

## Annual Impact Assessment Report-2023

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## List of Abbreviations

Abbreviations	Full Form of Abbreviations
ASER	Annual Status of Educational Report
CCC	Concept of Computer Course
FLN	Foundational Literacy and Numeracy
FY	Financial Year
MoSPI	Ministry of Statistics and Programme Implementation
NA	Not Applicable
NAT	NIPUN Assessment Test
NCERT	National Council of Educational Research and Training
PTM	Parent-Teacher Meeting
RTE	Right to Education
SDGs	Sustainable Development Goals
SEDGs	Socio-Economically Disadvantaged Groups
SEL	Social and Emotional Learning
SEPEt	Socio-Emotional, Physical and Ethical
SLATEs	Sciences, Languages, Arts, Theater and Ethics
SRI	Sarthak Resilience Incubator
STEEAM	Science, Technology, Engineering, Expressions, Arts and Mathematics
UN	United Nations
UNDP	The United Nations Development Programme
UP	Uttar Pradesh
YR	Yellow Rooms

## One Line Definitions

1. **Old YRs-** Yellow Rooms which are more than 3 years old.
2. **New YRs-** Yellow Rooms which are less than 3 years old.

## Summary of Annual Impact Assessment Report 2022-23

Summary of Annual Impact Assessment Report 2022-23		
Domain	Specification	Impact Summary
<b>Project- Sarthak Yellow Rooms</b>		
Impact Assessment- FLN	ASER- 2022 (Old YRs- Literacy- Hindi)	As per State Data of Uttar Pradesh, in Hindi only 4.70% children can read up-to story while in Old YRs 27.09% children can read up-to story level
	ASER- 2022 (Old YRs- Literacy- English)	As per State Data of Uttar Pradesh, in English only 2.30% children can read age up-to story while in Old YRs 19.21% children can read the same
	ASER- 2022 (Old YRs- Numeracy- Subtraction)	As per State Data of Uttar Pradesh, only 11.30% children can solve basic Subtraction while in Old YRs 21.10% children can solve basic Subtraction
	ASER- 2022 (Old YRs- Numeracy- Division)	As per State Data of Uttar Pradesh, only 5.10% children can solve basic Division while in Old YRs 14.80% children can solve basic Division
	ASER- 2022 (New YRs- Literacy- Hindi)	As per State Data of Uttar Pradesh, in Hindi only 4.70% children can read up-to story while in New YRs 24.88% children can read up-to story level
	ASER- 2022 (New YRs- Literacy- English)	As per State Data of Uttar Pradesh, in English only 2.30% children can read age up-to story level while in New YRs 12.91% children can read up-to story level
	ASER- 2022 (New YRs- Numeracy- Subtraction)	As per State Data of Uttar Pradesh, only 11.30% children can solve basic Subtraction while in New YRs 18.11% children can solve basic Subtraction
	ASER- 2022 (New YRs- Numeracy- Division)	As per State Data of Uttar Pradesh, only 5.10% children can solve basic Division while in New YRs 10.87% children can

		solve basic Division
	NAT- Old YRs >90% (Grade A+)	As per District Data of Lucknow only 11% children have scored more than 90% (Grade A+) while in Old YRs 25.73% children have scored more than 90% (Grade A+)
	NAT- Old YRs Between 75-90% (Grade A)	As per District Data of Lucknow only 15% children have scored more between 75-90% (Grade A) while in Old YRs 19.64% children have scored between 75-90% (Grade A)
	NAT- New YRs >90% (Grade A+)	As per District Data of Lucknow only 11% children have scored more than 90% (Grade A+) while in New YRs 17.50% children have scored more than 90% (Grade A+)
	NAT- New YRs Between 75-90% (Grade A)	As per District Data of Lucknow only 15% children have scored more between 75-90% (Grade A) while in New YRs 18.68% children have scored between 75-90% (Grade A)
	Baseline Assessment 2022-23 (Old YRs- Tenderfeet)	STEEAM Performance of Tenderfeet children in Old YRs has increased by 9.66% from year 2022 to year 2023
	Baseline Assessment 2022-23 (Old YRs- Learners)	STEEAM Performance of Learners children in Old YRs has increased by 4.99% from year 2022 to year 2023
	Baseline Assessment 2022-23 (Old YRs- Advancers)	STEEAM Performance of Advancers children in Old YRs has decreased by 2.99% from year 2022 to year 2023
	Baseline Assessment 2022-23 (New YRs- Tenderfeet)	STEEAM Performance of Tenderfeet children has increased by 18.04% from year 2022 to year 2023
	Baseline Assessment 2022-23 (New YRs- Learners)	STEEAM Performance of Learners children has increased by 10.28% from year 2022 to year 2023
	Baseline Assessment 2022-23 (New YRs- Advancers)	STEEAM Performance of Advancers children in New YRs has decreased by 2.57% from year 2022 to year 2023

Impact Assessment- SEPEt	YR SEPEt Performance	Children have scored 82% in the Teacher Student Relationship component of SEPEt Impact Assessment
	YR 6S Performance	Old YRs performance in 6S is 5.64% more than New YRs
School Inclusion 2022-23	School Mainstreaming	58 children got admission into government and private schools as part of Yellow Rooms' school inclusion program. 24 of these children were admitted into private schools through RTE while 34 children were admitted to Government school
	Sarthak Scholarship Continuation	138 Children are continuing Sarthak Inclusion School Scholarship
School Performance	Average % of Children	New YRs children performed 4.76% more than old YR children
<b>Project- RTI Sarthak Gurukul</b>		
Impact Assessment- FLN	NAT- Gurukul >90% (Grade A+)	As per District Data of Lucknow only 11% children have scored more than 90% (Grade A+) while in Gurukul 33.71 % children have scored more than 90% (Grade A+)
	NAT- Gurukul Between 75-90% (Grade A)	As per District Data of Lucknow only 15% children have scored more between 75-90% (Grade A) while in Gurukul 25.71% children have scored between 75-90% (Grade A)
	Baseline Assessment 2022	Baseline/ STEEAM Performance (Average %) of all the classes is 62.29% while the highest performance has been 74.73% of Class 3rd
	Annual Assessment 2023	Annual/ STEEAM Performance (Average %) of all the classes is 63.67% while the highest performance has been 90.12% of Class Nursery
Impact Assessment- FLN	Gurukul SEPEt Performance	Children have scored 86.52% in the Teacher Social Awareness component of SEPEt Impact Assessment

<b>Project- Sarthak Resilience Incubator (SRI)- 2022-2023</b>		
	Skill Development	150 soon to graduate girls underwent mindset change and skills training to get a job
		These 150 girls along with expert trainers further trained 2250 girls during the project period
Impact of the Project- SRI	Internship/Placement Opportunity	42 girls of SRI project got placed organizations at - Aashman Foundation, Nerdy Grad, Lehen, InAmigos, Lernx, Aditya Birla Capital, Almighty Solutions, Tech Domain, Connective9 Media Labs Pvt. Ltd etc.
<b>Project- Sarthak Yellow SLATEs</b>		
Impact of the Project- Yellow SLATEs	Infrastructure & Facilities introduced in Yellow SLATEs during FY 2022-23	Set Up Digital Laboratory (For Classes I - VIII)
		<b>Refurbishing School Infrastructure:</b> - Painting of classroom - Tiled flooring of classrooms - Construction of Girls Toilet block and repair of existing toilets - STEM Lab has been set up in school with functional science models and pictorial charts - Renovation of the entire school

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## About Sarthak Foundation

*“We want a world full of laughter and joy for its children. We want a world that is kind to its children.”*

Sarthak Foundation started with the belief that no child should be left behind for being born in economic and social disadvantage. With a vision to have **Happy Empowered Children**, Sarthak Foundation reaches out to children to make them self-sustainable through education, socio-emotional strengthening and skills so that they are able to break out of abject poverty

In FY 2022-23, we reached out to more than 5000 beneficiaries. 76% of these beneficiaries were girls, who are the most vulnerable to dropping out of education.

We currently run the following projects:

1. **Sarthak Yellow Rooms** (currently in 20 slums of Lucknow, Noida, Sitapur and Barabanki)
2. **RTI Sarthak Gurukul** (formal rural school based on the Yellow Rooms model of happy inclusive education, attended by children from 32 villages in Sitapur)
3. **Sarthak Resilience Incubator** (one year programme to provide employability skills and opportunities to young girls 2022 -2023)
4. **Sarthak Yellow SLATEs** (mini Yellow Rooms intervention in government schools in Shahjahanpur)

## UNDP Sustainable Goals



Through our projects, we cater to the above mentioned UNDP Sustainable Development Goals.





## Project Beneficiaries in FY 2022-23

Beneficiaries FY 2022-23		
Projects	Direct beneficiaries	Indirect beneficiaries
Yellow Rooms	2361	9444
Gurukul	480	1920
Sarthak Resilience Incubator	2400	9600
Yellow SLATEs	(Infrastructure only in 2022-23)	

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## Project Details

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### 1. Sarthak Yellow Rooms

*“Yellow Rooms are the heart of our work. Situated right in the middle of the community, the Yellow Rooms work for years and become engines of transformation. We think that Yellow Rooms are magic.”*

Yellow Rooms are a long term, in-depth and immersive intervention that aims to turn children from very marginalized backgrounds into complete and well-rounded human beings by taking education and emotional and physical wellness to their doorsteps. Our Yellow Rooms are not just centres where a child goes to get a free class but they act as **permanent safe spaces** right in the middle of their SEDG communities. The Yellow Rooms are completely free of cost for the children and the community. The Yellow Rooms not only run classes for Science, Maths and English, but they also put equal stress on health, hygiene, industry exposure, nutrition, gender awareness and gender equality, general knowledge, communication and etiquette. The Yellow Rooms also undertake community outreach and parent counselling activities and establish long-lasting roots in the slums.

The Yellow Rooms run following programs:

- STEEAM
- SEPEt
- School Inclusion Sponsorship
- Skill and Empower Program (Digital Lab)

We currently run **20 Yellow Rooms in 4 districts** of UP and have close to 2200 children. 56% of these are girls.

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## What Yellow Rooms Do?

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The children coming to the Yellow Rooms hail from very poor living conditions. These children and their families lack basic amenities and rights like quality education.

At Yellow Rooms, we conduct regular classes for children and community outreach activities and counselling sessions for parents. A lot of stress is laid on all-round development of children by focusing not only on Science, Maths and English but also on health, hygiene, nutrition, gender awareness and gender equality, general knowledge, communication and etiquettes. By taking education and emotional wellness through Yellow Rooms to their doorsteps we actually become part of the community.

Before setting up the Yellow Rooms, we conducted a detailed survey to understand the demography and the communities. After the survey, we conduct the ASER Test which is used to segregate the children age wise into the four groups of Tenderfeet, Learners, Advancers and Aspirers. We have a process of 55 days of setting up a Yellow Rooms during which we conduct baseline evaluations, orientation of children, educator sensitization and training for working in a slum. Children undergo Maths, Science and English classes. This is done through physical and digital mode. Gratitude workshop and Pay it Forward discussions are conducted. Sessions on financial literacy are organised for the parents of the children.

A lot of activities, classes, workshops and assessments were conducted in the Yellow Rooms in FY 2022-23. Below is an account of the sessions and activities carried out under the Yellow Rooms programme:

### **1) STEEAM (Science, Technology, Engineering, Expressions, Arts and Mathematics):**

- Linguistic, Communication, Numeracy and Scientific Skills
- Digital Learning
- Art, Craft, Music, Dance
- Indoor Games and Outdoor Sports

### **2) Sarthak School Inclusion:**

- Second year onwards, we enrol children coming to Yellow Rooms into formal schools through scholarships.
- We monitor their school attendance, performance and facilitate their completion of education.

### **3) Skill and Empower – Digital literacy**

Yellow Rooms provides digital literacy and computer training to children in classes 11th and 12th. The aim is to provide them with employability skills. As part of this programme, children are trained in:

- Practical working of Microsoft Word, Powerpoint and Excel
- Concept of Computer Course (CCC) - mandatory for government jobs.

#### 4) SEPET (Socio-Emotional, Physical Ethical):

- Values, Behaviour and Civic Sense
- Gender Rights and Social Issues
- Life Skills and Corporate Exposures
- Food & nutrition, Clothes and Counselling

Social and emotional learning (SEL) is an integral part of education and human development. The aim of the SEPET elements is to shape these children into adults who can apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

As part of SEPET programme following activities and sessions are conducted:

- Indoor games and regular yoga of children across all the batches.
- Digitalisation of Yellow Rooms
- Distribution of stationery, books, notebooks, bags, uniform, shoes and socks
- Clean and safe drinking water for all
- Nutrition such as bananas and horlicks.

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## Implementation of STEEAM and SEPET Programmes in Yellow Rooms

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Four batches run in Yellow Rooms - Tenderfeet, Learners, Advancers and Aspirers - which have been formulated based on the learning levels of the children. Following STEEAM sessions and SEPET activities were conducted for the children throughout the year 2022-23.

### A) Total STEEAM Sessions/Periods in Yellow Rooms- 2022-23

*\*One session is equivalent to 1 hour of learning*

STEEAM Sessions in YRs- 2022-23			
Sr. No.	Subject	Old YR (9)	New YR (11)
1	English	3948	2742
2	Maths	6063	4447
3	EVS/Science	2914	2134
4	Story	4606	3420
5	Yoga	1457	1067
6	Drawing	1457	1067
7	Games	1457	1067

## B) Total SEPEt Activities in Yellow Room- 2022-23

\*Nature and frequency of SEPEt Activities is mentioned under specification section below table

<b>SEPEt Activities- Yellow Rooms Year-2022-23</b>				
<b>Basic Information</b>			<b>Old YRs (9)</b>	<b>New YRs (11)</b>
<b>Sr. No.</b>	<b>Activity</b>	<b>Specification</b>		
1	Parent Counselling and Meetings Sessions	Number of Months	79	44
2	Children Counselling Sessions	Number of Sessions (Individual and Group)	509	430
3	Festival Celebrations	Number of Celebrations	63	53
4	Workshops	Number of Workshops	26	19
5	Mentor Mentee	Number of Weeks	260	73
6	Padho Padhao	Number of Weeks	221	8
7	Children Committee Meetings	Number of Weeks	307	192
8	Parent Teachers Meeting	Number of Meetings (School Inclusion)	31	NA
9	Distributions (Clothes, Stationery, Birthday celebrations and more)	Number of Distributions	71	69
10	Nutritional Requirements	No. of banana distribution drives - 15 times in a month X Number of (average) months	10	4
11	Horlicks Distribution	Number of Units	352	198
12	Newspaper Reading	Number of average Months (For Aspirers Batch only)	6	NA
13	Health Camp	Number of Camps (General or Dental)	2	0
14	Parallel Preparation of Residential School Entrance Exams	Number of Months (Navodaya, Vidyagyan, Avasara)	2	2

15	Drinking Water Distribution	Number of Average months	8	4
16	Human Value Award	Number of Children Selected	4	NA
17	Happy Feet	Number of Events	5	NA
18	Exposure Activities	Number of Activities	24	0
19	Basic Computer Skills Sessions	Number of average Weeks (for each YR)	36	NA
20	Educator Training Sessions	Number of Sessions (4 sessions for each YR)	36	44

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## Impact Assessment of the Project- Yellow Rooms

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- Today, nearly 98% of children in the age group of 6 to 14 years are enrolled in school. Despite this high enrollment rate, the learning levels and outcomes of Indian children remain very low.

(Source: Annual Status of Educational Report)

- This has created a global learning crisis that starts at an early age, underscoring the need for a strong foundation in literacy and numeracy skills in order to ensure that every child has an equal opportunity to succeed.
- In order to identify the learning levels of the children coming to Yellow Rooms we conduct ASER, NAT and Baseline Assessment/examinations every year.

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## Foundational Literacy and Numeracy Assessment

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### **Annual Status of Educational Report (ASER) - 2022**

ASER stands for Annual Status of Education Report. This is an annual survey that aims to provide reliable annual estimates of children's schooling status and basic learning levels for each state and rural district in India. ASER has been conducted every year since 2005 in almost all rural districts of India. Children in the age group 5-16 are tested in basic reading and basic arithmetic.

At Yellow Room, we determine the learning levels of children using the ASER test and accordingly divide them into batches - Tenderfeet, Learners and Advancers.

## ASER in Yellow Rooms for Age Group 8-13 years- Literacy

### Highlights:

As per State Data of Uttar Pradesh, the Reading level of the 8-13 years children is **below 5%** while in our old and new yellow rooms, it is significantly **high as 27%** of children can read a story in Hindi and **19%** of the children can read in English.

The below table shows the comparison of the learning level of YR children to State Data of Uttar Pradesh for the year 2022 in the domain of Literacy- Hindi & English.

ASER Age Group:8-13 years Reading Level-Language (% of children) Yellow Rooms- Year 2022						
Level	State Data Uttar Pradesh Hindi	State Data Uttar Pradesh English	Old YRs Hindi	Old YRs English	New YRs Hindi	New YRs English
Not even Letters	43.40%	47.30%	26.61%	23.78%	30.39%	36.38%
Letters	38%	22.50%	19.21%	29.61%	19.53%	31.02%
Word	9.60%	22.00%	16.22%	17.48%	11.97%	11.97%
Paragraph	4.40%	6.00%	10.87%	9.92%	13.23%	7.72%
Story	4.70%	2.30%	27.09%	19.21%	24.88%	12.91%

*\*State Performance Source - Annual Status of Education Report (Rural) 2022*

## ASER in Yellow Rooms for Age Group 8-13 years-Numeracy

### Highlights:

As per State Data of Uttar Pradesh, The children of age group (8-13) years can perform division is **5.10%** while in our old and new yellowrooms it is 14 % and 10% respectively.

The below table shows a comparison of the learning level of Old YR children to State Data of Uttar Pradesh for the year 2022 in the domain of Numeracy- Subtraction and Addition.

ASER Age Group:8-13 years Maths Level-Numeracy (% of children) Yellow Rooms- Year 2022					
YR	Beginner	No. Recognition (1-9)	No. Recognition (10-99)	Subtraction	Division
State Level Data (Uttar Pradesh)	37.30%	37.60%	19.20%	11.30%	5.10%
Old YRs	16.69%	17.80%	29.61%	21.10%	14.80%
New YRs	19.84%	21.26%	29.92%	18.11%	10.87%

## NIPUN Assessment Test (NAT)- Yellow Rooms

NIPUN stands for National Initiative for Proficiency in Reading with Understanding and Numeracy. The vision of the NIPUN Bharat Mission is to create an enabling environment to ensure the universal acquisition of foundational literacy and numeracy.

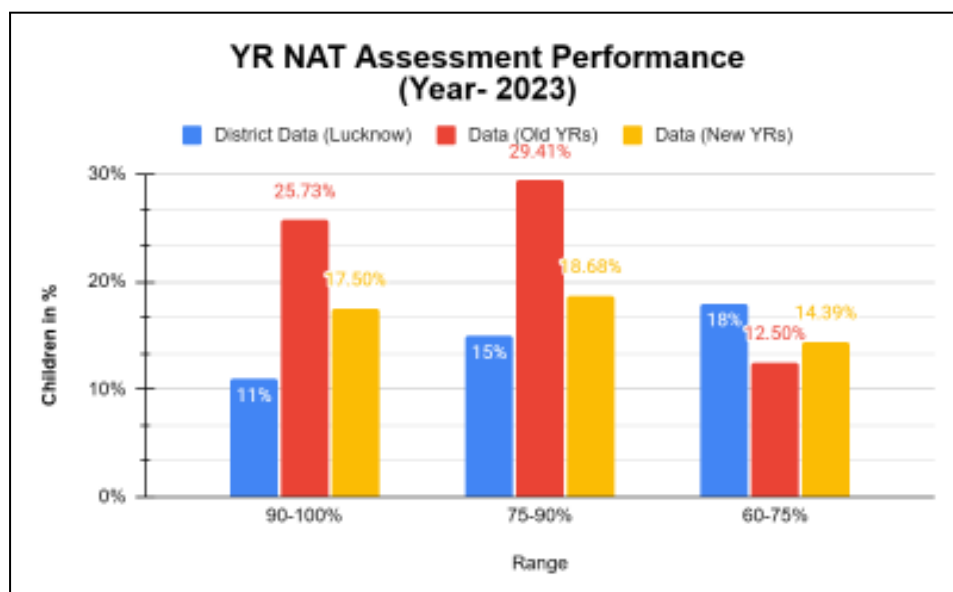
### Highlights:

We have conducted the same exam paper of the NIPUN Assessment for class 1st and 3rd children in our old and new yellow rooms. **67.64%** of our children have secured more than **60%** marks which is **16%** more children than Lucknow data.

The table and related graph given below show the comparison of NAT 2022 results between District Lucknow Data and Old Yellow Rooms Data.

NAT Assessment- Old YRs (Year- 2023) Class- 1st - 3rd (% children)			
Range	District Data (Official-Lucknow)	Data (Old YRs)	Data (New YRs)
90-100% (Grade A+)	11%	25.73%	17.50%
75-90% (Grade A)	15%	29.41%	18.68%
60-75% (Grade B)	18%	12.50%	14.39%
Below 60 %	56%	32.36%	42.43%

\* District performance source -29L students clear NIPUN assessment - Times of India 13 January 2023



## **Baseline Assessment 2022-23- Yellow Room**

The purpose of Baseline Assessment is to assess the learning levels and skill development w.r.t. children's age. **Our pedagogy and curriculum has been tailored according to the NCERT syllabus for the development of Foundational Literacy and Numeracy (FLN) and bring them to Age Appropriate Learning.**

This Assessment helps us to take the right course of action to design curriculum, and make necessary pedagogical changes in the process so that a customized need based, learning level appropriate teaching methodology can be adopted to improve their learning level by upskilling their foundational skills. Each and every child enrolled is assessed through this depending upon their batch.

One of the other objectives of conducting Baseline Assessment is to assess the learning skills of children of all the batches as per the given table. Questions based on these skills are included in the Baseline Assessment.

Skills covered in Baseline Assessment

Hindi	Maths	EVS/Science	English
Reading Comprehension	Mathematical Operations	Observation	Reading Comprehension
Writing Comprehension	Analytical	Classification	Writing Comprehension
	Problem solving	Measurement	
	Reasoning		
	Critical Thinking		

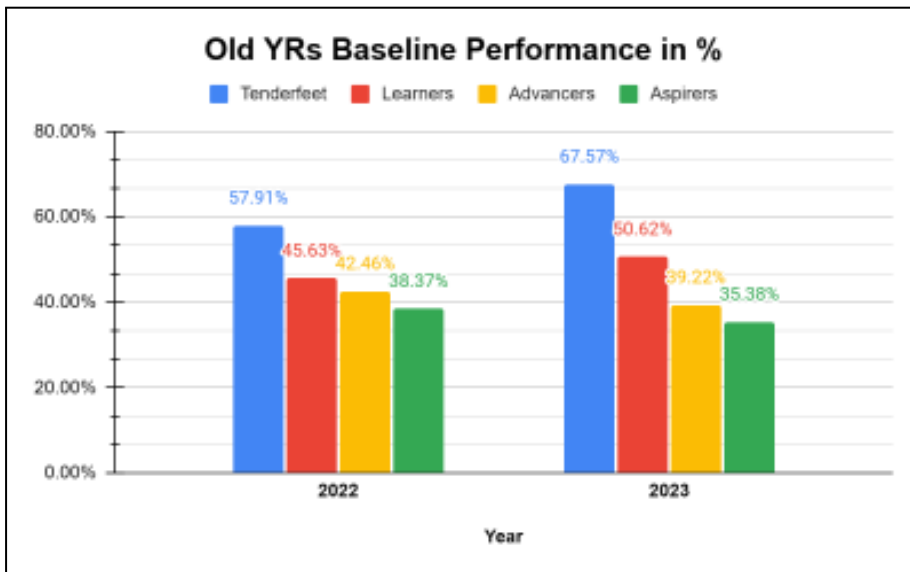
### **A) Old Yellow Rooms**

#### **Highlights:**

The children of Tenderfeet and learners batch whose learning levels are corresponding to class of pre primary and primary respectively have shown significant improvement from the last years performance. It is **10%** and **5%** more marks than the 2022 years average marks.

The below graph shows a comparison of Baseline Assessment Result in Old YRs between years 2022 and 2023.



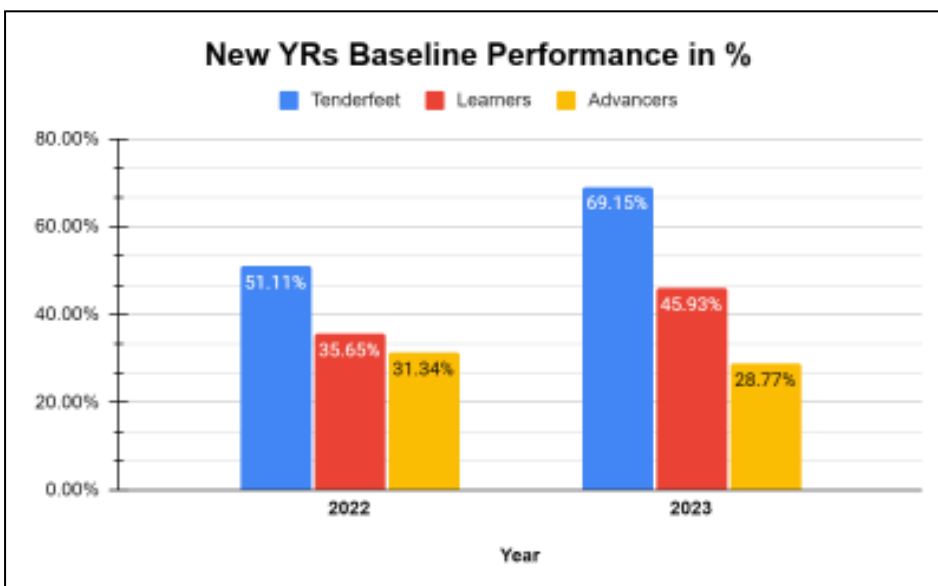


## B) New Yellow Rooms

### Highlights:

The children of Tenderfeet and learners batch whose learning levels correspond to a class of pre-primary and primary respectively have shown significant improvement from last year's performance. It is **18%** and **10%** more marks than the 2022 year average marks.

The below graph shows the comparison of Baseline Assessment Results in New YRs between the years 2022 and 2023.



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## SEPEt Impact Assessment- YR

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### YR SEPEt Performance

SEPEt assessment and performance calculation parameters are based on the designs by Researchers at the Harvard Graduate School of Education. The six elements on which assessment is being done are an integral part of children's growth and we also cover those in our SEPEt programme. The assessment is done in the form of a survey and it has various questions on which children have to provide ratings from 1 to 5 where 1 is the least and 5 is the highest. This assessment is done to see how the following elements of the survey have been affected by coming to the yellow rooms.

#### **Highlights:**

Relationships between teachers and students have shown the highest percentage of children have given ratings 4 and 5. One of our core values is also Teacher Student Relationship and this survey has strengthened our practices.

The following table represents a quantitative analysis of SEPEt Elements for the YRs.

<b>YR SEPEt Assessment- 2022-23 (% of children)</b>									
Level	Grit	Growth Mindset	Self Management	Social Awareness	Self Efficacy	Yellow room Belongingness	Yellow room Safety	Yellow room Climate	Teacher Student Relationship
Highest Level (4 and 5)	68%	60%	62%	65%	57%	66%	54%	67%	82%

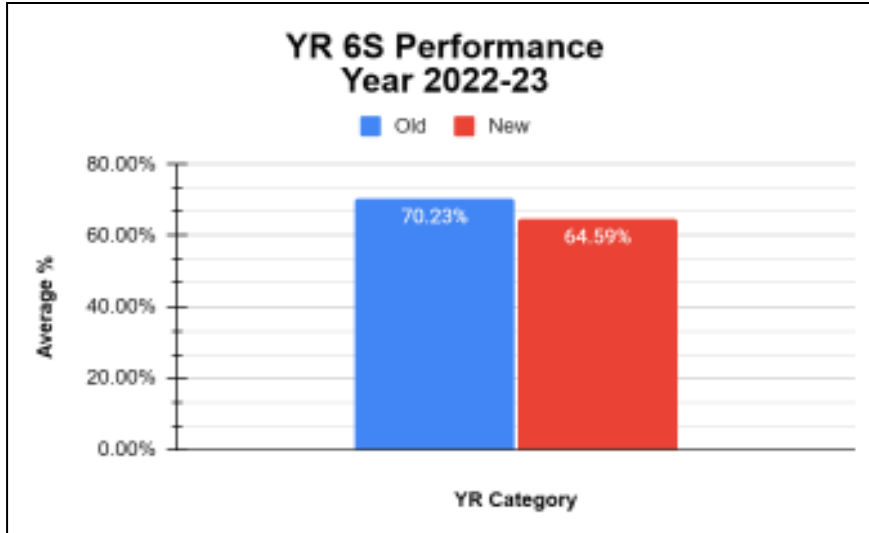
### YR 6S Performance

6S is a set of methodologies and tools for process improvement to achieve improved program functionality and better quality control by identifying and then correcting mistakes or defects in existing processes. Contextualised 6S for the Yellow Room Project is-

1. S1- Set in Order
2. S2- Shine
3. S3- Standardize
4. S4- Sustain
5. S5- Special Role of Educator
6. S6- Special Role of Program Coordinator

**Highlight:** Old YRs performance in 6S is **5.64%** more than New YRs.

The table shows the average percentage of 6S for old and new YRs for 2022-23.



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## School Inclusion 2022-23

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In FY 2022-23, 58 children got admission into government and private schools as part of Yellow Rooms' school inclusion program. Twenty-four of these children were admitted into private schools through RTE, and 34 children were admitted to Government schools- there were school drop-outs who were re-enrolled into government schools to ensure continued education. We monitor children's performance and attendance both at school and YRs.

### A) School Inclusion- Enrollment

**Highlight:** As a part of this program we ensure children who are not enrolled in schools we make them part of government schools while the children who are performing well in yellow rooms and schools, we give them scholarships and admit them into good private schools. We also fill out forms of RTE and ensure children get their right of compulsory education for free.

The table given below represents the number of children who were admitted into Government and Private Schools respectively

School Inclusion 2022-23 Number of children admitted				
Sr. No.	YR Name	Private	Govt	Total
Total		24	34	58

## B) School Inclusion- Scholarship

**Highlight:** 138 Children are continuing Sarthak Inclusion School Scholarship.

The following table shows the number of children who are already admitted to a Private School through the Sarthak School Inclusion Scholarship and have been continuing in the academic year 2022-23.

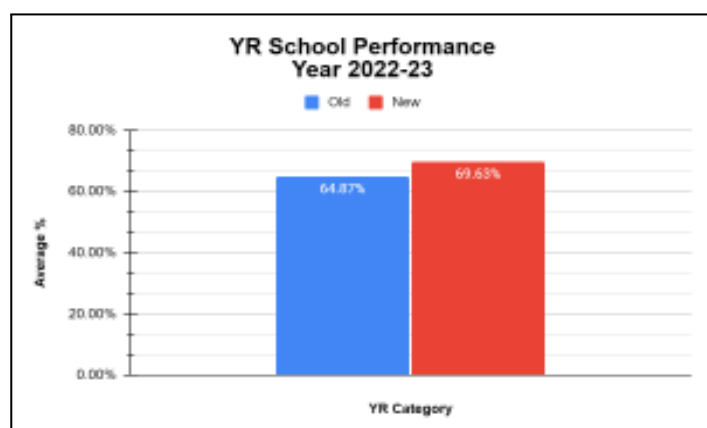
School Inclusion Scholarship Status	
Year	No. of Children continued
2023	138

## YR School Performance

**Highlight:**

Our children are getting more than 60% in their school exams. Which has improved progressively in the years when they have joined the schools for the first time.

The below illustration represents the average percentage of school marks of old and new YRs children who are enrolled in school( Govt. or Private) and have been attending classes at Yellow Room as well.





## 2. RTI Sarthak Gurukul

Sarthak Gurukul is a model rural school that incorporates all the elements of a Sarthak Yellow Rooms into the formal rural school structure. Sarthak Gurukul offers marginalised children from poor rural backgrounds equitable, happy, gender-sensitive, well structured and digitally aided formal education at minimal cost.

Located in Sonari village in Sitapur district, Gurukul is attended by 480 children from 32 villages.

In Sarthak Gurukul, children get:

- Gender equitable and gender-sensitive environment
- Instruction that breaks caste consciousness and caste barriers
- Smart pedagogy using a mix of in-person and digital instruction
- Physical fitness, yoga and sports with equal participation of girls
- Practical life skills orientation
- Very high attendance rate
- **Regular PTMs with mother-participation growing from 10% to 90%**

Gurukul has spacious classrooms for facilitating interactive learning of children. It has separate toilets for boys and girls. Children have access to clean drinking water and play areas. Gurukul also has a basketball court and promotes gender-inclusive sports among children.

Apart from this, Gurukul has two labs-

1) Digital Lab: This school has a digital lab with 35 desktops which is accessible not only to the students but also to the youth of the neighbouring villages.

2) Science Lab: Students have access to a science laboratory which houses functional science models.



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## Implementation of STEEAM and SEPET Programmes in Gurukul

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### A) Total STEEAM Sessions/Periods in Gurukul- 2022-23

*\*One session is equivalent to 35 minutes of learning*

Following STEEAM sessions and SEPET activities were conducted for the children throughout the year 2022-23.

Number of STEEAM Sessions in Gurukul 2022-23		
Sr. No.	Subject	Average Number Sessions in
1	English	1800
2	Science	1800
3	Maths	1800
4	Hindi	960
5	Sanskrit	840
6	Social Science	360
7	Art & Craft	1632
8	Poem	216
9	Communication	840
10	Yoga	1080
11	Sports	1800
12	Computer	588

### C) Total SEPET Activities in Gurukul- 2022-23

*\*Nature and frequency of SEPET Activities is mentioned under specification section below table*

<b>SEPET Activities of Academic Year-2022-23</b>			
<b>Gurukul</b>			
<b>Basic Information</b>			<b>Sarthak Gurukul</b>
<b>Sr. No.</b>	<b>Activity</b>	<b>Specification</b>	
1	Parent Counselling and Meetings Sessions	Number of Months	5
2	Children Counselling Sessions	Number of Sessions (Individual and Group)	149
3	Festival Celebrations	Number of Celebrations	6
4	Mentor Mentee	Number of Weeks	36
5	Children Committee Meetings	Number of Weeks	44
6	Distributions (Clothes, Stationery, Birthday celebrations and more)	Number of Distributions	26
7	Nutritional Requirements	No. of banana distribution drives - 15 times in a month X Number of months	8
8	Parallel Preparation of Residential School Entrance Exams	Number of Months (Navodaya, Vidyagyan, Avasara)	2
9	Drinking Water Distribution	Number of Average months	12
10	Human Value Award	Number of Children Selected	1
11	Basic Computer Skills Sessions	Number of average Weeks	23
12	Educator Training Sessions	Number of Sessions	4



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## Impact Assessment of the Project- RTI Sarthak Gurukul

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### **A) NIPUN Assessment Test (NAT)- RTI Sarthak Gurukul**

NIPUN stands for National Initiative for Proficiency in Reading with Understanding and Numeracy. The vision of the NIPUN Bharat Mission is to create an enabling environment to ensure the universal acquisition of foundational literacy and numeracy. The NIPUN Bharat program was launched on 5 July 2021.

#### **Highlights:**

We have conducted the same exam paper of the NIPUN Assessment for class 1st and 3rd children in our old and new yellow rooms. 85.71% of our children have secured more than **60%** marks which is **almost double** what the children of Lucknow are getting.

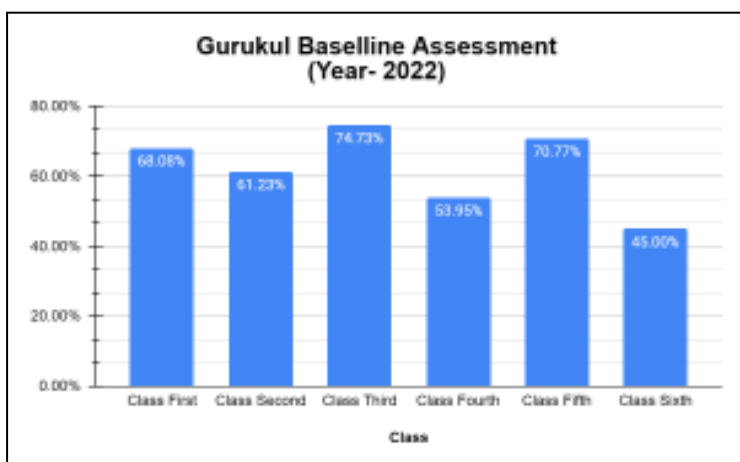
The table and related graph given below show a comparison of NAT 2022 results between District Lucknow Data and Gurukul.

<b>Gurukul NAT Assessment Performance in % (Year- 2023)</b> <b>Class- 1st - 3rd (% children)</b>		
<b>Range</b>	<b>District Data (Official-Lucknow)</b>	<b>Data (Gurukul)</b>
90-100% (Grade A+)	11%	33.71%
75-90% (Grade A)	15%	25.71%
60-75% (Grade B)	18%	26.29%

### **B) Baseline Assessment 2022 - RTI Sarthak Gurukul**

**Highlights:** STEEAM/ Baseline Performance (Average %) of all the classes is 62.29% while the highest performance has been 74.73%- of Class 3rd.

Below graph shows class-wise average percentage of children of Gurukul for the year 2022 in Baseline Assessment.



### **C) Annual Assessment 2023 - RTI Sarthak Gurukul**

**Highlights:** STEEAM Performance (Average %) of all the classes is 63.67% while the highest performance has been 90.12%- of Class Nursery.

Below graph shows class-wise average percentage of children of Gurukul for the year 2023 in Annual Assessment

<b>Gurukul STEEAM Performance- Annual Assessment (Year- 2023)</b>		
Class	Number of Children	Overall %
Class Nursery	53	90.12%
Class LKG	45	79.46%
Class UKG	38	75.32%
Class First	45	61.70%
Class Second	46	65.43%
Class Third	79	56.70%
Class Fourth	34	62.51%
Class Fifth	41	44.55%
Class Sixth	33	50.13%
Class Seventh	28	50.72%

### D) SEPET Impact Assessment- Gurukul

SEPET assessment and performance calculation parameters are based on the designs by Researchers at the Harvard Graduate School of Education. The six elements on which assessment is being done are an integral part of children's growth and we also cover those in our SEPET programme.

**Highlights:** Children have scored **86.52%** in the Teacher Social Awareness component of SEPET Impact Assessment.

Following table represents a quantitative analysis of SEPET Elements for Gurukul.

Gurukul SEPET Performance (Year 2022-23) (% of children)						
Gurukul	Grit	Growth Mindset	Self Management	Social Awareness	Self Efficacy	Gurukul Safe Space
Class 6 and 7	82.84%	83.19%	79.67%	86.52%	73.21%	81.10%







### 3. Sarthak Resilience Incubator (SRI 2022-2023)

The project aimed to transform the lives of girls from marginalized backgrounds who have been brought up to be financially and socially dependent on men and groomed for the roles of a wife and mother. **150 soon to graduate girls underwent mindset change and skills training to get a job.** These 150 girls along with expert trainers further trained 2250 girls during the project period. This created a change in communities where girls can now start to dream about a violence free, independent and fulfilled life.

Beneficiaries: Girls between 16-21 years of age

Demography: Economically and socially marginalised communities

Number of Beneficiaries: Direct Beneficiaries - 2400 Indirect Beneficiaries - 9600

Contact hours: **242 hours for 150 beneficiaries and 80 hours for 2250 beneficiaries.**

Duration of the Project: One year (2022-23)

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#### Sarthak Resilience Incubator Activities

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Table given below represents the frequency nature of activities conducted through SRI project.

Activities Conducted with Level 1 - Sarthak Resilience Incubator Year- 2022-23			
S.No.	Header	Frequency	Activities / Workshops
1	Orientation	3	Orientation on Project objective and activities
2	Gender Workshops	5	Gender and Sex
			Understanding Gender Stereotypes
			Gender and Violence
			Gender and Health
			Sexual Harassment/ POSH Act 2013
3	Corporate Workshops	3	Resume building, mock interviews and career opportunities
			Resume building, interview preparation, mock interviews, on the spot interview by Novotel, Beekay Motors and Sarthak Foundation for Placement Cell
			Resume building, commonly asked questions in interviews
			Mock interviews -Interview Hurdle Race

			Elevator pitch and mock interview -Interview Hurdle Race
4	Corporate Exposure Visits	2	Times of India Press
			Fairfields by Marriott
			Certificate Distribution Ceremony
5	Content Development	3	Developed and distributed 3 booklets having titles- 1- Gender Awareness 2- Basic Financial Literacy and Business Acumen 3- Government Policies and Entitlements for Girls and Young Women

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### Impact of the Project- SRI

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Table given below represent number of beneficiaries for

S. No.	Particular ( Certificate, Internship, Exam Passed)	No. of Beneficiaries
1	NSDC Course completion certificate received by Level 1 (STEP Leaders)	174
2	ADM (Advanced Digital Marketing) Course by Level 1 (STEP Leaders) (Completed)	179
	ADM (Advanced Digital Marketing) Course by Level 2 (First STEP) (Completed)	150
3	Soft Skills Course by Level 1 (STEP Leaders) (Completed)	179
4	CCC (Course on Computer Concepts) Course free training and course content provided to Level 1 (STEP Leaders) (Completed)	179
	Level 1 (STEP Leaders) & Level 2 (First STEP) enrolled for CCC exam by NIELET	229
5	BDM (Basic Digital Marketing) Course by Level 2 (First STEP) (Completed)	2400
6	Internship/ Placement	42

*\*The girls of SRI project got placed at -*

Aashman Foundation, Nerdy Grad, Lehren, InAmigos, Lernx, Aditya Birla Capital, Almighty Solutions, Tech Domain, Connective9 Media Labs Pvt. Ltd., Sarthak Foundation, Tachyon Broadband, Viral Fission, Safalta Education Pvt. Ltd., Quess Corp Limited, Beekay Motors, Invention Digital Marketing Pvt. Ltd., Taare Zameen Foundation, Adealise, AK Infra Reality Developer, Paruls Gramophone, Festival of Cultural Ecology, LearningShala, Shining Star Institution & Travels Pvt. Ltd, Muskurahat Foundation, Webkolek, Logelite, Pehchaan the street school, Rent Sewa, Prep Dance Tutorial, Agies Startek Pvt Ltd, Rang Infosoft Pvt. Ltd., Boddhi Tree Foundation.



#### **4. Sarthak Yellow SLATEs (Sciences, Languages, Arts, Theater and Ethics)**

**This year, we are bringing our Yellow Rooms slum intervention model into the government school system of UP. We call this project - Yellow SLATEs.**

The government primary and secondary schools of UP suffer from very low learning levels as shown in the 2022 ASER report. For instance, only **16%** of standard III children in government schools of UP are able to read a standard-II level text. The school pedagogy is of very bad quality, rife with teacher absenteeism, corporal punishment and no focus on Social Emotional Learning. Many children of even class VIII have **never seen a computer or held a smartphone**. These children are at a distinct competitive disadvantage and even if they do manage to complete their education, they will find it difficult to compete with children from better schools.

Government schools of UP serve the **poorest and most marginalised children**, because even among the poor, those who are economically even marginally better, will get their kids admitted to low-fee-private schools that at-least offer regular classes. There is an urgent need to intervene in the government school system of UP so that the playing field gets a little more levelled and the future of the most marginalised of children is not lost.

The Yellow Slates project introduces a **mini yellow room inside the government school** premise. But it is unique in its approach to pedagogy because we will use the element of **theatre** in the Yellow Slates class instruction.

The focus of the Yellow Slates project is threefold:

- 1) improving fundamental numeracy and literacy of the children; and
- 2) improving their communication skills, confidence, feeling of belongingness & community and awareness of and pride in their cultural heritage (Sarthak's custom **Naitik Shiksha Curriculum**)
- 3) exposing the children to digital learning

Each Yellow Slate will serve **500 to 800 children per school** depending on the size of the school. We are currently piloting this model in 4 government schools in district Shahjahanpur in UP, India.



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## Impact of the Project- SLATE

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### Infrastructure & Facilities introduced in Yellow SLATEs during FY 2022-23

Location: Government Composite School, Rauza Balliya, Shahjahanpur

- 1) Digital Laboratory (For Classes I - VIII)
- 2) Refurbishing School Infrastructure:
  - Painting of classrooms: The classroom walls have been transformed into Educational Walls, aligning with the objectives of NIPUN Bharat to enhance learning outcomes.
  - Tiled flooring of classrooms : Leveling of ground and installation of tiled flooring in classrooms.
  - Construction of Girls Toilet block and repair of existing toilets.
  - Science Laboratory: STEM Lab has been set up in school with functional science models and pictorial charts demonstrating and explaining various experiments.
  - Renovation of the entire school : The beautification of the school aims to enhance its visual appeal, creating a motivating environment that encourages regular attendance among children.



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## CASE STUDY

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### 10 YEARS OF SOCIO, EMOTIONAL, PHYSICAL AND ETHICAL STRENGTHENING OF OUR CHILDREN

#### Introduction

“ I measure the progress of the community by the degree of progress which women have achieved” – Dr **Bhim Rao Ambedkar**

This year Sarthak has completed 10 years of its being. A decade of resilience, hard work and togetherness. These things are non-quantifiable but we have attempted to take you through the life of two girls who have been with us for the last 10 years. The changes in their lives will tell you about the persistence, practices and processes which Sarthak has devised to take these communities out from abject poverty.

X(Nashra)and Y(Sudha) are two girls who have been in the Yellow Rooms of two different communities which are culturally different. X belongs to a Muslim dominated community whereas Y belongs to a Hindu dominated community. The challenges of both the communities are very similar.

X(Nashra )has a total of seven members in the family. When X was around 3-4 years old, she used to stammer a lot and also had memory issues. Her family had accepted her fate. This situation had abstained her from getting her rights of survival, protection, participation and development. The challenge with this community is that girls are not allowed to move out of their homes often, not allowed to get a formal education and women are restricted to household chores. The girls in the long run have developed a very submissive, shy, passive and physically timid behaviour.

Y(Sudha) has a total of 9 members in her family. When Y was around 3-4 years her parents sent her to live with her aunt. From childhood, she had been told to hate boys. She was discriminated against by her colour. Her surroundings and family made her believe that girls are born to build families and do household chores. The girls in this community lack a safe space to grow, are low on growth and exposure mindset and are not at all being strengthened on their social and emotional health.

## The Challenge

The Uttar Pradesh report on UN Sustainable goals by MoSPI 2021.

S.No	Indicators	India	Uttar Pradesh
1.	Gross early childhood education enrolment	49.9	NA
2.	Gross enrolment ratio in upper primary education	68.99	58.26

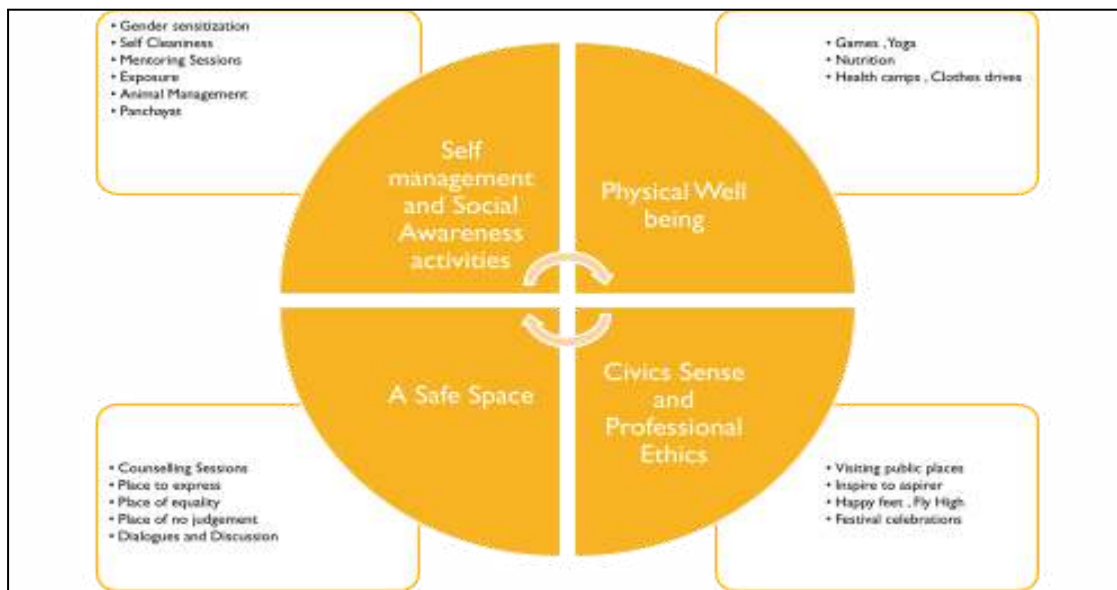
The situation becomes grave if we move towards girls in the above three parameters. These three are very basic parameters through which one can build a series of arguments on the situation of women in Uttar Pradesh. The other parameters were not measured and not even paid attention to. The problems in slums are much more grave since the population density in the slums is much higher than normal areas and a large family of 6-7 members resides in less than 150 square feet of area. The population in these areas does not have access to good quality education and are exposed to abuses, gendered crimes, child trafficking, early child marriages and child labour.

## The Process

Education is a matter of the heart. It requires highly motivated and sensitive individuals to really bring about transformation in such communities. We at Sarthak put children at the centre and design all the aspects which touch our children's lives. The children require three things on a constant basis - Encouragement, Support and Appreciation and Sarthak has carved this through its Yellow Rooms.

There are several steps which a child undergoes daily in Yellow Rooms -

- a) Emphasis on their individual qualities
- b) Chance to appreciate others and themselves
- c) Sensitisation to identify gender and other inequity
- d) Feeling safe and happy in the environment
- e) Expressing through Arts and Performances
- f) Space to open up about their feelings
- g) No judgment on their thought process
- h) Constant focus on mental and emotional health
- i) Exposures to build perspectives
- j) Stories sessions to build confidence, character building, sensitization and moral values.



## The Change

Nashra joined Sarthak in her Early childhood days and has chosen an attribute to live by - Lively. She loves making new friends and loves being cheerful. She has lived by it. Her community is conservative and doesn't allow girls to play around and be friendly with boys. She loves to be in the Yellow Rooms where she is with her friends and can express herself. Other children accept and respect her as she is. She takes part in almost all the activities being organised. She is a part of the mentor-mentee, padho-padhao and Animal management committee. These activities have shaped her into an empathetic and helpful person. She wants to be a doctor and help the people of her community who can't afford healthcare facilities. She also prepared a play regarding "Beti bachao and Beti padhao" for her community. She is a great admirer of Kshama (Our Founder) and wants to help all the girls of her community to get what she is getting in Yellow Rooms. This year she got 72% in class 7<sup>th</sup>.

Sudha joined Sarthak when she was 6 years old. She has chosen the attribute of being Creative. From childhood, she has been put into arts and crafts, outdoor activities – Dancing, visiting places, and given various responsibilities under Children's Panchayat in which she is responsible for checking the Happiness quotient of her Yellow Rooms. She is also learning hockey these days. All these activities have changed her a lot. She has friends now and shares her bad or good mood with us. She is focused on becoming a veterinary doctor. She has come a long way from being a silent, colour and financially conscious individual to a person who is confidently walking down the street, loving herself and accepting herself comfortably. She has been instrumental in changing her father's attitude towards her and other six sisters. She got 71% in her class 10<sup>th</sup> boards. She is in class 12<sup>th</sup> this year.

## OUR ASSESSMENT

We have assessed our children using a tool designed by Researchers at the Harvard Graduate School of Education on student competencies, support and the environment. Their performance is shown below in percentage. The six elements on which assessment was done

play an integral part in the growth of a child. Also we cover these elements in our SEPET programme.

S.No.		Nashra(Score%)	Sudha(Score%)
1	Grit	60	56
2	Growth mindset	67	67
3	Self-Management	70	62
4	Social Awareness	70	50
5	Self-Efficacy	72	64
6	Safe Space –Yellow room- Safety, Climate and Teacher-Student relationship	84	73

## **The Lesson**

In SEDG (Social Economic disadvantaged group) communities, children need long-term safe spaces like Yellow Rooms for their proper nurture and development. Educating a child is a complex matter. For years, we have to cultivate ways and methods to turn them into value centered human beings. As an Educator, we have to weave ways through which these complexities can be solved.

Sarthak Yellow Rooms functioning has created this process. Some of these transformations have been achieved in a span of 10 years and a lot more needs to be done. We have achieved a good score on safe spaces (mentioned above-got more than 80%). Surely in the coming years, things will keep getting better and children will be able to reach their full potential.

## **Way Forward**

We are now creating a strong practising curriculum which will create a space where different institutions can come together and carve out ways to develop a safe environment for children's survival, protection, participation and development.

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## **Indirect Impact of the Project**

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### **A) Social Impact:**

Based on continuous assessment of the needs of the community, we evolved our programme into one that not only educates children towards a financially independent life but also changes their mindset and widens their perspectives about different aspects of life so that they develop into confident, strong, undamaged young people with strong emotional intelligence. We practice and foster equality in gender, caste and religion and encourage children to practice the same. These are the social impacts that we aim to achieve through our programmes. Modelled around this vision, our programmes SEPET and STEEAM caters to:

- Enrolment of children, especially girls into education system
- Reduction in abuses against children, especially girls
- Development of value system and good social behaviour
- Physical and mental health among children.
- Sensitivity towards different genders, caste and religion
- Development of professional and digital skills

### **B) Economic Impact:**

The programme that we run is completely free of cost for the children and their parents. Parents are not charged even a penny for any materials that we provide to the children to aid smooth learning. We go over and beyond education and take care of their nutrition. We run drives to collect warm clothes and blankets for the families. We organised a session for the communities on financial literacy to make them aware about the importance of having a savings account and to apprise them about different government schemes that can be availed for economic benefits.

From second year onwards, we admit children, especially girls, into formal schools through Right to Education (RTE) and scholarships. This is another major economic impact that communities will see from second year, wherein they need not spend even a rupee towards the school education of their children. We will start the School Inclusion Programme in Noida Yellow Room from this financial year.

### **C) Environmental Impact:**

An important aspect of our work is to develop sensitivity in children for everyone and everything humans, animals or environment. This is not just a part of the curriculum but an integral part of our culture. Although, there has not been a direct environmental impact but indirectly children understood the importance of the environment, plants, trees and ways to protect it.

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## Testimonials(s) of Beneficiaries

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### 1) Sarthak Yellow Rooms



**Neha, Malhaur Yellow Room**

(Scored 88% in her Class 12 Board Examination 2023)

"Sarthak is my second home, my new family where I got to know the importance of education and aspects of life. Not only this, Sarthak has taught me humanity which everyone should have and changed my stereotypical thinking about gender. Gradually I am becoming a confident and independent girl. Everyday I get to know and learn which is possible just because of Sarthak. Thank you so much for loving me and giving me a wonderful educational platform."

### 2) RTI Sarthak Gurukul



**Akash, 8th Std RTI Sarthak Gurukul**

"In my previous school, they only focused on studies. At Gurukul, apart from regular school subjects we have classes for yoga, dance, singing, sports and arts. We are encouraged to explore various career opportunities. In the digital lab we learnt how to search about topics online. In the Library we can read books and increase our knowledge. I learnt about Extempore where we have to speak on a topic without prior preparation. I learn so many new things at Gurukul that were not taught in my previous school. My favourite subjects are Science and Mathematics. I want to become an IAS officer when I grow up."

I am part of the Animal Management Committee and the Plant Management Committee. My role is to feed the animals, prepare nests and water baths for birds. I also water the plants and ensure proper growth by adding appropriate quantities of manure to the soil."

### 3) Sarthak Resilience Incubator



**Asiya Mariyam Siddiqui, B.Com, Eram Girls Degree College**

I can't believe that this journey has come to an end. I had such an amazing time at all the workshops and corporate exposure visits. This whole experience has definitely made me a better person. I learnt so many things that I don't think I could have learnt anywhere else. I'm so grateful to Dell technologies and Sarthak foundation. This journey was filled with knowledge, a great and useful exposure to the real world. All the workshops have made me so much more

aware and attentive to the problems that women face. The courses have added digital competencies in me. I'm proud to be a part of something this extraordinary. I will never be able to forget this experience. Thank you once again for all the memories and wisdom.”

#### **4) Parent(s)**

**Maya Devi** , mother of Priya - a student at Abhay Nagar Yellow Rooms.

“It has been very convenient for us since it(Yellow Room) opened in the locality. Our child is studying in our locality. I feel very relaxed and safe, we have faith in you (Sarthak Foundation) and all of you put a lot of effort into our children. So, it's our duty to support you also. “

#### **5) Our Partners**

**Ms. Meher Amalsadiwala, Senior Executive, Viterra India.**

“My name is Meher and I am part of the CSR team of Viterra, India. We’ve been associated with Sarthak Foundation since 2019. I have known Kshama, Ashish and the entire team. Firstly I would like to congratulate them on completing ten successful years. The journey has been really lovely. We’ve been part of the journey since the last few years. They have done some outstanding work - starting with three children to almost 5000 kids is huge. And it’s completely commendable. The kind of quality education that they provide to the underprivileged sections of the society is really overwhelming. I met the kids today, I met them in 2019 also. The enthusiasm is just amazing. The zeal , the keenness to learn , the curiosity that they have , the questions that they ask you - it just amazes me. More than me telling them, I think what I learnt from them is even more. So, I am equally benefitting from this whole experience. I really thank Sarthak Foundation for having me here and I really wish them all the best for all their future endeavors and achieving much greater milestones.”

**Mr. Kiron Chopra, Chairman and MD, Chopra Retec Rubber Products Limited**

“Having closely followed the progress of Sarthak, I have been profoundly moved by your unwavering commitment to providing education to those who are less fortunate. Your dedication to empowering these children and equipping them with knowledge and skills both educational and social, is beyond commendable.

Education is a powerful tool that has the potential to break the cycle of poverty and transform lives. By offering these children access to quality education, you are not only providing them with the means to secure a better future but also instilling in them the confidence to dream big and strive for excellence.”

*Note- All testimonials have been translated from Hindi to English for the purpose readability and understandability of all parties.*