



IMPACT ASSESSMENT STUDY OF SUGUN THOMAS FOUNDATION

Prepared by
Department of Management Studies
IIT Madras

Foreword



Prof. S.Srinivasan
DoMS, IITM

The Sugun Thomas Foundation (STF) has been a beacon of hope and opportunity for economically underprivileged students since its inception in 2005. Guided by the vision of Sugun Thomas—a compassionate advocate for the transformative power of education—STF has worked tirelessly to empower vulnerable children and their families, equipping them with the tools to build brighter futures.

Over the years, the Foundation’s initiatives have not only improved access to quality education but also instilled confidence, self-worth, and resilience in the lives it has touched. Through the support of mentors, dedicated staff, and an unwavering commitment to its mission, STF has created a ripple effect, fostering positive change within families and inspiring communities to value education as a cornerstone for progress.

This Impact Assessment is an essential step in STF’s journey. By evaluating the effectiveness of its programs and identifying areas for growth, the Foundation aims to deepen its impact and refine its strategies for the future. This study underscores STF’s dedication to continuous improvement and its enduring commitment to empowering young minds. We are proud to share this assessment as a testament to the transformative power of education and the potential it holds to change lives.

Acknowledgement

We would like to place on record our sincere gratitude to all those who extended their support and assistance in completing this Impact Assessment study for the Sugun Thomas Foundation (STF).

Our heartfelt thanks go to the Trustees and Members of STF for their steadfast guidance and encouragement throughout this endeavor. We are especially grateful to Ms. Susan Thomas, Secretary of STF, for her unwavering support and valuable insights, which were instrumental in ensuring the successful completion of this study.

We deeply appreciate the contributions of Mr. Ravishankar, Trustee and Board Member, for his constructive feedback, and Ms. Sivakami, Accountant, as well as Ms. Shailaja, for their efficient coordination and assistance. We also extend our gratitude to Ms. Sashi from Good Shepherd School, Chetpet, for her collaboration and support.

A special note of thanks goes to the students, alumni, parents, and mentors whose inputs and experiences enriched the study. We are grateful to Good Shepherd School for providing the space to conduct Focus Group Discussions and to Ms. Vinitha, a second-year MSW student from MCC, for her dedicated efforts in facilitating these discussions.

Appreciation to Ms. Misha Anjali for her tireless effort and continued commitment to this impact assessment study. She has been an active researcher and dedicated project member, her contribution is immense to this project. Also, we would like to thank Ms. Sri Vainavi, student of NIT – Trichy, for her base work for the identification of appropriate methodology and study instrument. This study is a testament to the collective efforts of all involved, and we deeply value your contributions. Thank you for making this possible.

EXECUTIVE SUMMARY

The Sugun Thomas Foundation (STF), established in 2005, has been a beacon of hope for economically underprivileged and deserving students, providing them with access to quality education and holistic support. Inspired by the compassionate vision of Sugun Thomas, STF has empowered hundreds of students, fostering self-confidence and equipping them with skills essential for success. This Impact Assessment study seeks to evaluate the effectiveness of STF's initiatives, offering insights into their impact on beneficiaries, families, and the broader community. By examining the educational, socio-economic, and personal development outcomes, the assessment aims to highlight the ripple effects of STF's interventions, from enhancing academic performance to fostering community-wide inspiration for education.

Using a mixed-methods approach, the study integrates quantitative surveys and qualitative research through structured questionnaires, focus group discussions, and interviews. A stratified random sampling method ensures inclusivity across various demographic and socio-economic groups, while purposive sampling enriches qualitative insights. Secondary data analysis benchmarks STF's work against broader trends, identifying opportunities for enhancement.

The STF has significantly impacted students' academic, personal, and socio-economic lives. Budget allocations grew by 6% from 2015-2024 despite setbacks, with donor contributions increasing by 40% in 2022-23. Engineering students comprised 33.7% of current beneficiaries, while Commerce alumni led at 42.4%. Academic improvements were noted, with 96.1% of participants receiving adequate support and 95.9% reporting better grades. Confidence levels increased for 63.6% of students, and 86.3% reported normal self-esteem. Family income rose significantly by ₹5.78 lakhs post-STF intervention, and 90.1% noted enhanced views on education. Mentorship was pivotal, with over 91% acknowledging its role in academic and career growth. Community impact was evident, with 88.3% inspiring others. STF initiatives, including skill-building activities, were rated highly impactful by 97%, showcasing the Foundation's commitment to holistic development.

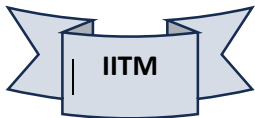
Mentorship under STF significantly boosted students' confidence, motivation, and career readiness, with alumni crediting it for enhanced communication, decision-making, and employability skills. Financial support alleviated parental burdens, enabling families to focus on siblings' education and fostering student accountability. Beneficiaries became role models, inspiring communities to value education as a tool for social mobility. STF staff were praised for their personalized care and consistent engagement, fostering trust and holistic student support. Families experienced improved socioeconomic stability, with alumni contributing to debts, education, and household events. Parents valued mentors for effective guidance and fostering strong support networks for students' success.

Recommendations given were: STF should enhance support for students with declining academic performance, particularly in their first year. A rigorous selection process should ensure aid reaches genuinely needy students. Establishing a structured mentoring framework and a mentor toolkit will improve consistency and impact. Strengthening the alumni network through follow-ups, alumni homecoming events, and a buddy system can foster engagement, mentorship, and sustained support, creating a robust community to drive STF's long-term success.

STF has made a transformative impact through mentorship, education, and financial support, fostering positive change in its beneficiaries. Opportunities for growth include enhancing visibility, feedback mechanisms, and program sustainability. Continued adaptation and collaboration are essential for STF to maintain its effectiveness and fulfil its mission long-term.

Table of Content

Description	Page Number
Chapter I Introduction.....	12
1.1 An Overview about Sugun Thomas Foundation (STF).....	12
1.2 Scope of STF.....	12
1.3 Objectives of Impact Study.....	12
Chapter II Methodology and Approach of the Study.....	13
2.1 Methodology of the Study	13
2.2 Sampling Approach.....	13
2.2.1 Sampling Technique applied for various Stakeholders.....	13
2.2.2 Details of Tools of Primary Data Collection.....	13
2.2.3 Secondary Data Collection.....	14
2.2.4 Stakeholders involved in the Impact Evaluation Study.....	14
2.3 Student Selection Process at STF.....	15
Chapter III Analysis and Interpretation.....	16
3.1 Brief Overview About STF Impact.....	16
3.2 Socio-Demographic Details of Stakeholders.....	21
3.2.1 Current Students.....	21
3.2.2 Alumni.....	23
3.3 Quantitative Analysis.....	26
3.3.1 Educational progress & academic performance	
of children over the period.....	26
3.3.1.A Current Students' Educational Progress.....	26
3.3.1.B Alumni' Educational Progress.....	33
3.3.1.C Mentors' opinion about Students	
Educational Progress.....	34
3.3.2 Improvement in self-confidence among the children.....	36
3.3.2.A Current Students' Self-confidence level.....	36
3.3.3 Impact on the child's immediate family in terms of	
educational attitudes and socioeconomic status.....	37
3.3.3.A The impact of Current Students in their family	
& Socio-economic conditions.....	37
3.3.3.B The impact of Alumni in their family &	
Socio-economic conditions.....	45
3.3.4 Impact of mentoring relationships on the beneficiaries.....	50
3.3.4.A Impact of Mentorship for Current Students.....	50
3.3.4.B Mentors' impact on Students.....	54
3.3.5 The effectiveness and contribution of STF staff and	
office bearers in furthering the Foundation's goals.....	57
3.3.5.A Impact of STF staffs on Current Students.....	57
3.3.5.B Impact of STF staffs on Alumni.....	60
3.3.6 Roles and Responsibilities of Management committee	
members and Trustees.....	64



3.4 Qualitative Analysis.....	66
3.4.1 Current Students.....	66
3.4.2 Alumni.....	71
3.4.3 Parents.....	80
Chapter IV Main Findings, Recommendations and Conclusion.....	84
4.1 Key Findings from Quantitative Analysis.....	84
4.2 Key Findings from Qualitative Analysis.....	86
4.3 Recommendations.....	89
4.4 Conclusion.....	89

List of Figures

Figure No.	Title	Page No.
3.1	Year-wise distribution of newly selected Students	16
3.2	Year-wise distribution of newly selected Mentors	17
3.3	Discipline wise budget allotment across years	18
3.4	Year-wise sponsorship given to students in the last 10 years	19
3.5	Year-wise contribution from types of donors [Individual & Corporate]	20
3.6	Current Academic year of sponsored students	21
3.7	Academic discipline of current students	22
3.8	Academic Discipline of Alumni	23
3.9	Various Companies/Organisations in which the alumni currently work	24
3.10	Various Designations of the Alumni	25
3.11	Comparison of I & II semester marks of the second year current students	26
3.12	Comparison of I and II Year marks of the third year current students	27
3.13	Comparison of I, II & III year marks of the fourth year current students	28
3.14	Average Academic Score Comparison of Arts & Science Students (Alumni)	33
3.15	Mentors' opinion on the academic improvement of students they mentor since joining the STF program	34
3.16	Mentors' opinion on the sufficiency of educational support provided by STF to meet students' academic needs	34
3.17	Mentors' opinion on students' increased confidence in their academic abilities since participating in the program	35
3.18	Mentors' Opinion on the positive impact of structured academic guidance from STF on students' performance	35
3.19	Self-Esteem level among Current Students	36
3.20	Current Students' socioeconomic level	40
3.21	Current Students' opinion on their family's economic situation improving due to the support provided by STF	43

3.22	Current Students’ opinion on their family’s economic situation improving due to the support provided by STF	44
3.23	Alumni’ socioeconomic level	49
3.24	Mentors’ opinion on their mentoring positively influencing the personal growth and development of their mentees	54
3.25	Mentors’ opinion on increased confidence in mentees’ abilities due to the mentoring relationship	54
3.26	Mentors’ opinion on noticeable improvements in mentees’ attitudes toward education and future goals	55
3.27	Mentors’ opinion on STF orientation enabling them to be effective mentors	55
3.28	Mentors’ opinion on the mentoring relationship being personally rewarding	56
3.29	Committee Members’ Leadership & Governance	64
3.30	Committee Members’ Communications & Placements	65
3.31	Committee Members’ Mentorship & Capacity Building	65
3.32	Theme 1- Impact of Mentorship	66
3.33	Theme 2- Monetary Support	67
3.34	Theme 3-Impact on Community (Change in the perception of the Community)	69
3.35	Theme 1-Alumni’s perception on the benefits of Mentorship	71
3.36	Theme 2- Important skills learned through STF support	72
3.37	Theme 3-Impact of STF on Family, Quality of life and Socio-Economic Conditions	74
3.38	Theme 4- Alumni feedback for STF	76
3.39	Theme 5- Perception of Alumni about STF staff	77
3.40	Theme 1- Opinion on the impact of STF in the life of their children	80
3.41	Theme 2- Perception of the Community	81
3.42	Theme 3- Relationship between parents and STF Staff	82

List of Tables

Table No.	Title	Page No.
3.1	Current Students' opinion on their increase in their confidence in academic abilities compared to before joining the STF program	29
3.2	Current Students' opinion on their academic improvement, including grades, since receiving support from STF	30
3.3	Current Students' opinion on their preparedness for exams and assessments since joining STF	30
3.4	Current Students' opinion on their access to necessary academic resources (books, materials, tutoring) through STF	31
3.5	Current Students' opinion on the adequacy of academic support and guidance provided by STF mentors and staff	32
3.6	Current Students' highest level of education attained by the head of the household	37
3.7	Current Students' current occupation of the head of the household	38
3.8	Current Students' total monthly household income (in INR)	39
3.9	Current Students' opinion on their family's attitude towards education became more positive since joining the STF program	41
3.10	Current Students' opinion on increased motivation among siblings or community members to pursue education after observing their progress with STF	42
3.11	Paired Sample t-test for assessing Alumni' family income before and after joining STF	45

3.12	Alumni' highest level of education attained by the head of the household	46
3.13	Alumni' current occupation of the head of the household	47
3.14	Alumni' total monthly household income (in INR)	48
3.15	Current Students' opinion on their mentor's role in helping improve academic performance	50
3.16	Current Students' opinion on increased confidence in their abilities due to their mentor's support	51
3.17	Current Students' opinion on the value of guidance and advice provided by their mentor regarding education and career goals	51
3.18	Current Students' opinion on the positive impact of the mentoring relationship on personal growth, character-building, and personality development	52
3.19	Current Students' opinion on feeling more motivated to pursue educational and career goals due to their mentor	53
3.20	Current Students' opinion on the supportiveness and approachability of STF staff when they need help	57
3.21	Current Students' opinion on the benefits of activities and programs organized by STF for their education and personal development	57
3.22	Current Students' opinion on the effectiveness of STF staff's communication about available resources and opportunities	58
3.23	Current Students' Opinion on the significant positive impact of STF staff's support on their lives	59
3.24	Current Students' Opinion on the dedication of STF staff to helping them succeed	59
3.25	Alumni' opinion on the supportiveness and approachability of STF staff when they need help	60

3.26	Alumni' Opinion on the benefits of activities and programs organized by STF for their education and personal development	61
3.27	Alumni' Opinion on the effectiveness of STF staff's communication about available resources and opportunities	61
3.28	Alumni' Opinion on the significant positive impact of STF staff's support on their lives	62
3.29	Alumni' Opinion on the dedication of STF staff to helping them succeed	63
3.30	Theme 7- Suggestions by Alumni to STF	78
3.31	Theme 4- Perception of the Parents about Mentors	83

Chapter I Introduction

1.1 An Overview about Sugun Thomas Foundation (STF)

The Sugun Thomas Foundation (STF), since its inception in 2005, has dedicated itself to providing quality education and support to economically underprivileged, vulnerable, and deserving students. Named in memory of Sugun Thomas, a compassionate individual who believed deeply in empowering the destitute through education, the Foundation has transformed the lives of hundreds of students, instilling in them the confidence and skills needed to succeed. This proposal outlines a plan to conduct a thorough Impact Assessment of STF's initiatives to understand their effectiveness and areas for improvement, ensuring the Foundation's future endeavours are even more impactful.

1.2 Scope of STF

This Impact Assessment study aims to evaluate the holistic impact of STF's interventions, focusing on:

- Direct impact on children supported by STF.
- Influence on the children's families, especially siblings and parents.
- Effects on the broader community, classmates, and institutions.
- The role and impact of mentors and STF staff in these initiatives.

1.3 Objectives of Impact Study

1. To assess the educational progress of children and their academic performance over the period.
2. To evaluate the improvement in self-confidence among the children.
3. To determine the impact on the child's immediate family, particularly in terms of educational attitudes and socioeconomic status.
4. To measure the ripple effect of STF's work on the community, including inspiring educational pursuits among other children.
5. To understand the impact of mentoring relationships on the beneficiaries.
6. To gauge the effectiveness and contribution of STF staff and office bearers in furthering the Foundation's goals.

Chapter II Methodology & Approach of the Study

2.1 Methodology of the Study

The impact evaluation study for the Sugun Thomas Foundation employed a **mixed-methods approach**, combining quantitative and qualitative research methods to provide a comprehensive understanding of the initiatives' outcomes. Quantitative data were collected through online structured questionnaires to measure direct impacts on educational levels, self-confidence, socio-economic conditions, and broader community effects. Qualitative data were gathered through focus group discussions and interviews, enabling a deeper exploration of the nuanced impacts on students, alumni, mentors, siblings, parents, and stakeholders.

2.2 Sampling Approach

The sampling approach had been **stratified random sampling** for quantitative surveys to ensure representation across different demographic and socio-economic groups within the project's target population. Samples had included the current beneficiaries and the alumni. Samples also covered the immediate dependents of the beneficiaries. For the qualitative components, purposive sampling was used to select participants with varying experiences and perspectives, including children (current and alumni), parents, mentors, and the management committee.

2.2.1 Sampling Technique applied for various Stakeholders

STAKEHOLDERS INVOLVED	POPULATION / SAMPLE	SAMPLE SIZE		SAMPLING TECHNIQUE	
		QUAN	QUAL	QUAN	QUAL
Current Student	102	102	6	Census	Purposive
Alumni	199	152	6	Random	Purposive
Mentors	105	44	7	Random	Purposive
Management Committee & Trustees	7+4=11	5	–	Random	–
Parents (Current Students & Alumni)	–	–	4	–	Purposive

2.2.2 Details of Tools of Primary Data Collection

Structured Questionnaires: These were used to assess educational improvements, self-confidence, and direct impacts on students, siblings, management committee and parents. The questionnaires included Likert scale questions, multiple-choice questions, and open-ended responses.

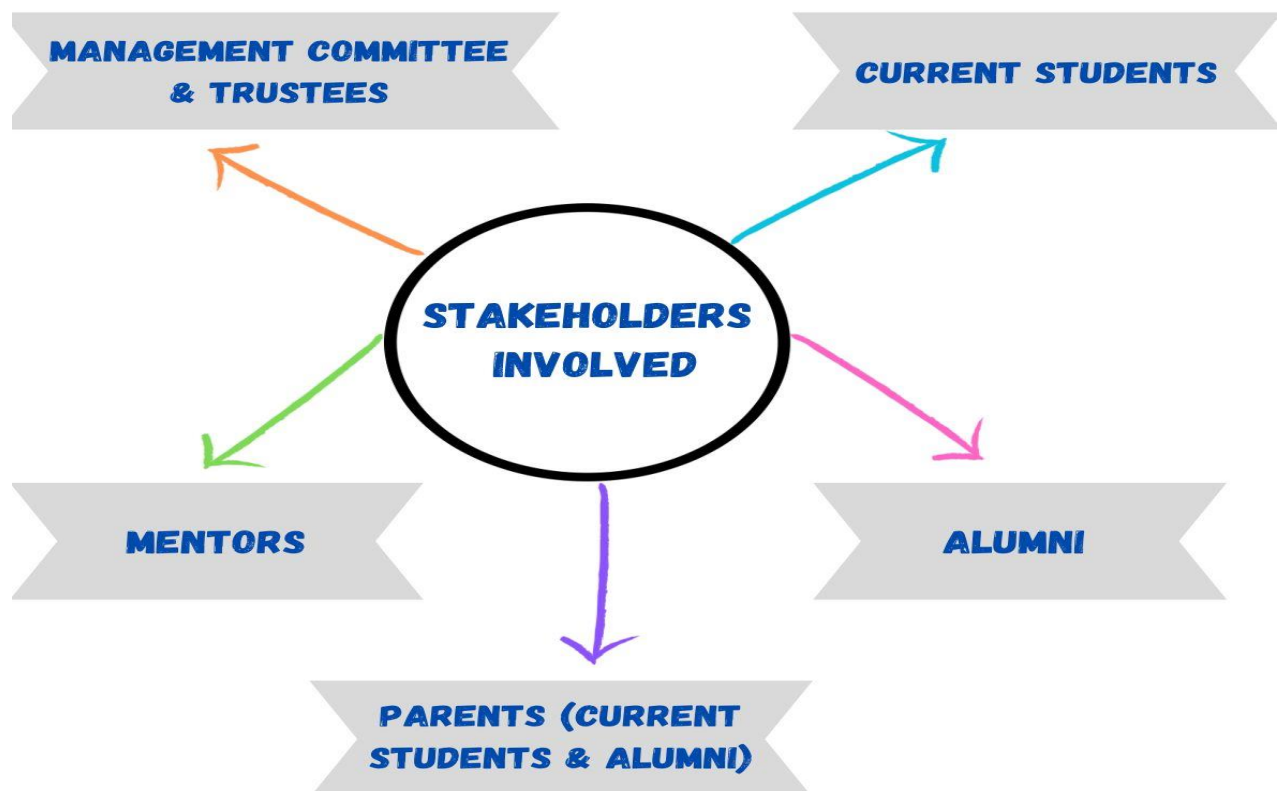
Focus Group Discussion Guides: These were developed to gather qualitative insights from students, alumni and mentors. The guides included open-ended questions to explore changes in attitudes towards education, career aspirations, and community impacts.

Interview Protocols: Detailed questions were formulated for one-on-one interviews with parents to understand the broader societal impact.

2.2.3 Secondary Data Collection

Secondary data was collected from existing reports, academic studies, and public records to contextualize the Foundation's work within broader educational and societal trends. This data helped in benchmarking the Foundation's initiatives against similar programs and identifying areas for further improvement.

2.2.4 Stakeholders involved in the Impact Evaluation Study



2.3 Student Selection Process at STF

1. Budget Allocation

- Prepared and allotted by the Treasurer
- Number of students are determined based on the budget allocation.
- Course wise Allocation is done (Engineering, arts & Science, Medical, Law, Dental

2. Criteria for Student selection process.

- Find suitable candidates (via institutions, alumni, referrals)
- Based on marks and socio-economic status
- Marks: Engineering $\geq 90\%$, Arts & Science $\geq 85\%$
- Family income $< ₹1.5$ lakhs/year

3. Approval and Interview Call

- Send list to selection head for approval
- Invite shortlisted students for Personal Interview

4. Interview Process

- Interview with Selection Committee
- Based on the Evaluation students are selected

5. House Visit

- Assess socio-economic and living conditions
- Fill house visit forms

6. Final Approval and Documentation

- Submission of house visit forms for final approval
- Collect documents (bank passbook, Aadhaar, etc.)

7. Fee Processing

- Request for fee payment is received from students from their Institution.
- Accounts Department process for the fee requirement.

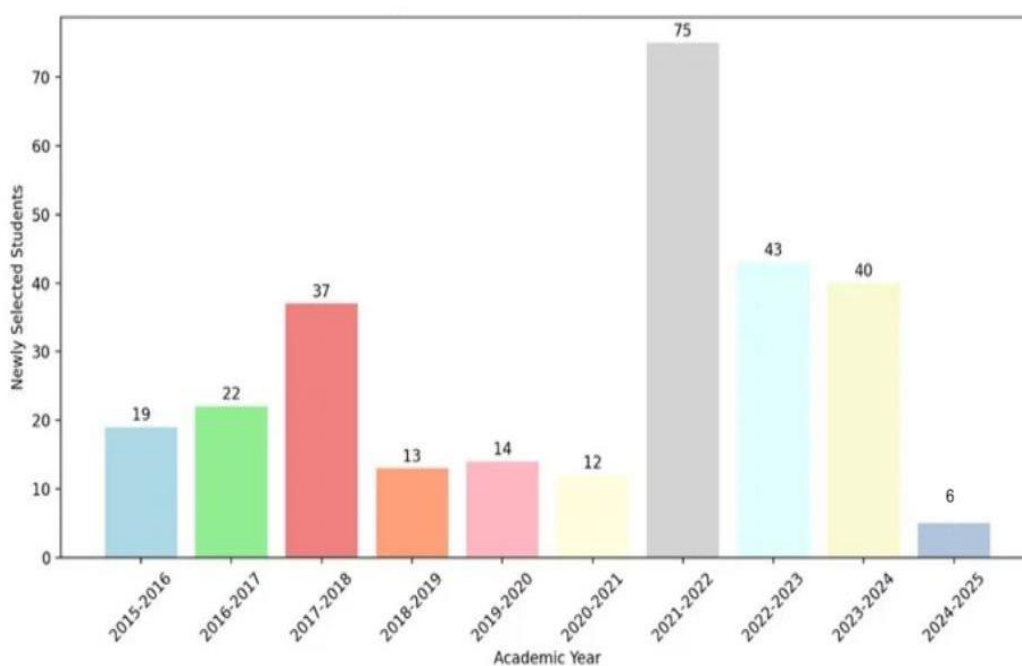
8. Ongoing Support and Monitoring

- Fee Payment to the Institution
- Provide ongoing support and monitor academic progress

Chapter III Analysis and Interpretation

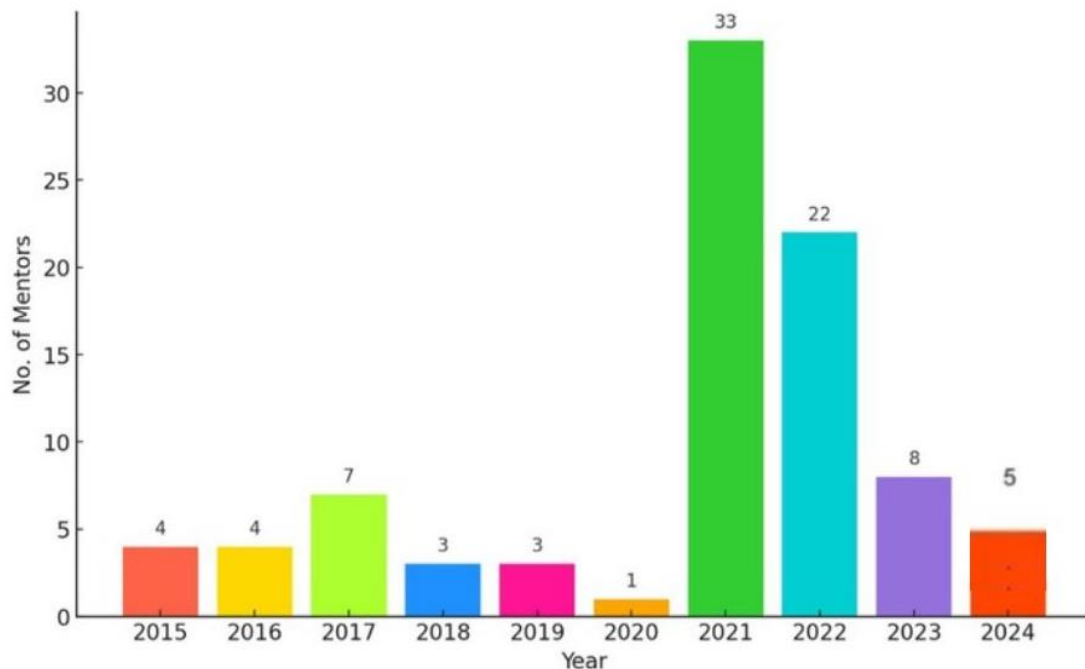
3.1 Brief Overview about STF Impact

Figure-3.1: Year-wise Distribution of newly selected Students



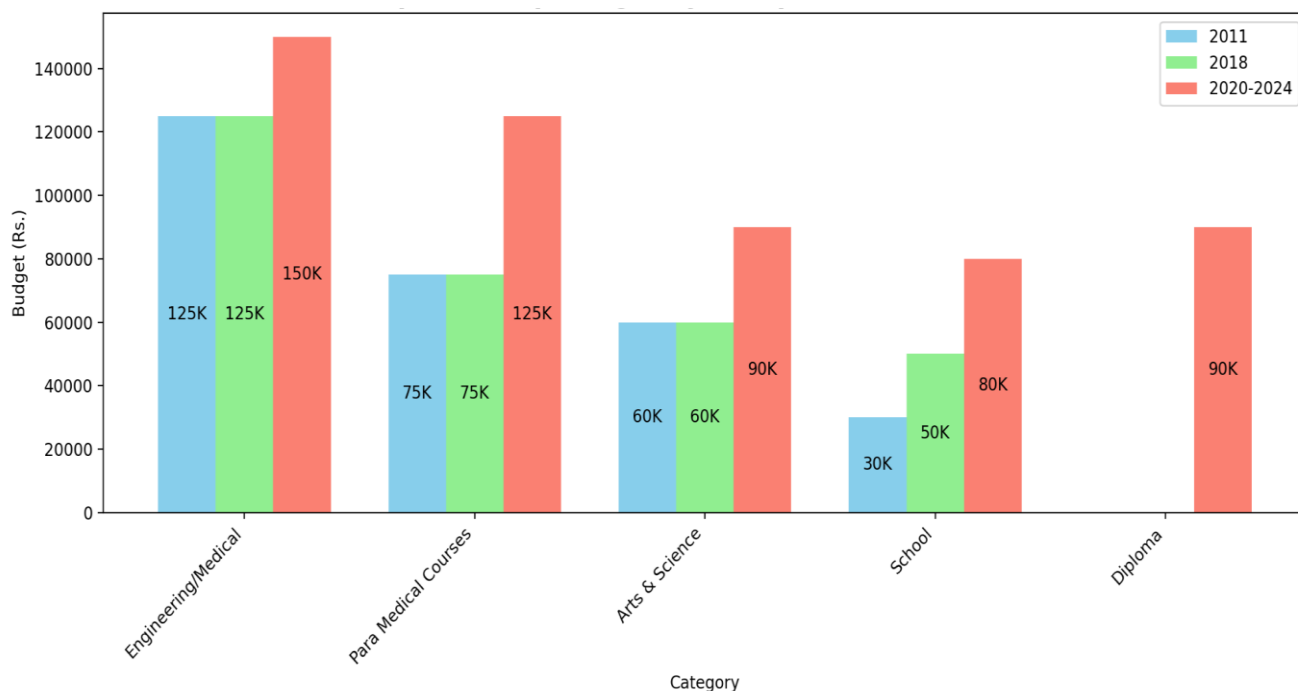
The figure 3.1 revealed that during the COVID-19 period of 2021-2022, a record 75 students were newly selected, driven primarily by the ample availability of funds. However, over the years, the number of new students selected has shown a declining trend, largely attributed to reduced funding availability. This highlights the critical role of financial resources in supporting student selection and program expansion.

Figure-3.2: Year-wise Distribution of newly selected Mentors



The figure 3.2 revealed that the highest number of mentors, 33, was available in 2021, followed by 22 mentors in 2022. Notably, from 2015 onwards, the availability of mentors averaged just 4 per year, highlighting a significant peak in mentor engagement during the years 2021 and 2022. This trend underscores a period of increased focus on mentorship during those years, compared to the consistent but limited availability in preceding years.

Figure-3.3: Discipline wise budget allotment across years



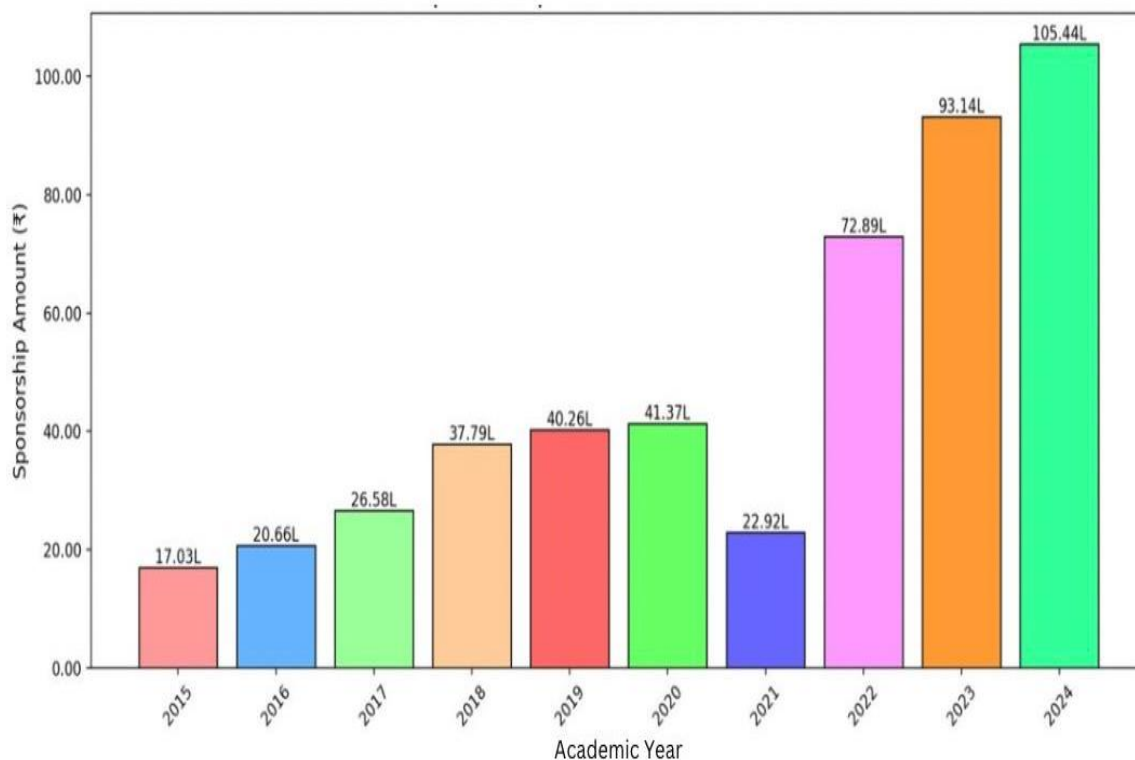
The figure 3.3 illustrates a progressive trend in budget allocation across various educational categories, with a notable shift in focus towards job-oriented and employable diploma courses over time.

Between 2020 and 2024, ₹1,50,000 was allocated for engineering students, ₹1,25,000 for paramedical courses, ₹90,000 for arts and science students, ₹90,000 for diploma courses, and ₹80,000 for school children in Plus One and Plus Two. In contrast, the year 2018 saw allocations of ₹1,25,000 for engineering students, ₹75,000 for paramedical courses, ₹60,000 for arts and science students, and ₹50,000 for school children, with no budget allocated for diploma courses.

Looking back to 2011, ₹1,25,000 was allotted for engineering students, ₹75,000 for paramedical courses, ₹60,000 for arts and science students, and ₹30,000 for school children in Plus One and Plus Two, with diploma courses again receiving no budget allocation.

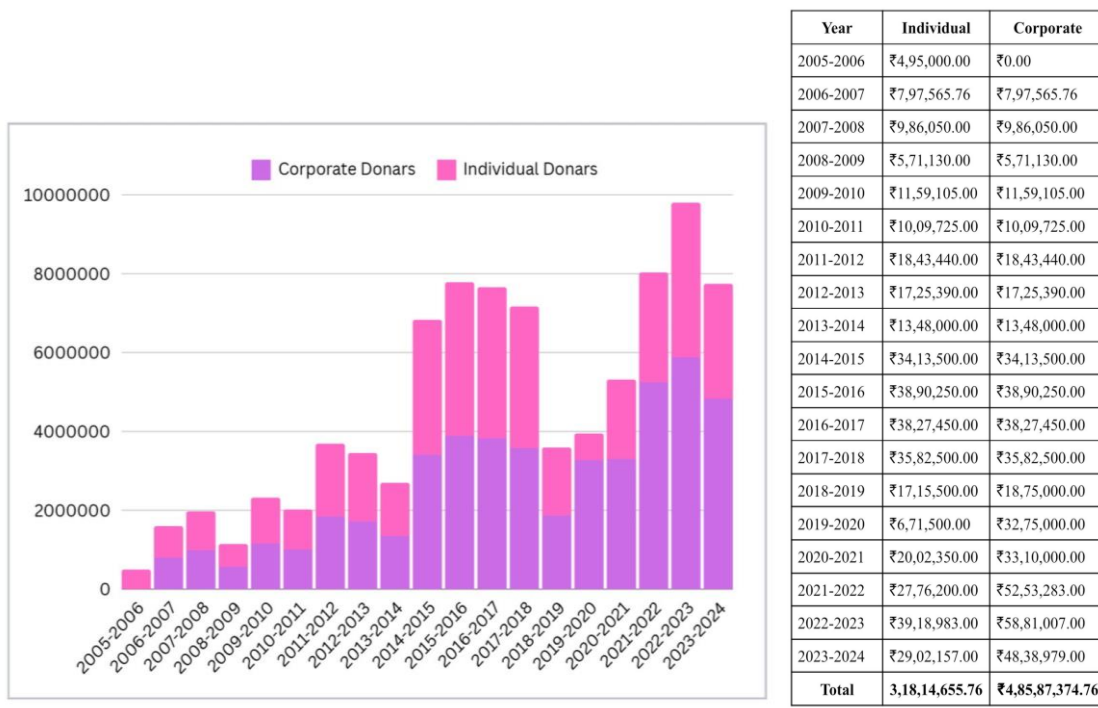
Over time, the growing recognition of the importance of diploma programs, which are tailored to meet the demands of a competitive job market, led to a significant increase in funding for these courses. This strategic shift underscores a commitment to fostering employability and practical skills among students.

Figure-3.4: Year-wise Sponsorship given to Students in the last 10 years



The figure 3.4 shows that, over the past decade, the budget allocation has seen a significant upward trend, reflecting sustained growth and strategic investment. Despite a brief setback in 2021, largely attributed to the global impact of the COVID-19 pandemic, the overall trajectory has been notably positive. From 2015 to 2024, the budget has impressively expanded by 6%, underscoring resilience and a commitment to progress even amidst challenges.

Figure-3.5: Year-wise Contribution from types of Donors [Individual & Corporate]

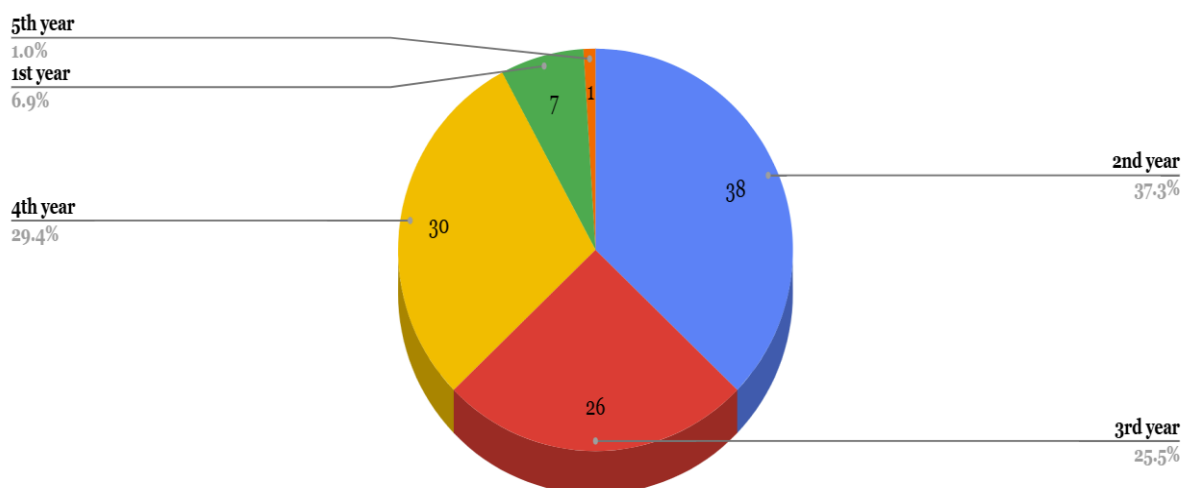


The figure revealed that both individual and corporate donors have played a crucial role in ensuring the sustainability of STF programs. Between 2014 and 2018, an average of ₹70 lakhs was mobilized annually from these contributions. Remarkably, in the year 2022-23, this figure soared to a peak of ₹98 lakhs, showcasing the growing support and commitment of donors toward the cause.

3.2 Socio-Demographic Details of Stakeholders

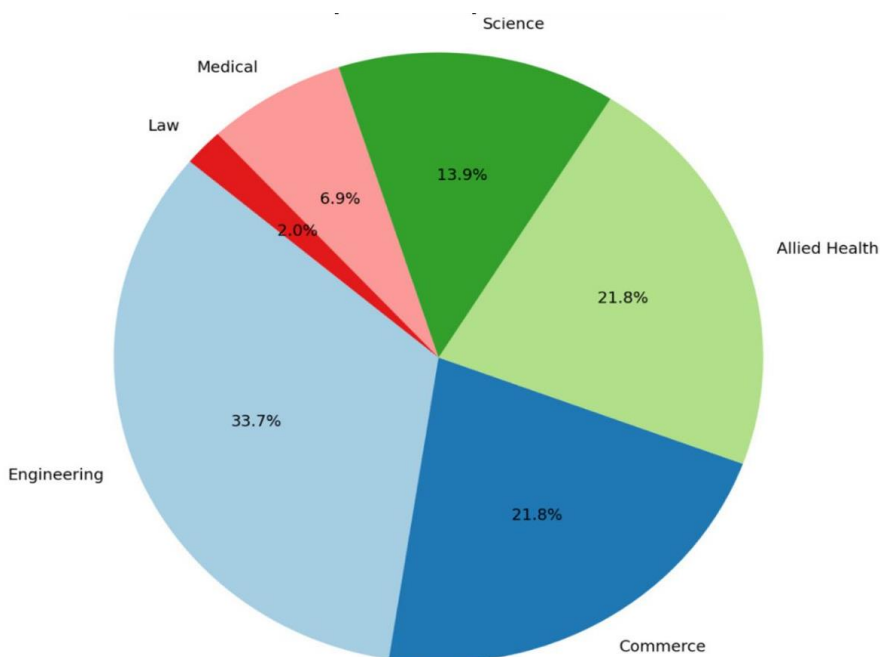
3.2.1 Current Students

Figure-3.6: Current Academic Year of the sponsored students



This figure 3.6 reveals that the majority of sponsored students were in their second year, accounting for 37.3% of the total. Third-year students made up a significant portion as well, at 25.5%. Fourth-year students represented 29.4%, while a small fraction of students, only 1%, were in their fifth year. This distribution indicated that sponsorship support had been concentrated among students in the earlier years of their academic journey, highlighting the program's focus on facilitating academic progress during these critical stages.

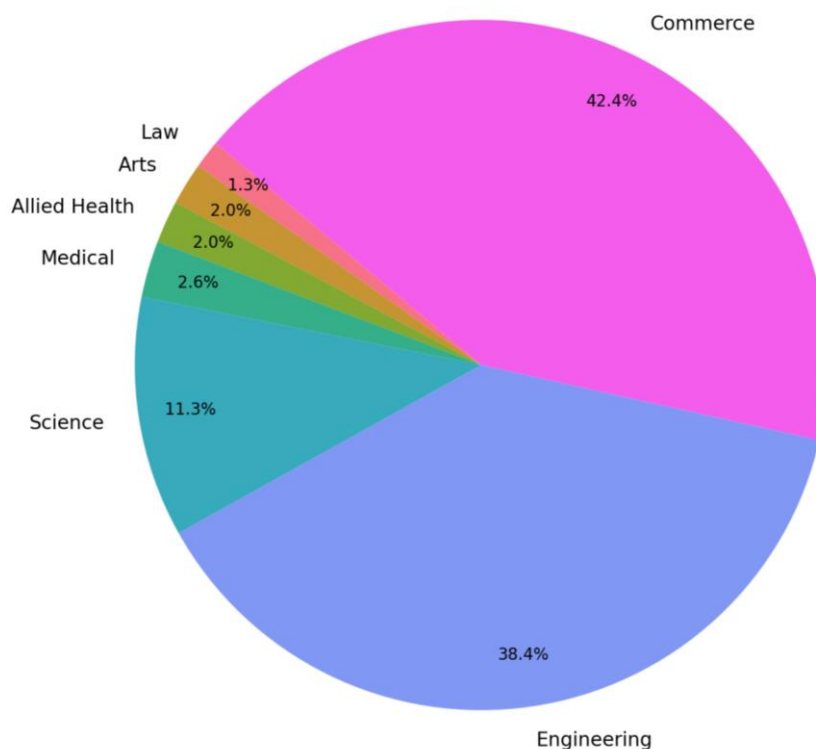
Figure-3.7: Academic Discipline of current Students



This pie chart shows the distribution of sponsored students across various academic disciplines. Key observations include: Engineering had the highest proportion, with 33.7% of the students. Both Commerce and Allied Health accounted for 21.8% each, making them the second most common disciplines. Science represented 13.9% of the sponsored students. Medical disciplines made up 6.9% of the total. Law had the smallest proportion, comprising only 2.0% of the students. This chart illustrates the emphasis on technical and professional fields in the sponsorship program.

3.2.2 Alumni

Figure-3.8: Academic Discipline of Alumni



This pie chart shows the distribution of sponsored students across various academic disciplines. Key observations include: Engineering had the highest proportion, with 38.4% of the students. Commerce 42.4 %, Science 11.3%, Medical 2.6% and Allied Health and Arts accounted for 2 % each. Law had the smallest proportion, comprising only 1.30% of the students. This chart illustrated the emphasis on Engineering and Commerce being most preferred disciplines of subjects among alumni.

Figure-3.9: Various companies / organizations in which the alumni currently work

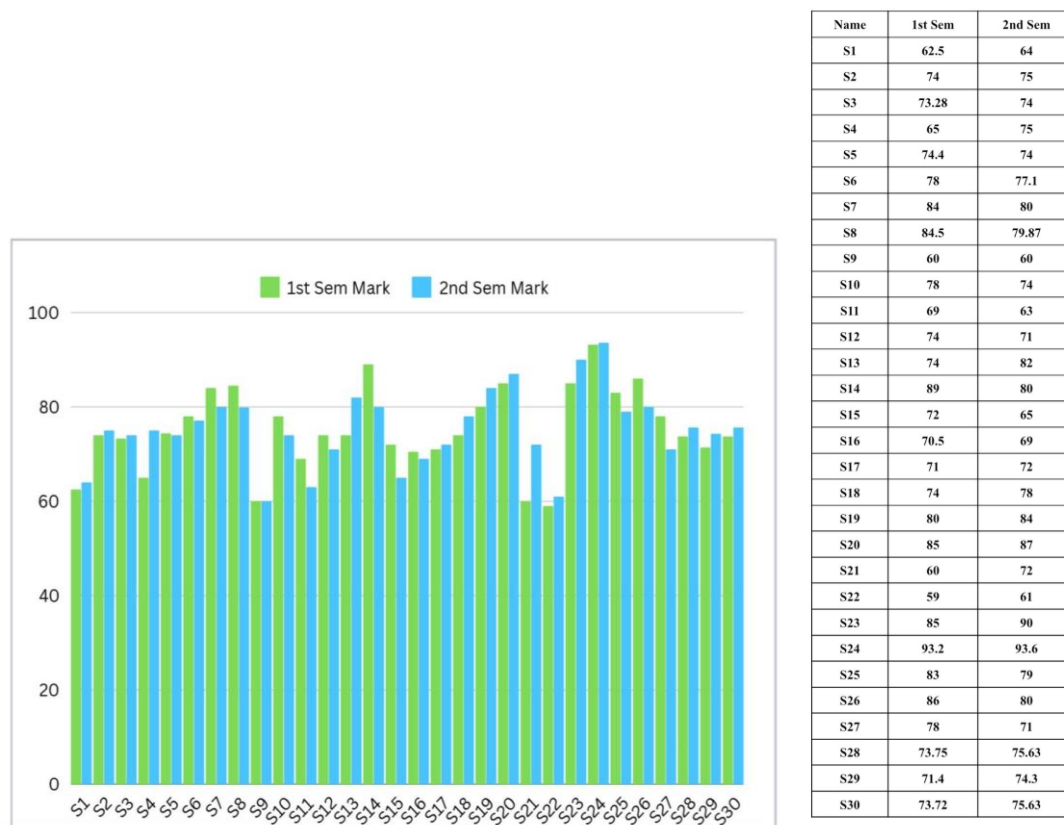


3.3 Quantitative Analysis

3.3.1 Educational progress of children and their academic performance over the period

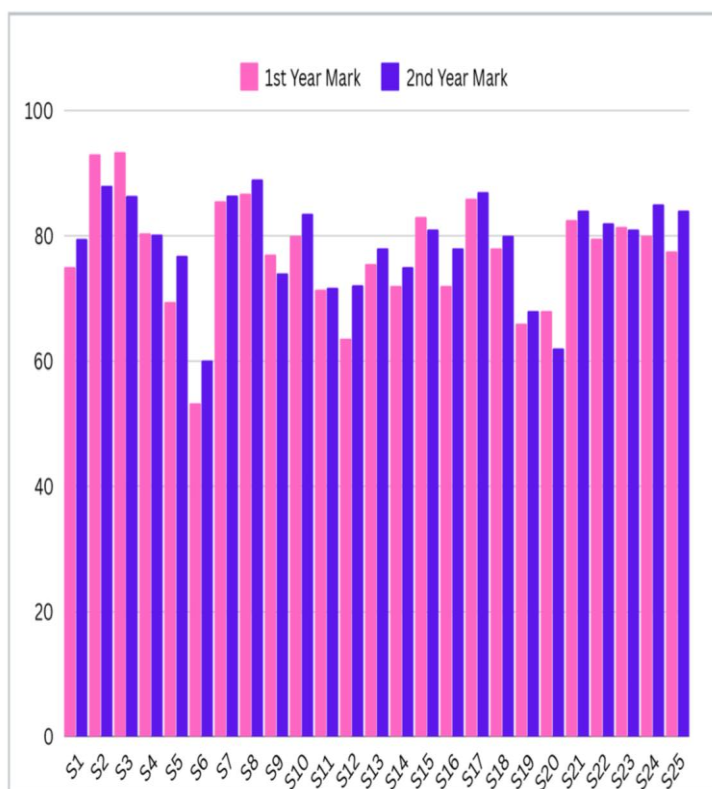
3.3.1.A Current Students' Educational Progress

Figure-3.11: Comparison of I and II semester marks of the second year current students



Description	N	%
No. of Students shown improvement in the academic the year.	17	56.67
No. of Students not shown improvement in the academic year.	13	43.33

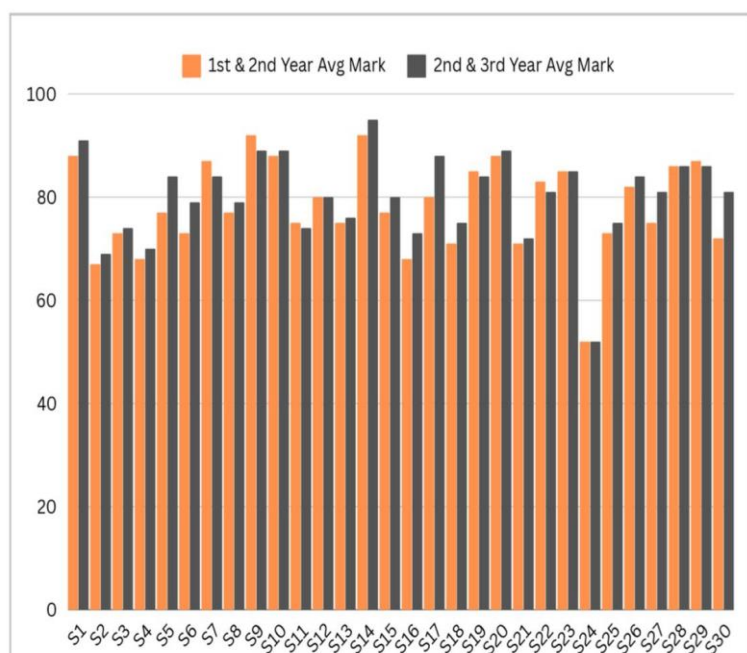
Figure-3.12: Comparison of I and II Year marks of the third-year current students



Name	1st Year Marks	2nd Year Marks
S1	75	79.5
S2	93	88
S3	93.25	86.35
S4	80.4	80.2
S5	69.45	76.8
S6	53.275	60.09
S7	85.5	86.4
S8	86.75	89
S9	77	74
S10	80	83.5
S11	71.4	71.7
S12	63.6	72.1
S13	75.5	77.5
S14	72	74.5
S15	83	81
S16	72	78.25
S17	85.9	87.1
S18	78	80
S19	66	68
S20	68	62
S21	82.5	84
S22	79.55	82
S23	81.4	81.4
S24	80	85
S25	77.5	83.5

Description	N	%
No. of Students shown improvement in the I and II yrs	19	76
No. of Students not shown improvement in the I and II yrs	6	24

Figure-3.13: Comparison of I, II- and III-year marks of the fourth year current students



Name	1st & 2nd Sem Avg	2nd & 3rd Sem Avg
S1	88.2	90.635
S2	66.75	69.1
S3	73	74
S4	68	70
S5	76.95	83.625
S6	73	78.5
S7	86.8	84.125
S8	77	78.75
S9	92.475	89.4
S10	87.875	89.225
S11	75	73.75
S12	79.9	79.7
S13	75.25	76
S14	92.05	95.1
S15	77.025	79.525
S16	68.375	72.675
S17	80.0125	87.8125
S18	71	74.5
S19	84.5475	83.14
S20	88.25	89.25
S21	71.05	71.8
S22	83	80.925
S23	85.2	84.525
S24	52.35	52.05
S25	73.4	75.4
S26	81.645	83.675
S27	74.5	81.25
S28	85.65	86.05
S29	87.1075	86.375
S30	72.625	80.85

Description	N	%
No. of Students shown improvement in fourth year based on I, II and III year marks	21	70
No. of Students not shown improvement in fourth year based on I, II and III year marks	9	30

Table-3.1: Current Students' opinion on their increase in their confidence in academic abilities compared to before joining the STF program

Opinion	N	%
Strongly Agree	44	43.1
Agree	41	40.2
Neutral	13	12.7
Disagree	1	1.0
Strongly Disagree	3	2.9
Total	102	100

The responses from the above table indicated a strong positive feeling about confidence in academic abilities after joining the STF program. An impressive 83.3% of participants either strongly agreed (43.1%) or agreed (40.2%) that they felt more confident compared to before the program. This showed that the STF program had positively influenced students' self-esteem regarding their academic skills.

Table-3.2: Current Students' opinion on their academic improvement, including grades, since receiving support from STF

Opinion	N	%
Strongly Agree	59	57.8
Agree	39	38.2
Neutral	1	1.0
Disagree	1	1.0
Strongly Disagree	2	2.0
Total	102	100

The responses showed a very positive perception of academic improvement since receiving support from the STF program. A total of 95.9% of participants either strongly agreed (57.8%) or agreed (38.2%) that their grades had improved. This high level of agreement indicated that the STF program had made a significant positive impact on students' academic performance.

Table-3.3: Current Students' opinion on their preparedness for exams and assessments since joining STF

Opinion	N	%
Strongly Agree	57	55.9
Agree	40	39.2
Neutral	3	2.9
Strongly Disagree	2	2.0
Total	102	100

The responses from the table indicated a strong sense of improved preparedness for exams and assessments since joining the STF program. A total of 95.1% of participants either strongly agreed (55.9%) or agreed (39.2%) that they felt better prepared for their academic evaluations. This high percentage suggested that the STF program had effectively enhanced students' readiness for exams and assessments.

Table-3.4: Current Students' opinion on their access to necessary academic resources (books, materials, tutoring) through STF.

Opinion	N	%
Strongly Agree	54	52.9
Agree	38	37.3
Neutral	7	6.9
Disagree	2	2.0
Strongly Disagree	1	1.0
Total	102	100

The responses reflected a strong positive view on access to necessary academic resources provided by the STF program. A total of 90.2% of participants either strongly agreed (52.9%) or agreed (37.3%) that they had access to the resources they needed, such as books, materials, and tutoring, to succeed academically. This high level of agreement indicated that the STF program effectively supported students in accessing essential academic tools.

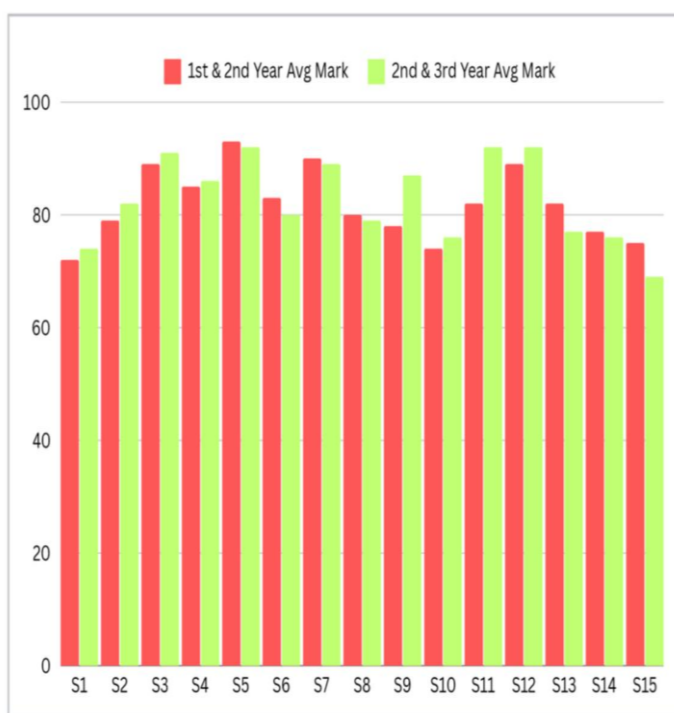
Table-3.5: Current Students' opinion on the adequacy of academic support and guidance provided by STF mentors and staff.

Opinion	N	%
Strongly Agree	71	69.6
Agree	27	26.5
Neutral	2	2.0
Strongly Disagree	2	2.0
Total	102	100

The responses indicated a very positive perception of the academic support and guidance provided by STF mentors and staff. A total of 96.1% of participants either strongly agreed (69.6%) or agreed (26.5%) that they had received adequate support for their academic needs. This high level of agreement highlighted the effectiveness of the STF program in providing valuable mentorship and guidance to students.

3.3.1.B Alumni' Educational Progress

Figure-3.14: Average Academic Score Comparison of Arts & Science Students (Alumni)

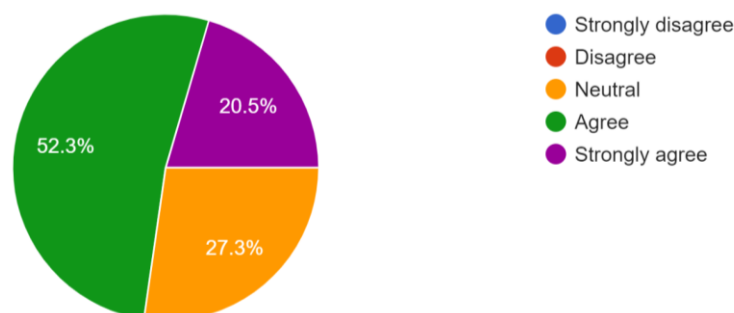


Name	1st & 2nd Sem Avg	2nd & 3rd Sem Avg
S1	71.50	73.50
S2	79.45	81.80
S3	88.50	90.50
S4	85.40	85.65
S5	92.50	91.50
S6	83.35	79.85
S7	90.20	88.95
S8	79.50	78.50
S9	77.50	86.50
S10	73.50	76.00
S11	82.00	91.50
S12	89.00	91.50
S13	95.00	82.75
S14	73.00	84.83
S15	91.00	74.16

Description	N	%
No. of Students shown improvement in their academics (I and II yr average vs II and II yr average)	17	56.67
No. of Students not shown improvement in their academics (I and II yr average vs II and II yr average)	13	43.33

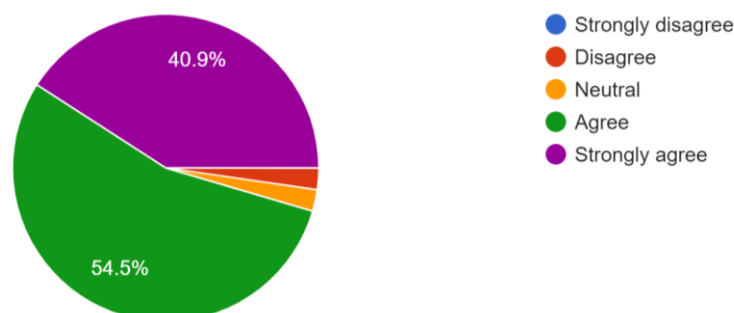
3.3.1.C Mentors' opinion about student's educational progress

Figure-3.15: Mentors' opinion on the academic improvement of students they mentor since joining the STF program.



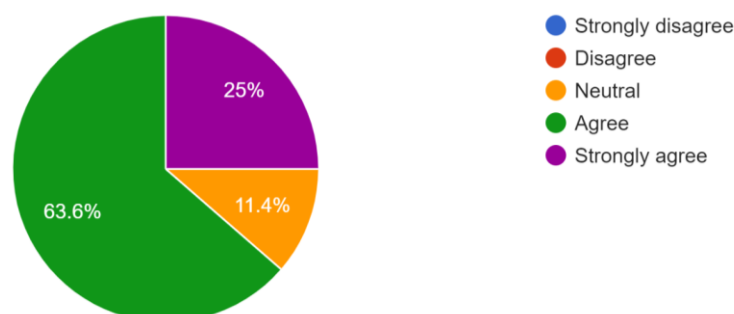
Most respondents (52.3%) agreed that the students they mentored showed significant academic improvement since joining the STF program. A smaller proportion (20.5%) strongly agreed, while 27.3% remained neutral, indicating mixed observations regarding academic progress.

Figure-3.16: Mentors' opinion on the sufficiency of educational support provided by STF to meet students' academic needs.



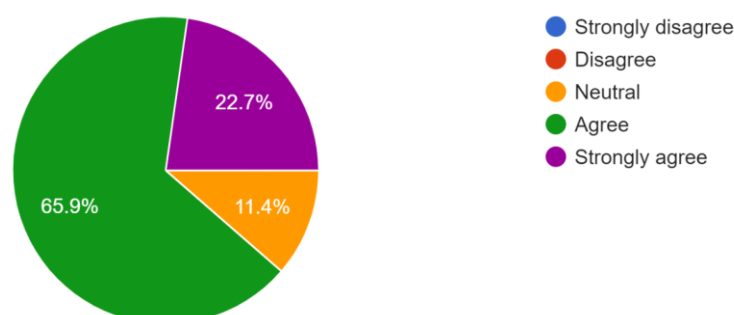
A majority of respondents (54.5%) agreed that the educational support provided by STF was sufficient to meet the students' academic needs. Another 40.9% strongly agreed, while a minimal percentage chose neutral or disagreed, reflecting a high level of satisfaction with the support.

Figure-3.17: Mentors' opinion on students' increased confidence in their academic abilities since participating in the program



A significant portion (63.6%) agreed that the students they mentored felt more confident about their academic abilities since joining the program. Meanwhile, 25% strongly agreed, and 11.4% were neutral, suggesting that the program positively influenced students' confidence levels.

Figure-3.18: Mentors' opinion on the positive impact of structured academic guidance from STF on students' performance

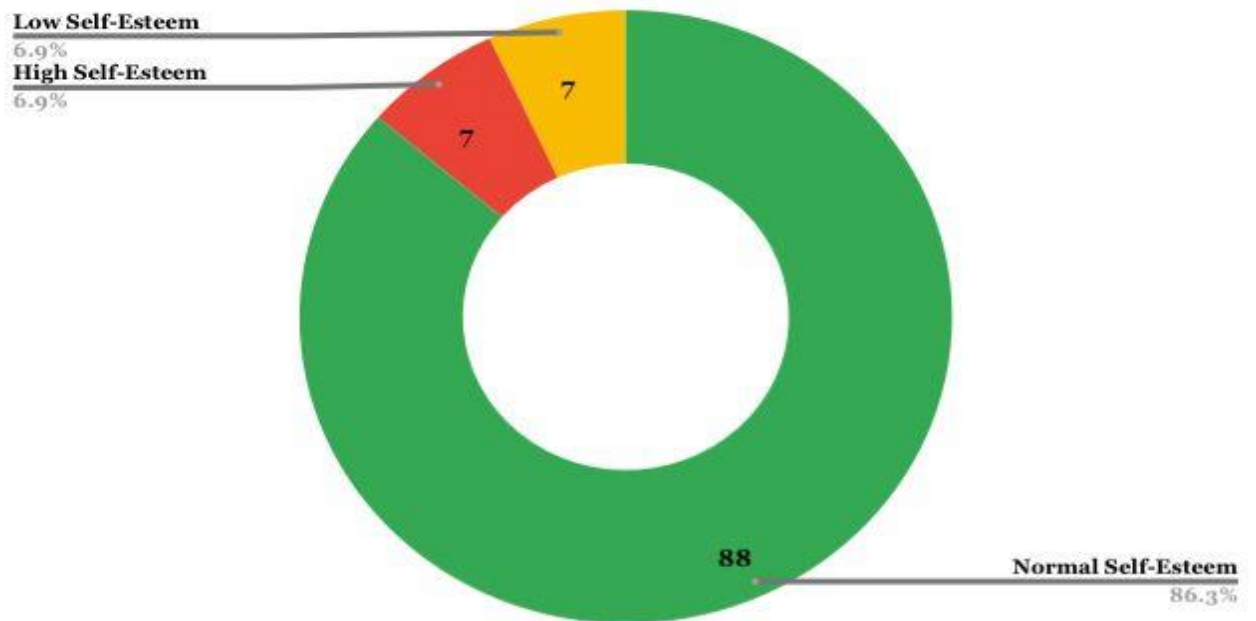


Most respondents (65.9%) agreed that the structured academic guidance from STF positively impacted the students' performance, with 22.7% strongly agreeing. A smaller percentage was neutral or disagreed, indicating that the guidance was generally well-received and considered effective.

3.3.2 Improvement in self-confidence among the children

3.3.2.A Current Students' Self-Confidence Level

Figure-3.19: Self-Esteem level among Current Students



Using the Rosenberg's self-esteem scale, it was observed that a majority (86.3%) have normal self-esteem, while a small proportion (6.9%) report having either high or low self-esteem. This suggests that most people in the sample fall within the average range for self-esteem, with relatively few individuals exhibiting either exceptionally high or low self-esteem.

3.3.3 Impact on the child's immediate family, particularly in terms of educational attitudes and socioeconomic status

3.3.3.A The impact of Current Students in their family & socio-economic conditions

Table-3.6: Current Students' highest level of education attained by the head of the household

Education of the Head of Household	N	%
Illiterate	15	14.7
Primary School Certificate	7	6.9
Middle School Certificate	26	25.5
High School Certificate	27	26.5
Intermediate or Post High School Diploma	8	7.8
Graduate or Postgraduate	16	15.7
Professional or Honors Degree (e.g., MD, PhD)	3	2.9
Total	102	100

The table presented the highest level of education attained by the head of the household. A substantial proportion of respondents, 26.5%, reported that the head of their household had a High School Certificate, while 25.5% had a Middle School Certificate. Additionally, 14.7% of respondents indicated that the head of their household was illiterate, and 15.7% had a Graduate or Postgraduate qualification. Smaller proportions, 7.8%, had an Intermediate or Post High School Diploma, 6.9% had a Primary School Certificate, and 2.9% had a Professional or Honors Degree (e.g., MD, PhD). This data reveals that the majority of respondents' households were led by individuals with at least a middle school or high school education, though there was a significant portion with lower education levels, and a smaller percentage had advanced qualifications.

Table-3.7: Current Students' current occupation of the head of the household

Occupation of the Head of Household	N	%
Unemployed	9	8.8
Unskilled Worker	8	7.8
Semi-skilled Worker	23	22.5
Skilled Worker	30	29.4
Clerical, Shop-owner, Farmer (e.g., Clerks, Shopkeepers, Farmers)	24	23.5
Semi-profession (e.g., Teachers, Technicians)	7	6.9
Profession (e.g., Doctors, Engineers)	1	1.0
Total	102	100

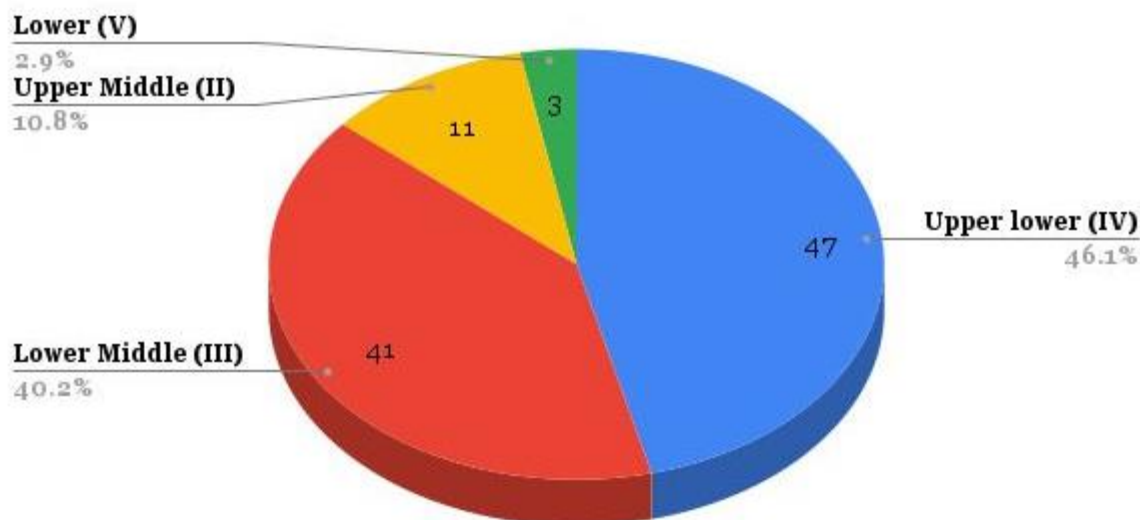
The table outlines the current occupation of the head of the household. A large proportion of respondents, 29.4%, reported that the head of their household was a skilled worker, while 23.5% identified as clerical, shop-owner, or farmer. Additionally, 22.5% of heads of household were semi-skilled workers. Smaller percentages of respondents had heads of household who were unskilled workers (7.8%), semi-professionals such as teachers or technicians (6.9%), or professionals such as doctors or engineers (1.0%). A significant portion, 8.8%, reported that the head of their household was unemployed. This data highlights that a majority of households are supported by individuals in skilled or semi-skilled occupations, with a notable portion in agriculture, trade, or administrative roles.

Table-3.8: Current Students' total monthly household income (in INR)

Monthly Family Income	N	%
≤ 2,980 INR	5	4.9
2,980 – 7,400 INR	31	30.4
7,401 – 14,800 INR	35	34.3
14,801 – 22,400 INR	16	15.7
22,401 – 37,400 INR	3	2.9
37,401 – 74,800 INR	8	7.8
>74,801 INR	4	3.9
Total	102	100

The table provides information on the total monthly household income of the respondents. A large proportion, 34.3%, reported a monthly income between 7,401 and 14,800 INR, while 30.4% of households earned between 2,980 and 7,400 INR. A smaller percentage, 15.7%, had a monthly income between 14,801 and 22,400 INR. The income brackets of 37,401–74,800 INR and over 74,801 INR represented 7.8% and 3.9% of households, respectively. Only 4.9% of households reported an income of ≤ 2,980 INR. This distribution suggests that the majority of households (around 65%) earn within the middle-income range, with fewer households in both the low and high-income categories.

Figure-3.20: Current Students' socioeconomic level



The table presents the socioeconomic levels of respondents based on their monthly family income. A significant majority, 46.1%, fell into the "Upper Lower" category (IV), indicating that most households are in a relatively lower economic bracket. The next largest group, 40.2%, was classified as "Lower Middle" (III), suggesting that a substantial portion of respondents belong to the lower-middle-income group. A smaller percentage, 10.8%, were categorized as "Upper Middle" (II), representing households with moderate to higher income levels. Only 2.9% of respondents were in the "Lower" (V) category, indicating very low-income households. This distribution shows that the majority of respondents come from lower and lower-middle-income backgrounds.

Table-3.9: Current Students' opinion on their family's attitude towards education became more positive since joining the STF program.

Opinion	N	%
Strongly Agree	69	67.6
Agree	23	22.5
Neutral	4	3.9
Disagree	3	2.9
Strongly Disagree	3	2.9
Total	102	100

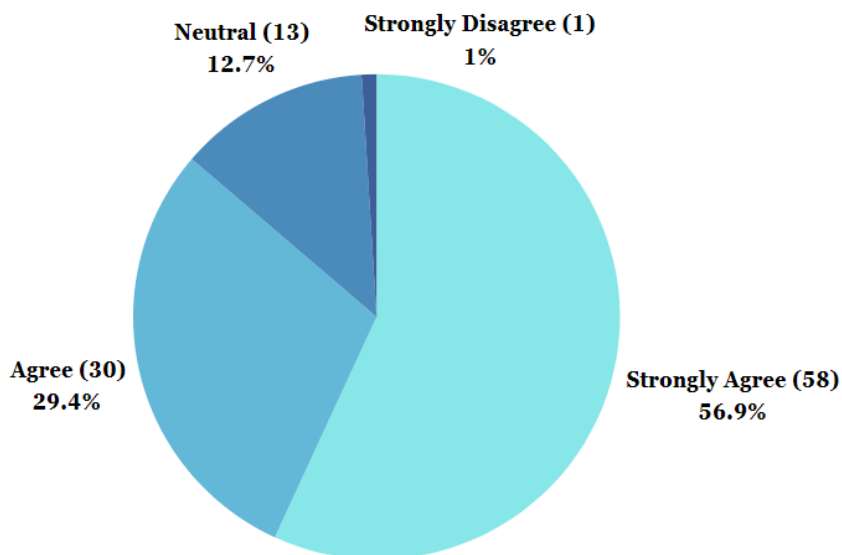
The responses indicated a strong positive shift in families' attitudes toward education since joining the STF program. A total of 90.1% of participants either strongly agreed (67.6%) or agreed (22.5%) that their family's view on education had improved. This high level of agreement suggested that the STF program not only supported students academically but also positively influenced their family's perception of education.

Table-3.10: Current Students' opinion on increased motivation among siblings or community members to pursue education after observing their progress with STF

Opinion	N	%
Strongly Agree	53	52
Agree	37	36.3
Neutral	10	9.8
Strongly Disagree	2	2.0
Total	102	100

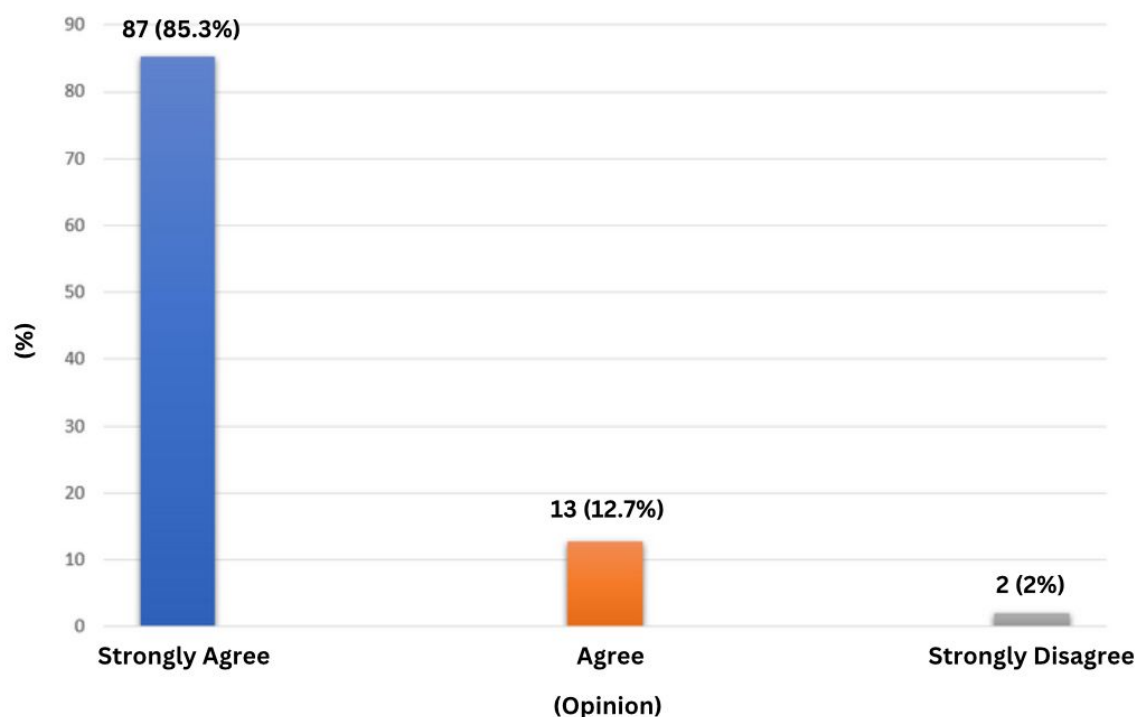
The responses indicated a generally positive perception regarding increased motivation among siblings and community members to pursue education after observing the respondents' progress with the STF program. A total of 88.3% of participants either strongly agreed (52.0%) or agreed (36.3%) that their achievements had inspired others in their community. This high percentage suggested that the STF program not only benefited individual students but also positively influenced those around them.

Figure-3.21: Current Students' opinion on their family's economic situation improving due to the support provided by STF



The responses indicated a strong positive sentiment regarding the improvement of families' economic situations due to the support provided by the STF program. A total of 86.3% of participants either strongly agreed (56.9%) or agreed (29.4%) that their family's economic condition had benefited from the program. This high percentage suggested that the STF program was having a significant positive impact on the financial well-being of students' families.

Figure-3.22: Current Students' opinion on the educational support from STF reducing the financial burden on their family



The responses indicated a very positive perception of the educational support provided by the STF program in reducing the financial burden on families. An impressive 98.0% of participants either strongly agreed (85.3%) or agreed (12.7%) that the support they received had lessened their family's financial challenges. This high level of agreement highlighted the significant impact of the STF program on alleviating financial stress related to education.

3.3.3.B The impact of Alumni in their family & socio-economic conditions

Table-3.11: Paired Sample t-test for assessing Alumni' family income before and after joining STF

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Family Income status before joining STF (Mention yearly income in ₹)	135144.74	152	77753.423	6306.635
	Current family Income (Mention yearly income in ₹)	713296.05	152	852300.151	69130.671

The table presents the results of a paired samples t-test comparing family income levels before and after joining the STF program. The mean family income before joining STF was 135,144.74 with a standard deviation of 77753.42, based on a sample size of 152 respondents. The current family income mean, after joining STF, was 713296.05 with a standard deviation of 852300.15 for the same group.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Family Income status before joining STF (Mention yearly income in ₹) - Current family Income (Mention yearly income in ₹)	-578151	848328.1	68808.49	-714103	-442200	-8.402	151	<.001

The Test showed that the mean difference in family income before and after joining STF was - ₹578,151, indicating a substantial increase in income. The standard deviation of this difference was ₹848,328.10, and the standard error mean was ₹68,808.49. The 95% confidence interval for the difference ranged from -₹714,103 to -₹442,200, indicating that the increase in income was statistically significant. The t-value of -8.402 with 151 degrees of freedom was highly significant, with a p-value (Sig. 2-tailed) of less than 0.001, suggesting a significant improvement in family income after joining the STF program.

Table-3.12: Alumni' highest level of education attained by the head of the household

Education of the Head of Household	N	%
Illiterate	28	18.4
Primary School Certificate	16	10.5
Middle School Certificate	31	20.4
High School Certificate	20	13.2
Intermediate or Post High School Diploma	5	3.3
Graduate or Postgraduate	51	33.6
Professional or Honors Degree (e.g., MD, PhD)	1	0.7
Total	152	100

The data revealed a diverse range of educational attainment among the heads of households. The largest group (33.6%) reported that their household head had a graduate or postgraduate degree, reflecting a relatively high level of education in some households. However, a significant portion (18.4%) reported that the head of the household was illiterate, and a combined total of 62.5% of respondents reported that their household head had either no formal education (illiterate) or only a primary, middle, or high school education. This suggested that while some households had access to higher education, a considerable portion still faced educational limitations. This information could be relevant in understanding the educational background and challenges that may have influenced the respondents' experiences and perceptions.

Table-3.13: Alumni' current occupation of the head of the household

Occupation of the Head of Household	N	%
Unemployed	21	13.8
Unskilled Worker	29	19.1
Semi-skilled Worker	33	21.7
Skilled Worker	37	24.3
Clerical, Shop-owner, Farmer (e.g., Clerks, Shopkeepers, Farmers)	16	10.5
Semi-profession (e.g., Teachers, Technicians)	6	3.9
Profession (e.g., Doctors, Engineers)	10	6.6
Total	152	100

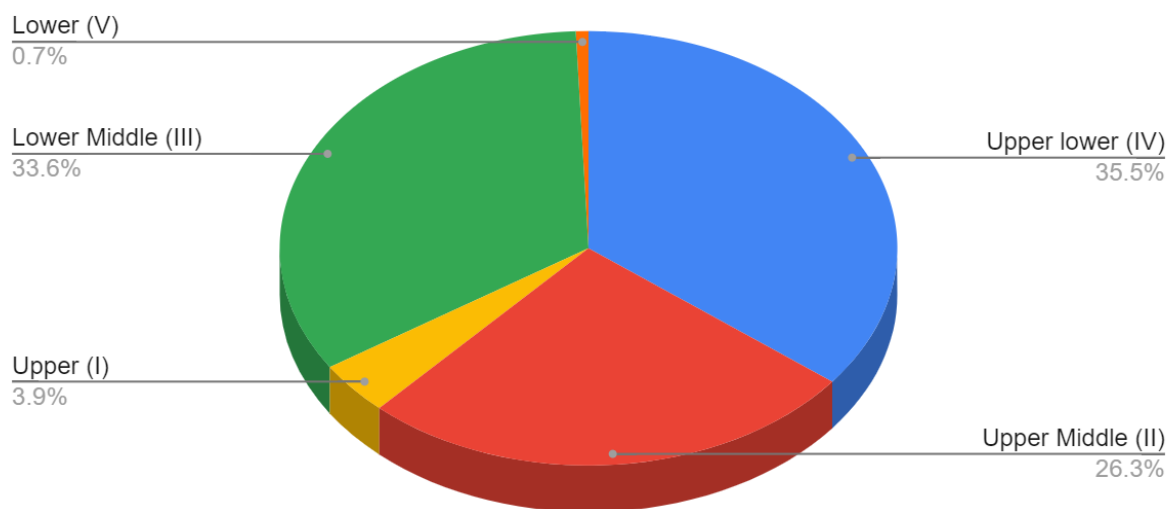
The table showed the current occupations of the heads of households for the respondents, with a variety of employment statuses. The largest group, 24.3%, reported that the head of the household was a skilled worker, followed by 21.7% in semi-skilled positions, and 19.1% in unskilled work. A significant portion, 13.8%, indicated that the head of the household was unemployed. Smaller percentages of respondents reported that the head of their household worked as clerical staff, shop owners, or farmers (10.5%), in semi-professional roles like teachers or technicians (3.9%), or held professional positions such as doctors or engineers (6.6%). This distribution suggests that while many households had heads employed in skilled or semi-skilled work, a notable number faced unemployment or worked in lower-skilled roles, which could impact their economic stability and access to opportunities.

Table-3.14: Alumni' total monthly household income (in INR)

Monthly Family Income	N	%
≤ 2,980 INR	4	2.6
2,980 – 7,400 INR	10	6.6
7,401 – 14,800 INR	34	22.4
14,801 – 22,400 INR	28	18.4
22,401 – 37,400 INR	26	17.1
37,401 – 74,800 INR	34	22.4
>74,801 INR	16	10.5
Total	152	100

The table showed the distribution of respondents' total monthly household income in INR. A significant portion of respondents, 22.4%, reported earning between 7,401 and 14,800 INR, while another 22.4% had a monthly income ranging from 37,401 to 74,800 INR. Additionally, 18.4% of respondents fell into the 14,801 to 22,400 INR bracket, and 17.1% earned between 22,401 and 37,400 INR. Smaller proportions of respondents had incomes of either 2,980 INR or less (2.6%), between 2,980 and 7,400 INR (6.6%), or above 74,801 INR (10.5%). This distribution indicates a fairly broad range of income levels, with the majority of households falling in the middle-income brackets. The data suggests that while some respondents experience lower monthly incomes, many others are within the lower to middle-income range, with a smaller portion reaching higher income brackets.

Figure-3.23: Alumni' socioeconomic level



The table showed the socioeconomic levels of respondents, based on their monthly family income. The Kuppaswamy Socioeconomic Scale (2023) assigns scores based on three criteria: education, occupation, and monthly family income, reflecting the socioeconomic status of individuals. The total score (ranging from 3 to 29) categorizes families into five classes: Upper (26–29), Upper Middle (16–25), Lower Middle (11–15), Upper Lower (5–10), and Lower (<5). The largest group, 35.5%, fell into the "Lower Middle" category, followed closely by 33.6% in the "Upper Lower" category. A significant portion, 26.3%, identified as "Upper Middle," while a smaller percentage, 3.9%, were classified as "Upper" socioeconomic level. Only 0.7% of respondents reported being in the "Lower" category. This distribution indicates that the majority of respondents belonged to the lower to middle socioeconomic levels, with a smaller portion in the higher income brackets. The data reflects a primarily working- to middle-class population, with very few households at the extremes of wealth or poverty.

3.3.4 Impact of mentoring relationships on the beneficiaries

3.3.4.A Impact of Mentorship for Current Students

Table-3.15: Current Students' opinion on their mentor's role in helping improve academic performance

Opinion	N	%
Strongly Agree	47	46.1
Agree	46	45.1
Neutral	6	5.9
Disagree	1	1.0
Strongly Disagree	2	2.0
Total	102	100

The responses reflected a strong positive sentiment regarding the role of mentors in improving academic performance. A total of 91.2% of participants either strongly agreed (46.1%) or agreed (45.1%) that their mentors had significantly helped them enhance their academic abilities. This high level of agreement suggested that the support from mentors was perceived as beneficial in fostering academic success.

Table-3.16: Current Students' opinion on increased confidence in their abilities due to their mentor's support

Opinion	N	%
Strongly Agree	56	54.9
Agree	38	37.3
Neutral	7	6.9
Strongly Disagree	1	1.0
Total	102	100

The responses indicated a strong positive sentiment regarding increased confidence in abilities due to mentor support. A total of 92.2% of participants either strongly agreed (54.9%) or agreed (37.3%) that they felt more confident because of their mentor's guidance. This high percentage underscored the significant role mentors played in boosting students' self-esteem and belief in their capabilities.

Table-3.17: Current Students' opinion on the value of guidance and advice provided by their mentor regarding education and career goals

Opinion	N	%
Strongly Agree	57	55.9
Agree	38	37.3
Neutral	6	5.9
Strongly Disagree	1	1.0
Total	102	100

The responses indicated a strong appreciation for the guidance and advice provided by mentors regarding education and career goals. A total of 93.2% of participants either strongly agreed (55.9%) or agreed (37.3%) that their mentors offered valuable support in these areas. This high level of agreement highlighted the significant impact mentors had in shaping students' educational and career aspirations.

Table-3.18: Current Students' opinion on the positive impact of the mentoring relationship on personal growth, character-building, and personality development

Opinion	N	%
Strongly Agree	51	50.0
Agree	43	42.2
Neutral	7	6.9
Strongly Disagree	1	1.0
Total	102	100

The responses reflected a strong recognition of the positive impact of the mentoring relationship on personal growth, character-building, and personality development. A total of 92.2% of participants either strongly agreed (50.0%) or agreed (42.2%) that their mentoring experience had contributed to these aspects of their lives. This high level of agreement highlighted the significant role mentors played in fostering personal development among students.

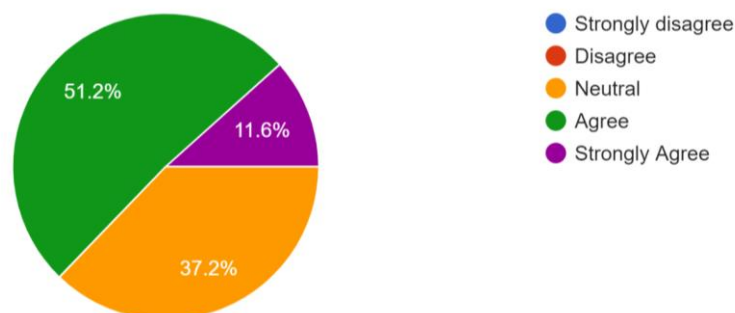
Table-3.19: Current Students' opinion on feeling more motivated to pursue educational and career goals due to their mentor

Opinion	N	%
Strongly Agree	50	49
Agree	45	44.1
Neutral	6	5.9
Strongly Disagree	1	1.0
Total	102	100

The responses indicated a strong sense of increased motivation to pursue educational and career goals as a result of mentor support. A total of 93.1% of participants either strongly agreed (49.0%) or agreed (44.1%) that their mentor had played a significant role in motivating them. This high level of agreement underscored the positive influence mentors had on students' aspirations and drive.

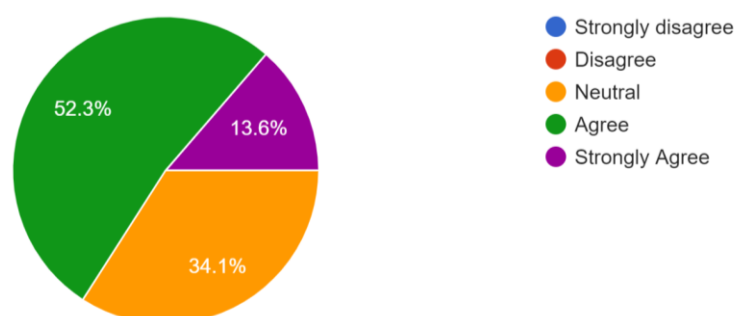
3.3.4.B Mentors' impact on Students

Figure-3.24: Mentors' opinion on their mentoring positively influencing the personal growth and development of their mentees



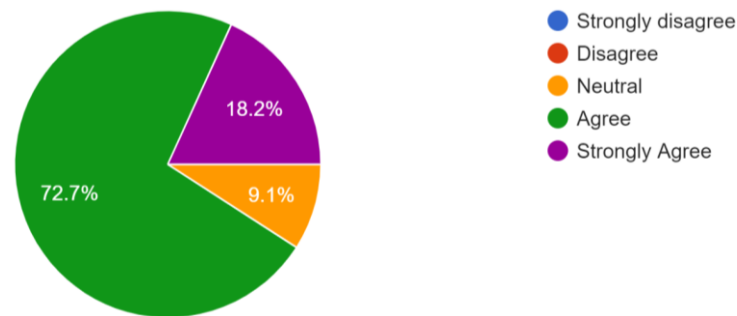
A majority of respondents (51.2%) agreed that their mentoring positively influenced the personal growth and development of their mentees, while (11.6%) strongly agreed. A smaller proportion 37.2% were neutral, showing that most mentors observed a positive impact on their mentees' development.

Figure-3.25: Mentors' opinion on increased confidence in mentees' abilities due to the mentoring relationship



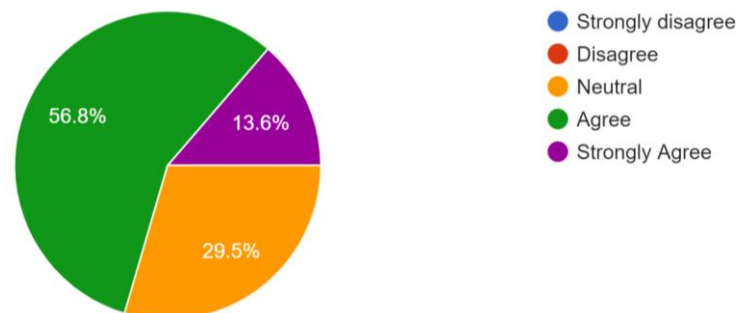
Most respondents (52.3%) agreed that their mentees felt more confident in their abilities due to the mentoring relationship, and 13.6% strongly agreed. Only 34.1% remained neutral, indicating that the mentoring relationship was largely beneficial for boosting mentee confidence.

Figure-3.26: Mentors' opinion on noticeable improvements in mentees' attitudes toward education and future goals



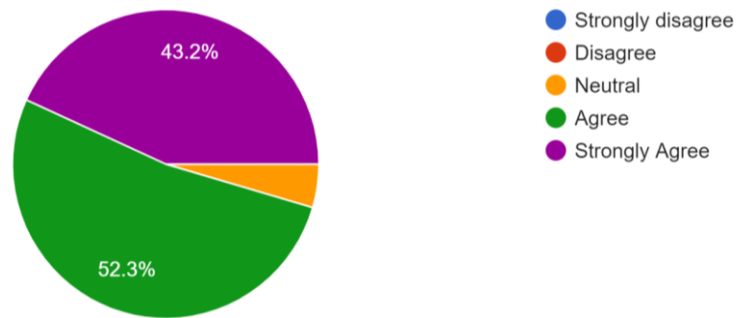
A significant portion of respondents (72.7%) agreed they observed noticeable improvements in their mentees' attitudes towards education and future goals. Additionally, 18.2% strongly agreed, while a minimal percentage was neutral or disagreed, suggesting that mentoring fostered a positive change in mentees' attitudes.

Figure-3.27: Mentors' opinion on STF orientation enabling them to be effective mentors



Most mentors (56.8%) agreed that the orientation they received from STF enabled them to be effective mentors, with (13.6%) strongly agreeing. A smaller proportion 29.5% were neutral, indicating that STF's orientation largely supported mentors in their roles.

Figure-3.28: Mentors' opinion on the mentoring relationship being personally rewarding



Over half of the respondents (52.3%) agreed that the mentoring relationship was personally rewarding, while 43.2% strongly agreed. A minimal percentage chose neutral, showing that mentors found personal fulfilment in their mentoring role.

3.3.5 The effectiveness and contribution of STF staff and office bearers in furthering the Foundation's goals

3.3.5.A Impact of STF staffs on Current Students

Table-3.20: Current Students' opinion on the supportiveness and approachability of STF staff when they need help

Opinion	N	%
Strongly Agree	72	70.6
Agree	28	27.5
Neutral	2	2.0
Total	102	100

The responses indicated a very positive view of the supportiveness and approachability of STF staff when students sought help. A total of 98.1% of participants either strongly agreed (70.6%) or agreed (27.5%) that the staff were supportive and accessible. This high level of agreement highlighted the crucial role STF staff played in creating a welcoming and helpful environment for students.

Table-3.21: Current Students' Opinion on the benefits of activities and programs organized by STF for their education and personal development

Opinion	N	%
Strongly Agree	63	61.8
Agree	35	34.3
Neutral	4	3.9
Total	102	100

The responses indicated a strong recognition of the benefits of activities and programs organized by STF for both education and personal development. A total of 96.1% of participants either strongly agreed (61.8%) or agreed (34.3%) that these activities had positively contributed to their growth. This high level of agreement underscored the value of STF's initiatives in enhancing students' educational experiences and personal skills.

Table-3.22: Current Students' Opinion on the effectiveness of STF staff's communication about available resources and opportunities

Opinion	N	%
Strongly Agree	66	64.7
Agree	31	30.4
Neutral	5	4.9
Total	102	100

The responses indicated a strong belief in the effectiveness of STF staff's communication regarding available resources and opportunities. A total of 95.1% of participants either strongly agreed (64.7%) or agreed (30.4%) that the staff communicated effectively about what was available to them. This high level of agreement highlighted the important role of clear communication in ensuring that students were aware of the resources and opportunities at their disposal.

Table-3.23: Current Students' Opinion on the significant positive impact of STF staff's support on their lives

Opinion	N	%
Strongly Agree	69	67.6
Agree	30	29.4
Neutral	3	2.9
Total	152	100

The responses indicated a strong acknowledgment of the significant positive impact of STF staff's support on students' lives. A total of 97.0% of participants either strongly agreed (67.6%) or agreed (29.4%) that the support they received had been impactful. This high level of agreement underscored the crucial role that STF staff played in enhancing students' overall well-being and success.

Table-3.24: Current Students' Opinion on the dedication of STF staff to helping them succeed

Opinion	N	%
Strongly Agree	71	69.6
Agree	29	28.4
Neutral	2	2.0
Total	152	100

The responses reflected a strong perception of the dedication of STF staff to helping students succeed. A total of 98.0% of participants either strongly agreed (69.6%) or agreed (28.4%) that the staff were committed to their success. This high level of agreement highlighted the essential role that STF staff played in supporting students' academic and personal achievements.

3.3.5.B Impact of STF staffs on Alumni

Table-3.25: Alumni' opinion on the supportiveness and approachability of STF staff when they need help

Opinion	N	%
Strongly Agree	129	84.9
Agree	13	8.6
Neutral	2	1.3
Disagree	1	0.7
Strongly Disagree	7	4.6
Total	152	100

The responses indicated a very positive perception of the supportiveness and approachability of STF staff when students sought help. A total of 93.5% of participants either strongly agreed (84.9%) or agreed (8.6%) that the staff were supportive and accessible. This high level of agreement highlighted the critical role STF staff played in fostering a welcoming and helpful environment for students.

Table-3.26: Alumni' Opinion on the benefits of activities and programs organized by STF for their education and personal development

Opinion	N	%
Strongly Agree	112	73.7
Agree	30	19.7
Neutral	3	2.0
Strongly Disagree	7	4.6
Total	152	100

The responses indicated a strong recognition of the benefits of activities and programs organized by STF for education and personal development. A total of 93.4% of participants either strongly agreed (73.7%) or agreed (19.7%) that these activities had positively contributed to their growth. This high level of agreement highlighted the value of STF's initiatives in enhancing students' educational experiences and fostering personal development.

Table-3.27: Alumni' Opinion on the effectiveness of STF staff's communication about available resources and opportunities

Opinion	N	%
Strongly Agree	116	76.3
Agree	27	17.8
Neutral	1	0.7
Total	152	100

The responses reflected a strong belief in the effectiveness of STF staff's communication regarding available resources and opportunities. A total of 94.1% of participants either strongly agreed (76.3%) or agreed (17.8%) that the staff communicated effectively about what was available to them. This high level of agreement underscored the importance of clear communication in ensuring students were informed about valuable resources and opportunities.

Table-3.28: Alumni' Opinion on the significant positive impact of STF staff's support on their lives

Opinion	N	%
Strongly Agree	119	78.3
Agree	25	16.4
Neutral	1	0.7
Strongly Disagree	7	4.6
Total	152	100

The responses indicated a strong acknowledgment of the significant positive impact of STF staff's support on students' lives. A total of 94.7% of participants either strongly agreed (78.3%) or agreed (16.4%) that the support they received had been impactful. This high level of agreement highlighted the essential role that STF staff played in enhancing students' overall well-being and success.

Table-3.29: Alumni' Opinion on the dedication of STF staff to helping them succeed

Opinion	N	%
Strongly Agree	131	86.2
Agree	20	13.2
Disagree	1	0.7
Total	152	100

The responses reflected a strong perception of the dedication of STF staff to helping students succeed. A total of 99.4% of participants either strongly agreed (86.2%) or agreed (13.2%) that the staff were committed to their success. This overwhelming level of agreement underscored the crucial role that STF staff played in supporting students' academic and personal achievements.



3.3.6 Roles and Responsibilities of Management committee members and Trustees

The respondents hold diverse roles within the organization, including leadership, trustee, managing committee membership, and mentorship coordination. They come from varied educational backgrounds and have been serving for long periods, ranging from 5 to 19 years, showcasing significant experience within the Foundation.

Figure-3.29: Committee Members' Leadership & Governance

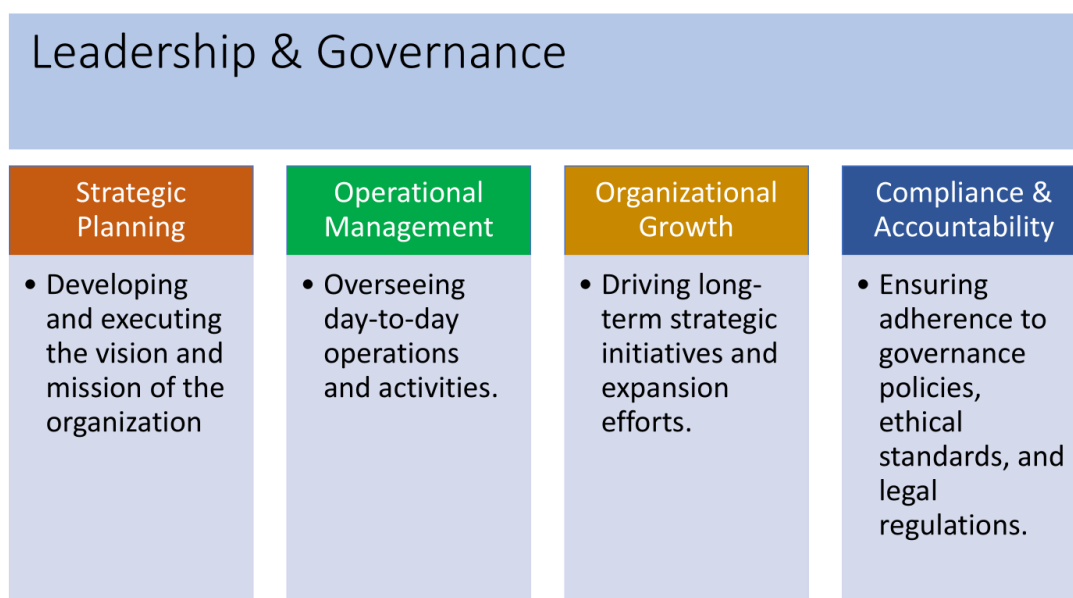


Figure-3.30: Committee Members' Communications & Placements

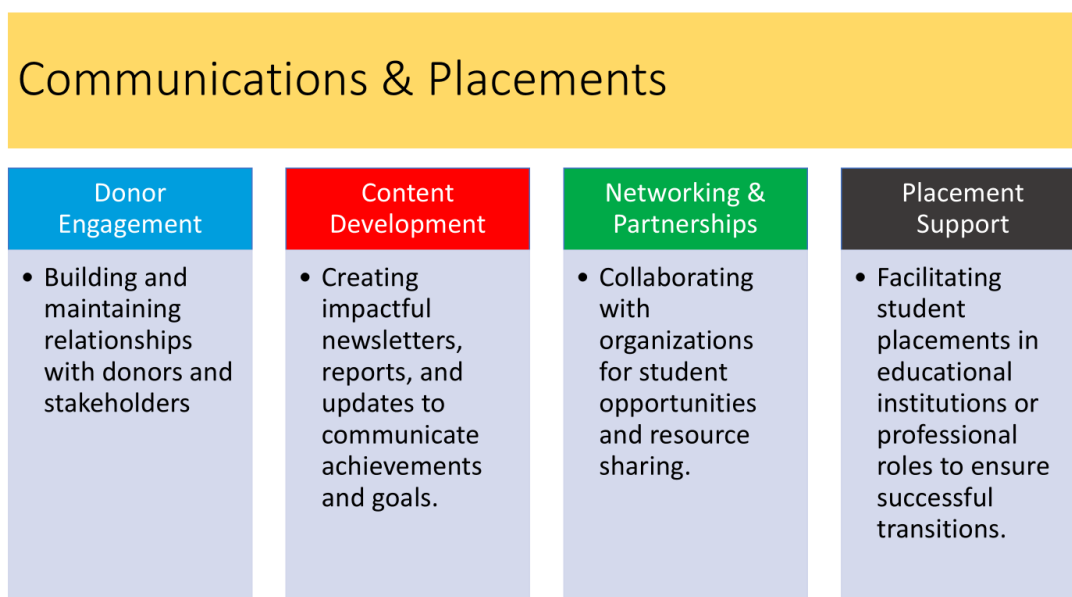
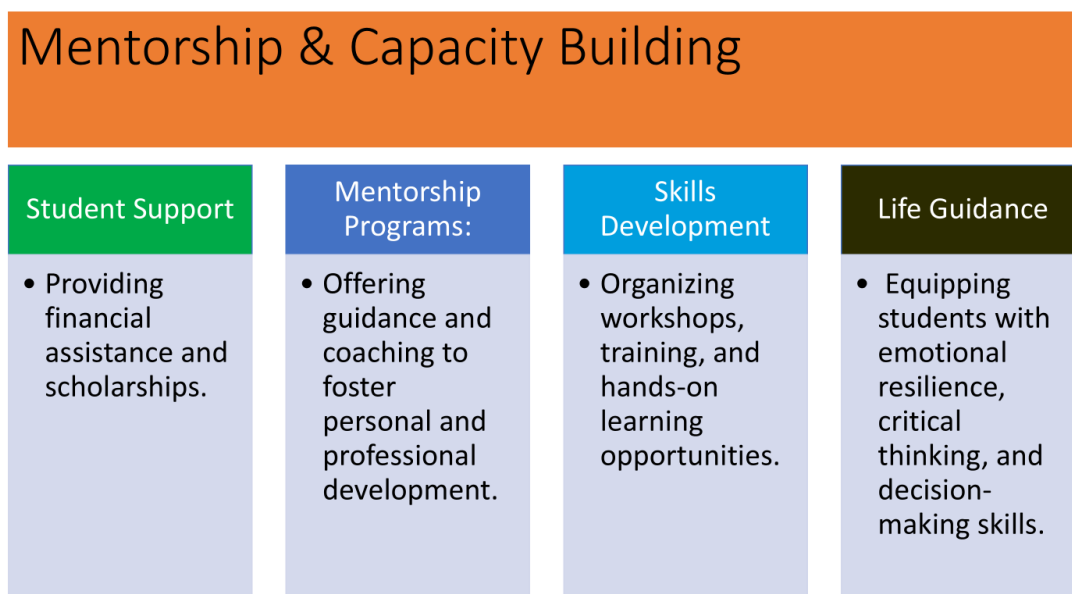


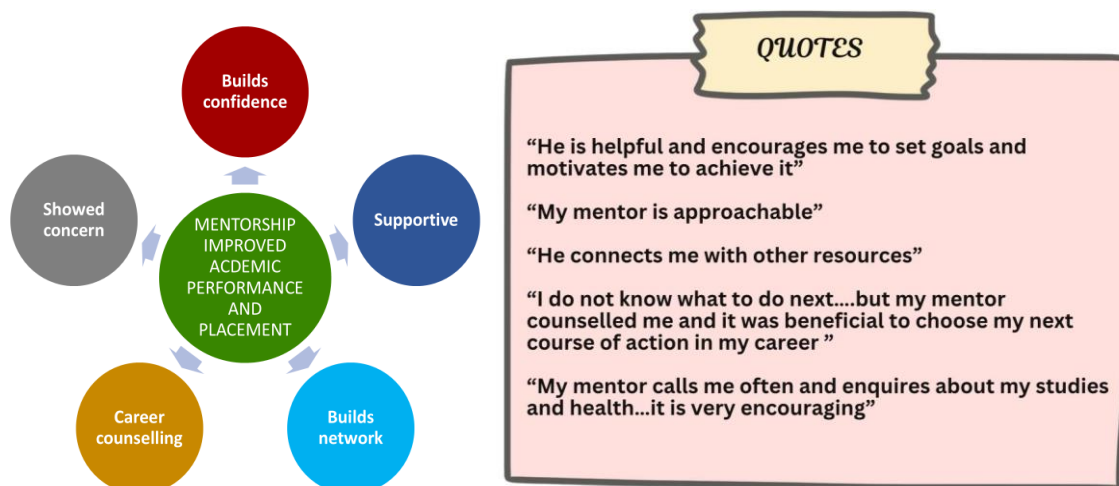
Figure-3.31: Committee Members' Mentorship & Capacity Building



3.4 QUALITATIVE ANALYSIS: FOCUS GROUP DISCUSSION

3.4.1 Current Students

Figure-3.32: Theme 1- Impact of Mentorship



Main findings related to mentorship

Mentorship Boosts Confidence: Mentors play a key role in building students' confidence, encouraging goal-setting, and motivating them to achieve their academic and career objectives.

Mentors Provide Encouragement: Students perceive their mentors as helpful in providing emotional and motivational support, which aids in their personal and professional development.

Approachability of Mentors: A supportive mentor-student relationship is fostered by the mentors being approachable, making students feel comfortable seeking guidance.

Access to Resources: Mentors help students build networks by connecting them with valuable resources, enhancing their academic and career growth.

Career Guidance: Mentors assist students in navigating career choices, especially during moments of uncertainty, helping them select suitable paths and actions for their future.

Personalized Support: Mentors show a personal interest in students' well-being, regularly checking in on their academic progress and health, which students find encouraging.

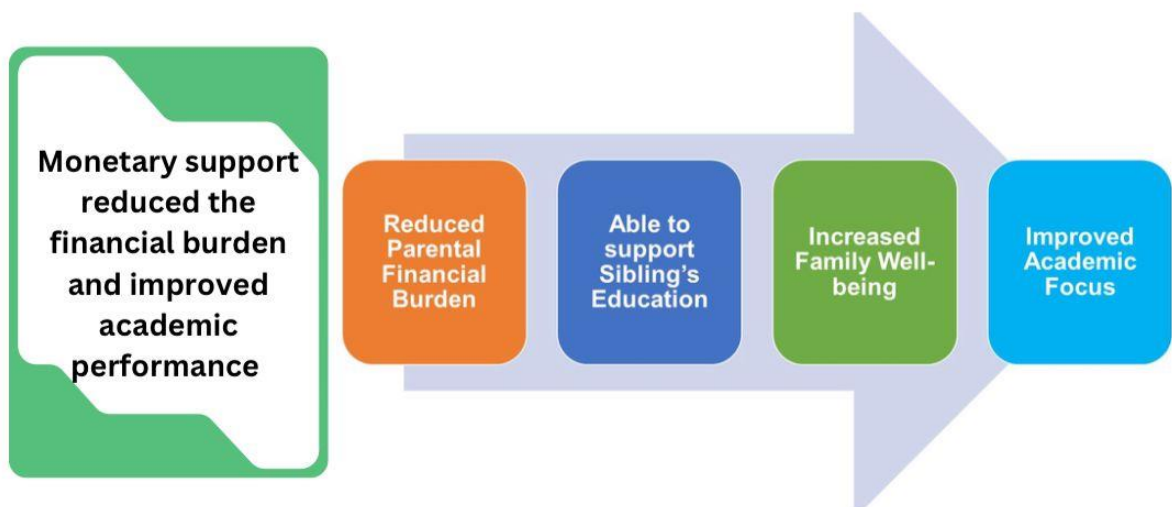
Enhanced Academic Performance: Mentorship positively impacts students' academic performance, with mentors encouraging goal setting and providing the necessary support to achieve those goals.

Professional Opportunities: Mentorship enhances opportunities for internships and placements, facilitating career readiness through guidance and networking.

Continuous Support: Mentorship extends beyond academic support, with mentors often offering holistic guidance that includes emotional and health-related encouragement.

Increased Self-Awareness: Through career counselling, students gain better clarity about their professional aspirations and paths, contributing to more informed decisions about their future.

Figure-3.33: Theme 2- Monetary Support



QUOTES

“Now my parents no longer worry about the payment of my fees...they are able to concentrate on their other work peacefully...this has increased happiness in our family”

“Since my fees are taken care of now my siblings can go to school/college...otherwise it will be a big burden for my family”

“I was going to part-time jobs to pay my fees, now I need not go and it helps me concentrate fully on my studies”

“since someone is paying the fees for me now I realise that I need to be sincere and work hard...I need to finish the course with more percentage of marks”

Main findings related to Financial support

Reduced Parental Financial Burden: Monetary support has significantly reduced the financial stress on parents, allowing them to focus on other aspects of life and contributing to a happier family environment.

Sibling Education: With the student's fees covered, families can now afford to send siblings to school or college, which otherwise would have been a major financial challenge.

Improved Academic Focus: Students no longer need to take on part-time jobs to pay their fees, allowing them to dedicate more time and attention to their studies, resulting in better academic performance.

Elimination of Financial Worries: Monetary support has alleviated students' stress related to paying fees, which had previously been a major distraction from their studies.

Increased Family Well-being: With reduced financial pressure, families experience greater peace of mind and a more positive atmosphere, which may indirectly support the student's overall well-being.

Enhanced Academic Motivation: Knowing that someone else is covering their fees, students feel a greater sense of responsibility to work harder and perform better academically to honor the support they are receiving.

Increased Academic Sincerity: The financial aid instills a sense of accountability in students, motivating them to be more diligent and committed to their coursework.

Focus on Long-Term Goals: Without the distraction of financial concerns, students can concentrate on their long-term academic and career goals, improving their chances of success.

Sense of Gratitude and Responsibility: The external financial support encourages students to appreciate the help they receive and drives them to make the most of their academic opportunities.

Overall Improvement in Academic Performance: With fewer distractions and financial worries, students are more likely to improve their academic performance and achieve higher marks, demonstrating a positive correlation between financial aid and success.

Figure-3.34: Theme 3- Impact on Community (Change in the perception of the Community)



QUOTES

“Now the community people are saying education is important for the children's life...somehow we should make our children to study”

“Since we are studying in professional courses that too in good institutions the way in which our neighbours treat us has changed....earlier they were looking down us...now they treat us with respect”

Main Findings related to the theme impact on the community

Increased Respect in the Community: Students pursuing professional courses in reputable institutions have gained greater respect from their neighbours, who previously may have looked down on them.

Role Models for the Community: These students have become points of reference for other families, with community members encouraging their children to study hard and follow their example.

Raising Awareness of Educational Opportunities: The success of these students has sparked curiosity among neighbours, who are now asking about the STF scholarship and how they can access similar support for their own children.

Changing Perceptions on Education: The community has come to value education more, recognizing its importance in shaping a child's future and encouraging a stronger emphasis on academic pursuits for their children.

Education as a Tool for Social Mobility: Families and society as a whole are seeing the transformative power of education, recognizing how it can positively change their lives, especially through initiatives like the STF scholarship.

Inspiration for Broader Educational Efforts: The success of scholarship-supported students is motivating families within the community to make greater efforts to ensure their children receive a good education, aiming to improve their social and economic standing.

3.4.2 Alumni:

Figure-3.35: Theme 1- Alumni's perception on the benefits of mentorship



QUOTES

"Now I am able to take decisions for me and for others...now I have gained the confidence"

"My mentor used to called me often even though I am busy and not calling them"

"I am from rural background. I don't know what courses to select where to study....but my mentors helped me with various information "

Main findings for the theme Alumni's Perception on the benefits of Mentorship

Guidance on Education and Career Paths: Alumni from rural backgrounds find mentorship crucial in course and career guidance, citing valuable insights in course selection and preparatory mock interviews, reducing interview anxiety.

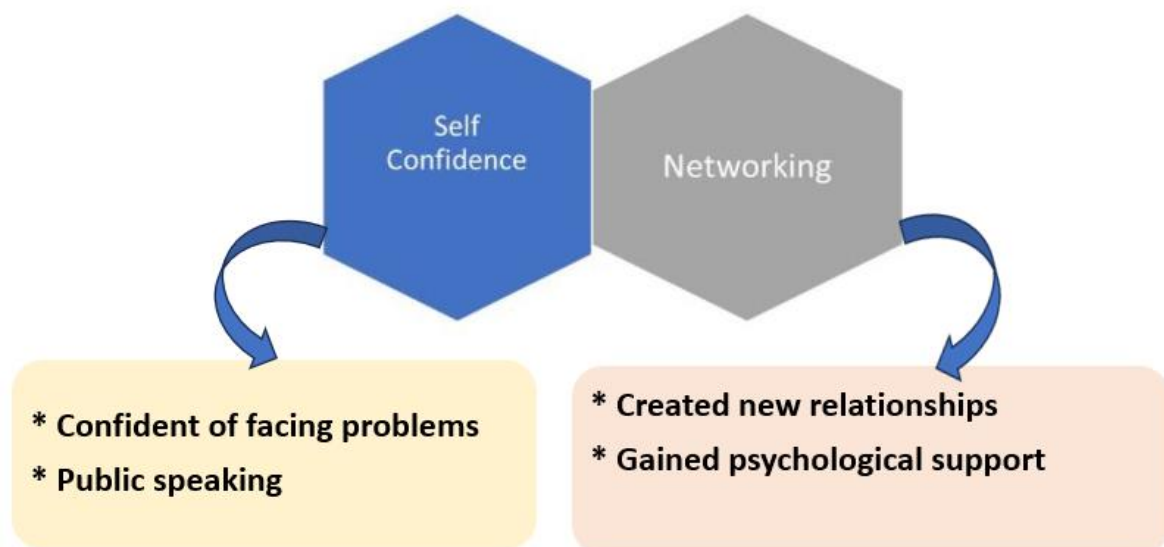
Personal Growth and Confidence Building: Alumni appreciated mentorship for enhancing communication skills, especially in English, which contributes to their confidence in professional settings. Mentorship fosters independence and decision-making abilities, equipping students to manage challenges and confidently make choices. Mentors encouraged extracurricular learning, advising students to pursue internships and additional courses for broader skill development.

Support Beyond Academics: Financial support from mentors enables students to participate in industry visits and additional courses, which would otherwise be inaccessible.

Regular Interaction and Relationship Building: Regular, informal mentor-mentee meetings establish a trusting relationship, allowing open sharing of academic and personal concerns.

Freedom and Encouragement to Explore Options: Mentorship provides freedom to explore diverse interests and encourages decision-making without fear, enhancing employability.

Figure-3.36: Theme 2- Important Skills Learned through Stf Support



QUOTES

“now I can face problems without fear”

“now I can boldly talk in front of group of people like students in my class or in STF meeting”

“creating new relationships help me in placement and employment ”

“whenever I have a problem I can talk to my mentors....over a period of time I realized that I have someone to share my problems...it boosted my psychological support.. I did not have it before joining STF ”

Main findings for the theme Important Skills Learned through STF Support

Self-Confidence: Alumni report increased confidence in tackling challenges independently, overcoming prior fears of problem-solving.

Public Speaking: With STF support, alumni have developed the courage to speak confidently in group settings, such as classes and meetings.

Networking: New relationships built through STF have been instrumental in enhancing employment opportunities and personal connections.

Psychological Support: Mentors have provided essential emotional support, fostering a safe space for sharing personal issues and boosting alumni's psychological resilience.

Interpersonal Skills: STF has nurtured alumni's ability to connect and collaborate, strengthening both their personal and professional networks.

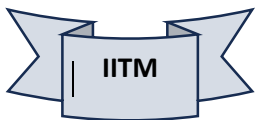
Figure-3.37: Theme 3- Impact of STF on Family, Quality of Life and Socio-Economic Conditions



QUOTES

"The standard of life in my home has significantly improved. I was able to buy essentials like a washing machine and a smart TV, things we never thought possible before."

"STF gave me the chance to support my sister's education when my family couldn't afford it. It felt amazing to help her achieve her dreams."



Main findings on the impact of STF on family, quality of life, and socio-economic conditions:

Educational Empowerment in Family: Alumni supported siblings' education financially, inspiring family members to value and pursue higher education.

Increased Family Involvement: Family members became more supportive of the alumni's educational journey, fostering an environment that encourages academic achievement.

Breaking Barriers for Siblings: Alumni set a powerful precedent by financially assisting siblings' education, creating a pathway for future generations to pursue higher studies.

Improved Standard of Living: Alumni contributions significantly raised household living conditions, such as upgrading to better living spaces and purchasing vehicles.

Financial Stability: STF-provided employment opportunities enabled alumni to reduce family debt and achieve greater financial stability.

Role Model Influence: Alumni's educational achievements inspired relatives and community members to prioritize education for their children, setting a ripple effect in motion.

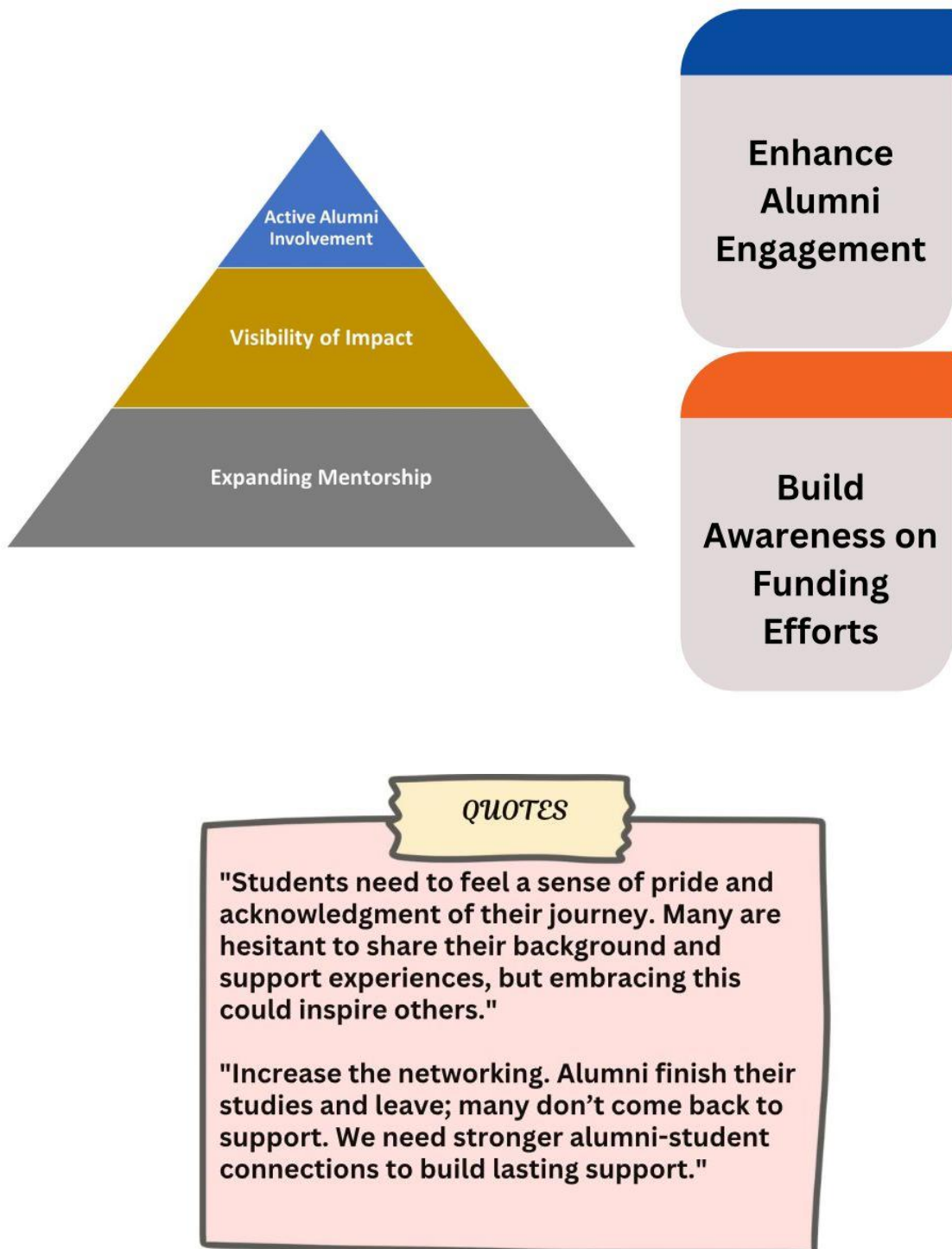
Community Respect and Inspiration: Alumni's successes earned them heightened respect within their communities, encouraging others to seek educational advancements.

Reduced Financial Burden on Parents: Alumni's earnings allowed them to support their parents, eliminating the need for parental employment in some cases.

Investment in Family Welfare: Alumni contributed financially to important family events, such as siblings' marriages, enhancing family stability and welfare.

Increased Access to Basic Amenities: Alumni were able to improve their families' quality of life by purchasing essential household items and upgrading from basic to comfortable housing.

Figure-3.38: Theme 4- Alumni Feedback for STF



Main findings for the theme alumni feedback for STF

Strengthening Alumni Networks: Alumni stressed the need for enhanced networking opportunities to maintain connections and support for current students.

Promoting Gratitude: Encouraging a culture of gratitude is vital for motivating alumni to give back, both financially and through mentorship.

Expanding Mentorship: Structured mentorship programs and skill-building workshops can help current students succeed academically and professionally.

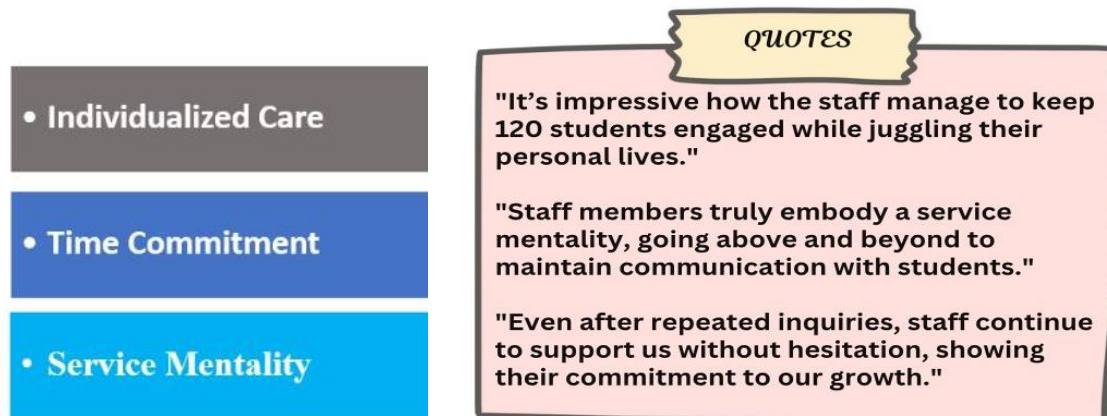
Corporate Connections: Leveraging alumni's corporate networks can create funding opportunities through CSR initiatives.

Psychological Support: Alumni highlighted the importance of psychological support sessions and peer-support circles to improve student resilience.

Visibility of Impact: Publicly sharing success stories can increase STF's visibility and inspire future contributions from both students and alumni.

Active Alumni Involvement: Involving alumni in STF events can showcase the program's impact and encourage community support.

Figure-3.39: Theme 5- Perception of Alumni About STF Staff



Main findings reflecting the perceptions of alumni about STF staff:

Thorough Verification and Support: Alumni appreciate the staff's meticulous verification processes, ensuring effective management of all student applications.

Service Mentality: Staff are recognized for their unwavering commitment to maintaining open communication and participating in events, fostering meaningful connections.

Strong Relationships: The familial bonds between staff and students create an invaluable support system, with staff genuinely caring for individual needs.

Individualized Care: Alumni commend staff for going beyond academic support, showing interest in students' family situations and personal challenges.

Time Commitment: Alumni note staff's impressive ability to engage with 120 students while balancing personal responsibilities, showcasing dedication to student success.

Weekend Availability: STF staff often sacrifice their weekends to provide guidance and support, highlighting their commitment to helping students thrive.

Table-3.30: Theme 7- Suggestions by Alumni to STF

Theme	Sub-themes	Quotes
Donor Engagement	Increasing Donor Base	"If the number of donors increases, there will be more freedom. We can expand the circle and conduct out-of-the-box events."
	Diverse Funding Opportunities	"With increased funds, we can think of innovative ways to support our initiatives and reach more students."
Staff Support and Care	Personalized Outreach	"During COVID, they personally texted me to check on my mental state and whether I needed financial support."
	Empathy in Adversity	"Even when their own families were struggling, they took the time to care for us. That level of personal connection is rare."

Innovation and Adaptability	Embracing Technologies	New	“I was shocked to hear they are doing mobile recharge for online courses; it shows how they’re updating themselves.”
	Proactive Problem Solving		“STF is more advanced than us, continuously seeking ways to improve and adapt to changing needs.”
Impact Communication	Importance of Impact Studies		“I think this impact study will be the best outcome for STF. When the report is submitted, everyone will know about it.”
	Building Awareness		“If STF’s impact study report is shared widely, we might attract a lot of donors. It will be very useful.”

Main findings related to the suggestions by the Alumni to STF

Increase Donor Outreach: Actively seek to expand the donor base to provide more freedom and resources for STF initiatives.

Explore Diverse Funding: Pursue innovative funding opportunities to enhance support for students and expand program offerings. (Eg. CSR)

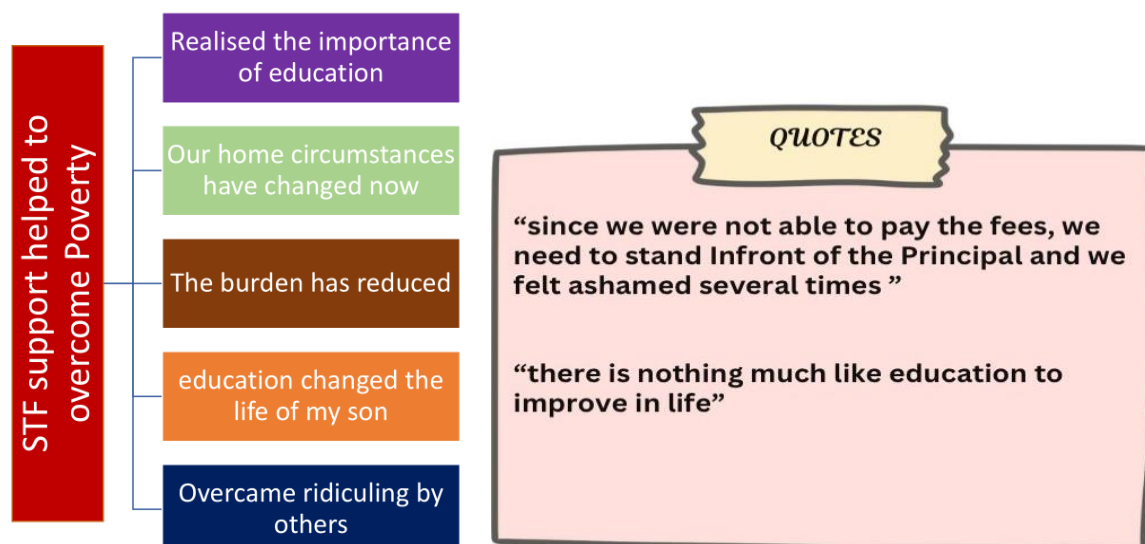
Enhance Personalized Outreach: Continue providing personalized support to students, especially during challenging times, to foster deeper connections.

Leverage Technology: Embrace new technologies for program delivery and student engagement to remain competitive and relevant.

Communicate Impact Effectively: Regularly share impact studies to raise awareness of STF's successes, attracting potential donors and support.

3.4.3 PARENTS

Figure-3.40: Theme 1- Opinion on the impact of STF in the life of their children



Main findings regarding the impact of the STF on the lives of their children:

Enhanced Educational Support: Parents acknowledge that STF has significantly supported their children’s education, which they could not provide themselves, helping them overcome poverty and realize the value of education.

Positive Changes in Children's Lives: Many parents report that their children have transformed positively through education, with some children not only excelling academically but also contributing to their communities, such as by tutoring others.

Improved Social Standing: The support from STF has changed home circumstances, allowing families to be perceived with greater dignity and respect within their communities.

Reduced Financial Burden: Parents feel that the financial strain of supporting their children’s education has decreased, allowing them to feel more relaxed as they age, without the need to undertake extra work.

Pathway Out of Poverty: The success of their children, particularly when they secure employment, has allowed families to break free from poverty, providing a sense of independence and reducing their reliance on others for financial support.

Figure-3.41: Theme 2- Perception of the Community



Main findings related to the community's outlook on families benefiting from STF:

Positive Community Inspiration: Neighbours have been inspired by the academic progress of STF-supported children, viewing them as role models within the community.

Role Models for Academic Success: Families report that their children are recognized as good examples to emulate, with neighbours encouraging their own children to study hard and achieve high marks, reflecting a shift in community values toward education.

Enhanced Reputation in the Neighbourhood: The achievements of STF-supported children have led to a more positive perception of their families, fostering a sense of pride and respect within the neighbourhood as a result of their children's success.

Figure-3.42: Theme 3- Relationship between parents and STF Staff



Main findings related to the theme of the support provided by STF staff:

Consistent Support and Engagement: STF staff are recognized for their consistent support, as they not only engage with the children but also take the time to communicate with parents, showing genuine concern for their well-being.

Regular Communication: Parents appreciate the regular communication from STF staff, which fosters a strong connection between families and the organization. This ongoing dialogue helps parents feel involved and informed about their children's progress.

Building Trusting Relationships: The proactive outreach from STF staff helps build trusting relationships with families, as parents value the staff's efforts to stay connected and supportive throughout their children's educational journeys.

Table-3.31: Theme 4- Perception of the Parents about Mentors

Theme	Sub-themes	Quotes
Very good guides	They are helpful	“they understand our needs and help us to pay fees and guide us to decide which course my son should take”
	Communicate with us regularly	“like STF staff our mentors also call us regularly”
	They advise us	“when we are going through some problems they advise us and help us to take proper decisions”

Main findings related to the perception of parents about mentors:

Effective Guidance and Support: Parents view mentors as valuable guides who understand their needs, offering assistance with tuition payments and advising on the appropriate courses for their children.

Regular Communication: Similar to STF staff, mentors maintain regular communication with parents, which fosters a strong support network and keeps families informed about their children's progress.

Decision-Making Assistance: Mentors provide crucial advice during challenging times, helping parents navigate difficulties and make informed decisions regarding their children's education and future paths.

Building Trusting Relationships: The supportive role of mentors fosters trust and confidence among parents, as they feel understood and supported in their educational journey, enhancing their overall experience.

Chapter IV Main Findings, Recommendations and Conclusion

4.1 Key Findings from Quantitative Analysis

Findings related to Budget Allocation

In 2021, the number of mentors reached a peak with 33, representing a remarkable 72.5% increase compared to the average of 4 mentors per year from 2015 onwards.

From 2015 to 2024, the budget allocation increased by 6%, demonstrating sustained growth despite a brief 2021 setback due to the COVID-19 pandemic.

In 2022–23, donor contributions reached ₹98 lakhs, representing a 40% increase compared to the annual average of ₹70 lakhs between 2014 and 2018.

Findings related to disciplines of the Benefitted students

Though the students were from different disciplines such as Arts, Science, Medicine, Allied Health and Law, Engineering students constituted the largest group of sponsored Current Students at 33.7%, highlighting the program's strong emphasis on technical and professional fields whereas in alumni, Commerce students accounted for the highest proportion at 42.4%, followed closely by Engineering students at 38.4%, reflecting a strong preference for these disciplines.

Findings Related to Academics

This study revealed that 83.3% of current participants felt more confident in their academic abilities after joining the STF program.

95.9% of current participants agreed their grades had improved since receiving support from the STF program.

95.1% of participants felt better prepared for exams and assessments after joining the STF

90.2% of participants agreed they had access to necessary academic resources, such as books, materials, and tutoring, through the STF program.

96.1% of participants agreed they received adequate academic support and guidance from STF mentors and staff.

Most respondents (52.3%) agreed that the students they mentored showed significant academic improvement after joining the STF program.

A majority of respondents (54.5%) strongly agreed that the educational support provided by STF was sufficient to meet students' academic needs.

A significant portion (63.6%) agreed that the students they mentored felt more confident in their academic abilities after joining the program.

A key finding was that 65.9% of respondents agreed that the structured academic guidance from STF positively impacted the students' performance, with 22.7% strongly agreeing.

Findings related to Self Esteem of Students

A key finding was that the majority (86.3%) had normal self-esteem, while a small proportion (6.9%) reported having either high or low self-esteem.

Impact on the Families

86.3% of participants either strongly agreed (56.9%) or agreed (29.4%) that their family's economic condition had benefited from the STF program.

98.0% of participants either strongly agreed (85.3%) or agreed (12.7%) that the support they received from the STF program had lessened their family's financial challenges. The mean family income after joining the STF program significantly increased to 7,13,296.05 INR, compared to 1,35,144.74 INR before joining the program.

A key finding was that the mean family income increased by ₹5,78,151 after joining the STF program, with a highly significant t-value of -8.402 and a p-value of less than 0.001.

Impact from Family's point of view and Students as inspiration to others in the Community

90.1% of participants either strongly agreed (67.6%) or agreed (22.5%) that their family's view on education had improved since joining the STF program.

88.3% of participants either strongly agreed (52.0%) or agreed (36.3%) that their achievements had inspired others in their community to pursue education after observing their progress with the STF program.

Impact of Mentorship

A total of 91.2% of participants either strongly agreed (46.1%) or agreed (45.1%) that their mentors had significantly helped them enhance their academic abilities. Also, 92.2% of participants either strongly agreed (54.9%) or agreed (37.3%) that they felt more confident because of their mentor's guidance.

A Majority of 93.2% of participants either strongly agreed (55.9%) or agreed (37.3%) that their mentors offered valuable support in the area of Career goals and a total of 93.1% of participants either strongly agreed (49.0%) or agreed (44.1%) that their mentor had played a significant role in motivating them.

A significant portion of mentors (72.7%) agreed they observed noticeable improvements in their mentees' attitudes towards education and future goals.

Impact of Foundation's Initiatives

A majority of 97.0% of participants either strongly agreed (67.6%) or agreed (29.4%) that the support they received had been impactful. This high level of agreement underscored the crucial role that STF staff played in enhancing students' overall well-being and success.

A total of 93.4% of participants either strongly agreed (73.7%) or agreed (19.7%) that the activities provided by the Foundation such as Personality Development and Certificate courses had positively contributed to their growth.

Almost 99.4% of participants either strongly agreed (86.2%) or agreed (13.2%) that the staff were committed to their success. This overwhelming level of agreement underscored the crucial role that STF staff played in supporting students' academic and personal achievements.

4.2 Key Findings from Qualitative Analysis

Impact of Mentorship

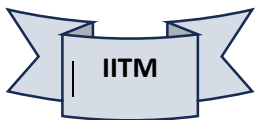
Mentors boosted students' confidence, motivating them to set and achieve academic and career goals.

Students appreciated mentors' emotional and motivational support, which enhanced their personal and professional growth.

Approachable mentors fostered strong relationships, encouraging students to seek guidance comfortably.

Mentorship enabled students to access valuable resources, build networks, and enhance career opportunities.

Alumni credited mentorship with improving communication skills, decision-making, and confidence in professional settings.



Impact of Financial Support

Financial aid significantly reduced parental burdens, allowing families to focus on other priorities.

Students concentrated better on studies, free from the necessity of part-time jobs to cover expenses.

Families experienced improved well-being and were able to support siblings' education.

Financial support instilled a sense of accountability and gratitude among students, motivating better academic performance.

Impact on Community

Scholarship-supported students gained respect within their communities, inspiring neighbors to prioritize education.

These students became role models, motivating others to pursue academic and professional goals.

Community perceptions of education shifted positively, recognizing it as a tool for social mobility and better opportunities.

Alumni's Perception of Mentorship Benefits

Alumni valued mentorship for providing crucial guidance on education, career paths, and interview preparation.

Mentorship improved personal growth, confidence, and employability through extracurricular learning and skills development.

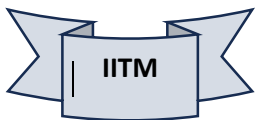
Regular mentor-mentee interactions-built trust, encouraging open discussions about academic and personal concerns.

Skills Learned by Beneficiaries through STF Support

Alumni gained confidence to tackle challenges and make independent decisions.

Public speaking, networking, and interpersonal skills were significantly enhanced.

Mentorship fostered psychological resilience and emotional well-being.



Impact on Families and Socioeconomic Conditions

Alumni's financial contributions supported siblings' education and improved household living conditions.

Families achieved financial stability, with alumni helping reduce debts and support significant family events.

Parents acknowledged education as a pathway out of poverty, inspired by alumni's success.

Support from STF Staff

STF staff were commended for their personalized care, maintaining strong relationships with students and families.

Their consistent engagement and time commitment fostered trust and ensured students felt supported holistically.

Parents valued the proactive communication from staff, which kept them informed and involved.

Parents' Perception of Mentors

Mentors provided effective guidance on course selection and tuition assistance, aiding students' academic success.

Regular communication between mentors and parents built a strong support network and trust.

Parents appreciated mentors' assistance in navigating challenges and making informed decisions for their children's futures.

4.3 Recommendations

Academic Performance Enhancement:

STF should offer continuous support to students with declining academic performance. It was observed that, especially in the 1st year, academic performance was not very encouraging. Hence, STF should make an effort to extend support to improve their academic performance.

Rigorous Selection of Needy Students:

STF should implement a more thorough selection process to ensure genuinely needy students receive support, based on clear criteria. It was observed that students in the upper middle class also were provided financial assistance.

Establishment of a Mentoring Framework:

STF should develop a structured, standardized mentoring framework to ensure consistency and effectiveness across all mentoring relationships.

Toolkit for mentors with a focus on improving mentorship quality, leading to more impactful and consistent outcomes for students.

Strengthening the Alumni Network and Support:

Strengthen the alumni network through regular follow-ups and initiatives to engage former students and encourage their active involvement. Alumni Homecoming is not very encouraging currently.

Encourage alumni to share experiences, offer guidance, and mentor current students, fostering a strong community and sustaining STF success. Establishing ‘Buddy System’ during the course of STF support would help in creating strong ties.

4.4 Conclusion

The responses indicate a strong commitment to STF’s mission and a shared vision for its future. The Foundation has had a positive and transformative impact on its beneficiaries, particularly through mentorship, education, and financial support. However, there are opportunities to enhance visibility, improve feedback mechanisms, and ensure the long-term sustainability of its programs. The suggestions and insights provided highlight the need for continued growth, collaboration, and adaptation to changing needs to ensure STF remains effective in its mission for years to come.