

IMPACT ASSESSMENT REPORT

Continuation after Y3 – School Project Global Mill School

01 Project Details

Project Number:	10365
Project title:	Continuation after Y3 – School Project Global Mill School
Project duration: Approved	1st June 2020 – 31st August 2021
Budget:	INR 200 Lakhs
Major Stakeholders:	Students, Teachers, Non-teaching staff
Location:	Mumbai, Maharashtra
Implementation Agency:	Muktangan Education Trust
Assessment Agency:	CSRBOX

Educational policy frameworks such as the National Education Policy (NEP) 2020, the Right to Education Act (RTE) 2009, and initiatives like Samagra Shiksha Abhiyan have played a pivotal role in shaping the education landscape. The NEP 2020, emphasises equitable access to education, aiming to improve the gross enrolment ratio to 100% for preschool to secondary school by 2030¹. However, as per the Ministry of Education's data, while enrolment rates for primary education (Grades 1-5) are high, at nearly 98%, they decline sharply to 79.6% by secondary school (Grades 9-10), and further to 51.4% by senior secondary levels (Grades 11-12)². Financial barriers remain a significant factor contributing to dropout rates, particularly among students from economically disadvantaged backgrounds, limiting their access to higher education and skill development. During the COVID-19 pandemic, the shift to online education in India highlighted significant disparities, particularly in underprivileged households³.

The “Continuation after Y3 - School Project Global Mills Passage School” project aims to provide high-quality, inclusive education to underprivileged children by developing a sustainable and replicable educational framework. Funded by Bajaj Housing Finance Ltd. (BHFL), the Continuation after Y3 - School Project Global Mills Passage School project plays a vital role in bridging the gap between high-quality education and the needs of underprivileged students, thereby improving their academic performance and overall development.



Library sessions conducted at school



Circle time sessions conducted at school

¹ Ministry of Education, Government of India. (2020). National Education Policy 2020. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

² Ministry of Education, Government of India. (2021). Educational statistics at a glance. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2021.pdf

³ UNICEF India. (2021). Rapid assessment of learning during school closures in the context of COVID-19. Retrieved from <https://www.unicef.org/india/media/5676/file/Main%20Report.pdf>

02 Key Activities

Regular classrooms – based on active constructive learning	• All the classes were conducted online due to COVID-19.
Library activities for students from grade 5-8	• All library sessions were conducted weekly through google meet which involved reading, storytelling and writing what they learnt.
Teacher capacity building	• Weekly teacher trainings were conducted every Saturday to discuss challenges, teaching techniques and way forward.
Parent teacher meeting	• 4 parent teacher meetings conducted, one in every three months, to discuss the student's progress and how to support them during online engagement.
Bi-yearly assessments	• 2 assessments were conducted through google forms, one in 6 months. Formative assessments were done as part of regular classes.
Counselling	• Students that needed counselling sessions were provided with one-to-one virtual counselling by the counsellors in the school.
Health checkup and vaccinations	• 60 teachers provided with COVID-19 vaccinations during the project period to make them ready for resuming offline school.

03 Key Impact

The impact assessment is based on the IRECS framework, with a focus on five key components. The following are the key impact findings aligned as per the framework:-

Inclusiveness:

This parameter measures the extent to which communities equitably access the benefits of the project.

- 75% of student rated the external counselling service as the best as it helped them cope up with difficulties during the pandemic, demonstrating the project's effort in supporting students during the pandemic.
- 33% of students felt included in the school during the Covid 19 Pandemic, reflecting the project's positive impact on fostering an inclusive environment.
- 46% of the student beneficiaries who were part of the project were female, highlighting a gender inclusive approach.

Relevance:

This parameter measures the extent to which project is geared to respond to the felt needs of the communities.

- 65% of students were able to transition from offline to online due to the project's support in making the transition effective.
- 71% of the students belonged to household with INR 50,000-3,00,000 annual income range, being more vulnerable to discontinuing education due to financial constraints.
- 54% of students conveyed that their overall performance had dropped to worse post COVID 19, highlighting the challenges faced during online learning.
- A majority of the students felt that the shift to online learning affected their performance and learning capabilities.

Expectations:

The extent of intended and unintended positive (benefits), socio-economic, and cultural changes that have accrued for the beneficiaries.

- 40% of students were satisfied with their online learning experience, indicating a positive response.
 - 77% students felt the online classes conducted during the project period were effective for their personal growth and learning.
 - 53% students were satisfied with the online learning platforms used during the pandemic.
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Convergence:

Degree of convergence with government/other partners; the degree of stakeholder buy-in achieved.

- Alignment with the Municipal Corporation of Greater Mumbai's (MCGM) COVID 19 protocols for online operation of schools.
 - Collaboration with Maharashtra State Board's education pedagogy used during the pandemic, ensuring seamless coordination and support.
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Service delivery:

Degree of convergence with government/other partners; the degree of stakeholder buy-in achieved.

- 60% of the students believe that their overall experiences during the project period was average due to the switch in offline to online learning, difficulties in accessing digital device during the pandemic.
 - 44% of the students said that the digital content shared by the teachers were good as it helped them learn better even during the pandemic.
 - 63% of students had an easy access to online classes and study material, ensuring a smooth and accessible learning experience.
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