



**SARTHAK**  
FOUNDATION

# Annual Report

**2021  
2022**



**Strengthening  
learning  
foundation**



**Socio-emotional  
support**

**Health and  
nutrition**



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SARTHAK  
FOUNDATION

# Vision

Happy Empowered Children

# Mision

Our mission is to provide children from SEDGs equitable platforms of education, socio-emotional connect and physical-psychological well-being.

1 NO  
POVERTY



3 GOOD HEALTH  
AND WELL-BEING



4 QUALITY  
EDUCATION



5 GENDER  
EQUALITY



8 DECENT WORK AND  
ECONOMIC GROWTH



10 REDUCED  
INEQUALITIES



# Our outreach so far

**1800**

Children and  
7400 indirect beneficiaries

**11**

Yellow Rooms

**55:45**

Girls:Boys

**95%**

School enrolment  
of out of school  
children

**108 hrs** Community  
interaction

**14**

Classrooms in RTI  
Sarathak Gurukul

**1**

Digital Lab with  
20 desktops

# Last Year Glance

**Expansion to 5 new slums, 1400 children**



**Physical, Digital and Telephone Bridge Classes**



**First generation learners appeared for board exams**

**Tab Lab: 55 tablets for Gurukul children**

**35 DONATED BY AMAZON**



**Community engagement and wellness**

**Workshop on values**



# Our Projects

## Sarthak Yellow Rooms

**Round Table  
India Sarthak  
Gurukul**



# Yellow Rooms

Yellow Rooms are permanent safe spaces right in the heart of a slum. It works with children between the ages of 3 and 18 years and impacts their lives through education, skills and value-based learning.

Yellow Rooms function 6 days a week and are completely free of cost for the children and the community.

## Yellow Room Programmes:

### SEPet

Socio, Emotional,  
Physical, Ethical

### STEEAM

Science, Technology,  
Engineering,  
Expression, Arts and  
Mathematics 5

Sarthak  
School  
Inclusion

Sarthak  
Skill and  
Empower

# SEPET

**48hrs  
per  
child**

Yoga and  
Wellness

**Everyday**

Nutrition

**4**

Workshops



Physical  
items and  
ration

**212  
families**

Medical support  
and counselling

**108 hrs**

Community  
Interaction

## GOALS ACHIEVED IN YEAR 2021-22

**01**

Betterment in physical and mental health of children.

**02**

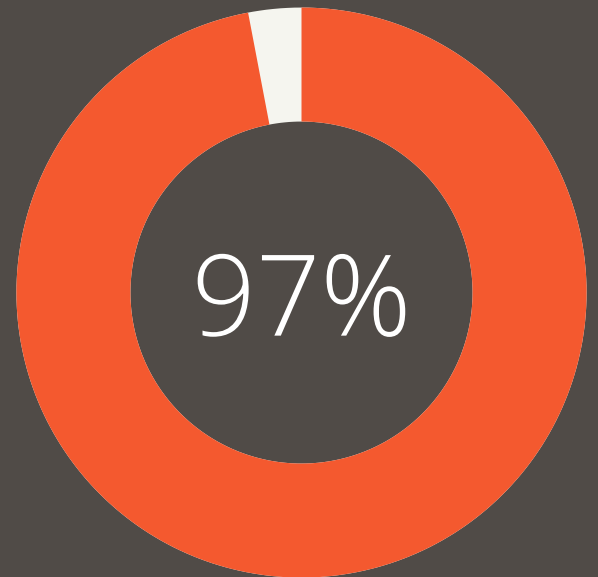
Improved access to health amenities.

**03**

Improved awareness on gender and life skills.

**04**

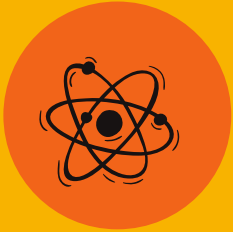
Active involvement of mothers in children's growth and performance.



Retention rate at Yellow Rooms



# STEEAM



Science and Technology



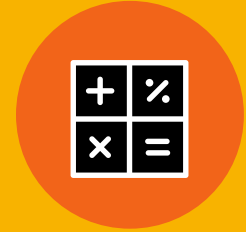
General Awareness



Art and Craft and Sports



Linguistic Skills



Numeracy Skills

## GOALS ACHIEVED IN YEAR 2021-22

01

Improved communication, scientific and mathematical skills of children.

02

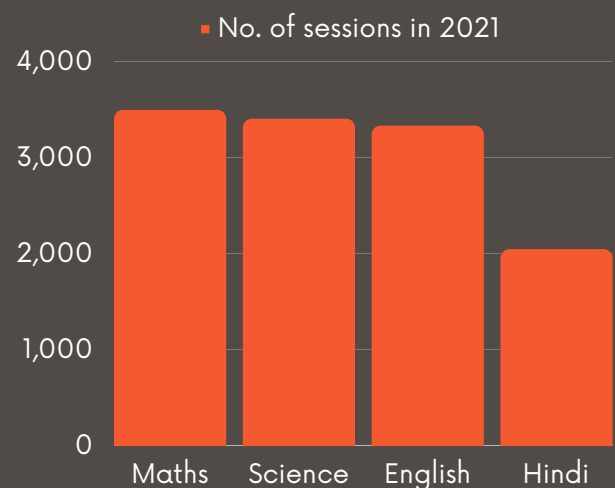
Strengthened foundational skills.

03

Age appropriate learning levels (AAL) to Teaching at Right Levels (TaRL)

04

High attendance of Yellow Rooms.



We use following sources for programme delivery- Khan Academy, NCERT, Vikram Sarabhai and Byju's for Science and Mathematics. British Council for English. Pratham for story reading.

# SCHOOL INCLUSION



Each child in school

## GOALS ACHIEVED IN YEAR 2021-22

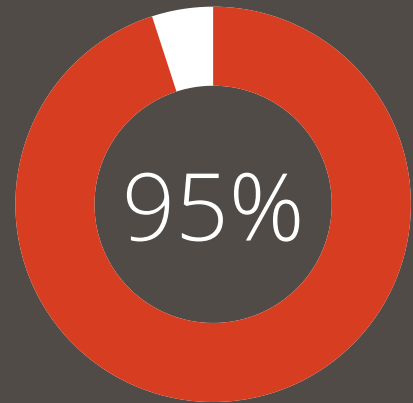
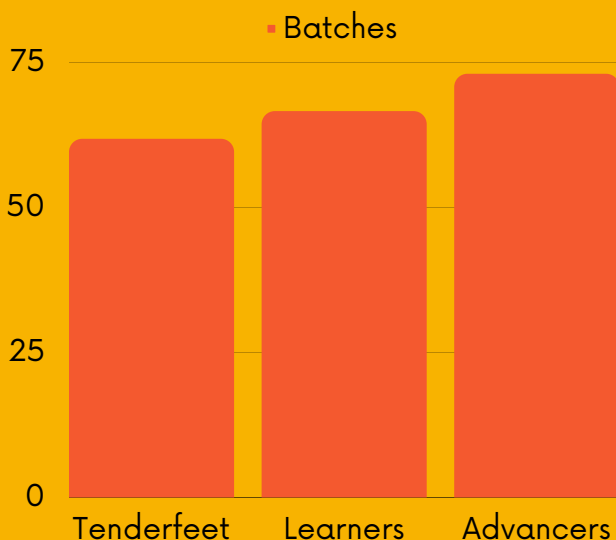
**01**

Increased enrolment in formal schools.

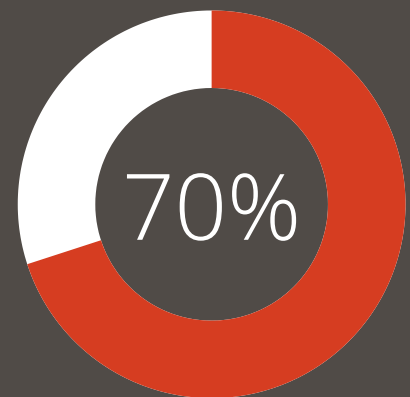
**02**

No girl dropped out during COVID-19.

Percentage obtained in school 2021-2022(Half-yearly).



Enrolment rate (private and govt. school)



School attendance

# SKILL AND EMPOWER

Digital Lab

Corporate Exposure

Internships

## GOALS ACHIEVED IN YEAR 2021-22

01

Digital Lab set up in year 2021.

02

Regular sessions on Microsoft Word, PowerPoint and Excel.

03

Our 4 children joined as interns.

107

Children will be ready for internship by 2023

Neha, Subhash, Shivam and Ayushi doing internship with Sarthak Foundation (L to R)

FIRST GENERATION LEARNERS






# Glimpse of Yellow Rooms



Here are my hands with ten fingers  
 in all. My first mark in School to  
 hang on the wall. As years go by,  
 I'll remember and say.....  
 "My hands and I had a very  
 good day!"  
 9<sup>th</sup> Year of Sarthak Foundation  
 HAPPY BIRTHDAY!

# Round Table India Sarthak Gurukul

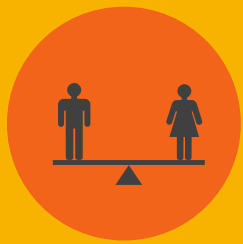


Gurukul is a low fee school providing quality education to children of Sonari and nearby villages (Sonari is a village in the district of Sitapur, Uttar Pradesh). It has been observed that there are no good schools in that vicinity due to which the foundation of education remains weak. The ground work with children started in 2015 and in 2017, the foundation of the school was laid. The intention is to create a model school that empowers its children so that they do not have to move out of their villages to search for education and employment.

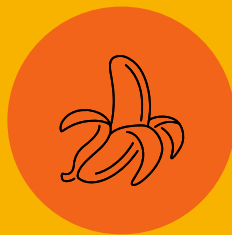
**400**  
Children

**23**  
Villages

# RTI SARTHAK GURUKUL



Gender neutral environment



Everyday Nutrition



Uniform and school supplies



Tab Lab

## GOAL ACHIEVED IN YEAR 2021-22

01

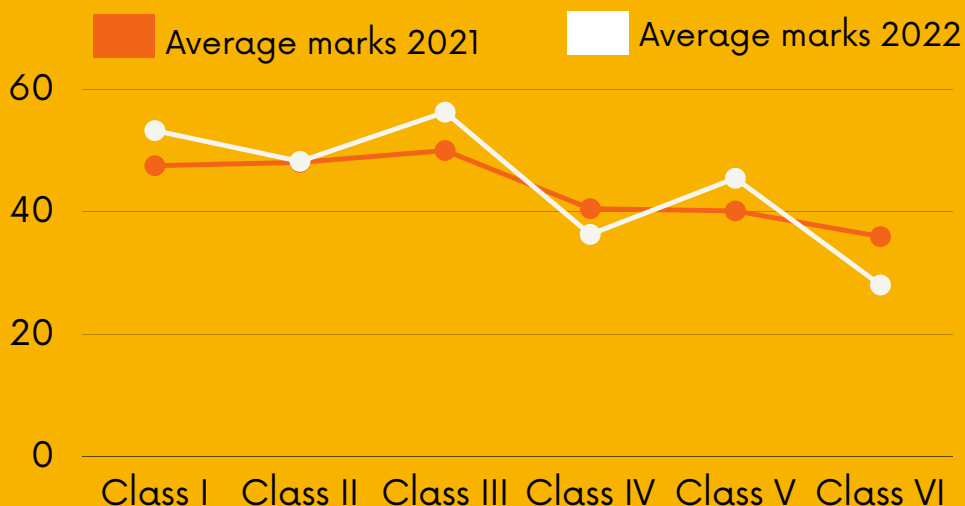
On an average, the performance of children in their classes has been stable.

02

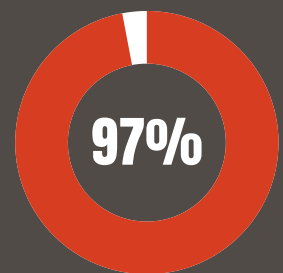
Financial literacy and counselling session

03

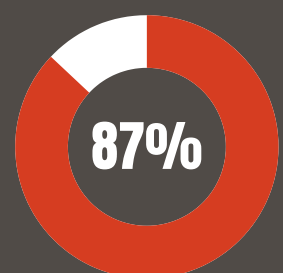
Attendance of all the children has been exemplary.



Girls continued education during COVID-19



Parents Involvement



School attendance



# **SIMPLE PHILOSOPHY OF GURUKUL**

**SENSIBLE, INDEPENDENT, MODEST, PLAYFUL, LOWSTRESS AND EQUITABLE**



# IMPACT ASSESSMENT 2020-21

The purpose of Impact Assessment was to assess the impact of changed pedagogy and to make informed decision about the curriculum that needs to be instituted in the academic year 2022 - 23.

We conducted:

**Pratham ASER  
Evaluation**

**Baseline  
Evaluation**

**Year End  
Impact  
Assessment**





# TOOLS/ METHODOLOGY



## QUALITATIVE ASSESSMENT

- FGDs\* on Gender with children
- FGDs on Social Emotional and Physical Well-being with mixed gender group of children and with ONLY girls group
- FGDs with parents to evaluate our quality of impact

## QUANTITATIVE ASSESSMENT

- Baseline Evaluation - English, Mathematics, Science and Computer
- Practical Assessment of Digital Skills

\*FGDs- Focussed group Discussions

Please find a detailed assessment report attached at the end of this Annual Report



# Results from Impact Assessment

**90% Yellow  
Room Attendance**

**No girls  
dropout**

**Average  
performance of  
children-60%**

**(With girls outperforming boys)**



Gender Neutral



Environment and Animal Sensitive



Blossoming friendships



Fun Learning



Happiness



# A day at Sarthak

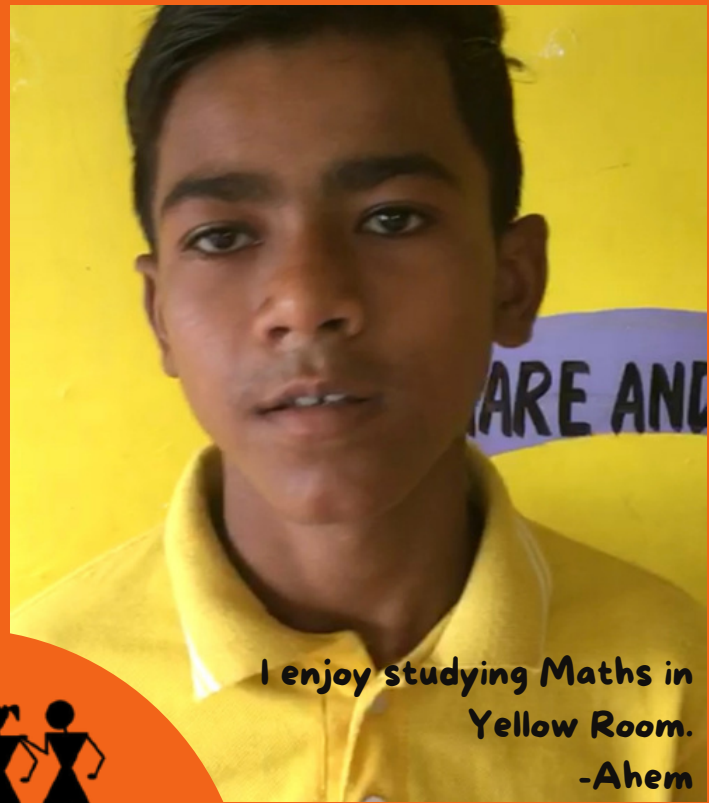


Yellow Room classes help me in my school studies. I feel happy coming to Yellow Room.

-Kajal



15



I enjoy studying Maths in Yellow Room.

-Ahem



## Children of Yellow Rooms

Study and play both happens in Yellow Rooms, I enjoy coming to my Yellow Room.

-Sumit



In Yellow Rooms boys and girls are treated equally. Boys do every kind of work in Yellow Rooms.

-Anushka

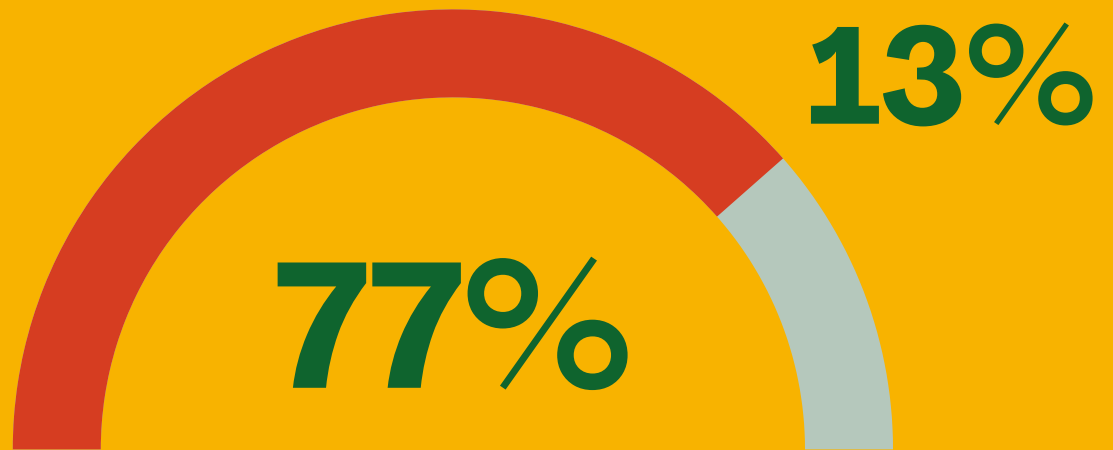


Yellow Rooms provides things like stationery, books, food, bananas apart from education. My family is happy sending me to Yellow Room..

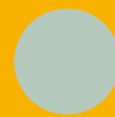
-Ayushi



# Philanthropy



Domestic Donors

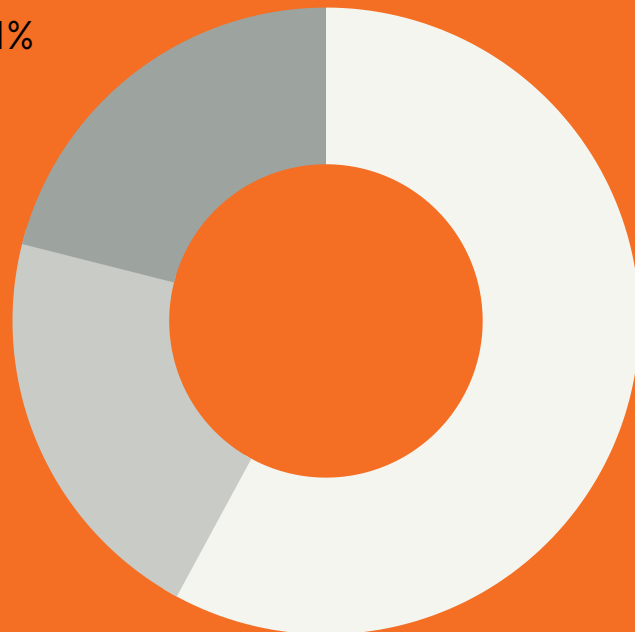


International Donors

Individuals  
21.1%

Foudation  
21.1%

Corporates  
57.9%



## Donor Distribution

# Year Plan 2022-2023

## Yellow Rooms

---

- Expansion to 9 new Yellow Rooms in 4 districts. (Lucknow, Sitapur, Barabanki and Noida)

## Round Table India Sarthak Gurukul

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- Hub & Spoke model
- Strengthening existing Infrastructure: 4 classrooms and 1 toilet block
- Setting up digital lab: 30 computers
- Creating simulation labs

## Sarthak Resilience Incubator: Funded by DELL Technologies

- Digital empowerment programme, internship and placement assistance
- 2400 girls(16yrs-21yrs) from EWS

# Financial Report

**M/s SARTHAK FOUNDATION**  
3174, VIJAYANT KHAND, GOMTI NAGAR, LUCKNOW - 226010  
**BALANCE SHEET**  
AS AT 31st MARCH 2022

LIABILITIES	AMOUNT (RS.)	ASSETS	AMOUNT (RS.)
<b>CORPUS Fund</b>		<b>FIXED ASSETS</b>	
Opening Balance	2936781.00	(As per Schedule 'A')	7250916.28
Add: Additions	0.00		
<b>GENERAL FUND</b>		<b>CURRENT ASSETS</b>	
Opening Balance	5658169.28	FDR With	25618.00
Add: Surplus i.e Excess of income over exp.	3517725.35	- Axis Bank	
		- Saving Bank Account with	694619.17
<b>CURRENT LIABILITIES</b>		- Kotak Mahindra Bank Regular	1775297.77
Sundry Creditors	15000.00	- State Bank of India Regular	519280.85
- M/s N.S. Ajmani & Company	40000.00	- Axis Bank	11961.33
Audit Fees Payable	55000.00	- State Bank of India FCRA	1650587.27
		Cash in Hand	95265.96
		<b>LOANS AND ADVANCES</b>	
		Amazon	144128.00
<b>Total Rs.</b>	<b>12167674.63</b>	<b>Total Rs.</b>	<b>12167674.63</b>

**"AUDITOR'S REPORT"**  
As per our report of even date attached.

Date : 22nd September 2022

Place : Lucknow

FOR N.S.AJMANI & CO.  
Chartered Accountants

FOR SARTHAK FOUNDATION

(NAVNEET SINGH AJMANI)  
Proprietor

(President)  
(Secretary)



**M/s SARTHAK FOUNDATION**  
3174, VIJAYANT KHAND, GOMTI NAGAR, LUCKNOW - 226010  
**INCOME AND EXPENDITURE ACCOUNT**  
FOR THE YEAR ENDED 31st MARCH 2022

EXPENDITURE	AMOUNT (RS.)	INCOME	AMOUNT (RS.)
To Activity Expenses		By Donation Received	20287140.84
- Event Expenses to Kids	129965.00	By Bank Interest	137294.15
- Books & Periodicals for Kids	312688.00	By Income from Merchandise Sales	19655.00
- Yellow Room Visit Expenses	36321.00		
- Covid Care Programme	18704.00		
- Medical Checkup of Kids	16648.00		
- School/Bags/Dress/Books for Kids	1309771.00		
- Stationery Expenses for Kids	1259200.00		
- School Fees Paid of Kids	1614885.74		
- Transport Expenses for Kids	457629.48		
- Nutrition for Kids	1597347.49		
- Internet Expenses of Yellow Room	36770.00		
- Work Shop Expenses	189800.00		
- Utilities Items for Yellow Room	94902.00		
- Infrastructure & Furnishing of Yellow Room	338988.00		
To Administrative Expenses	7413619.71		
To Membership and Renewal & Course Fee	163567.98		
To Postage & Carrier	36723.00		
To Printing & Stationery	25256.00		
To Rent Paid	137461.00		
To Salary Paid	757318.68		
To Travelling & Conveyance	7123344.77		
To Audit Fees	162485.38		
To Repair & Maintenance	40000.00		
To Telephone & Internet	67251.00		
To Electricity Expenses	58385.32		
To Accounting Charges	75742.00		
To Legal Expenses	20000.00		
To Bank Charges	68765.13		
To H.R. Expenses	11411.29		
To Miscellaneous Expenses	90628.40		
To Depreciation	22884.00		
To Surplus i.e Excess of Income over exp.	651461.00		
<b>TOTAL(Rs.)</b>	<b>20444029.99</b>	<b>TOTAL(Rs.)</b>	<b>20444029.99</b>

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Chartered Accountants

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Proprietor

(President)  
(Secretary)



**M/s SARTHAK FOUNDATION**  
3174, VIJAYANT KHAND, GOMTI NAGAR, LUCKNOW - 226010  
**RECEIPT AND PAYMENT ACCOUNT**  
FOR THE YEAR ENDED 31st MARCH 2022

RECEIPT	Amount (Rs.)	PAYMENT	Amount (Rs.)
Opening Balance		To Activity Expenses	
- Kotak Mahindra Bank Regular	11516.33	- Event Expenses to Kids	129965.00
- Kotak Mahindra Bank FCRA	2675769.65	- Books & Periodicals for Kids	312688.00
- State Bank of India Regular	389154.21	- Yellow Room Visit Expenses	36321.00
- Axis Bank Lucknow	1220.85	- Covid Care Programme	18704.00
- Allahabad Bank	82137.00	- Medical Checkup of Kids	16648.00
Cash in Hand	81961.96	- School/Bags/Dress/Books for Kids	1309771.00
		- Stationery Expenses for Kids	1259200.00
By Donation Received	20287140.84	- School Fees Paid of Kids	1614885.74
By Bank Interest	137294.15	- Transport Expenses for Kids	457629.48
By Income from Merchandise Sales	19655.00	- Nutrition for Kids	1597347.49
By Audit Fees Payable	40000.00	- Internet Expenses of Yellow Room	36770.00
		- Work Shop Expenses	189800.00
Dinesh Prasad	10000.00	- Utilities Items for Yellow Room	94902.00
		- Infrastructure & Furnishing of Yellow Room	338988.00
		To Administrative Expenses	7413619.71
		To Membership and Renewal & Course Fee	163567.98
		To Postage & Carrier	36723.00
		To Printing & Stationery	25256.00
		To Rent Paid	137461.00
		To Salary Paid	7123344.77
		To Travelling & Conveyance	162485.38
		To Audit Fees	40000.00
		To Repair & Maintenance	67251.00
		To Telephone & Internet	58385.32
		To Electricity Expenses	75742.00
		To Accounting Charges	20000.00
		To Legal Expenses	68765.13
		To Bank Charges	11411.29
		To H.R. Expenses	90628.40
		To Miscellaneous Expenses	22884.00
		To Depreciation	10000.00
		To Amazon	144128.00
		To N.S. Ajmani & Company	55000.00
		To Tax Deducted At Source	2290.00
		Fixed Assets Purchased	
		Furniture	67218.00
		Fan	30400.00
		Air Conditioner	143960.00
		Mobile	48499.00
		Television	468404.00
		CCTV Camera	190735.00
		R.O Purifier	6490.00
		Computer	1551222.00
		FDR With	2476928.00
		- Axis Bank	25618.00
		Closing Balance	
		- Kotak Mahindra Bank Regular	694619.17
		- Kotak Mahindra Bank FCRA	1775297.77
		- State Bank of India Regular	519280.85
		- Axis Bank	11961.33
		- State Bank of India FCRA	1650587.27
		Cash in Hand	95265.96
			4747012.35
<b>Total (Rs.)</b>	<b>2315781.96</b>	<b>Total (Rs.)</b>	<b>2315781.96</b>

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**M/s SARTHAK FOUNDATION**  
3174, VIJAYANT KHAND, GOMTI NAGAR, LUCKNOW - 226010  
**SCHEDULE OF FIXED ASSETS**  
AS ON 31st MARCH 2022

PARTICULARS	RATE %	OPENING BALANCE	ADDITIONS Before 30-09-2021	ADDITIONS After 01-10-2021	TOTAL	DEPRECIATION	W.D.V. AS ON
Building (Donated)	0	1536781.00	0.00	0.00	1536781.00	0.00	1536781.00
Building	5	3525883.54	0.00	0.00	3525883.54	176294.00	3349589.54
Black Board	10	6760.60	0.00	0.00	6760.60	676.00	6084.60
Furniture	10	25743.54	31180.00	36038.00	92961.54	7494.00	85467.54
Fan	15	17065.00	30400.00	0.00	47465.00	4840.00	42625.00
Air Conditioner	15	12290.05	0.00	143960.00	156250.05	12641.00	143609.05
Amplifier Sound System	15	1931.25	0.00	0.00	1931.25	290.00	1641.25
Fridge	15	5690.25	0.00	0.00	5690.25	854.00	4836.25
Mobile	15	24742.10	0.00	48499.00	73241.10	7348.00	65893.10
Projector	15	6133.95	0.00	0.00	6133.95	920.00	5213.95
Television	15	101060.00	147263.00	321141.00	569464.00	61334.00	508130.00
Heat Convector	15	2162.00	0.00	0.00	2162.00	324.00	1838.00
Stapitizer	15	2312.00	0.00	0.00	2312.00	347.00	1965.00
Aqua Guard Water	15	5780.00	0.00	0.00	5780.00	867.00	4913.00
CCTV Camera	15	25946.00	0.00	160735.00	186681.00	15947.00	170734.00
R.O Purifier	15	0.00	6490.00	0.00	6490.00	974.00	5516.00
Computer/Laptop	40	125168.00	0.00	1551222.00	1676390.00	360311.00	1316079.00
<b>TOTAL(Rs.)</b>		<b>6425449.28</b>	<b>184933.00</b>	<b>2291995.00</b>	<b>7902377.28</b>	<b>651461.00</b>	<b>7250916.28</b>

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Proprietor

(President)  
(Secretary)



# Advisory Board



**Vijay Pratap Sahi**  
Chief Advisor, Sarthak Foundation

V.P. Sahi is a visionary with rich Corporate and Academic experience of more than 45 years. He is well known for his highest ethical practices and his excellent people management skills. He feels passionately towards empowering the youth with skills.



**R.K. Misra**  
Founder Director- Centre for Smart Cities & Indian Council for Public Private Partnerships

R.K. Misra is a leader recognized as a 'doer' whose agenda for the nation is to improve governance through a transformational change in the political system of India.



**M.C. Ramesh**  
Vice President, Dell Technologies

MC Ramesh has 25+ years of experience in technical and leadership roles in India, US and Asia. He spent a year on the technology leadership team at Aadhar/UIDAI. He has done his MS in Engineering from University of Massachusetts.



**Khushal Bhargava**  
Business Head - ARK Pharma

Khushal Bhargava has an industry experience of 16 years and expertise in planning strategies and organisational development. He is a Area Chairman of Round Table India, a global NGO that works towards Education and Healthcare. He lives with a motto of giving back to society.



# Donors: Individuals

## A - G

Mr. Aamir Habib  
Ms. Aanchal Rawat  
Ms. Aanya Gupta  
Ms. Aarushi Mittal  
Ms. Aayushi Vishnoi  
Mr. Abhay Kumar Jayant  
Mr. Abhishek Puri  
Mr. Abhishek Sinha  
Mr. Abhishek Verma  
Mr. Aditya Girotra  
Mr. Ahmad Sameer Arabi  
Mr. Amit Bansal  
Mr. Amit Guwalani  
Mr. Amit Saxena  
Ms. Amita Gupta  
Ms. Amrita Nidhi  
Mr. Anand Kumar  
Mr. Anil  
Ms. Ankita Kalyani  
Mr. Ankush Manchanda  
Ms. Anooora Singh  
Ms. Anshika Bhandari  
Mr. Anshul Dwivedi  
Mr. Anushka Pandey  
Mr. Anushree Chaturvedi  
Mr. Arpit Sharma  
Mr. Ashish Kumar Mitra  
Mr. Ashwin Bishnoi  
Mr. Atlassian Comapny  
Mr. Atul Batra  
Beekay Distributors  
Ms. Bimla Kumari Bahri  
Body Basics Retail Pvt Ltd  
Mr. Chandra  
Mr. Charudutta Joshi  
CLICKSOFTWARE INDIA  
PRIVATE LIMITED  
Mr. Deepak Indoliya  
Ms. Deepti Saxena  
Ms. Depaali Jain  
Mr. Dhruva Ghai  
Mr. Divyansh  
Mr. Durga Madhaba  
Padhy  
Ms. Ekta Singh  
Ms. Fariha Farooqui  
Finastra Software  
Mr. Ganesh Nagarajan  
Mr. Gaurav Nebhwani

## H - O

Mr. Harish Kumar Dwivedi  
Mr. Harmandeep Singh  
Mr. Harshit Srivastava  
Ms. Heena Deepak  
Sharma  
Mr. Hera Nawbi  
Mr. Himanshu Pandya  
Incisive Infotech  
Ms. Ipsa Singh  
Mr. Jai Khatri  
Jaipuria Institute  
Ms. Jasmine Jain  
Ms. Jennifer Day  
Mr. Jitesh Puri  
Ms. Kalpana Sharma  
Mr. Kanav Aroua  
Mr. Kirti Seth  
Mr. Kishore M Deshpande  
Mr. Kushal Shah  
Mr. Lovee Mehrotra  
Mr. Shubh Mehrotra  
Mr. Mahim Sharma  
Ms. Mallika Sarkar  
Mr. Manish Kumar Singh  
Mr. Manish M Vaish  
Mr. Manu Akash  
Mr. Manvinder Singh  
Mr. MC Ramesh  
Mr. Mihika Sen  
Mr. Milind Sarwate  
Ms. Monika Sharma  
Ms. Munira Mufazal  
Ms. Namrata Dixit  
Ms. Nandini Singh  
Ms. Nanditra Bahri  
Mr. Navneet Singh Ajmani  
Ms. Neha Kedia  
Ms. Neha Singh  
Mr. Nischay Misra  
Mr. Nitin Pathak  
Mr. Nitin Rawat  
Ms. Nivedita Deshpande  
Ms. Nivedita Singh  
Ms. Nusrat Hirani

## P - S

Mr. Paluri Vamsi  
Ms. Paramita Suklabaidya  
Ms. Parul Darbari  
Ms. Parul Dutta  
Ms. Parvathy Sreelatha  
Dr. Pawan Gupta  
Ms. Pooja Shukla  
Ms. Poorva Gupta  
Mr. Pradip Kumar Modi  
Ms. Pragya Sharma  
Mr. Prakash Singh  
Mr. Prakhar Saxena  
Mr. Prashant Survajhala  
Mr. Prathesh Prasad  
Mr. Pratik Nagda  
Mr. Prince Bhandari  
Ms. Pritika Shah  
Ms. Priyanka Bhatnagar  
Mr. Priyesh Sinha  
Mr. Rajat Kumar Poddar  
Ms. Rajika Khanna  
Mr. Rajiv Bhaskarai Vora  
Ms. Kanchan Khatri Vora  
Mr. Rajput Sarveshsingh  
Ms. Rishi  
Mr. Rishi Shivahare  
Mr. Rishik Bahri  
Mr. Ritesh sharma  
Mr. RK Misra  
Mr. Rohit Sharma  
Mr. Sachin kharb  
Ms. Saiqa Syeda  
Ms. Samriddhi Saxena  
Mr. Sameer Grover  
Ms. Sanchita Deorolia  
Ms. Saumya Gupta  
Mr. Saurabh Kishu  
Mr. Saurabh Pandey  
Mr. Saurabh Sharma  
Mr. Shabaz Ibrar Siddiqui  
Mr. Shailesh Misra  
Ms. Sharmishtha Singh  
Ms. Shatruddha Prasad

## S - Z

Mr. Shekhar Bahri  
Ms. Shipra Dayal Singh  
Mr. Shivam Pandey  
Mr. Shivam Sinha  
Ms. Shivangi Rai  
Ms. Shivani Dwivedi  
Mr. Shubham Somani  
Ms. Shubhangi Gupta  
Ms. Shweta Manocha  
Mr. Shyam Deo Srivastava  
Mr. Siddharth Bishnoi  
Mr. Singh Abhishek Randhir  
Ms. Smriti Gupta  
Ms. Sonakhshi Tayal  
Ms. Sonal Pankaj Shah  
Ms. Srishti Sharma  
Mr. Subrata Dutta  
Ms. Sucheta Singh  
Mr. Sudhanshu Singh  
Ms. Supriya Chauhan  
Arora  
Mr. Suraj Tomar  
Mr. Suresh M Hastak  
Mr. Syed Ashraf Ali  
Mr. Syed Isaar Ahmad  
Mr. Syed Zainual Haque  
Ms. Trisha Bahri  
Mr. Ujjwal Pandey  
Ms. Urvashi Srivastava  
Ms. Vandita Jaon Samuel  
Ms. Vani Singh  
Mr. Venu Madhav  
Mr. Vijay Malik  
Mr. Vijayeta Srivastava  
Mr. Vineet Singh  
Mr. Vipin Gupta  
Mr. Vipul Shah  
Mr. Vishal Laxmikant  
Thakkar

## **SARTHAK FOUNDATION - IMPACT ASSESSMENT REPORT 2021-22**

### **ABBREVIATIONS**

<b>S. No</b>	<b>Abbreviation</b>	<b>Explanation</b>
1	FGDs	Focussed Group Discussions
2	SEPEt	Socio Emotional Physical and Ethical
3	STEEAM	Science, Technology, Engineering, Expression, Arts, Mathematics
4	ASER	Annual Status of Education Report
5	CASEL	Collaborative for Academic, Social and Emotional Learning
6	SEL	Socio - Emotional Learning
7	YR	Yellow Rooms

### **CONTEXT**

We started our work in 2013 when we encountered extreme poverty and hunger in the slums of UP and the only thing we thought we had to offer to change this situation was education. While working with the children we realised that the issues they faced were much more complex and just teaching them from school books would not suffice. We very quickly reached the conclusion that any touch-and-go intervention will have a very limited, if any, impact on the lives of the children whose issues go much beyond 'education' and include substance abuse, hygiene and health issues, sexual and physical abuse and emotional and mental health issues. Based on the 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.

The last two years have been the most challenging due to the opening and closing of physical classes. The biggest threat that we faced was that our children - who are already late learners - could face a drop in their learning levels or could potentially even drop out of the programme completely. Therefore, our focus was on maintaining the learning levels if not increasing them dramatically. We focussed on:

- Strengthening learning foundation
- Ensuring zero/minimal drop-outs
- Providing digital aids for continuation of education
- Supporting with livelihood, physical amenities, medical aid and emotional well-being

### **WHY IMPACT ASSESSMENT?**

Over the years, based on need assessment, we have formalised a process and pedagogy to make learning for children impactful and effective. The last two years of COVID-19 put a veritable stop to one of the key elements and primary differentiators of our model - regular, sustained and long term physical intervention. A face-to-face interaction and physically being inside the Yellow Room safe space cannot be replicated by online classes, but we innovated and come up with a teaching structure that would least hamper the learning of children. To measure the impact of our intervention, we conducted a multi layered impact assessment. Since we know that COVID-19 might make another comeback at any time, another important purpose of this assessment is to help us make an informed decision about the curriculum and pedagogy that needs to be instituted in the academic year 2022-23.

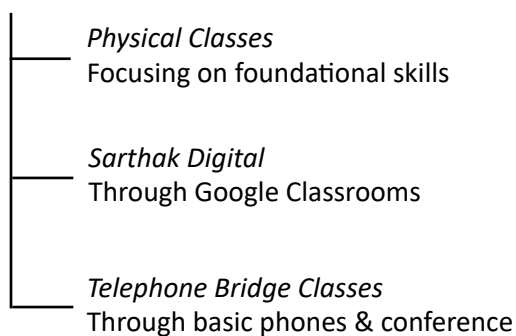
## TOOLS/ METHODOLOGY USED

QUALITATIVE ASSESSMENT	QUANTITATIVE ASSESSMENT
FGDs on Gender with children	Baseline Evaluation - English, Mathematics, Science and Computer
FGDs on Social Emotional and Physical Well-being with mixed gender group of children and with ONLY girls group	Practical Assessment of Digital Skills
FGDs with parents to evaluate our quality of impact	

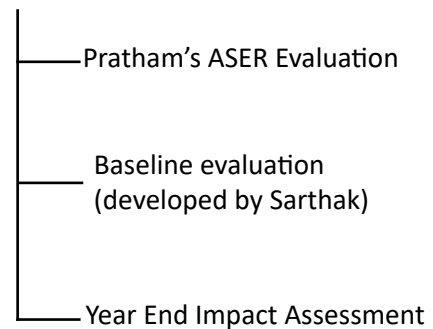
## OVERVIEW OF THE YEAR 2021-22

During the year 2021-22, Yellow Rooms and Gurukul remained closed for some part of the year. We did the following to ensure regular learning:

### MAINTENANCE OF LEARNING LEVELS



### EVALUATION & ASSESSMENT



## IMPACT ASSESSMENT 2021-22

### A. SEPET and GENDER

SEPET - Socio, Emotional, Physical and Ethical well-being has been an essential programme the need of which came out stronger during COVID-19. The National Education Policy (NEP) 2020 also focusses on the need of addressing socio emotional and physical development of children. During COVID-19, we were able to ensure the mental and physical wellbeing of children through this programme. Since children were confined in their homes, SEPET activities played an essential role in ensuring their happiness. Our SEPET programme focusses on ensuring physical well-being of children, reducing their stress and abuse, improving their confidence and developing values and manners in them.

Gender forms an important aspect of SEPET. Gender is not only a part of everyday learning but an integral part of Sarthak's culture. 55% of our students are girls. The vision is not only to provide an equitable platform to girls but also to sensitise both girls and boys on the importance of gender neutrality.

The objective of this programme is to nurture children into sensitive, informed, responsible and healthy youth with a strong emotional quotient.

Our aim through this programme is-

- Reduction in child labour in the communities
- Reduction in abuses against children, especially girls
- Children learn to solve problems, make decisions and live in cohesion.
- Children learn the importance of human values and good behaviour

- Children become healthier both mentally and physically

Goals that we planned to achieve in year 2020-21 under SEPET are-

- Betterment in physical and mental health of children
- Improved access to physical amenities for children
- Improved awareness of gender and life skills among children
- Active involvement of mothers in children's growth and performance

**Curriculum Implemented-** Sarthak plans are integrated on the lines of the international organisation CASEL, which works on SEL (Socio-Emotional Learning). The five competencies focussed on are - self awareness, self management, social awareness, physical activities, relationship skills and responsible decision making.

## B. STEEAM

STEEAM - Science Technology Engineering Expression Art and Mathematics is geared towards improving communication, school subjects and scientific and mathematical skills of children. To facilitate understanding and retention, we have adopted the concept of 'learning by doing'. To facilitate digital learning we have digitised all our Yellow Rooms.



Science, Maths, English



General Awareness



Yoga, Sports, Games



Art & Craft



Newspaper Reading

Our aim through this programme is-

- Improved levels of learning among children in slums
- Children coping up with the formal school education
- Children become creative, aware and develop holistically
- Children improve their reading and speaking skills and acquire computer skills

Goals planned to achieve in year 2021-22 under STEEAM are-

- Increased communication, scientific and mathematical skills of children
- Strengthening foundational skills
- Improving the learning levels of children to make it age appropriate
- Ensuring high attendance of Yellow Rooms

**Curriculum implemented-** Khan Academy, NCERT, Vikram Sarabhai and Byju's for Science and Mathematics. British Council for English. Pratham for story reading.

## C. SCHOOL INCLUSION *(not a part of Sarthak Gurukul)*

With the idea of "each child in school", we enrol our Yellow Rooms children in formal schools through scholarships. We monitor their school attendance, performance and facilitate their completion of education.

Our aim through this programme is-

- Increased enrolment in formal schools
- Children completing formal education
- Reduction in dropout of girls

The aims mentioned above were also the goals we planned to achieve in year 2021-22

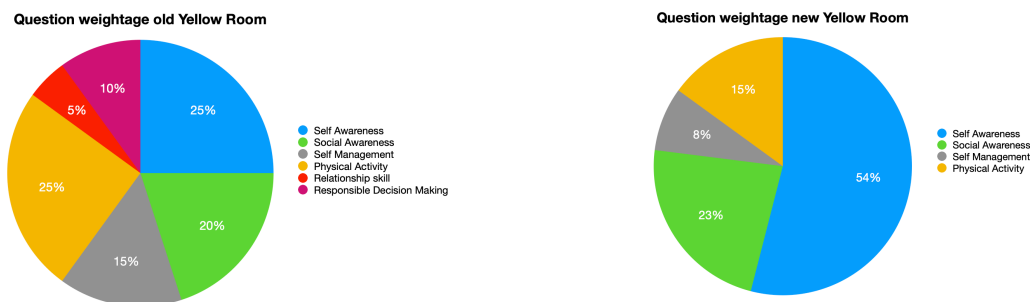
## COMPREHENSIVE TABULAR REPRESENTATION - INFERENCES OF IMPACT ASSESSMENT 2021-22

YELLOW ROOMS			
PROGRAMME	BATCH	FINDINGS	INFERENCES
SEPEt - Evaluation: Focussed Group Discussions with children and their parents	Old Yellow Rooms	Below in pie chart and inferences	Children's confidence level has increased due to physical and nutritional elements of our intervention. Children's sensitivity to gender and related issues has become better, but a lot still needs to be done to bring about systemic changes. Children are imbuing values taught to them during SEPEt sessions and are supporting the younger children. Their stress levels have reduced through counselling. However, there are a lot of life skills they need to learn for their own selves and their communities. They have learnt to identify issues but they still need to learn the skills to be able to deal with them.
	New Yellow Rooms	Below in pie chart and inferences	Children find physical and nutritional elements a motivation to come to Yellow Rooms. The happy and safe environment acts as a catalyst in their well-being and learning. Children have learnt basic etiquette and manners. They are becoming sensitised to the concept of gender.
SCHOOL INCLUSION - Evaluation: School Results	Old Yellow Rooms	Advancers - 72.9%; Learner's - 66.49%; Tenderfeet - 61.7%	The school result has been good of children. They have managed to procure good marks in their school evaluations. They have been able to attend their classes both physical and online. Their school authorities are happy with their behaviour and performance.
	New Yellow Rooms	NA	NA
STEEAM - Evaluation: Baseline Assessments	Old Yellow Rooms	Below in graphical representation	The shift between physical and online classes has impacted the learning levels of children. Their outcomes have seen a minor dip. Children have been able to manage attending the sessions. Girls have performed better than boys.
	New Yellow Rooms	Below in graphical representation	Children have shown improvement. This was their first year in a Yellow Room. Both the attendance and learning levels of children have shown positive outcomes.
<b>SARTHAK GURUKUL</b>			
SEPEt - Evaluation: Focussed Group Discussions with children and their parents		Below in pie chart and inferences	Children have become very well-mannered. They are sensitive to each other and help out younger children. Girls are very confident and understand their right to equal treatment. Children recognise the importance of <b>same uniform</b> , sports and nutrition to both the genders. Steps need to be taken to improve their life skills. They need more exposure to the outside world.
STEEAM - Evaluation: Baseline Assessments		Below in graphical representation	Children of some classes have shown improvement in their learning levels. There has been a minor % dip in the learning levels of some children. The positive side is that all the children have been able to maintain excellent attendance for both physical and online classes.  Girls have performed better than boys.

**A. YELLOW ROOMS ASSESSMENT** (For reference: Old YR - started between 2013 and 19; New YR - started in 2021)

**A.1 SEPET - Changes in the Socio-Emotional, Physical and Ethical Needs of Children**

We conducted Focussed Group Discussions (FGDs) with 9 groups of 12 children. Each group had a different set of children. We also created an all-girls group to check the impact SEPET has had on girls specifically. The questions were divided into six categories based on the CASEL framework. Each category was given a different weightage. The Old and New Yellow Rooms had different sets of questions.

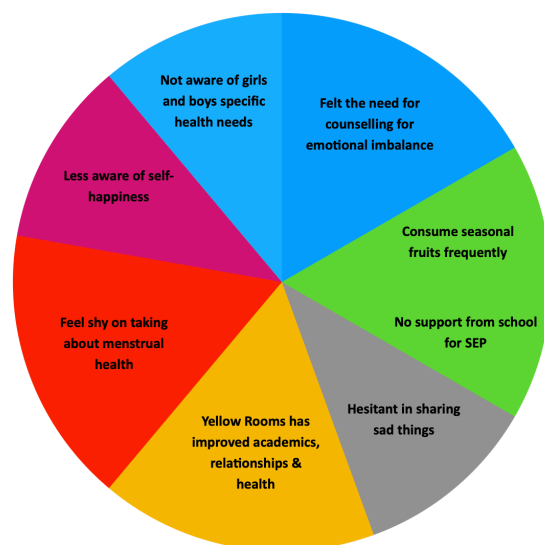


**FGD on Social – Emotional – Physical Well-Being (Old Yellow Rooms):**

- Children shared that they would be unaware of social issues, life skills, communication skills and their own life aims and mental health without the Sarthak Yellow Rooms intervention.
- Most children feel relaxed when sharing their concerns indicating trust. Sarthak’s counselling has helped them reduce their stress levels.
- Almost all children feel that they need counselling in schools. They also feel the need for sensitivity among school teachers.
- Many low fee schools do not have sports periods in schools.
- Due to SEPET activities in Yellow Rooms, children practise Pay It Forward and mentor younger children.
- Children are happy with the nutrition that they receive at Yellow Rooms and it has helped them in their studies as well.
- Children feel confident and happy on receiving physical essentials such as uniforms, stationery, school bags, bottles and tiffin boxes.

**FGD on Social – Emotional – Physical Well-Being (New Yellow Rooms):**

- Children mostly feel happy with family and friends. They are happy to have made new friends in their Yellow Rooms.
- Most children are aware of the importance of being physically healthy. Few children even follow good health practices and exercise at home.
- Before Sarthak Intervention, the girls and boys had vastly different schedules with the girls spending most of their time in household chores, taking care of siblings and watching TV, while the boys spent time outside with friends, playing games or going to school. Due to the Yellow Rooms intervention, children are becoming sensitised to the role of sex and gender in defining their daily experiences. The first change has been girls coming out for education.
- Children are happy to receive nutritional elements in Yellow Rooms. This motivates them to come regularly.



**FGD on Gender:**

- Most children understand and accept that both Genders should be treated equally.
- A beautiful observation was that both girls and boys understand that both the genders need the same nutritional values for growth.
- Some children have implemented their gender learning and are trying to change their family’s approach toward Gender.
- Children are still a little hesitant in talking about topics related to sex education.
- We have observed that some boys are less willing to accept their roles at home.
- All the children can recognise the importance of gender-neutral environment they receive at Sarthak Yellow Rooms.



**A.2 STEAM and SCHOOL INCLUSION- Changes in The Learning Levels of Children**

We have created baseline evaluations that are designed to assess the fundamentals of children from Class I to Class III, Class IV and Class V, Class VI to Class VIII and Class IX and Class X. We have four batches running in our Yellow Rooms. These batches are segregated on the learning levels of children. Tenderfeet batch has learning levels of children from class of Nursery to UKG, Learners have learning levels of Class I to Class V, Advancers have learning levels of Class VI to VIII and Aspirers have learning levels of IX and above.

Note - The Tenderfeet batch has not been involved in assessments. The Aspirers batch is formed only in Old Yellow Rooms.

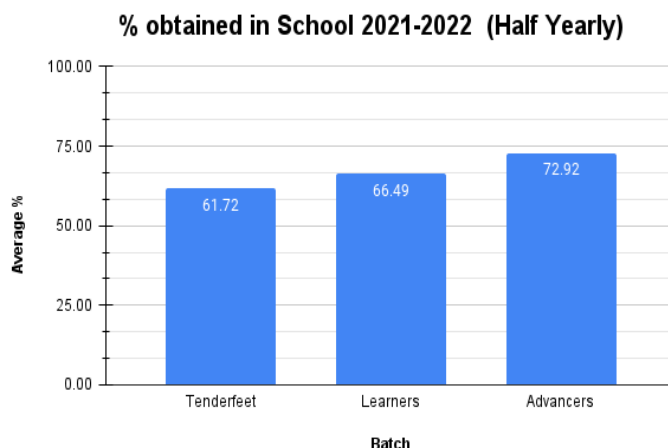
**Evaluation Results:**

1. Children have performed well in schools with most of them scoring above 60%.
2. Girls have performed better than boys in Yellow Rooms as well as the Sarthak Gurukul.
3. Children in new Yellow Rooms have shown improvements in their learning levels.
4. Children of Advancers (Class 6<sup>th</sup> to Class 8<sup>th</sup>) from old Yellow Rooms have shown an improvement in their learning levels.

The evaluation results have been depicted through graphical representation below -

**SCHOOL INCLUSION**

**School performance of Old Yellow Room children**

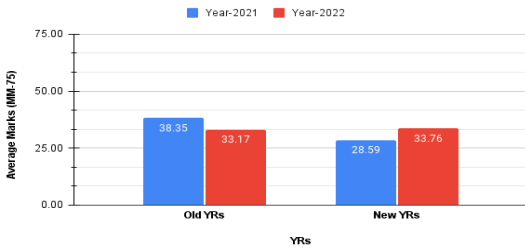


**Findings:**

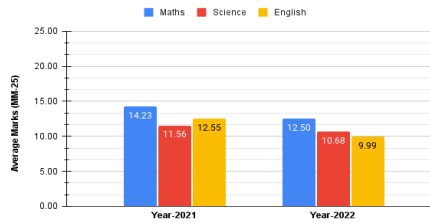
- a) Online classes of Sarthak have helped children to perform better in schools.
- b) The provision of laptops and mobile phones have helped them continue with their online classes in schools.

# STEEAM Learners

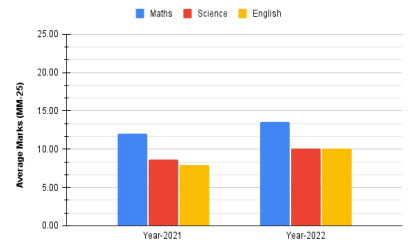
**Baseline Assessment Learners 2021-2022**



**Baseline Assessment Subjectwise Learners-Old YRs**



**Baseline Assessment Subjectwise Learners-New YRs**

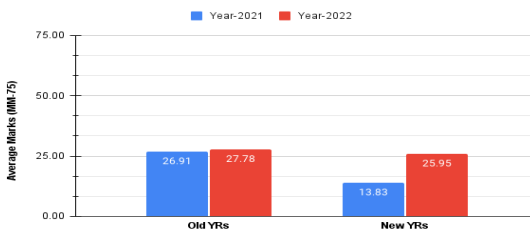


## Findings :

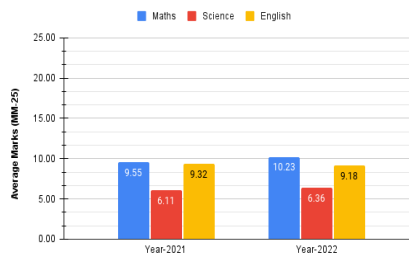
- New Yellow Rooms children have shown an increase of 6.9% in learning levels.
- In New Yellow Rooms there has been an increment in the learning levels in all the subjects.
- Old Yellow Rooms girls' average is greater than the class average.
- There has been a minor % dip in the learning levels of children from Old Yellow Rooms.

## Advancers

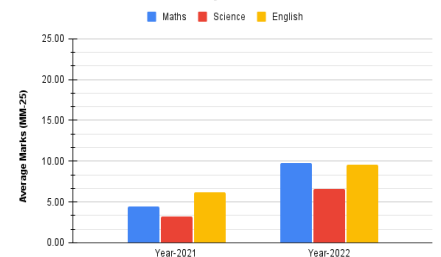
**Baseline Assessment Advancers 2021-2022**



**Baseline Assessment Subjectwise Advancers-Old YRs**



**Baseline Assessment Subjectwise Advancers-New YRs**

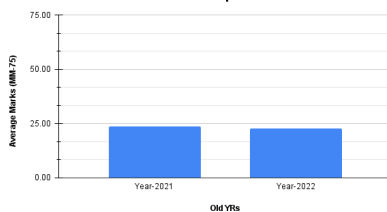


## Findings :

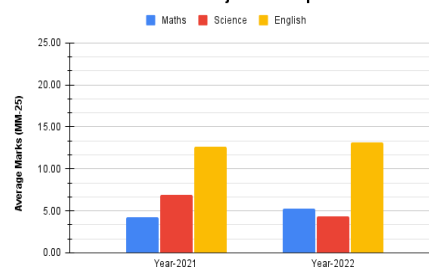
- There is an increase of 16.16% in the average marks of new Yellow Rooms.
- In New Yellow Rooms there has been an increment in the learning levels in all the subjects.
- Old Yellow Rooms girls' average is greater than the class average.
- The performance of children in Old Yellow Rooms has been more or less stable.
  - Improvement in learning in Mathematics and Science.
  - Slight dip in the learning of English.

## Aspirers

**Baseline Assessment Aspirers 2021-2022**



**Baseline Assessment Subjectwise Aspirers-Old YRs**



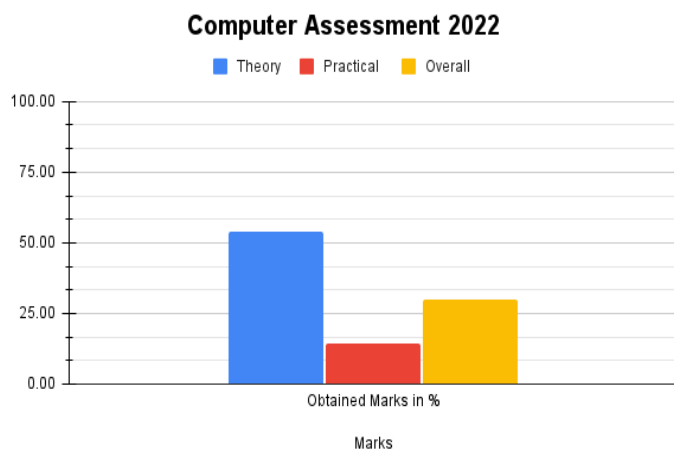
## Findings :

- The performance of children has been stable.
  - Improvement in learning in Mathematics and English.
  - Slight dip in the learning of Science.
- Old Yellow Rooms girls' average is higher than the class average.



## B. DIGITAL SKILLS

We have created a Digital Lab in the year 2021 for students above Class 9<sup>th</sup>. In the coming year, we will expand this lab to impart livelihood skills like accounts software learning, Microsoft Office training, Auto cad, Digital marketing etc. When we created the lab, we conducted baseline evaluation for Microsoft word, PowerPoint and Excel. Children have been made aware of the practical working of these applications. We have developed a curriculum based on Concept of Computer Course (CCC) for strengthening the same.



## C. ROUND TABLE INDIA SARTHAK GURUKUL ASSESSMENT

Assessments were conducted for all the children from Class I above. Baseline evaluations were conducted before the beginning of the session and then at the end of the session to gauge the change in learning levels for subjects.

For the first time, FGDs were conducted with children and parents of Gurukul to measure the impact of socio-emotional, physical and gender development. We also conducted an exclusive all girls FGD to understand the change this programme is bringing in rural girls. We were happy with what we heard.

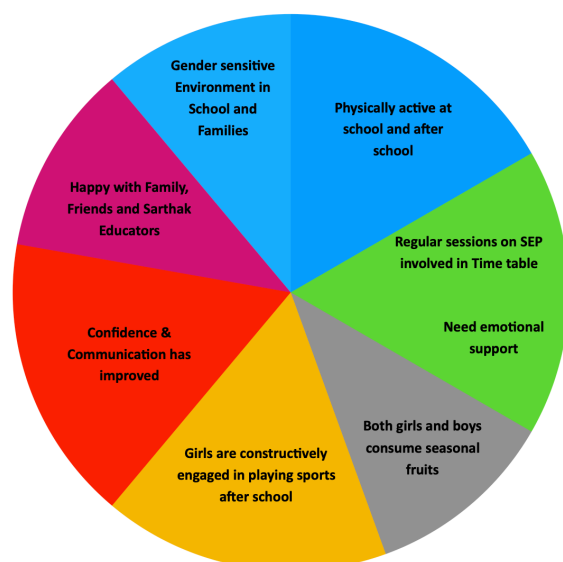
Following are the evaluation results:

### C.1 SEPEt- Changes in the Socio - Emotional, Physical and Ethical needs of Children FGD on Social – Emotional – Physical Well-Being (GURUKUL):

Most of the participatory children have been studying in Sarthak Gurukul for 3 to 4 years. Therefore, their responses are impacted by Sarthak Gurukul Culture.

Inferences:

- Children have expressed that they feel very happy that both boys and girls in Gurukul are treated equally. They realise the importance that same Uniform, same Sports, same Nutrition and equal participation have on creating a gender neutral environment.
- Yoga and exercise have added to improving their mental and physical health.
- Most children like caring for, feeding and helping others and being honest with everyone



## FGD on Quality of Impact with Parents:

Most of the parents who have participated have been associated with Sarthak for 3 to 4 years. Some impacts are based on the evolved thought process they have developed with Sarthak's intervention.

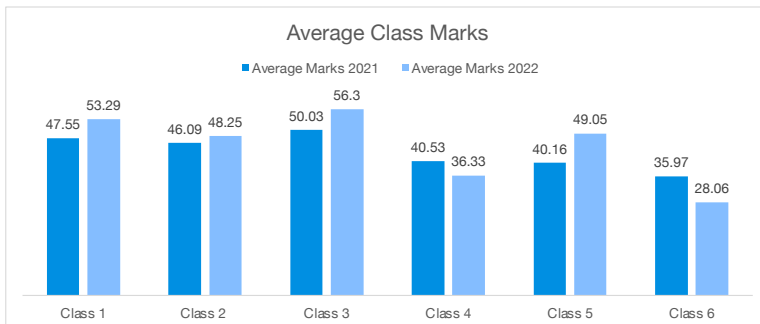
Inferences:

- Parents are very happy with the values, behavioural changes that children have adopted with time.
- Most of the parents support education for both girls and boys, provide the same upbringing, food and facilities for both genders.
- Parents are interested and involved in children's academic and overall growth.
- Parents are very keen on children playing sports. They would love to see some facility coming to their village in this regard.
- Parents also showed keen interest in skill enhancement of their elder children.
- Parents were happy to have learnt Financial Skills through workshop.

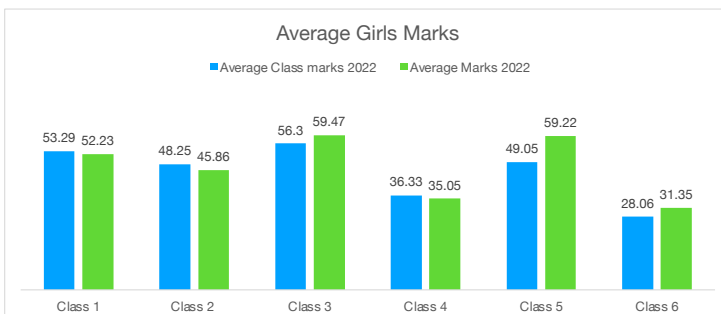


## C.2 STEAM - Changes in The Learning Levels of Children

### Comparison of Average Marks of All Classes



### Comparison of Average Marks of Girls with Average Marks of Class



### Findings:

- On an average, the performance of children in their classes has been stable.
- Some of the classes have shown an improvement in the performance.
- All the classes (except IV and VI) have performed better in Mathematics (more than 68% average).
- Class IV and VI have shown a dip in their performance.
- Attendance of all the children has been exemplary.
- Girls have outperformed boys in majority of the classes.
- We also have subject wise analysis of all classes for studying the details of assessment results.

## UNDP GOALS THROUGH OUR WORK



## CONCLUSION

Our interventions, whether Yellow Rooms or Gurukul, are wide in scope and go beyond just school subjects. This is by design and this Impact Assessment Report convinces us that we were right in choosing this path. The children were able to cope with mainstream school education despite the schools as well as the Yellow Rooms being closed for a substantial period of the time. This is testimony to the deeper impact of our work. It also proves that support structures we created during Covid were robust.

We have organised FGDs as a tool of impact assessment for the first time and the inferences drawn from the activity as well as the experience was very encouraging. The experience was cathartic for the parents and children and they spoke quite candidly in the group, which is indicative of much trust between us. Some of the things our children and their parents have observed may appear quite normal to us, but we should remember the context and how extraordinary some of these opinions, especially those related to gender, are.

# Our Supporters

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## Foundations



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# Happy Empowered Family

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