



Bharti Foundation

Quality Support Programme Impact Assessment Report

April 2023

Price Waterhouse Chartered Accountants LLP

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Abbreviations

BF	Bharti Foundation
CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
ICT	Information and Communication Technology
IDI	In-depth Interview
IRECS	Inclusiveness, Relevance, Effectiveness, Convergence, Sustainability
KPI	Key Performance Indicators
LFA	Logical Framework Analysis
NMMS	National Means cum-Merit Scholarship
PTET	Pre-Teacher Education Test
PW	Price Waterhouse Chartered Accountants LLP
PTM	Parent Teacher Meeting
QSP	Quality Support Program
SD	Standard Deviation
SDP	School Development Plan
SMC	School Management Committee
STET	State Teacher Eligibility Test
TET	Teacher Eligibility Test
TLM	Teacher Learning Material

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Executive Summary



Executive summary

In the year 2013, Bharti Foundation (BF) to realise its objective of **supporting government schools** to become **happy, holistic institutions of learning, in collaboration with state governments** initiated the Satya Bharti Quality Support Program (QSP). The programme adopts a **two-pronged approach** to facilitate the desired change. It optimizes on the existing strengths and provides catalytic support to bridge gaps identified by the schools' leadership team, by building on their own capabilities. QSP is implemented across schools in a time frame of three to five (3 to 5) years, structured around the whole-school approach through co-scholastic activities defined under four programme pillars. The four pillars of the programme are:

- Student empowerment
- School leadership and teacher engagement
- Community and parent involvement
- School environment

Scope of the study:

BF had engaged Price Waterhouse Chartered Accountants LLP (PW) to perform review and carry out impact assessment study for QSP. This included **reviewing the Key Performance Indicators (KPIs) in the Logical Framework Analysis (LFA)** as defined by the Company under the framework for implementing the CSR project for the outputs, outcomes, and impact of the project. **Inclusiveness, Relevance, Effectiveness, Convergence, Sustainability (IRECS) framework** was used to provide recommendations on the project performance for Company's evaluation.

Methodology:

- A **mixed methods approach** was deployed to undertake the impact assessment study in consultation with BF. Besides a quantitative survey, qualitative research methods such as **Focus Group Discussions (FGDs) and In-depth Interviews (IDIs)** were used with identified stakeholders to understand programmatic impact across the four (4) pillars of QSP.
- PW conducted a **case-control study with students (N= 3846), teachers (N= 542), parents, and officials at 118 government schools in ten (10) states across India**. Students were selected as case / control based on their "Cohort" – which is a group of people (in this case students/teachers) having a similar statistical factor (in this study class, schools). Students were **interviewed from classes IV to XII** covering primary, elementary and secondary schools. Students/ teachers/ schools belonged to one of nine (9) different cohorts.
- **The case group for the study are the schools from Cohorts one to eight (1 to 8) and the control group for the study are the schools from Cohort nine (9)**, since they were new schools and were yet to experience the impact of the programme in its entirety.
- The case schools covered 3042 students the control schools covered 804 students. The case schools covered 421 teachers the control schools covered 121 teachers.
- **Life skills were assessed using the Young Lives India UNICEF matrix¹**. Students were assessed on nine (9) domains – Critical Thinking, Decision Making, Problem Solving, Creativity, Participation, Resilience, Negotiation, Empathy and Communication.

¹ Young Lives India, Life skills measurement tool (elementary stage) by UNICEF (2020)

Key Findings:

The key findings as observed from the assessment of the Quality Support Program under the four pillars are provided below:

Student empowerment: BF as a part of QSP undertook a plethora of interactive activities, workshops, exposure visits and events within its first programme pillar- “Student Empowerment”. These interventions aimed to develop and strengthen life skills of students and enhance opportunities for student participation. BF under this pillar implemented systems such as clubs & houses within schools and provided support to schools in conducting and preparing students for inter/ intra school competitions across a range of categories such as sports, handwriting, drawing, debating, and painting competitions.

- 95% of the students reported that they had **participated in at least one of the various school activities**.
- Students from both case and control schools reported that **since the inception of QSP in their school, more activities were being conducted**.
- **90% of students in case schools and 82% of students in control schools suggested that they have instilled a sense of ownership towards organising such activities and events in their school.**
- In total, 62% of the students claimed to have undertaken at least one such workshop organised in the school. However, this number differs for case and control schools. While 66% of students had reported that they had participated in workshops in case schools, only 46% students participated in control schools.
- As per state-wise analysis of workshops attended by students, it was noted that in most states (barring Assam and Jharkhand), students in case schools are attending up to 5 workshops. Only a few students from case schools in states had attended over 10 workshops. These states are Assam, Jammu and Kashmir, Karnataka, and Jharkhand and Telangana. On the other hand, states such as Punjab, Delhi, Rajasthan, and Himachal Pradesh had no students in case schools who claimed to have attended over 10 workshops.
- A higher % of students strongly agree with **workshops supporting their learning. This percentage is higher in case schools (58%), compared to control schools at 55.1%.**
- Students were asked if their school participates in inter-school competitions, to which 79% of students across both case and control schools responded yes. Within **case schools, this number was higher than overall** percentage, wherein 81% students responded yes, and in control schools it was lower at 71%.
- Higher participation was witnessed **in case schools (68%)** in comparison to control schools (57%).
- During interactions with students, it was highlighted that students felt that **winning awards worked as a positive reinforcement** encouraging them to perform better and nurture their talents.
- **Overall, 66% students reported that their school had won an award in the interschool competitions.** There is a significant difference in the percentage of the student winning awards for case and control schools. For case schools this percentage is 69% whereas it is 54% for control schools.
- Maximum percentage of students of cohort 6 (76.4%) won awards, followed by cohort 5 (74.1%).
- There was a **positive impact of the life skills workshops in the development of life skills among the students of standard 4th – 8th.**
- Overall, for standards 4th – 8th, cohort 5 performed better while cohort 7 showed that it required further intervention. For standard 9th – 12th, the results are similar. Findings show that overall, cohort 5 performed better while cohort 7 performed comparatively lower in life skills.
- Overall, in terms of state analysis, for standard 4th – 8th, Punjab performed better while Jammu & Kashmir required further intervention support. For standard 9th – 12th, the results show that Punjab performed better overall while Rajasthan performed comparatively lower overall in life skills.
- It was also observed that **for standards 4th – 8th**, 20% of case group students fall in the basic and emerging category in overall life skills, while 19% of the control group students fall in the basic and emerging category in overall life skills. **For standards 9th-12th**, 20% of case group students fall in the basic and emerging category in overall life skills, while 19% of the control group students fall in the basic and emerging category in overall life skills.
- It was reported by all key stakeholders that the additional online activities like games, quizzes were conducted under QSP programme which helped the students be more engaged. Some principals further said that in all schools where BF was supporting, the academic mentors were instrumental in

keeping both the students, parents as well as the teachers engaged as it was a difficult time for all, and several students could have fallen into depression. **Few parents reported that they are unaware if BF has provided any support during the country-wide lockdown as they had limited interaction with the teachers.**

School leadership and teacher engagement: Quality Support Programme included a range of activities that were developed to add to the expertise of teachers in their subjects at the Government schools. These activities and exposure programmes aimed at driving their passion for teaching further and equip them with the latest pedagogy as well as personal growth and the consequent fulfilment. The abilities of school leaders were further improved while acknowledging and supporting their driving force.

- Among all the cohorts, **highest 86% teachers from cohort 7 participated in trainings followed by 80% teachers from cohort 6** who reported to be a part of trainings.
- As per the state wise analysis of case schools, Assam (92%), Jharkhand (94%) and Jammu & Kashmir (83%) reported highest number of teachers who participated in various trainings organized by Bharti Foundation for capacity building of teachers from case schools. On the other hand, Himachal Pradesh (48%) & Karnataka (43%) shown the lowest participation rate of teachers in trainings. In control schools, Meghalaya (89%), Punjab (71%) and Jammu & Kashmir (64%) had highest number of teachers who participated in trainings whereas Himachal Pradesh (14%) and Telangana has lowest number of teachers who were reported to be a part of trainings organized by Bharti Foundation.
- Respondents stated that the intervention of BF provided them an **opportunity and enhanced their skills** which supported them to participate in various competitions and win awards as well. **65% teachers from case schools and 59% teachers from control schools participated in School Leadership Excellence Programme.**
- 47% of the teachers have reported that there is an **improved student/teacher relationship**, improved attentiveness in class, participation level and creative thinking.
- It was highlighted during the interactions that the use of digital tools started after the intervention of BF and increased especially during covid 19 period. BF provided training on Information and Communication Technology (ICT) tools where teachers have learnt about creating google forms etc.
- Respondents mentioned that after the intervention, parent involvement increased in school's ceremonies. They were now a part of school special events, such as the school annual day, award distribution day for students, etc.
- It was shared by the respondents in Jammu that BF took an initiative with Directorate of Education, Jammu and launched 'Take one' channel which used to telecast recorded lessons for the support of teachers during pandemic.

Community and parent involvement: This pillar of the programme aims to encourage structured interactions among parents and teachers to enable holistic development of students in the form of Parent Teacher Meetings (PTMs) and School Management Committee (SMC) meetings. This pillar also focuses on providing a more informed view to the parents about their child and where they can support their child's growth and development.

- During the interaction with students, it was highlighted that the parents regularly attend the PTMs which are held monthly/quarterly and or after the examinations. The points of discussion in the PTMs are pre-defined, better organised and structured, and more frequent in some cases focusing on – student results, student performance, student behaviour, student school participation and appreciation of their participation, disciplinary issues, and scholarships.
- During the interactions with parents, it was observed that most of the parents in case schools were more aware about the SMCs and some of the respondents were a part of the SMCs too.
- It was observed that the parents from the case schools were more involved in the home mentoring than the parents from the control schools. The parents actively looked after the development of children at home for school activities (academic and co-curricular) and motivated the students to take part in school activities.
- During our interactions with parents, respondents said that there has been improvement in the processes of organization of co-curricular activities as under the Quality Support Program the schools were also supported with equipment for sports, consumables for doing activities, etc.

School environment: BF focuses on creating a safe, supportive, engaging, and conducive to learning school environment by focusing its efforts on improved school processes, such as functional libraries, labs, and toilets, support in optimum usage of school resources, and in recognition of talent, awards, and skills.

- From the teacher's perspective it was reported that, **majority of the respondents gave a lower score (1-3) for optimum usage of school resources in control group whereas in Case schools, maximum teachers gave higher scoring (5) for optimum usage of school resources.** During the interactions with BF mentors and school staff it was reported that Bharti Foundation plays an important role in guiding school on how best to utilize resources available to get maximum benefit
- It was noted that improvement of amenities is (as per student responses) **2.5 times higher** in case schools as compared to control schools. In majority of case schools, renovation of toilets, and laboratories are done.
- Students report that their **efforts, talents, and skills being recognised is 2.5 times higher in case groups** as compared to students in control group.
- Teachers' perspective on increased award-winning culture in school was rated on a scale of 1 to 5 (1 being a minimum rating and 5 being highest rating). Across the states (except Delhi), it was observed that the frequency of respondents who gave a maximum rating of 5 was higher in case schools as compared to control schools. In Delhi it was reported that respondents with a rating of 5 was lower in case schools (69%) as compared to control school (80%).
- The government has also recognised BF's efforts in their schools. This was noted during interactions with district/block officials as well.
- As per analysis the display **board showing club and house activities being found in case schools is 3.7 times higher** than control schools.
- It was reported that students from case schools feel **a sense of pride in their school. This feeling of pride in students is 1.6 times higher** in case school as compared to control schools.

Recommendations:

1. **Planning workshops to increase the coverage of teachers and students:** In cases where the complete participation of all the teachers and students for whom the workshops have been planned is not attained, the workshops can be organised on multiple days or spread across short intervals. This will help to ensure that all students and teachers are covered as a part of these workshops in a specific period. This model could also work for principals/ teachers who have just joined the programme, are new to the school and have missed on previously scheduled workshops/ activities.
2. **Incorporating session on more topics such as health and hygiene in workshops:** Workshops should incorporate other topics as well, such as basics of health and hygiene, menstrual hygiene, etc. This would help for all rounded growth of students and would also have a trickle-down effect into the overall community.
3. **Customised support for schools:** Over the period, the education system has evolved since the initiation of QSP across all the states, there are certain activities which the government schools are conducting as part of their own mandates from State Education departments which are also a part of QSP's Log-Frame Analysis. During the baseline, the assessment of the school status is conducted to understand the activities which they are already carrying out. Hence, QSP could customise their support accordingly. In case there are similar activities as per the government mandate which are already being carried out in the school, there, BF can focus on providing technical support to further strengthen those initiatives.
4. **Managing workload for mentors:** Conversations with mentors suggested that oftentimes mentors struggled with a clear definition of their role on the field. They stated how they would end up taking too many activities on themselves and would eventually deal with excess workload, which would be difficult for them to manage. Besides this they also stated that often they would also take care of programme documentation, which if reduced could help them manage their time better. For example, currently mentors were managing seven to eight (7 to 8) schools maintaining cluster level programme activities with teachers, and state level programmes, which was leading to delayed management and operations.
5. **Providing clarity to school leadership and teachers on the programme duration including the tapered exit for ensuring programme sustainability:** It was observed from the interactions with school administration and teachers that QSP is perceived as a five (5) year programme. However, the programme envisages 3 years of complete handholding to the school, with additional tapered support of 2 years so that the school can continue activities on its own even without the support from BF.

Teachers lack clarity on the exit process and overall programme duration, which can be further strengthened by redoing workshops with changed school administration and teachers or teachers who missed the QSP workshops earlier. This will help teachers to adapt the programme more efficiently feel more engaged with it and will ensure the long-term programme sustainability.

- 6. Uniformity in key activities across QSP schools:** Schools in different states have different activities and workshops. While the activities initiated are based on the needs of the students, some of the visible attractions in the school such as word wall, education, math fact and mirror are different/missing from many schools these should be uniformly carried out in all QSP schools.
- 7. Organising / Reorganising Life Skills Workshops:** An analysis of responses on the Life Skills Assessment suggested that cohort 7 students have not been able to score as well as other cohorts. To address this, it is recommended that life skills workshops be organized/reorganized (as the case may be) for all the life skills domains for cohort 7 for standards 4th – 8th and for standards 9th – 12th to reaffirm the life skills learnings for cohort 7 school students. It was also observed that the states of Rajasthan and Jammu & Kashmir have not been able to score as well as other states. To address this, it is recommended that life skills workshops be organized/reorganized (as the case may be) for all the life skills domains in Rajasthan and Jammu & Kashmir states for standards 4th – 8th and for standards 9th – 12th to reaffirm the life skills learnings of the students. It is recommended special attention be bestowed upon the students falling in the Basic and Emerging categories to strengthen their life skills learnings through a revisit of the life skills workshops.

A detailed analysis of the assessed impact of all the interventions can be found in the [Student Empowerment, School Leadership and Teacher Engagement, Parents and community involvement](#) and [School environment](#) sections and recommendations can be found in the section titled [Recommendations](#) in the report.

1 Background of the study



1. Background of the study

1.1 Satya Bharti Quality Support Programme

In the year 2013, Bharti Foundation (BF) to realise its objective of supporting government schools to become happy, holistic institutions of learning, in collaboration with state governments initiated the Satya Bharti Quality Support Program (QSP).

The core philosophy of the programme is to support Government schools to become an engaging space for students by enabling them to acquire **life skills** (Refer to Table 4) and **other key skills such as leadership, communication, and collaboration** for holistic development. To attain this philosophy, the programme design caters to not only students, but also teachers, parents as well as administrators through a standardised, flexibly implemented approach, to transform schools into vibrant and happy learning centres through co-scholastic interventions. The aim is to develop a self-sustaining model, driven by students, teachers, and the community.²

Programme approach:

Since its inception, QSP has impacted **>1,000 schools³** with **>3,20,000 students across 10 states⁴**. The programme adopts a two-pronged approach to facilitate the desired change. It optimises on the existing strengths and provides catalytic support to bridge gaps identified by the schools' leadership team, by building on their own capabilities. QSP aims to strengthen student skills (life skills and other key skills such as leadership) for their holistic development.

The Programme is led by a trained mentor over a cluster of 8-10 schools.⁵ The mentor's key role is to help the school create a road map of changes – provide technical advice/school processes for improvement and facilitate activities by motivating teachers and students.

QSP is implemented across government schools for a time frame of three to five (3 to 5) years, structured around the whole-school approach through co-scholastic activities defined under four programme pillars as highlighted below. The goals and activities under each of the four (4) pillars are described below:

Table 1: Goals and activities of the four (4) pillars of QSP

	Student empowerment	School leadership and teacher engagement	Parents and community involvement	School environment
Goals ⁶	Creating student clubs, leadership groups to create holistic growth opportunities; building aspirations; exposure by lecture series, participation in competitions etc.	Creating a joint vision; encouraging change; motivating teachers innovate, interact more with students, and institutionalise new processes in schools	Encouraging structured parent-teacher interactions and involving community to support school by bringing in resources; School Management Committees (SMCs) participation etc.	Supporting improvement in overall cleanliness, plantation, energising labs/libraries, and colourful spaces for student's creative work as well as child safety processes

² [BF website](#)

³ This number includes 309 schools where the programme has been concluded

⁴ As per information shared by BF

⁵ As per information shared by BF

⁶ As per the QSP Log Frame Approach document provided by BF

	Student empowerment	School leadership and teacher engagement	Parents and community involvement	School environment
Activities ⁷	<p>1.1. Formation / Strengthening of student clubs and houses/ councils</p> <p>1.2 Organise events and activities such as Rang Tarang (Annual Day), summer camp/ winter camp, sport spark/ sports day, campaigns, special day celebrations/ in-school competitions</p> <p>1.3 Organise and encourage participation of students in external competitions</p> <p>1.4 Create an innovation club which works towards developing projects based on ideas of students using digital technology, STEM, robotics, and coding skills</p> <p>1.5.1. Career counselling / guidance for career counselling to Class X and XII</p> <p>1.5.2. Academic based Lecture Series for class IX-XII related to higher education</p>	<p>2.1. Organise in-service training for Head of School, teachers (on themes such as Teacher Learning Material (TLM), Remedial, Motivation, Social Counselling) in collaborating with education system</p> <p>2.2. Teachers equipped to conduct the remedial classes</p> <p>2.3. Enhanced teacher engagement in school activities</p> <p>2.4. Exposure visits for teachers from year two (2) on depending on level of engagement (for schools with 100% teachers in 'leaders' or 'cooperative' category)</p> <p>2.5. Encourage teachers to apply for various competitions</p>	<p>3.1 To support the schools to improve the effectiveness of the SMCs</p> <p>3.2 Facilitate agenda-based Parent Teacher Meeting (PTM) to involve parents in school development</p> <p>3.3. Increased contribution of community stakeholders in form of cash/ kind for resource development of the schools</p>	<p>4.1 Classroom enrichment as Sample Classroom for demonstration and replication</p> <p>4.2 Facility upgradation of facility per year (principals' room/ staffroom/ water and sanitation facility/ veranda)</p> <p>4.3. Encouraging schools to apply for various school awards</p>

Programme geography:

As per data shared with us by BF, the programme is implemented up across **ten (10) states of India**, covering **1074 government schools**⁸. The states include:

Table 2: Geography covered by QSP

State	Districts covered	Total schools
Assam	• Jorhat	60

⁷ As per information shared by BF

⁸ As per information shared by BF, schools exclude army schools and only include government schools

State	Districts covered	Total schools
	<ul style="list-style-type: none"> Biswanath Kamrup 	
Delhi	<ul style="list-style-type: none"> North Delhi South Delhi North-west Delhi West Delhi South-west Delhi 	175
Himachal Pradesh	<ul style="list-style-type: none"> Shimla 	84
Jammu & Kashmir	<ul style="list-style-type: none"> Jammu Samba 	95
Jharkhand	<ul style="list-style-type: none"> Dumka Deoghar Ranchi Pakur 	185
Karnataka	<ul style="list-style-type: none"> Ramanagaram Bengaluru Rural 	50
Meghalaya	<ul style="list-style-type: none"> Ri-Bholi 	30
Punjab	<ul style="list-style-type: none"> Bhatinda Fazilka 	89
Rajasthan	<ul style="list-style-type: none"> Ajmer Barmer Jodhpur Pali 	211
Telangana	<ul style="list-style-type: none"> Rajanna Sircilla Rangareddy Medchal 	95

1.2 About Bharti Foundation

BF is the philanthropic arm of Bharti Enterprises. They started their operations in the year 2000, to bring about a transformation in the education arena and thus the living condition of children and youth in rural India.

BF has been proactively engaged in formulating and executing education programmes at primary, secondary and tertiary levels. All its actions are driven by a necessity to create opportunities for underprivileged children that enable their holistic development. To realise their vision, mission and goals, BF works in collaboration and partnership with its stakeholders, including government, corporate sector, and rural community.⁹

A range of BF's programmes include¹⁰:

- Satya Bharti School Programme (Launched 2006)
- Satya Bharti Quality Support Programme (Launched 2013)
- Satya Bharti Learning Centre Programme (operational from 2013-2018)
- Satya Bharti Abhiyan (Launched 2014)

⁹ BF website

¹⁰ BF website

1.3 Scope of the Impact assessment study

BF had engaged PW to perform a review and carry out the impact assessment study for QSP. This included reviewing the Key Performance Indicators (KPIs) in the Logical Framework Analysis as defined by BF under the framework for implementing the Corporate Social Responsibility (CSR) project for the outputs, outcomes, and impact of the project.

Inclusiveness, Relevance, Effectiveness, Convergence, Sustainability (IRECS) framework was used to provide recommendations on the project performance for Bharti Foundations' evaluation.¹¹





Purpose of the study¹²:

- To assess the outcomes of the programme in the schools which had direct intervention
- To determine as to what extent was the QSP able to achieve its objectives as defined in the LFA

Stakeholders identified¹³:

- Principals/ School leadership
- Teachers
- Students
- Parents/ Community members (Parents, guardians, SMC members)
- Government officials (Block and district level officials)
- BF team

Key areas of inquiry¹⁴:

 Student empowerment	 School leadership and teacher engagement	 Parents and community involvement	 School environment
<ul style="list-style-type: none"> • Enrolment • Clubs and Houses such as calendars, activities, leadership positions • Attendance • Student participation • Student awards • Overall program experience (with feedback) • Life skills improvement 	<ul style="list-style-type: none"> • Teacher participation and winnings in external events • Training and support for teachers and Heads of Schools • Teachers taking ownership for program activities 	<ul style="list-style-type: none"> • Parent Teacher Meeting (PTM) - attendance and frequency • Parent experience • Number of donors (includes parents and community – cash kind and volunteering) 	<ul style="list-style-type: none"> • Cleaner/ Greener and vibrant schools • Enriched classrooms • School awards • Facilities activated/upgraded • Processes institutionalized for scalability

¹¹ As aligned by BF and PW in the engagement letter for the impact assessment study

¹² As aligned by BF and PW in the engagement letter for the impact assessment study

¹³ Ibid

¹⁴ Ibid

1.4 Limitations of the study

- The control sample in this study were schools which had been recently added to the programme. Programme activities had already begun in these schools, making this sample not entirely unaware of the QSP programmatic activities and its impact.
- Due to unavailability of parents and teachers during the time of visit, there was difficulty in undertaking in-person interactions with them.
- In some cases, the key stakeholder (principal/ school head/ academic mentor) who were a part of the programme had retired or were changed. Since the new incumbents had been a part of QSP only for a few months, they had limited knowledge of the initial stages of the programme.
- The interaction with government officials was very limited in nature due to their busy schedule. As they could allocate very little time for the interaction, in-depth interaction could not take place and only very broad inputs were received.
- Since the new session had just commenced in Himachal Pradesh schools at the time of data collection, students from the most senior batch of primary schools (5th class) and senior secondary schools (12th class) who were exposed to the programme had graduated out from the school and thus could not be interviewed.
- The class-wise sample size of students was actualised based on their availability. In some schools, student availability for the quantitative survey and Focus Group Discussion (FGD) was low owing to exams and lesser attendance.
- Based on aligned research methodology (Refer to section 2.3) with BF, qualitative data collection was carried out as per case and control schools and not as per cohorts. As a result, not all cohorts from case schools (one to eight) were covered as a part of the qualitative study. Hence qualitative data substantiates findings at the level of case vs control schools and not at the level of cohort-wise analysis.
- Cohort 7 schools were brought into the QSP during Covid-19. Therefore, many activities/ events/ workshops were not possible due to the pandemic induced lockdowns and fear. This consequence was observed during our reporting as well, the number of schools in Cohort 7 were less and overall percentages in several different variables was recorded as less compared to schools of Cohort 8 and 6.

2 Approach and methodology

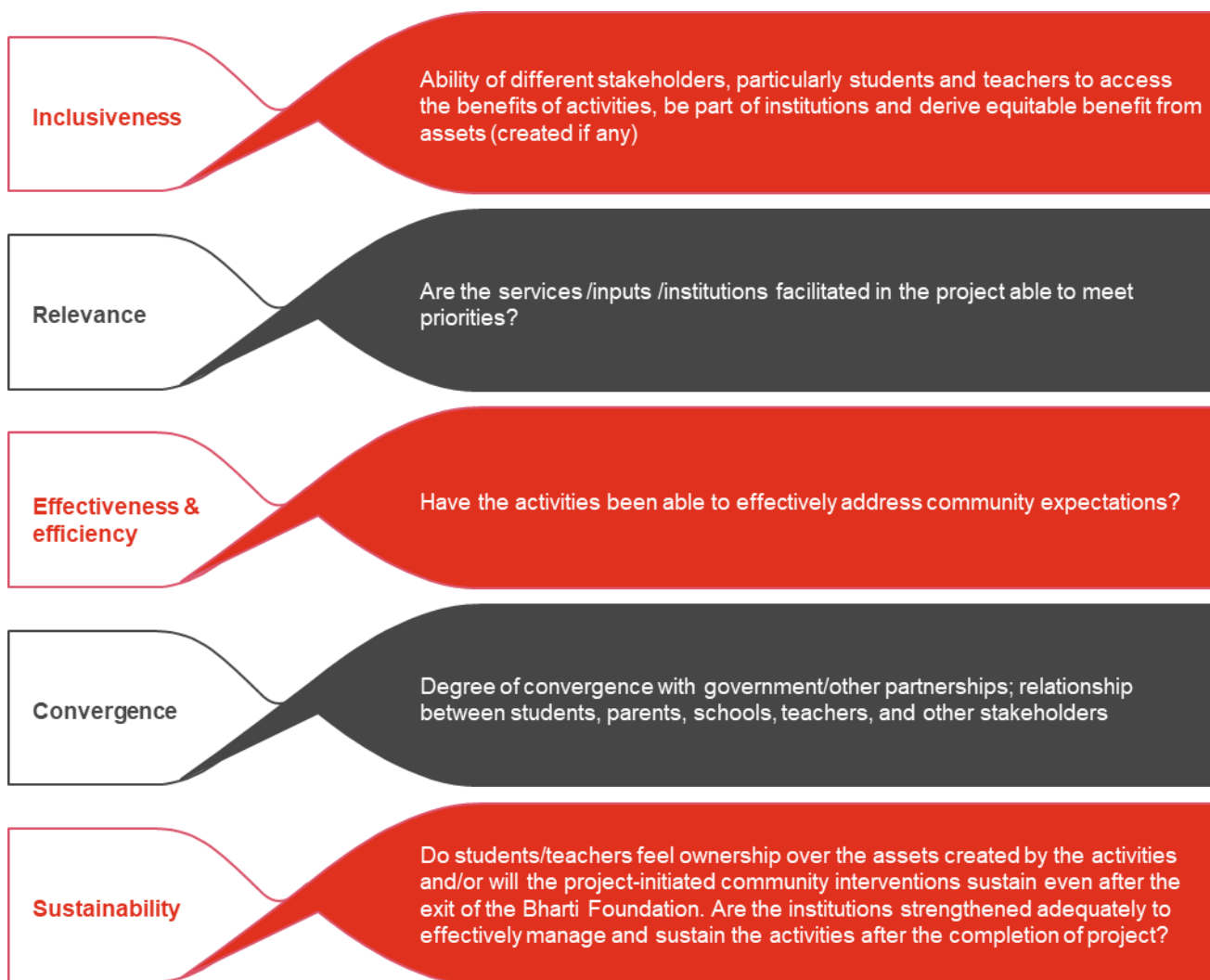


2. Approach and methodology

2.1 IRECS Framework

The impact of the programme was assessed using the IRECS framework. IRECS helped in providing overall feedback on the efficacy of implementation as well as its efficiency in terms of achievement of the desired programme outputs with reference to inputs. IRECS framework measured the performance of the programme on five parameters – Inclusiveness, Relevance, Effectiveness, Convergence and Sustainability.

Overview of areas assessed under each of these five parameters is provided below:



2.2 Impact assessment approach

A mixed methods approach was deployed to undertake the impact assessment study in consultation with BF. Besides a quantitative survey, qualitative research methods such as Focus Group Discussions (FGDs) and In-depth Interviews (IDIs) were used with identified stakeholders to understand programmatic impact across the four (4) pillars of QSP. The implementation of the programme, as aligned with BF, was conducted in a four (4) phased approach, described as follows:

Table 3: Phases of implementing the impact assessment study

Inception	The engagement was commenced with a meeting with BF, to align on the programme scope, goals, and expectations from the programme assessment. Multiple meetings were conducted with the programme team for a deeper analysis of programme details through desk review (such as list of schools where the programme has been implemented, enrolment in each school, activities implemented in schools, BF's LFA, etc.) exercise of documents and reports shared by BF relevant to QSP. Additionally, stakeholders were mapped for data collection across both quantitative and qualitative research methods. An inception document was also developed in consultation with BF to document the methodology, approach, sample, research questions and workplan.
Planning, tool preparation and training of field teams	<p>In this phase, the final data collection plan, stakeholder list and sample (Refer to section 2.3) were shared with BF. Simultaneously, in consultation with BF, the data collection tools were also prepared. Since the data collection was to take place across ten (10) states with varied language preferences, the tools were translated to local languages.</p> <p>A training session was conducted with the research team on the data collection process. BF's code of conduct, and child safety dos and don'ts were also explained to the field teams for adherence on the field.</p>
Data collection and field visits	To validate and check the coherence of the tools, a pilot was conducted. Tools were tweaked wherever necessary based on the pilot results. Additionally, field visits to different states were commenced and the data collection was completed. While a quantitative survey was conducted with students, and teachers; IDIs with BF state team members and district officials, and FGDs with beneficiary students, community/ parents and SMC members/ teachers, and school leadership/ principals were also conducted in each state.
Data analysis and report writing	Collected data was digitised for ease of data analysis. The key findings were corroborated into a matrix to better analyse the data to help present them collectively in the form of report to BF for their review. The initial key findings were shared with BF team. After receiving their feedback on the same, a report was prepared for management's consideration.

2.3 Methodology

This study follows a **case- control methodology**. A case-control study is an observational study in which the participants are selected based on their "exposure" and "outcome" to certain elements. In general, a study that compares two groups of people, those with exposure to condition (case groups) and a very similar matched group of people who do not have exposure to the condition (control group).

PW conducted a case control study with students, teachers, parents, and officials at government schools in ten (10) states across India. Students were selected as case/ control based on their "Cohort" – which is a group of people (in this case students/teachers) having a similar statistical factor (in this study class, schools). Students were interviewed from classes IV to XII covering primary, elementary and secondary schools. Students/ teachers/ schools belonged to one of nine (9) different cohorts. These cohorts were created based on when the QSP initiative began and status of the programme currently, in the corresponding schools.

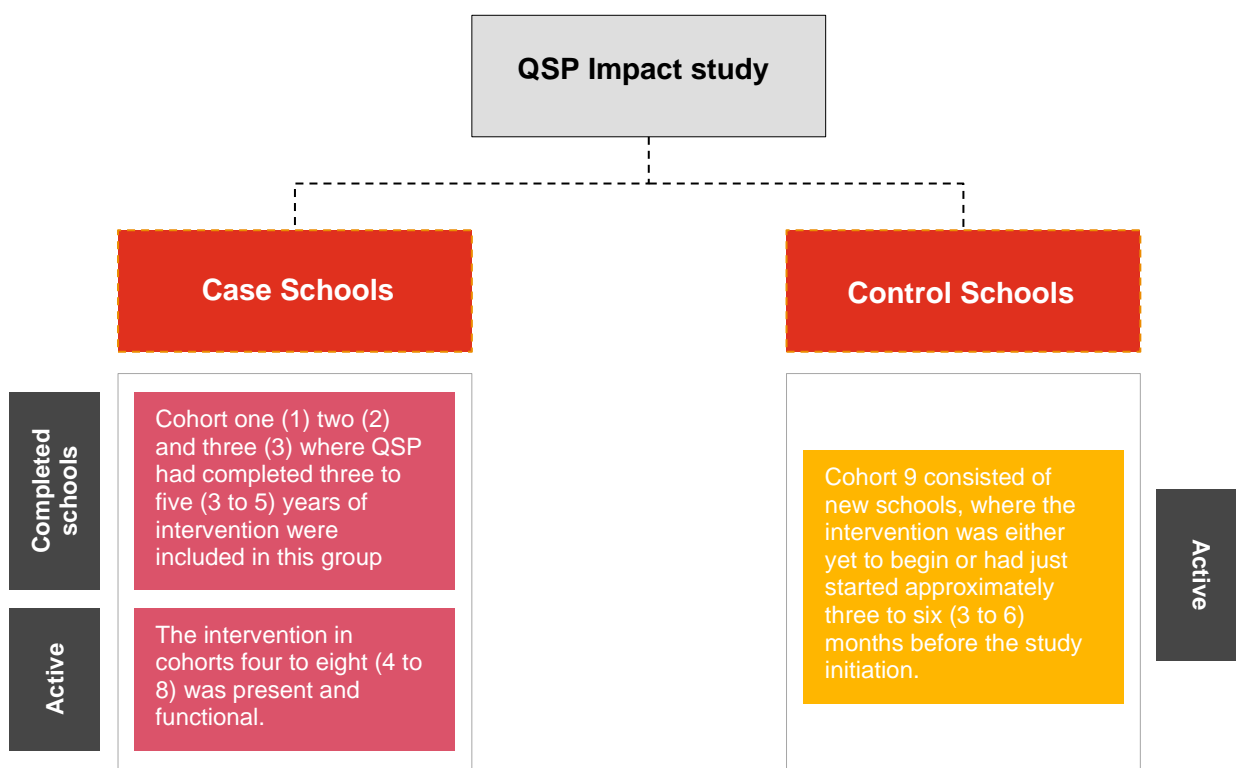
- **Group 1: Completed schools**

Cohort one (1) two (2) and three (3) where QSP had completed three to five (3 to 5) years of intervention were included in this group

- **Group 2: Active schools**

Cohorts four to nine (4 to 9) were included in this group. The intervention in cohorts four to eight (4 to 8) was present and functional. Cohort 9 consisted of new schools, where the intervention was either yet to begin or had just started approximately three to six (3 to 6) months before.

The case group for the study are the schools from Cohorts one to eight (1 to 8) and the control group for the study are the schools from Cohort nine (9), since they were new schools and were yet to experience the impact of the programme in its entirety.



Based on the data shared by BF on school lists, 10% of completed schools and 15% of active schools were selected for sampling of case schools and ¼th of the case schools was taken as control group school numbers. The study and analysis focused on quantitative and qualitative interactions with students, teachers, parents, government officials and BF academic mentors. Each of the 4 pillars in Bharti Foundation's initiative were analysed comparing case groups with control groups. **In total, 118 schools were sampled by random stratification (by cohort, region, and school type), ensuring all types of schools and cohorts were covered in the overall sampling list.**

Odds ratio analysis:

Where relevant across sections of the report an odds ratio, which is a measure of association, was calculated to quantify the relationship between the case group and the control group. The odds ratio tells us how much higher the odds of exposure to QSP initiatives leading to better impact are among cases than among controls.

An odds ratio of:

- (1.0 or close to 1.0) indicates that the odds of exposure (QSP activity, event, workshop) among case are the same as, or similar to, the odds of exposure (QSP activity, event, workshop) among controls. The exposure is not associated with any QSP impact or there is no significant difference between both groups
- Greater than 1.0 indicates that the odds of exposure among case (QSP activity, event, workshop) are greater than the odds of exposure (QSP activity, event, workshop) among controls. The exposure (QSP activity, event, workshop) might be an indicator for QSP Impact or that case group has higher odds of certain event (QSP activity, event, workshop) than control group

- Less than 1.0 indicates that the odds of exposure among case (QSP activity, event, workshop) are lower than the odds of exposure (QSP activity, event, workshop) among controls. The control group has higher odds of certain events (QSP activity, event, workshop) than the case group.

Once the odds ratio is determined, tests of statistical significance must be used to determine the probability of finding an odds ratio as strong as or stronger than the one observed, if the exposure is not truly related to the outcome (i.e., due to chance alone). This probability is called the “p-value.” The p-value is calculated using the same numbers that are used to calculate the odds ratio. The larger the p-value, the higher the probability that you might observe such an association because of chance alone and that the exposure is probably not related to the outcome. The smaller the p-value, the lower the probability that you might observe such an association because of chance alone and the greater the chance that the exposure is related to the outcome. (A p value of usually 0.05 or lower is of statistical significance).¹⁵

Life skills Assessment:

Life skills (Refer sub-section “Life skills assessment” under section 3.2) were assessed using the Young Lives India UNICEF matrix¹⁶. Students were assessed on nine (9) domains – Critical Thinking, Decision Making, Problem Solving, Creativity, Participation, Resilience, Negotiation, Empathy and Communication. For definitions of life skills, refer to table below:

Table 4: Definitions of life skills¹⁷

Life skills framework		
Cognitive	Personal	Inter-personal
Critical Thinking: Ability to analyse information appropriately / adequately to come to a judgement.	Creativity: Ability to generate, articulate and apply inventive & original ideas, techniques, and perspectives.	Negotiation: Ability to come to an agreement with others using logic and persuasion.
Decision Making: Choosing an option/action from amongst a set of alternatives available.	Participation: Ability to contribute actively to processes and situations, influencing decisions and activities.	Empathy: Ability to exchange information, express opinions, desires, needs and fears.
Problem Solving: Ability to think through steps that lead from a given situation to a desired goal. Includes problem identification, understanding, identification of solutions.	Resilience: Ability to cope with stress and calamity and returning to previous level of stasis from some form of disruption, stress, or change.	Communication: Level of cognitive and affective response and involvement in another’s situation that involves identifying others situation, taking perspective of that situation, and sharing other’s emotional state.

As a part of QSP, the students are given life skills workshops to help in the improvement of life skills. To assess the impact of such workshops, the students were asked to answer questions based on life skills framework assessing the impact on nine domains – Critical Thinking, Decision Making, Problem Solving, Creativity, Participation, Resilience, Negotiation, Empathy and Communication. The questions asked are reflective of real life, day-to-day situations that children encounter. The questions tried to capture real-life issues for students in the contexts of self, home, school, neighbourhood, and social life.

There were 36 multiple choice questions (4 questions for each domain), with each question containing four responses wherein the students were requested to select a single, most preferred, chosen response for each question. Scores (1,2,3,4) were awarded to each response based on the correctness of response depicting the

¹⁵ [Interpreting results of case-control studies \(2013\)](#)

¹⁶ Young Lives India, Life skills measurement tool (elementary stage) by UNICEF (2020)

¹⁷ Ibid

development of the skill (score of 1 being least correct to score of 4 being most correct). The minimum and maximum scores that the student can score when they answer all 36 questions are 36 and 144 respectively.

Two sets of questions were asked, one for the students of standard 4th - 8th (n=2033) and the other for the students of standard 9th - 12th (n=1813). These sets of questions differ in the type of situation to be most likely faced by the students of 4th – 8th standard (n=2033) and 9th – 12th standard (n=1813). Based on the responses selected for all 36 questions, the students could score between 4 and 16 (4 being the least developed in life skills and 16 being the most developed in like skills) as a score for all the domains. Further, a total of these mean scores was calculated and compared for the students of standard 4th – 8th (n=2033) and 9th – 12th (n=1813) between case (n=3042) and control groups (n=804) to assess the overall impact for all the domains.

Further, for both 4th – 8th and 9th – 12th standards, standard deviation was calculated along with the mean scores for each life skill domain cohort-wise and state-wise and based on them, students were classified into four categories – Proficient, Competent, Basic and Emerging. Norms of Interpreting the life skills scores by domains and total score is as follows –

Those who fall **above the +1SD** fall into **Category 4 - Proficient** that denotes students who are performing at the highest level in life skills.

Those who fall **between the -1SD to +1SD** fall into **Category 3 - Competent** that denotes students with competent/ level of life skills.

Those who fall **between the -1SD to -2SD** fall into **Category 2 - Basic** that denotes students with basic life skills.

Those who fall **below the Mean -2SD** fall into **Category 1 - Emerging** that denotes the lowest level of life skills.

Quantitative data sampling:

Quantitative data focused on generating insights and evidence to map the expected impact. Respondents for the quantitative sample included approximately **30 students and 5 teachers per school**.¹⁸

Students:

- Students for the study were split into two (2) groups, classes IV to VIII and classes IX to XII. A total sample of **3846** students were interacted with an aim to cover a 50:50 sample distribution across the two groups.
- The sampling frame covered more primary and elementary schools; hence, to ensure that the overall 50:50 sample split was maintained, the individual school sample was adjusted accordingly within the two groups.
- The respondents were purposely selected based on the following criteria i.e., students participating in QSP programme a member of a club, house; hold any leadership position; or is an award-winner/ a participant in inter-school competitions to ensure that the QSP programme impact can be adequately assessed.

Table 5: Cohort wise quantitative student sample covered

S No.	State	Cohort wise sample size covered						
		Closed schools (1-3)	4	5	6	7	8	9
1.	Delhi	96	0	64	63	74	0	58

¹⁸ If there was a shortfall in the number of respondents (30 for students and 5 for teachers) in one school, it was met with additional responses in another school with higher enrolment.

S No.	State	Cohort wise sample size covered						
		Closed schools (1-3)	4	5	6	7	8	9
2.	Punjab	47	0	102	0	0	48	43
5	Rajasthan	121	0	203	129	124	174	188
5	Karnataka	0	0	94	0	0	97	0
5	Telangana	191	0	96	0	0	96	128
5	Jharkhand	101	67	87	111	0	88	151
5	Himachal	36	0	104	101	0	0	88
5	Assam	0	0	136	131	0	0	0
5	Meghalaya	0	0	0	0	0	0	66
5	Jammu	52	0	151	0	0	58	82
TOTAL (3846)		644	67	1037	535	198	561	804

Teachers:

The teachers were selected such that they represented different positions, for example, Principal, Vice Principal, Class Teachers, Subject Teachers, House, or Club In-charges to the maximum extent possible.

Table 6: Cohort wise quantitative teacher sample covered

S No.	State	Cohort wise sample size covered						
		Closed schools (1-3)	4	5	6	7	8	9
1.	Delhi	14	0	10	10	14	0	10
2.	Punjab	4	0	17	0	0	7	7
3.	Rajasthan	17	0	29	19	14	30	35
4.	Karnataka	0	0	14	0	0	16	0

S No.	State	Cohort wise sample size covered						
		Closed schools (1-3)	4	5	6	7	8	9
5.	Telangana	27	0	15	0	0	15	20
6.	Jharkhand	12	3	8	10	0	15	15
7.	Himachal	3	0	14	16	0	0	14
8.	Assam	0	0	12	14	0	0	0
9.	Meghalaya	0	0	0	0	0	0	9
10.	Jammu	11	0	21	0	0	10	11
TOTAL (542)		88	3	140	69	28	93	121

Qualitative data sampling:

Qualitative data was collected by PW team to help in translating observations, perspectives, and experiences into insights. Types of respondents and tools proposed are described below:

FGDs:

- Students
- Parents/community members
- School leadership such as Principal/ Teachers

IDIs:

- District/block officials
- BF team members

Table 7: Cohort wise qualitative sample covered

State	FGD students		FGD community/parents		FGD principal/teacher		IDI with district/block officials	IDI with BF team
	Case	Control	Case	Control	Case	Control		
Northeast (NE) (Assam +Meghalaya) ¹⁹	2	1		1	2	1	3	3

¹⁹ Assam and Meghalaya have been clubbed together due to their regional similarity. Since Assam did not have control schools, case schools have been selected from Assam and control schools for the sampling have been selected from Meghalaya. Similarly, southern states of Karnataka and Telangana have been clubbed since Karnataka did not have control schools. In this situation, case schools have been selected from Karnataka and control schools have been taken from Telangana.

State	FGD students		FGD community/parents		FGD principal/teacher		IDI with district/ block officials	IDI with BF team
	Case	Control	Case	Control	Case	Control		
Punjab	1	1	1	1	1	1	1	2
Delhi	2	1	2	1	2	1	1	2
Rajasthan	2	1	1	1	2	1	1	2
Jammu	2		3		3		1	2
Jharkhand	2	1	2	1	2	1	2	3
Himachal	1	1	1	1	1	1	1	2
South (Karnataka + Telangana)	2	1	2		2	1	2	3
TOTAL (92)	14	7	12	6	15	7	12	19

3 Student Empowerment



3. Student Empowerment

3.1 Profile of student sample covered under the study

A total of **3846** students from classes IV to XII were surveyed in the impact assessment study. While the case schools covered 3042 students, the control schools covered 804 students.

The highest participation was seen from class IX across both case and control schools, with 23.1% from case schools, and 24.4% from control schools, respectively. The lowest participation was seen from class XII across both case (1.9%) and control (3.2%) schools. The low participation was due to the limited availability of students as they were preparing for their final examinations. The grade wise distribution of student respondents is given in the table below:

Table 8: Number of students as per their grade

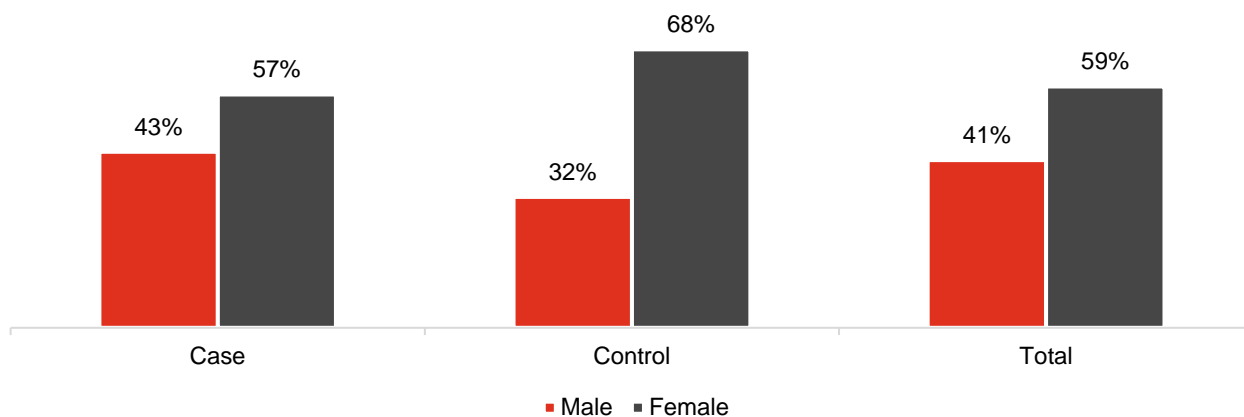
Grade	Case	Control	Total
4 th	5.2%	7.7%	5.7%
5 th	11.8%	9.6%	11.3%
6 th	6.1%	8.7%	6.6%
7 th	11.3%	10.0%	11.0%
8 th	18.4%	17.2%	18.1%
9 th	23.1%	24.4%	23.4%
10 th	14.8%	14.4%	14.7%
11 th	7.3%	4.9%	6.8%
12 th	1.9%	3.2%	2.2%
N	3042	804	3846

The survey (N = 3846) included 27% of students from Cohort 5 followed by 21% from the control cohort and 16.7% from closed cohort. The cohort wise distribution of student respondents is given in the table below:

Table 9: Cohort wise spread of students

Cohort	Closed Cohort (cohort 1 to 3)	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Control Cohort	N
% of students	16.7%	1.7%	27.0%	13.9%	5.1%	14.6%	20.9%	3846
Number of schools	19	2	33	16	6	18	24	118

The survey (N = 3846) comprised **41% males and 59% females**. Among case schools (**N = 3042**) 43% were males and 57% were females. In the control schools (**N=804**) 32% were males while 68% were females.

Figure 1: Gender of respondents

The survey was conducted **across ten (10) states** where the QSP programme was being implemented. While the highest participation of students in case schools was from Rajasthan (24.7%), in control schools it was from Jharkhand (18.8%). The state-wise distribution of student respondents among case and control schools is given in the table below:

Table 10: State wise spread of respondents²⁰

State	Case	Control	Total
Assam	8.8%		6.9%
Punjab	6.5%	5.3%	6.2%
Delhi	9.8%	7.2%	9.2%
Rajasthan	24.7%	23.4%	24.4%
Himachal Pradesh	7.9%	10.9%	8.6%
Jammu & Kashmir	8.6%	10.2%	8.9%
Jharkhand	14.9%	18.8%	15.7%
Meghalaya		8.2%	1.7%
Telangana	12.6%	15.9%	13.3%
Karnataka	6.3%		5.0%
N	3042	804	3846

²⁰ Assam and Meghalaya have been clubbed together due to their regional similarity. Since Assam did not have control schools, case schools have been selected from Assam and control schools for the sampling have been selected from Meghalaya. Similarly, southern states of Karnataka and Telangana have been clubbed since Karnataka did not have control schools. In this situation, case schools have been selected from Karnataka and control schools have been taken from Telangana.

3.2 Key Findings

3.2.1 Student empowerment initiatives

BF as a part of QSP undertook a plethora of interactive activities, workshops, exposure visits, and events under its first programme pillar called Student Empowerment. These interventions aimed to develop and strengthen the life skills of students and enhance opportunities for student participation. BF under this pillar implemented systems such as clubs & houses within schools and provided support to schools in conducting and preparing students for inter/ intra school competitions across a range of categories such as sports, handwriting, drawing, debating, and painting competitions. Mentors assigned to the schools by BF played a pivotal role in supporting these programmatic interventions.

It was also noted that in certain instances, there is an overlap in the activities organised by QSP and the state governments, such as workshops, exposure trips or even participation in competitions. As a result of which participation numbers for case and control schools are similar across sections of the report. For example, the Delhi government conducts workshops on happiness, stress management, and time management, which are also key elements of QSP.

Mentors also quoted, that even though QSP supports government initiatives, the success solely to QSP cannot be completely attributed since similar initiatives are also being undertaken by the state governments.

School Activities:

Multiple activities were being organised in both case and control schools such as celebratory events during festivals, competitions for students, special weeks of participatory activities, summer/ winter camps, political initiatives such as Bal Sabha and annual functions. Out of the total students surveyed, **95% of the students reported that they had participated in at least one of the activities**, while only 5% of the students reported non- participation in any of the activities conducted in the school. This percentage is higher in control schools (7%) in comparison to case schools (5%) where students have shown higher participation across activities. Lowest participation in any activities is from classes VII to IX in case schools, and classes VI, VII and IX in control schools.

It was reported that the odds of student participating across activities (7 activities) is 1.6 times higher in case as compared to control schools (P <0.015).

“Celebrations” was the most preferred activity by students across both case (35%) and control (29%) schools. Other preferred activities in case schools include competitions, special week activities and Bal Sabha activities. In control schools, preferred activities include, competitions, Bal Sabha activities, Special week activities, and annual function. The bifurcation of student participation across activities in case vs control schools has been shown below:

Table 11: Student participation across activities

	Case	Control	Total
Celebrations	35%	29%	34%
Competitions	28%	26%	28%
Special Week Activities	9%	10%	9%
Summer/ Winter Camp	5%	3%	4%
Bal Sabha Activities	9%	12%	10%
Swachhta Initiative	4%	3%	4%
Annual Function	6%	10%	7%
None	5%	7%	5%

	Case	Control	Total
N	3042	804	3846

Every school disclosed that they had conducted celebrations, events, and competitions in which students could participate. However, the **scale and frequency of such events conducted varied for multiple reasons**. For example, **control schools reported that they often had lower funds/financial support to organise such events in the school**. Students from both case and control schools aligned on the same, suggesting that **since the inception of QSP in their school, more activities were being conducted**. They have been celebrating festivals such as Diwali, Holi, special occasions such as Republic Day, plays, musicals, and other performances. Teachers additionally stated that the **support they had received from BF for conducting these activities had helped them establish processes for preparing for special days, organising summer/ winter camps, and conducting intra-school competitions**.

Interactions with students suggested that provision of items such as chart papers, stationery items, and other items such as speaker system, sports kits, etc. provided by BF proved to be very useful for students across both case and control schools in conducting and participating in such events. Students also stated that introductions of clubs or house systems, have facilitated conducting the activities together with the teachers and BF mentor. This was noted more in case schools than control schools, wherein control school students stated that they do have club or house systems in place, but they do not directly support in conducting activities such as workshops or competitions.

Close to **90% of students in case schools and 82% of students in control schools suggested that they have instilled a sense of ownership towards organising such activities and events in their school**. A split of student perception on their ownership towards such events and activities has been given below:

Table 12: Student ownership towards events and activities organised in the school

	Case	Control	Total
Strongly agree	59%	56%	59%
Agree	28%	26%	27%
Neutral	6%	12%	7%
Disagree	3%	4%	3%
Strongly disagree	4%	1%	4%
N	3042	804	3846

Overall, participation of students and their ownership towards such activities has been higher in case schools in comparison to control schools. Interactions with state government officials, further added to this. For example, the state government official of Punjab suggested that activities by QSP had helped provide students with better exposure, reduced stage fright, increased know-how of life skills, and increased participation.

Rani winning the Inspire Manak Award

Rani is a student from Ajmer, Rajasthan. Since the passing away of her mother three years ago, and her father abandoning her and her two elder sisters, Rani is living with her maternal uncle and maternal grandmother. To help Rani and her sisters achieve their dreams, their educational expenses are met by the financial contributions of her maternal uncle, grandmother, and people from the community. Rani aims to become a teacher one day, and help her community get rid of alcoholism and other drug addictions.

Rani's school conducts different activities as a part of QSP. "No Bag Day" is one such activity held every Saturday in the school, as a part of which the school organises the "I will also become a scientist" event. In this event, students are asked to innovate and create new models -reflecting solutions to daily challenges with simple household materials. Rani made a "chili cutting machine" in the event, which stemmed from her wanting to free her grandmother from the daily struggle of chopping chilies. Rani's teacher helped her bring this model to life. Once made, this model appreciated by the school, and registered for the "Inspire Manak Award". Her model was selected and was awarded a monetary sum of Rs. 10,000 by the state government.

A simple problem at home inspired her to innovate a solution, which was supported by the "I will also become a scientist" platform conducted by QSP in the school.

21

School Workshops:

Workshops in schools for students included sessions on **problem solving, reading, revision, scheduling studies, science, stress management, goal setting, good touch and bad touch, success and failure in life, time management and traffic rules.**

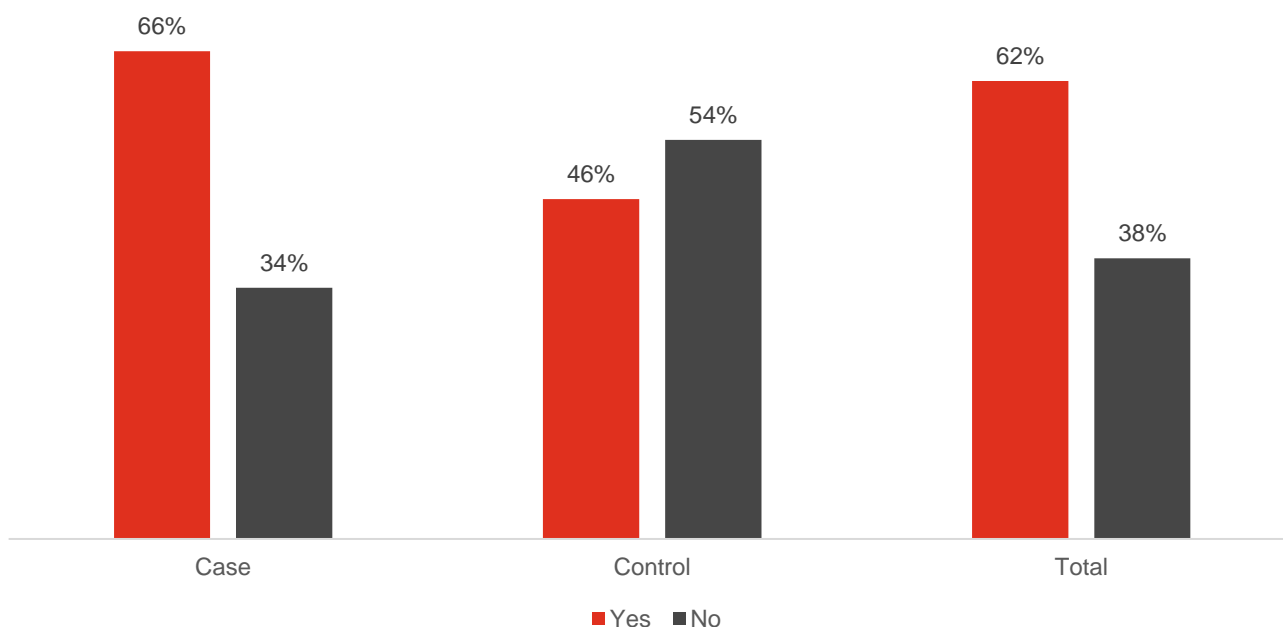
In total, 62% of the students claimed to have undertaken at least one such workshop organised in the school. However, this number differs for case and control schools. While 66% of students had reported that they had participated in workshops in case schools, only 46% students participated in control schools.

Figure 2 below provides a comparative representation of students who had and had not participated in workshops in the past across case and control schools. Students from case schools described activities conducted in sessions around stress management as fun, and how it helps them in understanding the importance of asking for help from their peers or elders and using different techniques to not let stress get to them. Art and crafts workshops were also held which were useful for students in case schools, which helped them learn new methods. A student from the control school quoted how workshops have helped them. For example, the workshop on goal setting was useful in understanding the concept of goal setting management for future academic goals.

It was reported that student participation across workshops is over 2 times higher in case as compared to control schools ($P < 0.0001$).

²¹ Name of the students and teachers have been changed to protect identity across all case studies.

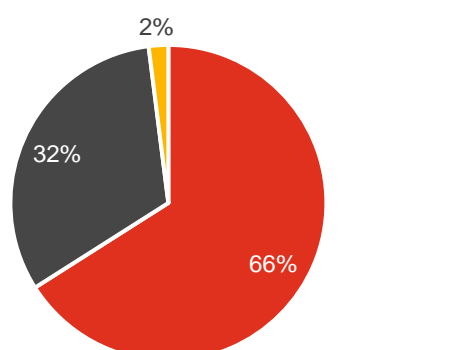
Figure 2: Students who had participated in workshops



N for case schools: 3042
 N for control schools: 804
 Total N: 3846

While students might have attended these workshops, just as witnessed in the case of school activities, the frequency and scale of these workshops would differ. **For example, 2% students in case schools had attended 10 workshops, this number was 1% in control schools as the programme has just begun. This difference is significantly higher in the range of six to ten (6 to 10) workshops, wherein 32% students claimed from case schools that they had attended workshops within this range, while only 25% students stated so in control schools.** It was also noted that often students were left behind in attending workshops, even though they were willing to attend, because they were absent on the day of the workshop.

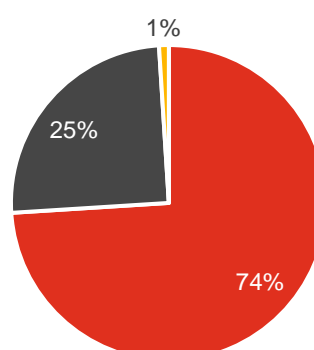
Figure 3: Workshops attended by students in the case school



■ Upto 5 workshops ■ 6-10 workshops ■ 10 workshops

N for case schools: 2012
 N for control schools: 370²²

Figure 4: Workshops attended by students in the control schools



■ Upto 5 workshops ■ 6-10 workshops ■ 10 workshops

²² Of the 3042 case school students, 2012 have attended workshops, and in 804 control school students, 370 have participated in workshops.

As per state-wise analysis of workshops attended by students, it was noted that in most states (barring Assam and Jharkhand), students in case schools are attending up to 5 workshops. Only a few students from case schools in states had attended over 10 workshops. These states are Assam, Jammu and Kashmir, Karnataka, and Jharkhand and Telangana. On the other hand, states such as Punjab, Delhi, Rajasthan, and Himachal Pradesh had no students in case schools who claimed to have attended over 10 workshops.

In terms of control schools, majority students from across states have attended up to 5 workshops – such as in the case of Punjab, Delhi, Rajasthan, and Jammu and Kashmir. It is noted that in all the states, the majority or higher percentage of students have attended up to 5 workshops. It was only in Jharkhand that the students from control schools have attended over 10 workshops.

Table 13: State-wise split of student frequency of attending workshops

States	Case			Control			Total case	Total control
	Up to 5 workshops	6-10 workshops	Over 10 workshops	Up to 5 workshops	6-10 workshops	Over 10 workshops	N	N
Assam	34.21%	56.39%	9.40%				266	0
Punjab	72.90%	27.10%	0.00%	100.00%	0.00%	0.00%	155	21
Delhi	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%	116	13
Rajasthan	55.17%	44.83%	0.00%	100.00%	0.00%	0.00%	435	55
Himachal Pradesh	95.00%	5.00%	0.00%	97.10%	2.90%	0.00%	160	69
Jammu and Kashmir	81.48%	14.07%	4.44%	100.00%	0.00%	0.00%	135	33
Jharkhand	40.61%	58.84%	0.55%	11.58%	86.32%	2.11%	362	95
Meghalaya				85.71%	14.29%	0.00%	0	21
Telangana	96.83%	2.78%	0.40%	88.89%	11.11%	0.00%	252	63
Karnataka	93.13%	4.58%	2.29%				131	0

Students during interactions reported that these **workshops helped them prepare better for examinations, helped them with their reading skills or even manage their time better in some instances**. It was seen that **career guidance workshops were the most liked workshops across senior secondary schools**, which was corroborated by quantitative survey findings. Some of the other most attended/ liked workshops included **Time management, Goal setting, good touch and bad touch, and Note-taking**.

Students in Himachal Pradesh reported that in the **goal setting workshop different groups were made and activities were conducted**. The main activity included planning how they can achieve their goals and was very useful. Similarly, students in schools of other states reported that the sessions conducted on Health and Hygiene, Good and Bad touch, best out of waste, Arts and Crafts were very informative.

A higher % of students strongly agree with workshops supporting their learning. This percentage is higher in case schools (58%), compared to control schools at 55.1%.

Table 14: Perception of students on workshops as a motivation for attentive learning

	Case	Control	Total
Strongly agree	58%	55%	58%
agree	30%	32%	31%
neutral	6%	9%	7%
disagree	3%	2%	2%
strongly disagree	3%	1%	2%
N	3042	804	3846

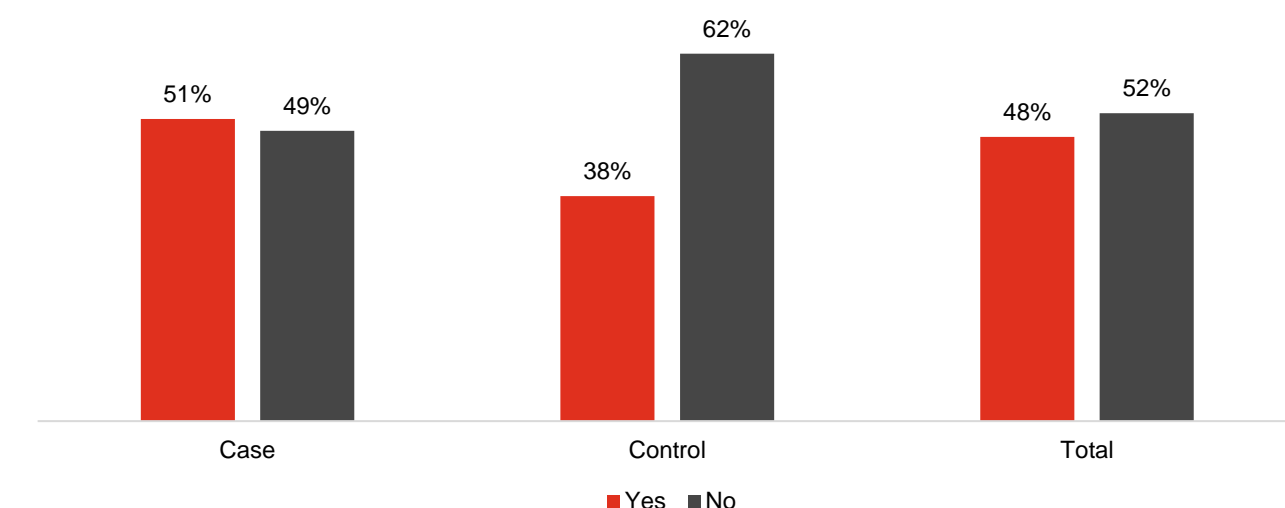
It is noted that case schools are faring better than control schools across parameters such as participation in workshops and frequency of workshops attended. **A larger percentage of control schools are attending up to 5 workshops (74%) than case schools, whereas higher percentage of students are attending over 6 workshops.** However, in terms of takeaways from the workshops, students across both case and control schools have a similar response to how the workshops have contributed to their learning.

Exposure visits and events:

Exposure visits were being organised across case and control schools. As per discussion with students, these exposure visits were conducted in locations outside of the school vicinity, either in a different city or in spaces such as a park or museum.

In total, **84% (N = 3846) students across both case and control schools had attended up to two (2) exposure visits organised in the schools.** Students expressed how much they enjoyed such visits. Students who have participated in exposure visits are visibly higher (51%) in case schools than in control schools (38%). Students in case schools also mentioned that these exposure visits were conducted frequently.

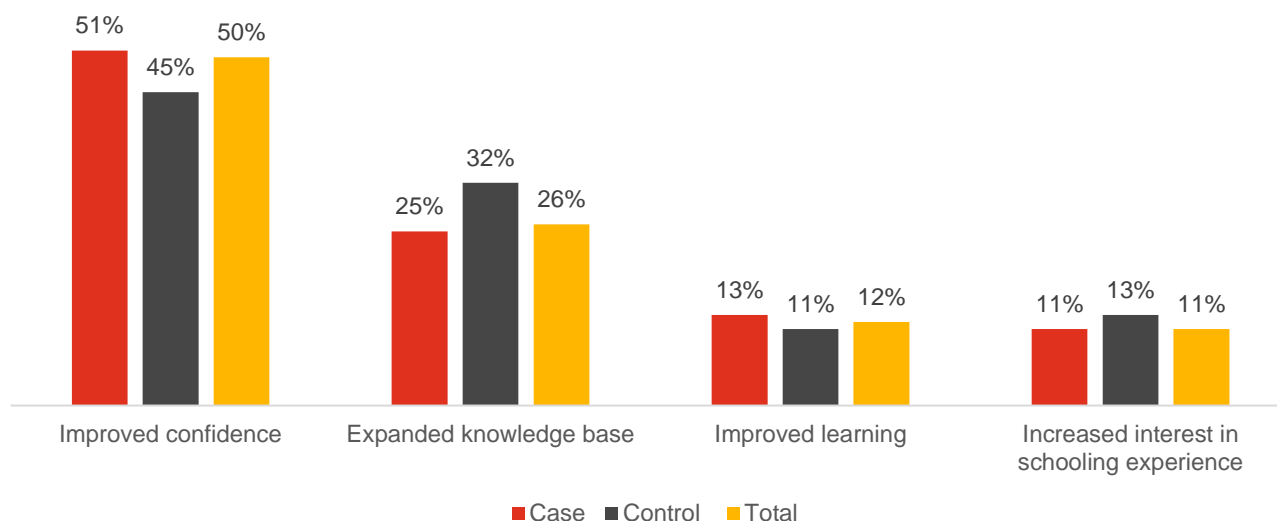
It was reported that the odds of student participation across exposure visits is over 1.7 times higher in case as compared to control schools (P <0.0001).

Figure 5: Students who have participated in exposure visits

N for case schools: 3042
 N for control schools: 804
 Total N: 3846

Discussions with students suggested that they looked forward to such exposure visits since this offered were opportunities for them to learn outside the four walls of the school. It also added to the academic learning provided in schools and made learning more fun and appealing. **The students also felt that such visits and events contributed positively to their overall school experience, which made them look forward to going to school.** Some examples of the exposure visits included visits to Su-ka-pha memorial in Meghalaya, Dr. Bhupen Hazarika memorial in Assam, LR Group of Institutes in Himachal Pradesh, an environmental field trip in Karnataka, Science Institute & medicine labs in Delhi, visit to other schools in Jharkhand and field trip to Udaipur in Rajasthan. Some areas where exposure trips have helped students are given below:

Figure 6: Areas where workshops have helped students



N for case schools: 3042
 N for control schools: 804
 Total N: 3846

Leveraging the same N values as Figure 6, the cohort-wise split of areas where workshops have helped students is given below. **Most students from the closed cohorts, felt that their confidence improved (55.2%), which was also the case for other cohorts such as cohort 4, 5, 6, 7 and 8.** No student from cohort 7 felt that these exposure visits added to their schooling experience.

Table 15: Cohort-wise split of impact felt by exposure visits/ workshops

	Improved confidence (%)	Expanded knowledge base (%)	Improved learning (%)	Increased interest in schooling experience (%)	Total (N)
Closed Cohort (cohort 1 to 3)	55.2	17.0	14.1	13.7	270
Cohort 5	50.4	29.4	12.5	7.7	633
Cohort 6	59.9	16.9	13.6	9.6	302
Cohort 8	43.0	28.8	10.7	17.5	326
Control Cohort	45.0	31.6	10.9	12.5	304

* N is too small, hence cohort 4 (N=14) and cohort 7 (N=4) are not considered for analysis for this indicator.

Overall, students not only enjoy exposure visits, but also value them as learning experiences. The frequency as well as participation of students across such as visits and events was noted to be higher in case schools over control schools.

Inter-school competitions, awards, and recognition:

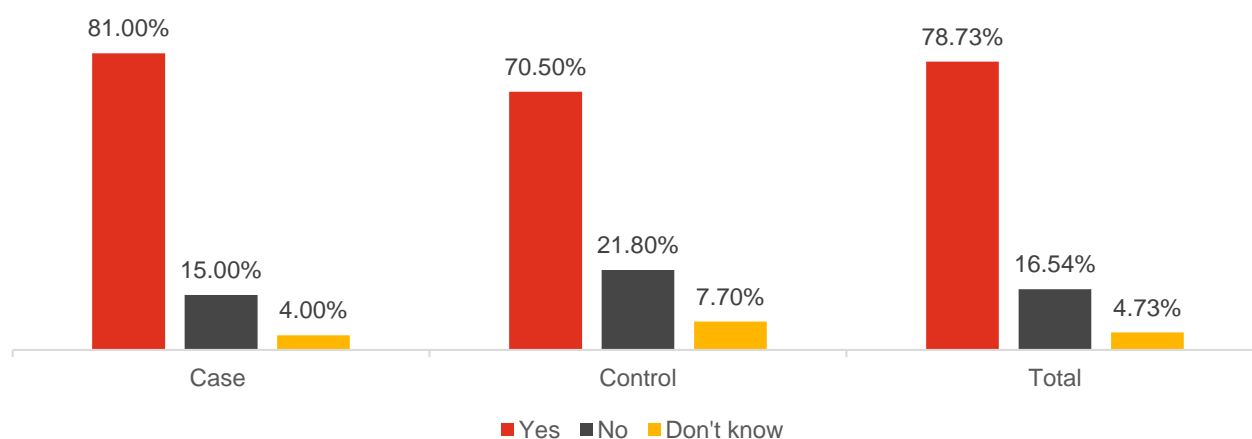
Inter-school competitions have been a key activity of the BF QSP. Increased participation in competitions and an increase in the culture of award-winning across schools is an indicator of success for the programme. As per interactions with students, it was perceived that girls and boys seemed equally enthusiastic about participating in these competitions and looked forward to winning. Even if the students don't participate themselves, they feel proud of their friends or peers who represent the school in such competitions. Additionally, they feel pride for school if they win.

Participation in competitions:

Students were asked if their school participates in inter-school competitions, to which 79% students across both case and control schools responded yes. Within **case schools, this number was higher than overall** percentage, wherein 81% students responded yes, and in control schools it was lower at 71%. 22% students stated that their school did not participate in inter-school competitions in control schools which was 7 percentage points higher than case schools.

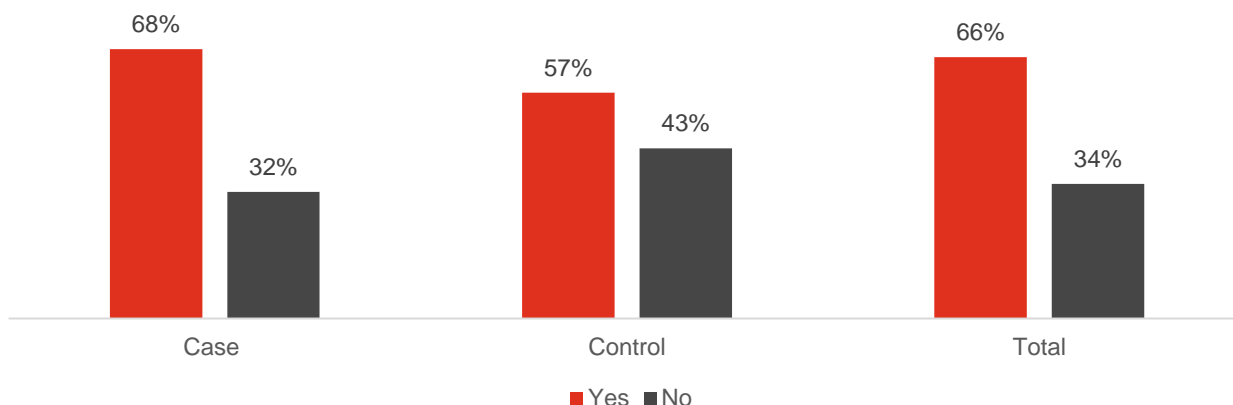
From students who stated that their schools participate in inter-school competitions, students from case schools are 1.6 times more likely to participate in a competition themselves as compared to a control school ($P < 0.0001$).

Figure 7: Student awareness on school participation in inter-school competitions



N for case schools: 3042
 N for control schools: 804
 Total N: 3846

Higher participation was witnessed in **case schools (68%)** in comparison to control schools (57%). When asked what kind of competitions the students participated in, they stated that the competitions included basketball, carrom, chess, cricket, dance, drawing, essay writing, football, general knowledge quizzes, handball, handwriting, kabaddi, kho-kho, mathematical quizzes, musicals, National Means cum-Merit Scholarship (NMMS), painting, quizzes on essays and poetry, quizzes on poetry, races, Rang-Tarang, rural Olympic games, tug of war and many other sports.

Figure 8: Split of students participating in inter-school competitions

N for case schools: 2461
 N for control schools: 567
 Total N: 3028²³

In terms of a state-wise split of student participation across inter-school competitions, all case schools, except in Jammu and Kashmir have a higher percentage of students who have participated in inter-school competitions vs students who have not participated.

States with the highest percentage of student participation included Assam (95.82%), Punjab (80.42%), and Jharkhand (78.97%) in case schools. In control schools, high percentage of student participation was seen in states such as Himachal Pradesh (77.61%), Meghalaya (73.91%), and Punjab (66.67%).

Table 16: State-wise split of students who participated in inter-school competitions

States	Case		Control		Total case	Total control
	Yes	No	Yes	No	N	N
Assam	95.82%	4.18%			263	0
Punjab	80.42%	19.58%	66.67%	33.33%	189	42
Delhi	52.63%	47.37%	56.14%	43.86%	266	57
Rajasthan	62.92%	37.08%	60.94%	39.06%	561	128
Himachal Pradesh	62.21%	37.79%	77.61%	22.39%	172	67
Jammu and Kashmir	44.56%	55.44%	41.82%	58.18%	193	55
Jharkhand	78.97%	21.03%	56.25%	43.75%	409	128
Meghalaya			73.91%	26.09%	0	23
Telangana	61.16%	38.84%	31.34%	68.66%	224	67
Karnataka	72.83%	27.17%			184	0

²³ The total school students covered are 3846, of which 3046 belong to case schools and 804 belong to control schools. Out of total school students only 3028 students agreed that their school participates in inter-school competitions. Within 3028, 2461 belong to case schools and 567 students belong to control schools.

It was noted that a higher percentage (94%) of students within the control schools were participating in inter-school competitions only up to five (5) times. **This number was lower in case schools (87%), while a higher percentage of students participated in 6 or more competitions as compared to control schools.**

Table 17: Frequency of student participation

	Case	Control	Total
Up to five (5) competitions	87%	94%	88%
Six to ten (6 to 10) competitions	9%	5%	8%
Over ten (10) competitions	4%	1%	4%
N	1684	323	2007

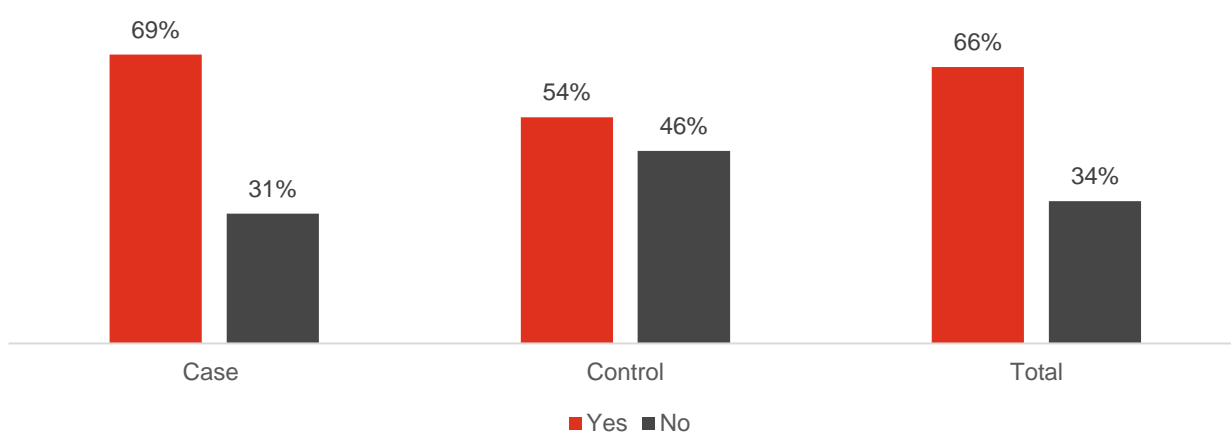
Awards and recognition in competitions:

During interactions with students, it was highlighted that students felt that **winning awards worked as a positive reinforcement- encouraging them to perform better and nurture their talents**. Award winning in both inter and intra school competitions also brought them appreciation from the parents, teachers, and peers, which motivated them to go above and beyond even in the other realms of their life, and not just in sports or activity, giving them the confidence to initiate and lead. Several schools have also started giving a trophy to the best performing house of the year during the annual day celebration with support from BF.

Overall, 66% students reported that their school had won an award in the interschool competitions. There is a significant difference in the percentage of the student winning awards for case and control schools. For case schools this percentage is 69% whereas it is 54% for control schools.

It can be noted, that while students from control schools do participate, only 54% of the participating students claimed that their school had won awards. This finding is further substantiated by Table 17, where **a higher percentage of students (94%) in control schools have won up to five (5) competitions, while students from case schools (1%) have also gone ahead to win over 10 competitions.**

Figure 9: Students who have won awards



for case schools: 1684
N for control schools: 323
 Total N: 2007²⁴

²⁴ Out of total school students (3846) only 3028 students said that their school participates in inter-school competitions. Within 3028, 2461 belong to case schools and 567 students belong to control schools. Within 3028, 2007 students have agreed that they have participated in inter-school competitions, of which 1684 are from case schools, and 323 are from control schools.

Leveraging the same N as Figure 9, below is the cohort-wise split of students who won awards. **Within a cohort, it was cohort 6, where maximum percentage of students (76.4%) won awards, followed by cohort 5 (74.1%).** The lowest percentage of students who won awards within a cohort was cohort 7, with a 50% split between students who did and did not win awards after participating.

Table 18: Cohort-wise split of students who won awards

Cohort	Yes	No	Total (N)
Closed Cohort (cohorts 1 to 3)	60.3	39.7	320
Cohort 4	59.1	40.9	44
Cohort 5	74.1	25.9	653
Cohort 6	76.4	23.6	368
Cohort 7	50.0	50.0	16
Cohort 8	59.4	40.6	283
Control Cohort	53.9	46.1	323

Table 19: Frequency of awards won by students

	Case	Control	Total
Up to 5 competitions	95%	97%	95%
6-10 competitions	4%	3%	4%
Over 10 competitions	1%	0%	1%
N	1160	174	1334

States with the highest percentage of students falling in the category of winning 10 plus awards are Karnataka (5.88%), Punjab (0.87%), and Rajasthan (0.64%). For students falling in the category of winning 6-10 awards are Karnataka (16.47%), Himachal Pradesh (12.50%), and Telangana (4.94%) who have reported higher representations. States with the highest number of students within the category of “under 5 awards” include Jammu and Kashmir (100%), Jharkhand (98.97%), and Delhi (98.67%).

In control schools on the other hand, a 100% of students surveyed in some states have received up to 5 awards, these states included Delhi, Himachal Pradesh, Jharkhand, and Meghalaya. No students from control schools across any of the states have received over 10 awards.

Table 20: State-wise frequency of awards won by students

States	Case			Control			Total case	Total control
	Up to 5 awards	6-10 awards	Over 10 awards	Up to 5 awards	6-10 awards	Over 10 awards	N	N
Assam	91.71%	7.77%	0.52%				193	0
Punjab	97.39%	1.74%	0.87%	83.33%	16.67%	0.00%	115	18

States	Case			Control			Total case	Total control
	Up to 5 awards	6-10 awards	Over 10 awards	Up to 5 awards	6-10 awards	Over 10 awards	N	N
Delhi	98.67%	1.33%	0.00%	100.00%	0.00%	0.00%	75	19
Rajasthan	97.12%	2.24%	0.64%	96.67%	3.33%	0.00%	313	60
Himachal Pradesh	87.50%	12.50%	0.00%	100.00%	0.00%	0.00%	56	35
Jammu and Kashmir	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%	47	16
Jharkhand	98.97%	1.03%	0.00%	100.00%	0.00%	0.00%	195	9
Meghalaya				100.00%	0.00%	0.00%	0	1
Telangana	95.06%	4.94%	0.00%	93.75%	6.25%	0.00%	81	16
Karnataka	77.65%	16.47%	5.88%				85	0

In terms of impact felt by the students, it was measured across three parameters- learning, competitiveness, and confidence. Students had similar notions across schools, wherein students from **both case and control schools resonated more with “learning”**. However, **participation and award-winning translated lowest in “building of confidence” – 38% in case schools and 28% in control schools.**

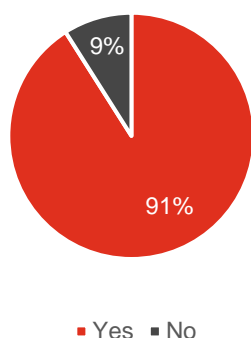
Table 21: Student perception on impact of competitions

	Case	Control	Total
Learning	80%	80%	80%
Competitiveness	36%	38%	36%
Confidence	38%	28%	37%
N	1684	323	2007

Competitions are a popular and preferred activity by students which has translated into positive learning outcomes for both case and control schools. Across all measured parameters, such as participation, frequency of participation, award-winning and number of awards won, case schools have performed considerably better as compared to control schools.

School clubs:

School clubs are another key participatory activity for students undertaken by BF. This intervention aims to create a group for like-minded students who would like to come together to undertake and organise certain set of activities for the school. Student clubs have a few individuals in leadership positions while the remaining are members, who meet twice a month, or a frequency of their choice to decide club activities, and their future course of action.

Figure 10: Schools with clubs

N for case schools: 3042
 N for control schools: 804
 Total N: 3846

Overall, **91% students reported to have clubs in their schools (92% of the students from case schools and 88% from control schools)**, reflecting a higher uptake of clubs as system by case schools.

Different clubs have different responsibilities in a school. Students reported how they felt a sense of ownership towards their clubs and felt responsible for the events and activities undertaken as a part of them.

There is a 1.5 times higher chance of a case school to have a club than a control school ($P=0.0030$).

There is a 1.5 times higher chance of a case school to have a club than a control school ($P=0.0030$).

Leveraging the same N as Figure 10, the cohort-wise split of students who stated that they do have clubs in their schools is given below. It can be noted that **95% of students from within the closed cohort (cohorts 1 to 3) suggested that there is a club** in their school substantiating that the system of clubs has continued in the school even after the exit of QSP from the school. Additionally, in currently active schools (cohort 4 to 8), **it was in cohort 7 that the lowest number (77.3%) of students agreed to having clubs in their schools. Better performing active cohorts include cohort 4 (95.5%) and cohort 5 (93.7%).**

Table 22: Cohort-wise split where students have stated that their schools have clubs

Cohort	Yes	No	Total (N)
Closed Cohort (Cohorts 1 to 3)	93.8	6.2	644
Cohort 4	95.5	4.5	67
Cohort 5	93.7	6.3	1037
Cohort 6	89.2	10.8	535
Cohort 7	77.3	22.7	198
Cohort 8	92.0	8.0	561
Control Cohort	88.2	11.8	804

Out of all participations in clubs across control and case schools, the highest participation was witnessed across Eco-club and the Arts & Culture club. When asked what students did as a part of these clubs, they responded that often students got together to undertake environment related activities such as taking care of the gardens, grounds, and plants in the school as a part of the Eco-club, and that they organised competitions such as drawing, painting, rangoli-making as a part of the Art and Culture club. 8% students across case schools were not members of any clubs. This was higher in control schools (12%). It was **highlighted** by mentors that **an** increase in participation in club-wise events and activities has also resulted in **an** increase in number of students **participating in competitions and receiving awards**. From the students who are a part of a club, in the table given below is the split of student's most preferred school club:

Table 23: Club-wise split of students

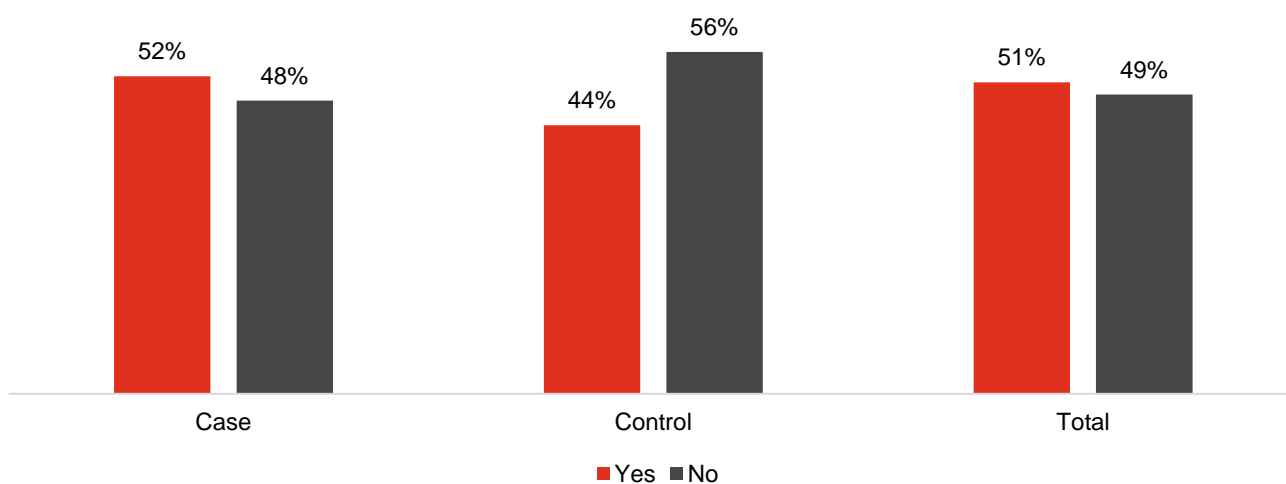
	Art and Culture Club	Eco Club	Library Week	Literary Club	Mathematics Club	Proud India Club	Science and Exploration club	Sports and health Club	Youth/ Yuva Club	Not a member	Road safety club
Case schools	24%	29%	3%	8%	3%	4%	6%	12%	3%	8%	0%
Control schools	28%	22%	3%	5%	3%	4%	7%	10%	7%	12%	0%
Total	25%	27%	3%	7%	3%	4%	6%	11%	4%	9%	0%

N for case schools: 2786

N for control schools: 709

Total N: 3495²⁵

As reported, holding leadership positions was a matter of pride for the students. It was noticed in most schools where clubs were implemented that **students who held leadership positions were given badges** to wear, which gave them a sense of responsibility. These leadership positions were not fixed to any set of students but were decided on a rotational basis so that all the students were given an equal opportunity to hold such positions. **Qualitative interactions also highlighted that often such positions were also offered to the mischievous students, so that they could take ownership of activities in the school and learn a sense of responsibility and duty.**

Figure 11: Students who hold leadership positions

N for case schools: 2572

N for control schools: 622

Total N: 3194

²⁵ Of the 3846 students who were interacted with, 3595 stated that their schools have a club system. 2786 students out of 3042 case school students had club systems and 709 out of 804 students from control schools stated that they had club system in their schools.

Empowering Sustainability: How a Kitchen Garden in a school Transformed Education and Nutrition

A government secondary school situated in the outskirts of a village in Telangana, faced the difficult challenge of maintaining its spacious grounds. Incidentally, the Eco- club students from the school came up with a brilliant idea to set up a kitchen garden in the school.

The students from the club constructed small canals in such a way that all the school's wastewater would reach the garden. The Eco-club members clean the garden weekly and use only organic pesticides to ensure the vegetables are safe for the consumption. The benefits of the kitchen garden are numerous. Now the garden contains fresh, healthy vegetables that are grown without harmful chemicals. The garden provides an excellent educational opportunity for the students, as they learn about the importance of sustainable agriculture and the benefits of organic farming. Finally, the garden provides a practical solution to the challenge pertaining to the school's budget constraints by providing fresh produce for the student's meals.

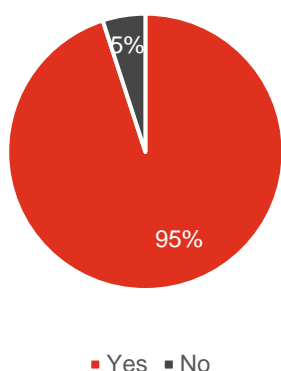
Moreover, the students themselves are responsible for the maintaining the garden, which teaches them valuable life skills such as responsibility, teamwork, and problem solving. The garden also serves as an excellent source of hands-on learning opportunities for science and social studies lessons.

The school had been receiving the support from BF's QSP programme since the Academic Year 2017-18. Thanks to the students' initiative and dedication, the school has created a sustainable and eco-friendly solution that benefits both the students and the school community. The initiative was possible with support from the school leadership and the teamwork of the teachers.

School houses:

Houses are a common practice across schools, wherein students are distributed into different groups. Each of the groups are then made to compete based on multiple activities, which could spread across sports events, school duties, etc. Just as mentioned in clubs, these houses also have leaders, who meet with the members regularly, at a frequency of their choice. In interactions with students, they explained how houses were either named after colours, elements of nature, freedom-fighters, etc. In some schools it was seen that oftentimes houses were given duties of the school, for example, one club would take care of the school cleanliness, another would take care of unlocking the school gate, classrooms and getting classes in order, while other houses would take care of the morning assembly, thought of the day, and taking care of the discipline during recess. The best house was given a trophy at the end of the academic session.

Figure 12: Schools with houses



N for case schools: 3042
N for control schools: 804
Total N: 3846

In most schools it was witnessed that there were 4 (four) clubs.

95% of the students reported that their school has houses, 96% reported the same from case schools, and 91% from control schools.

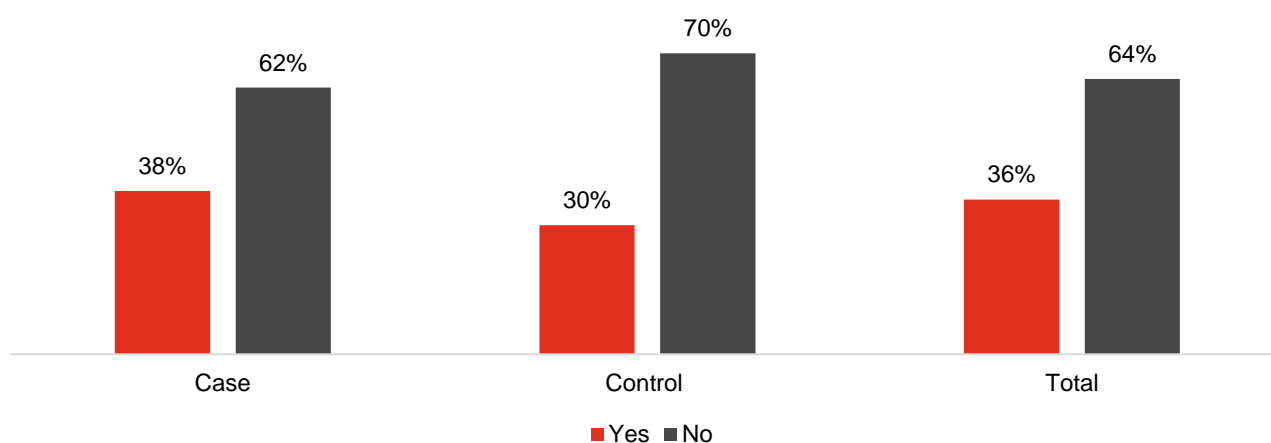
90% of the students from case schools, and 89% from control schools reported that they are a part of those houses out of the students who reported to have houses in their schools. Within houses, 36% students reported they held leadership positions, this was 38% in case schools and 30% in control schools, reflecting a higher share of students holding a leadership position in case schools (Figure 13).

94.7% students from closed cohort (cohorts 1 to 3) claimed that their schools have houses, suggesting that the schools have continued to have houses, even after QSP has exit the schools. Moreover, the from active cohorts, **100% students from cohort 4 claimed to have houses in their schools**.

Table 24: Cohort-wise split of students who stated that there are houses in their schools

Cohort	Yes	No	Total (N)
Closed Cohort (Cohorts 1 to 3)	94.7	5.3	644
Cohort 4	100.0	0.0	67
Cohort 5	96.2	3.8	1037
Cohort 6	94.8	5.2	535
Cohort 7	98.0	2.0	198
Cohort 8	97.9	2.1	561
Control Cohort	91.4	8.6	804

Figure 13: Students in leadership positions



N for case schools: 2641
 N for control schools: 657
 Total N: 3298

Out of the students holding leadership positions, it was found that **62% of the students were captains in case schools in comparison to 59% of the students in control schools**. Consequently, the split of vice captains was higher for control schools (55%) compared to case schools (38%). **Out of the total 110 vice captains in control group, 64 are from Rajasthan.**

Table 25: Students in leadership positions

	Case	Control	Total
Captain	62%	45%	59%
Vice-Captain	38%	55%	41%
N	992	200	1192

The impact of house system has been appreciated by the district officials. For instance, in Himachal Pradesh, the district official stated that when work is done at small group levels it allows participation of each individual and results in greater impact. Additionally, both clubs and houses have also been one of the most popular systems that have been carried forward in closed schools, where BF QSP has exited the schools.

Student houses and impact: Karnataka

In 2018, the school administration introduced the concept of "students houses," where students were grouped into four houses: Red, Blue, Green, and Yellow.

The introduction of students houses brought about a positive change in the school environment. The students became more involved in the school's activities and started displaying better leadership qualities. The house system created a healthy competition among the students, which in turn helped to boost their academic performance. Apart from academics, the house system encouraged the students to participate in various non-academic activities such as sports, cultural events, and community service. The house system was integrated into all aspects of the school's activities, including the morning assembly, where each house would take turns to conduct the assembly and showcase their talents.

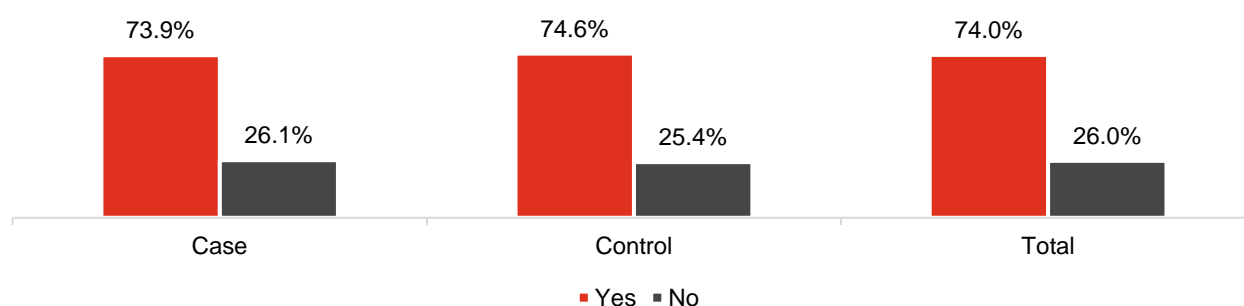
The students' houses concept has helped in promoting a sense of camaraderie and sportsmanship among the students. It has helped to create a positive school environment where students feel motivated to participate in both academic and non-academic activities.

Overall, the implementation of students houses in the school has proven to encourage student participation and improve leadership qualities. It has become an integral part of the school's culture and continues to inspire the students to strive for excellence in all aspects of their lives.

Career counselling for students:

Students of class X and XII were enquired if any career counselling workshops were being conducted for their benefit. Of the total respondents (N = 651) **three-fourth (74%) reported they were provided career counselling sessions where they were made aware of the different career paths available to them in the future and how they can achieve them.** A similar distribution was observed among case (N = 509) and control (N = 142) groups. The difference is not significant as P value is greater than 0.05. This could be attributed to career counselling conducted by teachers in the control schools. Also, since intervention has already started in control schools the career counselling could have been done under the programme under the QSP programme.

Figure 14: Student attendance for career counselling sessions

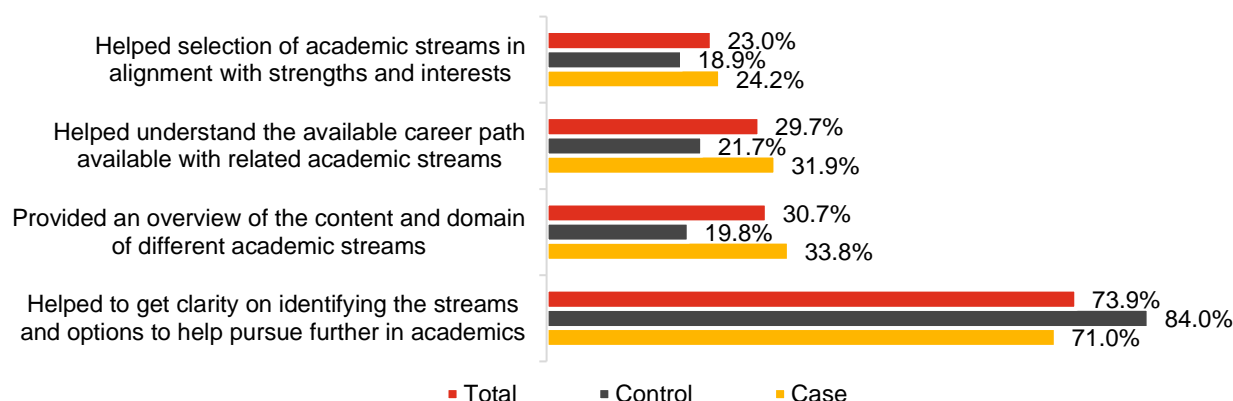


N for Case schools = 509
N for Control schools = 142
Total N = 651

Further, when asked about the benefit of the career counselling to those it was provided among case (N = 376) and control (N = 106) schools, **the benefits reported include 'helped to get clarity on identifying the streams and options to help pursue further in academics' (case = 71%, control 84%), 'provided an overview of the content and domain of different academic streams', (case = 33.8%, control 19.8%),**

‘helped understand the career path that is available with related academic streams’ (case = 31.9%, control 21.7%), ‘helped to choose the academic streams in alignment with strengths and interests’ (case = 24.2%, control 18.9%). During interactions with students and teachers it was reported that primarily the teachers provide career counselling. Several students also mentioned the BF academic mentors also provided career counselling.

Figure 15: How has attending career counselling helped



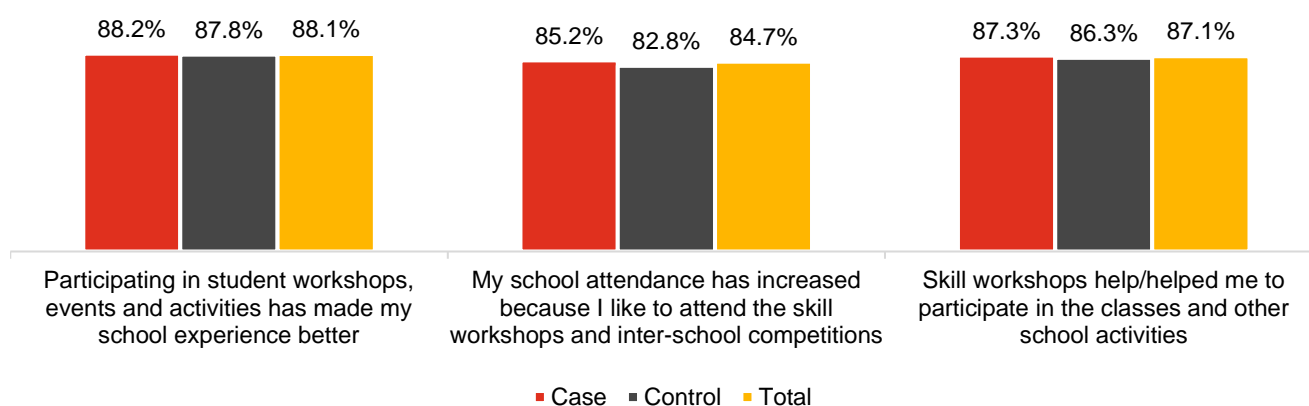
N for Case schools = 376
 N for Control schools = 106
 Total N = 482

These survey findings were corroborated with qualitative findings which suggested how students learnt of new options available in job market that they could take up, or how they found certain job options more appealing – for example, a student from **Rajasthan** quoted **how he is preparing to apply for a job in the police force** in the future, another student in **Jharkhand** quoted **how he now wishes to join the army**, and another group of students in **Jharkhand and Himachal Pradesh** felt that **they wanted to take up law in the future**. Other career opportunities reported across states include Doctor, Engineer, Teacher etc.

Effect on student attendance:

Across both case and control schools it was reported by most students that their participation in student workshops, events and activities made their **school experience better (88.1%)**, their school attendance has gone up because they liked to attend the **skill workshops and inter-school competitions (84.7%)** and that the **skill workshops helped them to participate in the classes and other school activities (87.1%)**. There has been an increase in attendance in control schools also as in several schools the programme has now been running for almost 6 months.

Figure 16: Student perceptions



N for Case schools = 3042

N for Control schools = 804

Total N = 3846

Majority of cohort 4 students (89.6%) strongly agreed that their participation in student workshops, events and activities made their school experience better as compared to 61% of cohort 5 & 6, 58% of closed cohort and 55.3% of control cohort. However, in case of cohort 7 only 29.7% strongly agreed to the statement. 85.1% of cohort 4 respondents strongly agreed their school attendance has increased because they liked to attend the skill workshops and inter-school competitions as compared to 60% students of cohort 5 & 6 and 59.8% of control cohort. Again, in cohort 7, only 27.3% strongly agreed to the statement.

Teachers reported that student engagement and attendance had increased post the commencement of QSP related activities in their schools. The academic mentors also reported that they had observed increased attendance in schools specially on days when activities were being conducted by them under the QSP programme.

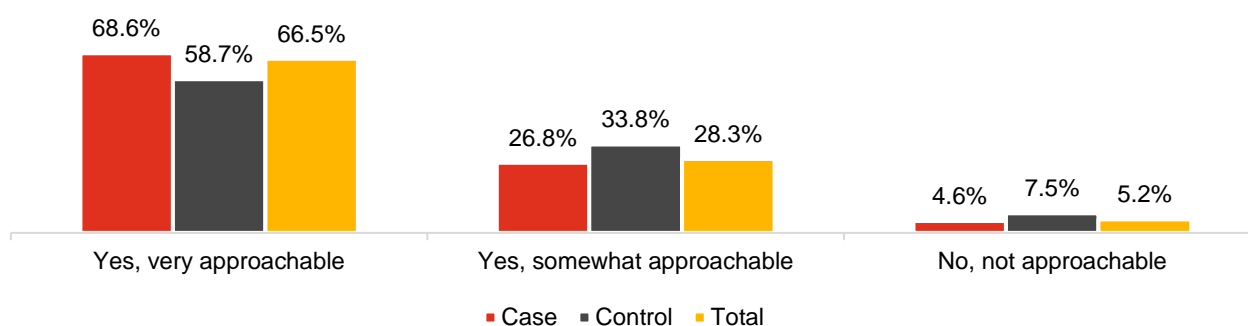
Activities that were of interest for students:

During interactions, the students at case schools reported that besides career guidance offered to them and meeting friends, they like the **club and house activities which motivates them to come to the school**. Some students from case schools also reported that participation in school activities has provided them greater recognition. **Students also reported that conducting house and club wise activities ensures participation of all.** Workshops and exposure visits also motivated the children to come to schools as all students during interaction reported they enjoyed these and wanted that more of such activities should be conducted. **The teachers during interaction reported that all students look forward to events and activities organised in the school under the QSP programme.**

Student relationship with teachers:

Teachers play a very important role in shaping the future of the students. Therefore, the active engagement of teachers in the QSP program is a key to successful implementation of the programme. The outcomes of the latest study suggested that in case schools **68.6% of students felt that their schoolteachers are very approachable as compared to 58.7% of control schools.** Cohort wise analysis shows a **higher percentage of respondents agreeing to better student-teacher relationship in cohort 5 (76.3%), cohort 6 (70.7%) and Cohort 4 (70.1%) as compared to 45.5% in cohort 7 and 58.7% in control group.**

Figure 17: Student relations with teachers



N for Case schools = 3042

N for Control schools = 804

Total N = 3846

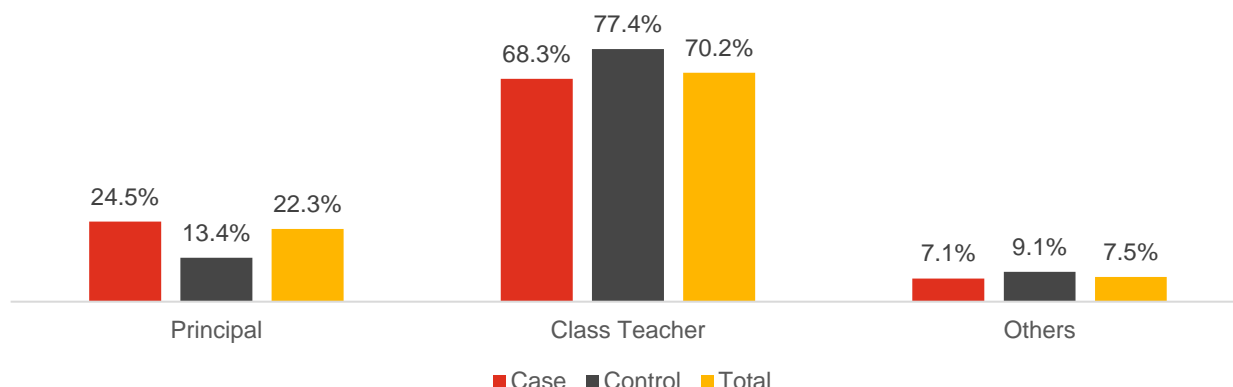
The study observed that across all schools most students felt that their class teachers are more accessible than ever.

In case schools 24.5% of the students reported they can reach out to the school principal anytime as the need to be compared to only 13.4% of students in control schools. A cohort wise analysis shows a

higher percentage of students unanimously agreeing to being able to reach out to the principal anytime except cohort 7 (7.4%). The highest percentage was observed in cohort 4 (67.7%) followed by cohort 6 (32.5%).

Other teachers (7.5%) include house-in-charge and club-in-charge.

Figure 18: Which teacher you feel you can meet anytime



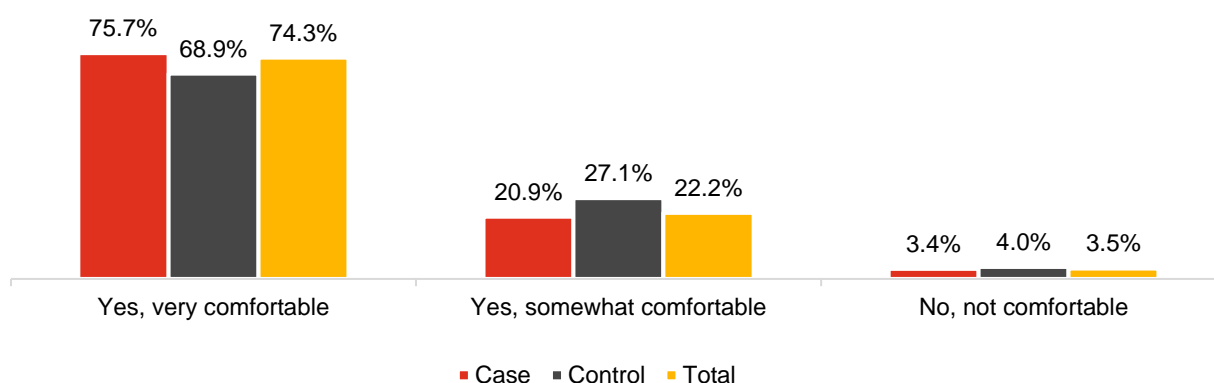
N for Case schools = 2903

N for Control schools = 744

Total N = 3647

The students were further enquired about their comfort levels in interacting with their schoolteachers. **Three-fourth of the students from case schools (75.7%) as compared to 68.9% from control schools felt very comfortable in interacting with the teachers.** This could be attributed to increased engagement of the teachers with students due to the implementation of QSP programme wherein a lot of non-scholastic activities are conducted.

Figure 19: Do you feel comfortable in interacting with your teachers



N for Case schools = 3042

N for Control school = 804

Total N = 3846

During interactions with the students, **all students reported they have a good relationship with their teachers and are very comfortable in seeking their help.** They talk to them both on academic and personal issues, however it was reported to be mostly regarding subjects or support in extra-curricular activities. The key areas where the students seek teachers support include studies, homework, exam preparation, career related queries, roles & responsibilities for house or club activities, preparation for interschool competitions etc. It was also reported that teachers motivate the students regularly to participate in various extra-curricular activities. **Parents also reported that children easily clarify their doubts from their teachers.** However, few parents

believed that not all students are able to seek clarifications from their teachers as this is also dependent on each child's inherent nature. **Mentors further reported that post the intervention in the schools, teachers do not restrict their focus to the academic syllabus of the respective subjects but also motivate students to participate in other activities aiming at holistic child development.** Similarly, interactions with Principal and teachers revealed that post the intervention the communication between teacher and student has enhanced and thus has also resulted in more participation of students in various activities. **Some teachers also reported that earlier there was no interaction between teachers and students during the vacations, but now even during the vacations some activities are conducted by the mentors resulting in increased student engagement.** Few district/ block level officials also reported observing increased interpersonal communication between teachers and students post the start of the QSP programme.

Life Skills Assessment

It was observed that for the standard 4th – 8th students, the overall cumulative mean score for case group students (n=1606) came out to be nearly equal to 107.7 while for the control group (n=427) it was nearly equal to 105.7. While repeating the same exercise for 9th – 12th students revealed the overall mean score for case group (n=1436) to be nearly equal to 102.3, whereas for the control group (n=377) it was nearly equal to 109.0. **These results tell us that there was a positive impact of the life skills workshops in the development of life skills among the case group students of standards 4th – 8th while there was limited impact of the life skills workshops in the development of life skills among the case group students of standards 9th – 12th.** It was also observed that for standards 4th – 8th, 20% of case group students fall in the basic and emerging category in overall life skills, while 19% of the control group students fall in the basic and emerging category in overall life skills. For standards 9th-12th, 20% of case group students fall in the basic and emerging category in overall life skills, while 19% of the control group students fall in the basic and emerging category in overall life skills.

For the **Critical Thinking** domain, it was observed that for the standards 4th – 8th students, the mean score for case group students came out to be nearly equal to 11.7 while for the control group it was nearly equal to 11.6. On repeating the same exercise for standards 9th – 12th students, it was revealed that the mean score for case group came out to be nearly equal to 11.4, whereas for the control group it was nearly equal to 11.9. These results tell us that there was a small positive impact of the life skills workshops on the critical thinking skills among the case group students of standards 4th – 8th while there was limited impact of the life skills workshops in the development of critical thinking skills among the case group students of standards 9th – 12th. It was also observed that for standards 4th – 8th, 17% of case group students fall in the basic and emerging category for critical-thinking domain, while 18% of the control group students fall in the basic and emerging category for critical-thinking domain. For standards 9th-12th, 21% of case group students fall in the basic and emerging category for critical-thinking domain, while 16% of the control group students fall in the basic and emerging category for critical-thinking domain.

For the **Decision-Making** domain, it was observed that for the standards 4th – 8th students, the mean score for case group students came out to be nearly equal to 11.8 while for the control group it was nearly equal to 11.9. On repeating the same exercise for standards 9th – 12th students, it was revealed that the mean score for case group came out to be nearly equal to 10.7, whereas for the control group (n=377) it was nearly equal to 11.7. These results tell us that there was limited impact of the life skills workshops on the decision-making skills among the case group students. It was also observed that for standards 4th – 8th, 22% of case group students fall in the basic and emerging category for decision-making domain, while 20% of the control group students fall in the basic and emerging category for decision-making domain. For standards 9th-12th, 17% of case group students fall in the basic and emerging category for decision-making domain, while 17% of the control group students fall in the basic and emerging category for decision-making domain.

For the **Problem-Solving** domain, it was observed that for the standards 4th – 8th students, the mean score for case group students came out to be nearly equal to 11.8 while for the control group it was nearly equal to 11.0. On repeating the same exercise for standards 9th – 12th students, it was revealed that the mean score for case group came out to be nearly equal to 11.4, whereas for the control group it was nearly equal to 11.9. These results tell us that there was a positive impact of the life skills workshops on the problem-solving skills among the case group students of standards 4th – 8th while there was limited impact of the life skills workshops in the development of problem-solving skills among the case group students of standards 9th – 12th. It was also observed that for standards 4th – 8th, 19% of case group students fall in the basic and emerging category for problem-solving domain, while 12% of the control group students fall in the basic and emerging category for problem-solving domain. For standards 9th-12th, 21% of case group students fall in the basic and emerging

category for problem-solving domain, while 16% of the control group students fall in the basic and emerging category for problem-solving domain.

For the **Creativity domain**, it was observed that for the standards 4th – 8th students, the mean score for case group students came out to be nearly equal to 12.2 while for the control group it was nearly equal to 11.5. On repeating the same exercise for standards 9th – 12th students, it was revealed that the mean score for case group came out to be nearly equal to 10.4, whereas for the control group it was nearly equal to 10.7. These results tell us that there was a positive impact of the life skills workshops on the creativity skills among the case group students of standard 4th – 8th while there was limited impact of the life skills workshops in the development of creativity skills among the case group students of standards 9th – 12th. It was also observed that for standards 4th – 8th, 16% of case group students fall in the basic and emerging category for creativity domain, while 15% of the control group students fall in the basic and emerging category for creativity domain. For standards 9th-12th, 19% of case group students fall in the basic and emerging category for creativity domain, while 15% of the control group students fall in the basic and emerging category for creativity domain.

For the **Participation domain**, it was observed that for the standards 4th – 8th students, the mean score for case group students came out to be nearly equal to 12.1, while for the control group it was nearly equal to 12.0. On repeating the same exercise for standards 9th – 12th students, it was revealed that the mean score for case group came out to be nearly equal to 11.4, whereas for the control group it was nearly equal to 12.1. These results tell us that there was a positive impact of the life skills workshops on the participation skills among the case group students of standards 4th – 8th while there was limited impact of the life skills workshops in the development of participation skills among the case group students of standards 9th – 12th. It was also observed that for standards 4th – 8th, 19% of case group students fall in the basic and emerging category for participation domain, while 20% of the control group students fall in the basic and emerging category for participation domain. For standards 9th-12th, 22% of case group students fall in the basic and emerging category for participation domain, while 20% of the control group students fall in the basic and emerging category for participation domain.

For the **Resilience domain**, it was observed that for the standards 4th – 8th students, the mean score for case group students came out to be nearly equal to 11.8 while for the control group it was nearly equal to 11.6. On repeating the same exercise for standards 9th – 12th students, it was revealed that the mean score for case group came out to be nearly equal to 11.2, whereas for the control group it was nearly equal to 12.3. These results tell us that there was a positive impact of the life skills workshops on the resilience skills among the students of standards 4th – 8th while there was limited impact of the life skills workshops in the development of resilience skills among the case group students of standards 9th – 12th. It was also observed that for standards 4th – 8th, 21% of case group students fall in the basic and emerging category for resilience domain, while 14% of the control group students fall in the basic and emerging category for resilience domain. For standards 9th-12th, 15% of case group students fall in the basic and emerging category for resilience domain, while 14% of the control group students fall in the basic and emerging category for resilience domain.

For the **Negotiation domain**, it was observed that for the standards 4th – 8th students, the mean score for case group students came out to be nearly equal to 12.3, while for the control group it was also nearly equal to 12.3. On repeating the same exercise for standards 9th – 12th students, it was revealed that the mean score for case group came out to be nearly equal to 12.3, whereas for the control group it was nearly equal to 13.0. These results tell us that there was limited impact of the life skills workshops on the negotiation skills among the students. It was also observed that for standards 4th – 8th, 15% of case group students fall in the basic and emerging category for negotiation domain, while 14% of the control group students fall in the basic and emerging category for negotiation domain. For standards 9th-12th, 16% of case group students fall in the basic and emerging category for negotiation domain, while 18% of the control group students fall in the basic and emerging category for negotiation domain.

For the **Communication domain**, it was observed that for the standards 4th – 8th students, the mean score for case group students came out to be nearly equal to 11.8 while for the control group it was nearly equal to 12.1. On repeating the same exercise for standards 9th – 12th students, it was revealed that the mean score for case group came out to be nearly equal to 11.6, whereas for the control group it was nearly equal to 12.5. These results tell us that there was limited impact of the life skills workshops on the communication skills among the students. It was also observed that for standards 4th – 8th, 20% of case group students fall in the basic and emerging category for communication domain, while 15% of the control group students fall in the basic and emerging category for communication domain. For standards 9th-12th, 18% of case group students fall in the basic and emerging category for communication domain, while 20% of the control group students fall in the basic and emerging category for communication domain.

For the **Empathy** domain, it was observed that for the standards 4th – 8th students, the mean score for case group students came out to be nearly equal to 12.2, while for the control group it was nearly equal to 11.7. On repeating the same exercise for standards 9th – 12th students, it was revealed that the mean score for case group came out to be nearly equal to 11.9, whereas for the control group it was nearly equal to 12.9. These results tell us that there was a positive impact of the life skills workshops on the empathy skills among the students of standards 4th – 8th while there was limited impact of the life skills workshops in the development of resilience skills among the case group students of standards 9th – 12th. It was also observed that for standards 4th – 8th, 15% of case group students fall in the basic and emerging category for empathy domain, while 24% of the control group students fall in the basic and emerging category for empathy domain. For standards 9th-12th, 23% of case group students fall in the basic and emerging category for empathy domain, while 19% of the control group students fall in the basic and emerging category for empathy domain.

Table 26: Mean Scores for Life Skills Assessment

Life Skills Domain	4th - 8th Standard		9th - 12th Standard	
	Case (N=1606)	Control (N=427)	Case (N=1436)	Control (N=377)
Critical Thinking	11.7	11.6	11.4	11.9
Decision Making	11.8	11.9	10.7	11.7
Problem Solving	11.8	11.0	11.4	11.9
Creativity	12.2	11.5	10.4	10.7
Participation	12.1	12.0	11.4	12.1
Resilience	11.8	11.6	11.2	12.3
Negotiation	12.3	12.3	12.3	13.0
Communication	11.8	12.1	11.6	12.5
Empathy	12.2	11.7	11.9	12.9
Overall	107.7	105.7	102.3	109.0

Table 27: Category-wise distribution of students for case and control groups (4th – 8th standards)

Life Skills Domain	Case Group Classification								Control Group Classification							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	284	18%	1053	66%	223	14%	46	3%	84	20%	265	62%	61	14%	17	4%
Decision Making	336	21%	907	56%	311	19%	52	3%	60	14%	283	66%	73	17%	11	3%
Problem Solving	265	17%	1031	64%	281	17%	29	2%	66	15%	308	72%	40	9%	13	3%
Creativity	323	20%	1016	63%	200	12%	67	4%	76	18%	288	67%	58	14%	5	1%
Participation	401	25%	893	56%	246	15%	66	4%	99	23%	239	56%	66	15%	23	5%
Resilience	277	17%	997	62%	268	17%	64	4%	79	19%	288	67%	38	9%	22	5%
Negotiation	411	26%	958	60%	170	11%	67	4%	89	21%	281	66%	42	10%	15	4%
Communication	302	19%	987	61%	266	17%	51	3%	87	20%	276	65%	54	13%	10	2%

Life Skills Domain	Case Group Classification								Control Group Classification							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Empathy	299	19%	1063	66%	178	11%	66	4%	78	18%	244	57%	96	22%	9	2%
Overall	335	21%	940	59%	325	20%	6	0%	87	20%	256	60%	83	19%	1	0%

Table 28: Category-wise distribution of students for case and control groups (9th – 12th standards)

Life Skills Domain	Case Group								Control Group							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	305	21%	824	57%	277	19%	30	2%	42	11%	275	73%	51	14%	9	2%
Decision Making	325	23%	864	60%	218	15%	29	2%	65	17%	248	66%	47	12%	17	5%
Problem Solving	259	18%	879	61%	276	19%	22	2%	49	13%	269	71%	38	10%	21	6%
Creativity	222	15%	949	66%	210	15%	55	4%	69	18%	251	67%	45	12%	12	3%
Participation	278	19%	851	59%	269	19%	38	3%	34	9%	267	71%	50	13%	26	7%
Resilience	272	19%	944	66%	150	10%	70	5%	61	16%	262	69%	41	11%	13	3%
Negotiation	346	24%	867	60%	168	12%	55	4%	58	15%	251	67%	43	11%	25	7%
Communication	321	22%	860	60%	197	14%	58	4%	96	25%	206	55%	66	18%	9	2%
Empathy	333	23%	768	53%	307	21%	28	2%	63	17%	243	64%	56	15%	15	4%
Overall	278	19%	871	61%	277	19%	10	1%	66	18%	241	64%	55	15%	15	4%

Cohort wise analysis

On further deep diving and analysing the responses, it was found that for standards 4th – 8th, cohort 5 performed better overall (mean score = 109.8) while cohort 7 (mean score = 98.1) showed it required further intervention support in the case group. For standards 9th – 12th, the results are similar and show that cohort 5 performed better overall (mean score = 104.6) while cohort 7 performed (mean score = 82.7) comparatively lower overall in life skills. Also, for standards 4th – 8th, 22% students fall in the basic and emerging category in overall life skills for closed cohort, cohort 5, cohort 6 and cohort 8, while 16% students fall in the basic and emerging category in overall life skills for cohort 4 and cohort 7. For standards 9th – 12th, 17% students fall in the basic and emerging category, while this number was 20% for cohort 5, 22% for cohort 6, 12% for cohort 7 and 18% for cohort 8. For further domain-wise distribution of basic and emerging category students for each cohort, please refer to the annexures.

In the domain of **Critical Thinking**, for standards 4th – 8th, it was observed that cohort 5 (mean score = 11.9) scored higher while cohort 4 and cohort 7 (mean score = 10.8) needed to be strengthened further in the case group. For standards 9th – 12th, the results show that cohort 6 scored better (mean score = 11.7) while cohort 7 (mean score = 8.9) fared lower than others in the case group.

In the domain of **Decision Making**, for standards 4th – 8th, it was observed that closed cohort scored higher (mean score = 12.3) while cohort 7 (mean score = 10.6) scored comparatively lower in the case group. For

standards 9th – 12th, the results show that cohort 8 scored higher (mean score = 11.3) while cohort 7 (mean score = 5.8) scored lower in the case group.

In the domain of **Problem Solving**, for standards 4th – 8th, it was observed that cohort 6 scored higher (mean score = 12.2) while cohort 7 (mean score = 10.9) scored lower in the case group. For standards 9th – 12th, the results show that cohort 5 (mean score = 11.8) scored better while closed cohort (mean score = 11.0) scored lower in the case group.

In the domain of **Creativity**, for standards 4th – 8th, it was observed that cohort 5 scored higher (mean score = 12.5) while cohort 7 (mean score = 11.5) scored lowest in the case group. For standards 9th – 12th, the results show that cohort 5 and cohort 8 scored better (mean score = 10.6) while cohort 7 scored least (mean score = 8.2) in the case group.

In the domain of **Participation**, for standards 4th – 8th, it was observed that closed cohort scored highest (mean score = 12.6) while cohort 7 scored lowest (mean score = 10.9) in the case group. For standards 9th – 12th, the results show that cohort 5 and cohort 8 scored highest (mean score = 11.8) while cohort 7 (mean score = 7.2) was not at par with other cohorts in the case group.

In the domain of **Resilience**, for standards 4th – 8th, it was observed that cohort 5 and cohort 8 scored better (mean score = 12.1) while cohort 7 lagged (mean score = 10.2) in the case group. For standards 9th – 12th, the results show that cohort 5 and cohort 6 scored high (mean = 11.6) while cohort 7 lagged (mean score = 9.1) in the case group.

In the domain of **Negotiation**, for standards 4th – 8th, it was observed that cohort 6 scored higher (mean score = 12.6) while cohort 7 scored lowest among others (mean score = 11.4) in the case group. For standards 9th – 12th, the results show that cohort 7 scored higher (mean score = 12.9) while closed cohort scored lowest (mean score = 11.9) in the case group.

In the domain of **Communication**, for standards 4th – 8th, it was observed that closed cohort and cohort 6 scored better (mean score = 12.2) while cohort 7 scored lowest (mean score = 11.1) in the case group. For standards 9th – 12th, the results show that cohort 6 and cohort 8 scored higher (mean score = 11.7) while cohort 7 scored lowest (mean score = 10.3) in the case group.

In the domain of **Empathy**, for standards 4th – 8th, it was observed that cohort 5 scored better (mean score = 12.7) while cohort 7 scored lowest (mean score = 10.6) in the case group. For standards 9th – 12th, the results show that cohort 8 scored comparatively better (mean score = 12.3) while cohort 7 scored lower (mean score = 8.7) in the case group.

A bird's-eye view at these results shows that, for both standard 4th – 8th and 9th – 12th case groups, cohort 7 had scored low across when compared to other cohorts in the case group and this **could also be a probable reason for the lower overall scoring of case group against the control group for standards 9th – 12th because QSP in cohort 7 was started during the Covid period when the physical classroom activities were suspended.**

Table 29: Mean scores depicting Cohort-wise performance on Life Skills Domains (Standards 4th - 8th)

Life Skills Domain	4 th - 8 th Standard						
	Closed Cohort (N=326)	Cohort 4 (N=67)	Cohort 5 (N=607)	Cohort 6 (N=292)	Cohort 7 (N=148)	Cohort 8 (N=166)	Control Cohort (N=427)
Critical Thinking	11.8	10.8	11.9	11.8	10.8	11.6	11.6
Decision Making	12.3	11.8	12.2	11.4	10.6	11.1	11.9
Problem Solving	11.4	11.7	12.1	12.2	10.9	11.3	11.0
Creativity	12.3	11.9	12.5	12.1	11.5	11.7	11.5
Participation	12.6	11.9	12.2	12.2	10.9	12.0	12.0

Life Skills Domain	4th - 8th Standard						
	Closed Cohort (N=326)	Cohort 4 (N=67)	Cohort 5 (N=607)	Cohort 6 (N=292)	Cohort 7 (N=148)	Cohort 8 (N=166)	Control Cohort (N=427)
Resilience	11.8	11.3	12.1	11.9	10.2	12.1	11.6
Negotiation	12.4	11.5	12.4	12.6	11.4	12.3	12.3
Communication	12.2	11.9	11.7	12.2	11.1	11.5	12.1
Empathy	12.3	11.4	12.7	12.1	10.6	11.9	11.7
Overall	109.1	104.1	109.8	108.4	98.1	105.6	105.7

Table 30: Mean scores depicting Cohort-wise performance for life skills domains (Standards 9th - 12th)

Life Skills Domain	9th - 12th Standard					
	Closed Cohort (N=318)	Cohort 5 (N=430)	Cohort 6 (N=243)	Cohort 7 (N=50)	Cohort 8 (N=395)	Control Cohort (N=377)
Critical Thinking	11.1	11.6	11.7	8.9	11.6	11.9
Decision Making	10.2	11.2	10.8	5.8	11.3	11.7
Problem Solving	11.0	11.8	11.4	11.7	11.4	11.9
Creativity	10.1	10.6	10.4	8.2	10.6	10.7
Participation	10.8	11.8	11.5	7.2	11.8	12.1
Resilience	10.7	11.6	11.6	9.1	11.4	12.3
Negotiation	12.0	12.6	12.7	12.9	11.9	13.0
Communication	11.5	11.6	11.7	10.3	11.7	12.5
Empathy	11.5	11.9	12.1	8.7	12.3	12.9
Overall	99.0	104.6	103.8	82.7	104.0	109.0

State wise Analysis

Further looking at state-wise performance, it was found that each state was performing differently in different life skill domains. It was observed that for standards 4th – 8th, Punjab performed better overall (mean score = 121.9) while Jammu & Kashmir (mean score = 93.4) required further intervention support. For standards 9th – 12th, the results show that Punjab performed better overall (mean score = 118.6) while Rajasthan performed (mean score = 91.6) comparatively lower overall in life skills. Also, for standards 4th – 8th, 16% students fall in the basic and emerging category in overall life skills for Assam and Punjab; 20% students fall in the basic and emerging category in overall life skills for Delhi; 17% students fall in the basic and emerging category in overall life skills for Himachal Pradesh; 19% students fall in the basic and emerging category in overall life skills for Jammu & Kashmir and Telangana; 21% students fall in the basic and emerging category in overall life skills for Jharkhand; 18% students fall in the basic and emerging category in overall life skills for Karnataka; 15% students fall in the basic and emerging category in overall life skills for Meghalaya; and 8% students fall in the basic and emerging category in overall life skills for Rajasthan. For standards 9th – 12th, 10% students fall in the basic and emerging category in overall life skills for Assam; 17% students fall in the basic and emerging category in overall life skills for Delhi and Karnataka; 18% students fall in the basic and emerging category in overall life skills for Himachal Pradesh and Telangana; 19% students fall

in the basic and emerging category in overall life skills for Jammu & Kashmir; 14% students fall in the basic and emerging category in overall life skills for Jharkhand and Punjab; and 11% students fall in the basic and emerging category in overall life skills for Rajasthan. **For further domain-wise distribution of basic and emerging category students for each state, please refer to the Annexures.**

In the domain of **Critical Thinking**, for standards 4th – 8th, it was observed that Meghalaya (mean score = 13.2) scored higher while Rajasthan (mean score = 10.9) needed to be strengthened further among the states. For standards 9th – 12th, the results show that Assam scored better (mean score = 13.3) while Rajasthan and Jammu & Kashmir (mean score = 10.4) fared lower than other states.

In the domain of **Decision Making**, for standards 4th – 8th, it was observed that Punjab and Assam scored higher (mean score = 13.6) while Jammu & Kashmir (mean score = 10.0) scored comparatively lower than other states. For standards 9th – 12th, the results show that Punjab scored higher (mean score = 13.5) while Rajasthan (mean score = 8.6) scored lower than other states.

In the domain of **Problem Solving**, for standards 4th – 8th, it was observed that Assam scored higher (mean score = 13.5) while Jammu & Kashmir (mean score = 10.0) scored lower than other states. For standards 9th – 12th, the results show that Punjab (mean score = 13.4) scored better while Jammu & Kashmir (mean score = 10.3) scored lower than other states.

In the domain of **Creativity**, for standards 4th – 8th, it was observed that Punjab scored higher (mean score = 13.8) while Jammu & Kashmir (mean score = 9.7) scored lower than other states. For standards 9th – 12th, the results show that Karnataka scored better (mean score = 11.4) while Rajasthan scored lower (mean score = 9.9) than other states.

In the domain of **Participation**, for standards 4th – 8th, it was observed that Punjab scored higher (mean score = 13.8) while Jammu & Kashmir scored lower (mean score = 10.5) than other states. For standards 9th – 12th, the results show that Assam and Punjab scored highest (mean score = 14.0) while Rajasthan (mean score = 9.1) was not at par with other states.

In the domain of **Resilience**, for standards 4th – 8th, it was observed that Punjab scored better (mean score = 13.7) while Rajasthan lagged (mean score = 10.0) when compared to other states. For standards 9th – 12th, the results show that Punjab scored high (mean = 12.9) while Rajasthan lagged (mean score = 10.0) when compared to other states.

In the domain of **Negotiation**, for standards 4th – 8th, it was observed that Punjab scored higher (mean score = 14.3) while Jammu & Kashmir scored lower than other (mean score = 10.2) states. For standards 9th – 12th, the results show that Punjab scored higher (mean score = 14.1) while Jammu & Kashmir scored lower (mean score = 9.7) than other states.

In the domain of **Communication**, for standards 4th – 8th, it was observed that Punjab scored better (mean score = 13.5) while Jammu & Kashmir scored lower (mean score = 10.7) than other states. For standards 9th – 12th, the results show that Punjab scored higher (mean score = 12.8) while Rajasthan scored lower (mean score = 10.8) than other states.

In the domain of **Empathy**, for standards 4th – 8th, it was observed that Assam scored better (mean score = 14.0) while Meghalaya scored lower (mean score = 10.4) than other states. For standards 9th – 12th, the results show that Punjab scored comparatively better (mean score = 14.4) while Rajasthan scored lower (mean score = 10.1) than other states.

Table 31: Mean scores depicting State-wise performance for life skills domains (Standards 4th - 8th)

Life Skills Domain	4th - 8th Standard									
	Assam (N=199)	Delhi (N=211)	Himachal Pradesh (N=201)	Jammu & Kashmir (N=134)	Jharkhand (N=451)	Karnataka (N=44)	Meghalaya (N=66)	Punjab (N=112)	Rajasthan (N=460)	Telangana (N=155)
Critical Thinking	12.9	11.4	11.9	11.2	11.7	11.8	13.2	12.3	10.9	11.3
Decision Making	13.6	11.3	12.4	10.0	12.0	11.3	12.8	13.6	10.6	12.3
Problem Solving	13.5	11.2	12.9	10.0	11.6	11.9	11.0	13.0	10.8	11.1
Creativity	13.3	12.6	13.2	9.7	12.1	13.4	11.3	13.8	10.7	12.7
Participation	13.2	12.1	13.0	10.5	12.5	13.4	12.8	13.8	10.7	12.3
Resilience	13.5	11.5	12.8	10.2	11.9	12.7	12.8	13.7	10.0	12.1
Negotiation	13.3	11.8	12.6	10.2	12.5	12.1	13.5	14.3	11.9	11.6
Communication	11.4	11.7	12.9	10.7	12.3	12.0	13.3	13.5	11.2	11.4
Empathy	14.0	11.5	12.9	10.8	12.2	13.2	10.4	13.7	11.1	12.5
Overall	118.8	105.0	114.6	93.4	108.9	111.7	111.1	121.9	97.9	107.3

Table 32: Mean scores depicting State-wise performance for life skills domains (Standards 9th - 12th)

Life Skills Domain	9th - 12th Standard								
	Assam (N=68)	Delhi (N=144)	Himachal Pradesh (N=128)	Jammu & Kashmir (N=209)	Jharkhand (N=154)	Karnataka (N=147)	Punjab (N=128)	Rajasthan (N=479)	Telangana (N=356)
Critical Thinking	13.3	11.6	12.2	10.4	12.6	12.9	12.8	10.4	11.6
Decision Making	13.4	10.7	11.7	10.3	12.3	12.6	13.5	8.6	11.8
Problem Solving	12.3	11.4	11.5	10.3	12.2	12.0	13.4	10.8	12.0
Creativity	11.1	10.0	10.8	10.6	11.0	11.4	10.8	9.9	10.2
Participation	14.0	11.7	12.4	10.7	12.7	13.7	14.0	9.1	12.1
Resilience	12.8	11.6	12.0	10.5	12.4	12.6	12.9	10.0	12.0
Negotiation	14.0	12.9	13.0	9.7	12.9	12.7	14.1	12.0	13.0
Communication	12.5	12.0	12.3	10.9	12.8	12.4	12.8	10.8	12.2
Empathy	14.3	11.9	12.6	11.1	13.0	13.4	14.4	10.1	13.1
Overall	117.6	103.7	108.4	94.6	111.8	113.7	118.6	91.6	108.0

Self-Awareness

In addition to the above mentioned nine life skills, students were also asked qualitative questions on self-awareness as the Quality Support Programme also aims to create an impact on the self-awareness among the students. To a total of 18 student group interactions (5-20 students /interaction) a question on “what animal do they like the most and why?” was raised. The below table gives an overview of the animal chosen, reason for being chosen and number of interactions wherein said animal was chosen as favourite. Choices were made for all of them and based on various characteristics. They were aware about the qualities they have, and if they can relate with those qualities and hence relate to the animal.

Table 33: Qualitative response of students on life skill

Animal	Reason given/ trait identified with	Number of mentions (n-18)
Dog	“Loyal”	4
	“Faithful”	4
	“Protective”	2
	“Friendly”	1
Lion	“Strong”	7
	“Leader”	6
	“Focused”	1
	“Proud”	1
	“Runner”	2
	“No fear”	1
Horse	“Good runner”	5
	“Powerful”	3
	“Can be ridden”	1
Monkey	“Jump high”	1
	“Teamwork”	2
Parrot	“Talkative (good narrator)”	4
	“Good looking”	3
	“Can fly”	1

The students are self-aware and know about their qualities. Students thought before making the choice and used critical thinking to think of reasons before choosing the animal. Students chose based on the traits they identified with or using knowledge about the animal in question. Based on the observations, “Lion” was the most popular choice as animal and trait/reason being “Strong” and “Leader”. It was observed that students have good critical thinking and decision-making skills, the traits chosen for each animal closely coincide with characteristics that are usually attributed to said animal.

The children can **decide between wrong and right**, for e.g. If they are at fault and cannot communicate directly, they ask their parents to tell the teacher about their fault. **Children can think critically, they are able to decide role models based on the qualities and understand different options.** To **manage stress**, children cry it out and think positively when such a situation arises next time. Children have **good interpersonal relations**; they are **open to their parents, teachers, and friends**. Children **can convert waste materials to useful things and show creativity and problem-solving skills**. Children identify their good qualities (**self-awareness**); they get support from teachers and continuously work to improve those qualities. e.g., singing, drawing, essay writing, knowledge on automobiles. Workshops on **goal setting, time management** etc. have helped in motivating the child and brought improvement in their performance. On interacting with parents of the children it was reported that, children **take responsibility** of finishing their homework and other tasks, help around the house, prepare time schedule on their own and study at night to avoid stress.

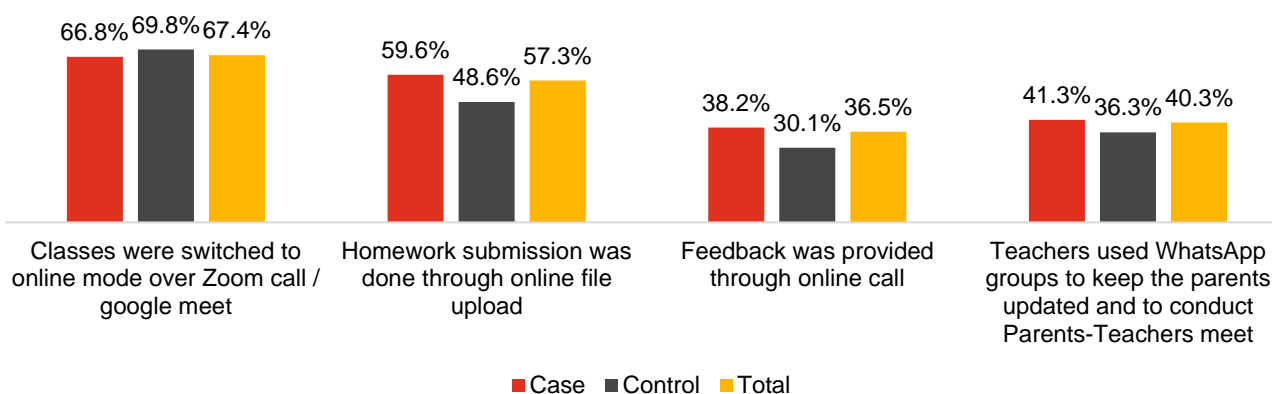
3.3 Impact of Covid-19

Covid-19 and the resulting lockdown disrupted the education system of the entire country. The pandemic had a significant impact on students, teachers, parents/ community, and all educational institutions. In terms of impact on schooling, students of both case and control schools reported that suspension of physical classes made learning difficult (case = 63.9%, control 68.3%) and online classes lacked the interactive environment of the physical classrooms. However, 63.9% of case schools reported various activities being conducted online as compared to 20.9% of control schools, indicating a higher engagement of students in case schools. Other impacts reported include limited resources / lack of technical know-how limited the learning experience and various activities, competitions & sessions on general academic wellness (such as coping with stress, preparation for exams etc.) which were conducted online. **Cohort wise analysis shows that suspension of physical classes making learning difficult was reported most by cohort 7 students (79.3%) followed by control cohort (68.3%).** Online classes lacking the interactive environment of the physical classrooms was reported most by cohort 4 students (83.6%) followed by cohort 6 (73.8%) and cohort 7 (67.7%). Further, limited resources / lack of technical know-how limited the learning experience was reported most by cohort 7 students (57.1%).

Interactions with students reiterated that even though online classes were held, it was difficult to understand concepts from them and it was comparatively difficult to ask queries virtually. Teachers and some parents also reported that some children were unable to attend online classes due to lack of resources like smartphone and internet, while some reported their family had to use their savings and purchase a smartphone for classes. **Online competitions and events were reported to help the students to be more engaged.** In instances, it was reported that during the lockdown period the girls were asked to support in household chores resulting in lesser time for studies. Many parents and teachers were of the view that many students lost a lot in terms of academics as the classroom environment was not there resulting in a learning gap.

The teachers / schools played a key role in helping the students deal with the pandemic. **The main support reported includes classes being switched to online mode over Zoom call / Google Meet (case = 66.8%, control 69.8%), online submission of homework (case = 59.6%, control 48.6%), and teachers using WhatsApp groups to keep the parents updated and to conduct Parents-Teachers meet (case = 41.3%, control 36.3%).** During the interactions with the students and parents, they reported that the teachers supported the children by teaching them how to join virtual classes, how to upload assignments or share the same in WhatsApp. BF assisted schools in this process of transitioning online. They also reported that in instances where most students could not connect virtually, some teachers came to the student's house to share notes and collect assignments while few teachers went to the community to conduct face-to-face classes to maintain an in-person connect. **Parents and teachers also reported that the teachers formed parent WhatsApp groups to improve communication and provide all important updates.**

Figure 20: Teachers / school reaction to COVID-19



N for Case schools = 3042

N for Control schools = 804

Total N = 3846

BF support to mitigate the effects of Covid-19:

It was reported by all key stakeholders including children, parents, Principals/ head teachers and state/block level officials that the additional online activities like games, quizzes were conducted under QSP programme which helped the students be more engaged. Some principals further said that in all schools where BF was supporting, the academic mentors were instrumental in keeping both the students, parents as well as the teachers engaged as it was a difficult time for all, and several could have fallen into depression. **Few parents reported that they are unaware if BF has provided any support during the country-wide lockdown as they had limited interaction with the teachers.** Academic mentors further reported conducting club-wise, house-wise and class wise online activities to increase student engagement. They further supported the students and teachers in helping to shift to online mode, training teachers to take virtual classes, and helping to make google forms to conduct online competitions like quizzes etc.

Kavita's achievement during the Covid 19 Pandemic in Jharkhand

Kavita is from a school in Deoghar District, Jharkhand. Students at this school belong to families from poor socio-economic backgrounds and due to the unavailability of phones/internet facility they were unable to access online education during the pandemic. She truly felt bad about this problem, and with the guidance of teachers and Bharti Foundation, planned and initiated a program named "Copy Exchange Program". She took support of student leaders and school alumni to execute this programme. These student leaders and alumni students had access to smart phones, so they were nominated as mentors that would guide and support the deprived students by providing them with homework and reading material, notes from school alumni and notes from online sessions directly to the students' home.

To initiate this programme, a list of students who were deprived of online education was made with help of her teacher- Tina. With help of the teacher and Bharti Foundation, Kavita chose 17 volunteer students belonging to different sections of the community who facilitated reaching out to the targeted students. She approached the school staff for notebooks and was provided with 10 to 15 notebooks per volunteer by Bharti Foundation mentors. These volunteers wrote their homework and notes of chapters in the copies (notebooks) provided and then shared/demonstrated the learning exercises with/to the target students. The next day they would bring back the solved notebooks and send the photos to the teachers for correction.

Through this programme she has impacted 204 students who were facing problem to avail online education. Thus, the gap was bridged between the teachers and students. Teachers have praised Kavita for her effort. For this programme, the school have been praised by UNODC. Bharti Foundation's team motivated Kavita to participate in the renowned National competition "Pramerica-Spirit of Community Awards 2021" and told her to represent this initiative there, she even received a Silver Medal.

4 School Leadership and Teacher Engagement



4. School Leadership and Teacher Engagement

4.1 Profile of teacher's sample covered under the study

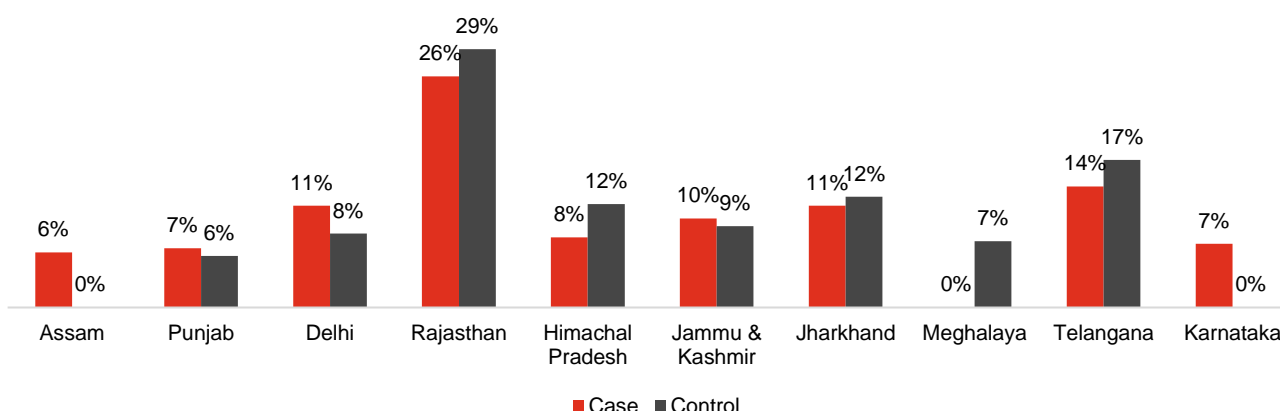
Quality Support Programme included a range of activities that were developed to add to the expertise of teachers in their subjects at the Government schools. These activities and exposure programmes aimed at driving their passion for teaching further and equip them with the latest pedagogy as well as personal growth and consequent fulfilment. The abilities of school leaders were further improved while acknowledging and supporting their driving force. All of this resulted in upgrading a conducive learning environment for the students²⁶.

During the study, 542 teachers were covered through a quantitative survey and qualitative interactions were held with 56 teachers and 13 principals in the form of FGDs and IDIs across 10 states.

State wise coverage of teachers during the study

Maximum number of teachers (Case: 26% & Control: 29%) were covered from Rajasthan for both case schools & control schools followed by 14% of teachers at case schools from Telangana. Assam and Karnataka were two states with no control schools so both the states were grouped with other states with control schools from the same region for example Assam was clubbed with Meghalaya and Karnataka was grouped with Telangana so that we can include the control schools in our sample. Meghalaya was the only state from where no teacher was covered from case schools during the study because the state did not have any case schools so for an appropriate representation of the region in the sample, case schools were covered from Assam.

Figure 21: State wise coverage of teachers



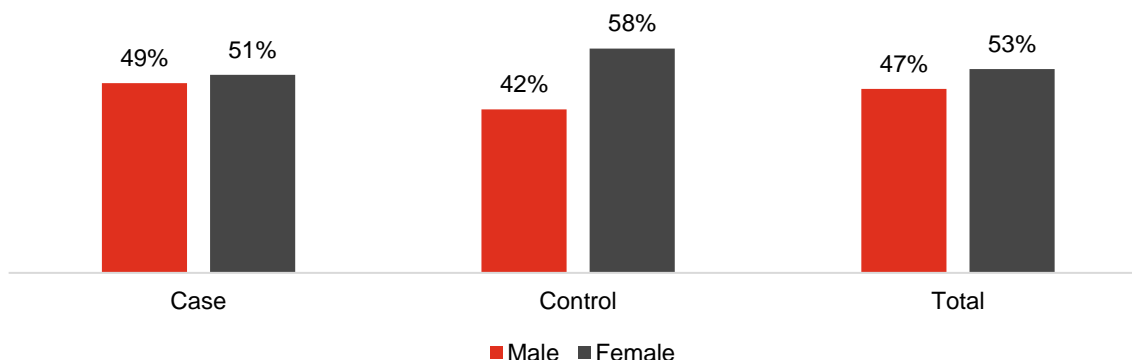
N for case schools: 421
 N for control schools: 121
 Total N: 542

Total 78% teachers were covered from case schools whereas 22% of them were from control schools. In case schools, 38% teachers were captured from Secondary & 37% were from Senior Secondary Schools each followed by 14% from Primary schools and 11% teachers represented Elementary schools. In control schools, majority of teachers (35%) covered from Senior Secondary followed by 31% from Secondary Schools.

²⁶ BF Website

The respondents largely consist of women in both case and control schools. Out of total teachers from case schools, 51% of them were female teachers and 58% teachers at control schools entails women. The participation of female members was higher during the qualitative interaction as well.

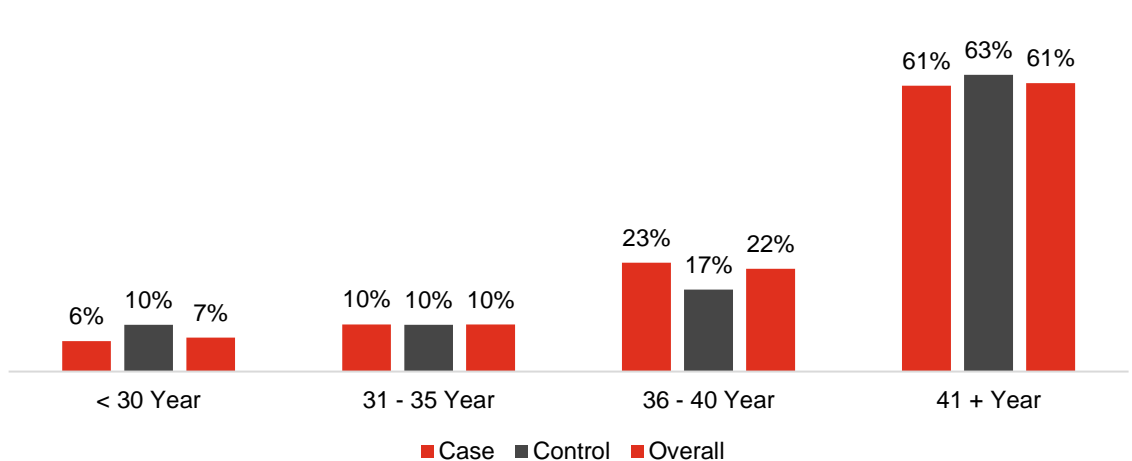
Figure 22: Gender of the respondents



N for case schools: 421
N for control schools: 121
Total N: 542

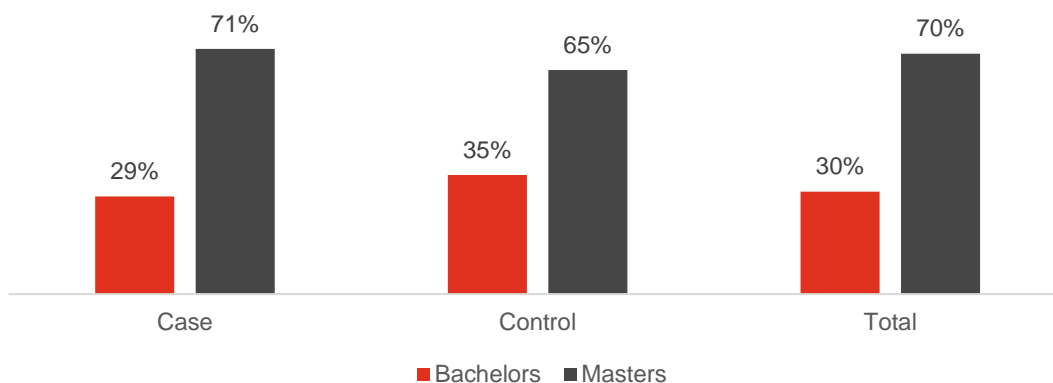
It was reported that maximum 61% teachers interacted with were more than 41 years of age group out of which, 61% from case schools and 63% from control schools. 10% respondents each from both the groups were reported to be between 31-35 years of age group.

Figure 23: Age profile of the respondents



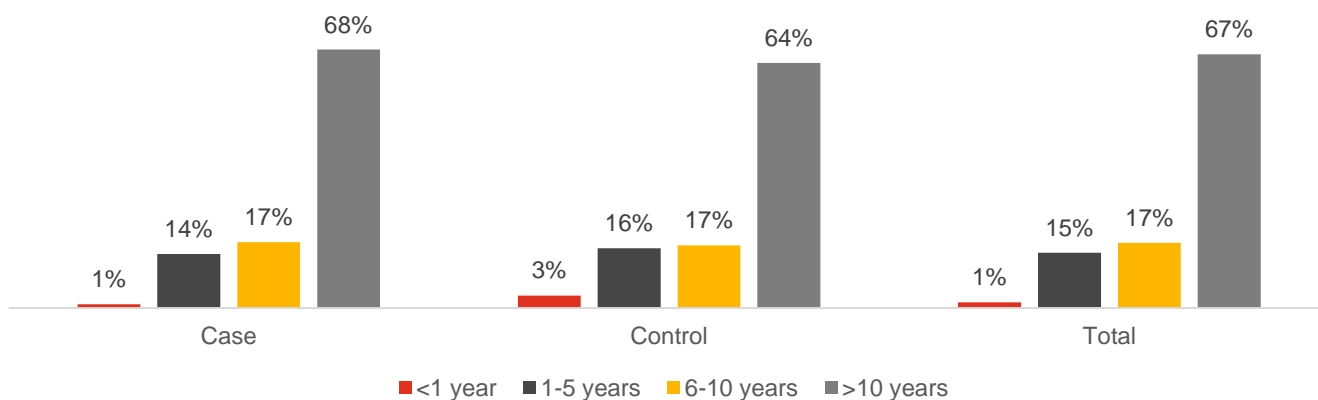
N for case schools: 421
N for control schools: 121
Total N: 542

Majority of the teachers (71%) interacted with had a master's degree in case and 65% had master's degree from control schools. 61% (n=329) of the teachers appeared for Teacher Eligibility Test (TET) out of which 61% were from case schools. Overall, 43% of the respondents given State Teacher Eligibility Test (STET) followed by 40% teachers who appeared for Pre-Teacher Education Test (PTET).

Figure 24: Highest level education of teachers

N for case schools: 421
 N for control schools: 121
 Total N: 542

In case schools, 68% (N=421) of the respondents interacted with during the study **have more than 10 years of teaching experience and 64% (N=121) from control schools**. Majority of the **teachers (96%) were on permanent employment contract from both case schools and control schools** whereas 4% of the respondents from case and 2% from control schools were on a fixed term contract for a period of more than one year.

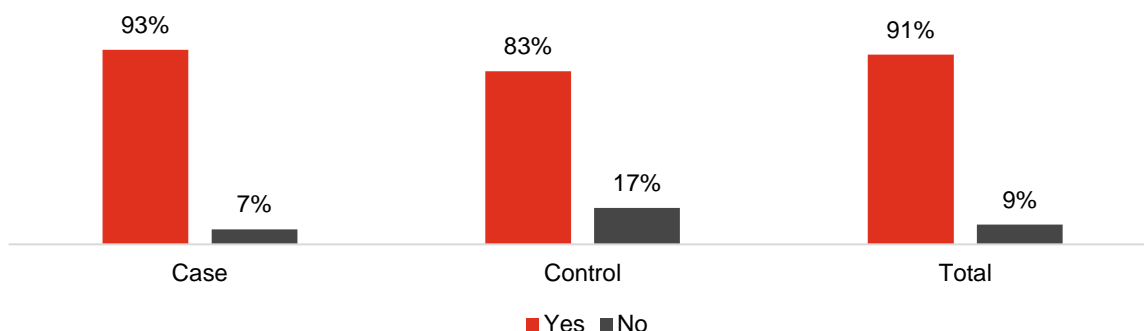
Figure 25: Overall teaching experience of teachers

4.2 Key Findings

4.2.1 Responsibilities of teachers within Clubs/houses and its impact

Clubs and house systems were introduced as a part of Quality Support Programme in schools to develop the leadership groups to create holistic growth opportunities; building aspirations; exposure by lecture series, participation in competitions etc. which led to improved confidence in students.

Figure 26: Teachers as an in-charge of any Clubs/Houses



N for case schools: 421
N for control schools: 121
Total N: 542

Overall, **91% of the teachers were reported to be in-charge of any clubs or houses during their tenure.** 93% of teachers from case schools and 83% of teachers from control schools had served as in-charge of clubs or houses during their tenure in their respective schools. Respondents mentioned that every teacher was assigned some additional responsibility of clubs and houses and every in-charge is responsible for the selection of students to participate in the events organized in school.

Table 34: Cohort wise distribution of teachers who were in-charge of any clubs/houses

	Closed Cohorts (Cohort 1 to 3)	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Control Cohort	Total
Yes	93%	100%	92%	97%	93%	90%	83%	91%
No	7%	0%	8%	3%	7%	10%	17%	9%
N	88	3	140	69	28	93	121	542

In cohort wise distribution, **more than 90% teachers from each cohort for case schools were reported to be an in-charge of any clubs/houses formed in their whereas in control schools, 83% teachers reported to be an in-charge of any clubs/houses during their tenure.** Among all the cohorts, cohort 4 & cohort 6, reported highest number of teachers as an in-charge of any clubs/houses formed in their schools which also indicated the readiness of teachers to take up the additional responsibilities within the schools.

Table 35: State wise distribution of teachers who were in-charge of any clubs/houses

States	Case		Control		Case	Control
	Yes	No	Yes	No	N	N
Assam	96%	4%			26	0
Punjab	89%	11%	100%	0%	28	7

States	Case		Control		Case	Control
	Yes	No	Yes	No	N	N
Delhi	77%	23%	60%	40%	48	10
Rajasthan	99%	1%	91%	9%	109	35
Himachal Pradesh	91%	9%	57%	43%	33	14
Jammu & Kashmir	81%	19%	73%	27%	42	11
Jharkhand	94%	6%	93%	7%	48	15
Meghalaya			100%	0%	0	9
Telangana	100%	0%	80%	20%	57	20
Karnataka	100%	0%			30	0

In case schools, **100% of teachers from Karnataka & Telangana reported to be an in-charge of any clubs or houses during their tenure** while from Delhi 77% teachers stated to be an in-charge of clubs/houses which is the lowest among all states. **Jharkhand, Rajasthan, Assam and Jammu & Kashmir have the highest number of teachers who were in-charge of any clubs or houses.**

In control schools, **Meghalaya and Punjab were the states from where 100% teachers surveyed reported being in-charge of any clubs/houses** while in Himachal Pradesh only 57% teachers and in Delhi 60% were reported to be in-charge of any clubs/houses. **Jharkhand, Rajasthan and Jammu & Kashmir reported the highest number of teachers as an in-charge.**

It was reported that the majority of respondents interacted with were in-charge of Eco club (case: 29% & control: 26%) followed by Arts & culture club with 23% from case schools and 20% from control schools. Respondents highlighted that as a part of these clubs' students were prepared for various competitions like painting, debate, quiz, dance, subject based Olympiad etc.

Table 36: Teachers associated with the clubs

Clubs	Case	Control
Arts and culture club	23%	20%
Eco club	29%	26%
Library Week	2%	3%
Literary Club	10%	9%
Mathematics Club	3%	1%
Proud India Club	5%	2%
Science and exploration club	7%	7%
Sports and health club	8%	10%
Youth/Yuva club	5%	4%
Others (Please specify)	7%	17%
N	421	121

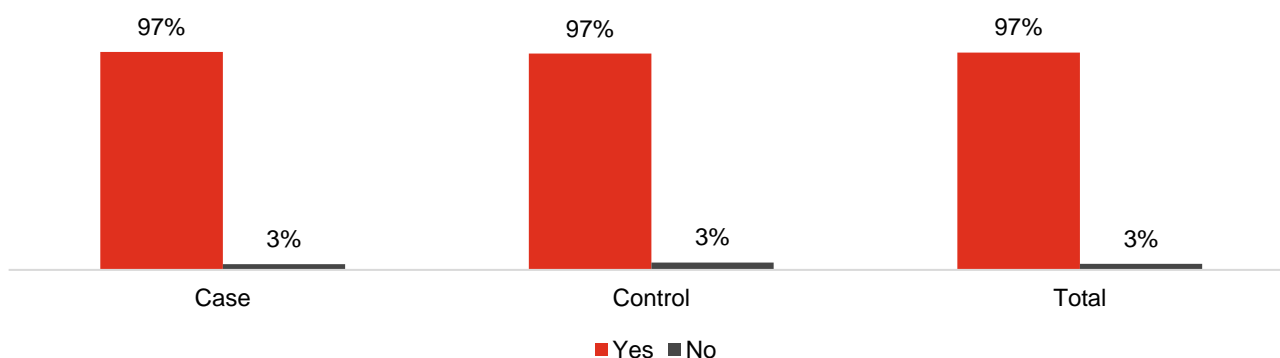
It was mentioned by the respondents that BF provided display boards to each house as part of their activity wherein all the houses would have to display their activities to their respective house display board. In Jammu, the Education department has made it mandatory to form houses in the schools with the same names across the schools (**Peace House, Well Being House, Eco House and Wisdom House**) to maintain the consistency. Respondents from control school mentioned that after the intervention of Bharti Foundation, regular

clubs/house activities were conducted focussing to develop leadership skills, which are improving students' interpersonal relationship. **One of the District officials mentioned that Bharti Foundation helped the system and schools in streamlining the processes.**

4.2.2 Awareness about the programme

97% teachers from both case schools and control schools were aware about the Quality Support programme implemented by Bharti Foundation. Beneficiaries highlighted that in majority of the schools Bharti Foundation team approached the school and informed about the programme.

Figure 27: % of respondents aware about the programme

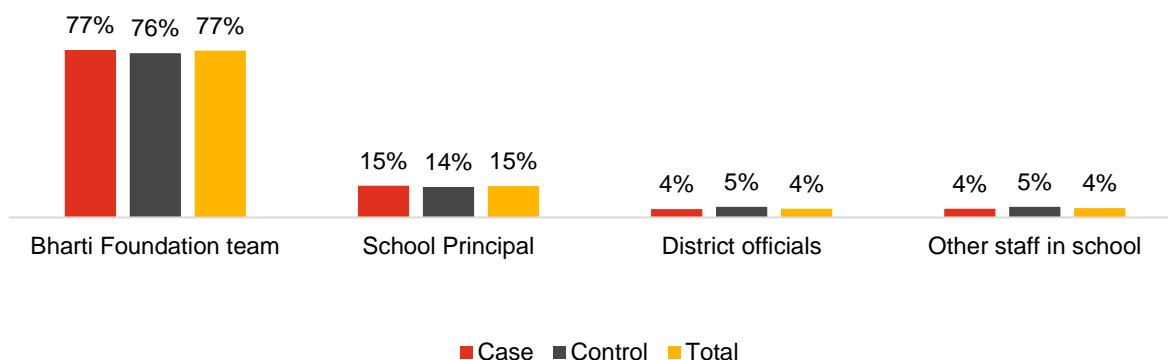


N for case schools: 421
N for control schools: 121
Total N: 542

It was highlighted during the interaction with teachers and principals that in cases where transfers of principals have occurred, it has **helped in expanding the awareness about the programme. Principals who were transferred from QSP schools to other schools, tried to follow same activities and initiatives in their new schools as well and approached BF team to take up their school under the QSP programme.** For instance, in Himachal Pradesh it was reported that when the principal of a BF supported school was transferred to a non-BF supported school, he requested the state/district authorities as well as BF to also implement the QSP programme in his school.

In case and control schools, 77% & 76% teachers respectively were informed about the programme through Bharti foundation team whereas 15% & 14% respectively of the teachers got to know about the programme through school principal.

Figure 28: Sources of information about the programme



N for case schools: 421
N for control schools: 121
Total N: 542

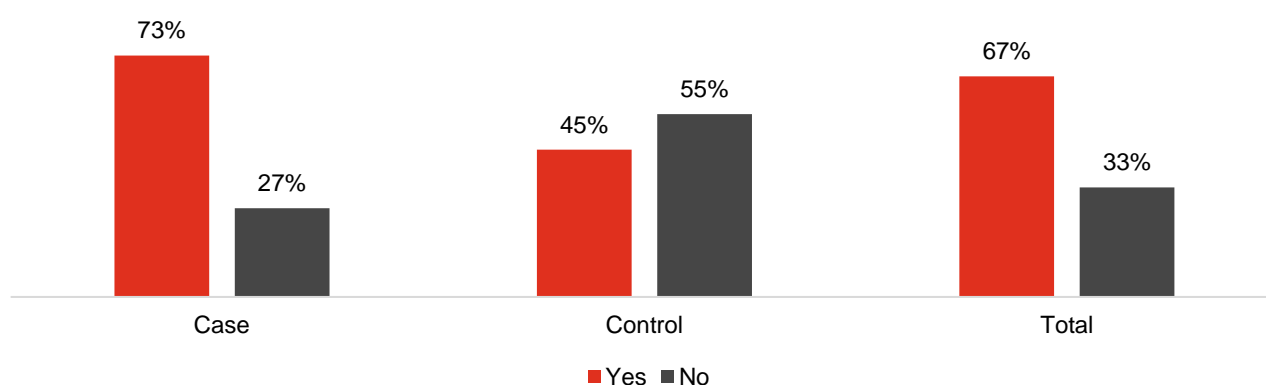
One of the respondents mentioned that he got to know about the programme during his exam duty to a QSP school and approached BF team to include their school as well as a part of the programme because of the results and changes the programme has brought in within the students and school as well. He mentioned that after one year of rigorous follow up with BF team, the QSP programme was implemented in 2021.

4.2.3 Training and Activities conducted for teachers and its Impact

Participation level of teachers in Training and Activities

Under the programme, several types of trainings, activities and workshops were organised during the implementation years of programme in QSP schools. The training activities and workshops of Bharti Foundation timings were integrated within the timetable of the schools depending upon the time & availability of the teachers such as during covid 19, online trainings and activities were organized for capacity building of teachers

Figure 29: Teachers participated in Trainings organized by BF



N for case schools: 421
N for control schools: 121
Total N: 542

73% respondents from case schools participated in various trainings and 78% teachers were part of activities organized by the Bharti Foundation whereas in control schools, 45% participated in trainings and 51% have been part of activities organized under the programme. Respondents stated that Bharti Foundation conducted various workshops on TLM development, Information and Communication Technology (ICT) training for creating google forms and supported the teachers in preparing students to conduct rallies on various social issues such as de-addiction, women safety, environment protection etc. for generating awareness among the community and students.

Table 37: State wise distribution of respondents who participated in Trainings

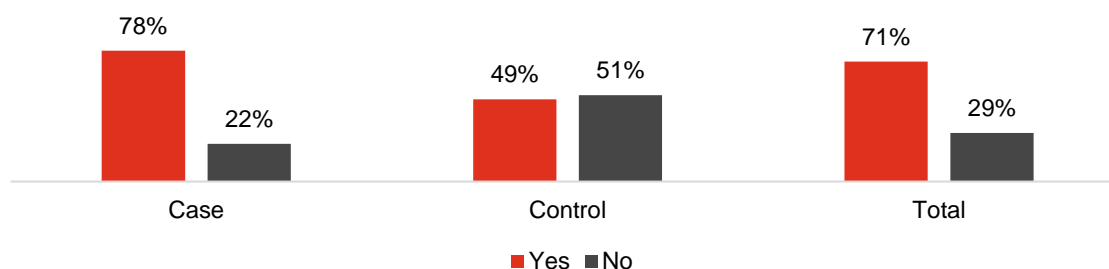
States	Case		Control		Case	Control
	Yes	No	Yes	No	N	N
Assam	92%	8%			26	0
Punjab	82%	18%	71%	29%	28	7
Delhi	60%	40%	50%	50%	48	10
Rajasthan	79%	21%	43%	57%	109	35

States	Case		Control		Case	Control
	Yes	No	Yes	No	N	N
Himachal Pradesh	48%	52%	14%	86%	33	14
Jammu & Kashmir	83%	17%	64%	36%	42	11
Jharkhand	94%	6%	47%	53%	48	15
Meghalaya			89%	11%	0	9
Telangana	65%	35%	25%	75%	57	20
Karnataka	43%	57%			30	0

As per the state wise analysis of case schools, Assam (92%), Jharkhand (94%) and Jammu & Kashmir (83%) reported highest number of teachers who participated in various trainings organized by Bharti Foundation for capacity building of teachers from case schools. On the other hand, Himachal Pradesh (48%) & Karnataka (43%) have shown the lowest participation rate of teachers in trainings. Majority of the teachers participated in various trainings such as Teacher Learning Modules, Study Skill trainings and Motivation trainings. In Delhi, teachers shared that very few trainings were organized specifically for the teachers so the teachers used to participate in the trainings organized for the students so that they can help them at later stage.

In control schools, Meghalaya (89%), Punjab (71%) and Jammu & Kashmir (64%) had highest number of teachers who participated in trainings whereas Himachal Pradesh (14%) and Telangana has lowest number of teachers who were reported to be a part of trainings organized by Bharti Foundation.

Figure 30: Teachers participated in Activities organized by BF



N for case schools: 421
 N for control schools: 121
 Total N: 542

As stated by the respondents, **online and offline both types of trainings and activities were organized. Offline trainings were organized 3-4 times as a part of School Excellence Programme.** Workshops were organized on the processes on library usage, house/club systems in the school. In control schools, respondents stated that training on TLM is yet to be done and material is yet to be provided as well. Teachers mentioned that these trainings have helped them in evolving leadership qualities, improved teaching skills with new pedagogy and adapting existing pedagogy in new ways and provided substantial support in cascading the skills to the students.

Table 38: State-wise distribution of respondents who participated in Activities

States	Case		Control		Case	Control
	Yes	No	Yes	No	N	N
Assam	96%	4%			26	0
Punjab	86%	14%	100%	0%	28	7
Delhi	58%	42%	60%	40%	48	10
Rajasthan	85%	15%	54%	46%	109	35
Himachal Pradesh	73%	27%	14%	86%	33	14
Jammu & Kashmir	90%	10%	64%	36%	42	11
Jharkhand	94%	6%	53%	47%	48	15
Meghalaya			56%	44%	0	9
Telangana	63%	37%	25%	75%	57	20
Karnataka	47%	53%			30	0

Assam (96%), Jharkhand (94%) and Jammu & Kashmir (90%) reported the highest participation of teachers in activities organized by Bharti Foundation in case schools. In comparison, Karnataka (47%) and Delhi (58%) reported lowest participation of teachers in activities. During the interactions, teachers mentioned that activities were highly affected during the covid 19 pandemic. In Delhi, teachers stated that activities of Bharti Foundation got hampered during the time of contract renewal with the Department and the availability of BF team was limited in school.

In control schools, Punjab 100% of teachers reported to being a part of activities organized followed by 64% from Jammu & Kashmir. Himachal Pradesh and Telangana reported the lowest percentage in terms of participation of teachers in activities organized by the Bharti Foundation under the QSP programme.

Table 39: Cohort wise distribution for participation level of teachers in Trainings & Activities

Cohorts	Trainings		Activities	
	Yes	No	Yes	No
Closed Cohort (cohort 1 to 3)	69%	31%	76%	24%
Cohort 4	67%	33%	67%	33%
Cohort 5	78%	22%	84%	16%
Cohort 6	80%	20%	78%	22%
Cohort 7	86%	14%	89%	11%
Cohort 8	61%	39%	67%	33%
Control Cohort	45%	55%	49%	51%
Total	67%	33%	71%	29%

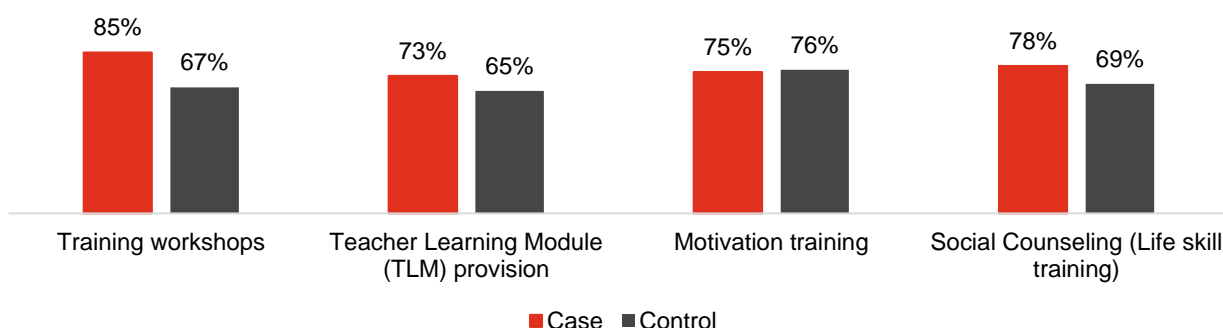
Among all the cohorts, **highest 86% teachers from cohort 7 participated in trainings followed by 80% teachers from cohort 6 who reported to be a part of trainings. Highest among all, 74% teachers from Active schools were part of trainings whereas 69% from closed and 45% from control cohorts who participated in trainings.**

Majority of the teachers (89%) reported to participate in activities organized by Bharti Foundation from cohort 7 followed by 84% from cohort 5. 49% respondents from control schools reported to participate in activities whereas 77% from active schools and 76% respondents from closed cohort schools were part of activities. One of the mentors highlighted that the teachers from closed schools have kept an active WhatsApp group to be in touch with the BF team so that they also get to know about any events or competitions and seek support from Bharti Foundation as and when required.

Teachers' participation in various types of trainings and activities

Teachers were engaged in various types of trainings and activities for their capacity building and enable their skills that can help them in imparting their skills to the students. These trainings were organized on TLM development, ICT training on creating google forms, child protection, physical health, safe drinking water, safety & security, sanitation & hygiene, and life skills. Some of the activities were integrated with the students' activities like workshops on study skills and life skills so that teachers could help the students. These trainings/workshops helped the teachers in improving their teaching skills through pedagogy and streamlining the activities especially during covid 19 times.

Figure 31: Teachers' participation level in various types of trainings

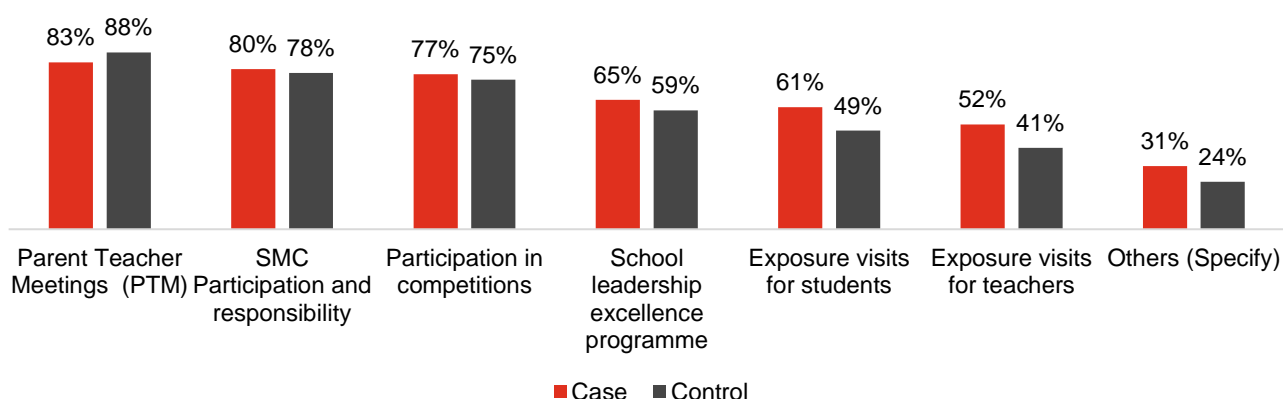


N for case schools: 308
N for control schools: 54
Total N: 362

In case schools, 85% teachers have been part of trainings through various workshops. In majority of the schools, workshops were conducted during covid 19 through online mode and 73% teachers were part of development of TLM workshops. 78% teachers stated to be a part of life skill trainings. Respondents mentioned that sometimes the teachers also participated in life skill training organized for students so that they can help the students by supporting them on study skills and life skills. One of the teachers from Delhi school mentioned that teachers were assigned with additional responsibilities such as Happiness classes, Study skills classes and after the training, teachers were able to help students.²⁷

In control schools, majority of teachers (76%) participated in motivation trainings and workshops whereas 69% of them have been involved in Life skill trainings.

²⁷ This was a multiple-choice question hence it will not add up to 100%.

Figure 32: Teachers' participation level in various types of trainings

N for case schools: 327
 N for control schools: 59
 Total N: 386

As stated by the beneficiaries in Jammu, a 5-day training was organized on Happiness project where they were told about the voice modulations, poem recitation etc. In Jharkhand, teachers mentioned that now schools from other districts also know them because of their improved performances in competitions and school infrastructure as well. As stated by one of the district officials, trainings provided to the teachers has helped in improving their confidence, communication skills and their awareness level has also increased.

Highest number of teachers were involved in Parent Teacher Meeting activity in both case and control schools with 83% and 88% respectively. Respondents stated that the intervention of Bharti Foundation provided them an opportunity and enhanced their skills which supported them to participate in various competitions and win awards as well. **65% teachers from case schools and 59% teachers from control schools participated in School Leadership Excellence Programme.** Apart from the above-mentioned activities, teachers from both case & controls schools also participated in awareness drives organized in schools, cleanliness drive, Health Promotion activities and Yoga & medication which are part of others specified in the graph. This can be attributed to the control group also having teacher excellence program exposure equivalent to case schools. During the interaction, respondents mentioned that teachers have participated in excellence programme and life skill workshops. Teachers see it as opportunity for more exposure and learning which will help them as professionals.

A teacher's achievement on taking additional responsibility of clubs

A teacher, School Assistant- Mathematics, who has been working in Telangana since 2013, has a rich association with Bharti Foundation since 2017. During the 5 years long association with QSP-Bharti Foundation she has shown enthusiasm in understanding the objectives of QSP and integrated in the school processes as per the design of the program. She strongly endorsed the necessity of student Club & Houses in school education.

Despite dealing with most crucial subject, Math, she has acted as the in-charge teacher for Art& Culture club for 5 years (2017-2022). This club witnessed major share of club led activities organised during the period by participating in the **District Level Education Rockstar Achievers competition**. She learnt from various TLMs prepared by her colleagues from other schools and replicated them for the effectiveness in her teaching.

She has been actively involved in the Life Skill virtual trainings conducted by Bharti Foundation and has taught the modules to the students with much relevant examples in the context of the students' background. The teacher had supervised home mentor program as a class teacher of class 8th and guided the home mentors regularly on how to ensure students follow the timetable and discussed their progress. She has acted as a guide teacher for **applying Bricsmath competition in AY 2020-21 and AY 2021-22**. She encouraged almost whole school to apply and guided to participate, as a result school has bagged 4 student awards in 2021 and 14 awards in 2022.

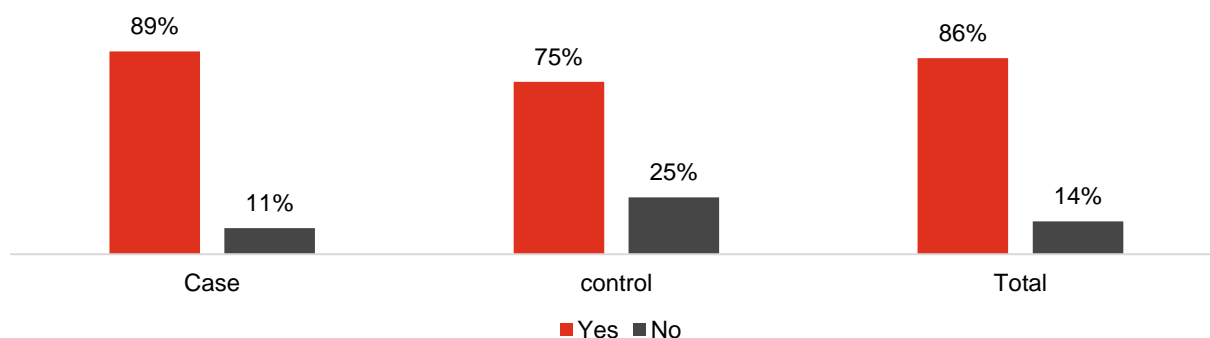
She was recognized by the Department of Education for not only imparting knowledge in her subject, but also encouraging her students to explore diverse interests and activities, helping them to grow as individuals and reach their full potential.

The teacher was selected for District Best teacher award by Dept. of school education-Rajanna Sircilla in 2022

Use of digital tools in teaching

89% of the respondents from case schools and 75% respondents from control schools agreed on the use of digital tools during their teaching processes. It was highlighted during the interactions that **the use of digital tools started after the intervention of Bharti Foundation and increased especially during covid 19 period. Respondents mentioned that Bharti Foundation provided training on ICT tools where teachers have learnt about creating google forms**. During covid 19, BF has supported them in conducting online classes, performing online activities, and assigning tasks to the students through various digital tools/medium.

Figure 33: Teachers' on using digital tools during teaching



N for case schools: 421
N for control schools: 121
Total N: 542

Table 40: State wise distribution for use of digital tools in teaching

States	Case		Control		Case	Control
	Yes	No	Yes	No	N	N
Assam	88%	12%			26	0
Punjab	100%	0%	86%	14%	28	7
Delhi	88%	13%	90%	10%	48	10
Rajasthan	85%	15%	89%	11%	109	35
Himachal Pradesh	79%	21%	79%	21%	33	14
Jammu & Kashmir	95%	5%	36%	64%	42	11
Jharkhand	98%	2%	80%	20%	48	15
Meghalaya			22%	78%	0	9
Telangana	82%	18%	80%	20%	57	20
Karnataka	90%	10%			30	0

In terms of use of digital tools during teaching, teachers from Punjab (100%), Jharkhand (98%) and Jammu & Kashmir (95%) reported highest use of digital tools during their teaching process. All the states have reported more than 80% use of digital tools in case schools.

In control schools, Delhi (90%), Rajasthan (89%) and Punjab (86%) were highest in using digital tools for teaching. On the other hand, Meghalaya (22%) and Jammu & Kashmir (36%) reported lowest use of digital tools during teaching.

Impact of Training/Activity on Teaching

Further when asked about the impact of the trainings and activities organized for the teachers in case and control schools, maximum impact has been reported in case schools. In both case & control schools, teachers (case: 52% & control: 37%) reported improved communication with the students and 42% from Case and 25% from control stated increased participation in extra-curricular activities. In control school, 26% of the respondents stated that **these trainings & activities led to improvement in attitude of teachers towards taking initiative or additional responsibilities on their own**. During the interactions, teachers stated that every teacher is assigned with some additional responsibility, and they feel a sense of pride in it.

Table 41: Impact of training/activity on teaching

Particulars	Case	Control
Better communication with students	52%	37%
Led to improvement in attitude towards taking initiative / additional responsibility	34%	26%
Increased participation in extra-curricular activities	42%	25%
Winning awards	27%	15%
Increased confidence in teaching	30%	21%
Increased sense of pride in school (teacher perspective)	23%	16%

Particulars	Case	Control
Better lesson planning and structuring of classes	23%	16%
Led to better teaching capabilities	22%	19%
Increased usage of technology for teaching	22%	14%
Interactions with student's parents more	21%	17%
Increased burden for the teacher due to time constraints placed on them	3%	7%
N	421	121

During the interaction with teachers on case schools in Assam, respondents highlighted co-curricular activities helped students in development of students, building motivation and leadership skills but as school administration, they could not reach to the optimum level, yet which could have been achieved through continuous support of Bharti Foundation to the school. Respondents mentioned that transfer of concerned teachers also affected the implementation process.

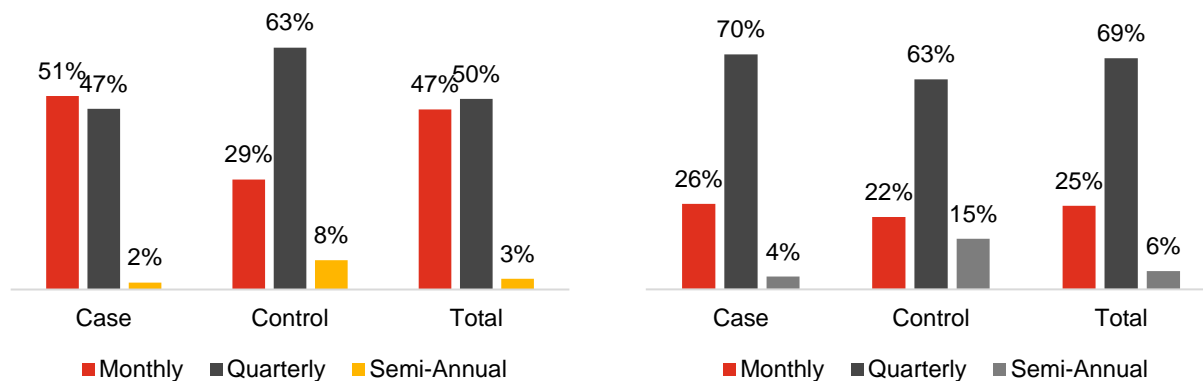
During the interactions, respondents also mentioned that students are still seeking additional academic support in schools where BF had earlier provided remedial classes. This was also brought up in schools from other cohorts where this activity had not been implemented about the issues faced due to limited teaching staff and higher enrolment.

Respondents emphasized that TLMs were very good which encouraged the teachers in opting for innovative teaching processes which impacted in providing a better teaching environment. BF helped the teachers in organizing Inter-school competitions and introduced them to cultural calendar which helped in streamlining the activities. **BF provided a structure to their houses, clubs, and organized workshops on TLM, career counselling etc.**

According to the respondents interacted with in closed schools of Jammu District, the provision of rewards & competitions encouraged everyone to participate actively in all the events & activities with full enthusiasm. Since the BF exited from the school and rewards got reduced so the participation level of students also declined drastically from the way it used to be during the presence of BF. During the programme period, wall paintings were done, the science room was developed, and students started participating in competitions. Currently, students' participation is better but has reduced from the programme implementation period.

4.2.4 Community Engagement through Parent-Teacher interactions

Parent/community involvement was an integral part of the Quality Support Programme. One of the aspects of the programme focussed on engaging community stakeholders with the programme and developing a sense of ownership in the activities/events of the school. As a part of the process, Bharti Foundation supported the school in streamlining the regularity and functionality of Parent-Teacher Meetings and School Management committee meetings.

Figure 34: Frequency of PTM meetings in school **Figure 35: Frequency of SMC meetings in school**

N for case schools: 272
 N for control schools: 52
 Total N: 324

N for case schools: 261
 N for control schools: 46
 Total N: 307

PTM: As depicted in the graph, majority of the teachers (51%) responded that PTMs were being organized on monthly basis in their respective schools whereas in control school, the maximum teachers (63%) stated that PTMs were being organized on a Quarterly basis. **In control schools, respondents highlighted that very few parents are interested in these meetings and child's educational activities and teachers had to make a lot of efforts to call the parents in PTMs. In case schools, the involvement of parents increased over the period of time and parents were more aware and active after the intervention.**

SMC: 70% respondents from case schools shared that their schools organized SMC meetings on a Quarterly basis similarly in control schools, 63% respondents stated the same. Respondents mentioned that Bharti Foundation team **supported regularising the frequency of SMC meetings and in ensuring the active participation of community members.**

Table 42: Cohort wise distribution of frequency of Parent-Teacher Meeting

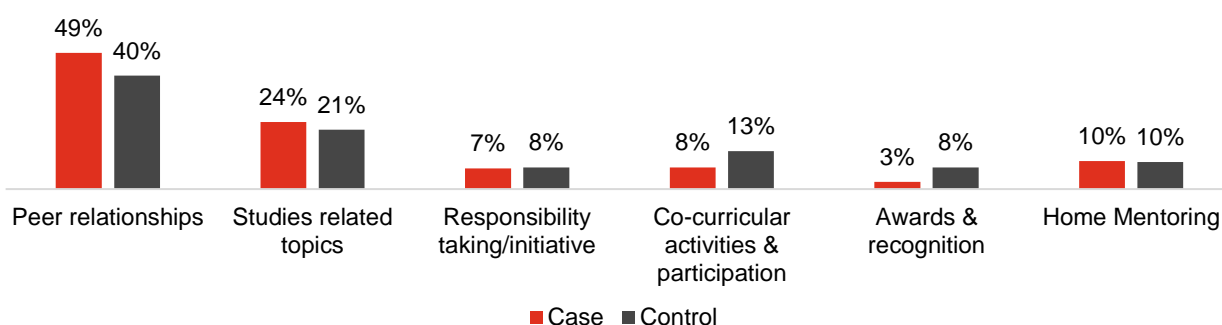
		Closed Cohort (cohort 1 to 3)	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Control Cohort	Total
Parent Teacher Meeting (PTM)	Monthly	53%	0%	56%	54%	30%	45%	29%	47%
	Quarterly	44%	100%	43%	46%	70%	51%	64%	50%
	Semi-Annual	4%	0%	1%	0%	0%	4%	8%	3%
	N	55	2	105	39	20	51	52	324
School Management Committee (SMC) Meeting	Monthly	30%	0%	33%	14%	20%	17%	22%	25%
	Quarterly	69%	100%	66%	87%	80%	65%	63%	69%
	Semi-Annual	0%	0%	1%	0%	0%	19%	15%	6%

		Closed Cohort (cohort 1 to 3)	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Control Cohort	Total
	N	53	1	102	37	20	48	46	307

In cohort 4, all 100% schools were conducting PTMs and SMCs on a Quarterly basis whereas 54% of schools from cohort 6 organized PTMs on monthly basis. It was worth noticing that 53% of closed schools were regularly conducting PTMs on monthly basis and 69% of schools from closed cohorts conducted SMC meetings on quarterly basis.

One of the district officials mentioned that “96%-97% of parents have started engaging with the schools, teachers just because of Bharti Foundation initiative. Changes can be seen through the involvement of parents in school activities.

Figure 36: Topics covered/discussed during PTMs



N for case schools: 272
N for control schools: 52
Total N: 324

In both case and control schools, the topic of peer relationships among students was the most common topic discussed with 49% and 40% respectively followed by students related issues with 24% in case schools and 21% in control schools. Respondents highlighted that during PTM discussions were held around academics and the holistic development of students. Government developed themes and agenda for the discussion for every monthly PTM meeting and the PTMs were held based on the provided themes. School organized rallies based on social issues like de-addiction, and environmental protection which also involved contribution from community members. Respondents mentioned that after the intervention, parent involvement increased in school's ceremonies. They were now a part of school special events, such as the school annual day, award distribution day for students, etc.

It was reported during the interaction with teachers in that PTMs were being held in person on a monthly basis in case schools and on quarterly basis in control schools. Also, **regular interaction happened over phone calls and through WhatsApp groups**. During the PTM meetings, academic development of students was discussed, and feedback provided on performance of their respective child. Respondents of case schools specified that PTMs were not a regular phenomenon before the intervention of Bharti Foundation, but BF initiative supported in regularising the PTMs. Parents became more engaged and more interactive.

4.2.5 Perceptions of Teachers & School Heads on the Pillars of QSP

This section talks about the perception of teachers interacted about the four pillars of Quality Support Programme implemented by Bharti Foundation in their respective schools. In this section, respondents participated in quantitative interaction were asked to give their opinion about the statements given under each defined pillar between 1 to 5 where 1 stands for Completely Disagree and 5 for Completely Agree. The

responses for each statement have been colour coded from lighter shade (Completely Disagree) to darker shade (Completely Agree).

Student Empowerment

Respondents of control schools mentioned that in past few months students especially girl students started participating in activities conducted by BF. In one of the schools, one girl herself said that she would like to do the anchoring of an event. Another girl who rarely used to speak, recently gave a speech in front of everyone on Republic Day.

- 53% of the teachers reported increased leadership skills of girl students and more girl students in positions of leadership.
- 47% of the teachers have reported that there is an improved student/teacher relationship, improved attentiveness in class, participation level and creative thinking.
- 58% reported that they have seen an Increased student confidence levels due to the BF initiatives
- 48% of them have reported that there is an improved or equal participation or participation among girls and boys) in extra-curricular activities and regular.

Table 43: Teachers' perception about Student Empowerment Pillar of QSP

Statements	Response	Case	Control
Increase in students' attendance at school due to the initiatives strengthened/promoted by BF team	Completely disagree	5%	17%
	Disagree	6%	17%
	Neutral	11%	13%
	Agree	35%	36%
	Completely agree	44%	17%
Increased enrolment in schools due the new initiatives	Completely disagree	5%	14%
	Disagree	5%	12%
	Neutral	10%	16%
	Agree	30%	26%
	Completely agree	51%	32%
Improved student teacher relationships and communication	Completely disagree	3%	4%
	Disagree	4%	7%
	Neutral	6%	19%
	Agree	33%	34%
	Completely agree	54%	36%
Increased student confidence levels due to the BF initiatives	Completely disagree	2%	5%
	Disagree	4%	7%
	Neutral	7%	18%
	Agree	29%	34%
	Completely agree	58%	36%
Increased initiative and responsibility taking among students in learning new	Completely disagree	3%	4%
	Disagree	4%	7%
	Neutral	8%	21%

Statements	Response	Case	Control
activities/participating in new activities?	Agree	31%	37%
	Completely agree	54%	31%
Improved peer relationships (student-student)	Completely disagree	2%	3%
	Disagree	3%	4%
	Neutral	10%	17%
	Agree	33%	41%
	Completely agree	52%	34%
Equal participation or improved participation among girls and boys) in extra-curricular activities and regular activities (depending on type of school question will be framed differently)	Completely disagree	4%	7%
	Disagree	4%	7%
	Neutral	13%	24%
	Agree	31%	33%
	Completely agree	48%	29%
Improved student peer/teacher relationships, improved attentiveness in class, participation, creative thinking, etc.	Completely disagree	2%	3%
	Disagree	3%	6%
	Neutral	9%	18%
	Agree	39%	45%
	Completely agree	47%	28%
Increased leadership skills of girl students and positions of leadership in regard to girls	Completely disagree	2%	4%
	Disagree	3%	7%
	Neutral	7%	18%
	Agree	34%	40%
	Completely agree	53%	30%
Engagement with career guidance	Completely disagree	3%	9%
	Disagree	2%	7%
	Neutral	13%	25%
	Agree	32%	23%
	Completely agree	51%	36%

N for case schools: 421

N for control schools: 121

Total N: 542

During the intervention in one of the closed schools in Delhi, **respondents highlighted those 102 students from the school were selected for Medhavi Scholarship introduced by government which was highest number among all MCD schools.** Students were provided books and tests were conducted to prepare them for the scholarship exam.

According to the respondents, enrolment and retention has improved over the course of 1 year especially after covid where they thought it would keep decreasing. Students' attendance and engagement has improved as they like participating in the activities being held and they feel happy. As an impact of the programme the willingness to learn improved among students.

Teachers Engagement

During the interaction, respondents mentioned that the engagement level with students, parents and school increased, and they felt more attached to students and schools as well. During the interaction, teachers cited that the on-the-job learnings helped them in increasing their knowledge, understanding about teaching pedagogy, and helped in improved teaching abilities. It was also reported that teachers felt a sense of pride for the school and about the changes that have occurred because of BF intervention. This improvement has given them a sense of confidence and better abilities which would help in career growth. During the interaction in one of the schools in Jammu, Teachers highlighted that one of teachers have received best teacher award. Teachers also participated in Teacher Olympiad at National Level. Earlier they were only confined to classes but now more engaged.

- 56% of the teachers reported that they are more equipped and are more motivated after getting involved in the engagement
- 44% of the teachers reported that they have started taking part in external events (workshops/competitions)

Table 44: Teachers' perception about Teachers' Engagement Pillar of QSP

Statements	Response	Case	Control
Teacher participation in external events (workshops/competitions)	Completely disagree	5%	9%
	Disagree	4%	8%
	Neutral	17%	25%
	Agree	30%	34%
	Completely agree	44%	24%
Teacher engagement with community members improved/ increased as compared to earlier (parents, guardians, SMC)	Completely disagree	1%	6%
	Disagree	5%	7%
	Neutral	12%	22%
	Agree	40%	44%
	Completely agree	41%	21%
Increased teachers' motivation & engagement	Completely disagree	2%	4%
	Disagree	3%	4%
	Neutral	8%	22%
	Agree	31%	37%
	Completely agree	56%	32%
Increased teachers' capacity building to engage students in classrooms.	Completely disagree	2%	5%
	Disagree	4%	7%
	Neutral	8%	21%
	Agree	32%	38%
	Completely agree	54%	29%

N for case schools: 421
 N for control schools: 121
 Total N: 542

Every teacher is assigned with additional responsibilities. They have been given one or other charges apart from teaching. During the interaction, teachers stated that five (5) years is less time for a school to completely understand the programme and to experience its impact. The teachers stated that the programme needs to be more teacher centric because oftentimes the school staff is changed, and it takes time for the new staff to understand QSP and feel more engaged & motivated. One of the district officials stated that programme should change their exit strategy and should provide low touch support to the exited schools as well.

In closed school of Delhi, **Teachers won Best Teacher award and Best Educationist award at Simply Jaipur Fest.** Respondents also stated that with Bharti Foundation's support and inputs, teacher also participated in events at block/district level about which they were not aware of in the past.

Stakeholder/Community Engagement

Teachers participated in discussion mentioned that PTMs took place on a regular basis after the BF intervention. However, initially very few parents were interested in their child educational activities. They were required to find out numerous ways to call parents to the PTMs. For instance, teachers told them to come for some documentation process and then PTM was organized. Some parents also tried to marry their daughters against their wishes when they were in Class 11 and then teachers intervened to counsel the parents.

Respondents also opined that majority of the parents used to come to school at the time of distribution of free material such as ration, uniform etc. There would be only 5 or 6 parents who inquired about their child's progress in school.

- 43% of the respondents have reported that they have witness increased involvement of parents in school (Parent Teacher meeting, Student management committee i.e., PTMS / SMC)
- 45% of the teachers have witness that there is an increased involvement in school (events, volunteering, etc.)

Table 45: Teachers' Perception about Stakeholder/Community Engagement Pillar of QSP

Statements	Response	Case	Control
Increased involvement of parents in school (Parent Teacher meeting, Student management committee PTMS/ SMC) and ward's education	Completely disagree	3%	8%
	Disagree	5%	10%
	Neutral	12%	24%
	Agree	38%	40%
	Completely agree	43%	17%
Community's increased involvement in school (events, volunteering,	Completely disagree	3%	8%
	Disagree	4%	7%
	Neutral	12%	24%
	Agree	36%	37%
	Completely agree	45%	24%

N for case schools: 421
 N for control schools: 121
 Total N: 542

During the interaction respondents shared that before the intervention, the interaction with community and parents and the attendance during PTMs were zero in a district of Assam but now it has reached almost 50% which was an improvement overall on the community engagement.

School Environment Improvement

During the interaction teachers mentioned that they observed reduction in absenteeism and dropout rates after the improved schooling environment. Teachers motivated the students to continue their academics. Also, when a student was given some leadership position as a part of BF initiative, student gained a bit of confidence and performed beyond expectation.

- **Improved Reputation:** 45% teachers from case schools 'Completely Agree' and 40% teachers from control schools 'Agree' that schools' reputation improved in the community and Teacher would be willing to promote/ recommend the programme within the community or in other schools in the region.
- **Award & Recognition of skills:** 55% teachers from case schools 'Completely Agree' and 42% teachers from control schools 'Agree' that about schools' increased recognition of skills, awards, and talent among students & teachers.
- 63% teachers from case schools 'Completely Agree' that there is an **increased culture of award winning** in the school after Bharti Foundation Intervention.

Table 46: Teachers' perception about School Environment Improvement Pillar of QSP

Statements	Response	Case	Control
Optimum utilization of facilities and resources (Effective usage of school funds)	Completely disagree	2%	8%
	Disagree	3%	8%
	Neutral	11%	20%
	Agree	33%	37%
	Completely agree	51%	26%
Common school board/display board for awards and recognitions, posters etc. (Gallery walk) in the school (board usage and updating should also be captured)	Completely disagree	2%	8%
	Disagree	3%	6%
	Neutral	7%	13%
	Agree	32%	44%
	Completely agree	56%	29%
SDP/Annual calendar utilization in the schools	Completely disagree	2%	4%
	Disagree	1%	6%
	Neutral	9%	17%
	Agree	29%	31%
	Completely agree	60%	43%
Engagement with Bharti Foundation Mentors (Case schools)	Completely disagree	2%	7%
	Disagree	1%	5%
	Neutral	5%	20%
	Agree	29%	31%
	Completely agree	62%	37%
Improved Schools' reputation in the community - Teacher would be willing to promote/ recommend the programme within the community or in other schools in the region.	Completely disagree	2%	5%
	Disagree	5%	9%
	Neutral	11%	21%
	Agree	38%	40%
	Completely agree	45%	25%
	Completely disagree	2%	4%

Statements	Response	Case	Control
Increased Culture of award winning in the school	Disagree	2%	6%
	Neutral	7%	19%
	Agree	27%	41%
	Completely agree	63%	30%
Increased recognition of skill, award and/or talent among students and teachers (make simpler)	Completely disagree	2%	5%
	Disagree	2%	7%
	Neutral	8%	17%
	Agree	33%	42%
	Completely agree	55%	30%
Improvement in school learning infrastructure (access to libraries, digital equipment, sports equipment etc.)	Completely disagree	1%	4%
	Disagree	2%	7%
	Neutral	9%	23%
	Agree	30%	36%
	Completely agree	57%	30%

N for case schools: 421

N for control schools: 121

Total N: 542

Respondents opined that schooling experience was very good and students felt a sense of pride about their school. Students liked to participate in the activities and this engagement motivated them to come to school on regular basis. Due to the house system, everyone got involved and participated in activities on their own and grabbed the opportunities in sports activities as well. Functional processes were established in school which made the entire schooling experience interesting. Infrastructure improvement and beautification of school increased the interest level of students and activities improved the participation level of students.

A teacher's achievement on providing a great schooling experience

Mr. Kumar is a teacher from Jorhat, Assam. The School Leadership Excellence Programme (SLEP) of Bharti Foundation under QSP has encouraged and motivated him to take the initiatives within the school and work towards improving the infrastructure and learning environment of the school.

Initially, he took initiative to mobilize the funds through various stakeholders to construct a boundary wall around the school premises to ensure the safety and security of the students as well as protecting the school property. He collaborated with the local MLA, community members, and the panchayat to raise the necessary funds. He managed to mobilize the required resources within a year with the perseverance and dedication.

Another initiative was to develop a 4-corner learning centre for the students which aimed at creating a conducive learning environment for the students. He used his creativity and resourcefulness to develop an effective plan for the learning centre. He sourced the necessary materials and equipment and worked with other stakeholders to ensure the timely completion of the programme.

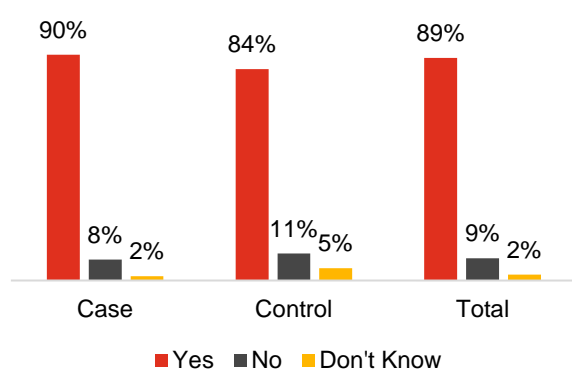
He also worked to promote the proper usage of the school library by the students. Mr. Kumar's collaborated with the school management, teachers, and students to create awareness about the importance of using the library. He also worked towards improving the library infrastructure by sourcing new books and updating the existing collection.

The School Leadership Excellence Programme has supported him to bring out the improvement in infrastructure and develop a learning environment for the school. Mr. Kumar's story highlights the significance of QSP programme in realising the potential of individuals to make a positive difference in their communities with the right support and encouragement.

4.3 Impact of Covid-19 on school activities

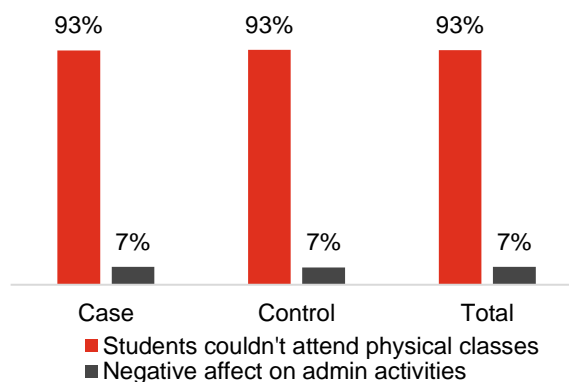
This section talks about the effects of Covid-19 pandemic on school functionality and activities that were supposed to be held during that period of time. In many schools, year 2020-2021 was very crucial time period for the implementation of QSP wherein Covid-19 had put a hold on the face-to-face activities, and everything had to be organised through online mode.

Figure 37: Teachers' on whether covid 19 affected school activities



N for case schools: 421
N for control schools: 121
Total N: 542

Figure 38: Teachers' on how covid 19 affected school activities



N for case schools: 379
N for control schools: 102
Total N: 481²⁸

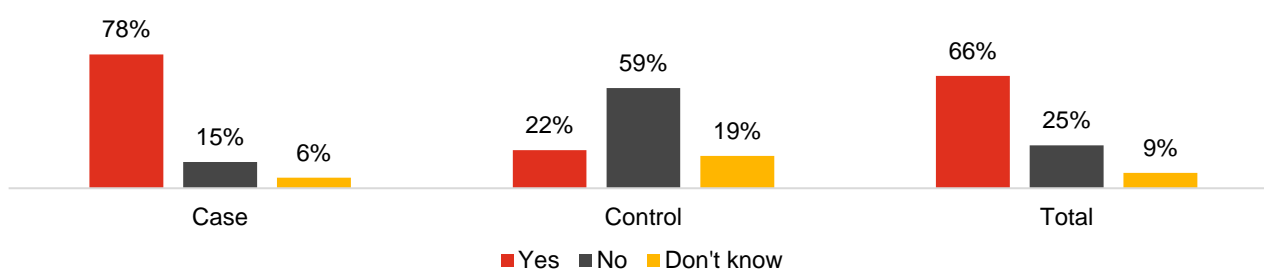
²⁸ 481 consists of the people who have said yes that covid 19 affected the school activities.

90% teachers from case schools and 84% teachers from control schools agreed that covid 19 pandemic had an adverse effect on the school engagements and activities. **93% teachers from both case and control schools agreed that students faced difficulty in attending physical classes.** Only 7% of the teachers felt that the covid 19 pandemic had any negative affect on administration related activities of the school. **Respondents mentioned that covid 19 was a very difficult time, but the school administration connected with students virtually and tried to be in touch with everyone with the support from Bharti Foundation.** Additionally, teachers stated that there was a gap in student academic engagement. Many teachers quoted how students were unable to connect virtually and ended up missing out on classes, leading to a lag in their learning.

BF Support to mitigate the effect

According to the respondents, the support of Bharti Foundation has been instrumental during covid 19 in keeping children engaged and had filled the communication gaps between teachers and students by connecting them online.

Figure 39: % of respondents on receiving Bharti foundation support during covid



N for case schools: 421
N for control schools: 121
Total N: 542

78% teachers from case schools stated that the school received the support from Bharti Foundation team during covid 19 pandemic. In some of the case schools, Bharti Foundation started the QSP programme after the covid 19 pandemic, so those schools were provided support of school administration and education department through their initiatives.

According to the respondents, Bharti Foundation team supported the teachers & schools in developing home based learning activities for students and organising online events for the students. BF team used to inform through messages and assign activities according to the school's timetable. **In Jammu, district official highlighted that 2000 teachers of the division were trained online.**

The below mentioned table describes teachers' response on the support provided by Bharti Foundation team during Covid 19 pandemic. Respondents were asked to rank the support between 1 to 5 where 1 being lowest and 5 being highest.

Table 47: Bharti Foundation support to schools during Covid 19

Bharti Foundation Support	School Type	1	2	3	4	5
Bharti supported in improving technical knowledge of teachers on taking classes online	Case	1%	4%	10%	30%	55%
	Control	0%	11%	0%	48%	41%
Helped improve student participation in online activities	Case	0%	3%	12%	26%	58%
	Control	0%	4%	4%	44%	48%
Facilitated use of WhatsApp and other similar platforms for conducting classes	Case	1%	3%	12%	31%	54%
	Control	0%	7%	15%	33%	44%
	Case	2%	4%	11%	28%	55%

Bharti Foundation Support	School Type	1	2	3	4	5
Bharti Foundation mentors supported in shifting from traditional (offline) to digital platforms	Control	0%	11%	11%	48%	30%

N for case schools: 330

N for control schools: 27

Total N: 357²⁹

In both case & control schools, majority respondents reported to receive the support from BF in improving students' participation in online classes (case: 58% & control 48%) and improving technical knowledge of teachers on taking virtually classes (case: 55% & control 41%). Respondents mentioned that BF extended great support in organising online house activities and competitions as well. Community classes were held, and separate time slot was allotted for BF activities. These initiatives helped the teachers to stay connected with students and parents. These efforts helped ensuring the smooth functioning of school processes and schooling experience during covid 19 pandemic. Mentors mentioned that other schools also have clubs/house systems but were non-functional during covid 19. **It was shared by the respondents in Jammu that BF took an initiative with Directorate of Education, Jammu and launched 'Take one' channel which used to telecast recorded lessons for the support of teachers during pandemic.**

Table 48: Cohort wise distribution of respondents who received support from BF during Covid 19

	Closed Cohort	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Control Cohort	Total
Yes	83%	67%	86%	97%	86%	47%	22%	66%
No	12%	0%	8%	2%	14%	41%	59%	25%
Don't Know	5%	33%	6%	1%	0%	12%	19%	9%
N	88	3	140	69	28	93	121	542

The table shows the cohort wise distribution of schools who received support from Bharti Foundation during covid 19 pandemic. 97% respondents from cohort 6 stated that the school received support from BF whereas 83% respondents from closed cohorts reported to receive the support from BF.

²⁹ Total consists of the respondents who have said yes that Bharti Foundation supported the school during Covid 19.

5 Parents and community involvement



5. Parents and community involvement

5.1 Key Findings

Community and parent involvement is the third programmatic pillar of QSP by BF. This pillar of the programme aims to encourage structured interactions among parents and teachers to enable holistic development of students in the form of PTMs and SMC meetings. This pillar also focuses on providing a more informed view to the parents about their child and where they can support their child's growth and development. This is also to understand parental concerns of students and how the school can support the child more effectively.

This chapter of the report covers interactions between the school through PTMs, and SMC meetings, support provided by the parents and community to the school, changes in the child's engagement with the school as experienced by parents since the inception of BF, improvement in the school processes, such as libraries, gallery walks, etc.) as witnessed by parents, and the overall challenges experienced by the parents in their child's schooling experience during Covid-19.

Community involvement through PTM & SMC

The QSP has ensured equal participation and active involvement of parents and community members in the school activities through actively promoting the participation of parents and community in the function of the school. The parents are motivated to take part in the School Development Plan (SDP) through SMCs and keep themselves updated on the working of the schools through interactions in PTMs.

During the interaction with students, it was highlighted that the **parents regularly attend the PTMs which are held monthly and or after the examinations**. The points of discussion in the PTMs mostly revolve around – student results, student performance, student behaviour, student school participation and appreciation of their participation, disciplinary issues, and scholarships.

During the interactions with parents, it was observed that **most of the parents in case schools were more aware about the SMCs and some of the respondents were a part of the SMCs too**. They were aware about the functioning of the SMCs and were aware about the topics of discussion in the SMC meetings which they listed out as – school requirements, logistical needs, discussion of what better could be done for the students, ways to keep them away from bad habits, renovation/development of school infrastructure, and amenities in the school and student activities in the school. However, the respondents in the control schools, although knew about the existence of the SMCs, had little to no knowledge about the functioning of the same when compared to those in the case schools. **Almost none of the parents we interacted with, in the control schools, were a part of the SMCs** which suggests that engagement of parents to be strengthened in the SMC process.

Most of the parents in both the case and control groups responded that they were not able to provide any support in cash or kind to the school owing to constraints such as poor economic background and lack of time. However, the situation was a bit better for case schools where in at least one of the case schools out of 12 case schools, the parents responded that they provide support in cash towards organizing activities such as out-of-school trips for students while no such response was recorded in control schools.

Deeper engagement in child's schooling experience

During the interaction with the students, it was observed in the **responses by the students that the parents from case schools were more involved in the home mentoring of the students than the control schools wherein the parents regularly mentor the students at home** upon their academics, checking their homework and looking after their development and participation in other activities at school.

The same was corroborated during the interactions with the parents. It was observed that the **parents from the case schools were more involved in the home mentoring than the parents from the control schools**. The parents actively looked after the development of children at home over school activities (academic and co-curricular) and motivated the students to take part in school activities.

Improvement in school processes

The involvement of parents and community in the school processes is crucial for the learning and development of the children. The parents and community working together with the schools **bring about improvement in school processes which has a positive impact on the overall school experience of the students and help the children feel motivated for learning.**

During interactions with parents and teachers it came to light that there has been an improvement in the process of connection between the teachers and the parents by digitalizing the communication. Apart from physical PTMs, there are dedicated WhatsApp groups in place which are by teachers for announcements and requests. Similarly, parents use the platform for any queries to the teachers. This has brought about an improvement in the speed of communication between the school administration and the parents. There has also been **improvement in the process of PTMs, the parents are communicated about the dates over WhatsApp group and the PTMs are held regularly where focussed discussion is held** over students' performance (academic and co-curricular) and overall development.

During interactions with parents, respondents said that there has been improvement in the processes of organization of co-curricular activities as under the Quality Support Program the schools were also supported with equipment for sports, consumables for doing activities, etc. An example of one such response captured was when some parents said that earlier their children played for the football team and participated in competitions but due to lack of proper shoes they always lost. Due to this, the children were demotivated and thought that they had poor skills for football. Through the Quality Support Programme, the school was supported, and proper shoes were provided for the team members. The same students who lost earlier, won the competition even against older students which validates that the students lost earlier not due to lack of skills but due to lack of proper equipment.

During interactions with the parents, the respondents shared that there has been set-up and/or improvement in the club and house systems in the schools which has given the children an opportunity to participate, show their skills and compete with other students. **Through this participation the students also feel recognized and appreciated. It was also shared that there are now sessions on study skills and life skills like sessions on goal setting and time management that has helped them improve upon these skills.**

5.2 Impact of Covid-19

When asked about the impact of Covid 19 on the schooling experience of the students, the parents from both case and control groups responded that the Covid 19 crisis had major impact on the students' education. The schools were closed, so physical classroom environment for the students was not present. **Although online classes were organised, they couldn't fully replace the physical classroom environment. Some parents also told that due to lack of facilities like mobile device and/or internet and lack of technical know-how, the education of the students took a hit when the classes were organized online.** The overall view of the parents was that the student school experience became poor due to Covid 19.

Many measures were adopted to combat the situation like online classes were organised for students, WhatsApp groups were created for the students, parents, and teachers to interact and for students to submit homework as was reported by the parents.

The case story of community support at Avunoor, Telangana

The community of Avunoor has been consistently supporting the school for many years. School has engaged the Community during the QSP programme and contributions were made for podium construction for school events, staircase construction, study chairs donation for class X students', drinking water tank, labelling of school ground and notebooks & uniforms for the students in the recent years by the community.

The school in Avunoor continued engagement through QSP programme with the community which enabled the community to contribute to the requirements of the school. The school in Avunoor, with an enrolment of 130 girl children had only two toilets which were available for the students. The school leadership brought up the issue to the notice of the head of the village, he readily came forward and borne the 70% expenditure of total spent from the Gram Panchayat funds. The remaining 30% of the expenditure was made by the school administration with the help of Bharti Foundation under the QSP programme.

Now the toilets in the school are well maintained and functional with enough water. The headmaster also appreciated the contributions of community.

Such efforts by the community are considered to create a positive impact on the school. The school performance graph also shows a very positive trend in terms of enrolment, attendance, board results and in the external competitions as well. This story highlights the role of QSP as a bridge for collaboration between the community and the school.

6 School environment



6. School environment

6.1 Key Findings

Improvement in the school environment can have a significant impact on the learning outcomes and overall well-being of students. It is essential to generate a significant impact on the success and well-being of students. Bharti Foundation focuses on creating a safe, supportive, engaging, and conducive to learning school environment by focusing its efforts on;

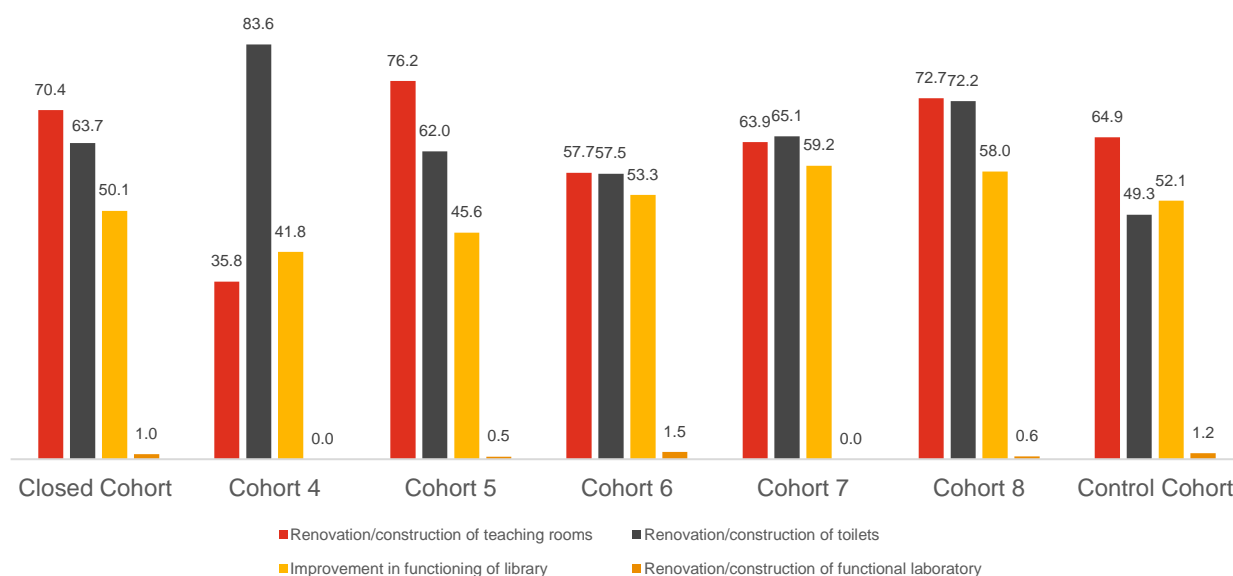
Improvement in school processes:

Improvement of school process is essential for ensuring that the school runs efficiently and effectively. Provision of clean and functional toilets, laboratories, and libraries are important components to maintain health and safety of students and staff. Well-equipped and safe labs are important for conducting experiments without risk of accidents and mishaps. Libraries are essential components of the learning environment and improving the processes of book distribution or providing innovative mechanisms of displaying books (without taking up large space) factor towards the efficient running of the school. As reported by 3846 students in 118 government schools across 10 states, currently, **the odds of schools having above mentioned functional amenities, where Bharti Foundation quality support program is/was active (case groups) as compared to schools where the program has just been initiated (control group) was found to be in the range of 1.33 – 1.42 (p value <0.0001).**

Table 49: Presence of functional amenities in school (Case vs Control)

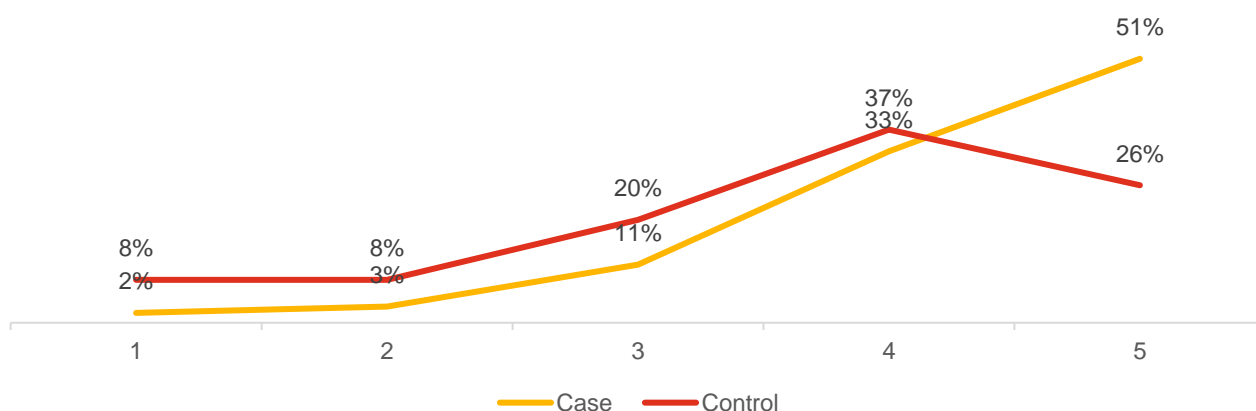
	Case	Control	OR
Functional Labs	34%	34%	1.35
Functional toilets	36%	38%	1.33
Functional Libraries	30%	29%	1.42

This was collaborated with qualitative interactions with Bharti Foundation mentors, according to mentors when BF enters a school a thorough need assessment study is done to see what amenities need renovation/ restructuring to make it functional. **It was noted that the improvement of amenities is (as per student responses) 2.5 times higher in case schools as compared to control schools.** In majority of case schools, renovation of toilets, and laboratories are done. As highlighted in the interactions with Block Program officers, BF implemented a revolutionary idea in libraries of some government schools. Rather than providing large bookcases that take up space, a small stand (wooden plank) is attached to walls of the room, books are displayed neatly and well-ordered on these racks. As reported by **N = 3426, students (Case – 2779, control – 647)**, the below graphs show a cohort wise analysis of improvement in amenities among BF schools.

Figure 40: Improvement in amenities (cohort wise distribution)

N- 3426

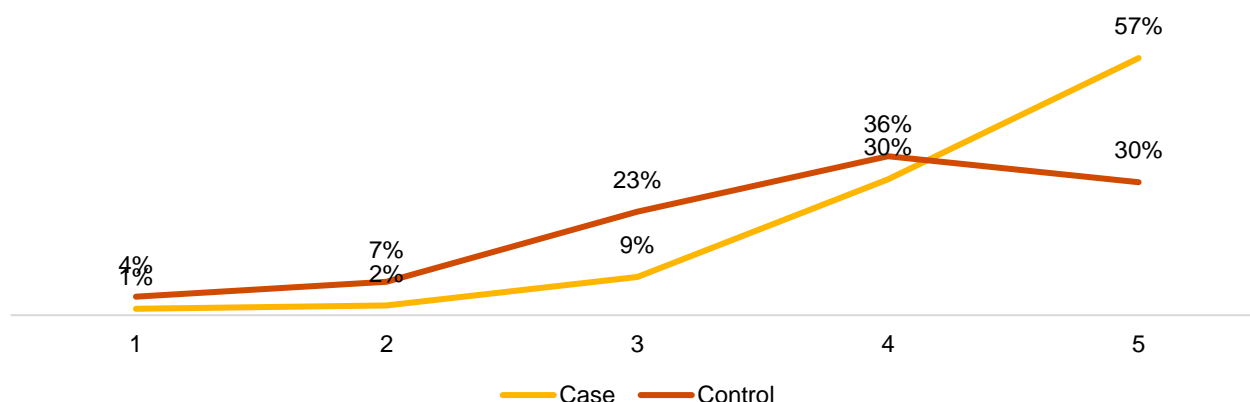
Another aspect that is a must to ensure improvement in school processes, is the **optimum and effective usage of facilities** and resources. This ensures that for the limited resources available (teacher, teaching material, funds) the maximum benefits are being received. From the teacher's perspective it was reported that, **majority of the respondents gave a lower score (1-3) for optimum usage of school resources in control group whereas in Case schools, maximum teachers gave higher scoring (5) for optimum usage of school resources. During the interactions with BF mentors and school staff it was reported that Bharti Foundation plays an important role guiding school on how best to utilize resources available to get maximum benefit.**

Figure 41: Use of facilities and resources (teacher perspective)

N for case schools: 421
 N for control schools: 121
 Total N: 542

Incorporating technology/digital learning and providing sports equipment, into the schools can enhance the learning experience and create a more engaging and interactive environment for the students. Teachers at government schools reported an overall improvement in school learning infrastructure (access new digital learning equipment's, sports equipment, etc.) as observed in the graph on the right. **Schools belonging to case group reported higher rating (5) as compared to the control group.**

Figure 42: Improvements in school infrastructure



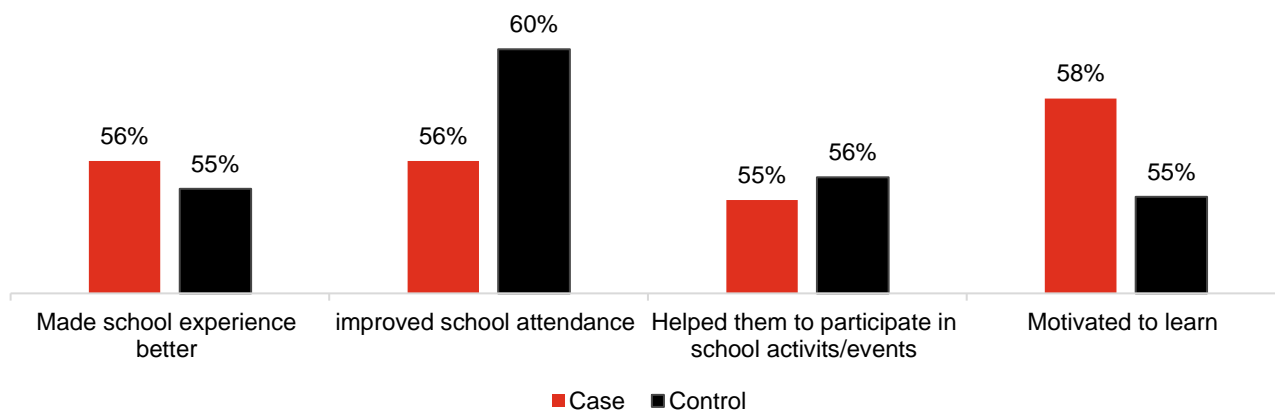
N for case schools: 421
N for control schools: 121
Total N: 542

Discussion with parents of some students from government schools in Delhi, revealed that parents know that while studies are important for their child's future, what is also important is that their children are motivated to participate in activities, games in the school as well. **Due to the lack of proper equipment, this was not possible earlier.** Parent from Jammu to Bengaluru have similar thoughts when it comes to development of their children.

“Physical activities and other co-curricular activities are important for holistic development of child.”-Parent of child from secondary school in Jammu

“We come to school because of our friends and teachers as we enjoy with them. Our school has good facilities and infrastructure which wasn't the case earlier.”- Student from Senior Secondary school in Delhi

As discussed earlier in previous sections of the report, students have participated in a variety of **workshops, events and activities** ranging from career counselling to celebration of important days). As reported by students (who strongly agree with the statements, i.e., only those with 5 rating is depicted in figure below) that these workshops, events, and activities have made their schooling experience better, has led to improvement in their attendance, helped them participate more in school activities/events, and skill workshops have motivated students to attentively learn. (P value >0.05, shows no significant difference between case and control groups, this can be attributed to the fact that events, activities have begun in control schools as well and results have already been noticed by students.)

Figure 43: Perspective of students on activities, workshops, and events

N for case schools: 3042
 N for control schools: 804
 Total N: 3846

In continuation of the above, the below table depicts the state wise comparison on the aspect of student's perspective on the points that these workshops, events, and activities have made their schooling experience better, has led to improvement in their attendance, helped them participate more in school activities/events, and skill workshops have motivated students to attentively learn. The percentage in each row is the frequency of students who responded with a maximum rating of 5 for each of the individual variable. **As observed, students in Assam reported that these event/workshops and activities have made their school experience better (Case – 69% to Control 65%). In Punjab a high frequency of respondents (Case – 94% to Control 72%) gave a rating of 5 when asked if the event/workshops and activities have motivated them to learn. Himachal Pradesh, Jammu, Telangana and Karnataka have reported higher percentages in all 4 variables when comparing case schools to control schools. The high percentages in control schools can be attributed to the ongoing activities, workshops and event being fresh in the mind of students.**

Table 50: State-wise analysis on events/workshops and activities have made school better

	Made school experience better		Improved school attendance		Helped them to participate in school activities		Motivated to learn	
State N	Case	Control	Case	Control	Case	Control	Case	Control
Assam Case - 267 Control – 0	69%		60%		53%		54%	
Punjab Case - 197 Control – 43	89%	93%	91%	93%	91%	91%	94%	72%
Delhi Case - 297 Control – 58	46%	57%	62%	69%	65%	71%	74%	86%
Rajasthan Case - 751 Control – 188	33%	39%	37%	44%	35%	48%	38%	36%
Himachal Pradesh Case - 241 Control – 88	80%	45%	75%	67%	71%	28%	70%	23%
Jammu Case - 261 Control – 82	50%	30%	47%	29%	49%	22%	47%	24%

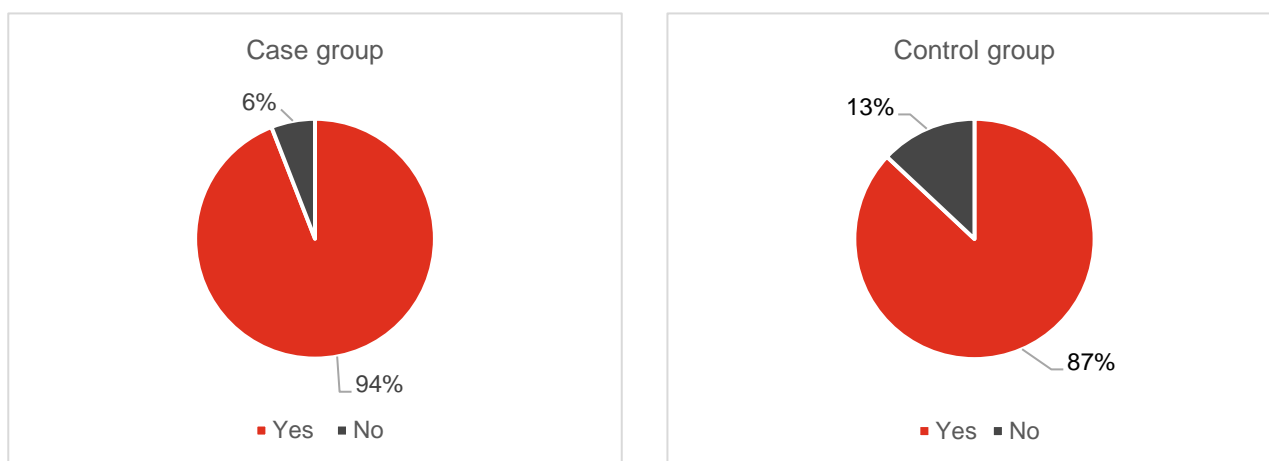
	Made school experience better		Improved school attendance		Helped them to participate in school activities		Motivated to learn	
State N	Case	Control	Case	Control	Case	Control	Case	Control
Jharkhand Case - 454 Control - 151	62%	84%	62%	85%	58%	83%	60%	84%
Meghalaya Case - Control - 66		65%		67%		74%		86%
Telangana Case - 383 Control - 128	63%	49%	51%	49%	57%	48%	64%	55%
Karnataka Case - 191 Control - 0	61%		69%		60%		66%	

School awards and recognition by government:

Winning awards can have several benefits for students like boosting self-esteem and confidence, helping motivation and goal setting, providing opportunities for future success and public recognition within the community.

Bharti Foundation facilitates and organises several inter-schools' competitions in respective blocks. BF Academic Mentors, mention that there has been an overall increase in the number of students who participate in inter-school competitions. In some states, like Jharkhand, Delhi, Jammu, Himachal, and Rajasthan students are representing their schools in sports competition at the district level. Interactions with students and teachers highlighted that due to the provision of sports equipment (shoes, footballs, nets etc.) and due to confidence achieved by students after participation in BF organised competitions, **participation of girl child in interschool competitions has also shown an increase as compared to earlier (prior to intervention).** **Students report that their efforts, talents, and skills being recognised is 2.5 times higher in case groups as compared to students in control group.**

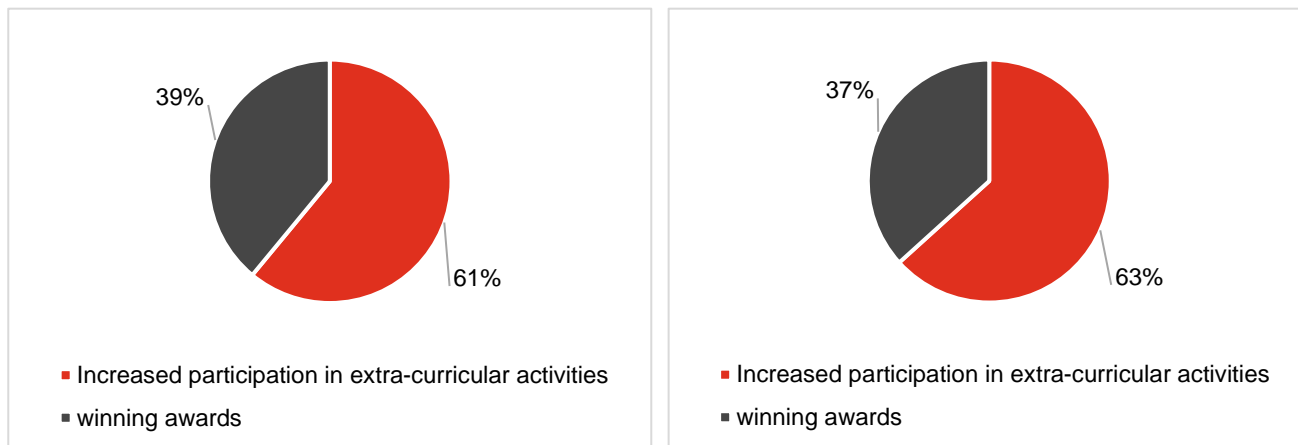
Figure 44: Recognition of talent/skills/efforts



N for case schools: 3042
N for control schools: 804
Total N: 3846

Teachers were also queried on how activities, trainings impacted their teaching/overall development as a teacher. 420 (case and control) teachers responded that the trainings conducted by Bharti Foundation had a significant impact on their ability to participate in interschool competitions and win awards, as depicted in the graphs below.

Figure 45: Teacher perspective on training impact on development

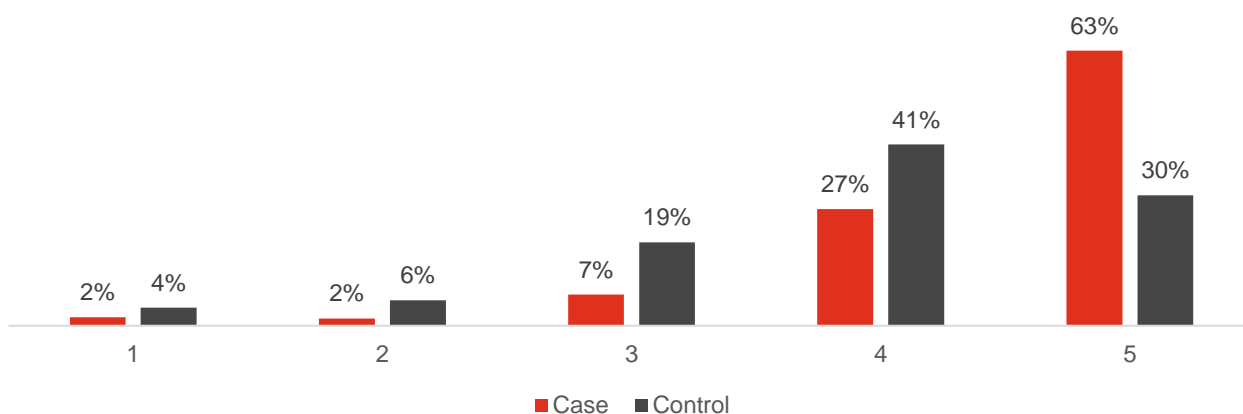


N for case schools: 421
N for control schools: 121
Total N: 542

As reported, there has been an increased participation in extra-curricular activities in both groups (above figure), however the percentage of teachers who have won awards is higher in case group when compared to the control group. Qualitative analysis of responses to the question on “Have you participated in any teacher excellence Programme/awards? What motivated you to take part in it and how has it impacted you as a professional?” showed a common theme of “**participation in district, national level competition**”, “**School leadership/ teacher excellence program**” and “**winning awards**”, showing a link between the three aspects.

It was reported that there is an increased culture of award winning in the school, as depicted in the below graphs (Cohort and State-wise), rating of 1-5 (5 being the best) based on teacher perception on “increased culture of award winning in school”

Figure 46: Increased culture of award winning in schools



N for case schools: 421
N for control schools: 121
Total N: 542

Table 51: Increased culture of award winning in schools

	Case					Control				
State N	1	2	3	4	5	1	2	3	4	5
Assam Case - 26 Control – 0	0.0%	0.0%	15.4%	42.3%	42.3%					
Punjab Case - 28 Control – 7	0.0%	0.0%	3.6%	10.7%	85.7%	14.3%	14.3%	28.6%	14.3%	28.6%
Delhi Case - 48 Control – 10	4.2%	0.0%	2.1%	25.0%	68.8%	0.0%	0.0%	0.0%	20.0%	80.0%
Rajasthan Case - 109 Control - 35	0.9%	1.8%	11.0%	25.7%	60.6%	0.0%	0.0%	8.6%	62.9%	28.6%
Himachal Pradesh Case - 33 Control – 14	6.1%	0.0%	18.2%	18.2%	57.6%	0.0%	0.0%	0.0%	71.4%	28.6%
Jammu Case - 42 Control – 11	0.0%	0.0%	2.4%	45.2%	52.4%	0.0%	18.2%	63.6%	18.2%	0.0%
Jharkhand Case - 48 Control – 15	0.0%	0.0%	4.2%	8.3%	87.5%	0.0%	0.0%	13.3%	46.7%	40.0%
Meghalaya Case - 0 Control – 9						0.0%	11.1%	88.9%	0.0%	0.0%
Telangana Case - 57 Control – 20	3.5%	7.0%	3.5%	24.6%	61.4%	20.0%	15.0%	5.0%	30.0%	30.0%
Karnataka Case - 30 Control - 0	3.3%	3.3%	3.3%	50.0%	40.0%					

As observed in the above table, teachers' perspective on increased award-winning culture in school was rated on a scale of 1 to 5 (1 being a minimum rating and 5 being highest rating). Across the states (except Delhi) it was observed that the frequency of respondents who gave a maximum rating of 5 was higher in case schools as compared to control schools. In Delhi it was reported that respondents with a rating of 5 was lower in case schools (69%) as compared to control school (80%).

The government has also recognised Bharti Foundation's efforts in their schools. This was noted during qualitative interaction with district/block officials as well.

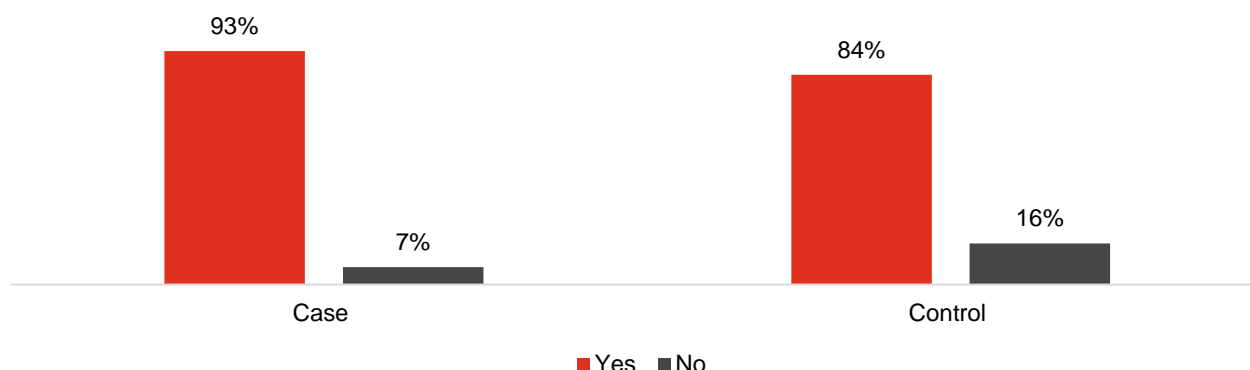
“Hanging Library / book stands were installed in one school by BF. It costed less and was very easy to install and use. I have replicated the same now at all schools in my block. Have to give appreciation to BF for the same.” - Block Programme Officer, Jharkhand

Community Impact and school environment:

Increased community involvement by creating a welcoming and inclusive school environment, the school may attract more involvement from parents and community members. This can lead to stronger partnerships between the school and the local community and create opportunities for collaboration on programmes that benefit both the school and the community. A well-maintained and attractive school environment can help

improve the perception of the local community by creating a sense of pride and ownership among residents. This can lead to increased investment in the community and a stronger sense of community identity.

Figure 47: School reputation improved in community



N for case schools: 3042
 N for control schools: 804
 Total N: 3846

As reported (above graph) by students, **it was observed that the odds of student from case schools mentioning that they feel an improvement in the reputation of their school in the community is 2.6 times than that of students from the control schools.**

Based on interaction with parents of the school going children, it was noted that Parent Teacher Meetings happen regularly in school and a majority of parents (who responded) stated that when a PTM occurs they try to make it a priority. Parents have good relationships with the teachers and appreciate when the principal takes time to explain new activities/events to them. Some parents (In Himachal and Delhi) are active on What's App groups and if they hear about a PTM will share with all the relevant correspondents which shows the active involvement of the parents in school activities.

As reported by teachers, 83% of case schoolteachers actively participate in PTM's and 80% of case schools participate in SMC activities (refer to figure – in teacher section). As reported, PTM's are conducted on a monthly basis in case schools (51%) and quarterly basis in control schools (63%). Topics covered during these parent teacher meetings include understanding peer relationships, study topics, responsibility taking/initiative taking, co-curricular activities and participations, awards and recognition and importance of home mentoring.

As reported by 542 teachers on their **perception of improved school reputation in community, 45% of case schoolteachers gave the highest rating of 5**, while 25% of control schoolteachers gave the highest rating of 5. It was also captured via qualitative interactions that teacher would be willing to promote/ recommend the programme within the community or in other schools in the region.

Observed during PW visit to schools was the painting of school walls, this painting was done under BF supervision/direction and incorporates fun learning tools into the walls. These include word walls, where students can work on finding hidden words in English and write them down. As mentioned by the academic mentor, it is a fun activity and help students remember simple English words due to repetition. The student makes a competition out of it by trying to find the words faster or finding more complicated words. Similarly, the school has incorporated other such learning activities in the walls. However, it was observed that these pictures/activities on the walls are not similar in all schools and missing in some schools (like ones in Delhi).

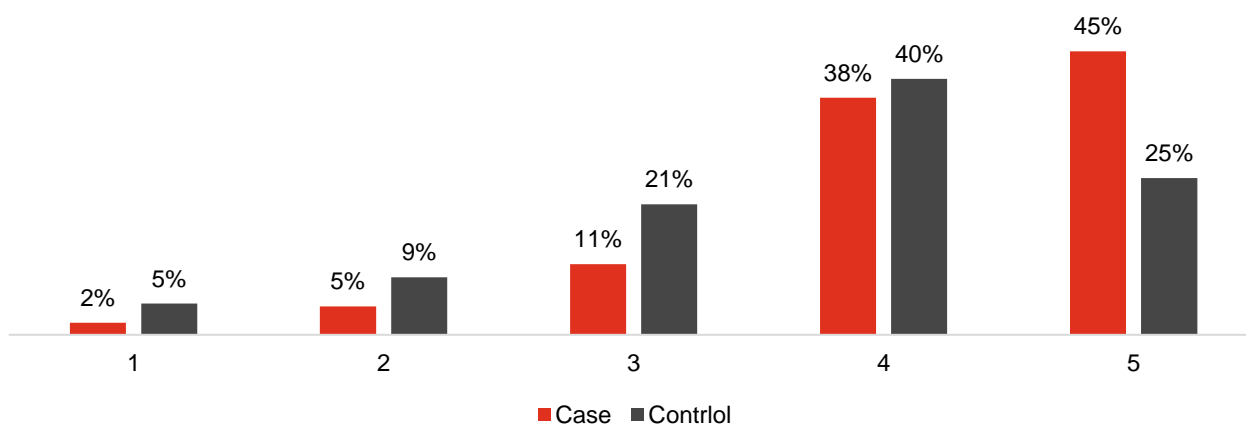
Ownership development of community leading to winning of 3 National Level Prestigious Student Scholarships

In a school in rural Ranchi, the community here was not very active in their children's schooling experience. Mr Patil, a teacher at this school felt strongly about the issue of community participation and has made efforts to connect the community with the school while also building a sense of ownership within the community. With the training and inspiration received by BF's school leadership excellence programme, he decided to change the community's belief. School's usually start at 9 am, however, he reaches the village before that to interact with parent/guardians and gives them an update on their child's schooling experience (activities, performance etc.). He also motivates them to take ownerships in student's (child's) development.

Multiple scholarships like the NMMS, Akansha scholarship, and Model school scholarship for girls are available for students to claim, however due to lack of information, money for scholarship application (exam fees) and lack of guidance/support from parents lead to students not applying for the same. A major hindrance for application was financial instability caused due to their poor socio-economic backgrounds. Parents were unwilling to pay or support their children for scholarship application. Only after Patil sir visited the community (multiple occasions) and explained the importance of support from parents towards children's schooling, did the community start actively supporting their children.

Due to his efforts, there have been multiple students who have applied for numerous scholarships and 3 students have got selected in NMMS scholarship and 1 student in Jharkhand State Olympiad. Thus, being a teacher, a true enabler, and a change agent he has made the local community realize the importance of school and also has motivated the community to take ownership in student's and school's holistic development. He attributes this to BF's efforts in creating awareness among teachers on importance of community participation.

Figure 48: Improved school reputation in community based on teacher perspective



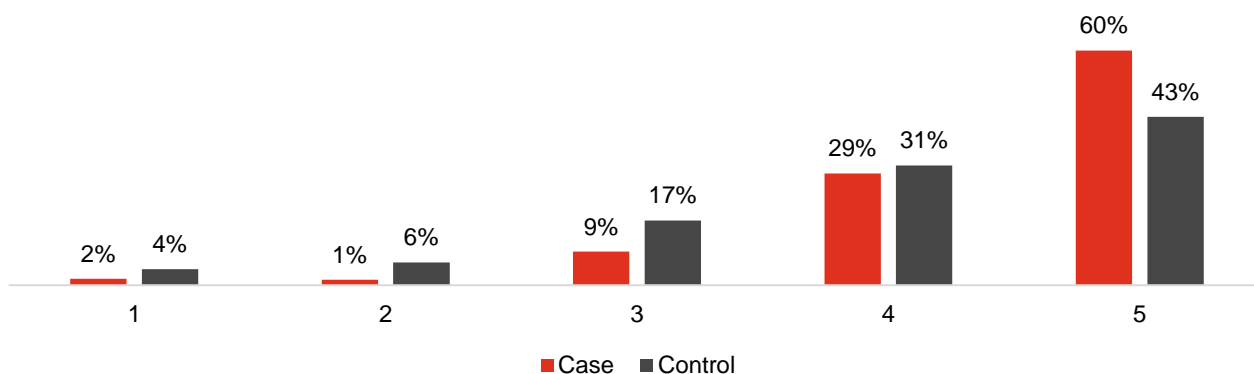
N for case schools: 421
 N for control schools: 121
 Total N: 542

A positive and supportive school environment can help students feel more engaged and motivated in their studies. This healthy/positive school environment will not only help the child's academic performance but will leave a positive impact on the local community by creating a pool of well-educated and skilled individuals who can contribute to the local economy and society.

School Development Plan (SDP) and School Calendar:

School development plans (SDP) and a school calendar are two important tools that can greatly impact the success of a school. They help in providing direction and focus, by setting out goals and objectives the school identifies needs and employs strategies to meet these needs. A well-designed calendar also helps prioritise activities and allocate resources efficiently. An SDP also promotes collaboration and participation of various stakeholders (teachers, parents, community, partners) in its development. **This builds a sense of ownership and commitment which in turn leads to greater success in achieving goals.**

Figure 49: SDP/Annual Calendar Utilization in schools

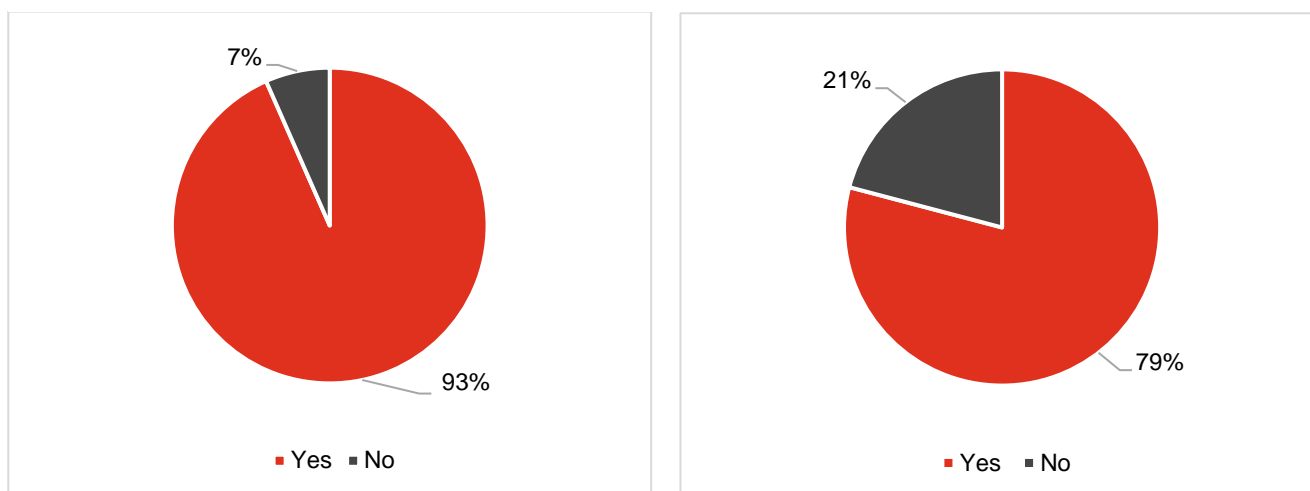


N for case schools: 421
 N for control schools: 121
 Total N: 542

The above figure reports on utilization of School Development Plan and School Annual Calendar by teachers/staff in case and control schools. It is based on teachers' perspective where the respondent selects a rating of 1-5 (1 being lowest and 5 being highest). **As observed the utilization of both SDP and School Calendar is higher (60%) in case schools as compared to control (43%) schools.**

As part of Bharti Foundation's quality support program, a school display board ('Gallery walk') are installed in government schools. These serve as an important tool for communication, education, and inspiration within the school environment. As per interactions with BF mentors and school teachers, it was noted that these display boards are used to communicate important information to students and staff (Events, activities) and display achievements (awards, recognitions, trophies, and student creativity).

As per analysis the display board showing club and house activities being found in case schools is 3.7 times higher than control schools. ($P < 0.001$). The below graph depicts the percentage of students who responded on whether their school contains a display board that shows house and club activities.

Figure 50: Presence of display board showcasing house and club activities

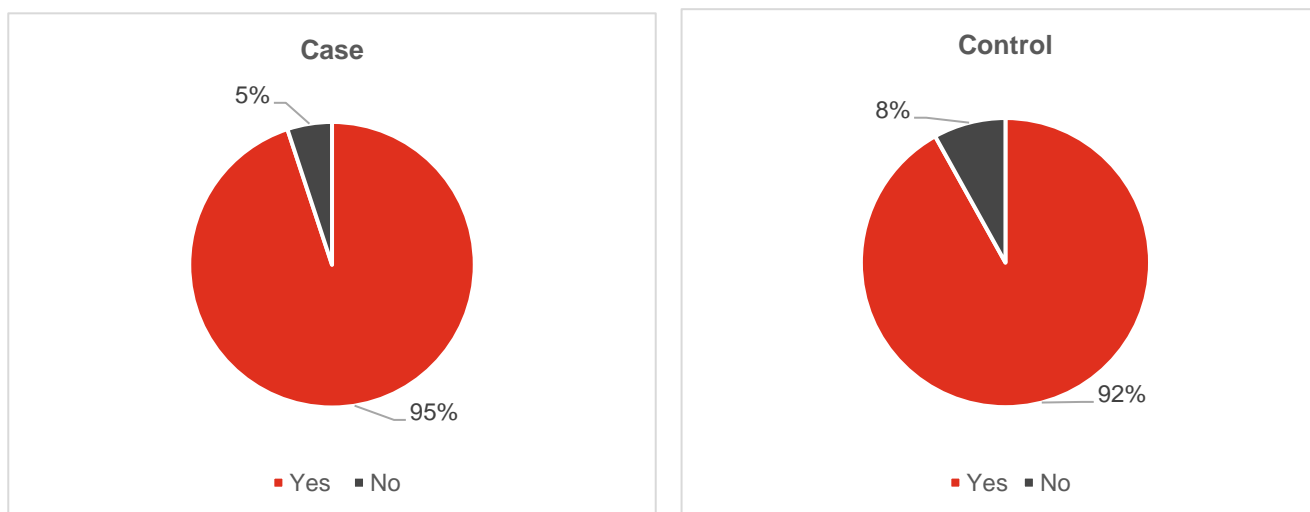
Based on the interactions with teachers, it was noted that the “school calendar is issued by the state government, which contains all activities of the year. Bharti Foundation team informs the school management on what activities can be scheduled and when depending on the school calendar.” The School Development Plan is produced by the school senior management and consists of vision and way forward to achieve the vision. While Bharti Foundation does support in adding points to the SDP, majority is developed by school itself.

It was noted on interaction with academic mentors that if any renovation work is needed than it is usually done in collaboration with the school, i.e., school takes up part of the cost of any renovation work.

Pride and accomplishments:

There is evidence to suggest that school pride can lead to greater accomplishments among students and teachers. When they feel a sense of pride in their school, they may be more motivated to do well academically, participate in extra-curricular activities, and behave in ways that reflect positively on their school.

It can also create a sense of community and belonging among students, which in turn leads to increased engagement and support for one another. Students who feel a strong connection to their school may be more likely to attend school regularly, be on time for class, and feel invested in their education. In addition, when a school has a strong sense of pride, it can attract more resources and support from the local community, in turn leading to greater opportunities and success for its students.

Figure 51: Pride in school

It was reported that students from case schools feel a sense of pride in their school. This feeling of pride in students is 1.6 times higher in case school as compared to control schools.

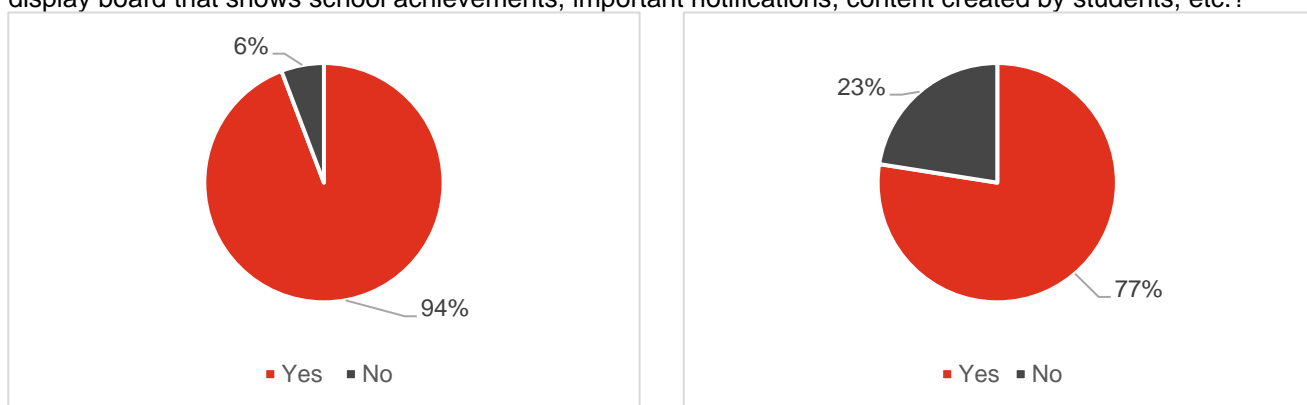
Based on interactions with students and teachers, the following statements were highlighted from qualitative interactions.

“Yes, we feel proud being part of the school. Our school annually has good results. We come to the school as we want to make a good career and meet with our friends. We also like the club activities and sports. We take part in soft ball competition and played at district level.” - Student from senior secondary school in Rajasthan

“Schooling experience is very good. Students are proud of their school. Students like participating in the activities and this engagement motivates them to come to school.”

Figure 52: Display board containing achievements, notifications and student created content

As per analysis the odds of display board showing achievements, important activities, and content created by students being found in case schools is 4.7 times higher than control schools ($P < 0.001$). The below graph depicts the percentage of students who responded on the question of “does your school contain a display board that shows school achievements, important notifications, content created by students, etc.?”



7 IRECS Analysis



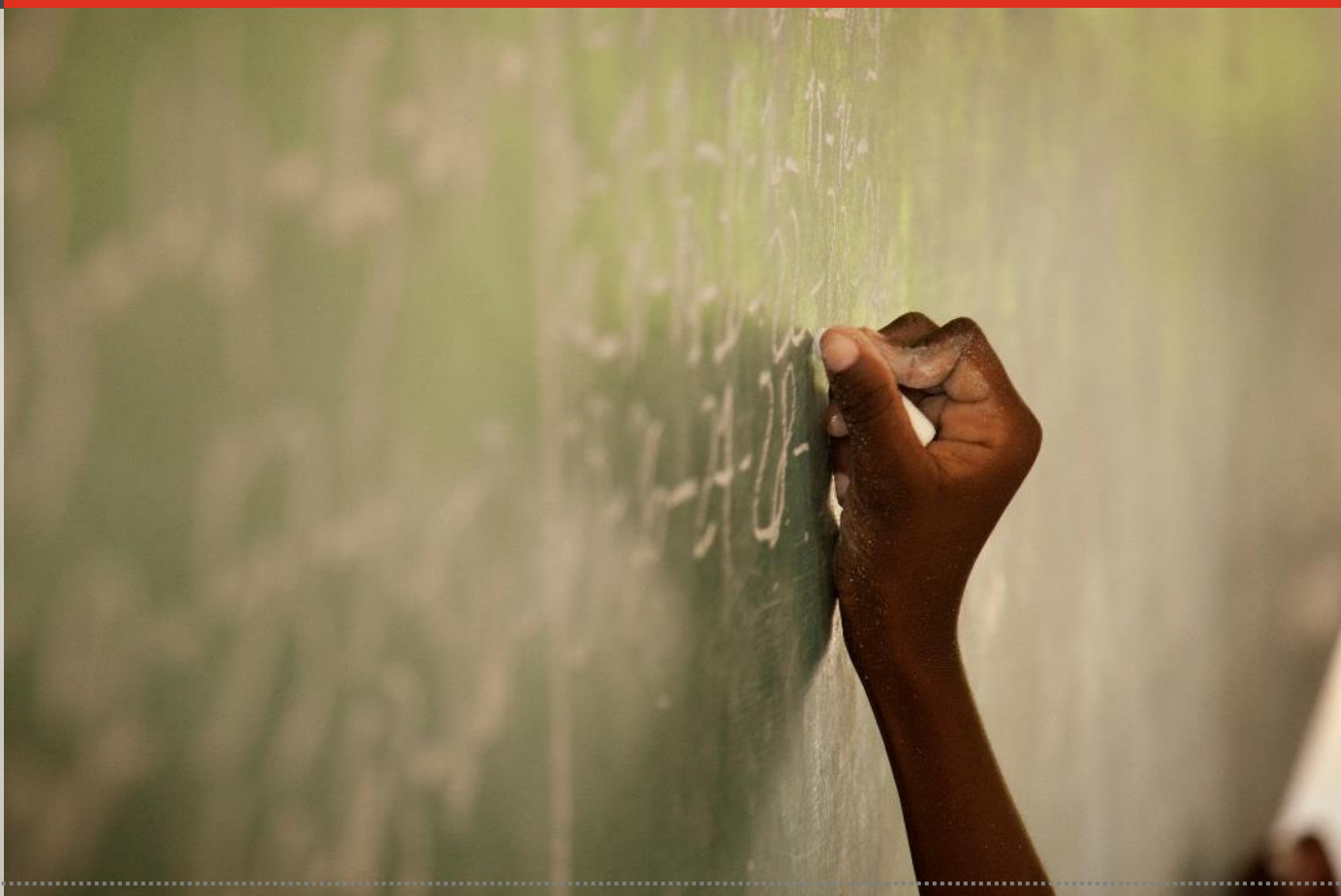
7. IRECS Analysis

Based on the interactions with the key stakeholders and desk review of the documents, the impact of the programme was evaluated on 'IRECS framework'. The IRECS analysis summary has been presented in below table:

Parameter	Assessment from the study
Inclusiveness	<ul style="list-style-type: none"> Since the schools supported as a part of QSP are primary to senior secondary government schools, the programme covers students across classes from a range of socio-economic strata to provide them with a holistic schooling experience. Programme engaged with all relevant key stakeholders associated with the universe of government education, such as teachers, students, parents, community members and government officials. The programme also focused on empowering the girl child through increased participation of girls in the school. 53% teachers have reported that there has been an increase in leadership skills and leadership positions held by girl students.
Relevance	<ul style="list-style-type: none"> QSP was relevant to these schools given that they are in remote locations and often struggle with onboarding and retention of teachers. QSP supported schools during Covid-19 to resume classes virtually with students – bridged the gap between teachers and students. Support by QSP has been relevant for PTMs, wherein schools struggled to get parents to join them, requiring support for increased participation and frequency of meetings. There was a lack of basic infrastructural facilities in the government schools such as functional and clean toilets, libraries, and laboratories. This gap was fulfilled by QSP.
Effectiveness	<ul style="list-style-type: none"> 95% students from case schools reported to have participated in at least one activity organised in the school. 54% teachers reported that there has been an increase in initiative and responsibility taking by students and 83% teachers reported there was improved communication with students There was an increased culture of winning awards by the schools as reported by 63% of case schools. 86% teachers agreed with the same. Various government officials suggested that QSP programme should be scaled up and implemented in many more government school's bases their visit to case schools and feedback by principals/ teachers on the programme. The odds of improvement of amenities were 2.5 times higher in case schools as compared to control school. The effectiveness of the programme was also acknowledged by district authorities. For instance, the district level officials of Shimla (Himachal Pradesh) suggested that BF should immediately scale-up the programme to at least 100 more schools.

Parameter	Assessment from the study
Convergence	<ul style="list-style-type: none"> The programme tied with government departments across states and worked in conjunction with government officials. QSP focused on supporting the government education systems and in streamlining school processes. Hence, it is convergence with Govt schools, local administration and Education departments is high.
Sustainability	<ul style="list-style-type: none"> BF had maintained communication with schools where they had even completed their programme to assist them wherever required even after their exit from the school. At the time of exit, BF also leaves behind it's materials such as special kits, trophies, etc. to help schools smoothly continue with the activities of the programme. Schools were reported to have continued with systems such as clubs and houses even after the BF team had exited the school.

8 Recommendations



8. Recommendations

Planning workshops for increased coverage of teachers and students

Teachers and students, even though willing to these workshops, would miss them due to them being absent, or on leave on the day of the workshop. In such cases where the complete participation of all the teachers and students for whom the workshops have been planned is not attained, the workshops can be organised on multiple days or spread across short intervals. This will help to ensure that all students and teachers are covered as a part of these workshops in a specific period. This model could also work for principals/ teachers who have just joined the programme, are new to the school and have missed on previously scheduled workshops/ activities.

Incorporating session on more topics such as health and hygiene in workshops

A suggestion from the field was also that workshops should incorporate other topics as well, such as basics of health and hygiene, menstrual hygiene, etc. This would help for all rounded growth of students and would also have a trickle-down effect into the overall community.

Customised support for schools

Over the period, the education system has evolved since the initiation of QSP across all the states, there are certain activities which the govt schools are conducting as part of their own mandates from State Education departments which are also a part of QSP's LFA. During the baseline, the assessment of the school status is conducted to understand the activities which they are already carrying out. Hence, QSP could customise their support accordingly. In case there are similar activities as per the government mandate which are already being carried out in the school, there, BF can focus on providing technical support to further strengthen those initiatives.

Managing workload for mentors

Conversations with mentors suggested that oftentimes mentors struggled with a clear definition of their role on the field. They stated how they would end up taking too many activities on themselves and would eventually deal with excess workload, which would be difficult for them to manage. Besides this they also stated that often they would also take care of programme documentation, which if reduced could help them manage their time better. For example, currently mentors were managing seven to eight (7 to 8) schools maintaining cluster level programme activities with teachers, and state level programmes, which was leading to delayed management and operations.

Providing clarity to school leadership and teachers on the programme duration including the tapered exit for ensuring programme sustainability:

It was observed from the interactions with school administration and teachers that QSP is perceived as a five (5) year programme. However, the programme envisages 3 years of complete handholding to the school, with additional tapered support of 2 years so that the school can continue activities on its own even without the support from BF. Teachers lack clarity on the exit process and overall programme duration, which can be further strengthened by redoing workshops with changed school administration and teachers or teachers who missed the QSP workshops earlier. This will help teachers to adapt the programme more efficiently feel more engaged with it and will ensure the long-term programme sustainability.

Uniformity in key activities across QSP schools

Schools in different states have different activities and workshops. While the activities initiated are based on the needs of the students, some of them are visible attractions in the school such as word wall, education, math fact and mirror are different/missing from many schools these should be uniformly carried out in all QSP schools.

Organizing/Reorganizing Life Skills Workshops

An analysis of responses on the Life Skills Assessment suggested that cohort 7 students have not been able to score as well as other cohorts. To address this, it is recommended that life skills workshops be organised/reorganised (as the case may be) for all the life skills domains for cohort 7 for standards 4th – 8th and for standards 9th – 12th to reaffirm the life skills learnings for cohort 7 school students.

- Also, for **standards 4th – 8th**, it is recommended that following life skills workshops be organised/reorganised for cohorts other than cohort 7: Critical Thinking – cohort 4, Decision Making – cohort 8, Problem Solving – cohort 8, Creativity – cohort 8, Participation – cohort 4, Resilience – cohort 4, Negotiation – cohort 4, Communication – cohort 8, Empathy – cohort 4. For **standards 9th – 12th**, it is recommended that following life skills workshops be organised/reorganised for cohorts other than cohort 7: Critical Thinking – cohort 5 and cohort 8, Decision Making – cohort 6, Problem Solving – cohort 6 and cohort 8, Creativity – cohort 6, Participation – cohort 6, Resilience – cohort 8, Negotiation – cohort 8, Communication – cohort 5, Empathy – cohort 5.
- It was also observed that the states of Rajasthan and Jammu & Kashmir have not been able to score as well as other states. To address this, it is recommended that life skills workshops be organised/reorganised (as the case may be) for all the life skills domains in Rajasthan and Jammu & Kashmir states for standards 4th – 8th and for standards 9th – 12th to reaffirm the life skills learnings of the students.
- Also, for **standards 4th – 8th**, it is recommended that following life skills workshops be organised/reorganised for states other than Rajasthan and Jammu & Kashmir: Critical Thinking – Telangana, Decision Making – Delhi and Karnataka, Problem Solving – Meghalaya, Creativity – Meghalaya, Participation – Delhi, Resilience – Delhi, Negotiation – Telangana, Communication – Assam and Telangana, Empathy – Meghalaya. For **standards 9th – 12th**, it is recommended that following life skills workshops be organised/reorganised for states other than Rajasthan and Jammu & Kashmir: Critical Thinking – Delhi and Telangana, Decision Making – Delhi, Problem Solving – Delhi, Creativity – Delhi, Participation – Delhi, Resilience – Delhi, Negotiation – Karnataka, Communication – Delhi, Empathy – Delhi.
- The programme needs to focus specifically on the students falling in the Basic and Emerging categories in each State to further strengthen their life skills learnings through a revisit of the life skills workshops.

9. Annexures

Table 52: Category-wise distribution of students for closed cohort, cohort 4 and 5 (4th – 8th standards)

Life Skills Domain	Closed Cohort								Cohort 4								Cohort 5							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	64	20%	214	66%	42	13%	6	2%	15	22%	41	61%	10	15%	1	1%	97	16%	427	70%	69	11%	14	2%
Decision Making	47	14%	219	67%	50	15%	10	3%	9	13%	45	67%	10	15%	3	4%	168	28%	307	51%	118	19%	14	2%
Problem Solving	76	23%	182	56%	58	18%	10	3%	13	19%	41	61%	12	18%	1	1%	153	25%	348	57%	94	15%	12	2%
Creativity	72	22%	197	60%	40	12%	17	5%	13	19%	41	61%	12	18%	1	1%	66	11%	443	73%	76	13%	22	4%
Participation	33	10%	244	75%	29	9%	20	6%	22	33%	31	46%	13	19%	1	1%	57	9%	442	73%	77	13%	31	5%
Resilience	41	13%	220	67%	57	17%	8	2%	14	21%	41	61%	10	15%	2	3%	148	24%	344	57%	86	14%	29	5%
Negotiation	71	22%	211	65%	34	10%	10	3%	14	21%	40	60%	12	18%	1	1%	123	20%	391	64%	85	14%	8	1%
Communication	70	21%	211	65%	32	10%	13	4%	12	18%	43	64%	10	15%	2	3%	143	24%	363	60%	100	16%	1	0%
Empathy	43	13%	220	67%	43	13%	20	6%	5	7%	50	75%	11	16%	1	1%	77	13%	412	68%	99	16%	19	3%
Overall	65	20%	191	59%	65	20%	5	2%	12	18%	44	66%	11	16%	0	0%	127	21%	343	57%	134	22%	3	0%

Table 53: Category-wise distribution of students for cohort 6, 7 and 8 (4th – 8th standards)

Life Skills Domain	Cohort 6								Cohort 7								Cohort 8							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	64	20%	214	66%	42	13%	6	2%	15	22%	41	61%	10	15%	1	1%	97	16%	427	70%	69	11%	14	2%
Decision Making	47	14%	219	67%	50	15%	10	3%	9	13%	45	67%	10	15%	3	4%	168	28%	307	51%	118	19%	14	2%
Problem Solving	76	23%	182	56%	58	18%	10	3%	13	19%	41	61%	12	18%	1	1%	153	25%	348	57%	94	15%	12	2%
Creativity	72	22%	197	60%	40	12%	17	5%	13	19%	41	61%	12	18%	1	1%	66	11%	443	73%	76	13%	22	4%
Participation	33	10%	244	75%	29	9%	20	6%	22	33%	31	46%	13	19%	1	1%	57	9%	442	73%	77	13%	31	5%
Resilience	41	13%	220	67%	57	17%	8	2%	14	21%	41	61%	10	15%	2	3%	148	24%	344	57%	86	14%	29	5%
Negotiation	71	22%	211	65%	34	10%	10	3%	14	21%	40	60%	12	18%	1	1%	123	20%	391	64%	85	14%	8	1%
Communication	70	21%	211	65%	32	10%	13	4%	12	18%	43	64%	10	15%	2	3%	143	24%	363	60%	100	16%	1	0%
Empathy	43	13%	220	67%	43	13%	20	6%	5	7%	50	75%	11	16%	1	1%	77	13%	412	68%	99	16%	19	3%
Overall	65	20%	191	59%	65	20%	5	2%	12	18%	44	66%	11	16%	0	0%	127	21%	343	57%	134	22%	3	0%

Table 54: Category-wise distribution of students for closed cohort, cohort 5 and 6 (9th – 12th standards)

Life Skills Domain	Closed Cohort								Cohort 5								Cohort 6							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	40	13%	237	75%	37	12%	4	1%	99	23%	255	59%	54	13%	22	5%	32	13%	158	65%	49	20%	4	2%
Decision Making	53	17%	207	65%	52	16%	6	2%	56	13%	279	65%	74	17%	21	5%	57	23%	137	56%	46	19%	3	1%
Problem Solving	48	15%	222	70%	41	13%	7	2%	90	21%	272	63%	55	13%	13	3%	42	17%	150	62%	47	19%	4	2%

Life Skills Domain	Closed Cohort								Cohort 5								Cohort 6							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Creativity	42	13%	212	67%	59	19%	5	2%	78	18%	284	66%	54	13%	14	3%	39	16%	156	64%	39	16%	9	4%
Participation	73	23%	201	63%	42	13%	2	1%	98	23%	260	60%	67	16%	5	1%	67	28%	117	48%	59	24%	0	0%
Resilience	69	22%	201	63%	41	13%	7	2%	70	16%	281	65%	57	13%	22	5%	31	13%	177	73%	23	9%	12	5%
Negotiation	66	21%	198	62%	41	13%	13	4%	63	15%	295	69%	58	13%	14	3%	24	10%	180	74%	26	11%	13	5%
Communication	69	22%	184	58%	61	19%	4	1%	93	22%	266	62%	58	13%	13	3%	61	25%	134	55%	44	18%	4	2%
Empathy	72	23%	199	63%	45	14%	2	1%	103	24%	225	52%	96	22%	6	1%	62	26%	125	51%	52	21%	4	2%
Overall	71	22%	195	61%	50	16%	2	1%	74	17%	270	63%	84	20%	2	0%	43	18%	146	60%	53	22%	1	0%

Table 55: Category-wise distribution of students for cohort 7 and cohort 8 (9th – 12th standards)

Life Skills Domain	Cohort 7								Cohort 8							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	12	24%	28	56%	10	20%	0	0%	97	25%	227	57%	63	16%	8	2%
Decision Making	6	12%	33	66%	11	22%	0	0%	93	24%	245	62%	45	11%	12	3%
Problem Solving	2	4%	39	78%	6	12%	3	6%	77	19%	234	59%	78	20%	6	2%
Creativity	7	14%	34	68%	9	18%	0	0%	63	16%	277	70%	44	11%	11	3%
Participation	9	18%	33	66%	8	16%	0	0%	75	19%	220	56%	84	21%	16	4%
Resilience	9	18%	32	64%	8	16%	1	2%	82	21%	262	66%	39	10%	12	3%
Negotiation	12	24%	32	64%	6	12%	0	0%	68	17%	259	66%	54	14%	14	4%
Communication	7	14%	31	62%	11	22%	1	2%	45	11%	295	75%	39	10%	16	4%

Life Skills Domain	Cohort 7								Cohort 8							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Empathy	5	10%	34	68%	11	22%	0	0%	96	24%	237	60%	45	11%	17	4%
Overall	10	20%	34	68%	4	8%	2	4%	71	18%	254	64%	67	17%	3	1%

Table 56: Category-wise distribution of students Assam, Delhi, Himachal Pradesh (4th – 8th standards)

Life Skills Domain	Assam								Delhi								Himachal Pradesh							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	25	13%	146	73%	22	11%	6	3%	43	20%	126	60%	36	17%	6	3%	39	19%	121	60%	33	16%	8	4%
Decision Making	37	19%	121	61%	35	18%	6	3%	37	18%	137	65%	30	14%	7	3%	44	22%	127	63%	16	8%	14	7%
Problem Solving	7	4%	169	85%	17	9%	6	3%	40	19%	137	65%	33	16%	1	0%	47	23%	130	65%	18	9%	6	3%
Creativity	24	12%	152	76%	15	8%	8	4%	49	23%	128	61%	30	14%	4	2%	28	14%	132	66%	30	15%	11	5%
Participation	27	14%	155	78%	7	4%	10	5%	54	26%	108	51%	42	20%	7	3%	37	18%	136	68%	19	9%	9	4%
Resilience	65	33%	90	45%	40	20%	4	2%	33	16%	138	65%	34	16%	6	3%	14	7%	160	80%	16	8%	11	5%
Negotiation	0	0%	136	68%	53	27%	10	5%	34	16%	142	67%	30	14%	5	2%	22	11%	139	69%	34	17%	6	3%
Communication	67	34%	75	38%	57	29%	0	0%	20	9%	151	72%	35	17%	5	2%	22	11%	141	70%	34	17%	4	2%
Empathy	49	25%	117	59%	29	15%	4	2%	28	13%	152	72%	23	11%	8	4%	11	5%	157	78%	25	12%	8	4%
Overall	38	19%	130	65%	29	15%	2	1%	48	23%	121	57%	42	20%	0	0%	38	19%	128	64%	29	14%	6	3%

Table 57: Category-wise distribution of students Jammu & Kashmir, Jharkhand, Karnataka (4th – 8th standards)

Life Skills Domain	Jammu & Kashmir								Jharkhand								Karnataka							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	24	18%	90	67%	14	10%	6	4%	100	22%	265	59%	70	16%	16	4%	9	20%	27	61%	7	16%	1	2%
Decision Making	20	15%	102	76%	6	4%	6	4%	96	21%	265	59%	79	18%	11	2%	5	11%	33	75%	4	9%	2	5%
Problem Solving	27	20%	89	66%	14	10%	4	3%	63	14%	302	67%	77	17%	9	2%	7	16%	27	61%	8	18%	2	5%
Creativity	15	11%	85	63%	30	22%	4	3%	88	20%	286	63%	60	13%	17	4%	7	16%	29	66%	7	16%	1	2%
Participation	30	22%	76	57%	27	20%	1	1%	60	13%	312	69%	61	14%	18	4%	8	18%	29	66%	5	11%	2	5%
Resilience	22	16%	98	73%	8	6%	6	4%	73	16%	298	66%	60	13%	20	4%	17	39%	18	41%	7	16%	2	5%
Negotiation	19	14%	80	60%	33	25%	2	1%	50	11%	340	75%	46	10%	15	3%	6	14%	32	73%	5	11%	1	2%
Communication	25	19%	93	69%	13	10%	3	2%	100	22%	288	64%	45	10%	18	4%	10	23%	25	57%	6	14%	3	7%
Empathy	27	20%	94	70%	11	8%	2	1%	102	23%	273	61%	57	13%	19	4%	9	20%	28	64%	5	11%	2	5%
Overall	25	19%	83	62%	25	19%	1	1%	90	20%	267	59%	91	20%	3	1%	7	16%	29	66%	5	11%	3	7%

Table 58: Category-wise distribution of students for Meghalaya and Punjab (4th – 8th standards)

Life Skills Domain	Meghalaya								Punjab							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	6	9%	52	79%	3	5%	5	8%	22	20%	65	58%	22	20%	3	3%
Decision Making	1	2%	58	88%	3	5%	4	6%	31	28%	61	54%	10	9%	10	9%
Problem Solving	14	21%	41	62%	9	14%	2	3%	23	21%	69	62%	17	15%	3	3%
Creativity	1	2%	51	77%	12	18%	2	3%	0	0%	92	82%	16	14%	4	4%

Life Skills Domain	Meghalaya								Punjab							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Participation	5	8%	52	79%	7	11%	2	3%	26	23%	68	61%	11	10%	7	6%
Resilience	24	36%	27	41%	15	23%	0	0%	25	22%	70	63%	12	11%	5	4%
Negotiation	9	14%	49	74%	4	6%	4	6%	0	0%	92	82%	15	13%	5	4%
Communication	8	12%	51	77%	4	6%	3	5%	35	31%	52	46%	19	17%	6	5%
Empathy	16	24%	35	53%	15	23%	0	0%	25	22%	68	61%	14	13%	5	4%
Overall	14	21%	42	64%	9	14%	1	2%	13	12%	81	72%	12	11%	6	5%

Table 59: Category-wise distribution of students for Rajasthan and Telangana (4th – 8th standards)

Life Skills Domain	Rajasthan								Telangana							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	44	10%	351	76%	57	12%	8	2%	22	14%	106	68%	21	14%	6	4%
Decision Making	75	16%	322	70%	55	12%	8	2%	25	16%	106	68%	20	13%	4	3%
Problem Solving	118	26%	277	60%	52	11%	13	3%	20	13%	116	75%	13	8%	6	4%
Creativity	62	13%	305	66%	85	18%	8	2%	19	12%	107	69%	22	14%	7	5%
Participation	95	21%	286	62%	77	17%	2	0%	23	15%	109	70%	15	10%	8	5%
Resilience	92	20%	298	65%	51	11%	19	4%	24	15%	106	68%	20	13%	5	3%
Negotiation	52	11%	339	74%	46	10%	23	5%	38	25%	89	57%	22	14%	6	4%
Communication	94	20%	300	65%	53	12%	13	3%	30	19%	94	61%	28	18%	3	2%

Life Skills Domain	Rajasthan								Telangana							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Empathy	70	15%	318	69%	56	12%	16	3%	31	20%	98	63%	18	12%	8	5%
Overall	78	17%	343	75%	38	8%	1	0%	30	19%	96	62%	27	17%	2	1%

Table 60: Category-wise distribution of students for Assam, Delhi and Himachal Pradesh (9th – 12th standards)

Life Skills Domain	Assam								Delhi								Himachal Pradesh							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	18	26%	40	59%	6	9%	4	6%	32	22%	88	61%	17	12%	7	5%	14	11%	88	69%	23	18%	3	2%
Decision Making	12	18%	44	65%	10	15%	2	3%	30	21%	94	65%	16	11%	4	3%	16	13%	92	72%	14	11%	6	5%
Problem Solving	12	18%	44	65%	11	16%	1	1%	27	19%	98	68%	14	10%	5	3%	13	10%	94	73%	16	13%	5	4%
Creativity	6	9%	50	74%	10	15%	2	3%	15	10%	103	72%	19	13%	7	5%	27	21%	89	70%	8	6%	4	3%
Participation	11	16%	46	68%	8	12%	3	4%	32	22%	86	60%	23	16%	3	2%	15	12%	90	70%	19	15%	4	3%
Resilience	12	18%	47	69%	4	6%	5	7%	20	14%	89	62%	30	21%	5	3%	16	13%	95	74%	11	9%	6	5%
Negotiation	13	19%	41	60%	9	13%	5	7%	20	14%	105	73%	16	11%	3	2%	18	14%	97	76%	10	8%	3	2%
Communication	9	13%	47	69%	11	16%	1	1%	30	21%	88	61%	24	17%	2	1%	25	20%	87	68%	11	9%	5	4%
Empathy	23	34%	31	46%	14	21%	0	0%	37	26%	86	60%	15	10%	6	4%	13	10%	87	68%	25	20%	3	2%
Overall	11	16%	50	74%	3	4%	4	6%	31	22%	88	61%	25	17%	0	0%	21	16%	84	66%	19	15%	4	3%

Table 61: Category-wise distribution of students for Jammu & Kashmir, Jharkhand and Karnataka (9th – 12th standards)

Life Skills Domain	Jammu & Kashmir								Jharkhand								Karnataka							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	24	11%	142	68%	39	19%	4	2%	28	18%	107	69%	13	8%	6	4%	28	19%	99	67%	17	12%	3	2%
Decision Making	43	21%	122	58%	42	20%	2	1%	26	17%	108	70%	15	10%	5	3%	24	16%	98	67%	19	13%	6	4%
Problem Solving	21	10%	147	70%	33	16%	8	4%	21	14%	98	64%	33	21%	2	1%	16	11%	110	75%	21	14%	0	0%
Creativity	34	16%	134	64%	38	18%	3	1%	25	16%	104	68%	19	12%	6	4%	22	15%	98	67%	21	14%	6	4%
Participation	29	14%	129	62%	46	22%	5	2%	10	6%	121	79%	11	7%	12	8%	26	18%	103	70%	13	9%	5	3%
Resilience	46	22%	130	62%	27	13%	6	3%	26	17%	102	66%	15	10%	11	7%	9	6%	126	86%	5	3%	7	5%
Negotiation	43	21%	135	65%	31	15%	0	0%	21	14%	110	71%	16	10%	7	5%	28	19%	99	67%	15	10%	5	3%
Communication	37	18%	128	61%	40	19%	4	2%	22	14%	105	68%	18	12%	9	6%	23	16%	99	67%	21	14%	4	3%
Empathy	29	14%	147	70%	29	14%	4	2%	15	10%	116	75%	18	12%	5	3%	24	16%	98	67%	18	12%	7	5%
Overall	39	19%	130	62%	35	17%	5	2%	21	14%	110	71%	13	8%	10	6%	25	17%	97	66%	19	13%	6	4%

Table 62: Category-wise distribution of students for Punjab, Rajasthan and Telangana (9th – 12th standards)

Life Skills Domain	Punjab								Rajasthan								Telangana							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Critical Thinking	16	13%	84	66%	24	19%	4	3%	87	18%	279	58%	111	23%	2	0%	72	20%	221	62%	50	14%	13	4%
Decision Making	9	7%	104	81%	5	4%	10	8%	71	15%	338	71%	70	15%	0	0%	40	11%	251	71%	56	16%	9	3%
Problem Solving	8	6%	106	83%	6	5%	8	6%	110	23%	301	63%	58	12%	10	2%	46	13%	254	71%	49	14%	7	2%

Life Skills Domain	Punjab								Rajasthan								Telangana							
	Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging		Proficient		Competent		Basic		Emerging	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Creativity	21	16%	93	73%	5	4%	9	7%	113	24%	298	62%	58	12%	10	2%	52	15%	233	65%	58	16%	13	4%
Participation	30	23%	85	66%	5	4%	8	6%	90	19%	306	64%	83	17%	0	0%	67	19%	221	62%	58	16%	10	3%
Resilience	17	13%	88	69%	17	13%	6	5%	86	18%	312	65%	75	16%	6	1%	45	13%	253	71%	44	12%	14	4%
Negotiation	29	23%	75	59%	16	13%	8	6%	91	19%	309	65%	62	13%	17	4%	44	12%	255	72%	37	10%	20	6%
Communication	27	21%	83	65%	13	10%	5	4%	57	12%	336	70%	74	15%	12	3%	64	18%	249	70%	32	9%	11	3%
Empathy	0	0%	107	84%	14	11%	7	5%	67	14%	356	74%	52	11%	4	1%	68	19%	220	62%	59	17%	9	3%
Overall	9	7%	101	79%	8	6%	10	8%	78	16%	349	73%	51	11%	1	0%	50	14%	242	68%	55	15%	9	3%

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