



EXECUTIVE SUMMARY OF IMPACT ASSESSMENT - INSERVICE TEACHERS EDUCATION PROGRAMME



PROJECT BACKGROUND

Quality education remains a fundamental prerequisite for sustainable development, social empowerment, and economic inclusion. While access to primary education has expanded significantly in India, persistent challenges in teaching quality, pedagogical competence, and inclusive classroom practices continue to impede learning outcomes, particularly in underserved urban communities. Recognising the critical role of teacher quality in shaping student learning trajectories, RBL Bank, through its CSR mandate, partnered with Mukhtangan Education Trust (MET) to strengthen the In-Service Teacher Education Programme at Mukhtangan Prabhadevi School in Mumbai. This intervention aimed to enhance the professional competencies of community-based teachers through structured, continuous capacity-building mechanisms.

PROJECT DETAILS



Project Duration

June 2020 - May 2023 (3 years)



Assessment year

FY 2025 - 2026



Location

Mukhtangan Prabhadevi School, Mumbai, Maharashtra



Implementing Partner

Mukhtangan Education Trust (MET)



CSR Funding Organisation

RBL Bank Limited



Total Programme Budget

Rs. 147.39 Lakhs (Year I: Rs. 44.53 Lakhs | Year II: Rs. 48.98 Lakhs | Year III: Rs. 53.88 Lakhs)



Direct Beneficiaries

497 Children, including students with special needs, 68 Teachers (In-Service Component), 6 Pre-service Trainees, 607 NIPUN Bharat Outreach Intervention



Indirect Beneficiaries

796 parents



Alignment with SDGs



PROJECT ACTIVITIES



CURRICULUM UNDERSTANDING AND DEVELOPMENT DISCUSSIONS (CUDDs)

Weekly 45-60-minute sessions per subject per grade (3-4 hours weekly) focused on curriculum analysis, pedagogical planning, and teaching methodology refinement.



SUBJECT-SPECIFIC ORIENTATION MEETINGS

Weekly 90-minute sessions per subject per grade for subject-specific pedagogical skill enhancement.



PROFESSIONAL DEVELOPMENT WORKSHOPS

30 half-day sessions conducted during school vacations covering leadership, classroom management, assessment design, and inclusive practices.



ENGLISH PROFICIENCY TRAINING

Ongoing weekly sessions to strengthen teachers' English language competency for effective English-medium instruction.



LESSON OBSERVATION AND FEEDBACK

Twice-monthly classroom observations by teacher educators with structured feedback mechanisms.



LESSON OBSERVATION AND FEEDBACK

Thrice-yearly assessments on 10 Critical Attributes and 10 Key Performance Areas to track professional growth and identify development needs.

PROJECT OBJECTIVES

The RBL-supported In-Service Teacher Education Programme aimed to drive transformational outcomes across teacher development, pedagogical quality, institutional capacity, and systemic impact.

→ PRIMARY OBJECTIVES



Sustain continuous professional development through weekly collaborative planning, CUDDs, and subject-specific meetings, embedding practice-based learning within daily teaching.



Develop community-based teachers into teacher educators and school leaders capable of outreach to MCGM schools, creating multiplier effects beyond the institution.



Translate enhanced teacher competencies into measurable student learning gains, including improved pedagogy, assessment performance, and outcomes for children with learning disabilities.

→ INSTITUTIONAL OBJECTIVES



Integrate pre-service and in-service training by leveraging schools as laboratories for pedagogical development, bridging theory and classroom practice.



Strengthen teacher educator capacity across Muktangan's seven lab schools and outreach programmes, enabling experienced teachers to mentor peers.

→ PEDAGOGICAL OBJECTIVES



Foster holistic child development through child-centred pedagogy, emphasising creative arts, sports, and twenty-first-century skills such as critical thinking, creativity, collaboration, and communication.



Promote inclusive education by equipping teachers to support diverse learners, including students with varying abilities and learning needs.

→ SYSTEMIC OBJECTIVES



Expand the hub-and-spoke model within MCGM schools, establishing Muktangan as a pedagogical resource hub supporting broader professional development networks.



Strengthen school-community linkages by recruiting and professionalising local community members, especially women, as teachers, building trust, role models, and reducing social distance between schools and families.

INTERACTION WITH THE STUDENTS



KEY FINDINGS

COMPONENT A: TEACHER IN-SERVICE EDUCATION PROGRAMME



86.7%

of the teachers had 7+ years of experience; 93.3% female; 73.3% recruited via community referrals.



73.3%

of the respondents held graduate degrees; 20.0% postgraduates; 80.0% pursued further education after joining.



PROFESSIONAL CERTIFICATIONS

B.Ed. (40%), D.Ed. (26.7%), Special Education (13.3%).



86.7%

of the respondents rated the training content very clear; 86.7% found sessions well-organised; 100% found the materials useful; 100% confirmed interactive participation.



80.0%

of the respondents reported strong lesson planning improvement; 86.7% high classroom confidence.



CHILD-CENTRED PEDAGOGY WIDELY ADOPTED

Hands-on activities, discussions, real-life examples (100%), group work (93.3%), peer learning (86.7%), project-based learning (80.0%).



100%

of the teachers are confident in managing diverse learners; 86.7% improved classroom management.



SATISFACTION WITH COMPONENTS

CUDs (80.0%), subject meetings (93.3%), lesson observations (73.3%).



86.7%

of the respondents benefited from bi-monthly lesson observations to identify pedagogical improvements; 100% found developmental appraisals useful.



100%

of the respondents were inspired toward leadership roles; 93.3% ready for outreach.



Teachers reported enhanced economic stability, social standing, and decision-making agency, particularly among women.

COMPONENT B: PARENT ENGAGEMENT/ COMMUNITY COMPONENT



72.0%

of the parents had primary education, 16.0% no schooling, and 12.0% secondary education.



96.0%

of the respondents reported that teachers explained lessons clearly; children understood easily.



80.0%

of the children could read 2-3 English sentences easily.



100%

of the parents affirmed equity; 68.0% children attended remedial support regularly, 32% occasionally.



76.0%

of the parents reported difficulty helping with homework; 88.0% enrolled their children in tuition, and only 12.0% relied solely on school instruction.



Findings indicate strong teaching quality impacts but highlight persistent home learning constraints requiring additional school support mechanisms.

KEY IMPACTS

COMPONENT A: TEACHER IN-SERVICE EDUCATION PROGRAMME

**86.7%**

of the teachers gained high classroom confidence, adopting adaptive, context-responsive pedagogy.



Sustained English training enabled vernacular-educated teachers to deliver English-medium instruction confidently.

**100%**

of the teachers expressed readiness for leadership roles; career pathways expanded to mentorship and outreach.

**80.0%**

of the respondents pursued further formal education, reflecting commitment to lifelong learning.

**93.3%**

of the female cohort experienced enhanced economic security, social status, and empowerment due to stable teaching employment.



Classrooms shifted to activity-based, student-centred learning; 86.7%-100% adoption of group work, hands-on materials, and peer learning.

**93.3%**

of the student engagement improvements translated into increased questioning, participation, and enthusiasm.

**93.3%**

of the teachers are prepared for outreach, enabling the dissemination of pedagogical innovations.



Professional employment for women advanced gender equality and economic empowerment.



The programme generated evidence for policy influence on teacher quality and inclusive education strategies.

COMPONENT B: PARENT ENGAGEMENT/ COMMUNITY COMPONENT

**76.0%**

of the children improved lesson comprehension; 28.0% showed increased study interest, 12.0% more questions, and 12.0% greater confidence.

**96.0%**

of the parents rated teaching quality highly; 100% perceived school equity, fostering trust and investment in education.

**76.0%**

of the respondents faced homework support challenges, yet high teacher clarity reduced parental academic anxiety.

**80.0%**

of the children achieved English reading proficiency, demonstrating intergenerational educational mobility.



Community-based teachers served as visible role models, enhancing social capital and aspirations.



Positive child learning outcomes increased educational aspirations in low-income neighbourhoods.



High tuition uptake (88.0%) indicates parental engagement and active investment in complementary learning support.

FGD



05. OECD FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The programme is highly relevant to educational needs, national priorities, and beneficiary requirements. It addresses systemic teacher quality deficits in marginalised urban areas through sustained professional development targeting pedagogical skills, English proficiency, and inclusive teaching. Community-specific needs are addressed via community-based teacher recruitment (73.3% referral), vernacular-to-English training, and differentiated instruction for mixed-ability classrooms. Parent engagement is responsive: 76% report homework support difficulties, and 88% rely on tuition. Teacher-reported challenges (mixed-ability management 53.3%, lesson planning 46.7%, English proficiency 13.3%) validate an accurate needs assessment. Universal parent recommendation (100%) and high teacher satisfaction (93.3%) confirm perceived relevance.



COHERENCE

The programme exhibits strong internal and external coherence. Intensive pre-service training (100% completion) combined with sustained in-service support (weekly CUDDs, subject meetings, PD workshops, English sessions) generated measurable pedagogical gains (86.7% high confidence, 80-100% adoption of child-centred methods) and improved student outcomes (93.3% engagement, 76.0% parent-reported comprehension). Parent engagement complements teacher development: 92.0% receive guidance and learning materials, reinforcing home learning. The hub-and-spoke model ensures vertical coherence, enabling Muktangan schools to support multiple MCGM schools. External complementarity is evidenced by alignment with the Maharashtra State Board curriculum. The programme fills gaps in continuous professional development while complementing public education infrastructure. SDG alignment: SDG 4 (Quality Education) and SDG 5 (Gender Equality, 93.3% female teachers). Alignment with NEP 2020 priorities, including continuous professional development, foundational literacy/numeracy (NIPUN Bharat), inclusive education, and multilingualism, confirms policy coherence.





EFFECTIVENESS

The programme achieved objectives across teacher development, student learning, and community engagement. Teacher competencies: 86.7% high teaching confidence, 93.3% improved lesson planning, 80-100% adoption of child-centred methods, 93.3% confidence managing mixed-ability classrooms, 60% effective English concept explanation. Student outcomes: 93.3% engagement, 76% parent-observed comprehension, 80% English reading/speaking proficiency. Inclusive education: 80.0% disability support capacity, 100% parent-perceived equity. Community engagement: 72.0% regular parent meetings, 76% regular progress updates, 100% school recommendation. Professional growth: 100% leadership aspiration, 93.3% outreach readiness. Socio-economic empowerment: 53.3% teachers report increased community respect, 40% report income gains. Remaining challenges (53.3% mixed-ability difficulties, 76.0% parent homework struggles) do not diminish substantial objective achievement.



EFFICIENCY

The programme demonstrates strong efficiency. The project, over three years, delivered a comprehensive transformation: full teacher training completion, universal adoption of child-centred pedagogy, 93.3% teacher confidence, and measurable student gains (80% English proficiency, 76% better comprehension). Community-based teacher recruitment reduced costs while increasing trust. Hub-and-spoke model multiplies impact, with 93.3% of teachers ready for peer mentoring. High training attendance (100%) minimised opportunity costs. Limitations: teacher attrition (4-5 teachers) and ongoing tuition dependency (88%) slightly constrain efficiency assessment.



IMPACT

Programme impact is transformative at individual, institutional, and systemic levels. Individual: teachers gained professional identity, leadership aspiration (100%), outreach readiness (93.3%), socio-economic empowerment (53.3% community respect, 40% income gain), and gender empowerment (93.3% female cohort). Student-level: 76% better comprehension, 80% English proficiency, 88% increased responsibility. Institutional: embedded professional learning culture (100% training attendance), internal mentoring (26.7% peer observations), exceptional school-community trust (100% recommendation, 72% engagement). Systemic: validates community-based teacher model—vernacular-educated teachers deliver quality rivalling elite schools (96% parent-rated clarity)—informing policy on continuous professional development, inclusive education, and parent partnerships.

**SUSTAINABILITY**

Institutional sustainability is strong: weekly CUDDs, subject meetings, PD workshops, lesson observations, and developmental appraisals are routine, reducing dependency on external inputs. Peer mentoring (26.7% peer observations, 93.3% outreach-ready) supports self-reinforcing capacity. Community embeddedness (73.3% teachers recruited locally) enhances social sustainability, and long-term parental trust is evident. Technical sustainability is supported through documented materials, protocols, and codified knowledge.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability