



Ankur

Impact Assessment

JULY 9, 2026



Agenda



- What We Set Out to Test
- Methodology
- The Evidence Base
- Deep dive into the Hypothesis
- What Makes the Model Work
- The Bigger Picture: An Equity Model in Practice
- Retrospective Case Study Summary
- Recommendations
- Conclusion

What We Set Out to Test

Does Ankur enable children from marginalised communities to overcome academic and social gaps and build lasting academic, emotional, and social mobility outcomes?



1



Enter Ankur

- Grade 5
- Multiple Challenges

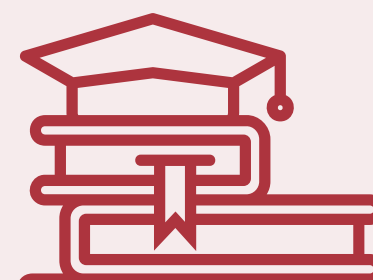
2



Improve Steadily

- Safety
- Emotional Wellbeing
- Personality Development
- Academic

3



Academic Gap Closes Over Time

- vs. comparison group

4



Stronger Post School Support

- vs. comparison group

5



Greater Upward Social Mobility

- vs. comparison group



Methodology

Evaluation Framework



The Evidence Base

<i>Stakeholder</i>	<i>Number</i>	<i>Method</i>
• Grade 5 students	25	Interview + Survey
• Grade 6 students	25	Interview + Survey
• Grade 8 students	20	Interview + Survey
• Grade 10 students	21	Interview + Survey
• Ankur alumni	10	Interview + Survey
• Vidyadhan alumni	10	Interview + Survey

<i>Stakeholder</i>	<i>Number</i>	<i>Method</i>
• Ankur staff	4	Interview
• Ankur parents	8	Interview
• Homeroom Teachers	4	Survey

Additional:

- Full-year academic records for every Ankur & TSA student (Grades 6/8/10)
- 5 retrospective case studies spanning 15–18 years each

Entering Ankur: The Starting Point



H1: What Children Face at entry



100%

of new students showed signs of emotional distress and needed support in their first weeks

Confirmed by HRT assessments of the 2026 cohort within days of joining

TOP CHALLENGES IDENTIFIED



100%

Below grade-level proficiency



100%

Struggled to keep pace in first 3 months



76%

Experienced exam anxiety



100%

Homesickness and separation anxiety

“

“I was scared, I didn’t know how to speak English, and everyone was speaking English.”

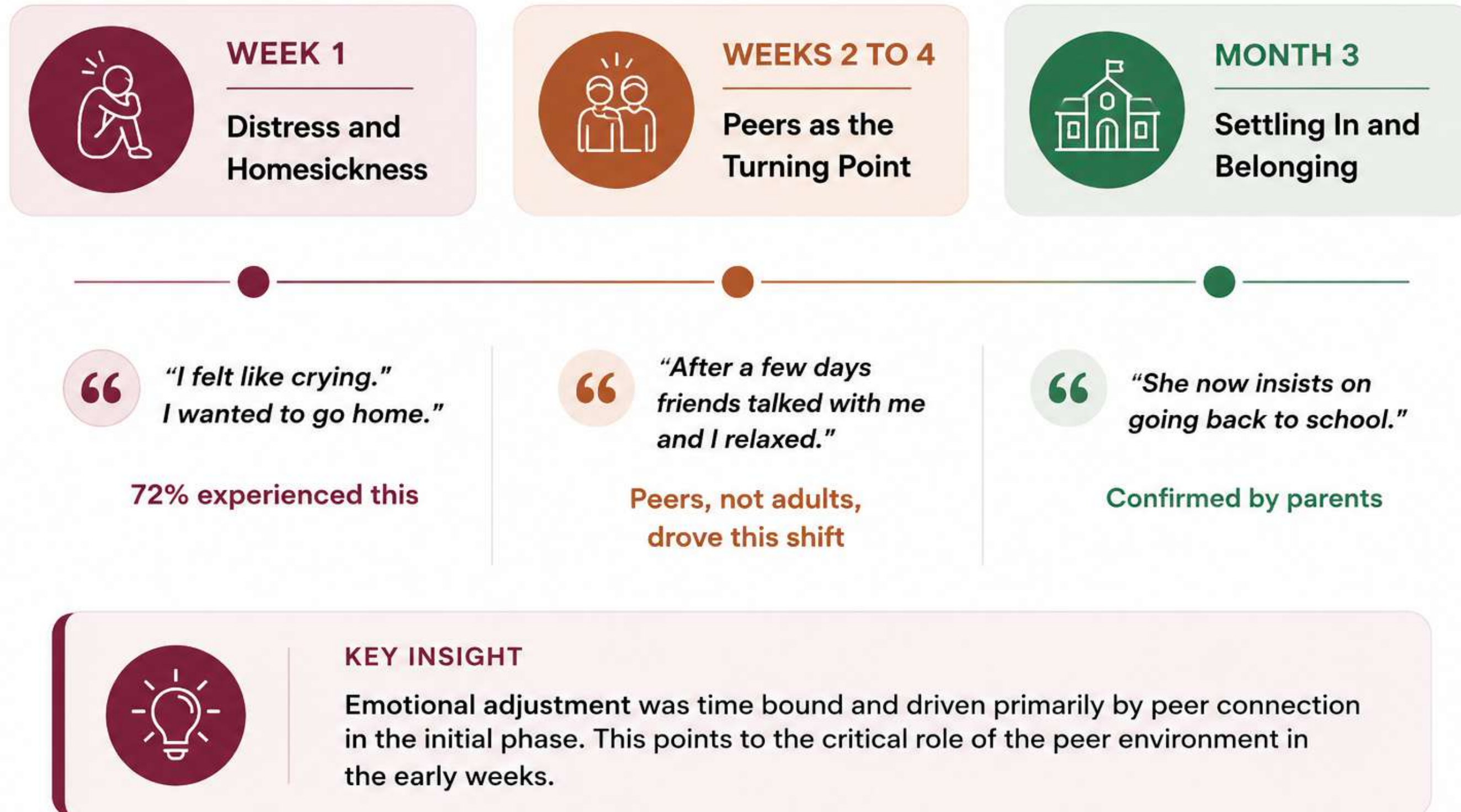
“I felt like everyone else knew things, but I didn’t.”

”

Entering Ankur: The Starting Point



H1: What Children Face at Entry



From Unfamiliar Campus to "Like a Home"



H2: Outcomes for students at different stages of Ankur program

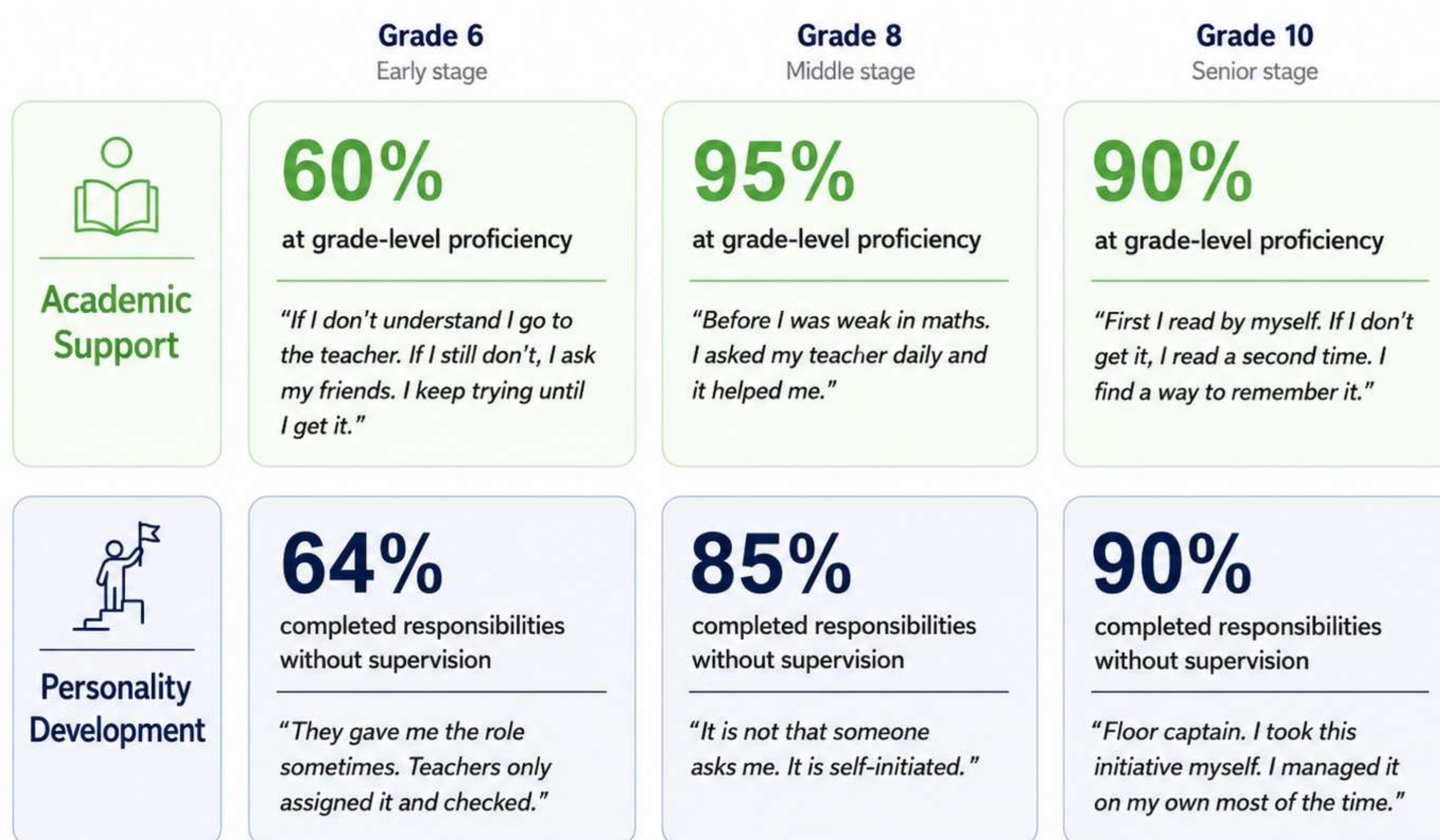


“
I go to teachers when I feel lonely, want to cry, or am sad. I see them more as a person I can talk to than as a teacher.
”

From Unfamiliar Campus to "Like a Home"



H2: Outcomes for students at different stages of Ankur program



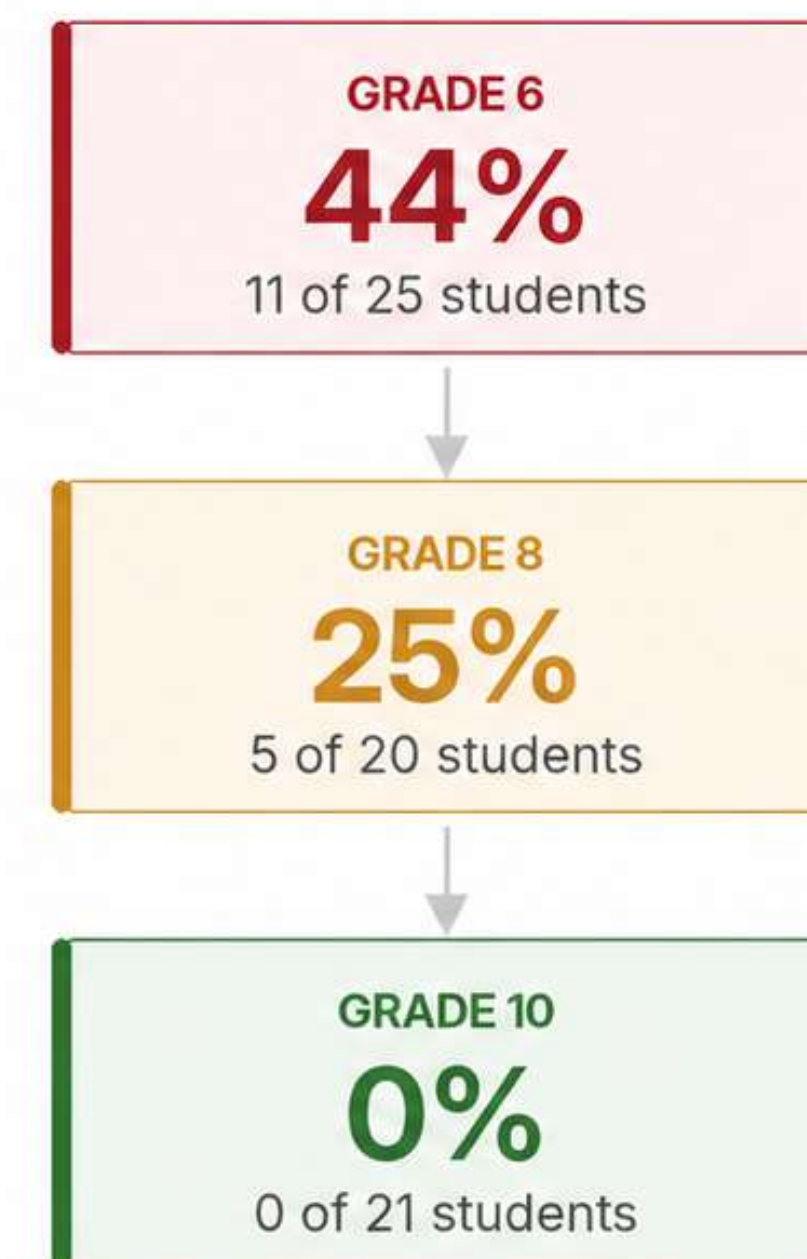
The Gap Narrows: 19 Points to 7, Across Subjects

H3: Closing the Academic Gap With TSA Peer

Percentage-point gap in exam scores



Students scoring below 60%



Longitudinal Cohort

H3: Longitudinal Tracking of the grade 10 cohort for 5 years (Grades 6-10)

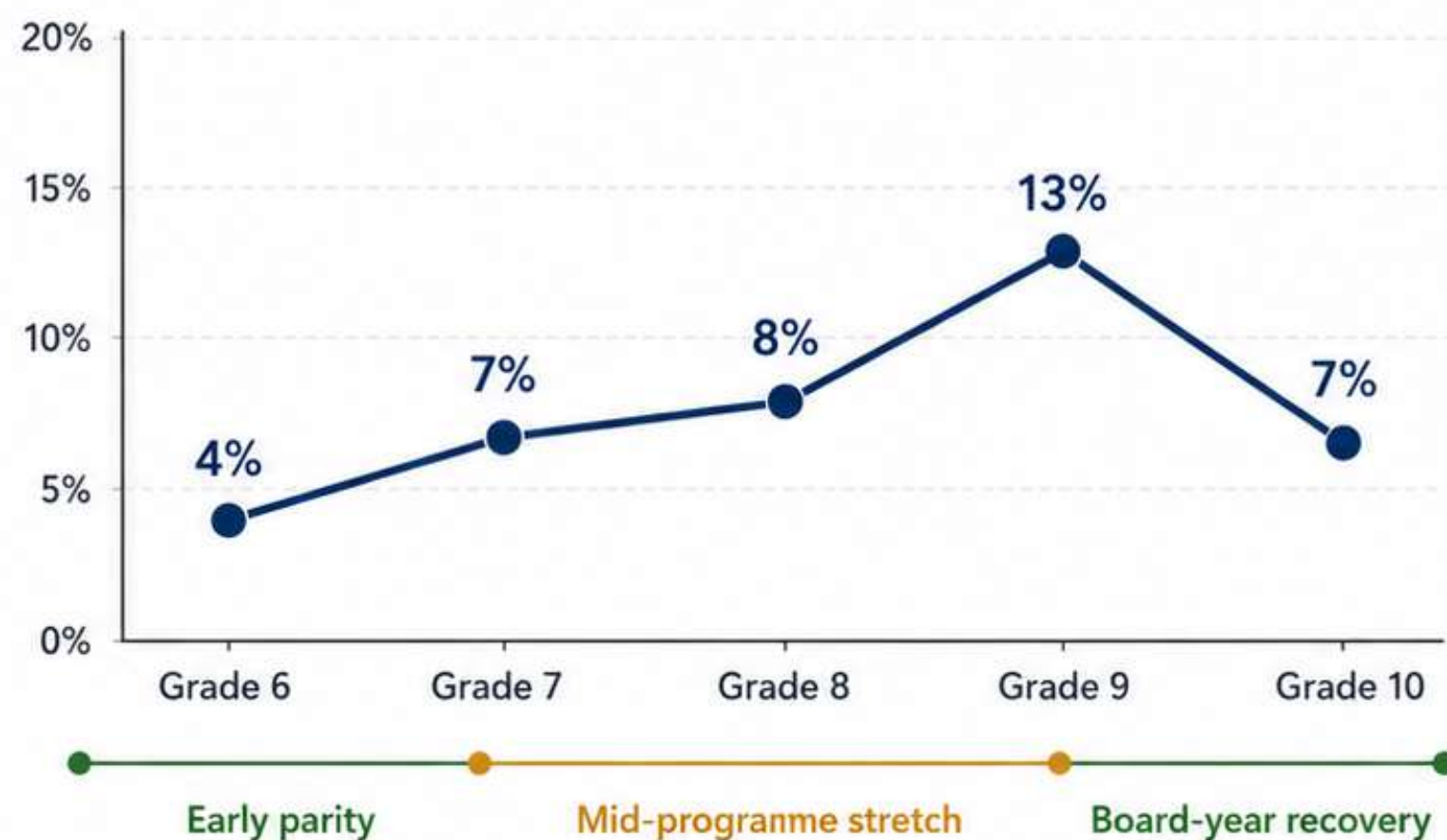
Ankur n=21

TSA n=63

5 years • same students

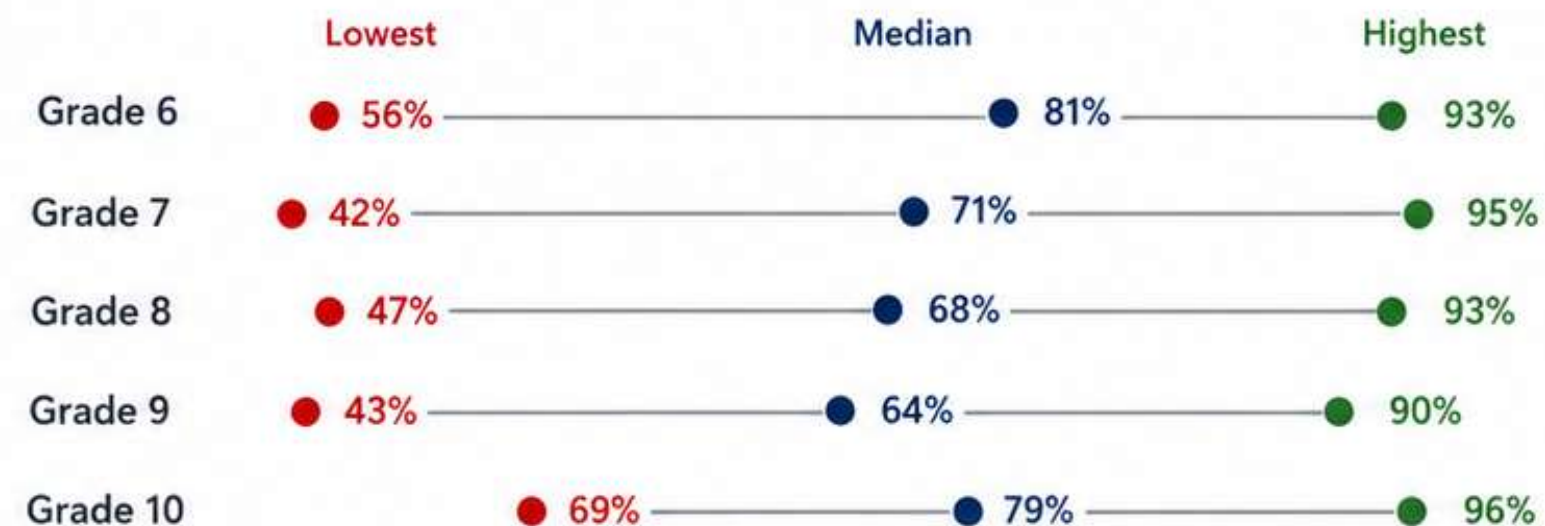
Overall gap with TSA peers

Percentage points behind



Within-cohort spread

line = lowest to highest • dot = median



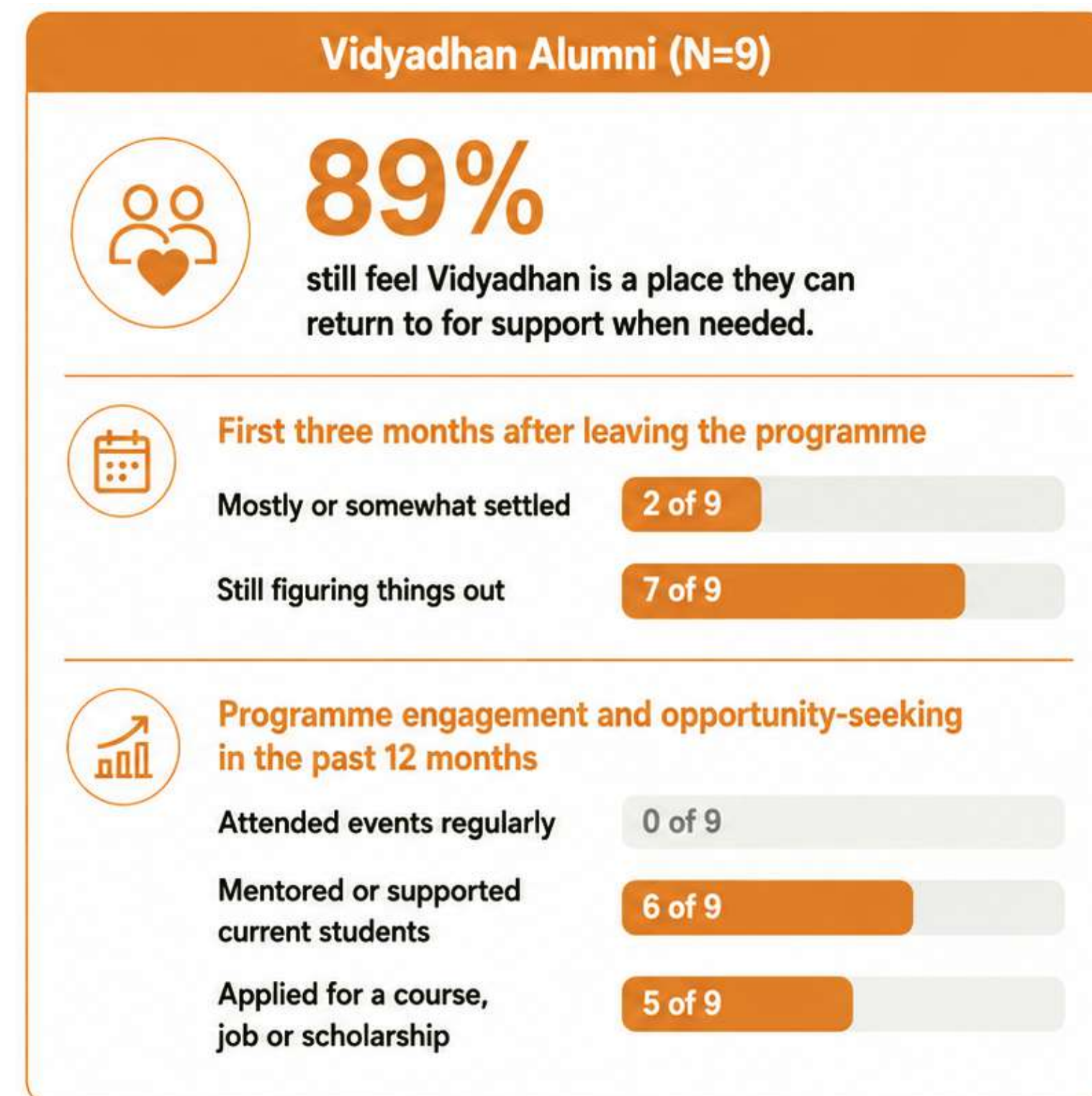
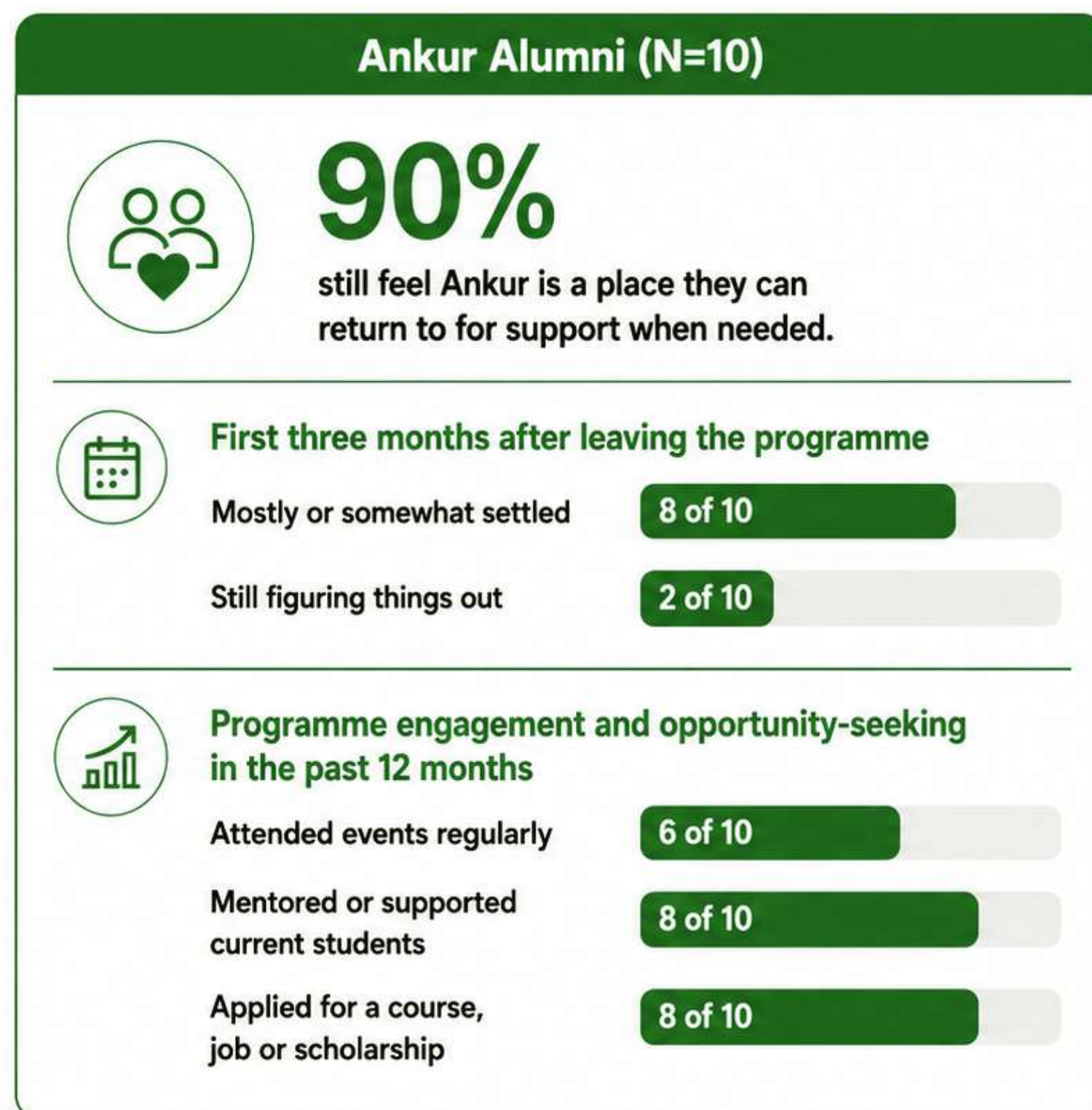
Students below 60%



The same cohort starts near parity, dips in the middle grades, and recovers strongly by Grade 10. Recovery is cohort-wide: the lowest score rises to 69% and no student remains below 60%.

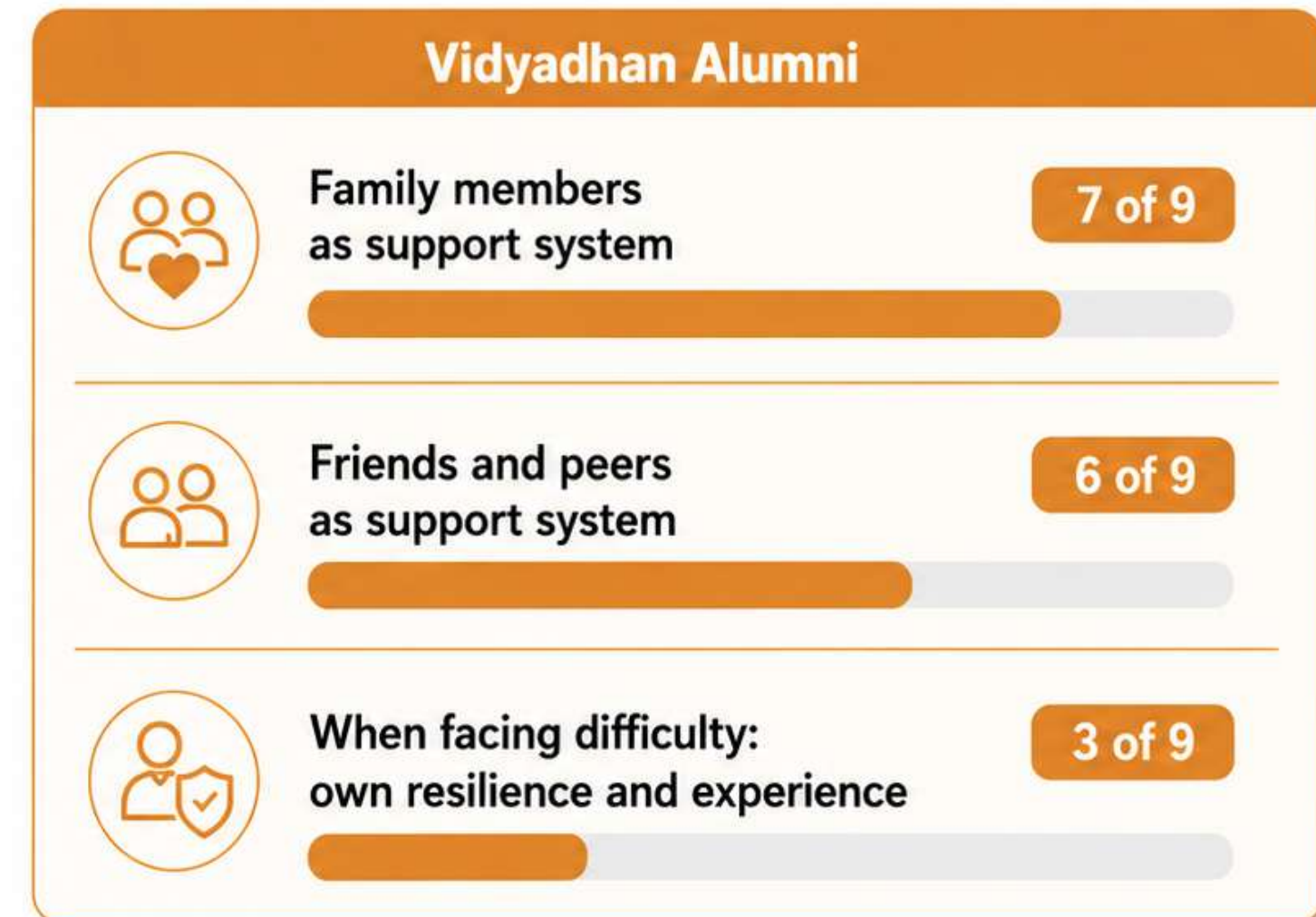
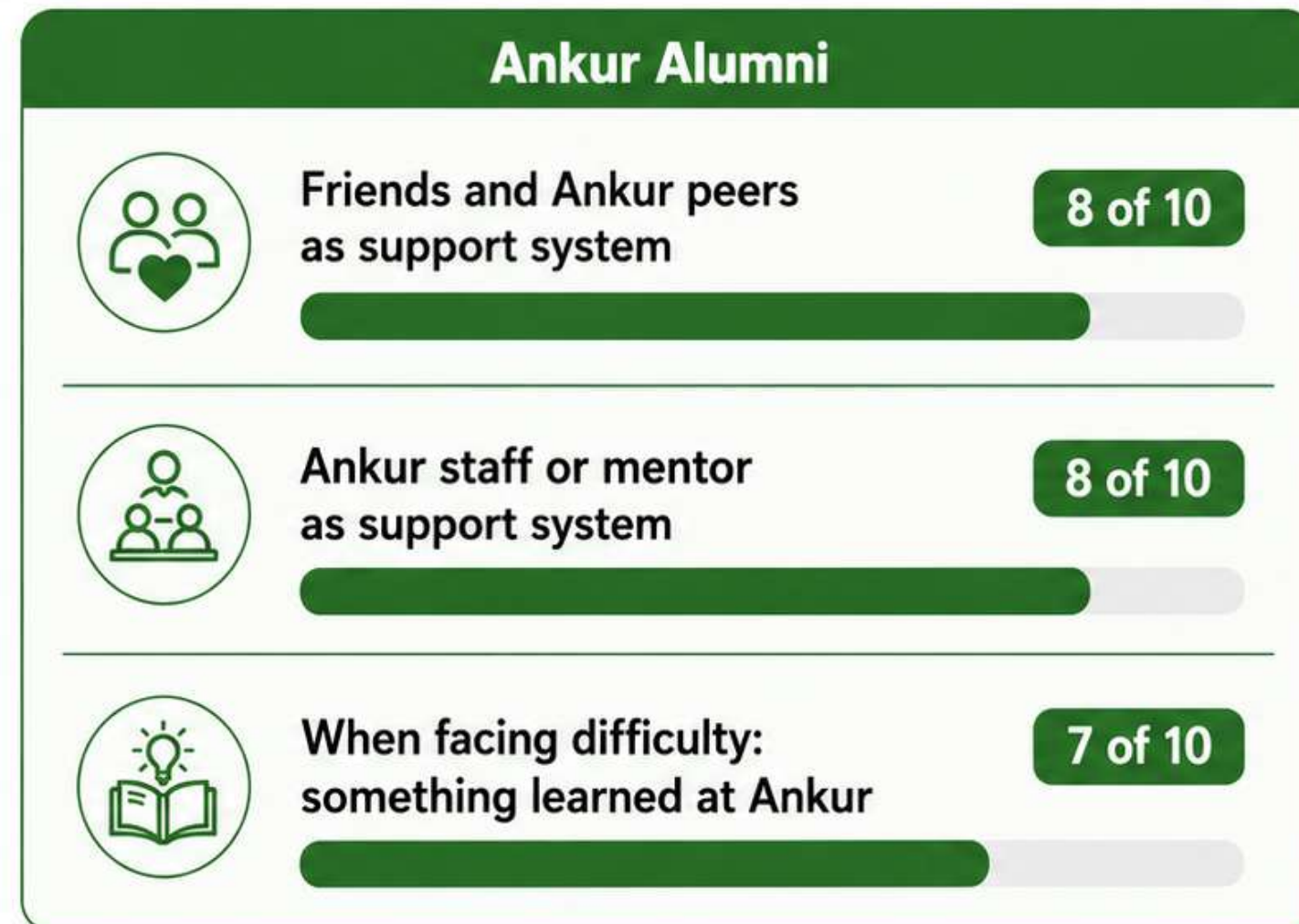
Alumni: Both Rise. The Difference Is What Stays

H4 & H5: Alumni, Ankur vs. Vidyadhan



Alumni: Both Rise. The Difference Is What Stays

H4 & H5: Alumni, Ankur vs. Vidyadhan



In their own words



ANKUR ALUMNI

"I could not afford counselling, so they paid for it. I was able to sit down and say I need help."

Alumni, Ankur



VIDYADHAN ALUMNI

"Without Vidyadhan I would not be here. I feel a deep sense of gratitude and will always be indebted to them."

Alumni, Vidyadhan

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Status: Tested ✓
Result: Validated ✓

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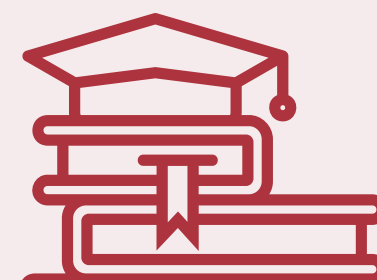


Improve Steadily

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Greater Upward Social Mobility

- vs. comparison group

Status: Tested ✓
Result: Validated ✓



What Makes the Model Work



6 structural pillars

1. HRT system



One trained adult supports each child through the day and year. Five daily touchpoints and a needs-tracking handover make this the model's backbone.

2. Post-school academic reinforcement



3+ hours of daily study, remedial support, worksheets, and IEP coordination help students steadily close the academic gap.

3. Layered counselling infrastructure



Students are proactively tracked, with anxiety workshops, safety sessions, and anonymous reporting channels built into the system.

4. Co-curricular and leadership progression



Forums, anchoring, and competitions build confidence. Students grow from assigned roles to self-initiated leadership by Grade 10.

5. Nutrition, health, and physical safety



Five meals a day, medical care, and a safe campus make wellbeing a foundation for learning.

6. Alumni continuity



Weekly batch meetings, scholarship guidance, and ongoing outreach continue after school exit. 97% achieve the 75% academic target.

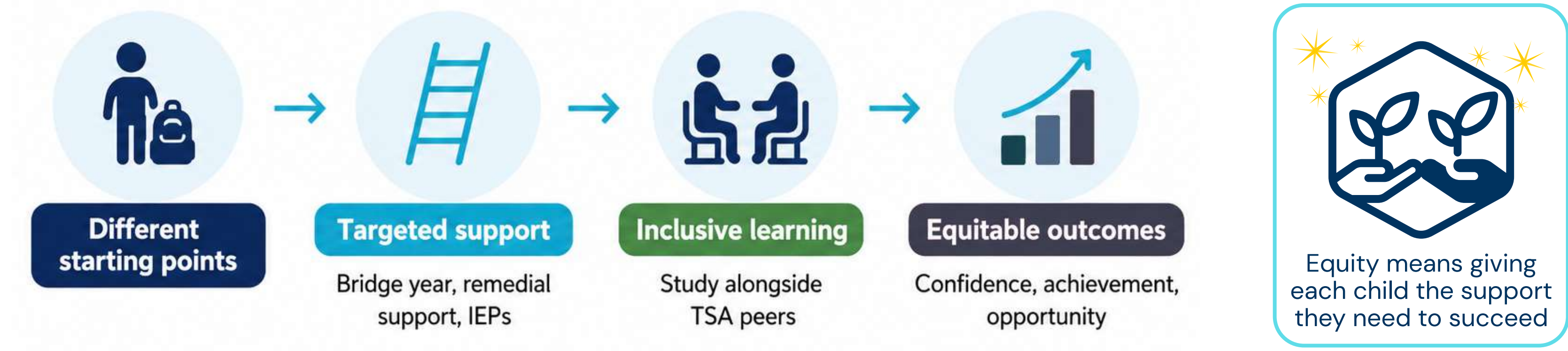


What ties it all together

These structures work because they are carried out by people who act with genuine commitment, not obligation

The Bigger Picture: An Equity Model in Practice

Policy Alignment



Aligned with NEP 2020



Equity
over equality



Foundational
learning



Personalised
support

Aligned with SDG 4



- Inclusive and equitable quality education
- Leaving no one behind

When support matches need, access becomes real opportunity

Retrospective Study



Summary

Across five children, five families, and nearly two decades of documented institutional care, these case studies collectively tell a story that resists simple summarisation, which is precisely what makes them credible.

Adversity At Entry



- Complex vulnerabilities
- Family instability
- Poverty
- Medical challenges

Relationships Drove Change



- Consistent individualized care
- Responsive caregivers
- Emotional safety & trust
- Everyday moments, big impact

Success Beyond Academics



- Undergraduate completion
- Leadership
- Resilience
- Self-belief

Non-Linear Growth



- Setbacks were common
- Regression & crisis
- Academic & emotional dip
- Recovery over time

Strengths As Anchors



- Every child had a domain that endured
Music | Art | Sports | Books
- These strengths built confidence & identity

The Power Of Time



- Time to be difficult, grieve, resist & grow
- Stability & structure
- Non-punitive support

Suggestions for Change



Improvement Areas

- **1 More autonomy**

Students want limited freedom to go outside campus as they grow older.
- **2 Loss of the old feel**

Students notice a shift away from the 'second home' feeling and fewer activities.
- **3 Sports access**

Cricket and some sports access remain limited despite strong student interest.
- **4 Immediate emotional support**

Students want support they can access in the moment, not only through structured systems.
- **5 Study flexibility**

Fixed study schedules do not always match students' readiness or mood to learn.
- **6 Digital readiness**

Some alumni felt underprepared in digital skills when entering college or work.
- **7 Financial preparation**

Some alumni had to learn money management only after leaving the programme.
- **8 Staff accountability**

Students find it harder to report concerns about staff than about peers.



Several concerns reflect design trade-offs or older cohorts, but they still point to where the model can improve.

