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Impact Assessment of Project - DLF CARES
DLF Cyber City Developers Limited
March 2026

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Executive Summary

Project title DLF CARES

Implementing partner DLF Foundation

Project overview DLF CARES, a flagship initiative of the DLF QEC Educational Charitable Trust (a key philanthropic arm of the DLF Foundation), was designed to provide access to quality school and higher education for students across India from underprivileged families and for children with special needs. The programme offered academic support, career guidance, devices, gadgets, and essential infrastructure, along with other interventions aimed at holistic development. It also placed emphasis on teacher training and assessment, empowering educators to deliver quality education in line with the National Education Policy. Together, these efforts fostered an inclusive and holistic educational experience for all¹.

Project commencement The project was executed over two consecutive financial years, FY 2020–21 and FY 2021–22, in alignment with the respective approval and funding cycles.

Contribution amount² The contribution across following financial years:

Financial Year (FY)	Amount (INR)
FY 2020-21	5 Cr.
FY 2021-22	7.77 Cr.
Total	12.77 Cr.

Project closure FY 2023-24

Project locations Pan India

Direct Beneficiaries Underprivileged students from economically weaker sections of society

Problem statement Students from disadvantaged communities, across primary to higher secondary grades, continue to struggle to access quality education because of financial hardship and weak educational infrastructure. These challenges are intensified by socio-emotional issues and minimal access to counselling, life-skills support, career guidance, and adequately trained educators ultimately restricting academic growth and long-term opportunities.

DLF CARES addresses these gaps by providing academic support, scholarships, devices, and essential infrastructure, along with counselling, life-skills training, and career guidance. Through teacher training and assessments aligned with the National Education Policy, the programme strengthens teaching quality and creates an inclusive ecosystem that improves learning outcomes and promotes holistic development for underprivileged students and children with special needs.

SDG alignment



¹ <https://dlfcares.org/>

² Shared by DLF Foundation

Summary of Findings

A comprehensive account of Deloitte's observations and results from the impact assessment of the project within the OECD-DAC framework parameters is given below:

Parameter	Rationale	Score
Relevance	<ul style="list-style-type: none"> The programme addressed clearly identified educational inequities faced by underprivileged students, including limited access to quality schooling, financial constraints, and gaps in foundational learning. Its comprehensive support scholarships, remedial teaching, counselling, and digital learning tools directly responded to the academic, socio-emotional, and career-related needs of vulnerable children. Support for children with special needs through partnerships with the Indian Institute of Cerebral Palsy (IICP) and the ASHA School strengthened its relevance to inclusive education priorities. 	
Coherence	<ul style="list-style-type: none"> The intervention demonstrated strong internal coherence by integrating multiple components scholarships, academic support, teacher training, career counselling, and technology-enabled systems into a unified learning ecosystem. Externally, it aligned with national priorities under the National Education Policy (NEP) 2020 and global education goals under Sustainable Development Goal (SDG) 4 (Quality Education). Collaborations with the Australian Council for Educational Research (ACER), the University of Melbourne and the Government of Bhutan ensured alignment with international educational standards and cross-cultural learning frameworks. 	
Effectiveness	<ul style="list-style-type: none"> The programme achieved clear improvements in academic performance, evidenced by increased numbers of high-achieving students in the International Benchmark Tests across English, Mathematics, and Science. Structured remedial teaching, personalised counselling, psychometric assessments, and career guidance enhanced student learning and readiness for future pathways. Faculty enrichment workshops and classroom observations resulted in demonstrable improvements in teaching practices. The growth of scholars from 1,200 to over 4,200 between 2021 and 2025 highlighted strong acceptance and effective programme delivery. 	
Efficiency	<ul style="list-style-type: none"> Efficiency was strengthened through technology integration such as the Management Information System portal, artificial-intelligence-enabled document verification, and online or recorded remedial classes. These innovations expanded accessibility while optimising cost and administrative efficiency. Collaboration with specialised organisations, rather than building parallel institutional structures, enabled resource-efficient implementation. The combination of financial aid, digital tools, and expert-led assessments ensured minimal duplication and streamlined processes. 	

Impact³

- The scholarship program has enabled 4,200 underprivileged students to continue their education without financial burden, increasing motivation and ensuring school attendance. This contributes to higher literacy rates, improved learning outcomes and overall upliftment of these marginalised communities.
 - 100% students reported that the scholarship significantly enhanced their learning experience by providing timely financial assistance, remedial classes, and academic and career guidance.
 - All students of Grades IX participated in career-guidance and one-on-one counselling sessions, which helped them gain clarity about their strengths and aspirations, positively influencing their future career choices.



Sustainability

- By enhancing teacher capabilities and nurturing students' all-round development, the program builds a long-lasting, supportive learning environment that continues to uplift both educators as well as learners over time.

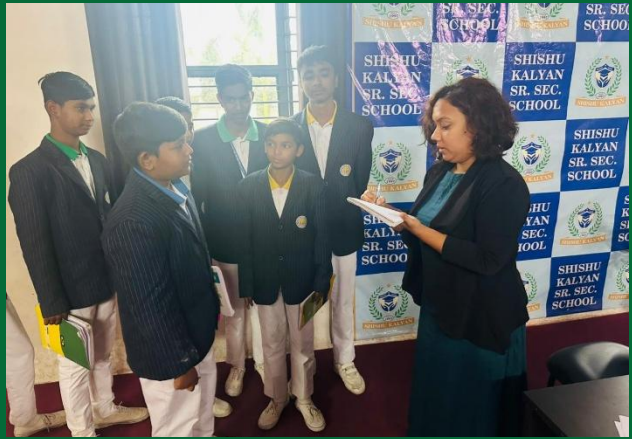


Recommendations

The assessment study has highlighted opportunity areas to enhance the grant's effectiveness and maximize impact. These are tabulated as recommendations below:

Recommendations	Description
Family Based Approach	<ul style="list-style-type: none">• Providing targeted family-focused interventions, including awareness sessions that highlight the importance of homework, consistent attendance and their direct link to sustained academic progress.• Provide guidance to parents on overcoming barriers such as household responsibilities, lack of routines or transportation challenges.
Promoting Sports and Extracurricular Activities for Holistic Development	<ul style="list-style-type: none">• Introduce structured sports, arts, and extracurricular programs to support students' physical, social, and emotional well-being. Engaging learners in activities beyond academics helps build confidence, teamwork, discipline, and leadership skills, while also improving overall school attendance and motivation.
Strengthening Career and Future Readiness Support	<ul style="list-style-type: none">• Collaborate with career guidance partners to conduct periodic aptitude assessments, exposure visits, and skill-building workshops.

³ Impact basis responses entered in the survey forms by 325 students.



Source: Deloitte field visit

Approach and Methodology

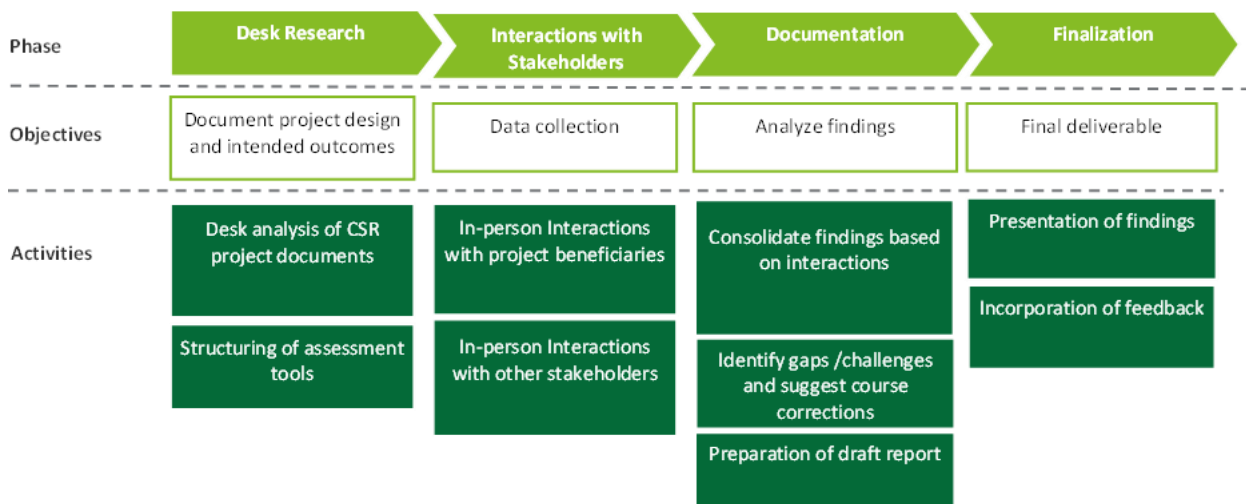
Deloitte used a mixed research design to conduct the assessment, with research questions framed along the Development Assistance Committee (OECD, 1991) principles. The data collection tools sought to collect information from project documents, stakeholders and beneficiaries around key indicators adapted from the UNDP’s Results Based Management framework. The assessment involved an analysis of qualitative and quantitative data using primary and secondary data sources.

The results-based framework was deployed to determine the project-specific inputs, processes, outputs, and outcomes/impact customized as per the project execution model and in consultation with implementing partners and available documentation. Data for the assessment was collected to answer the following research questions:

- Are the CSR initiatives either relevant to the community’s needs/aspirations or aligned with the developmental priorities of the region?
- What were the intended or planned outcomes of the initiatives? Are the program’s results in line with the anticipated outcomes?
- How have the CSR initiatives impacted beneficiaries and other relevant stakeholders? Explore changes in the physical, economic, and socio-cultural environments.
- How do the beneficiaries and other stakeholders perceive the CSR initiatives undertaken?
- Are the activities ensuring long-term solutions to the developmental issues of the region? What elements have been built into the project design that will ensure sustainability of results.
- Has there been a disruption in impact due to remote program execution? Are there any potential strategies that could be deployed to combat this disruption?

Report Development Approach

The impact assessment of the CSR initiatives was executed in a phased manner. The four main phases are outlined below.



Common Results Framework

The Common Results Indicators developed along UNDP’s Results Based Framework for monitoring were used as the basis for the programmatic review. Both primary and secondary project related data were reviewed to gain a holistic understanding of the implementation model and outcomes.

Inputs	Processes	Outputs	Outcomes
<ul style="list-style-type: none"> Financial resources (scholarship) Training of teachers, and additional support through counselors, facilitators Partnership with multiple organizations Digital platforms and remedial class facilities Training modules for teachers 	<ul style="list-style-type: none"> Scholarship disbursement Academic remediation Counselling and life skills training for students Assessments of students Teachers implementing their trainings in the classroom 	<ul style="list-style-type: none"> No. of scholarships awarded No. of remedial sessions conducted No. of students assessed No. of teacher trainings completed Collaborative efforts 	<ul style="list-style-type: none"> Higher academic performance Improved confidence among students Reduced financial burden on families Enhanced socio-emotional well-being and life skills of students Improved pedagogical approaches of teachers

Desk-based Research

In addition to the stakeholder interactions through surveys, Focused Group Discussions with the students, parents, teachers, implementing staff, the following project related documents were reviewed:

- Report on DLF CARES Education Scholarship Programme

Description of Sample

A stakeholder mapping exercise, based on the desk review, was conducted to identify the range of interactions that would be required to document multiple perspectives about impact. The documentation of multi-stakeholder interactions was critical to validating findings through triangulation. The stakeholder mapping for the DLF Cares Programme is given below:

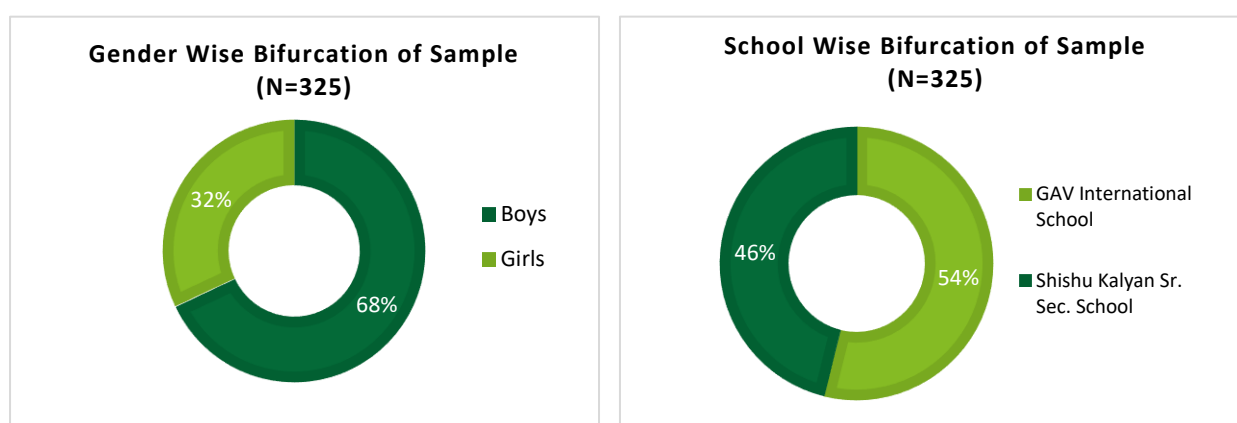
<p>Primary stakeholders:</p> <ul style="list-style-type: none"> Students 	<p>Secondary stakeholders:</p> <ul style="list-style-type: none"> Teachers Parents Project implementation staff
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Sampling Plan

A multi-stage mixed methodology was adopted to identify the sample of respondents for the study. The final set of the respondents, given the wide spread of beneficiaries across locations, was selected purposively. A snapshot of the sample covered is given below:

Project location	Sample covered	Type of sampling
<ul style="list-style-type: none"> Gurugram- Shishu Kalyan Sr. Sec. School and GAV International School, Gurugram 	<ul style="list-style-type: none"> Students: 325 Teachers: 7 Parents: 8 Program SPOC: 2 	<ul style="list-style-type: none"> Purposive
Stakeholder type	Sample covered	Type of sampling
<ul style="list-style-type: none"> Students 	Shishu Kalyan Sr. Sec. School & GAV International School <ul style="list-style-type: none"> Grades I to V: 180 Grades VI to VIII: 106 Grades XI: 39 	KII and FGD – in school
<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Shishu Kalyan Sr. Sec. School & GAV International School: 7 	<ul style="list-style-type: none"> KII
<ul style="list-style-type: none"> Parents 	<ul style="list-style-type: none"> Shishu Kalyan Sr. Sec. School: 8 	<ul style="list-style-type: none"> KII
<ul style="list-style-type: none"> DLF Staff 	<ul style="list-style-type: none"> Program SPOC: 2 	<ul style="list-style-type: none"> KII

A sample of beneficiaries including programme staff was selected for the purpose of the assessment. Below graphs represent bifurcation of sample students by gender and school respectively.



Study Tools

A range of participatory tools were customized to meet the objectives of the assessment. The table below presents a snapshot of the tools used during various stakeholder interactions during the assessment.

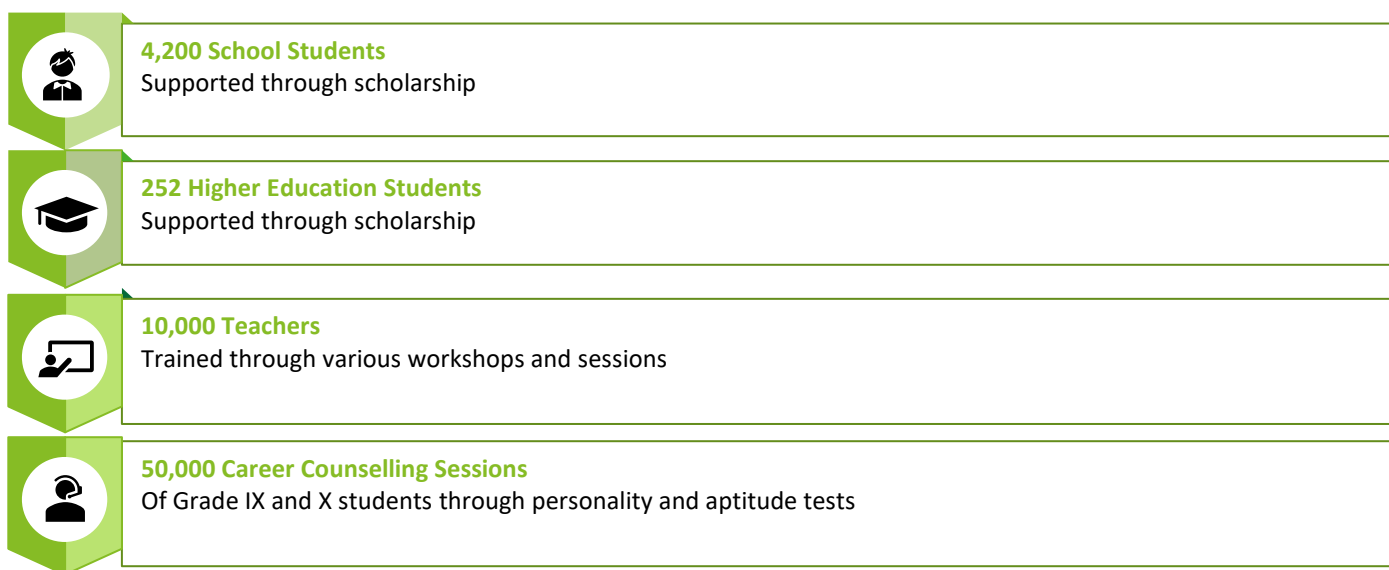
Stakeholder	Key points covered	Study tools employed
Direct beneficiaries/ students	<ul style="list-style-type: none"> Nature of support provided Scholarship benefits Feedback on the project 	Survey, case study
Indirect beneficiaries/ teachers and parents	<ul style="list-style-type: none"> Feedback on the project Regular feedback and observations Training and capacity building Awareness sessions 	Survey

Limitations

- Academic schedules significantly restricted student participation. Students in Grade X were engaged in their ongoing board examinations, making it challenging to collect their feedback. Similarly, Grade XI students were unavailable due to intensive exam-preparation periods, and Grade XII students were occupied with their final board examinations, further limiting representation from higher grades.
- Adverse weather conditions also influenced the data quality. Poor weather leading to fog resulted in lower-than-expected attendance at Shishu Kalyan Sr. Sec. School, which in turn may have impacted the diversity and replicability of insights captured from this location.

Project Coverage

Coverage Snapshot

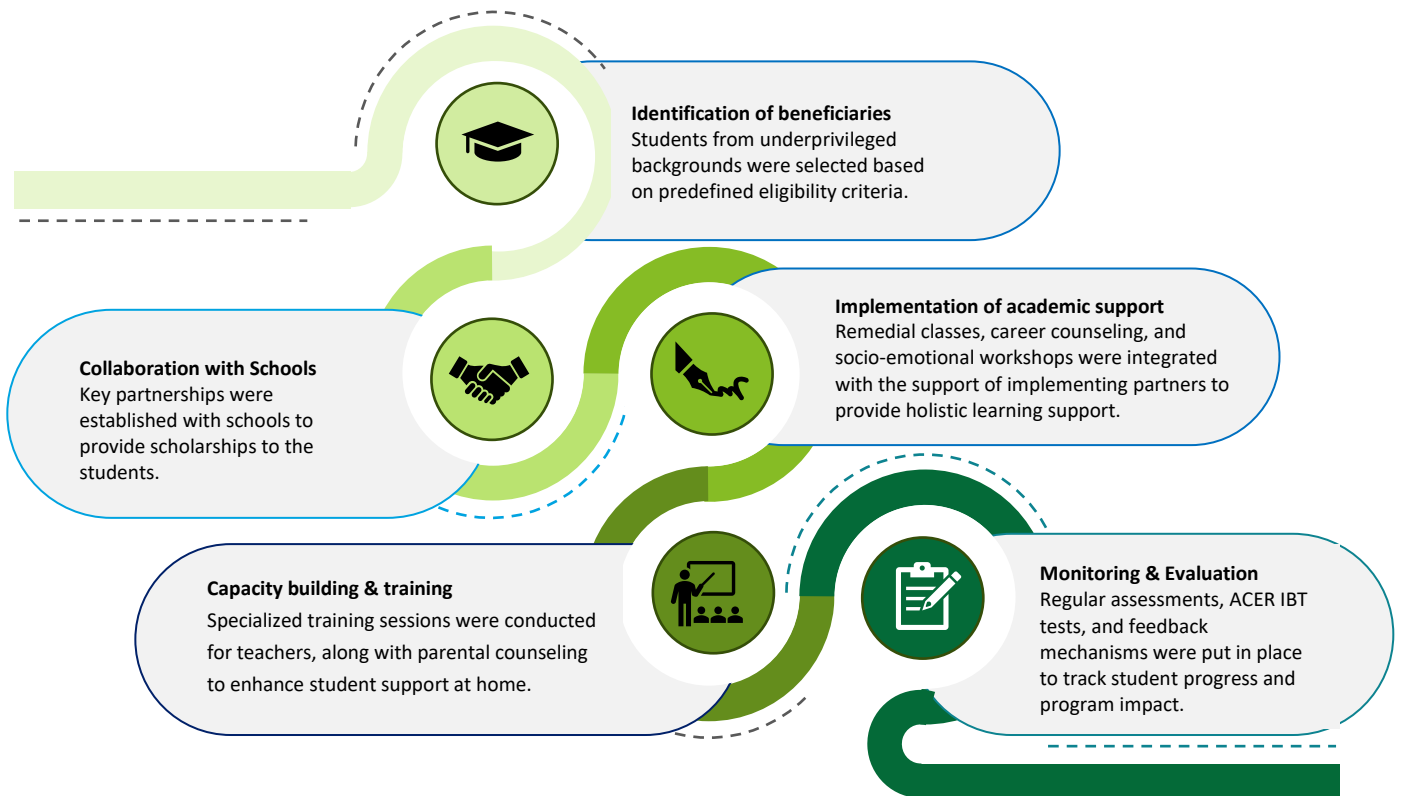


Description of Beneficiaries

- **Students:** The students predominantly came from underprivileged backgrounds across Grades I to XII, often experiencing financial instability and various socio-economic challenges. Many were first-generation learners with limited academic or technological support at home. Despite these circumstances, they consistently demonstrated strong motivation and the ability to excel when provided with structured guidance and opportunities.
- **Parents:** Most parents belonged to economically weaker sections and had limited formal education. Many were engaged in labour-intensive or irregular forms of employment, making it difficult for them to actively support or participate in their children's academic journey. Although they aspired to better futures for their children, they often lacked the resources, awareness, and time required to provide the necessary academic and emotional support at home.
- **Teachers:** Teachers, coming from diverse educational backgrounds, showed a clear commitment to supporting students' academic progress and emotional well-being. However, they often faced challenges such as large class sizes, significant variation in student learning levels, and limited access to advanced or continuous professional development. Many educators expressed a strong need for practical training and updated pedagogical strategies to effectively address students' academic needs and behavioral issues.

Project Model

The collaboration between DLF Foundation and the partner schools plays an important role in creating a structured, multi-stakeholder project model that integrates financial aid, academic support, and socio-emotional development. This partnership ensures a holistic and sustainable approach to improving educational outcomes for underprivileged students.



Inputs

Financial resources:

- Scholarship funds cover tuition fees, books, uniforms, and transport for underprivileged students.
- Budget allocation ensures smooth implementation of remedial classes, teacher training, and counseling sessions.

Teachers, Counselors, Facilitators:

- Qualified educators, mentors, and career counselors provide academic and socio-emotional support.
- Regular capacity-building sessions enhance teachers' ability to implement innovative and inclusive teaching methods.

Partnership with academic, assessment and counselling organizations:

- Collaboration with international entities ensures specialized intervention in academics, career guidance, and well-being.
- Joint efforts with schools and partner organizations strengthen the implementation and outreach of the scholarship program.

Digital Platforms and Remedial Class Facilities:

- Online learning tools and recorded video sessions on the MIS portal enhance accessibility to academic resources.
- Live interactive remedial classes help bridge learning gaps and provide targeted academic support.

Training Modules, Counseling, and Life-Skills Content:

- Structured training programs equip teachers with best practices in pedagogy and student engagement.
- Life skills workshops and mental health counseling help students develop resilience, decision-making, and communication skills.

Process

Scholarship Disbursement:

- Eligible students receive financial assistance covering tuition fees, books, uniforms, and transport.
- The scholarship is monitored to ensure timely disbursement and continued student eligibility based on performance.

Academic remediation:

- Baseline assessments identify learning gaps, followed by structured remedial classes to strengthen foundational skills.
- Digital platforms and interactive sessions provide accessible learning resources beyond the classroom.

Counselling and Life Skills Training:

- Socio-emotional and mental health workshops equip students with skills to handle peer pressure, stress, and personal challenges.
- Career counselling, including psychometric assessments, helps students make informed academic and professional choices.

Teacher Training and Capacity Building:

- Professional development workshops focus on practical teaching strategies, classroom management, and digital learning tools.
- Classroom observations and feedback sessions ensure continuous improvement in pedagogical methods.

Assessments of Students:

- ACER IBT and other standardized tests that track students' academic progress against national and global benchmarks.
- Regular evaluations inform personalized interventions, ensuring targeted academic support.

Parental Engagement and Awareness Programs:

- Structured parental counselling sessions help parents support their children's academic and emotional development.
- Awareness programs educate parents on issues like domestic violence, discipline, and positive reinforcement strategies.

Strategic Differentiators



Life-Cycle Approach to Education Support: The project is uniquely designed as a long-term, end-to-end intervention, supporting students from early primary education (Grade I) through secondary schooling and transition to higher education.



Blended Digital and In-Person Delivery Model: The project leverages digital platforms, MIS-enabled learning resources, recorded sessions, and live interactive classes to extend learning beyond the classroom.



Holistic, Multi-Stakeholder Intervention Model: The project follows an integrated, multi-stakeholder approach that aligns financial support with academic remediation, socio-emotional development, and capacity building to enable sustained educational impact.



Data-Driven and Personalized Interventions: The use of baseline assessments, standardized tests (such as ACER IBT), and continuous evaluations enables the project to track learning outcomes against national and global benchmarks.

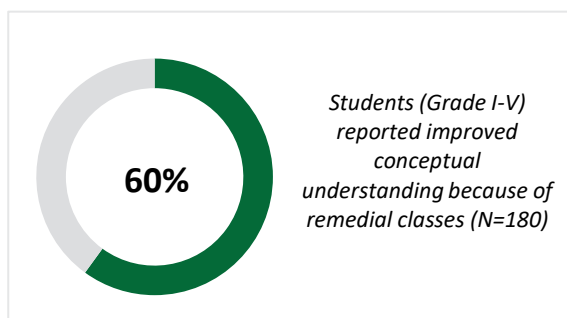
Impact created through DLF Foundation’s CSR grant

An analysis of survey responses and the content analysis of narratives recorded during surveys and KIIs with multiple sample stakeholders including students, teachers and the DLF Cares team are presented below. The impact discussed is specific to the model used in the delivery of interventions.

Key Findings

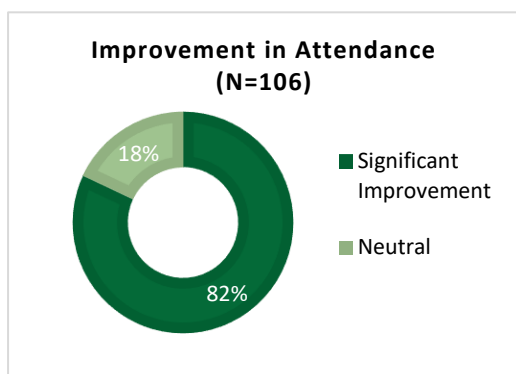
Students of grades I to V (insights from focus group discussion)

- Impact on School Attendance: All students (100%)** reported consistently high attendance, stating that their aspiration for a better future and a genuine interest in learning motivated them to avoid missing classes. Their commitment reflects a strong sense of purpose and recognition of the value of education.
- Role of Teachers:** Students emphasized the pivotal role of teachers in encouraging regular attendance and supporting their learning. They appreciated that teachers addressed their doubts promptly, which improved their understanding of subjects and contributed to a more positive classroom experience.
- Efficiency of Scholarship Disbursal:** All students (100%) confirmed that scholarships supported resources such as books and uniforms were distributed on time.
- Remedial Classes:** A significant proportion of students, **60% of those in Grades I–V**, reported improved conceptual understanding as a direct result of attending the remedial classes offered under the DLF CARES Programme. These incremental outcomes are supported by the programme’s structured approach, which includes baseline assessments, grouping students into Foundation, Mid-Level, or Advanced categories, and delivering targeted, interactive live and online sessions. Regular evaluations and individualised counselling further helped address both academic gaps and emotional or psychological challenges, enabling students to learn with greater confidence and clarity.



Field-Survey Findings for Grades VI–VIII

- Impact on School Attendance:** A large majority, 82% of students in Grades VI–VIII reported a significant improvement in their school attendance. Students attributed this positive change to a stronger academic environment, increased motivation to learn, and the structured support they received through the programme. The remaining 18% provided a neutral response, indicating that while their attendance did not drastically change, the scholarship and related support mechanisms still contributed to maintaining steady attendance levels. Overall, the responses suggest that the programme has been effective in reinforcing regular school participation and strengthening students’ commitment to their education.

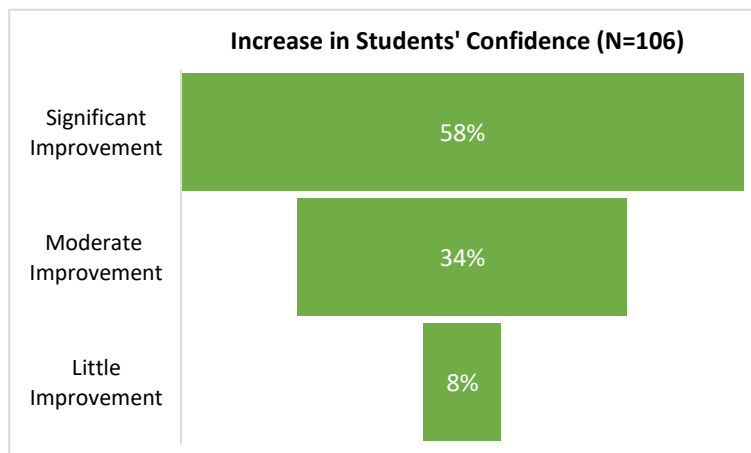


- Focus on Studies:** An overwhelming **93% of respondents stated that their focus on studies had improved significantly since receiving the scholarship.** Students shared that the improved classroom environment, personalised teacher assistance, and the sense of responsibility that came with receiving financial and academic support played a key role in enhancing their concentration and study discipline. The remaining 7%

reported moderate improvement, suggesting that even students who did not experience dramatic changes still benefited from the programme’s supportive ecosystem. These findings highlight the role of holistic support academic, emotional, and environmental in boosting students’ engagement with their studies.

- **Student Confidence in Academic Abilities:** The programme also had a strong influence on students’ self-belief.

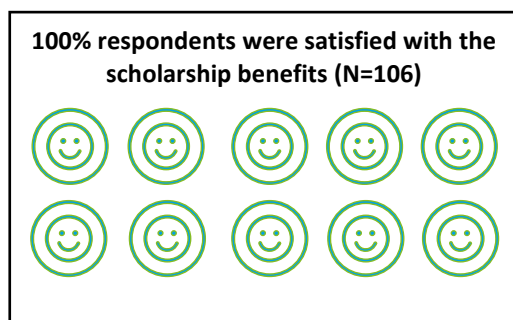
54% of surveyed students reported a significant increase in their confidence, while an additional 38% indicated moderate improvement in their academic self-esteem. Students consistently mentioned that consistent teacher guidance, doubt-clearing support, and a more enabling learning environment helped them feel more capable and motivated. This boost in confidence suggests that the interventions addressed academic gaps and



contributed meaningfully to students’ emotional and motivational development factors required for sustained academic success.

- **Attendance in Remedial Classes:** Approximately 56% of students across all grades reported attending remedial classes regularly, indicating that more than half of the student cohort actively engages with the additional academic support provided. Students shared that these classes help strengthen their understanding of core subjects, provide structured revision time, and offer opportunities to clarify doubts in a supportive environment. A portion of students (15%) who did not attend regularly mentioned factors such as scheduling challenges, overlap with existing study routines at home, or limited awareness of class timings. These insights highlight the importance of enhanced communication and flexible scheduling to ensure that more students can benefit from the remedial support available to them.

- **Perception of Scholarship Benefits:** All surveyed students (100%) expressed that they were either very



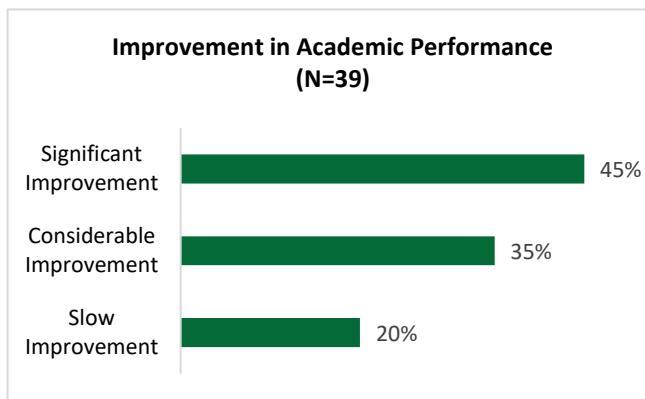
satisfied or satisfied with the scholarship support they received. Students consistently shared that the scholarship had eased financial pressure on their families, made schooling more accessible, and strengthened their motivation to continue their education. They highlighted that the scholarship covers most essential school-related expenses including tuition fees and books ensuring that their education continues without financial interruptions. This stability has allowed students to focus more deeply on

learning and participate fully in school activities.

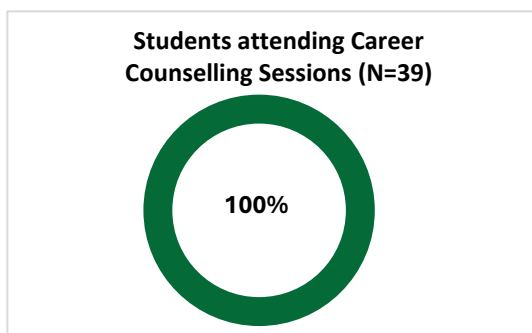
Field-Survey Findings for Grade IX

- **Teacher Engagement and Support:** A strong majority, 90% of Grade IX respondents, felt that teachers were highly engaging during the suggestion and supportive in doubt/query resolution. Students highlighted that teachers spent extra time clarifying doubts, encouraged active participation in class, and checked on their academic progress regularly. This strong teachers’ support contributed towards better exam scores, improved attendance and classroom motivation. Students also emphasized that having approachable and committed teachers created a positive learning environment where they felt comfortable seeking help and staying consistent in their studies.

- Improvement in Academic Performance:** Grade IX students reported meaningful academic progress, with 45% noting significant improvement in their performance. These students shared that structured academic inputs, clearer explanations, and consistent revision practices helped them grasp difficult concepts more effectively. Around 35% students reported considerable improvement while the remaining students (20%) reported slow but steady progress, demonstrating that even those who were not high performers initially have been benefiting from sustained support. This pattern suggests that the programme is helping students improve at different paces while ensuring that no learner is left behind.



- Participation in Extra Academic Support and Activities:** While academic gains were evident, 70% of Grade IX students expressed that their participation in extra-academic activities especially sports could improve. Students shared that although they appreciated the academic focus, they also **wished for more structured physical education classes and opportunities for recreational activities.** This reflects a growing student interest in holistic development and a desire for balance between academics and physical well-being.
- Career Guidance and Counselling Sessions:** Career-related support emerged as one of the strongest components for Grade IX students. All students (100%) attended multiple career counselling sessions, including assessments, personalised guidance, and group workshops. These sessions helped students gain clarity about subject choices, higher education pathways, and future career opportunities.

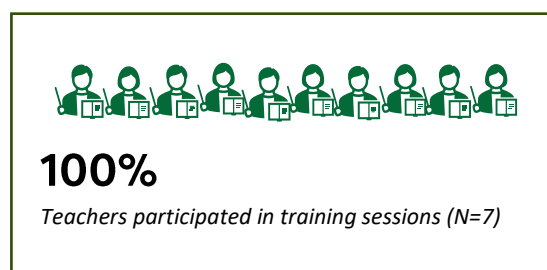


Moreover, 90% of the students found these sessions highly useful, noting that the discussions helped align their interests, strengths, and long-term aspirations. Consistent attendance shows that students value these sessions and see them as instrumental in shaping their academic

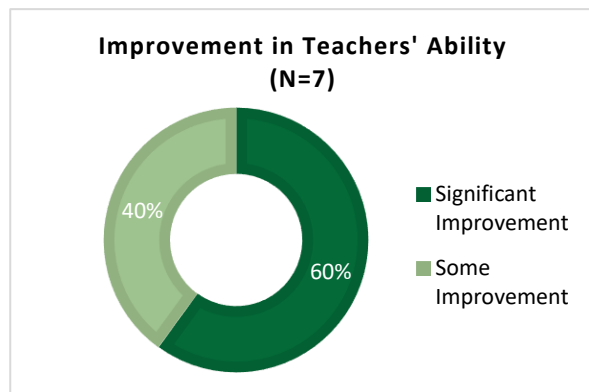
journeys. The DLF CARES Programme’s structured career-guidance ecosystem including personalised counselling, aptitude and personality assessments, cluster-based group sessions, and psychometric testing provided the students with continuous, data-driven support throughout the academic year

Effectiveness of Teacher Training

- Teacher Training and Pedagogical Support:** 100% of teachers participated in the training sessions, and all of them reported the training to be highly relevant to their needs. Teachers shared that they learned new instructional strategies, improved methods for clarifying concepts, and techniques to enhance classroom engagement. They also confirmed that applying these strategies in the classroom resulted in better student participation, improved understanding of topics, and smoother classroom management.

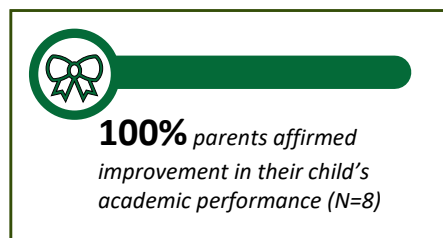


- Impact of Counselling Sessions on Student Engagement:** Teachers reported that the counselling-driven components of the programme positively influenced classroom dynamics. 60% observed a significant improvement in their ability to engage students, while 40% noted some improvement. Teachers attributed these gains to improved student confidence, better emotional readiness, and increased participation supported by counselling interventions. When asked to identify the most beneficial elements of the programme, teachers highlighted student counselling sessions, remedial classes, and teacher-training modules as the most impactful. They shared that these components work together to address academic gaps, strengthen emotional well-being, and enhance teaching practices leading to improved learning outcomes across classrooms.



Insights from Parents

- Parental Satisfaction:** All surveyed parents (100%) reported being very satisfied with the DLF CARES Programme, and 100% stated that they would highly recommend the programme to other parents. Their feedback reflects strong trust in the support provided and confidence in the programme’s continued value to their children.
- Perception of Child’s Academic Growth:** Every parent surveyed (100%) affirmed that their child’s academic performance had improved since joining the programme. Parents consistently attributed this progress to the structured academic support, remedial classes, and strengthened teacher engagement facilitated by the initiative.
- Parental Engagement and School Communication:** All parents (100%) felt that the programme actively encouraged their involvement in their child’s education and created opportunities for more meaningful engagement with the school. Similarly, 100% rated school communication as “effective” or “very effective”, acknowledging timely updates and clarity of information. Additionally, 100% of surveyed parents participated in parent workshops, demonstrating strong community engagement and alignment with the programme’s holistic support approach.



Comparative Insights across Grades I-IX⁴

Across all grade levels, the DLF CARES Programme demonstrated consistently positive improvements in student learning, engagement, and overall academic confidence.

- Building Strong Learning Basics (Grades I-V):** At the early-grade level, the programme strengthened the roots of learning. Students in Grades I–V reported marked improvement in conceptual understanding, largely due to remedial classes, personalised support, and interactive learning practices. These



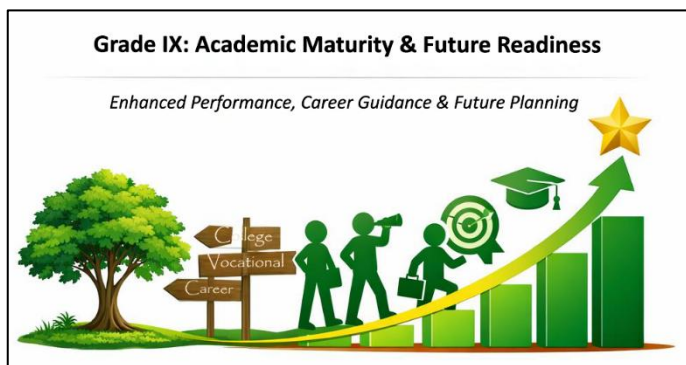
⁴ The graphical elements in this section are conceptual representations of the findings and should not be read as traditional X–Y axis plots.

interventions helped young learners build confidence, strengthen foundational skills, and develop early academic stability.

- **Strengthening Focus and Engagement (Grade VI-VIII):** As students matured, the programme’s impact shifted towards improving academic discipline and engagement, supported by counselling, teacher support, and a more structured learning environment. Among students in Grades VI–VIII, the combined effect of counselling support, strengthened teacher engagement, and a more structured learning environment resulted in notable behavioural and academic improvements. Students reported more consistent attendance, indicating that they were more motivated to come to school regularly and participate in daily learning activities. They also experienced better focus on studies, supported by clearer instruction, improved classroom interactions, and personalised guidance made available through the programme.



- **Academic Maturity and Future Readiness (Grade IX):** By Grade IX, the programme’s layered academic, emotional, and career-readiness interventions had translated into holistic student development, equipping learners with the skills, clarity, and confidence needed to navigate higher academic expectations. Students demonstrated considerable improvement in their academic performance, reflecting the cumulative impact of strengthened classroom support, remedial sessions, and consistent teacher engagement. They also reported that



teachers supported clarification of doubts and helped in applying learning strategies. At the same time, students benefitted significantly from the programme’s structured career-readiness ecosystem. They showed high levels of participation in career-guidance sessions, fully engaging in personalised counselling, aptitude and personality assessments, and group-based discussions. These interventions helped them interpret psychometric insights, understand their strengths, and connect them with suitable academic and vocational pathways.

Taken together, the findings presented a clear progression, while younger students benefited most from remedial support and foundational learning interventions, middle-grade students experienced marked improvements in motivation and engagement, and Grade IX students showed increased academic maturity, career clarity, and stronger alignment between learning support and long-term educational aspirations. This progression highlighted the programme’s effectiveness in meeting evolving student needs at each developmental stage and ensuring sustained academic growth across grades.

Stories from Field

Stakeholder Quotes

"The scholarship has reduced the financial burden from my family's shoulder which has given me motivation to study harder and achieve better marks. Regular remedial classes have also been helpful to understand concepts faster."

- Rimjhim, Grade VIII, GAV International School, Gurugram

"I truly feel that this scholarship has been a blessing for our family. Without the scholarship it wouldn't have been possible to provide such good quality education for my kids. My children get all kind of assistance starting from uniform, books to career counselling and other necessary guidance. I'm deeply grateful for the support we've received."

- Mother of a student from Shishu Kalyan Sr. Sec. School, Gurugram

The teacher training from DLF has truly helped me create a joyful and positive classroom atmosphere, even during exams when stress is high. The techniques I learned have strengthened my connection with students, allowing me to understand their concerns more quickly and support them more effectively. This has greatly reduced the emotional distance between us and helped build a warm, safe, and trusting learning space."

- Deepti, Maths teacher at Shishu Kalyan Sr. Sec. School, Gurugram

Case studies

Case Study: Root cause analysis and supportive learning environment leading to significant holistic growth



Vani Gujar, a Grade III student at GAV International School, benefitted significantly through the scholarship. Her benefitted translated to not only academics but also in extracurricular activities. According to her this was possible because of enhanced learning environment and supportive teachers. Earlier Vani feared Mathematics and didn't get time to indulge in any Extracurricular activities. Through the remedial classes and with the support from the teacher, she has managed to overcome her fear of Mathematics, and her marks have also significantly increased by almost 30%. This ease in understanding concept has given her some extra hours. In those extra hours she has taken up drawing and really enjoys it. She actively participated in drawing competitions and other such activities. Vani has shared her gratefulness towards her supportive teachers who did a root cause analysis and assisted her creating a more

encouraging and supportive atmosphere. This case highlights the crucial role of a motivative educational environment and timely guidance in fostering student confidence.

Case Study: Empowering teachers, the pioneer of an improved learning atmosphere

Sandhya, an English teacher at GAV International School has 3 years of teaching experience. She teaches Grade 4 and 5. Sandhya has participated in the DLF training program & assessment and has reported significant improvements in creating joyful, student-centered classrooms, using activity-based teaching techniques and building stronger emotional connections with children. Through the sessions she learnt simple yet effective strategies which was beneficial in reducing classroom stress and increase student engagement. As a result, she observed more enthusiastic participation, smoother classroom management and a more trusting rapport with her students transforming the overall learning environment. Sandhya's story highlights the importance and impact of teacher's training and assessment which help them become more aware of their strengths, teaching styles and areas for improvement resulting in boosted confidence and helped them create happier, more responsive classrooms where children participated more freely and learned with enthusiasm.



Conclusion and Way Forward

This SWOT analysis highlights the project's strong community involvement, sustainability efforts, and expert-driven design, while noting challenges such as cost, complexity, and external risks and environmental changes.

Strengths

- Consistent impact across grades, reflected in high attendance, improved learning outcomes, stronger focus, and rising academic confidence from early to higher grades.
- Significant academic gains through remedial support across all grades with students reporting improved conceptual understanding due to structured, level-based, and assessment-driven remedial interventions.
- Exceptional stakeholder satisfaction, including 100% parent satisfaction, universal recommendation rates, and consistent acknowledgement of children's academic progress.
- High-quality teacher engagement, with 100% teachers trained, all finding the training relevant, and reporting improved student engagement, clearer instruction, and more supportive classrooms.
- Strong student–teacher rapport, demonstrated through timely doubt-clearing, personalised guidance, and encouraging learning environments across grades.
- Robust career-readiness ecosystem, with 100% Grade IX participation in career-guidance sessions and 90% finding them highly useful, supported by psychometric assessments and personalised counselling.
- Reliable financial support enabling learning continuity, with scholarships covering key academic expenses—tuition fees, books, and uniforms—reducing financial stress and ensuring uninterrupted schooling.

Weaknesses

- Limited co-curricular participation, especially in Grade IX, where 70% of students desired more sports and physical-activity opportunities.
- Varying parental follow-through, with some families facing constraints that limit consistent support for daily learning at home.

Opportunities

- Implement flexible remedial scheduling with multiple time slots, improved communication, and hybrid access (online/recorded) to reduce overlaps and improve attendance.
- Strengthen co-curricular and physical-education offerings to meet student demand for holistic development, especially in higher grades.
- Enhance targeted motivation strategies for students showing neutral or moderate improvement in attendance and focus.
- Deepen teacher-capacity development through refresher modules and practical classroom coaching to sustain gains in pedagogy and engagement.

Threats

- Socio-economic challenges financial instability limited parental literacy, and household pressures may restrict attendance, engagement, and home-based reinforcement.

Glimpses from the Field



Deloitte team interacting with students at GAV International School



Deloitte team in interaction with the parents

Deloitte.

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