



**kotak**  
Kotak Mahindra Bank



## Model School Program

April 1, 2022 - November 30, 2023  
CSR Impact Assessment Report  
Kotak Mahindra Bank Limited

Implemented by Kotak Education Foundation  
Assessed by Aspire Impact | February 2025



# Table of Contents

1	Assessment Methodology	3
2	Executive Summary	4
3	Need and Intervention	5
4	Theory of Change	6
5	Survey Demographics	8
6	Program Reach	9
7	Program Depth	11
8	Program Inclusion	14
9	Program Sustainability	16
10	Impact Tree	18
11	Stakeholder Insights	19
12	Recommendations	21
13	SDG Alignment	22
14	Annexures	23

# Assessment Methodology

Aspire Impact followed a comprehensive primary and secondary data collection approach for the Impact Assessment of Kotak Education Foundation’s (KEF) Model School Program for F.Y. 2022-23.

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 Interview, 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

- 2022-23 marked the foundational year of the 3 year program which was also Kotak Education Foundation’s first foray into government schools in rural districts in collaboration with SCERT, Maharashtra. The focus was on outreach to partner schools, relationships building, and conducting needs assessments for various project activities. Consequently, the 2022-23 impact assessment concentrated on understanding the Headmasters (HMs) and teachers experiences with the initial phase of project implementation.
- The stakeholders’ feedback was captured through in-depth interviews and quantitative surveys. **29** in-depth interviews were conducted with headmasters, teachers, KEF facilitators and students. Additionally, a dipstick study was carried out to gather quantitative feedback from **6** headmasters and **5** senior teachers of **9** schools.

Model School Program				
Qualitative in-depth interviews	Headmasters	School Teachers	KEF Facilitators	Students
	6	7	3	13
Total	29			

# Executive Summary

The Model School Program by KEF is an initiative aimed at transforming government schools into centers of excellence, ensuring quality education for children from marginalized communities. By focusing on **improving school infrastructure, integrating digital resources, enhancing teaching practices through teacher training, innovative pedagogy, and strengthening leadership**, the program creates a **holistic learning environment**. The initiative empowers students to achieve better learning outcomes, develop essential skills, and build a strong foundation for their future.

In 2022–23, the model school program was implemented in **21** government schools in Maharashtra (Nashik, Raigarh, Palghar, Pune, and Thane districts). Being the foundational year of implementation, KEF focused on building rapport with schools and assigning KEF facilitators for seamless implementation of the program. The process began with engaging school authorities, teachers, and School Management Committee (SMC) members. Parent orientation sessions, which aimed to sensitize parents about the program's objectives and the importance of their involvement in their children's education were held. Simultaneously, KEF thematic areas—Communicative English (CE), DLS, and LEAD were introduced to SMC members. These collaborative efforts laid the groundwork for sustained engagement and program impact.

To assess the impact of the interventions in this foundational year, stakeholders' feedback was captured through in-depth interviews and quantitative surveys. **29** in-depth interviews were conducted with headmasters, teachers, KEF facilitators and students. Additionally, a dipstick study was carried out to gather quantitative feedback from **6** headmasters and **5** senior teachers of **9** schools. *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: Recognizing critical challenges, prioritizing improved access to quality education**

A total of **6013 students** accessed Communicative English or Foundational Math lessons across **18** government schools in **5** districts of Maharashtra. The program enhanced digital infrastructure by providing tablets in **20** schools, with smart boards installed in **9** schools. To improve students' writing and reading access, **833** desksits were distributed across **11** schools. Before the program, key challenges faced by schools included lack of support from the School Management Committee (**91%**), inadequate infrastructure (**81%**), and poor learning outcomes coupled with irregular attendance (**63%**).

## **Program Depth: Effective support leading to improvement in key indicators**

**100%** of schools received HM and teacher training as well as SMC orientation. The program demonstrated significant impact, with **100%** of schools finding the training sessions conducted by KEF facilitators highly effective. The integration of digital tools was widely adopted, with **82%** of schools reporting their daily use. Additionally, **82%** of schools observed improvements in learning outcomes, digital infrastructure, and student attendance.

## **Program Inclusion: Strong focus on empowering rural students**

The program primarily catered to underserved communities, with **72%** of schools situated in rural areas. Before the intervention, **78%** of students displayed significant deficiencies in spoken English skills, highlighting the critical need for language development support.

## **Program Sustainability: Increased engagement from SMC, improved perception of model school status**

The program significantly strengthened school ecosystems, with **82%** of schools rating themselves **4 out of 4** on their model school status, compared to **45%** who felt the same at the beginning of the intervention. Additionally, **100%** of schools reported increased School Management Committee (SMC) and parental involvement in school activities, raising greater community participation and support.

# Need and Intervention

## The Need for Model Schools

India's **10 lakh+** government schools play a vital role in educating marginalized communities, where access to quality education is limited. The [UDISE+ 2023-24](#) report highlights a decline in student enrollment, especially in Maharashtra, affecting 18.55 lakh students\*. Contributing factors include poor infrastructure, unfavorable teacher-student ratios, inadequate classrooms, and limited teaching resources. Transforming government schools into model schools is crucial to ensure quality education for all.

The Model School Program by KEF in collaboration with SCERT was implemented in **21** government schools across Nashik, Raigarh, Palghar, Pune, and Thane districts in Maharashtra in 2022-23 with the below objectives in mind:

1. To strengthen school leadership and governance
2. To strengthen teaching learning practices in school
3. To improve student learning outcomes
4. To improve digital learning ecosystem in school
5. To develop the school ecosystem with sustainability built into the systems & processes

The foundational year focused on conducting a needs assessment, building relationships with schools, assigning KEF facilitators to each school, and organizing project orientation sessions and leadership training. In the academic year 2022-23, these initiatives were implemented:

1. **Digital Learning Ecosystem:** Smartboards, tablets, and laptops introduced to modernize classrooms and promote interactive learning.
2. **Communicative English Program:** Total Physical Response (TPR) methodology-based sessions to improve English fluency among students, with pre- and post-assessments.
3. **Leadership Training:** Vision-setting and governance workshops for headmasters and teachers to strengthen school leadership.
4. **Student Support:** Distribution of 833 desk kits, math sessions, organization of poetry competitions, and holistic programs to foster student engagement and personal growth.

## Scope of the Assessment

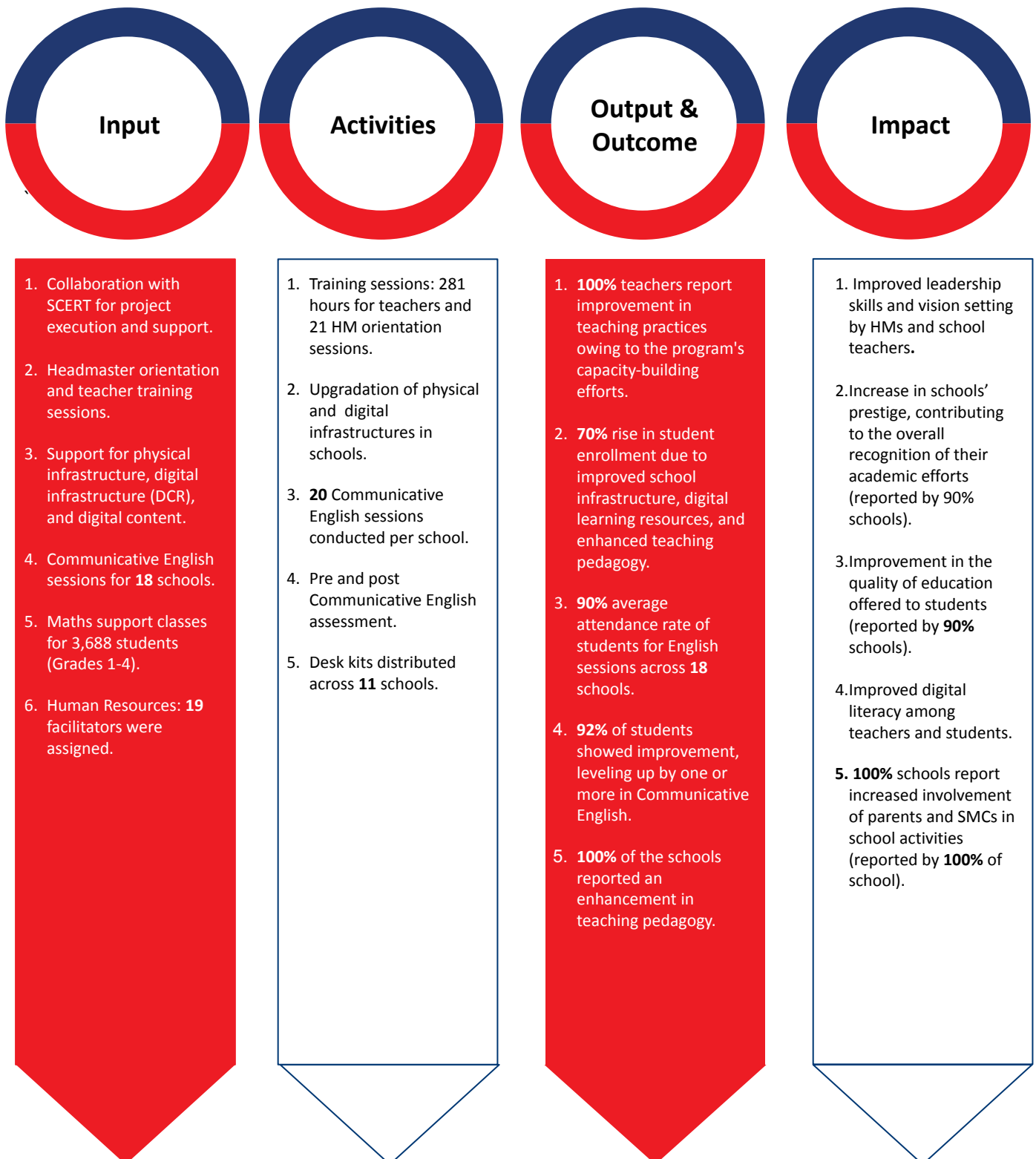
The impact assessment focused on evaluating the key interventions implemented across **21** government schools in Maharashtra during the academic year 2022-23. The evaluation aimed to measure the program's effectiveness in improving school infrastructure, teaching practices, and student outcomes. Key areas of assessment included:

- **Reach:** Accessibility of the program in terms of students, schools supported, challenges faced before and while implementing the program etc.
- **Depth:** Effectiveness of the interventions, such as the training sessions, usage of digital tools, impact on schools and students' language skills, and the overall development of teachers and school.
- **Inclusion:** Inclusion of marginalized communities, and the program's ability to address disparities in access to quality education, particularly in under-resourced schools.
- **Sustainability:** Long-term impact of the program on building school leadership, improving student confidence and skills, involvement of SMC/parents and enhancing the overall learning environment.

# Theory of Change

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

Many government schools in India faces multiple challenges, including a low teachers ratio and insufficient teaching-learning materials for language and numeracy skills. Inadequate infrastructure and limited access to digital resources further hinder the learning environment. Headmasters and teachers struggle with effective pedagogical strategies, while low student engagement and irregular attendance are prevalent issues in many schools. These factors collectively impact the quality of education and student outcomes.



Note: The reported data reflects findings from the primary survey and internal program data.



## Impact Analysis

Analysis of the assessment findings through the lens of **Reach**, **Depth**, **Inclusion** and **Sustainability**

# 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 school leaders (headmasters, teachers) surveyed to assess the impact of the Model School Program in 2022-23.

Figure 1: Gender distribution of respondents, n = 11

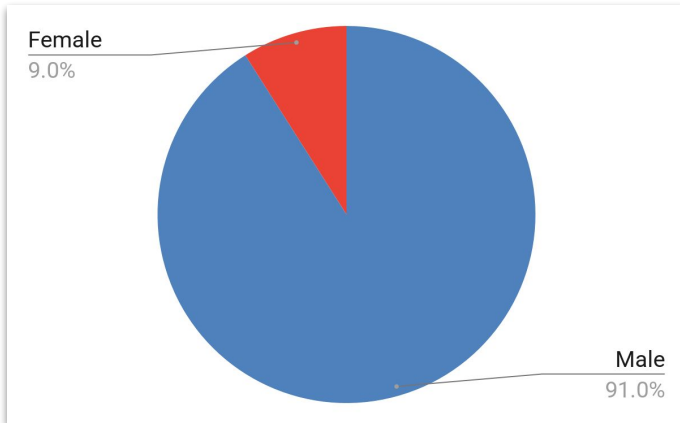


Figure 2: Years of teaching experience, n = 11

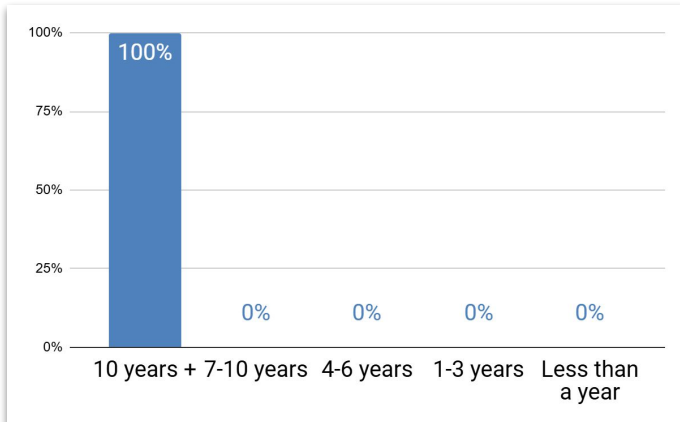
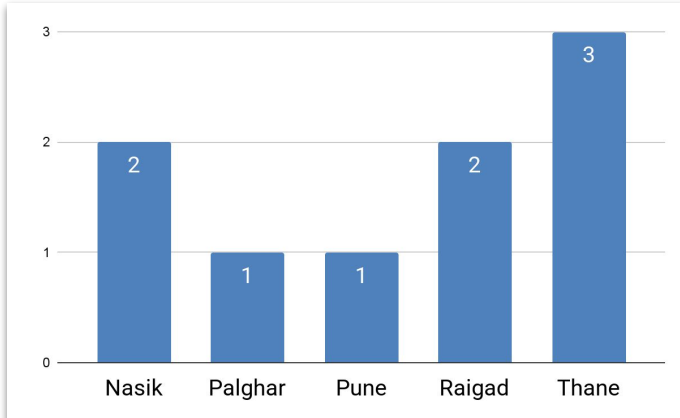


Figure 3: Schools participated, n = 11



The quantitative survey captured insights from **6** Headmasters and **5** senior teachers, with senior teachers participating as proxies in schools where Headmasters had changed since 2022-23 to ensure the inclusion of initial experiences with the Kotak Education Foundation Model School Program.

### Gender distribution

The survey had **91%** male and **9%** female respondents, reflecting the gender distribution among senior educators.

### Years of teaching experience

All respondents had over **10** years of teaching experience, highlighting their seniority and extensive knowledge of the government school system. This experience provided valuable perspectives on the program's impact on traditional teaching practices.

### Participation from schools

A total of **9** schools across five districts participated in the survey, with Thane contributing the highest number of schools (**3**), followed by Raigad and Nasik with **2** schools each. Palghar and Pune each had **1** participating school, offering a diverse representation of schools from different regions.

# Program Reach

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

The Model School Program successfully reached 6,013 students across 21 government schools in five districts of Maharashtra, including Thane, Raigad, Palghar, Nashik, and Pune. These schools received essential support, including improvements in infrastructure and resources, Communicative English and Foundational Math sessions to enhance learning outcomes.

Figure 4: Actual students reached

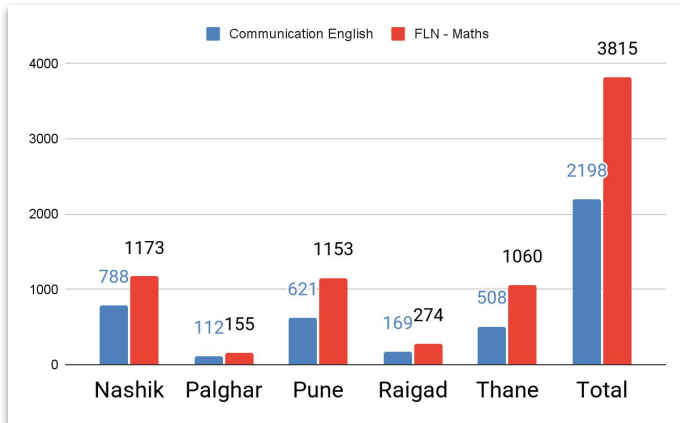


Figure 5: Schools and teacher covered by district

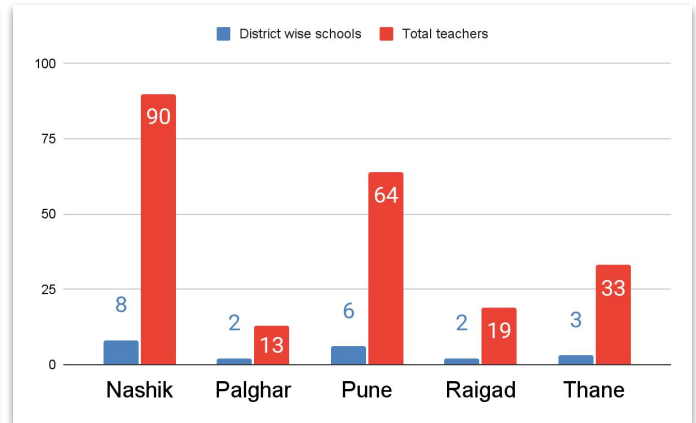


Figure 6: Key challenges faced by school prior, n = 11, (MCQ)

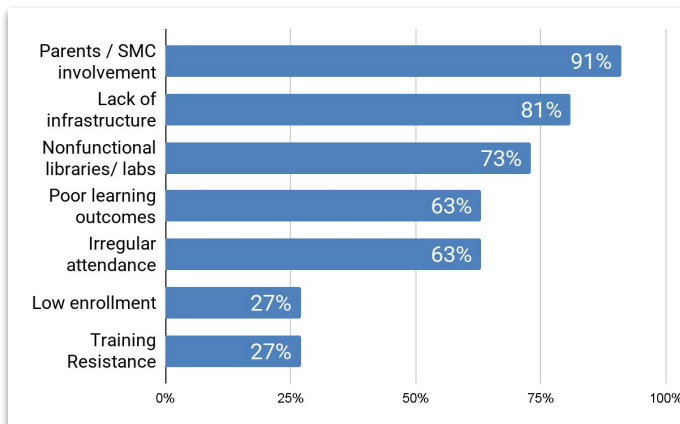
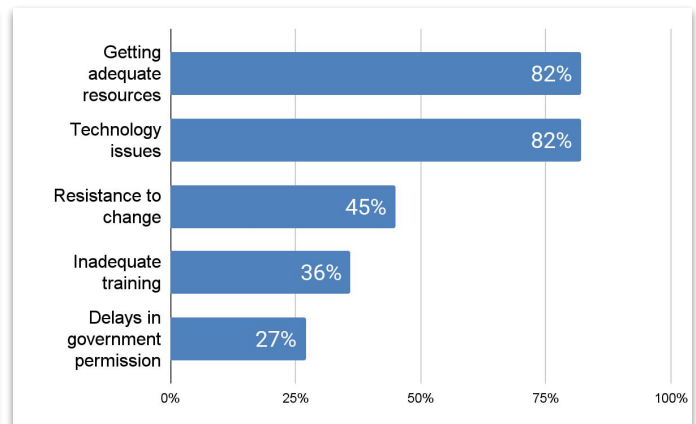


Figure 7: Challenges in program implementation, n = 11, (MCQ)



## Expanding access to quality education

The Model School Program empowered 6,013 students, with 2,198 students benefiting from the Communicative English intervention and 3,815 students strengthening their foundational math skills. It covered 21 schools across 5 districts in Maharashtra, with the highest participation from schools in Nashik followed by Pune, Thane, Palghar, and Raigad, engaging a total of 219 teachers. It contributed to improving teaching pedagogy, fostering digital integration through smartboards, tablets, and laptops, and strengthening school leadership with vision-setting workshops. Additionally, student support initiatives such as desk kit distribution, poetry competitions, and math sessions promoted holistic student development and enhanced the overall learning environment.

## Challenges faced

Before the program, schools faced low parent and SMC involvement (91%) and inadequate infrastructure issues (81%), contributing to poor learning outcomes and irregular attendance in 63% of schools. Additionally, low enrollment and resistance to training posed challenges for 27% of schools. During implementation, resource shortages and technological issues like Wi-Fi connectivity affected 82% of schools, while resistance to change and inadequate training support impacted 45% and 36%, respectively.

# Impact Story

## Collaborating with school leaders in their model school journey

### Laying the foundation for change

Aditi Deshmukh (name changed), a dedicated teacher at Zilla Parishad Primary School in Dhanore, Pune, has been teaching for six years and has witnessed a remarkable transformation in her students' confidence and learning abilities, thanks to the Kotak Education Foundation (KEF).

Despite being a reputed school, students struggled with spoken English and lacked confidence.

Additionally, the school faced issues like low teacher-student ratios and infrastructural gaps, making it challenging to provide individual attention to students.

### Bridging gaps with innovation

In 2022-23, KEF introduced structured teacher training, Communicative English sessions, and digital learning tools. Teachers received leadership and pedagogical training, enabling them to adopt interactive teaching methods, including storytelling and digital resources. Smartboards and Wi-Fi-supported classrooms were introduced to enhance engagement.

### Enhanced learning and teaching

Post-training, students now think in English rather than translating from their mother tongue, significantly improving fluency. Aditi stated that *"Earlier, our students were scared to speak in English. Now, the confidence they have built through this project is visible, even if a outsider comes, they can speak a little without hesitation."* Teachers also feel empowered, using digital resources to make subjects like History and Science more engaging. The additional support from KEF educators has eased the burden of low teacher availability.

### Personal experience and support system

Aditi praises KEF facilitators' continued support, and credits them in providing guidance to students appearing for competitive exam preparations. Their dedication to the school is reflected in the collaborative way they support the Headmaster and the teachers in achieving the school's vision.

### Recommendations and a bright future ahead

Aditi hopes for continued spoken English training and digital learning enhancements. She envisions an English learning app similar to Khan Academy for mathematics, ensuring students remain competitive beyond school.

Through KEF's intervention, Zilla Parishad School, Dhanore has not only improved academically but also instilled confidence in students, preparing them for a brighter future.

# Program Depth

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

**100% schools received headmaster training, SMC orientation, teacher training, and digital classrooms.** Notably, **82%** of teachers reported daily use of digital tools in their classrooms.

Despite being in its early stages, the spoken English program demonstrated encouraging results, with **91%** of students showing improvement in their language skills.

Figure 8: Key initiatives in 2022-23, n = 11, (MCQ)

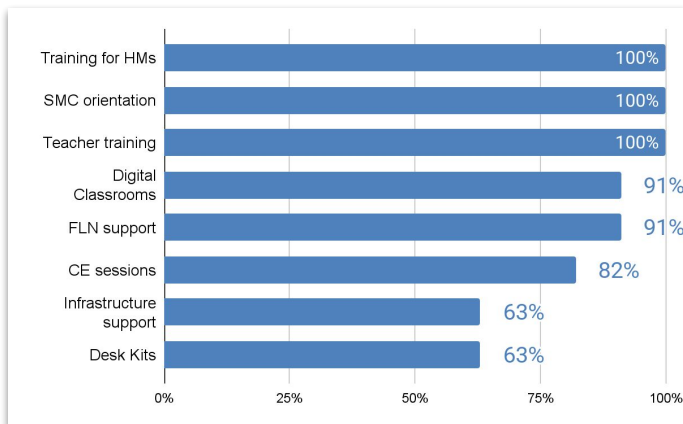


Figure 9: Improvement in English test scores, n = 1763

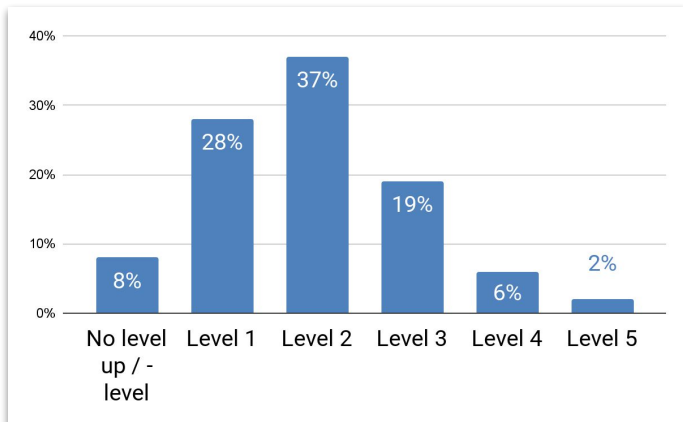
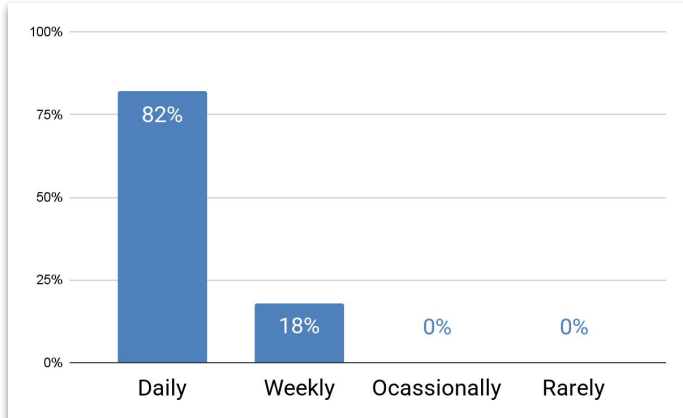


Figure 10: Frequency of using digital tools, n = 11



## Groundwork laid for key initiatives

Every school received core program elements, including headmaster and teacher training, while a large majority gained digital classrooms, FLN support (**91%**), and access to communicative English sessions (**82%**). Infrastructure support such as desk kits, the installation of internet routers and electrical fittings, improved the overall learning environment.

## Improvement in English proficiency

The program's Communicative English intervention demonstrated measurable impact, with **92%** students progressing by at least one proficiency level in the post intervention assessment as compared to the pre-intervention assessment.

During in-depth interviews, students effortlessly spoke beyond basic phrases, demonstrating their confidence in their English speaking skills. Students also recited poems and speech in English during school events and competitions, creating a sense of pride for school leaders as well as parents.

## Digital tools integrated in teaching pedagogy

Regular use of digital tools became a part of daily teaching practices, with **82%** of teachers integrating them daily and the remaining on a weekly basis, showcasing the program's success in raising technology-enabled learning environments.

Despite the regular use of digital tools by teachers, few schools reported connectivity issues, limiting the full potential of digital learning. Addressing these connectivity gaps with wider internet installations and technical support could further strengthen technology integration.

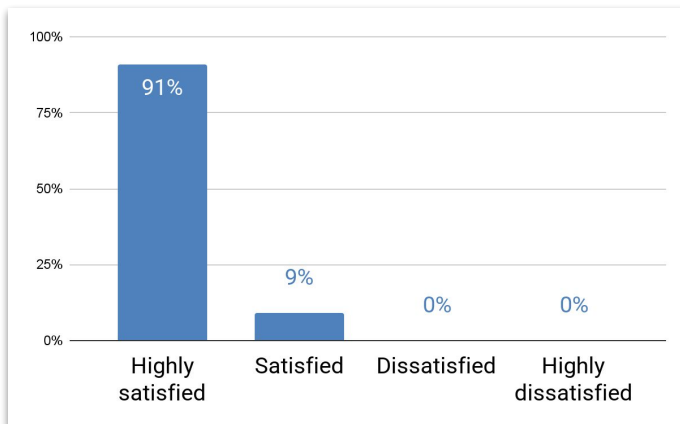
*"We want to be doctors, engineers, soldiers, teachers, and lawyers and because of KEF's English sessions, we feel more confident to achieve our dreams!" - Students, Z.P. Primary School, Dhanore, Pune district.*

# Program Depth

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

**100% of respondents acknowledged satisfaction and an inclusive approach by KEF facilitators.** Strong facilitator support, coupled with effective training and a focus on improving teaching pedagogy, led to significant improvements across key areas, including enhanced teaching performance, increased school prestige, improved learning outcomes, and a rise in student enrollment.

Figure 11: Support provided by KEF facilitator, n = 11



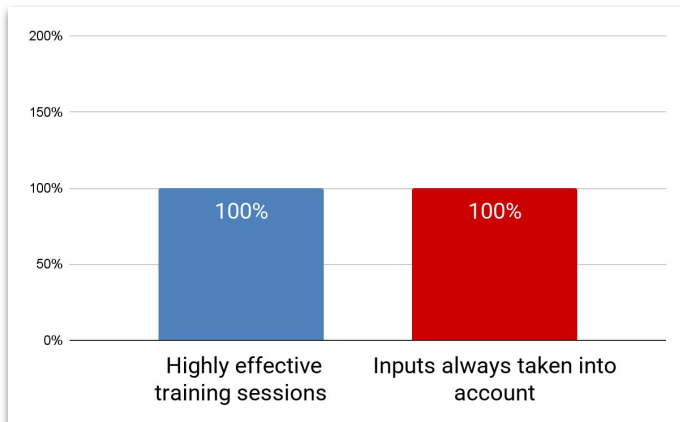
### Satisfaction with support and guidance received

The Model School Program demonstrated strong facilitation support, with **91%** of respondents reporting high satisfaction with the guidance provided by KEF facilitators.

### Effective training and inclusive approach

The facilitators delivered highly effective training sessions, a contribution widely recognized by teachers and headmasters in the quantitative survey. The inclusive approach adopted by KEF ensured that stakeholders' inputs were always considered and valued, promoting greater ownership and collaboration.

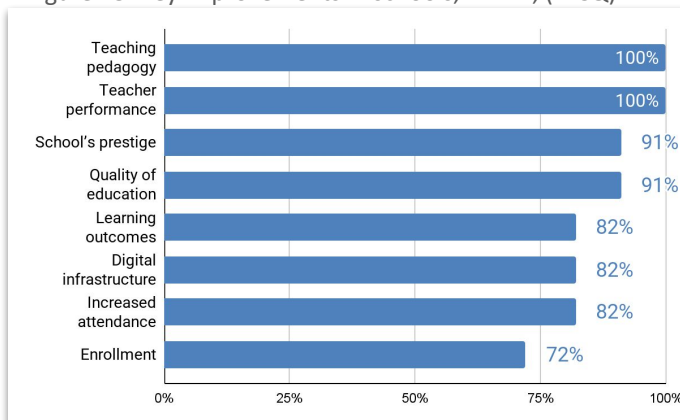
Figure 12: Effectiveness of training, n = 11



### Teachers' performance boosted

The program's support during the foundational period brought transformative improvements across key areas, with **100%** of respondents reporting enhanced teaching pedagogy and teacher performance. Additionally, **91%** observed a rise in their school's prestige and overall quality of education, while **82%** noted improvements in learning outcomes, digital infrastructure, and student attendance. The program also contributed to a increase in student enrollment highlighting its holistic impact on the school ecosystem.

Figure 13: Key improvements in schools, n = 11, (MCQ)



Teachers acknowledged that digital tools and AI-assisted lesson planning have helped improve efficiency, however there is still a shortage of subject-specific teachers, especially for language studies.

*"With Kotak Education Foundation's initiatives being implemented, our school is becoming self-sufficient and capable of providing quality education independently." - Principal of Z.P. Primary School Thane district.*

# Impact Story

## A journey from fear to confidence

### Breaking the ice

At the bustling Zila Parishad Primary school Dhanore in Pune, Maharashtra, a group of eighth-grade students eagerly shared their journey of learning English, a journey made possible by the Kotak Education Foundation. Once hesitant and shy, these students now confidently expressed their dreams and aspirations in English.

### Before the intervention: Struggling with English

Before the Kotak Education Foundation's intervention, English was just another subject on the timetable. *"There were so many hard words in English, and I couldn't understand them,"* shared one of the student. The fear of speaking made classroom participation rare. However, the arrival of KEF Facilitator with his spoken English classes changed everything.

### The transformational approach

*"Whenever the KEF facilitator tried to teach us, he never behaved like a teacher. He was like a friend with us,"* Bharti (name changed) recalled. The sessions were filled with engaging activities like role plays, dialogues, and conversations that encouraged students to speak without fear. This friendly approach not only made learning enjoyable but also sparked a newfound interest in the language.

### Overcoming hesitation

Another student shared how these classes helped her overcome her hesitation. *"Now, I feel like I am becoming fluent in English."* The impact was evident, as students reported improved reading abilities, better exam performance, and, most importantly, the confidence to dream bigger.

### Dreams for the future

With aspirations ranging from becoming a doctor to clearing the UPSC exams, the students believe that their improved English skills will be a stepping stone to a brighter future. *"In interviews, in college, even while visiting other countries—English will help us everywhere,"* said one of the 8<sup>th</sup> grade student with conviction.

The journey of these young minds highlights how the right guidance and encouragement can transform not just academic performance, but entire lives.

# Program Inclusion

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

The program demonstrated a strong focus on reaching underserved communities, with **72% of supported schools located in rural areas**. This emphasis on addressing the needs of students in under-resourced regions is further highlighted by the pre-test assessment, which revealed that **78% of students exhibited significant deficiencies in spoken English skills**.

Figure 14 Geographic distribution of schools, n = 21

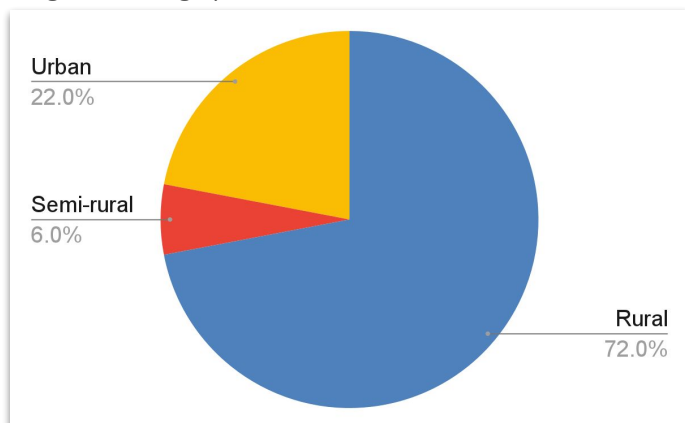


Figure 15: Pre-test proficiency levels in CE, n = 1853

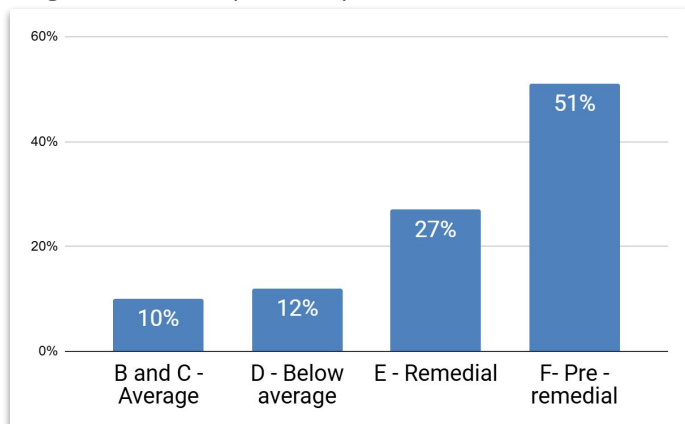
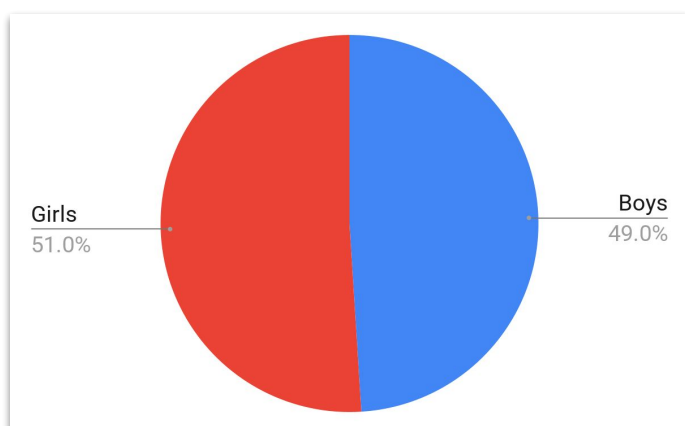


Figure 16: Gender distribution in CE sessions, n = 3108



## Geographical reach and accessibility

The Model School Program demonstrated a diverse geographical reach, with **72%** of schools located in rural areas, underscoring the program's commitment to enhancing education in underserved regions. Additionally, schools were situated in urban and semi-rural areas, ensuring equitable access to quality education across different contexts.

## Addressing language gaps in Communicative English

The baseline assessment for CE revealed that **78%** of students were at pre-remedial and remedial levels, highlighting the need for language support. The program addressed these gaps through targeted interventions and learning resources. While overall student participation and performance improved, teachers noted that some students still lagged behind. They emphasized the need for extra support, including remedial classes, personalized learning materials, and additional teaching aids to ensure no student is left behind.

## Ensuring gender inclusivity

The program prioritized gender inclusivity, with **49%** boys and **51%** girls participating in the CE sessions, highlighting its dedication to promote equal learning opportunities for both male and female students.

*"Before Kotak Education Foundation support, our school struggled with limited knowledge, poor infrastructure, and no digital resources. With their intervention, we now have, digital better learning outcomes, digital learning tools, and better facilities. Students are more confident, and our school was recognized as an 'Ideal School' under the CM Shree Yojana. This transformation has made a lasting impact, and we hope for continued support to sustain this progress." - Headmaster of Z. P. Primary School, Nashik district.*

# Impact Story

## Modernizing learning environments

### A dedicated educator's journey

Madhav Shinde (name changed) a teacher with 20 years of experience, has been working at Zilla Parishad Primary school Kaner since 2019. When he joined, the school faced several challenges, including poor infrastructure and low-quality education. Students lacked basic learning tools, and many struggled with English communication and academic confidence.

### Introduction of the Model School project

The Kotak Model School Project, introduced a transformative approach to learning. Through teacher training sessions, teachers like Mr. Shinde learned innovative teaching methods, such as using smart TVs, interactive dashboards, and digital tools. Activities like Communicative English sessions, leadership programs, and vocabulary-building exercises significantly improved student engagement. These interventions not only enhanced classroom teaching but also increased student confidence in speaking and writing English.

### Overcoming barriers in education

Before the project, students faced significant challenges, including low confidence, poor communication skills, and limited exposure to English. The innovative teaching methods introduced by KEF, such as using technology for interactive learning, helped bridge these gaps. Students began to excel academically and participate actively in class, while the use of technology made learning enjoyable. Teachers also noted improved learning outcomes and reduced obstacles in the syllabus. Students particularly enjoyed using smart TVs and participating in interactive activities, which improved their confidence. Despite the program's success, Mr. Shinde suggests adding more offline teacher training sessions and workshops for continuous development and highlights the need for continued infrastructure development to accommodate more students.

### A brighter future for education

The program has brought a noticeable change in the school environment, aligning it with modern educational standards. Students now outperform their peers in neighboring schools, and teachers feel empowered by the support from Kotak Education Foundation. This initiative is a shining example of how focused interventions can elevate education in underserved schools. As noted by Mr Shinde, *"Because of Kotak Education, the environment in the school has changed and it has become more like a private school."*

# Program Sustainability

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

**Increased community participation, coupled with effective program implementation, led to a significant improvement in school ratings, with 90% of respondents rating their school a 4 on a scale of 1 to 4 post intervention, compared to 40% before.**

Figure 17: SMC / Parents involvement, n = 11

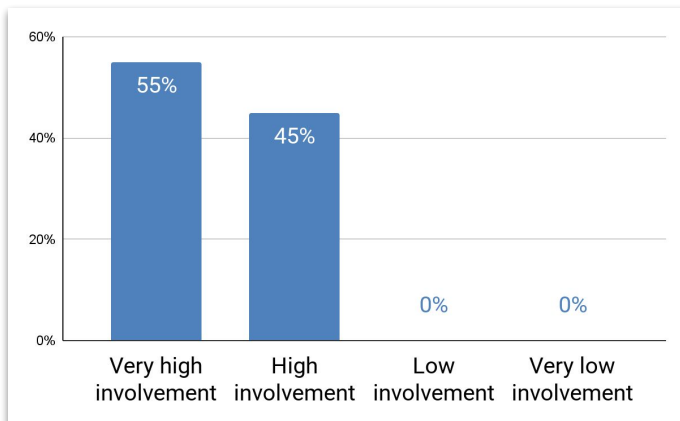


Figure 18: Improvement in Communicative English (CE), n = 11

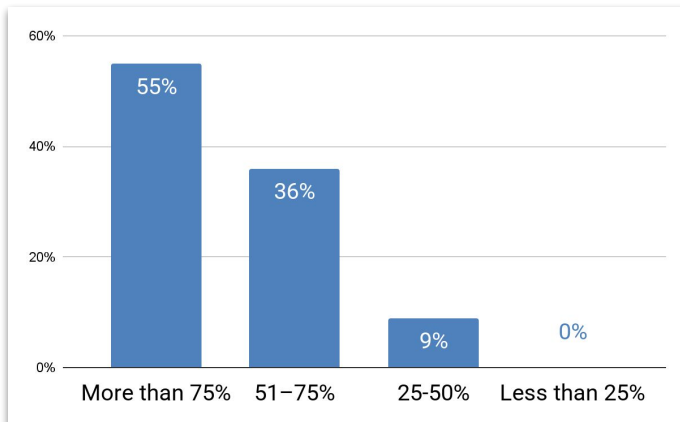
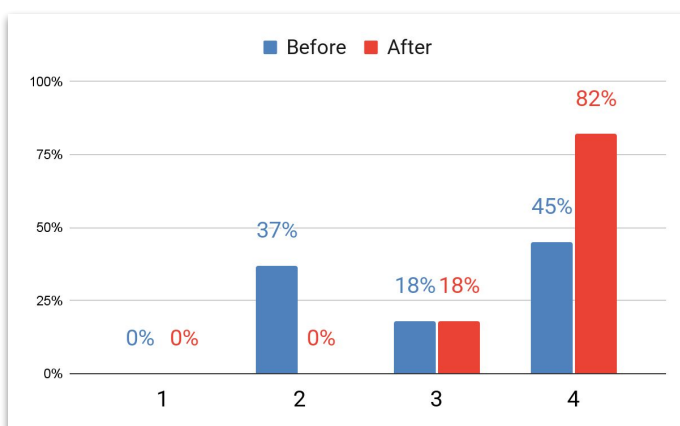


Figure 19: School rating : Model school status, n = 11



## Strengthening community engagement

The program significantly enhanced community involvement by reinforcing the participation of School Management Committees (SMC) and parents in school activities. Post-intervention, headmasters and teachers reported high levels (**100%**) of engagement, with no instances of low participation, highlighting the program's success in fostering collaborative partnerships.

## Observable progress in Spoken English

The intervention yielded substantial progress in students' English communication skills, with **55%** of teachers reporting over **75%** improvement in children's spoken English and **36%** demonstrating gains between 51-75%. These advancements were reflected in students' ability to engage in conversations, recite poems, and participate confidently in English-speaking competitions, stimulating a sense of pride among school leaders and parents.

## Transformation in school performance

Self-assessment by schools indicated a remarkable shift in their model school status. Post-intervention, schools rated themselves at the highest level (4 out of 4), compared to only **45%** before the program, underscoring the program's transformative impact on overall school performance and quality.

*"We observed significant improvements in our students' English skills. Many Banjara communities reside in our area, and they often struggle with the local language itself. This challenge, in turn, motivated our students to enhance their English proficiency." - Teacher of Z.P. school Waveghar, Raigad district.*

# Impact Story

## Building an ideal school through leadership and innovation

### Transformational leadership

Pratibha Apte (name changed), Headmaster of Z. P. Primary School, Modale in Nashik, has been guiding the institution since 2007. Under her leadership, the school has experienced significant transformation, driven by the initiatives of Kotak Education Foundation.

### Background and challenges faced

Before KEF's intervention, the school struggled with limited resources. A single teacher handled multiple subjects for grades 1 to 5, making it difficult to provide quality education. Students had minimal exposure to English and Mathematics, leading to low confidence and academic performance. Additionally, infrastructure gaps such as the lack of drinking water and digital learning tools hindered the learning experience.

### Interventions by Kotak Education Foundation

KEF introduced subject-specific teachers for English and Mathematics, significantly improving student engagement and comprehension. Digital learning tools, including smart boards and tablets, were provided, enhancing interactive learning. KEF also implemented structured portfolios for students, helping track their progress systematically. The headmaster stated that *"before coming to Kotak, there was no water for the children to drink. Now, we got drinking water, digital facilities, 3 TVs, and tabs. The boys run the tabs very well."*

### Positive impact and transformation

With dedicated teachers and digital support, students began excelling in English and Mathematics. The school's performance improved to such an extent that it was recognized as an ideal school under the PM Shri Yojana. Last year, it won the national-level second award in the 'Ideal School' category. Regular parent meetings and student assessments further strengthened learning outcomes.

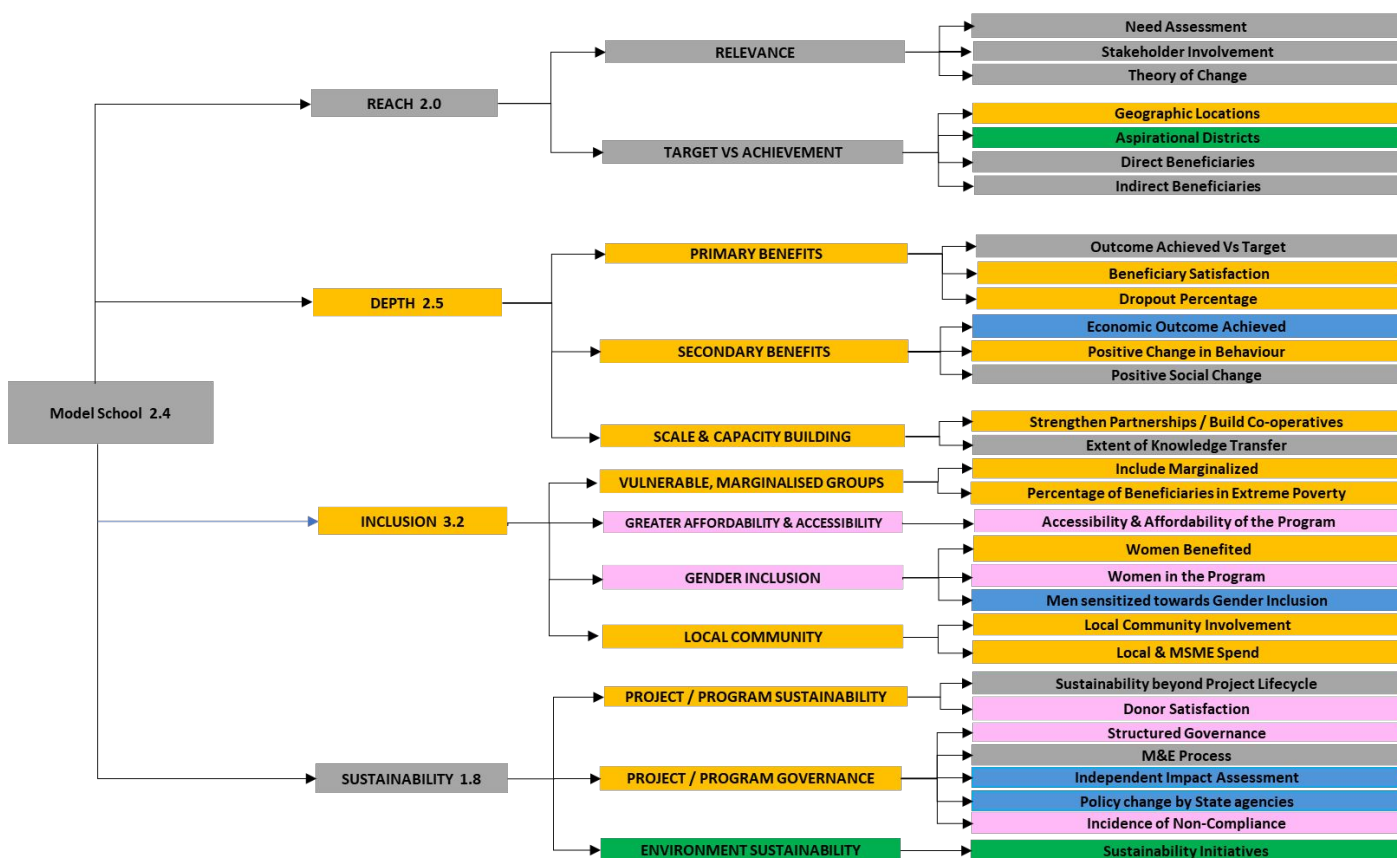
### Personal experience and recommendations

Headmaster expresses immense gratitude to KEF for its consistent support. She recommends continued interventions for the next two years to sustain the progress and support in developing science lab for the school. With KEF's help, Z.P. Primary School is now a model of excellence, inspiring schools across the Igatpuri Taluka.

# Impact Tree

Based on program data shared by Kotak Education Foundation , as well as findings from the primary data collection, Aspire Impact’s NPO assessment framework has provided the Model School Program with an overall rating of **2.4/4** and we have thus awarded it with a **Silver 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		

# Stakeholder Insights

During the qualitative interactions with the primary and secondary stakeholders of the project following insights were garnered

Stakeholder type	Strengths and Successes	Challenges and Areas for Improvement
Headmasters	<ul style="list-style-type: none"> <li>● The introduction of digital infrastructure (smart TVs, tablets, laptops, routers) has improved learning engagement</li> <li>● Parental involvement has increased through meetings and school activities.</li> <li>● Significant improvement in students' English communication and confidence.</li> <li>● Regular teacher training programs have enhanced pedagogy and the integration of digital tools.</li> <li>● Positive impact on learning outcomes, with more students achieving higher grades. For example, in the post-CE assessment results, most students progressed to Level 1, Level 2, or Level 3 in Communicative English proficiency.</li> <li>● Enhanced school infrastructure, including better classrooms, drinking water facilities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● High student-to-teacher ratio limits personalized attention and interactive teaching methods, affecting overall learning outcomes.</li> <li>● Insufficient number of classrooms, requiring 3-4 more to accommodate students.</li> <li>● Frequent transfers of headmasters and teachers.</li> <li>● Limited resources for bilingual education (Marathi, Hindi, English) for migrant and tribal students.</li> <li>● Slow and inconsistent internet connectivity affecting digital learning.</li> <li>● Need for continued support post-intervention for sustained progress like teacher training refreshers, digital infrastructure maintenance, regular mentoring sessions</li> <li>● Need for sharing training modules with schools for continuity and software access for digital learning after the program phase-out.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>● Students' academic performance has significantly improved, like speaking skills, increased participation in competitions and improved grades in Maths,.</li> <li>● Digital tools (Kahoot, Spinwheel) have made lessons more interactive and engaging.</li> <li>● Training programs have enhanced teachers' skills in modern pedagogy and leadership.</li> <li>● Increased participation in competitions and public speaking activities.</li> <li>● Parents are transferring their children from private schools to government schools due to visible improvements.</li> <li>● Schools have been recognized for excellence (ideal school awards, improved Annual State of Education Report/National Achievement Survey assessments).</li> </ul>	<ul style="list-style-type: none"> <li>● Limited revision and practice time due to packed schedules.</li> <li>● Parental involvement is still a bit low among daily wage laborers.</li> <li>● Language barriers among students, requiring more bilingual learning resources.</li> <li>● Need for more English learning platforms like paid softwares.</li> <li>● Need for further training in digital tools and new methodologies.</li> <li>● Need for continued practice and reinforcement post-Kotak intervention.</li> </ul>

# Stakeholder Insights

During the qualitative interactions with the primary and secondary stakeholders of the project following insights were garnered

Stakeholder type	Strengths and Successes	Challenges and Areas for Improvement
Students	<ul style="list-style-type: none"><li>● Increased confidence in speaking English.</li><li>● Students now find English easier and more scoring.</li><li>● Enjoyable teaching methods like role plays, conversations, and skits have helped in learning.</li><li>● Digital classrooms and smart TVs are used for concept clarity.</li><li>● Students believe English will help them in future careers and higher education.</li><li>● The eco-friendly approach of reducing paper use through digital learning promotes sustainable practices, as students access learning materials electronically, minimizing paper consumption.</li></ul>	<ul style="list-style-type: none"><li>● Some students are still hesitant to express themselves in English. For example, there are fewer opportunities to engage in English conversations outside the classroom.</li><li>● Digital tools are mainly used for English, with limited usage in other subjects.</li></ul>

# Recommendations

Particulars	Current Scenario/Observation	Suggestive Measures	Priority
<b>Parental involvement</b>	<ul style="list-style-type: none"> <li>Parental involvement was reported as very high in 60% of schools, while 40% had high but less consistent involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate awareness programs and workshops to further engage parents, encouraging consistent participation in school activities and reinforcing learning support.</li> </ul>	Medium
<b>Teacher training</b>	<ul style="list-style-type: none"> <li>All teachers received training, but there were challenges like time limit, packed schedules, no practise assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Implement follow-up training and periodic refresher courses to support teachers in adopting new teaching methods and effectively integrating them into classrooms.</li> </ul>	High
<b>Digital challenges</b>	<ul style="list-style-type: none"> <li>Slow and inconsistent Wi-Fi connectivity hampers the use of smart TVs, and tablets.</li> </ul>	<ul style="list-style-type: none"> <li>Improve internet infrastructure and provide sustainable, free-access digital learning resources. Ensure regular maintenance of existing digital equipment.</li> </ul>	Medium
<b>Language barriers</b>	<ul style="list-style-type: none"> <li>Limited bilingual teaching resources are available.</li> </ul>	<ul style="list-style-type: none"> <li>Develop bilingual teaching materials to aid language transition. Conduct additional remedial language classes to support non-native speakers.</li> </ul>	High

# 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 Model School Program aligns with these approved activities:

Sub-Activity as per Schedule VII Section	Alignment
<p>(ii) Promoting education, including special education and employment-enhancing vocational skills, especially among children, women, elderly, and differently abled, and livelihood enhancement projects.</p> <p>The Model School Project focuses on enhancing the quality of education in government schools through key initiatives like capacity building of teachers, providing digital infrastructure, Foundational Literacy and Numeracy (FLN) interventions, and Communicative English sessions for students, thereby enhancing the overall quality of education. This holistic approach not only strengthens academic outcomes but also creates an inclusive learning environment, aligning with the broader objective of promoting education and empowering communities.</p>	<p>Completely</p>

## Alignment with SDGs

The Model School program aligns with the United Nations Sustainable Development Goals (SDGs), addressing specific targets to ensure inclusive and quality education, promote gender equality, and foster economic growth.

SDG	Target	Alignment
 <p><b>4 QUALITY EDUCATION</b></p>	<p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary education leading to relevant and effective learning outcomes.</p>	<p><b>Completely:</b> Ensures access to quality primary education through capacity building of teachers, FLN interventions, digital resources, and Communicative English sessions.</p>
	<p>4.8 Build and upgrade education facilities in school and provide safe, nonviolent, inclusive and effective learning environments for all.</p>	<p><b>Completely:</b> Builds and upgrades education facilities through digital infrastructure, smart classrooms, and inclusive learning spaces.</p>

# Annexure 1: Abbreviations

Term	Definition
CSR	Corporate Social Responsibility
KMBL	Kotak Mahindra Bank Limited
SCERT	State Council of Educational Research and Training
KEF	Kotak Education Foundation
CE	Communicative English
FLN	Foundational Literacy and Numeracy
ZPPS	Zilla Parishad Primary Schools
SMC	School Management Committee
HM	Head Master
ASER	Annual Status of Education Report
NAS	National Achievement Survey
TPR	Total Physical Response
AI	Artificial Intelligence
TV	Television
TOT	Training of Trainers

## Annexure 2: Glossary

Term	Definition
CSR	Corporate Social Responsibility (CSR) is a business practice that considers the impact of a company's actions on society and the environment. It's a way for businesses to be more accountable to their stakeholders and the public.
CE	Communicative English refers to the practical use of the English language for effective communication in real-life situations. It focuses on developing speaking, listening, reading, and writing skills to help individuals express their thoughts, ideas, and needs confidently and clearly.
FLN	FLN (Foundational Literacy and Numeracy) refers to the basic ability of children to read with understanding, write simple sentences, and perform basic mathematical operations such as addition, subtraction, multiplication, and division.
ZPPS	Zila Parishad Primary Schools refer to government-run primary schools that are managed and administered by the Zila Parishad (District Council), which is the top-tier governing body of the three-tier Panchayati Raj system in India.
SMC	SMC (School Management Committee) is a statutory body formed under the Right to Education (RTE) Act, 2009 in India. It is a community-based group responsible for overseeing the functioning, development, and quality of government and government-aided schools.
ASER	The Annual Status of Education Report (ASER) is a large-scale, citizen-led household survey that assesses the foundational learning levels of children in rural India. Conducted by the non-governmental organization Pratham since 2005, ASER provides reliable estimates of children's enrollment status and basic learning outcomes in reading and arithmetic.
NAS	The National Achievement Survey (NAS) is a large-scale assessment conducted by the Ministry of Education, Government of India to evaluate the learning achievements of students in government and government-aided schools across the country.
TPR	Total Physical Response (TPR) is a language teaching method developed by Dr. James Asher in the 1960s. It is based on the coordination of language and physical movement, where learners respond to verbal commands through actions rather than words. In TPR, teachers give instructions in the target language (like "Stand up," "Close the door") while performing the action themselves. Students are encouraged to imitate the action, helping them associate language with meaning in a stress-free and engaging way.

## Annexure 3: List of figures

Figures	Graph Title
Figure 1	Gender distribution of respondents
Figure 2	Years of teaching experience
Figure 3	Schools participated
Figure 4	Actual students reached
Figure 5	Schools and teacher covered by district
Figure 6	Key challenges faced by school prior
Figure 7	Challenges during program implementation
Figure 8	Key initiatives in 2022-23
Figure 9	Improvement in English test scores
Figure 10	Frequency of using digital tools
Figure 11	Support provided by KEF facilitator
Figure 12	Effectiveness of training
Figure 13	Key improvements in schools
Figure 14	Geographic distribution of schools
Figure 15	Pre-test proficiency levels in CE
Figure 16	Gender distribution in CE sessions
Figure 17	SMC / Parents involvement
Figure 18	Teachers' feedback on Communicative English
Figure 19	School rating : Model school status