

Impact assessment report

Project name: School Support Programme

Apple India

March 2026



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Acknowledgement

The impact assessment study has been conducted by Grant Thornton Bharat LLP (“Grant Thornton” or “GT”) appointed by Apple India for the School Support programme in Mumbai, Pune and Nagpur, Maharashtra.

We would like to thank Apple India, Akanksha Foundation (AF) for their continued support and assistance in carrying out the study. We are also grateful to the community members and programme team of AF, students, teachers, school staff, and other stakeholders who interacted with us during the study.

1. Executive summary

Apple India partnered with Akanksha Foundation in driving the School Support Programme across schools in Maharashtra specifically in Pune, Nagpur, and Mumbai. The schools follow a unique model of holistic learning that goes beyond classrooms and focuses on development of socio-emotional skills and values of young individuals with high parental engagement. The schools are also equipped with educators with strong professional background to provide adequate attention to the children and maintain their progress.

Apple India engaged Grant Thornton Bharat LLP to conduct an impact assessment of the programme. The objective of the assessment was to study the impact of the programme activities. This study was conducted on site in Mumbai, Nagpur and Pune. The aim was to understand the perspectives of primary beneficiaries and the relevant stakeholders of the programme.

Key findings of the study include -

Relevance

The programme remains highly relevant to students and families across all cities. Strong school facilities—cited by 100% of parents at BOPEMS and SMCMPs—have significantly enhanced the learning environment, while improved accessibility and trusted teaching quality have strengthened community confidence. By prioritizing underserved communities and providing access to smart classrooms, iPads, tablets, and digital content, the programme ensures that no student is left behind due to socioeconomic constraints. This has allowed learners to build essential digital skills and directly supports the goals of SDG 4 and NEP 2020, ensuring equitable and high-quality education for all.

Effectiveness

Technology-supported classrooms have transformed teaching and learning experiences across the network. Students consistently highlight the value of technology, friendly teachers, and interactive pedagogy—with 100% reporting improvement in their studies due to these features. Collaborative learning, hands-on activities, and personalised digital tools have strengthened engagement and supported differentiated instruction. Teachers, empowered by ongoing professional development and coaching, are increasingly confident in integrating technology, designing engaging lessons, and using data to support remediation and enrichment.

Efficiency

The professional development (PD) model has proven highly efficient, equipping teachers with practical strategies while strengthening collaboration and shared learning. Peer learning has emerged as a powerful component of PD, enabling teachers to learn from one another's classroom practices, troubleshoot challenges collectively, and build leadership capacity within the school. The emphasis on digital upskilling has reduced apprehension about new tools, allowing teachers to confidently integrate Apple TVs, tablets, adaptive platforms, and interactive apps—leading to more efficient classroom management and stronger student engagement.

Coherence

The programme demonstrates strong coherence with NEP 2020, aligning closely with its goals of universal access, technology-enabled learning, continuous teacher development, and competency-based instruction. By equipping classrooms with digital infrastructure and ensuring teachers are trained to use it effectively, the programme fosters 21st-century skills, digital literacy, and inclusive learning environments. This alignment strengthens the programme's long-term strategic relevance and supports system-wide improvement in academic quality and equitable access.

Impact

The programme's impact is visible across multiple dimensions. Students report using technology to create presentations, complete projects, perform skits, and participate confidently in classroom activities—fostering creativity, communication, and school attendance. Academic outcomes in English and Math show strong upward trends across cities, with Pune leading in overall performance, Mumbai maintaining stable excellence, and Nagpur demonstrating promising acceleration, especially in Math. Improvements in confidence, leadership, values, participation, and student voice highlight meaningful socio-emotional growth. Parent engagement remains strong, supported by regular meetings, WhatsApp communication groups, health workshops, and other community touchpoints that create an ecosystem of shared responsibility for student success.

Sustainability

The programme shows strong long-term sustainability due to its deep integration into teaching practices, student learning habits, parental involvement, and professional development systems. Access to personalised learning tools has strengthened foundational literacy and numeracy, allowing students to revisit concepts and gain mastery at their own pace. Beyond academics, students are developing skills in collaboration, creativity, and critical thinking—preparing them for higher education and future careers. Teacher retention has stabilised in schools with consistent PD support, and parent communities are increasingly engaged. With robust alumni support structures and strong alignment to national priorities, the programme is positioned to sustain and scale its impact for years to come.

2. Introduction

a. Background and context

Children from disadvantaged social backgrounds attend government schools in several states, where females' education is frequently viewed as a formality for future marriage opportunities. Government schools in India face several challenges such as poor infrastructure, lack of trained teachers, outdated curriculum, lacking in funds, and a poor teacher – student ratio.

According to a study in Maharashtra by Child Rights and You, it was found that out of 122 government schools in 69% schools, teachers and /or students were cleaning toilets. The survey also indicated that 13% of the schools did not have a sturdy building and 37% did not have a compound wall. Teacher training is done only for a few teachers who are expected to then pass on the information to a larger group¹. Due to these challenges, many government schools tend to shut down hence affecting the community at large. Akanksha Foundation adopts such schools and revives them. Based on the PPP model, the Akanksha School Project seeks to enhance the standard of instruction in municipal schools while addressing certain issues that marginalised children encounter. The project's main goals are to increase attendance and retain students while developing a framework that emphasises socioemotional learning in addition to academic child development, and notably, parental and community involvement.

The National Education Policy (NEP), 2020 has also significant relevance in the context of the programme. The NEP emphasizes providing equitable access to quality education for all, especially to marginalized and poor groups. The policy also recognizes the importance of digital and online education, teacher training and professional development.

b. About the programme

Apple India has supported Akanksha Foundation for their school support programme. It focuses on creating scalable models of quality schools for the less fortunate communities. The model works both within and beyond the classrooms to provide the children a holistic learning experience.

	AY 2021 – 22	AY 2022 – 23	AY 2023 – 24	AY 2024 – 25
Students	2,752	3,607	3,990	4,477
Teachers	135	174	163	332

Table 1: Student and teacher outreach

¹ <https://www.cry.org/wp-content/uploads/2019/03/Budgeting-for-School-Education-in-Maharashtra.pdf>

The three key components of the programme are:

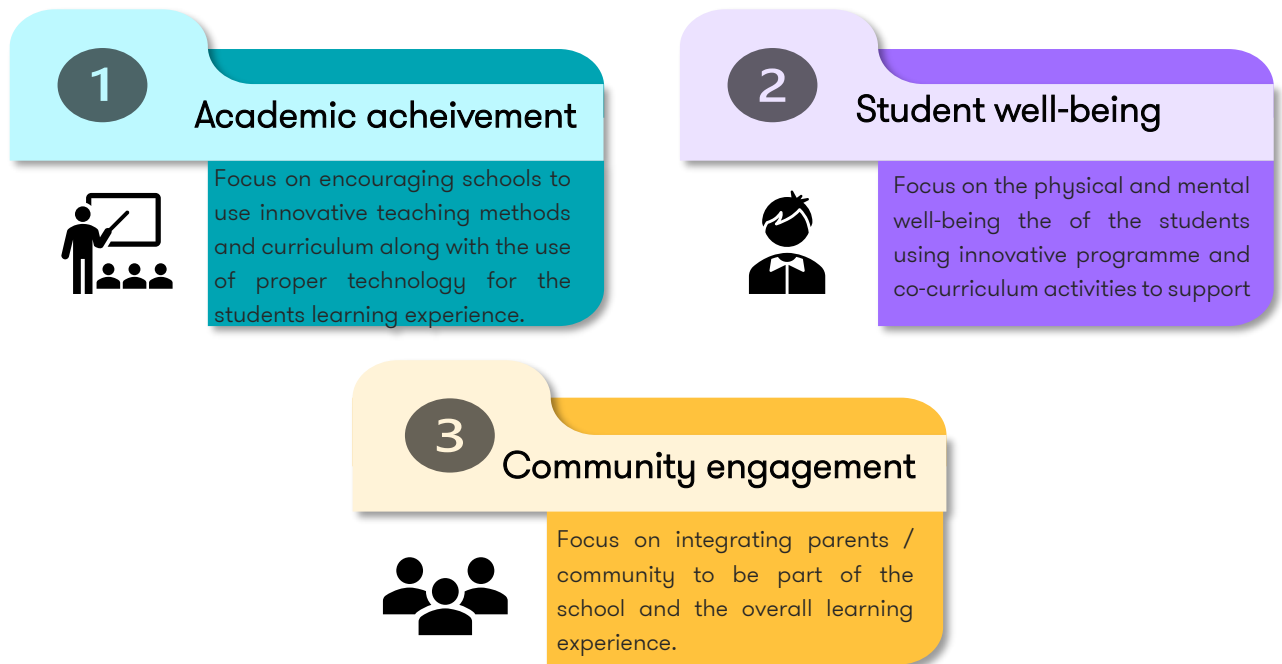


Figure 1: Key components of the programme

Under the programme, Apple India supports nine (11) schools i.e. four (04) in Pune, (06) Nagpur and one (01) school in Mumbai.

Nagpur

1. Late Gopalrao Motghare NMC English Medium School (LGMNPS)
2. Babulban English NMC Medium School (BNPS)
3. Late Baburaoji Bobade NMC English Medium School (LBBNPS)
4. Ramnagar NMC English Medium School (RNPS)
5. Rani Durgavati NMC English Medium School (RDNMCEMS)
6. Rambhau Mhalginagar NMC English Medium School (RMNMCEMS)

Mumbai

1. Sitaram Mills Compound Mumbai Public School (SMCMPS)

Pune

1. Pimpri Chinchwad Municipal Corporation English Medium School (BOPEMS)
2. Late Dattoba Ramchandra Kale School (LDRKEMS)
3. Late Anantrao Pawar Memorial English Medium School (LAPMEMS)
4. Anusyabai Namdeo Waghare English Medium School (ANWEMS)

c. Akanksha Schools – Overview

Below are the key components that highlight the Akanksha Schools –

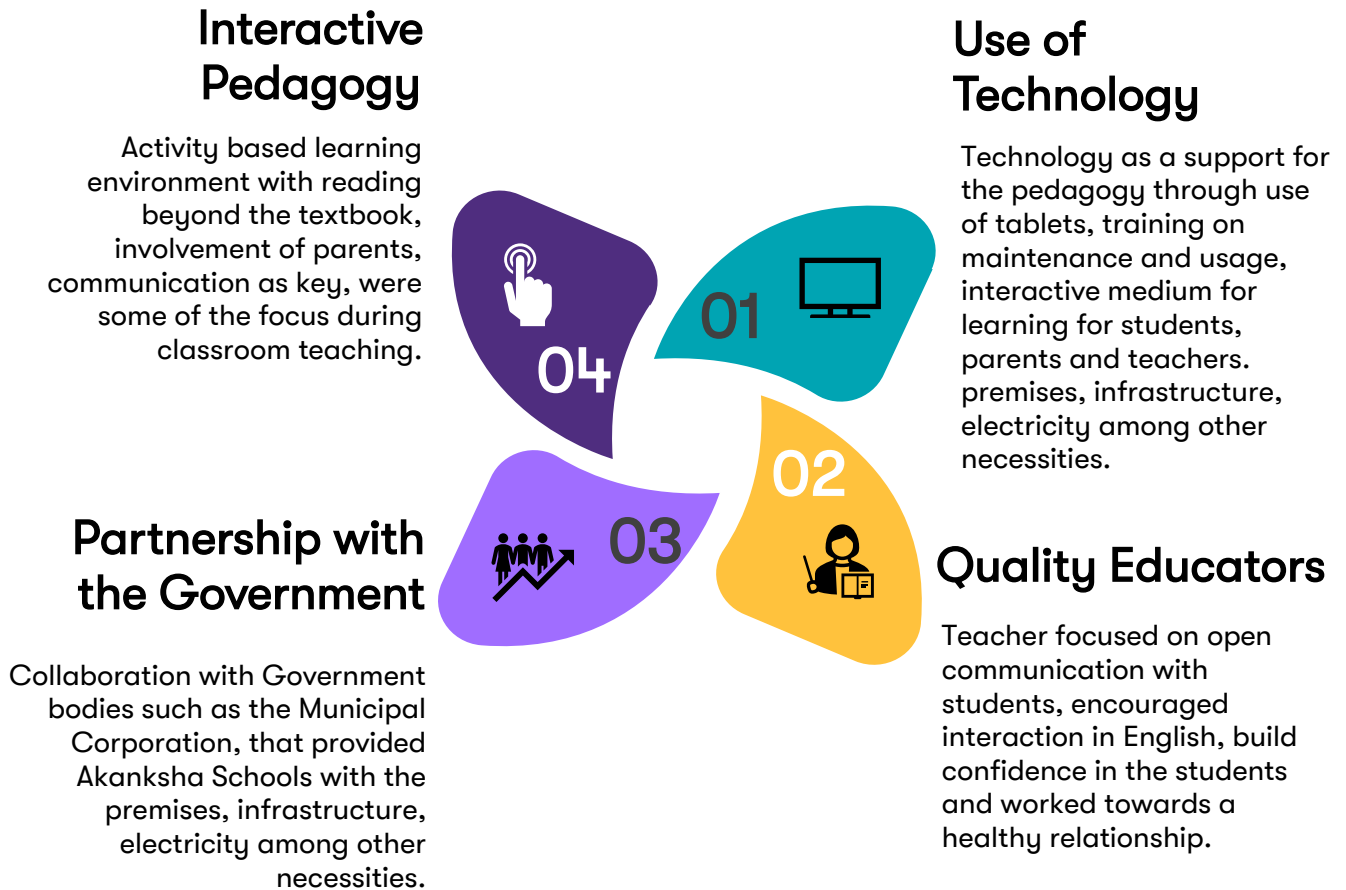


Figure 2: Akanksha Schools- overview

d. Tech based best practices of the programme

1. **Personalized Learning:** Leveraging iPads and apps like RAZ (Reading A-Z) and Puppet Pals, these schools ensure tailored learning experiences for students, catering to their unique needs and progress.
2. **Interactive and Collaborative Learning:** Apps like Google Slides, Scratch Jr, and PHET simulations promote teamwork and interactive content creation. These tools engage students through group projects and hands-on problem-solving activities.
3. **Data-Driven Instruction:** Teachers use digital platforms such as Edustem and real-time dashboards to monitor student progress, enabling adaptive teaching strategies based on insights from formative and summative assessments.
4. **Teacher Professional Development:** Apple-supported Akanksha schools conduct regular training sessions to integrate digital tools like quizizz, Edpuzzle, and live worksheets into lesson planning. These sessions focus on enhancing classroom practices and engaging students more effectively.
5. **Multimedia Integration:** Apps like iMovie, Book Creator, and Keynote allow students to engage in digital storytelling, video creation, and multimedia presentations, fostering creativity and communication skills.
6. **Digital Portfolios and Feedback Systems:** Students maintain digital portfolios to track their progress and receive personalized feedback, encouraging reflection and continuous improvement in their learning journey.
7. **Core Subject Focus:** Technology supports targeted intervention in English, Math, and other foundational subjects. Teachers use apps and small-group settings to address specific learning gaps effectively.
8. **Development of 21st-Century Skills:** Akanksha schools emphasize critical thinking, collaboration, and digital literacy through the consistent integration of technology in academic and extracurricular activities.
9. **Extended Learning Environments:** Virtual classrooms, forums, and collaborative projects expand learning opportunities beyond the physical classroom, engaging students in innovative ways.

3. About the study

Grant Thornton Bharat LLP² was appointed by Apple India to conduct an impact assessment study / desktop review of school support programme. To conduct the assessment, a Theory of change approach and OECD DAC Framework was used basis which key areas of enquiry were developed for each stakeholder group to obtain a holistic understanding of the programme results. The study was executed by interviewing the beneficiaries of the programme to gauge an overall understanding of the outcomes and impact.

The assessment included discussions with stakeholders to document their perception and feedback on the programme. The key objectives of the assessment:

1. To assess the impact of the school support programme
2. To gather feedback of the stakeholders and beneficiaries on the programme
3. To compare the data with the previous years

The study aimed to understand the overall process of the programme through analysis of the data collected and further corroborating it with inferences from stakeholder discussions.

² Grant Thornton Bharat LLP or GTBL is a member of Grant Thornton International Ltd. The firm is at the forefront of helping reshape the values in our profession. We are helping shape various industry ecosystems through our work across Assurance, Tax, Risk, Transactions, Technology and Consulting, and are going beyond to shape a more Vibrant Bharat. Our ESG practice constitutes of a dedicated team working to support efforts towards sustainable development. Our team understands the common challenges, and provides tailor-made solutions leveraging on our knowledge, experience, and enthusiasm.

a. Theory of change

- Admission procedure (lottery system)
- Technology usage and upgraded learning
- Professional development trainings to the teachers
- Parental engagement sessions
- Use of SEE curriculum
- Home visits and wellbeing calls to students
- Improved admission of students from low-income families
- Improved retention of students and attendance
- Improved interest and academic performance of students
- Better access to counselling for students and parents
- Improved engagement and support of parents in their children's academic journey

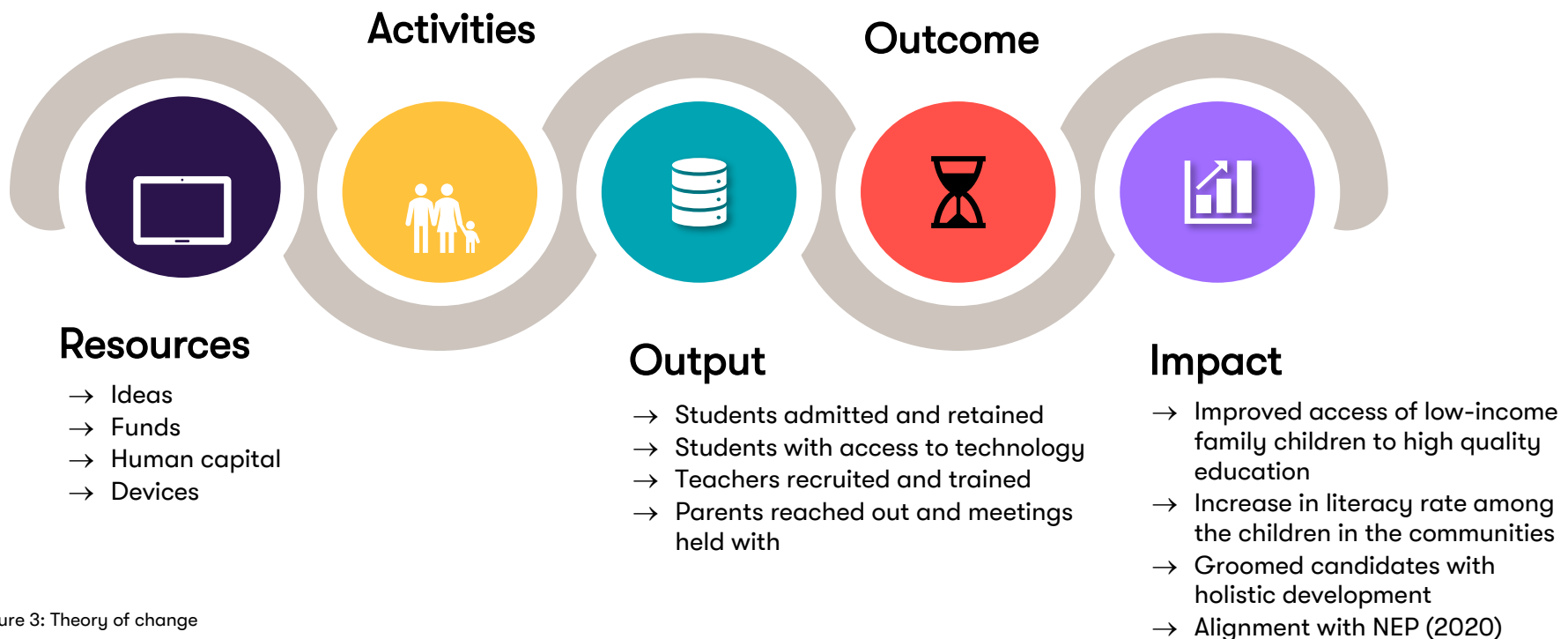


Figure 3: Theory of change

b. Research Design

The study was designed using the OECD DAC principles. The figure below highlights areas of focus based on OECD DAC principles.

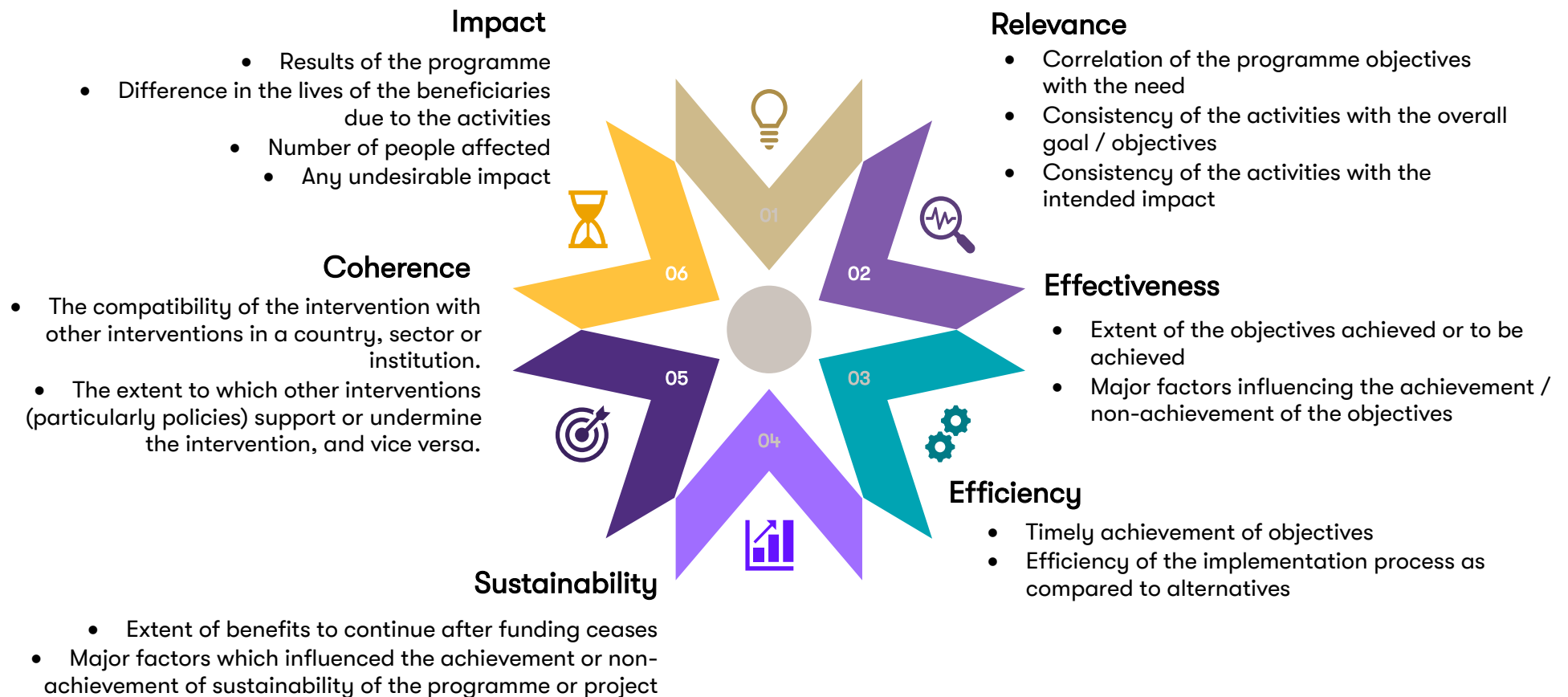


Figure 4: OECD DAC Framework

c. Methodology

Phase 1

- Understand project context, objectives, and approach.
- Understand various key stakeholders and output expectations.
- Draw Stakeholder-cum-Indicator map, study tools and execution plan.

Phase 2

- Review study model basis pilot run findings and make relevant modifications for next level execution.
- Conduct onsite and virtual discussions with individuals and groups
- Hold talks with relevant stakeholders for anecdotes.

Phase 3

- Collate information collected from all sources and conduct sample analysis.
- On verifying sample analysis, conduct detailed analysis.
- Prepare draft narrative report, discuss report findings, obtain relevant inputs for final report.
- Prepare and issue final report.

d. Data collection

Stakeholder-specific tools were developed to guide the primary interactions. Students, school staff (including school leaders and digital leaders), and teachers were engaged through focus group discussions (FGDs). Physical visits were conducted across all schools. In Nagpur, where students are predominantly from lower grades, a qualitative interaction approach was adopted. In contrast, Mumbai and Pune—having students up to Grade 10—were assessed using a more detailed, structured survey.

S/N	Stakeholder ³	Indicators / areas of enquiry	Tool used	Sample covered		
				Nagpur	Mumbai	Pune
1	Students	Experience with technology usage, relevance/ need of the programme, effectiveness of classroom learning, effectiveness of Holistic development and life skills, effectiveness of parental and community engagement	Focus group discussion (FGD) / Survey	FGD (20)	Survey (50)	Survey (48)
2	Teachers	Experience in using the interactive pedagogy, improvement in teaching and learning, effectiveness of trainings, relevance and sustainability of life skills, effectiveness, relevance, and sustainability of technology	In Depth Interviews	03	05	02
4	Akanksha school team (School leader, teachers, DLI trainer)	Interventions conducted and their experience, involvement with the programme, roles and responsibilities, relevance of intervention, improvement brought by the project to the school's performance (attendance/retention), community's and parental engagement, involvement with the programme, roles and responsibilities, relevance of intervention	In Depth Interviews	01 (School Leader)	01 (Digital leader)	01 (Digital leader)

Table 2: Areas of enquiry and sample covered

³ Since the study adopted desktop review approach, the sample size was kept minimal.

4. Findings

The study revealed significant positive outcomes in the schools in Pune, Nagpur, and Mumbai. The findings evaluated through the OECD DAC framework highlight meaningful changes in the educational landscape for students, teachers, parents, and the schools.

a. Respondent profile

The respondent profile reflects a well-distributed and diverse sample across schools and locations. Just over half of all respondents come from Mumbai's SMCMPs, contributing 51%, while Pune's schools—BOPEMS and LAPMEMS—together account for the remaining 49%, with 20% from BOPEMS and 29% from LAPMEMS. In Pune, girls make up 60% of BOPEMS and 61% of LAPMEMS, demonstrating strong female participation across schools in the region. In Mumbai, boys form 58% of the SMCMPs respondents, indicating strong male engagement.

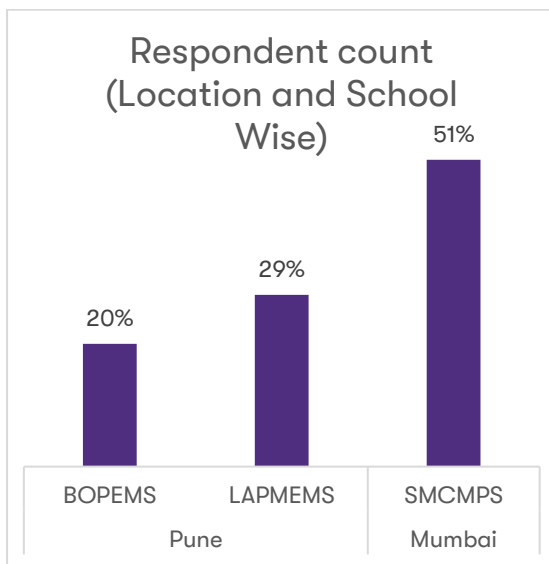


Figure 5: Respondent count

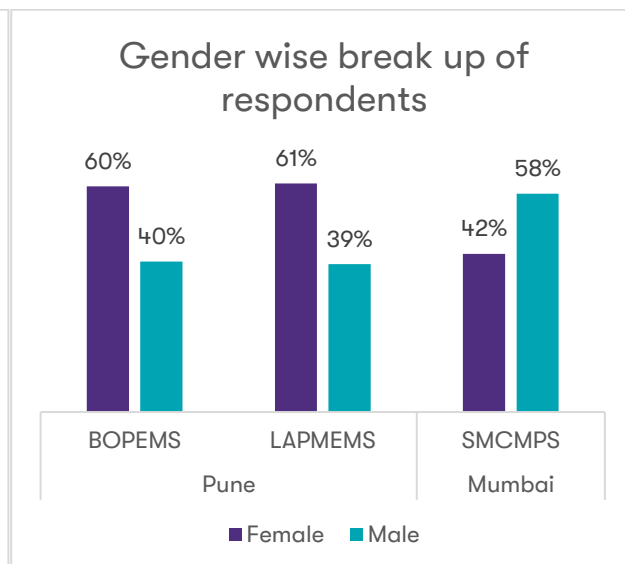


Figure 6: Gender wise count of respondents

Majority of students across the three schools have been enrolled since the lower primary years, with SMCMPs contributing 52%, LAPMEMS 28%, and BOPEMS 20%, indicating strong early-grade retention and continuity. In contrast, enrolment beginning in the upper primary or middle-school grades is comparatively smaller, with LAPMEMS leading at 50%, followed by BOPEMS and SMCMPs at 25% each. Overall, the patterns suggest that the schools are particularly successful in attracting and retaining learners from early grades, while also maintaining a steady inflow of new students at the upper-primary level.

b. Relevance

Across Pune and Mumbai, the programme offerings are highly relevant to families, with better school facilities emerging as the strongest driver, cited by 100% of respondents in

BOPEMS and SMCMPs and 96% in LAPMEMS. Ease of accessibility also contributes meaningfully, particularly in LAPMEMS at 71% and SMCMPs at 90%, with BOPEMS showing moderate relevance at 35%. Teaching quality resonates strongly in Mumbai at 96%, and positively in Pune at 46% for LAPMEMS and 25% for BOPEMS. Meanwhile, word-of-mouth influence is a major relevance factor for SMCMPs at 100%, moderately strong for LAPMEMS at 39%, and an opportunity area for BOPEMS where it stands at 0%. Overall, the data shows that the programme is seen as relevant primarily due to strong facilities, supported by accessibility, teaching reputation, and community trust in varying degrees.



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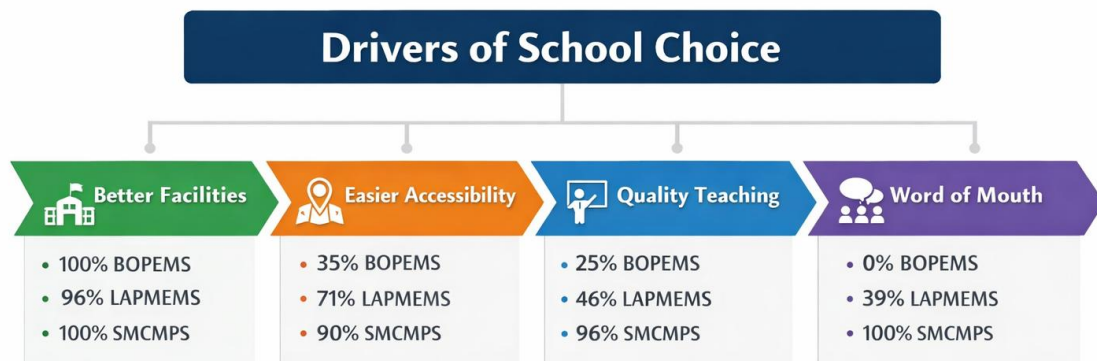


Figure 7: Reasons for opting and joining Apple funded schools

c. Effectiveness

Students across all three schools report highly positive classroom experiences, with technology access emerging as a universal strength, cited by 100% of learners in BOPEMS, LAPMEMS, and SMCMPs. Friendly teachers are another major driver of engagement, appreciated by 100% of students in BOPEMS, 93% in LAPMEMS, and 98% in SMCMPs, showing consistently strong teacher–student relationships. Interactive sessions also contribute significantly to student enjoyment, with 95% of BOPEMS, 89% of LAPMEMS, and 96% of SMCMPs students highlighting this as a positive aspect. Remedial sessions, while comparatively lower, still provide meaningful support, valued by 60% at BOPEMS, 46% at LAPMEMS, and 64% at SMCMPs. Overall, **the findings reflect a vibrant and supportive classroom environment where technology, teacher approachability, and interactive pedagogy drive student satisfaction, complemented by remedial support that further enhances learning for many.**

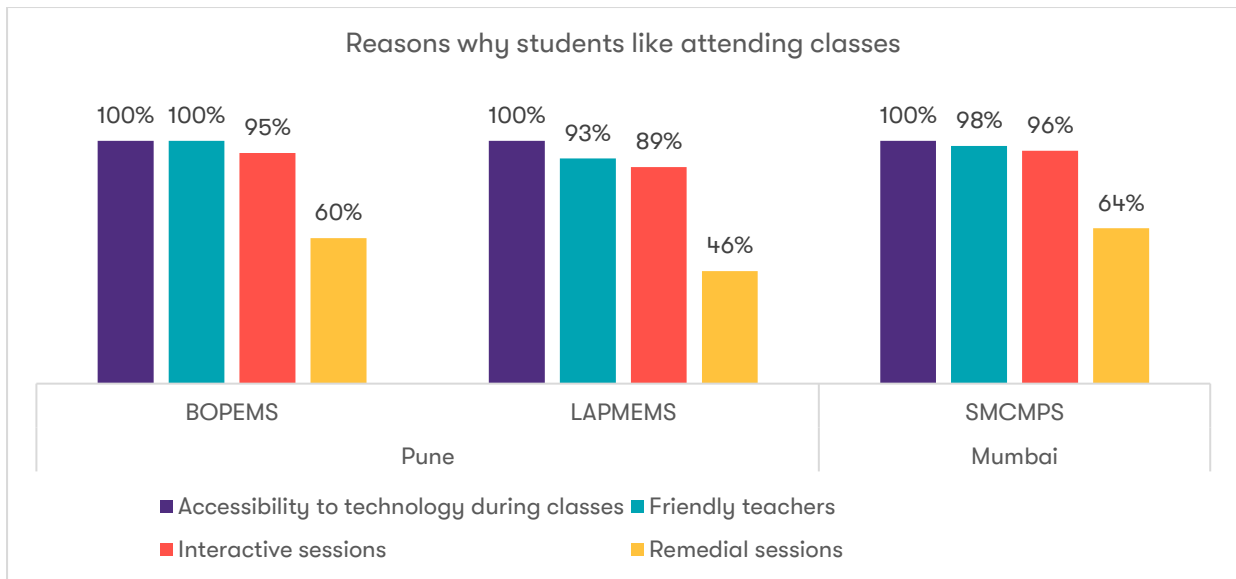


Figure 8: Reasons why students like attending classes

Across all three schools, every student—100%—reported that their studies have improved because of the classroom features they value most, such as access to technology, friendly teachers, interactive lessons, and remedial support. This feedback shows that the programme is not just well-received but is directly strengthening learning outcomes for all learners. The students consistently connecting these programme components to their own improvement indicates that the design elements are highly relevant, well-implemented, and meeting learners where they are. Such uniform positivity across different schools and contexts demonstrates that the programme’s core strategies are working effectively at scale, creating an environment where students feel supported, engaged, and equipped to learn better.

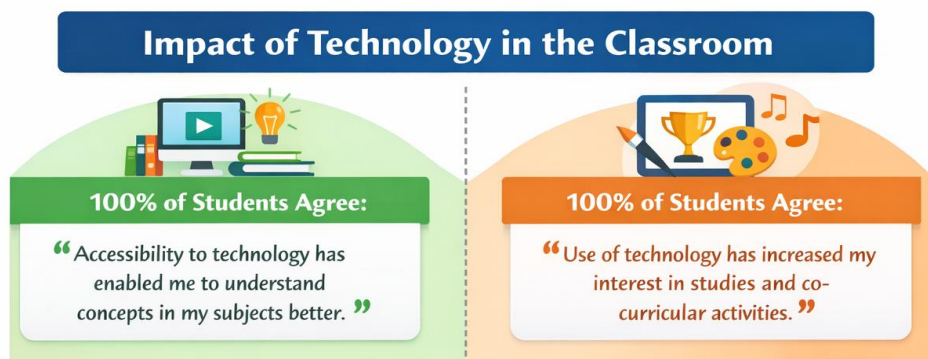


Figure 9: Impact of technology in the classrooms

Sustained student growth over the years

Over the years, students across BOPEMS, LAPMEMS, and SMCMPs have experienced consistent and meaningful improvements attributable to the programme. Leadership skills have strengthened substantially, with 100% of students in both Pune schools and 84% in Mumbai reporting greater ability to take on leadership roles. Confidence and self-esteem have also grown steadily, reflected in 100% / 96% / 100% responses, showing that students feel increasingly assured in their abilities. Engagement with school life has improved

notably too, with 100% of students in BOPEMS and SMCMPs and 96% in LAPMEMS expressing increased interest in attending classes, participating in co-curricular activities, and engaging in sports.

Over time, the programme has also nurtured stronger student voice, with 95% / 89% / 98% of students feeling more comfortable sharing their perspectives. Similarly, students report gaining important values and life skills—including respect, compassion, communication, and a growth mindset—at 95%, 82%, and 100% across the three schools. While career guidance shows comparatively lower but still meaningful progress at 20% / 39% / 40%, the upward trend highlights a promising area for deeper investment as students approach higher grades.

Overall, the data demonstrates that over the years, the programme has had a consistently strong impact on socio-emotional learning, confidence, leadership, and holistic development, with emerging opportunities to strengthen career readiness.

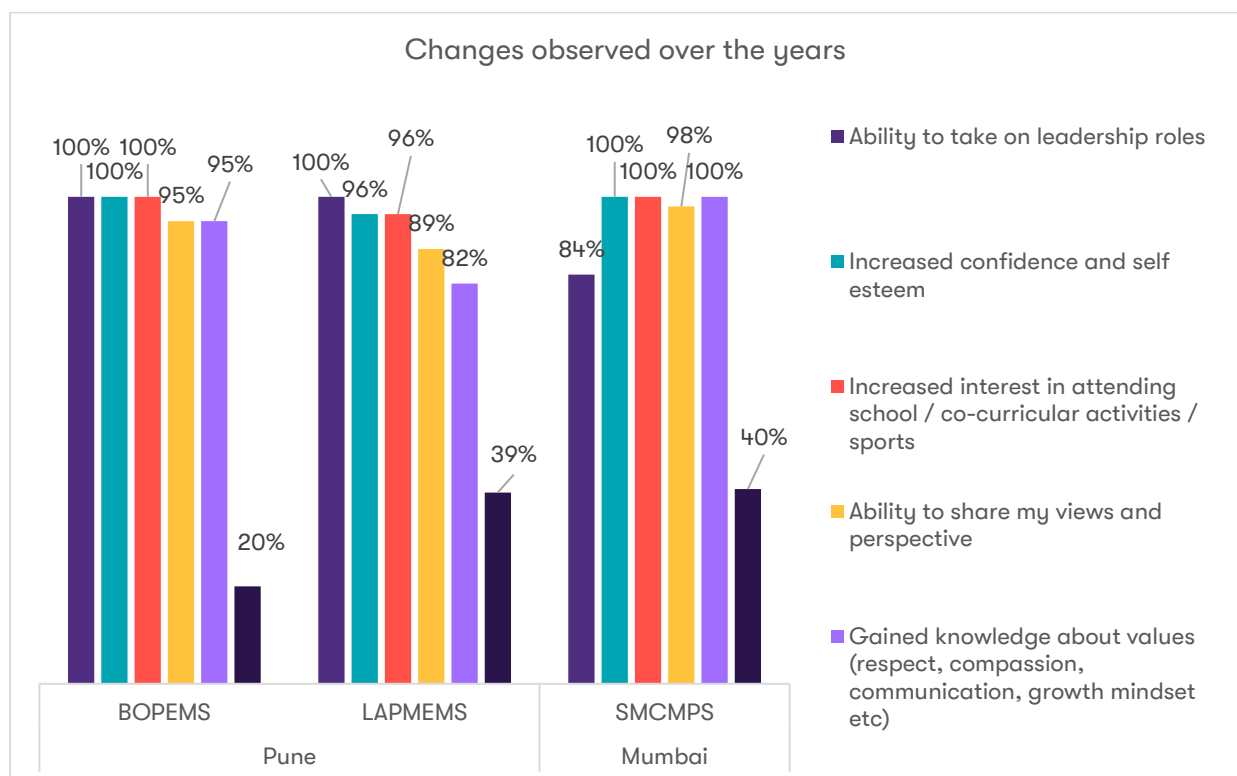


Figure 10: Changes observed among the students

Academic improvement

Across the four academic years, the combined analysis of English and Math scores shows a clear pattern of improvement across cities, with each region demonstrating different strengths. Nagpur, where many schools began operations after AY 2021–22, shows strong upward momentum in both subjects once schools became active. In English, legacy schools such as RNPS, LGMNPS, LBBNPS, and BNPS display steady growth, with BNPS emerging as the strongest among them at 47% in AY 2024–25. The newly launched EMS schools—RMNMCES and RNMCEMS—entered at high English baselines of 50% and 46%. In Math, Nagpur schools show even stronger performance: RNPS rose from 56% to 59%, LGMNPS from 35% to 60%, and BNPS maintained consistently high performance at 58%. The EMS schools entered at exceptionally strong levels, with RMNMCES at 64% and RNMCEMS at 65%, making Math the city’s stronger subject overall.

Mumbai, represented by SMCMPs, shows impressive stability and high performance in both subjects. English scores rose from 58% to 65% before settling at 64%, while Math increased from 51% to 68% before closing at 65%. This consistency across subjects reflects strong academic systems and low year-to-year variability, positioning SMCMPs as one of the most reliable performers in the network.

Pune continues to be the strongest-performing city overall, showing significant gains in both English and Math. In English, LDRKEMS and ANWEMS lead the portfolio, reaching 68% and 66% respectively, while BOPEMS and LAPMEMS also show meaningful multi-year growth. In Math, Pune schools demonstrate even stronger results: ANWEMS reaches a high of 70%, LDRKEMS stabilizes at 67%, and LAPMEMS and BOPEMS remain in the high-50s. The consistency across both subjects and the presence of multiple schools performing above 60–70% highlight Pune’s maturity and sustained improvement.

Overall, the combined English and Math trends indicate a strengthening academic ecosystem across the portfolio. Pune stands out for its high performance and accelerating growth, especially in Math. Mumbai maintains stable, strong outcomes across both subjects, while Nagpur, though starting later, shows promising progress—especially in Math—with EMS schools entering at high proficiency levels. Together, the data reflects a system that is steadily improving, with strong subject-level gains and increasing convergence toward high performance across regions.



- **Pune leads overall with strong English and Math outcomes across schools.**
- **Mumbai remains the most stable, showing consistently high performance in both subjects.**
- **Nagpur is rapidly improving, especially in Math.**
- **Math outperforms English across most schools.**
- **New schools in Nagpur enter at high proficiency, boosting city averages.**
- **Steady upward trends are visible across nearly all schools once they become active.**

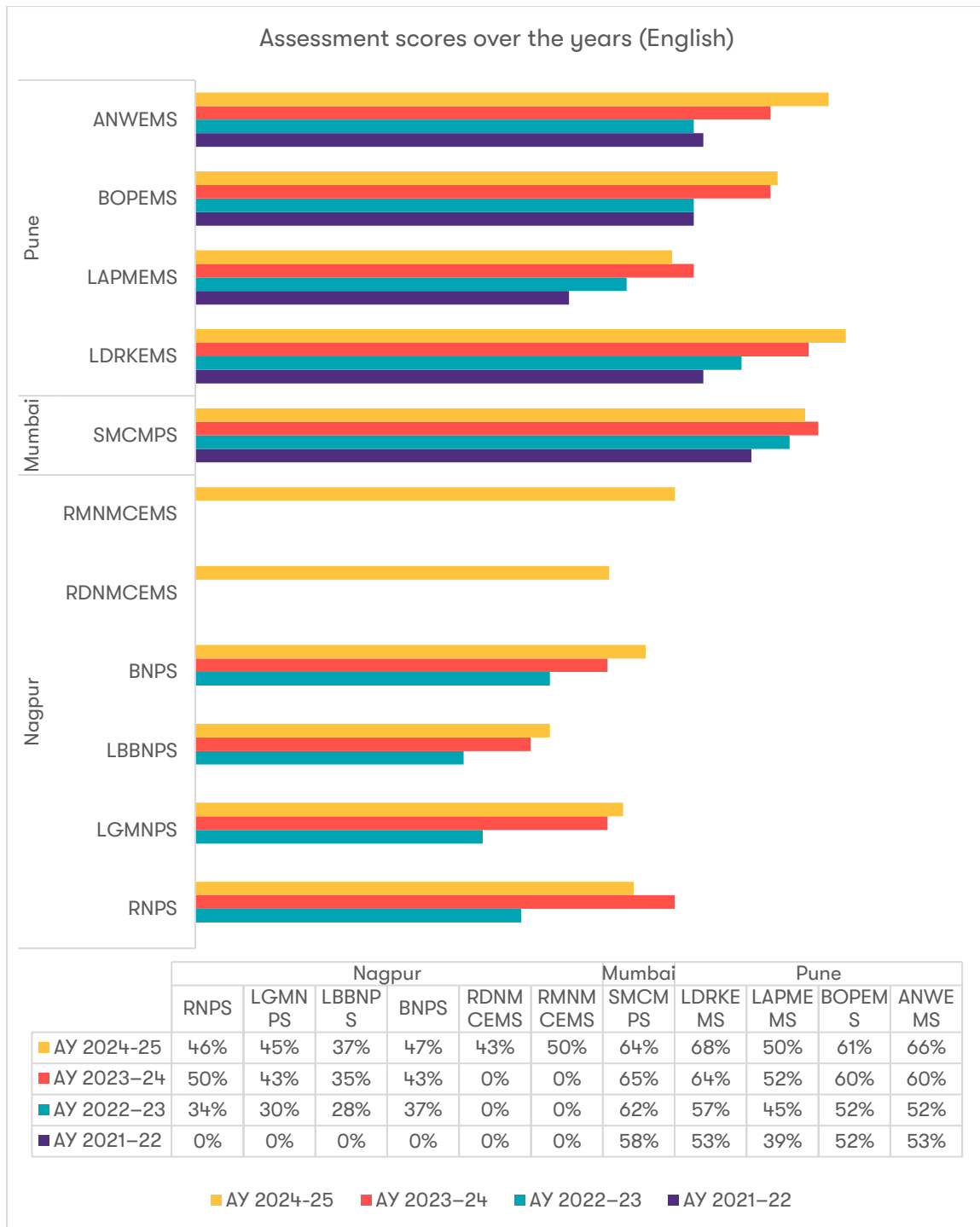


Figure 11: Assessment scores - English

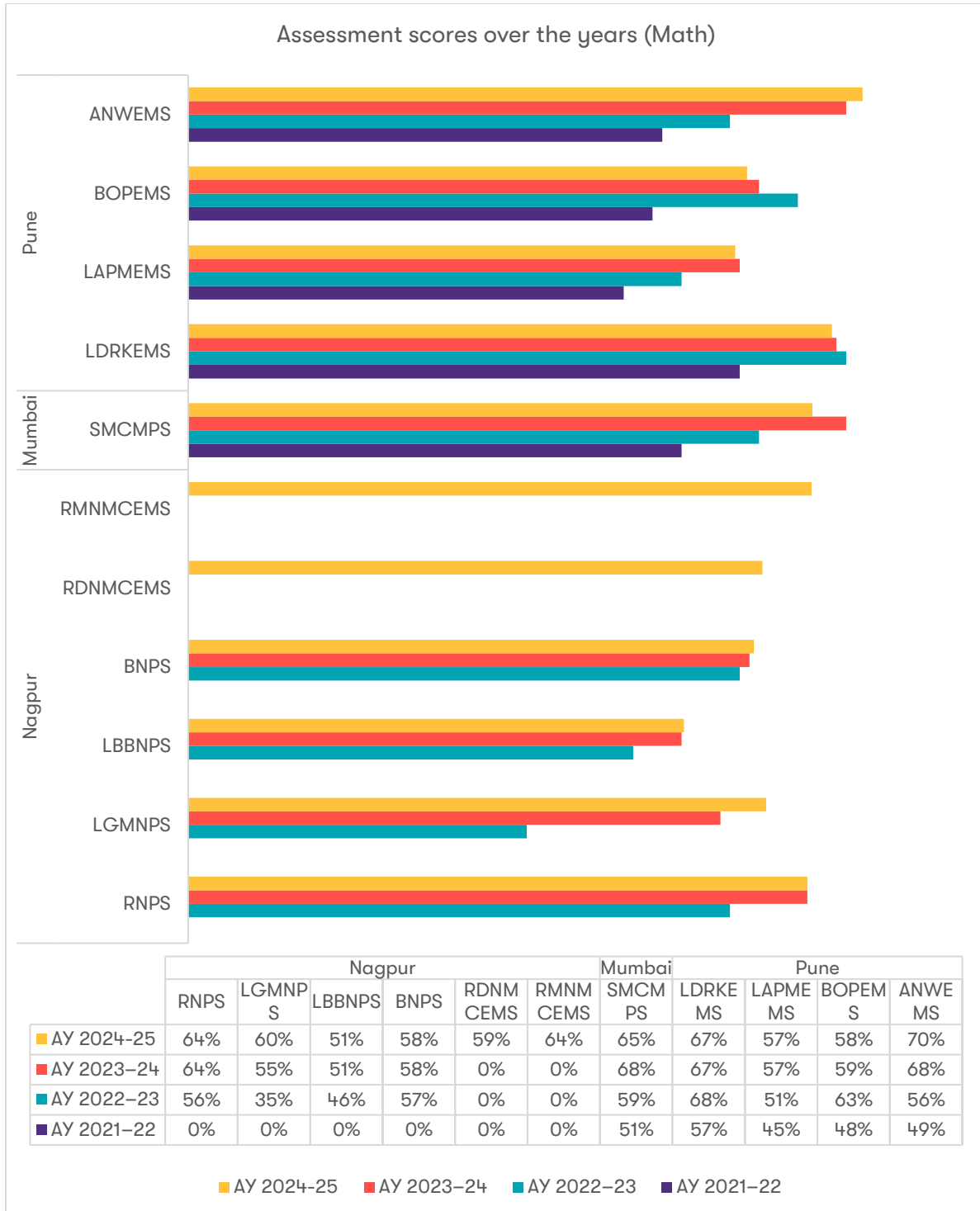


Figure 12: Assessment scores - Math

d. Efficiency

Empowering teachers through technology, peer learning, and continuous skill-building

The professional development programme at LAPMEMS follows a structured, year-round cycle that strengthens teacher capacity across academics, classroom culture, student well-being, and community engagement. Teachers receive regular training on unit planning, lesson design quality, questioning techniques, literacy strategies, data analysis, and project-based learning, supported by continuous lesson plan reviews and monthly data reflections. This ensures that strategies are not just learned but consistently applied in classrooms, leading to stronger instructional practices and smoother classroom management.

In recent cycles, the PD programme has also placed strong emphasis on digital upskilling, enabling teachers to confidently use iPads, tablets, Apple TV, and interactive teaching platforms. **Teachers now integrate technology into lesson plans, shifting from traditional approaches to dynamic, tech-enabled instruction. This has reduced hesitation around new tools, with teachers becoming proficient in managing digital classrooms, navigating apps, and troubleshooting basic issues.** Tools like digital whiteboards, online quizzes, and adaptive learning platforms now allow teachers to provide instant feedback, personalise lessons, and respond to student needs more effectively making teaching more efficient and learning more engaging.



Teacher interaction in SMCPMS

A powerful aspect of the programme is its emphasis on peer learning. Teachers collaborate, share classroom strategies, observe each other, and exchange practical solutions. This builds confidence, nurtures teacher leaders, and creates a culture of continuous improvement. These teacher-leaders naturally begin mentoring others, creating a ripple effect that raises instructional quality across the school.

Overall, the PD programme is highly efficient because it is holistic, continuous, skill-building, tech-forward, and

community-aligned. It strengthens teacher expertise, improves instructional consistency, enhances classroom safety and culture, and equips educators with modern tools. Together, these elements directly contribute to better learning experiences for students and the steady academic improvements seen across the school.

Impact of PD Programme on Teacher Retention

The teacher retention data across Nagpur, Mumbai, and Pune suggests that the PD programme has had a significant stabilizing impact on the teaching workforce. Schools that consistently engaged in structured PD activities—such as RNPS, LGMNPS, LBBNPS, BNPS, and SMCMPMS—maintained high retention in most years and demonstrated strong recovery even after temporary dips, indicating that ongoing training, coaching, and support may have strengthened teacher satisfaction and commitment. Pune schools, especially LDRKEMS and LAPMEMS, also show stable retention patterns aligned with sustained PD participation. Even schools with mid-period declines, like BOPEMS and ANWEMS, regained high retention by AY 2024–25, reflecting how refreshed or targeted PD

cycles can re-engage teachers and improve morale. Overall, **the data indicates that where PD programmes were implemented consistently and responsively, teacher retention strengthened, highlighting the programme's role in building a stable, motivated, and long-term teaching workforce.**

City	School	AY 2021–22	AY 2022–23	AY 2023–24	AY 2024–25
Nagpur	RNPS	100%	96%	86%	100%
	LGMNPS	100%	98%	52%	100%
	LBBNPS	100%	96%	86%	100%
	BNPS	100%	98%	91%	100%
	RDNMCEMS	0%	0%	0%	100%
	RMNMCEMS	0%	0%	0%	96%
Mumbai	SMCMPS	100%	96%	83%	100%
Pune	LDRKEMS	100%	100%	83%	100%
	LAPMEMS	98%	98%	86%	100%
	BOPEMS	99%	99%	62%	97%
	ANWEMS	99%	99%	59%	97%

Table 3: Teacher retention %

e. Coherence

Alignment with National Education Policy (NEP) 2020

In India, the National Education Policy (NEP) 2020 emphasizes equitable access to quality education, technological integration, skill development, and teacher capacity-building. A school support programme that aligns with the NEP ensures its interventions are relevant, impactful, and sustainable while contributing to India's broader educational transformation goals.

NEP's area of focus	Programme alignment
Bridging gaps in access to education for underserved communities.	✓ Ensures students from marginalized communities have equal opportunities to access high-quality education.
Leveraging technology to enhance learning outcomes, improve teacher training, and increase access to educational content.	✓ Provides digital tools (iPads, tablets) and establishes smart classrooms equipped with Apple TVs, fostering digital literacy among students.
Continuous professional development (CPD) for teachers to improve pedagogical practices and adapt to technological advancements.	✓ Regular professional development sessions for teachers, focusing on integrating technology into their teaching methods.

Table 4: Alignment with NEP

f. Impact

Improved graduating student outcomes⁴

The feedback from 8th to 10th grade students shows a remarkably strong and unanimous endorsement of the three academic support systems—career counselling sessions, remediation programmes, and weekly tests. **Every single student (100%) reported that these activities have directly contributed to noticeable improvements in their studies, highlighting how well-structured academic interventions translate into real learning gains.** Weekly tests help students stay academically consistent and reduce exam anxiety by giving them frequent, low-stakes opportunities to practice. The remediation programme ensures that learning gaps are identified early and addressed through targeted support, leading to greater confidence and stronger foundational understanding. Career counselling sessions, in particular, were highly valued by students, with 100% stating that the guidance provided has given them greater clarity about their future goals. This reflects not only improved academic direction but also enhanced motivation, purpose, and long-term planning. Students feel better prepared academically and emotionally because the school's academic and developmental supports work together—strengthening daily learning habits, providing personalised academic help, and offering structured guidance for future pathways. Overall, these activities create a holistic support ecosystem that helps students understand where they are, improve where needed, and look ahead with clarity, confidence, and ambition.

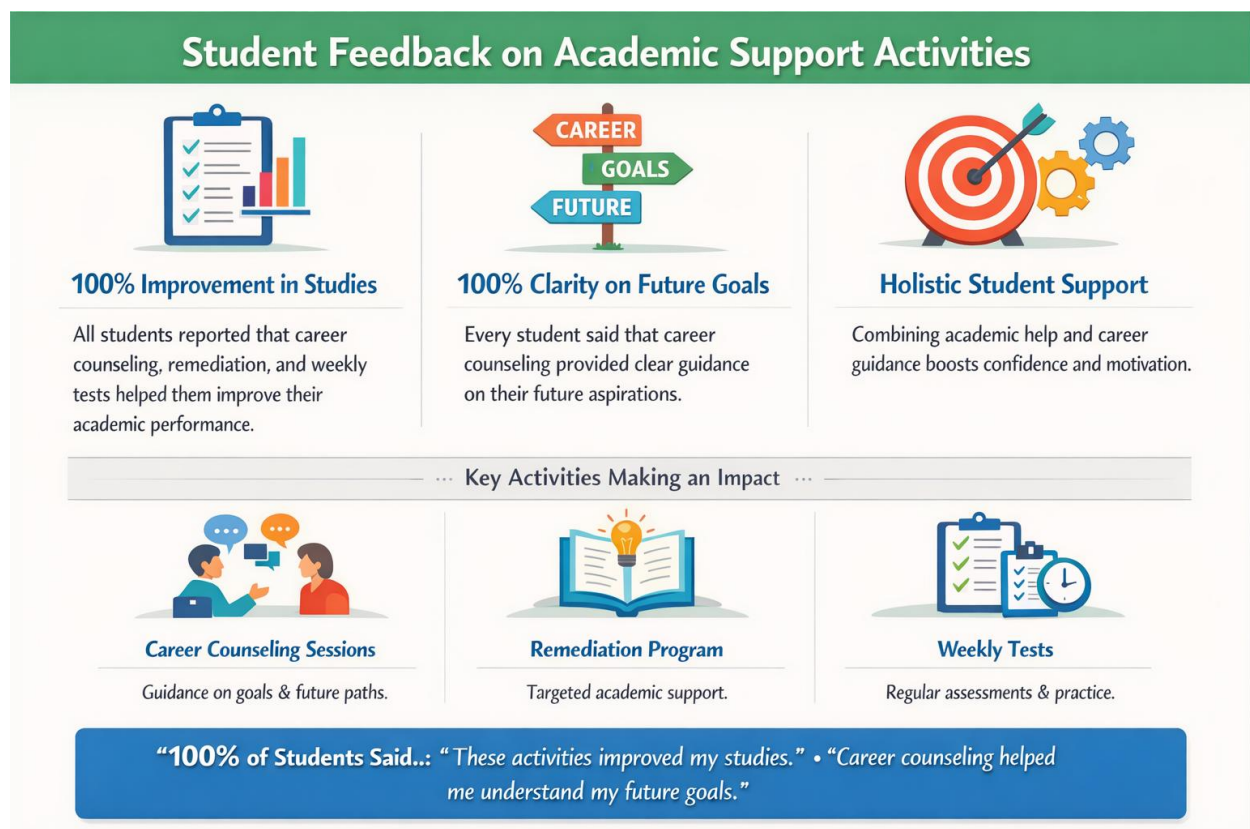


Figure 13: Student feedback on academic support activities

⁴ These schools are the only schools in the programme with grade 10.

SSC outcomes across Pune and Mumbai show a pattern of consistently high performance, with all schools achieving strong results over the four years. LAPMEMS in Pune demonstrates steady improvement, rising from 95% in AY 2021–22 to 100% from AY 2022–23 onward, indicating strengthened academic systems and effective preparation.

ANWEMS, which started only in AY 2024–25, recorded a perfect 100% passing rate in its very first SSC cohort, signalling a strong school launch with effective instructional and academic support structures already in place.

Mumbai's SMCMPs has sustained an uninterrupted 100% SSC pass rate across all four academic years, reflecting highly stable performance, strong teaching quality, and consistent student achievement.

Overall, both cities exhibit excellent SSC outcomes, with all schools achieving 100% in AY 2024–25—showing system-wide consolidation and strong academic delivery.

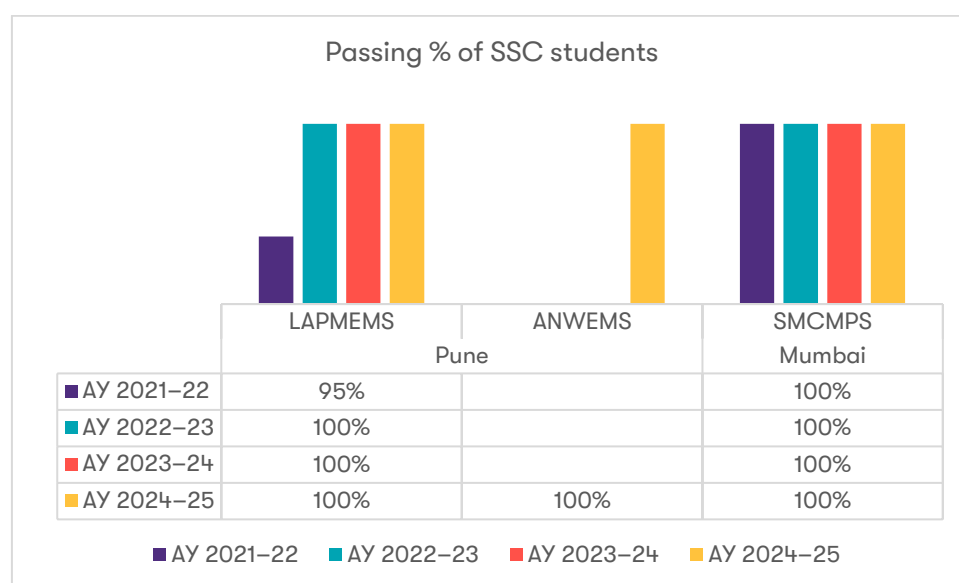


Figure 14: Passing % of SSC students

Student retention rate over the years

Student retention across Mumbai, Pune, and Nagpur shows strong overall performance in AY 2024–25, with the average rising to 94.6%. Mumbai continues to maintain excellent and steady retention at around 98%, while Pune also performs consistently well in the 96–99% range over the four years. Nagpur, which previously reflected lower averages due to two schools reporting 0% in earlier years—likely the result of operational or data-reporting gaps—shows a significant positive shift in AY 2024–25, reaching a strong 92.3% city average. Several Nagpur schools, such as RNPS, LGMNPS, and BNPS, are performing well, while one school, LBBNPS, shows a notable dip and may benefit from targeted support. Overall, **the data highlights continued strength in Mumbai and Pune and a promising improvement trajectory in Nagpur, particularly in the latest academic year.**

City	School	AY 2021–22	AY 2022–23	AY 2023–24	AY 2024–25
Nagpur	RNPS	96%	95%	88%	93%
	LGMNPS	100%	88%	91%	96%
	LBBNPS	95%	90%	84%	81%

	BNPS	99%	98%	89%	91%
	RDNMCEMS	0%	0%	0%	96%
	RMNMCEMS	0%	0%	0%	97%
Mumbai	SMCMPS	99%	98%	98%	98%
Pune	LDRKEMS	95%	99%	99%	99%
	LAPMEMS	100%	98%	95%	97%
	BOPEMS	96%	98%	97%	97%
	ANWEMS	97%	99%	96%	96%

Table 5: Student retention %

Parental engagement over the years

Across all three schools, parent and community engagement remains strong, supported further by the fact that 100% of students report discussing academics at home with their parents, reinforcing consistent learning support beyond school hours. Parent/SMC meetings and parent–teacher meetings show exceptionally high participation across Pune (BOPEMS and LAPMEMS) and Mumbai (SMCMPS), with all schools recording 100% attendance, except for a small dip at SMCMPs (96%) during PTMs. Health-related sessions—such as menstrual hygiene, nutrition, and yoga—see higher engagement at SMCMPs (94%) compared to Pune schools (80–79%), indicating stronger uptake in Mumbai. Medical check-up camps are conducted only in Pune, with moderate participation (43–65%), while SMCMPs shows a gap with no camps conducted. Women empowerment and gender sensitization sessions show varied participation, ranging from 22% at SMCMPs to 57% at LAPMEMS, suggesting room for deeper involvement across schools. Building Bridge sessions—a family-school transition support model—are conducted exclusively at SMCMPs, achieving 98% participation, highlighting a strong parent-school partnership in Mumbai and presenting an opportunity for replication in Pune. Overall, **the data suggests a highly engaged parent community, strong academic conversations at home, and consistently high attendance in core academic touchpoints, with some variation in health and empowerment-related sessions that can be strengthened further.**

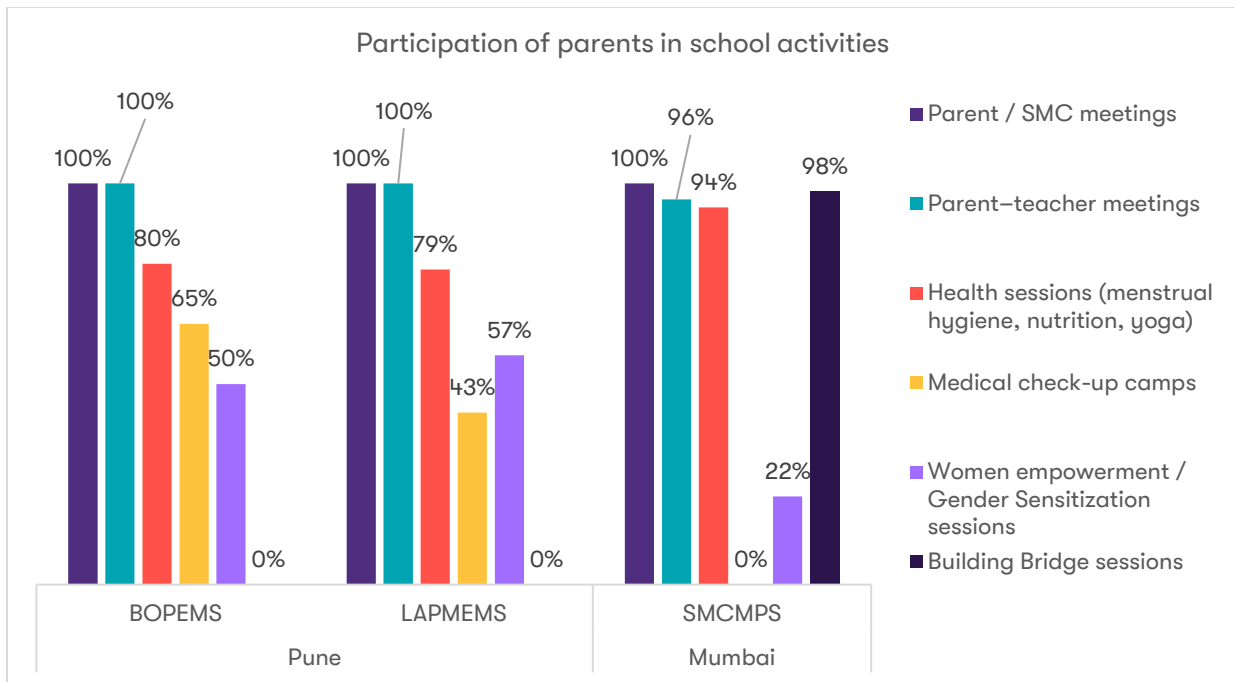


Figure 15: Participation of parents in school activities

Parent engagement across cities shows strong and encouraging participation, with several schools demonstrating impressive growth as systems mature. In Nagpur, newly launched schools like RMNMCEMS (70.7%) and RDNMCEMS (81.4%) have started with high levels of involvement, while established schools like LGMNPS (77.4%) continue to build strong family connections. Mumbai's SMCMPs maintains consistently high participation, reflecting a stable and engaged parent community. In Pune, schools like LAPMEMS (68%) show clear improvement, and others maintain steady engagement across years. Overall, the data **highlights a positive culture of parent involvement, with newer schools starting strong and established schools sustaining meaningful family-school partnerships.**

City	School	AY 2021–22	AY 2022–23	AY 2023–24	AY 2024–25
Nagpur	RNPS	0%	0%	71%	43%
	LGMNPS	0%	0%	85%	77%
	LBBNPS	0%	0%	61%	19%
	BNPS	0%	0%	74%	NA
	RMNMCEMS	NA	NA	NA	71%
	RDNMCEMS	NA	NA	NA	81%
Mumbai	SMCMPS	78%	76%	80%	62%
Pune	LDRKEMS	56%	43%	46%	26%
	LAPMEMS	64%	49%	56%	68%
	BOPEMS	72%	68%	75%	98%
	ANWEMS	68%	52%	54%	NA

Figure 16: Parent participation over the years

g. Sustainability

The programme demonstrates strong long-term sustainability driven by its deep integration across teaching practices, student support, parent engagement, and future-readiness systems. A key contributor to sustainability is the programme's ability to remain relevant to families: better school facilities, accessible locations, and strong teaching quality consistently attract and retain community trust. High parent engagement—strengthened by 100% of students reporting that they regularly discuss academics at home—builds a stable foundation of family involvement that reinforces learning beyond school and sustains long-term educational outcomes.

From an instructional perspective, the programme sustains impact through consistently high classroom effectiveness. Students across Grade 9 and 10 unanimously reported that technology access, friendly teachers, interactive pedagogy, and remedial sessions improved their studies. This uniform feedback shows that the programme's core academic features are not only well implemented but also directly linked to student improvement, creating a strong and lasting instructional culture that maintains its relevance year after year.

The programme's sustainability is further strengthened by steady and meaningful socio-emotional growth among students. Across schools, learners reported continuous improvements in confidence, leadership, participation, and values such as respect and communication. These gains indicate that the school environment cultivates resilient, self-directed learners—an essential pillar for long-term educational sustainability. Even areas with room for growth, such as career guidance, show upward trends, signalling a maturing ecosystem that will continue to strengthen as students move to higher grades.



Figure 17: Impact made over the years

A major structural lever for sustainability is the professional development programme, which ensures continuous teacher growth and instructional quality. Frequent PD cycles,

integration of digital tools, structured peer learning, and data-driven feedback loops create a professional ecosystem where teacher skills improve year after year. Schools with strong PD engagement also show higher teacher retention, indicating that continuous support builds commitment and reduces turnover—an essential factor for programme stability. Newer teachers, supported through peer mentoring and digital upskilling, quickly adapt to school expectations, reducing the long-term risk of instructional inconsistency.

The presence of a robust Alumni Support & Engagement (ASE) system further strengthens sustainability by ensuring continuity beyond Grade 10. Beginning in Grade 8, students receive aptitude testing, guidance, and mentorship that supports their transition into junior college and higher education. This long-term follow-through ensures that the programme's impact extends into adulthood, reinforcing stability across generations.

Finally, parent and community engagement remains a cornerstone of sustainability. High participation in meetings, health sessions, and developmental workshops—combined with the positive cultural practices developed through family–school partnerships—helps ensure that the programme's relevance and support remain strong across years. Emerging schools show promising levels of parent involvement from their first year, and established schools maintain steady engagement, creating a stable community ecosystem that supports long-term educational continuity.

Overall, sustainability is reflected in the programme's ability to consistently deliver strong academic results, nurture well-being, retain teachers, engage families, and support learners beyond school. The systems in place—PD, digital integration, parent engagement, alumni support, and student leadership—work together to create an educational environment that is resilient, future-ready, and capable of sustaining its impact over time.

5. New additions in the programme

Digital Curriculum

In AY 2024–25, LDRKEMS introduced a Digital Skills Programme to strengthen students' exposure to and confidence with technology. Students from Grades 3 to 8 now participate in dedicated computer classes twice a week, guided by a centrally designed digital curriculum and learning progression. This initiative aims to build foundational digital literacy by helping students navigate devices, use educational apps, and engage with technology meaningfully laying the groundwork for future-ready skills.

Student Council Orientation

Across Akanksha schools, the Student Council plays a key role in representing student voices and fostering leadership. Council members are democratically elected and supported through structured orientation sessions led by teachers. At LDRKEMS, student leaders receive targeted capacity-building sessions, ensuring they grow into role models who can confidently represent their peers. In AY 2024–25, primary students received weekly guidance during club periods, while senior students attended bimonthly sessions, helping them understand their responsibilities and strengthen leadership behaviours.

Alumni Support

The Alumni Support & Engagement (ASE) Project ensures long-term support for Akanksha students as they transition from school into junior college, higher education, and ultimately their careers—continuing a 20-year relationship with each alum. The ASE team partners with various institutions to expand alumni exposure and offer opportunities for skill-building, digital and financial literacy, and personal development. They guide students through admission processes for Junior College and Undergraduate programmes and connect them with dedicated mentors who offer sustained guidance as many students are first-generation learners.

The initiative currently operates in Mumbai and Pune, as Nagpur schools do not yet have Grade 10 graduates. Engagement with students begins early: from Grade 8, the team facilitates counselling sessions and aptitude assessments to help students understand their strengths and begin exploring future career paths aligned with their interests and aspirations. Junior College alumni are also onboarded as Ambassadors, helping maintain communication and support within their batches and strengthening peer networks.



“ ”

A 9th standard boy at SMCMPs began the year as a quiet, reserved student who rarely participated in class. With the introduction of technology-enabled classrooms, he found new ways to learn—using the iPad to explore concepts, watch explanatory videos, and practice through digital quizzes. Interactive lessons and supportive teachers helped him feel more comfortable speaking up, and remedial sessions gave him the clarity he needed in challenging subjects.

Gradually, his confidence grew. He started taking the lead during group presentations, helped classmates understand digital tools, and became more active in classroom discussions. His academic performance improved steadily, and he now attends school with enthusiasm, often discussing his projects with his parents.

Today, he is seen as a focused, motivated student who participates confidently showcasing the positive impact the programme is creating at SMCMPs.

- A student in 9th grade, SMCMPs, Mumbai

6. Conclusion and way forward

Across Pune, Mumbai, and Nagpur, the programme demonstrates strong and steadily strengthening impact on students, teachers, and families. The relevance of the programme remains high, driven primarily by strong school facilities, accessible locations, and trusted teaching quality—factors that resonate consistently with families. Classroom experiences are deeply positive, supported by technology-enabled learning, friendly and approachable teachers, engaging instructional methods, and meaningful remedial support. Students across all schools clearly connect these components to their academic improvement, with 100% reporting that their studies have benefited directly from the programme.

The programme has also fostered significant socio-emotional growth over the years. Students increasingly demonstrate confidence, leadership, stronger communication skills, and a deeper sense of engagement with school life. Even areas such as career guidance, though emerging, show upward momentum. Academic outcomes reflect the same pattern of growth: Pune leads with high and stable performance in both English and Math; Mumbai demonstrates impressive consistency and reliability; and Nagpur—despite later operational start—shows promising and accelerating progress.

Teacher development systems have strengthened classroom efficiency and contributed to improved teacher retention. Continuous PD cycles, digital upskilling, peer learning, and data-driven coaching have not only elevated instructional quality but also helped stabilize the teaching workforce across cities. Parent engagement has grown steadily as well, with strong participation in academic meetings, health sessions, and community workshops, forming a collaborative ecosystem that reinforces learning at home.

Problem identified	Recommendation	Concerned schools
Teaching quality perceptions vary across cities (e.g., lower in some Pune schools compared to Mumbai).	• Strengthen cross-city teacher sharing circles—Mumbai teachers mentor Pune/Nagpur teams in strong practices. • Provide targeted coaching on instructional strategies where perception is weaker. • Introduce classroom observation cycles with feedback loops.	LAPMEMS, BOPEMS, Nagpur schools
Nagpur's academic progress shows momentum but varies across legacy schools.	• Build targeted acceleration plans in English and Math based on item-level analysis. • Provide focused coaching cycles for teachers in LBBNPS, LGMNPS, and RNPS.	LBBNPS, LGMNPS, RNPS
Teacher retention dipped mid-cycle in some schools (BOPEMS, ANWEMS) despite recovery in 2024–25.	• Strengthen teacher-leadership pathways and recognition systems. • Build annual professional growth plans for each teacher. • Introduce well-being sessions and mentoring for new teachers.	BOPEMS, ANWEMS, LAPMEMS
Parent engagement uneven across health & empowerment sessions.	• Offer targeted parent workshops on adolescent health, and digital safety. • Replicate high-participation formats from SMCMPs (e.g., Building Bridge sessions). • Increase scheduling flexibility (evenings/weekends).	LDRKEMS, LAPMEMS, SMCMPs
Career readiness and alumni transition systems could be strengthened across cities.	• Expand ASE (Alumni Support & Engagement) model for Grades 8–10. • Maintain long-term alumni data tracking for impact visibility.	All schools

Table 6: Suggestions / way forward

7. Annexure

a. List of abbreviations

AY	Academic Year
CBSE	Central Board of Secondary Education
CPD	Continuous Professional Development
DLI	Digital Learning Initiative
ESG	Environmental, Social, and Governance
FGD	Focus Group Discussion
GTBL	Grant Thornton Bharat LLP
LLP	Limited Liability Partnership
NEP	National Education Policy
OECD DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
PPP	Public-Private Partnership
RAZ	Reading A-Z
RTE	Right to Education
SDG	Sustainable Development Goal
SEE	Social, Emotional, and Ethical (curriculum)
SMC	School Management Committee
SSC	Secondary School Certificate
STEM	Science, Technology, Engineering, and Mathematics
PD	Professional Development
ASE	Alumni Support & Engagement
EMS	English Medium School
SMCMPS	Sitaram Mills Compound Mumbai Public School
BOPEMS	Pimpri-Chinchwad Municipal Corporation English Medium School, Bopkhel
LDRKEMS	Late Dattoba Ramchandra Kale English Medium School
LAPMEMS	Late Anantrao Pawar Memorial English Medium School
ANWEMS	Anusyabai Namdeo Waghare English Medium School
RNPS	Ramnagar NMC Public School
LGMNPS	Late Gopalrao Motghare NMC Public School
LBBNPS	Late Baburaoji Bobade NMC Public School
BNPS	Babulban NMC Public School
RDNMCES	Rani Durgavati NMC English Medium School
RMNMCES	Rambhau Mhalginagar NMC English Medium School

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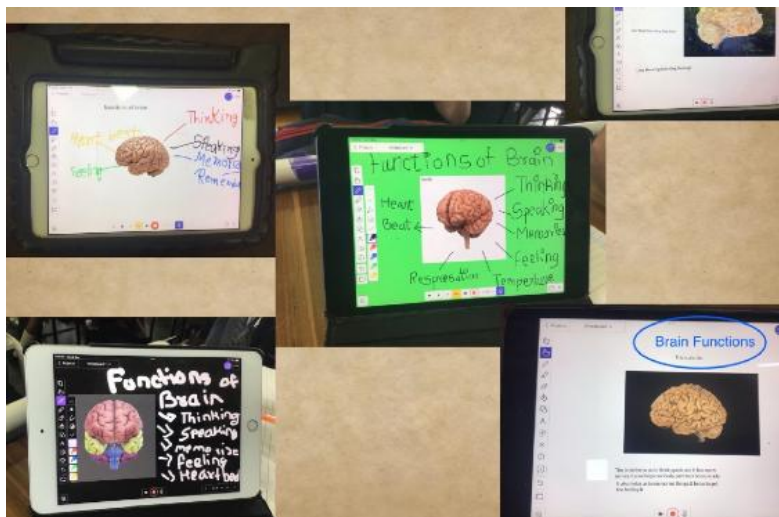
d. Photos from the field



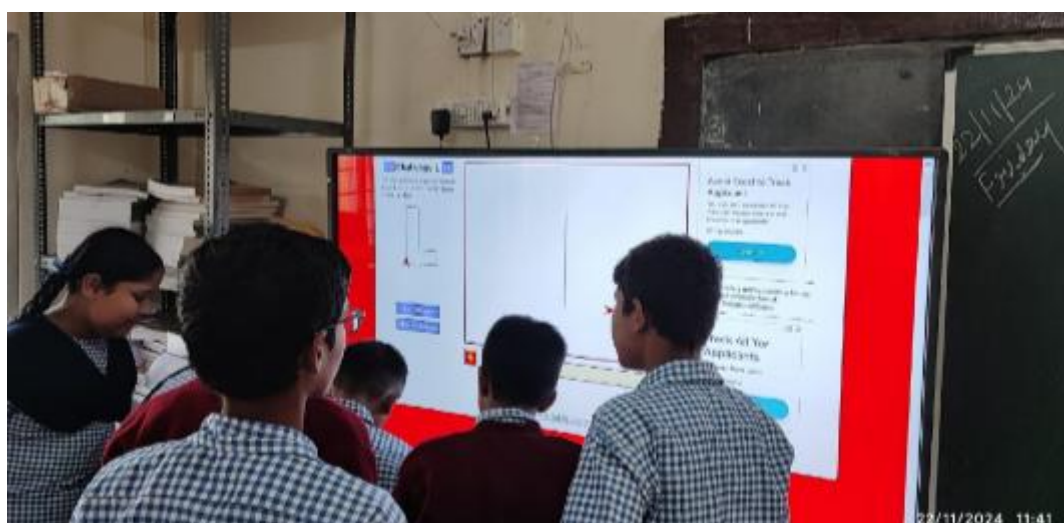
School Assembly and presentation video made by student in SMCMPs



Students in Nagpur and art created by them



Tech usage in Pune schools



Tech usage in Pune schools

Caveats

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- Owing to communication gap and the inherent human instinct to report everything as above-expectations and glitch-free, it was challenging to make interviewees understand the purpose of the survey and ensure that correct data was accordingly gathered. In the absence of baseline data, responses for retrospective questions are based on the respondents' ability to recall past information.
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