

October- November
2018-2019



3rd QUARTER REPORT

Another
Step
Forward

Umang witnessed a flurry of activities in the third quarter of the current academic year. This Quarter also marked the beginning of the second term in our partner schools.

1 TRAINING

The non-instructional days in schools (Diwali vacation in schools) were utilised for training staff. Training on the new modules was provided and practice for the previous modules was conducted.

d Edmodo

Edmodo is an educational technology platform offering communication, collaboration, and coaching platform to schools and teachers. It enables teachers to share content, quizzes and assignments. Umang has started utilising Edmodo not only to train teachers but also its leadership team.

a International Education Week

Umang kicked off the International Education Week celebrations by participating in the United States-India Educational Foundation training conducted by American Fulbright scholars. The training called 'Learning Languages, Learning Cultures' was handled by Ms. Michelle Ngirbabul. Michelle gave out helpful tips and tricks on adapting a language. In the second workshop, titled 'Reimagining Education in 21st Century', Charu Mathur dealt with the future of learning and technology.

b Capacity Building Workshop

A 1-day workshop on "Capacity Building" was conducted by language professional, Ms. Mansa Pandey for teachers. This workshop dealt with differential learning, the basics of managing classrooms and student behaviour.

c Language sessions

Language sessions for Umang staff were conducted on Edmodo and a mid-term language test was administered during the Diwali break. This helped in developing language abilities of teachers to ensure better instruction in the classroom.

2 UMANG BUDDY MENTORSHIP

At Umang, it is always believed that students from private schools and KEF partner schools can benefit from interacting with each other. KEF Umang has always taken advantage of peer-learning opportunities that come with such partnerships. Initiated by Kotak Umang this year in a streamlined way, Umang Buddy Mentorship Programme brings together students from KEF Umang partner schools and non-KEF private schools to interact in various ways. This year KEF Umang partnered with Vissanji Academy - Andheri, Hiranandani Foundation School (HFS) - Powai, and Indian School of Design and Innovation (ISDI) - Lower Parel.



Annual Sports Day

11 students from the 9th grade in Trombay Public High School were invited to be a part of the HFS Annual Sports day on 14th December 2018. 52 Communication Club (CC) students from 10 KEF Umang partner schools went to visit Vissanji Academy for their Mel-Jol programme. HFS and Vissanji Academy students welcomed Umang students with open arms and facilitated learning through various science and sports activities. KEF Umang students were amazed and inspired by not only the activities of the day but also by the aspirations and thought process of HFS and Vissanji Academy students.

Rayz programme

HFS students also helped Umang to create scripts for the Rayz programme of 2018-19 based on the theme “From Stone-Age to Drone-Age”.



Lal Mati Utsav

Indian School of Design & Innovation (ISDI) students visited Noor-ul-Islam school. This has helped Umang teachers to conduct their reading sessions and other in-class activities. Some of ISDI students have also volunteered to create a script for Inter-NGOs talent showcase event called “Lal Mati Utsav”. Further, 20 ISDI students are interning with Umang for a period of 8 weeks.

3 OTHER ACTIVITIES

a Umang Unplugged



Umang regularly conducts spoken English sessions for Unnati aspirants. In December, the Umang leadership team conducted a need assessment to find out the demand of inputs from Umang for Unnati aspirants. Based on this feedback, Umang created a two-hour intensive Skill building workshop “Umang Unplugged” with spoken English components. Unnati aspirants gave an encouraging and positive feedback for these sessions.



b Let's Read Carnival

United Way of India organised the ‘Let's Read Carnival’ on 4th October 2018 at Stanislaus High School in Bandra. 190 students from all 19 KEF Umang partner schools participated in reading and storytelling workshops at the event and received a bag full of books customised as per their reading levels. Students got an opportunity not only to interact with their peers from other Umang schools, but also with students from other NGOs.

c Class Presentation

The class presentation season kicked off with Bud and Bloom students from Narayan Guru School, CWS and Vinay School conducting Class Presentations.

The **Health** team intensified its efforts and worked in the following areas:



Eye Care

Vision check-ups and remedial action.



Kishori Sehat Abhiyan

Curbing anemia among adolescent girls.



Majhi Swachha Shaala

My Clean school.



Jagruti

Safe, unsafe touch awareness workshop.

EYE CARE



During the reporting quarter, Eye screening camps were completed in **9** KEF partner schools. This quarter started onwards referral visits of **4** schools to Khan Bachooali Hospital and Aditya Jyot Hospital. Out of the total screening, the data arrived is as follows:

Total Screened	Spectacles	Referrals	Squint Surgery /Cataract
6873	474	686	5
Accomplished surgery in this quarter			1 squint

367 spectacles were distributed to students after a parents meeting. To ensure that students wear spectacles on a regular basis, the health staff called up, as well as did fortnightly follow ups of the students.

Out of the referred **686** students, **1** was identified for Cataract surgery and **5** were identified for squint surgery among the students screened for eye care in this quarter. Parents of these students are being contacted so that surgeries are conducted.

Case Study

Mustaq Gulam Khan (Std 3 A -11 years old) student of Noorul High school was screened under the eye care programme. He was referred for a hospital visit after an initial screening and was advised squint surgery. However, during counseling session the parents were told about the process and were asked to take up shared responsibility. The parents readily agreed and went to the hospital and completed the formalities. They got a fitness certificate and got the surgery done. After completion of the surgery, they informed the school about the same. The parents have done regular follow-ups and have set a good example for others.



KISHORI SEHAT ABHIYAN



During the reporting quarter, an incident occurred in Baiganwadi BMC school. This incident had a negative impact and parents did not consent this year for prophylactic treatment (IFA Tablets), and further blood testing. The Kishori programme was revised keeping only awareness as a base with sessions, 6 students who were severely anemic were referred for treatment at Central Hospital.



Touch Hb a non-invasive method (non-prick method) was first time introduced in **5** schools. Out of the total tested (in this quarter) **406** out of **1096 (38%)** were found to be anemic. The beneficiary of the programme were introduced to Anemia, growing up gracefully, menstrual health and hygiene.

'Kishori Friendly Clinics' (KFC) were initiated in **11** schools, it gained momentum and served anemic girls. Parents and students have started accessing services and the clinics are popular among students. Less number of parents attend as they are out for daily wage work. Medicines (fungal creams and anti-lice & dandruff soaps) were administered to the students based on the need and symptoms presented. **95 %** of girls have accessed clinical services.



MAJHI SWACCHA SHALA



In this quarter, activities of MSS became more student friendly, the MSS module helped in better understanding of the topics. New edutainment games based on the activities on personal, school & classroom cleanliness were conducted in school on regular intervals.

Students were made to understand that Personal hygiene seems very 'personal' but actually it is not. Our acts affect all those who are around us. Mumbai Human Report revealed that open defecation and constant exposure to unhealthy environment leads to chronic bacterial infections.

In some school's teachers have started giving time to students to go and wash hands before lunch. The introduction of Classroom trophy triggers motivation among teachers to keep their respective classrooms clean.

Wall Painting

The aesthetic features of a school can foster a strong sense of belonging that can generate an enthusiasm for learning. Wall painting creates an overall impression of the learning environment and it is the reflection of the personality of a place. A study also supports the hypothesis maintaining high quality educational facilities has the potential to raise student achievement levels.



Outsourcing of Cleanliness in 2 schools

In order to see that schools are spic and span and the washrooms are maintained clean, on a pilot basis 2 schools were outsourced to a cleanliness agency. Results are satisfactory as toilets are cleaner than before and do not smell. In addition to this, in seven schools, a small token of honorarium is given to peons to maintain cleanliness in schools.



Cleanliness Drive and Competitions

In MSS school's cleanliness drives and cleanliness material distribution were organized, and competitions held, the theme was Best out of Waste. Students participated enthusiastically. The competitions saw lot of new ideas to reuse waste material (a table made from used water bottles, mat made from used milk bags, decorative pieces made from paper mache etc)



MSS COMPETITION

JAGRUTI

Health team upgraded a module in Jagruti, which included safe, unsafe touch with innovative games. One session was conducted in this quarter with TPHS (Hindi & Urdu) school with 5th to 7th std. This session got a good response from teachers and students.

Networking with likeminded NGO's

Networking is very much needed to expand the sphere of work. because of closely linked roles of various stakeholders in the ecosystem, inter-dependence on one another, and dependence on the governments and NGOs to some extent.

- **SNEHA** - work with women & child development, Education & Nutrition
- **Niramaya Health Foundation** - Nutrition, Adolescent health & anemia
- **Rotary Club of Chembur** - For MSS resource mobilization
- **Bombay Eye care** - Networking for eye care services
- **ICDS** - Networking for available community services for adolescents
- **Sight Savers:** Specs and eye check up
- **Datta Eye centre**

Capacity Building training

1. Staff attended training on adolescent issues, nutrition & anemia conducted by Dr.Ratna Rajee Thar. It helped the team to gain knowledge to conduct session with adolescents.
2. Dr. Shirish Malde conducted a training on safe - unsafe touch and adolescent issues, this helped the team to get exposure to understand the content coverage for Jagruti session.

This report provides a general cumulative update on LEAD implementation progress with more details for the quarter-3 of the financial year 2018-19 i.e. October to December 2018.

HIGHLIGHTS

- ◆ In this quarter LEAD is operational in 28 schools with 127 beneficiaries.
- ◆ The 28 schools include Six schools in the 1st year of implementation, Six 2nd year schools, Seven 3rd year schools, One 4th year school, Five 5th year schools and Three 6th year schools.
- ◆ The 127 school leaders include 27 Secondary HMs, 20 Primary HMs and 80 Senior teachers.
- ◆ 3 exposure visits happened this in quarter.
- ◆ LEAD has achieved 98.2% of ICDI (I can do it sessions planned YTD (Year to date) i.e. 679 actual sessions against a target of 692 YTD session
- ◆ 7 new English Medium Schools with 27 beneficiaries were added to the list in this quarter.
- ◆ Half Yearly Review of 23 SLDI partnered schools happened in the month of December.
- ◆ So far 75% of the annual planned workshops i.e. 3 against a target of 4 workshops has been delivered which includes one overnight workshop as well.
- ◆ Two schools exited in November. Riyaz Ul has had only three sessions since the start in November 2017, and so it was dropped. In National High 1 (NH1) only senior teachers (no SHM/PHM) attended sessions and practices for them are complete, and hence operations were closed.

EXPOSURE VISITS

3 exposure visits took place this quarter i.e. Ed Leadership Lucknow, Edu Carnival IIT Delhi, IDEC Bangalore.

10th Ed Leadership (Lucknow)

The 11th International Education Leadership & 2nd Global Education Research Conference was held in Lucknow from 5th-7th October 2018 at CMS – World Unity Convention Centre, Lucknow. The Conference was attended by different Principals, Educators and teachers from across the globe. Out of the 8 SHMs participated, 5 SHMs were awarded in A category for their innovation ideas.

Following are the details:

One of the SHMs Ms. Savita from Mahatma Phule school got an opportunity to be a panellist and share her innovation which was done at school with the theme well-being and happiness.



Edu Carnival IIT Delhi

Indian Institute of Technology, Delhi had their 10th International Conference on Excellence in School Education from 20th Dec-22nd Dec 2018 for more than 1000 people.

3 HMs of SLDI Partnered schools, Mr. Khan from Noor Ul school, Mr. Desai from Matoshree school and Mr. Shinde from Mohite Patil school had sent their abstract on a research topic done in school based on the theme “roadmap to a world class school” which got selected and they got an opportunity to present their papers, they were also awarded with certificates and trophy for the same.



IDEC Bangalore

The International Democratic Education Conference, or IDEC, is an annual academic and youth conference hosted by a variety of schools and organizations in cities around the world.

IDEC was being held in India for the second time. Here the SHMs got an opportunity to participate and meet with educators, parents, children, young people from different regions who are interested in and involved in practising education in all its 'infinite variety'.



WORKSHOP

LEAD organised an overnight workshop for the school leaders of the 4th and 5th year KEF partnered schools. This workshop was scheduled and executed from 28th December to 30th December 2018.

Attendance:

40 school leaders turned up against a target of 44 which is 90% of the planned attendance.

ICDI Sessions:

Till this quarter SLDI had planned to conduct 692 mentoring sessions and the team has achieved 98.2% of the plan and has conducted 679 mentoring sessions.

Out of the 28 schools LEAD is working with, 15 (53.5%) schools have received more than 100% of total planned ICDI sessions, 8 (28.5%) schools have received 80-100 % and 4 (14.28%) schools have received 60-80 % of the total planned ICDI sessions. 1 school has received less than 60% of the sessions due to HM unavailability and some challenges in school.

Attendance:

For the ICDI sessions, a total of 955 actual presence of beneficiaries was marked against the planned quarterly attendance of 1102.

Considering the SL YTD attendance till December, 70.66% actual presence of beneficiaries was marked against the planned YTD attendance of 2863.

Success Story:

Plus Point Merit High School

Practice: TSM

In the year 2000, the trustee had asked the teachers to take individual loans for the development of school premises. With the amount taken from the teachers, the school building was constructed. The loan was taken by teachers and the trustee had agreed to pay the instalments. All of this was a verbal arrangement between the teachers and the trustee. The loan was sanctioned but the trustee failed to pay the instalments. The teachers unwillingly got caught in the situation and had to repay the loan. Teachers felt cheated as the trustee did not keep his word.

This impacted their conduct in school. As per facilitator observation, the teachers worked as per their own will. They came as per their will and left as per their will. They hardly reported to the Principal Mr. Khendkar. When confronted by the facilitator, principal said, "Sir, Yahan sabhi staff aise hi hain. Sabke saath yahi hua hai. Issi liye bahot pareshaan rehte hain. Jo payment aati hai, wo Loan chukane me chali jaati hai. Sabko bahot takleef hain." A senior leader said, "Sir, hum school ke liye aaj bhi bahot kuch karna chahte hain, par management agar kisi aur cheez ke liye bollenge to hum ready nahi hai. Hum sab pehle bahot achha karte the. Humare pass itni bachhe the ki school me baithne ke liye jagah nahi hoti thi. Aaj school ki ye halat hai." Due to these internal dynamics between the teachers and the school principal, school staff meetings did not take place. To bring the processes in function, the principal wished to develop a cordial connection with his team.

Action:

When the facilitator initiated the practice of staff meeting, he first motivated the school teachers. During sessions with the school leaders, the facilitator shared, "How a team leads to organisational goals?" The principal, on observing facilitator behaviour, also made attempts of speaking to his colleagues every day. With the daily exchange of words, the teachers contributed to team building. They attempted to understand the situation and planned to work in their circle of control.

Result:

Staff meeting was conducted for the first time after 20 years. This meeting created a platform for teachers to come together as a team and listen to each other. The invisible tension within the team ended when everyone shared their challenges. Teachers discussed the innovations that they can do in school. The principal shared while concluding, "atta me dar mahinyat staff meeting ghenar." Facilitator has observed that post staff meeting the teachers now report their daily work and plans to the school principal. One of the facilitators important observation is that teachers discuss their challenges in context of teaching with each other.

The key initiatives in Q3 other than the usual Vocational training programs running at 7 centers, we had:

- 1 Alumni Relations Program
- 2 NIIT Collaboration
- 3 Launch of BFSI Domain

Alumni Relations Program

Kotak Unnati Alumni relations Program was started with a goal to build a connect between Kotak Unnati and its alumni, aiming at assimilating the large pool of Kotak Unnati social capital in the form of its alumni, understanding the challenges faced by the alumni in the corporate world and providing support and guidance to alumni for next level of career ladder for better job sustainability.

The program started with a diagnosis of the current employment situation of the Kotak Unnati Alumni from the batch of 2017-18 across 5 centres – Andheri, Chembur, Goregaon, Mahim and Virar. A rigorous data collection was performed to gather data of **1051** alumni.

Following are some of the observations made:

Age vs Job Retention: Students who were older than **22** showed a higher retention at work compared to the students who were below that age.

01

Gender Analysis: More percentage of men, compared to percentage of women, were observed to drop out during training. However, more percentage of women, compared to percentage of men, continued to work at the placed company.

02

Placement Data: Out of **1051** students who enrolled, in the year 2017-18, around **78** percent were placed by Kotak Unnati.

03

Quitting Reasons: Long distance of travel to the workplace, long working hours and salary concerns were the three major reasons identified as quitting reasons. A qualitative study is ongoing to understand this in detail.

04

04

Job Sustainability Data: Out of **1051** students, around **48%** percent were found to be employed.

05

Corporate Ratings: Travel Food Services has been identified as one of the most highly rated companies by the alumni in terms of employee satisfaction.

Training & Development



NIIT

We collaborated with NIIT with an objective to systematize the current IT content structure and upgrade it as per industry standards.

The MOU was drawn / signed and was followed by Train the Trainer conducted by NIIT. This was for all our Facilitators across all centers. Aspirants are now being trained on NIIT curriculum and their assessments will be done followed by certifications.

We have agreed to Collaborate on an Advanced Computer Course which will be launched shortly.

BFSI

Based on the opportunities available for our aspirants and considering their aspirations, we started a new Domain. We structured, designed and conceptualized a complete banking course.

The curriculum designed was completely in-house based on the expertise and experience available so as to provide skills which covered most of the functions in a Bank.

Pilot batch has started in Goregaon, we had an unexpected high response with **45** aspirants signing up for the 1st Batch.

Corporate team:

The focus was to connect & build a relationship with BFSI Companies considering our first batch attracted a huge number of aspirants. Initial meetings with HDFC Securities, HDFC Life, ICICI Securities, Indusind Bank, Axis Securities, Axis Bank for opportunities in various operational and branch banking job roles.

We had success with a new corporate namely VFS Global, it is an outsourcing and technology services specialist for governments and diplomatic missions worldwide

Batch Details :

60 % aspirants are females and **40** % are males

27 % of total aspirants fall into the Above Poverty Line category

Graduates comprise of **113** **16** % of total aspirants

Out of **113** **16** % graduates, **28** aspirants **4** % our KISE beneficiaries, while we got **18 aspirants** **3** % from one center (Virar).

Last Quarter Snap Shot:

Placements done in **48** organizations with average salary of INR **10403/-**

2 aspirants got the highest salary (INR **16000**) at Copper Chimney

6 aspirants got placed in Kotak Group with average salary of INR **13000/-**

168 (49%) aspirants got placed in the following companies: - Pizza Hut, CCD, Lite Bite Food Ltd, West side, Wow Momos

Out of **344** placed, **238** aspirants (**69%**) have got a salary of INR **10,000** and above

Interviews are scheduled for the "In-process" category

Post placement Success Story:

Name: **Janhavi Jaiwant Bhosle**

Employer: **Shopper's Stop.**

Janhavi Bhosle came to know of Kotak Education Foundation through her college and the door to a career was opened. Janhavi a keen learner, attended her course with great interest and worked towards her objective of being independent.

She attended her first interview at Central- Kandivali and was selected at entry level. Janhavi worked there for 2.5 years approximately. During those years she got promoted to Team Leader and won many 'Employee of the Month' awards.

But Janhavi did not want to stop there and was continuously looking for new opportunities.

She got to know about an opportunity at Shoppers Stop and got selected with a better salary. Currently she is waiting for her increment. The organisation is being very supportive and encouraging her to complete her graduation so that she can opt for a PG course through them.

Janhavi had no confidence and no exposure whatsoever to reach her goal. But because of Kotak Education Foundation she was made aware of the same and was guided to achieve it.



Regular Batch Success Story

Name: **Swati Jeetu Ghodke**

Swati Jeetu Ghodke - When we met Swati for the first time she was apprehensive with regards to the Advanced Beauty Program. Her husband was the single earning member of the family and given her mother in laws treatment of breast cancer the expenses kept increasing.

Swati started with tailoring Business. In her heart Swati always knew that beauty was her calling and what she wanted to do was start something of her own, on her own.

In a quest to achieve what she wanted, she enrolled in the Advanced Beauty Program with Kotak UNNATI. In spite of her keen interest in pursuing a career in beauty, initially, she was shy and cautious of picking up the details of the Program. Considering her difficulties on the home front, Swati struggled to keep up with what was being taught, and was found to be rather quiet, neither asking nor responding to any query. However, a few weeks into the program and Swati began to find her specific expertise and desired inclinations.

The girl who was shy to open up and speak, began to be the one to show great enterprise and proactiveness. The trainers found Swati to be good in Makeup, Hairstyles, Waxing Eyebrow shaping and Facials too.

Her trainers observed that she had a spark in herself and she always finished her tasks.

It gives us great pride in announcing that Swati has now set up her own establishment within the humble premises of her residence and offers a wide variety of services. Kotak UNNATI would like to take this opportunity to congratulate Swati on her diligence, determination and success. We wish her the very best for her future!!



The third quarter passed through mentoring students who have been taken on board during the second quarter. Mentors and field associates visited every student. The visits helped us complete an analysis on parent profiling, that is to understand the involvement of parents in the student's education as well numerous challenges faced by the student and family. Career Mapping test was also conducted with a view to facilitate the career path for students over a period of two years. Industrial visits for 12 plus students doing their technical and non-technical courses were organised.

10 plus Activities:

1

Mentoring (TCs) students for Batch 2018, 2017, diploma students of 2015 and 2016 continued through the quarter. It was challenging to mentor the new entrants along with preparing the last batch for 12th standard board exams.

2

Home visits: Mentors along with field workers completed their first HV of 169 students for batch 2018. The families and their students were given added information about the intervention including the expected role from the parents and students for their successful performance in higher education. The remaining 167 (out of 336 from 11th, 12th and diploma) students from batch 2017 and diploma students of batch 2015, 2016 were also visited by the field associates.

3

Student review: Student reviews for batch 2017 (Std. 12th) along with their parents were conducted. 70 students have been reviewed during the quarter. Students were given tips on how to complete their portion, and the do's and don'ts while writing their papers.

4

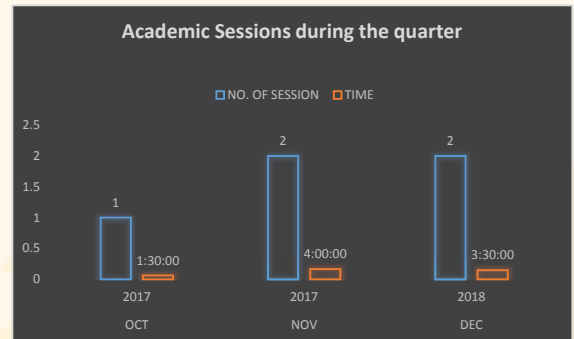
Call Reviews: Call reviews were conducted with every mentor for the TCs made during the quarter. Alternate calls (TCs) for students graded under A & B and every call for C grade students were reviewed. Grading was done based on the final semester scores for Std. 11th. (Above 75 is Grade A; 74 – 60 is Grade B Below 60 is Grade C).

Month	Batch	No. of Studnts	TC/O M	HV	Call Review	Final Review	Actual done
October	2015	3	10	3	6	0	19
	2016	17	40	17	25	3	85
	2017	147	510	153	293	2	958
	2018	169	565	168	200	0	933
November	2015	3	4	4	2	0	10
	2016	17	25	18	6	0	49
	2017	147	257	137	189	3	586
	2018	169	370	168	208	0	746
December	2015	3	12	3	5	0	20
	2016	17	43	18	17	0	78
	2017	147	312	147	189	65	713
	2018	169	415	171	235	0	821

5

Academic Sessions

Two doubt solving sessions were organised for Batch 2017 on one to one basis on the topic Integration (Maths) and Not for profit (B.K.).



6

Training: Resource person Ms. Manisha Sachdev, from ITM helped the team to understand the various job trends in the market. She spoke in detail about various career options that can be pursued along with bachelors course, etc.

Importance of short term courses that add value to the jobs in market was also discussed. She added that it's important to mentor students to join short term courses while they pursue their graduation.

7

Career Mapping Test (CMT): Career mapping test was organised for 158 students of Batch 2018 in coordination with CL Educare Ltd. The objective was to guide students' with various career options based on the students' personality, interest and aptitude.

Networking with Coaching Classes: As part of the regular cycle, the team visited their respective coaching classes with the aim of collecting data of the students performance during their test as well as their attendance.

8

This process has helped the team to build good rapport with the coaching classes heads and their supervisors. STUDENT classes – Mr. Krishna volunteered for a joint meeting to be organised with the students and parents which was attended at HO. This meeting was attended by 18 students along with their parents.

12 plus Activities: The quarter further improvised on mentoring critical students. A total of 338 students are part of this activity. 86 students were classified as critical on the basis of reporting from house visits done. 252 students were part of the general mentoring.

Detail are as follows:

Mentoring & Home Visits during Oct to Dec 2018

Batch	No. of students	Calls	Home Visits
2012	10	22	3
2013	29	49	15
2014	68	111	39
2015	119	110	88
2016	112	79	101
Total	338	371	246

Life Skills Sessions: Time and again, this activity proves challenging as mobilising students is an uphill task. Currently, we have 7 batches that are taken care of by volunteers. We have had a total of 75 sessions from which 146 students benefitted.

For students who are unable to attend these sessions, we continue with one to one telephonic conversation (TSEP – TELEPHONIC SPOKEN ENGLISH PROGRAMME) with the help of volunteers. We have currently 20 students who are taken care of by 20 mentors.



Exposure Visit: Exposure visit to TCS, Thane was organised on December 21, 2018. 19 students were a part of this visit. The students learnt about the functioning in IT sector, information on the placement process in TCS through different colleges.

Feedback from students

Ninad Waingankar: Thanks to KEF to give us such a wonderful opportunity to visit TCS. At TCS, they have shown us their work culture and how the organization works.

Sonali Dalvi: It was a great experience for me. I learned so many things from TCS including how they work and how we can achieve goals by teamwork! It was beneficial to us.



12 plus Funding:

For the current quarter the funding breakup is as follows:

Funding OCT – DEC 2018

Batch	Professional	Technical	Grand Total
2014	0	53186	53186
2015	19865	0	19865
2016	54875	0	54875
Grand Total	74740	53186	127926

Placement Status:



43 students from batch 2011, 2012 & 2013

34 - working, **28** - self-placed, **4** - placed with the help of Unnati Intervention, **2** are placed through campus interviews



2 Muslim girls are not allowed to work by parents.

7 students are doing higher studies. Out of **7, 3** are preparing for IPCC exams, **1** - GATE, **1** - MSc in Analytical Chemistry, **1** - MSc and **1** -M. Pharmacy.

Conclusion:

The team is geared towards motivating students to do well for their yearly exams, especially HSC board exams.

The programme runs the following 5 components:

01 Primary year programme

02 General Observations

03 Spoken English

04 Academic Workshops

05 Special Workshops

Total Beneficiary Count till December-2018

Name of the School	PYP	General Observations	Spoken English
AFAC	5	12	23
AMS	2	2	5
Dyansadhna Vidyalaya	2	7	5
Mohite Patil	15	3	18
Nalinibai Dode	3	0	3
National High School	2	3	9
Shree Sai	7	1	8
Subhash Chandra Bose	7	10	25
UUHS	2	5	10
Vinay HS	2	3	16
Grand Total	47	46	122

List of teachers who left in December

Name of the School	Teacher's Name	Date of leaving
Mohite Patil	Supriya Sadanand	18-Dec-18
Mohite Patil	Nilam Surve	10-Dec-18
Vinay HS	Reena Vishwakarma	28-Dec-18

Data report for all the components:

Total number of PYP, General Observations and Spoken English sessions conducted in the schools in the quarter

Name of the School	PYP Target Teachers	PYP Sessions	GO Target Teachers	General Observation Sessions	SE Target Teachers	Spoken English Sessions
AFAC	5	87	12	40	23	18
AMS	2	52	2	3	5	13
Dyansadhna Vidyalaya	2	40	7	28	5	3
Mohite Patil	15	243	3	12	18	64
Nalinibai Dode	3	46	0	0	3	3
National High School	2	34	3	10	9	3
Shree Sai	7	100	1	1	8	14
Subhash Chandra Bose	7	120	10	44	25	8
Vinay HS	2	36	3	10	16	0
UUHS	2	40	5	15	10	18
Grand Total	47	798	46	163	122	144

Total Workshops conducted in the Quarter

Name of the Workshop	Teacher's Category	Date of Conduct	Total count	Non-Target Teachers	Topic
Special Workshop	PYP Teacher	6th Oct-2018	34	-	Classroom Management
Special Workshop	PYP Teacher	8-Dec-18	25	-	Multiple Intelligences
Academic	5th to 7th	10-Dec-18	15	1	English Grammar
Special Workshop	5th to 7th	11-Dec-18	19	1	Building Positive spaces and Engaging students
Exposure Visit to Quest	PYP Teacher	14-Dec-18	29	1	Elementary Education

Key changes observed in teaching learning processes in classrooms, as shared by the teachers and HMs

1. Teachers are now able to speak in English for the entire session.

2. Teachers implement methods & techniques learnt in various trainings and workshops.

3. The interaction in class is mostly in English between teachers and students.

4. Teachers have started using classroom management techniques.

5. Classes are conducted via various methods and activities like storytelling, using various actions, singing etc. This has developed interest in English among students.

6. Teachers have started using TLMs and teaching aids effectively in the classrooms.

7. Teachers have started encouraging students to respond to questions asked by them in English.

8. Students have started responding in broken sentences in English.

9. Usage of familiar sentences or instructions with students has helped them understand what teachers are teaching in the class.

10. Students have gained confidence while speaking and interacting in English.

Academic Workshops Photos:



Exposure Visit to QUEST

An exposure visit to QUEST (Quality Education Support Trust) was conducted on 14th of December 2018.

Format of the Workshop: Lecture, Discussion, small Group activities

Audience of the Workshop: PYP teachers

Objective of the Workshop: 1. To develop learning curve for underprivileged children using limited available resources 2. Self-assessment 3. Peer Learning

Introduction: QUEST is a Non-Government Organisation working on Quality related issues in the field of Early Childhood education., elementary education and Teacher education since 2007.

Vision: An egalitarian society where every individual leads a dignified life.

QUEST Programmes:

PIAVEE: A Programme to transform Anganwadis and preschools into vibrant ECE centers through capacity building of existing human resources in collaboration with Government and Non-Government functionaries.

ANUPAD: A level based learning programme aimed at supporting children of Grade 5-8 who are trailing behind their grade appropriate achievement level in Language and Maths, through Teachers.

SHIKSHAK: Focuses on enhancing the subject matter knowledge and pedagogical understanding of teachers in Maths and first language. Under this platform teachers join together to share their teaching learning processes every month.

LIRIL: A research study in collaboration with Azim Premji University and Tata Trusts to understand the patterns of learning, reading and writing for a child.

SHIKSHAK SAMRUDDHI KENDRA : QUEST's direct intervention to generate knowledge for strengthening learning experiences of children of grades 1 to 8.



Success Stories

Usmania Urdu High School:

Through general observations it was found that initially teachers conducted the class with least interaction and participation from the students. The classes used to be chaotic and the student's attention was scattered. But now there is a change in the scenario. After lots of motivation and support by our team, and by imparting substantial knowledge about teaching aids, teachers have now started doing something interesting or surprising in the class. Mr. Asif who is a grade 6 teacher, always creates an element of surprise while taking his sessions. Once while taking the session on marbling, he brought a paint brush, a bucket and water colours, and had also asked some students to bring objects to marble them. The class was fully engrossed in marbling their objects. They painted thermocol plates and glasses, mobile cover, egg shells, bulb, papers, etc. The teachers were able to create an atmosphere where the students and teachers learn together and share the ideas. In Grade 5 and grade 7, Ms Fatima and Ms Raesa have started teaching English with some fun activities and after an explanation of every lesson, they evaluate students by conducting interesting activities, as guided by our team. While observing these sessions it was found out that even the silent or non-participative students tried to get involved in the activities.

Shree Sai school

This success story is of Hanumant Shirsat who teaches at Shree Sai. This teacher had always been reluctant in giving Observations, due to some personal reasons and a personal loss. However after lot of encouragement and motivation by our team he agreed to give the observations and this was considered as a great success.

It was a moment of huge success because, along with the observations, he was quite proactive in receiving feedbacks given to him. This has given a lot of encouragement to the team. Not only did he accept the feedbacks positively, he also pushed himself one step ahead to note down certain questions/answers pertaining to his lesson which he said that he would implement and use in the next lesson. This was considered as a great milestone.



Team Internal Trainings:

We are constantly trying to upgrade our skills through various trainings and workshops.

Training By **Mansa Pandey** on **Blooms taxonomy** dated 20th November.

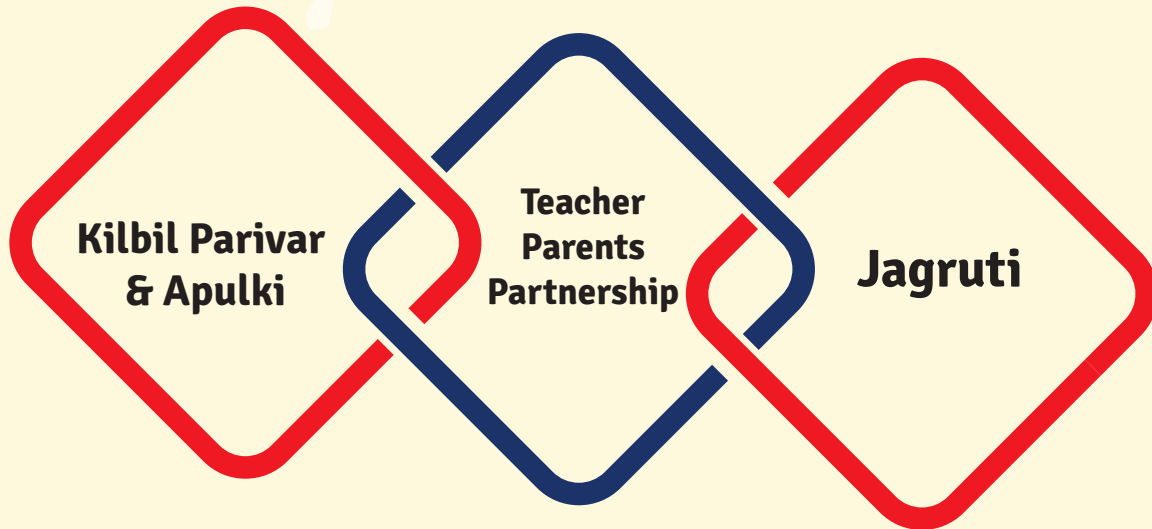
A team training was conducted at Unnati Centre by Mansa Pandey and attended by all the facilitators.

The trainer emphasised on points related to lesson plans being conducted in the classrooms:

- A. Who am I teaching?
- B. What am I teaching?
- C. How will I teach it?

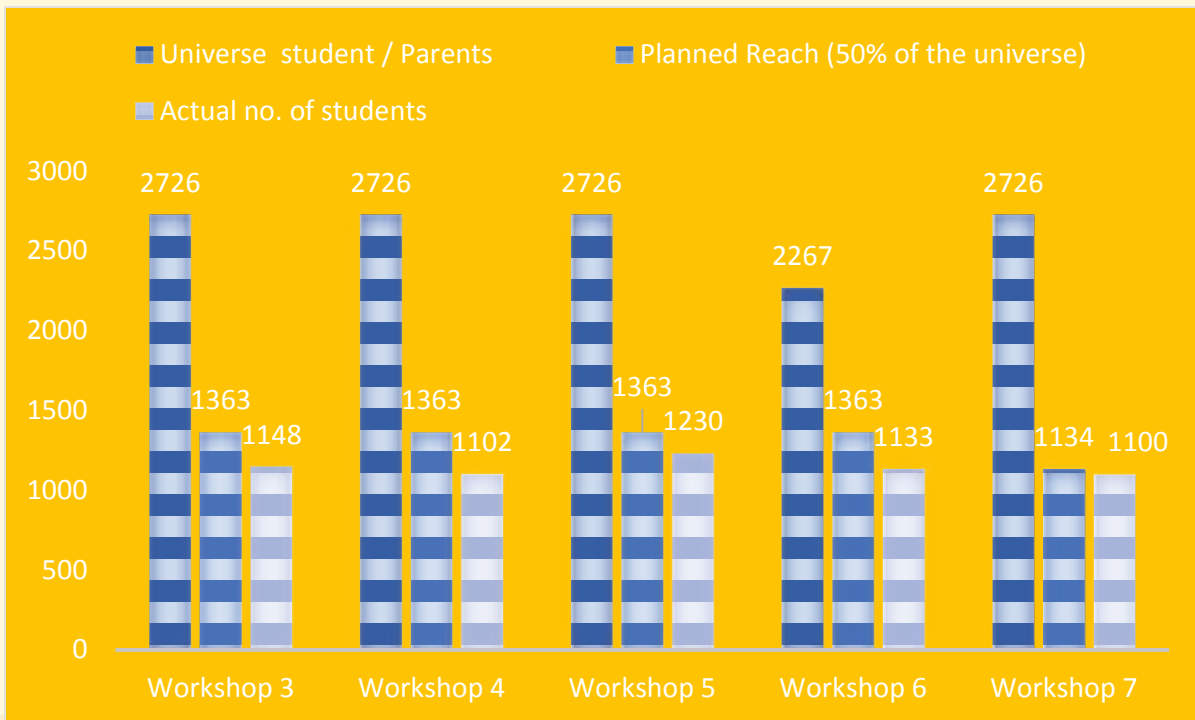
The trainer suggested that we need to make sure that we follow effective class management techniques before, during and after the sessions. A teacher needs to reflect whether the lesson plan implemented went well or not.

Highlights for the following program for the 3rd Quarter of 2018-19.



Kilbil Parivar & Apulki

In the 3rd quarter, we have completed **4** theme workshops (i.e. from the 3rd workshop till the 6th workshop) across all 4 centers i.e. 5 schools. In the 7th workshop, we have reached up to **735** parents. Table given below depicts the number of beneficiaries reach – out in all 5 activities of KP – AP.



Highlights

As per plan in the beginning of the year, By December 2018 we have completed 6 workshops and the 7th workshop is in progress.

On an average 87% parents of the student attended each of the workshops conducted in this quarter.

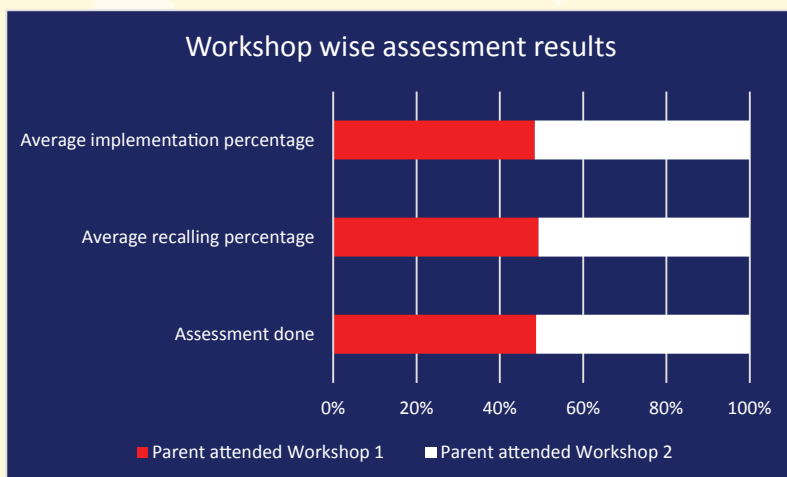
For the planned 13 themes for pre-primary & primary section, following themes were completed:

Sr. No.	Section	2 nd year school i.e. MP, SSV & DNS	1 st year school i.e. Matoshree & CWS
1	Pre - primary school	Rainy Season	Social & Emotional Development
		Fun with Alphabets	Language Development
		Fun with Numbers	Alphabet Recognition
		Vocabulary Building	Fun with Numbers
		World of Colours	Me and Myself
2		Healthy Habits	House as a learning tool – Learning from household items.
		Nutrition and Food	My Community
		Learning from Nature – Water	Learning from Surroundings (1) – Community Helpers
		Learning from Nature – Plants & Trees	Learning from Surroundings (2) – Public Services Organization (Fire Brigade, Police station, Post Office, Hospital, Bank and School)
		I'm a Young Writer!	
		Fun with Numbers	Light and Air – Artificial lights, Natural light, Imp. of light at home

Home Visits:

1st assessment of **1409** families were conducted across all **5** schools.

Following are the assessment results of the 1st assessment:



2nd assessment is in progress and **630** families were assessed across all **5** schools

Collaboration efforts with school's blossoms:

Successful Dandiya program organized by Mohite Patil in collaboration with KEF along with active parents and key members in the community. 165 Parents (Mothers) from both Mohite Patil & Shree Sai School, Teachers of Mohite Patil and staff of KPAP celebrated this budding collaboration.

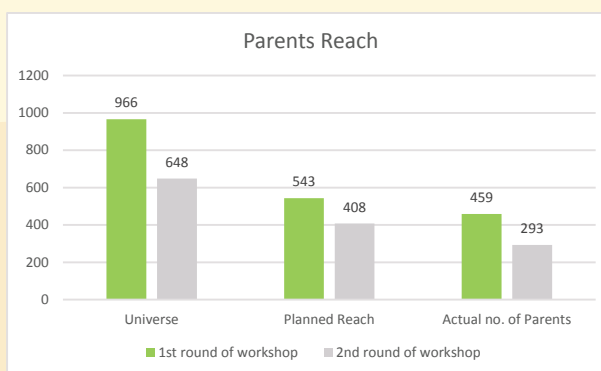
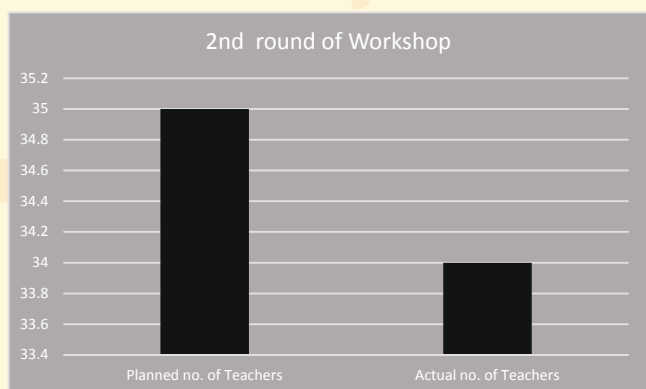
Matoshree School Felicitated 82 parents for being consistent in attending 5 Apulki Workshops on the eve of Diwali Celebration.

Chembur Welfare Center brought a notice board in their school to provide space and recognition for parents to showcase activities they do at home with children. Teachers are encouraging parents of their class to put up their work on the notice board.

Teacher Parent Partnership:

1st round teachers workshop were conducted across **9** schools followed by parents meetings in **5** schools out of **9** schools.

2nd round teachers workshop were conducted in **7** schools out of **9** schools followed by parents meetings in **3** schools out of **9** schools.



Schools which are in the fourth year of implementation i.e. Chembur Welfare, Milind, Amarkor & Jawahar (Marathi) have successfully implemented 1st round of TPP workshops with 1st & 2nd standard parents, as expected.

In Kasmiya Urdu high school teachers have prepared creative & attractive puppets for the 1st TPP parent meetings on their own.

Chembur Welfare school is using social media in terms of distribution of take away materials to beneficiaries as a solution to save on printing charges.

Milind Vidyalaya has planned theme based efforts meeting for their 1st to 4th standard parents who could not attend main meetings.

Chembur Welfare Marathi Shala has planned their mentoring sessions for 1st & 2nd standard on weekly basis so they could reach out to all parents at least once.

Milind TPP corner, which was a joint initiative by school & KEF has been successfully carried out by all teachers.

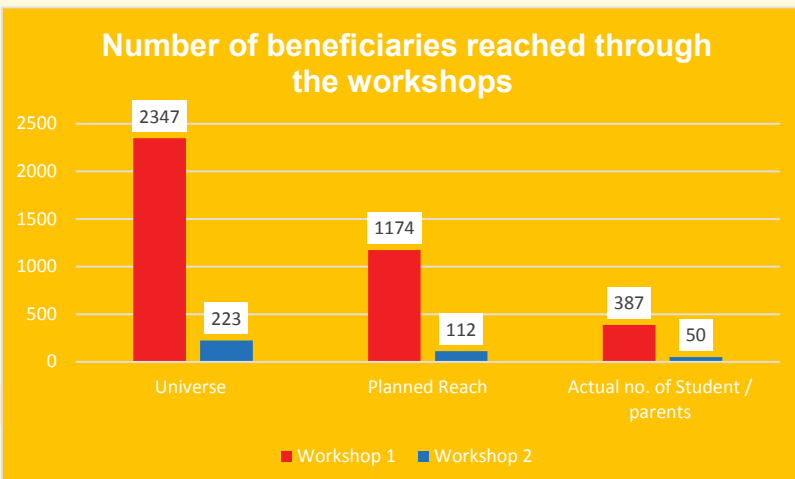


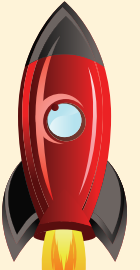
TPP teachers workshops & parents meetings in partner schools

Jagruti

Out of 8 schools, workshops were conducted with **1** school and efforts workshop were conducted for **6** schools with the parents of **5th to 7th** standard students.

Jagruti conducts an hour long workshop to sensitise parents on the changes adolescent students witness during puberty.





In the last 3 months of 2018, Udaan students (N -215) settled in college (FYJC). In college, they have had to compete with students from other boards who are equipped with superior soft skills. With this in mind, Udaan Safalta sessions focused on building their presentation skills with topics such as Impactful words, Presentations skills & Personal branding. On the other hand, SYJC students (N-115) began the countdown to HSC board exams. For them the emphasis was on academic planning as they faced semester exams in October with board prelims at the end of December and January. Home visits which are the backbone of Udaan operations took place with monthly themes reflecting the students' needs in a particular month. In addition, hospital visits were arranged for students with medical needs and mentoring sessions were undertaken at head office for getting students back on track.

Safalta Sessions (FYJC)

Safalta sessions are held for soft skills & Life skill building. Typically, small groups of 5-7 students per facilitator engages in activities for 3.5 hours on a Sunday every month. Each student has one such session per month. Easy to recall short forms, work sheets, puzzles, mind maps etc. have ensured that students can easily implement the learning into practice. In the Personal Branding session FYJC students were asked to create a mind map of their introduction, along with their strengths and weaknesses. Post the sessions there have been incidents of Udaan students using impactful vocabulary in language papers, taking initiative in class presentations, participating in annual day functions and elocution competitions. They have tasted success by getting prizes and certificates.

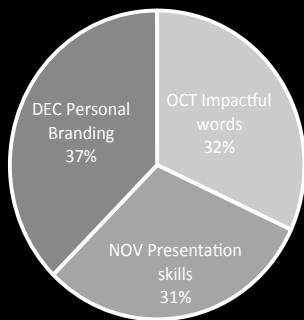
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Safalta Ki Tayyari (SYJC)

For SYJC students October was hectic due to semester exams, syllabus and project completion. They were in preparation for the all-important HSC exams. Last year, some students experienced failure in HSC by 1-2 marks and had experienced difficulty in interpretation of questions, understanding the paper pattern and subject wise weightage of marks. Each of the core subject of all 3 streams was dissected into easy to revise units. MCQs were revised through interactive games, peer learning and puzzles. In most colleges English as a subject was neglected and this showed in the low marks obtained in semester exams. A 4-day pilot session of English Grammar was conducted for 21 students who lived close to the head office. Articles, prepositions and tenses were taught in a simple way. From the learnings of this mini session, a Safalta ki Tayyari English session was conducted in December. Students were shown smart ways in which on an average 40 to 50 marks could easily be acquired by attempting all the questions. This will hopefully stem English subject failures in HSC 2019.

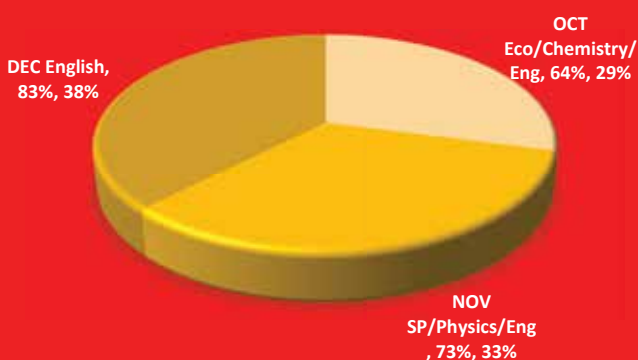
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Safalta Sessions (FYJC) Attendance



■ OCT Impactful words ■ NOV Presentation skills ■ DEC Personal Branding

SAFALTA KI TAYYARI (SYJC) ATTENDANCE



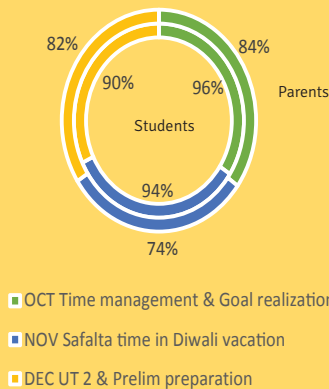
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Monthly Home Visits (Mandatory)

Monthly themes reflect the core action plan to be followed for home visits. For example, in October, students were not only reminded of the percentage goals they had set at the beginning of the academic year but were also helped to plan out their semester study plan. During the Diwali vacation, students were monitored to



utilise their free time for completion of projects, revision of difficult subjects and extra reading. In December most colleges had Annual days, colleges festivals and industrial visits with prelims scheduled in the last week or in first week of January, so a follow up was very important to help the students balance both areas.



Follow up

During these three months, rigorous follow ups (during home visits & by phone) were taken of SYJC students (N - 115) for fee payment and board form filling to ensure that all students attempt the board exams. Similarly, 17 failed students were tracked for re-exam form filling.

4

Career Focus Home visits

To understand the college degree and future studies preparedness of HSC students, special onetime visits were undertaken where students (N- 87) were asked questions about the degree they intended to pursue, nearby colleges and the cut off percentages, financial readiness and parental support. The responses helped to gauge if students were on the right educational path for their chosen career and were capable of achieving their goal. Based on their responses and the team's understanding of the student for the past 4 years, students were divided into 3 categories - Decided (N- 52), Undecided (N- 15) & Confused (N-20). Those in the latter two categories were give tasks to explore options based on their capabilities. They will be guided to make the right choice post HSC. 75% of the batch has been covered under these visits, rest will be covered in coming months.

Career Focus Home Visits

Done

76%

Decided

60%

Undecided

17%

Confused

23%

Hospital Visits

Hospital visits are conducted for students or their family members who are in need of medical treatment or Learning disability certification. Currently treatment and a follow up is being done for 5 students and one parent for conditions such as Drug Addiction, Learning Disability & Epilepsy, Polycyclic Rheumatoid Arthritis, Ear surgery and advanced stage Cancer at Public hospitals such as Sion, Rajawadi, JJ & Tata cancer.

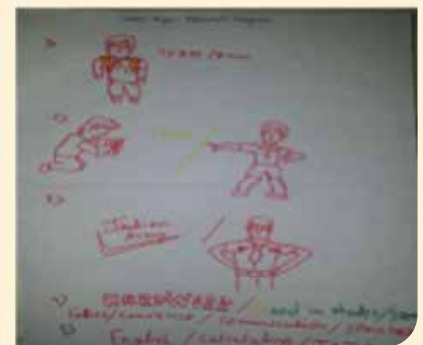
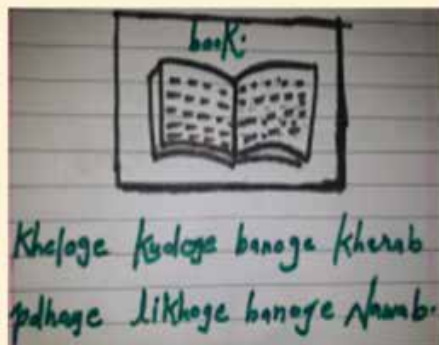
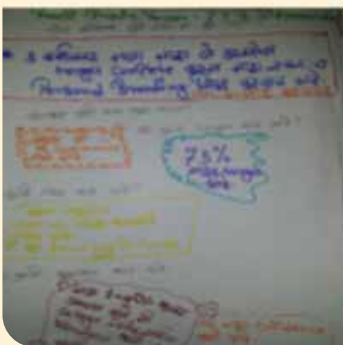
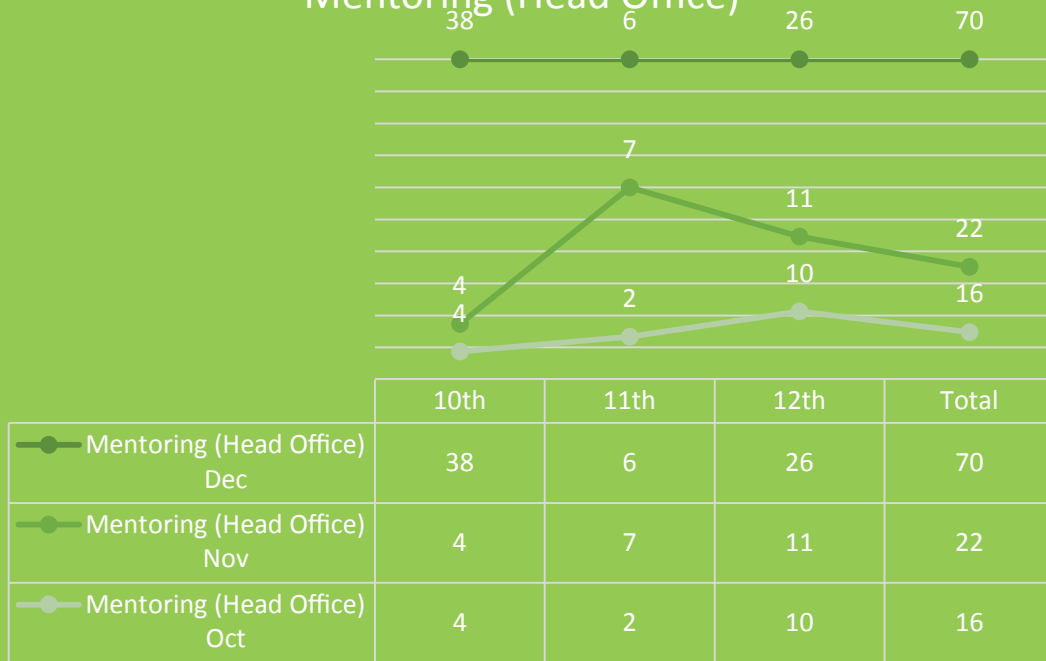
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Mentoring (Head office)

Students who had become irregular in colleges due to peer pressure, disinterest or lack of monitoring were called at our office for mentoring where through a discussion, problems were isolated and solutions were discussed with parents and students. Post mentoring students are being tracked for action points.

6

Mentoring (Head Office)



Success story

Sanjay, studied up to std. 10 in a partner school situated near the methane filled creeks of Ghatkopar. During his school years, he showed signs of learning difficulties for which he was referred to Nair hospital. During testing he was diagnosed with ADHD which delayed his LD testing as the scheduled drug given to him would hamper his assessment test results. Further, in std. 9, he was diagnosed with a personality disorder. To prevent failure, he was given, continuous academic revision home visits and this helped as he passed with 43% in SSC. He was mentored to take admission in ITI (Food & Beverage). He has passed the final exam with 64 %. In doing so he has overcome the challenges of academic difficulties, psychological afflictions and poor living conditions.

KEF encourages partner schools to improve their aging infrastructure i.e. roof, plastering coloring, flooring, ventilation, flooring, toilets, urinals, hand washing points, drinking water points, drainage system, water for drinking etc. Schools which do not have safe school building and inadequate sanitation infrastructure are supported by KEF. Schools contribute 20% of the project cost whereas KEF funds 80%.

School Repair Project initiated in the third quarter:

Project Brief:

Poor sanitation, unsafe and inadequate water supply and inappropriate hygienic behaviour have a terrible impact especially on the health of school going children. Since, children spend long hours in school, physical environment and cleanliness of education facilities significantly determine their health and well-being. KEF intervenes and improves sanitation infrastructure i.e. toilets, urinals, drainage, provides water for drinking and sanitation, and repairs critical enhancements to the building infrastructure of the partner schools.

Scope of the Work:

The Scope of the work is divided in 2 parts for the following 8 schools:

Part A: Providing Water Purifiers

Following are the recommended purifiers.

Sr. No.	School	Number of Students	Recommended Solution
1	Anjuman Behrul Uloom Urdu High School	1114	1 unit AG 600
2	Al Mahdi Urdu High School	522	1 unit AG 600
3	Anjuman Riyaz Ul Islam High School	2154	1 unit AG 600 & 1 Unit AG 200
4	Ideal High School and Jr College	1876	3 units AG 600
5	Trombay Public High School	512	1 unit AG 600
6	Unique High School	550	500 lph UV
7	Chembur Welfare Marathi Shala	1417	2 Units AG 600
8	National High School Vikhroli	621	2 Units AG 600
9	Narayan Rao Acharya High School	763	Existing Unit
10	Subhashchandra Bose School	1368	Existing Unit

1
Providing Drinking Water and Sanitation Facility in 10 Schools



Part B: Civil Work

Civil work includes the following work:

Constructing new drinking water facility.

Providing tiles for the facility.

Providing new taps.

Providing new plumbing work wherever required.

Providing new electric points for the purifier.

Cost Estimation:

Costing has been done for 8 Schools considering the above scope.

Work Status:

Coordinating with schools for 20% School Contribution and documentation.



2

Providing In-Kind Support to the Schools



Project Brief:

KEF proposes to support partner schools by providing new benches, Fans and Lights, Boards, Chairs and Cupboards.

Following are the requirements of the Schools.

Sr. No.	Type of Requirement	Quantity	No of Schools
1	Benches		
	3 Seaters	235	6
	2 Seaters	606	8
2	Lights and Fans		
	LED Tube Lights	408	19
	Crompton Ceiling Fans	230	19
	Crompton Pedestal Fans	19	7
3	Boards		
	Green Ceramic boards	53	11
	Black Boards	43	9
	Notice Boards	73	22
4	Chairs		
	Arm Rest Chairs	540	15
	Without Arm Rest Chairs	155	7
5	Cupboards		
	Simple Full Height Cupboards	41	11
	Simple Small Height Cupboards	3	2
	Locker Cupboards	27	13
	Library Cupboards	13	7

Sr. No.	Items	Quantity	Unit Cost	Total	School Contribution	KEF Contribution
1	3 Seater Benches	235	3550	834250	166850	667400
2	2 Seater Benches	606	2800	2E+06	339360	1E+06
3	Green Board	53	5280	279840	55968	223872
4	Black Board	43	2640	113520	22704	90816
5	Notice Board	73	1260	91980	18396	73584
6	Armrest Chairs	540	472	254880	50976	203904
7	Without Armrest Chairs	155	425	65875	13175	52700
8	Tube light	408	300	122400	24480	97920
9	Ceiling Fans	230	1670	384100	76820	307280
10	Standing fans	19	2150	40850	8170	32680
11	Cupboards	88				
	Simple Cupboards	41	11460	469860	93972	375888
	Small Cupboards	3	7920	23760	4752	19008
	Locker Cupboards	27	12050	325350	65070	260280
	Library Cupboards	13	10870	141310	28262	113048
	Total			₹ 48,44,775.00	₹ 9,68,955.00	₹ 38,75,820.00
	Misc.					50,000
	Grand Total					₹ 39,25,820.00

Note: Costing is as per Final Purchase Order.

Work Status:

20% of the cost has been collected from the school and the purchase order has been released.

Repair and Renovation of Lean Shed to be used as PIP center

3

Repair and Renovation of Unnati Centers

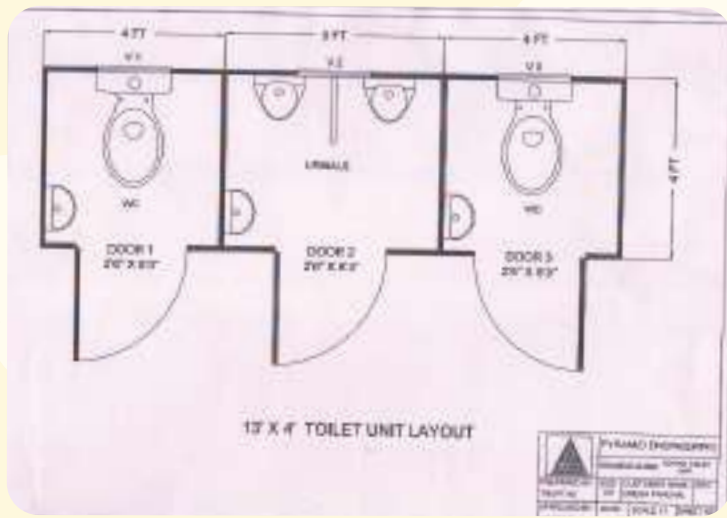


Providing and Fixing Prefabricated Toilet Unit in Goregaon Unnati Center.

Scope:

The centre is being run at the ground floor of Infinity IT Park. Currently it has only one toilet unit and the available toilet unit is not sufficient to serve the number of students being catered by the center. Thus, additional toilet units will be provided. New toilet units will be made of FRP prefabricated material.

Two toilet units and a urinal with two pots along with the washbasin and overhead tank will be provided.



Work Status:

Costing has been prepared. Fabrication of toilet unit is in process. The installation will be completed in the first week of March.

Providing Internal Painting in Virar Unnati Center

Scope

The painting in these rooms has been eroded giving a poor view. Apart from the classrooms there is leakage issues in the computer room. The scope for work is finalized as below:

Diagram of Toilet Unit

Removing the old plaster and cleaning the surface.

Providing Internal Painting to walls and ceiling of the classrooms.

Providing wall tiles for the walls in the computer room.



Work Status:

Costing has been prepared. Approvals are in process.

National High School



After Work

Work Status:

The work has been completed in all respects and handed over to the Umang Team.

