



kotak
Kotak Mahindra Bank



DLS - Digital Learning Solutions Program

April 1, 2022 – July 31, 2023

CSR Impact Assessment Report

Kotak Mahindra Bank Limited

Implemented by Kotak Education Foundation

Assessed by Aspire Impact



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Assessment Methodology

Aspire Impact followed a comprehensive primary and secondary data collection approach for the Impact Assessment of DLS program (2022-23). The stakeholders' feedback was captured through qualitative and quantitative surveys.

The methodology encompassed developing a set of research guidelines and survey questionnaires to draw evidence towards each impact area, which helped draw reasonable conclusions at the current stage of the program. The assessment captures the end-to-end project impact along four dimensions of Aspire's proprietary 4P framework:

REACH	DEPTH	INCLUSION	SUSTAINABILITY
Assessing scale of the intervention, and coverage of lives touched.	Assessing effectiveness of the interventions and the quality of impact delivered.	Assessing equitable access providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.	Assessing ability to maintain quality of impact delivery and their environmental impact.

Research Design

- A **mixed method approach** which comprises Quantitative (structured questionnaire) and Qualitative (In-depth Interviews, Focus Group Discussions) research techniques was used to carry out the impact assessment and generate insights from the stakeholders.
- Secondary data research

Research Objectives

Aspire Impact interviewed beneficiaries to assess the Impact across the below aspects:

- Assessing the **Reach, Depth, Inclusion and Sustainability** of impact
- Providing insights to be based on quantitative and qualitative surveys
- Providing recommendations for further improvement

Data Collection Methods

- The primary beneficiaries of the intervention were identified as **777 Teachers**.
- The survey targeted a statistically significant sample size of **258 Teachers**, calculated using a confidence level of 95% and a margin of error of 5%. We exceeded the target by achieving responses from **273 Teachers**, comprising **152 Female Teachers** and **121 Male Teachers**
- The table below provides an overview of the sample sizes achieved across both quantitative and qualitative surveys.

Quantitative Survey - Teachers		
Program	Female	Male
DLS	152	121
Total	273 quantitative responses	

Qualitative Interviews - All stakeholders				
Program	Students	Teachers	Parents	Headmaster
DLS	7 FGDs, 80 students	9	3	3
Total	22 IDIs and 7 FGDs			

Executive Summary

The DLS Program by Kotak Education Foundation is an initiative designed to enhance the learning experience by integrating technology into the classroom, providing students with access to digital tools such as tablets, and enabling teachers to incorporate digital methods into their pedagogy. The program aimed to improve student engagement, facilitate interactive learning, and equip teachers with the necessary skills to effectively use digital tools in their teaching practices.

In FY 2022–23, the DLS Program trained **777** teachers. **7321** students from grades 8 to 10 received tablets with grade specific content. To assess its impact, data was collected via quantitative and qualitative methods, including quantitative surveys administered to **273** teachers and in-depth interviews conducted with **95** key stakeholders comprising students, parents, teachers, headmaster. This robust methodology provided valuable insights into the program's outcomes.

Below are the main findings of the impact assessment conducted by Aspire Impact to capture the end-to-end Impact of the program across 4 broad areas: Reach, Depth, Inclusion and Sustainability.

Program Reach: Digital tools and digital classrooms made accessible for government school teachers and students.

A total of **777** teachers were trained across **40** government schools in Mumbai during the Financial Year 2022-23. The program saw high participation, with **97%** of teachers attending DLS training workshops and availing of teaching assistant support. Accessibility was smooth for many, as **49%** of teachers reported easy access to the workshops without facing any challenges. Additionally, the integration of digital tools was significant, with **96%** of teachers receiving tablets, and **23%** regularly using them during classes.

Program Depth: Provided digital training to teachers who used traditional methods of teaching.

The DLS workshop was well received, with **98%** of teachers finding it effective, and **56%** frequently using digital tools in their teaching. Data-driven teaching practices also improved, as **97%** of teachers utilized student assessment data to track progress. The program provided valuable support, including Digital Classrooms, Wi-Fi, and tablets for both students and teachers, enhancing the overall learning environment. However, technical challenges persisted, with **45%** of teachers citing slow internet speed as a major issue. Despite these challenges, the majority adapted well, with only **2%** lacking confidence in implementing DLS strategies in their classrooms.

Program Inclusion: Digitally empowered teachers from diverse teaching experience.

The DLS program engaged a diverse group of educators, with **56%** female and **44%** male teachers participating. The majority of teachers were highly experienced, as **94%** had over 10 years of teaching experience. The program was well-received, with **99%** of teachers stating that it effectively met their teaching needs, highlighting its relevance and impact on digital education integration.

Program Sustainability: Improved use of digital tools in pedagogy

The DLS program received overwhelmingly positive feedback, with **97%** of teachers expressing satisfaction with its implementation. Digital methods played a key role in improving classroom dynamics, as **84%** of teachers observed increased student engagement. Additionally, the program contributed to better learning outcomes, with **68%** of teachers reporting that DLS tools enhanced students' conceptual understanding, making lessons more effective and interactive.

Need and Intervention

The importance of digital medium in academics

The COVID-19 pandemic revealed the critical importance of digital tools in education, as schools worldwide faced prolonged closures and the inability to conduct physical classes. Digital tools provided a lifeline, enabling students to continue learning remotely and bridging the gap caused by the absence of traditional classrooms. These tools facilitate access to diverse learning resources, support personalized education tailored to individual student needs, and enhance engagement through interactive content. For teachers, digital platforms simplify lesson planning, streamline assessments, and enable data-driven insights into student performance. Beyond addressing immediate challenges, digital tools build resilience in education systems, ensuring that learning can continue uninterrupted during future disruptions. They also equip students with essential digital literacy skills, preparing them for a technology-driven world. As education evolves, integrating digital tools has become essential for fostering inclusivity, accessibility, and innovation in learning.

About the DLS Program

The Digital Learning Solutions (DLS) program emerged as a transformative initiative designed to address the challenges faced by schools during and after the COVID-19 pandemic. By integrating technology into classrooms, the program provided digital tools such as tablets, digital classrooms, and personalised learning software like Mindspark to enhance the teaching-learning experience. The DLS program equipped teachers with training to use digital platforms effectively, improving their lesson planning, classroom delivery, and assessment methods. Students benefited from personalised and adaptive learning, allowing them to progress at their own pace and gain confidence in challenging subjects like Maths, Science, and English. Additionally, the program reduced the administrative burden on educators and introduced a more data-driven approach to understanding student performance. The DLS program not only ensured uninterrupted education during disruptions but also laid the foundation for a sustainable, technology-driven model that bridges the digital divide and prepares schools for the future of education.

Goals of the DLS program

- To integrate digital tools into classroom teaching for enhanced learning outcomes.
- To improve student engagement and conceptual understanding through interactive digital methods.
- To equip teachers with digital teaching skills through structured training and workshops.
- To bridge the digital divide by providing schools with necessary infrastructure such as tablets, Digital Classrooms (DCR), and Wi-Fi.
- To create a sustainable model for technology-enabled education in government schools.

Objectives of the DLS program

- Train teachers on digital pedagogy, including the use of online assessments, multimedia resources, and interactive tools.
- Provide students with access to digital learning materials, enabling self-paced and independent learning.
- Implement data-driven teaching by enabling teachers to track student progress through digital assessments.
- Reduce teachers' workload by integrating technology for lesson planning, evaluation, and classroom management.
- Ensure equitable access to digital education for students from diverse backgrounds, fostering inclusivity in learning.

Need and Intervention

Scope of the Assessment

The assessment undertaken by us focused on the Digital Training component provided to Teachers of DLS program for the academic year 2022-23 and the digital tools provided to students like Tabs and Digital classroom. The evaluation sought to measure the program's impact on improving digital skills among participants. Key areas of assessment included:

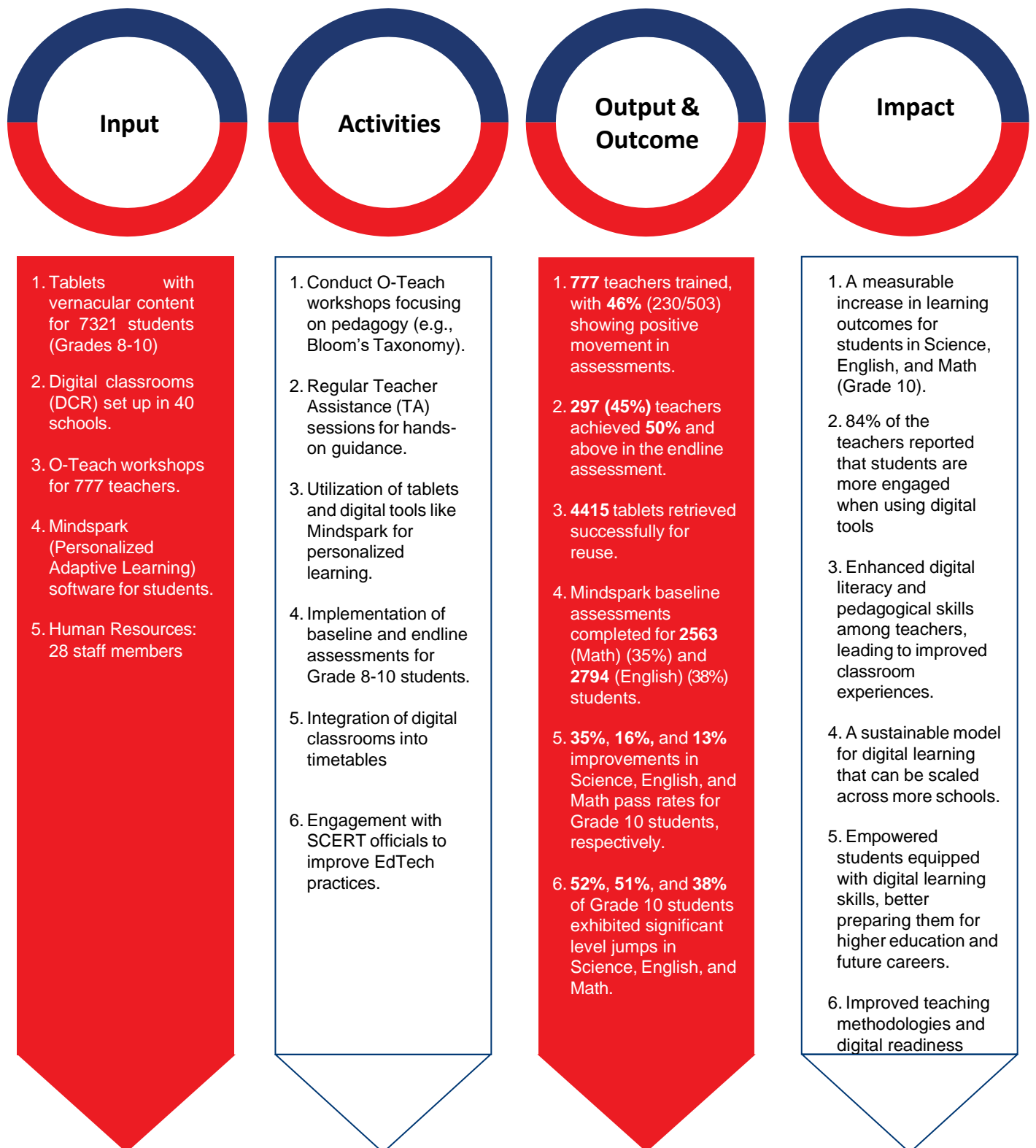
- **Reach:** Accessibility of the program in terms of access to digital resources, usage of tools like tablets and Digital Classrooms, opportunities for interactive learning, and challenges faced during implementation.
- **Depth:** Effectiveness of the DLS program in terms of how teachers and students perceived the quality of training, digital tools, and learning outcomes, as well as the challenges overcome in integrating digital mediums.
- **Inclusion:** Gender distribution, representation of diverse socio-economic backgrounds, and how the program ensured equitable access to digital education for all participants, including teachers with limited prior exposure to technology.
- **Sustainability:** Long-term impact of the program in terms of building digital literacy, confidence in using digital tools for teaching and learning, perceived benefits by teachers, and overall satisfaction with the experience.

Theory of Change

Retrospective Theory of Change to map the actual pathways of change and assess the outcomes achieved.

Many **schools** lack the necessary infrastructure, resources, and training to integrate digital technology into teaching, leading to outdated teaching methods and reduced student engagement. Conventional **teaching approaches** do not cater to individual learning paces, leaving some students behind. This is particularly evident in subjects requiring foundational understanding, like Math and English.

Teachers often lack training in digital tools and modern pedagogical frameworks (e.g., Bloom’s Taxonomy), hindering their ability to deliver effective, student-centered learning experiences. **Students**, particularly in underserved areas, often struggle to achieve desired proficiency levels in key subjects like Science, Math, and English, as traditional methods fail to address diverse learning needs.



* The retrieval process remains ongoing from March 31st to June 30th, ensuring continuity.
 Note: The reported data reflects findings from the primary survey and internal program data.

Survey Demographics

Understanding the demographics of beneficiaries is crucial for assessing the program's impact and ensuring it effectively reaches those most in need. This section provides an overview of demographic factors of the Teachers surveyed to assess the impact of DLS Program in 2022-23.

Figure 1: Gender distribution (n=273)

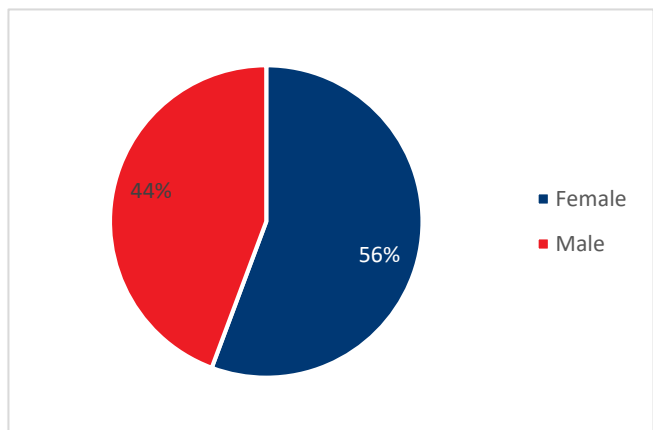


Figure 2: Subjects taught by teachers (n=273)

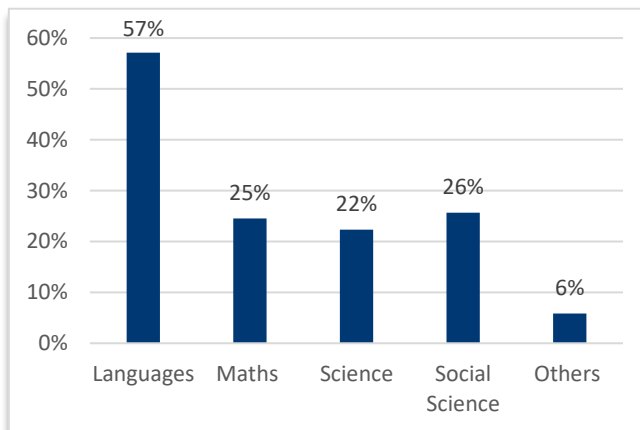


Figure 3: Years of teaching experience (n=273)

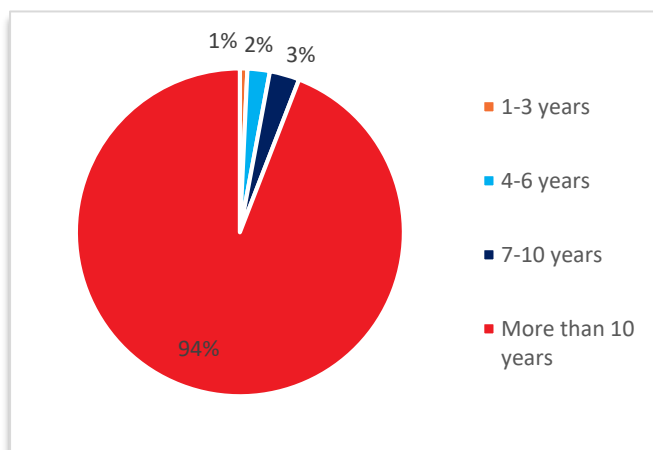
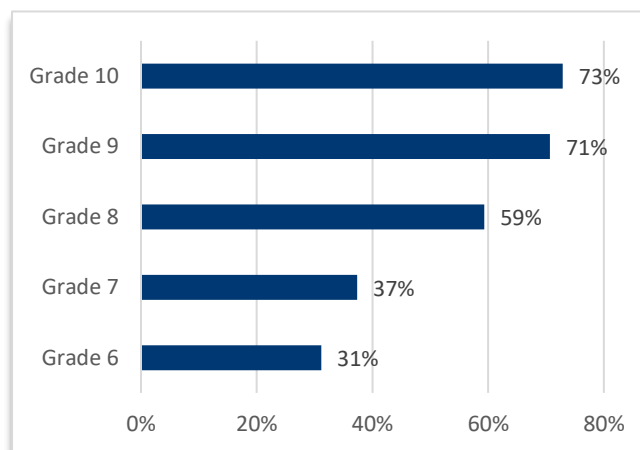


Figure 4: Grades taught by teachers (n=273)



Gender Distribution

The DLS program maintained a balanced gender representation, with **56%** female and **44%** male teachers participating, reflecting the overall composition of educators engaged in the initiative. This inclusivity ensured equitable access to digital learning tools and training, fostering a diverse teaching environment. Subject-wise participation showed that **57%** of teachers specialized in languages such as English, Hindi, Urdu, and Marathi. Core subject teachers were also well represented, with **26%** teaching Social Science, **25%** teaching Math, and **22%** teaching Science, indicating a broad reach across key disciplines.

Teaching Experience

The program primarily engaged experienced educators, with **94%** of teachers having over 10 years of teaching experience. This suggested a strong reliance on traditional teaching methods before the intervention. Meanwhile, only **6%** had less than 10 years of experience, indicating a smaller segment already familiar with digital tools. The program played a crucial role in bridging this gap by equipping seasoned educators with the digital skills to enhance their pedagogy.

Multiple grades

Teachers in the DLS program taught across multiple grade levels, with a strong focus on higher classes. The majority instructed Grade 10 (**73%**) and Grade 9 (**71%**), highlighting the program's emphasis on supporting educators working with students preparing for board examinations. By integrating digital resources and interactive learning methods, the program aimed to enhance subject comprehension and improve student performance

Program Reach

The Reach of a program indicates the scale of the interventions & operations, and assesses the coverage of lives touched.

Digital classrooms made accessible for government school teachers and students

97% teachers participated in DLS Workshop

49% of teachers reported having easy access to the DLS workshops and faced no challenges

Program Elements	Total
Schools where DLS Program was implemented	64
Schools where Digital Classrooms (DCR) were set up	40
Principals oriented	62
Teacher's workshop	777
Students provided with tablets	7321

Figure 5: Participation in DLS workshop (n=273)

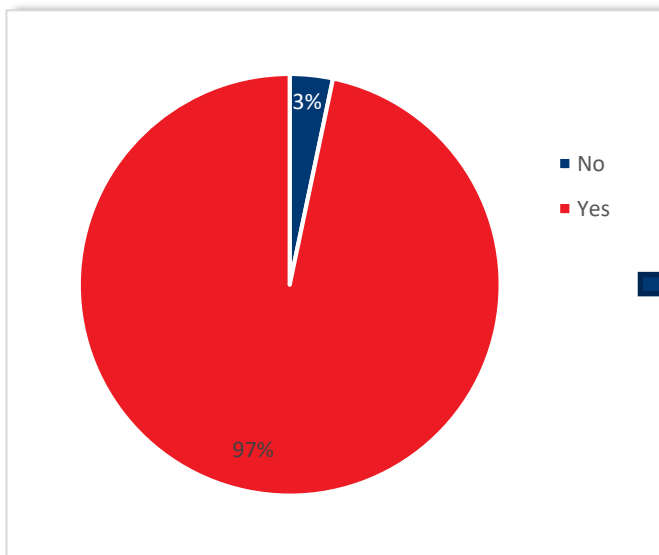
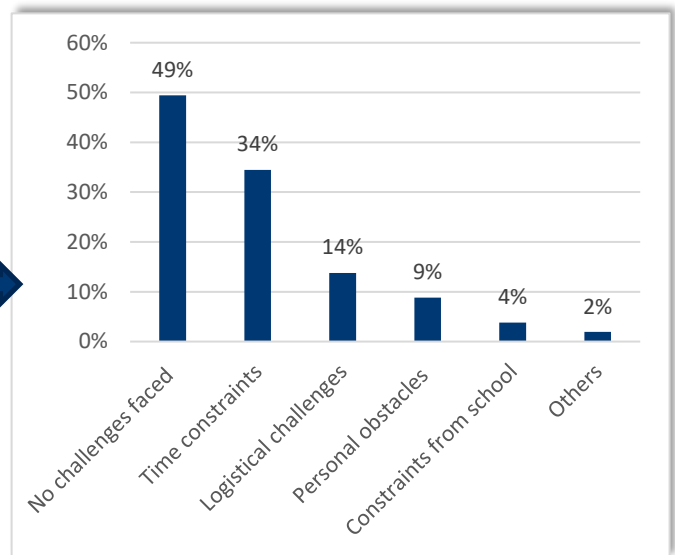


Figure 6: Challenges faced during DLS workshops (n=264)



DLS Reach

The DLS program had a significant reach, benefiting **7,321** students from Grades 8 to 10 across **64** schools, where they received tablets equipped with grade-specific vernacular content. To support digital integration in classrooms, **777** teachers participated in comprehensive training sessions aimed at enhancing their digital teaching skills. Additionally, **40** schools were equipped with Digital Classrooms (DCR), with **20** schools fully integrating DCR classes into their timetables, ensuring a structured approach to technology-enabled learning. The program saw strong participation, with **97%** of surveyed teachers attending the DLS workshop, reflecting high engagement levels.

Challenges Faced

While the majority found the sessions effective, challenges were noted. Nearly **49%** of teachers reported no difficulties during the workshop, indicating smooth execution. However, **34%** mentioned time constraints, suggesting a need for better scheduling in future training sessions to maximize learning outcomes. The DLS training sessions were brief, lasting only one day, and teachers felt this was insufficient for thorough understanding and application of digital tools. They expressed a need for additional sessions, such as refresher courses, to reinforce their learning. Furthermore, teachers highlighted the importance of regular updates on new technology to enhance their teaching methods.

"My tablet faced technical issues after 1 month of use. I returned it for repair but never got the tablet back"

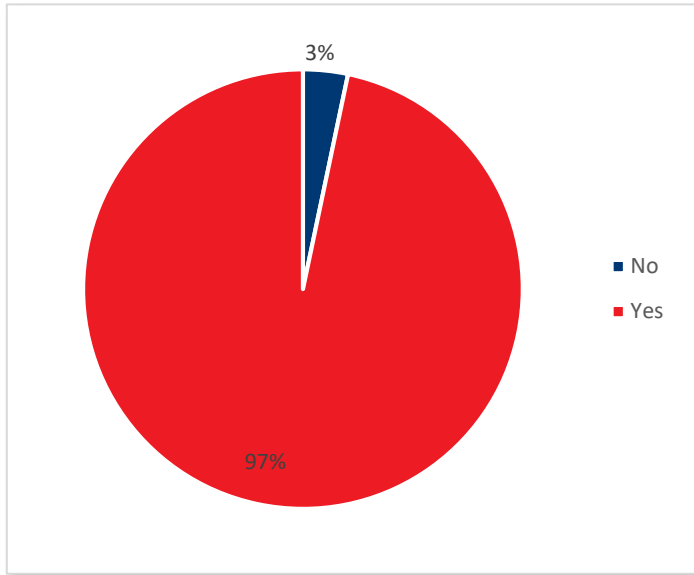
~ Student, Noorul Islam

Program Reach

The Reach of a program indicates the scale of the interventions & operations, and assesses the coverage of lives touched

Teachers received various types of support from DLS program, including teaching assistants and tablets.
97% teachers received teaching assistant support
96% teachers received tablets

Figure 7: Received teaching assistant support (n=273)



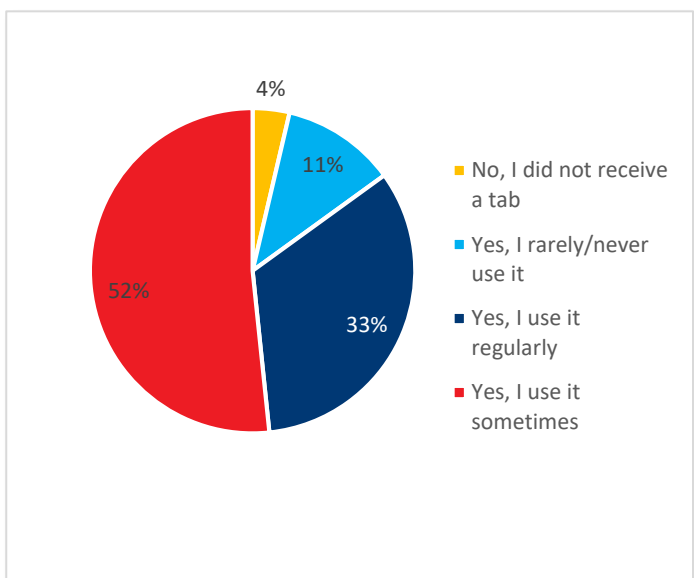
Teaching assistant support

The DLS program provided strong institutional support, with **97%** of teachers availing teaching assistant support, which played a crucial role in improving their teaching practices. The guidance offered helped educators navigate digital tools effectively, ensuring a smoother transition from traditional to technology-enabled teaching. This support system was essential in building teacher confidence and enhancing their ability to integrate digital learning into classrooms.

Tablet Distribution

Tablet distribution was widespread, with **96%** of teachers receiving a tablet to digitize their pedagogy and incorporate technology into their teaching methods. These devices served as a key resource, allowing educators to access digital content, design interactive lessons, and streamline assessments. The availability of tablets significantly contributed to making classrooms more engaging and efficient. Despite high tablet distribution, the frequency of usage varied among teachers. While **33%** of teachers regularly used their tablets during classes, **11%** reported rarely or seldom using them for teaching or lesson planning. This highlights the need for continued training and support to ensure consistent adoption of digital tools across all classrooms, maximizing the program's impact. Some students and teachers encountered technical issues with the tablets, which impacted their ability to use the devices effectively. As a result, they were required to return the tablets for resolution.

Figure 8: Received Tab as Part of DLS Program (n=273)



Impact Story

Guiding Students and Teachers into the Digital Era

For Anwar Khaliq, a seasoned educator with 28 years of experience, the journey of teaching has been transformative. Starting in 1996 at Noorul Islam Urdu High School, located in a slum area at the time, Anwar has witnessed the school evolve into a proper building with better facilities. Teaching 9th and 10th-grade students, he dedicated himself to their education through traditional methods until the Digital Learning Solutions (DLS) program introduced him to a whole new world of possibilities.

Initially, Anwar attended a one-day DLS workshop. *“Naziya Ma’am was always available on WhatsApp and calls, helping us with doubts and guiding us through the process,”* he recalls. His involvement didn’t stop there. He went on to complete a master training class, becoming a mentor for fellow teachers alongside Shaziya Ma’am and three other master trainers. Together, they conducted training sessions, equipping teachers with the skills to integrate digital tools into their teaching. *“Every teacher should master these techniques,”* Anwar insists.

The impact of the digital tools was evident in his classrooms. *“When both the teacher and students had tablets, everyone was engaged. The audio-visual content, short questions, and interactive features kept the class lively and focused,”* he explains. Using digital classrooms (DCR) and PowerPoint presentations, he taught students directly from an e-folder containing the entire syllabus. The audio-visual content proved particularly effective. *“Students retained lessons better and could easily recall what was taught in the digital classroom when answering exams,”* he shares.

Digital tools also made teaching more efficient. *“Google Forms and digital question papers saved a lot of time for written tests,”* Anwar notes. However, he acknowledges challenges too. *“Sometimes, students would download things and listen to them using headphones during class, getting distracted.”*

Beyond teaching students, Anwar encouraged them to explore online learning. *“Students often told me they were learning online. It’s rewarding to see them take the extra effort,”* he says. He also introduced them to the QR codes in their textbooks, which provided additional resources when scanned. *“It has improved their grasping and retention skills significantly,”* he adds.

As a master trainer, Anwar played a vital role in helping fellow teachers embrace digital tools. While tech-savvy teachers found the transition easy, others required more guidance. He believes that regular refresher courses should be conducted to keep teachers updated on new digital tools. *“It’s essential to stay ahead in this digital age,”* he remarks.

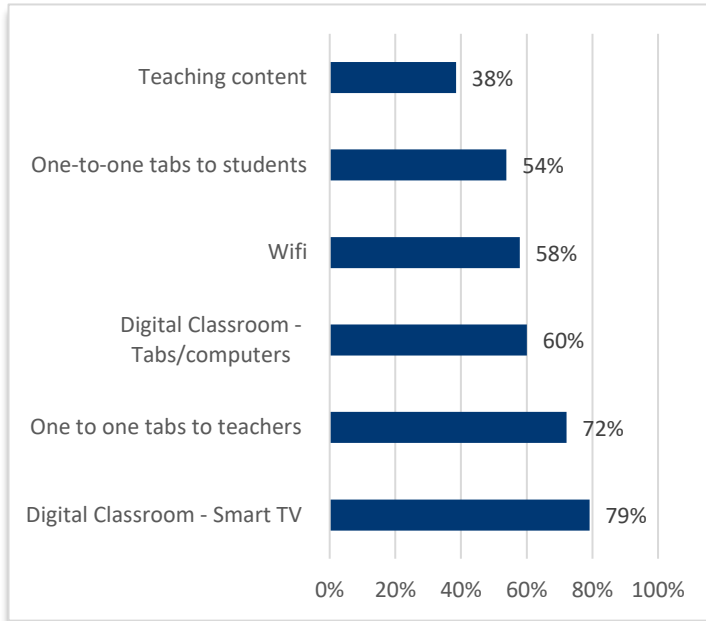
For Anwar Khaliq, the DLS program wasn’t just about introducing technology; it was about empowering both teachers and students to embrace a future of blended learning. Through his leadership, he not only transformed his classrooms but also became a guide for others navigating the path to digital education.

Program Depth

The Depth of a program indicates the comprehensiveness of impact delivered through its operations.

Schools received various types of support from the DLS program, including DCR, Wi-Fi, and tablets. 72% teachers stated all teachers in their school got a tab 45% of teachers reported facing issues like slow internet speed

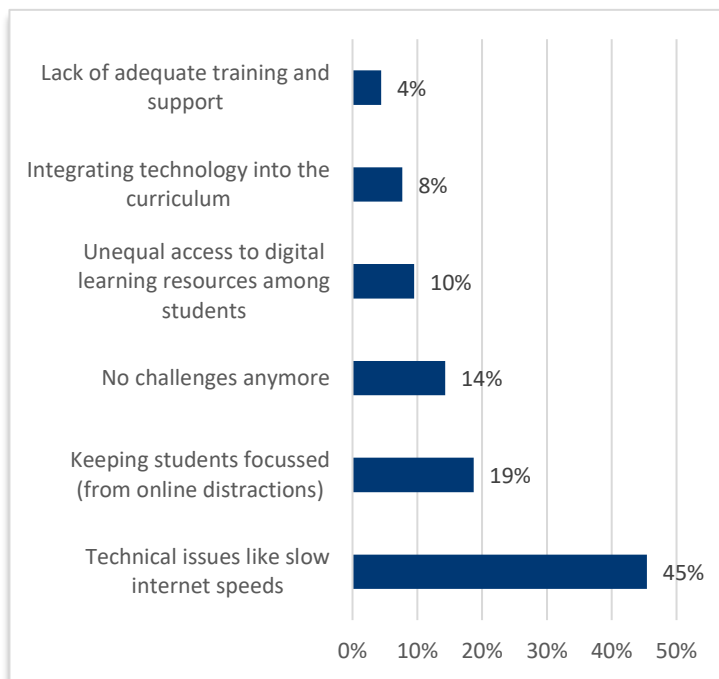
Figure 9: Support received from DLS Program (n=273)



Digital Infrastructure Support

The DLS program significantly enhanced digital infrastructure in schools, with **79%** of teachers reporting support from KEF, including Smart TVs for digital classrooms. Additionally, **60%** of teachers highlighted that KEF provided tablets or computers specifically for use in digital classrooms, while **58%** mentioned that Wi-Fi connectivity was facilitated in their schools. These improvements played a crucial role in enabling the seamless integration of digital tools into the teaching-learning process. Tablet distribution extended beyond individual teachers, fostering a more comprehensive digital learning environment. **72%** of teachers confirmed that their colleagues also received tablets, ensuring broader accessibility. Furthermore, **54%** of teachers stated that students from Grades 8 to 10 were provided one-on-one tablets, facilitating interactive learning, digital classroom integration, and smoother test and assessment processes.

Figure 10: Challenges in using the digital tools (n=273)



Challenges in Using Digital Tools

Despite these advancements, challenges persisted in fully adopting digital tools. The most significant issue, reported by **45%** of teachers, was slow internet speed, which affected classroom efficiency. Additionally, **19%** of teachers noted that students were sometimes distracted by online content. However, the transition was smooth for some, with **14%** of teachers reporting no difficulties in integrating digital mediums into their pedagogy, demonstrating the program's adaptability across different teaching environments.

Program Depth

The Depth of a program indicates the comprehensiveness of impact delivered through its operations.

Teachers exhibited varying patterns in their use of digital tools

56% teachers use the digital tools often

99% of teachers rated the DLS workshop as effective

Figure 11: Digital tools used for teaching (n=273)

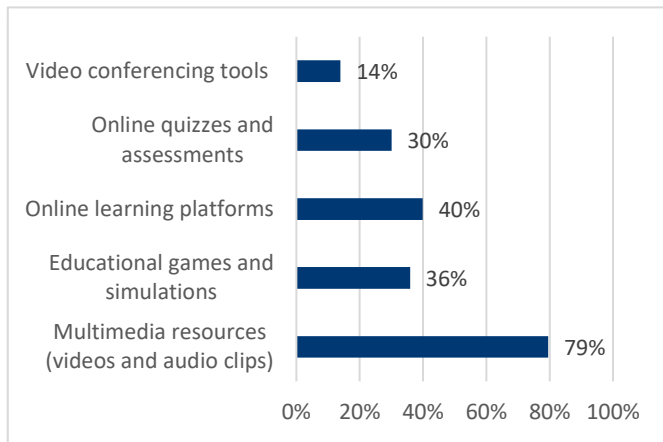


Figure 12: Frequency of using digital tools (n=273)

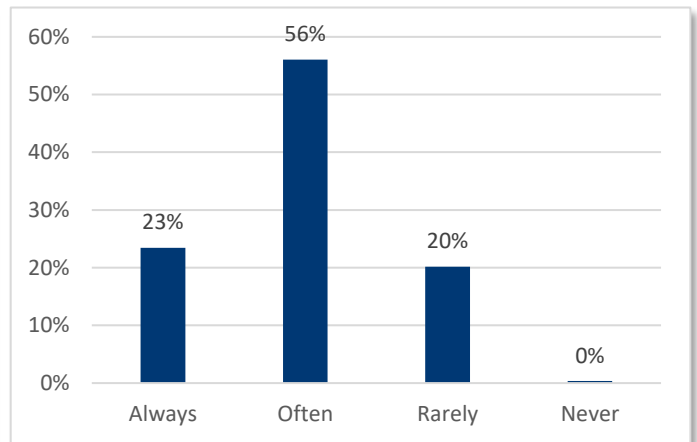


Figure 13: Effectiveness of DLS workshops (n= 264)

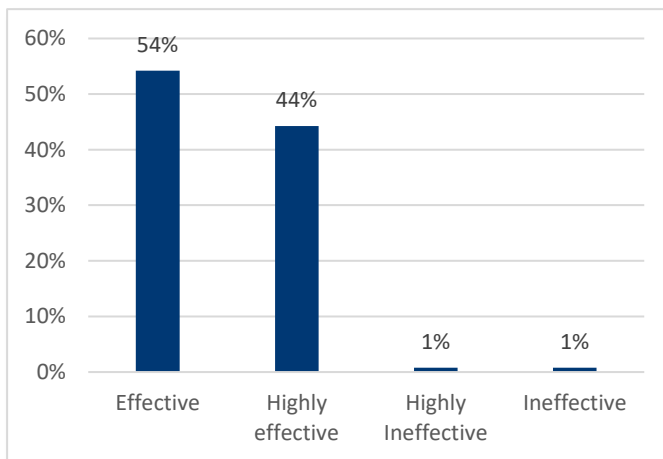
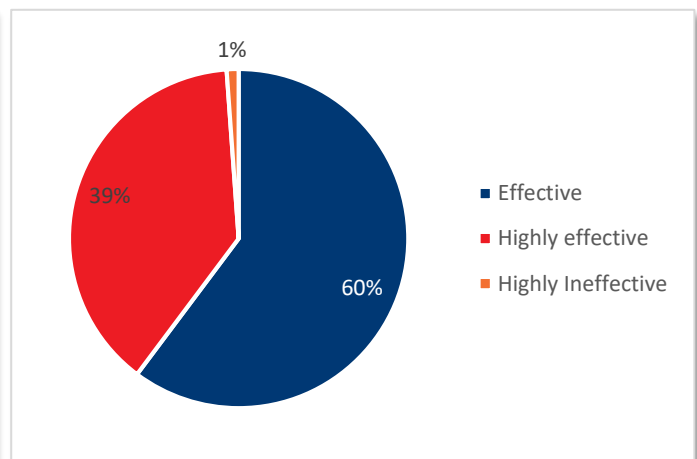


Figure 14: Effectiveness of teaching assistant (n=263)



Frequency of digital tool Usage

Teachers effectively integrated digital tools into their pedagogy, with **79%** using multimedia content like YouTube to simplify complex topics and enhance engagement. Additionally, **40%** utilized online learning platforms, while **30%** incorporated online quizzes and assessments, streamlining evaluations and reducing manual effort. These tools not only made lessons more interactive but also helped teachers manage their workload more efficiently. However, adoption varied, as **23%** of teachers used digital tools daily, while **20%** rarely incorporated them, indicating the need for ongoing training and support to ensure consistent use across classrooms.

Effectiveness of the program

The program's effectiveness was widely recognized, with **98%** of teachers stating that the DLS workshop improved their teaching practices by equipping them with the skills to integrate digital tools effectively. Additionally, **99%** found the teaching assistant support highly effective, providing crucial guidance in navigating new teaching methodologies. This strong approval highlights the importance of structured training and continuous mentoring in successfully transitioning to a technology-driven learning environment.

Program Depth

The Depth of a program indicates the comprehensiveness of impact delivered through its operations.

Teachers expressed satisfaction with the inputs provided through the DLS program

27% teachers rated the quality of tab as excellent

98% of teachers are confident using the DLS strategies in class

Figure 15: Adequacy of inputs given through DLS (n=273)

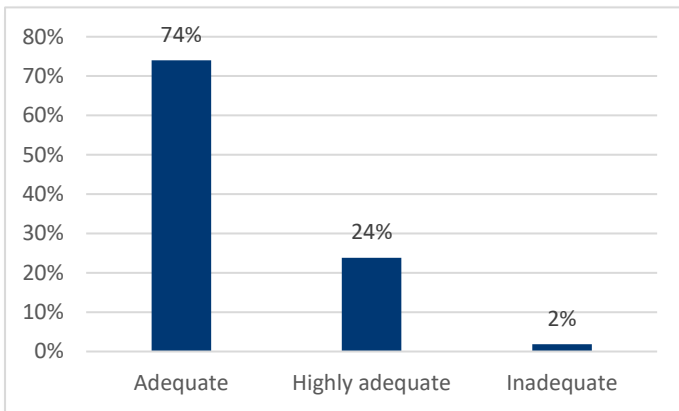


Figure 16: Quality of tab received from DLS Program (n=263)

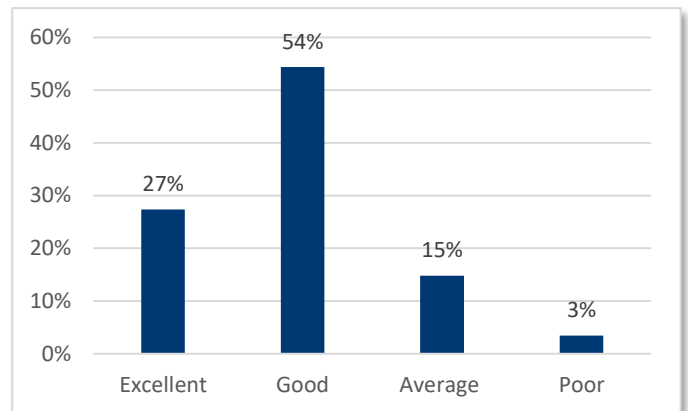


Figure 17: Used assessment data to track progress (n=207)

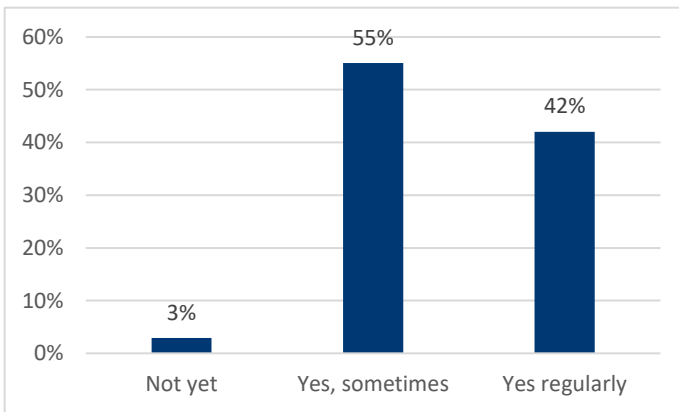
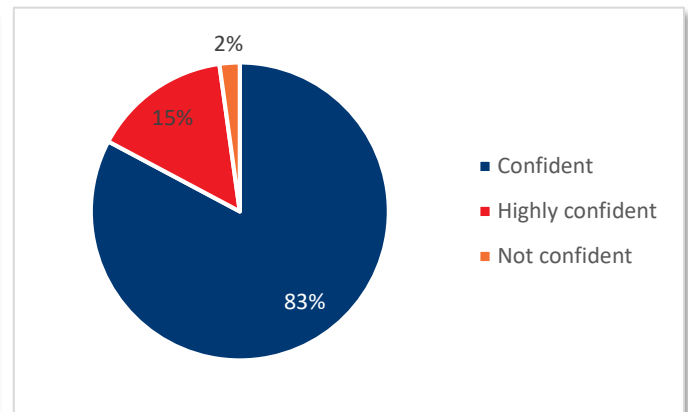


Figure 18: Confidence in using DLS strategies in class (n=273)



Adequacy of training and tools

The adequacy of training and tools provided under the DLS program was highly appreciated by teachers, with **98%** stating that the resources were sufficient in improving their teaching proficiency, and **24%** describing them as highly adequate. This indicates that the program effectively equipped educators with the necessary skills and support to transition into digital teaching. The quality of tablets was also well received, with **27%** of teachers rating them as excellent and **54%** as good. While only **3%** reported poor quality, qualitative interactions with students revealed that instances of tablet malfunctions were rare and did not significantly impact the learning experience.

Use of student assessment data

Teachers actively utilized student assessment data to track progress and improve learning outcomes, with **75%** confirming they received such data. Among them, only **3%** admitted to never using it, suggesting that most educators integrated data-driven insights into their teaching practices to enhance student performance.

Confidence adopting DLS strategy

Additionally, **98%** of teachers expressed confidence in adopting DLS strategies in their classrooms, demonstrating a strong acceptance of digital learning methodologies. However, a small **2%** of teachers reported apprehensions due to a lack of prior digital experience, highlighting the need for continued training and refresher sessions to ensure all educators can fully leverage the program's benefits.

Program Depth

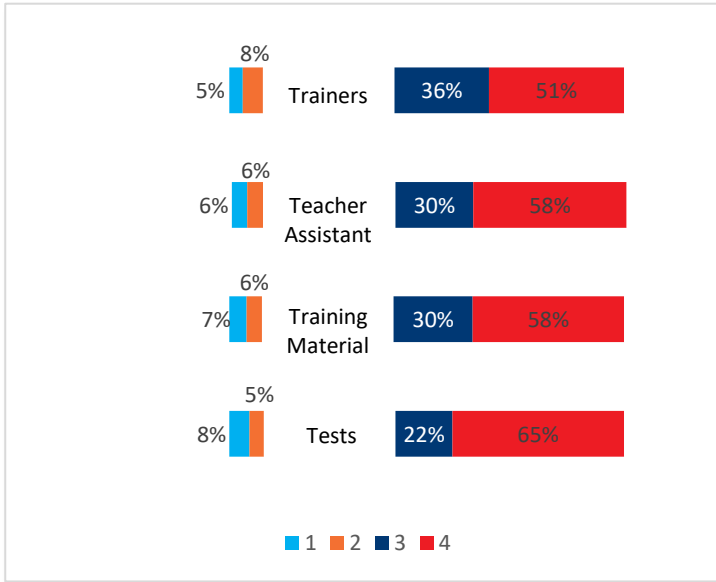
The Depth of a program indicates the comprehensiveness of impact delivered through its operations.

Teachers rated each element of the DLS program highly, indicating strong satisfaction

The percentage of teachers at the basic level decreased from **44% to 14%**

Advanced level DLS proficiency saw a substantial rise from **18% to 34%**

Figure 19: DLS elements rating (n=273)



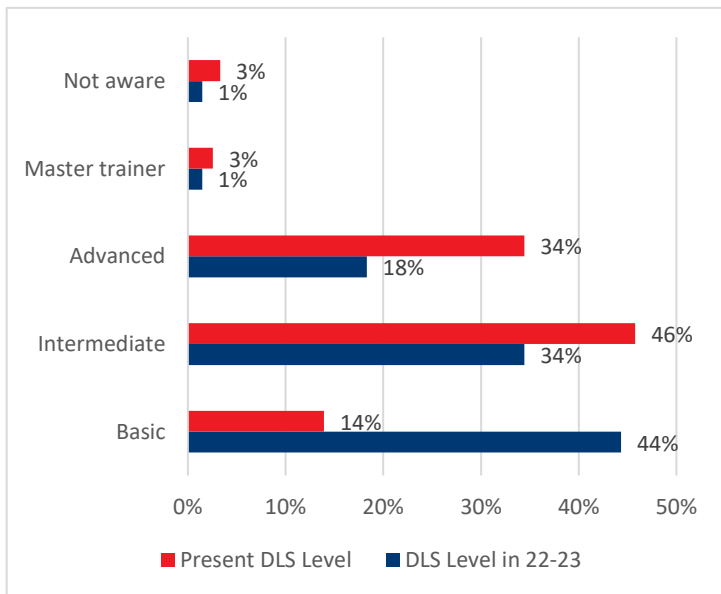
High ratings for DLS Elements

The DLS program received consistently high ratings across various components, reflecting its overall effectiveness and positive reception among teachers. The program’s trainers were well-regarded, with **51%** of teachers rating them at the highest score of 4 on a scale of 1 to 4. Similarly, **58%** of teachers rated the teaching assistant support and training materials at 4, indicating strong satisfaction with the resources provided. Tests and assessments were also highly valued, with **65%** of teachers awarding them the highest rating, underscoring their effectiveness in evaluating student progress and reinforcing learning.

Proficiency level of teachers

Beyond ratings, the program demonstrated a significant impact on teachers' proficiency levels. The percentage of teachers at the basic level dropped from **44%** to **14%**, showing a considerable improvement in digital competency. Meanwhile, those at the intermediate level increased from **34%** to **46%**, and the advanced level saw a notable rise from **18%** to **34%**. This shift highlights the program’s success in enhancing teachers' digital skills and pedagogical expertise, ensuring they are better equipped to integrate technology into their classrooms effectively.

Figure 20: DLS-proficiency level of teachers



Impact Story

From Chalk and Talk to Digital Mastery

For over two decades, Virendra Bhajirao stood in front of a blackboard, teaching English to students at Vidyadeep High School. Armed with chalk and a deep passion for education, he guided generations of students. Occasionally, the school would use a projector, but that was a rare luxury. When the Digital Learning Solutions (DLS) program was introduced, Virendra was intrigued but hesitant. *“Students solving questions on a tablet? What if they misuse it?”* he wondered.

However, his doubts began to fade during the DLS sessions. *“The training was truly transformative,”* he recalls. It wasn’t just about using apps and tools; it was a deep dive into pedagogy and modern teaching methodologies. *“My subject knowledge expanded because I could look up any topic at any time. It wasn’t just the students improving their self-study skills; I had scope for self-improvement too.”*

Virendra embraced tools like Google, PowerPoint, and educational videos, integrating them into his classes. The results were astonishing. His teaching evolved from the traditional "chalk and talk" method to a dynamic, engaging approach. *“Earlier, I would walk into class with a book and start talking. Now, I have a proper plan—what topic to cover, what videos to show, and which teaching aids to use. It’s no longer boring for the kids. They’re engaged, even when they’re used to distractions like Instagram,”* he says with a smile.

The impact didn’t stop in the classroom. Inspired by the training, Virendra started his own YouTube channel, covering the entire Maharashtra board syllabus. *“I now have 1.4 lakh subscribers and over 1,000 videos. The DLS program helped me improve my channel and reach students beyond my school,”* he shares proudly.

His classroom management also became more efficient. He began sharing pre-class materials and videos with students, which helped them come prepared. *“We used to have six classrooms and one teacher. Now, with online worksheets and digital tools, I spend less energy straining my voice and more on effective planning,”* he explains. Tracking student progress also became easier. *“I compare their marks from past and present exams, and the improvements are clear,”* he adds.

However, Virendra knows that the digital transformation isn’t without challenges. Many of his students come from slums, and the environment at home isn’t always conducive to learning. *“There’s a need to orient parents about this new way of learning,”* he says thoughtfully.

Virendra’s journey from a traditional teacher to a digital educator is a testament to the power of the DLS program. By embracing change, he not only transformed his teaching but also found a new way to inspire students—both in his school and across Maharashtra.

Program Inclusion

Inclusion indicates the practice or policy of providing equitable access for people who might otherwise be excluded.

Digital classrooms were made accessible to government teachers and school students

56% teachers participated in DLS were female

94% of teachers have a teaching experience of more than 10 years

Figure 21: Subjects taught by teachers

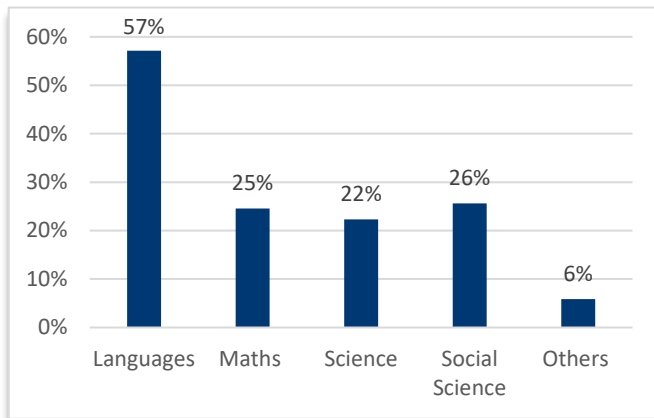


Figure 22: Gender distribution (n=273)

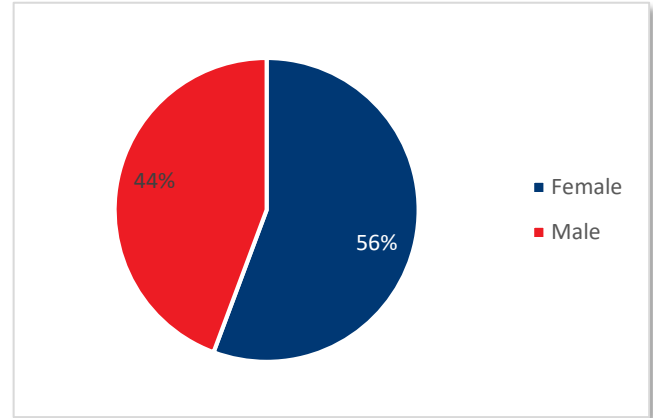


Figure 23: Teaching experience

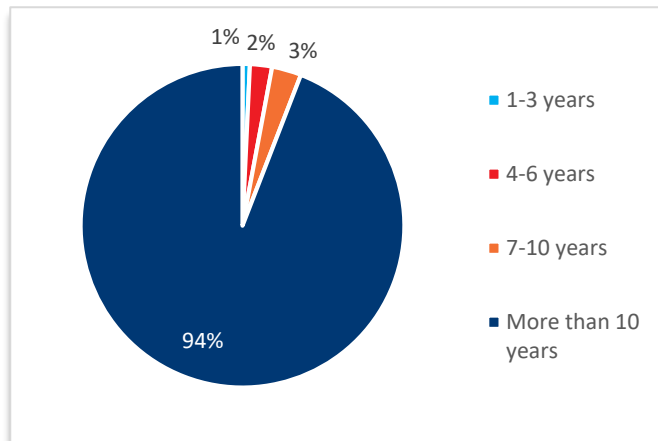
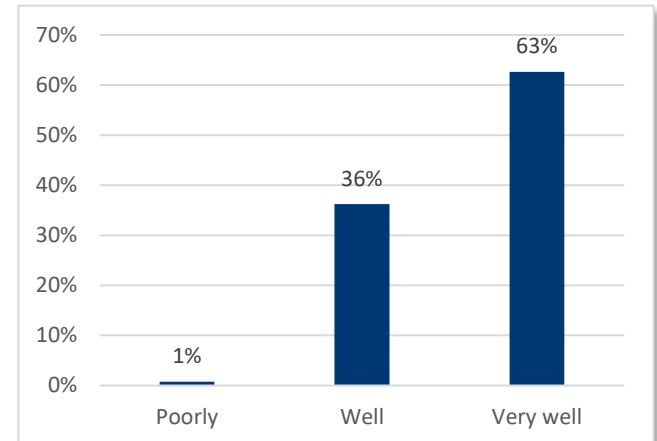


Figure 24: Teaching needs were met in DLS Program (n=273)



Subjects taught by teachers

The DLS program engaged teachers across a diverse range of subjects, with **57%** specializing in languages such as English, Hindi, Urdu, and Marathi. Core subject teachers were also well represented, with **26%** teaching Social Science, **25%** teaching Math, and **22%** teaching Science. This balanced participation ensured that digital tools and training reached educators across multiple disciplines, enhancing subject-specific teaching methodologies.

Gender Inclusion

The program also maintained a strong focus on inclusivity, with **56%** female and **44%** male teachers participating, aligning with the overall teaching population. This equitable representation highlights the program's commitment to providing digital learning opportunities to all educators. Additionally, the majority of teachers were highly experienced, with **94%** having over 10 years of teaching experience, indicating a prior reliance on traditional teaching methods. Only **6%** had less than 10 years of experience, reflecting a smaller proportion already familiar with digital tools.

Teaching needs were met

Teacher satisfaction with the program was overwhelmingly positive, with **99%** stating that their teaching needs were effectively met through the DLS initiative. This high level of satisfaction underscores the program's success in equipping educators with the necessary digital resources, training, and support to enhance their teaching practices.

Program Sustainability

Sustainability indicates the ability to maintain the quality of delivery through sustainable methods.

Teachers used various digital methods to boost student engagement

50% teachers take classes in digital classroom regularly

5% of teachers reported they are not focusing on digital medium

Figure 25: Used DLS for activities beyond academics (n=273)

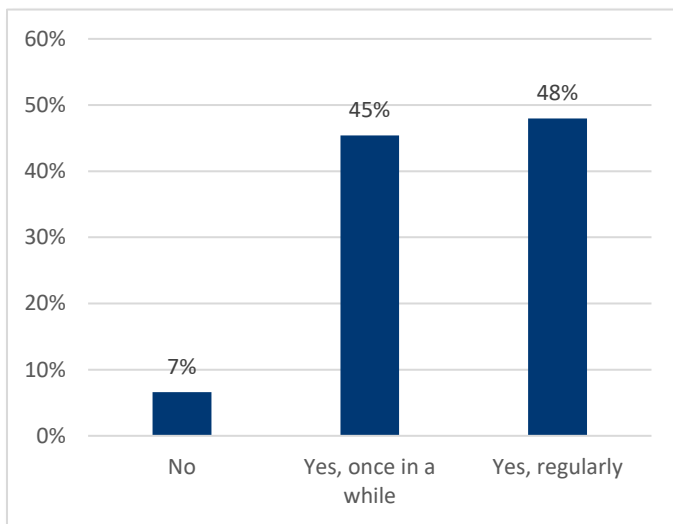


Figure 26: Motivation of students while using DLS (n=273)

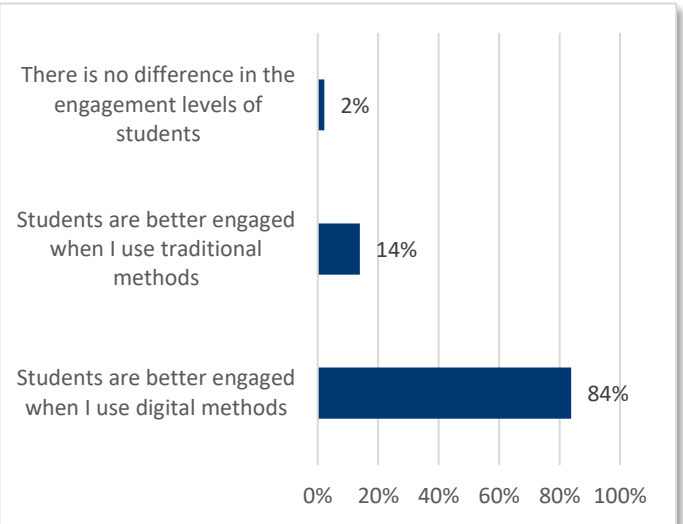


Figure 27: Methods for increasing the use of DLS (n=273)

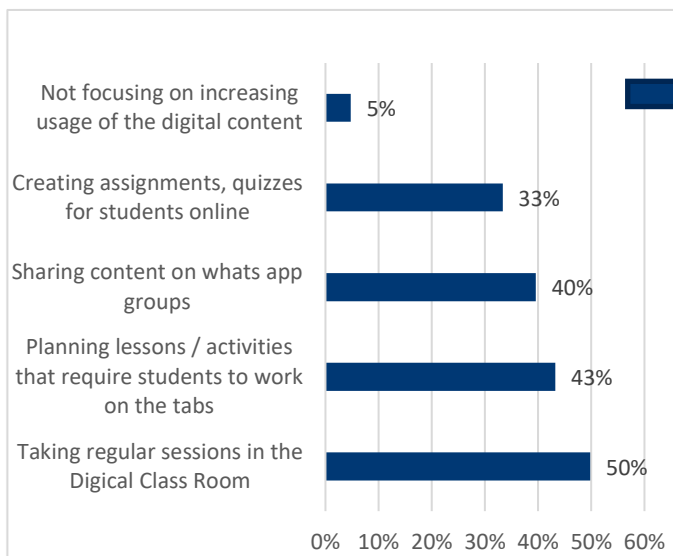
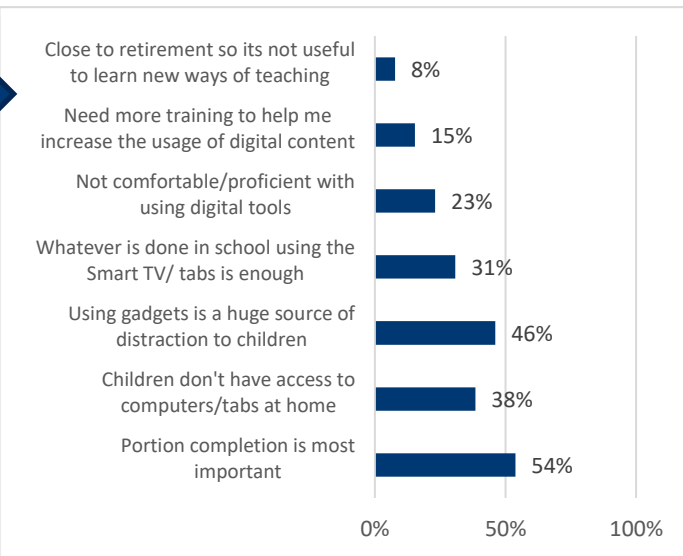


Figure 28: Reason for not trying to increase DLS use (n=13)



Improvement in pedagogy

The integration of digital tools has significantly improved student engagement, with 84% of teachers reporting higher participation through digital methods. To enhance learning experiences, 95% of teachers adopted various approaches, with half conducting digital classroom sessions, 43% incorporating tablet-based activities, and 33% using online quizzes and assignments. These diverse strategies have helped create interactive and engaging learning environments.

Teachers not using digital tools

However, challenges in digital adoption remain, as 5% of teachers do not use digital methods. Among them, 54% focus on completing the curriculum traditionally, while 46% believe digital tools may distract students. Some educators also cited a lack of digital expertise, relying on conventional teaching methods. These findings highlight the need for continued training and support to ensure broader adoption of digital learning tools.

Program Sustainability

Sustainability indicates the ability to maintain the quality of delivery through sustainable methods.

High satisfaction level among teachers for DLS program

97% teachers are satisfied with the DLS program

66% of teachers rated their ability to integrate digital tools into their pedagogy as 8 or above

Figure 29: Benefits of using digital tools (n=273)

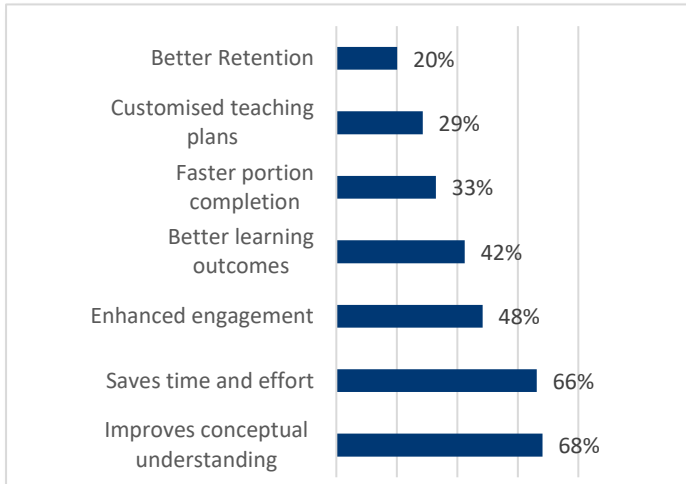


Figure 30: Rating on integrating digital tools in pedagogy (n=273)

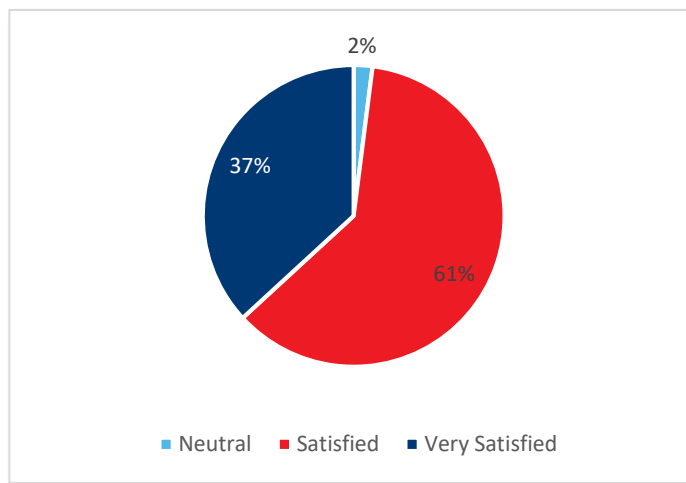
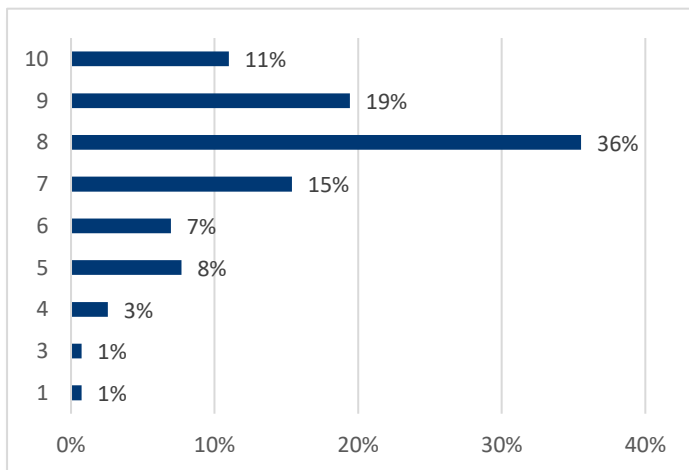


Figure 31: Rating on integrating digital tools in pedagogy (n=273)



Benefits of using DLS tools

The DLS program significantly reduced the effort and time required for lesson planning and delivery, with **66%** of teachers reporting improvements. Digital tools such as pre-designed presentations, online worksheets, and interactive content streamlined teaching processes, allowing educators to focus more on student engagement rather than administrative tasks. This shift helped create a more structured and efficient classroom experience. Beyond efficiency, the program also enhanced learning outcomes. **68%** of teachers observed an improvement in students' conceptual understanding, as audio-visual content, digital assessments, and personalised learning tools made complex topics easier to grasp. Additionally, **48%** of teachers reported a significant increase in student engagement, with interactive elements like quizzes, videos, and real-time question-solving on tablets capturing students' attention and fostering active participation.

Integration of Digital Tools

Teacher satisfaction with the program was overwhelmingly positive, with **97%** expressing approval of its impact on their teaching practices. Only **2%** of teachers reported dissatisfaction, indicating that the program successfully met the expectations of most participants. Furthermore, **66%** of teachers rated their ability to integrate digital tools into their pedagogy as 8 or above on a scale of 10, showcasing a strong adoption of digital methods and growing confidence in using technology to enhance instruction.

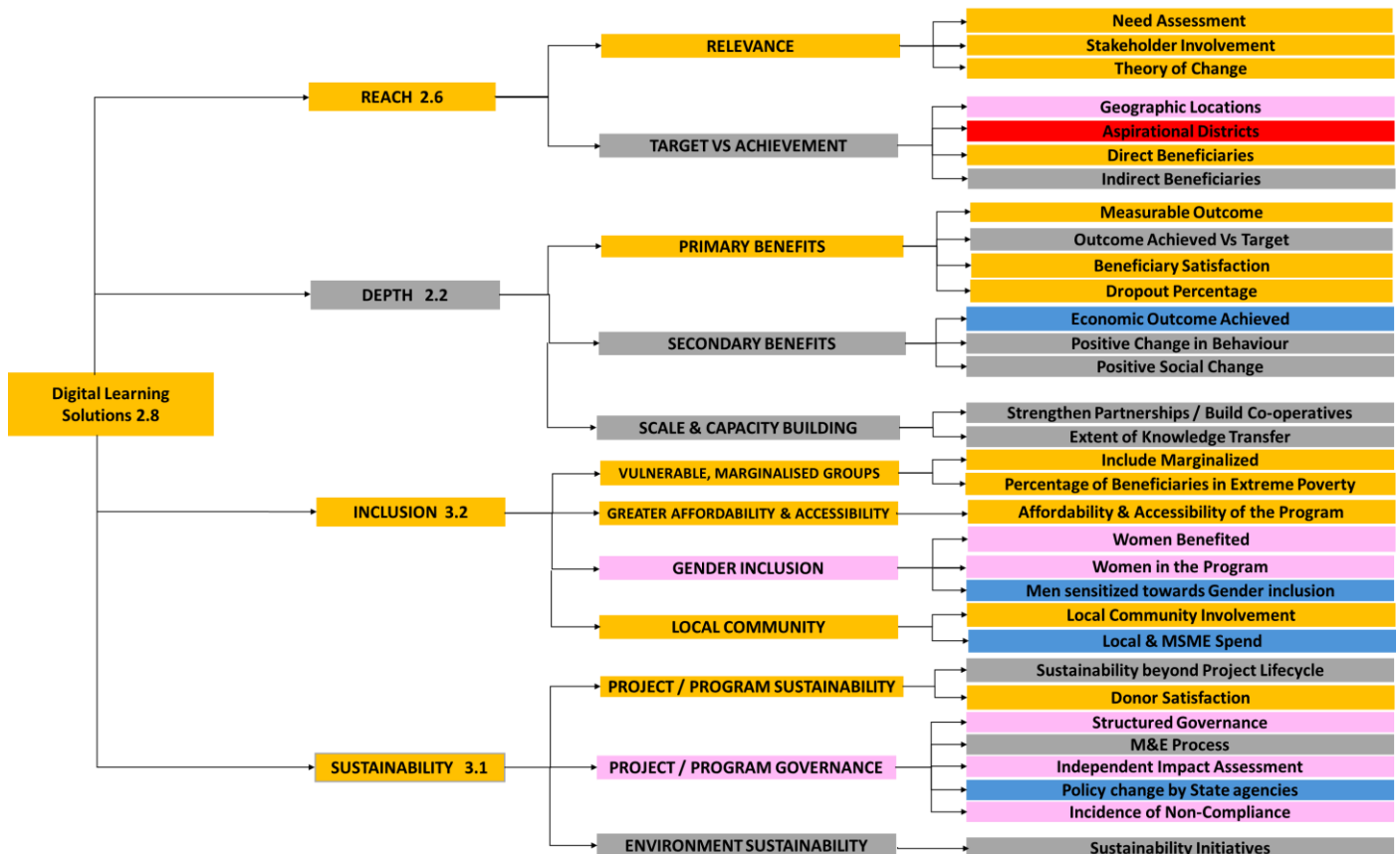
The DLS program helped me reduce physical strain in the classroom by streamlining lesson delivery through digital tools, allowing me to focus more on content and interaction rather than manual tasks. The program enabled me to better plan their lessons, offering a range of digital resources and tools that facilitated more organized and efficient teaching strategies.

~ Teacher, Noorul Islam

Impact Tree

Based on program data shared by Kotak Education Foundation, as well as findings from the primary data collection, our assessment methodology has provided the DLS Program with an overall rating of **2.8/4** and we have thus awarded it with a **Gold Leaf**.

The Impact Tree provides a structured framework for evaluating the impact of an organization, ensuring a detailed and systematic assessment. This hierarchical structure ensures that the assessment captures both granular and holistic aspects of the organization's impact, with ratings assigned to individual metrics and categories.



Ratings	Excellent	Very Good	Good	Fair	Poor	Not rated
Range	3.5 - 4.0	2.5 - 3.4	1.5 - 2.4	1.4 - 1.0	Less than 1.0	
Certificate	Platinum	Gold	Silver	Green		

Stakeholders Insights

Stakeholder type	Strengths and Successes	Challenges and Areas for Improvement
Teachers	<ul style="list-style-type: none"> Enhanced student engagement through visual and interactive content. Increased teacher confidence and subject expertise through digital tools. Improved critical thinking and problem-solving skills in students. Pre-reading materials and videos made lesson planning more efficient. Reduced teacher effort and strain with tools like Google Forms for assessments. Tablets with syllabus and digital content supported structured teaching. Training focused on action research and creating digital content. Students explored topics independently via QR codes, apps, and YouTube. Digital tools improved student retention and understanding of concepts. 	<ul style="list-style-type: none"> Could have provided more training sessions for teachers. Some parents expressed concerns about their children's use of tablets. Certain teachers were reluctant to teach with tablets and asked students to put them away during classes. Adapting training to match the generational learning pace of teachers was challenging. Teachers felt the need for additional inputs on DLS beyond the initial workshop. KEF discontinuing the syllabus subscription reduced the usefulness of the tablets.
Head Master	<ul style="list-style-type: none"> Digital Learning Solutions(DLS) improved student engagement and confidence, particularly in science and language skills. Teacher training workshops introduced effective and modern teaching methodologies. The program enhanced the school's reputation and increased parental confidence in its capabilities. Included students with varying learning levels by using data to assess progress and employing strategies like peer learning and group discussions to support academically challenged students. 	<ul style="list-style-type: none"> Systemic barriers, such as the limited prior use of the internet and digital tools by teachers, restricted the full realization of digital learning's benefits.
Students	<ul style="list-style-type: none"> The materials in the tablet included both questions and answers. Enabled efficient revision and saved time for both teachers and students. The app functioned offline and provided content in both the local medium and English. 	<ul style="list-style-type: none"> Some students experienced distractions while using the tablets. A few students encountered technical problems with the tablets and subsequently returned them.
Parents	<ul style="list-style-type: none"> Encouraged better study habits among students. 	<ul style="list-style-type: none"> Parents expressed concerns about improper usage of the tablets.

Recommendations

Particulars	Current Scenario/Observation	Suggestive Measures	Priority
Training for teachers	<ul style="list-style-type: none"> There is just one day training session for teachers 	<ul style="list-style-type: none"> Provide more training sessions to teachers since most of the teachers have been performing traditional teaching method for a long time Give update and refresher course in future 	High
Technical Support	<ul style="list-style-type: none"> A few students encountered technical problems with the tablets and subsequently returned them. 	<ul style="list-style-type: none"> Ensure ongoing technical support for students to address any device-related issues promptly, minimizing disruptions. 	Low
Parental Involvement	<ul style="list-style-type: none"> Parents are concerned about the usage of tablet among children. 	<ul style="list-style-type: none"> Organize workshops for parents to help them manage and monitor screen time effectively, balancing their own commitments with their children's digital learning. 	High
Distraction Management	<ul style="list-style-type: none"> Some students use tabs for recreational purpose. 	<ul style="list-style-type: none"> Introduce strategies to minimize distractions during tablet use, such as setting usage limits and offering engaging, focused content. 	Medium

CSR & SDG Alignment




Alignment with CSR Policy

The Schedule VII (Section 135) of the Companies Act, 2013, specifies activities that can be included in a company's CSR policy. The table below highlights how the DLS Program aligns with these approved activities:

Sub-Activity as per Schedule VII Section	Alignment
(ii) Promoting education, including special education and employment-enhancing vocational skills, especially among children, women, elderly, and differently abled, and livelihood enhancement projects.	Completely

Alignment with SDGs

The DLS Program also aligns with the United Nations Sustainable Development Goals (SDGs), addressing specific targets to ensure inclusive and quality education.

SDG	Target	Alignment
4 QUALITY EDUCATION 	4.1: Ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.	Completely: Enhances access to quality secondary education through digital resources and interactive learning.
	4.c: Substantially increase the supply of qualified teachers through international cooperation for teacher training in developing countries.	Completely: Strengthens teacher capacity through structured digital training and pedagogy workshops.
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	9.c: Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet.	Completely: Expands access to internet and digital tools in schools, improving digital literacy and inclusivity.
17 PARTNERSHIPS FOR THE GOALS 	17.17: Encourage and promote effective public, public-private, and civil society partnerships.	Completely: Strengthens partnerships between the private sector (Kotak Education Foundation), government schools, and educators to promote digital learning solutions.

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Annexure 2: Glossary

Term	Definition
Digital Leadership Session	The Digital leadership session aims at building the digital capacity of school leaders by orienting them on educational technology, digital learning solution project elements, and learning analytics to help them create digital action plans for their respective schools and incorporate the same in their school development plan.
Oteach workshop	Oteach course is a hybrid and adaptive course that is in alignment with the core learning principles of constructive learning. It is a progressive course designed for teachers and has three levels of learning - Oteach Basic, Oteach Intermediate, Oteach Advance. It includes upskilling teachers in digital competencies, along with principles and techniques of tech integration into content and pedagogy for better student engagement and outcomes.
DCR	A digital classroom is a digital space that consists of a TV setup through which a teacher can cast the digital content and students can engage in assessment for learning using tablets having digital assessments. It is a learning space providing scope for reflective discussions, online hands-on remediation, adaptive learning, and experiential learning.
Non DCR	The Non-digital classrooms are the classrooms without device for broadcasting content (TV Set up) instead learning happens through tablets having curriculum mapped content for teachers and students in the ratio of 1:1
Parent Orientation	Parent orientation is a session to sensitise parents on the safe usage of tablet and content and the Cyber laws which their ward needs to abide by while using the tab. It supports parents in identifying their role in their ward's learning.
Student Orientation	Student orientation is a supplementary session for tab distribution that includes the run through of the tab navigation and features, content navigation and support applications like Maths tricks, English dictionary, Science labs, etc. It also includes the discussion on the Cyber laws and the essential practices that a student needs to follow while using the tab.
Basic Teachers	Teachers receiving the first year of intervention are Basic teachers. This level also includes the second-year teachers who have not completed 60% of the input sessions.
Intermediate teachers	Second year teachers who have already received the first-year intervention with more than 60% attendance in DLS input activities.
TA Sessions	Teacher Assistance Sessions. The support sessions that are conducted after the workshop to ensure and support the implementation of the Oteach learnings in teachers' area of practice.