

IMPACT ASSESSMENT REPORT FOR THE AKANKSHA FOUNDATION

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01. ABBREVIATIONS

NGO	Non-Governmental Organization
CSR	Corporate Social Responsibility
CSMEMS	Chhatrapati Shahuji Maharaj English Medium School
PKGEMS	Pujya Kasturba Gandhi English Medium School
SDG	Sustainable Development Goals
SEE	Socio-Emotional and Ethical
SMC	School Management Committee

02. EXECUTIVE SUMMARY

Background of the Program

The collaborative initiative between the Mphasis FI Foundation and The Akanksha Foundation was focused on enhancing educational opportunities for children in Pune's underserved communities. The project supported two English-medium schools, Chhatrapati Shahuji Maharaj English Medium School (CSMEMS) and Pujya Kasturba Gandhi English Medium School (PKGEMS), both run by Akanksha Foundation in partnership with municipal corporations. Targeting the academic year 2022-2023, CSMEMS served 767 students from Junior Kindergarten to Grade 8, while PKGEMS accommodated 919 students from Junior Kindergarten to Grade 10. The project's multifaceted goals, supported by Mphasis FI Foundation, encompassed academic achievement, youth development, and community engagement with a vision to transform lives through education in Pune's low-income communities.

Project Activities



Personalised learning initiatives for academic achievement, including remedial programs to address learning gaps.



Integration of technology in classrooms for enhanced learning experiences, combining traditional and digital methods through blended learning approaches.



Conducted midyear and end-of-year assessments to track student progress.



Introduced educators to Socio-Emotional and Ethical (SEE) learning practices and integrated them across schools through SEE champions.



Organised circle time activities for student well-being and providing special training for teachers to enable research projects.



Celebrated events, festivals, extracurricular activities and field trips for holistic student development.



Fostered parent engagement through meetings, home visits, involvement in the school management committee and need-based sessions and events.



Conducted professional development and training sessions, peer observation, and staff meetings that were aligned with the Akanksha vision and mission to build capacity for integrating technology in the classroom.



Year of Implementation

FY 2022 - 2023



NGO partner

The Akanksha Foundation



Year of assessment

FY 2023-2024



Budget

3,00,00,000



Project location

Pune, Maharashtra



SDG Goals



Research Methodology



Project Name

Supporting two schools run by the Akanksha Foundation in Pune



Research Design

Descriptive and Interpretive research design



Sampling Methodology

Purposive and random sampling



Sample Size

100

- Primary classes: 25 students from Pujya Kasturba Gandhi English Medium School
- Middle and High classes: 75 students from Chhatrapati Sahu Maharaj English Medium School



CHHATRAPATI SHAHUJI MAHARAJ ENGLISH MEDIUM SCHOOL - PLAYGROUND

Key Output



Personalised learning initiatives and remedial programs were implemented to address learning gaps.



Technology was integrated into classrooms for enhanced learning experiences, combining traditional and digital methods through blended learning approaches.



Midyear and end-of-year assessments were conducted to track student progress.



An increase in learning gaps was prevented, and learning continued even if schools were closed or ran in shifts.



The learning levels of all students were understood to reduce learning gaps and provide appropriate support.



Circle time activities for student well-being were organised, and special training was provided for teachers to enable research projects.



A space for students to focus on problem-solving, share their issues, and focus on inculcating life skills in the student body was created.



Exposure to events and activities that helped build life skills and enable holistic development was provided.

Key Impact



Academic performance was improved, and learning gaps were reduced.



Learning experiences were enhanced through technology integration.



Student well-being and safety were enhanced.



Problem-solving skills and life skills among students were developed.



Awareness and prevention of personal safety issues were increased.



Holistic development of students was achieved through exposure to various events.



Parent engagement and community involvement were enhanced.



Teacher capacity and effectiveness in pedagogies and technology integration were improved.



Socio-Emotional and Ethical (SEE) learning among teachers and students was promoted.



Community engagement and support for the school's goals were strengthened.

CHAPTER 3

INTRODUCTION



Classroom at Chhatrapati Shahuji Maharaj English Medium School

BACKGROUND AND NEED OF THE PROGRAM

Establishing English-medium Public Private Partnership (PPP) modelled schools in Mumbai, Navi Mumbai, Pune, and Nagpur through collaborations with municipal corporations, The Akanksha Foundation has positively impacted over 14,000 children across India. The intervention program at Pujya Kasturba Gandhi English Medium School and Chhatrapati Sahu Maharaj English Medium School emerged from a compelling need to address educational disparities prevalent in low-income communities. Before the intervention, both schools struggled with significant challenges, including infrastructure deficiencies, inadequate teaching methodologies and limited parental engagement.

Recognising the undeniable potential of education, the foundation supported by Mphasis FI Foundation initiated this program at PKGEMS and CSMEMS to enhance educational opportunities for underprivileged communities. Active involvement from stakeholders, including teachers, parents and social workers, underscored a shared commitment to create a nurturing environment conducive to academic growth and holistic development.

OBJECTIVES OF THE PROGRAM



To address educational disparities prevalent in low-income communities by providing quality education and holistic development opportunities to children.



To create conducive learning environments and introduce innovative teaching methodologies, including blended learning approaches and technology integration, to enhance student engagement and academic performance.



To address the diverse needs of students and parents by conducting community engagement programs, academic support initiatives, counselling sessions, and awareness programs.



To create a physically and emotionally safe space for children by fostering collaboration, compassion, and self-management.



To establish successful and sustainable partnerships with parents to engage them in their children's holistic development.



To create social awareness within communities by fostering collaboration, compassion, and self-management among parents.



To evaluate performance standards related to Family Well-being, Parent Engagement, and Parents as Partners in Child Safety to track progress throughout the year.

ABOUT MPHASIS FI FOUNDATION

Mphasis FI Foundation is an independent charitable trust with a charter to support innovative programs that work towards the inclusive development of society. As front-runners in technology-led solutions, Mphasis' corporate social responsibility (CSR) works for socially excluded and economically disadvantaged groups through disruptive and tech-based solutions in the areas of education (improving learning outcomes), livelihood (improving employability and income generation), inclusion (empowering people belonging to the target group) and environmental sustainability (engineering climate sustainability). Mphasis CSR programs expand across its geographies of operation as well as disaster-affected regions in India.

ABOUT NGO PARTNER

The Akanksha Foundation, a leading non-profit organisation with over 30 years of experience in education, is dedicated to transforming the lives of children from low-income communities in India. Originating in 1991 with after-school centres in Pune and Mumbai, Akanksha has expanded its reach to Mumbai, Navi Mumbai, Pune, and Nagpur through various programs. Today, Akanksha supports 14,000 students through the formal school education program and 4,000 alumni from low-income backgrounds across Mumbai, Pune and Nagpur. Through these initiatives, Akanksha continues to drive transformative change, empowering communities and reshaping the future of education in India.

STUDENTS DISCUSSION AT PUJYA KASTURBA GANDHI ENGLISH MEDIUM SCHOOL



CHAPTER 3

RESEARCH METHODOLOGY

Mphasis FI Foundation commissioned SoulAce to conduct an impact assessment study to evaluate the immediate and enduring impacts of the program implemented under the Education CSR theme. The impact assessment study was conducted in the fiscal year FY 2023-24.

OBJECTIVES OF THE STUDY



To assess the immediate impacts of the program implemented.



To evaluate the enduring impacts of the program over time.



To measure the effectiveness of the program in achieving its intended goals and objectives.



To identify strengths and areas for improvement in the program's implementation.



To provide recommendations for enhancing the program's impact and sustainability.



To generate insights to inform future planning and decision-making related to education-focused CSR initiatives.

KEY STAKEHOLDERS



Children and parents



NGO partner and Project team



Teachers, principals, and SMC members

DEFINITION OF RESEARCH

Research can be stated as a logical and systematic search for new and useful information on a particular subject matter. Social science research refers to the systematic activity of gaining new understanding by following scientific principles and methods to minimise bias and subjectivity. It is contrary to writing something based on assumptions or speculations. Though information on certain facts can also be gained through common sense and based on general observation and hearsay, those facts will not be considered valid until they have been obtained in a methodical manner, which can stand the test of time.

The defining characteristics of scientific research are objectivity, ethical neutrality, reliability, testability and transparency. The identification of the research problem provides the starting point of research, which is then defined and redefined through a proper review of the literature on the problem or deliberations with research experts and knowledgeable others in the subject matter of interest. Each research problem has a multitude of perspectives and dimensions, and research cannot cover all of those in a single study. Thus, we need to delimit the research problem into a 'measurable problem and formulate objectives, make decisions on the research design, sample design, type of research instruments for collecting the data, and how these data can be edited, coded, classified, tabulated, and interpreted so that findings and conclusions can be reached'. Every research needs to have a proper methodology to foresee the problems that could arise in the process and steer through it in a proper direction without losing focus.

USE OF MIXED METHODOLOGY FOR MAXIMUM INSIGHTS

The research problem pertained to assessing the impact of this initiative on local communities. The project's success lies in recognising the importance of education as a catalyst for positive societal change.

APPLICATION OF QUANTITATIVE TECHNIQUES

A quantitative study is needed when the focus is on presenting the study problem in terms of numbers, frequencies, percentages, etc. In quantitative research, standardised instruments such as questionnaires and interview schedules are employed to collect data. Though the information that is obtained is easily amenable to various statistical measures and tests, quantitative information has its own limitations. It can uncover only the surface phenomena. It is unable to penetrate beneath the surface and identify what is hidden. In this study, to assess the impact, structured tools like the interview schedule administered were used. This helped in obtaining quantifiable information.

APPLICATION OF QUALITATIVE TECHNIQUES

Qualitative research can only unravel enriched and hidden information that may not be evident on the face of it. The qualitative approach is distinguished by deeper probing and flexibility, and it can yield massive amounts of data that were not anticipated when the research was initiated. For better accuracy, to ensure anonymity, and at the same time, to cover a larger sample population, quantitative techniques were used. Qualitative techniques of interviews with key stakeholders and interviews with community people were adopted for a better understanding of the problem alongside quantitative research.

PROJECT EVALUATION FRAMEWORK

After the collection of relevant information and perceptions through interviews, the OECD framework would be followed/applied, and it would have six evaluation criteria - relevance, coherence, efficiency, effectiveness, impact, and sustainability for each of the indicators.



ENSURING TRIANGULATION

Triangulation was needed to increase the credibility and validity of the research findings. It was also a measure taken to ensure the trustworthiness of the research process. The findings of the quantitative research have been verified with the insights from qualitative research, and the report has also been structured to reflect this point.

Research Design



Name of the project

Supporting two schools run by the Akanksha Foundation in Pune



Implementing Partners

The Akanksha Foundation



Research Design Used

Descriptive research design



Sampling Technique

Purposive and stratified random sampling



Qualitative Methods Used

Testimonials and focus group discussions

STUDY TOOLS

Tools used during the study

SoulAce has developed a mobile application platform for quantitative data collection. The field team used this app to undertake the study. This application has real-time data entry and data upload features with GPS location details along with a questionnaire for interaction with the project beneficiaries; the application has a provision to take pictures of each respondent.

Primary data was collected using two types of questionnaires.

Questionnaires for primary beneficiaries

Structured questionnaires were developed, and the project details for each of the focus areas were reviewed. Indicators were pre-defined before conducting the surveys.

Questionnaires for secondary beneficiaries and stakeholders

Semi-structured questionnaires were developed for each type of sample of this group. Stakeholders were identified across the focus areas.

One-on-one discussions were done with beneficiaries to prepare case studies.

ENSURING COMMITMENT TO RESEARCH ETHICS



Anonymity

Anonymity refers to not revealing the identity of the respondents. This research study strictly does not reveal the identity of respondents unless the same is warranted for the illustration of success stories or case studies. After the research was completed, the study did not reveal which individual respondents answered which question in what manner.

The results were revealed only as an aggregate, so no one would be able to single out the identity of a particular respondent. This was required to not break the trust of the respondent by not revealing the individual identity.



Confidentiality

Research subjects participate in the process only based on the trust that confidentiality is maintained. Hence, the research would not reveal any data regarding the respondents for purposes other than the research study.



Non-Maleficence

Research would not lead to harm to the research subjects. This study ensured that the respondents were not harmed in any way.



Beneficence

Any research study should have some benefits for the respondents. This research study also ensures that individuals, groups, and communities benefit and their well-being is enhanced.



Justice

Justice refers to being fair to all. This research study ensures equal treatment of all its research subjects and no biases or prejudices towards any group based on social stereotypes or stigma associated with being a member of a certain group or class.

INTERACTION WITH THE SCHOOLS STAFF



CHAPTER 4

KEY STUDY FINDINGS AND IMPACT

The chapter explores the multifaceted impact the program has made to enhance educational opportunities and foster holistic development among students in two schools. Pujya Kasturba Gandhi English Medium School and Chhatrapati Sahu Maharaj English Medium School. Through a comprehensive analysis of both quantitative and qualitative data, several key impacts have emerged that highlighted the program's effectiveness to address educational disparities and nurture student growth.



STUDENTS DEMOGRAPHY

CHART 1: GRADE-WISE DISTRIBUTION OF RESPONDENTS IN PRIMARY CLASSES

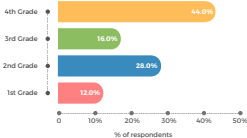
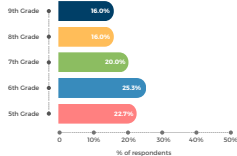


CHART 2: GRADE-WISE DISTRIBUTION OF RESPONDENTS IN MIDDLE AND HIGH CLASSES



The analysis of the data revealed a nuanced distribution of respondents across different grade levels within the surveyed population, which indicated a diverse representation of students at various stages of their academic journey. The primary classes show the largest portion of respondents in the 4th grade (44%), followed by the 2nd (28%) and 3rd grades (16%). In contrast, for middle and high classes, the data indicates that the 6th grade (25.3%) is the most represented, followed by the 5th (22.7%) and 7th grades (20%). This implied the importance of addressing the needs of students across all academic stages.



PRE-INTERVENTION STATUS

Before the implementation of the Akanksha intervention program, both Pujya Kasturba Gandhi English Medium School (PKGEMS) and Chhatrapati Sahu Maharaj English Medium School (CSMEMS) faced various challenges in providing quality education to underprivileged communities. PKGEMS, established in 2016 with a zero-fee structure, lacked a secondary section and encountered difficulties in obtaining permission for grades 9 and 10, limiting its capacity and hindering holistic student development. Despite a dedicated management team, infrastructure deficiencies such as the need for additional classrooms, a computer lab, a library, and a community hall persisted. Stakeholder engagement initiatives aimed to address diverse student and parent needs, but challenges related to attendance, community influence on student behaviour, and overall infrastructure gaps remained. Similarly, CSMEMS, established in 2014 as a Marathi medium school, faced challenges related to learning gaps and inclusion of special needs children. Although efforts were made to maintain quality education through ongoing teacher training and curriculum alignment, infrastructure limitations and learning gaps persisted. Both schools emphasised stakeholder engagement, innovative teaching methods, and extracurricular activities to promote holistic student development despite pre-intervention challenges.

KEY PROGRAM INPUTS AND ACTIVITIES

ACADEMIC ACHIEVEMENT



Implemented personalised learning initiatives and remedial programs to address learning gaps.



Integrated technology in classrooms for enhanced learning experiences, combining traditional and digital methods through blended learning approaches.



Conducted midyear and end-of-year assessments to track student progress.



Prevented an increase in learning gaps and ensured learning continued even if schools were closed or ran in shifts.



Understood the learning levels of all students to reduce learning gaps and provide appropriate support.

PARENT ENGAGEMENT



Fostered parent engagement through meetings, home visits, involvement in the school management committee, and need-based sessions and events.



Identified school needs and mobilised parents to aid the school in achieving community engagement goals.

STUDENT WELL-BEING AND SAFETY



Organised circle time activities for student well-being and provided special training for teachers to enable research projects.



Created a space for students to focus on problem-solving, share their issues, and focus on inculcating life skills in the student body.



Conducted personal safety education (PSE) and child sexual abuse (CSA) sessions.



Provided exposure to events and activities that helped build life skills and enable holistic development.



Hosted Emory University facilitators for Baseline tests and arranged events, festivals, extracurricular activities, and field trips for holistic student development.

TEACHER & STAFF TRAINING



Conducted professional development and training sessions, peer observation, and staff meetings to align with the Akanksha vision and mission and build capacity for integrating technology in the classroom.



Integrated new teachers and staff members into the Akanksha School Project.



Enabled teachers to have mastery over pedagogies and a deep understanding of Socio Emotional and Ethical (SEE) learning, blended and virtual learning, and parent and community engagement.

CHAPTER 5

KEY PROJECT IMPACT



Parents Discussion at Pujya Kasturba Gandhi English Medium School

The key project impact encompassed transformative changes in infrastructure, teaching methodologies, student outcomes and community engagement, fostering holistic development in both Pujya Kasturba Gandhi English Medium School and Chhatrapati Sahu Maharaj English Medium School.

TYPES OF SUPPORT AND ACCESSIBILITY

PRIMARY SCHOOLS

CHART 3: PERSON WHO HELPS WITH THE STUDIES AT HOME

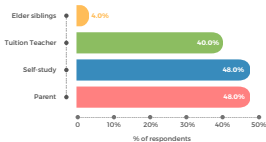


CHART 4: FREQUENCY OF ATTENDING EVERYTHING AND READ IN CIRCLE STUDY

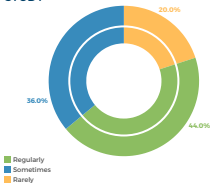
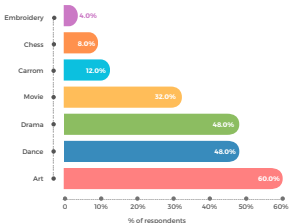


CHART 5: ACTIVITIES ATTENDED



The survey findings indicated that respondents primarily sought assistance for their studies at home from parents (48%) and through self-study (48%) while additional support came from tuition teachers (40%), with a small percentage relying on elder siblings (4%) for study help. All students reported being able to independently manage their homework. Regarding attendance at the 'Everything and Read in Circle' study sessions, responses varied among respondents, as a little less than half attended regularly (44%), some attended sometimes (36%) and others attended rarely (20%). Additionally, all respondents expressed a love for reading books and the ability to read independently at home. In terms of extracurricular activities, art was the most popular (60%), followed by dance and drama (48% each), with smaller percentages engaging in activities like movies (32%) and others, which reflected a diverse range of interests among respondents. The field survey showed that all the students in the primary school studied on the tab at the school, and all of them enjoyed the class.

MIDDLE AND HIGH SCHOOLS

CHART 6: PERCENTAGE DISTRIBUTION OF RESPONDENTS BY THE GROUP-SIZE THEY USUALLY SIT IN

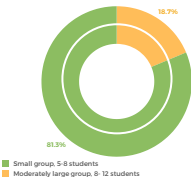


CHART 7: SUBJECTS LEARNT ON THE TABS AT THE SCHOOL

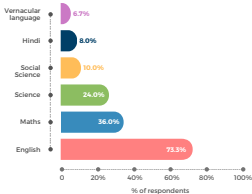


CHART 8: WHETHER GOT INDIVIDUAL ACCESS TO THE TAB IN THE CLASS?

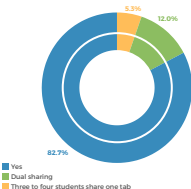
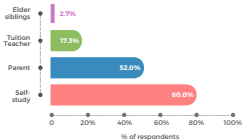
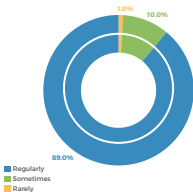
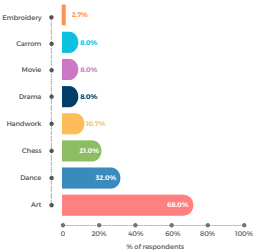


CHART 9: PERSON WHO HELPS WITH THE STUDIES AT HOME**CHART 10: FREQUENCY OF ATTENDING EVERYTHING AND READ IN CIRCLE STUDY****CHART 11: ACTIVITIES ATTENDED**

The data reveals that the majority of respondents (81.3%) belonged to small groups of 5-8 students, while the rest (18.7%) were part of moderately large groups with 8-12 students.

This distribution underscored the prevalence of smaller, more intimate settings among the surveyed population that potentially facilitated personalised attention and closer instructor-student relationships. Regarding subjects learned on tablets at the school, English emerged as the most commonly studied subject, with the majority of the respondents (73.3%) implying its inclusion in tablet-based learning, followed by Mathematics (36%), Science (24%) and Social Science (10.7%). In terms of access to tablets in the classroom, most of the respondents (82.7%) reported having individual access, which reflected a substantial portion of students with personalised learning experiences. Furthermore, the majority of the respondents (80%) were engaged in self-study as the primary method of studying at home, and a little more than half (52%) mentioned parental assistance. The overwhelming majority (89.3%) reported attending 'Everything and Read in Circle' study sessions regularly. Additionally, all respondents expressed a love for reading books, as nearly all (98.7%) were able to independently read books at home. Regarding extracurricular activities, art-related activities were the most attended by most of the respondents (68%), followed by dance (32%) and other activities such as chess, handwork, drama, movies, carrom, and embroidery, that highlighted varying degrees of interest and participation across different activities.

INTERACTION WITH TEACHERS



Enhanced Educational Opportunities in Pujya Kasturba Gandhi English Medium School

This field research examined the progress of Pujya Kasturba Gandhi English Medium School (PKGEMS) within the Akanksha intervention programme. It examined the school's facilities, teaching methods, student achievements, and extracurricular programmes. PKGEMS is a high school associated with the Maharashtra State Board of Education, founded in 2016 with a tuition-free model, focusing mostly on serving impoverished areas. Before the Akanksha intervention, the school did not have a secondary division and encountered difficulties in securing authorisation for grades 9 and 10. The school extended its capacity and increased student enrollment using a lottery system by partnering with Akanksha. They also developed interventions to improve academic attainment, student well-being, and parent-community development.

The school's management consisted of committed personnel, such as the principal, teachers, non-teaching staff, social workers, and counsellors, all working together to establish a supportive learning environment. The stakeholders planned to address the unique needs of students and parents by implementing academic support, counselling sessions, and community participation programmes to build a culture of holistic development.

The teachers viewed the school's curriculum as very effective, highlighting its compatibility with student needs and educational standards. Utilising blended learning methods such as activity-based learning, films, ICT tools, and quizzes on tablets greatly improved student involvement and academic achievement. Teachers credited this enhancement to the creative utilisation of technology and engaging instructional strategies. The school's focus on blended learning allowed for customised learning experiences that accommodated various student learning styles and interests. Classroom observations, feedback sessions, and mentorship opportunities enhanced instructors' professional development and teaching effectiveness. The participation of counsellors and social workers in addressing students' non-academic needs created a helpful and comprehensive learning environment.

PKGEMS combined traditional teaching methods with modern technologies such as projectors, TVs, iPads, and tablets to improve classroom interactions and interest students. Intervention sessions, also known as remedial classes, were held consistently to target learning challenges, specifically emphasising English language skills and fundamental subjects. The school had infrastructure issues, such as the requirement for more classrooms, a computer lab, a library, and a community hall.

Student attendance at the school increased significantly to 90% after the intervention, up from 70% during the COVID-19 pandemic. Extracurricular activities, including sports, artistic projects, and photography groups, were added to develop students' talents and social-emotional skills. The activities, together with socio-emotional learning sessions, enhanced the children's overall development by promoting empathy, critical thinking, and gratitude.

PKGEMS encountered issues with attendance, community impact on student conduct, and infrastructure shortcomings despite making improvements. The school authorities prioritised team-building, collaboration, and resource allocation to support the project. Recommendations suggested acquiring more resources, including benches, laptops, and PA systems, and maintaining the school building to fill infrastructural shortages and create a suitable learning environment. PKGEMS aims to provide a loving atmosphere that supports academic success, social-emotional well-being, and holistic development by meeting the different needs of students, parents, and the community. The school worked together and implemented strategic actions to address obstacles and maintain its goal of empowering disadvantaged communities via high-quality education.





CHANGE/ IMPROVEMENT OF SCHOOL ATTENDANCE AND ENROLLMENT RATE

PRIMARY, MIDDLE AND HIGH SCHOOLS

As per the qualitative field survey, all the students from both Primary, Middle and High Schools come to school regularly and also like coming to school very much.

BOTH THE QUANTITATIVE AND QUALITATIVE SURVEYS SHOWED THE REMARKABLE IMPACT CREATED AS A RESULT OF THIS INITIATIVE:



All the students reported that they could manage to do their homework independently.



All the respondents reported that they love to read books and can independently read books at home.



All the respondents reported that they find the learning on Tabs interesting.



All the respondents reported that they participated in the classes during discussions and exercises.

CLASS LIBRARY



LIBRARY AT CHHATRAPATI SHAHUJI MAHARAJ ENGLISH MEDIUM SCHOOL



AUDIO VISUAL LEARNING ACTIVITY





CHANGE/IMPROVEMENT OF ACADEMIC PERFORMANCE

PRIMARY SCHOOLS

CHART 12: SUBJECTS LIKED MOST

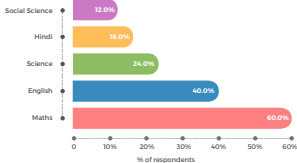


CHART 13: LANGUAGE IN WHICH LIKE TO READ THE MOST

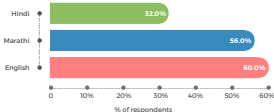
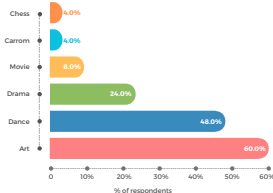


CHART 14: ACTIVITY CLASS LIKED THE MOST



The data indicates that Mathematics was the most preferred subject among the majority of respondents, as the majority (60%) expressed a liking for it, followed by English (40%). This distribution underscored varying preferences among respondents for different subjects, which reflected individual inclinations towards specific areas of study. Regarding language preferences for reading, most of the respondents (60%) preferred English, while more than half (56%) expressed a preference for Marathi. Furthermore, all respondents reported enjoying doing Mathematics through pictures and games. In terms of activity classes, art was the most favoured, as the majority of respondents (60%) expressed a preference for it, followed by dance and drama (each favoured by 48% of respondents). The findings highlighted the diverse preferences among respondents from primary classes.



MIDDLE AND HIGH SCHOOLS

CHART 15: CLASS LIKED THE MOST

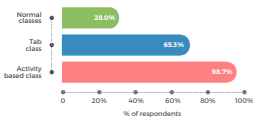


CHART 16: SUBJECTS LIKED MOST

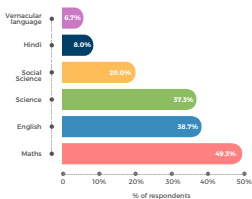


CHART 17: LANGUAGE IN WHICH LIKE TO READ THE MOST

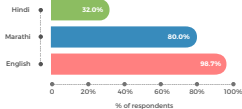


CHART 18: WHETHER ABLE TO UPLOAD AN ASSIGNMENT ONLINE?

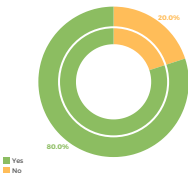


CHART 19: WHETHER ABLE TO SOLVE THE MATHS EASILY?

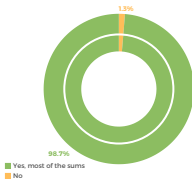


CHART 20: WHETHER FIND THE PICTORIAL AND ACTIVITY-BASED MATHS CLASS EFFECTIVE IN THE LEARNING PROCESS?

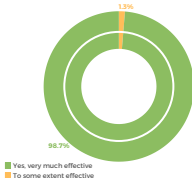


CHART 21: ACTIVITY CLASS LIKED THE MOST

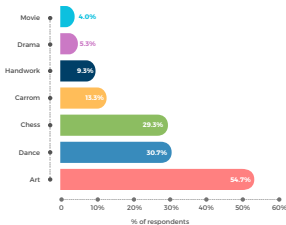
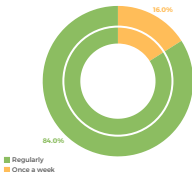


CHART 22: FREQUENCY OF ATTENDING THE ACTIVITY CLASSES

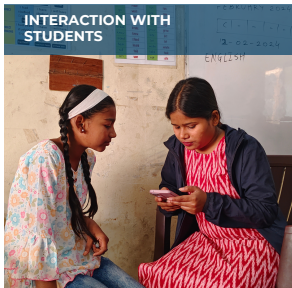


The data highlighted the preferences and experiences of respondents across different facets of their educational journey. Firstly, it indicated a notable enthusiasm among students for interactive and hands-on learning experiences, with an overwhelming majority (98.7%) expressing a preference for activity-based classes. This underscored a growing interest in innovative teaching methodologies aimed at fostering engagement and participation. Similarly, a significant portion (65.3%) of respondents reported liking tablet-based classes, indicating a positive reception towards incorporating technology in the learning process. In contrast, a smaller percentage (28%) indicated a preference for traditional, non-activity-based classes. Regarding subject preferences, Mathematics emerged as the most favoured subject (49.3%), closely followed by English (38.7%) and Science (37.3%). Social Science, Hindi, and Vernacular Languages were relatively less favoured, reflecting varying levels of interest among students in different academic areas.

Furthermore, the data indicated that a majority of students (80%) had access to online platforms for submitting assignments, highlighting the integration of technology into academic tasks. Additionally, a strong preference for reading in English (98.7%) was evident among respondents, followed by Marathi (80%) and Hindi (32%), showcasing diverse linguistic preferences. Moreover, the overwhelming majority of respondents (98.7%) reported ease in solving math problems and found pictorial and activity-based math classes to be highly effective in enhancing their understanding of mathematical concepts.

This underscored the positive impact of interactive and visual learning approaches in facilitating learning outcomes.

In terms of extracurricular activities, a majority of respondents (84%) participated regularly, indicating a strong commitment to engagement beyond traditional academics. Art emerged as the most preferred activity class (54.7%), followed by dance (30.7%) and chess (29.3%), reflecting diverse interests among students.



“ Improved Educational Opportunities at Chhatrapati Sahu Maharaj English Medium School

This field report gathered insights into different aspects of Chhatrapati Sahu Maharaj English Medium School (CSMEMS) under the Akanksha intervention programme by interviewing key stakeholders such as the principal, teachers, and social workers. It focused on the holistic approach adopted by CSMEMS to improve educational opportunities.

CSMEMS, a high school associated with the Maharashtra State Board of Education, started in 2014 with no tuition fees, with the goal of offering excellent education to disadvantaged areas. Prior to the Akanksha initiative, the school functioned as a Marathi medium school with inadequate infrastructure for optimal learning. The school experienced substantial changes, such as the construction of a new building, upgraded facilities, and the implementation of English language teaching, thanks to government sponsorship and Akanksha.

The teachers viewed the school's programme as effective, meeting both student needs and educational standards. Utilising blended learning methods, incorporating technology like the RAZ app and tablets, together with hybrid teaching techniques, greatly improved student learning outcomes and academic achievement. Teachers credited this progress to creative teaching methods and individualised learning opportunities made possible by incorporating technology. Classroom observations, feedback sessions, and mentorship opportunities enhanced teachers' professional growth and teaching effectiveness. Counsellors and social workers played a crucial role in addressing students' non-academic needs and creating a supportive and comprehensive learning environment. The teachers provided important suggestions to enhance the teaching-learning process, such as organising tours to observe educational models and approaches in various state schools. This idea is in line with the school's dedication to ongoing enhancement and familiarity with top educational methods.

CSMEMS utilised new teaching strategies such as the Concrete, Pictorial, and Abstract (CPA) method for mathematics and activity-based learning to improve student involvement and comprehension. The school's infrastructure comprised well-appointed classrooms, a library, a science lab, and a computer lab, enabling interactive and technology-focused learning experiences. The school endeavoured to uphold high-quality education by providing continuous teacher training and aligning the curriculum with the government syllabus despite facing obstacles, including learning gaps and special needs pupils.

Following the intervention, student attendance at the school increased steadily to 87%. Extracurricular activities such as sports, dancing, music, gardening, and arts clubs fostered holistic growth and social-emotional learning in pupils. CSMEMS utilised integrated curriculum and activity-based learning to cultivate empathy, critical thinking, and thankfulness in students, enhancing their overall well-being.

CSMEMS encountered difficulties concerning learning disparities and the integration of pupils with special needs, although making advancements. The school prioritised maintaining relationships with government stakeholders and providing continuous training for teachers and parents to support the project. The strategies involved consistent teacher training, community involvement, and utilising government assistance to successfully tackle infrastructure and educational requirements.

The report emphasised the significant improvement of Chhatrapati Sahu Maharaj English Medium School, highlighting the joint efforts of the government and Akanksha to improve educational opportunities for disadvantaged people. CSMEMS aimed to foster comprehensive growth and academic achievement in its students by using creative teaching techniques, extracurricular programmes, and community involvement, ultimately preparing them for a successful future.

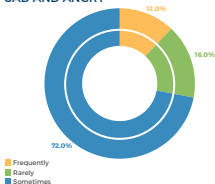




EMOTION MANAGEMENT

PRIMARY SCHOOLS

CHART 23: FREQUENCY OF FEELING SAD AND ANGRY



The data provided illuminated the frequency of respondents' experiences with feelings of sadness and anger, presenting a nuanced understanding of their emotional landscape. As the frequency was noted as sometimes for the majority (72%), it was evident that by recognising and acknowledging their feelings, the children could develop a deeper understanding of their emotional states and triggers. This self-awareness fostered emotional intelligence and enabled individuals to manage their emotions healthily and constructively.

The qualitative research showed that the importance of expressing emotions lies in its role in communication and interpersonal relationships. The ability to identify and express emotions was crucial for mental health and well-being. By acknowledging and expressing their emotions, individuals could engage in emotional processing and regulation, which were essential to maintaining psychological health. Suppressing emotions or lacking awareness of them could lead to internalised stress, anxiety, and other mental health challenges. The data highlighted the significance of the ability to identify and express emotions in navigating the varied emotional landscape depicted among the respondents. Developing emotional intelligence and communication skills not only enhanced individual well-being but also fostered healthier relationships and interactions with others.



MIDDLE AND HIGH SCHOOLS

IDENTIFICATION OF EMOTIONS

CHART 24: FREQUENCY OF FEELING SAD AND ANGRY

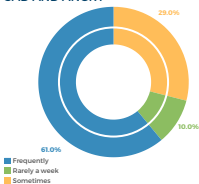
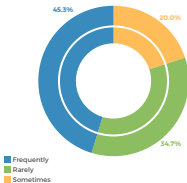


CHART 25: FREQUENCY OF GETTING INVOLVED IN PHYSICAL FIGHTS AND ARGUMENTS AT SCHOOL AND HOME




The data revealed that the majority (61.3%) had reported feeling sad and angry frequently, while the rest (29.3%) indicated experiencing these emotions sometimes. This distribution highlighted a significant portion of respondents who frequently experienced negative emotions, which suggested a potential need for additional support and interventions to address their emotional well-being. Additionally, the data indicated that less than half of the respondents (45.3%) had reported frequently getting involved in physical fights and arguments, while a little more than one-third (34.7%) reported rarely engaging in such conflicts.

These findings underscored the importance of socio-emotional and ethical knowledge in addressing these challenges effectively. Ultimately, fostering socio-emotional and ethical knowledge among students not only promoted individual well-being but also cultivated a school environment characterised by empathy, mutual respect, and positive social interactions. Strategies such as counselling services, peer mediation programs, and socio-emotional learning initiatives would equip students with the necessary tools to navigate interpersonal relationships, manage their emotions, and resolve conflicts constructively.



STUDENTS INTERACTION

PUJYA KASTURBA GANDHI
ENGLISH MEDIUM SCHOOL



Strengthened Parental Engagement at Pujya Kasturba Gandhi English Medium School (PKGEMS) and Chhatrapati Sahu Maharaj English Medium School (CSMEMS)

This report presented findings from qualitative research conducted to explore the levels of parental engagement and satisfaction among parents whose children attended Pujya Kasturba Gandhi English Medium School (PKGEMS) and Chhatrapati Sahu Maharaj English Medium School (CSMEMS) under the Akanksha Foundation's intervention program. The report delved into various aspects of parental involvement, safety practices, nutrition support, academic collaboration, overall satisfaction, and recommendations for further enhancement of the program at both schools.

Parents from diverse backgrounds, including varying occupations, family incomes, and education levels, actively engaged with both schools. They participated in workshops organised by the Akanksha Foundation on topics such as health, nutrition, safety, and emotional well-being. Additionally, parents attended Parent-Teacher Meetings (PTMs) to discuss their child's progress with school staff.

Following safety and security training sessions, parents implemented practices at home to ensure their children's well-being. These practices included educating children about good and bad touch, sharing helpline numbers, and addressing concerns about unusual behaviour from family members or strangers.

Nutrition workshops influenced parents to make positive changes in their children's food habits, such as incorporating local produce and providing balanced meals. Parents actively supported their children with homework and assignments, leading to improvements in academic performance and self-study habits.

Overall, parents expressed high satisfaction levels with the services provided by both schools under the Akanksha Foundation's initiative. They appreciated efforts made to engage them in their children's education and ensure their well-being. However, some parents recommended stricter disciplinary measures in classrooms to maintain academic rigour.

Through collaborative efforts between parents, school staff, and the Akanksha Foundation, a nurturing environment was created where children thrived academically, emotionally, and socially. Both schools remained committed to fostering strong partnerships with parents and continuously improving their services for the holistic development of students. Recommendations provided by parents served as valuable insights for further enhancing the program and addressing areas of improvement.

In conclusion, the findings underscored the importance of parental engagement in creating supportive learning environments and promoting student success. Through collaborative efforts and ongoing improvements, PKGEMS and CSMEMS continued to strive towards their mission of providing quality education and holistic development opportunities for underprivileged communities.



INTERACTION WITH THE TEACHERS IN PUJYA KASTURBA GANDHI ENGLISH MEDIUM SCHOOL





STAKEHOLDERS' ENGAGEMENT AND PERCEPTION

CHART 26: WHETHER REGULARLY ATTEND THE COUNCIL MEETING?

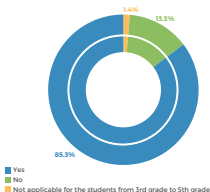


CHART 27: WHETHER THERE IS ANY TEACHER IN THE SCHOOL TO WHOM THE RESPONDENT CAN GO FOR HELP AND SUPPORT?

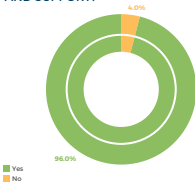


CHART 28: WHETHER THE TEACHERS TAKE TIME TO MAKE SURE YOU UNDERSTAND THE CONTENT?

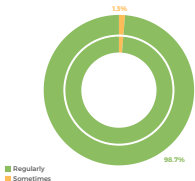
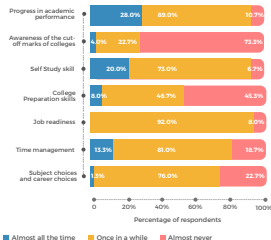


CHART 29: WAYS IN WHICH THE TEACHERS HELP IN VARIOUS SEGMENTS



The data provided insight into several key aspects of the school environment and student-teacher dynamics. Firstly, it indicated that a significant majority of respondents (85.3%) regularly attended council meetings, which highlighted a strong level of participation and engagement in the school's governance process. Secondly, the data highlighted the importance of teacher availability and accessibility, with the majority (96%) having a teacher in the school whom they can approach for help and support. This finding underscored the significance of a strong support system within the school community to address students' needs and foster a supportive learning environment.

Furthermore, the data revealed that an overwhelming majority of respondents (98.7%) reported that teachers regularly take the time to ensure they understand the content. This high percentage reflected positively on the teaching staff's efforts to facilitate understanding and promote comprehension among students. Finally, the data indicated varying degrees of assistance provided by teachers across different segments, including subject and career choices, time management, job readiness, college preparation skills, self-study skills, awareness of college cutoff marks, and progress in academic performance. These variations suggested the diverse needs of students and highlighted the importance of tailored support systems to address individual developmental and academic needs effectively.



Effectiveness of School Management Committee (SMC) at Chhatrapati Sahu Maharaj English Medium School

This survey summarised the insights gathered from a Focus Group Discussion (FGD) with members of the School Management Committee (SMC) at Chhatrapati Sahu Maharaj English Medium School (CSMEMS). The discussion aimed to understand the role of the SMC, its activities, and the impact of this initiative on the school's overall development. The FGD involved active participation from four SMC members, who represented a diverse range of backgrounds and perspectives, contributing to a comprehensive discussion on the SMC's functioning.

Before the initiative, the SMC was non-existent as the school was newly established. Through workshops and training sessions facilitated by the Akanksha Foundation, SMC members received comprehensive training on various topics including child safety, child sexual abuse, effective communication, and the roles and responsibilities of the SMC. These training sessions regularised the SMC's activities, ensuring that members were equipped with the necessary knowledge and skills to contribute effectively to the school's development.

The SMC conducted meetings twice a month, or more frequently, if necessary, to discuss and address various aspects of school management. Meeting minutes were documented, facilitating transparency and accountability within the committee. SMC members actively contributed to the overall development of the school by conducting regular inspections related to cleanliness, safety, and classroom observations. This initiative significantly enhanced the quality of education at CSMEMS. During the lockdown, remedial classes were initiated to bridge learning gaps among students. Additionally, the introduction of activity-based learning, hybrid teaching methods, and a non-marks-based grading system further enriched the educational experience for students.

While SMC members were not fully aware of the Mphasis contribution to the school, they expressed recommendations for further improvement. Specifically, they emphasised the importance of maintaining discipline among students to prevent severe issues such as the use of casteist slurs.

The Focus Group Discussion with SMC members provided valuable insights into the proactive role played by the committee in promoting the overall development of Chhatrapati Sahu Maharaj English Medium School. Through effective training, regular meetings, and contributions to school initiatives, the SMC remained committed to ensuring a conducive learning environment for all students.

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PARENTS AT PUJYA KASTURBA GANDHI ENGLISH MEDIUM SCHOOL



Impact Created Across Multiple Levels



INDIVIDUAL LEVEL

- Improved academic performance and learning outcomes among students.
- Enhanced emotional intelligence and socio-emotional well-being.
- Increased access to educational resources and extracurricular activities.
- Strengthened self-study habits and parental support for academic growth.



HOUSEHOLD LEVEL

- Better communication between parents and children regarding education and emotional well-being.
- Increased awareness of health, safety, and nutrition practices within households.
- Enhanced economic opportunities and social mobility through improved education.



COLLECTIVE LEVEL

- Strengthened community engagement and collaboration in supporting educational initiatives.
- Creation of a supportive learning environment that fosters collaboration and mutual support among students, parents, and teachers.



COMMUNITY LEVEL

- Enhanced community resilience and social cohesion through educational initiatives and extracurricular activities.
- Empowerment of marginalised communities through access to quality education and holistic development opportunities.



STATE LEVEL

- Contribution to state-level educational reforms and policy discussions through successful intervention models.
- Improvement of educational infrastructure and quality across schools in the state.
- Strengthening of public-private partnerships in education to address educational disparities and promote inclusive growth.



NATIONAL LEVEL

- Positive impact on national education indicators such as literacy rates, school enrollment, and academic performance.
- Demonstration of successful intervention models that can be replicated in other regions and communities.
- Contribution to national development goals related to education, health, and social well-being.

Sustainability



Educational Sustainability was ensured through the continuous improvement of educational quality and relevance, including curriculum development, teacher training, and innovative teaching methodologies that aligned with academic standards and student needs.



Community Sustainability was promoted by engaging and empowering the local community, including parents, alumni, and other stakeholders, to actively participate in and support the programs through volunteerism, advocacy, and resource mobilisation.



Social Sustainability was fostered by promoting social cohesion, inclusivity, and equity within the schools and communities by addressing social disparities, promoting diversity and cultural sensitivity, and creating opportunities for collaboration and mutual support.



Health and Well-being Sustainability was prioritised by prioritising the physical, mental, and emotional well-being of students, teachers, and community members through health education, counselling services, safety protocols, and supportive environments that promoted holistic development.



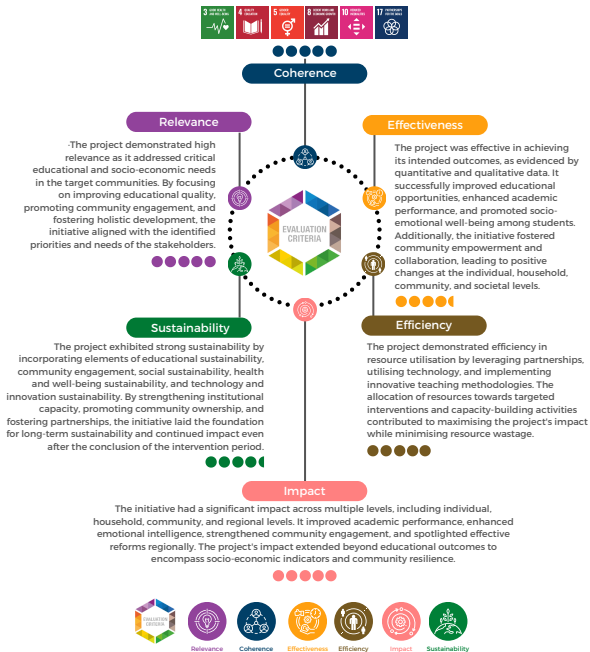
Technology and Innovation Sustainability was achieved by leveraging technology and fostering innovation in education to enhance learning outcomes, increase access to educational resources, and adapt to evolving educational trends and challenges.

CHHATRAPATI SHAHUJI MAHARAJ ENGLISH MEDIUM SCHOOL



08. OECD FRAMEWORK

The program aligned with the following Sustainable Development Goals (SDGs):
 SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 5: Gender Equality,
 SDG 8: Decent Work and Economic Growth, SDG 10: Reduced Inequality,
 SDG 17: Partnerships for the Goals



The Way Forward

Based on the evaluation of the program, several indicators could be addressed to further enhance its impact and sustainability. The points mentioned below could impact the lives of the beneficiaries if they are addressed by the NGO partner in collaboration with the FI Foundation.



Continued Professional Development for Teachers

Ongoing training programs could be implemented on a periodical basis for teachers to further enhance their skills in utilising innovative teaching methodologies, integrating technology in the classroom, and addressing the diverse learning needs of students. This would ensure that teachers remained updated with the latest educational practices and could continue to deliver high-quality education.



Enhanced Parental Engagement

Efforts can be strengthened to involve parents in their children's education through regular communication, workshops, and training sessions on topics such as child development, academic support, and emotional well-being. Parents can be encouraged to actively participate in school activities and decision-making processes to foster a sense of ownership and collaboration.



Emotional Intelligence Curriculum

An emotional intelligence curriculum can be integrated into the school's program to help students identify, understand, and manage their emotions effectively. This curriculum can have lessons on recognising different emotions, coping strategies for dealing with difficult emotions, and communication skills for expressing feelings in healthy ways.



Counselling and Support Services

Counselling and support services can be established within the schools to provide students with a safe space to discuss their emotions and seek guidance on how to manage them. Trained counsellors could have worked with students individually or in group settings to develop coping skills and resilience strategies.



Conflict Resolution Workshops

Conflict resolution workshops and peer mediation programs can be organised to teach students constructive ways of resolving conflicts and disagreements. Training can be provided for teachers and staff on how to facilitate these workshops and support students in resolving conflicts peacefully.



Community Outreach and Partnerships

Partnerships with local community organisations, businesses, and government agencies can be strengthened to expand resources and support for the schools. Collaboration with community leaders can be initiated to address social issues affecting students and families, such as access to healthcare, nutrition, and safety.



Sustainability Planning

A long-term sustainability plan can be developed that outlines strategies for financial stability, institutional capacity building, and community ownership. Alternative sources of funding can be identified, partnerships with philanthropic organisations can be established, and income-generating activities can be explored to support the continued operation of the program.



CHAPTER 10

CONCLUSION

In conclusion, the program has proven highly effective in enhancing educational opportunities, fostering holistic development and empowering communities. Through its innovative teaching methodologies, integration of an emotional intelligence curriculum and strong community engagement initiatives, the program has brought about transformative changes at various levels. Students have experienced improved academic performance and emotional well-being, while parents have become more actively involved in their children's education. At the collective level, the program has strengthened community engagement and contributed to broader educational reforms and policy discussions. Moving forward, it is crucial to build upon these successes, address areas for improvement, and ensure the sustainability of the program to continue empowering disadvantaged communities and promoting positive educational outcomes.