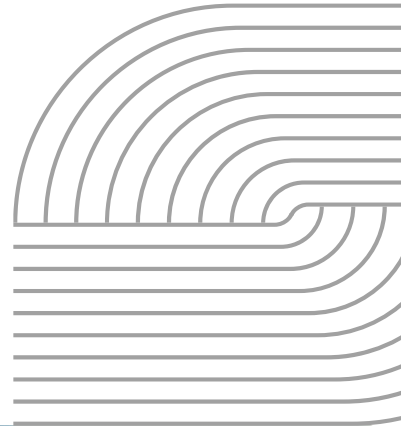


2025

## IMPACT ASSESSMENT REPORT

# MUKTANGAN INTEGRATED SCHOOL & TEACHER EDUCATION PROJECT



# Disclaimer

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This report reflects our views based on the accuracy and completeness of the information provided to Kotak Mahindra Prime Limited. We assumed the genuineness of all signatures and the authenticity of original documents but did not independently verify them. This is not an audit, and we do not express an opinion or assurance. Comments are not intended as legal advice or opinion.

Information from public or external sources has not been verified for authenticity, accuracy, or completeness, though we have sourced it from generally reliable sources. We disclaim responsibility for this information. Our views are not binding on any person, entity, authority, or Court. No assurance is given that opposing views will not be asserted or upheld by any authority or Court.

Our findings are based on information and explanations provided by the KMPL team and Muktangan. Neither KMPL nor its affiliates accept responsibility for errors in this report due to incorrect information provided by Muktangan.

References to 'Descriptive and Thematic Analysis' indicate analytical activities on the underlying data to present the information. We do not accept responsibility for the accuracy of the underlying data.

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By reading our report, the reader accepts the terms stated above.

## **Ethical Considerations**

- **Informed Consent:** Interviews were conducted with respondents' consent, and permission was reconfirmed after completion.
- **Confidentiality:** Participant information is kept private, with no disclosure of identities. Findings are presented anonymously.
- **Comfort:** Interviews were arranged according to respondents' preferences and schedules for their convenience.
- **Right to Reject or Withdraw:** Respondents could refuse to answer questions or withdraw from the study at any time.
- **All the images used in this report were taken with informed consent from the Muktangan team by the Project Researcher.**

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# Executive Summary

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Muktangan Education Trust (MET) implemented a scalable teaching and learning model aimed at strengthening teachers' capacities while providing high-quality English-medium education to children of Babasaheb Ambedkar school in Mumbai. The program focuses on fostering 21st-century skills such as critical thinking, creativity, and collaboration. Another core element of this teaching-learning model centers on building teachers' leadership skills, pedagogical proficiency, and life skills, ultimately shaping child-friendly education within schools.

The study set out to:

- Assess the impact of various initiatives on enhancing children's abilities.
- Examine how teachers' capacity building influences their leadership capabilities and pedagogical approaches.
- Recommend program improvements for more robust student outcomes.
- A mixed-method research design was employed—both cross-sectional and convergent parallel—ensuring a comprehensive exploration of the program. Data included:
  - 140 student surveys
  - 13 in-depth interviews (IDIs) with key stakeholders (teachers, parents, and faculty).
  - Both qualitative and quantitative data underwent separate analyses before being synthesized, with triangulation used to boost data reliability.

## KEY FINDINGS

- **Gains in Confidence:** Interactive pedagogy boosts problem-solving, self-expression, and social-emotional maturity.
- **Local Context:** Community-based teachers link lessons to real-life examples, deepening engagement.
- **Parent–School Partnership:** Frequent, open communication fosters trust and parent involvement.
- **Further Enhancement:** Broaden extracurriculars, improve infrastructure, and reinforce English practice to strengthen outcomes.

## CONCLUSION

In conclusion, the assessment of Muktangan's innovative education model underscores its significant contributions to holistic child development and community-driven learning. Expanding professional development for teachers—encompassing advanced pedagogical methods, technology integration, and enhanced leadership training—is poised to boost the program's long-term efficacy. By sustaining a collaborative approach that involves teachers, parents, and the wider community, Muktangan can continue elevating educational quality and ensuring children are well-prepared for future opportunities.

### About Project

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Muktangan Education Trust (MET) implemented a scalable teaching-learning model to build teachers' capacities, such as need-based leadership, pedagogical, and life skills, leading to child-friendly school education. MET collaborated with the government, teacher educators (pre-service & in-service), parents, the community, and other relevant stakeholders to implement this CSR project.

**The project's primary objective was to make English medium education accessible to the low-income communities of Mumbai and to develop among them 21st-century skills like critical thinking, creativity, and collaboration, which will enable them to develop an inclusive global outlook. The program's beneficiaries included adults and school-aged (Grades K-10) children from under-served communities in urban environments.**

Muktangan, as a demonstration model, collaborated with government bodies and partner organisations in urban regions to enhance capacity-building. Its continuous engagement with community teachers and students facilitates transformational change, significantly influencing educational outcomes and driving a broader community-level impact.



Figure 1: Location of implementation

Nearly all teachers (98% women) enrolled in the three-year Teacher Education Program with a qualification of HSC or lower. Despite starting out as first-generation learners and often dependents, they took pride in educating children from their own communities and eventually became primary breadwinners, contributing over half of their families' income. Most parents were part of the unorganized sector and had limited formal schooling.

## Project Context

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In the contemporary global landscape, thinking critically, fostering creativity, and collaborating effectively are indispensable skills for success and social progress. However, the disparity in access to quality education in India poses a significant challenge, particularly for low-income communities. English medium education, known for its comprehensive approach to learning and global relevance, offers a pathway to bridge this gap. Ensuring underprivileged communities access high-quality English medium education is essential for personal and professional development and nurturing an inclusive global outlook. This initiative equips students with the 21st-century skills necessary to thrive in a rapidly evolving world and contribute meaningfully to a more equitable and interconnected society.

Access to quality education remains a significant barrier for many in India's low-income communities. Public schools often struggle with inadequate resources, undertrained teachers, and insufficient infrastructure, which impede effective education delivery. Moreover, the dominance of regional languages in these schools limits students' exposure to English, a critical language for global communication, and access to vast knowledge resources. Consequently, these students are disadvantaged regarding higher education opportunities and employment prospects in a globalised economy.

IMAGE 1 :FIELD PICTURE 1





## Objectives of the Study

- Evaluate whether Continuous Professional Development (CPD) programs have led to improvements in teaching skills, classroom practices, and teachers' professional growth.
- Assess the impact of interventions on students' foundational literacy and numeracy outcomes.
- Measure how inclusive the teaching processes are for children with special needs and whether special education support meets their unique requirements.
- Assess the level of parental and community engagement in school activities, particularly regarding their role in children's socio-emotional development.
- Provide strategic recommendations for improving Muktangan's initiatives based on findings and insights from the data analysis.
- Gather and evaluate regular feedback from students on their learning experiences and satisfaction with educational support.

The **OECD DAC Framework** was used on a macro level for **Intervention impact assessment**. The OECD DAC Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability – and two principles for their use. These criteria provided a normative framework used to determine the merit or worth of an intervention (policy, strategy, programme, project or activity). They served as the basis upon which evaluative judgements are made.



Figure 3: OECD DAC framework

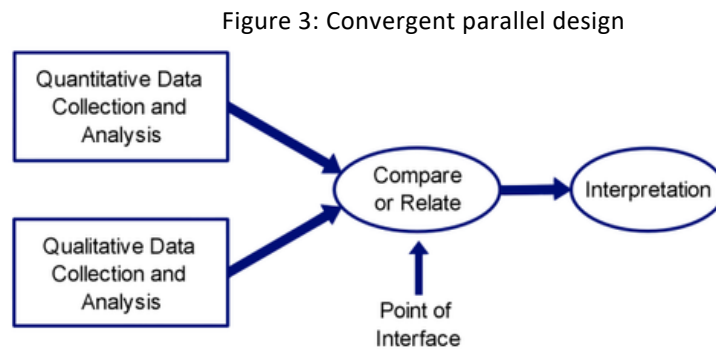
Source: OECD (2021), Applying Evaluation Criteria Thoughtfully, OECD Publishing, Paris, <https://doi.org/10.1787/543e84ed-en>.

## Research Design

### CONVERGENT PARALLEL DESIGN

By incorporating mixed methods, the present study harnessed the strengths of each approach. Field data collection provided an actor's perspective that allowed for in-depth insight into various project implementation aspects, including beneficiaries' experiences and implementing agency-staff involvement. On the other hand, qualitative data offered more profound and comprehensive knowledge of the data-driven process, which involved surveying if feasible or adopting alternative data collection methods

The research design employed a convergent parallel design to enable an overall conclusion. This procedure involved independent analysis of qualitative and quantitative data, followed by combining the interpretation to draw conclusions (Creswell & Pablo-Clark, 2011). Triangulation was a process utilized to validate and enhance the credibility of the data (Carvalho & White, 1997).



Source: Convergent parallel design. Adoption from Creswell & Plano Clark, 2011

Data collection in the field offered an insider's perspective, enabling a deep understanding of project implementation and the experiences of the beneficiaries. The research design employed a convergent parallel design, allowing for comprehensive conclusions. Qualitative and quantitative data were separately analyzed and then integrated to draw inferences. Triangulation was employed to validate the data and enhance its credibility.



## Methodology

Our research employed a mixed methodology, combining qualitative and quantitative approaches to comprehensively understand the subject under investigation. The qualitative aspect involved in-depth interviews to gather participants' nuanced insights, opinions, and experiences. These qualitative data helped us explore the depth and context of the phenomenon being studied.

On the quantitative front, structured surveys were conducted to collect numerical data that allowed for statistical analysis. This approach provided us with quantifiable patterns, trends, and correlations within the data, enhancing the reliability and generalizability of our findings.

Qualitative data provided rich narratives, while quantitative data offered statistical rigour and broader trends.

## Sampling

Quantitative Survey: Data was obtained from a quantitative survey. **Purposive sampling** was preferred, with the strata prepared to represent the socio-economic differences between stakeholders.

The sample size was determined using Cochran's formula, with a 95% confidence level and a 5% margin of error. The formula, including the version for small populations, was utilized as shown below:

$$n_0 = \frac{Z^2 pq}{e^2}$$

e Margin of error  
p Population proportion  
z Use Z Table

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

## Quantitative Sampling Plan

Participant Category	Total Population	Sample Size	Method	Rationale
Grade 6 Students	43	30	Surveys	To assess engagement in classroom discussions and activities.
Grade 7 Students	32	25	Surveys	To evaluate students' perceptions of academic support and challenges.
Grade 8 Students	43	30	Surveys	To capture students' feedback on skill development and teaching methods.
Grade 9 Students	38	28	Surveys	To assess students' readiness for higher education and career aspirations.

Table 1: Sample Size

## Qualitative Sample Plan

Participant Category	Total Population	Sample Size	Qualitative Tools	Rationale
Mohalla Library Parent	10	1	1 KII	To assess the role of the library in supporting children's learning and parental engagement.
Grade 8 Students	43	6	1 FGD, 1 IDI	To assess subject difficulties and learning support.
Grade 9 Students	38	6	1 FGD, 1 IDI	To analyze future aspirations and transition support.
Children with Special Learning Needs	5	1	1 IDI	To understand inclusivity support and learning experiences.
Teachers and Teacher Educators	70	12	6 IDIs, 1 FGD	To assess teaching effectiveness, CPD impact, and collaboration.
Preservice Trainees	~5	2	2 IDIs	To gather insights into training, mentorship, and classroom readiness.
Principal	1	1	1 IDI	To gather insights into training, mentorship.
Grade 1-3 Student	120	10-12	1 FGD	To assess subject difficulties and learning support.
Grade 4-5	80	10-12	1 FGD	To assess subject difficulties and learning support.

Table 2: Sample Size

## Data Analysis

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The data, including detailed field notes, were comprehensively transcribed without any omissions. Essential codes were identified and synthesized to reveal prominent themes, highlighting both commonalities and unique aspects within the data sets. Key insights were derived from these consolidated themes.

The analysis and thematic findings were then compared with the established objectives and previous programmatic data to identify any discrepancies and their underlying causes.

## Data quality assurance, validation and analysis

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For the study's qualitative data, quality was assured through accurate coding and transcriptions of the interviews of stakeholders. It was then systematically analyzed to extract meaningful insights. The lead researcher monitored the process closely.

Similarly, the quantitative data was accurately cleaned and then analyzed using software such as MS Excel. Meaningful representations were extrapolated using the data to accurately illustrate and depict the data.

## Ethical Concerns

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During the research, interviews were conducted with the students, teachers parents, and trainees adhering to ethical rules of social research. This involved obtaining informed consent, ensuring privacy, and avoiding harm. ImpactDash adhered to the Unicef Procedure on Ethical Standards in Research, Evaluation, and Data Collection and Analysis (2021).

## Limitations

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### Time Constraints

- Data collection occurred over a limited period, potentially restricting in-depth exploration and follow-up on emerging insights.

### Language and Literacy Barriers

- Low literacy levels among some parents and community members may have influenced the depth and accuracy of responses, particularly in written surveys.

### Self-Reporting Bias

- Interviews and questionnaires relied heavily on participants' own accounts, which can be affected by memory lapses or a desire to give socially acceptable answers.

### Sample Representation

- Although purposive and stratified sampling were used, certain subgroups—such as children with special needs or parents in transient work—may not be fully represented in the data.

## Student's Profile

A total of 119 children participated in the quantitative phase of the impact assessment. The following table presents the distribution of these students across various grades.

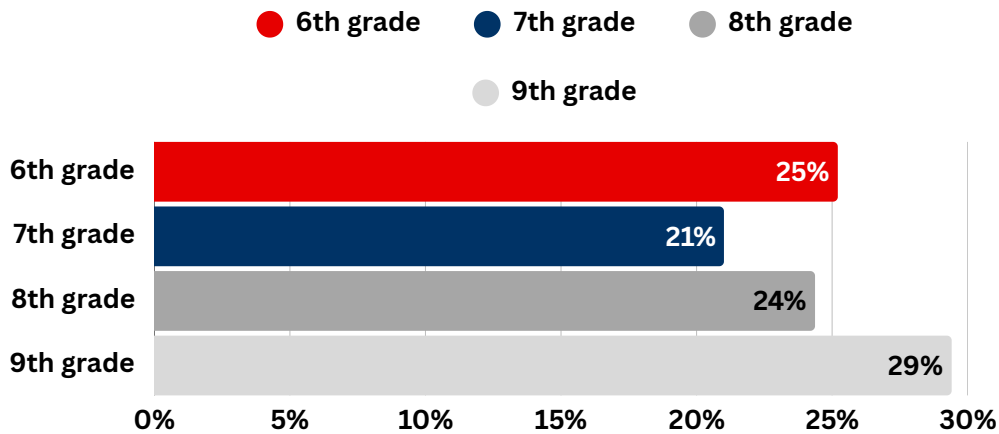


Figure 4: Class-wise Distribution of respondents

Grade responses shows that the highest number of participants are from 9th grade, contributing 29% of the total responses. Following closely, 6th grade accounts for 25% of the responses, indicating a strong presence of younger students in the classroom environment. Similarly, 8th grade contributes 24%, reflecting a balanced level of participation from middle-grade students. 7th grade has the lowest representation, with only 21% of responses.

Age responses shows that 64% of participants belong to the 12-13 years age group, indicating that the majority of students are in their early adolescent years. The 14-16 years age group accounts for 31% of the responses. On the other hand, the 10-11 years age group represents only 5% of the responses.

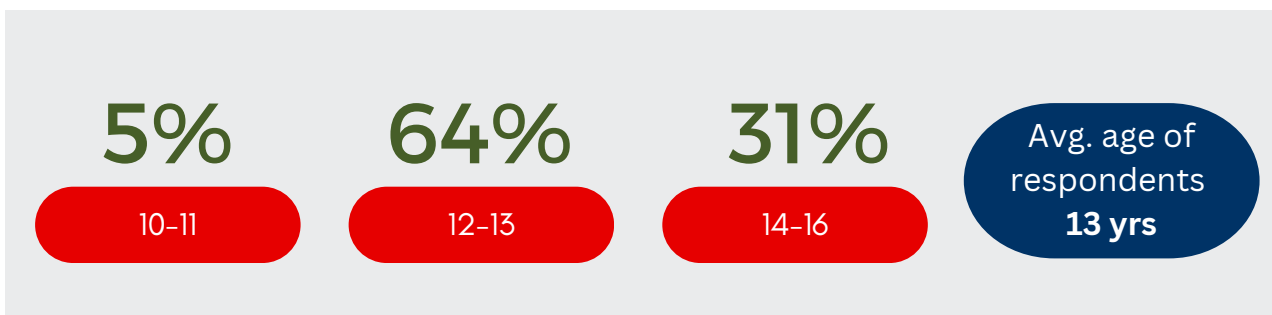


Figure 5: Percentage distribution of students in different age brackets

Language is the most favored subject, with 28.85% of students interested in reading, writing, and communication. Math follows at 25.96%, reflecting strong analytical skills. Other subjects (15.13%) highlight diverse interests beyond the core curriculum. Science (14.24%) shows moderate appeal, while Sports (11.54%) reflects enthusiasm for physical activity. Arts (6.73%) attracts a smaller but passionate group, and Computer (0.96%) sees the least interest, suggesting a need for greater engagement.

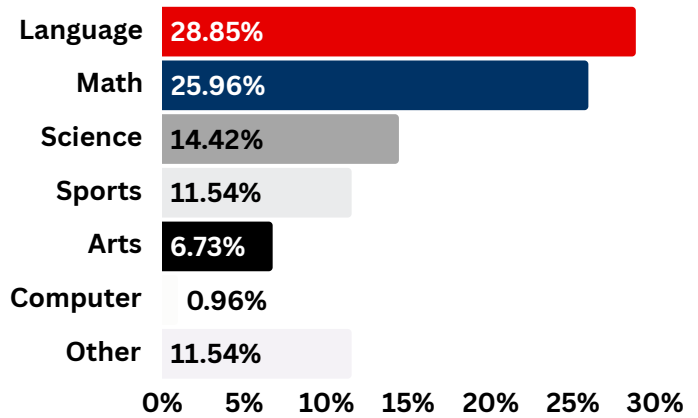


Figure 6: Preferred subject

A total of 42.02% of respondents described their classes as “Very Enjoyable,” and 35.29% characterized them as “Enjoyable,” resulting in an overall satisfaction rate of 77.31%. Meanwhile, 21.85% expressed a “Neutral” stance, suggesting no strong preference, and only 0.84% indicated that they found classes “Not Enjoyable,” demonstrating minimal dissatisfaction.

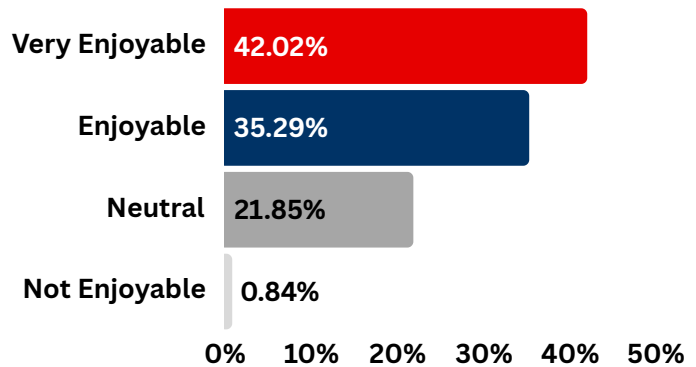


Figure 7: Learning experience

Out of 119 responses, all respondents (100%) confirmed that they have QCT (Quality Circle Time) sessions in their school. This indicates that the QCT sessions are effectively implemented across the school, ensuring that all students benefit from opportunities to engage in group discussions, express themselves, and develop interpersonal skills.

### Circle time

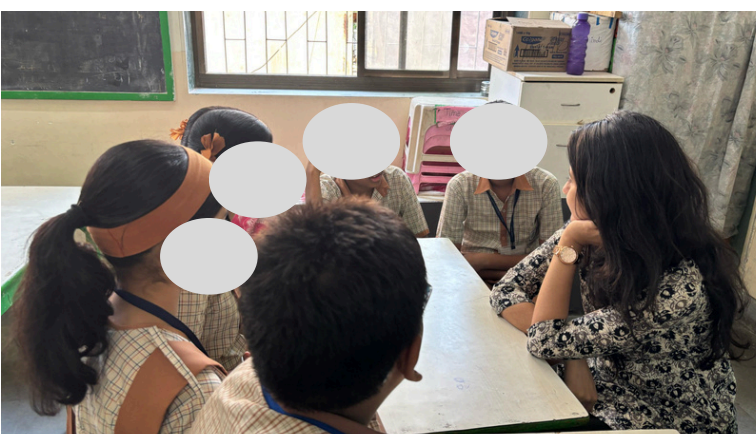


IMAGE 2 :FIELD PICTURE 2



Figure 8: Implementation of QCT Sessions Across Muktangan

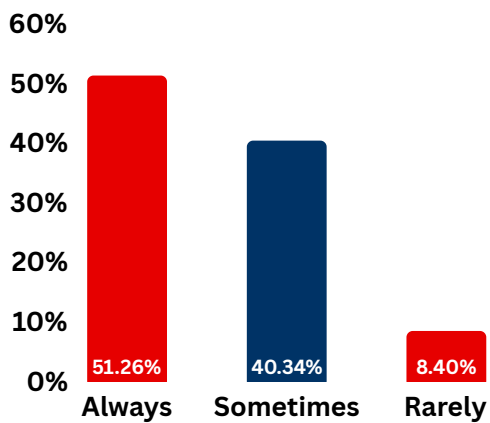


Figure 9: Participation in class discussions

A majority of students, 51.26% (61 students), reported that they always participate in class discussions or activities. 40.34% (48 students) indicated that they sometimes participate. 8.40% (10 students) mentioned that they rarely participate. none of the students reported that they never participate, which is a positive indicator of overall classroom engagement.

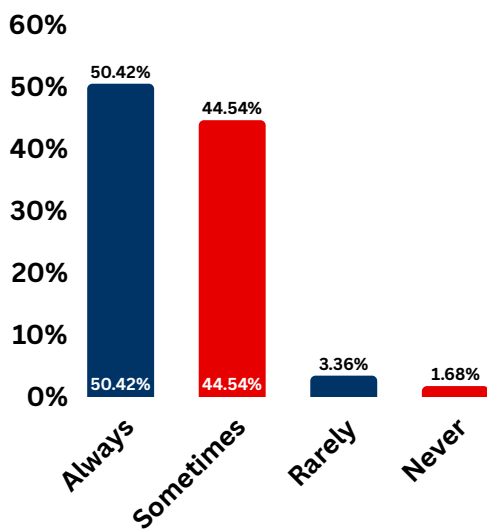


Figure 10: Classroom Questioning: Student Engagement

A majority of students, 50.42%, reported that they always feel comfortable asking questions, indicating a supportive and open classroom environment where students feel encouraged to seek clarification. Additionally, 44.54% of students mentioned that they sometimes feel comfortable. However, 3.36% of students reported that they rarely feel comfortable asking questions, and a small percentage, 1.68%, indicated that they never feel comfortable doing so.

Out of 119 responses, 65 students (55%) reported that they have noticed "a lot" of improvement in reading and writing, highlighting the effectiveness of Muktangan's teaching methods and support systems in enhancing literacy skills. Additionally, 40 students (34%) mentioned that they have experienced "somewhat" of an improvement in reading and writing skills, suggesting that while progress is evident, there may be room for further growth in these cases.

A small portion of the respondents, 14 students (12%), indicated that they noticed "not much" improvement in their reading and writing skills.

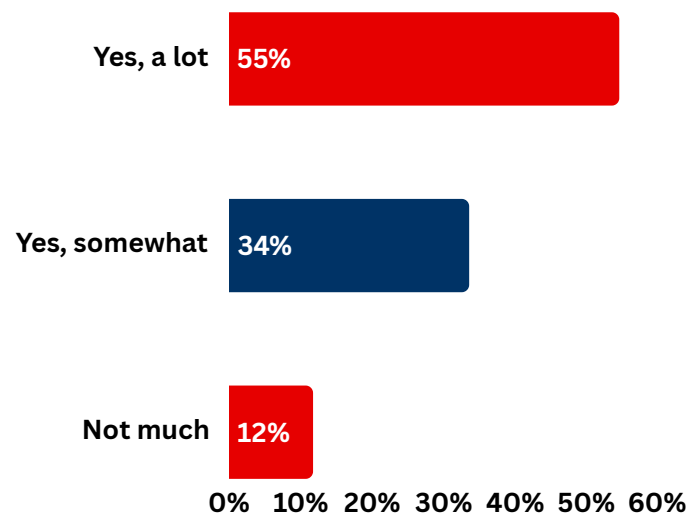


Figure 11: Improvement in Reading and Writing Skills

The majority of students reported positive growth in teamwork skills, with 52.1% stating they improved greatly and 42.9% indicating they improved somewhat. Only 4.2% felt that Muktangan did not really help, and 0.84% reported no improvement. Overall, Muktangan has been effective in enhancing teamwork skills for most students.

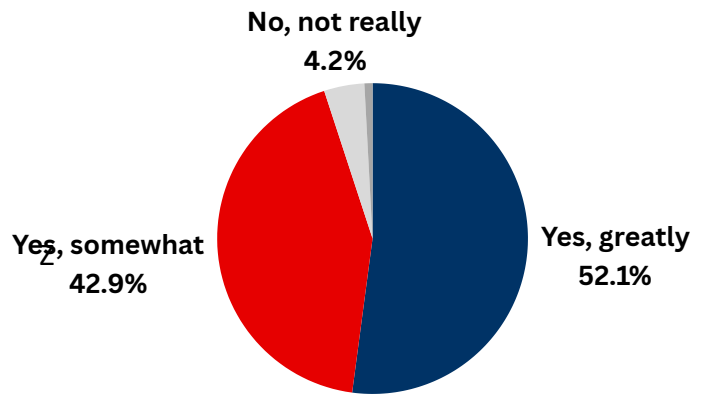


Figure 12: Teamwork Skills Development Through Muktangan

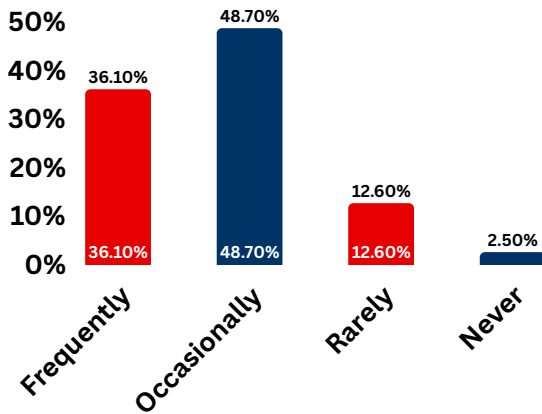


Figure 13: Opportunities of extra curricular activities

36% of respondents reporting that they frequently get opportunities to engage in extra curricular activities. Another 49% stated they occasionally participate, indicating that while many students have access to extracurricular activities, these opportunities may not be consistently available to all. 13% of respondents reported rarely getting opportunities, and 2% mentioned never having a chance to participate.

Parental support for students' schoolwork at Muktangan is highly encouraging, with 76.5% of respondents indicating that their parents always support them. An additional 19.3% reported that their parents sometimes provide support, showing that most students receive consistent or occasional assistance at home. However, 2.5% of respondents mentioned rarely receiving support, suggesting that a small percentage of students may require more guidance or resources at home.

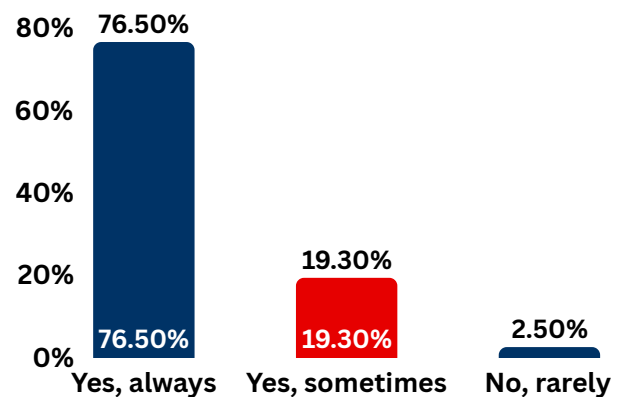
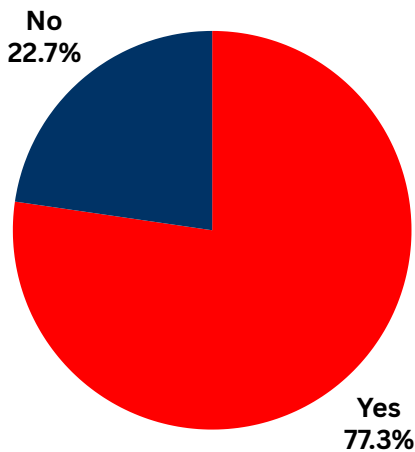


Figure 14: Parental support for Schoolwork activities



Muktangan has successfully engaged a majority of its students in community-based activities, with 77.3% of respondents reporting that they have participated in such initiatives. However, 22.7% of respondents mentioned that they have not taken part in any community-based activities, indicating that while participation is high, there is an opportunity to broaden involvement.

Figure 15: Student Participation in Community-Based Activities

“ I love how learning at Muktangan feels like an adventure rather than just another school day. In one English class, for example, we did a role play about our local history, and it wasn't just acting—it was like stepping into the story of our own community. My teacher explained how these historical events connect with our everyday lives, and I could actually see the relevance of what we were learning. It completely changed how I view education; instead of memorizing facts, I'm part of an experience that makes every lesson real and exciting.-

Vijayani (alias), Student

Students at Muktangan appreciate a wide range of aspects about their learning experience. 35.3% of respondents highlighted extracurricular activities as what they enjoy most, indicating a strong engagement with co-curricular learning. 22.7% mentioned teachers, reflecting a positive perception of their educators. 18.5% cited friends, showing that peer relationships play a significant role in their overall experience. 12.6% valued subjects, suggesting an interest in academic content, while 10.9% chose other reasons, indicating that a variety of unique factors also contribute to their satisfaction.

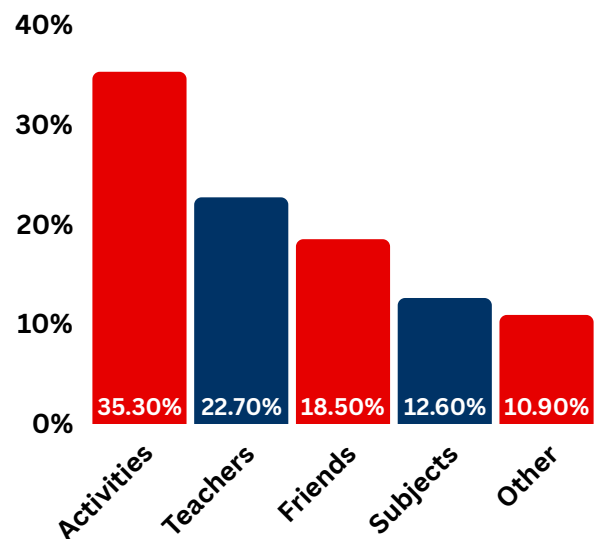


Figure 16: Key Aspects students enjoy most about studying at Muktangan

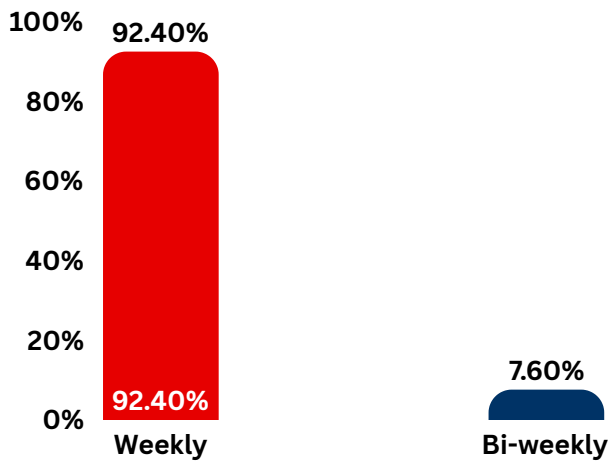


Figure 17: Student Satisfaction levels with Muktang's Environment and Support

Out of 119 responses, the majority of students reported that they have QCT (Quality Circle Time) sessions weekly. Weekly Sessions: 110 responses (92.4%) indicated that QCT sessions are held weekly. Bi-weekly Sessions: 9 responses (7.6%) indicated that sessions are conducted bi-weekly.

Out of 119 responses, 37% of students reported complete understanding of QCT sessions, while 38% indicated they somewhat understand them. However, 22% had limited or no understanding, and 3% indicating "not at all." Despite regular weekly sessions for most students, this gap suggests a need for clearer communication about the purpose and benefits of QCT.

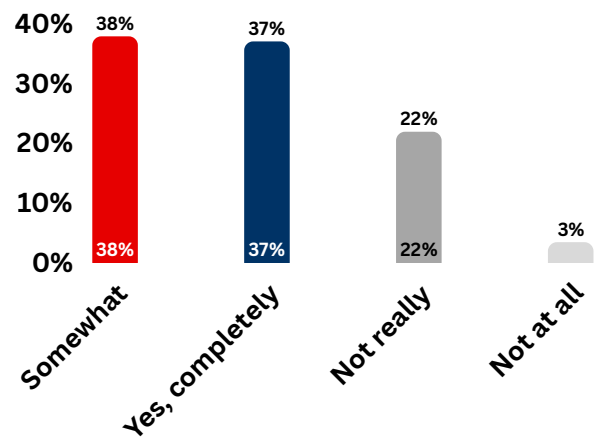


Figure 18: QCT Understanding

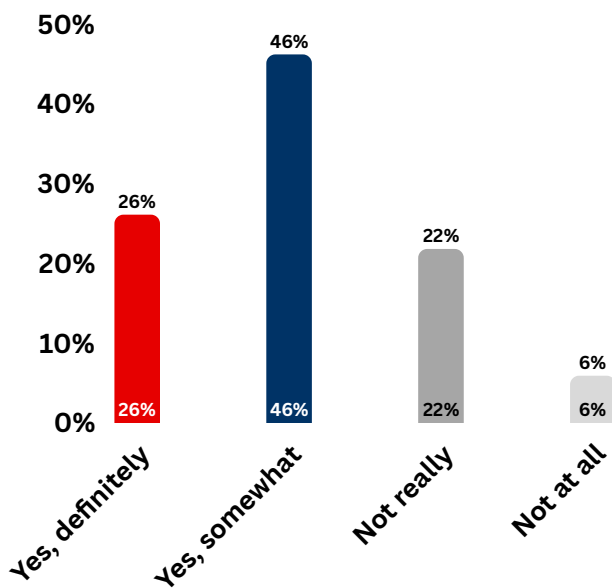


Figure 19: Effectiveness of QCT Sessions in Managing Emotions

A majority of students (46.2%) feel that QCT sessions help them manage emotions to some extent, while 26.1% reported they are highly effective. However, 21.8% feel the sessions are not very helpful, and 5.9% believe they are not helpful at all. While most students benefit, there is room to enhance emotional management outcomes for a small but notable group.

Students have expressed a desire for various improvements at Muktangan, with a strong emphasis on extracurricular activities. 41.2% of responses requested more activities, indicating a need for increased engagement outside of academics. 22.7% mentioned better facilities, suggesting an interest in upgraded infrastructure and resources. 20.2% highlighted the need for more support, reflecting a demand for additional guidance and assistance. Lastly, \*15.9% of respondents specified other suggestions, indicating that there are diverse and unique ideas for school improvements.

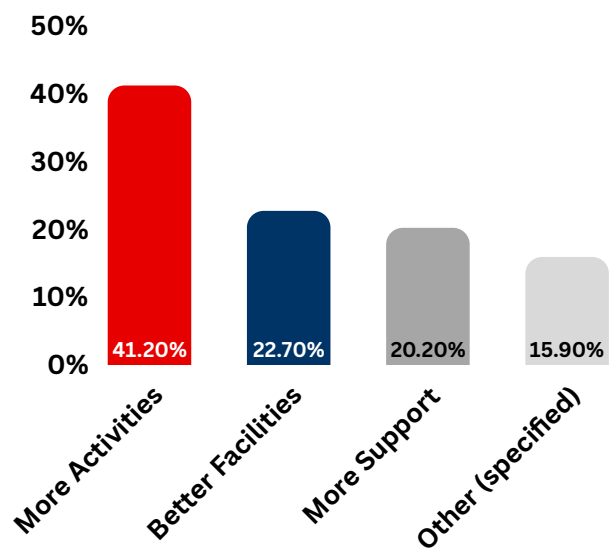


Figure 20: Student Suggestions for Enhancing the Muktangan Experience

“

Every day at Muktangan feels like stepping into a world where learning is deeply connected to my life. My teacher uses examples from our own neighborhood to explain difficult topics, making even the toughest subjects clear and relatable.

Ritu (alias), Student

“

What I love most about Muktangan is its hands-on approach. From interactive projects to inspiring field trips, learning here isn't confined to textbooks—it's an adventure that makes me excited to discover more every day.

Rina (alias), Student

“

At Muktangan, I don't just memorize facts; I see how lessons apply to my everyday experiences. When teachers share real-life stories from our community, it fills me with pride and motivates me to learn and grow.

Surabh (alias), Student

Out of the total 140 students, only those currently enrolled in Grade 8 (n=34) were eligible to provide feedback on their transition from education to career opportunities, using a scale of 1 to 10. These 34 students had participated in the career-readiness component of the program, making them the relevant subgroup for this assessment. The feedback indicated a notably high level of satisfaction and perceived benefit, highlighting the program’s effectiveness in preparing students for future academic and career pathways. These insights reflect the value of targeted support in bridging the gap between schooling and career readiness.

“ In my opinion, we learn a lot of things in muktangan like how to manage our stress and feel free and in career guidance.

-Naresh (alias), Student

“ Today, I know which career is good for me & what to do in my life. All thanks to career guidance from a teacher who taught us how to manage our stress and anxiety in mukt mind class.

-Uma (alias), Student

“ I love mukt mind sessions because there we learn how be mentally fit and how to handle our stress. Teachers also provide good advice and guidance for our careers.

-Kavita (alias), Student

IMAGE 3 :FIELD PICTURE 3



## Interactions with Primary students

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Interactions reveal that community-based, interactive teaching approaches at Muktangan resonate strongly with both early and later elementary students, though the nature of their engagement evolves with age. While younger students thrive on play and immediate sensory feedback, older students begin to appreciate deeper, reflective interactions that connect learning to personal experience and broader classroom dynamics. Analysis of the focus group discussions (FGDs) conducted with students in classes 1–3 and classes 4–5, highlighting the key themes and differences emerging from the two age groups:

### Classes 1–3: Early Learning Experiences

In the FGD with 1–3 class students, responses were characterized by simple, immediate reactions and vivid descriptions of what makes school enjoyable. Young learners often focused on concrete aspects of their experience—for example, they mentioned activities like story-telling, playful interactions, and engaging group activities. Their language was straightforward, with many children expressing excitement for “fun” sessions and hands-on experiences. These early learners appreciated when teachers used tangible aids (such as songs, drawings, and role-playing) to bring lessons to life. The limited vocabulary and the emphasis on sensory experiences indicated that these children are primarily responsive to immediate, visual, and kinesthetic forms of learning. The data suggests that when teachers incorporate playful, interactive elements into the curriculum, even the youngest students become active participants in the learning process. Overall, the FGD data from classes 1–3 reflects an environment where school is viewed as a fun and safe place, and where simple, engaging activities serve as a powerful motivator for early learning.

### Classes 4–5: Developing Autonomy and Engagement

In contrast, the FGD with students from classes 4–5 revealed a more nuanced understanding of their school experience. These students demonstrated an increasing ability to articulate their thoughts and preferences about subjects, classroom activities, and even aspects of school infrastructure. While still valuing interactive methods, older students in classes 4–5 began to express more critical insights—for instance, they noted how certain teaching methods helped them understand difficult topics and how specific activities (like group projects and reading sessions) enriched their learning. Their narratives included reflections on both what they enjoyed (e.g., art and craft sessions, interactive digital lessons) and challenges they faced (such as distractions in larger group settings). This group showed an emerging capacity for self-reflection and a clearer connection between classroom experiences and their personal growth. They also expressed an awareness of the importance of a supportive environment and occasionally suggested improvements to enhance their learning.

## Interaction of students with Community-based Teachers

All respondents unanimously reported that interacting with community-based teachers was not only easier but also deeply enriching. Students emphasized that a healthy student-teacher relationship—with educators who share their local context—was instrumental in making learning feel both relevant and meaningful.



Figure 21: Percentage of students who found interacting with community teachers easy

The qualitative inputs from student FGDs and interviews revealed that students found these teachers uniquely attuned to the community's realities. They noted that lessons became more relatable when teachers incorporated examples drawn from everyday life, effectively bridging the gap between textbook content and the real world. According to the narratives, community teachers served as more than academic instructors; they functioned as mentors who skillfully wove local experiences, challenges, and stories into their lessons.

Teachers, in turn, described how their shared cultural background and community ties fostered a personalized educational approach. This approach allowed them to identify individual learning challenges and adapt their methods accordingly. Educators recounted that by drawing on familiar local narratives, they could create a classroom environment where students felt both seen and supported. Pre-service trainees echoed these sentiments, acknowledging that observing community-based teaching strategies significantly prepared them for managing diverse classroom dynamics.

“ I feel that my teacher, who grew up right here in our community, really understands our day-to-day struggles. When she explains a concept by linking it to what happens around us.

-Rina (alias), Student

“ Learning from someone who knows my neighborhood means I can relate to what they teach me. It's not just about textbooks—it's like having a mentor who shares my own experiences and challenges.-

Chahat (alias), Student

IMAGE 4 :FIELD PICTURE 4



## What the parents say

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Parents noted a wide range of transformations in their children—personal, emotional, skill-based, and academic. They highlighted several standout qualities that set Mukhtangan students apart:

- Increased self-confidence and self-esteem
- Improved problem-solving and critical thinking skills
- Enhanced communication and social skills
- Greater empathy and understanding of others
- Increased independence and responsibility
- Better time-management and organization skills
- Greater interest and passion for learning
- Improved academic performance and motivation

Parents unanimously expressed high satisfaction with Mukhtangan’s educational model, especially valuing its personalized teaching, life skill development, and strong parent-school partnerships. While a few infrastructural and co-curricular enhancements were recommended, parents deeply trust the school and credit it with shaping their children into confident, compassionate, and future-ready individuals.

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If we gave him just books before, he used to lose interest. But here, the teachers use board-based activities, and that makes him excited to learn new things.

- Kushal (alias), Parent

“

The teachers never ignore a phone call. Whether it’s study-related or personal, they always listen and guide us. That kind of support is rare to find.

- Balbir (alias), Parent

The analysis of parents’ in-depth interviews (IDIs) further revealed that they observed gradual and noticeable changes in their children’s decision-making abilities, confidence, and willingness to engage in various tasks. Parents appreciated the consistent teacher involvement in their child’s progress, which helped them better understand what their children are learning and how they can support them. This approach also provided opportunities for more interactive learning time with their children, strengthening the bond between school and home.

## From the Teachers

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Teachers across interviews emphasized that CPD sessions—conducted during vacations and throughout the academic year—enabled them to move from rote delivery to structured lesson planning. They reported enhanced ability to align lessons with learning outcomes, anticipate student difficulties, and plan for differentiated instruction. Tools like flashcards, puppets, and audio-visual aids are now integral to lesson execution. Moreover, several teachers who entered Muktangan with no prior teaching experience attributed their growth in classroom confidence and professional identity to CPD exposure.

Weekly “curd” or planning meetings—mentioned repeatedly by both teachers and leadership—serve as a space to co-design sessions, review strategies, and discuss classroom challenges. Teachers regularly plan in teaching triads, conduct peer observations, and share resources, which not only distributes pedagogical responsibility but fosters a culture of continuous reflection. This collaboration has been particularly effective in adjusting strategies for students with learning lags or behavioral needs.

Teachers articulated clear shifts toward using differentiated teaching materials and tailored approaches, especially for children with special needs or slower learning trajectories. Techniques such as schema activation, simplified task scaffolding, oral over written assessments, and chunking of learning objectives were widely cited. However, while strategies are being deployed, the depth and specialization (e.g., in handling autism, learning disabilities) are still evolving, with most teachers relying on experience and peer support more than formal SEN training.

Multiple teachers noted that children previously reluctant to speak or engage are now participating more actively, especially in group activities and peer learning setups. The use of real-life context, movement-based activities, and hands-on tasks (e.g., currency games, sandwich-making demos) has increased student responsiveness and comprehension. Engagement is not limited to high-performing students—teachers emphasized that even low-attention learners show improved focus when exposed to varied, sensory-rich materials.

Despite these strengths, challenges persist. Teachers cited long school hours as a factor affecting student attentiveness in the latter half of the day. Managing multi-level classrooms—especially where children with special needs are integrated—was identified as a persistent difficulty due to limited formal support structures and training. Additionally, the absence of adequate sports infrastructure and digital resources was seen as a constraint in delivering a dynamic, well-rounded curriculum.

Notably, teachers did not evaluate success solely through academic metrics. Their reflections placed equal, if not greater, value on behavioral indicators—such as increased student confidence, participation in group discussions, and voluntary reading habits. This perspective underscores a shift from outcome-centric teaching to process-oriented learning, consistent with Muktangan’s philosophy of holistic education.

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When we bring tangible objects and real-life examples into our lessons, students aren't just hearing information—they're experiencing it. I've seen how a simple demonstration with everyday items can transform an abstract concept into something they can relate to and remember. This method has not only sparked their curiosity but has made the learning process much more meaningful.

- Gautam (alias), Teacher

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When students participate in role plays, they're not just reciting facts from a textbook—they're actively living the lesson. It's a shift from passive learning to an interactive experience where they embody the concepts, engage with each other, and truly internalize the content. That dynamic change in classroom energy is something I cherish as a teacher.

-Nehal, (alias), Teacher

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I design my lessons by breaking them into smaller, manageable chunks and incorporating flashcards and visual aids. This approach ensures that even those who need extra support can keep pace with the class. I often spend extra time with students who are struggling, because I believe that every child deserves the opportunity to succeed, and small, targeted interventions can make a huge difference.

- Lalit (alias), Teacher

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By tailoring our lesson plans to meet each student's individual needs—whether through small-group work, one-on-one remedial sessions, or adapting teaching aids—we create a truly inclusive learning environment. I've witnessed firsthand how this differentiated approach can transform a student's academic journey, ensuring that no one is left behind and that every child has the chance to excel.

Kirtika (alias), Teacher

## From the Mohalla Library Parents

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Parents strongly valued the library as a learning space beyond the classroom, where children are exposed to books, puzzles, and activities not typically available at home. This perception reflects the library's role in extending the child's learning ecosystem and building early literacy skills. The accessibility of the library within the community was a key factor in encouraging regular attendance and sustained engagement.

Several parents highlighted changes in their children's reading habits, including spontaneous reading at home, narrating stories, and an increased desire to visit the library. These behavioural shifts suggest that the library is nurturing intrinsic motivation to learn—an outcome difficult to achieve through school-based instruction alone.

Parents expressed the need for structured activities that include both children and adults—such as shared reading sessions, storytelling circles, or simple literacy games. This reflects a growing recognition among families that their involvement can reinforce children's learning, and a willingness to participate more actively if given the opportunity.

### Access and Community Value

Parents overwhelmingly appreciate how the Mohalla Library makes books and learning resources easily accessible in their neighborhood. This sense of access and local ownership is seen as a critical asset in fostering a reading culture.

“

The library is like a community hub. My child looks forward to exploring its shelves every day—it has made reading a fun part of our routine.

### Enhanced Student Engagement and Growth

After visiting the library, many children began choosing books eagerly, discovering new interests, and discussing stories at home. Parents noticed smoother homework routines and livelier dinner-table conversations as children retold plots and asked follow-up questions. Once reluctant readers showed growing confidence in speaking and writing. Families credit the library's welcoming setting for sparking curiosity and deeper engagement in overall learning.

“

“Ever since my child started going to the Mohalla Library, their interest in reading and learning has skyrocketed. It's not just about books; it's about discovering new ideas in a safe, welcoming space.”

## Safe, Nurturing Environment

Several parents noted that the library offers a secure environment where children can focus on learning away from distractions. This feeling of safety contributes to both academic and emotional well-being.

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“The Mohalla Library isn’t only about reading—it’s a safe space where my child feels supported and valued. This has given me peace of mind as a parent.”

## Opportunities for Parent Involvement

Parents expressed a strong desire for more family-centered involvement at the library. They see joint parent-child activities as a chance to deepen reading habits and shared learning experiences.

Such participation also holds promise for strengthening both home-school connections and broader community ties.

“

“I’d love to see more parent-child events at the library. It’s a perfect setting for us to learn together and strengthen our community bonds.”

## Suggestions for Future Improvements

While the overall feedback is highly positive, a few parents recommended extending library hours and offering more interactive learning sessions. As one parent noted,

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“More interactive sessions and perhaps evening hours would help us accommodate busy family schedules and encourage even greater engagement.”

## Recommendations

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### 1. Strengthen Teacher Capacity

- Intensify CPD on differentiated instruction, real-life teaching examples, and technology use.
- Foster peer-learning among teachers and trainees to share best practices.

### 2. Enhance Extracurricular Activities

- Expand sports and creative arts programs to harness diverse student interests.
- Introduce after-school clubs (debate, music, etc.) for leadership and teamwork.

### 3. Increase Parent & Community Engagement

- Offer family workshops on Mukhtangan's approaches for better home support.
- Extend Mohalla Library hours, adding parent-child reading sessions.

### 4. Bolster Socio-Emotional Support

- Refine QCT sessions with more interactive, age-specific content.
- Encourage peer mentoring to build empathy and communication.

### 5. Strengthen Career-Ready Programs

- Provide structured career guidance and industry exposure for higher-grade students.
- Link community-industry to bridge education and career pathways.

### 6. Improve Infrastructure & Resources

- Address facility enhancements (sports areas, computer labs) and specialized materials.
- Ensure inclusive classrooms, particularly for children with special needs.

## Conclusion

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Muktangan's community-rooted approach to education has effectively fostered both academic growth and socio-emotional development among students in Mumbai's municipal schools. By integrating real-life examples into formal curricula, teachers have created learning environments that are engaging, relevant, and responsive to children's lived experiences. This has led to visible improvements in foundational literacy, confidence, empathy, and problem-solving among students.

Parents consistently highlight the individualized attention their children receive and the transparent communication between home and school. These strong school-family partnerships have played a crucial role in reinforcing students' overall development. At the same time, Continuous Professional Development (CPD) programs have strengthened teaching practices, with educators adopting child-centered methodologies and reporting greater professional confidence—indicating success across the Kirkpatrick Model's learning and behavior levels. However, key areas for improvement remain. The program would benefit from enhanced extracurricular opportunities, improved infrastructure, and more robust strategies for supporting children with special needs. While inclusivity is a clear priority, there is a need for better training, resources, and technologies to address diverse learning needs.

To deepen its impact, Mukhtangan should expand CPD content to include differentiated instruction and inclusive education practices, promote peer-learning among teachers, and institutionalize parent engagement mechanisms.

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This report captures the impact assessment study for  
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