
IMPACT ASSESSMENT REPORT

Prepared For



Prepared By



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CONTEXT

Kotak Education Foundation (KEF) is a non-profit organization that was established in 2006 by the Kotak Group. The KEF's mission was to empower children and youth from underprivileged families through education and livelihood support. KEF's projects focused on improving students' learning outcomes, supporting school infrastructure, providing scholarships, and training students in vocational skills. The KEF had a significant impact on the lives of the children and youth it served.

To continue improving the lives of children and youth, Kotak Mahindra Bank Limited (KMBL) supported KEF's education and livelihood initiatives during the financial year 2020-2021 under the CSR intervention. The focus areas were as follows:

- **Umang:** Spoken English training for students
- **Lead:** Training school leaders on how to improve the quality of education in their schools
- **Guru:** Enhancing the quality of education provided by partner school teachers
- **Unnati:** Vocational (skill-based) training for youth from underprivileged families

Each of the above interventions had specific scopes and activities. The SoulAce conducted a study to understand the impact of each element, and further details are elaborated on in the subsequent chapters.

Furthermore, the impact assessment of KEF on education and livelihood projects demonstrated a significant positive impact on the lives of the children and youth it served. The project improved the quality of education in schools, enhanced the skills of teachers, and developed the spoken English abilities of students. It also provided livelihood support to youth from underprivileged families. The impact assessment indicated the effective management of the project and efficient utilization of funds. The project successfully achieved its objectives and positively transformed the lives of the children and youth it served.

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ABBREVIATIONS

ASER	Annual Status of Education Report
ALP	Accelerated Learning Program
BFSI	Banking, Financial Services, and Insurance
CSR	Corporate Social Responsibility
CRS	Customer Relations & Sales
EV	Exposure Visit
GDA	General Duty Assistance
HSPT	Hospitality
HM	Headmaster
ICDI	I Can Do It
IT	Information & Technology
IYDP	Internal Youth Development Program
KEF	Kotak Education Foundation
KP	Key Performance
KMBL	Kotak Mahindra Bank Limited
MST	Multi-Skilled Technicians
NGO	Non-Government Organisations
NEP,2020	National Education Policy
PDP	Professional Development Program
PLC	Professional Learning Community
PHM	Headmaster of Primary school
PPHM	Headmaster of Pre-primary school
RTE,2009	Right to Education
SL	School Leader
SLDI	School Leadership Development Index
SHM	Headmaster of Secondary school
VILT	Virtual Instructor Lead Training
5Es	Engagement, Exploration, Explanation, Elaboration, Evaluation

Executive Summary

India has been rapidly progressing towards becoming a developing nation in a Globalized world, with numerous languages and dialects spoken throughout the country. English has become an integral part of political, social, cultural, academic, and economic discourses since the landmark economic reforms of the 1990s that brought Globalization to the forefront in India. English is viewed as a tool for social and economic mobility within India, offering access to higher education and employment opportunities. The democratization of English language teaching and practice is crucial to enable greater access and participation in national and international life. However, the National Knowledge Commission (2009) notes that English is beyond the reach of the majority of Indians and is characterized by highly unequal access.

KMBL and KEF launched the Umang project as part of their CSR initiative in Education to democratize access to English language learning. The project focuses on spoken English skills, using a student-centric approach and digitized strategies during the pandemic. Its Accelerated Learning Program (ALP) aims to improve language competency and prevent dropout rates among primary-level students. The primary goal of the project was to enhance students' technological skills, foster interdisciplinary learning, develop decision-making and soft skills, and provide English language exposure through workshops and buddy visits, with a focus on promoting communication skills.

This impact report aims to comprehensively analyse the intervention of the Accelerated Learning Program as part of the Umang project during the period of 2020-2021 and present its impact in a systematic manner. The impact assessment adopted a mixed research methodology to gather both quantitative and qualitative evidence of the program's impact on students in grades 5 to 8. The ASER tool and structured questionnaires were utilized to collect quantitative data from beneficiary students of Grades 5-8, while qualitative data was captured through open-ended questionnaires from the KEF team, school heads, and parents.

Findings of the study:

- The majority of students, assessed using a modified ASER literacy assessment tool, demonstrated a proficient understanding of basic English text at the "Story Level," while only 10.7% of the beneficiaries were assessed at the lower "Word Level" of the assessment.
- A clear jump in English language proficiency was noted in the higher grades.

CHAPTER 1: INTRODUCTION

In India, where English is considered an associate official language and a primary medium of communication, proficiency in the language is crucial for educational and career opportunities. The Umang project recognizes the need for enhancing English language skills in vernacular schools to prevent students from dropping out of higher education due to a lack of verbal eloquence.

To address this, the Accelerated Learning Program (ALP) was designed with a unique blended learning approach that combines English language communication skills with technology to prepare students for the 21st-century needs of digital literacy, critical thinking, problem-solving, and mindfulness practices. ALP also uses custom-made assessments to track progress and tailor content to the specific needs of each beneficiary.

It is worth highlighting that the program aimed to enhance English communication skills for students from Hindi, Urdu, Marathi, and semi-English schools, where content is primarily delivered in these languages and English language teaching follows a traditional approach. By bridging this gap, the project provided these children with an opportunity to level up with their peers from English-medium schools and improve their future prospects.

During the pandemic, the project adapted to digital strategies, helping to enhance digital literacy among students and staff. The outcomes of the project include vocabulary development, confident public speaking, and learning gains beyond the curriculum. The ALP aims to make students future-ready and to foster a learning environment that extends beyond the classroom.

Objectives of the Study

- The aim of the research is to understand the demographics and context of those who benefit, in order to identify which beneficiaries achieved better outcomes and who need more attention.
- The research explores the current English reading competencies for 5-8 grade under ALP.
- The study aims to assess the impact created by the project for 5-8 grades in 2020-2021.

CHAPTER 2: RESEARCH METHODOLOGY

Research methodology is a systematic framework used to solve research problems by using the most feasible method which aligns with the aims and objectives of the research. Research methodologies are used in impact evaluations to evaluate the effectiveness of a particular project and to understand how particular interventions are aligning with the intended outcomes of the project.

Using a mixed methodology approach incorporates a diverse set of qualitative and quantitative approaches to gather a more comprehensive and insightful understanding of the impact created by the project. Mixed methodologies allow for triangulations of evaluation findings, thus enhancing the validity of the findings, capturing complex processes of organizational and behavioral changes allowing for a rich understanding of the area of research.

A scientific approach was applied to collect the data from beneficiaries and other stakeholders engaged in the implementation of the project following which the data was analyzed to provide scientific inferences. This data was additionally back by qualitative responses from stakeholders narrating their experiences of implementing the project. The insights of the study fall accountable to the characteristics of scientific research of ethical neutrality, transparency, testability, and validity.

Research Design

- **Name of the project** : Umang
- **Implementation Agency** : Kotak Education Foundation
- **Research Design used** : Descriptive Research Design
- **Sample Size** : 504
- **Sampling Technique** : Stratified random Sampling
- **Qualitative Methods used** : Testimonials and case studies

Ethical Considerations

This impact assessment study was conducted keeping in mind the ethical consideration to ensure that the study is conducted in an ethical and responsible manner. Participants were fully informed about the nature of the research and their participation involved. They were given the opportunity to fully consent to participate in the research study or withdraw at any time. The confidentiality of the participants was maintained and they were treated with fairness and respect by the SouAce research team. Beneficiaries made no false promises and were not hurt culturally or economically.

Key Stakeholders



Study Tools

The impact assessment followed a mixed research method to gather quantitative and qualitative data which was analyzed to understand the impact of the ALP on students of Grades 5 to Grade 8. The ASER tool and structured questionnaire have been used to collect quantitative data. The qualitative data has been captured by open questionnaires applied to the facilitators and other stakeholders of the project.

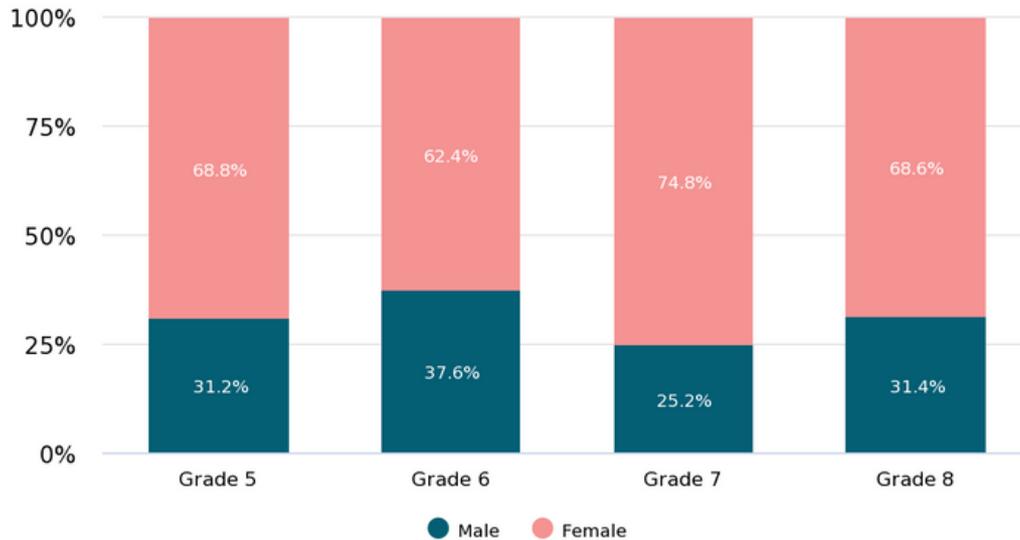
“ The SoulAce team interacted with a Senior Teacher Associate who has been associated with the KEF for the last 6 years. She narrated that teachers and principals had given positive feedback to the content and techniques created and executed under the Accelerated Learning Program as it assisted children in learning the English language with greater ease. The impact of the project was particularly observed when children were seen confidently performing in English in the different events and competitions organized in the schools. Harshala shared that the strength of the project lies in the fact that it encourages teamwork and collaboration and creates a platform for children to showcase their abilities and progress in their speaking abilities.

”

CHAPTER 3: MAJOR FINDINGS OF THE STUDY

A sample of 504 students in grades 5-8 were covered during the study

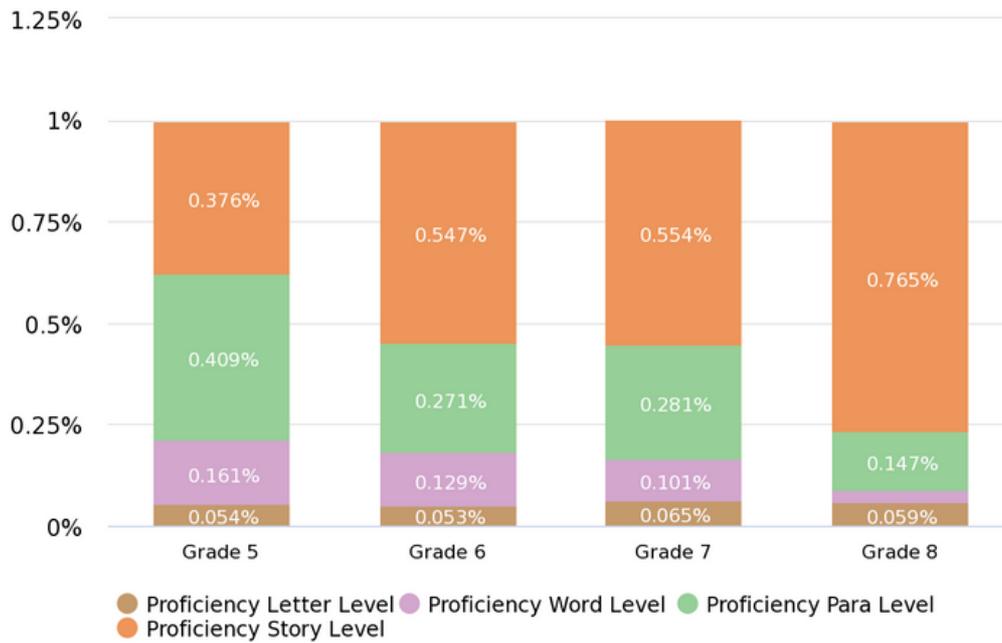
Percentage distribution of students on the basis of their Grade and Gender



Graph 2 reveals that over 60% of the students benefiting from the ALP across all four grades are female. Through improved proficiency in spoken English, the program not only enhanced their readiness for the future but also expanded their prospects for success and advancement in higher education.

“The survey team interacted with a Senior Teacher Associate who has been associated with the KEF for the last 5 years. In her experience of implementing the Umang project, she narrated how she had observed that school teachers started incorporating techniques like singing poems and facilitating activities and using technical tools like Kahoot and Bamboozle to evolve their teaching and learning approach. Pushpadevi also shared that she has observed a shift in the beliefs and practices of the teachers and principals as they have now started to believe in the strengths and capabilities of all students. Upon reflecting on some of the challenges that she faced while implementing the Project, Pushpadevi shared how during the lockdown they had found it difficult to ensure that all children would regularly attend the online classes but this was eventually resolved as they facilitated conversations with parents and teachers to get further clarity on the challenges faced by them when transitioning into an online mode of teaching. Over time a strategy developed where classes were scheduled between 7:30 PM to 8:30 PM in order to accommodate these challenges.”

Percentage distribution of grade and distribution of students by reading level



The data suggests that students across all grades demonstrate proficiency in the top two tiers of para and story, indicating their acquisition of phonological awareness and listening comprehension skills. There is a noticeable progression in proficiency levels as students advance from lower to higher grades, with a significant increase in story comprehension from Grade 5 to Grade 8. Additionally, there is a consistent decrease in the proportion of students at the word and para levels as grades progress. These findings indicate the project's impact in improving students' communication skills and enhancing their comprehension of spoken English.



RELEVANCE

RATING



English language proficiency has become a critical factor for upward social and economic mobility in both urban and rural regions of India. This shift in perception has prompted a focus on learning English to provide a level playing field for socio-economically disadvantaged children. The Accelerated Learning Project (ALP) is highly relevant because it addresses the aspiration to bridge the socio-economic gap and acknowledges the pivotal role of English. It recognizes that English proficiency provides access to diverse resources, higher education, better economic opportunities, and greater participation in regional, national, and global affairs for students in selected public schools. The ALP aims to equip students with the necessary language skills to avail of these opportunities and privileges, hitherto enjoyed exclusively by the elite.

COHERENCE

RATING

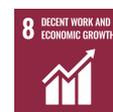


The Accelerated Learning Project (ALP) is designed with coherence to align with three Sustainable Development Goals (SDGs) listed below to address the pressing need for enhanced English language competency and socioeconomic development:

SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by leveling the playing field by providing access to high-quality English language learning.



SDG 8 aims to ensure promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all as language is the basis of the skills, communication and participation through which populations can play an active role in socioeconomic development



SDG 10 aims to reduce inequalities by leveraging inclusive and effective English language learning pedagogies, richly resourced learning environments, and relevant and measurable knowledge and skills for digital literacy, digital learning, life skills, and employability.



Furthermore, the project aligns well with the following policies and goals at the national level:

National Policy on Education (NEP) 2020 emphasizes the role of a multilingual approach to provide children adequate space for building critical language abilities.

The project also resonates well with the emphasis given to English in the Position Paper on Teaching of English, NCERT 2006 which places English in India as a global language in a multilingual country.

Further, it is also coherent with UNESCO's thrust on the democratization of English language learning that helps pupils to access higher education and enables social mobility and employment.

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

EFFECTIVENESS

RATING



The ALP project has been highly effective in meeting its primary goals through a blended learning approach that combines technology and traditional pedagogies to enhance language learning. It offered a personalized learning experience through pre- and post-academic year assessments, enabling the project to target specific areas of improvement. The project's learning platform has managed to foster confidence in public speaking and provides access to English language activities beyond the classroom. It has also promoted digital literacy and communication skills, reducing inequalities by providing knowledge and skills for digital learning, life skills, and employability. Overall, the ALP project has equipped students with the necessary tools and resources for academic success and socio-economic mobility.

EFFICIENCY

RATING



During the pandemic, the ALP project has managed to stay efficient by optimizing the use of human and material resources and delivering timely services. The project shifted to online learning, ensuring that students continued to receive quality education despite the disruption caused by the nationwide lockdown. The ALP team also provided teachers with training and support to adapt to the new learning environment. Furthermore, the project made sure that the necessary materials and equipment were available to students and teachers for online learning. Through these efforts, the ALP project was able to maintain its high standards of English language learning and ensure that students received the support they needed to continue their learning journey.

IMPACT

RATING



The ALP project has had both immediate and enduring impacts. In the short term, it has enabled students to continue learning English during the pandemic and achieve reasonably good learning outcomes as indicated by the oral assessments. However, the long-term effects are even more significant. The project has introduced a novel and effective learning approach that leverages digital technology, resulting in increased acceptance and fluency among students. Additionally, the project has instilled resilience among stakeholders who have creatively responded to an unprecedented crisis through close collaboration. These enduring impacts will continue to benefit students and communities for years to come.

SUSTAINABILITY

RATING



The project can be viewed as a sustainable intervention since it took into account a blended and digital learning approach to mitigate physical accessibility constraints. The project strengthens the English language competency among students in a skill-based approach rather than an academic-based approach, adding another component of sustainability. Additionally, teacher capacity building was a crucial aspect of the project, ensuring that the teachers were equipped with the necessary skills and knowledge to deliver quality education to their students.

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

The project also leveraged public institutions to establish proof points of the efficacy of the model and to inform influential players in the system, making it a replicable model for other similar projects. The project's use of technology, data-driven approach, and personalized learning also contribute to its efficiency and sustainability. Overall, the ALP project presents a successful and replicable model for enhancing English language learning, digital literacy, and socio-economic mobility among underprivileged children.

CONCLUSION

Understanding the growing need for spoken language English and English reading skills, KMBL initiated the CSR project of Umang focused on these gaps. The target population was identified to be children in vernacular medium schools who slum pockets. The beneficiaries access education from govt schools that themselves are struggling with ensuring quality English language competency. These gaps were further intensified with the pandemic. However, being a visionary in its approach to tackling these concerns, Accelerated Learning Program was devised under Umang.

ALP took cognizance of this pervasive challenge and met with it differently. Firstly, it initiated a blended learning-out classroom learning mechanism where children focused on expressing and applying classroom knowledge beyond the four walls. Secondly, rather than concerning themselves with the academic learning needs of English, they visualized the language as a skill that would stay with the children throughout their life. This would result in a long-lasting impact by reducing dropout rates at high education given the inability to cope with English medium instruction by children and build them with a globally driven communication apparatus. 2020-2021 saw the digitization of all the activities undertaken under the umbrella of ALP and leveraging the tech-enabled solution and ed-tech solutions.

This impact report, therefore, entails the finding of the 5-8 grade students enrolled in the project to assess the impact, using a mixed research approach. Data, under this study, were collected by SoulAce field experts using the ASER reading assessment tool to measure the current reading levels in English and structured interview schedules to capture other realities. Upon evaluation, it was found that out of 504 respondents, the majority of them were girls. It was also found that the majority of respondents between grades 5-8 are at the story level showing an upward trajectory in their English reading competencies with advancing grades. The project also delivers effectively on the accounts of identifying the target beneficiaries, understanding the relevance of the project, and staying true to its objectives. The intervention was impactful and sustainable in aiming for long-lasting outcomes in a cost-effective and collaborative way.

Executive Summary

The headmasters and management teams of the schools often find themselves in very challenging and overwhelming situations and many of them develop a belief that it is not possible to bring about change, due to the magnitude of problems.

Kotak Education Foundation (KEF) believes in growth that goes beyond numbers that are inclusive and thus, sustainable. KEF was founded as a part of the group's vision to positively contribute towards the economic, environmental, and social well-being of communities.

The LEAD project strengthens the leadership and managerial practices of school leaders which aids the overall improvement of the school and enhances the learning outcomes of students.

Findings of the study:

- The VILT workshops involve the SLs of various schools together attend the workshops which are conducted by external/ internal trainers. The ICDI sessions are training sessions and additional input sessions conducted by the facilitator within the school premises. The ICDI sessions have a higher engagement rate than the VILT workshops and EVs. This gives us insights into suitable intervention strategies and shows that one-to-one interactions have a better response rate.
- The ICDI sessions have a higher engagement rate than the VILT workshops and EVs. This gives us insights into suitable intervention strategies as well as helps us understand what is most adaptable in an emergency like the pandemic.
- Because of the high attribution to technical and digital difficulties when talking about challenges faced, it is important to look at technical assistance to increase engagement rates.
- Around 97% of the individuals display that the project has impacted concrete school development planning and 97.8% of the participants have seen the significance of the project in one or more areas of strategic development.
- Participants saw the relevance of aspects of the lead project in multiple areas to increase learning outcomes among students. 87.4 % of participants feel that the project has impacted the integration of technology in the teaching and learning processes.
- 97% of the participants agreed that aspects of the project did contribute to professional growth in one or more ways.
- 91.9% of the participants said that the aspects of the project impacted trust and empathy among all the stakeholders in the school.
- Participants reported an overall increase in school communication and transparency which increased faith and accountability among the stakeholders.
- 91.1% of the participants reported a better flow of knowledge between administrators and teachers to aid and encourage learning, and 90.4% of the participants reported an understanding of promoting learning by involving all the stakeholders.

- 91.9% of the participants reported an impact on regular interactions with the parents who were key in encouraging better learning among the students.
- The participants reported the highest difficulty in the implementation of technology and digital devices (84.4%) and familiarising with new content (74.8%).
- 98.5% of the participants reported being able to use LEAD aspects to modify the school development plan according to the needs and resources during the pandemic.
- 96.3% of the participants shared digital knowledge and understanding from the project with the teacher to aid in smoother functioning for the teachers.

CHAPTER 1: INTRODUCTION

Mission

To strengthen the leadership and managerial practices of KEF partner school leaders to enable them to create, sustain, and lead a culture of academic and personal success for all their students.

Objectives

To strengthen the leadership and managerial practices of the school leaders:

- To sensitise school leaders to the multi-dimensional impact poverty has on human development and student learning outcomes so that they can take actions to minimize the same.
- To strengthen the team leadership of School Leaders.
- To develop and strengthen teaching learning practices in the school.
- To create, sustain and lead a culture of achievement in the school.
- To achieve Student Learning Outcomes (SLO) as defined in detail in project brief.
- The objectives and their measure must be modified in the context of the pandemic.

The objectives and their measure must be modified in the context of the pandemic.

Other objectives that are beyond the scope of measurement of the project.

- Life skill development in the students.
- Leadership skills development in the students.
- Participation in outside school events- sports, culture, art and craft, student exchange program, etc.
- SLs have clarity of role, see purpose in their work, and are intrinsically motivated to improve the functioning of the school.

CHAPTER 2: IMPLEMENTATION AND 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 minimize bias and subjectivity. It is opposed to writing something based on speculations. Though insight into 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.

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 the data can be edited, coded, classified, tabulated, and interpreted to get new findings and conclusions.' Every research needs to have a proper methodology to foresee the problems that could arise during research and steer through the research process in a proper direction without losing focus.

Project Details

- **Name of the project** : LEAD Project
- **Implementation Agency** : Kotak Education Foundation (KEF)
- **Sample Size** : 135 Participants
- **Qualitative Methods used** : Questionnaire and Testimonials

Ethical considerations

The beneficiaries were informed about the purpose of the study before conducting the interviews to get them involved and motivated to share their personal information. They were assured of the strict confidentiality of their identity, information, etc., and adequate respect and attention were paid by the SoulAce research team to their sharing of information, feelings, and expression in the form of data narrations. No false promises were made. Sharing of data was prepared with prior permission and the beneficiaries were not hurt culturally or economically. The interviewee had all the information as to why he/she was questioned.

Key Stakeholder

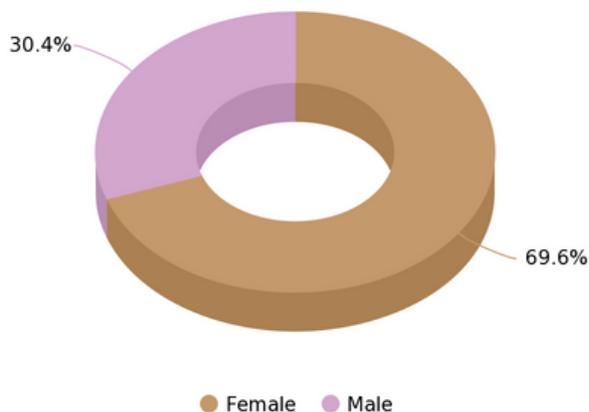


CHAPTER 3: MAJOR FINDINGS

The research study collected data on the social and educational backgrounds of the participants to build a complete profile and to assess if the desired sections in the community that faces occupational vulnerability are covered in the project. The findings from the interactions with the direct beneficiaries are summarized in this chapter.

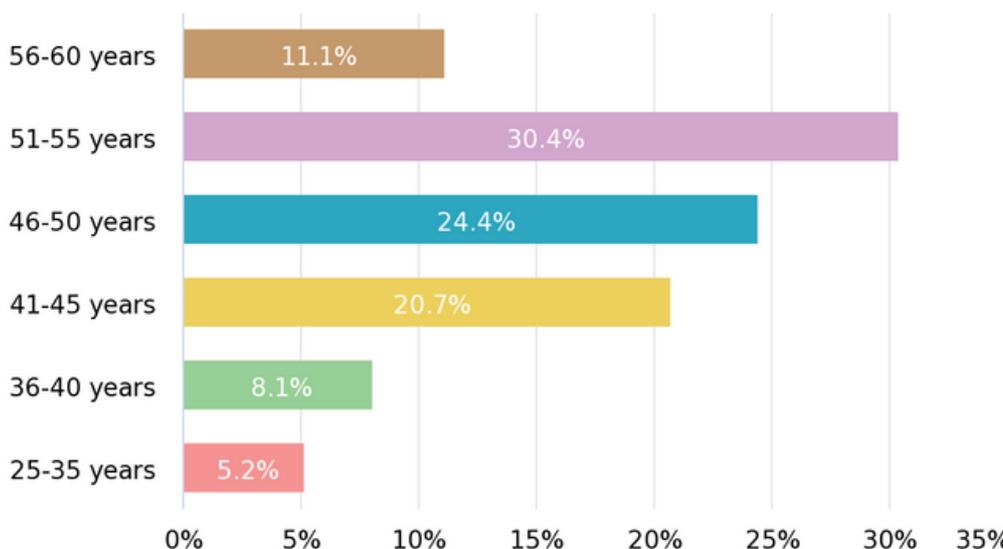
The demographics of the participants of the project are imperative to understanding the data set in a more contextually grounded manner and help the project evolve.

Percentage distribution of respondents by gender



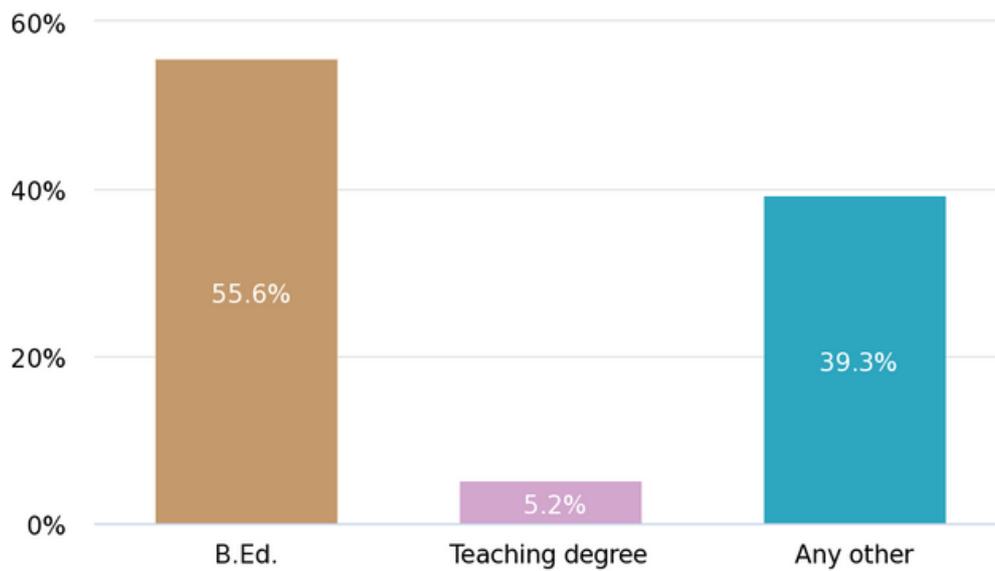
The participant ratio was skewed towards females by a large margin. The graph brings forth and highlights the higher representation of female professionals in the project. The project, as an organic by-product, had contributed to upskilling and professionally training women to hold and retain more professional roles.

Percentage distribution of respondents by age-group



The majority of participants in the project were above 41 years of age or above, indicating a significant presence of experienced professionals. Their involvement highlights, benefiting the project with insights derived from their extensive knowledge.

Percentage distribution of respondents by their teaching qualification

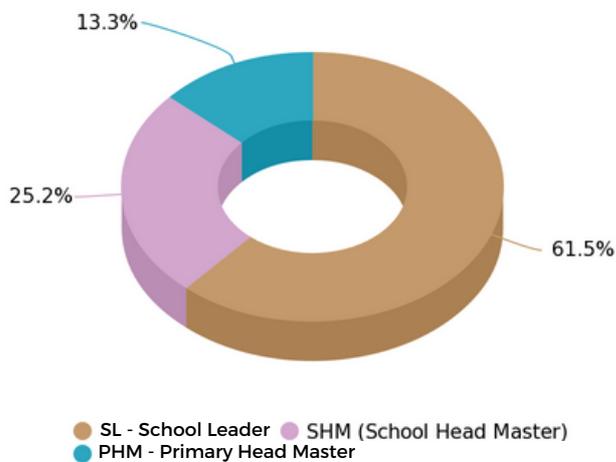


The participants in the project predominantly came from a teaching background, including B.Ed., Teaching Degree or M.Ed., and other related qualifications such as D.El.Ed and Basics. The participants' combination of professional and theoretical knowledge, along with their experience in the education system, enriched the project's understanding of both theoretical concepts and practical realities.

CHAPTER 4: COVERAGE BASED ON PROFESSIONAL EXPERIENCE AND ASSOCIATION

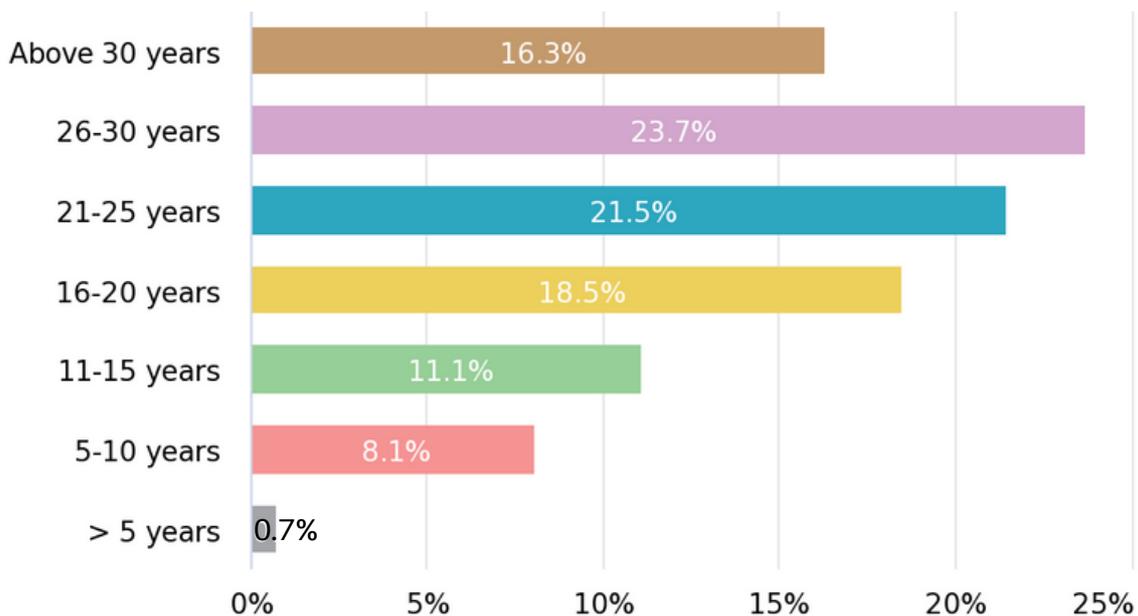
The professional aspects of the participants like their designation, their tenure at the schools, and their years of association with the project lend a perspective to reading the data. The professional profiles of the individuals lend insights into their responses and develop effective implementation strategies and feedback channels.

Percentage distribution of respondents by their designation



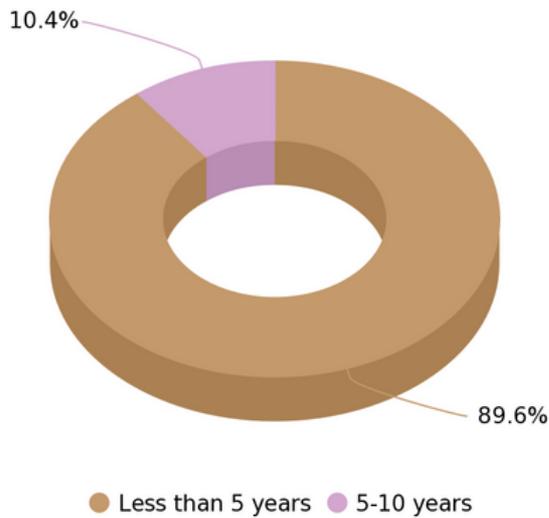
The graph represents the roles and responsibilities that the participants held. A majority of the participants, i.e. 61.5% were SLs which was in proportion to their representation in the management teams of the schools.

Percentage distribution of respondents by their years of serving the school



More than 75% of the participants had 15+ years of experience at the school. The data shows the massive amount of experience that the participants had from the school and how much they were familiar with the everyday and overall challenges that the school faces.

Percentage distribution of respondents by their years of association with the lead program



Most of the participants (89.6%) reported their association with the project to be less than 5 years. This aspect should be viewed in the context of a growing team over the years.

I am associated with KEF for four years, and my Master's in Human Development helped me contribute to an education project.

Initially, the initiative faced challenges such as low teacher motivation due to heavy workloads and inadequate compensation. Additionally, scheduling conflicts arose between our sessions and school time. However, we overcame these obstacles by holding cascade sessions and assisting the few teachers who were eager to enhance their skills.

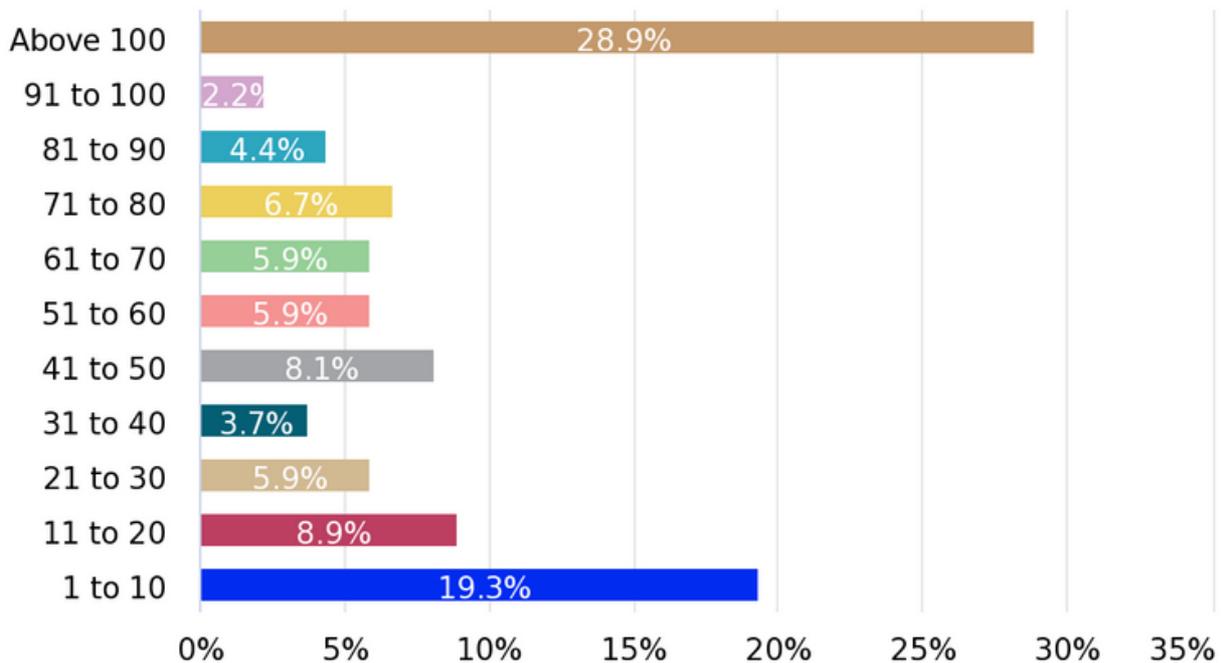
Despite the pandemic-induced challenges, we received financial aid from KMBL to assist needy beneficiaries. We also participated in edutech lessons and used digital tools frequently. The project has been a great success, with headmasters and senior lecturers showing increased confidence in student personal development.

Thanks to the team's hard work, students' literacy and numeracy levels have improved significantly. As a member of KEF, I am proud to have contributed to this valuable initiative and grateful for the opportunity to have made a significant impact on the education system.

CHAPTER 5: LEAD PROJECT PARTICIPATION

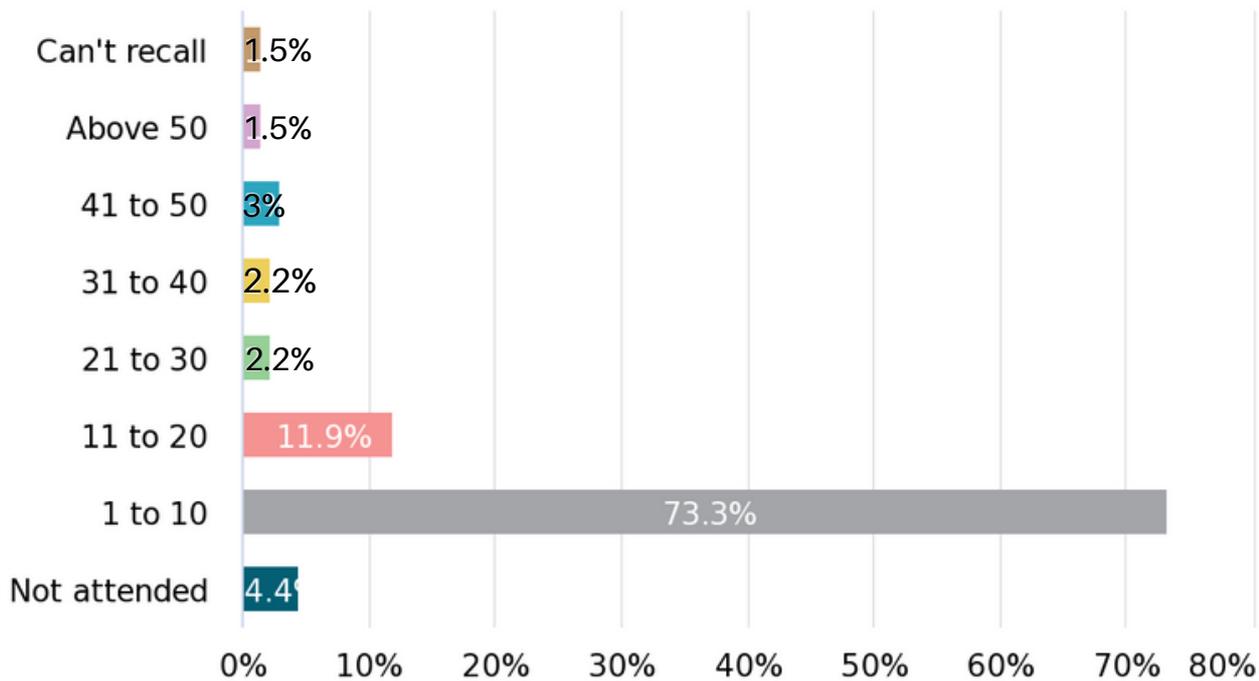
Participants were also asked about their engagements with various modules under the project including I Can Do It (ICDI) sessions, Virtual Instructor Lead Trainings (VILT), and exposure visits. Participant engagement was an essential variable to gauge while looking at the impact of a project. It also gave an insight into the methods that can work effectively in different contexts. These graphs also highlight the need to look at other issues that might positively or negatively impact engagement in the project.

Percentage distribution of respondents by the total number of I can do it (ICDI) sessions attended by them



The number of hours of ICDI sessions does vary across the graph but the majority of the participants (28.9%) attended 100+ hours of the sessions. Participants reflected on the impact and relevance of the sessions by investing consecutive hours in them. The concentration of numbers in the least number of hours can either be attributed to the sessions not being engaging, unavailability of time, or lack of resources for the individual participant.

Percentage distribution of respondents by the total no. Virtual instructor lead training (VILT) workshops attended by them



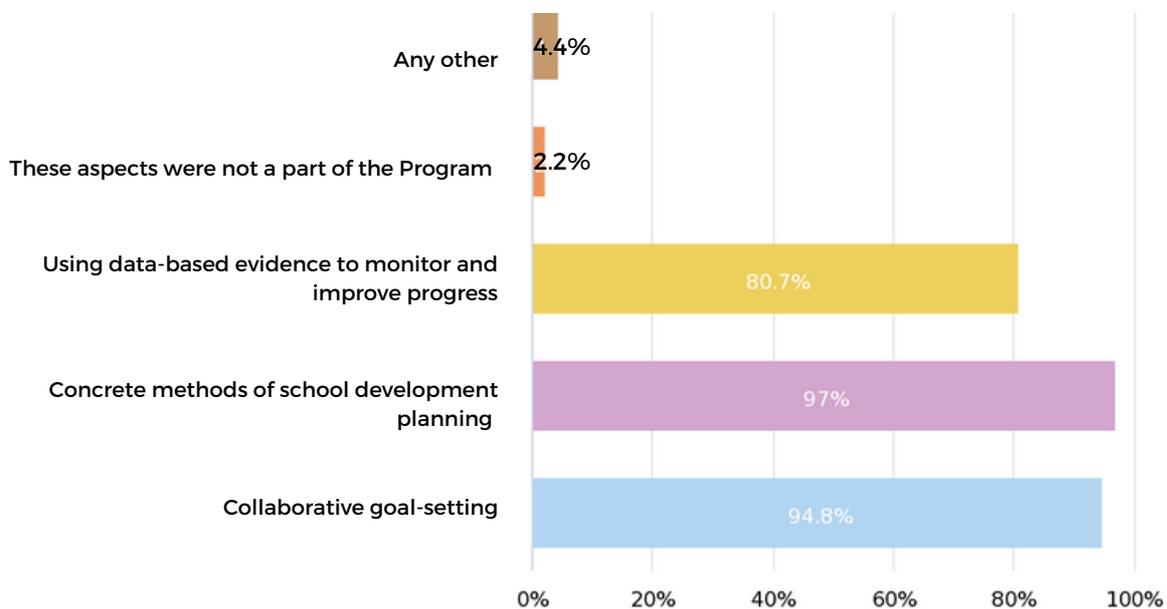
Most of the participants (77.7%) assumed to be attended less than 10 hours of the VILT workshops. It could be seen as an indicator to reflect on the use of virtual methods that were resorted to during the pandemic and balance it against in-person group workshops that could prove to be much more engaging.

NOTE: During the pandemic, VILT workshops were a mandatory step due to the lack of any other viable options.

CHAPTER 6: PRACTICABILITY OF THE LEAD PROJECT - ACADEMICS AND OPERATIONS

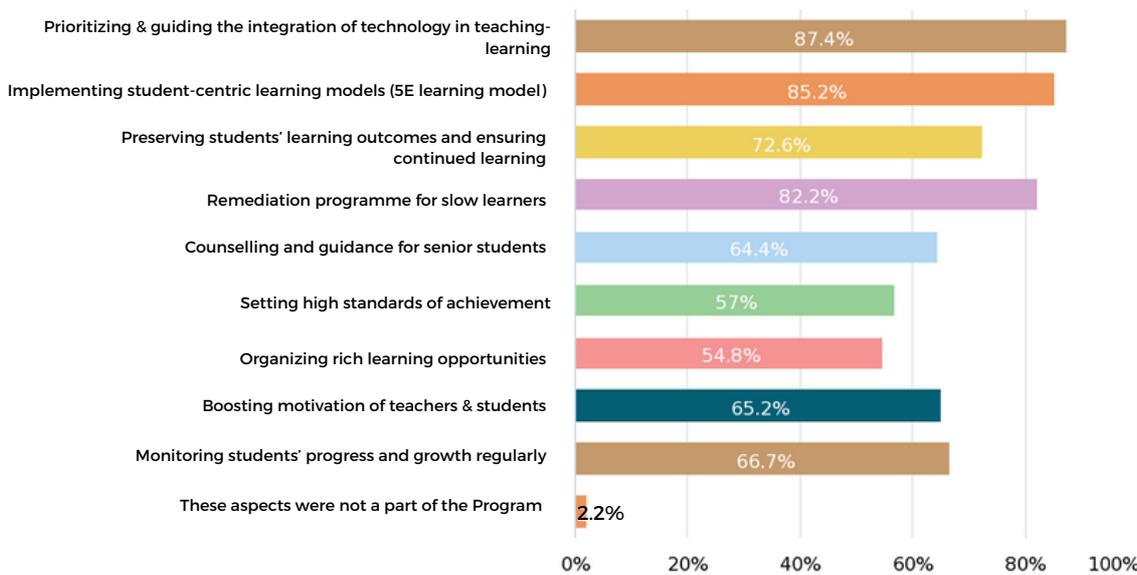
The core of an intervention CSR project is the impact it had on the targeted individuals and how it can inform further projects. The following graphs measure how the aspects of the LEAD project can be used to further areas under strategic development, learning outcomes, and professional growth of the teachers, all of which have increased relevance in the pandemic to enhance preparedness.

Percentage of respondents reported about the aspects of the LEAD training project that helped them in giving strategic direction to school development



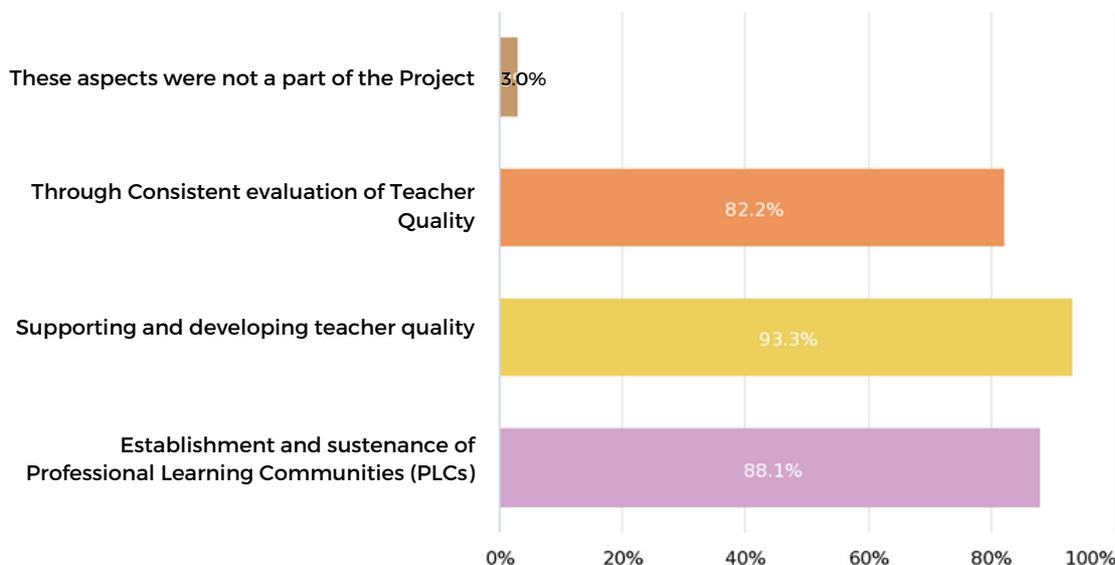
Around 97% of the participants reported that the project had impacted concrete methods of school development planning and more than 90% of the participants have seen the significance of the project in one or more areas of strategic development.

Percentage of respondents reported the strategies they have used to improve the learning outcomes of the students during the pandemic



87.4% of the participants felt that the project had impacted the integration of technology in the teaching and learning processes, which was also an essential area to work on during the pandemic to offset the lack of mobility. Through the graph, it is evident that the participants saw the relevance of the LEAD project in multiple areas to increase learning outcomes among the students.

Percentage of respondents reported the ways adopted by them to ensure the continuous professional development of teachers during the pandemic

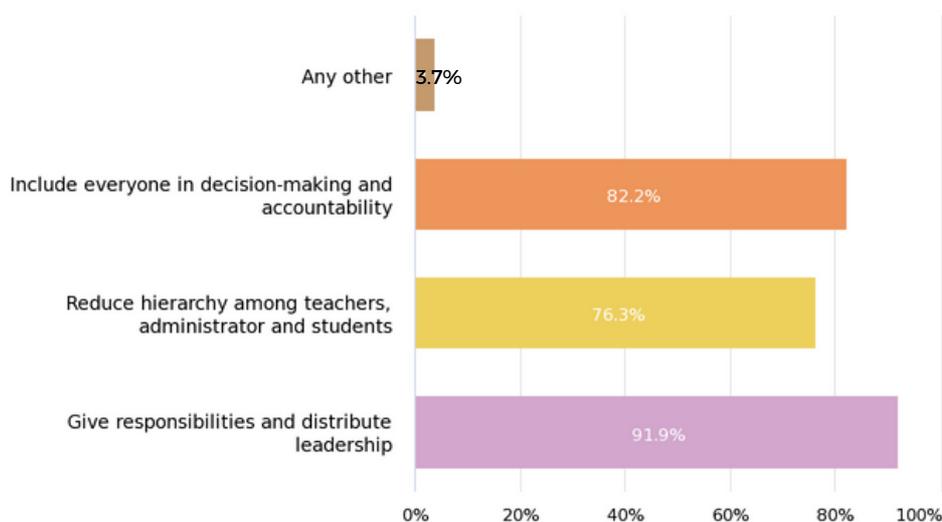


According to the graph, 93.3% of the participants reported that the LEAD project aided in supporting and developing teacher quality in schools, whereas more than 80% of the participants agreed that the aspects of the project did contribute to professional growth in one or more ways.

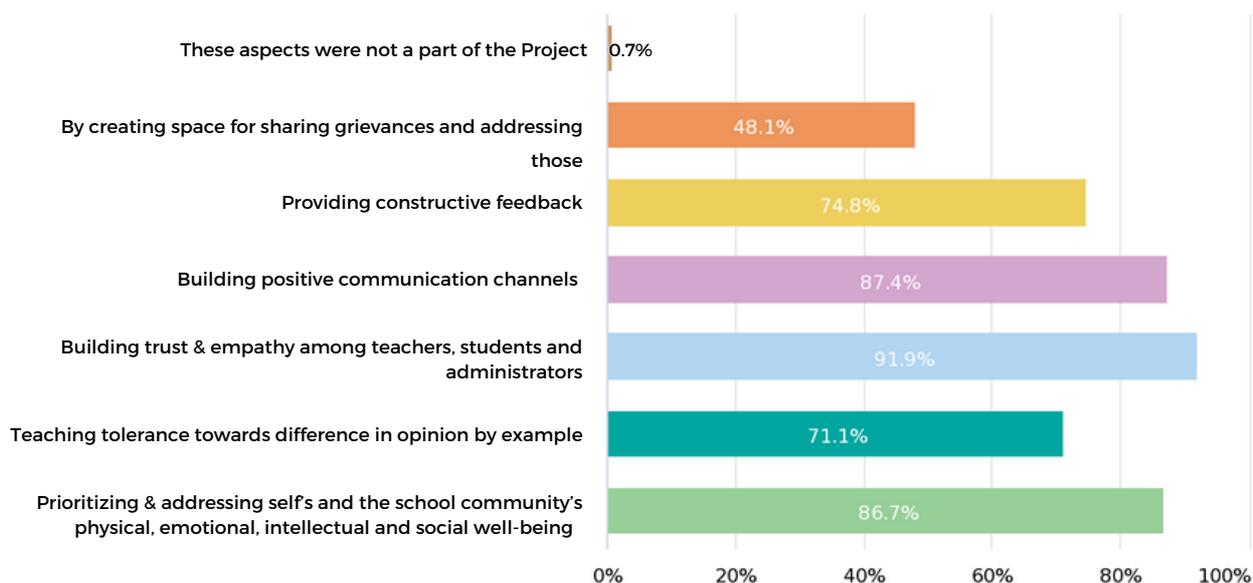
CHAPTER 7: PRACTICABILITY OF THE LEAD PROJECT – CULTURE

For a well-rounded and sustainable development, it is important to aid, assist, and measure the quality of the school environment and culture, including encouragement of learning, fair and healthy work systems as well as stakeholder networking and engagement. The participants were asked about the impact of the LEAD project in these areas. The graphs give us an insight into the impact of the project on creating a more holistic environment in the school.

Percentage of respondents reported the things that helped them in democratize the school ecosystem

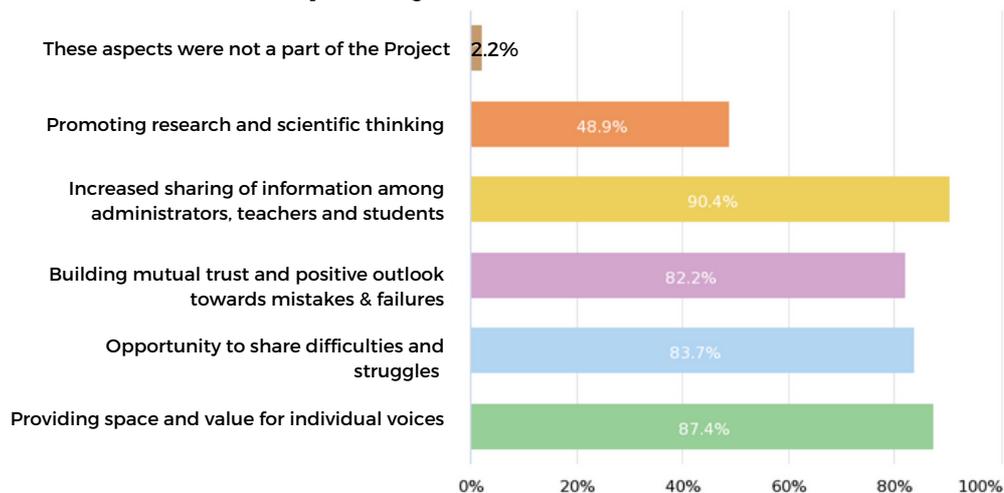


Percentage of respondents reported the measures taken in the school to create a healthy school ecosystem



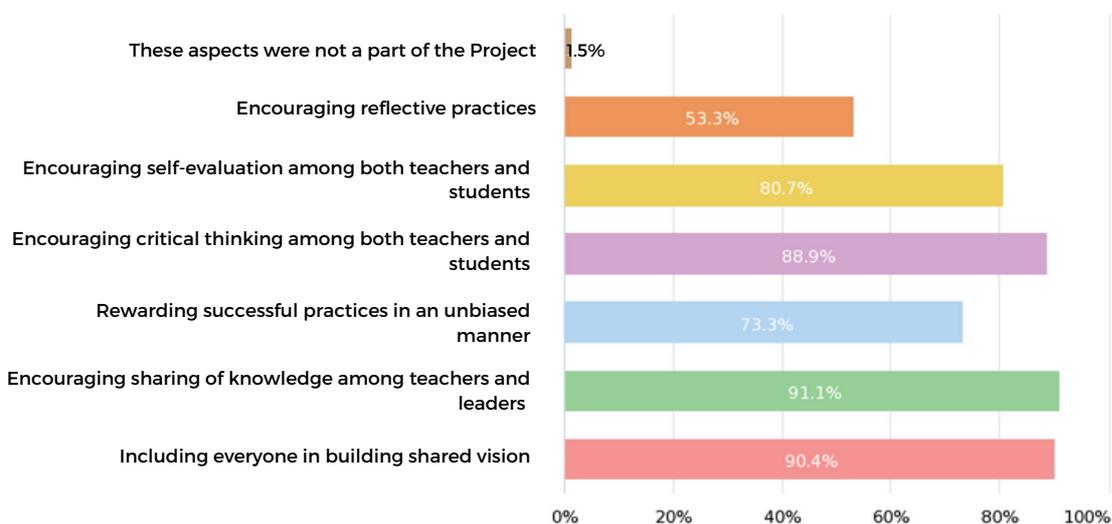
The project had a significant impact on trust and all school stakeholders, as reported by the majority of participants. This impact extended to improved feedback mechanisms, tolerance, and grievance redressal, leading to positive day-to-day interactions and school functioning.

Percentage of respondents reported the ways in which they encouraged open communication and transparency in the school



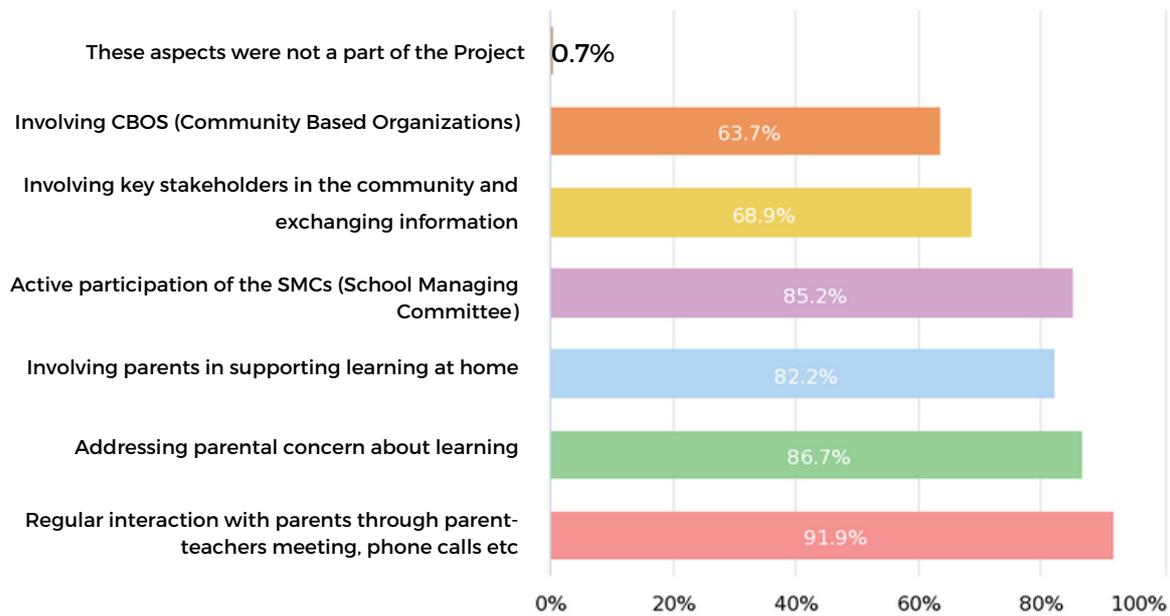
According to the graph, 90.4% of the participants reported an increase in the flow of information among the stakeholders in the school, whereas 48.9% of the participants saw an impact on promoting research and scientific thinking. Participants reported an overall increase in school communication and transparency which increased faith and accountability among the stakeholders.

Percentage of respondents reported the measures taken for establishing a culture of learning



As per the graph, 91.1% of the participants reported a better flow of knowledge between administrators and teachers to aid and encourage learning, whereas 90.4% of the participants reported an understanding of promoting learning by involving all the stakeholders. A big emphasis on critical thinking was also reported by 88.9% of the participants, which is imperative to encouraging learning.

Percentage of respondents reported the ways in which they cultivated strong ties with the community and key stakeholders

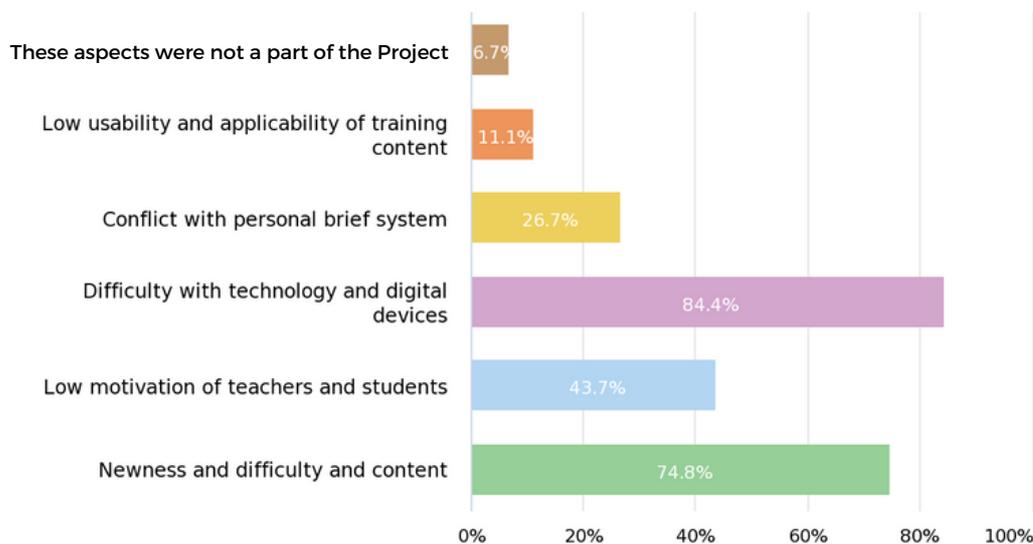


91.9% of the participants reported an impact on regular interactions with parents which was the first and essential step in establishing a tie with the community, by keeping the parents updated and receiving essential feedback and grievances. It can be inferred from the graph that there was also an impact on involving parents in learning at home which was extremely important during the pandemic.

CHAPTER 8: CHALLENGES IN IMPLEMENTING LEAD PROJECT

The participants were asked to report the challenges they faced during the implementation of the aspects of the LEAD project. Understanding the challenges in implementation summarises and highlights the issues and the gaps in the project to either bridge them at the planning level or encourage best practices among the participants and stakeholders.

Percentage of respondents reported the challenges faced by them in implementing the learnings from the lead program

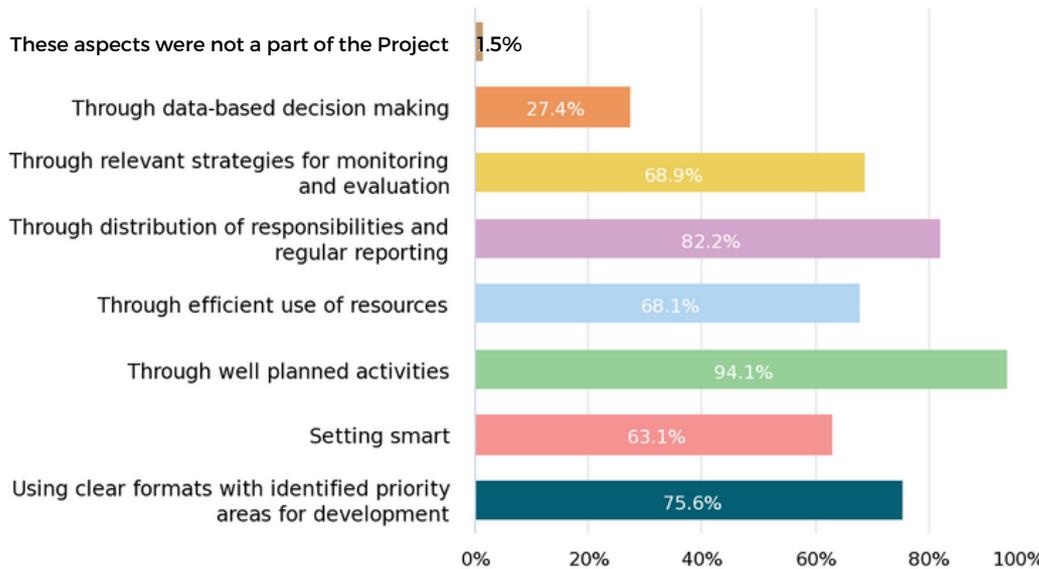


The participants identified the implementation of technology and digital devices as the most significant difficulty, impacting learning and communication at all levels, particularly during the pandemic. This insight shed light on the readiness of school management teams and areas that require more attention. Additionally, around 74.8% of participants reported challenges related to new materials and content.

CHAPTER 9: CONTEXTUALISATION DURING THE PANDEMIC

Since the project was carried out during the pandemic, the graph represents the adaptability of the aspects of the project and the management team according to the situations and contexts of the participants, stakeholders, and schools.

Percentage of respondents reported how they succeeded in creating a school development plan in the context of the pandemic

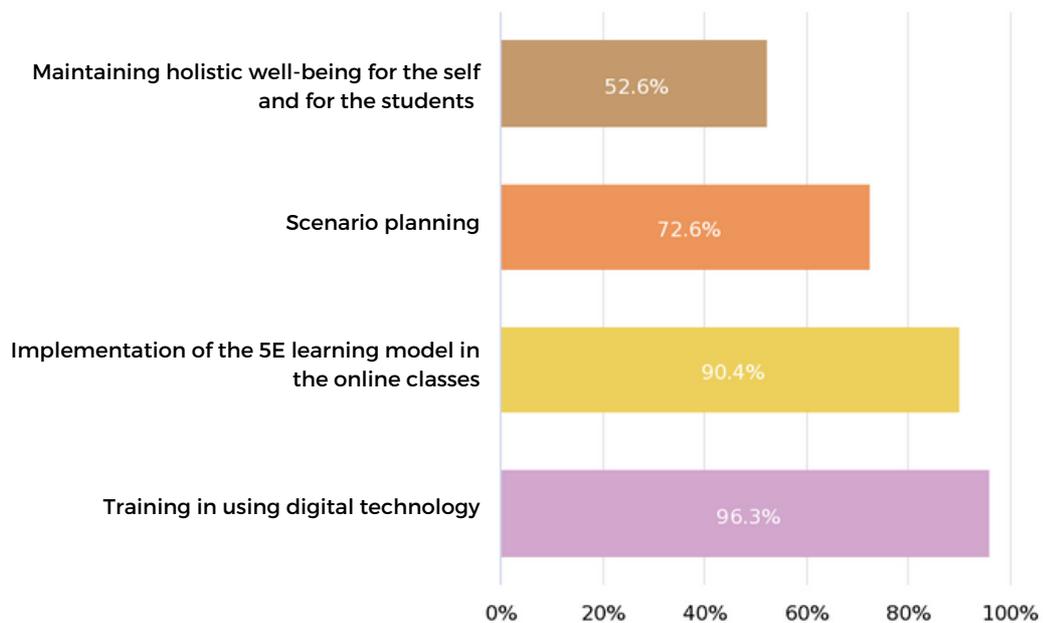


As per the graph, 94.1% of the participants reported that they were able to create a contextual school plan through proper planning, 82.2% of the participants said that they were able to achieve it by distributing responsibilities and ensuring regular reporting, whereas only 27.4% of the participants reported about the use of data for decision making as being helpful in planning during the pandemic.

CHAPTER 10: TRICKLE DOWN EFFECT

Measuring the sharing of components of the project with the teachers shows that the participants not only understood the project but also found some insights that could benefit other stakeholders in aiding the schools' development. It shed light on the contextual versatility of the project.

Percentage of respondents reported about the components from the LEAD project shared with the school teachers



The graph indicates that 96.3% of the participants shared the digital knowledge and understanding gained from the project which aided smoother functioning for the teachers, without any hindrance in learning during the pandemic. However, 90.4% of the participants reported the implementation of the 5E learning model in online classes.



RELEVANCE

RATING ● ● ● ● ●

The program is relevant because it focuses on transforming the SHM, PHM, and SL-learning processes by equipping the leaders and management with concrete tools to implement learner-centric pedagogy and school development. Since learning achievement hinges on the quality of teaching, it fulfills a serious need to maximize learning in an environment where teaching is largely teacher-centric.

COHERENCE

RATING ● ● ● ● ●

The Project was well aligned with multiple SDG Goals:
Goal 4: Quality Education
Goal 10: Reduced Inequalities
Goal 17: Partnership for the Goals



EFFECTIVENESS

RATING ● ● ● ● ●

The intervention showed an impact on various aspects of school development as well as adaptability during the pandemic. The training program is meeting its objectives reasonably well as reflected by qualitative findings that indicate a positive perception and application of learning by the trainees.

EFFICIENCY

RATING ● ● ● ● ●

The project did face challenges during the pandemic, but the alternative strategies that were implemented did enable school management to design plans that were suitable to their needs and circumstances during the pandemic.

IMPACT

RATING ● ● ● ● ●

The project had managed to reach the target group and had an impact on their abilities and engagements. Participants reported employing multiple aspects of the project for school development in their areas. They also reported passing the information to other stakeholders to further enhance the project's impact.

SUSTAINABILITY

RATING ● ● ● ● ●

The project was designed around empowering and training the school principals for ongoing impact. Also, the beneficiary's and other stakeholders' participation was ensured during the planning and implementation stages of the project. There is more encouragement and sustainability towards various training sessions including ICDI, VILT, PLC, etc. The beneficiaries also stated that they would maintain this knowledge and practice in the future. Hence, the project can be stated to be highly sustainable.

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

CONCLUSION

The project had shown results in various aspects of school development like strategic development, learning outcomes, professional development of teachers, enhancing school structures and professional interactions, aiding open communication and transparency, and establishing a culture of learning and community along with stakeholder networking and engagement. The participants also reported that they were able to use these aspects for planning and preparing better during the pandemic. Not only that, the target group noticed an increase in their skills which they could use during and after the pandemic and lockdown. This gave the project a well-rounded understanding of the depth of the content and implementation and the importance of having experienced, and qualified representatives on the field for problem-solving and planning.

Executive Summary

Project background

The Guru Project is an initiative by Kotak Mahindra Bank Limited (KMBL) and Kotak Education Foundation (KEF) to improve the quality of education of its partner school teachers. The project aims to enhance the methods of teaching and learning while cultivating a favorable atmosphere for learning in educational institutions, to enhance the academic achievements of students.

Findings of the study

- The study showed that 65.9% of the teachers were female, while male teachers were 34.1% and most of the teachers joined the KEF Guru project during the pandemic.
- The majority of the teaching staff (69.6%) was middle-aged, with 25.4% of the teachers in the 30-40 years age group and 44.3% of them in the 41-50 years age group, suggesting that the teaching staff was predominantly experienced, with a relatively small proportion of young and potentially inexperienced teachers excited to learn more.
- The percentage distribution of the teachers based on the grade level they taught showed that 33% of them taught in primary grades (1st-4th grade), while 67% of them taught in secondary grades (5th-10th grade), indicating that the school had a larger number of teachers who taught in the secondary grades compared to the primary grades.
- Maths was the most commonly taught subject (31.8%), followed by Science (25.4%) and English (31.1%), suggesting that the teaching staff focused primarily on Maths, Science, and English, with fewer teachers specializing in other subjects.
- 66.2% of the teachers had over 10 years of experience, indicating a stable teaching staff with high levels of expertise.

Impact

The Guru Project has had a positive impact on the professional development of teachers, particularly in adapting to online or virtual teaching during the COVID-19 pandemic.

The following are the major impacts of the project, as indicated by the data:

- **Increased Digital Literacy Skills:** The GURU project has helped teachers develop digital literacy skills, enabling them to deliver virtual classes effectively.
- **Improved Efficiency in Managing Virtual Classrooms:** The project has also improved the efficiency of teachers in managing virtual classrooms.
- **Positive Attitude towards Teaching:** The GURU project has positively impacted the attitude of teachers toward teaching, as reported by the teachers themselves.
- **Empowerment of Women:** The GURU project has contributed to the empowerment of women in the teaching profession. This can be attributed to the organization's efforts to support women and make them independent.

CHAPTER 1: INTRODUCTION

The COVID-19 pandemic has had a significant impact on the education sector worldwide. With schools and colleges closed for a long period, the transition to online or virtual classes had become the new normal. However, not everyone was prepared for this sudden shift to virtual teaching, and teachers faced numerous challenges in adapting to this new method of teaching. To address this challenge, KEF (Kotak Education Foundation) and Kotak Mahindra Bank Ltd. launched the Guru Project, aimed at helping teachers take online or virtual classes during the pandemic. The project was organized as a professional development initiative that provided teachers with the necessary training and support to adapt to new technologies and teaching methods.

The Guru Project was designed to be highly effective, and the teachers used the 5E learning model in their teaching, which helped them to engage the students effectively in virtual classrooms. The project was especially useful for students living in slums and rural areas, who faced many challenges in accessing education during the pandemic.

Through this project, KEF and Kotak Mahindra Bank Ltd. demonstrated their commitment to supporting the education sector during the pandemic. The project not only helped teachers develop the necessary digital literacy skills but also built their confidence in delivering virtual classes. Teachers also reported that the project had improved their efficiency in managing virtual classrooms, and their attitude toward teaching had changed positively.

The Guru project is examining its impact on teachers and students through SoulAce. It is dedicated to exploring the challenges faced by teachers during the pandemic through the objectives of the project, the training provided to the teachers, and evaluating the effect of the project on the education sector. Overall, the Guru Project serves as an excellent example of how private companies can support philanthropic causes that contribute to the betterment of society.

CHAPTER 2: RESEARCH METHODOLOGY

Research generally involves a systematic and rigorous process of gathering, analyzing, and interpreting data using methods and scientific principles to gain insights and understanding of discourse. Research methodologies are used in impact evaluation to assess the effectiveness of the projects and interventions in achieving intended outcomes for envisioned objectives. Since project interventions take account of the reach of beneficiaries and the quality of their experiences through the intervention, impact evaluation culminates in the aspects of methods, therefore, mixed research is seen as justifiable for such scenarios.

This study also undertakes a mixed research evaluation approach, integrating both qualitative and quantitative approaches to theorize a comprehensive understanding of the impact generated through the project. The approach has been systematically applied to data collection, data analysis, and interpretation to strengthen data reliability, the validity of findings, and inferences. This helps to deepen the understanding of outcomes and impacts achieved and how the context affected the implementation of the project. Mixed research was selected since it is one of the rare evaluation methods which accurately captures the complexities of how the project functions in the real field.

Opposed to the idea of drawing subjective speculations, this scientific approach is applied to derive objective insights. The derivations are based on the data collected from the beneficiaries and other stakeholders engaged in the implementation of the project. The collected data was then analyzed to provide scientific inferences, backed by qualitative data collated from the participants. The data collected were structured and sorted, and computing tools were used to process them. The collection of data was done in two tiers: a primary and secondary collection of data. The insights of the study are accountable to the characteristics of scientific research, namely ethical neutrality, transparency, testability, and validity.

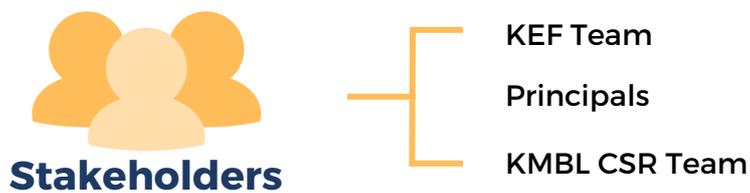
Research Design

- **Name of the project** : GURU
- **Implementing Agency** : Kotak Education Foundation
- **Research Design Used** : Descriptive Research Design
- **Sampling Technique** : Stratified Random Sampling
- **Sample size** : 264
- **Qualitative Methods Used** : Testimonials and Case Studies

Ethical Consideration

This impact evaluation research was conducted keeping in mind an ethical consideration to ensure that the study is conducted ethically and responsibly. Participants were fully informed about the nature of the research and their participation involved. They were given the opportunity to fully consent to participate in the research study or withdraw at any time. The confidentiality of the participants was maintained, and they were treated with fairness and respect by the SoulAce research team. No false promises were made to the beneficiaries, and it was ensured that they were not hurt in any way.

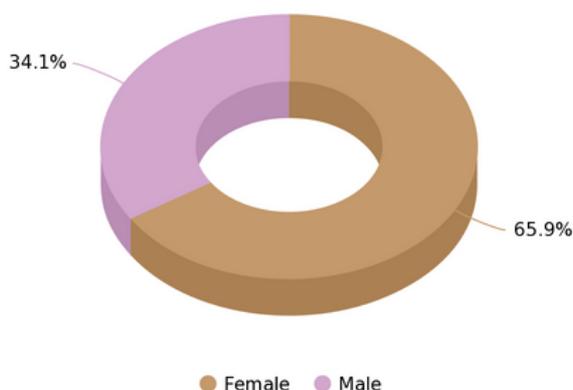
Key Stakeholders



CHAPTER 3: BASIC PROFILE OF THE BENEFICIARIES

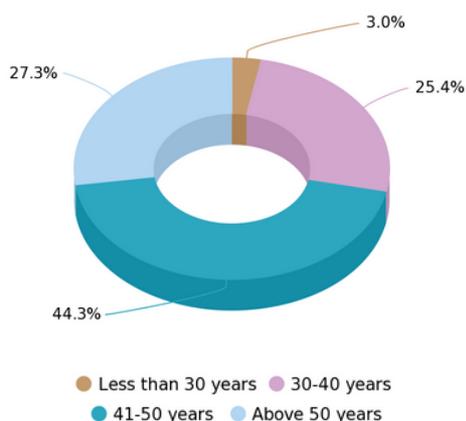
Proper descriptive data about the basic profile of the beneficiaries is important because it helps to provide a clear understanding of who the beneficiaries are, what their needs are, and how they can be assisted. Overall, data about the basic profile of beneficiaries is also crucial for organizations and individuals who are working towards improving the lives of disadvantaged or vulnerable groups. It helps to ensure that interventions are tailored to meet their specific needs and that resources are used effectively to make a positive impact. Therefore, gender, age, subject taught, association with the Guru project, etc. has been discussed.

Percentage distribution of the teachers based on their gender



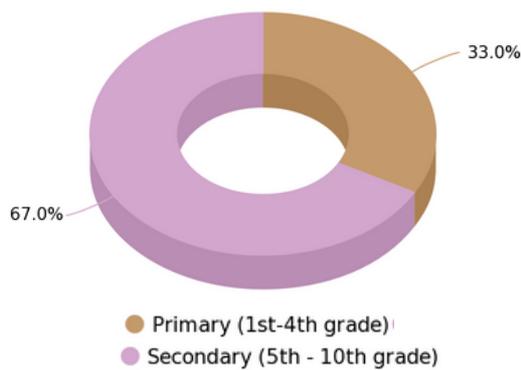
Female teachers make up the majority of the staff, while the number of male teachers is relatively lower. The reason behind such disparity was the interest of women in the teaching field. Not only that, the organization also supported women and was dedicated to empowering them by making them independent.

Distribution of teachers based on their Age-Group



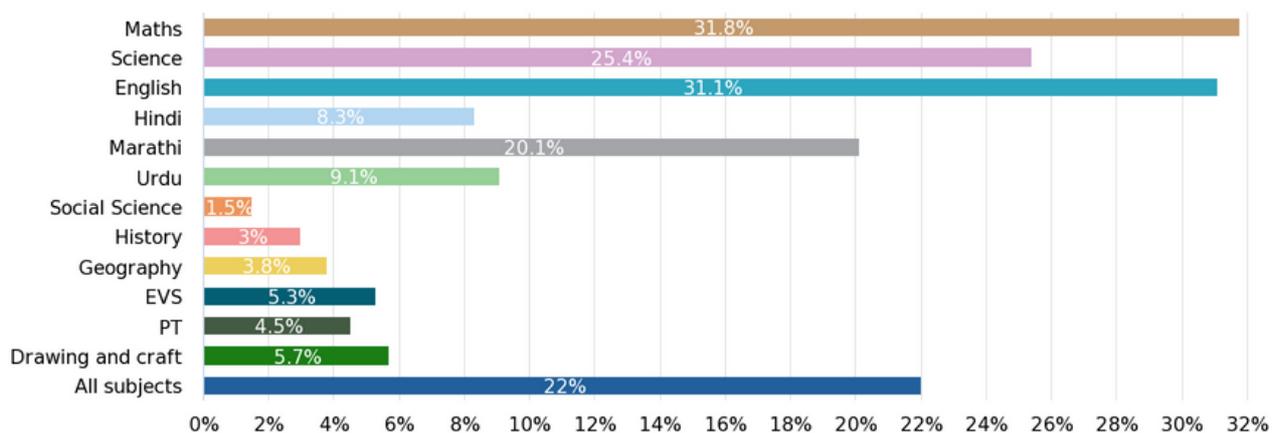
The graph indicates that the teaching staff was primarily composed of middle-aged individuals. The majority fell within the 30-50 years age range, with a significant portion nearing retirement age. A smaller proportion of teachers were younger than 30 years old. These findings suggest that the teaching staff was largely experienced, with a smaller presence of younger and potentially less experienced teachers.

Distribution of the teachers based on the grade level they taught



The chart indicates that a higher percentage of teachers were assigned to teach in secondary grades (5th-10th grade) compared to primary grades (1st-4th grade). This suggests a greater emphasis on providing education and resources for students in the secondary grades. It could be due to a variety of factors such as the school's focus on providing quality education in the higher grades or due to a large number of students in the secondary grades.

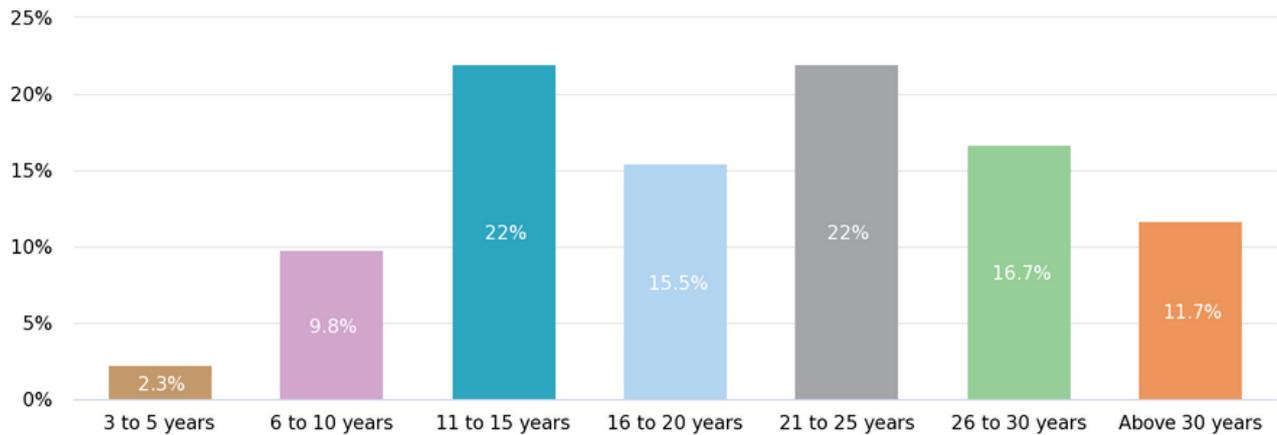
Distribution of teachers in percentage based on the subjects taught by them in the class



Guru project benefited primary teachers teaching all subjects and secondary teachers teaching Maths, Science, and English. Maths was the most commonly taught subject, followed by Science and English. Fewer teachers specialized in other subjects, though some secondary teachers taught them.

I have been associated with the Guru team for the last 3 to 4 years. During the pandemic, I have faced many challenges, and bringing all the teachers together at the same time was quite difficult. It was my responsibility to encourage them to attend online sessions that were offered by KEF. At first, the teachers struggled to learn how to use technology in their classes, but they quickly picked it up after a few sessions. To help the teachers become more comfortable with technology, KEF conducted webinars and offered various apps related to online teaching. Additionally, PLC sessions were introduced to allow all the teachers to share their ideas and knowledge about online classes. Now, teachers have adopted online classes and they feel more confident about using various teaching methods.

Percentage distribution of the teachers by their years of experience in the teaching profession

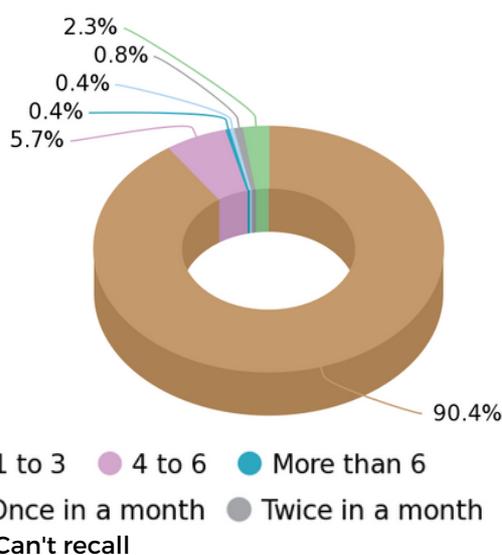


The graph reveals that a significant majority of teachers (66.2%) had more than 10 years of experience, and almost half of them had over 15 years of experience. This indicates a stable teaching staff with a high level of expertise. The school exhibits a lower turnover rate, as only a small percentage of teachers had been teaching for 3 to 5 years. The substantial percentage of teachers with over 25 years of experience highlights their strong commitment to both the teaching profession and the school.

CHAPTER 4: TRAINING & PROFESSIONAL DEVELOPMENT

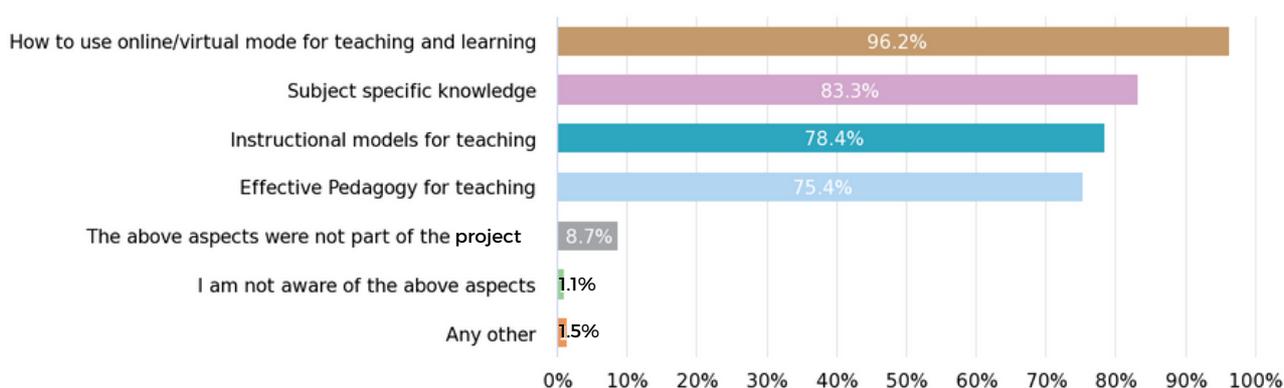
To strengthen teachers' personal and professional development, various initiatives had been offered by the KMBL. For example, subject content for primary and secondary teachers, classroom management, and lesson plans. In addition, various activities took place during the project period, such as; academic workshops, classroom demonstrations, observation, feedback, etc.

Response of the teachers on number of days they had undergone through the project



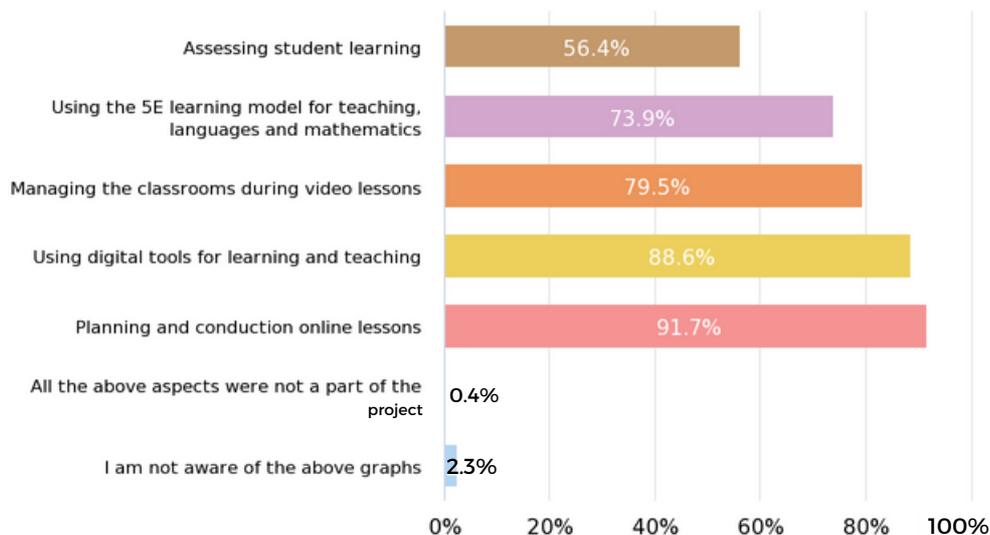
The majority of teachers in the graph attended the guru project for 1-3 days a week, with only a small percentage attending for 4-6 days a week. Very less teachers attended more than 6 days, and some could not recall. The data suggests that the project had been implemented for a limited number of days a week for most of the teachers.

Response of the teachers on their learning from the professional development project



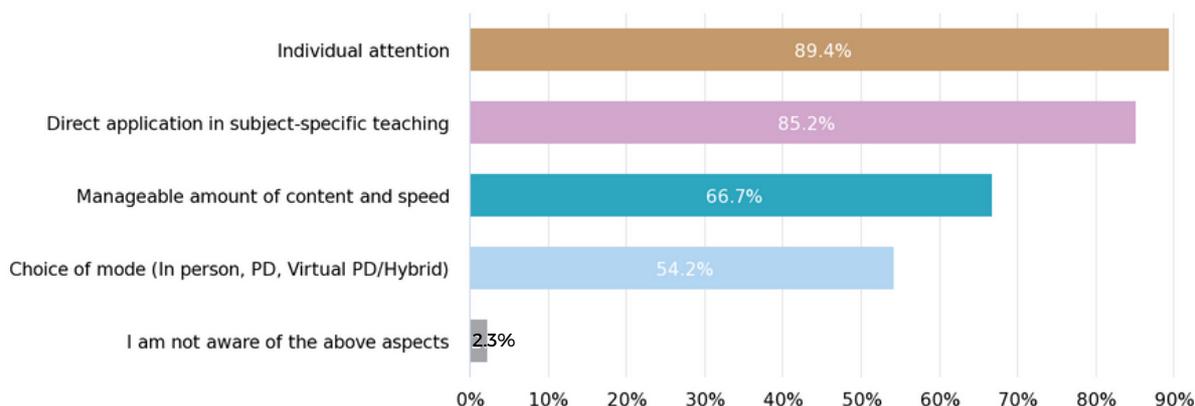
Based on the data provided, it is observed that the majority of teachers who participated in the professional development program (PDP) successfully acquired the skills and knowledge necessary for teaching in virtual modes. The PDP effectively covered various aspects, including the use of virtual modes, subject-specific knowledge, instructional models, and effective pedagogy for online teaching.

Response of teachers on the Main Learnings from the PDPs so that they could apply in online teaching



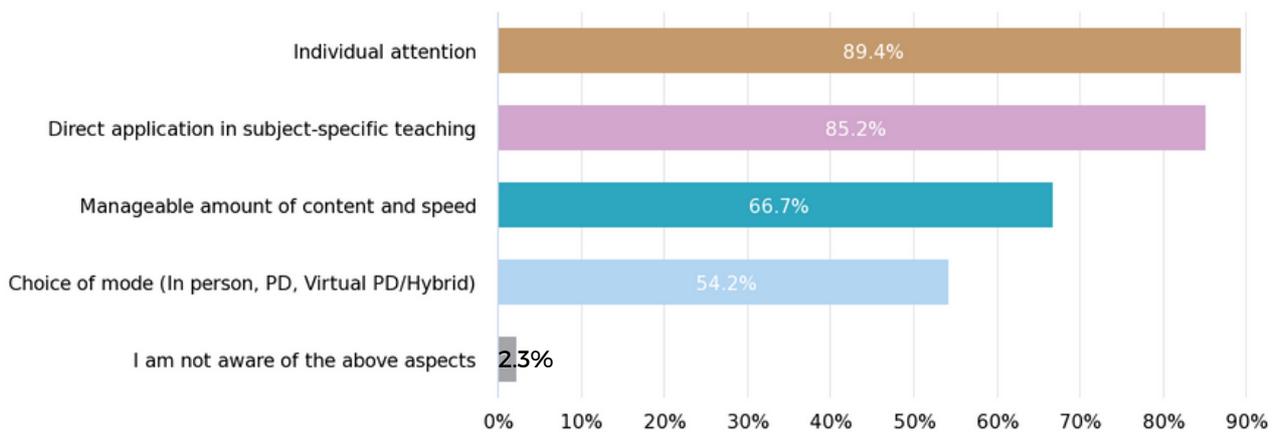
It is evident that a significant number of teachers participating in the professional development programs (PDPs) successfully learned various essential skills and knowledge for effective online teaching. These skills include online lesson planning, digital tool use, video classroom management, the 5E model, and student assessment. The results highlight the success of the PDPs in equipping teachers with practical strategies and skills required for teaching in online.

Teachers' response on the true aspects of the professional development project



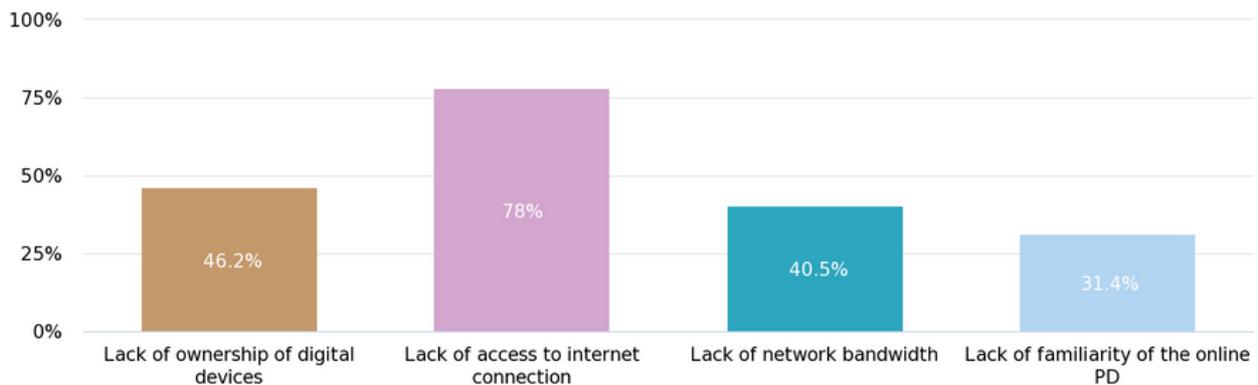
Teachers reported positive experiences with the PDP, with individual attention (89.4%), support from trainers (86.4%), and constructive feedback (72%) being prominent. 2.3% were unaware of the listed aspects, indicating communication gaps. The PDP was well-designed to provide support, guidance, collaboration, and growth opportunities. Teachers felt it gave them the skills and knowledge for quality online instruction.

Teachers' response on the strength of the professional development project



The data indicates that teachers found the professional development program (PDP) effective in several areas. These include providing individual attention, subject-specific teaching, manageable content and speed, and flexibility in mode selection. The strengths of the PDP were recognized by a majority of teachers, with a small percentage being unaware of its specific strengths.

Response of the teachers on the challenges/drawbacks of the guru project

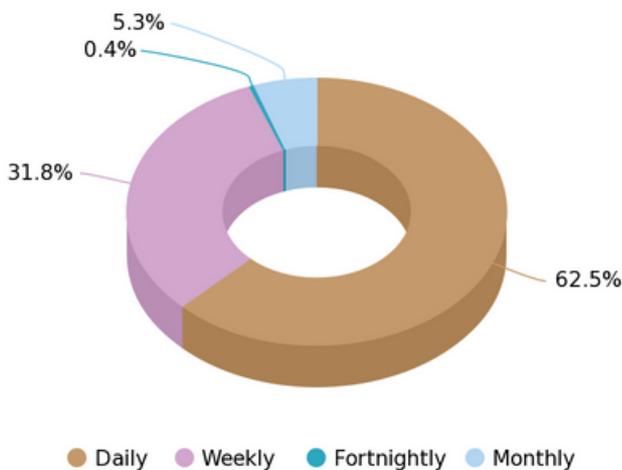


The graph reveals that the Guru project faced multiple challenges, such as limited internet access, device ownership issues, network bandwidth problems, and a lack of familiarity with the online professional development program. These difficulties indicate the need of implementing targeted solutions and providing support to enable effective participation in online teaching.

CHAPTER 5: DIGITAL LITERACY

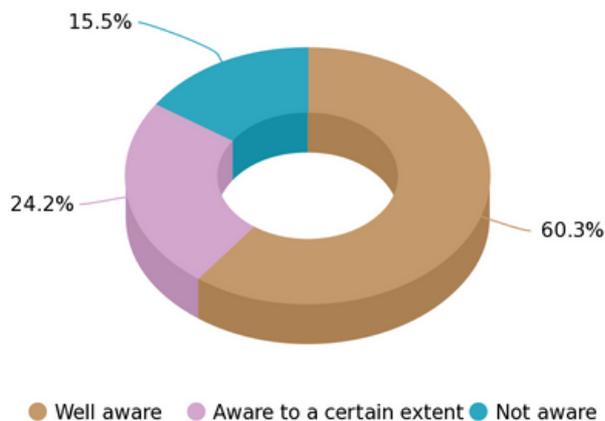
During the COVID-19 pandemic, digital literacy became a crucial skill. This is evident in the significant disruptions in various areas of life, including education, work, healthcare, and socialization. To address this issue, KEF conducted webinars to educate teachers about digital tools and improve their digital literacy. The webinars provided subject-specific tools for English, Mathematics, and Science, helping teachers to enhance their skills in these areas.

Frequency of sharing of the online materials with the students and the response of the teachers on it



The chart shows the response of the teachers on the frequency of sharing online materials with the students. The data shows that 62.5% of the teachers shared online materials daily, indicating a high level of engagement with their students and a commitment to providing digital resources to support learning. Also, 31.8% of the teachers shared materials weekly. Overall, the high percentages of daily and weekly sharing suggested a strong commitment to digital learning, highlighting the importance of technology in modern education.

Response of teachers on their extent of comfort with online learning platforms and tools

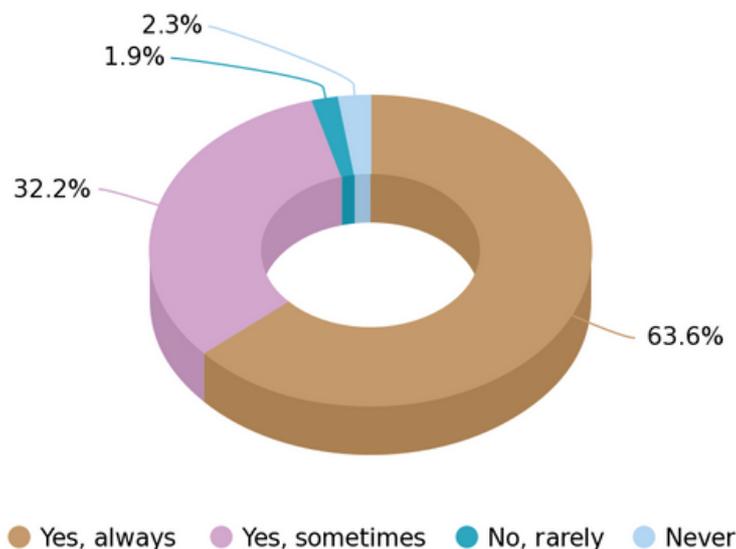


It can be inferred from the chart that 60.2% of the teachers reported being well aware of the online learning platforms and tools, indicating that they were well-equipped to navigate digital teaching environments. Overall, the data shows that a majority of the teachers (84.4%) had at least some familiarity with these tools, emphasizing the importance of providing comprehensive training and support for effective online instruction.

CHAPTER 6: UNDERSTANDING THE PURPOSE OF EACH STAGE IN THE 5E LEARNING MODEL AND IMPLEMENTATION OF THE 5E LEARNING MODEL IN THE ONLINE MODALITY

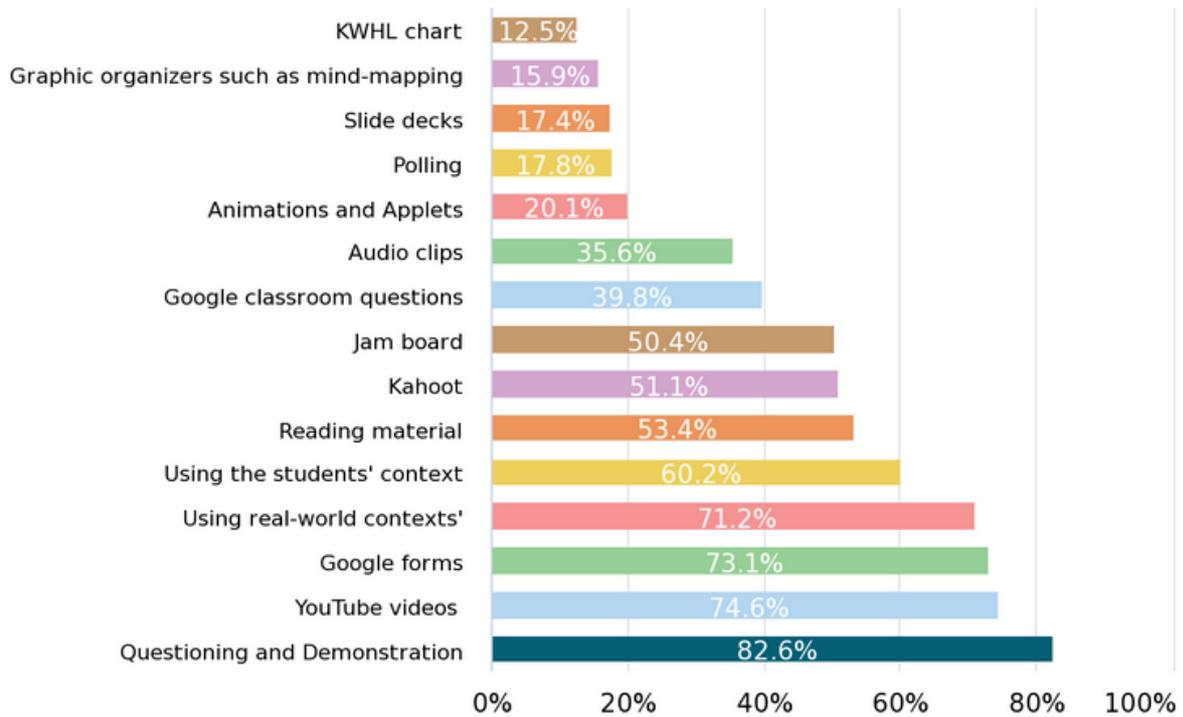
The 5E learning model is an inquiry-based instructional approach that emphasizes student-centered learning. The model is based on five phases of learning: Engage, Explore, Explain, Elaborate, and Evaluate. Overall, the 5E learning model is an effective way to promote student engagement, critical thinking, collaboration, and academic success in schools. As part of the Guru project, KEF used the 5E model in their curriculum to enhance learning activities among teachers and students in the online mode.

Use of the 5Es learning model among the teachers for online learning

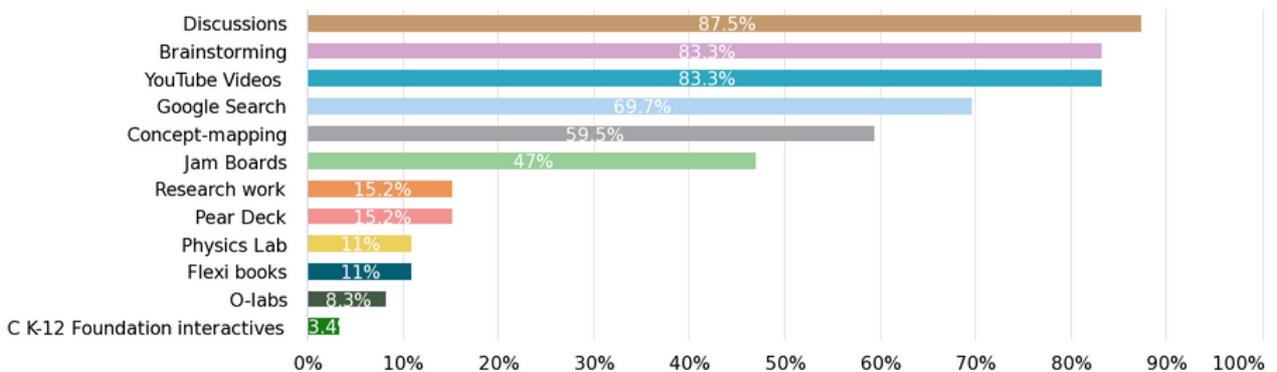


The chart highlights the widespread use of the 5E learning model for online teaching, with a majority of teachers using it "always" and a significant portion using it "sometimes." Language instructors tended to utilize this model more than science teachers. The 5E model was perceived as an effective framework for organizing online learning experiences.

Response of the teachers about the strategies and tools used for engagement

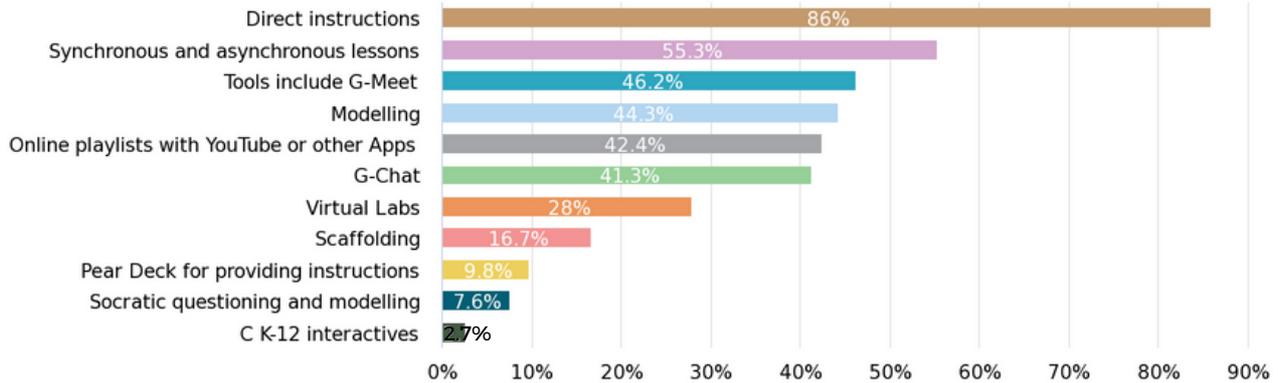


Response of teachers on the strategies and tools used by them for exploration

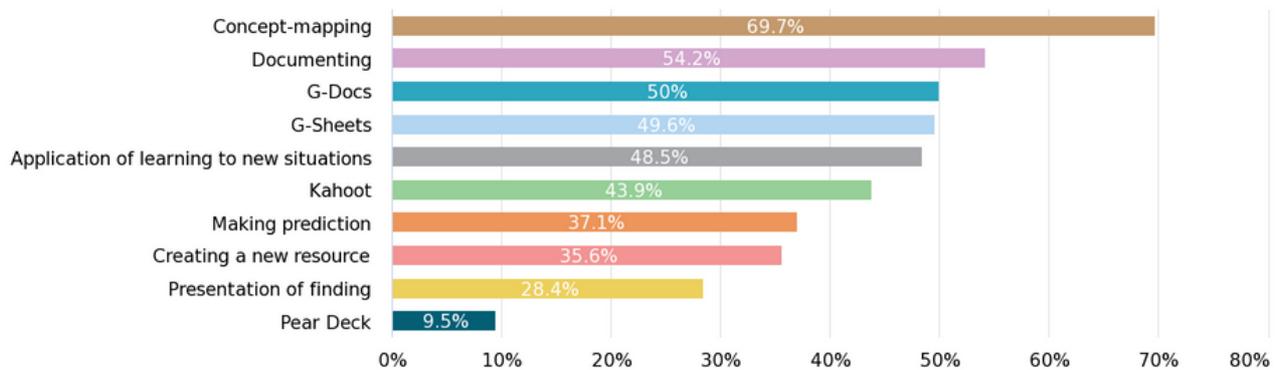


The chart illustrates the variety of engagement strategies and tools employed by teachers, with questioning and demonstration being the most prevalent. Other popular approaches include the use of YouTube videos, Google Forms, real-world contexts, and incorporating students' experiences. Teachers adopted a combination of traditional methods and digital tools, such as Kahoot and Jam Board, to enhance student engagement.

Response of teachers on the strategies and tools used by them for explanation

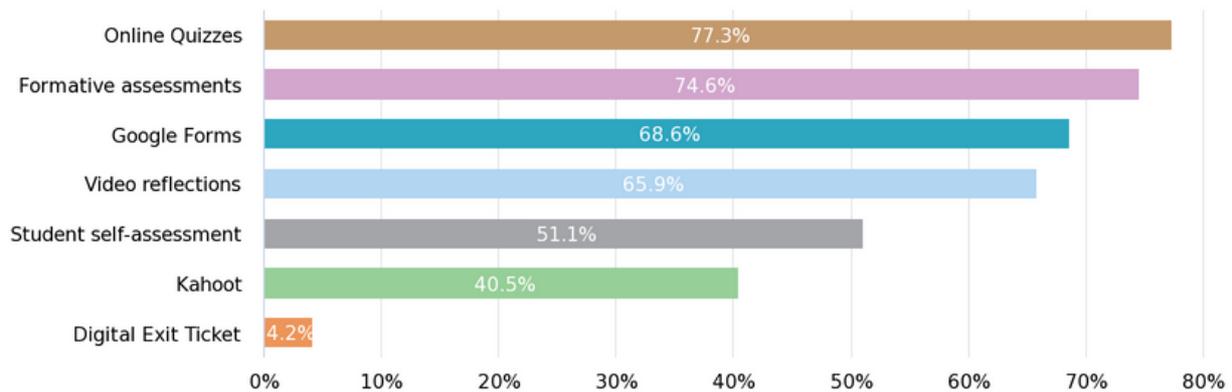


Response of teachers on the strategies and tools used by them for elaboration



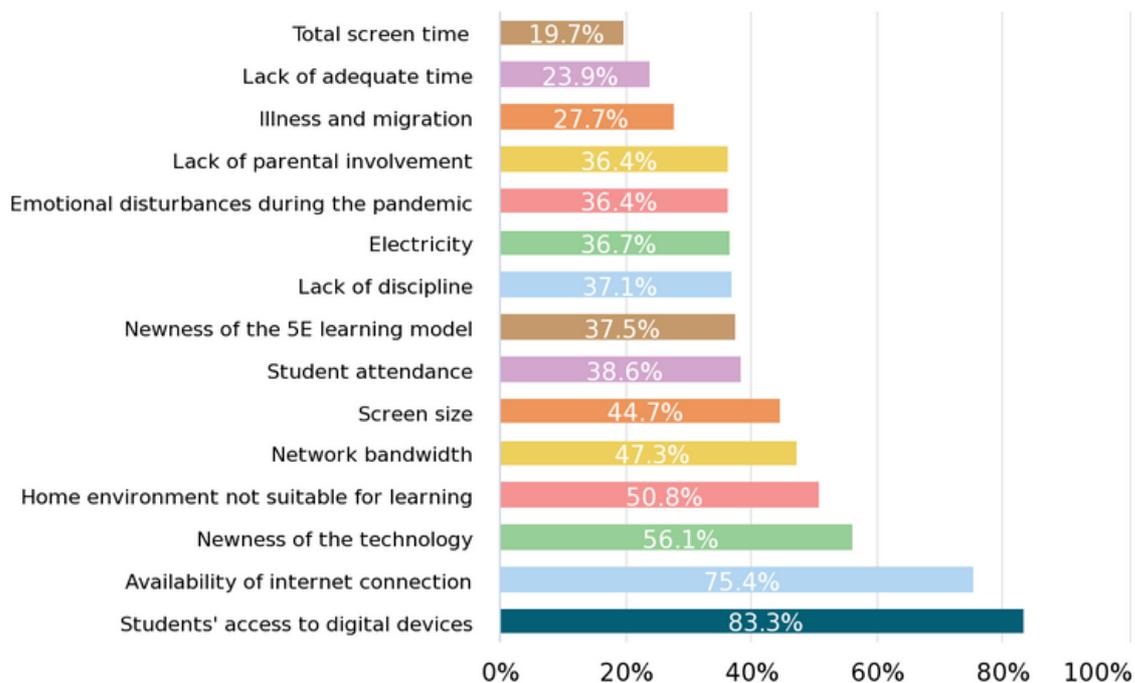
Teachers utilized a range of strategies and tools for exploration, explanation, and elaboration. Discussions, brainstorming, and YouTube videos were popular for exploration. Direct instruction, synchronous/asynchronous lessons, and online playlists were commonly used for explanation. Concept mapping, G-Docs, and applying learning to new situations were favored for elaboration. Overall, the data highlights that teachers employed digital tools and strategies to encourage students to reflect on and expand their understanding of concepts.

Response of teachers on the strategies and tools used by them for evaluation



The graph shows that online quizzes and formative assessments were the most commonly used evaluation strategies by teachers, with 77.3% and 74.6% utilization respectively. Google Forms and video reflections were also frequently used by two-thirds of the teachers, while student self-assessment was used by just over half of them. Only a few teachers used digital exit tickets. These digital evaluation tools show a trend toward technology-enhanced learning in modern classrooms.

Response of the teachers about the key challenges faced by them in the implementation of the 5e learning model

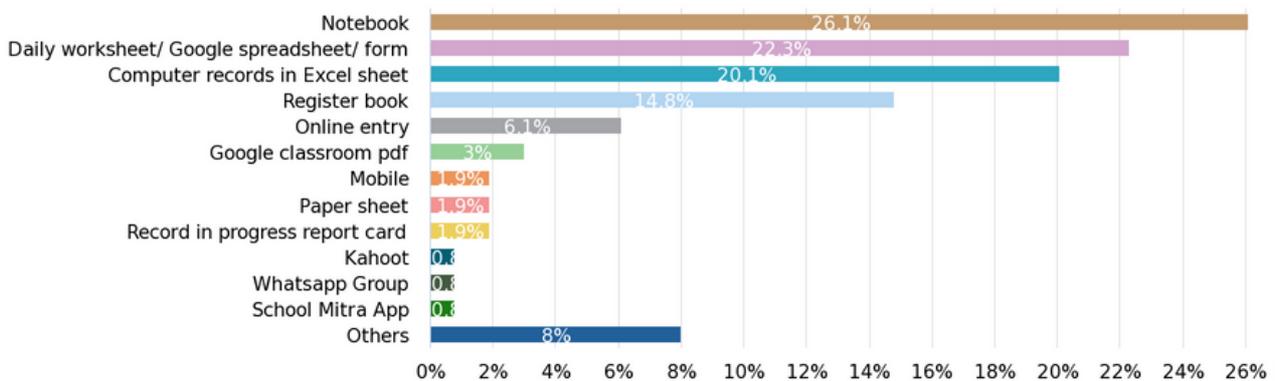


The graph indicates that the main challenges encountered during the online implementation of the 5E Learning Model were student access to digital devices and a lack of internet connection. Additionally, the newness of the technology and the 5E model itself were mentioned as significant hurdles by a considerable number of teachers.

CHAPTER 7: ASSESSMENT OF LEARNING

Learning assessment is the process of measuring what students know, understand, and can do. It is an essential component of the education system, and it plays a crucial role in ensuring that students are achieving the desired learning outcomes. Therefore, learning assessment is a critical component of the education system. It helps to measure student progress, evaluate teaching effectiveness, provide feedback, identify strengths and weaknesses, and facilitate accountability. Hence, in this section, teachers' perception of the student's learning outcomes has been discussed.

Various methods/ways applied by teachers to keep a record of a individual student progress over time

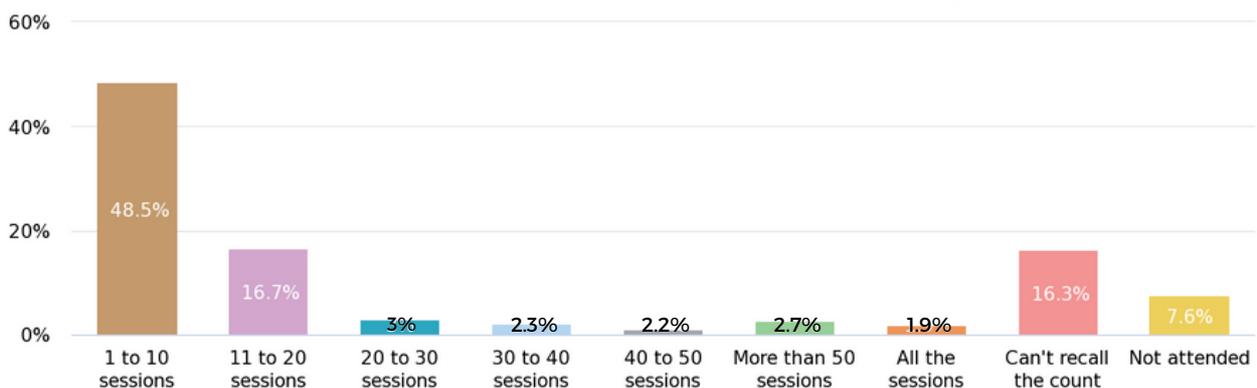


Teachers utilized various approaches to track student attendance, including notebooks, daily worksheets/spreadsheets, computer records, and register books. These findings indicate that teachers utilized a combination of traditional pen-and-paper methods and digital tools to maintain accurate records of student progress.

CHAPTER 8: ESTABLISHMENT OF PROFESSIONAL LEARNING COMMUNITY

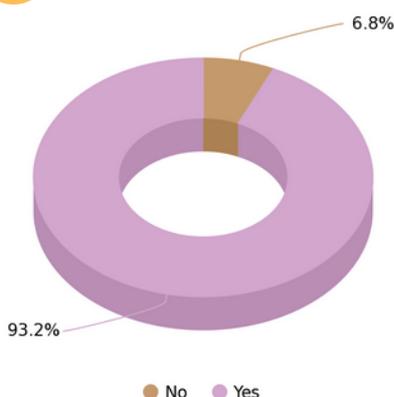
PLC aims to bring teachers together to work collaboratively rather than independently or competitively. This platform is intended to enhance communication, decision-making based on data, and problem-solving skills. Teachers engage in these collaborative work sessions to discuss their common needs and reinforce their learning. During these meetings, teachers shared their concerns and exchanged ideas about classroom instruction and students' needs. The team worked together to make decisions, integrating their collective knowledge and experience. In this section, the number of PLC training sessions and the benefits of the training sessions have been discussed.

Response of the teachers on number of Professional Learning Community (PLC) sessions attended in a year



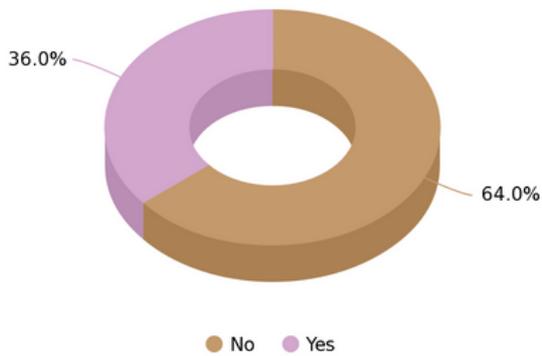
A significant portion of teachers attended 1 to 10 sessions per year. Conversely, only a tiny percentage of teachers attended more than 20 sessions and an even smaller percentage attended more than 50 or all sessions. Additionally, some teachers reported difficulty in recalling the number of sessions they had participated in, indicating a potential need for better communication and record-keeping practices.

Response of the teachers about the PLC whether it was helpful or not



The data suggest that most teachers have widely perceived the Professional Learning Community (PLC) as helpful. A significant proportion of teachers (93.2%) found the PLC to be beneficial, while only a tiny fraction did not find it helpful. The high level of satisfaction among teachers indicates that the PLC is seen as a valuable tool for professional development, fostering improvements in teaching practices.

Identification of any community issue by the students and work on them



The graph shows that 36% of secondary school teachers reported their students working on community issues such as domestic violence and addiction, while 64% were unaware of any issues. This suggests that some teachers encourage community engagement, and it's important for teachers to recognize its value as a learning experience and include it in their teaching practices whenever possible.



RELEVANCE

RATING ● ● ● ● ●

The project is relevant because it focuses on transforming the teaching-learning processes by equipping teachers with digital tools to implement learner-centric pedagogy. Also, the project was set to give training on PDP, and method like 5Es for the teachers to make them learn and teach through the digital platforms during the Covid-19 Pandemic. Since learning achievement hinges on the quality of teaching, it fulfills a serious need to maximize learning in an environment where teaching is largely teacher-centric.

COHERENCE

RATING ● ● ● ● ●

The Project is well aligned with multiple SDG Goals:
Goal 4: Quality Education
Goal 10: Reduced Inequalities
Goal 17: Partnership for the Goals



EFFECTIVENESS

RATING ● ● ● ● ●

This project has done a wonderful job by giving digital awareness and training to the teachers with various learning tools and techniques which helped them to teach in online mode. The results were positive as the teachers had learned various skills and techniques.

EFFICIENCY

RATING ● ● ● ● ●

Digital platforms played a crucial role in enabling teachers to continue their professional development during the COVID-19 pandemic. With traditional methods of learning disrupted, digital tools provided teachers with access to training and resources from remote locations, enabling collaboration with peers, and offering innovative methods of instruction, allowing them to stay up-to-date and improve their teaching skills.

This project intervention helped teachers by enhancing the knowledge of digital classes, which will help them to use such skills in future whenever there is a pandemic or lockdown like situation will occur in near future.

IMPACT

RATING ● ● ● ● ●

The project aims to elevate teaching and learning techniques among school teachers and students. Before the pandemic, teachers attended offline sessions, but during the pandemic, they gained knowledge about digital tools and classrooms. As a result, this project has had a beneficial effect on the education sector, especially in enhancing the digital literacy skills and efficiency of teachers in managing virtual classrooms.

SUSTAINABILITY

RATING ● ● ● ● ●

The project showcases a remarkable utilization of 5E learning model, PLC, PDP, and 21st-century learning skills among both teachers and students during the pandemic period. As part of the CSR intervention of KMBL, this project suggests its sustainability, as the same model and method can be employed in the near future.

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

CONCLUSION

The COVID-19 pandemic has disrupted the education sector globally, leading to a shift to online or virtual classes. The sudden shift to virtual teaching posed a challenge for teachers, who had to adapt to new technologies and teaching methods. To address this challenge, KEF and Kotak Mahindra Bank Ltd. launched the Guru Project, which aimed at providing teachers with the necessary training and support to take online or virtual classes. The project used the 5E learning model, which proved to be highly effective in engaging students in virtual classrooms. The Guru Project was especially helpful for students in rural and slum areas who faced challenges in accessing education during the pandemic.

It serves as an excellent example of how private companies can support philanthropic causes that contribute to the betterment of society. The project not only helped teachers develop digital literacy skills but also built their confidence in delivering virtual classes. The project's impact on teachers and students alike has been studied by SoulAce, which provides more insight into the challenges faced by teachers during the pandemic, the objectives of the project, the training provided to the teachers, and the project's effect on the education sector.

UNNATI

Executive Summary

The study was conducted by SoulAce to assess the effectiveness and impact of Project UNNATI by Kotak Education Foundation in Mumbai. The study utilized a mixed-methods approach, combining both quantitative and qualitative data collection methods. The study aimed to evaluate the impact of the project on the lives of the beneficiaries, including their career aspirations, job placements, and overall economic and social mobility.

The results of the study can be used to improve the effectiveness of the project and to inform future initiatives aimed at improving economic and social mobility among underprivileged communities. The study's major findings include age distribution, gender distribution, social category distribution, family type distribution, and the nature of the community of the respondents. The UNNATI project was initiated by KMBL under CSR activities to promote skill development among youth through an advanced curriculum design on life skills. The program provided job training and support to individuals who were currently unemployed or underemployed. The respondents in the project were given a choice to choose the area of skill development they wanted to learn, and the most popular area chosen by them was Banking, Financial Services, and Insurance (BFSI), followed by Customer Relations & Sales (CRS), Hospitality (HSPT), Advanced Beauty, Multi-Skilled Technicians (MST), General Duty Assistance (GDA).

Findings of the study:

- The most popular area of skill development chosen by the respondents was Banking, Financial Services, and Insurance (BFSI) with 162 (45.9%) of the respondents, followed by Customer Relations & Sales (CRS) with 149 (42.2%), Hospitality 23 (6.5%) and Multi-Skilled Technicians 19 (5.4%).
- The majority of the respondents i.e. 64% have chosen the area of skill development because of the easy availability of job opportunities, followed by the chances of getting a good income from the job chosen by 52.4%.
- Most respondents i.e. 69.1% were not employed at any time in the two years before joining the project.
- The curriculum on life skills taught in the UNNATI project is generally well-received by the respondents and perceived as helpful with 88.4% of the respondents finding it very useful.
- Most respondents (76.9%) were satisfied with the physical conditions at their workplace.
- The majority of respondents (77.4%) were satisfied with the type of supervision they received at their workplace.

CHAPTER 1: INTRODUCTION

1.1. Background of the study

The impact assessment study conducted by SoulAce aimed to evaluate the effectiveness and impact of Project UNNATI initiated by Kotak Mahindra Bank Limited (KMBL) under CSR intervention in Mumbai. The study focused on understanding the impact of the project on the lives of the participants, including their career aspirations, job placements, and overall economic, and social mobility.

The study utilized a mixed-methods approach, combining both quantitative and qualitative data collection methods. The quantitative data was collected through surveys conducted with the project participants, as well as secondary data from the implementation agency's internal databases. The qualitative data was collected through in-depth interviews with a subset of the project participants and stakeholders.

The study aimed to assess the effectiveness of the project framework, which included mobilization, training assessment, placement, and tracking. During the pre-COVID period, the project utilized various methods for mobilization, including door-to-door visits, KP and NGO visits, community visits, job fairs, and career melas. The participants underwent domain training, life skills, work readiness management, spoken English, guest lectures, field visits, and basic IT training in classrooms. The project also conducted pre-and post-tests for English and IYDP at the centers, visited companies for meetings, called and mailed details, and empaneled new companies after visiting them personally. The mandate of Arcis [AD1] was to map/call aspirants for 3-, 6-, 9-, or 12 months post-placement. However, due to COVID, calls were not made for four months (Apr-Jul).

During the COVID period, the project conducted online meetings with NGOs and KPs, called alumni, and used the Mahila Mandal database, school database, and municipal counselor database, among others. Except for field visits and basic IT, all training was conducted online. The project also added BFSI assessment and aptitude tests, which were conducted online using Edmodo. There was an increase in online CNT sessions, and the project attended webinars, called, and mailed companies, and empaneled new companies online. Like the pre-COVID period, mapping and calling had started again.

The study aimed to assess the impact of the project on the participants' livelihoods, including their career aspirations and job placements. The study also evaluated the impact of the project on the participants' overall economic and social mobility, including their ability to access better opportunities and improve their quality of life.

The impact assessment study conducted by SoulAce aimed to evaluate the effectiveness and impact of Project UNNATI by Kotak Education Foundation in Mumbai. The study aimed to assess the impact of the project on the participants' livelihoods, including their career aspirations and job placements, as well as their overall economic and social mobility. The results of the study can be used to improve the effectiveness of the project and to inform future initiatives aimed at improving economic and social mobility among underprivileged communities.

1.2. Objectives of the Study

- To evaluate the extent to which the UNNATI Project has successfully placed trained candidates in sustainable and meaningful jobs, by analyzing the placement data for various cohorts of participants.
- To determine the impact of the UNNATI Project on the income levels and livelihoods of the trained candidates and their families, by comparing the pre-and post-training income levels and conducting surveys of participants and their households.
- To identify the strengths and weaknesses of the UNNATI Project and provide recommendations for improving its design and implementation, based on the feedback of various stakeholders including participants, trainers, and KEF staff.

CHAPTER 2: RESEARCH METHODOLOGY

For the impact assessment, it is essential to apply rigorous and systematic scientific research methods to assess the effectiveness and outcomes of the project. Research is a systematic process of gathering and analyzing data, which can help to identify gaps and challenges in the project's implementation and inform evidence-based decision-making. Social Science Research, which follows scientific principles and techniques, can help to reduce bias and subjectivity in the assessment of the project's impact. By applying scientific research methods to the UNNATI Project's impact assessment, we can ensure that the findings are reliable, objective, and transparent. The defining characteristics of scientific research, such as ethical neutrality and testability, can help to ensure that the project's impact assessment is free from any personal biases or interests. The research findings can also provide valuable insights into the project's effectiveness, identify areas for improvement, and inform future project design and implementation. Therefore, it is crucial to conduct a rigorous and systematic impact assessment of the UNNATI Project using scientific research methods to ensure the project's success and sustainability. The use of social science research can also help to strengthen the evidence base for development interventions and contribute to the advancement of knowledge in the field of international development.

Research Design

- Name of the project : UNNATI
- Implementation Agency : Kotak Education Foundation
- Research Design used : Descriptive Research Design
- Sample Size : 353
- Sampling Technique : Stratified Random Sampling
- Qualitative Methods used : Telephonic interview, Testimonials

Sample covered from various domain	No. of respondents
Customer Relations & Sales (CRS)	149
Hospitality (HSPT)	23
Banking, Financial Services, and Insurance (BFSI)	162
Multi-Skilled Technicians (MST)	19

Ethical Considerations

The beneficiaries were informed about the purpose of the study before conducting the interviews to get them involved and motivated to share their personal information. They were assured of the strict confidentiality of their identity, information, etc., and adequate respect and attention were paid by the SoulAce research team to their sharing of information, feelings, and expression in the form of data narrations. No false promises were made. Sharing of data was prepared with prior permission and the beneficiaries were not hurt culturally or economically. The interviewee had all the information as to why he/she was questioned.

Key Stakeholders



CHAPTER 3: MAJOR FINDINGS

Writing about the basic profile of beneficiaries is important because it helps to provide a clear understanding of who the beneficiaries are, what their needs are, and how they can be assisted. Overall, a description of the basic profile of beneficiaries is crucial for organizations and individuals who are working towards improving the lives of disadvantaged or vulnerable groups. It helps to ensure that interventions are tailored to meet their specific needs and that resources are used effectively to make a positive impact. Therefore, the project beneficiary's gender, age, type of family, social category, educational profile, etc. of the UNNATI project beneficiaries have been discussed in this section.

3.1. Response of the respondents based on their age-group, gender & social category

Age Group

Based on the available data collected from the field, the majority of the respondents i.e., 82.4% were in the 20-25 years age group, followed by 15.3% of the respondents in the 26-30 years age group. However, 1.1% of the respondents were less than 20 years and 31-35 years. This shows that this project was mostly focused on the youths who were trying to learn skills and empower themselves by getting some jobs.

Gender

In the study, the majority (59.2%) of the respondents were females, whereas 40.8% of the respondents were males. The female participants were more with a motive to empower women and focus on equity to give a sample platform to women.

Social Category

The majority of the respondents belonged to the General category (62.9%), followed by SC (19%) and OBC (17.3%) categories. Only 0.8% of the respondents belonged to the ST category. This shows that the project was for all sections of society.

Family type

55.8% of the respondents lived in nuclear families, followed by 44.2% of them in joint families. This shows that the majority of the families stayed in nuclear families, which is a common practice for people living in urban areas.

Nature of Community

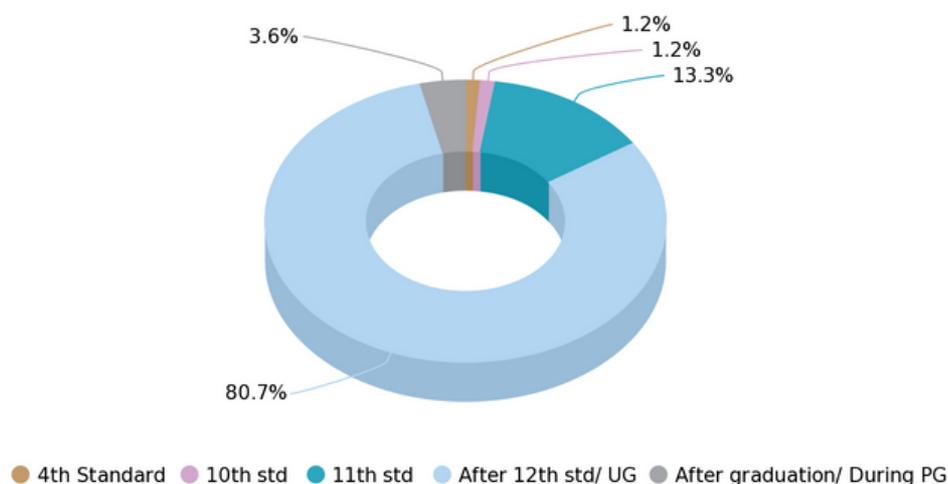
This shows that the majority of the respondents were urban dwellers. It is also interesting to note that a significant proportion of the respondents lived in semi-urban areas, which could be a reflection of the ongoing urbanization and suburbanization trends in many countries.

Educational Qualification

During the data collection it was found that, majority of the respondents (53.3%) were undergraduates, followed by 16.4% of the respondents who were postgraduates.

3.2. Educational profile of the sample beneficiaries

Response of the respondents based on the grade they dropped-out



The graph shows that dropping out of education without completing the 12th standard or bachelor's degree was the most common among the respondents, followed by dropping out after completing the 11th standard. This signifies that the respondents had to look for some supportive work, to look after their families.

Reasons for dropping out of education

In this section, multiple responses were recorded from the beneficiaries. According to 42.2% of them, the most common reason for dropping out was the lack of financial support and 36.1% of the respondents said that the other reason was the need to support their families by taking up a job. Other 12% of them said that the reason was a lack of interest in pursuing an education and 32.5% of them gave other reasons for dropping out.

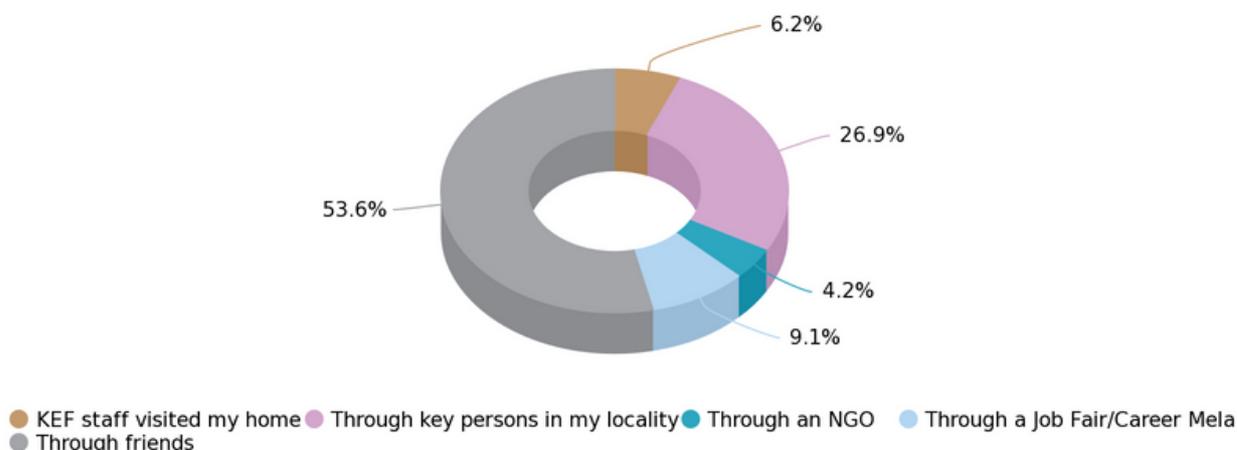
Occupation of the respondents

After the training provided by the KEF, half of the respondents (53%) reported working in a private company/office, followed by 21% of them who were unemployed. Other occupations included homemakers (6.5%), those who were self-employed or in petty businesses (3.1%), some respondents (4%) were pursuing education, and 7.6% of the respondents were working in various other job sectors. However, 0.8% of them reported working in a Government office. This shows that the respondents were involved in some kind of job and were earning from some other sources too. Also, other than the private and government sector most of them were in private companies.

CHAPTER 4: INDUCTION AND COUNSELLING

Induction and counseling are crucial elements of vocational training because they give students the direction and assistance they need to effectively pursue their chosen career choices. Assisting learners in overcoming any personal or professional issues that they may have while undergoing training counseling, which can further help them grasp the structure and requirements of their training program. The entire experience, engagement, and results of learners in vocational education can all be enhanced by these services. In this section, the way of approaching the project, the importance of aptitude tests, and training-related perceptions among beneficiaries have been discussed.

Response of the respondents on various ways of approaching UNNATI project

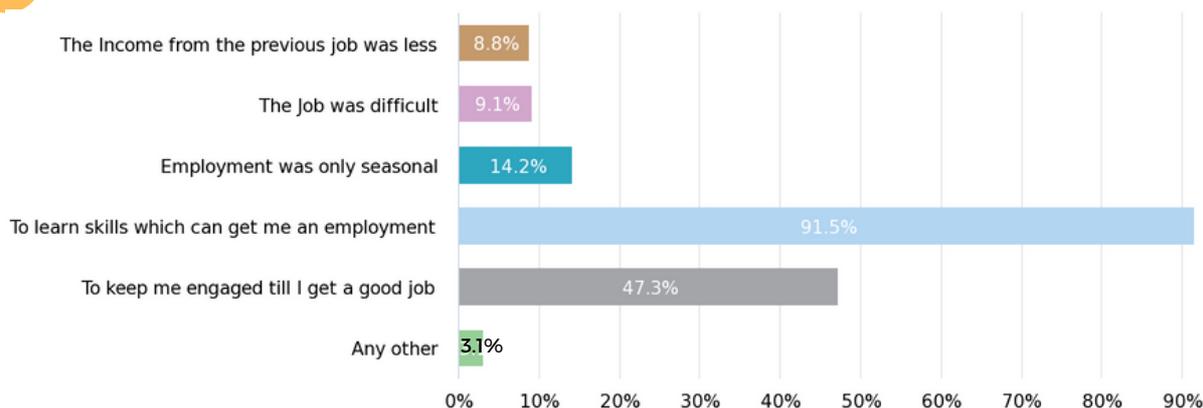


The data suggests that a majority of the respondents joined the UNNATI project based on recommendations from their friends, while a significant proportion was approached through key individuals in their locality. Additionally, a smaller percentage of respondents reported being approached through job fairs/career mela, NGOs, or house visits by KEF staff.

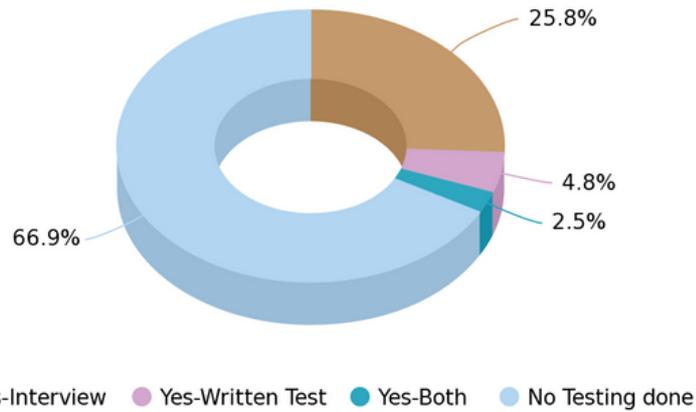
4.1. Importance of aptitude test for joining the course

This below table presents the reasons why respondents joined the Unnati project. The data reveals that the main reason for joining the program was to learn skills that could help them secure employment (91.5%). Additionally, 47.3% of the respondents joined the program to keep themselves engaged until they found a good job.

Percentage of respondents reported about the reason for joining the course



Percentage of respondents reported whether aptitude test was taken for the course before joining

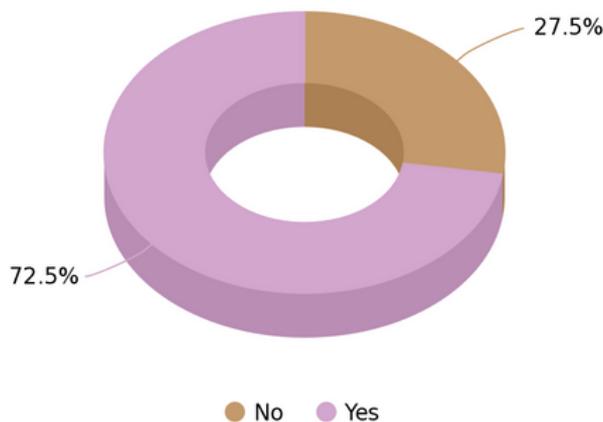


The data suggests that a majority of the respondents did not undergo any aptitude test before joining the course. Instead, a significant proportion had an interview, while a smaller percentage had a written test. A very small percentage reported undergoing both a written test and an interview.

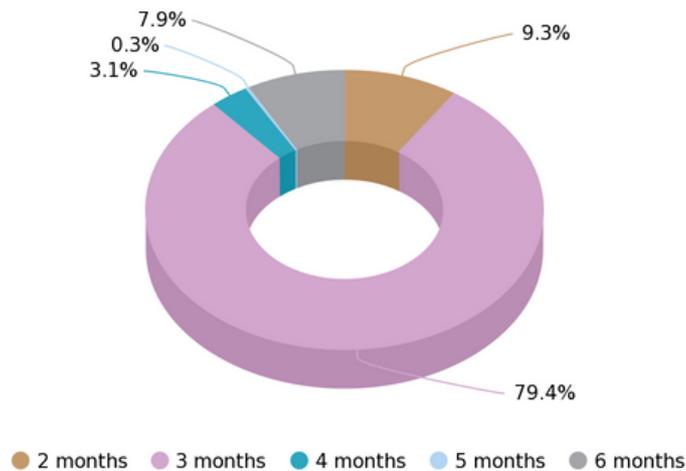
4.2 Counselling prior to the programme and the duration of the training program attended by the beneficiaries

This Chart shows whether the respondents received any counseling about the program before joining in which it shows that 72.5% of the respondents received counseling, while 27.5% of them received guidance from friends before join the project. This means that a significant proportion of the respondents had received some form of guidance or information about the program before deciding to enroll in it.

Percentage of respondents reported whether they were given any counseling about the program before joining



Percentage of respondents reported about the duration of the program



The data indicates that the majority of respondents (79.3%) participated in the Unnati project for a duration of three months. A smaller percentage participated for two months, and even fewer participants had a course duration of four or five months. A significant proportion had a longer duration of six months.

4.3 Areas of skill development chosen by respondents and major reasons under the program

Areas of skill development

The data reveals that a significant number of respondents chose Banking, Financial Services, and Insurance (BFSI) as their preferred area of skill development. Customer Relations & Sales (CRS) also emerged as a popular choice. A smaller proportion of respondents selected Hospitality (HSPT) and Multi-Skilled Technicians (MST). These findings indicate the varying interests and priorities of the participants in the UNNATI project, showcasing the program's ability to cater to a diverse range of skill development needs.

Major reasons of choosing various skill development training

The data suggest that respondents had multiple reasons for choosing a particular area of skill development. The primary motivations reported were the easy availability of job opportunities and the potential for good income. A significant proportion of respondents mentioned being influenced by their friends' suggestions, while a smaller percentage mentioned choosing the domain because it was the only vacant option at the time.

CHAPTER 5: PERCEPTIONS ON THE TRAINING PROGRAM AND BENEFITS ACCRUED

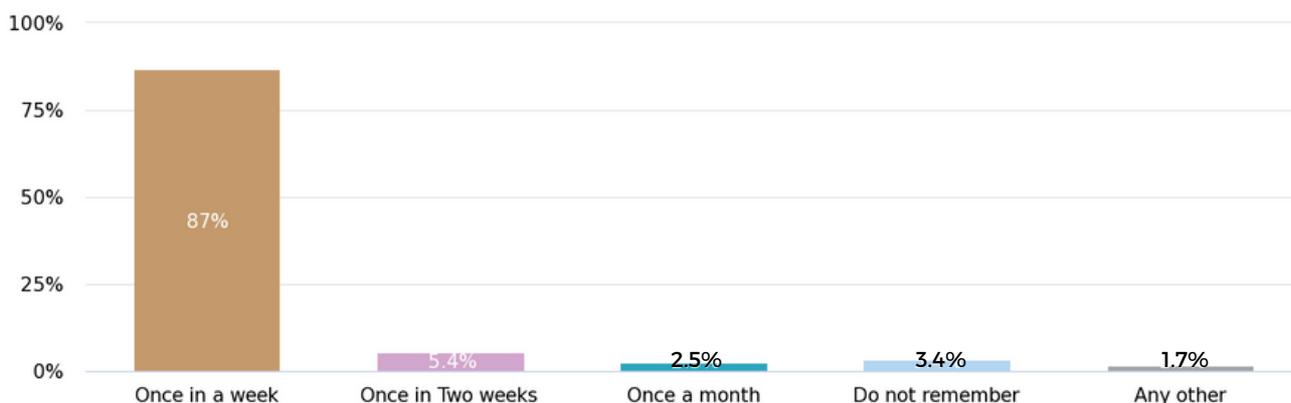
Employment status prior to joining the training program

It is evident that the majority of respondents i.e. 69.1% were not employed at any time in the two years before joining the program. Only 30.9% of respondents had minimal work experience but unemployed while joined the training programme. This shows that the Unnati project was targeting individuals who were unemployed or underemployed, which could be helpful in assessing the program's impact on employment outcomes. It also highlights the potential value of the project in providing job training and support to individuals who are struggling to find work opportunities.

Life skills learnt from the project by the respondents

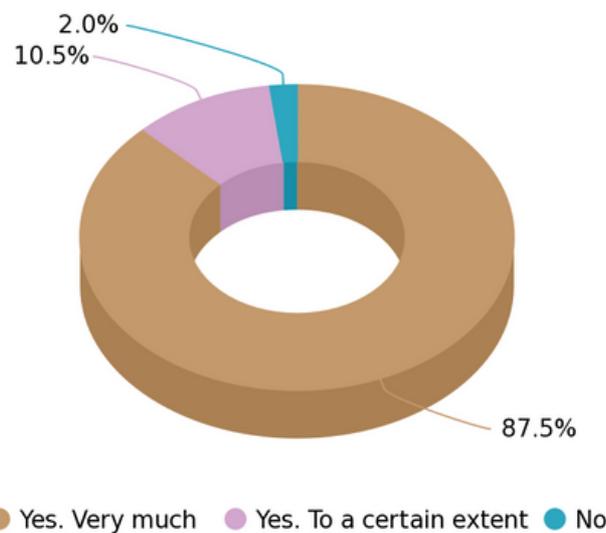
Under the Unnati project, the most commonly learned life skill was communication skills with 73.7% of respondents. The high percentage of respondents reporting that they learned communication skills suggests that this is an important area of focus for the project and may indicate that the project is effectively meeting the needs and interests of the learners.

Frequency of assessments and its importance in learning improvement



The graph shows the frequency of assessments conducted during the training program, as was reported by the respondents. The majority of the respondents i.e., 87% of them reported that assessments were conducted once a week. This information helps us to understand that frequent assessment was an important aspect of the UNNATI project, which might have helped to identify areas of strength and weakness among trainees and to support ongoing improvements in the training curriculum.

Whether the assessments helped to improve learning of the respondents due to the program



The data suggests that the assessments conducted by the facilitators had a positive impact on the learning of the respondents. The majority of respondents felt that the assessments significantly helped improve their learning, while a smaller percentage felt that the assessments had some level of impact. The assessments likely served as valuable feedback mechanisms, enabling trainees to track students' progress and make necessary adjustments to enhance their learning outcomes.

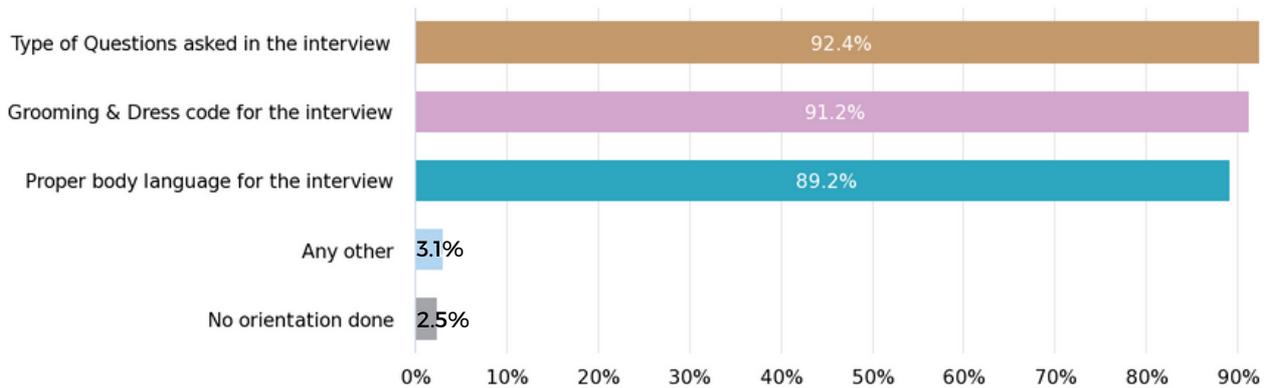
“ She has faced major challenges in implementing the project, including students' lack of interest in sales jobs and difficulty convincing banking, financial services, and insurance (BFSI) sector students to go for such jobs. Despite these challenges, Kshitija and her team were able to resolve some of the issues through one-on-one sessions, workshops, and training sessions, which helped students understand the importance of sales jobs and how they can help build a career in the long run.

After completing the project, the team observed a positive change in the approach of students toward job opportunities. The students became more confident and better prepared for job interviews, and even BFSI students who were initially hesitant about sales jobs started considering sales roles as a viable career option. They became more independent and self-reliant, securing good jobs and supporting their families financially. Furthermore, students who were initially hesitant about sales jobs gained valuable skills and were able to build successful careers in sales.

Kshitija's suggestions for improving the project include completely stopping mobilization for facilitators so that they have more time for training, revising training materials and modules, and incorporating different training teaching techniques to enhance the learning experience for the students.

-Center Head of a training program

Various ways to orient during the pre-placement training for facing job interviews by organization to the respondents



The data indicates that the organization provided comprehensive pre-placement training to the trainees, focusing on various aspects of job interviews. The majority of respondents agreed that they received orientation on the type of questions asked in interviews, grooming and dress code, and proper body language for interviews. The graph highlights the effectiveness of the pre-placement training in equipping the trainees with the necessary skills and knowledge to perform well in interviews.

Changes observed among the respondents after the training they received

Among all the trained aspirants, knowledge and understanding of concepts in the chosen area (82.4%), 79.9% of them said that they learned useful practical skills in the chosen area, and 78.5% of them said that they experienced personality improvement through important life skills. This shows that the training program was successful in preparing them for the workforce. It also shows that the training program was effective in bringing about positive changes in the respondents, both in terms of technical knowledge and important life skills.

CHAPTER 6: CURRENT STATUS OF EMPLOYMENT & IMPROVEMENT IN LIVING STANDARD

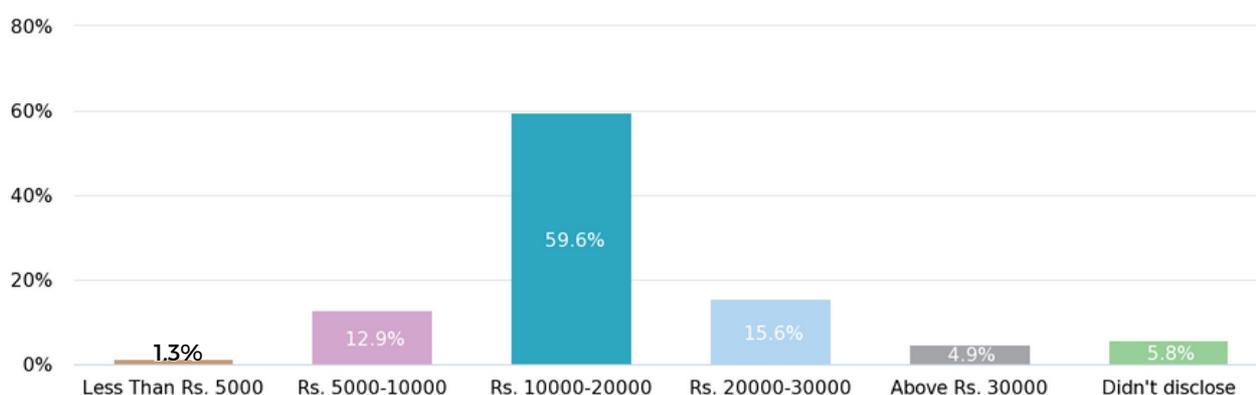
Current job status of respondents placed through UNNATI project

According to a presentation by KMBL and KEF in the financial year 2020-2021, the UNNATI project successfully placed 48% (1075 out of 2285) of its aspirants, with 24% (557) of them being placed by KEF and 10% (238) self-placed. Another 12% (280) were in the process of being placed.

While the present study found that, out of 353 beneficiaries sampled, 7.9% (28) found employment through the project. A significant number of aspirants (57% or 202) declined the placements or quit the job due to factors such as the long distance of the workplace or their high salary expectations., 16.7% (59) self-placed, and 18.1% (64) left their jobs after a few months due to personal priorities. However, this also suggests that the project was able to provide aspirants with a range of placement opportunities to choose from, allowing them to prioritize their personal preferences and make informed decisions about their career paths.

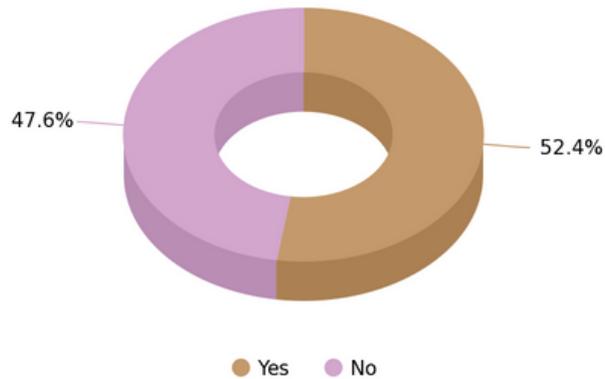
These two findings highlight the positive impact of the UNNATI project in facilitating job placements for aspirants. However, they also indicate that further improvement is possible in terms of maintaining placement records and engaging with aspirants on a regular basis. With continued efforts in these areas, the UNNATI project can continue to support more aspirants in finding meaningful employment opportunities.

Monthly salary of employed respondents who got job through UNNATI project



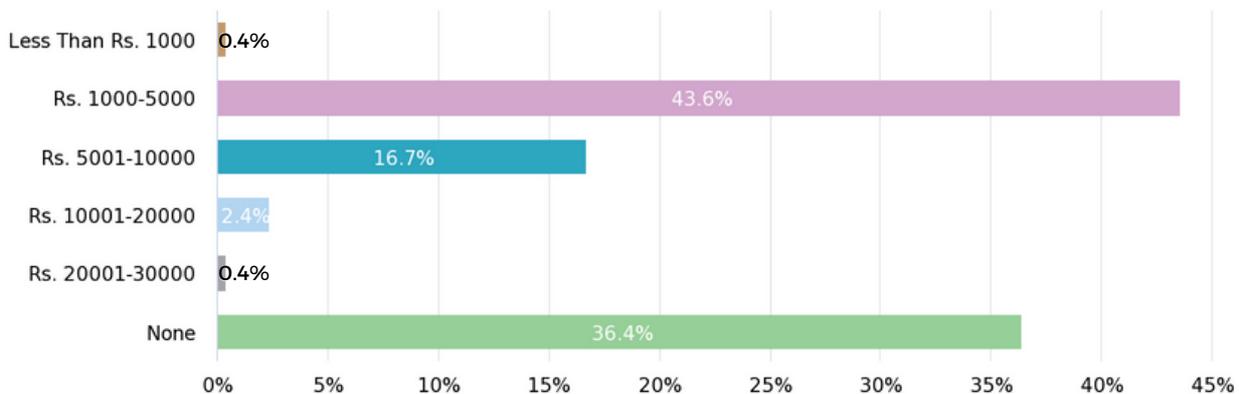
The data reveals a diverse range of salaries reported by the respondents. There is a noticeable distribution across different salary brackets, including lower, moderate, and higher income levels. The majority of respondents (59.6%) fall within Rs. 10000 to Rs. 20000 range, while a smaller proportion report earning higher incomes. Whereas, a small portion of respondents did not disclose their salary information.

Salary hike received by the respondents after joining a job through UNNATI project



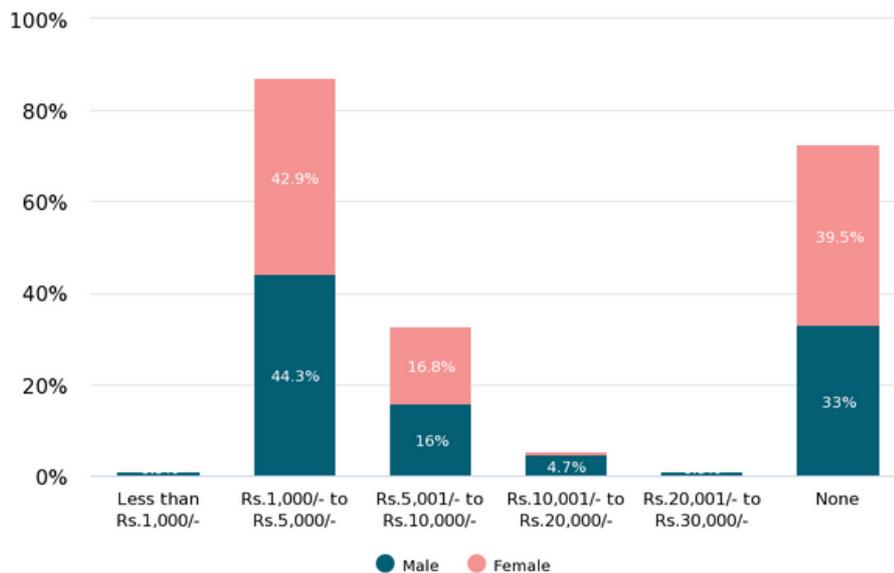
The chart depicts whether the employed respondents received a salary hike after joining their current job. 52.4% of the respondents had received a salary hike, while 47.6% of them did not receive any hike. This chart also indicates that a significant portion of the respondents who were placed in their current jobs through KEF and others have seen an improvement in their salary, which could be a positive outcome of the job placement service provided by the UNNATI project.

Monthly savings of currently employed respondents



There is a notable distribution across different savings categories, including lower, moderate, and higher levels of monthly savings. A small proportion of respondents reported saving very little or not at all, while a significant percentage saved a considerable amount each month. However, it is worth noting that a significant portion of respondents reported having no savings, which is attributed to the high cost of living expenses they face.

Gender-wise percentage of currently employed respondents (through KEF and others) reported about their monthly savings

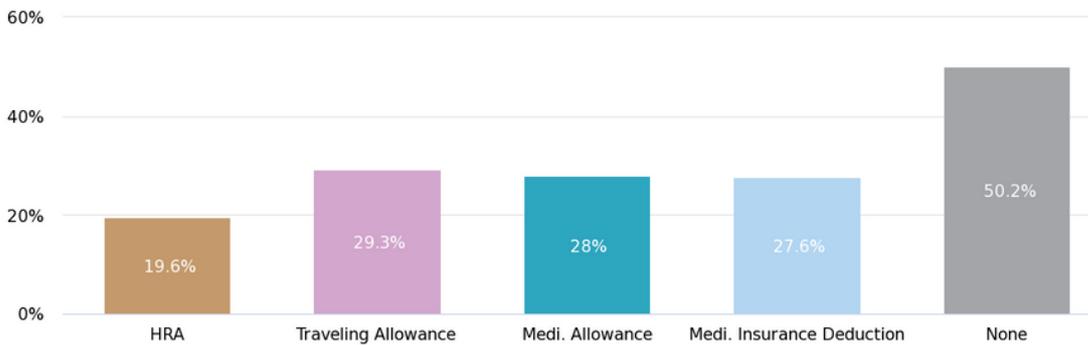


The data indicates a gender disparity in monthly savings among employed beneficiaries. Male employees generally had higher levels of savings compared to female employees. A higher percentage of male employees reported savings in the higher ranges, while a significant proportion of female employees reported savings in the lower ranges. The findings highlight the need for addressing gender pay gaps and promoting equal remuneration for equal work to ensure financial equity among the beneficiaries who are currently working.

Monthly amount contributed as family expenses by currently employed respondents (through KEF and others)

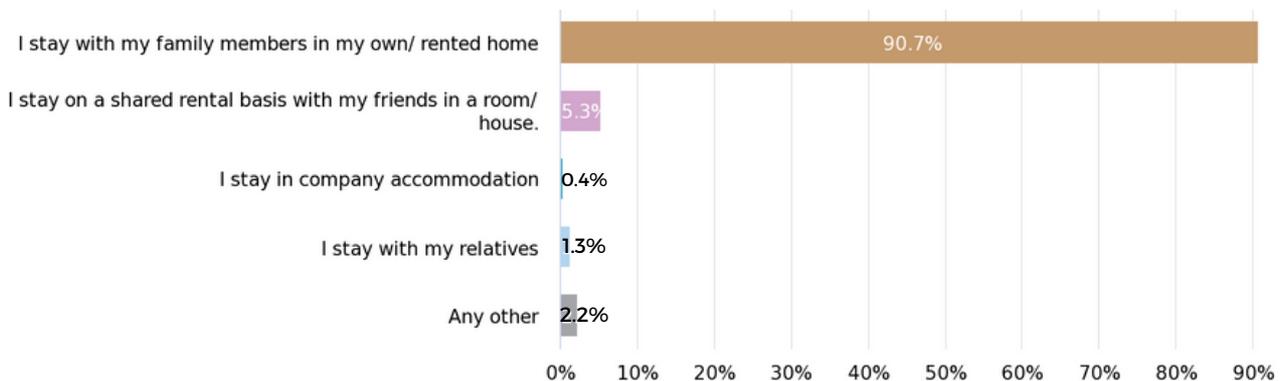
The majority of the respondents (24%) contributed between Rs. 1000/- to Rs. 5000/- towards their family expenses and 27.6% of the respondents contributed between Rs. 5001/- to Rs. 10000/-, followed by 22.2% of the respondents who contributed between Rs. 10001/- to Rs. 20000/-. Only a small percentage of respondents (2.2%) contributed more than Rs. 20000/-, while 23.1% of them contributed nothing towards their family expenses. The data suggests that a majority of the employed respondents were making some contribution towards their family expenses, but a significant number were not contributing at all.

Salary components of employed respondents



The data reveals that a significant proportion of respondents received additional salary components in addition to their base salary. The most common salary components reported were traveling allowance and medical insurance allowance, with a considerable percentage of respondents receiving these benefits. Another notable finding is that a substantial number of respondents reported receiving a combination of House Rent Allowance (HRA) and medical insurance deduction.

Type of present accommodation the respondents were occupying after getting employed (through KEF and others)



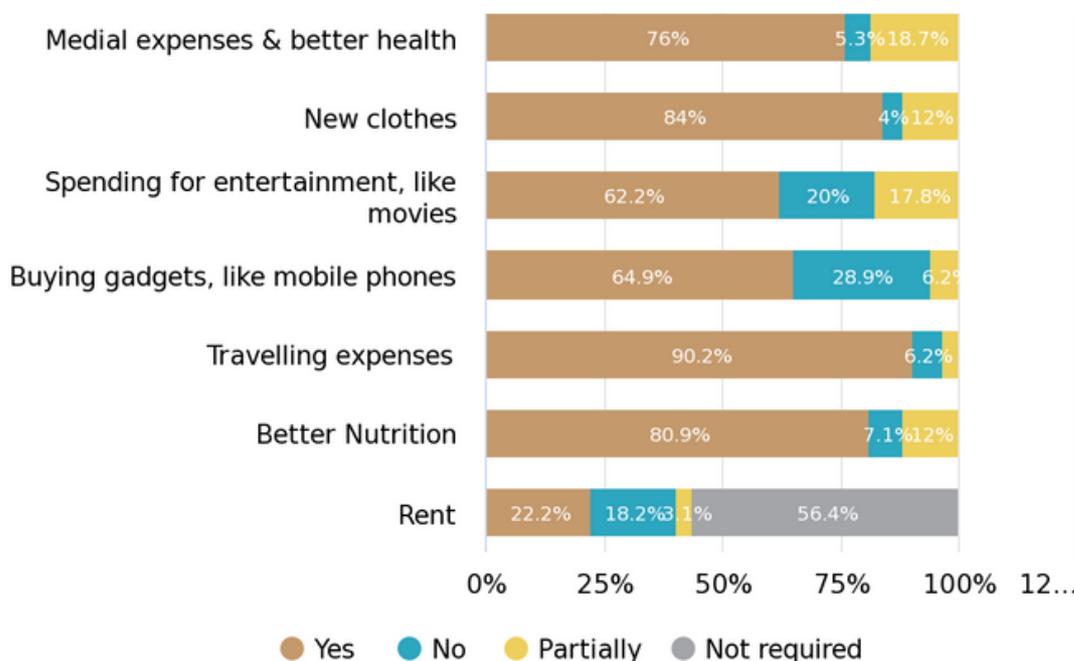
The graph shows the type of accommodation currently used by the respondents after getting employed through KEF and others. The majority of the respondents i.e. 90.7% stayed with their family members in their own/rented homes. This shows that a significant majority of respondents preferred living with family members or renting their own homes, while a smaller percentage chose to share accommodation with friends or live in other types of living arrangements.

Monthly amount spent on rent by currently employed respondents



The data reveals that a majority of the respondents incurred no monthly expenses on rent, indicating that a significant portion of them may not have to pay rent due to various reasons such as living arrangements or subsidized accommodations. Among those who did pay rent, the majority spent between Rs. 2000/- to Rs. 5000/- per month, with smaller percentages spending higher amounts. Only a small fraction of respondents spent less than Rs. 2000/- on rent.

Items are taken care of because of jobs they got through KEF and others

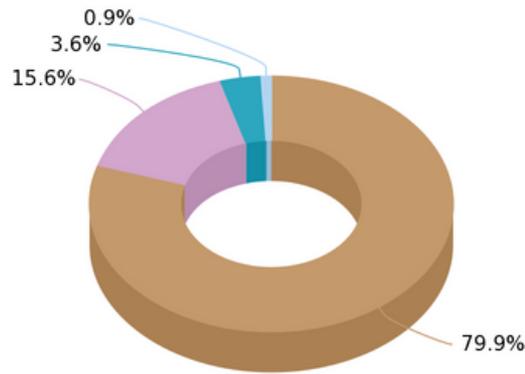


The data indicate that a high percentage of respondents reported that their job helped them cover certain expenses. The majority felt that their job assisted with traveling, nutrition, and clothing expenses. However, fewer respondents mentioned that their job helped with gadget purchases or entertainment costs. A significant proportion of respondents stated that their job didn't require them to cover any of the listed expenses.

Items are taken care of by the respondents for their families after they got job through KEF and others

Many respondents reported paying for their families' expenses, including medical bills (60%), groceries (62.7%), and electricity (59.6%). 70.2% didn't need to pay for rent, indicating they may not be primary breadwinners. This suggests financial disparities based on family relationships and highlights the importance of considering family obligations in assessing financial wellbeing. In summary, a substantial proportion of employed respondents are responsible for family expenses.

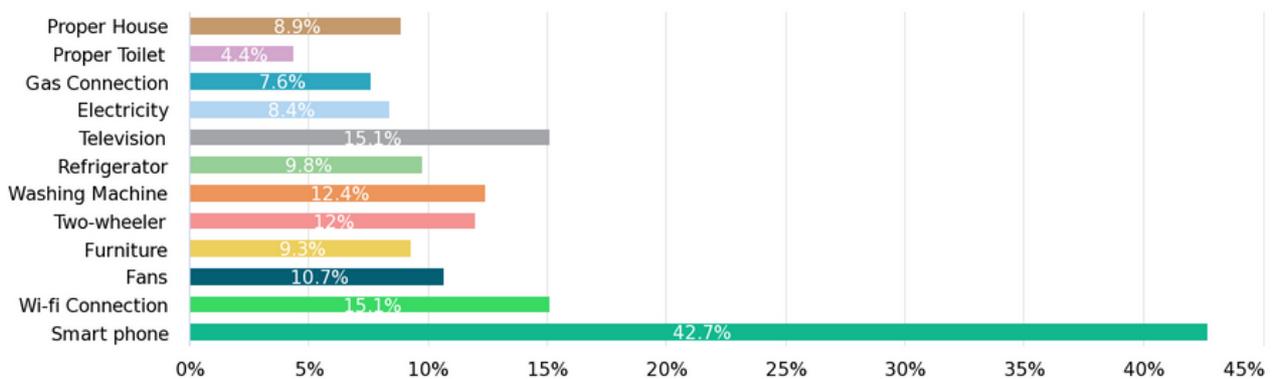
Presence of toilet at the respondents' house before and after getting the job



● Yes ● No, don't have toilets even now ● Yes, but got it renovated after getting a job ● No, but got it built after getting a job

A significant portion of the respondents were living in conditions that included toilet facilities prior to their employment. Additionally, a small percentage of respondents reported renovating or building a toilet after securing employment, indicating that their improved financial situation contributed to upgrading their living conditions.

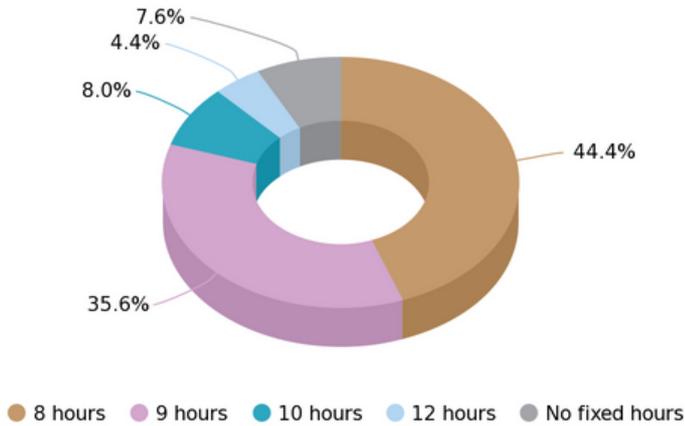
Items bought by the respondents for the family after getting a job



This graph shows the percentage of respondents who bought various items for their family after getting a job. The most common item purchased was a smartphone, with 42.7% of the respondents buying one smartphone for their family members. This shows that obtaining a job through KEF and other sources can have a positive impact on the standard of living of individuals and their families, allowing them to purchase items that improve their quality of life.

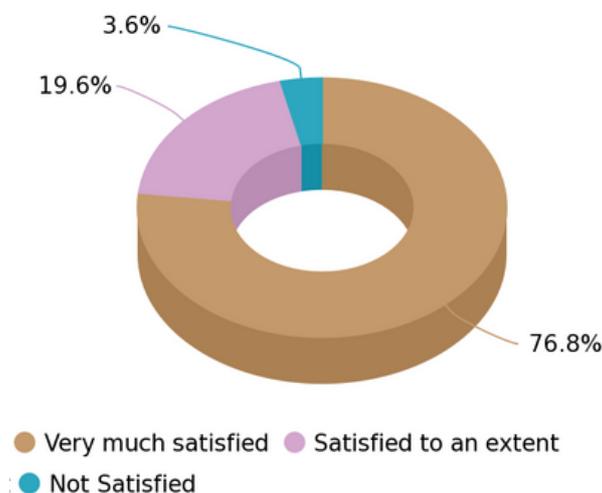
CHAPTER 7: QUALITY OF WORK LIFE & JOB SATISFACTION (FOR RESPONDENTS WHO ARE CURRENTLY EMPLOYED)

Hours of duty in the present job the respondents got through KEF and others



The data reveals that the majority of respondents worked either 8 or 9 hours in their current jobs. A smaller portion worked for longer durations, while a small percentage reported having no fixed hours of duty. The findings indicate that variation in the number of hours worked among the respondents, with a significant number working beyond the standard 8-hour workday.

Satisfaction level of the respondent with physical conditions like lighting, ventilation, and temperatures at the workplace

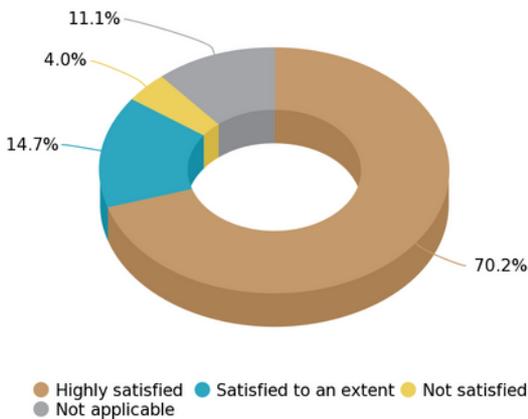


The findings highlight a positive perception of supervision among the respondents. For instance, The pie graph indicates that the majority of respondents expressed a high level of satisfaction with the type of supervision they received at their workplace. A smaller proportion reported being satisfied to some extent, while a very small percentage indicated dissatisfaction. Additionally, a notable percentage of respondents stated that the question did not apply to them.

Response of tedious physical labor at work place

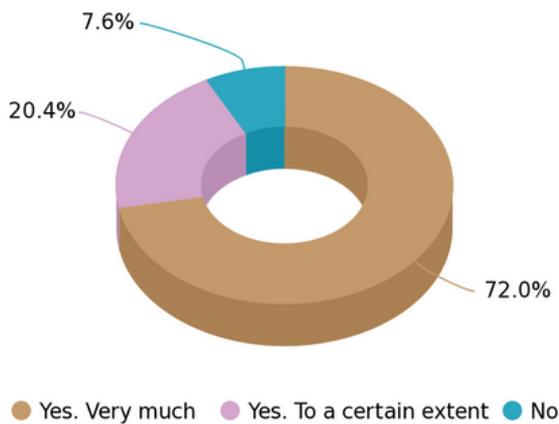
The majority of respondents i.e. 71.6% of them reported that their work does not involve tedious physical labor, while 18.7% reported that it involved very much, and 9.8% of them reported to a certain extent it was tedious. It shows that the majority of respondents do not have to perform physically demanding tasks, the fact that a significant proportion of respondents reported that their work involves tedious physical labor is a cause for concern. It is important for employers to consider ways to reduce physical demands in the workplace and ensure the well-being of their employees.

Satisfaction level of the respondents with the type of supervision they received at their workplace



The data suggests that a considerable number of employees expressed high levels of satisfaction with the type of supervision they receive at their workplaces. A significant majority reported being highly satisfied, while a notable percentage indicated being satisfied to some extent. However, a small proportion of respondents expressed dissatisfaction.

Scope of using talents/potentials/skills at current workplace



The chart shows the percentage of currently employed respondents who were asked whether their work provided them with the opportunity to fully use their talents/potential/skills. Out of all these respondents, 72% of them said that their work allowed them to fully use their talents/potential/skills, whereas 20.4% of them said to a certain extent, and 7.6% of them said no. This shows that a majority of employees felt that their work provided

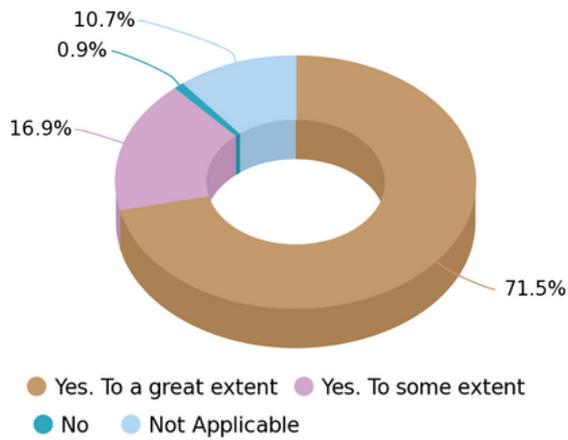
them with the opportunity to utilize their talents/potential/skills fully. However, it is important for employers to continually evaluate and adjust job responsibilities and training programs to ensure that employees were allowed to reach their full potential.

“ The Unnati project was implemented successfully with a positive impact on students' lives. One of the major challenges faced was students' data pack getting over, which was resolved by suggesting students use it only for necessary apps. The project has improved students' English language skills, domain knowledge, and attitude toward life. They have a positive approach toward work and are happy with the placements provided, even during the pandemic. Teachers/principals have adapted to using online apps like Edmodo, Enguru, and Kahoot App, which have provided a flexible approach to learning and enabled them to reach out to more students. The Unnati project has been instrumental in changing beliefs and practices about education. Its impact on students' lives is inspiring and demonstrates the power of education and skill development programs. The KMBL & KEF team, led by Janhavi Jakkal, did an excellent job implementing the project and addressing the challenges faced.

Center Head of the Unnati KEF team

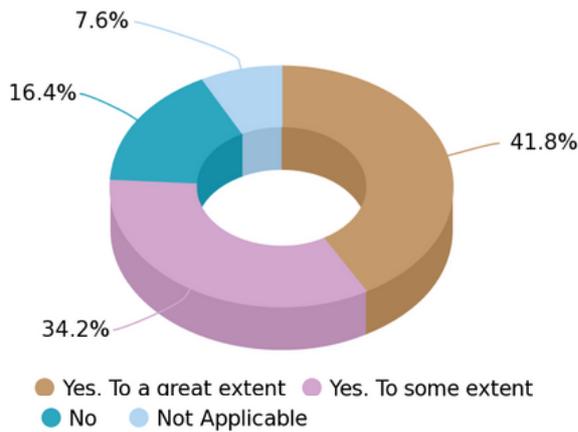


Relations with superiors at workplace



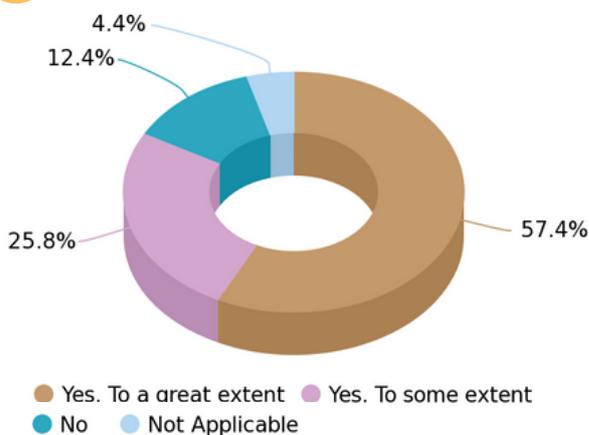
The chart shows the percentage of currently employed respondents who were asked whether they enjoy good relations with their superiors at the workplace. Out of these respondents, 71.6% of them said that they enjoyed good relations to a great extent, and 16.9% of them said to some extent. This shows that the relationships with superiors were generally positive for most of the respondents employed through KEF and other sources.

Satisfaction with the salary receiving from the job



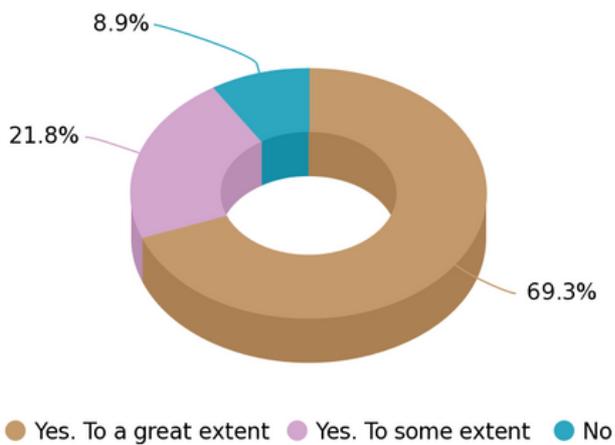
From the graph it is observed that significant proportion of respondents expressed satisfaction with their salary, with a substantial percentage believing that their salary aligned well with their work. However, a notable portion of respondents reported dissatisfaction, indicating a perceived discrepancy between their salary and the value of their work.

Growth opportunities in present job



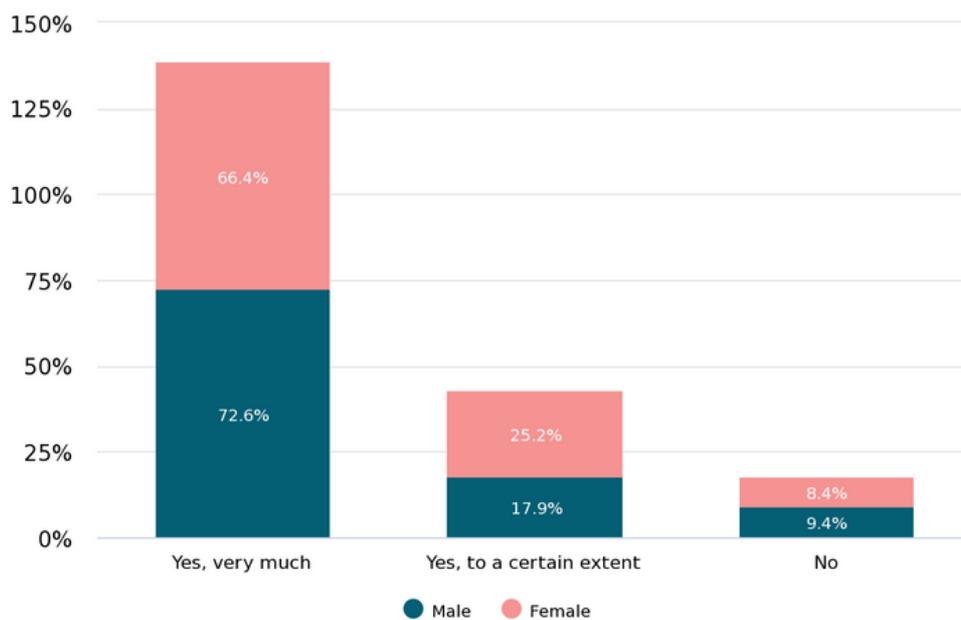
More than half of the respondents perceived their job as offering substantial growth opportunities, indicating that they believed their current position had ample room for career development. Whereas, a notable portion of respondents felt that their growth opportunities were limited to some extent, indicating a perception of restricted career advancement.

Effectiveness of UNNATI project in current job



The chart shows the effectiveness of the UNNATI project in the current job of the respondents while carrying out their tasks and responsibilities. Out of all the respondents, 69.3% of them reported that the UNNATI project was very helpful, indicating a high level of satisfaction with the project. 21.8% of the respondents reported that the project was helpful to some extent, while 8.9% of the respondents reported that the project was not helpful.

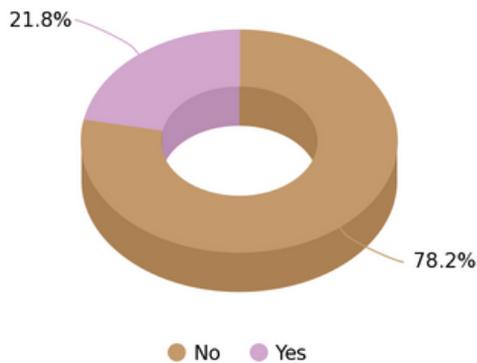
Male-Female perception towards effectiveness of UNNATI project in current job



A large proportion of both male and female beneficiaries perceive the UNNATI project as highly effective in their current employment. A small fraction of respondents expressed partial satisfaction, while less than 10% reported dissatisfaction. The high satisfaction levels among the beneficiaries demonstrate the effectiveness of the UNNATI project in meeting the needs and expectations of its participants.

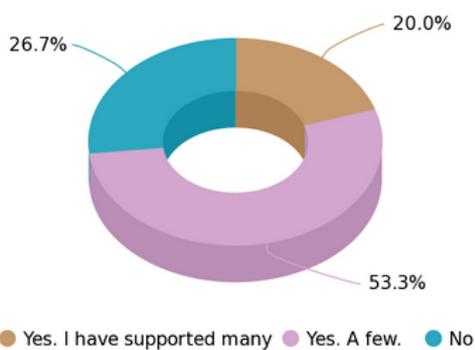
CHAPTER 8: CONTRIBUTION TO SOCIAL CAUSES

Employee volunteering programs participation in company



The given chart shows the percentage of respondents who involved themselves in any employee volunteering programs of their company. The results indicate that only 21.8% of the respondents had participated in such programs, while the majority of them i.e. 78.2% did not participate due to work pressure. Employee volunteering programs are often encouraged by companies as a way to engage employees, build team spirit, and give back to the community.

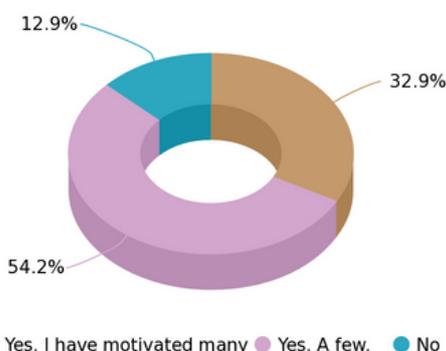
Supporting friends/relatives in finding a job at the current/other workplace



The chart shows the percentage of currently employed respondents who were asked whether they supported their friends/relatives in finding a job at their workplace or any other companies after they joined the job. According to the data, 53.3% of the respondents supported at least a few of their friends/relatives, while 26.7% of the respondents did not support any of their friends/relatives. It shows that a considerable number of employees

were supportive of their friends and family members in finding employment opportunities. This also highlights the importance of networking, which can help individuals to find better job opportunities and career growth.

Motivating friends/relatives to join UNNATI project



The chart shows whether the respondents had motivated their friends/relatives to join the UNNATI project after they joined their job. It shows that 32.9% of the respondents had motivated many of their friends/relatives, which indicates a positive attitude towards the UNNATI project. Further, 54.2% of the respondents had motivated a few of their friends/relatives, which shows that they

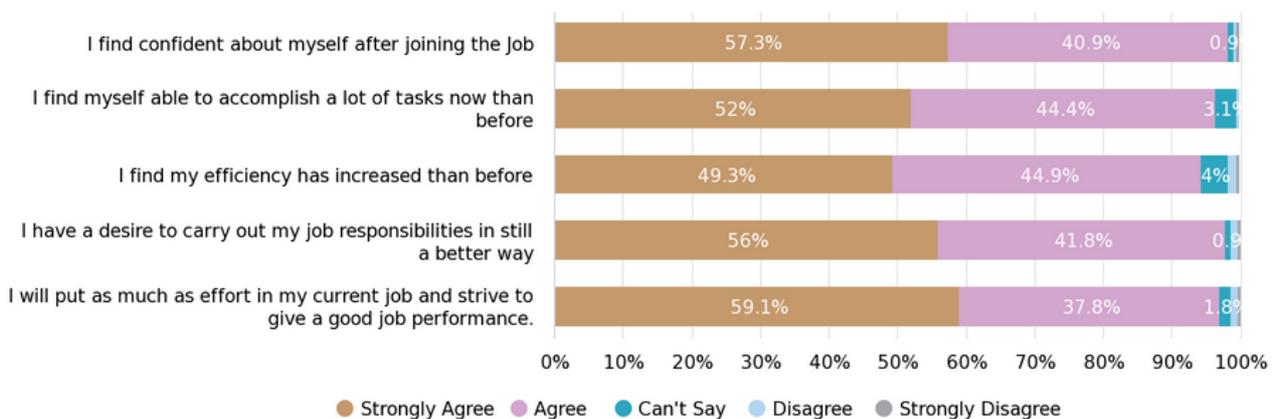
were willing to recommend the project to their close ones. Also, 12.9% of the respondents did not motivate any of their friends/relatives, which may be due to various reasons such as lack of awareness, personal beliefs, or disinterest.

SECTION 9: ENDURING IMPACTS & BENEFICIARY EMPOWERMENT

Graph shows employed respondents' views on the project's impact on their abilities. Responses split into 5 categories: strongly agree, agree, can't say, disagree, and strongly disagree.

Regarding the first statement, 57.3% strongly agree and 40.9% agree that joining the job increased their confidence. The project seems to have helped respondents feel more confident. For the second statement, 52.0% strongly agree and 44.4% agree that they are accomplishing more tasks now. This suggests that the project has helped respondents to become more productive and efficient in their work.

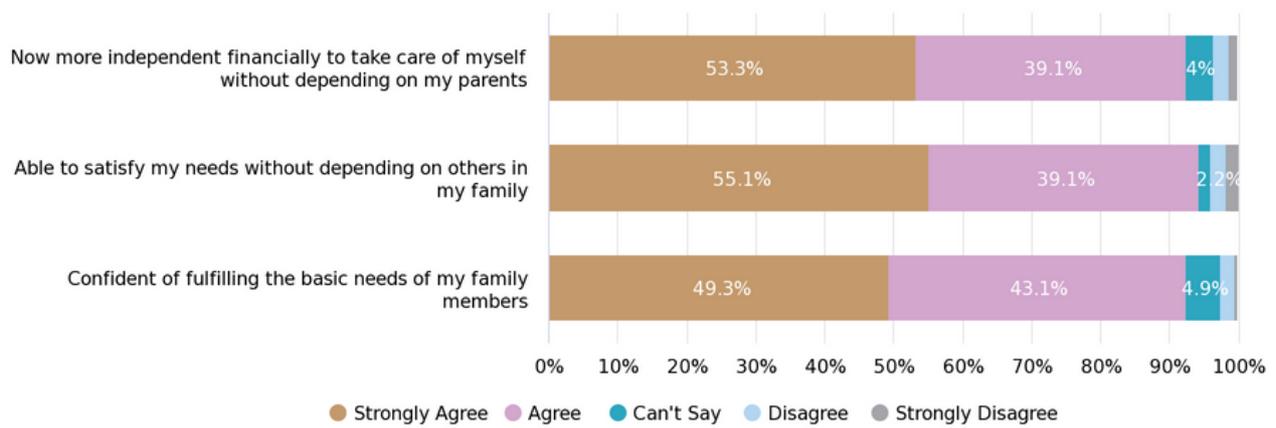
Impact of the project on working abilities of employed respondents after joining through KEF and others



The project had a positive impact on employed respondents' working abilities. A significant percentage of respondents agree that their efficiency has improved. Similarly, a majority of respondents perform their job responsibilities in a better way. Overall, the project has positively influenced respondents' confidence, productivity, efficiency, motivation, and job commitment.

Impact of the project on financial abilities of employed respondents after joining through KEF and others

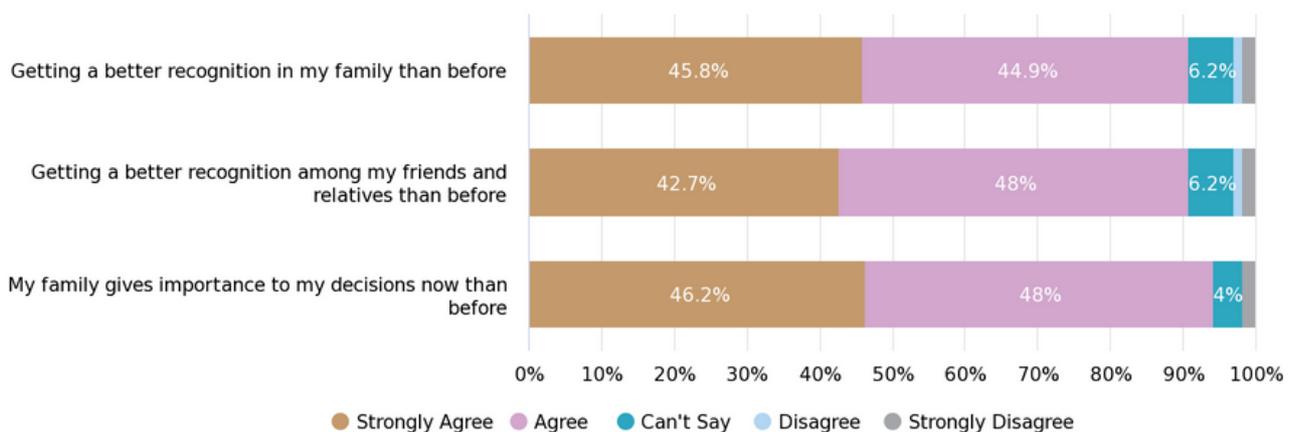
The graph reveals a positive impact of the Unnati project on financial abilities of most employed respondents, making them more self-sufficient. Over 50% of respondents strongly agreed or agreed with each statement related to their financial abilities, indicating the project's efficacy. The project seems to have helped respondents in becoming more financially independent, enabling them to take care of their own needs without depending on others.



The Unnati project has positively impacted employed respondents' financial independence, self-sufficiency, and confidence in fulfilling their own and their family's basic needs. A majority of respondents agreed that they are financially independent to take care of themselves after joining the project and become self-sufficient without relying on their parents. Similarly, a significant percentage of respondents agreed that they are able to satisfy their needs without depending on others in their family. Furthermore, a considerable percentage of respondents agreed that they are confident in fulfilling the basic needs of their family members.

Impact of the project on the social status of employed respondents after joining through KEF and others

The graph presents the program's impact on employed respondents' social status, with responses categorized into strongly agree, agree, can't say, disagree, and strongly disagree. It shows a positive impact on social status, with 45.8% strongly agreeing and 44.9% agreeing that they received better recognition in their family after the project. Similarly, 42.7% strongly agreed and 44.9% agreed that they received better recognition among friends and relatives. Additionally, 46.2% strongly agreed and 48.0% agreed that their families now give more importance to their decisions since the project implemented.



The project positively impacted employed respondents' decision-making power within their families. 46.2% strongly agreed and 48.0% agreed that their families now give more importance to their decisions since the project implemented. Overall, the results show that the project had a positive impact on the social status of employed respondents, which in turn, may have helped in improving their self-esteem and confidence.



RELEVANCE

RATING

The UNNATI project has been a great initiative for the holistic development of the youths by giving training related to jobs. This CSR project met the needs of the beneficiaries helping them to be financially independent by skilling them in various ways.

COHERENCE

RATING

The Project is well aligned with multiple SDGs:

Goal 1: No Poverty

Goal 5: Gender Equality

Goal 10: Reduced Inequality

Goal 17: Partnerships for the Goals



EFFECTIVENESS

RATING

This program has done a wonderful job by giving skill development training and employment to the beneficiaries associated with UNNATI under KEF. A significant number of the beneficiaries were placed, and few of them did not join as it was their choice. It has reached the right target groups as most of them were dropout youths who got jobs and started earning.

EFFICIENCY

RATING

This project intervention with the dropout unemployed youth by giving them skill development training made them capable of doing some skilled jobs, that they can do whenever they want.

IMPACT

RATING

The impact could be seen among the dropout youth as they had nothing to do earlier but this UNNATI project changed them, making them skilled, giving them a job, and making them financially stable so that, they can support their families too.

SUSTAINABILITY

RATING

This project is sustainable and needs change in the curriculum as per the demand from time to time, with advanced skills required in the future to support the public and private sector firms.

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

CONCLUSION

The UNNATI project has been a successful initiative in providing skill development training and employment opportunities to unemployed youth in Mumbai. The project has been aligned with multiple SDGs, including No Poverty, Gender Equality, and Reduced Inequality. Through the impact study conducted by SoulAce, it was found that the UNNATI Project has been effective in improving the employability skills of participants, as evidenced by the pre- and post-training test scores. The project has also successfully placed trained candidates in sustainable and meaningful jobs, thereby improving their income levels and livelihoods. The UNNATI project had a positive impact on the lives of trained candidates and their families. It made them financially stable, and they started supporting their families. The project has also been successful in addressing the gender gap in employment by providing gender-specific training and analyzing the gender-specific data on participation, training, placement, and income levels. The project's strengths include its alignment with SDG goals, its focus on providing skill development training and employment opportunities, and its sustainability. However, the project can still improve by changing the curriculum as per the demand from time to time with advanced skills required in the future to support the public and private sector firms. Additionally, the project could benefit from continuous feedback and evaluation from various stakeholders, including participants, employers, trainers, and KEF staff.

This UNNATI project has been a successful CSR initiative that has made a positive impact on the lives of unemployed youth in Mumbai. The project's success can serve as a model for other organizations looking to address the challenges of poverty, gender inequality, and unemployment in society.