

ANNUAL REPORT

Digital Learning Solutions
The gateway to future-readiness



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Kotak Education Foundation was established in 2007 with a mission to improve human development indicators in underprivileged communities in areas like M (East) Ward, Mumbai. Sadly, life in these communities has only gotten harder during the pandemic. A Pew study indicates that as many as 75 million people may have fallen into poverty in the last year. The loss is most damaging for students.

According to a study by Azim Premji University, the learning loss from students missing classes in the current year, has resulted in them also forgetting lessons from the previous year (87% had forgotten at least one language or maths skill). These poor education outcomes will undoubtedly stunt the ability of these students to deal with adult life, thus perpetuating the cycle of generational poverty that KEF seeks to disrupt.

KEF, in keeping with its mission of empowering through education, made every effort to support this section that has been deprived the most. Students who could not afford mobile phones to access online teaching were reached through the Kotak Education Initiative TV (KEI TV). Grade 10 students were given tabs with preloaded content so they could continue learning. In addition, efforts were made to build the digital teaching capacity of KEF partner school head teachers, teachers, parents and students.

Beyond teaching initiatives, KEF also distributed food rations to families in need, equipped schools with COVID-19 kits, and provided financial assistance to teachers whose salaries had remained unpaid during the pandemic.

To assess the impact of our initiatives, KEF made conscious investments in 2020-21 in external assessments and impact studies. For the first time, an independent agency was commissioned to conduct an impact study for one of our flagship projects - LEAD and results are encouraging. Pratham conducted the ASER test for 5000 students across 50 schools and CENTA assessed around 500 KEF partner school teachers in at least one subject. Studies are yielding feedback critical for us to improve the effectiveness of KEF's work.

2020-21 has had a catapulting effect on the entire organisation. On one hand, we devised newer plans to reach and support our beneficiaries, and on the other, we proactively explored and innovated strategies to enhance KEF's impact in the "new normal" year to come.

KEF as an organisation is determined to continue its current momentum of bringing a transformative change in beneficiaries' lives.

Through our efforts we have pushed the pendulum of change and increased the pace of our progress, this has been possible with 400 employees joining hands on a strategic roadmap which will see full bloom in 2021-22.

By aligning actions to new regulatory requirements like the latest CSR amendments and the National Education Policy, 2020, together with a clear strategic pathway, I am confident that KEF will scale new heights of success and we will all witness a bigger, stronger, and more impactful KEF.

MR. SHIVAJI DAM



CEO Message

As we come to the end of 2020-21, I look back at the phenomenal efforts that our team put in to adapt to such a difficult year. When I took over as CEO of Kotak Education Foundation, my primary goal was to maintain the momentum of the extraordinary culture created by Shivaji Dam's visionary leadership. I am glad to say that our future ready approaches across all our endeavours has served us well as the world was halted by the COVID-19 pandemic. We were able to still make strong progress against our goals and reached significant milestones in our overall mission to bridge the opportunity divide in the urban slum schools of Mumbai.

Just like the rest of the world, the pandemic completely disrupted KEF's various interventions. But it has always been our motto that challenges are just another word for opportunities. Our teams were able to seamlessly switch all operations to online classes and interactions, despite the low level of digital literacy. This shift would not have been possible without the team shifting to a war footing on the digitisation of our content. The experience and expertise gained from these transition efforts unlocked new and exciting possibilities for KEF in the EdTech space.

We designed training sessions to pass on this e-learning expertise to teachers from partnered and non-partnered schools. We also initiated a new project, **Digital Learning Solutions (DLS)**, to cater to this new demand for e-learning. DLS was able to distribute around 2,000 tabs to students preparing for their Grade 10 Board exams. While the immediate goal is to ensure access to digital devices and help underprivileged children from being educated during the pandemic, the long term vision is to help schools integrate technology in their pedagogy.

KEF's response and approach to COVID-19 reflects the increasing use of technology in education. A variety of apps and Learning Management Systems (LMSs) are being used and developed across our various interventions to help KEF deliver engaging content, receive assignments and monitor progress.

Though KEF could scarcely have done a better job adapting to the post-pandemic world, the last year has been rife with challenges. It is only in the context of these innumerable and novel obstacles can we appreciate the extraordinary work and achievements of our teams. Through perseverance, innovation and commitment to our core values, we were able to maintain our track record of ensuring strong outcomes and securing new opportunities for growth.

Guru was able to expand not just the number of teachers and students reached, but train them on how to execute online classes. This support was also extended to headmasters through **LEAD**. **Nirmaan** was able to help many schools fix ailing buildings despite pandemic restrictions. Lockdowns have not been easy on anyone and **Parvarish**'s efforts have been instrumental in guiding parents through this tough time.

The mentors in **Excel** had to work doubly hard to ensure that its meritorious students could continue studying. **Umang** maintained its excellent track record of boosting the Spoken English skills of students. **Unnati** managed to add 2 new domains to its vocational education courses and place aspirants despite a global trend of downsizing. **Health** helped communities respond to the pandemic while also innovating new ways to deliver ordinary healthcare. Though we could not continue with **Nourish**, we organised food relief efforts to help families through the pandemic.

I am heartened by the way that we at KEF have responded to the pandemic. We are now extremely prepared to deal with the continued effects of COVID-19 and still maintain our high standard of delivering outcomes.

DR. GANESH RAJA

Kotak Education Foundation

2020 - 21: A Year of Strife and Growth

COVID-19 has changed the world, particularly for the economically challenged communities who are the target beneficiaries of the Kotak Education Foundation. A report by the World Bank suggests that as many as 49 million people may have been pushed into poverty globally in 2020. Meanwhile, in India, a Pew study indicates that 134 million Indians now live in poverty, a number which would have been 49 million if it weren't for the effects of the pandemic.

The task for KEF was thus an uphill one. According to research by the International Journal of Current Research, around 320 million learners stopped moving to schools/colleges as educational activities halted in India. This meant that KEF had to simultaneously manage its own transition to digital outreaches and government prescribed safety measures while also reaching out to its beneficiaries in this crisis. What followed next is a story of grit, resilience and innovation where KEF not only met goals set for the year, but also set out a path and roadmap for a more sustainable future.

KEF Performance Executive Summary:

In the last year, KEF programmes impacted a spectrum of stakeholders across 115 schools. These included:

40,000 Students
6,827 Parents
6,433 Teachers
2,285 Youth Aspirants
874 Scholars
489 School Leadership Cohort



BENEFICIARY REACH



From a total of 11 programs (inclusive of all 9 interventions and 2 pilot projects), 8 programs achieved a beneficiary impact above 90% while 3 interventions (Guru, Health and Whole School Turnaround Programme [WSTAP]) clocking a beneficiary impact in excess of 80%. 4 interventions (Parvarish, Lead, Unnati and Umang) surpassed their planned impact. Umang was able to impact almost double the number of students planned and Parvarish through Kilbil Parivar and Apulki (KPAP) impacted almost thrice the number of parents planned. Despite the

pandemic induced challenges, 5 interventions (Parvarish, Guru, Unnati, Excel & Umang) showed positive growth in the number of beneficiaries over last year with Guru more than doubling its impact with teachers. Health recorded a decline in beneficiary impact over last year while LEAD maintained the same number.

INPUT



2 out of the 11 programs are ineligible for input achievement - SCD & Nirmaan. Of the remaining 9, Parvarish, LEAD and Umang achieved more than 90% of their planned input target, while the last 6 (Excel, Health, Unnati, DLS, Guru and WSTAP) achieved 70-90%.

OUTPUT



✓ Attendance:

Given the nature of their work, the SCD, Nirmaan and Health programs did not have any attendance targets. Of the remaining 8 programs, Parvarish and LEAD achieved over 100% attendance with the Exposure Visit and Virtual Instructor Led Training (VILT) workshops in LEAD being phenomenally received (4-7 times the planned attendance). 5 programs (Guru, Unnati, Excel, WSTAP and DLS) were within the range of 70-90%, with only Umang facing challenges at 36% attendance.

✓ Assessment:

Guru, Umang and Parvarish completed their closeline assessments for the year while Unnati and LEAD will complete their assessments by April and May, according to plan. SCD, Nirmaan, Excel and Health do not have any closeline assessments due to the nature of their work.

Guru had close to 70% teachers eligible for assessment both this year and the last year. Around 60% of eligible teachers showed an improvement of at least 1 level compared to 50% last year. Of the total universe, 42% of teachers moved up by at least 1 level this year, up 6% from last year.

Umang had 34% of total students eligible for assessment this year compared with 92% last year. 86% of eligible students moved at least one level up as against 51% the previous year. Of the total student universe this year, 28% of students moved at least a level up.

Just like the previous year, Parvarish assessed 60% of parents. Of these, 51% showed an improvement, a 20% increase from last year. Of the total universe, 30% of parents showed an improvement this year compared to 17% last year.



KEF IMPACT SUSTAINED - A SNAPSHOT



Pranit Pradip Gaykar is the **first Excel Scholar to become an allopathic doctor** after completing his MBBS from Rajiv Gandhi Medical College, Thane in 2020-21.

The LEAD intervention led the path in bringing about self-sustaining impact when **alumni School Leaders, on their own initiative, planned and organised a 2 day virtual education conference**. The conference was attended by more than 200 educationists from across the country, including many eminent personalities.

The **average monthly salary of an Unnati Aspirant was Rs. 13,413**, a 19% increase from Rs. 11,303 in the previous year.



PILOT PERFORMANCE

After completing assessments, both pilot projects DLS and WSTAP are showing promising results in all aspects of impact and attendance, and are bringing about meaningful change for beneficiaries.

DLS is only 4 months old, but has already started showing improvements for both teachers and students. 100% of teachers showed significant improvement, with 18% of teachers moving 2 levels up in a short time span. Student gains were also high, with a 31% increase in student scores in the second midline assessment only 2 weeks after a 7% increase was recorded in the first.

The average annual growth of the 3 WSTAP schools in closeline assessments (done using a KEF modified version of the government's Shaala Siddhi metric) was 24% compared to a target of 2.4%.

ERP SOLUTION: PILOTING FURTHER INNOVATION



Kotak Education Foundation collaborated with 5 partner schools to set up Enterprise Resource Planning (ERP) systems - a school management software system - and implemented it as a pilot initiative. Through this software, all important data generated by a school can be captured and recorded in one place without the hassle of manually maintaining records. It also enables communication with parents regarding various student related updates including their homework, special occasions, fees, examination details, etc.

PROACTIVE PIONEERING MOVES



✓ EdTech

Immediately after the onset of the lockdown KEF began to build its digital learning capacity in a very short time, beginning with the digitisation of its content. Online sessions for our beneficiaries began shortly after through the use of mobile phones.

To facilitate online lessons, teachers were trained on how to conduct classes using commonly available online tools such as Google Meet and WhatsApp.

The training modules used to train partner school teachers proved so successful that KEF was eventually invited by the Municipal Corporation of Greater Mumbai (MCGM) to train their school teachers on the usage of EdTech tools.

Time was also invested in exploring content digitisation as well as developing Learning Management Systems (LMS) and EdTech apps.

✓ New Education Policy 2020

KEF trained around 3000 School Teachers and Head Teachers from across 500 schools, within and outside Mumbai to gear up for the momentum NEP 2020 requires for implementation in schools.



STRONGER TOGETHER: COLLABORATING FOR GREATER IMPACT

2020-21 was definitely a year of collaborations. Right from internal collaboration between KMB CSR and KEF teams to collaborations with several other institutions, KEF has been able to chart a path of great possibilities for its beneficiaries.

KEF exchanged learning and operation models with institutions like Mantra for Change, Akansha, Mukangan and Magic Bus, strengthening the spirit of learning and growth together.

KEF also collaborated with several partners to offer beneficiaries further benefits. This included collaboration with 'Dhwani RIS', a digital management portal, and Manav Sadhan Vikas

Sanstha (MSVS) where MSVS mobilises aspirants which KEF trains online and both entities jointly place the trained aspirants. Memorandums of Understanding (MoUs) were also signed with UNNATI, Bengaluru to offer KEF aspirants its UNXT certification to enable a differentiated vocational skilling program, as well as with 'RISE Infinity Foundation', to help with enrolments.

KEF also joined hands with the Family Planning Association of India, Mumbai to organise health check ups.

KEF is grateful for pro bono support received - LearningMate provided advice on EdTech, Pratham loaned tabs to students till KEF could procure its own, Byjus shared its content and Prashanam conducted quick surveys through the year to get a pulse of the inputs given to various beneficiaries.

In order to provide students global exposure, KEF continues to collaborate with the Global Cities program of Bloomberg Philanthropies, New York and Young Person's Plan for the Planet (YPPP), Australia for the second year in a row.

2020-21 also saw the creation of cross-functional teams for projects: the EdTech masterclasses for MCGM involved members from 5 different programs working together. Similarly, DLS and ERP combined efforts from different teams to forge collaboration and peer bonding.

A RENEWED FOCUS ON WELL-BEING AT KEF



Given the stresses and anxieties of working through a pandemic, it was important for KEF to also provide resources and support to its teams to cope with challenges related to their health and well-being.

HR organised several workshops on mental well-being that helped employees adapt to the new challenges of working from home. Several virtual clubs (reading, cooking and handicraft) were created for employees to help them nurture their creativity.

The KEF team was joined by 1,311 volunteers who supported us in our Telephonic Spoken English Program, Mentoring Program and other intervention based requirements.

TURNING ADVERSITY INTO ADVANTAGE



They say that learning should never stop. 2020-21 has been a great teacher for us. With all the hardships faced and the challenges that came our way, we learnt to pause, take stock, consolidate, and move forward with clear strategy, bold goals, and renewed organisational capacity.

With the strategy blueprint exercise planned in the first quarter of 2021-22, we have embarked on an exciting journey. As India learns to adapt once again to a new and stronger COVID wave, the lessons we've learnt during 2020-21 renew us with hope and confidence that we will rise to the challenge and innovate to empower our beneficiaries. It's what we do at KEF.





**Detailed
Program / Project
Report >>**

DIGITAL LEARNING SOLUTIONS



DIGITAL LEARNING SOLUTIONS

2020 - 21: Bridging the Digital Divide

Digital Learning Solutions (DLS) project aims to equip partner Schools, Head teachers, teachers and students to be 'future ready' by providing thought leadership, capacity building and digital infrastructure support.

2,060


Beneficiaries Impacted
across 19 Schools



An internal KEF survey in August 2020 showed that as many as 58% of students were outside the ambit of the education system after the onset of the pandemic either because they did not have a device or because teachers did not have a good enough device to hold online classes.


Head teachers, teachers and students were provided Tabs pre-loaded with grade 10 content

Phase I Pilot: Transitioning to digital learning through tabs



BENEFICIARIES

	Planned	VS	Actual	
	Planned		Actual	% Achieved
Students	2,068		1,940	94
Teachers	109		107	98
School Leaders	13		13	100
Total	2,190		2,060	94



INPUT

	Planned	VS	Actual	
Teacher	Planned		Actual	% Achieved
Tab navigation	19		19	100
Subject wise study, revision and assessment plans for students	3		3	100

Data Analytics Support post assessment	2	2	100
Problem Solving calls	321	247	77
Need based Support	21 teachers were provided with additional practice test papers and pre-solved papers		

Student	Planned	Actual	% Achieved
Orientation Sessions	19	19	100
Subject wise study plan for students (2 hours daily)	3	3	100
Classroom Support Sessions to the students for Technical and Learning support (2 were planned)	90	59	66
Counselling and Problem Solving calls to students	1,940	1,110	57

⇒ **OUTPUTS / OUTCOMES**

Planned **VS** Actual

Teacher Attendance	Planned	Actual	% Achieved
Tab navigation	107	107	100
Subject wise study, revision and assessment plans for students	107	107	100
Data Analytics Support post Assessment Session 1	107	77	72
Data Analytics Support post Assessment Session 2	107	94	88

Student Attendance	Planned	Actual	% Achieved
Orientation on Tab Usage and Navigation	2,068	1,940	94
Counselling and Problem Solving calls to students	1,940	1,110	57

ASSESSMENT TEACHERS

107/ 100% Teachers Showed Significant Growth



87 (82%) teachers moved one level, where they started teaching students using preloaded study content in the tab. ('Substitution' Level)*

20 (18%) teachers moved two levels up, where they have started creating, adding and sharing their self developed resources with students ('Augmentation' Level)*

* As per SAMR Model, (a monitoring and evaluation model for teachers used for EdTech integration, internationally)

STUDENTS

Students' Progress as per Midline Assessment

Students' performance was tracked based on 6 Parameters divided into two categories:

- 1. Learning Efforts:** Days, Subjects and Hours
- 2. Learning Achievements:** Topics, Assessments and Avg. Scores

Midline 1 & 2



7.4% increase in students scoring above 50% in **Midline 1** compared to Baseline 1 (**12 days** span between Baseline and ML1)

31.4% increase in students scoring above 50% in **Midline 2** compared to Midline 1 (**14 days** span between Midline 1 and Midline 2)

NEW INITIATIVE



KEI TV

Kotak Education Initiative collaborated with local cable networks to air 32 episodes across 2 seasons for middle school students in M Ward to continue spoken English classes. KEI TV was able to reach around **1,000** students.

The task is uphill ...



The baseline revealed that students had forgotten even Grade 9 content. Moreover, they were not in the habit of doing studies for almost 8 months.



Schools were provided with wifi for students to be able to come to school twice a week, upload assessments and download freshly added content and study plans. However, due to stringent restrictions from the Education Department, students were unable to come to school to access the Wi-Fi (according to the plan provided by the DLS Facilitator).

WOW Moment

“Even before the lockdown, I used to struggle learning English Grammar. Then with lockdown I started struggling with some other subjects also. Once I received the tab, the ‘Watch & Understand’ videos helped me with my problems and also with English Grammar.”

Snehal Dilip Kangane, 10th Std. student at Karmaveer Bhao Rao Patil School

Confidence Through Practice

“Tanvi was unable to study, and the school was scared that she would have to leave studies. We reached out to KEF to help. All credit must go to them, as the tab device completely turned around Tanvi’s education”

-Mr. Bhiva Yejare. Secondary Head Master, Vikhroli Vidyalaya



Tanvi Pradeep Vairal is a student at Vikhroli Vidyalaya, who could not afford a device or data connection to attend her online classes. Her headmaster and teachers were worried that, despite being a sincere student, Tanvi would drop out of school and reached out to the DLS team with their fears.

Tanvi was given a tab device which enabled her to resume her studies. The tab also came preloaded with all her necessary study materials. This enabled her to catch up with her class without using the internet. Multiple e-learning apps were also installed to help her learn quicker. To submit her assignments and receive new content, Tanvi would go to Vikhroli Vidyalaya to access the Wi-Fi provided by the DLS Team.

According to the data analytics made possible by the tab, Tanvi went through 100% of the content available. Within just two and a half months, Tanvi was able to record a massive jump in her scores. When she received the Tab, her scores for English, Science and Mathematics were 27%, 3% and 33% respectively. By the time she was assessed again, these scores had improved to 63%, 67% and 70% respectively.

The distribution of the tab to Tanvi brought her back from the brink of failing and dropping out of school. The DLS team merely facilitated Tanvi’s own desire to learn, and with this success, can be heartened in its mission to ensure that circumstances do not prevent any child from the opportunity to learn.

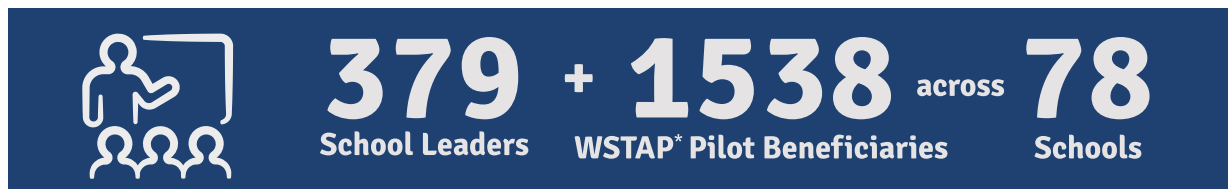


LEAD

2020 - 21: Sustaining Excellence

LEAD builds up individual, team and instructional leadership practices of school leaders to enhance students' future readiness. The intervention supports them to develop distributed leadership and a democratic culture in the school to amplify 21st century relevant student learning outcomes.

LEAD is currently running two models - **1. The current LEAD model**
2. Pilot: Whole School Turnaround Project



* Whole School Turnaround Project

The onslaught of the pandemic hit school leaders on many levels. Personal health fears, mass migration, unemployment, and the financial inability of parents to pay fees or afford mobile phones are but a few examples. LEAD encouraged School Leaders to take charge of the situation by conducting scenario planning and well-being workshops before moving to student learning outcomes. The interventions of LEAD facilitators to guide and support school leaders helped minimise the impact of the pandemic on schools, enabling them to continue educating young children.

Report: Current LEAD Model

BENEFICIARIES

Planned vs Actual

Beneficiary	Planned	Actual	% Achieved	Growth Over Last Year
Schools	75	78	104	4%
School Leaders	374	379	101	0%

INPUT

Planned vs Actual

Activity	Planned	Actual	% Achieved	Growth Over Last Year
I Can Do It (ICDI) Sessions	3,418	3,098	91	19%
Virtual Instructor Led Training (VILT) Workshops	8	7	88	-12%
1 Exposure Visit (virtual)	1	1	100	0%



Facilitators focused on the well being of beneficiaries to create carefully crafted relationships with them. This led to huge attendance numbers compared to previous years, which were comparatively more normal.

Attendance	Planned (%)	Actual(%)	% Achieved	Growth Over Last Year
ICDI	83	99	119	12%
VILT	50	192	384	109%
EV	23	172	748	118%

Implementation by School Leaders

Scenario Planning

- » **80-90%** Schools created contingency plans to maintain student outcomes for different scenarios. 72% schools have observed an increase in engagement of students (to as high as 90%) caused by the integration of technology in teaching.

Professional Learning Community (PLC)

- » **35** schools continued conducting sessions where School Leaders shared best practices to increase student attendance and learning outcomes.

Collaborations with NGOs

- » **50%** of schools collaborated with NGOs like Salaam Bombay, Rotary Club, and Muskaan to improve attendance rates as well as provide financial aid and basic necessities.

Cascading Learning

- » **50-55%** Head Masters (HMs) cascaded EdTech and ICDI learnings to 500 teachers: 120 training sessions across 40 schools.
- » **46%** of training sessions conducted on Edutech.
- » **17%** of training sessions conducted on LEAD Practices.
- » **37%** of training sessions conducted on VILT - Scenario Planning and Well-being.

Physical Intellectual Emotional Social (PIES) Well-being

- » **273** School Leaders, encouraged by LEAD, prioritised the mental well-being of students as well as themselves during COVID-19.
- » **30%-35%** schools planned activities for students' well-being (Gupshup Hour, What's Alive, celebration of festivals, competitions, Paripath etc).
- » **60%** HM's and 230 teachers created an action plan for the same.

An Impact Study Conducted by the Externally Empaneled Agency



Study conducted by Phicus Consulting Ltd.

KEF conducted an emerging impact study driven by an external agency - Phicus Consulting Ltd., Bengaluru. The study reviewed LEAD for 4 months and found that it had **successfully achieved its objective to shape the behaviours, attitudes and mindsets of SLs.**

160 beneficiaries (49 SLs, 19 Primary HMs, 20 Secondary HMs, 44 teachers, 6 parents, 3 trustees, 19 facilitators) across 20 schools were assessed on 7 parameters related to school leadership through interviews (Focus Group Discussions and 1:1 interviews) to collect primary data.

The result of the assessment indicated maximum movement in children focus and team focus wherein

- » **100%** of the SLs showed improvement from 5% to 8% in individual leadership
- » **50%** of the SLs showed <20% improvement in relationship focus
- » **50%** SLs showed <20% improvement in external community focus.
- » **<90%** of beneficiaries rated the overall program as excellent and feel that all three modes of input are extremely useful.

- Recommendations:**
- » Reduce the program life cycle.
 - » Use Edtech tools to scale up the program.
 - » Collaborate with a reputed institute of higher education for joint certification of the LEAD program.

New Initiative



2,464 School leaders trained over
15 National Education Policy Webinars

The radically new National Education Policy was announced in July, 2020 but many schools were unsure about how to respond. To help schools begin the journey towards NEP compliance, LEAD organised 15 webinars for teachers from 500 schools (100 KEF partner schools and 400 non-partner & ex-partner schools) beginning in October, 2020.

WOW Moment

“LEAD taught us tools that allowed us to respond to novel challenges like COVID-19. ‘Circle of Control’ taught us how to focus on things we could directly influence. ‘The Decision Tree’ taught us how to make effective decisions by teaching us about the possible ramifications of our choices.”

- Mr. Mohammed Tahir Shah, the Headmaster at Alfalah High School

LEAD Impact Sustained: Virtual Roundtable Conference by LEAD Alumni

"Kotak Education Foundation har saal apne associate schools ke sathe exposure visit arrange karte hai jisme tamaam school leadership har saal 2-3 din ke liye ye leadership conference attend karte hai. Un presentations ko dekhne ke baad sabse pehele hamare andar jo tabdili aayi wo hai hamare mindset me, ki jab aise platform me itne bade bade kaam hote hai to kyun na hum bhi apne local area me mohiya karen jaha hamare sare school ek platform pe laya jaay, aur wo platform bilkul us tarah se organise ho jis tarah se wo organise karte hai. Jis tarah se wo karte hai, uss scale pe na sahi, lekin koshish to kare."

- Mr. Khan, Headmaster of 'Noor-Ul-Islam' Urdu High School & Junior College



School leadership development continues to grow in leaps and bounds even after LEAD exits schools. A few LEAD alumni organised a 2-day virtual education conference on their own initiative on the 23rd and 24th of March.

The conference was attended by 200 educationists from across the country, including eminent personalities from the field of education. This was double the attendance of the first conference organised last year. Unfortunately, unlike last year students were unable to attend and present papers but organisers look forward to welcoming students again next year. Topics included “Pastoral Care”, “Stress Management for Students”, and “Gandhian Philosophy”. The organisers already have plans to expand the conference further in the coming years.

Whole School Turnaround Project (WSTAP)

2020 - 21: **Enabling Self-Sustaining Growth**

The Whole School Turnaround Project (WSTAP) aims to transform schools that serve students from low income families into high performing schools. The vision is to encourage every stakeholder in the school system to constantly inspire and support students to have high self-expectations so that they pursue a competitive college degree / diploma that will enable them to find a good job and lead a life of dignity.

1,538 Beneficiaries Impacted 

The approach of WSTAP is to have schools lead the design and execution of the turnaround process for their school so that they can sustain it after KEF steps back. A Core Committee of trustees, teachers, parents and student representatives from each class is formed to helm this process. The Committee is assisted and guided by a Change Facilitator appointed by KEF for a period of over 3 years. Together, they first assess the school and set a School Development Plan (SDP). The Change Facilitator then helps the Committee review, monitor and readjust the goals on a monthly basis.

This approach allows each Facilitator to become intimately familiar with the ground realities of their school, allowing them to harness the local knowledge of the school to continuously improve it into a high performing one.

BENEFICIARIES			
	Planned	VS	Actual
	Planned	Actual	% Achieved
Schools	3	3	100
Beneficiaries	1,863	1,538	83

Breakup of Beneficiaries

Trustees - 2 | Head Teachers - 6 | Teachers - 56 | Students - 1,420 | Parents - 54






INPUT

Planned VS Actual

Planned hours	Actual	% Achieved
1572	1356	86

Select Activities for Different Stakeholders of the School

Head Teachers  Daily Debrief, Individual Coaching	Teachers  Individual Coaching, Group Training	Students  College exposure visit, Career Counselling	Parents  Home Visit
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OUTPUTS / OUTCOMES

Planned VS Actual

Attendance	Planned	Actual	% Achieved
Attendance for HMs, trustees, teachers, students & parents	2,554	2,089	82

Assessment

Annual Average Growth in closeline assessment is 24% over a target of 2.4%

The framework for measuring growth is a version of Shaala Siddhi modified by WSTAP to factor college readiness and college completion.

	2019 Baseline	2020 Target	2020 Actuals	Growth over baseline (%)
GES	493	505	554	12
SVVN	333	341	580	74
Vivek	593	607	620	5
Total	1,419	1,453	1,754	24

GES - Govandi Education Society

SVVN - Sri Venkatesh Vidya Niketan

Vivek - Vivek Vidyalaya

Facilitating High Performance



Vision & Planning 100% Target achieved

Stakeholders were encouraged to have a vision for how to improve schools, and tasked with formulating a path to achieving this over the next 3 years (SDP).



High Expectations 50% target achieved

To improve student learning outcomes, a culture of setting high expectations is inculcated in schools.

Teacher Professional Development (TPD) 50% Target Achieved



Teachers undergo training, observation and assessment to improve their performance. An overall improvement across all schools was observed, showing the effectiveness of TPD.

» **100%** teachers attended 100% sessions and activities.

» **40%** increase in the subject and pedagogical knowledge of teachers.

» **25%** average improvement in teaching practices was observed.

» This progress was only measured because Facilitators had grown the Observation & Feedback activity by 50% compared to last year.

» Average 70% increase in pedagogical approaches that impart 21st Century Skills and integrate EdTech tools over the past 8 months.

» PLC have been conducted across all schools to discuss action plans to:

- Improve spoken English
- Improve literacy and numeracy.



New Initiatives

Parent Engagement to Improve Attendance

After observing that 50% of students had not attended even a single online session the school management and KEF facilitator decided that parent engagement sessions on Facebook Live would need to be initiated. Parents were encouraged to share their perspective on issues like the significance of spoken English. These sessions were then followed by class-wise parent engagement sessions

» **90% +** parents from all 3 schools participated in the Facebook Live sessions

» **75%** parents attended the subsequent class-wise sessions in the following week

As a result, attendance in the Jan-Mar quarter increased by 30% over the Oct-Dec quarter.

Processes Adopted in the School Culture

WSTAP uses a systems design approach to bring about the transformative development of schools by putting in various processes. Once these WSTAP processes are adopted by the school in its culture, the school will have a self-sustained system of growth and development. All three schools have adopted the following processes as a part of their culture:

School Development Plan (SDP)



» **100%** of schools have formulated a 3 year School Development Plan (SDP)

Planning and Review



» **77%** adoption of monthly review and monitoring sessions by Core Committees (creator of the SDP).

Classroom Observation and Feedback



» **100%** of teachers are now being observed for around 6-8 sessions and provided written feedback using

- 10 KEF identified parameters.
- Their use of EdTech tools & 21st Century Pedagogy.

Daily Debrief (In 2 schools)



» **50%** implementation of systemic debriefs of 4-7 teachers being conducted minimum once a week.

25 Nikash (Government Assessment)



» **80%** progress of all 3 schools on 25 Nikash, a set of parameters issued by the Maharashtra Government to evaluate progressive schools.

Parent Engagement



» **Each quarter**, HMs and Trustees engaged with parents via Facebook Live sessions, to share their vision of the school and focus area for that particular quarter.

Home Visits



» **100%** Schools conduct a 15 minute virtual home visit whenever a student's attendance drops below 50%.



Guru


2020 - 21: A Year of Evolution

To educate 21st century learners, teachers need to adopt new-age learning techniques, tools and pedagogies. Guru strengthens the teaching practices of partner school teachers by focusing on their content, pedagogy, integration of ICT skills and continuous learning attitudes.

The program encourages the formation of professional learning communities, and the active participation of teachers to create a culture of collaborative learning and increased accountability, both individual and collective, towards student learning outcomes.



6,443 Teachers trained on the use of EdTech tools (673 KEF Partner School Teachers and 5,770 MCGM Non-Partner School Teachers)

 **BENEFICIARIES**


		Planned vs Actual			
Beneficiary	Planned	Actual	% Achieved	Growth (Over Last Year)	
Schools	50	48	96	85%	
Teachers	770	673	87	104%	



5,770* MCGM teachers trained in EdTech tools through Google Meets, Facebook Live and YouTube Live.
* One time beneficiary



70% teachers implemented EdTech tools in their classrooms → 

 **OUTPUTS**

		Planned vs Actual			
Year	Total beneficiary	70% attendance achieved	% Attended	Showed at least 1 level Learning movement	% Achieved
2019-20	277	199	72	100	50
2020-21	672	470	69	282	60



Planned **VS** Actual

12,379 Activity Sessions Conducted

» **71% Achievement over a target of 17,534.**

» **42% Growth**

189 Webinars

- » **118%** Achievement over a target of 160 Webinars
- » **425%** growth in the number of hours
- » **42%** teachers completed at least 70% of webinars

142 Internal Group Workshops (IGWS)*

- » **398** Teachers attended
- » **148%** Achievement over a target of 96 online workshops

*Online sessions for the individual growth of teachers.

- » **70%** Achievement target over 17,107 CS sessions
- » **38%** growth
- » **53%** teachers completed 70% of CS sessions
- » **3%** growth in attendance

11,951 Classroom Support (CS) sessions conducted

- » **403** Teachers attended
- » **57%** Achievement target over 171 sessions[†]

*Space for teachers to interact and collaborate.
†Difficulties coordinating teacher schedules led to a low number.

97 Professional Learning Community (PLC) sessions *

Collaboration with the Young Persons Plan for the Planet - working on Sustainable Development Goals [SDG]



50 students and 8 teachers across 12 KEF partner schools participated in the two-day virtual conference - 'It's Our Future Earth 2020' organised by the Young Person's Plan for the Planet, an initiative of Questacon – funded by the Australian National University. The conference was attended by students from India, Australia, Singapore and Mauritius.

4 New Initiatives



419 Teachers took the CENTA evaluation pre-test

Internal Group Workshops (IGWS)

Professional Learning Community (PLC) sessions

EdTech Webinars for instructions on how to conduct online lessons.

Sustaining Guru's impact: Sustaining the impact of Guru training sessions becomes easier when schools develop a culture of collaborative learning through rich structures, processes and relationships. The Professional Learning Communities and Internal Group Workshops are the first steps in embedding this culture.

WOW Moments

“Using the flipped learning approach I asked students to make a presentation by only giving them the prompt 'The Study of Sound'. They chose their own topic and did their own video research. I was so proud about how excited they were to learn and their presentation was as good as a teacher's.”

- Vaishali Sarkote, a teacher at Mahila Mandal

Learning is Ageless

“Asha is an excellent example of how it is never too late to learn something new. She has imbued our 5E lesson plan approach, and adapted to e-learning solutions like live worksheets to keep her students engaged”

- Guru Facilitator



Asha Negi, a 2nd grade teacher in Dhanraji Pal Vidyalaya, has been teaching for multiple decades. Asha was unfamiliar with technology and needed assistance switching from offline teaching to online teaching platforms. She initially struggled with using technology but through the coaching, role modelling and tech webinars conducted by the Guru team, she became confident enough to start conducting online classes on Google Meet.

Asha used the inquiry-based pedagogical approach to construct her 5E lesson plans and always included reflective questions for the class. Her use of live worksheets to conduct assignments was immensely enjoyed by her students who would proudly share their marks on the class WhatsApp group.

KEF could not be prouder of Asha, and is confident that she will continue to prove that there is never an age to stop learning.



SPOKEN ENGLISH
मैं पढ़ना चाहती हूँ।
I want to study

Umang

2020-21 : **Speaking of the future**

Umang enhances students' future-readiness by developing their proficiency in 'Spoken English', and enabling them to increase their chances of sustenance and growth in the higher education space. Umang also exposes students to digital literacy, critical thinking, problem-solving, and mindfulness practices.

6,963 Students Impacted across **52** Schools

According to a study by the Lok Foundation and Oxford University, a third of all graduates across India can speak English, and 41% of the rich could speak it as opposed to only 2% of the underprivileged. There is therefore, clearly a link between the ability to speak English and prosperity, but only 9.9% of people in Maharashtra can speak English.

Umang is focused on improving these numbers, but this task was made more difficult by COVID-19. Accessibility to devices and internet connectivity were both significant obstacles for students. Inventive solutions, like the creation of videos and podcasts, helped reach students who could not attend classes. With these innovations, Umang was able to reach many more students than expected.

BENEFICIARIES
Planned vs Actual

	Planned	Actual	% Achieved	Growth Over Last Year
Schools	17	52	306	108%
Students	3,807	6,963	183	20%

Break-up of students

Language Enrichment Programme (LEP) Students	520	3,071	591	219%
Accelerated Learning Programme (ALP) Students	3,287	3,892	118	20%

↓ INPUT

Planned vs Actual

	Planned (in Hours)	Actual (in Hours)	% Achieved	Growth Over Last Year
Language Enrichment Programme (LEP)	75	105	140	291%
Accelerated Learning Programme (ALP)	70	90	129	28%

⇒ OUTPUTS / OUTCOMES

Assessments

Year	Total beneficiaries	Students eligible for assessment	% Eligible	Moved at least 1 level Learning movement	% Achieved
2019-20	4,797	4,394	92	2,261	52
2020-21	3,927	1,320	34	1,138	86



New Initiatives



32 Kotak Education Initiative (KEI) TV Episodes viewed by almost 1000 students and broadcast on local cable



16 Umang podcasts created



8 Live sessions on the KEF YouTube channel

WOW Moments

“Irkani was an intelligent child who needed prodding to speak in class. When we started online sessions, she became confident and began participating in classes. She learnt how to use Kahoot to create interactive sessions, and even went back to her school and taught her teacher how to use the app.”

- Shruti Tanna, Teacher Associate at Umang

4 Extracurricular Initiatives to Hone Spoken English Skills



48 students actively participated in the Generation Global program of the Tony Blair Institute for Global Change, United Kingdom



156 students participated in the Buddy Programme with our partner schools which are:

- Bright Riders School, Abu Dhabi
- SM Shetty International School, Powai
- The American School of Bombay



1416 students attended webinars on:

- Coding ● Career guidance
- Counselling
- Scientific activities
- Reading and storytelling



240 students enrolled with the Global Scholars Program by Bloomberg Philanthropies NY

WOW Moments

“I won the Voices of Tomorrow competition and saw myself in the YouTube Live sessions. I am now much more confident in my English and have learnt that if you work hard you will definitely win. This is all thanks to Kotak Education Foundation and Milind Sir.”

- Jay Mahale, an Umang student from Milind Vidyalaya

Confidence through Practice

“At first, I was scared of making mistakes in online classes. My teacher helped me get confidence to speak. Now I am not afraid to speak and thanks to the teacher I have won many English competitions.”



Kimaya Joshi is a ‘Bloom’ student of Umang who has relished the challenge of using new tools to study online. In her two years of association with Umang, Kimaya has progressed from “remedial” to “good” on Umang’s assessment parameters. This incredible growth can be seen in Kimaya’s exceptional performance in competitions.

She was one of the 4 winners among the 5th Standard participants in an online inter-school English Competition organized by English E. Teach, an online English learning platform. The competition was conducted with over 15,000 students across 23 districts from Maharashtra and Gujarat. Kimaya has also won awards in multiple internal competitions organised between Umang schools.

Kimaya is an exemplary performer and we are confident that she will continue to be a stellar student with Umang.



PARVARISH

Parvarish Annual Report

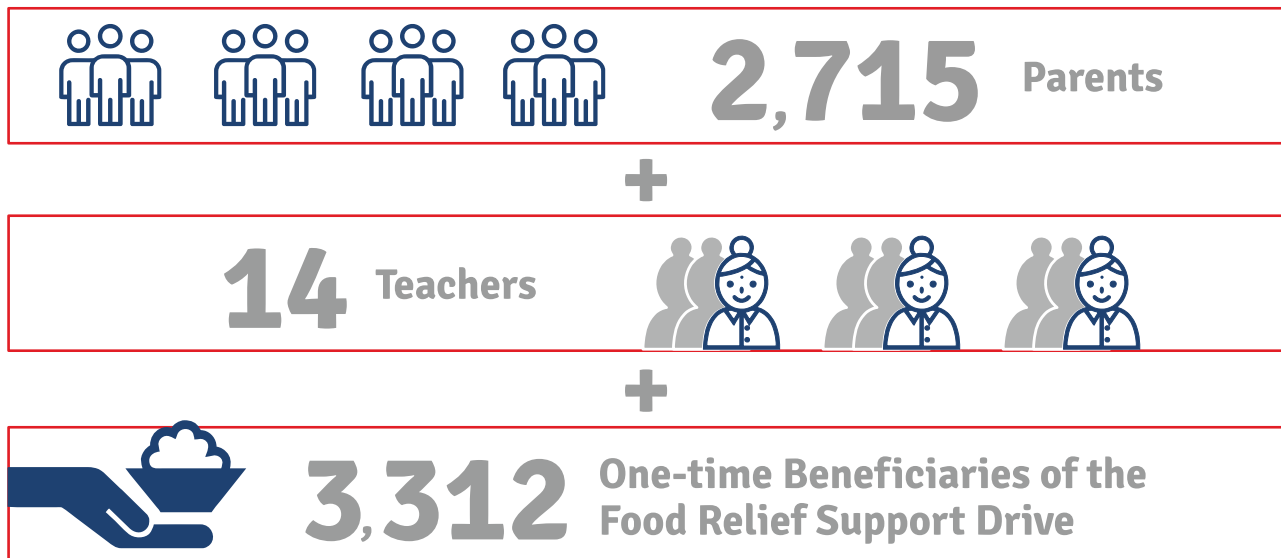
Parvarish

2020-21 : **Positive Parenting during the Pandemic**

Parvarish endeavours to create awareness about the importance of social-emotional intelligence among parents to ensure the holistic development of children. The Intervention also helps parents support their children by increasing the literacy-numeracy levels of parents as well as behavioural and attitudinal changes.




It is impossible to improve the educational outcomes of young students without also addressing their parents. This is typically limited to the provision of financial assistance - last year, the Maharashtra government distributed Rs. 8.3 crores to 19.69 lakh households. However, in order to ensure the holistic development of children, it is important to also encourage parents to be active and supportive participants of their children's education.



KPAP equips parents with the tools necessary to foster better family relationships to secure the holistic development of children. This is achieved through workshops on themes like Love Languages, parenting with non violence, and home as a learning tool.

KPAP	Planned	Actual	% Achieved	Growth Over Last Year
Beneficiaries	1,214	3,501	288	50%
Schools	4	12	300	140%
Workshops	8	8	100	-33%




Prashnam Survey:

97% parents found KPAP helpful for their child's developmental and academic progress.

92% parents are conducting KPAP activities and sharing the learnings gained with their children at home.

94% parents noticed positive changes in their child after practicing activities with their children.



Teacher Parent Partnership (TPP)

TPP aims to foster a collaborative relationship between teachers and parents to inculcate good habits like positive parenting, child safety measures and positive communication.

TPP	Planned VS Actual		% Achieved	Growth Over Last Year
	Planned	Actual		
Beneficiaries	17	14	82	-53%
Schools	5	4	80	-56%
Workshops	3	3	100	0%



100% teachers attendance recorded across 4 schools for all 3 thematic workshops

OUTPUTS / OUTCOMES

Attendance	Planned VS Actual		% Achieved	Growth Over Last Year
	Planned	Actual		
KPAP	55%	57%	104	21%
TPP	90%	100%	111	0%



23,240 telephonic assessments conducted compared to 9,634 last year



40 videos made by parents on good parenting themes taught during workshops



1,045 parents implemented 100% activities with children and 51% parents showed growth in implementation from 30% last year

WOW Moments

“I understood the need for dealing with children with love languages, to show them love and affection. Positive discipline has been used, communication has improved, and through this my family has become happier than ever! Parvarish has helped me understand how parents should help children with their work, and make it a joint activity when possible”.

- Sakshi Patekar, AKV School

There was one activity where we were asked to count the number of utensils in the kitchen. This was definitely a learning point, that everyday household objects can be used to teach children. We also understood how learning can be a fun family activity in which everyone participates! Even my father-in-law happily joined in.

- Bhavana Borhade, Dyanprakash School

True Change Comes From Within

“Change can be brought in children only when we ourselves change as a parent. We must always strive to improve and become better parents.”



Yasmin Shaikh is a mother of three. Her son, Amin, is in Standard 4 of Dharamveer Sambhaji Vidyalay. She learned about Parvarish through Amin’s teacher. She was initially apprehensive and had irregular attendance, but, during an assessment call, a Parvarish facilitator was able to address her concerns. She told the facilitator that she needed support because her son was performing poorly at school.

The facilitator gently suggested that scolding Amin to study would be counterproductive and that Yasmin should involve herself more in his studies. After doing some activities together, she began to implement Love Languages and started to enjoy herself. This positive response from his mother made Amin interested in his education and he started studying much more.

Yasmin now attends workshops regularly, and has a submission rate of 100%.

Amin is now a much more dedicated student, showing that a focus on parents can result in a dramatic impact on their children.



Health

2020 - 21: Good Practices through Awareness

Through its awareness, preventive, and corrective measures, Health endeavours to improve the well-being of students, and helps them inculcate healthy habits so that they can attend schools more regularly and improve learning outcomes.


7,355

Beneficiaries Impacted across 23 Schools



Access to healthcare in India is extremely low for those below the poverty line, and this is no less true in Maharashtra. According to the Maharashtra Economic Survey, the estimated doctor-population ratio in Maharashtra is 1:1188. It also states that 54.2% of women are anemic, 35.2% of children under 5 are stunted, and 36.1% of children under 5 are underweight. These statistics are all likely to worsen due to the pandemic, and addressing them required herculean efforts by the Health team.

The Health team's purpose is to improve the health of beneficiaries but the pandemic has made it difficult to reach them. Schools were shut, so physical check ups were replaced with virtual clinics and online counselling sessions. Awareness drives on the other hand, were conducted using live webinars and the distribution of original video content.

<div style="text-align: center; margin-bottom: 5px;">  INPUT </div> <div style="background-color: #003366; color: white; padding: 5px; display: inline-block; border: 1px solid white;"> Planned vs Actual </div>				
	Planned	Actual	% Achieved	Growth Over Last Year
Students	9,163*	7,355	80	-5%
Schools	33	23	70	9%

* (revised from 24,700 in response to COVID-19)

School Level Initiatives

74 COVID-19 Kits provided to Schools

Each school kit consisted of:

- >> 1 pulse oximeter (to check oxygen levels)
- >> 1 sanitisation sprayer
- >> 10 litres of sodium hypochlorite solution
- >> 10 litres liquid soap
- >> 1 thermal gun (to check temperature)



COVID-19 Awareness Initiative:



4,591 Beneficiary Calls >> To create awareness about COVID-19



3,187 Mental Wellness Sessions >> To support student well-being



Planned VS Actual

	Planned	Actual	% Achieved
Students	3,642	2,391	66
Online Workshops	8	8	100
Support Staff Training	15	15	100



463 students, **30** parents, and **4** teachers shared positive feedback on the sessions



6 students created videos on topics like 'Healthy habits', 'Importance of yoga in daily life', and 'Hand washing' after attending the sessions

INPUT

Individual Beneficiary Health Initiatives

Eye Care	Planned	Actual	% Achieved
Awareness calls	6,491	4,591	71
Follow up calls	18	13	72

OUTPUT / OUTCOME



70 students repaired their spectacles on their own



88 students visited hospital

INPUT

Kishori Sehat Abhiyaan	Planned	Actual	% Achieved
Students	2,177	2,133	98



4 Kishori Sabhas for adolescent girls on issues like anemia and general nutrition



3 Kishori Palak Sabhas for parents for general awareness on health and hygiene



35 students received medicines



1005 Online Consultations

OUTPUT / OUTCOME




Prashnam Survey



92% girls changed their diet



32 Awareness Videos Created:

- » **6799** beneficiaries across 71 schools benefitted by videos on general health, mental well-being, and hygiene
- » **95%** of students implemented the best practices taught in the videos according to the **Prashnam Survey** 

2 MOUs signed:

- » **Family Planning Association of India** (Thane Branch) for a Health camp
- » **Dr. Shruti Shah** to provide 1 year of Kishori Friendly Clinic consultations online

WOW Moment

“We had sessions on how to stay safe during the pandemic. KEF also shared videos on WhatsApp on mental and physical health to take care of our eyes, health and well-being. Thanks to KEF me and my family are healthier and happier.”

- **Shruti Asabe, AFAC School**

All You Need is a Little Push

“Malnutrition affects many children like Prerana. Clear guidance on diets that are both healthy and affordable, accompanied with instructions on exercise routines is able to reverse the trend. Healthy children not only make for healthy adults but better learners as well”

-**Health Facilitator**



Prerana Balasaheb Bhosale is a student at AFAC School in the 8th Grade. Prerana attended all the sessions and activities in the Kishori Sehat Abhiyan awareness programme conducted by HEALTH for adolescent girls where she learnt more about topics like COVID-19 safety protocols, anemia, nutrition, menstrual hygiene, and puberty.

Prerana also attended the online Kishori Friendly Clinic where it was determined that malnutrition had stunted her growth. Doctors provided guidance to Prerana and her family with the resources available to them at home by incorporating a healthy diet and exercise. After following the prescribed regimen, Prerana not only began to feel fitter but was also able to concentrate more on her lessons and improve her learning outcomes.

Prerna is now a healthy young girl who is eager to study and get an education.

Nirmaan

2020 - 2021: **Building the Future**

Nirmaan provides infrastructural support to KEF's partner schools by upgrading school facilities (roofing solutions, provision for clean water, clean toilets, etc.) thereby creating a safe physical environment that in turn ensures increased students' presence, safety, and wellbeing.



Primary Goals >>



To refurbish and update school buildings to ensure safety and adequate shelter. Examples include replacing asbestos roofs with PUF Panels, structural repairs and repainting



To provide drinking water facilities







To clean and repair toilets and provide training support for future maintenance

5 Beneficiary Schools Impacted



Unlike the other interventions, there was no possibility of Nirmaan transitioning to a remote model. When lockdown began, 2 projects had to be delayed indefinitely. As restrictions began to lift, many problems started to arise. The exodus of migrant labour reduced the availability of contractors, while the scarcity of construction materials like steel and concrete led to marked up prices. Even when labour and materials were procured, travelling the long distance to some of the beneficiary schools proved a challenge.



School	Work Done
Mohammadi Urdu High School 	<ul style="list-style-type: none"> ● Replaced asbestos roofing ● Internal & external painting ● Installation of new windows and grill work
Adarsh Vidyalaya 	<ul style="list-style-type: none"> ● Structural repairs ● Reconstruction of damaged walls ● Electrification work ● Replaced asbestos roofing ● Internal & external painting and installation of new windows.
Shri Sai Vidyalaya 	<ul style="list-style-type: none"> ● Re-tiled 3 classrooms
Mahila Mandal Sanchalit Kanya Vidyalaya 	<ul style="list-style-type: none"> ● Replaced asbestos roofing ● Repainting and minor electrical work ● 2 classrooms were renovated with new doors & windows and the height of the ceiling was increased
AKI Madanpura 	<ul style="list-style-type: none"> ● Provided new floor and wall tiles ● Repainting of ceiling and minor repair work in toilet passages on the 3rd floor

WOW Moments

"2 classrooms were in such bad shape. After it rained, water would be filled everywhere. The plaster was coming off and the doors and windows were all broken. After Nirmaan had fixed my school, I went and saw the classrooms. I was so happy seeing how new and fresh they looked, and am so excited for students to come back and see them."

- Ms. Nisha, Trustee, Mahila Mandal Sanchalit Kanya Vidyalaya

"We are a government school in a slum area. We don't have the money or the resources to fix the school. Children and teachers used to suffer a lot during summers. Because of Nirmaan, we were able to provide a beautiful school, where students can study comfortably."

- Ms. Zarin, SHM, Mohammadi Urdu High School

From Distressed to Impressed

"The school was in such a bad condition, one wall was about to collapse at any moment. If we fixed one leak, another would come up. Thanks to KEF, now the building is in such good shape that students won't even recognise it."

- Mr. Shakil, Trustee of Adarsh Vidyalaya Urdu High School



Adarsh Vidyalaya Urdu High School is a G+1 storied structure situated near Yadav Nagar. The ground floor of the school was constructed in 1993 with a first floor added in 1998. No major repairs had been carried out since then, and the building suffered from age related distresses like collapsing walls, damaged plaster, and deteriorated paint. Moreover, the roof was made out of toxic asbestos sheets, and experienced leakage issues during monsoon.

The task of fixing the school also presented its own challenges. Being in a slum, the entrance road was too narrow to directly fit the PUF panel truck. The team had to innovate and organise small tempos to transport the panels from the main road to the school premises. This space constraint also made the erection of scaffolding for painting and plastering the exterior of the building a challenge.

However, despite these challenges, KEF was able to ensure that students of Adarsh Vidyalaya could enjoy a safe school environment with fully functioning facilities.

SCHOOL COORDINATION DEPARTMENT



SCHOOL COORDINATION DEPARTMENT

2020 - 21: Expanding Boundaries

The School Coordination Department forges collaborations with new school management, government bodies and the Education Department to expand the beneficiary and service base of KEF. Post collaboration, the SCD coordinates the smooth functioning of KEF's projects at various levels for smooth functioning of various projects.

106

Schools

311

school management
authorities



Despite challenges posed by COVID-19, the SCD successfully coordinated with partner schools and various projects of KEF. The SCD also implemented many need based initiatives to ease the situation for school stakeholders and KEF projects.

They went a few steps further and even brought schools together on a platform to share and learn the best practices being used to cop with COVID-19.

BENEFICIARY			
	Planned VS Actual		
	Planned	Actual	% Achieved
Schools	106	106	100
School Management Authorities	311	311	100

INPUT			
	Planned VS Actual		
Activity	Planned	Actual	% Achieved
Onboarding of New Schools	45	28	62
Survey to identify the Schools for 21-22	353	353	100
School coordination support	106	106	100
Feedback from school authorities	Quarterly	Every Quarter	100

Need Based Support by KEF and KMB CSR


Initiative	Schools Impacted	Beneficiaries Impacted	Description of support
Food Ration Distribution	9	3,312 Families	Coordinated with school management and received feedback from beneficiary families
Kotak Karma	19	126 (Partner School Teachers)	Managed entire Kotak Karma operation in coordination with Kotak CSR team

- » **29,953** Beneficiaries from Partner Schools reached through calls and data analysis to understand their needs during the pandemic.
- » **6,333** teachers in Palghar and Mira Bhayandar were trained by Guru on how to use EdTech tools in collaboration with MCGM.
- » **508** out of 748 HMs (68% attendance) attended webinars on NEP conducted by LEAD. The webinars were organised in collaboration with the HMs association.
- » **SCD** convinced the education authorities to relax a government resolution on 9th April that barred NGOs from conducting workshops/training for teachers. This relentless advocacy is what made most of KEF's teachers training activities possible.


Feedback

- » **60%** of the teachers have said that Kotak Karma Salary Support has helped them meet their household and other financial expenses.
- » **30%** of the teachers who were unable to conduct online classes, have since started teaching online classes after receiving salary support.
- » **30%** of the teachers who thought of leaving their jobs have continued with the teaching profession.


OUTPUTS / OUTCOMES




28 schools onboarded by LEAD



30% increase in attendance for Umang



42 schools approved by KEF EC for onboarding in 21-22



17% increase in attendance for Guru after reaching out to 158 teachers

Feedback of KEF Budgeted Activities:

- » **84%** of teachers use Google Meet daily.
- » **61%** of the teachers learnt new techniques and methods through KEF Webinars.
- » **85%** of teachers noticed an improvement in students' vocabulary, reading skills and sentence formation after attending Umang classes.
- » **57%** leaders noticed an increase in their self-confidence as well as their analytical and leadership skills.

WOW Moment

KEF was declared a “Corona Warrior” by Milind Vridyalaya School as recognition of the overwhelming support provided by SCD during the pandemic.

Help When It Mattered Most

“When my husband lost his job due to the lockdown, life became difficult. Though I was also not receiving a salary, I was not scared because I was sure that KEF would not forget us teachers. I was so happy when KEF helped all of us”



Ms. Noorjahan Idrisi is a primary Head master of a KEF partner school Al Mahdi Urdu Primary School. She faced a terrible challenge during the pandemic. She hadn't received any salary from the school management since January 2020.

Due to the pandemic, her husband, working in a fabrication company, lost his job in the lockdown. She became the only earning member. Staying in a joint family, it was difficult for her to manage the household expenses. Pandemic had not only affected the family financially but also emotionally and mentally. Her dedication to her teaching profession was unparalleled. She continued working without salary despite the economic odds it posed.

When the School Coordination Department analysed its partner school data and KEF began to study the situation in her school, she had faith that she and her colleagues would get some help from KEF.

Her faith was reinstated in KEF and eventually the cash support initiative was facilitated by SCD on behalf of KMB and KEF. As a result, all the teachers in her school including her were able to manage household expenses and could carry on with their professional commitments without any stress.

Noorjahan madam received the salary thrice through the cash support initiative - a sum of Rs.15000, which enabled her to pay her children's school fees.

Seeing Idrisi madam smile made all of us at KEF happy and relieved!

Excel

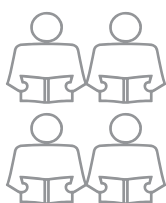
2020 - 21: Fueling the Future

Excel offers scholarships to meritorious scholars from 10th standard until their graduation, coming from below poverty line families. The intervention makes them future ready and provides carefully crafted study plans, mentoring sessions, and career-counselling.

874 Scholars impacted



According to the NSS Report on Household Social Consumption on Education Report (2018), the average household expenditure on higher secondary courses in India is Rs. 23, 832. Excel bridges the gap for households, and grants deserving Scholars the opportunity to succeed. Moreover, transitioning from 10th to 11th standard is a new and unknown phase for any student in the best of times, but doing it during a pandemic makes it exponentially more challenging. Physical textbooks are unavailable, classes are suspended for long periods, and when they do come back they occur in alien formats. Mentors from Excel helped Scholars through this difficult phase by providing constant support and mentoring.



Buddy 4 Study

Right from onboarding to conducting academic and life skills sessions, webinars and data analytics, Excel has migrated its operations fully to **Buddy 4 Study**, an online portal for scholarship management.

BENEFICIARIES

Planned **VS** Actual

Scholars Impacted	Planned	Actual	% Achieved	Growth Over Last Year
Standards 10 +	226	369	163	15%
Standards 12 +	505	505	100	16%
Total	731	874	120	15%

Funded and Non-Funded Students

	Standard 10+	Standards 12+	Total	Growth Over Last Year 12+
Finance and Mentoring Support	369	234	603	16%
Only Mentoring Support	--	271	271	16%
Total	369	505	874	--

INPUT

Planned VS Actual

Activities	Planned	Actual	% Achieved	Growth Over Last Year
Mentoring Calls	16,413	12,373	75	75%
Mentoring Calls Home Visits (Virtual Calls)	4,640	4,328	93	3%
Weekly Life Support Skills	358	343	96	24%
Placement Assistance	505	271	54	24%

OUTPUTS / OUTCOMES

Planned VS Actual

Attendance	Planned	Actual	% Achieved
Life Skills Sessions	150	147	98
Academic Moderation Sessions	145	83	57



97% of scholars passed their HSC exams

47% of scholars scored above 70%
Highest scores were
Kiran Bhosale - 93.07% (Commerce)
and Tejas Patne - 86.5% (Science)



125 scholars have successfully got admission into prestigious colleges

Colleges include: R.A. Podar College of Commerce & Economics, and K.J. Somaiya College of Arts & Commerce. One student was admitted into the MBBS Course in Kharkiv National Medical University, Ukraine



24 Scholars have been placed with prestigious organisations. KEF Placed - 3, Campus Placement - 9, Self Placed - 12

Organisations include: The Indian Air Force, ICICI Bank, Capgemini, Godrej, and Larsen & Toubro

A Wow Moment of Success

Pranit Pradip Gaykar is the first Excel Scholar to become an allopathic doctor. Pranit joined Excell in 11th Standard and KEF funded his education until he received his MBBS from Rajiv Gandhi Medical College, Kalwa, Thane. Pranit recently completed his 6-month internship at Chhatrapati Shivaji Maharaj Hospital, Kalwa, and will begin his employment at the Primary Health Centre in Raigarh District on 1st May, 2021.

No Substitute for Hard Work

“The four pillars of support that helped me be a good student are my father, my mother, the coaching classes organised by KEF, and Joycee Jose from the Excel Team.”

-Kiran Bhosale, Excel Topper for HSC



Kiran comes from an impoverished background, her father is an auto rickshaw driver and her mother is a member of the helping staff in a hospital. She greatly benefited from the Excel program, which helped her deal with distractions and focus on her studies. She was a model scholar, and with the mentoring and counselling provided by Excel, she passed her HSC with a whopping score of 93% and stood second in Swami Vivekananda College in the Commerce stream.

Excel provided career guidance to Kiran after she completed her HSC, where she decided to become a Chartered Accountant. Kiran credits the coaching classes she received at Excel, especially the guidance she received in Spoken English, which enabled her to score top marks.

UNNATI



Unnati

2020 - 21: Exceeding Expectations

Unnati imparts vocational training and life skills to youth who are from BPL families and have dropped out of formal education or not completed their graduation, and makes them future-ready by providing employability skills. Unnati places its aspirants in the hospitality, retail, beauty care, and banking industry.

2,285 Aspirants trained against a plan of 2066



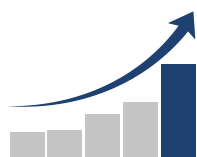
The lack of personal interaction caused by pandemic restrictions presented an obstacle to the mobilisation and expansion of Unnati. The team responded by innovating new strategies and lesson plans and was not only able to meet, but also exceed, the planned outcomes for 2020-21. Due to health restrictions, some training activities like Advanced Beauty sessions had to be put on hiatus while others were difficult to schedule. However, despite the difficulties two new domains were initiated: Multi-Skilled Technicians and General Duty Assistance.



BENEFICIARIES

Planned VS Actual

Beneficiary	Planned	Actual	% Achieved	Growth Over Last Year
Total	2,066	2,285	111	18%



₹ 13,413 - average monthly salary of beneficiaries



9% dropout rate vs 17% last year



2 New domains launched



Multi-Skilled Technicians (MST)



General Duty Assistance (GDA)



800+ Placements secured in a year of economic slowdown

Over 800 Placements despite difficulties securing job opportunities. KEF facilitated the following measures to combat this :

- ▶ Facilitators guided and assured aspirants about safety protocols, and measures taken by corporate partners.
- ▶ A deferred list was created to place aspirants after longer commutes become more feasible.
- ▶ Some companies extended WFH options to exceptional candidates. KEF Facilitators helped these candidates source laptops on rent.



800
aspirants placed
(236 self-placed)



100
New Corporate
partners added



3
MOUs signed



**Dhwani
RIS**



» **72%** of Aspirants placed in reputed companies - HDFC Securities, Burger King, Marriott Hotel, etc.

» **19 %** Growth

» Aim of securing 2 companies in every zone of Mumbai to help cater to aspirants from all areas.

» Unnati Skill Centre, Bangalore for aspirants to obtain 'UNXT' Certification

» Manav Sadhan Vikas Sanstha for mobilisation

» Rise Infinity Foundation for mobilisation

» An MIS platform installed in all centres to consolidate data on mobilisation, training and placements. This easy access and analysis has proved extremely beneficial during COVID-19.

WOW Moments

“Devyashree Ma'am made us do a Movie Narration activity for Spoken English. Me and my friends chose a title, wrote a script and then enacted it. These kinds of fun activities conducted by the Unnati team gave me the confidence and freedom in speaking that helped me get a job at Café Coffee Day”

- Renee Nielroy, placed at Cafe Coffee Day

WOW Moments

“I am thankful to Unnati because of this course I could improve my personality, confidence, communication skills. In this course I got separate English class called Telephonic Spoken English Program (TSEP). I cleared my interview in the first round itself. I got my dream job from this course, and now I am working in Teleperformance, Malad and enjoying my job. I am very thankful to Unnati and my trainers for giving me this opportunity”.

- Rukhsar Shaikh

The Power of Confidence

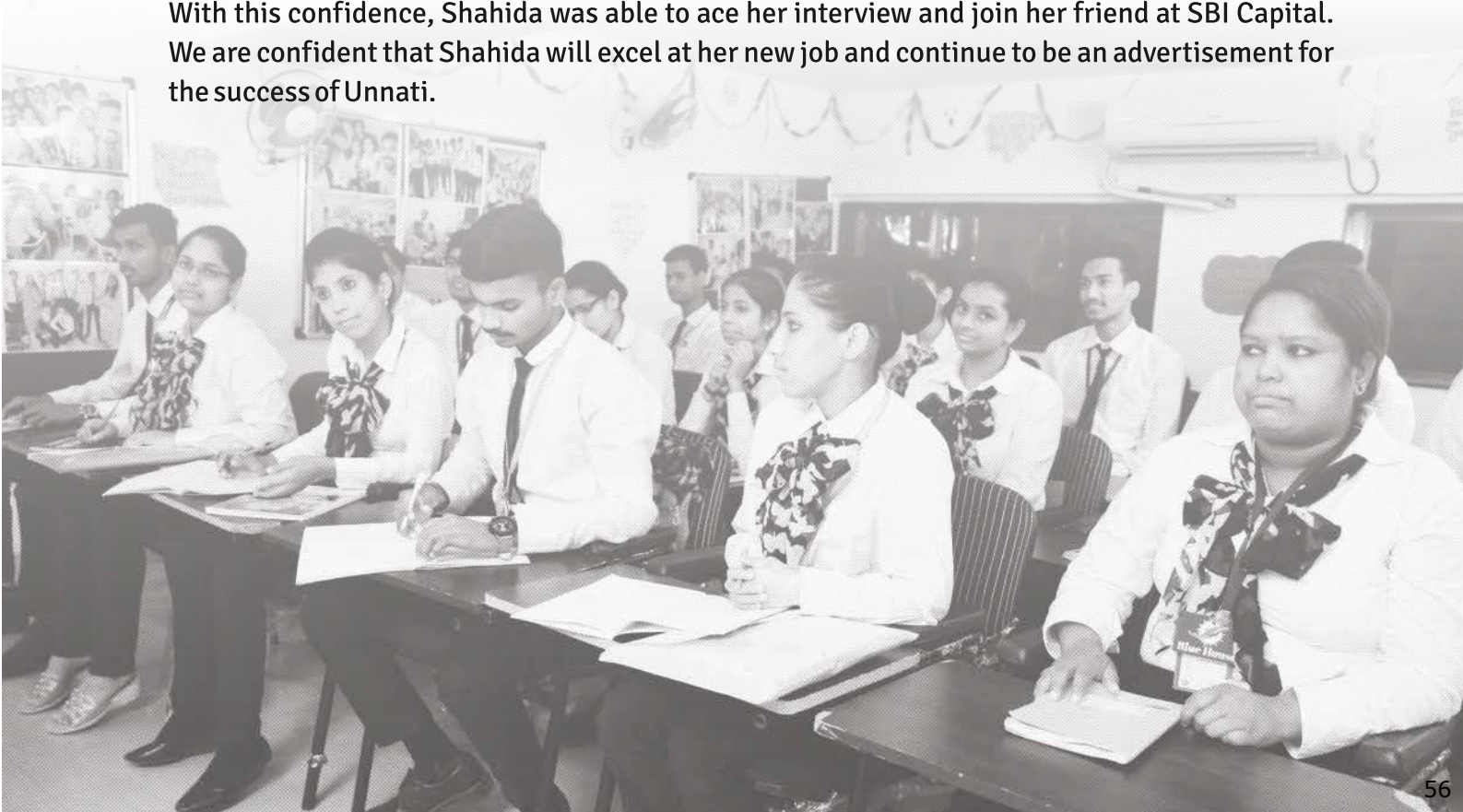
“I was only aspiring to contribute around Rs. 8,000 per month to the household income. Thanks to Unnati I was able to exceed that number. Now I feel like society accepts me more because I am a regular earner who is part of trusted institution like SBI”



Shahida Shaikh was a beneficiary of the Banking Financial Sector and Insurance (BFSI) training conducted by the Unnati team. She was able to secure a job with SBI Capital Securities, earning a salary of 1,50,000 per annum.

After graduating during the lockdown, Shahida was sitting idle at home. She and her best friend heard about Unnati and signed up together. Shahida was an ideal student who was able to reap the full benefits of her training sessions. The Spoken English training sessions particularly improved her confidence. Engaging activities like repeating tongue twisters and participating in group debates gave her the assurance that she could communicate effectively and thrive in professional environments.

With this confidence, Shahida was able to ace her interview and join her friend at SBI Capital. We are confident that Shahida will excel at her new job and continue to be an advertisement for the success of Unnati.



2021 - 22: COVID-19 2nd wave and the Way Forward

Uncertainty created by the 2nd wave looms large for everyone. It is a time to stand together even stronger, with courage and compassion. Providing support and care for our beneficiaries in this humanitarian crisis will require KEF to rise once again to the challenge, and continue innovating for deeper impact.

Some projects are likely to see aggressive expansion. Excel is broadening its offerings with the launch of the Kotak Kanya Scholarship for undergraduate girl scholars across India. The scholarship will be available to 50 meritorious girls admitted to NAAC accredited, top institutions in engineering, applied arts, paramedical and a few niche streams. Digital Learning Solutions will expand its support to 10,000 Grade 10 students, teachers and Head Teachers from partner schools. After its initial success, ERP will be expanded to many more schools. Unnati, Parvarish and Guru are likely to continue their current momentum.

Data based decision making will get deeper with the strengthening of monitoring, evaluation and research processes. Investments are being made in assessments to ensure KEF projects are designed to deliver transformational outcomes.

EdTech is expected to grow with content digitisation and Learning Management Systems becoming a focus area for almost every project. Grade 10 content is being strengthened and sourced in Marathi, Hindi, Urdu and semi-English medium schools from June, 2021 itself. KEF is also working towards developing apps for Umang and LEAD.

LEAD is in advanced stages of collaboration with Tata Institute of Social Studies to offer a Diploma in School Leadership Development.

In 2021-22, we are partnering with Dasra to help us prepare a strategic roadmap for KEF to achieve its long term goals by 2025. The implementation of this roadmap is expected to bring greater alignment between our vision and our impact on the ground, starting 2022. We have also engaged with Sattva to conduct a Compensation and Benefits analysis to help us attract and retain the best talent.

With these clear and cogent plans for expansion, we are confident we will be able to support our beneficiaries tide the worst of the 2nd Wave of COVID-19 and come out of 2021-22 a more compassionate and impactful KEF.

