
Impact Assessment Report 2023-24

About Sarthak

"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.

We reach out to more than 6,000 beneficiaries, majority of whom are girls, who are the most vulnerable to dropping out of education.

We currently run the following projects:

- 1. Sarthak Yellow Rooms** - Community based intervention, currently in 20 communities of Lucknow, Noida, Sitapur and Barabanki.
- 2. Sarthak Gurukul** - Formal rural school based on the Yellow Rooms model of happy inclusive education, attended by children from 70 villages in Sitapur.
- 3. Sarthak Yellow SLATEs** - Mini Yellow Rooms intervention in government schools, currently in 5 schools of Shahjahanpur.

Sarthak Foundation is a registered non-profit working in the state of Uttar Pradesh in India. We are registered as a society and have 80G and 12A certificates under the Income Tax Act that validate our status as a non-profit. **We also have the FCRA certification that allows us to accept foreign donations from outside of India.**

Project Details:

Project Beneficiary Details in FY 23-24:

S. No.	Project	Direct Beneficiaries	Indirect Beneficiaries
1	Sarthak Yellow Rooms	2,243	8972
2	Sarthak Yellow SLATEs	3,157	12,628
3	RTI Sarthak Gurukul	680	2,720
Total		6080	24320

Sarthak Projects:

1. Sarthak Yellow Rooms (community based intervention)

"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 permanent safe spaces located in the heart of urban slums and rural communities. Each Yellow Rooms setup comprises two rooms painted bright yellow. We place **two permanent Educators** there who spend **6 hours each, every day, all year round, for decades** in the Yellow Rooms. The aim of this immersive and long-term project is to turn children from very marginalised backgrounds into complete and **well rounded human beings by taking education, financial empowerment, emotional and physical wellness to their doorsteps.**

Over the years we ensure that almost 100% of the children in the community attend formal schools. We also fund their college education for them to become empowered and provide digital and vocational skills to older children to make them more employable. The aim being to **not just impart cursory literacy, but do more** - ensure that the children are equipped to use the tool of education to move themselves and their families out of the cycle of poverty.

The Yellow Rooms are completely free of cost for the children and the community.

The impact of our work has been life-altering with dramatic improvement in the children's education, gender and general awareness, hygiene, confidence, etiquettes, school performance, outlook to life, readiness for future and overall happiness. **We reduce school dropout to almost 0%. Girls' school**

attendance improves markedly and instances of girls getting married at the age of 13 or 14 become almost zero. 56% of our beneficiaries are girls.

We also work closely with parents - counselling them, making them aware of government schemes and helping them receive their government entitlements.

Implementation of STEM and SEPET Programmes in Yellow Rooms:

Four batches run in Yellow Rooms - Tenderfeet, Learners, Advancers and Aspirers - which have been formulated based on the learning levels of the children. Following STEM sessions and SEPET activities were conducted for the children throughout the year FY 2023-24.

Objective 1: Improved foundational literacy and numeracy of marginalized children through Yellow Rooms (community-based learning centers).

Impact of the Project - Yellow Rooms

A. Sessions (foundational literacy and numeracy) STEM:

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

STEM Sessions 2023-24	
Elements	No. of sessions
Science	10,716
Maths (Numeracy)	11,552
English (Linguistic)	12,568
Why+GA	3,608

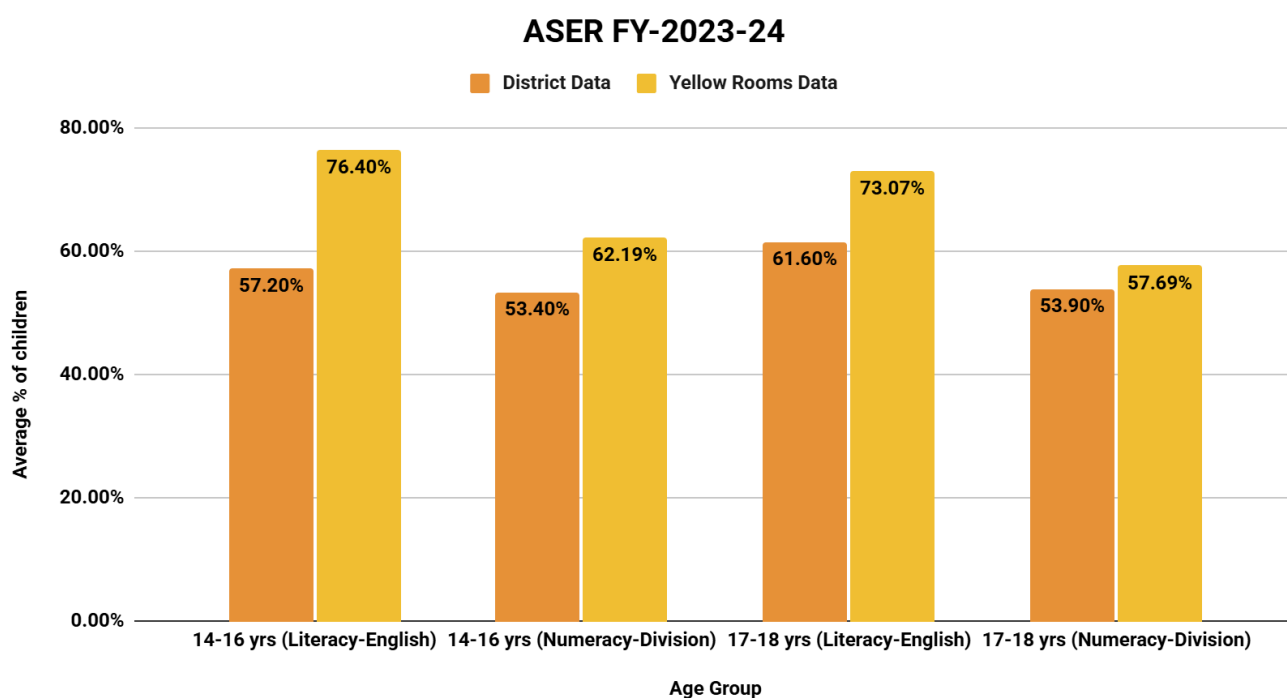
In FY 2023–24, a total of 38,444 STEM sessions were conducted across the Yellow Rooms, with each session equivalent to one hour of learning. These included Science, Maths (Numeracy), English (Linguistic), and Why + General Awareness sessions. Science sessions focused on hands-on experiments and observations to nurture curiosity and understanding of basic concepts. Maths sessions strengthened foundational numeracy, logical reasoning, and problem-solving skills. English sessions enhanced reading, writing, and communication abilities, building strong literacy foundations. The Why + General Awareness sessions encouraged children to think critically, explore real-life questions, and stay informed about their surroundings, fostering curiosity and holistic learning.

B. Annual Status of Educational Report (ASER) - Yellow Rooms

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.

Annual Status of Education Report (ASER FY-2023-24)		
Age Group	District Data	Yellow Rooms Data
14-16 yrs (Literacy-English)	57.2%	76.4%
14-16 yrs (Numeracy-Division)	53.4%	62.19%
17-18 yrs (Literacy-English)	61.6%	73.07%
17-18 yrs (Numeracy-Division)	53.9%	57.69%



Inference:

The ASER FY 2023–24 results show that children in the Yellow Rooms perform better in both literacy and numeracy. Across the 14–16 and 17–18 age groups, Yellow Rooms show higher percentages in English

literacy and numeracy (division) skills, indicating encouraging progress in learning outcomes among the children. This improvement also reflects how the program has gradually evolved over time, becoming more impactful and refined with each passing year.

Objective 2: Improved social-emotional well-being of marginalized children through Yellow Rooms (community-based learning centres).

C. Sessions (social-emotional well-being) SEPEt:

SEPEt Sessions 2023-24	
Elements	Expected sessions
Children Counselling	820
Yoga	12,896
Games	1,416
Drawing	440
Nutritional Element	1,667
Training (Educators/ Coordinators)	3
Gender Workshop	12
Exposure Activity	34
Children Panchayat and Animal Management Committee	941
Parents Teacher Meeting	140

D. SEPEt Performance - Yellow Rooms:

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.

The following table represents a quantitative analysis of SEPET Elements for the Yellow Rooms:

YR SEPET Assessment 2023-24 (% of children)	
Level	Highest Level (4 and 5)
Grit	67%
Growth Mindset	61%
Self Management	61%
Social Awareness	61%
Self Efficacy	66%
Yellow Rooms Belongingness	72%
Yellow Rooms Safety	64%
Yellow Rooms Climate	69%
Teacher-Student Relationship	65%

Objective 3: Improved school enrolment of marginalized children coming to Yellow Rooms (community-based learning centers).

With over 6,000+ children currently benefiting from the Yellow Rooms, ensuring their continued access to formal education remains a key priority. This year, more than 80% of children attending the Yellow Rooms are enrolled in schools, a strong reflection of our ongoing efforts to bridge the gap between community-based learning and formal education. Through consistent counselling with parents, follow-ups with schools, and providing academic and emotional support to children, we have been able to successfully reintegrate many out-of-school children, ensuring that learning continues both within and beyond the Yellow Rooms.

2. Sarthak Yellow SLATEs (Sciences, Languages, Arts, Theater and Ethics) (government school intervention)

Objective: Improved foundational literacy and numeracy of marginalized children through Yellow SLATEs (government schools intervention).

“SLATEs is short for Sciences, Languages, Arts, Theatre and Ethics. Good communications skills are critical for success today. A strong moral compass and robust value system are essential to lead a fulfilled life. Using Sarthak’s custom Naitik Shiksha curriculum and delivering it using Theatre, we work on both these

aspects with the children.”

Government schools of UP serve the **poorest and most marginalised children, especially girls**. The Yellow SLATEs project introduces **mini Yellow Rooms inside the government school premise**. But it is unique in its approach to pedagogy because we use the element of **theatre** in the Yellow SLATEs class instruction.

The focus of the Yellow SLATEs project is threefold:

- 1) Improving foundational literacy and numeracy (FLN) of the children.
- 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 SLATEs serves **500 to 800 children per school** depending on the number of children enrolled in the school.

Yellow SLATEs works directly with the children admitted in a government school by taking one classroom and turning it into mini-Yellow Rooms. We become part of the school timetable and children attend the Yellow SLATEs class as part of their regular class schedule. Each yellow SLATEs class is equipped with a smart Board/TV, digital lab with tablets and a library of value based story books.

A. NIPUN Assessment Test (NAT) - Yellow Rooms

**Note: Assessments of Atsaliya, Hathoura Bujurg & Badel will be conducted after the room is ready and classes have started.*

Baseline Assessment of Yellow SLATEs		
Class	Badi Gaon	Adarsh Nagar
Class 1	7.29%	36.28%
Class 2	33.33%	2.25%
Class 3	0.91%	18.24%
Class 4	30.14%	0.54%
Class 5	26.45%	30.80%
Class 6	9.95%	9.61%
Class 7	15.74%	27.76%

Inference:

The Baseline Assessment reflects the learning levels of children at the time Yellow SLATEs were initiated, the average scores were 17.69% in Bandi Gaon and 17.93% in Adarsh Nagar, indicating the initial learning

levels of children at the start of the intervention. These baseline results serve as a reference point to track future improvements in children's learning outcomes as the Yellow SLATEs program progresses.

3. Sarthak Gurukul

“When children come to Yellow Rooms after school, they need to do a bit of unlearning to reconcile the difference in approaches between their school and Sarthak Yellow Rooms. We started imagining “what if we have our own formal school that incorporates all the elements of the Yellow Rooms into the formal schooling structure”, and that’s how Sarthak Gurukul was born.”

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 rural backgrounds an 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 more than **650 children from 70 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.

Details of the Demography - Beneficiaries (Specify segment/community & respective numbers):

Sarthak Gurukul School serves children from approximately 70 villages in and around Sonari Village, located in the Sitapur District of Uttar Pradesh. The primary beneficiaries belong to marginalized and economically disadvantaged communities, including smallholder farmers, daily wage laborers, and families engaged in the unorganized sector.

A significant number of children in the 3-7 year age group remain out of school, while those aged 7–12 years, though nominally enrolled in government schools, often show irregular attendance due to lack of access to quality education and family support. The absence of any affordable, quality school within a 10-kilometer radius, combined with the lack of a high school in the vicinity, severely limits educational

continuity, especially for girls, who are more likely to drop out after primary education due to safety, distance, and cultural constraints.

Sarthak Gurukul in FY 23-24 supported the education of 600+ children while also reaching out to more villages in the surrounding areas. The school plays a crucial role in bridging learning gaps and ensuring continuity of education for marginalized rural children, many of whom are first-generation learners.

Gurukul Resources:

Gurukul - School Infrastructure	
Number of Classrooms	29
Number of Toilets	16
Playground	1
Library	1
Courts	1 Basket Ball Court 1 Badminton Court
Labs	Tab lab with 55 tabs. Computer lab with 40 laptops and 35 computers.
Number of Teachers & Non-Teaching Staff	31

Details of Academic Activities at Gurukul:

Academic Information	
Classes	Nursery, LKG, UKG, 1st to 8th
No. of school working days	251
Summer Workshop	30 days
Festival Celebrations - Diwali, Eid, Christmas etc	8 Events
Workshops (Gender)	1 Workshop
Nutritional and Refreshment Requirements	125 Days
Educator Training Sessions	4 Trainings
Parent Teachers Meetings	9 PTMs

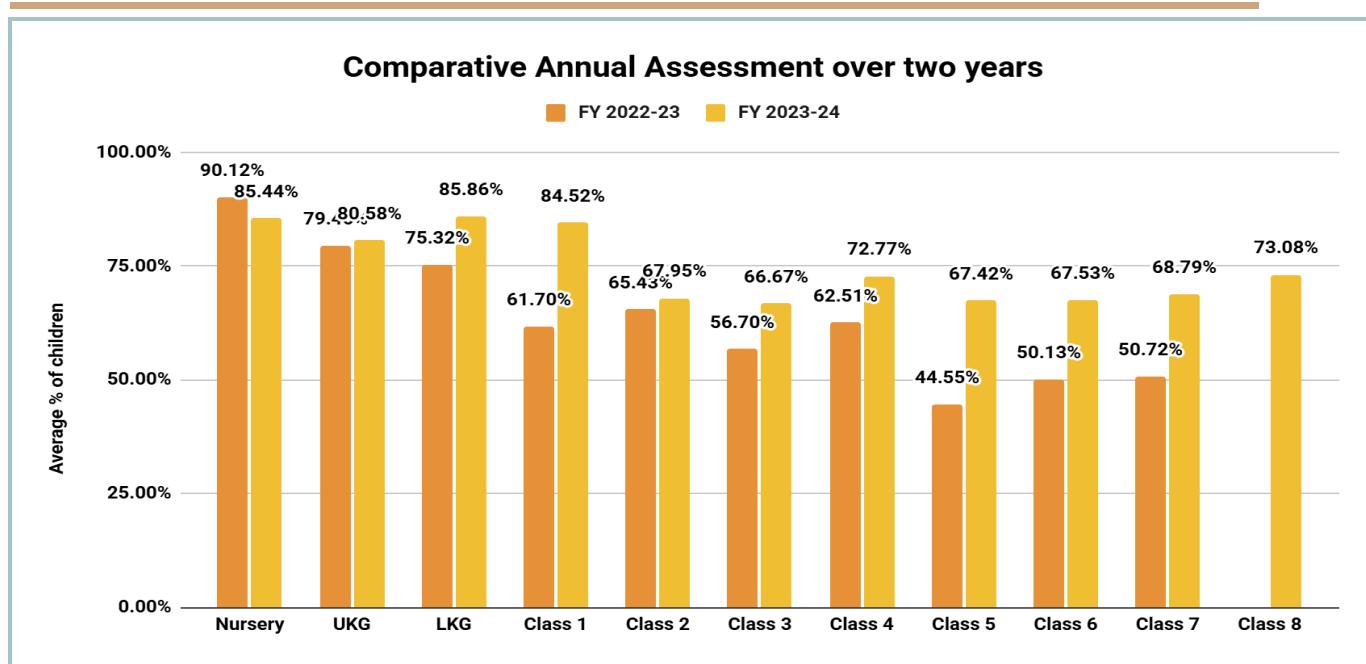
Inference:

During the academic year, a range of initiatives supported the holistic development of children from Nursery to Class 8. A Summer Workshop extended learning beyond the classroom, while celebrations of festivals like Diwali, Eid, and Christmas enriched cultural understanding. Regular counselling sessions and a gender workshop promoted emotional and social awareness. Structures like the Mentor-Mentee system and Children's Panchayat Committees encouraged leadership and participation. Essential learning materials were distributed, and nutritional support was provided consistently. Educator training and Parent-Teacher Meetings further strengthened the learning environment and home-school collaboration.

Impact of the Project - Gurukul

A. Annual assessment of Gurukul:

Comparative Annual Assessment over two years (Average % of children)		
Class	FY 2022-23	FY 2023-24
Nursery	90.12%	85.44%
UKG	79.46%	80.58%
LKG	75.32%	85.86%
Class 1	61.70%	84.52%
Class 2	65.43%	67.95%
Class 3	56.70%	66.67%
Class 4	62.51%	72.77%
Class 5	44.55%	67.42%
Class 6	50.13%	67.53%
Class 7	50.72%	68.79%
Class 8	NA	73.08%



Inference:

*This year's assessments show a significant improvement in children's learning levels. The average percentage of children across all classes increased from **63.66% in FY 2022-23** to **74.60% in FY 2023-24**, reflecting steady progress in performance. This positive trend highlights that children are learning better and that the efforts made during the year have been effective.*

B. SEPEt Impact Assessment of Gurukul:

Gurukul SEPEt Performance (Year 2023-24) (% of children)	
Gurukul	Class 7, 8, 9
Grit	80%
Growth Mindset	68%
Self Management	68%
Social Awareness	68%
Self Efficacy	70%
Gurukul Belongingness	75%
Gurukul Safety	58%
Gurukul Climate	74%
Teacher-Student Relationship	70%

Inference: The SEPET Impact Assessment for Gurukul (2023–24) reflects a positive and supportive learning environment for children across classes 7, 8, and 9. A high level of grit (80%) indicates strong perseverance and determination among children, while indicators such as self-efficacy (70%), teacher-student relationships (70%), and Gurukul belongingness (75%) highlight a sense of confidence, connection, and trust within the learning space.

Dimensions like growth mindset, self-management, and social awareness (all at 68%) suggest that children are developing essential life skills, though there remains scope for further strengthening these areas. The overall Gurukul climate (74%) reflects a positive and engaging environment; however, safety (58%) emerges as a comparatively lower area, indicating the need for focused efforts to further enhance children’s sense of security.

Overall, the findings demonstrate that Gurukul is fostering a strong foundation of emotional and social competencies among children, while also identifying key areas for continued improvement to ensure a more holistic and secure learning environment.