



SKP Education Social Impact Report

Measuring the wellbeing of SKP
Education students

November 2023

Prepared by



HUBER
SOCIAL





Huber Social acknowledges the traditional owners and custodians of country throughout Australia and acknowledges their continuing connection to land, waters and community. We pay our respects to the people, the cultures and the elders past, present and future.



This report was prepared and written on the lands of the Bidjigal and Dharawal people of the Eora Nation. Data was collected in Pune, India.



Contents

Executive Summary	4
Introduction	6
SKP Education Mission	7
SKP Education Program Summary	8
Why Measure Social Impact?	11
SKP Education Impact Thesis	12
Measurement Approach	13
Key Findings	14
Participant Demographics	15
SKP Education Community 2023 Findings	16
SKP Education Institutes 2023 Findings	28
SKP Education Contribution to the UN Sustainable Development Goals	44
What's Next	53
Get in Touch	55
Appendix	56
• The Huber Social Wellbeing Measurement Framework	
• Data Transparency Page	
• Predictors of Wellbeing Table	
• UN SDG Descriptors	
• Reference List	

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Executive Summary

SKP Education is an organisation that seeks to provide high-quality and affordable education to students from pre-school to Master's degrees, across five institutes in Pune, India. They strive to ensure an inclusive environment to educate and deliver initiatives that support all people who wish to attain an education to establish themselves as independent individuals, whilst caring for their community and the environment.

SKP Education focuses on six key outcome areas within their education programs and initiatives to support students. These are: personality development, access to resources, life skills, connection and belonging, holistic wellness, and environmental awareness. In order to demonstrate the effectiveness of their approach and identify opportunities for improvement, SKP Education partnered with social impact measurement agency Huber Social to assess the impact of their schools.

This report presents the findings of the initial measurement which took place in August 2023. Measurement assessed the needs of the SKP Education community as whole, and further evaluated impact of SKP Education by comparing outcomes of students depending on their enrolment stage: <3 months, 1 year, 3+ years, and graduates.

Key findings from this measurement include:

- **The SKP Education community has an average wellbeing of 4.56 (on a scale of 1-5)**
- **A person-centred approach at SKP Education institutes drives student wellbeing.**
- **Attending SKP Education institutes for 3+ years strengthens students' mental wellness; however, emotional regulation and increasing feelings of happiness remain priority needs for students.**
- **Across the SKP Education community, students feel the strongest in their gratitude and purpose.**
- **SKP Education is contributing to 11 of the 17 UN SDGs.**

Wellbeing of students varied across the individual institutes with students who attend MTB having the highest overall wellbeing of 4.81 out of 5, and students who attend DACC having the lowest overall wellbeing of 4.16. When interpreting the shift of wellbeing within institutes and across time in program, analysis showed that most institutes saw a maintenance or increase in overall wellbeing of students. This is an impressive outcome as wellbeing typically declines across teenage and adolescent years.

Students attending SKP Education institutes for 3+ years are improving the most in their mental wellness. Despite an improvement in the frequency of feeling negative emotions, students reduce their confidence in their emotional regulation. The greatest opportunity for SKP Education to improve student wellbeing is to focus their resources on emotional processing and emotional resilience. In regard to the strengths of students who have attended SKP institutes for 3+ years, students are scoring above four in 31 of the 35 factors. This is a tremendous outcome that demonstrates the confidence and strength that students are feeling in all key outcome areas. This positive outcome is further reflected on SKP Education contributing to 11 of the 17 UN SDGs.

It is recommended that in the future there is a greater priority placed on measuring individual students across time so that data can be paired during analysis. A needs assessment should also be conducted within each individual institute to give a more granular understanding of student needs. This further measurement and refinement will only enhance the confidence in findings and give greater insight into the impact of SKP Education.

In conclusion, the overall findings of the first social impact measurement of SKP Education point to a program that is well-targeted and already achieving positive outcomes for students.



Report Background

- Introduction 6
- Mission 7
- About SKP Education 8





Improving the wellbeing of students in Pune, India

In India, the Right of Children to Free and Compulsory Education (RTE) Act was enforced in 2009, which outlines the rights and recommendations for children to have access to free and compulsory education. Since the enablement of the Act, the state of Maharashtra, India, has made great efforts to provide quality education to all. However, access to affordable education that includes quality curriculum, teaching, and assessment, remains a challenge. Most schools have basic infrastructure, but still face barriers regarding “all weather” infrastructure, library resources, usable separate gender toilets, accessible food, playground infrastructure, and safe drinking water.¹

In addition to general difficulties in accessing education, there is also a great disparity in the distribution of education across regions, gender, and caste groups in Maharashtra. The most disadvantaged group are rurally located Dalit/tribe women, who typically access only a third of the education opportunities compared to men urbanely located, who are not Dalit/tribe members. The uneven distribution of education increases with a rise in school years.²

Aside from location, marriage for women is also a barrier to education. It is common for young women to be married before the age of 18, with rates doubling for young women located in rural locations. In terms of the effect on education, four in five young women with no formal education are married before the age of 18. This rate of marriage declines to 33% for young women who have had some secondary education.³

Since 1988 Shri Khanderao Pratishtan (SKP) Campus has been addressing challenges to education by providing affordable, high-quality and accessible education in the city of



"I am in a very healthy and motivating environment, here, which for me is a lot for my self-development."

DACC Student

Pune, Maharashtra. SKP is an Educational Trust established by Honourable Shri Ganpat Balwadkar, a Social Entrepreneur, in June 1988. SKP aims to produce a highly efficient, competitive and resourceful student community to overcome challenges and take advantage of opportunities that continue to present themselves. SKP achieves this through its schools and colleges, providing education from pre-primary to Master's degrees.

SKP Education has partnered with Huber Social to measure and understand the holistic needs of their students, and the impact of their programs on the lived experience of their students. They further wish to understand how their outcomes are contributing to the United Nations Sustainable Development Goals (UN SDGs). By developing SKP Education's social impact measurement capability, SKP Education will be enabled to demonstrate its impact to funders and improve the social impact of its programs through data-driven insights. The Social Impact Report of SKP not only serves as a comprehensive analysis of its initiatives but also plays a pivotal role in laying the foundation for its forthcoming venture, the SGB Group.



MISSION

"SKP Education aims to produce a highly efficient, competitive and potentially resourceful student community to meet the challenges and exploit opportunities in the new millennium."



SKP Education Program Summary

SKP Education Institutes

SKP Education has five institutes in Pune that provide education to a total of 4300 students from pre-primary to Master's degrees. The SKP Education institutes include:

Primary and Secondary Schools

- **CM International School - 1749 students**
 - Provides education from pre-primary to grade 12 (pre-primary to higher education).
 - Affiliated with CBSE Central Board of Secondary Education.
- **MTB School (Mhatoba Tukaram Balwadkar School) - 1697 students**
 - Provides education from pre-primary to grade 12 (pre-primary to higher education).
 - Taught in Marathi with English language taught as a subject.
 - Provides low-fee education.
 - Affiliated with the State Board.

Colleges and Tertiary Institutions

- **Dnyansagar Arts & Commerce College (DACC) - 329 students**
 - Provides Bachelor's of Commerce, Bachelor's of Business Administration and BBA in Computer Applications.
 - Affiliated with the Savitribai Phule Pune University.
- **SKP College of Education (SMBAM) - 170 students**
 - Provides Bachelor's in Education.
 - Affiliated with the Savitribai Phule Pune University.
- **Dnyansagar Institute of Management and Research (DIMR) - 355 students**
 - Provides Master's in Business Administration.
 - Provides Master's in Computer Applications.
 - Affiliated with the Savitribai Phule Pune University.

Within each of these institutes, SKP delivers initiatives that focus on gender equality, personal development, life skills, physical and mental wellness, community outreach, and environmental awareness. SKP follows a holistic approach to their education to encourage the mental, physical, and spiritual growth of their students.



How SKP Education Addresses the Uneven Distribution of Education?

SKP Education continually takes a proactive approach to address the uneven distribution of education across genders, by sending faculty members to rural communities to encourage continued education and raise awareness about education opportunities that they provide. This continued education assists in empowering women to build skills for financial independence. SKP has also particularly influenced the young women of the Erstwhile Balewadi village who previously did not have the opportunity to access elementary education.

Through their outreach to rural communities, SKP has many students who have moved locations to attend their schools and colleges. This is a difficult transition, and to support this, SKP offers counselling to all students to assist them with the challenges they may face.

In addressing affordable education, SKP provides a low-fee school for children, who otherwise would not be able to access education, as there are no other low-fee education options near them. SKP further distributes and offers scholarships across all their programs and proactively took action during COVID-19 to waive fees for students whose families could not afford them.





Measurement Approach

- Why Measure Social Impact 11
- The SKP Education Social Impact Model 12
- Measurement Approach and Limitations 13





Why Measure **Social Impact?**

Huber Social has been engaged to measure the social impact of SKP Education on student wellbeing to better understand the organisation's areas of strength and to identify opportunities to better direct their resources, so that SKP Education can maximise their positive impact on the community.

1. Measure

To measure the impact of SKP Education, Huber Social measures the shift in overall wellbeing and outcomes for enrolled students.

Measurement provides a data-driven approach for SKP Education to articulate their social impact, inform program design, and identify opportunities for collaboration with other service providers or organisations in the education sector to maximise impact.

Why Wellbeing?

Measures overall progress and supports the systematic solving of social issues

Ultimately, the goal of all social impact is to put people in the best position to fulfil their potential and achieve wellbeing. It is therefore important to measure wellbeing to ensure that overall, programs are having a positive impact. To measure social impact, Huber Social therefore measures a shift in overall wellbeing and the specific program outcomes that contribute to it.*

Taking a wellbeing approach also provides a whole-of-life understanding of a person's needs. Instead of starting with the issue at hand, which tends to focus on the crisis end of a problem and place artificial limitations on the needs of people, strengthening wellbeing supports building a person's capability and opportunity to fulfil their potential, thus working to systematically address social issues.

2. Maximise

Beyond a focus on outcomes, Huber Social's approach considers the holistic needs of a person to be in the best position to fulfil their potential.

Through this measurement approach, opportunities are identified for improved resource allocation to maximise the potential impact that SKP Education can have on student's overall wellbeing.





SKP Education **Impact Thesis**

The SKP Education Impact Thesis outlines the impact it has on student wellbeing. Through measuring each level of impact, SKP Education can use a data-driven approach to demonstrate what works and what is needed to maximise impact and outcomes. The following model considers outcomes for students attending all the SKP education institutes.

1. Impact

SKP Education aims to improve the wellbeing of young people, so they are in the best position to reach their full potential and live a life they value.



2. Outcomes

SKP Education achieves this impact by building capabilities and providing access to opportunities across the following areas:

- Personality development
 - Life skills
 - Connection and belonging
 - Holistic wellness
 - Access to resources
 - Environmental awareness
-



3. Outputs

SKP Education delivers the following outputs:

- Primary, secondary, tertiary education completion
 - Job placements external
 - Student medication compliance
 - Financial assistance of students
-



4. Activities

The above outputs are achieved through:

- Primary, secondary and tertiary education courses
 - Educational initiatives and activities outside curriculum
 - Providing counselling support to students
 - Building connections with organisations
 - Medical support for students
 - Financial assistance
-



5. Resources

The above activities require:

- Training teachers
 - Students
 - Counsellors
 - Funding
 - Teaching institutes
-



Measurement Approach

Design

Huber Social, SKP Education, and FinX (manager of the SKP Education Trust) have worked together to develop a measurement system that will allow the school to prove and improve its impact. The goals for measurement were to clearly articulate SKP Education's social impact and contribution to the UN SDGs, and to inform program design and delivery, through the establishment of student wellbeing status and priority needs.

To understand the wellbeing of students, data was collected from students across all institutes, including those who had recently graduated. To determine the impact of SKP Education, Huber Social measured the shift in the subjective wellbeing of participants, along with their confidence levels of personal capabilities and access to opportunities in particular areas. These are known as target outcomes, and were identified through a co-design workshop.

All eligible students (ten years old and above) were invited to participate to provide a needs assessment for SKP Education as a community. This was to determine the current overall needs of students across all institutes. The impact of SKP Education on students was then measured according to time in program.

Measurement Tools

To demonstrate this shift, Huber Social collected data using self-report surveys from participants. These surveys were developed based on the agreed scope of measurement in the Impact Thesis (page 11). Survey questions are based on existing validated survey scales, specific to each metric. Where no evidence-based tools existed or practicality prevented the use of a full scale, Huber Social, in collaboration with relevant stakeholders, developed questions based on expertise and research in the particular area.

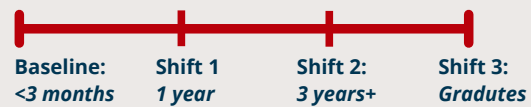
To ensure the survey questions were culturally, linguistically and ethically appropriate, and that all survey questions were understood by

participants, surveys were tested and validated with students across the SKP Education Institutes before rolling out to all program participants.

Impact Measurement Timing

Measurement of SKP Education's impact included four groups according to time in program.

1. **Baseline:** Students who have attended SKP education institutes for < 3 months
2. **Shift 1:** Students who have attended SKP education institutes for 1 year
3. **Shift 2:** Students who have attended SKP education institutes for 3+ years
4. **Shift 3:** Recent graduates from institutes in May 2023



Analysis

The needs assessment analysis was based on all respondents of the survey, regardless of time in program. Impact analysis was based on group responses, according to the impact measurement groups defined above. Shifts were calculated by determining the difference in average factor scores between the groups. This was to give the average shift that students are experiencing the longer they have attended SKP Education institutes.

Limitations

The impact of SKP Education was determined by comparing groups of different students according to time in program. Going forward, it is recommended that SKP Education continues to measure student wellbeing across the years, to be able to pair individual students responses in analysis, to ensure the impact of SKP Education is most effectively measured. Further, with needs calculated across all students, the differences in needs of youth compared to adults is unknown. A needs assessment should therefore be conducted within each individual institute to give a more granular understanding of student needs.

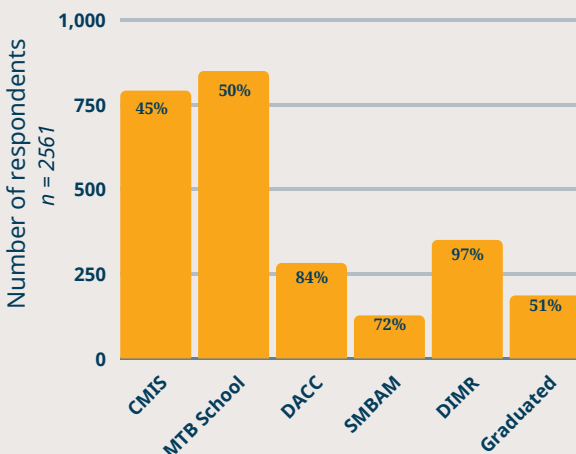


Participant Demographics

To understand the needs of the SKP Education community, students and recent graduates (aged 9+ years old) across all institutes were invited to participate. The following shows the demographic makeup of the 2561 responses included in analysis. SKP provides education to a diverse population with 16.65% of students, including those recently graduated, reporting that they grew up in a rural environment.

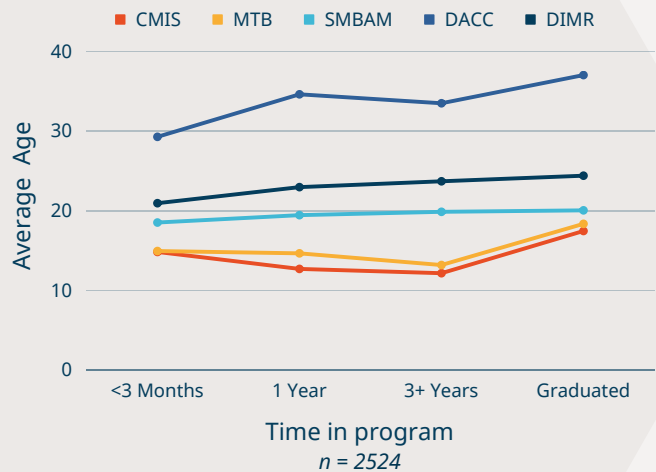
SKP Education institute

The majority of respondents currently attend MTB School (33%). The percentages in the bars represent the percent of eligible students from each institute who responded.



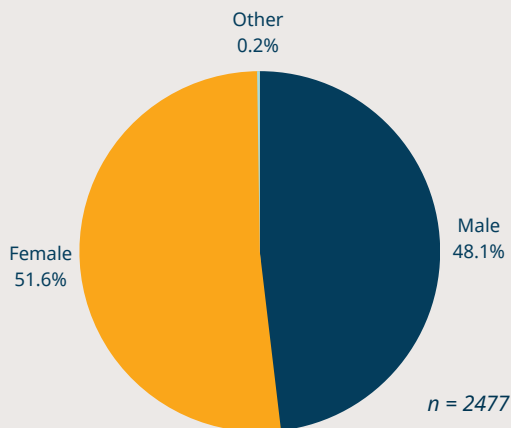
Age

The average age of respondents was 17.4 years old.



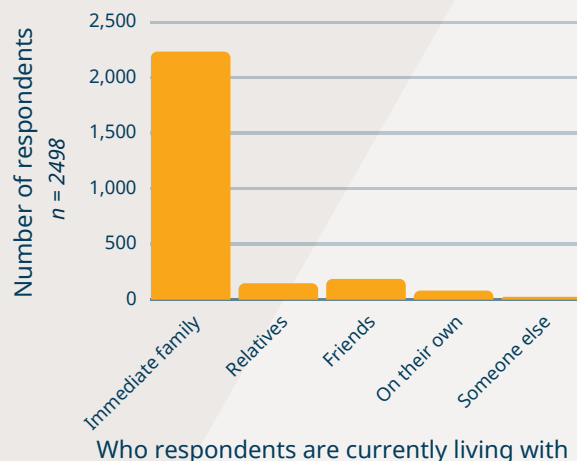
Gender

Just over half of respondents are female (51.64%).



Living arrangement

The majority of respondents live with immediate family (86.8%).





Key Findings

1. The SKP Education community has **an average wellbeing of 4.56 (on a scale of 1-5).**

This is an exceptionally high overall wellbeing across the SKP Education community. This demonstrates that SKP Education has created an environment whereby students are in a very good position to fulfill their potential.

2. A person-centered approach at SKP Education institutes **drives student wellbeing.**

The greatest predictive factors for high student wellbeing related to students having confidence in their educational institute having a proactive approach to addressing their physical and mental needs. This included encouragement of students developing their personality and having access to personal health products.

3. Attending SKP Education institutes for 3+ years **strengthens a student's mental wellness, however, emotional regulation and increasing feelings of happiness remain priority needs for students.**

Across the SKP Education community, students who had attended for 3+ years had reduced frequency of feelings of loneliness, anxiety and anger, compared to those who had just started. They also increased their frequency of gratitude. This demonstrates that SKP Education strengthens the mental wellness of students. Despite this, these areas remained lower scoring among students.

This finding coincides with emotional regulation and feelings of happiness being priority needs whereby they are both predictors of wellbeing and lower scoring factors. As priority needs, improvements in these factors will have the most likely effect on increasing the wellbeing of students across the SKP Community.

4. Across the SKP Education community, **students feel the strongest in their gratitude and purpose.**

Students are scoring above four (on a scale of 1 to 5) in 31 of the 35 factors measured. This is a tremendous outcome that demonstrates the confidence and strength that students are feeling in all key outcome areas. Out of all factors, students felt the strongest in their gratitude and purpose. This demonstrates how students in the SKP Community have an incredible external-facing strength of appreciation for their life situation, and internal-facing strength of feeling that their life is important.

5. SKP Education is **contributing to 11 of the 17 UN SDGs.**

SKP Education has a diverse and holistic teaching approach with institutes and initiatives designed to address and contribute towards the UN SDGs. SKP Education is currently contributing to and making a positive impact on eleven of the seventeen UN SDGs.



SKP Education Community 2023 Findings

- The Impact of SKP Education 17
- Predictors of Wellbeing 20
- SKP Education Community Top Program Outcomes 21
- Priority Needs 24
- Challenges 25
- Strengths 26





The Impact of SKP Education

Overall wellbeing is our lighthouse measure for determining the social impact of a program. Huber Social measures wellbeing in terms of an individual's satisfaction with life.⁵

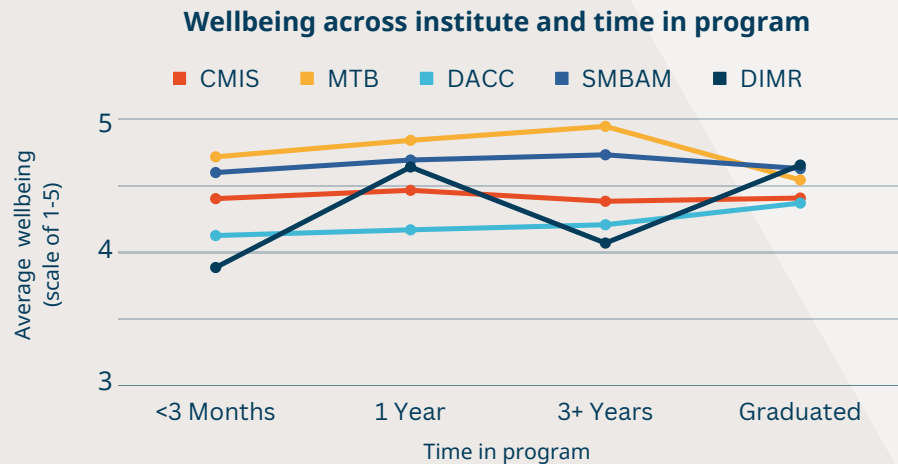
Life satisfaction as a measure captures a respondent's subjective evaluation of their life as a whole, at a specific point in time, rather than a description of a temporary emotional state, such as a fleeting moment of happiness. The measure is robust, whilst also being sensitive to change. This means that our levels of subjective wellbeing are fairly stable over time, and do not fluctuate from day to day.

This section explores the impact of SKP Education in terms of changes in the overall wellbeing of its students.



Overall Wellbeing Summary

The SKP Education community has an average overall wellbeing score of **4.56** on a scale of 1-5



The SKP Education Community has an exceptionally high overall wellbeing score of 4.56, which is higher than other student communities. This demonstrates the positive environment in which SKP Education has created to sustain students to be in an excellent position to fulfil their potential.⁶⁻⁷

Across the whole community, wellbeing decreased by two percent for students who had attended SKP Education for 3 years or more, compared to students who had just begun within the last 3 months. However, when interpreting the shift of wellbeing within institutes, analysis showed that most institutes saw a maintenance or increase in overall wellbeing according to time in program. MTB, DACC, SMBAM and DIMR students who had been attending SKP Education institutes for longer have a maintained or higher overall wellbeing score. Therefore, findings of decreased wellbeing across the whole community are being driven by students in CMIS, due to the larger number of CMIS students in the measured sample.

When understanding how wellbeing changes across institutes, analysis showed that there is a significant difference in wellbeing dependent on which school/college a student attends.* Students who attend MTB had the highest overall wellbeing of 4.81 out of 5, and students who attend DACC had the lowest overall wellbeing of 4.17. Despite this difference SKP Education should celebrate that each of their institutes have a high average overall wellbeing, and that their average overall wellbeing for the entire SKP Education Community is very high at 4.56 out of 5.

Once graduated, wellbeing continued to increase for CMIS, SMBAM and DIMR students, however it declined for both MTB and DACC students. This fluctuation in wellbeing for graduates may be reflective of their post education journey. That is, students may return home, become employed or potentially pursue further education.

"I was a very shy person in school. Campus has helped me evolve over the years and now I feel like a strong, independent woman."

DIMR student

* Analysis using a one-way ANOVA showed a significant difference in the overall wellbeing score between the SKP education institutes, $F = 56.53, p < 0.001$. Note: Wellbeing data analysis includes responses from 2561 respondents.

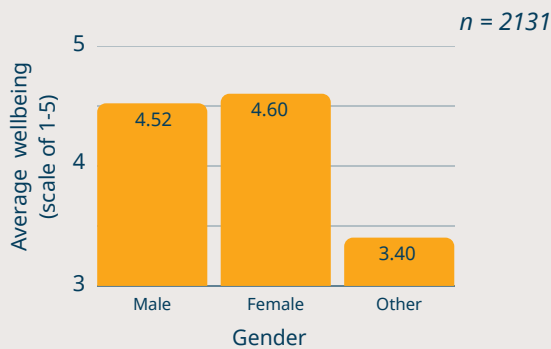


Differences in Wellbeing Across Participant Demographics

Wellbeing across demographic factors was analysed to give an understanding of how wellbeing varies across the SKP Education community. Interestingly, the difference of where students were raised, either within a rural or an urban/city location, did not affect the wellbeing of students. This demonstrates the opportunity that SKP Education is providing for people in rural locations and the equality among SKP Education students regardless of where they grew up.

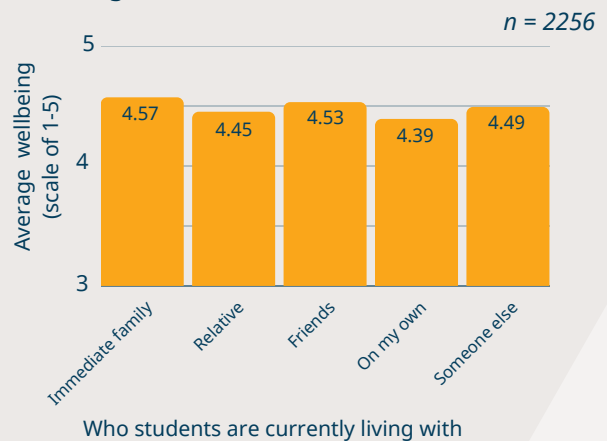
Gender

Female students have a significantly greater wellbeing score compared to people who identify as males or other.



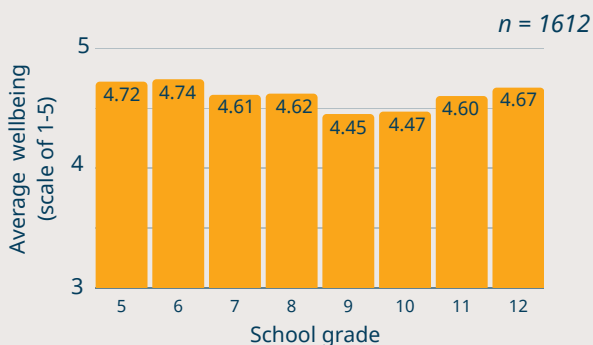
Current Living Situation

Current students living with their immediate family have a higher average score, and students living on their own have a lower wellbeing score.



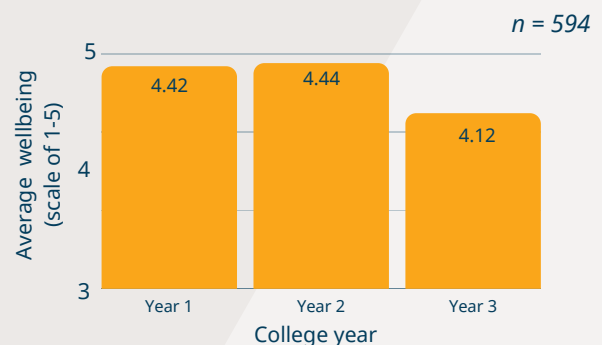
Grade at school

Across CMIS and MTB School, students in grade 6 have a higher wellbeing, and students in grade 9 have a lower wellbeing.



Year at college

Across DACC, DASS and DIMR, students in Year 2 have a higher wellbeing score, and students in year 3 have a lower wellbeing score.



Note: All demographic factors above saw a statistically significant difference with $p < .05$, meaning we are confident that 95% of the time an observed significant difference in these demographic factors will be true.



A Person-Centred Approach at SKP Education Institutes Drives Student Wellbeing

To understand what is driving the wellbeing of students to understand the impact that SKP Education has on students, we first need to understand what matters most to students' overall wellbeing. Statistical analysis was performed to identify which of the 35 factors measured have a moderate to strong, predictive relationship with overall wellbeing.[^] This analysis found that there were 16 factors that had a moderate and positive association with wellbeing. That is, when the scoring of these factors was high, so was the overall subjective wellbeing of participants. We refer to all these factors as predictors of wellbeing. A positive change in these factors is statistically more likely to lead to an increase in overall wellbeing as compared to factors which do not have an association with wellbeing.

The following are the top nine factors* identified as the strongest predictors of wellbeing for 2023 measurement participants. These factors all had a positive association with wellbeing. Three of the top nine factors related to the key outcome of *Resources* (highlighted in yellow below). These factors specifically related to having access to person-centred care at educational institutes. This demonstrates the importance of person-centred care at SKP Education institutes to drive student wellbeing.



*See Appendix 4: Significance Tables for a complete list of Predictors of Wellbeing.

[^]This analysis does not include graduate students, as they are not currently attending an SKP Education institute.



SKP Education Community Top Program Outcomes

To understand how SKP Education creates its positive social impact, student wellbeing was assessed across 35 factors measuring six key program outcomes.

This section dives into the specific program areas where students across the entire SKP Education community are making the most progress. It will compare results according to students who have been attending an SKP institute for three months or less, to students who have attended an SKP Education institute for 3 or more years.





The SKP Education Community Builds Confidence in their Mental Wellness Over Time

Across the community, students who have been attending an SKP Education institute for 3 or more years have significantly reduced feelings of negative emotions. This is seen with a reduction in the frequency of feelings of loneliness, anxiety and anger. Further, students see an increase in the frequency of their feelings of gratitude. This is an impressive outcome as the frequency of negative emotions usually increases throughout adolescence, and frequency of positive emotions usually decreases.⁸ This change reflects the positive teachings of SKP Education through their initiatives to address mental wellness within their key outcome of *Holistic wellness*.

Students further saw an increase in their access to healthy and nutritious food, which reflects the initiative of SKP Education to provide students with healthy meals and encourage students to only bring healthy and nutritious meals for lunch. Students across the community also increase their confidence in their technology skills. This is a salient outcome for SKP Education as they strive to ensure students are technology literate, and have the skills necessary to have a successful career.

Mental wellness



Loneliness

-18%

Feelings of loneliness and/or isolation.



Anxiety

-9%

Feelings of stress and/or anxiety.



Anger

-6%

Feelings of anger.



Gratitude

+2%

Having many things in life that one is thankful for.

Other factors



Nutrition

+3%

Access to food that is healthy and nutritious.



Technology skills

+3%

Knowing how to use technology safely.

None of these six factors that saw a positive shift were predictors of wellbeing. However, they are still important factors within an individual. This shows how improvements in areas of life which are not predictors of wellbeing unfortunately do not have a notable impact on improving wellbeing. With a focus on improving factors that are predictors of wellbeing, it is more likely that a noticeable increase in wellbeing would accompany positive shifts.

Note: All factors above saw a statistically significant shift with $p < .05$, meaning we are confident that 95% of the time an observed significant difference in these factors will be true.



Throughout their Education, Students **Reduce their Confidence in their Emotional Regulation**

As students progress with SKP Education, they have reduced negative emotions. However, students reduce their confidence in their emotional regulation. Students also decrease their confidence in the pride they have. These are both factors of the key outcome of *Personality development*. When it comes to *Connection and belonging*, students who have been attending SKP institutes for longer show reduced confidence in their emotional intelligence in regard to other people's behaviour, and also their opportunity to share personal interests and culture with others. Students further had reduced confidence in their physical health.

Personality development



Emotional regulation*

-5%

Having the ability to control one's emotions.



Pride*

-2%

Having pride in the things one has done in their life.

Holistic wellness



Physical health*

-2%

In general, one's physical health is good.

Connection and belonging



Emotional intelligence

-2%

Ability to understand the reason behind how other people behave.



Cultural connection

-2%

Opportunity to share interests and culture with others.

Three of the five factors above (emotional regulation, pride, and physical health) are predictors of wellbeing. These factors would have had the greatest influence in driving wellbeing down by two percent for students who had attended SKP Education institutes for three or more years compared to students who had started within the last three months. Improvements in these factors would have a great impact on improving overall wellbeing of students. Improvement in the other two factors (emotional intelligence, and cultural connection) may be important for students, however, it is not likely to result in an increase in overall wellbeing. These findings provide an opportunity for SKP Education to focus its resources on addressing the emotional regulation, pride, and physical health of students.

**Indicates a factor that has a moderate relationship with overall wellbeing. Improvements made in these factors are statistically more likely to accompany a higher overall wellbeing score.*

Note: All factors above saw a statistically significant increase with $p < .05$, meaning we are confident that 95% of the time an observed significant difference in these factors will be true.



Feelings of Happiness and Emotional Intelligence are Priority Needs for the SKP Education Community

A priority need is a factor that is statistically correlated with high overall wellbeing but is scores less positively by respondents. This need is therefore not being satisfied, and can be considered a priority need that when improved upon is more likely to lead to an increase in overall wellbeing.

Of all factors measured, both feelings of happiness and emotional regulation met the criteria of being a priority need among the SKP Education community. As these two factors have a moderate and positive relationship with wellbeing, a focus of SKP Education to assist students in increasing their frequency of feeling happy, and teaching ways in which student are able to regulate their emotions, is statistically more likely to increase student wellbeing. Addressing happiness and emotional regulation in students is also important for academic performance as students who are more likely to experience negative emotions do not perform as well academically.⁴

SKP Education incorporates activities and services to promote mindfulness and emotional regulation into their programs. For example, yoga sessions, as well as counselling sessions are available to all students. This shows that SKP Education has current initiatives in place to address these priority needs. This finding highlights an opportunity for SKP to maximise wellbeing, by continuing to focus on and address the promotion of student mental wellness.



Happiness

4.19

scale of 1-5

Feelings of happiness.



Emotional regulation

4.47

scale of 1-5

Ability to control one's emotions.



Students who have Attended SKP Education Institutes for 3+ Years **Feel the Least Confident in their Frequency of Negative Emotions**

To understand the areas in which students who have been with SKP Education for a while are feeling the least confident, we looked at the lowest scoring factors for students who have been attending for three years or more. Out of all factors, students are feeling the least confidence in the frequency of negative emotions that they experience. This is seen with a great worry for animals and plants when thinking about climate change, as well as feelings of anger, loneliness and/or isolation, and anxiety and/or stress. It is important to note that the following four factors are on a scale of 1-5, where one is more positive and five is more negative. This is different to all other factors which are scored on a scale of 1-5, where one is more negative and five is more positive.

Students feeling worried about animals and plants, when thinking about climate change, is a reflection of the education that SKP institutes are providing to their students in regard to current and important environmental and social affairs. Further, feeling negative emotions of anger, loneliness and anxiety is part of the human experience. Going through adolescence and early adulthood is a primary time to learn emotional regulation and emotional intelligence.⁹ As much as students scored more negatively on these factors compared to other factors, it should be noted that students are still showing confidence in these areas.

These outcomes offer an opportunity for SKP Education to focus on these factors when supporting students through their education. None of these factors were predictors of wellbeing so their improvements may not improve overall wellbeing. However, improvements in these areas will result in students feeling more confident in their mental wellness.



Environmental empathy

98%

Students feel worried about animals and plants when thinking about climate change.



Anger

2.47

scale of 1 to 5
Feelings of anger.



Loneliness

2.41

scale of 1 to 5
Feelings of loneliness and/or isolation.



Anxiety

2.38

scale of 1 to 5
Feelings of stress and/or anxiety.

*"My college helps me **develop my emotional well-being**. It also boosts my self-confidence and I feel **empowered**."*

DACC student



When Attending SKP Education Institutes for 3+ Years, Students Feel Strongest in their Gratitude and Access to Resources

To understand the strengths of students who have been with SKP Education for a while we looked at the highest scoring factors for students who have been attending for three years or more. Incredibly, students are scoring above four in 31 of the 35 factors. This is a tremendous outcome that demonstrates the confidence and strength that students are feeling in all key outcome areas.

Key outcome areas of *Resources* (nutrition, affordable education, and health education) had three factors within the top six factors where students are feeling the strongest. The *Resource* factors highlight how students feel confident in the quality and affordability of education that SKP Education are providing them. They also have confidence in the nutrition of the meals being provided by SKP Education. Students are also feeling strong in their gratitude, purpose and technology skills. This demonstrate the students' appreciation for their current situation, their sense of purpose for their own future, and the acknowledgement that they have strong skills in how to use technology safely.



Gratitude

4.87

Having many things in life that one is thankful for.



Purpose

4.87

Feeling one's life is important.



Nutrition

4.83

Access to food that is healthy and nutritious.



Affordable education

4.83

Access to affordable education.



Technology skills

4.81

Knowing how to use technology safely.



Health education

4.80

One's school/university teaches one things that are important for physical and mental health

None of the factors above are predictors of wellbeing. While students recognise great strengths in these areas and continued improvements may be important, it is unlikely to support an increase in overall wellbeing. Compared to lower-scoring factors, it would be harder to increase these factors as there is not as much room to improve.



"Our school has been one of those perfect places where *all my curiosity to learn was fulfilled.* From classroom manners to public speaking, our school has always been on top in teaching us. Our school has provided us with resources such as counselling, various sessions from external experts, and different activities that have helped us to get to know ourselves better. Our school is, overall, a perfect second home for us."

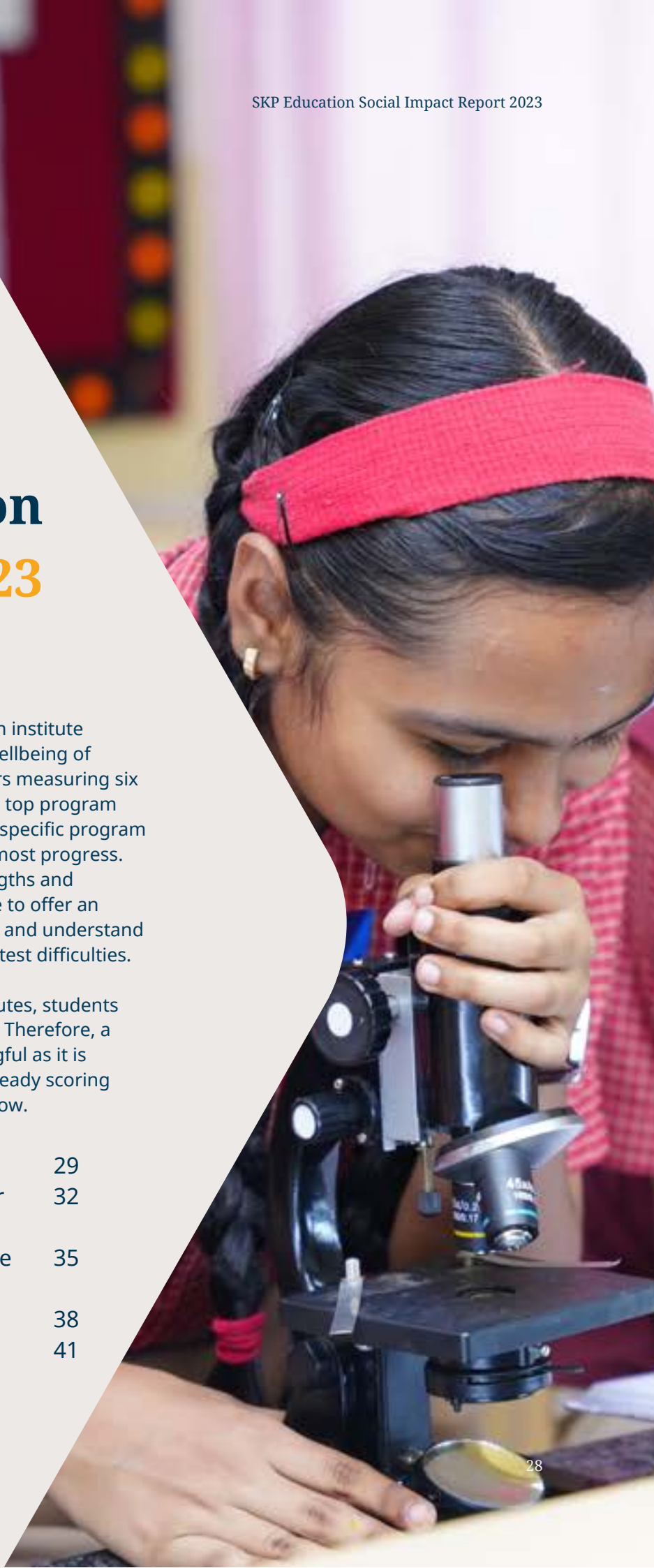


SKP Education Institutes 2023 Findings

To understand how each SKP Education institute creates its positive social impact, the wellbeing of students was assessed across 35 factors measuring six key program outcomes. Analysis of the top program outcomes allows us to understand the specific program areas where students are making the most progress. This section also investigates the strengths and challenges of students at each institute to offer an opportunity to celebrate achievements and understand in which areas they are facing the greatest difficulties.

It should be noted that across all institutes, students were scoring very high in most factors. Therefore, a small shift that is significant is meaningful as it is harder to improve in a factor that is already scoring high, compared to one that is scoring low.

- CM International School 29
- Mhatoba Tukaram Balwadkar School 32
- Dnyansagar Arts & Commerce College 35
- SKP College of Education 38
- Dnyansagar Institute of Management and Research 41

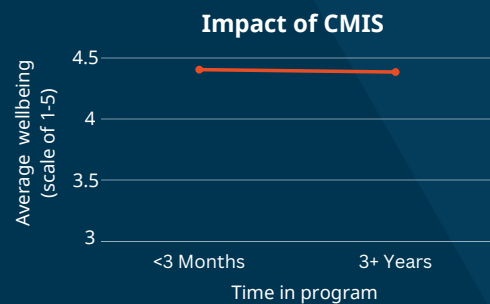




Attending CMIS for 3 Years or More Strengthens Holistic Wellness of Students

Impact of CM International School

The average wellbeing of current CMIS students is 4.40. The analysis showed that there was no significant difference between students' wellbeing when they first started with CMIS, to when they had been there for 3+ years. This demonstrates that CMIS supports students to maintain a high wellbeing over time. This is impressive as it is common for youth and adolescents to have reduced wellbeing as they get older, due to challenges that present themselves throughout the teenage and adolescent years.¹⁰



Positive shifts

Compared to students who have just started with CMIS, students who have been attending CMIS school for 3 years or more have greater access to nutritious food, and feel more confident in their pride within themselves and their physical health. They also have lower levels of anxiety. This demonstrates that CMIS is assisting students to strengthen their holistic wellness through addressing physical and mental health.



Nutrition

+2%

Access to food that is healthy and nutritious.



Pride*

+2%

Having pride in the things one has done in their life.



Physical Health*

+2%

In general, one's physical health is good.



Anxiety*

-1%

Feelings of stress and/or anxiety.

Negative shifts

Students who have been attending CMIS school for 3 years or more experience feelings of loneliness/isolation and anger more frequently than those who had just begun. This is typical of youth as they move through their teenage years. This provides an opportunity for CMIS to work on feelings of connection and belonging with students, as well as resilience building to reduce feelings of loneliness/isolation and anger.



Loneliness

+9%

Feelings of loneliness and/or isolation.



Anger

+5%

Feelings of anger.

*Indicates a factor that has a moderate relationship with overall wellbeing. Improvements made in these factors are statistically more likely to accompany a higher overall wellbeing score.

Note: All factors above saw a statistically significant increase with $p < .05$, meaning we are confident that 95% of the time an observed significant difference in these factors will be true.



CM International School Strengths and Challenges

To understand the strengths and challenges of students who have been attending CMIS for 3 years or more, we looked at the highest and lowest scoring factors.

Students who have attended CMIS for 3 years or more feel strongest in their gratitude and sense of purpose.

The four factors given here represent the factors that students who have been attending CMIS for at least 3 years feel the strongest about. These four factors map onto four of the six key outcome areas (Gratitude - *Holistic wellness*, Purpose - *Personality development*, Resources - *Nutrition*, and Technology skills - *Life skills*). These strengths coincide with initiatives that CMIS delivers to their students, including mindfulness practices, a focus on developing students personalities, providing healthy meals to students, and focusing on building safe technology skills. It should be noted that students scored above four for 31 of the 35 factors indicating a great confidence in 88% of the factors measured.

Students who have attended CMIS for 3 years or more feel the least confident in their frequency of feeling negative emotions.

The four factors given here represent the aspects that students who have been attending CMIS for at least 3 years feel the least confident in. All these factors relate to *Holistic wellness*, with Environmental Empathy also mapping to the outcome of *Environmental awareness*. The high percentage of students worrying about animals and plants in the context of climate change coincides with the teaching program of CMIS and their intention to bring awareness to climate change and its implications. These overall findings of student challenges highlight an opportunity for CMIS to work with students on their feelings of connection and different emotions.



Gratitude

4.87

Scale of 1-5

Having many things in life that one is thankful for.



Purpose

4.86

Scale of 1-5

Feeling one's life is important.



Nutrition

4.85

Scale of 1-5

Access to food that is healthy and nutritious.



Technology skills

4.84

Scale of 1-5

Knowing how to use technology safely.



Environmental Empathy

97%

Students feel worried about animals and plants when thinking about climate change.



Anger

2.33

Scale of 1-5

Feelings of anger.



Anxiety

2.22

Scale of 1-5

Feelings of stress and/or anxiety.



Loneliness

2.14

Scale of 1-5

Feelings of loneliness and/or isolation.



CM International School is **Boosting Students' Physical and Mental Health**

Students were also given the chance to provide feedback on their schooling experience in their own words. Qualitative analysis of these results found that overwhelming students felt that the school had a positive impact in their lives, with a key theme emerging that the students feel the school is benefiting both their mental and physical health through its holistic education approach.

Other key themes that emerged from almost 800 responses include that at the school:

- teachers are encouraging and helpful
- there are a broad range of extra-curricular activities available
- the environment encourages positive social connections
- students increase their public speaking skills

Even when given the opportunity to provide feedback or suggestions for the school, most students used the opportunity to provide further praise. While they were small in number, responses that offered opportunities for improvement centred around encouraging the school teaching at the learning speed of individual students, recognising that some were impacted by the pandemic and therefore behind in some areas; and having additional extra-curricular activities, such as sports, dance or music.

It is clear from this feedback that students at CM International School appreciate the opportunity to study at the school. They are grateful for both the academic and extra-curricular elements of their education.

“I think that my school has a good impact on my wellbeing as my school cares for both mental health and physical health. It has fun activities and activities from which we learn some morals.”

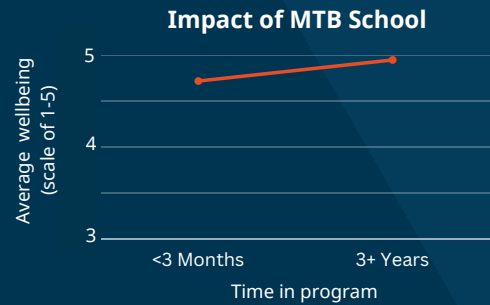
CMIS Student
(not pictured)



MTB Improves the Holistic Wellbeing of Students by 5%

Impact of Mhatoba Tukaram Balwadkar School (MTB)

The average wellbeing of current MTB students is 4.79. Analysis showed that there was an increase in overall wellbeing for students who have been attending MTB School for 3+ years, compared to students who had started within the last 3 months. Considering it is common for youth and adolescents to have lower wellbeing as they progress through school (due to associated challenges in teenage and adolescent years), it is impressive that MTB has gone beyond maintaining high wellbeing to improving it over time.¹⁰



Climate initiatives*

+5%

Knowing how to help solve problems caused by climate change.



Social development

+3%

Having the opportunity to meet people different to oneself.



Care from community*

+3%

Feeling one's community cares for them.



Confidence*

+3%

Feeling confident as the person that they are.



Self-belief

+3%

Having belief in oneself.



Access to health products*

+3%

Having access to health products/medication at one's school/university.



Nutrition

+3%

Access to food that is healthy and nutritious.

The factors of climate initiatives, care from the community and confidence were each predictor of wellbeing and are a driving force for the improvements seen in overall wellbeing. Compared to students who have just started with MTB, students who have been attending MTB school for 3 years or more strengthen their outcome of *Environmental Awareness* and empowerment with an increased knowledge of how to help solve problems caused by climate change. This is a direct reflection of MTB School's education program which focuses on teaching students the importance of the environment alongside the responsibility to protect it. In terms of the outcome of *Connection and belonging*, students feel more connected to diverse people and feel cared for by their communities. Students also feel that they enhance their self-identity through confidence and self-belief, and have greater access to resources such as nutritious food and health products. This demonstrates the caring and connected community that MTB builds and how they help strengthen students' physical and mental health to improve and address the outcome of *Holistic wellbeing*.

*Indicates a factor that has a moderate relationship with overall wellbeing. Improvements made in these factors are statistically more likely to accompany a higher overall wellbeing score.

Note: All positive factors above saw a statistically significant increase with $p < .05$, meaning we are confident that 95% of the time an observed significant difference in these factors will be true.



Mhatoba Tukaram Balwadkar (MTB) School Strengths and Challenges

To understand the strengths and challenges of students who have been attending MTB for 3 years or more, we looked at the highest and lowest scoring factors.

Students who have attended MTB for 3 years or more feel confident in their personality development.

Students who have been attending MTB School for at least 3 years feel the strongest in the four factors given here. These factors fall under two key outcome areas: *Personality development* (self-belief and purpose), and *Resources* (affordable education and health education), which indicate MTB's success in the initiatives it provides to its students, such as focusing on personality development and providing nutritious midday meals. It is also worth noting the average score for 88% of the 35 factors measured was above four (on a scale of one-to-five), indicating students' high confidence across all key program outcomes.

Students who have attended MTB for 3 years or more feel the least confident in their mental wellness.

Students who have been attending MTB for at least 3 years feel the least confident in the four factors given here. It should be noted that these four factors are scored on a scale of one-to-five where one is more positive and five is more negative. All factors relate to emotional expression within the key outcome area of *Holistic wellness*, with environmental empathy also within the outcome area of *Environmental awareness*. The high percentage of students feeling worried for animals and plants when thinking about climate change reflects a strong uptake of MTB's climate education focus. These findings of what students continue to find challenging can be an opportunity for MTB to further help improve students' wellbeing through additional initiatives that address the frequency of feeling negative emotions and emotional resilience.



Self-belief

4.97

Scale of 1-5
Having belief in oneself.



Purpose

4.97

Scale of 1-5
Feeling one's life is important.



Affordable education

4.96

Scale of 1-5
Access to affordable education.



Health education

4.96

Scale of 1-5
One's school/university teaches them things that are important to their physical and mental health.



Environmental Empathy

98%

Students feel worried about animals and plants when thinking about climate change.



Anger

3.06

Scale of 1-5
Feelings of anger.



Anxiety

2.96

Scale of 1-5
Feelings of stress and/or anxiety.



Loneliness

2.94

Scale of 1-5
Feelings of loneliness and/or isolation.



MTB is Helping Students **Grow as People**

Qualitative analysis of responses from students being asked to reflect on how MTB School had impacted their wellbeing, found that students were stridently positive about the effect their school was having on them. Many students provided simple feedback that school was 'good', 'nice', or simply that they love their school.

Looking at specific themes, three areas emerged with students highlighting:

- they have seen self-improvement and feel the school is helping them to become better individuals
- teachers are helpful and support students
- the school has an excellent environment and excellent infrastructure

When asked for feedback or suggestions, students were still largely positive about the school. The only areas that saw consistent feedback were requests for more sports equipment and computers in the computer lab.

With consistent positive feedback from over 800 pupils, it is clear that the students are seeing positive improvements in their lives as a result of attending MTB school. Students appreciate that not only does the school value academic performance, there is also a holistic approach to the development of young people.

“My school teaches me **how to be a good person** and helps me **develop my personality.**”

“My school teachers teach very well. My school puts **emphasis on holistic development.**”

“My school is the best school. **I love my school.**”

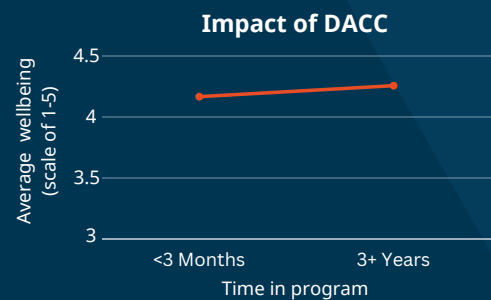
MTB Students
(not pictured)



Attending DACC Improves Students' Confidence in their Access to Education of Interest

Impact of Dnyansagar Arts & Commerce College (DACC)

The average wellbeing of current DACC students is 4.17. Analysis showed that DACC maintains the wellbeing of students with a trend to increase by 2%. Academic research indicates youth at undergraduate level face a set of challenges unique to that life period. Further, wellbeing for students typically decreases over the course of their degree as they face different academic challenges.¹¹ It is therefore admirable for DACC to have been able to maintain the wellbeing of its students across their education with a trend for wellbeing to increase.



Financial support*

+18%

If needed, one's family can access money via education loans so they can attend school/university.



Access to education of interest*

+10%

One's school/university encourages one to learn things they're interested in.



Emotional intelligence

+8%

Ability to understand the reasons behind how other people behave.



Volunteer*

+7%

One has the opportunity to make a positive difference in their community.



Physical health*

+6%

In general, one's physical health is good.

The above factors of financial support, access to education of interest, volunteering, and physical health are all predictors of wellbeing and are a driving force for the maintenance of overall wellbeing, with the trend to improve. Compared to students who have just started, students at DACC who have been attending an SKP institute for 3 years or more feel more financially supported to go to attain their education and feel encouraged to learn in fields of interest. This demonstrates how DACC is promoting meaningful education and encouraging confidence in students that they will consistently be able to afford their education. Students also develop more emotional intelligence, have more opportunities to support their communities, and feel better about their physical health. Through these factors, DACC has been able to support improvement in aspects relating to a student's *Holistic wellbeing*.

*Indicates a factor that has a moderate relationship with overall wellbeing. Improvements made in these factors are statistically more likely to accompany a higher overall wellbeing score.

Note: All factors above saw a statistically significant increase with $p < .05$, meaning we are confident that 95% of the time an observed significant difference in these factors will be true.



Impact of Dnyansagar Arts & Commerce College (DACC) Strengths and Challenges

To understand the strengths and challenges of students who are currently studying in DACC and have attended SKP Education institutes for 3 years or more, we looked at the highest and lowest scoring factors.

Students at DACC who have attended an SKP institute for 3 years or more feel confident in their personality development.



Healthy activities

4.78

Scale of 1-5

Participating in activities that are good for one's physical and mental health.



Gratitude

4.75

Scale of 1-5

Having many things in life that one is thankful for.



Self-belief

4.74

Scale of 1-5

Having belief in oneself.



Emotional intelligence

4.72

Scale of 1-5

Ability to understand the reasons behind how other people behave.



Goal setting

4.72

Scale of 1-5

Setting goals and working to achieve them.

Across the 35 factors measured, a very high percentage of factors (83%) scored above four (out of five), which indicates that students who have attended DACC for at least 3 years have high confidence across most factors measured. The factors above indicate the five strongest areas for students at DACC who have attended an SKP institute for at least 3 years. These five factors link back to three key outcome areas *Holistic wellness* (healthy activities, gratitude and goal setting) *Personality development* (Self-belief), and *Connection and belonging* (emotional intelligence).

Students at DACC who have attended an SKP institute for 3 years or more feel the least confident in their frequency of feeling negative emotions.



Environmental Empathy

94%

Students feel worried about animals and plants when thinking about climate change.



Anger

3.06

Scale of 1-5

Feelings of anger.



Anxiety

2.96

Scale of 1-5

Feelings of stress and/or anxiety.



Loneliness

2.94

Scale of 1-5

Feelings of loneliness and/or isolation.

Students at DACC who have been attending an SKP institute for at least 3 years feel the least confident in their frequency of feeling negative emotions. It should be noted that these four factors above are scored on a scale of one-to-five where one is more positive and five is more negative. The high percentage of students feeling worried about animals and plants when thinking about climate change reflects a strong uptake of DACC's climate education focus. Feeling negative emotions of anger, loneliness and anxiety is part of the human experience. Going through adolescence and early adulthood is a primary time to learn emotional regulation and emotional intelligence.⁹ These findings present an opportunity for DACC to further address students' holistic wellbeing through initiatives that address these key areas. An improvement in these factors may be important to students, however, it is unlikely that they will increase wellbeing as none of these factors are predictors of wellbeing.



DACC Students are Supported and Ready for their Careers

Qualitative analysis of open feedback responses from DACC students indicates that the college is having a positive effect on students. The most common theme to emerge in the data is that students feel very positive about the school, describing it as 'good', 'nice' and that it makes them 'happy'.

Particular themes that emerged in analysis focused on:

- Learning new skills
- Opportunities for a better career
- Supportive staff

Students feel that not only are they effectively learning now, their education is setting them to have a solid career as they progress in their life.

There was very little feedback on potential improvements for the college, with most students using this question as a chance to reiterate their positive sentiment towards the college. Students are very positive about their experience and grateful to study at what they see as one of the best colleges in Pune.

“In DACC, all teachers are supportive. They help us overcome difficulties, provide valuable advice, and offer support in every situation.”

“[DACC] has had a significant impact on my life because our college community and education faculty have helped create new opportunities, explore various career options, and enhance my personality development.”

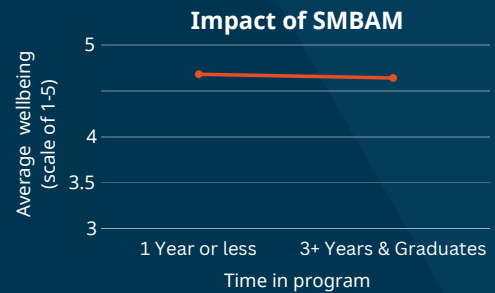
DACC Students
(not pictured)



The Longer Students are at SMBAM the Stronger they Feel in Processing Emotions

Impact of SKP College of Education (SMBAM)

The average wellbeing of SMBAM students is 4.66. Analysis showed that shift respondents had maintained overall wellbeing when compared to baseline respondents.[^] There was, however, a trend for wellbeing to decrease from 4.68 to 4.64. This trend could be attributed to a number of factors, including the changes in circumstances that come with graduation, such as leaving the school community, uncertainty around the future and next steps.



Positive shifts



Environmental Empathy

-5%

Thinking about climate change makes one worried for animals and plants.



Emotional regulation*

+2%

One can control their emotions.



Financial Support*

+1%

If needed, one's family can access money via education loans so they can go to school/university.

Compared to students at baseline, students at shift feel less worried about animals and plants in the context of climate change, can better regulate their emotions, and feel more financially supported to access education. These shifts are reflective of SMBAM initiatives to assist students in their *Holistic wellness*, and access to education.

Negative shifts



Loneliness

+15%

Feelings of loneliness or isolation.



Anger

+7%

Feelings of anger.



Technology Skills

-4%

I know how to use technology safely.



Happiness*

-4%

Feelings of happiness.

Students at shift have increased feelings of loneliness and anger, as well as decreased confidence in their technology skills and a lower level of happiness, compared to students at baseline measurement. An increase in the frequency of negative emotions may reflect students leaving their supportive school community when graduating. Further, a decrease in technology skills may reflect students having a more realistic understanding of the risks involved with using technology, resulting in a lower confidence in their ability to use technology safely.

[^]Due to low sample sizes the baseline group included students who have attended SMBAM for one year or less, and the shift group included students who have attended an SKP institute for three years or more and are current SMBAM students, and SMBAM graduates.

*Indicates a factor that has a moderate relationship with overall wellbeing. Improvements made in these factors are statistically more likely to accompany a higher overall wellbeing score.

Note: Factors of anger, technology skills, and happiness saw significant shifts with $p < .05$, meaning we are confident that 95% of the time an observed significant difference in these factors will be true. All other factors were not-significant and are indicative of a trend.



SKP College of Education (SMBAM) Strengths and Challenges

To understand the strengths and challenges of SMBAM shift respondents, we looked at the highest and lowest scoring factors. ^

Students at SMBAM who have attended an SKP institute for 3 years or more and recent graduates feel confident in their personality development.

Across all factors measured, 88% of factors measured scored above four (on a scale of one-to-five), which indicates a high confidence in factors across all key outcome areas. SMBAM respondents at shift measurement feel the strongest in the four factors provided here. These factors demonstrate that students feel confident in how SMBAM supports their personal development and physical and mental needs. This support is further seen with students feeling strong in factors relating to their *Personality development* (self-belief and purpose).

Students at SMBAM who have attended an SKP institute for 3 years or more and recent graduates feel the least confident in their mental wellness.

SMBAM respondents at shift have the most difficulty with the four factors provided here. It should be noted that these four factors above are scored on a scale of one-to-five where one is more positive and five is more negative. While all these factors are within the key outcome of *Holistic wellness*, environmental empathy is also within the *Environmental awareness* outcome. While there was a positive shift in environmental empathy, it still remains a challenge for respondents at shift. These findings present an opportunity for SMBAM to further address students' holistic wellbeing through focusing on initiatives that address emotional resilience and processing.



Self-belief

4.89

Scale of 1-5
Having belief in oneself.



Purpose

4.86

Scale of 1-5
Feeling one's life is important.



Support of personal development*

4.82

Scale of 1-5
One's school/university motivates one to discover their potential and develop their personality.



Access to health services*

4.81

Scale of 1-5
One's school/university helps them address their physical and mental needs.



Environmental Empathy

99%

Students feel worried about animals and plants when thinking about climate change.



Anxiety

2.48

Scale of 1-5
Feelings of stress and/or anxiety.



Anger

2.45

Scale of 1-5
Feelings of anger.



Loneliness

2.45

Scale of 1-5
Feelings of loneliness and/or isolation.

^Due to low sample sizes the baseline group included students who have attended SMBAM for one year or less, and the shift group included students who have attended an SKP institute for three years or more and are current SMBAM students, and SMBAM graduates.

*Indicates a factor that has a moderate relationship with overall wellbeing. Improvements made in these factors are statistically more likely to accompany a higher overall wellbeing score.



SMBAM Boosts Students' Confidence

“My college has played a motivational role for me. Constant encouragement and timely guidance by all the professors has boosted my confidence and overall personality. I feel fortunate to be a part of this wonderful institute.”

SMBAM Student
(not pictured)

One of the most common responses to emerge from qualitative analysis of SMBAM student feedback is that the college is having a positive impact on students, particularly in helping them build their confidence.

Other responses were similar to other institutes, including that the college helps not only with academic results but also with their overall personal growth. Students find their teachers to be supportive and encouraging, motivating them to learn.

Suggestions for improvement were minimal, centring around the opportunity to engage with other international education institutions to be able to broaden their perspective.

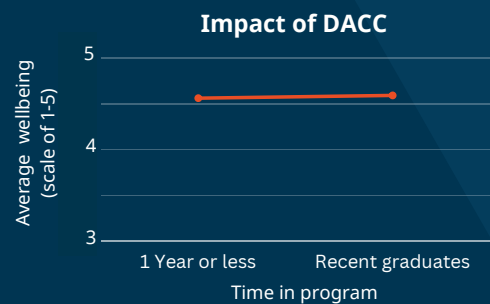
With a majority of positive responses from nearly 200 students there is strong qualitative evidence for the positive impact that SMBAM is having on its students.



Students Attending DIMR for Longer have a **Reduced** Frequency of Negative Emotions

Impact of Dnyansagar Institute of Management and Research

Analysis showed that respondents at the shift had maintained their overall wellbeing compared to respondents at baseline.[^] There was, however, a trend for wellbeing to increase (4.56 to 4.58). A maintenance of overall wellbeing is very commendable, considering wellbeing is typical to decrease across a student's degree.¹¹ It may also be reflective of potential opportunities and changes in life circumstances that present themselves to DIMR students after their graduation.



Positive shifts

Compared to students at baseline, DIMR students at shift have a reduced frequency of loneliness, anger and anxiety. They also have increased their knowledge on climate change and its effects. The shift of climate change awareness demonstrate the success of DIMR's initiatives to focus *Environmental Awareness*. The shift seen across the frequency of negative emotions may be an outcome of the initiatives of DIMR to focus on *Holistic wellness*, as well as those recently graduated having reduced stress that is commonly associated with academic pursuit.¹²



Loneliness

-31%

Feelings of loneliness or isolation.



Anger

-29%

Feelings of anger.



Anxiety

-25%

Feelings of stress and/or anxiety.



Climate change knowledge

+6%

Knowledge about climate change and its effects.

Negative shift

An unfortunate outcome to the increase in climate awareness in DIMR shift respondents is the associated increase in concerns around the impacts of climate change on animals and plants. These findings present an opportunity for DIMR to address the worry that students feel around climate change, with a focus on addressing climate resilience, to address this negative shift.



Environmental empathy

+16%

Thinking about climate change makes me worried for animals and plants.

[^]Due to low sample sizes the baseline group included students who have attended DIMR for one year or less, and the shift group included students who have attended an SKP institute for three years or more and are current DIMR students, and DIMR graduates. Note: All factors above saw a statistically significant increase with $p < .05$, meaning we are confident that 95% of the time an observed significant difference in these factors will be true.



Dnyansagar Institute of Management and Research (DIMR) Strengths and Challenges

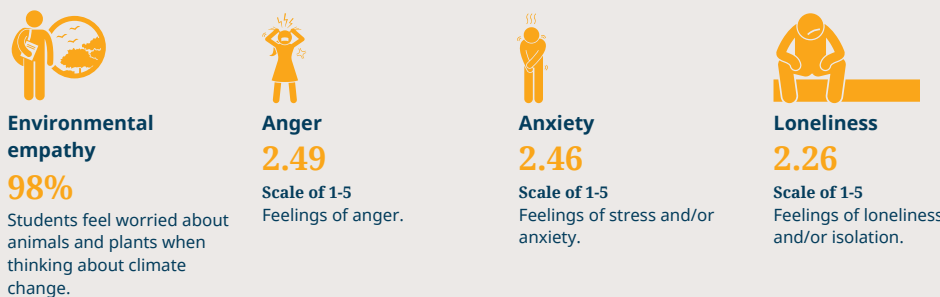
To understand the strengths and challenges of DIMR shift respondents, we looked at the highest and lowest scoring factors.[^]

Students who have recently graduated from DIMR feel strong in their holistic wellness and personality development.



Across all factors measure, 88% of factors had average scores of four or higher (scale of one to five), indicating high confidence in factors across all key outcome areas. The above factors highlight the top five strengths of DIMR shift respondents. These five factors map onto the three key outcome areas *Holistic wellness* (hope, and gratitude), *Personality development* (self-belief, purpose), and *Environmental awareness* (climate change knowledge).

Students who have recently graduated from DIMR feel the least confident in their frequency of feeling negative emotions.



Despite improvements outlined on the previous page, frequency of negative emotions remains a challenge for recent graduates of DIMR, especially the emotions described in the above four factors. It should be noted that these four factors above are scored on a scale of one-to-five where one is more positive and five is more negative. All four factors relate to the key outcome of *Holistic wellness*, with environmental empathy also mapping onto the key outcome of *Environmental awareness*. The latter coincides with the increase in concerns DIMR shift respondents have regarding impacts of climate change on animals and plants. This presents an opportunity for DIMR to explore how they can further support students in their emotional experiences.

[^]Due to low sample sizes the baseline group included students who have attended DIMR for one year or less, and the shift group included students who have attended an SKP institute for three years or more and are current DIMR students, and DIMR graduates. Note: All factors above saw a statistically significant increase with $p < .05$, meaning we are confident that 95% of the time an observed significant difference in these factors will be true.



DIMR Has a Holistic Impact on Students

Other than evaluating quantitative results, qualitative analysis was undertaken of responses to questions about how the school had impacted students' wellbeing and feedback to improve the school. Results were very positive, with similar themes emerging to those in other institutes. Students are happy with their experience and appreciate the institute is providing opportunities not only for academic but also personal development.

In addition to praise for the academic rigour of the institute, students show strong appreciation for the holistic opportunities provided, whether it be sporting, cultural or other 'soft-skill' classes. Students feel these opportunities set the institute apart.

From over 600 responses, less than 10% offered feedback or suggestions for improvement. These suggestions largely related to specific initiatives they would like to see more of at the institute, such as more sport, mental health, climate change awareness or yoga programs.

It is clear from the qualitative analysis that students are experiencing positive impacts in their lives as a result of DIMR.

“Coming from a rural background, it was very difficult for me to learn many things as all of it was new for me. My teachers have been very kind & patient with me & have always motivated me & showed confidence in me.”

DIMR Student
(not pictured)



SKP Education is Contributing to the UN Sustainable Development Goals

It is important for SKP Education to understand how their impact on students contribute to the UN SDGs. Therefore, in the next section all outcomes reported are mapped onto the UN SDGs.*¹³

The SDGs are a collection of seventeen interconnected objectives with the purpose to be used as a "shared blueprint for peace and prosperity for people and the planet, now and into the future".¹³ At the heart of the goals is sustainability, with the aim to transform our world by encouraging all to act on the interconnected environmental, social and economic aspects of sustainable development. Through focusing on the wellbeing of the students, and providing quality, education activities, and opportunities, SKP Education is measurably contributing to 11 out of the 17 UN SDGs.






*Descriptors of all 17 SDG can be found in Appendix 5.





Measured Contribution to the SDGs

For each of the goals, SKP Education's contribution has been measured using the appropriate target indicators, as included in the tables below.

SKP Education's Contribution to the SDGs		
	Goal 1: No Poverty - End poverty in all its forms everywhere	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
		94% of SKP Education students have access to education loans
	Goal 2: Zero Hunger - End hunger, achieve food security and improved nutrition and promote sustainable agriculture	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>Target 2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round</i>		
C020102	2.1.2 Prevalence of moderate or severe food insecurity in the population, based on the Food Insecurity Experience Scale (FIES)*	97% of SKP Education students who report having access to healthy and nutritious food <small>*Note: FIES measure not used in SKP Education social impact measurement</small>
	Goal 3: Good Health and Wellbeing - Ensure healthy lives and promote well-being for all at all ages	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>Target 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</i>		
		96% SKP Education students are at least slightly satisfied with their current life conditions
		97% SKP Education students report being in good physical health
		97% SKP Education students participate in activities that are good for their physical and mental health
		79% SKP Education students report feeling happy a lot or all of the time in the past month
		22% SKP Education students report feeling anxious a lot or all of the time in the past month




Measured Contribution to the SDGs

SKP Education's Contribution to the SDGs		
	Goal 3: Good Health and Wellbeing - Ensure healthy lives and promote well-being for all at all ages	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>Target 3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all</i>		
C030801	3.8.1 Coverage of essential health services	94% SKP Education students report having access to health products/medication at their school/university (e.g., de-worming tablets, sanitary products, and multivitamins)
		96% SKP Education students report that their schools helps them to address their physical and mental needs
	Goal 4: Quality Education - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</i>		
C040101	4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	SKP Education students achieving at least minimum proficiency in reading: <ul style="list-style-type: none"> • Grades 2/3 - 99.74% female, 99.5% male • End of primary - 99.59% female, 90.74% male • End of secondary - 100% female, 100% male
		SKP Education students achieving at least minimum proficiency in mathematics: <ul style="list-style-type: none"> • Grades 2/3 - 89.53% female, 99.42% male • End of primary - 86.84% female, 84.74% male • End of secondary - 100% female, 100% male
C040102	4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)	Graduation rate from SKP Education schools: <ul style="list-style-type: none"> • CMIS - 100% • MTB - 97.01% • DIMR - 98.03% • DACC - 100% • SMBAM - 88.41%
		98% SKP Education secondary school students believe they have access to affordable education





Measured Contribution to the SDGs

SKP Education's Contribution to the SDGs		
	Goal 4: Quality Education - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</i>		
C040301	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	Total number of active students, 2022-23 academic year: <ul style="list-style-type: none"> • Female students - 2006 • Male students - 2294
<i>Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</i>		
C040401	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	71.43% SKP Education graduates in ICT (from SMBAM - BCA Division)
<i>Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</i>		
C040501	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected)	<ul style="list-style-type: none"> • 46.65% SKP Education students female • 15.5% SKP Education students bottom wealth quintile • 0.29% SKP Education students living with a disability
<i>Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</i>		
C040601	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	SKP Education students achieving proficiency in: <ul style="list-style-type: none"> • Literacy - 99.88% female, 96.75% male • Numeracy - 92.12% female, 94.72% male






Measured Contribution to the SDGs

SKP Education's Contribution to the SDGs		
	Goal 4: Quality Education - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<p><i>Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</i></p>		
C040701	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment	<ul style="list-style-type: none"> • 97% of SKP Education students have learned about climate change and its effects • 95% of SKP Education students know how to help solve problems caused by climate change • 96% of SKP Education students have the opportunity to share their interests and culture with others • 97% of SKP Education students feel happy to support and give back to their community
<p><i>Target 4.a Build and upgrade education institutes that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</i></p>		
C040a01	4.a.1 Proportion of schools offering basic services, by type of service	95% of SKP institutes are accessible for students living with physical disabilities
<p><i>Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</i></p>		
C040c01	4.c.1 Proportion of teachers with the minimum required qualifications, by education level	100% of SKP Education teachers with minimum required qualifications
	Goal 5: Gender Equality - Achieve gender equality and empower all women and girls	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<p><i>Target 5.1 End all forms of discrimination against all women and girls everywhere</i></p>		
C050101	5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex	Yes. A Committee of Equal Opportunity cell has been formed at DIMR as per the guidelines provided by SPPU.






Measured Contribution to the SDGs

SKP Education's Contribution to the SDGs		
	Goal 5: Gender Equality - Achieve gender equality and empower all women and girls	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>Target 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</i>		
C050502	5.5.2 Proportion of women in managerial positions	70% of women in managerial positions at SKP Education
<i>Target 5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women</i>		
		97% of SKP Education female students who know how to use technology safely
	Goal 6: Clean Water and Sanitation - Ensure availability and sustainable management of water and sanitation for all	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>Target 6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all</i>		
C060101	6.1.1 Proportion of population using safely managed drinking water services	100% of SKP Education students use safely managed drinking water facilities at the campus
<i>Target 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations</i>		
C060201	6.2.1 Proportion of population using (a) safely managed sanitation services and (b) a hand-washing institute with soap and water	100% of SKP Education students use safely managed sanitation and hand-washing facilities at the campus
	Goal 7: Affordable and Clean Energy - Ensure access to affordable, reliable, sustainable and modern energy for all	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries</i>		
C070b01	7.b.1 Installed renewable energy-generating capacity in developing countries (in watts per capita)	90% of SKP institutes have solar panels installed




Measured Contribution to the SDGs


SKP Education's Contribution to the SDGs		
	Goal 8: Decent Work and Economic Growth - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>Target 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</i>		
		95.48% of SKP Education graduation rate of students with tertiary degrees
<i>Target 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training</i>		
C080601	8.6.1 Proportion of youth (aged 15-24 years) not in education, employment or training	38.37% of SKP Education students enrolled between ages of 15 and 24 years old
	Goal 10: Reduced Inequalities - Reduce inequalities within and among cultures	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>Target 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</i>		
		96% of SKP Education students feel that they are an important member of their community
	Goal 12: Responsible Consumption and Production - Ensure sustainable consumption and production patterns	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</i>		
C120801	12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment	See 4.7.1



Measured Contribution to the SDGs

SKP Education's Contribution to the SDGs		
	Goal 13: Climate Action - Take urgent action to combat climate change and its impacts	
	<i>Targets and Indicators</i>	<i>SKP Education Contribution</i>
<i>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</i>		
C130303	13.3.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment	See 4.7.1





"The school I go to has a **really good and positive impact on my life...** I'm always enthusiastic to go to school... the school has helped me in academics, as well as sports.

It has also improved my social skills. **The school is attentive to my physical and mental health.** I am grateful for the way my school has been treating me."

CMIS Student
(not pictured)



What's Next

- Reflections and Recommendations 54
- Get in Touch 55





Reflections and Recommendations

The findings of the first social impact measurement of SKP Education point to an organisation that provides holistic high quality affordable education that builds students to be highly confident in all key outcome areas. SKP Education institutes provides students with important person-centered resources, and promotes holistic wellness, personality development, and life skills, whilst building a community that is connected were students establish a sense of belonging.

Analysis of the factors that have the strongest relationship with predicting overall wellbeing showed that receiving education that is personalised and addresses the mental and physical needs of students is vital. Further, emotional regulation and happiness were found to be priority needs, that is, factors that are both important to participants' wellbeing and are currently scoring lower than other factors. Addressing these two priority needs are the biggest opportunities to have a positive impact on student wellbeing across the SKP Education community. Therefore, to maximise wellbeing, SKP Education should continue to focus their resources mental wellness within their key outcome of *Holistic wellness*.

Analysis further showed that emotional regulation, pride and physical health decreased across the SKP Education community. These three factors are also predictors of wellbeing

and would have contributed to the overall decrease in wellbeing of 2%. This presents an opportunity for SKP Education to focus their resources on addressing the pride and physical health of students.

Across all institutes, the lowest scoring factors were centred around the frequency of feeling negative emotions. It would be beneficial for SKP Education to continue working with students on their emotional experiences and emotional resilience. Particularly when it comes to worry when thinking about animal and plants in the context of climate change.

Aside from the emotional factors, all other factors have scored incredibly high across the SKP community and individual institutes. SKP Education can be extremely proud of the report results, as they demonstrate the confidence and strengths that their students feel across all key outcome areas. There is, however, a further story to tell about the impact of SKP Education. Measurement was conducted across students in different time in program groups. It is recommended that in the future, the wellbeing of students should be tracked over time. This will enable pairing the data for analysis and provide greater confidence in assessing the impact of SKP Education. Further, it would be beneficial to conduct needs assessments across the individual institutes to give a more granular investigation into the impact of each school/college.

Further measurement will strengthen the ability of SKP Education to not only demonstrate the impact of their work, but also better understand how to deliver the most effective program possible. It is clear that the program is already delivering solid outcomes for participants/ However, the hope is that further measurement and refinement will only enhance and demonstrate the true impact that SKP Education is having in the education sector.





Get in Touch



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Huber Social

Huber Social is an independent third party and expert in social impact measurement. Recognising the goal of all social impact is the wellbeing of people, Huber Social has developed a universally applicable framework that measures not only overall wellbeing but also the driving factors to maximise it.

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Report **Appendices**

1. Huber Social Wellbeing Measurement Framework
2. Data Transparency Page
3. Predictors of Wellbeing
4. Significance Tables
5. UN SDG Descriptors
6. Reference List



1. Huber Social Wellbeing Measurement Framework

To be able to fulfil their potential and achieve wellbeing, each individual needs to have the capability and the opportunity to do so. Everyone has different needs within these categories depending on their context.

When it comes to measuring the social impact of a service, Huber Social measures the 'shift' the service creates in terms of wellbeing and the specific program outcomes achieved to create this. Results are then consolidated at a sector, community and global level.

Longitudinal measurement monitors effectiveness of programs to meet these needs; ensuring resources are directed to have the greatest impact. The vision is a wellbeing measurement system that delivers us the whole picture, to put each of us in the best position to achieve wellbeing and leave no one behind.

The goal for each of us is the same; wellbeing. The part that differs, are our individual needs.

The Huber Social Wellbeing Measurement Framework

IMPACT

Wellbeing

To be in the best position to fulfil your potential and live a life of value. The overall goal for all services working with people.

OUTCOMES

Through building Capability

- Resilience
- Life skills
- Wellness - mental, physical and spiritual

OUTCOMES

and providing Opportunity

- Resources
- Self development
- Societal structures
- Relationships



2. Data Transparency Page

To ensure the integrity of findings, Huber Social includes a Transparency Page for every project. This ensures both the rigour of evidence and rigour of analysis is clear for each project, across every stage of the data lifecycle.



Phase	Questions on the Treatment of the Data	Points allocated	Yes or No	
Design	Everyone in the intervention included in the measurement	2	Y	
	OR Survey sample population designed to be representative of group	1	N	
	SAMPLE Sample description: <i>2958 responses were collected from SKP Education Facilities 2023. 2561 responses were used in correlation analysis with Wellbeing. 2390 responses were used for time in program group shift analysis.</i>	N/A	N/A	
	BASELINE Control group (independent of the intervention)		3	N
		Group baseline measured (pre -intervention)	2	N
		Baseline inferred from time in intervention (e.g., 1 vs. 3 years)	1	Y
EXCLUSIONS	Details of people specifically excluded from the measurement: N/A	N/A	N/A	
Data Collection	Online surveys		Y	
	OR hardcopy surveys		N	
	Data collection supervised by Huber Social consultant	1	Y	
	Translation or guidance provided	N/A	Y	
	Data mining of other sources	1	N	
	DATA SOURCES Data included from previous years/measurements	1	N	
	Details of additional data sources:			
Cleaning	CLEANING Partial responses removed or no partial responses	1	Y	
	Details of any responses removed: <i>Nine responses were removed as participant did not provide consent. 247 partial responses removed with missing wellbeing score data and/or >50% of outcomes data. 141 responses were removed as they were duplicate responses.</i>	N/A	N/A	
Analysis	SHIFT MEASUREMENT Calculated on time in intervention		Y	
	Calculated on group average	1	Y	
	Calculated based on individual scores	2	N	
	TEST APPLIED Basic analysis		Y	
Reporting	REPORTING Statistical Correlation Test	2	Y	
	Multiple Regression or Lasso Regression Test	3	N	
	Client published Outcomes Report (prove)	1	N	
Reporting	REPORTING Client received Social Performance Report (improve)	2	N	
	Client published full Social Impact Report	3	Y	
RIGOUR SCORE LOW: 1-9; MED 10-14; HIGH 15-19		MED	11	



3. Predictors of Wellbeing

To inform SKP Education the education sector in how best to support the wellbeing of students, correlation analysis is used to identify which factors measured have a significant relationship with students' overall wellbeing; these are known as predictors of wellbeing.

The predictors of wellbeing can be found listed in the following table in order of statistical strength. The stronger the relationship between an outcome and overall wellbeing, the more confidence there is that a change in the outcome will correspond with a change in wellbeing.

Relationship strength is based on both the statistical significance (p-value) and beta coefficient value (r). All predictors listed are statistically significant to $p < 0.1$ (unless otherwise noted), meaning there is at least a 90% confidence that the relationship identified between the predictive outcome and wellbeing is true, rather than produced due to sampling error or chance. The beta coefficient (r) describes how closely each outcome and wellbeing are likely to move together in relation to each other.

For the purposes of this study, a strong relationship between an outcome and overall wellbeing is defined as any outcome with a beta coefficient value greater than or equal to 0.7; a moderate relationship is between 0.4 and 0.699; a weak relationship less than 0.4. Even though a relationship may be weak, there is still a significant association between the outcome and overall wellbeing.

The following page presents all predictors of wellbeing that have a significant relationship with overall wellbeing for both student cohorts used in this pilot measurement.





4. Significance Tables

Table 1. All Predictors of Wellbeing

Indicator	R	P-value	Direction and Strength
My school/university helps me to address my physical and mental needs.	0.488	$p < .001$	Positive, Moderate
I am proud of the things I have done.	0.487	$p < .001$	Positive, Moderate
My school/university motivates me to discover my potential and develop my personality.	0.482	$p < .001$	Positive, Moderate
I feel like my community cares for me.	0.478	$p < .001$	Positive, Moderate
I can control my emotions.	0.475	$p < .001$	Positive, Moderate
I know how to help solve problems caused by climate change.	0.466	$p < .001$	Positive, Moderate
I feel confident as the person that I am.	0.459	$p < .001$	Positive, Moderate
I have access to health products/medication at my school/university.	0.446	$p < .001$	Positive, Moderate
I have the opportunity to make a positive difference in my community.	0.445	$p < .001$	Positive, Moderate
My school/university encourages me to learn things I'm interested in.	0.441	$p < .001$	Positive, Moderate
I have the opportunity to share my interests and culture with others.	0.441	$p < .001$	Positive, Moderate
I feel that I am an important member/part of my community.	0.435	$p < .001$	Positive, Moderate
My school/university teaches me things that are important to my physical and mental health.	0.426	$p < .001$	Positive, Moderate
In general, my physical health is good.	0.403	$p < .001$	Positive, Moderate
In the past month, how often have you felt happy?	0.403	$p < .001$	Positive, Moderate
If needed, my family can access money via education loans so I can go to school/university.	0.400	$p < .001$	Positive, Moderate



5. UN SDG Descriptors¹³

SDG 1: No poverty - end poverty in all its forms everywhere.

SDG 2: Zero hunger - end hunger, achieve food security and improved nutrition and promote sustainable agriculture.

SDG 3: Good health and well-being - Ensure healthy lives and promote well-being for all at all ages.

SDG 4: Quality education - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 5: Gender equality - Achieve gender equality and empower all women and girls.

SDG 6: Clean water and sanitation - Ensure availability and sustainable management of water and sanitation for all.

SDG 7: Affordable and clean energy - Ensure access to affordable, reliable, sustainable and modern energy for all.

SDG 8: Decent work and economic growth - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

SDG 9: Industry, innovation and infrastructure - Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

SDG 10: Reduced inequalities - Reduce inequality within and among countries.

SDG 11: Sustainable cities and communities - Make cities and human settlements inclusive, safe, resilient and sustainable.

SDG 12: Responsible consumption and production - Ensure sustainable consumption and production patterns.

SDG 13: Climate action - Take urgent action to combat climate change and its impacts.

SDG 14: Life below water - Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

SDG 15: Life on land - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

SDG 16: Peace, justice and strong institutions - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

SDG 17: Partnerships for the goals - Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.



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