
Impact Assessment Report 2024-25

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 14,000 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 47 communities of Lucknow, Sitapur, Barabanki and Gautam Buddha Nagar.
- 2. Sarthak Gurukul** - Formal rural school based on the Yellow Rooms model of happy inclusive education, attended by children from 90 villages in Sitapur.
- 3. Sarthak Yellow SLATEs** - Mini Yellow Rooms intervention in government schools, currently in 13 schools of Shahjahanpur and Barabanki.

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.**

Sarthak's Overall Impact

- 14000+ Direct beneficiaries(Children) and 57000+ indirect beneficiaries
- 56 (girls) : 44 (boys) ratio
- 47 Yellow Rooms
- 13 Yellow SLATEs
- 95% School enrolment of out of school children
- 33 Classrooms in RTI Sarthak Gurukul
- 2 Digital Labs with 56 desktops

Project Details:

Project Beneficiary Details in FY 24-25:

| S. No. | Project | Direct Beneficiaries | Indirect Beneficiaries |
|--------------|-----------------------|----------------------|------------------------|
| 1 | Sarthak Yellow Rooms | 6008 | 24,032 |
| 2 | Sarthak Yellow SLATEs | 7458 | 29,832 |
| 3 | RTI Sarthak Gurukul | 857 | 3428 |
| Total | | 14,323 | 57,292 |

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 2024-25.

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 2024-25 | |
|--------------------------|-----------------|
| Elements | No. of sessions |
| Science | 11382 |
| Maths (Numeracy) | 28956 |
| English (Linguistic+FLN) | 37152 |
| Why+GA | 6456 |

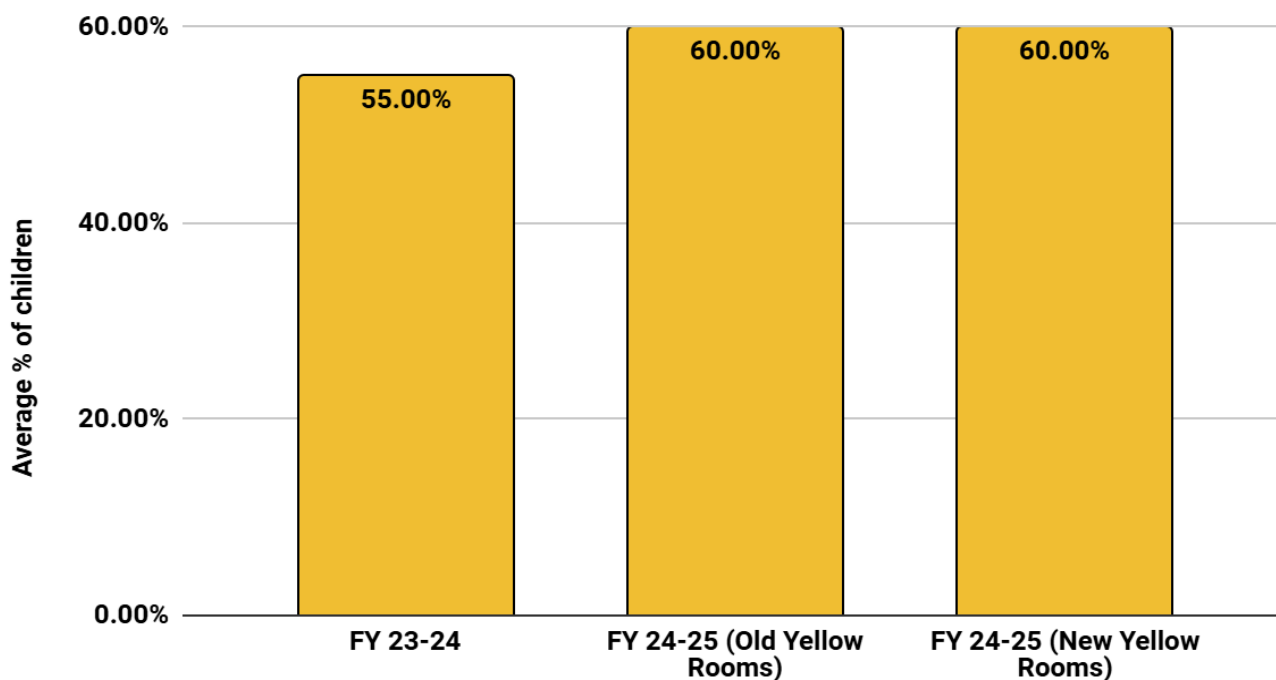
In FY 2024–25, a total of 83,946 STEM sessions were conducted across the Yellow Rooms, with each session equivalent to one hour of learning. These included Science, Maths (Numeracy), English (Linguistic + FLN), and Why + General Awareness sessions. Science sessions focused on hands-on experiments and 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. 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. It is a state-level assessment in Uttar Pradesh designed by the Government to **evaluate children's Foundational Literacy and Numeracy skills**, focusing on Language, Mathematics, and Science for classes 1 to 8.

| NAT Assessment of Yellow Rooms | | | |
|--------------------------------|----------|-----------------------------|-----------------------------|
| Year | FY 23-24 | FY 24-25 (Old Yellow Rooms) | FY 24-25 (New Yellow Rooms) |
| Average % of children | 55% | 60% | 60% |

NAT Assessment of Yellow Rooms



Inference:

The NAT assessment results indicate steady progress in children's learning outcomes across all Yellow Rooms, with the average rising from 55% in FY 23-24 to 60% in both old and new Yellow Rooms in FY 24-25. The comparable performance of new Yellow Rooms, despite being less than a year old, underscores the growing precision and effectiveness of the Yellow Rooms model. This improvement highlights how the program has evolved over time, becoming more impactful and refined with each passing year.

C. Digital Assessments - Yellow Rooms:

| Digital Assessment FY 24-25 | |
|-----------------------------|---------|
| Age of YR | % Score |
| 0-1 Years | 75% |
| 1-5 Years | 73% |
| 5-15 Years | 74% |

Inference:

0–1 Years (75%) – Yellow Rooms in this age group shows a solid foundational understanding of basic digital skills, such as setting an alarm and simple device handling. Guided exposure in Yellow Rooms is helping children become comfortable with using digital tools.

1–5 Years (73%) – Yellow Rooms in this age group demonstrates consistent familiarity with basic digital activities, including browsing for information and using Google Maps. Structured practice and age-appropriate interactive digital sessions can further enhance engagement and skill retention.

5–15 Years (74%) – Yellow Rooms in this age group show strong digital proficiency, with children confidently performing tasks such as searching and sharing educational videos and using various digital tools for learning. With continued mentoring and structured guidance on productive digital use, their skills can be further enhanced, helping them use technology more effectively for academic growth.

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

D. Sessions (social-emotional well-being) SEPET:

| SEPET Sessions 2024-25 | |
|------------------------------------|-------------------|
| Elements | Expected sessions |
| Children Counselling | 3725 |
| Parents Counselling | 2957 |
| Naitik Shiksha | 8982 |
| Yoga | 6696 |
| Games | 6696 |
| Drawing | 5352 |
| Cleanliness | 2658 |
| Nutritional Element | 125 |
| Uniform Distribution | 1 |
| Annual Assessment | 2 |
| Training (Educators/ Coordinators) | 7 |
| Gender Session | 1569 |
| Gender Workshop | 1 |
| Exposure Activity | 1 |

| | |
|--|------|
| Children Panchayat+Animal Management Committee | 2664 |
| PTM | 181 |

E. Social and Emotional Learning (SEL) Assessments - Yellow Rooms:

| Age of YR | Self-Awareness | Self-Management | Social Awareness | Relationship Skills | Responsible Decision Making |
|-------------|----------------|-----------------|------------------|---------------------|-----------------------------|
| 0-1 Years | 2 | 3 | 3 | 3 | 3 |
| 1-5 Years | 2 | 3 | 3 | 3 | 3 |
| 5-10 Years | 2 | 3 | 3 | 3 | 3 |
| 10-15 Years | 2 | 3 | 3 | 4 | 4 |

Inference:

The SEL assessment across different Yellow Room age groups shows encouraging progress in children's emotional and social development, with particular strengths in social awareness, relationship skills, and responsible decision-making.

1. Self-Awareness (Score: 2 – Medium Low):

Children are beginning to recognize and understand their emotions and identity. However, more structured reflection-based activities and guided discussions will be conducted further to deepen self-awareness and confidence among children.

2. Self-Management (Score: 3 – Medium High):

Children display growing control over their emotions and behavior. Regular SEL and SEPET sessions foster calmness and discipline, though continuous reinforcement will help make these skills more consistent.

3. Social Awareness (Score: 3 – Medium High):

Children show empathy and respect towards others. The inclusive and cooperative environment in the Yellow Rooms effectively nurtures sensitivity, teamwork, and appreciation for diversity.

4. Relationship Skills (Scores: 3 for 0–10 yrs; 4 for 10–15 yrs):

Older children exhibit strong communication and collaboration skills, indicating that long-term exposure to group learning and value-based sessions enhances teamwork and healthy peer interactions.

5. Responsible Decision-Making (Scores: 3 for 0–10 yrs; 4 for 10–15 yrs):

With age, children demonstrate better reasoning, accountability, and ethical judgment. The

improvement reflects the growing impact of guided conversations, role-plays, and value-based learning in shaping thoughtful decision-making.

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, 85.11% 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 **300 to 800 children per school** depending on the number of children enrolled in the school.

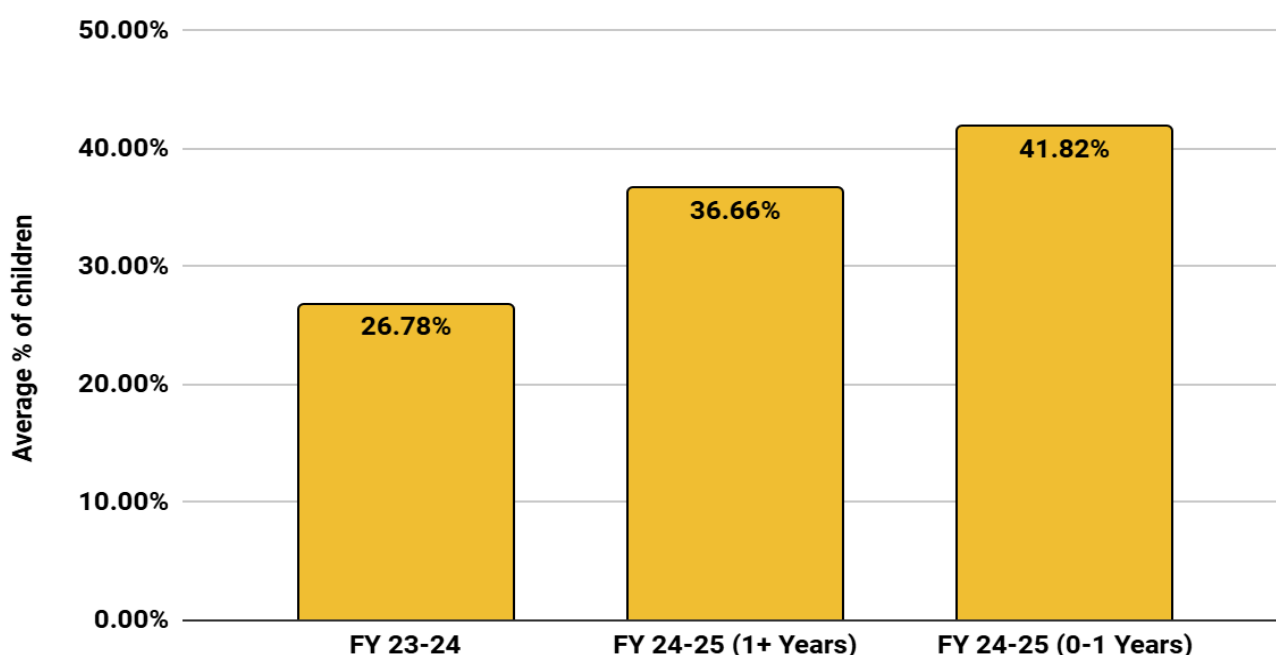
Yellow SLATEs works directly with the children admitted in a government school by taking one classroom and turning it into mini-Yellow Rooms. We become part of the school timetable and children attend the Yellow SLATEs class as part of their regular class schedule. Each yellow SLATEs class is equipped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

Impact of the Project - Yellow SLATEs

A. NIPUN Assessment Test (NAT) - Yellow Rooms

| NAT Assessment of Yellow SLATEs | | | |
|---------------------------------|----------|---------------------|----------------------|
| Year | FY 23-24 | FY 24-25 (1+ Years) | FY 24-25 (0-1 Years) |
| Average % of children | 26.78% | 36.66% | 41.82% |

NAT Assessment of Yellow SLATEs



Inference:

The NAT Assessment results of Yellow SLATEs show a consistent improvement in children's learning outcomes over time. The average scores have increased from 26.78% in FY 23-24 to 36.66% in Yellow SLATEs older than one year and 41.82% in new Yellow SLATEs (0-1 year). The better performance of the

newer SLATEs highlights how the program has evolved and become more refined, ensuring measurable learning improvements even within the first year of intervention.

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 **800 children from 90 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 90 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 dropout after primary education due to safety, distance, and cultural constraints.

Sarthak Gurukul in FY 24-25 supported the education of over 857 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.

| Comparative number of children in FY 23-24 & FY 24-25 | |
|--|------------------------|
| Year | No. of students |
| AY-23-24 | 604 |
| AY-24-25 | 857 |

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 | 8 PTMs |

Inference:

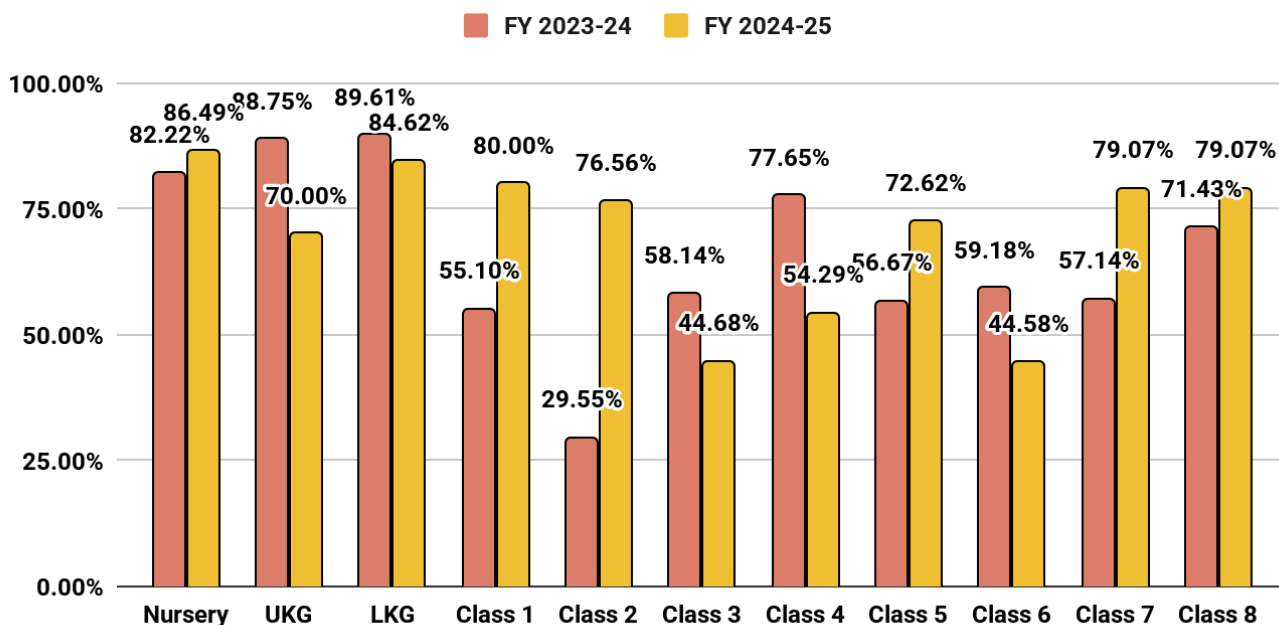
During the academic year, a range of initiatives supported the holistic development of children from Nursery to Class 8. A Summer Workshop extended learning beyond the classroom, while celebrations of festivals like Diwali, Eid, and Christmas enriched cultural understanding. Regular counselling sessions 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 who score >60%) | | |
|---|-------------------|-------------------|
| Class | FY 2023-24 | FY 2024-25 |
| Nursery | 82.22% | 86.49% |
| UKG | 88.75% | 70.00% |
| LKG | 89.61% | 84.62% |
| Class 1 | 55.10% | 80.00% |
| Class 2 | 29.55% | 76.56% |
| Class 3 | 58.14% | 44.68% |
| Class 4 | 77.65% | 54.29% |
| Class 5 | 56.67% | 72.62% |
| Class 6 | 59.18% | 44.58% |
| Class 7 | 57.14% | 79.07% |
| Class 8 | 71.43% | 79.07% |

Comparative Annual Assessment over two years (Average % of children who score >60%)



Inference:

This year's assessments show a significant improvement in children's learning levels. The percentage of children scoring above 60% across all classes increased from 65.94% in FY 2023-24 to 68.99% in FY 2024-25, 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.