
KMPL-Muktangan: Integrated School & Teacher Education Project

Location- Mumbai

Prepared For



KMPL

Prepared By



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ISO 27001:2013 Certified

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ABBREVIATIONS

KMPL	Kotak Mahindra Prime Limited
CSR	Corporate Social Responsibility
MET	Muktangan Education Trust
MCGM	Municipal Corporation of Greater Mumbai
MPS	Mumbai Public School
COVID-19	Coronavirus disease of 2019
AD	Alzheimer's disease
CUDD	Curriculum Understanding Design and Development
OECD	Organization for Economic Cooperation and Development

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EXECUTIVE SUMMARY

An impact assessment of KMPL's CSR support for Mukhtangan:

KMPL's CSR mission is to create lasting value for communities in need by promoting and supporting education with an aim to serve communities at large and to transform their lives, in a collaborative manner with internal and external stakeholders. Through KMPL's CSR funding, Dr. Babasaheb Ambedkar Mumbai Public School (MPS) enrolled and supported the education of 486 students and 69 teachers. The CSR Project aimed to holistically transform the school, ensuring that every student received an education that would help them become empowered citizens. The study aimed to evaluate the pedagogy's effect on stakeholders during the pandemic using both quantitative and qualitative methods. Interviews with students, parents, teachers, and subject faculties were analyzed to assess the impact. The study focuses on the pandemic's process and the strategies used to adapt to the evolving circumstances.

Major findings of the study are:

Students:

According to the survey, a majority of students (61.5%) attended their classroom sessions regularly and more than 85% were able to follow their teachers' instructions. Most students (88.5%) reported receiving assignments from their teachers after the sessions, but only a small proportion (27%) completed and submitted them. The survey and conversations revealed that the syllabus was not completed due to time constraints and the need to adapt to the online medium. Despite the challenges, students enjoy attending Mukhtangan school and appreciate their interactions with teachers.

Teachers:

The teachers belong to the same community as the children, allowing them to understand their realities. A significant proportion of teachers (80%) had smartphones that enabled them to conduct classroom sessions uninterrupted. However, poor network connectivity, limited data packs, and the challenge of engaging children meaningfully posed obstacles to creating an ideal classroom experience. Despite these challenges, all teachers expressed confidence in their technical skills and continued to use and improve them even after the pandemic. The teachers' regular follow-ups and updates on student progress created a strong bond with parents.

Parents:

During the pandemic, parents were actively involved in their child's studies by either attending classes in person or observing them from home. Teachers provided support to parents and were available for clarifications whenever needed, which was greatly appreciated.

Overall, Mukhtangan pedagogy adds great value to the lives of teachers, parents, and students. KMPL's support to Mukhtangan helped it to achieve the desired outcome of providing quality education to become empowered citizens.

CHAPTER 1: INTRODUCTION

The COVID-19 pandemic created significant strains on global health systems, public services, and communities. The education sector was particularly impacted, with the traditional chalk-talk teaching model being replaced by technology-driven online learning. However, this shift was challenging for lower-middle-class and rural communities, who faced financial constraints and technical knowledge gaps that hindered their adoption of technology. Many lacked access to smartphones, reliable internet, and laptops or desktops, which resulted in issues such as poor connectivity, non-functional video classes, and low-quality audio. These challenges disrupted the academic year and employment opportunities for underprivileged students.

Muktangan received support from KMPL to sustain its education project at Dr. Babasaheb Ambedkar Mumbai Public School in G Ward South, Mumbai, Maharashtra. The project aimed to provide affordable English-medium education and develop 21st-century skills such as critical thinking, creativity, and collaboration to promote a global outlook among underprivileged communities in Mumbai. The project focused on addressing the learning needs of 69 teachers and 486 students to foster sustainable change. Due to the COVID-19 pandemic, Muktangan's field operations came to a halt, prompting them to adopt a remote engagement model to stay connected with students and provide learning support. The CSR Project incorporated student-friendly pedagogical and assessment processes for online pre-service training during the pandemic. After overcoming initial challenges, the project gained momentum, and this report details the activities that took place in 2020-21.

Organization Profile of Muktangan

The Muktangan Education Project was started by Paragon Charitable Trust in 2003 to deliver quality education to the underserved communities of Mumbai. Muktangan Education Trust (MET), under the Public Private Partnership Policy implemented by the Municipal Corporation of Greater Mumbai (MCGM), has tied up with MCGM to provide high-quality education to children attending 7 schools owned by MCGM.

Objectives of the study

The objective of the study was to evaluate the impact of KMPL's CSR intervention along with Muktangan's Dr. Babasaheb Ambedkar MPS.



To determine the overall benefits of the Project



To identify gaps in implementation, if any



To recommend suggestions for the improvement of the Project

CHAPTER 2: RESEARCH METHODOLOGY

Research is the systematic, logical quest for new information that is pertinent to a certain subject. The methodical process of discovering new information while adhering to scientific principles and procedures eliminates subjectivity and prejudice. The systematic gathering and analysis of data for the advancement of knowledge in any discipline can be broadly characterized as research. The research uses methodical procedures to identify answers to theoretical and real-world problems. The only sources of information that may be used in research are common sense, general observations, and hearsay; such facts aren't taken seriously unless they have been obtained using a rigorous technique that can stand the test of time.

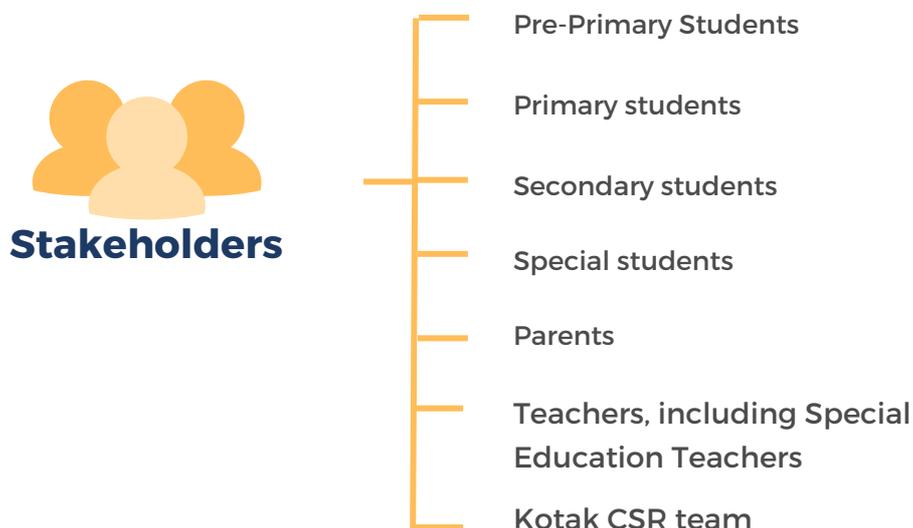
Research Design

A mixed method study design was used, in which both qualitative and quantitative methods were applied to carry out the project assessment to understand the various aspects of the project holistically and present them in this report.

For primary data collection, the research team interviewed beneficiaries, key stakeholders, and team members to understand their views on implementation aspects, impact, and challenges faced.

The qualitative data was collected and organized as per the emerging themes and patterns of the study objectives. In-depth, one-to-one interviews were conducted with students, Muktangan teachers, subject faculties, principals, parents, and founders. The interviews were conducted using open-ended questions for qualitative purposes in which the respondents were asked to elaborate on their opinions and provide feedback regarding the Project. They were also asked close-ended multiple-choice questionnaires to collect quantitative data.

Key Stakeholders



Study Tools

Tools used during the study

SoulAce has developed a mobile application a platform for data collection that the field team used to undertake the study. This application has real-time data entry and data upload with GPS location details with a questionnaire, for interaction with the project beneficiaries, as well as a provision to take pictures of each respondent.



Primary data was collected using two types of questionnaires.

Questionnaire for Primary Beneficiaries:

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

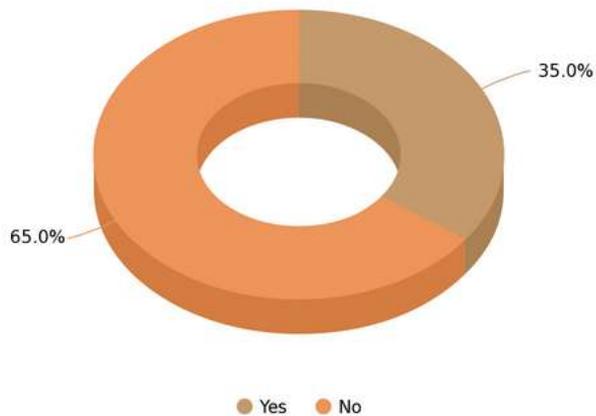
Questionnaire for Secondary Beneficiaries & Stakeholders:

Semi-structured questionnaires were developed for each type of sample of this group. Stakeholders were identified across the focus areas. One on One discussion was done with beneficiaries to prepare the case studies.



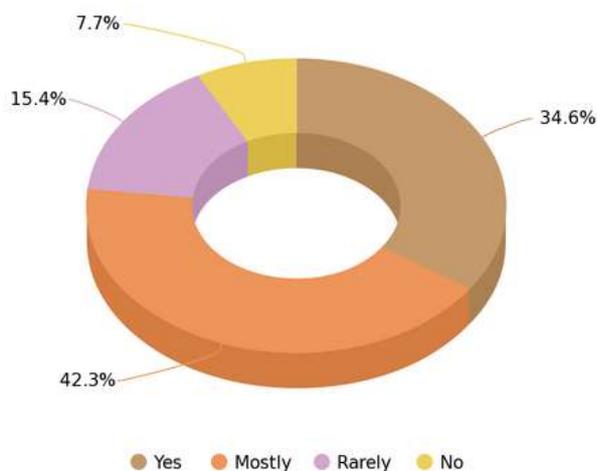
CHAPTER 3: MAJOR FINDINGS- RESPONSE OF STUDENTS DURING THE STUDY

Impact of COVID-19 Pandemic on Children's (Pre-Primary and Primary Level) Learning Experience:



65% of pre-primary and primary students reported that the pandemic did not affect their learning experience, while 35% acknowledged that it did.

Steady Access to the Internet by The Students of Pre-Primary and Primary Level During Class Time:

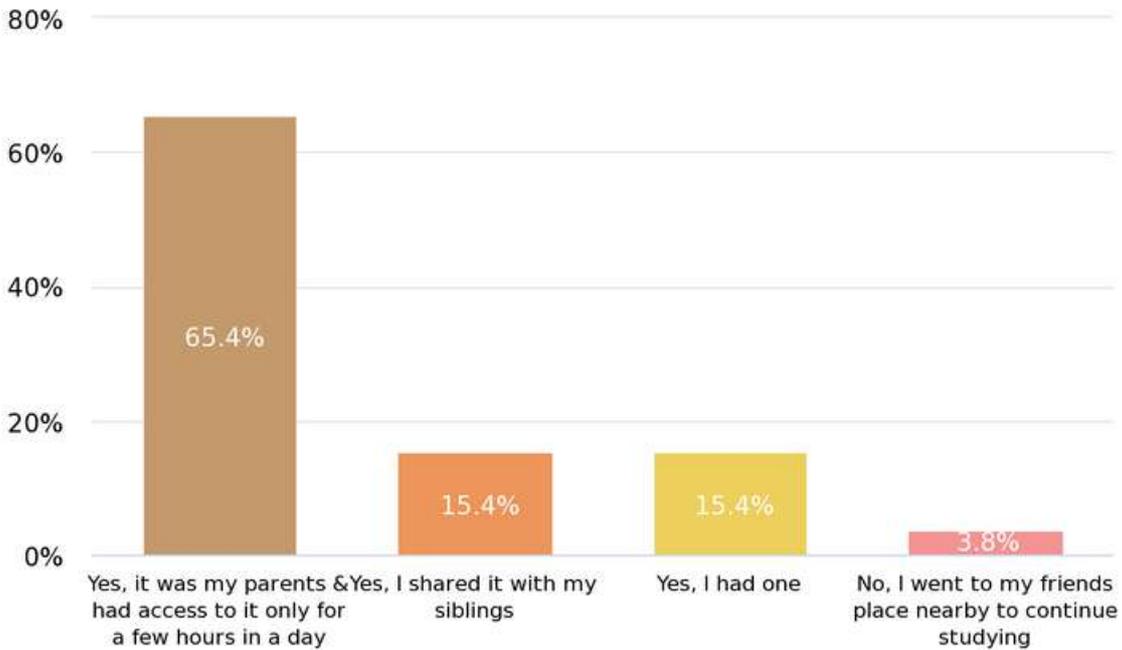


42.3% students stated that they had consistent access to the internet, with an additional 34.6% reporting stable internet access.



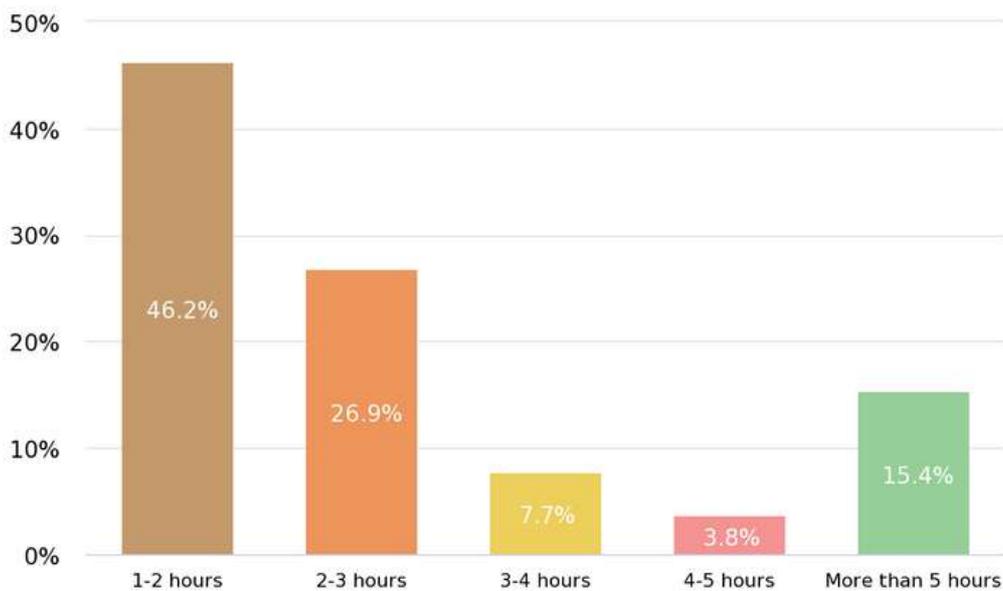
Various activity kits for children at Mukhtangan center through which children learn, blocks, flower puzzles and others can be seen

Availability and Accessibility of Smart Devices (Smart Phone/Laptop) Among the Students of Pre-Primary and Primary Level To Continue Their Studies:



The graph shows that 65.4% of the students reported that their parents had access to smart electronic devices which they could use for a limited time.

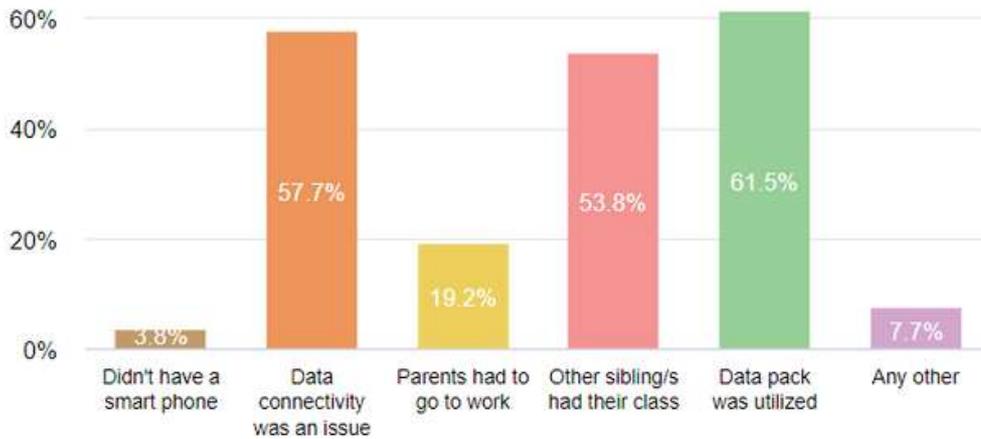
Time Spent by Students of Pre-Primary and Primary Level Per Day for the Online Sessions:



46.2% of the students were able to allocate only 1-2 hours per day for their studies. Only a small percentage of students (15.4%) were able to dedicate more than 5 hours per day to their studies.

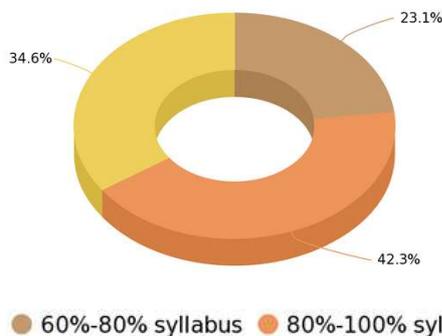
Impact-1: Students of pre-primary and primary levels facing difficulties and challenges but learning with dedication

Difficulties Faced by Each Student of Pre-Primary and Primary Levels During the Covid-19 Pandemic (This was a multiple-choice question):



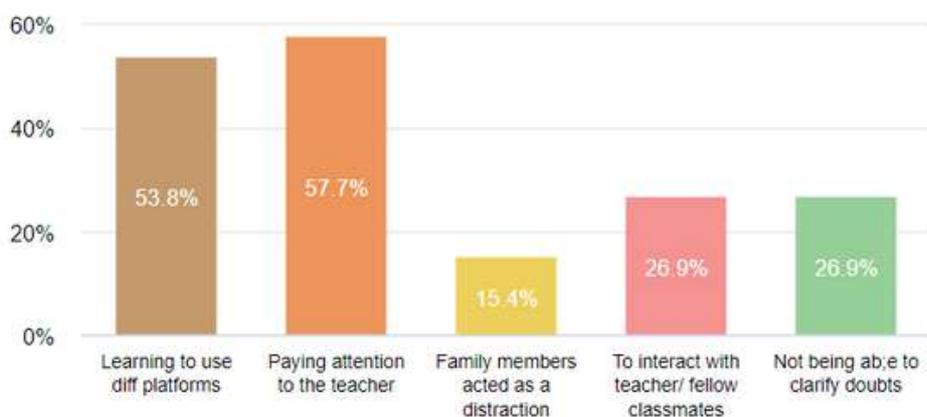
A majority of the students, specifically 61.5%, reported exhausting their entire data pack for the day and 57.7% of students reported =facing issues with their data connection

Response of Students of Pre-Primary and Primary Level about the Syllabus Covered by Teachers During the Pandemic:



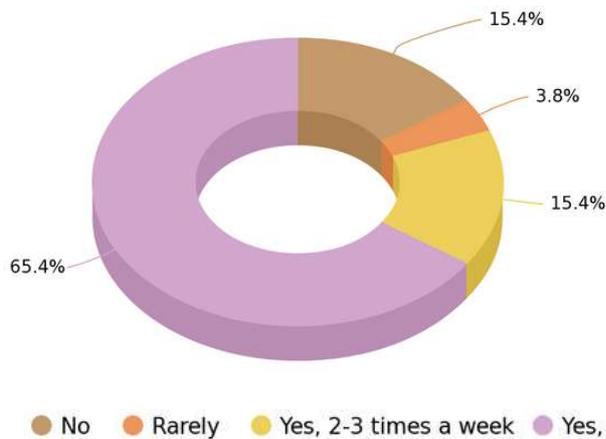
34.6% of students reported that their syllabus was entirely covered, while 42.3% of them covered 80-100% of it.

Challenges Faced by The Students of Pre-Primary and Primary Level During the Pandemic (This was a multiple-choice question):



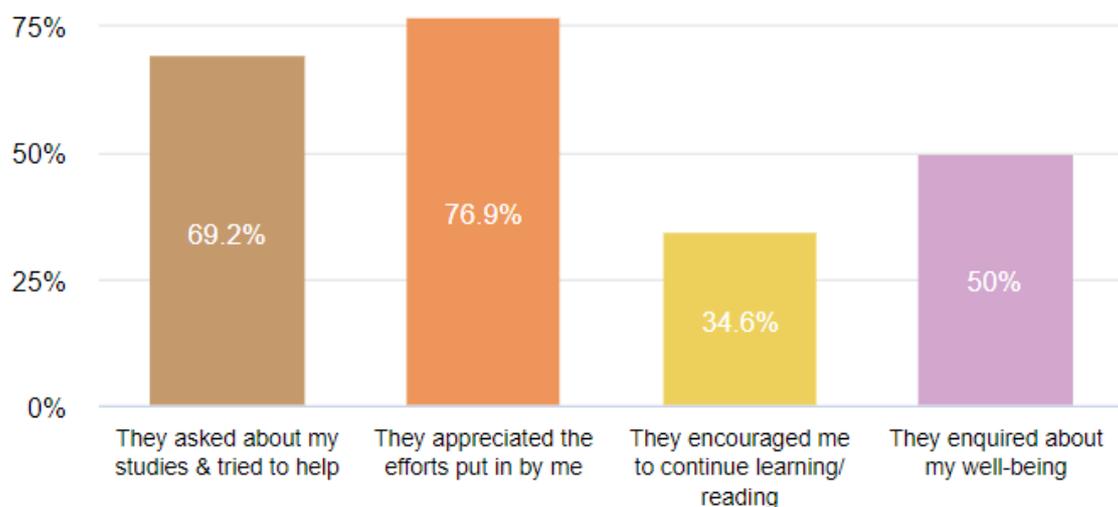
57.7% of students faced difficulty paying attention to their teachers, while 53.8% had to learn how to use a new platform that was unfamiliar to them.

Parents Support to Students of Pre-Primary and Primary Level During the Online Classes:



65.5% of students reported receiving daily support from their parents, while 15.4% of them received support only 2-3 times a week.

Parents' Involvement in Guiding Their Children of Pre-Primary and Primary Level in Various Ways (This was a multiple-choice question):



76.9% of the students mentioned that their parents appreciated their academic efforts, 69.2% reported that their parents inquired about their studies and provided assistance.



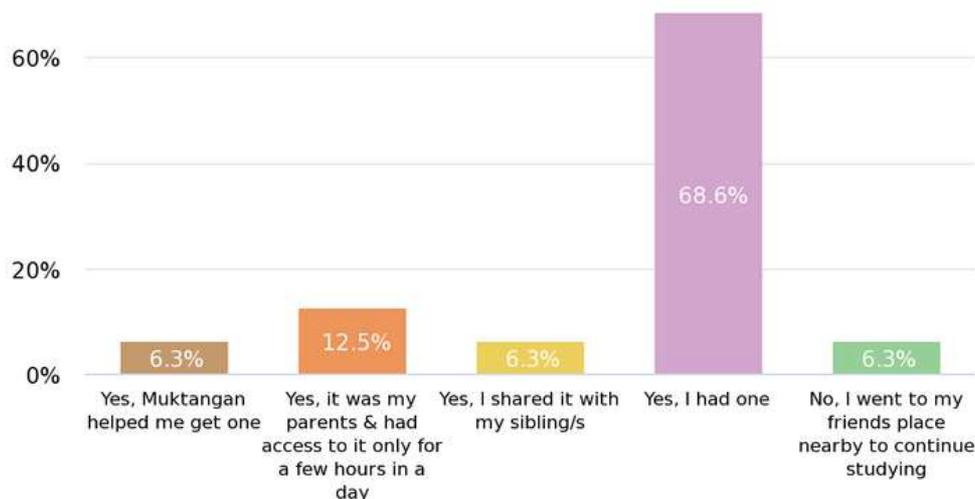
"I have to see the classroom timetable, and parents' timings and then make my own timetable. One of the parents should be available with the child for convenience. Some have two children, so I had to manage that too. I had to be flexible with the child's schedule. I often took extra sessions as well."

-Aruna, special student's Teacher 1st to 4th standard



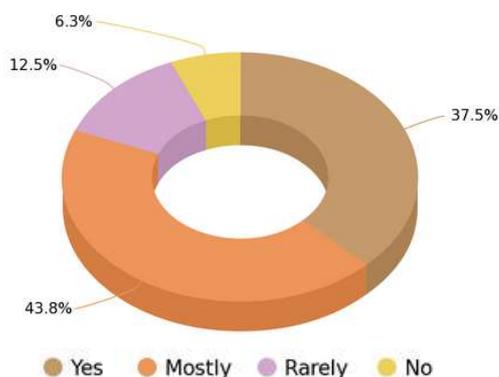
Study of Secondary Students of 6th to 10th Grade Among the Beneficiaries of Muktangon:

Availability and Accessibility of Smart Devices (Smart Phone/Laptop) to Continue Their Studies (6th - 10th grade student):



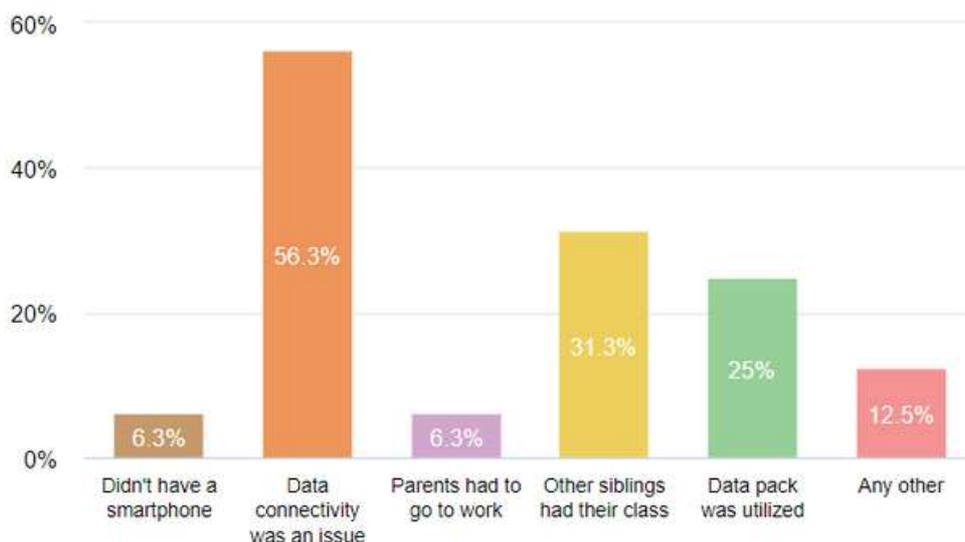
68.6% of the students had their own smart electronic devices which they could use for online classes.

Steady Access to Internet by The Students During Class Time Response of 6th-10th grade students:



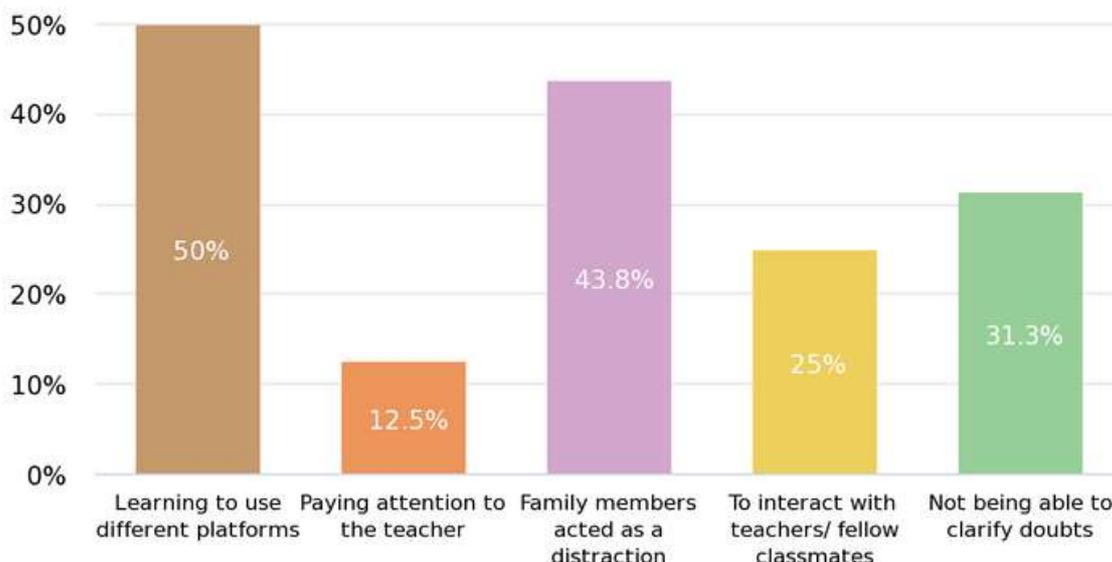
43.8% of the students had mostly consistent access to the internet, and 37.5% agreed that they had steady internet access.

Difficulties Faced by Each Student of 6th-10th Grade During Covid-19 Pandemic (This was a multiple-choice question):



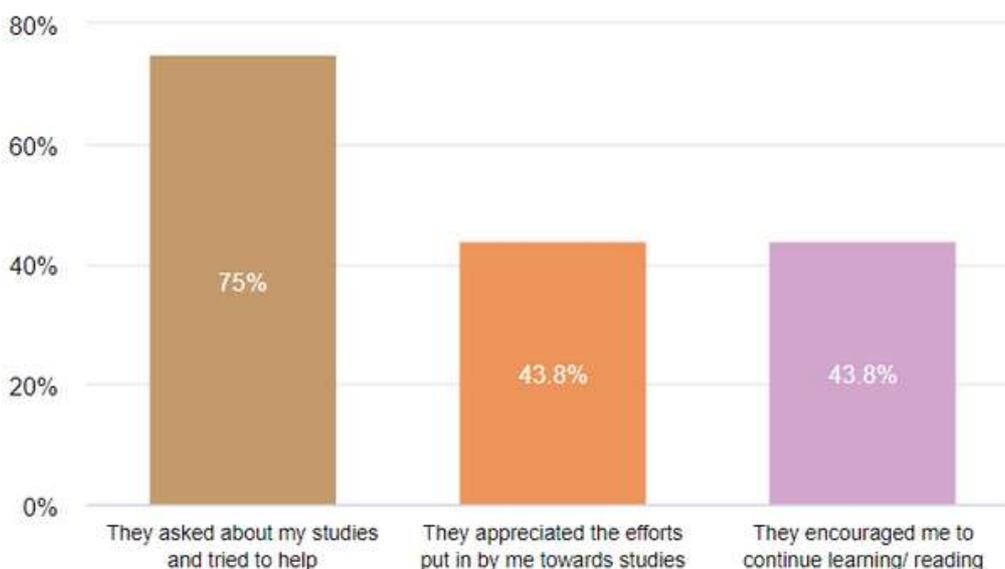
56.3% of students reported the data connection as a major issue, 31.3% of them could not use the internet due to their siblings' attending classes, and 25% of them reported using their complete data pack for the day.

Challenges Faced by The Students of 6th -10th Grade During the Pandemic (This was a multiple-choice question):



12.5% of students were facing problems in paying attention to their teachers, 50.0% of them were learning to use a different platform which was completely new for them.

Parents' Involvement in Guiding Their Children in Various Ways; A Response of 6th-10th Grade Students (This was a multiple-choice question):

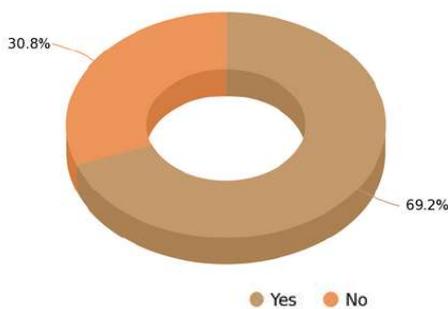


43.8% of students reported parents appreciated their academic efforts, 75% of students stating that their parents asked about their studies and provided assistance.

CHAPTER 4: MAJOR FINDINGS- STUDY OF SPECIAL STUDENTS OF PRE-PRIMARY, PRIMARY, AND SECONDARY STUDENTS

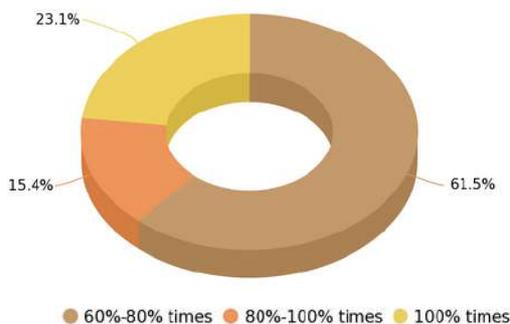
The Muktangan project aims to create an inclusive environment for all children, regardless of their abilities. To support 17 children with learning disabilities, ADHD, Autism, and other special needs, the project employs special education teachers who provide extra assistance. However, during the pandemic, these special education teachers faced increased pressure to continue supporting their students, and parents also had to adapt to new challenges in managing their children's education and progress.

Presence of Students of Pre-Primary and Primary level in the Class Regularly:



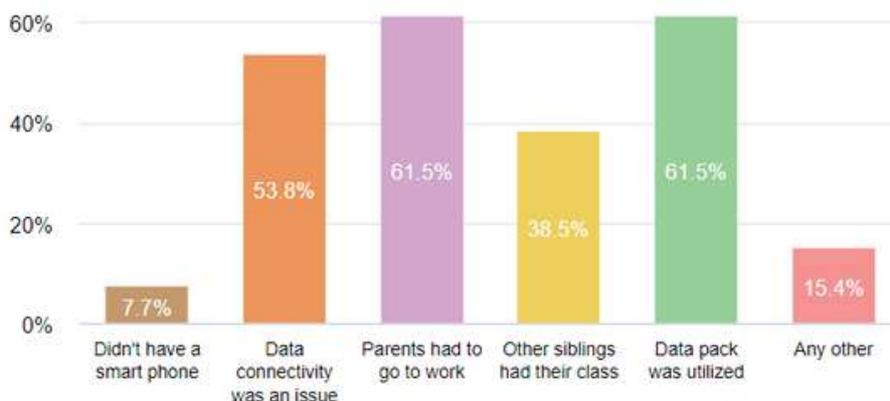
The attendance rate of classroom sessions was reported as 69.2% by the majority of the students.

Students' Response to both Primary and Secondary Levels to Submission of Worksheets:



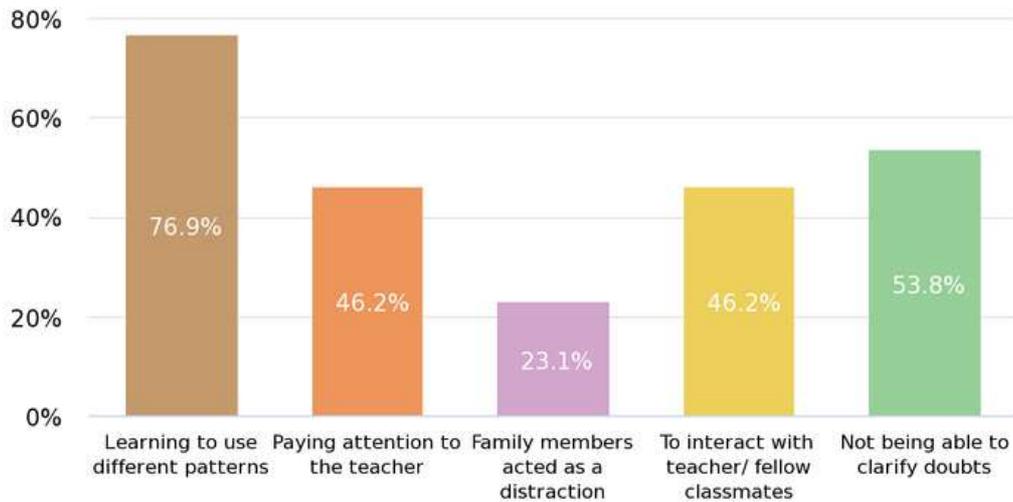
61.5% of the students were able to complete and submit 60-80% of their worksheets and 15.4% completed 80-100% of their worksheets.

Difficulties Faced by Each Student of Pre-primary, Primary, and Secondary Grade During Covid-19 Pandemic (This was a multiple-choice question):



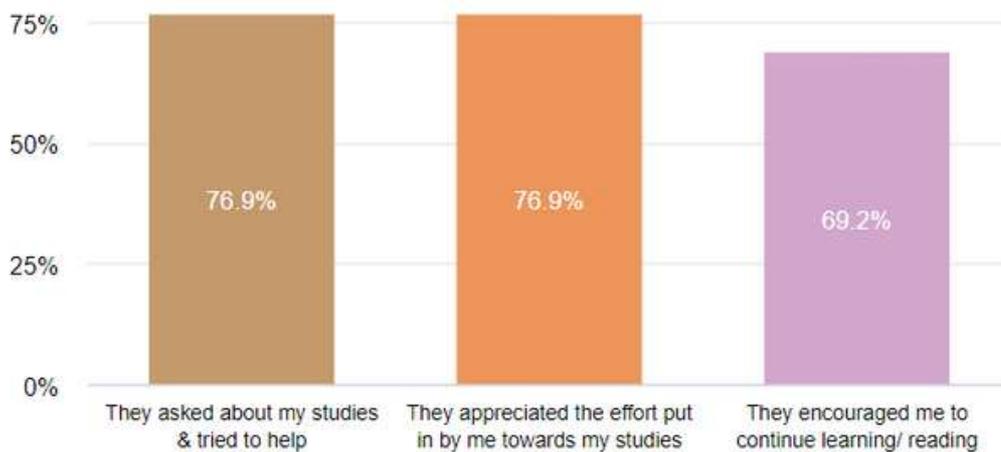
53.8% reported that their entire data pack was used up for the day and 56.3% indicated that data connection was a significant issue

Challenges Faced by The Students of Pre-primary, Primary, and Secondary Grades During the Pandemic (This was a multiple-choice question):



46.2% of students had difficulty paying attention to their teachers, 76.9% of students were struggling to adapt to a new platform that was unfamiliar to them.

Parents' Involvement in Guiding Their Children in Various Ways; A Response of Pre-primary, Primary, and Secondary Grade Students (This was a multiple-choice question):



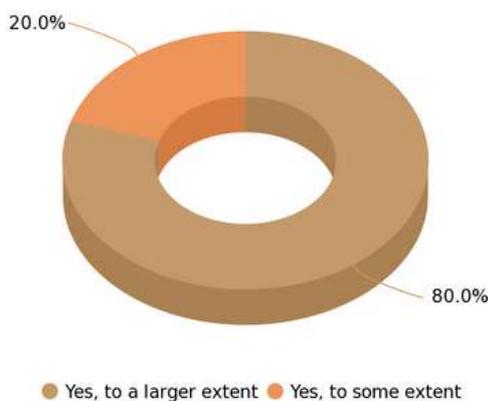
76.9% of the students reported that their parents appreciated them because of the efforts they put into their studies and 76.9% of them reported that their parents asked about their studies and helped them, and 69.2%.

CHAPTER 5: MAJOR FINDINGS- PROFILE OF TEACHERS AND THEIR RESPONSE ABOUT THIS STUDY AND TASKS

The Muktang program's success can be attributed to the devoted teachers who belong to the same communities as the children come from. The surveyed teachers cater to students from pre-school to grade 10, with some of them providing one-on-one sessions for special children. On average, these teachers are 38.5 years old and hold qualifications ranging from HSC to B. Ed. (only 3 teachers hold this qualification). Notably, 70% of the teachers pursued further education after joining Muktang, including degrees in Arts, Commerce, and B. Ed.

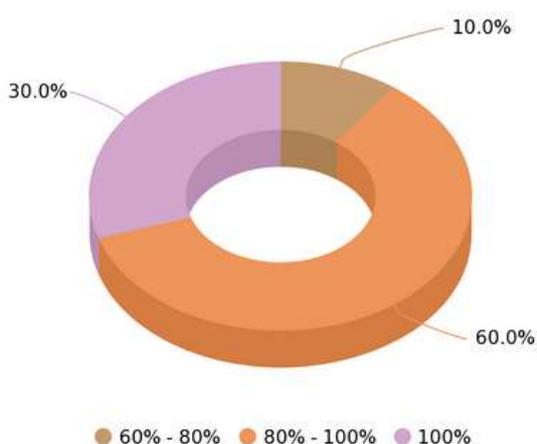
Additionally, 80% of the teachers have been with Muktang for more than 10 years, 10% have completed 10 years, and the remaining 10% have completed 6 years. When asked about the value of Muktang's training, the teachers noted increased confidence, improved communication skills, and a significant shift in their approach to education. The teachers also acknowledged that their English proficiency has improved substantially since joining the project.

Active Participation of Parents in Parents-Teachers Meetings to Have Healthy Discussions for Better Education of Their Children:



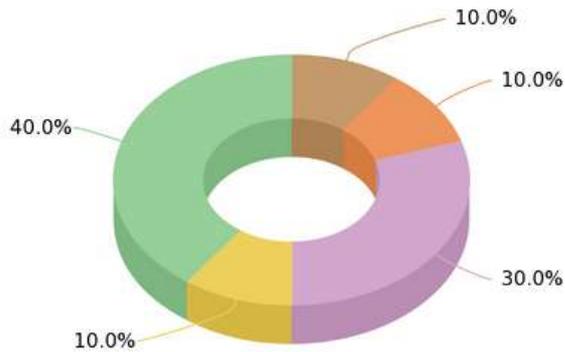
From the above graph, it can be observed that 80% of the parents attended the parent-teacher meeting to a larger extent followed by 20% of respondents who stated that they attended the meetings to some extent.

Participation of Teachers in the Curriculum Understanding Design and Development (CUDD) meetings:



It was observed that 60% of the teachers had 80-100% attendance, followed by 30% with 100% attendance. Led by the subject teacher, the meetings help the teachers prepare lesson plans with activities, discuss problem areas, and expand their knowledge about the topic. The outcomes of these meetings include increasing knowledge about syllabus topics, customizing lessons based on students' learning levels, and giving teachers the confidence to lead in the classroom.

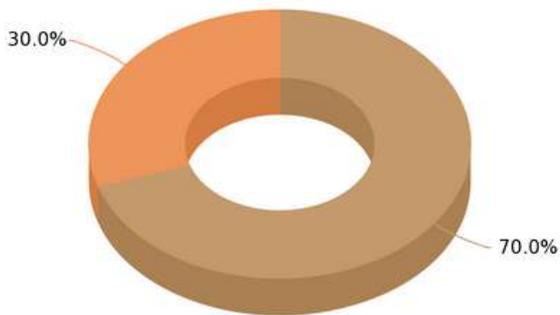
The Role of Reflective Feedback Loop and its Benefits Perceived Among Teachers:



40% of respondents stated that it helped in improving confidence levels, and 30% stated that it helped in implementing strategies to improve teaching style.

- Assessment of learning post meeting
- Discussion with the parents
- Helped in implementing strategies to improve learning style
- Practice before going session
- Helped to improve confidence level

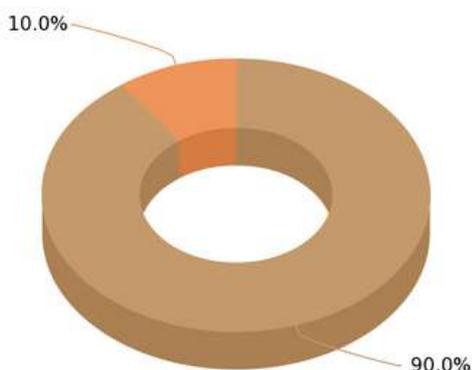
Importance of Opinions and Suggestions in the Meetings and its Outcome as Free Expression among the Teachers:



When inquired if their suggestions were considered, 70% responded positively.

- Yes, very much
- Yes, sometimes

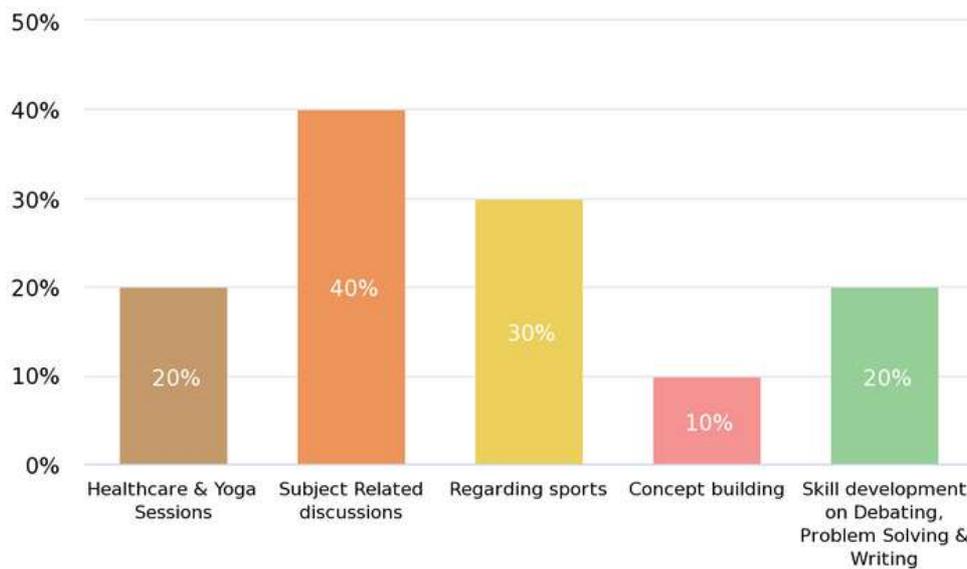
Improving the Teacher's Teaching Skill Through Organizing Workshops and its Role in Developing the Profession:



Discussions in their CUDD (Continuous Upskilling and Developmental Dialogue) meetings were found to be helpful by 90% of the teachers.

- Yes, very much
- Yes, sometimes

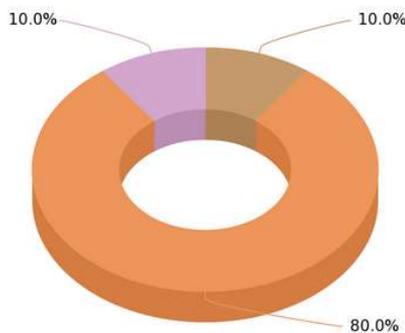
List of Topics Covered in the Workshop and Percentage of Teachers Participated in each of them (This was a multiple-choice question):



40% of the teachers have attended subject-related discussions and 30% have participated in sports-related workshops.

Impact-1: Teaching with limited resources and shifting towards digital online teaching module

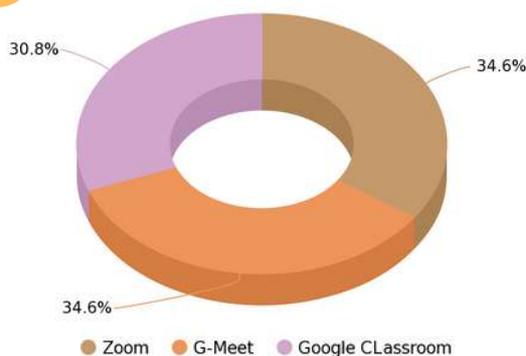
Sudden Shift to Online Mode of Education from Offline by the Teachers During COVID-19 Lockdown and Aailed Resources to Them:



The teachers used various digital platforms, including Zoom, Google Meet, and Google Classroom, with 34.6%, 34.6%, and 30.8% of them using each platform, respectively.

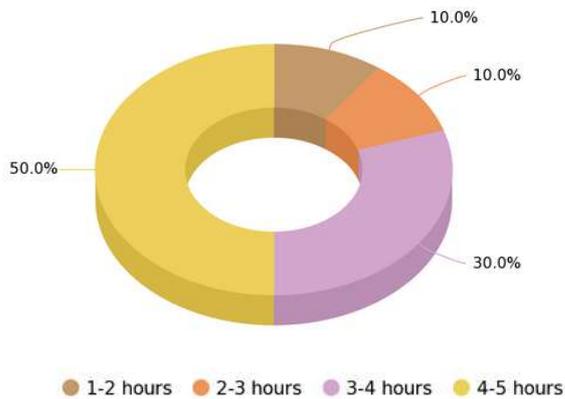
- Yes, Muktangon helped me get one
- Yes, I had one
- Yes, it was my family member/s & had access to it only for a few hours in a day

Use of Digital Platforms by School Teachers due to COVID-19 Lockdown:



When we asked the teachers if they first, had a smartphone to be able to conduct the classes seamlessly, 80% responded yes, they could do that.

Number of Hours Spent in Classroom sessions by Teachers on Digital Platforms:



It can be seen that 50% of the teachers were able to allocate 4-5 hours per day for online sessions, while 30% of them were able to give 3-4 hours.

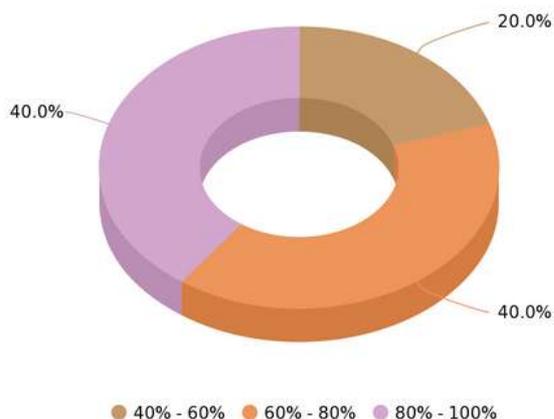
Impact 2: Children's involvement in attending online classes and completion of a given tasks by them

Attendance of Students recorded by Teachers during the online session during the lockdown



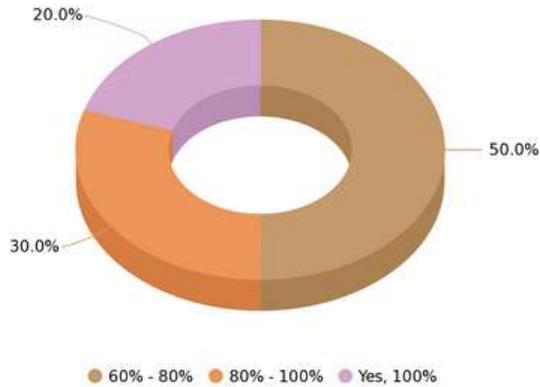
According to the given chart, 60-80% of the students had 80% attendance, while 10% of the students had 80-100% attendance and another 10% had only 40-60% attendance.

Numbers of Times the Students have Submitted Their Worksheets: As reported by the Teachers:



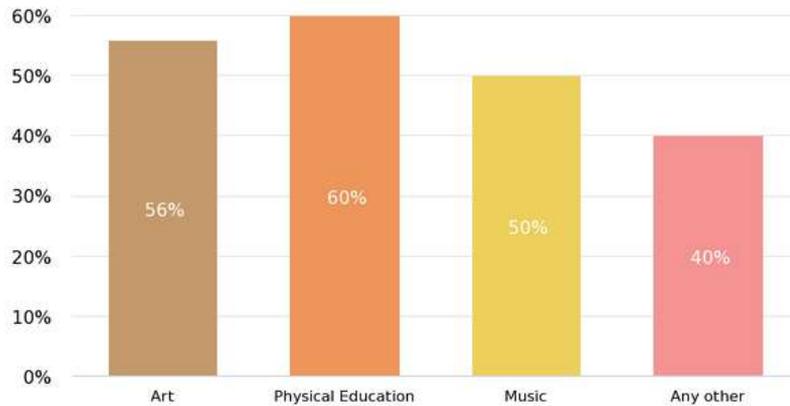
40% of the teachers reported that their students were able to complete and submit 80-100% of their worksheets.

Syllabus Completed by the Teachers During the Online Mode Education:



Only 20% of the teachers were able to cover most of the syllabus.

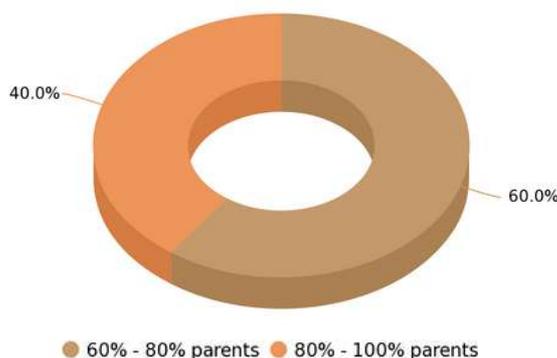
Other Sessions Conducted by Teachers Other than Studies During the Pandemic (This was a multiple-choice question) :



It can be observed that each participant engaged in multiple activities, with 60% of them taking part in physical education activities alongside their studies, 50% in art, 50% in music, and 40% in other activities.

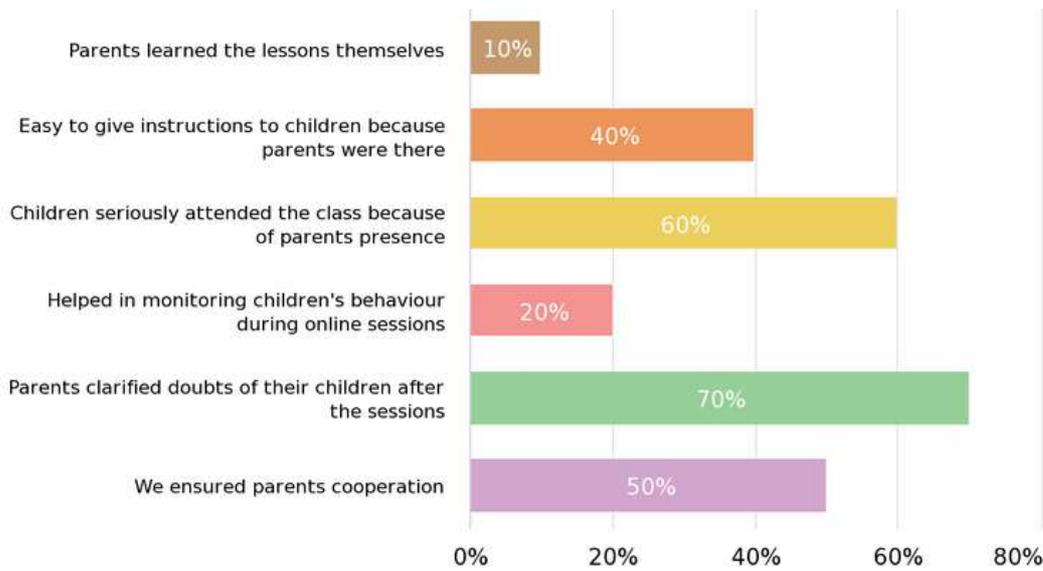
Impact 3: Keeping parents involved with children during learning sessions and making them more active toward getting an education

The interest of Parents Towards Their Children and Their Participation in Parents Teacher Meetings held quarterly:



Based on the chart, 40% of the teachers reported that between 80-100% of the parents attended the meetings, while 60% of the teachers reported that between 60-80% of the parents attended the meetings.

Parents' Perception Towards Online Teaching Method and Their Cooperation During the Class: The Teacher's Observation (This was a multiple-choice question):

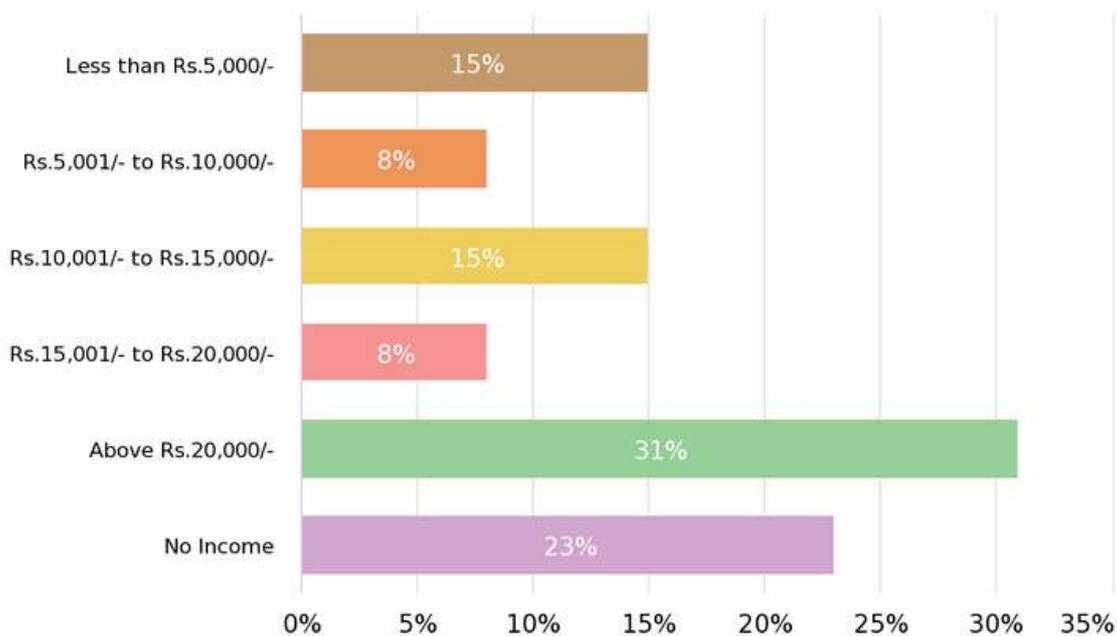


The teachers conducted online classes with students and their parents, with each teacher responsible for different groups of students. 50% of the teachers reported that parents cooperated with them during the classes, while 70% of the teachers believed that parents clarified their children's doubts after the session.

CHAPTER 6: MAJOR FINDINGS- STUDY OF PARENTS OF THE BENEFICIARIES

The parents played a crucial role in ensuring the continuity of their children's education without any disruptions. They acted as a support system for the children at home, and it was important for the teachers to secure their cooperation to ensure the online sessions were effective and meaningful.

Monthly Salary of the parents:



The parents of the children in the program came from various income categories, 31% of them had an income of Rs. 20,000 or above, 8% had an income between Rs. 15,001-20,000, and 8% had an income between Rs. 5,001-10,000.

Occupation of Parents :



ASHA Worker



Finance Analyst



House Wife



Medical Social Worker



Pvt. Job Service



Real Estate



Self Employed



Spot Boy



Taxi Driver

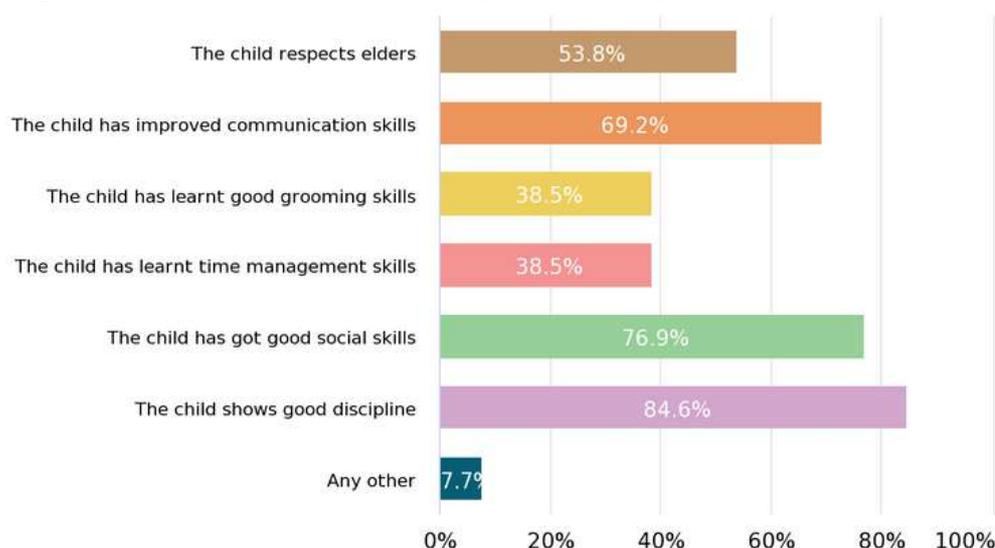
Impact 1: Role of the digital shift in the contribution of giving education to children in online mode and reactions of the parents and teachers

Opinion of Parents Towards Their Child's Performance:

Opinion about your child's performance	No. of parents reported their opinion about their child's performance in subjects like					
	English	Marathi	Hindi	Science	Social Science	Maths
Very Good	4	8	8	7	3	3
Good	7	4	5	5	9	8
Average	2	1	0	1	1	1
Poor	0	0	0	0	0	1
Total	13	13	13	13	13	13

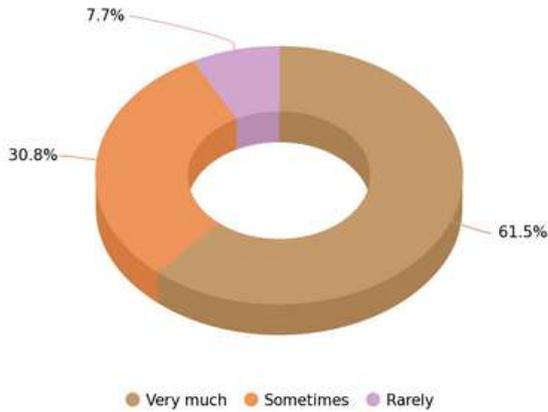
Despite the small sample size, all the parents expressed satisfaction with their children's performance in the classroom and other activities. They reported that their children showed a keen interest in learning and were aware of their performance in extracurricular activities such as art, physical education, music, and drama.

Parents' Observation Towards Change in the Behaviour of Their Children after Joining the School (This was a multiple-choice question):



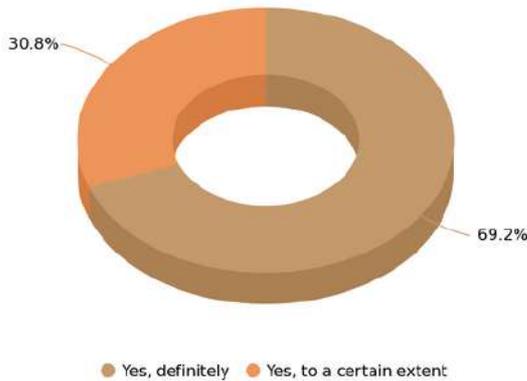
When the parents were asked about the changes in different behavioural aspects towards children, 84.6% of them reported good discipline and 76.9% of them acquired good social skills.

Response of Parents Towards Expression of Their Opinions to Muktangan:



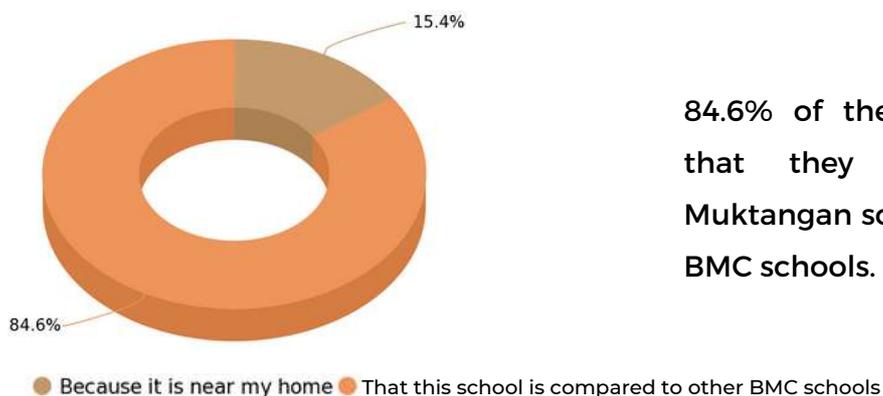
30.8% of the parents reported being able to express their opinions occasionally, while 7.7% claimed to do so infrequently.

Parents' Beliefs Towards Teacher's Qualification in Muktangan and Their Comparison with BMC Teachers:



69.2% of the parents responded that the teachers at Muktangan are well qualified and the same as regular BMC Schools.

Parents' Preference for Admission of Their Children at Muktangan Supported BMC Schools Rather Than Any Other School:



84.6% of the parents responded that they have heard that Muktangan schools are better than BMC schools.



"My girl has a brain tumour and it has been very difficult to manage and understand the situation. She takes time to understand things. However, the teachers are so patient and take the time to explain things to her. The other children in the class also help out at times."

-Archana Santosh Konde, parents of 6th std and Sr Kg



CHAPTER 7: MAJOR FINDINGS- STUDY OF SUBJECT FACULTY / SUBJECT TEACHERS AND THEIR RESPONSE

Initially, there was ambiguity regarding the pandemic's duration and necessary measures, coupled with fear of COVID-19 cases and deaths. After two months, it became clear that the pandemic would persist for a while. With prompt planning, they were introduced to digital apps like Google Meet, Zoom, and so on.

Roles and responsibilities given to Teachers:

- **Faculty-in-charge:** Responsible for the school's administration, including classroom observations and feedback to teachers, interaction with subject faculties, attending CUDD meetings, planning PTMs, addressing concerns from parents, students, and teachers, conducting staff and leadership meetings, managing admissions, and maintaining the school's relationship with BMC. Also collaborates with teachers to manage behavioral issues and oversee student and teacher attendance.
- **Subject faculties:** Facilitate CUDD meetings with teachers, offer guidance on topics, co-create weekly lesson plans, provide constructive feedback on planned activities, review student notebooks and teacher observations, devise plans to address issues, attend leadership and department meetings, and provide support to new teachers as they navigate the teaching process.

Unique features of Muktangan:

Trainers observe a difference in their own children compared to those at Muktangan. Children at Muktangan are confident, encouraged to participate in activities, clear about their aspirations, have opinions, and enjoy learning. The child-teacher ratio is excellent, and teachers and children sit at the same level to build a connection. Teachers focus on understanding concepts and relate them to daily life through activities. Children are eager to attend school.

CUDD meetings for Teachers:

- **Orientation meeting:** The sessions involve discussing school and subject-specific strategies and planning support. The ideas and knowledge shared act as a backup for teachers and help build the capacity of the trainers.
- **CUDD meetings:** The emphasis is on actively listening to the teachers, who have a good understanding of their students, and guiding them through their weekly lesson plans. The teaching approach follows the 5 Es model: Engage, Explore, Explain, Elaborate, and Evaluate. The objective of CUDD meetings is to encourage teachers to be innovative and self-reliant in their teaching approach and promote the development of critical thinking skills among students.

Professional development of Teachers:

The training program covers skill development topics such as facilitation, video use, etc., organized by subject and grade. Topics are based on feedback from teachers, including previous problem areas, and are decided by department heads. The program includes mental health and cancer awareness sessions. There are 16 departments, including art, PE, music, social-emotional, research, and development, focusing on holistic activities.

Online education for Children:

During the initial days of the pandemic, Muktangan teachers called parents to check on their mental well-being and created WhatsApp groups for communication. The teachers arranged for online annual days, provided training on digital platforms and codes of conduct, and created grade-wise timetables for online sessions. Teachers followed up with students individually and encouraged parent participation. The biggest challenge was technology, and they worked to overcome issues such as poor network connections and noisy environments. Teachers struggled with managing personal work and mental health but were supported by other teachers and trainers. Muktangan staff continued to receive their salaries, and sessions on cyber security and social media were included in the curriculum.



OECD FRAMEWORK

RELEVANCE

The project supported the operational expenses of the Ambedkar Municipal school, especially during the pandemic, thus serving the critical need of the teachers and students to continue education without any hiccups. Most students in this school come from neighboring communities who are first-generation English learners and the intervention aligns with the aspiration to learn English and leverage it for accessing opportunities in higher education and future employment. The pedagogy and environment in the intervention schools are inclusive and are designed to meet the learning needs of special students on an equal footing. Thus, the project is highly relevant.

RATING



COHERENCE

The project aligns with SDG Goal 4 of Quality Education.

RATING



RELEVANCE

The project meets its primary objective of providing an inclusive environment and high-quality education to all and has helped in the holistic development of all children. The pedagogy adopted by Mukhtangan allows personality growth in all stakeholders – teachers, parents, and students. In the MCGM schools, most of the students are from lower-income groups who are unable to study in good private schools to get a better education. Hence, KMPL's support provides a good learning infrastructure that addresses the requirements of the school as well as students and their parents.

RATING



EFFICIENCY

The project has defined roles and responsibilities for each stakeholder and engages them continually to achieve the desired outcomes and impact. The holistic development looks at engaging students through the 'learning by doing' methodology which leads to better recall amongst them. Extra-curricular activities like art, dance, drama, and music allow children to expand their horizons which otherwise may have been difficult in MCGM schools. Thus, the intervention is very efficient.

RATING



IMPACT

The teachers continue to pursue further studies while teaching at Mukhtangan and have also improved their communication skills and confidence through their work experience. The students are engaged in their studies and continue to perform well in their exams. The students have more rounded personalities and are confident compared to other students in government schools. Special students receive proper care and attention through their sessions and are part of an inclusive environment. Parents are engaged and involved in their child's studies.

RATING



SUSTAINABILITY

The project has some elements of sustainability as it focuses on the capacity-building of key stakeholders. The students will retain the knowledge and confidence they have gained through the education imparted at Mukhtangan. They have developed a holistic personality and demonstrate confidence that will endure. The project empowers the community by engaging them to become teachers in the schools and giving them a sense of ownership. To make the sustainability aspect of the project more robust, the design of the project needs to be revisited to incorporate aspects of replicability and scalability, especially in the context of the public education system.

RATING



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

CONCLUSION

Both, the Muktangan project and the transition to online learning as a result of Covid19 emphasize the value of technology in education. The Muktangan project, which aimed to give underprivileged children a quality education, encountered difficulties during the epidemic but responded by shifting its focus to an online platform swiftly. The pandemic has also highlighted the necessity of a more developed online education system and quicker adoption of technology in the classroom. However, it has also raised awareness of the digital divide and the demand for equitable access to the internet and technology for all. Despite these difficulties, the Muktangan initiative and the switch to online education have created new opportunities for creativity in education.

Despite the challenges posed, Muktangan students have demonstrated confidence in their studies and continue to receive the support of the teachers to develop academically and holistically. The teachers continue to take pride in being Muktangan teachers and now draw support from family members who may have not been fully aware of their capabilities before.

Muktangan has provided a learning and positive environment for all to grow and support each other. The project is at a stage where it has streamlined all processes and has established proof points of efficacy regarding the implementation model. The time is ripe to think of the way forward in terms of planning an exit strategy and modifying its design to include elements of replicability and scalability to be truly sustainable.