

2024



**MUKTANGAN
INTEGRATED SCHOOL &
TEACHER EDUCATION PROJECT**

Unique Id-KMPL2021004

Disclaimer

This report reflects our views based on the accuracy and completeness of the information provided to Kotak Mahindra Bank Limited. We assumed the genuineness of all signatures and the authenticity of original documents but did not independently verify them. This is not an audit, and we do not express an opinion or assurance. Comments are not intended as legal advice or opinion.

Information from public or external sources has not been verified for authenticity, accuracy, or completeness, though we have sourced it from generally reliable sources. We disclaim responsibility for this information. Our views are not binding on any person, entity, authority, or Court. No assurance is given that opposing views will not be asserted or upheld by any authority or Court.

Our findings are based on information and explanations provided by KMPL and Muktangan. Neither KMPL nor its affiliates accept responsibility for errors in this report due to incorrect information provided by Muktangan.

References to 'Descriptive and Thematic Analysis' indicate analytical activities on the underlying data to present the information. We do not accept responsibility for the accuracy of the underlying data.

ImpactDash and its affiliates disclaim responsibility to any person other than the Client regarding the contents of this report. ImpactDash does not owe a duty of care to any party using or relying on this report and disclaims liability for any costs, damages, losses, liabilities, or expenses incurred by third parties in connection with this report.

By reading our report, the reader accepts the terms stated above.

Ethical Considerations

- **Informed Consent:** Interviews were conducted with respondents' consent, and permission was reconfirmed after completion.
- **Confidentiality:** Participant information is kept private, with no disclosure of identities. Findings are presented anonymously.
- **Comfort:** Interviews were arranged according to respondents' preferences and schedules for their convenience.
- **Right to Reject or Withdraw:** Respondents could refuse to answer questions or withdraw from the study at any time.
- **All the images used in this report were taken with informed consent from the Muktangan team by the Project Researcher.**

Table of Contents

Chapter – 1 Introduction

- Background
- Need of the Project
- About the Project

Chapter – 2 Approach and Methodology

- Approach
- Methodology
- Data collection tools
- Sampling

Chapter – 2 Approach and Methodology

- Student's Profile
- Circle time, Positive changes in student characteristics
- Career-ready initiative
- Interaction of students with community-based teachers
- What the parents say
- From the teachers

Chapter – 4 Recommendation and Conclusion

References

List of Figures, Images and Tables

Executive Summary

Muktangan Education Trust (MET) implemented a scalable teaching and learning model that aimed to enhance the capacities of teachers. This model prioritized providing high-quality English medium education to children of Babasaheb Ambedkar school of Mumbai, aiming to foster 21st-century skills such as critical thinking, creativity, and collaboration. Another important element of the teaching-learning model was based on building capacities of teachers such as need-based leadership skills, pedagogical skills, and life skills leading to child-friendly education in schools. The study aimed to assess the impact of initiatives on enhancing children's abilities, examine the influence of teachers' capacity building on their leadership skills, and suggest program enhancements. The study used a mixed-method approach, employing a cross-sectional research design and a convergent parallel design, to align with the research objectives. The sample size for student surveys was 140 while for other stakeholders such as teachers, parents, and faculty, 13 In-depth interviews (IDIs) were done. Both data sets were separately analyzed and integrated to ensure robust conclusions, with triangulation employed to enhance data credibility.

KEY FINDINGS

The primary beneficiaries were students of grade Babasaheb Ambedkar school supplemented by insights from teachers, parents, and faculty.

The study identified the influence of teachers' capacity building on their leadership skills, pedagogical approaches and enhancement of children's abilities through the interventions.

80 %

of the students participated in the Career-Ready Program

Teachers expounded on a noticeable paradigm shift in learning approaches, indicating a transition towards a more child-friendly and learning-oriented methodology.

81%

The career-ready program facilitated the transition of 81% of the students from education to career opportunities.

CONCLUSION

In conclusion, the assessment of Muktangan's innovative education model highlighted its noteworthy contributions to holistic child development and community-centric education.. Enhancing professional development for teachers, emphasizing pedagogical advancements, innovative teaching methods, and technology integration & additional support, resources will enable more effective learning, improving overall educational quality.

About Project

Muktangan Education Trust (MET) implemented a scalable teaching-learning model that was based on building capacities of teachers, such as need-based leadership skills, pedagogical skills, and life skills leading to child-friendly education in schools. MET worked in collaboration with the government, teacher educators (pre-service & in-service), parents, community, and other relevant stakeholders for the implementation of this CSR project.

The project's primary objective was to make the English Medium quality education accessible to the less-affording communities of Mumbai and to develop among them, 21st-century skills like critical thinking, creativity, and collaboration, which will enable them to develop an inclusive global outlook. The program's beneficiaries included adults and school-aged (Grades K-10) children from under-served communities in both rural and urban environments.



Figure 1: Location of implementation

As a demonstration model, Muktangan collaborated with government and partner organizations in urban and rural areas, aiding in capacity-building. This continuous transformation allowed Muktangan to reflect on its practices.

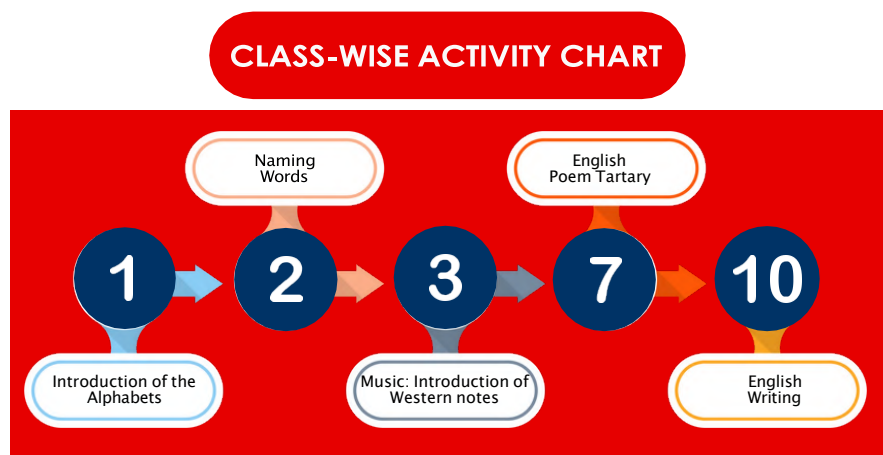


Figure 2: Class-wise activity Chart

The teachers (98% women) were HSC level or below at the time of joining their 3-year Teacher Education Program. These women developed children from their communities with ownership and pride. The majority of them were first-generation learners and started as dependents but became breadwinners of their families (>50% household income). The parent community mostly belonged to the unorganized sector with limited education themselves.

Project Context

In the contemporary global landscape, the ability to think critically, foster creativity, and collaborate effectively are indispensable skills for success and social progress. However, the disparity in access to quality education in India poses a significant challenge, particularly for less-affording communities. English medium education, known for its comprehensive approach to learning and global relevance, offers a pathway to bridge this gap. Ensuring that underprivileged communities have access to high-quality English medium education is essential not only for their personal and professional development but also for nurturing an inclusive global outlook. This initiative is vital in equipping students with the 21st-century skills necessary to thrive in a rapidly evolving world and to contribute meaningfully to a more equitable and interconnected society.

Access to quality education remains a significant barrier for many in India's less-affording communities. Public schools often struggle with inadequate resources, undertrained teachers, and insufficient infrastructure, which impede the delivery of effective education. Moreover, the dominance of regional languages in these schools limits students' exposure to English, a critical language for global communication, and access to vast knowledge resources. Consequently, these students are at a disadvantage when it comes to higher education opportunities and employment prospects in a globalized economy.

IMAGE 1 :FIELD PICTURE 1





Objectives of the Study

1. To assess the impact of initiatives on enhancing children's abilities and overall development.
2. To gather parental perspectives on the education received by their children and explore the perceived impacts of the imparted education.
3. To examine the influence of teachers' capacity building on their leadership skills, pedagogical approaches, and life skills, contributing to the establishment of a child-friendly education environment.
4. To provide recommendations for the scalability of the project.

The **OECD DAC Framework** was used on a macro level for **Intervention impact assessment**. The OECD DAC Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability – and two principles for their use. These criteria provided a normative framework used to determine the merit or worth of an intervention (policy, strategy, programme, project or activity). They served as the basis upon which evaluative judgements are made.

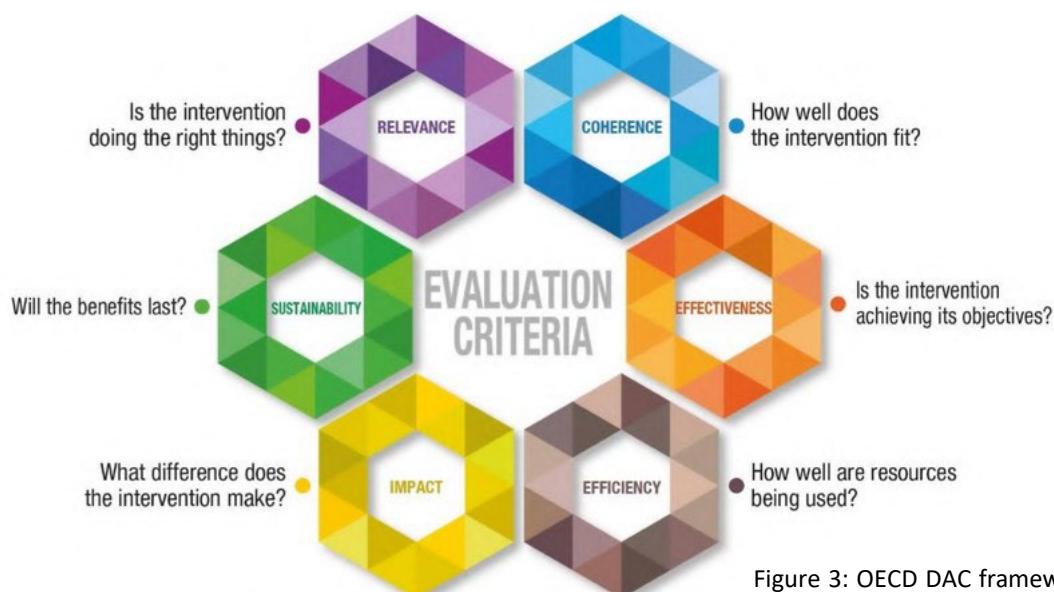


Figure 3: OECD DAC framework

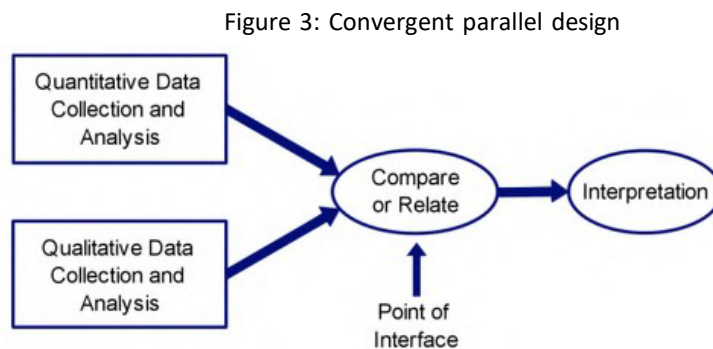
Source: OECD (2021), Applying Evaluation Criteria Thoughtfully, OECD Publishing, Paris, <https://doi.org/10.1787/543e84ed-en>.

Research Design

CONVERGENT PARALLEL DESIGN

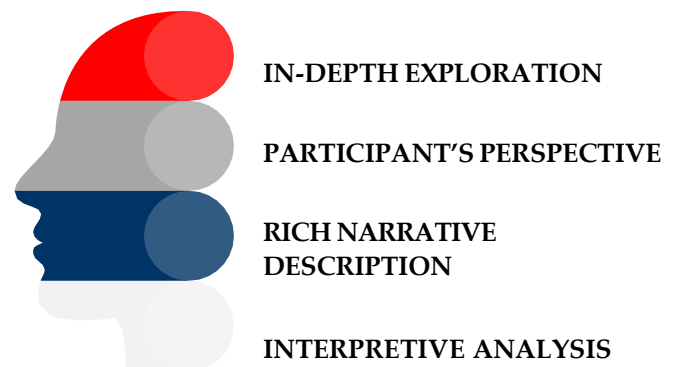
By incorporating mixed methods, the present study harnessed the strengths of each approach. Field data collection provided an actor's perspective that allowed for in-depth insight into various project implementation aspects, including beneficiaries' experiences and implementing agency-staff involvement. On the other hand, qualitative data offered more profound and comprehensive knowledge of the data-driven process, which involved surveying if feasible or adopting alternative data collection methods

The research design employed a convergent parallel design to enable an overall conclusion. This procedure involved independent analysis of qualitative and quantitative data, followed by combining the interpretation to draw conclusions (Creswell & Pablo-Clark, 2011). Triangulation was a process utilized to validate and enhance the credibility of the data (Carvalho & White, 1997).



Source: Convergent parallel design. Adoption from Creswell & Plano Clark, 2011

Data collection in the field offered an insider's perspective, enabling a deep understanding of project implementation and the experiences of the beneficiaries. The research design employed a convergent parallel design, allowing for comprehensive conclusions. Qualitative and quantitative data were separately analyzed and then integrated to draw inferences. Triangulation was employed to validate the data and enhance its credibility.



Methodology

Our research employed a mixed methodology, combining both qualitative and quantitative approaches to provide a comprehensive understanding of the subject under investigation. The qualitative aspect involved in-depth interviews to gather nuanced insights, opinions, and experiences from participants. These qualitative data helped us explore the depth and context of the phenomenon being studied.

On the quantitative front, structured surveys were conducted to collect numerical data that allowed for statistical analysis. This approach provided us with quantifiable patterns, trends, and correlations within the data, enhancing the reliability and generalizability of our findings.

Qualitative data provided rich narratives, while quantitative data offered statistical rigour and broader trends.

Sampling

Quantitative Survey: Data was obtained from a quantitative survey. **Purposive sampling** was preferred, with the strata prepared to represent the socio-economic differences between stakeholders.

The sample size was determined using Cochran's formula, with a 95% confidence level and a 5% margin of error. The formula, including the version for small populations, was utilized as shown below:

$$n_0 = \frac{Z^2 pq}{e^2}$$

e Margin of error
 p Population proportion
 Z Use Z Table

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

Sr. no.	Stakeholder	Sampling technique	Research type	Research tool	Sample size
1	Student	Purposive sampling	Quantitative	Survey	140
		Purposive sampling	Qualitative	IDI	6
2	Faculty in charge	Purposive sampling	Qualitative	IDI	3
3	Subject faculty				3
4	Parents				4
5	Pre-service trainees				3

Table 1: Sample Size

Data Analysis

The data, including detailed field notes, were comprehensively transcribed without any omissions. Essential codes were identified and synthesized to reveal prominent themes, highlighting both commonalities and unique aspects within the data sets. Key insights were derived from these consolidated themes.

The analysis and thematic findings were then compared with the established objectives and previous programmatic data to identify any discrepancies and their underlying causes.

Data quality assurance, validation and analysis

For the study's qualitative data, quality was assured through accurate coding and transcriptions of the interviews of stakeholders. It was then systematically analyzed to extract meaningful insights. The lead researcher monitored the process closely.

Similarly, the quantitative data was accurately cleaned and then analyzed using software such as MS Excel. Meaningful representations were extrapolated using the data to accurately illustrate and depict the data.

Ethical Concerns

During the research, interviews were conducted with the students, teachers parents, and trainees adhering to ethical rules of social research. This involved obtaining informed consent, ensuring privacy, and avoiding harm. ImpactDash adhered to the Unicef Procedure on Ethical Standards in Research, Evaluation, and Data Collection and Analysis (2021).

Limitations

The low literacy level amongst parents, coupled and the constraint of time for data collection, posed a significant barrier in eliciting responses concerning their child's education.

Student's Profile

A total of 140 children participated in the impact assessment, with their primary enrollment being in Babasaheb Ambedkar School affiliated with Muktangnan and covered under the project scope. Following is the distribution of students across various grades.

	Babasaheb Ambedkar School
Class 5	34
Class 6	33
Class 7	39
Class 8	34
Total	140

Table 2: Classwise Distribution of respondents

The age range of the interviewed children in the study spanned from 9 to 17 years. Both the median and average age were 13 years, and the majority of children fell within the 12-14 age bracket. This indicates a notable retention rate among children in this age group who are actively pursuing and continuing their education

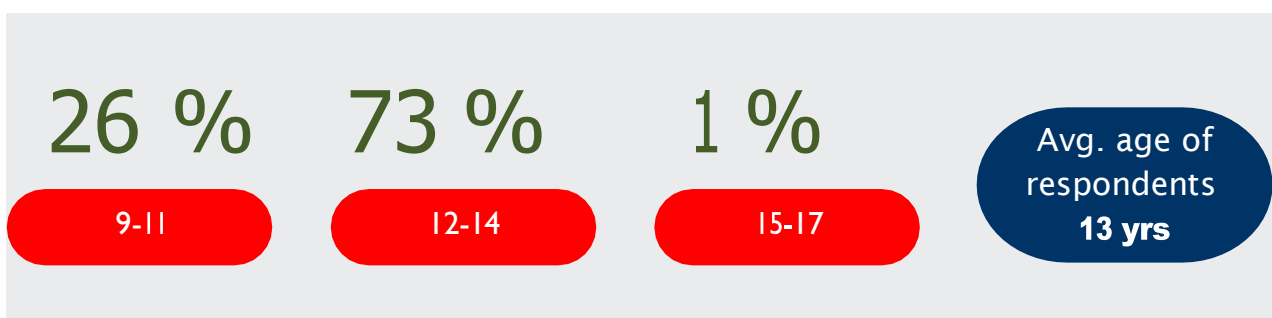


Figure 4: Percentage distribution of students in different age brackets

86% of the surveyed children from the two schools had a school tenure of more than 7 years, indicating a preference for continuing in the same school for both primary and secondary education. This choice may stem from factors like accessibility, the quality of education, and the support provided through Mukhtangan.

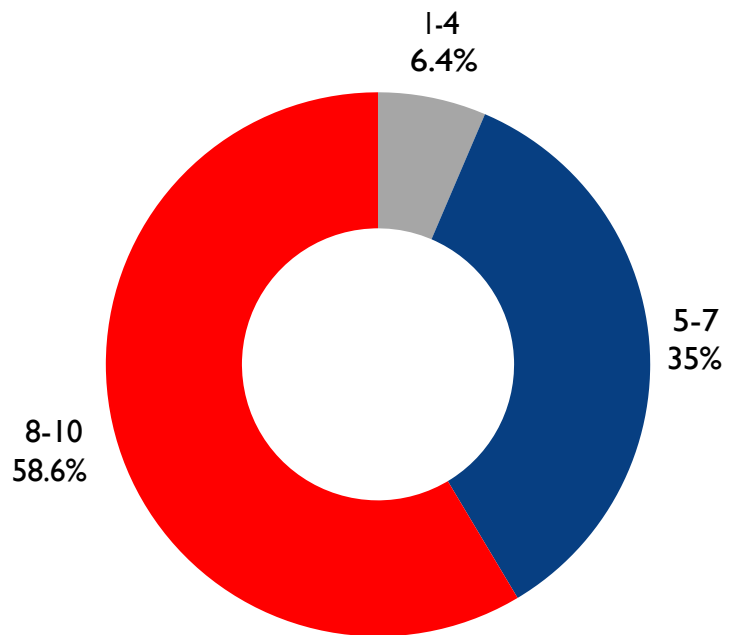


Fig.5 : Years Spent in the Current School

The elevated figures in the 5-7 years and 8-10 years categories suggested a noteworthy portion of students had maintained enrollment for an extended period, reflecting a positive outcome in terms of sustained attendance and potentially successful student retention within the educational system.

Avg. number of years students stayed in the school
8 yrs

Circle time

All the children part of the Babasaheb Ambedkar school reported that they had quality circle time at least once each week. It allowed students to express any challenges that they were facing openly with their peers and teachers. It provided a safe space for students to share non-academic grievances/confusions.



Fig.6 : Percentage of students who attended quality circle time each week



IMAGE 2 :FIELD PICTURE 2

“ I think it’s this special time when we gather to talk about different things with our teacher guiding the discussion. We take turns sharing our thoughts, and everyone listens and respects each other. It's helped me become a better communicator and more comfortable expressing myself. We discuss conflicts and learn how to solve problems together, and the positive feedback from the teacher and peers makes me feel good about participating. It's like a little community where we support each other emotionally, and that makes a big difference in how I feel at school.

-Karan Kohli (alias), Student

“ I'm eager to share cool things or discuss topics we're diving into, but on other days, there's a bit of uncertainty, especially when it comes to opening up about personal stuff. After Circle Time, though, it's like a positive transformation. The atmosphere changes, and it feels like a weight has lifted. Sharing experiences, solving problems together, and celebrating wins create a sense of unity among us. It's not just about what happens during those moments; it's the aftereffect, leaving me with this warm feeling of connection and support. It's like we're not just classmates; we're a community that's there for each other.

-Jadeja (alias), Student

Next figure outlines the percentage of children who expressed agreement or strong agreement regarding positive changes in specific characteristics resulting from the curriculum, programs, and sessions received through Mukhtangan.

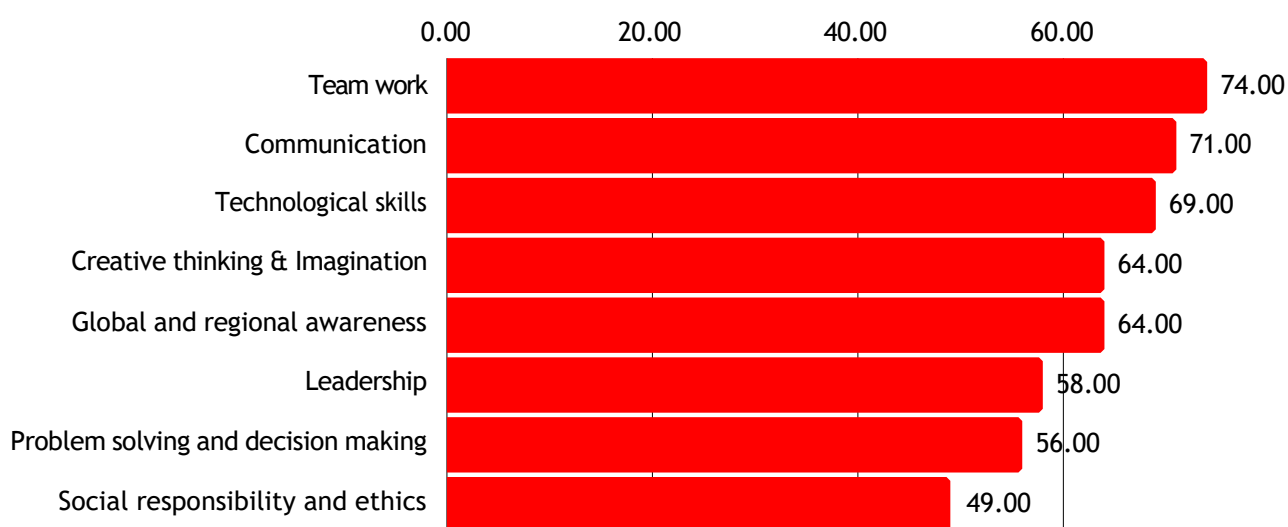


Fig.7 : Positive changes in specific characteristics

The analysis of Muktangan's educational impact revealed significant positive transformations in various aspects of children's character development. Teamwork emerged as a standout area, with approximately 74% of children experiencing positive changes, underscoring the efficacy of Muktangan's curriculum in fostering collaborative abilities. Similarly, communication & technological skills saw notable improvements in around 71% & 69% of children, showcasing the program's success in nurturing communication & technological skills. Positive shifts in creative thinking & imagination (64%), global & regional awareness (64%), and leadership qualities (58%) further highlighted the effectiveness of Muktangan's educational strategies. While problem-solving, social responsibility, and ethics showed positive changes (around 49-56%), these areas may have benefited from targeted enhancements. The majority, around 74%, observed positive changes in teamwork, indicating the successful inculcation of teamwork activities & values into Muktangan's educational programs. In summary, the analysis attested to Muktangan's impactful role in enhancing diverse aspects of children's character development, pinpointing areas of strength and potential avenues for refinement.

“Our classes are all about teamwork, and I like that. We do group projects where everyone has a job, like in a recent science project. It's cool because we have to coordinate and share tasks. Even in regular class discussions, we listen to each other's ideas. Sometimes we get to do fun stuff like organizing events together. It's not just about learning; it's about working as a team, and I find that pretty awesome.

-Kirat (alias), Student

Career-ready initiative

The Career-ready initiative was designed for students in the 8th grade and beyond. 8 out of 10 students attended the career-ready program.



Fig.8 : Participation in the Career-Ready Program

The extent to which the Career-ready program facilitated the transition from education to career opportunities was gauged. Participants were asked to rate their experience on a scale of 1 to 10, with 1 representing the least help and 10 indicating the most substantial assistance.

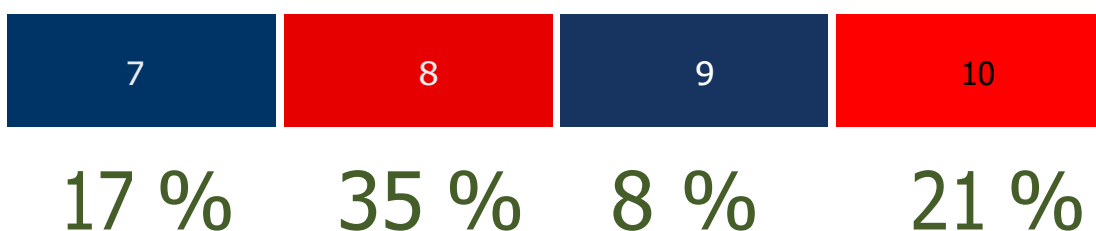


Fig.9 : Rating of the Program given by the Students

Out of 140 students, 34 provided feedback on their transition from education to career opportunities on a scale of 1 to 10. The reason behind this was the number of students who were studying in grade 8 (n=34) of the total set. The responses received underlined a significantly high percentage of students who participated in the career-ready program and benefitted from it. This underscored the program's effectiveness in providing support to students to help transition from education to career opportunities.

“ In my opinion, we learn a lot of things in mukt mind like how to manage our stress and feel free and in career guidance.

-Naresh (alias), Student

“ Today, I know which career is good for me & what to do in my life. All thanks to career guidance from a teacher who taught us how to manage our stress and anxiety in mukt mind class.

-Uma (alias), Student

“ I love mukt mind sessions because there we learn how be mentally fit and how to handle our stress. Teachers also provide good advice and guidance for our careers.

-Kavita (alias), Student



Interaction of students with Community-based Teachers

All respondents unanimously reported that interacting with teachers from the same community was easier. Additionally, all respondents expressed that they felt they had a healthy student-teacher relationship with their faculty.



Fig 10: Percentage of students who found interacting with community teachers easy

The qualitative inputs provided by students offered profound insights into the impact of community teachers on their learning experiences. These narratives highlighted the significance of a familiar and connected educational environment, where community teachers acted not only as educators but also as mentors, weaving local context into lessons and making education more relevant and meaningful for the students.

Narratives underscored community teachers' pivotal role in understanding local challenges, forging a meaningful connection between learning and daily life through relatable stories and examples. The personalized educational approach, facilitated by teachers within the same community, integrated local knowledge and created a shared, exciting, and deeply personal learning journey. Acting as mentors, these teachers understood unique dynamics, making education enjoyable and showcasing its relevance to the community. This demonstrated the positive impact of teacher-student relationships grounded in familiarity and understanding. In summary, community teachers emerged as mentors and leaders, integrating local context to create an engaging and lasting impact on students' holistic learning experiences.

“

My teacher understands me well. It has never been difficult to talk to her. I feel like she is my elder sister.

-Sunita (alias), Student

“

Madam tells us stories to teach us concepts. I remember listening same stories from my mother as well.

-Chahat (alias), Student



IMAGE 4 :FIELD PICTURE 4

What the parents say

Parents had noted a range of transformations in their children, spanning personal, emotional, skills development, and academic advancements. The observed changes included distinct qualities that set their children apart.

Increased self-confidence and self-esteem

Improved problem-solving and critical thinking skills

Enhanced communication and social skills

Greater empathy and understanding of others

Increased independence and responsibility

Better time-management and organization skills

Greater interest and passion for learning

Improved academic performance and motivation

The majority of parents who witnessed the teaching methodology at Mukhtangan identified a clear deviation from traditional methods. This distinctive approach was viewed as encouraging, fostering the cultivation of crucial attributes like critical thinking, problem-solving, and creativity in their children.

“ I think other schools focus on only theoretical knowledge and they don't focus on activities and other things. But here teacher teach student to through different activities and they focus on other things like sports, arts and debate programs. So children gain overall development because of these things.

- Ranvir (alias), Parent

“ I see the shift to modern school pedagogy as something that holds great potential for the holistic development of my son. I value the emphasis on active learning methods, collaborative activities, and real-world applications, believing that these will not only enhance his academic skills but also foster critical thinking, problem-solving abilities, and creativity.

- Balbir (alias), Parent

The analysis of parents' IDIs exhibited that they had also witnessed development in their children: Several parents mentioned perceiving a noticeable change in their children's decision-making abilities and confidence. These changes were observed gradually as a result of their teachers actively engaging with them over time. Further, they valued the engagement facilitated by Mukhtangan in their children's learning and growth. It enabled them to comprehend their children's educational experiences and also provided opportunities for more interactive learning time with their children.

From the Teachers

In an empirical exploration of the educational milieu at Muktangam, the present study engaged with the experiential insights of educators. The ensuing focal points encapsulated discerning observations and pedagogical methodologies, elucidating the innovative paradigms embraced by Muktangam in pursuit of heightened student learning experiences and comprehensive development.

“Now we are making one model that is connected with the ball, and children are usually playing with the handballs and the football and they are connecting their knowledge with peers also, and in a math session, they are learning how to calculate the diameter, radius, and circumference. So they are learning math through a model, they are learning about mathematics. This is our special activity.

- Manisha (alias), Teacher

“We allow the space for children to express themselves. They do their own creative thinking, they work on their own skills, whatever they are and what they love. They are speaking, they're reading, they're good at drawing something. So they can even illustrate by drawing. A child who is not good at writing can illustrate. So his creativity comes out on that. In this way, the child is developing all his skills. And like it's not like the only reading is there, I think everything is developing.

-Neha, (alias), Teacher

“Students express themselves freely and confidently, sharing their thoughts, whether right or wrong. During activities like circle time, we introduce concepts related to role models or significant people in their lives who have helped them. During these discussions, students often provide examples of teachers who have influenced them positively. For instance, they might share that a teacher has motivated them to become more open and expressive, overcoming previous shyness or reserved behavior.

- Lalitha (alias), Teacher

“When my mother informed me that I was going to attend a regular school, I was filled with nervousness. I was anxious about how to approach lessons, handle all the learning materials, and whether I would be a reliable teacher. These concerns kept racing through my mind, but after about 1,2,3 lessons, I began to feel more confident. Surprisingly, on my first day, everything went smoothly, and as a result, I was able to manage any standard with ease. I'm now not afraid to take risks and it feels great to conquer those initial uncertainties.

- Kirti (alias), Teacher

The qualitative analysis of teacher interviews provided insightful findings regarding various facets of the educational landscape at Mukhtangan. Teachers expounded on a noticeable paradigm shift in learning approaches, indicating a transition towards a more child-friendly and learning-oriented methodology.

This evolution prioritized the cultivation of new skills, fostering a deeper understanding, as opposed to the conventional approach of rote memorization. Furthermore, teachers articulated their observations on holistic child development, elucidating a significant upswing in students' confidence levels and the identification of unique skill sets that extended beyond academic performance.

The institution's commitment to providing focused attention created an environment conducive to nurturing these skills. The comprehensive curriculum at Mukhtangan emerged as a focal point in the analysis, with teachers emphasizing its design to promote the holistic development of children. The outcomes of this approach manifested in heightened teamwork, increased student engagement, and a palpable surge in interest in attending school.

Pre-service and in-service training stood out as pivotal components of the educational framework, as highlighted by the teachers. The year-long practical experience during these training periods allowed educators to comprehend their strengths and weaknesses, providing a nuanced understanding of the intricacies involved in a student-friendly teaching approach. Notably, interactions with children during pre-service training proved instrumental in refining teaching skills, exposing educators to more effective methods, and fostering an enhancement of communication skills through subsequent teaching experiences in schools.

Recommendations

To ensure a more comprehensive and impactful educational experience, the following recommendations are proposed:

- 1. Expand Career-Ready Initiatives:** Broaden the scope and reach of career guidance initiatives, such as Career Ready, to ensure that a greater number of students can participate. Introduce new programs and resources that address evolving industry demands, thereby providing a comprehensive framework for career guidance. This will better equip students with the skills and knowledge needed to navigate the modern job market.
- 2. Parental Involvement Strategies:** Develop initiatives aimed at enhancing parental engagement and understanding of the educational process. By fostering a collaborative partnership between schools and parents, students will benefit from a more supportive learning environment. Regular feedback sessions with parents should be conducted to understand their perspectives and continuously improve the educational experience.
- 3. Continuous Professional Development for Teachers:** Strengthen ongoing professional development opportunities for teachers, with a focus on pedagogical advancements, innovative teaching methods, and technology integration. Providing additional support and resources will enable teachers to deliver more effective online and blended learning experiences, thereby enhancing overall educational quality.

Conclusion

In conclusion, the assessment of Muktangan's innovative education model highlighted its noteworthy contributions to holistic child development and community-centric education. The insights gathered shed light on the preference for longer school tenures, showcasing the positive influence of library and computer center access on students. While acknowledging the model's successes, the recommendations put forth aimed to instigate positive transformations in key areas, such as providing support for both teachers and students. Through the dedicated implementation of these suggestions, Muktangan could further solidify its role as a beacon of transformative education, nurturing the comprehensive growth of children and fortifying community ties.

The unwavering commitment to the foundational principle of 'By the Community, For the Community' ensures that Muktangan continues to stand as a dynamic force in shaping the future of education. By embracing these recommendations, Muktangan can build on its strengths and address areas for improvement, ensuring an even more impactful and inclusive educational experience for children. As Muktangan advances, it will not only continue to empower students with valuable skills and knowledge but also serve as an inspiring model for community-driven education initiatives.

References

- Bail, F. T. (1983). An Integrated Model for Teaching Educational Psychology to Pre-Service Teachers. *Teaching of Psychology*, 10(3), 155-159. https://doi.org/10.1207/s15328023top1003_9
- Conole, G. (2008). New Schemas for Mapping Pedagogies and Technologies. *Ariadne Article*. <http://www.ariadne.ac.uk>
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Moraes, B. A., & Costa, N. M. S. (2016). Understanding the Curriculum, the Light of Training Guiding Health in Brazil. *Journal of School of Nursing—University of Sao Paulo*, 50, 9-16. <https://doi.org/10.1590/S0080-623420160000300002>

List of Figures, Images and Tables

- Figure 1: Location of implementation
 - Figure 2: Class-wise activity Chart
 - Figure 3: OECD DAC framework
 - Figure 4: Percentage distribution of students in different age brackets
 - Figure 5 : Years Spent in the Current School
 - Figure.6 : Percentage of students who attended quality circle time each week
 - Figure 7 : Positive changes in specific characteristics
 - Figure 8 : Participation in the Career-Ready Program
 - Figure 9 : Rating of the Program given by the Students
 - Figure 10:Percentage of students who found intercatng with community teachers easy
-
- Table 1: Sample Size
 - Table 2: Classwise Distribution of respondents
-
- Image 1 :Field picture 1
 - Image 2 :Field picture 2
 - Image 3 :Field picture 3
 - Image 4 :Field picture 4

This report captures the impact assessment study
for Kotak Mahindra Prime Limited



27bkc, C 27, G Block, Bandra Kurla Complex, Bandra (E), Mumbai,
Maharashtra, 400051



91 22 61660000

<https://www.primeloans.kotak.com/>

We express sincere gratitude to the students, teachers & parents, whose willingness to share their experiences has transformed this research into a deeply meaningful endeavor.



A publication by

IMPACT DASH

This report is published by Impact Dash



hello@impactdash.com



www.impactdash.com



impactDash



impactdashHQ



impactdash