



**Impact assessment of projects implemented by  
Kotak Education Foundation  
Supported by Kotak Mahindra Bank Ltd**

April 2024

Prepared by - KPMG Assurance and Consulting Services LLP

# Disclaimers

This report has been prepared exclusively for Kotak Mahindra Bank Limited. ("Client") based on the terms of the Contracts ("Contract") executed between Kotak Mahindra Bank Limited and KPMG Assurance and Consulting Services LLP ("KPMG" or "we").

The performance of KPMG's services and the report issued to the Client are based on and subject to the terms of the Contract.

This report sets forth our views based on the completeness and accuracy of the facts stated to KPMG and any assumptions that were included. If any of the facts and assumptions is not complete or accurate, it is imperative that we be informed accordingly, as the inaccuracy or incompleteness thereof could have a material effect on our conclusions.

While performing the work, we assumed the genuineness of all signatures and the authenticity of all original documents. We have not independently verified the correctness or authenticity of the same.

We have not performed an audit and do not express an opinion or any other form of assurance. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.

While information obtained from the public domain or external sources has not been verified for authenticity, accuracy or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. We assume no responsibility for such information.

Our views are not binding on any person, entity, authority or Court, and hence, no assurance is given that a position contrary to the opinions expressed herein will not be asserted by any person, entity, authority and/or sustained by an appellate authority or a Court of law.

Performance of our work was based on information and explanations given to us by the Client. Neither KPMG nor any of its partners, directors or employees undertake responsibility in any way whatsoever to any person in respect of errors in this report, arising from incorrect information provided by the Client.

Our report may make reference to 'KPMG Analysis'; this indicates only that we have (where specified) undertaken certain analytical activities on the underlying data to arrive at the information presented; we do not accept responsibility for the veracity of the underlying data.

In accordance with its policy, KPMG advises that neither it nor any of its partner, director or employee undertakes any responsibility arising in any way whatsoever, to any person other than Client in respect of the matters dealt with in this report, including any errors or omissions therein, arising through negligence or otherwise, howsoever caused.

In connection with our report or any part thereof, KPMG does not owe duty of care (whether in contract or in tort or under statute or otherwise) to any person or party to whom the report is circulated to and KPMG shall not be liable to any party who uses or relies on this report. KPMG thus disclaims all responsibility or liability for any costs, damages, losses, liabilities, expenses incurred by such third party arising out of or in connection with the report or any part thereof.

By reading our report, the reader of the report shall be deemed to have accepted the terms mentioned here in above.

## **Ethical Consideration**

**Informed consent:** The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

**Confidentiality:** The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

**Comfort:** The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

**Right to reject or withdraw:** Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

# Table of Contents

---

## Chapter – 1 Introduction

Background	9
Local context	9

## Chapter – 2 Approach and Methodology

Approach	13
Methodology	13
Data collection tools	14
Sampling	15

## Chapter – 3 Analysis and Findings

Guru	18
Lead	24
DLS	30
Umang	36
Parvarish	41
Health	47
Nirman	57
Unnati	59

## Chapter – 4 Conclusion

Conclusion	66
------------	----



**List of Abbreviations**

<b>BPL</b>	Below Poverty Line
<b>BFSI</b>	Banking, Financial Services and Insurance
<b>CRS</b>	Customer Retail Service
<b>CSR</b>	Corporate Social Responsibility
<b>DLS</b>	Digital Learning Solutions
<b>GDA</b>	General Duty Assistant
<b>INR</b>	Indian Rupees
<b>KEF</b>	Kotak Education Foundation
<b>KMBL</b>	Kotak Mahindra Bank Limited
<b>KSA</b>	Kishori Sehat Abhiyan
<b>MIDC</b>	Maharashtra Industrial Development Corporation
<b>MoSDE</b>	Ministry of Skill Development and Entrepreneurship
<b>MSSDS</b>	Maharashtra State Skill Development Society
<b>MSS</b>	Mazi Swachh Shala
<b>MST</b>	Multi Skill Technician
<b>NPEGEL</b>	National Project for Education of Girls at Elementary Level
<b>NSDC</b>	National Skill Development Corporation
<b>OBC</b>	Other Backward Class
<b>OECD-DAC</b>	Organization for Economic Co-operation and Development – Development Assistance Committee
<b>PMKUVA</b>	Pramod Mahajan Kaushalya and Udhyojakta
<b>RMSA</b>	Rashtriya Madhyamik Shiksha Abhiyan
<b>SSA</b>	Sarva Shiksha Abhiyan
<b>SC</b>	Scheduled Caste
<b>ST</b>	Scheduled Tribe
<b>UN SDG</b>	United Nation’s Sustainable Development Goals



# **Executive Summary**

## Executive Summary

Kotak Mahindra Bank Ltd.'s Corporate Social Responsibility (CSR) initiatives have achieved significant impact across multiple domains, particularly in skilling, education and Healthcare in the multiple neighborhoods in Mumbai with poor socio-economic conditions. The key beneficiaries of these projects are students from primary to secondary grade, their parents and school teachers and school drop out youths. This summary outlines the outcomes of these projects, demonstrating substantial improvements in educational quality, student engagement, teacher development, skill training, school infrastructure, and Healthcare awareness and access.

**Guru:** The Guru project focused on the personal and professional development of teachers. As a result, 92 percent of teachers reported noticeable improvements in their development, both personally and professionally. This indicates the project's success in fostering a conducive environment for teacher growth, ultimately benefiting the students through improved teaching quality.

**Lead:** The project has profoundly impacted organizational efficiency in schools. An overwhelming 99 percent of head teachers reported enhanced efficiency, attributing this improvement to the project's initiatives. Additionally, 97 percent of head teachers rated the teaching and learning practice sessions as highly satisfactory, underscoring the effectiveness of the training projects in enhancing educational practices.

**Digital Learning Solutions (DLS):** The DLS initiative has revolutionized the learning environment by integrating digital technology into classrooms. A striking 98 percent of students expressed satisfaction with the tablet-provided content, which was meticulously aligned with their syllabus, significantly enhancing their learning experience. Furthermore, 79 percent of students acknowledged that learning through tablets was the most effective method, indicating a strong preference for digital learning tools over traditional methods.

**Umang:** The Umang initiative aimed at improving English language skills among students. It was found that 88 percent of students experienced increased knowledge and skills in English, which significantly improved their communication abilities and future career prospects. This highlights the project's effectiveness in enhancing essential language skills that are critical for student success in the job market.

**Parvarish:** The Parvarish project targeted parental involvement in education, resulting in 90 percent of parents improving their numeracy skills. Additionally, 70% of parents enhanced their ability to assist their children with schoolwork, showcasing the project's effectiveness in fostering supportive home environments for students.



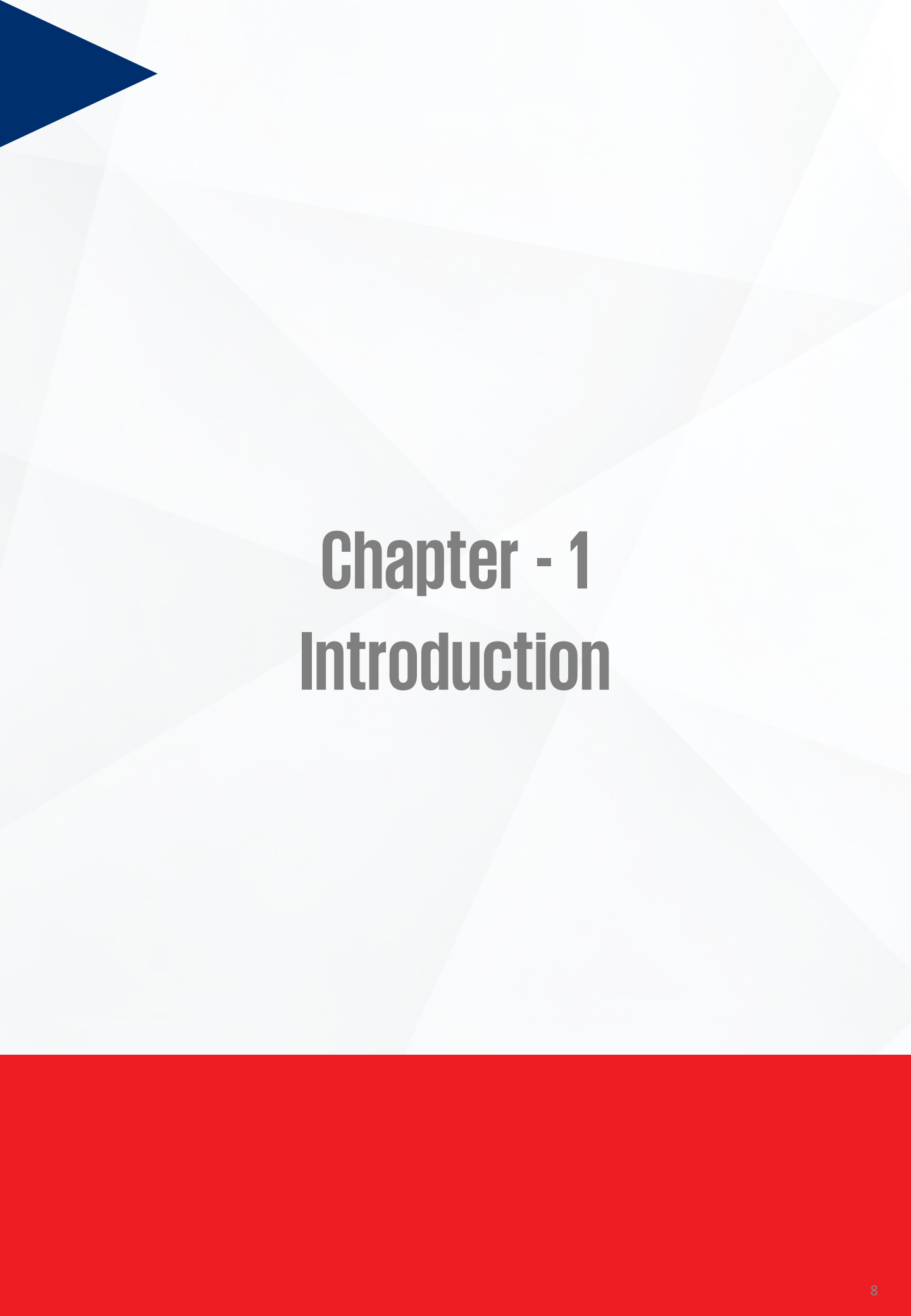
#### Healthcare:

- a). Eye Care: The Eye Care project addressed visual impairments among students, with 82 percent of participants reporting improved vision. This improvement directly translated into better engagement in class, highlighting the critical role of Healthcare interventions in supporting academic performance.
- b). Kishori Sehat Abhiyan: This Health initiative focused on educating female students about anemia, menstruation, and hygiene. All respondents reported increased knowledge in these areas, indicating the project's effectiveness in raising Health awareness and promoting better Health practices among young girls.
- c). Mazi Swachh Shala: The Mazi Swachh Shala initiative encouraged personal hygiene through co-curricular activities, with 92 percent of students participating. All students agreed that the intervention motivated them to attend school daily, demonstrating the project's success in promoting school attendance through Health and hygiene education.

Nirman: The Nirman initiative focused on improving school infrastructure, with all respondents noting enhancements in safety and Health. Key improvements included the installation of water purifiers and upgraded sanitation facilities, which have significantly enhanced the overall school environment, promoting better Health and safety for students.

Unnati: The Unnati project focused on skill training for students, leading to substantial career advancements. Post-training, 71 percent of participants secured placements, while the remaining 29 percent either pursued self-employment or further studies. Furthermore, 95 percent of respondents reported higher confidence levels, reflecting the project's success in empowering students through skill development.

The Bank's CSR projects in the intervention areas have yielded significant positive outcomes across skilling, educational and Healthcare sectors. These initiatives have not only improved the learning environment and student engagement but also enhanced teacher development, employment opportunities through skill acquisition, Healthcare awareness, and school infrastructure. Through these targeted interventions, Kotak Mahindra Bank is playing a pivotal role in addressing socio-economic disparities and promoting sustainable development in this underserved region.



# **Chapter - 1**

## **Introduction**



## 1.1 Background

Established in 1985, Kotak Mahindra Group is one of India's Leading financial services conglomerates. It aspires to be a trusted partner and contributes significantly towards the economic, environmental, and social growth of the nation and is also committed to contribute towards United Nation's (UN) Sustainable Development Goals (SDGs). This sets out its vision, mission, governance, and CSR focus areas to fulfill its inclusive growth agenda in India.

Kotak Education Foundation (KEF) set up in 2007, with a single-point focus to uplift the children and youth from underprivileged families through education, innovative Healthcare and livelihood training projects. It takes a holistic approach to help the urban poor break free from the vicious cycle of extreme poverty and generational disadvantages. KEF operates with a mission to address urban poverty through education and livelihood initiatives. It has positively impacted by empowering youth and children from the underprivileged families through various education and vocational skills training initiatives, to make them employable and Lead a life with dignity. By investing in comprehensive vocational training projects, it has enabled to create a skilled workforce ready to contribute meaningfully to the economy and drive sustainable economic growth. This, in turn, can contribute significantly to solving major problems and propel India towards a brighter future.

In FY 21-22, KEF projects impacted multiple stakeholders through various interventions. It has reached 37,568 students, 6,705 parents, 3,356 teachers, 2,610 youth aspirations, 2,067 scholars and 571 Leaders through diverse projects like teaching training project, sensitization of parents, girl child education, hygiene and sanitation, livelihood, and other allied development sectors.

### 1.1 Local context

#### Local Context and Need for CSR projects in Mumbai's East Ward

Mumbai is renowned for its rapid urbanization and economic growth. However, this prosperity is not uniformly distributed, resulting in significant socio-economic disparities across the city. The East Ward of Mumbai, comprising areas like Govandi, Mankhurd, and Chembur, is particularly emblematic of these inequities. Characterized by densely populated slums and underdeveloped infrastructure, this region lags in key socio-economic indicators, necessitating targeted intervention through Corporate Social Responsibility (CSR) initiatives.

## Educational Challenges and Interventions:

The East Ward grapples with chronic educational deficiencies. According to the Mumbai Human Development Report (2009), literacy rates in this ward are significantly lower than the city average, and dropout rates are alarmingly high, especially among girls. Schools often suffer from inadequate infrastructure, insufficient teaching staff, and a lack of basic educational resources.

Kotak Mahindra Bank's CSR projects address these issues comprehensively. Skills training projects equip students with vocational skills, enhancing their employability in a competitive job market. Training sessions for parents aim to foster a supportive home environment conducive to learning, addressing a critical gap in educational outcomes. Teacher training projects are crucial for upgrading teaching methodologies, ensuring that educators can effectively engage students and improve learning outcomes.

The digital learning initiative, which provides tablets to students, is particularly significant. Digital literacy is becoming increasingly essential in the modern economy. By facilitating access to digital tools and resources, these projects aim to bridge the digital divide and prepare students for future opportunities. Moreover, the focus on English speaking skills is essential in the job market, where proficiency in English can significantly enhance career prospects.

## Healthcare Interventions:

Healthcare in the East Ward is another area of concern. The region suffers from inadequate Healthcare facilities, with many residents lacking access to basic medical services. According to a recent survey, the prevalence of anemia among women and children in this area is significantly higher than the national average, largely due to poor nutrition and lack of awareness.

Kotak Mahindra Bank's Healthcare CSR projects are designed to address these gaps. Eyecare initiatives provide essential screenings and treatments, which are often inaccessible to the local population. Anemia prevention projects focus on nutritional education and supplementation, critical for improving the Health and productivity of girl students. Hygiene awareness campaigns aim to reduce the incidence of communicable diseases, which are prevalent due to poor sanitation conditions.

## Infrastructure Development

The physical infrastructure of schools in the East Ward is often substandard. Many schools operate in dilapidated buildings with inadequate facilities, which hampers the learning environment. The infrastructure development initiatives by Kotak Mahindra Bank aim to renovate and upgrade these schools, providing a safer and more conducive environment for education. Improved infrastructure not only enhances the learning experience but also boosts student morale and attendance rates.

The targeted approach of these projects is crucial for fostering sustainable development and improving the quality of life for community in this region. Through these efforts, Kotak Mahindra Bank is contributing to bridging the socio-economic divide and promoting inclusive growth in one of Mumbai's most underserved regions.

The following projects were undertaken to conduct Impact assessment of the Bank's CSR projects implemented by Kotak Education Foundation.

Unique ID	Project Name
KMBL202122014	KEF - Project Guru
KMBL202122013	KEF - Project Lead
59	Kotak Education Foundation (DLS)
KMBL202122015	KEF - Project Umang
KMBL202122019	KEF-Project Parvarish
KMBL202122018	KEF-Project Health
KMBL202122017	KEF - Project Nirmaan
KMBL202122016	KEF - Project Unnati



# **Chapter - 2**

## **Approach and Methodology**

## 2.1 Approach



The approach for this research involved a mixed-methods approach, which incorporated both quantitative and qualitative data collection and analysis methods. The research was conducted through a combination of literature review, surveys, focused group discussion, and interviews with key stakeholders.

The research began with a review of existing literature on the assessment thematic areas, to gain a thorough understanding of the current state of knowledge and identify any gaps or areas for further investigation. This was followed by the development of a survey instrument to gather quantitative data from a sample population. The survey was conducted using an offline instrument and was designed to elicit information on the participants' experiences, attitudes, and behaviors related to the thematic area.






Lastly, a series of interviews were conducted with key stakeholders in the field. These interviews were semi-structured, and allowed for in-depth exploration of the assessment topic, as well as the opportunity to gain insights into emerging trends and best practice.

## 2.2 Methodology

The methodology for this assessment was structured around the following steps:

<p>Literature review</p> 	<p>A comprehensive review of existing literature was conducted, using both academic and industry sources. This involved a systematic search of relevant databases, publications, and other industry sources available in the public domain.</p>
<p>Survey design</p> 	<p>A survey instrument was developed based on the research questions and objectives. The survey was designed to elicit both quantitative and qualitative data and was pre-tested prior to distribution.</p>

(Continued)

<p>Survey distribution</p> 	<p>The survey was carried out by KPMG resource personnel who physically visited the sample population, using an offline tool as a means of data collection. Respondents were selected using a combination of random and purposive sampling methods to ensure a diverse and representative sample.</p>
<p>Interviews</p> 	<p>Structured, semi-structured interviews and focused-group discussions were conducted with key stakeholders in the field, to gain insights into emerging trends and best practices. The interviews were further analyzed using thematic analysis.</p>
<p>Data analysis</p> 	<p>Quantitative data collected through the survey were analyzed using statistical software and involved descriptive and inferential statistics. Qualitative data collected through the survey and interviews were analyzed using thematic analysis to identify patterns and themes in the data.</p>
<p>Synthesis</p> 	<p>The data collected through the literature review, survey, and interviews were synthesized to develop a comprehensive understanding of the assessment topic. This involved identifying key themes and trends, as well as exploring any inconsistencies or gaps in the data.</p>
<p>Reporting</p> 	<p>The results of the research project are reported in this comprehensive final report, which includes a summary of the findings, as well as recommendations for future assessments and better practices.</p>

## 2.3 Data collection tools

Given below is the list of tools utilized for primary data collections and engaging with key stakeholders:



Sr No.	Projects	Stakeholders
1	Guru	Teachers
		Facilitator
2	Lead	Senior teachers
		Facilitator
3	DLS	Students
		Teachers
4	Umang	Students
		Facilitator
5	Parvarish	Parents
6	Health	Students
		Parents
7	Nirman	HMs
8	Unnati	Alumni
		Center managers
		Recruiters

Structured questionnaires were used to collect quantitative data, enabling to draw objective conclusions about the relationships between variables in this assessment. The purpose of this interview was to assess and measure the overall impact, among other parameters.

Focused group discussions were carried out with primary beneficiaries to obtain qualitative information and understand their viewpoints, attitudes and experiences concerning the project that was implemented. Focused group discussions (FGDs) were also useful in assessing the impact of interventions, gauging the aspirations of the community.

## 2.4 Sampling

Based on the discussion with the KMBL team and with the objective of evaluating the project's total influence, it was decided to conduct interviews with project beneficiaries across intervention location. To enhance the applicability of the findings, a stratified random sampling method was utilized to ensure that the sample selected for this assessment is representative of the studied population.

Please refer to the table below for a comprehensive list of the sample size for both the quantitative and qualitative surveys –

The sampling was done basis confidence level at 95 percent and confidence interval at 5 percent.

Sr No.	Project Name	Quantitative Sample	Qualitative Sample	Total
1	Guru	116	48	164
2	Lead	178	33	211
3	DLS	291	117	408
4	Umang	350	10	448
5	Parvarish	294	155	355
6	Health	317	82	399
7	Nirman	7	-	7
8	Unnati	336	108	444
Total sample size				2436



Student beneficiaries at KEF partner school



# **Chapter - 3**

## **Analysis and Findings**

# GURU (Project unique ID: KMBL202122014)

## Executive Summary

In the aftermath of the global pandemic, it became imperative for teachers to adapt their teaching practices to ensure continuity in students' education. The Guru project aimed to improve teaching and learning practices in its partner schools, focusing on primary teachers (all subjects) and secondary teachers (English, Mathematics, and Science). The project's objectives include teacher development, creating a conducive learning environment, and enhancing student learning outcomes.

The project's perceived benefits as outlined by stakeholders are as follows:

### Teachers

- 99 percent of the total respondent teachers stated that they were able to apply the learnings gained through Guru sessions
- While change is a slow process and being able to observe a noticeable shift is quite commendable, and 96 percent of the total respondent teachers observed change in their teaching methodology
- Personal and professional development being the crucial element of the trainings, 92 percent of the total respondent teachers have observed changes in self-attributing to the Guru project
- Trainings were well received by the teachers and 99 percent of the total respondent teachers were satisfied with the delivery
- Improvement in classroom delivery being one of the key outcomes, around 91 percent of the total respondent teachers saw improvement and were satisfied with their performance in classrooms leading to enhanced classroom engagement and improvement in the grades of students.

### 3.3 Guru

#### 3.3.1 Inclusiveness

##### Gender and age distribution

The survey results indicate a noteworthy gender distribution, with 68 percent of the teachers being female and 33 percent being male. This representation underscores the projects commitment to fostering environment, where individuals of all gender identities have equal opportunities for development and engagement.

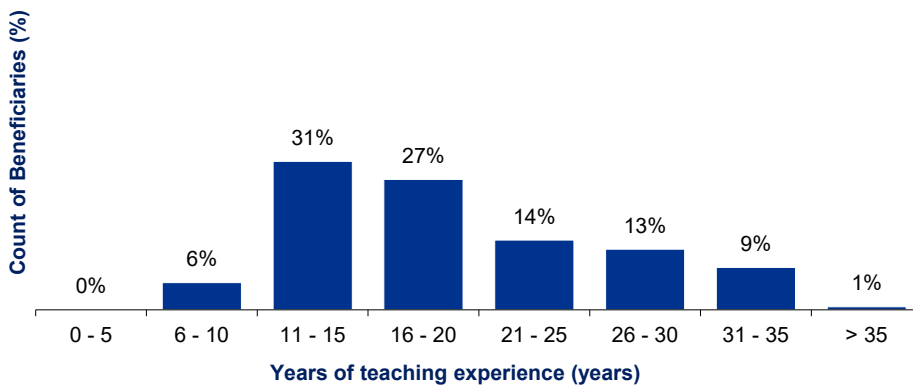
Fig 10. Gender distribution



##### Teaching experience

The teaching experience of all the respondent teachers in the project showcases a diverse representation. The respondent teachers had a varying range of teaching experience from a minimum of 6 years to a maximum of 36 years. The median years of teaching experience among the respondent teachers was found to be 19 years.

Fig 11. Teaching experience



Interaction with the teacher beneficiaries

### 3.3.2 Relevance

#### Improvement in pedagogy and teaching practices Leading to improvement in student learning outcomes

Around 94 percent of teachers shared that they have observed improvement in pedagogy and teaching practices Leading to improvement in SLO, while 6 percent of teachers shared that the improvement in SLO cannot be directly attributed to improvement in pedagogy.

Fig 12. Improvement in pedagogy

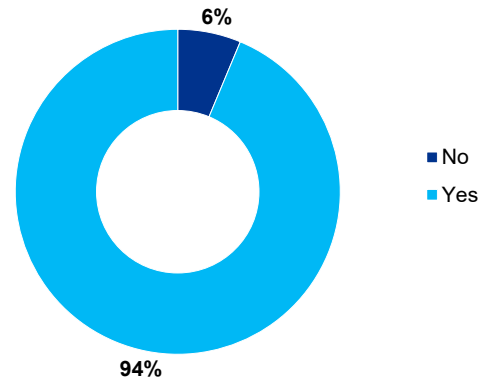
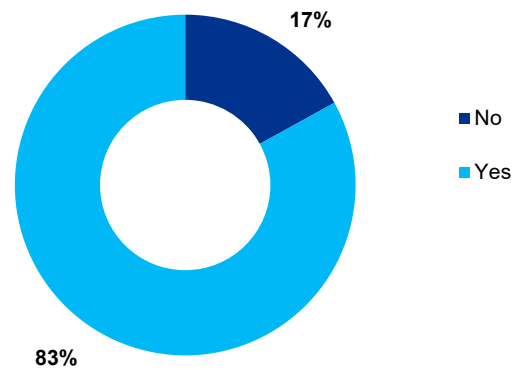


Fig 13. Managing workload



#### Managing workload

Around 83 percent of teachers shared that the project has contributed to managing their workload efficiently.

### 3.3.3 Effectiveness

#### Satisfaction levels experienced by beneficiaries across various components of Guru project:

##### Project curriculum

89 percent of the respondents were satisfied with the project curriculum. This high satisfaction rate reflects the project’s effectiveness in meeting the participants needs and expectations.

##### Change in teaching style

96 percent of the respondent teachers acknowledged that the project has contributed to improvement in their teaching style.



### 3.3.4 Coherence

#### Coherence of Guru project

The Guru project, represents a holistic approach consistent with the OECD-DAC coherence parameter. It is aligned with educational enhancement schemes of both the state government and the Government of India, aiming to empower school teachers.

#### Alignment with the Sustainable Development Goals and National Priorities

**SDG 4 (Quality Education):** By empowering the teachers for Primary and secondary grades from vernacular and semi-English schools, the project aims at improving the foundational numeracy and literacy skills of the students.

Teachers will be enabled to bridge the gap and meet grade level expectations of students leading to improvement in student learning outcomes.

Teachers were also provided with an opportunity to be part of professional learning communities wherein they can learn from each other and be part of a mutual professional journey.

The Government of India's educational initiatives, such as the Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and the National project for Education of Girls at Elementary Level (NPEGEL), focus on universalizing access to quality education.

The NEP 2020 also identified teachers as suitable stakeholder to provide training and development to be effective online educators.

### 3.3.5 Sustainability

#### Enhance peer participation

56 percent of the total respondent teachers stated that they are part of the professional learning community wherein they can seek support from each other in absence of the implementing organization. This ensures that the learning are carried forward from one teacher to other teachers.

#### Journal to track development

It was observed that around 66 percent of teachers adopted the practice of writing journal wherein they would document their areas of improvement and learning. This reportedly helped them to track their growth and identify essential factors responsible for their growth.

## Scoring matrix

In order to conduct a thorough evaluation of project performance, a robust scoring guideline was meticulously developed. This framework draws upon the OECD DAC evaluation criteria, incorporating the profound understanding of the project and available data.

Completion rate	Marks assigned
>= 95% - 100%	100%
>= 85% - 95%	85%
>= 75% - 85%	75%
>= 50% - 75%	50%
>= 25% - 50%	25%
>= 10% - 25%	10%
<10%	5%

A weighted score and marks were assigned to each bundled criteria, taking into account the specific impact and effectiveness each criterion had on the ground. This meticulous approach ensures a nuanced evaluation process, resulting in curating a comprehensive overall score for each project. The following scoring matrix was utilized to meticulously evaluate parameters by assigning marks based on their completion rates.

This method not only ensured a structured assessment but also facilitated a nuanced understanding of each parameter's significance and contribution to the overall analysis.

Guru				
OECD Parameters	Indicators	Weightage	Assigned Score	Score
Inclusiveness	Gender distribution	30%	100%	30%
	Age distribution	30%	100%	30%
	Teaching experience	40%	100%	40%
Score (W1)				100%
Relevance	Relevance to target beneficiaries	30%	100%	30%
	Improvement in pedagogy & teaching practices	40%	85%	34%
	Managing workload efficiently	30%	75%	23%
Score (W2)				87%
Effectiveness	Rating provided by beneficiaries to KEF trainers	15%	100%	15%
	Rating provided by beneficiaries to Guru curriculum	15%	100%	15%

Effectiveness	Growth on professional development (Pre and Post intervention)	30%	85%	25%
	Satisfaction with the follow-ups	15%	100%	15%
	Change in teaching methodology post attending the project	15%	100%	15%
	Technology integration	10%	100%	10%
Score (W3)				95%
Coherence	Alignment to SDGs	30%	100%	30%
	Alignment with state and national policy	40%	100%	40%
	Alignment with KMBL CSR policy	30%	30%	30%
Score (W4)				100%
Sustainability	Continuation of implemented initiatives	35%	100%	35%
	Recommendation of the project to others	30%	100%	30%
	Sustainability Mechanism, Convergence	35%	100%	35%
Score (W5)				100%
Total score				96%
Total score = Average score of (W1 + W2 + W3 + W4 + W5)				



Peer learning at KEF partner school

# Lead (Project unique ID: KMBL202122013)

## Executive Summary

The School Leadership Development Intervention (Lead) initiative, is a transformative project with the mission of strengthening the Leadership and managerial capacities of HMs and /or senior teachers within KEF partner schools. This initiative is driven by recognition that effective Leadership is essential in creating an educational environment that prioritizes both academic and personal growth, particularly in the face of challenges posed by poverty.

The project's perceived benefits as outlined by stakeholders are as follows:

### Teachers

- 99 percent of the total respondents agreed that the project has influenced their motivation level to Lead the school effectively
- 93 percent of the total respondents agreed that the project influenced the motivation level of parents to send their children to school
- 99 percent of the respondents agreed that Lead project helped them improve their organizational efficiency
- All the respondents rated the teaching methodology of trainers as highly satisfactory
- 97 percent of the total respondents rated teaching and learning practice sessions as effective in their professional development.
- 91 percent of the total respondents rated fieldwork and practical sessions as highly effective.

## 3.2 Lead

### 3.2.1 Inclusiveness

#### Gender and age distribution

The survey results indicate a note worthy gender distribution, with 67 percent of the school leaders being female and 33 percent being male. This representation underscores the projects commitment to fostering environment, where individuals of all gender identities have equal opportunities for Leadership development and engagement.

#### Designation of participants

The designation of participants in the project showcases a diverse representation of school Leadership roles, aimed at addressing various levels of educational Leadership and management needs. Participants in the project included primary school HM (PHM) and secondary school HM (SHM).

### 3.2.2 Relevance

**Absence of Digital Methods of Teaching:** 74 percent of the teacher respondents highlighted the lack of digital teaching methods, hindering the integration of technology and limiting access to modern educational resources. The project aimed to bridge this gap by promoting digital literacy among HMs.

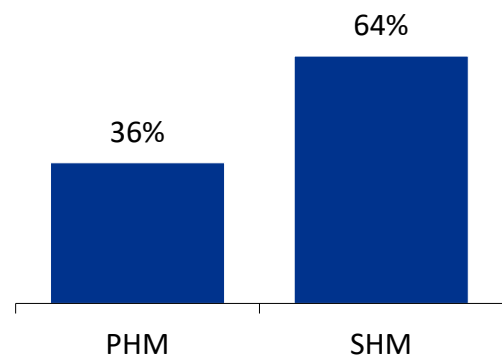
**Ineffective Pedagogy and Co-curricular Activity:** 83 percent of the respondents reported ineffective teaching and co-curricular activities, indicating a need for more engaging, inclusive, and dynamic learning experiences. The project sought to address this by enhancing educators' pedagogical skills.

**Irregular Attendance of Students:** 67 percent of the respondents reported the high rates of student absenteeism which Leads to issues with engagement activities. The initiative aimed to create more inviting and supportive learning environments to encourage regular attendance.

Fig 7. Gender distribution



Fig 8. Designation of participants



Ineffective Management of the School: Over half of the respondents, as many as 54 percent, highlighted that they faced challenges with management, affecting learning environments and teacher’s morale. The project was designed to equip HMs with effective management strategies to improve educational outcomes.

Addressing these challenges was essential for improving the quality of education. The capacity-building project for HMs aimed to promote digital integration, effective pedagogy, improved and consistent student attendance, and efficient management, ultimately Leading to better student achievements and a more supportive educational ecosystem.

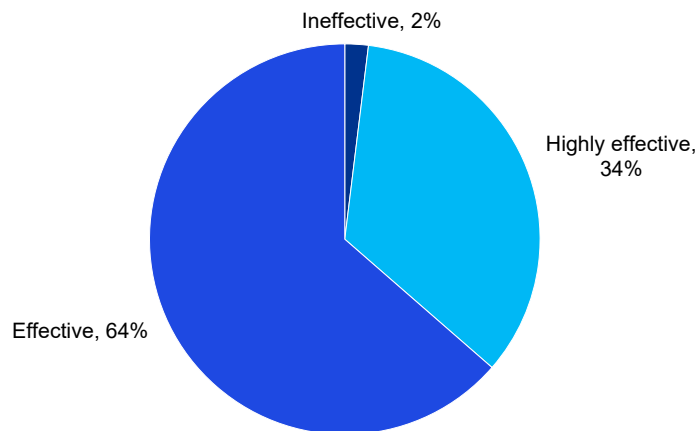
### 3.2.3 Effectiveness

#### Effectiveness of Leadership development and managerial practice sessions

- 64 percent of participants rated the sessions as effective
- 34 percent of participants rated the sessions as highly effective
- Only 2 percent of the participants rated the sessions as ineffective.

It suggests that a majority found value in the training, likely appreciating the insights, skills, and methodologies imparted to improve their Leadership and management capabilities within the school environment.

**Fig 9. Effectiveness of the Leadership Development and Managerial Practice sessions**





### 3.2.4 Coherence

#### Coherence of Lead project

The Lead project, represents a holistic approach consistent with the OECD-DAC coherence parameter. It is aligned with educational enhancement schemes of both the state government and the Government of India, aiming to empower school Leadership working with schools based in underprivileged communities, thereby enhancing the overall quality of education provided to students in slum areas.

Alignment with the Sustainable Development Goals and National Priorities

**SDG 4 (Quality Education):** By strengthening the Leadership and management of schools in slum areas, the project directly contributes to improving quality education and promoting lifelong learning opportunities for all.

**SDG 17 (Partnerships for the Goals):** Through collaboration with governmental and non-governmental organizations, the Lead project exemplifies how partnerships can enhance the capacity to improve education for underprivileged communities.

The Government of India's educational initiatives, such as the Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and the National projectme for Education of Girls at Elementary Level (NPEGEL), focus on universalizing access to quality education.

The NEP 2020 also identified teachers as suitable stakeholder to provide training and development to be effective online educators.

#### 3.2.5 Sustainability

Enhance peer participation: 100 percent School leader respondents stated that they will recommend the project to other teachers and were positively influenced by the project objectives.

#### Continuation of implemented initiative

School Leaders initiated numerous initiatives within their schools. An overwhelming 98 percent of respondents confirmed the continuation of these implemented initiatives. However, 2 percent expressed dissent, suggesting a small minority with differing views on the initiative's sustainability.

## Scoring matrix

In order to conduct a thorough evaluation of project performance, a robust scoring guideline was meticulously developed. This framework draws upon the OECD DAC evaluation criteria, incorporating the profound understanding of the project and available data.

Completion rate	Marks assigned
>= 95% - 100%	100%
>= 85% - 95%	85%
>= 75% - 85%	75%
>= 50% - 75%	50%
>= 25% - 50%	25%
>= 10% - 25%	10%
<10%	5%

A weighted score and marks were assigned to each bundled criteria, taking into account the specific impact and effectiveness each criterion had on the ground. This meticulous approach ensures a nuanced evaluation process, resulting in curating a comprehensive overall score for each project. The following scoring matrix was utilized to meticulously evaluate parameters by assigning marks based on their completion rates.

This method not only ensured a structured assessment but also facilitated a nuanced understanding of each parameter's significance and contribution to the overall analysis.

Lead				
OECD Parameters	Indicators	Weightage	Assigned Score	Score
Inclusiveness	Gender distribution	30%	100%	30%
	Age distribution	30%	100%	30%
	Activities with intended beneficiaries	40%	100%	40%
Score (W1)				100%
Relevance	Relevance to target beneficiaries	50%	100%	50%
	Alignment with the project objectives	50%	100%	50%
Score (W2)				100%
Effectiveness	Attendance status of participants	14%	50%	7%
	project influence on intended beneficiaries	14%	100%	14%
	Changes implemented in functioning of school	14%	100%	14%
	Improvement in organizational efficiency	15%	85%	15%
	Effectiveness of the leadership development and managerial practice sessions	15%	50%	15%

Effectiveness	Perceived benefits experienced by the participants	14%	100%	14%
	Satisfaction level of the Leadership capacity as experience by them on different evaluative attributes	14%	100%	14%
Score (W3)				93%
Coherence	Alignment to SDGs	30%	100%	30%
	Alignment with state and national policy	40%	100%	40%
	Alignment with KMBL CSR policy	30%	30%	30%
Score (W4)				100%
Sustainability	Continuation of implemented initiatives	35%	100%	35%
	Recommendation of the project to others	30%	100%	30%
	Sustainability Mechanism, Convergence	35%	100%	35%
Score (W5)				100%
Total score				99%
Total score = Average score of (W1 + W2 + W3 + W4 + W5)				



Interaction with school leadership and teacher beneficiaries

Introduction

Approach and Methodology

Analysis and Findings

Conclusion

# DLS (Project unique ID: 59)

## Executive Summary

The COVID-19 pandemic disrupted formal learning, impacting the teaching process in schools. Recognizing that digital tools alone were insufficient, Kotak Mahindra Bank Limited introduced the Digital Learning Solution (DLS) project. This initiative aimed to optimize learning outcomes by combining knowledge of tools with technology integration skills. The primary focus of DLS was to upskill teachers and students in integrating technology into their subjects, thereby strengthening the digital teaching-learning infrastructure in their partner schools.

The project’s perceived benefits as outlined by stakeholders are as follows:

### Students

- 98 percent student were satisfied with the quality of content provided in the tab, further the content were aligned with the syllabus which helped them in better learning
- 79 percent of the students agreed that teaching through tabs is the most effective method they feel while learning and studying in classroom
- 78 percent of the respondents agreed that the project helped them to provide access to many diverse practice questions and solutions
- 63 percent of the respondents agreed that DLS project helped them improve their reading ability while 58 percent of the respondents agreed that project has helped them improve their writing ability.

### Teachers

- 70 percent of teacher respondents were satisfied with the quality of content provided by the tab which helped them in better teaching and assessment
- 81 percent of the respondents felt that infusing technology in teaching – learning assessment is vital in this day and age
- 70 percent of the teachers agreed that they have experienced growth in student’s learning outcome because of digital learning through DLS project

### 3.6 DLS

#### 3.6.1 Inclusiveness

##### Gender and age distribution

The survey results indicate a significant gender equality among students, with 61 percent of the respondents being female and 39 percent being male.

Among the total respondent 52 percent of the teachers were female while 48 percent were male. There was significant improvement in teachers teaching method as stated by most of the respondents. While the average age of the respondent's teachers were 27 years.

The project aims to specifically address the educational challenges faced by the students and teachers during the pandemic. By equipping them with digital literacy skills through a digital ecosystem, it empowers students especially those from marginalized backgrounds and are first generation learners who may lack access to digital learning. Stepping back and seeing the bigger picture the project clearly addresses the digital divide.

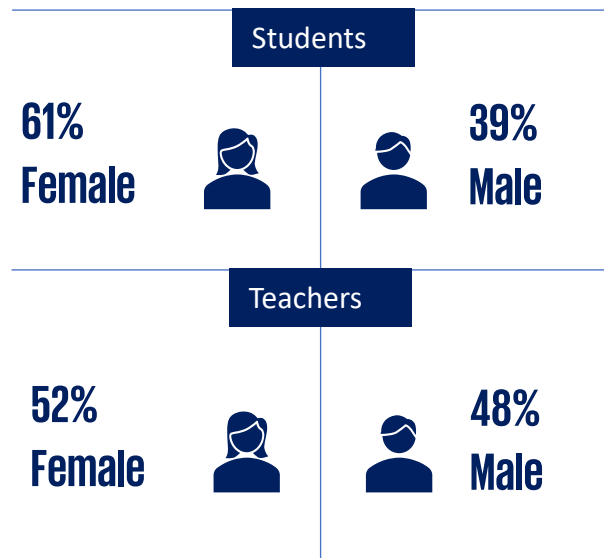
#### 3.6.2 Relevance

##### Usage pattern (student and teachers)

It was reported that 86 percent of the total student respondents use the tabs on daily basis for learning and assessment purposes. While 14 percent of them use twice a week.

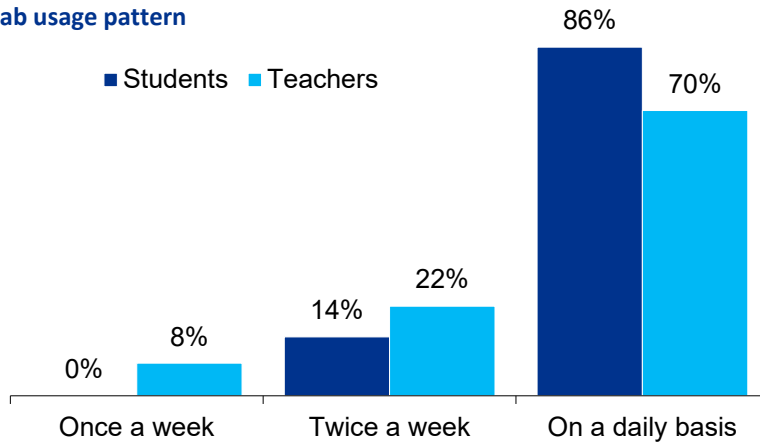
Of the total teacher respondent 70 percent of them use the tab on a daily basis while 29 percent use the tab once or twice in a week.

**Fig 18. Gender distribution**



89 percent of the respondents reported receiving hands – on training to operate the built-in apps. This training was delivered by teachers, supported by the DLS team. Notably, it simultaneously equipped teachers with device navigation and application knowledge by acting as a facilitator for student learning.

**Fig 19. Tab usage pattern**



### 3.6.3 Effectiveness

#### Perceived benefits experienced by the participants on digital literacy (before and after)

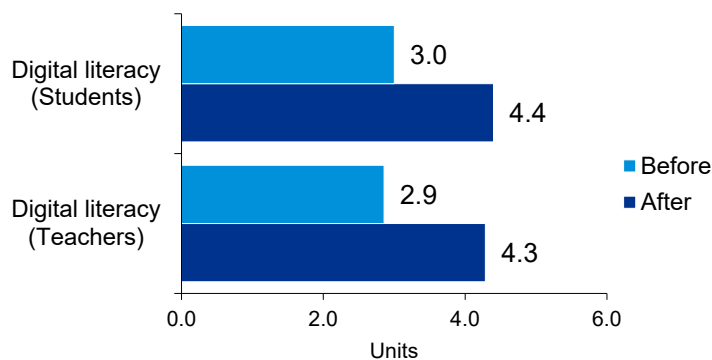
It was observed from the survey results that there is significant impact in students and teachers who reported experiencing an improvement in their digital literacy after participating in the project.

The average of the total rating reported by students in competency in their digital literacy increased from 3 before the project to 4.4 after the project.

On the other hand, The average of the total rating reported by teachers regarding competency in digital literacy from 3 before the project to 4.5 after the project.

(1 being lowest and 5 being highest on the Likert scale)

**Fig 20. Perceived benefits by students**





### 3.6.4 Coherence

#### Coherence of DLS project

Education is worse hampered in pandemic situations; It calls for carefully designed and appropriately scaled studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. The DLS is coherent with various national and state priorities that focus on digital learning as efficient tool in this day and age.

Alignment with the Sustainable Development Goals and National Priorities

**SDG 4: Quality Education:** Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people, and children in vulnerable situations.

Through its emphasis on creating digital ecosystem and ending the digital divide, the project facilitates access to quality education and promotes lifelong learning which are essential components for achieving SDG 4.

The project is aligned with the various E-learning initiatives undertaking by Ministry of Education, Gol e.g., PM E-Vidya, DIKSHA Digital Infrastructure for Knowledge Sharing, E-Pathashala, SWAYAM portal etc.

NEP 2020 also identified teachers as suitable stakeholder to provide training and development to be effective online educators, the DLS project through its OTEACH platform has able to achieve the changes in pedagogy skills, similarly providing them ventures to explore online assessment methods.

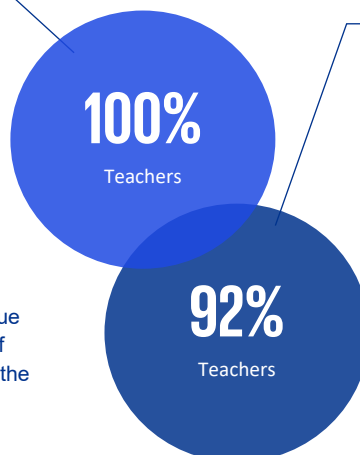
### 3.6.5 Sustainability

**Enhance peer participation:** All of the teacher respondent stated that they will recommend the project to other teachers and were positively influenced by the project objectives

#### Teachers

Of the total teacher respondents, 100 percent of them were satisfied with the interventions, furthermore majority of the participants stated the project as "very helpful".

The implementation of targeted objectives, was able to achieve due to timely support and resolution of query by DLS team, as stated by the majority of participants.



#### Students

92 percent of the total respondents were satisfied with the overall project activities. It was shared by the respondents that the project has major aspects that would Lead to improving the learning outcome as well as increasing their grades.

## Scoring matrix

In order to conduct a thorough evaluation of project performance, a robust scoring guideline was meticulously developed. This framework draws upon the OECD DAC evaluation criteria, incorporating the profound understanding of the project and available data.

Completion rate	Marks assigned
>= 95% - 100%	100%
>= 85% - 95%	85%
>= 75% - 85%	75%
>= 50% - 75%	50%
>= 25% - 50%	25%
>= 10% - 25%	10%
<10%	5%

A weighted score and marks were assigned to each bundled criteria, taking into account the specific impact and effectiveness each criterion had on the ground. This meticulous approach ensures a nuanced evaluation process, resulting in curating a comprehensive overall score for each project. The following scoring matrix was utilized to meticulously evaluate parameters by assigning marks based on their completion rates.

This method not only ensured a structured assessment but also facilitated a nuanced understanding of each parameter's significance and contribution to the overall analysis.

DLS				
OECD Parameters	Indicators	Weightage	Assigned Score	Score
Inclusiveness	Gender distribution	50%	100%	50%
	Beneficiaries from lower income strata	50%	100%	50%
Score (W1)				100%
Relevance	Relevance to target beneficiaries	25%	100%	25%
	Usage pattern and orientation sessions	25%	75%	18%
	Participants view on elevated project outcomes	25%	50%	13%
	Students learning outcomes - teachers perspective	25%	100%	25%
Score (W2)				81%
Effectiveness	Perceived benefits experienced by the intended beneficiaries	16%	85%	14%
	Satisfaction of project benefits	16%	75%	12%
	Improvement in academic scores	20%	100%	20%
	Preference of teaching/learning using tab	16%	100%	16%

Effectiveness	Technical support received from DLS team	16%	85%	14%
	Impact on lowering academic workload	16%	85%	14%
Score (W3)				90%
Coherence	Alignment to SDGs	30%	100%	30%
	Alignment with state and national policy	40%	100%	40%
	Alignment with KMBL CSR policy	30%	30%	30%
Score (W4)				100%
Sustainability	Continuation of implemented initiatives	35%	100%	35%
	Recommendation of the project to others	30%	100%	30%
	Sustainability Mechanism, Convergence	35%	100%	35%
Score (W5)				100%
Total score				94%
Total score = Average score of (W1 + W2 + W3 + W4 + W5)				

# Umang (Project unique ID: KMBL202122015)

## Executive Summary

In today's world, English proficiency doesn't only provide access to a wealth of academic resources but also open doors to numerous global opportunities in education, employment, and business.

The Umang project, aims to enhance the spoken English skills of underprivileged students in Mumbai schools. The project promotes interdisciplinary learning, offering hands-on technology training and increased exposure to English. By focusing on effective communication, Umang empowers students to articulate their thoughts with clarity and precision, significantly enhancing the prospects for their future success.

The project's perceived benefits as outlined by stakeholders are as follows:

### Students

- 96 percent of the students report relevance of Umang project to school curriculum
- 96 percent of the total students surveyed report improvement in their grades
- 95 percent of the students stated that they have developed a habit of reading and practicing English
- Earlier, only 40 percent of students were confident of browsing websites and using applications which were largely in English. After the intervention, 93 percent of the students feel confident of doing so
- 88 percent students experienced an increase in their knowledge and skills in English after the intervention of the project
- All the English trainers noted improvement in confidence and academic performance of the students.

### 3.4 Umang

#### 3.4.1 Inclusiveness

##### Gender and grade distribution

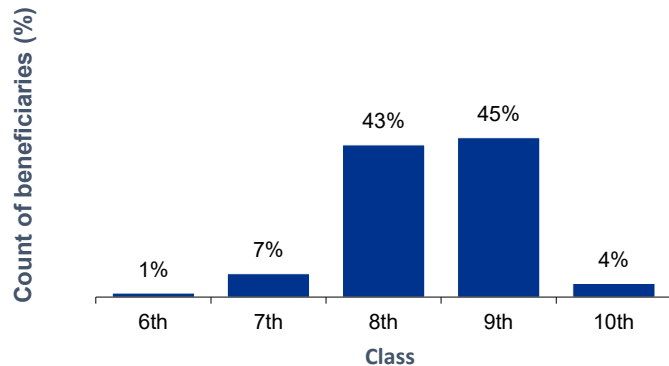
The finding depicts significant representation of female students. This is reflective of the fact that the project had provided equal opportunities to both genders.

The objective of the project is to inculcate valuable spoken English skills since the early years of schooling. The majority of students in the sample were from class 8th and 9th who had been part of the Umang project from class 5th.

**Fig 14. Gender distribution**



**Fig 15. Grade-wise distribution**



#### 3.4.2 Relevance

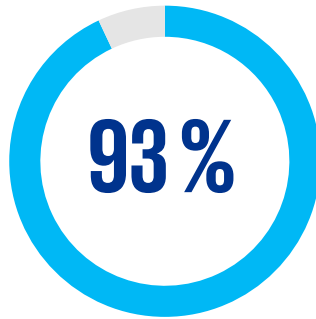
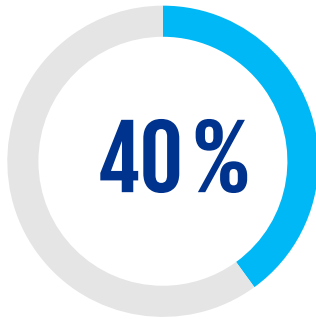
##### Earlier exposure to similar kind of projects and Relevance of Umang project to school curriculum

Majority of the beneficiary students come from a lower socio-economic background with negligible exposure to other languages than their mother tongue and access to technology.

The project concept is extremely relevant for school students as proficiency in English unlocks opportunities for students to connect with people from different cultures and backgrounds. Strong English language skills are crucial for academic success as many standardized tests, research papers and academic materials are presented in English. Many multinational companies use English as their primary language for communication and employees with strong English skills have a competitive edge in the job market.

### 3.4.3 Effectiveness

Students could navigate through apps and websites in English



# 96%

respondents perceived an improvement in their grades in the subjects taught in English due to better understanding of the language.

#### Coherence and sustainability

The project was shifted to the virtual mode from offline sessions during the Pandemic, thus maintaining continuity in the project.

The project trainers mentioned providing school teachers the access to prominent learning platforms which indicates a commitment to continuous improvement and enhancing teaching abilities.

#### Alignment with the Sustainable Development Goals and National Priorities

National Education Policy (NEP) 2020: India has various educational policies aimed at improving the overall quality of education including NEP, 2020 which focuses on holistic development, technology integration, and skill enhancement.

Digital India Campaign: This initiative focuses on promoting digital literacy and bridging the digital divide, aligning with the need for English language proficiency in digital age.

Sustainable Development Goals (SDGs):

**SDG 4- Quality Education:** The Umang project aligns with SDG 4, as it contributes to ensuring inclusive and equitable quality education by enhancing language proficiency

**SDG 10- Reduced inequalities:** The Umang project can help reduce educational inequalities by providing language and digital skills that are crucial for accessing opportunities and resources.

## Scoring matrix

In order to conduct a thorough evaluation of project performance, a robust scoring guideline was meticulously developed. This framework draws upon the OECD DAC evaluation criteria, incorporating the profound understanding of the project and available data.

Completion rate	Marks assigned
>= 95% - 100%	100%
>= 85% - 95%	85%
>= 75% - 85%	75%
>= 50% - 75%	50%
>= 25% - 50%	25%
>= 10% - 25%	10%
<10%	5%

A weighted score and marks were assigned to each bundled criteria, taking into account the specific impact and effectiveness each criterion had on the ground. This meticulous approach ensures a nuanced evaluation process, resulting in curating a comprehensive overall score for each project. The following scoring matrix was utilized to meticulously evaluate parameters by assigning marks based on their completion rates.

This method not only ensured a structured assessment but also facilitated a nuanced understanding of each parameter's significance and contribution to the overall analysis.

Umang				
OECD Parameters	Indicators	Weightage	Assigned Score	Score
Inclusiveness	Gender distribution	50%	100%	50%
	Grade wise distribution	50%	100%	50%
Score (W1)				100%
Relevance	Relevance to target beneficiaries	40%	100%	40%
	Alignment with the school curriculum	30%	100%	30%
	Alignment with the project objectives	30%	100%	30%
Score (W2)				100%
Effectiveness	Ability of the students to accustom themselves with English content	20%	85%	17%
	knowledge and skills gained due to the intervention	20%	10%	2%
	Improvement in learning outcomes	20%	100%	20%



Effectiveness	project benefits in career ahead	20%	100%	20%
	Recall and likeability in class session	20%	25%	5%
Score (W3)				64%
Coherence	Alignment to SDGs	30%	100%	30%
	Alignment with state and national policy	40%	100%	40%
	Alignment with KMBL CSR policy	30%	30%	30%
Score (W4)				100%
Sustainability	Continuation of implemented initiatives	35%	100%	35%
	Recommendation of the project to others	30%	100%	30%
	Sustainability Mechanism, Convergence	35%	100%	35%
Score (W5)				100%
Total score				93%
Total score = Average score of (W1 + W2 + W3 + W4 + W5)				

Introduction

Approach and Methodology

Analysis and Findings

Conclusion

# Parvarish (Project unique ID: KMBL202122019)

## Executive Summary

Early childhood development is crucial, shaping a person's growth and transition to adulthood. Positive contributions during these early years have long-lasting impacts on development and learning. Therefore, enhancing the capacity of parents and families is essential to ensure quality early education, ultimately improving the quality of learning and life.

Despite policies emphasizing the importance of early childhood learning, families in under-resourced communities often lack necessary support. To address this, KEF implemented the Parvarish project across various schools in Mumbai, prioritizing early childhood education in these communities. The project focuses on improving parents' literacy, numeracy, and parenting skills to ensure quality education for their children. These interventions equip parents with crucial knowledge about child development during formative years. Special emphasis was placed on continuing the project during the FY 21-22 to meet the needs of beneficiaries effectively.

The project's perceived benefits as outlined by stakeholders are as follows:

### Parents

- 90 percent of the parents believe that they have been able to improve themselves in terms of numeracy while 89 percent of them believe they have experienced an improvement in their overall literacy
- 76 percent of the parents have experienced that as an impact of successful conduct of the activities, the child has developed a higher confidence level that may lead to boosting of self-esteem as well as emotional well-being within the children
- 70 percent of the parents experienced enhancement in terms of better child assistance as a result of the project
- 59 percents of parents now dedicatedly spend 2 hours or more in a day with their children after the intervention of the project
- 68 percent of the parents experienced an improvement in the academic performance of their children.

## 3.5 Parvarish

### 3.5.1 Inclusiveness

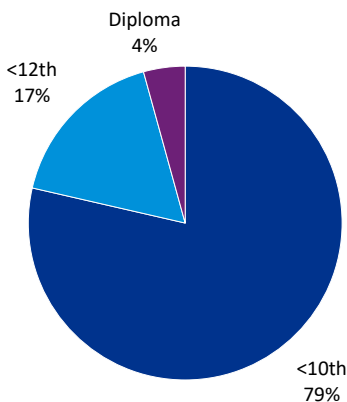
#### Educational Qualification

79 percent of the parents possess below 10<sup>th</sup> educational qualification whereas 4 percent of them have education qualification of diploma or any other related course of same stature. Also, rest 17 percent of the parents have an educational qualification up to 12<sup>th</sup> standard.

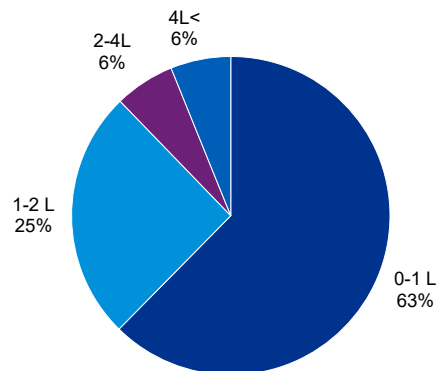
#### Annual Family Income

6 percent of the total respondents have an annual income of more than 4 lakh INR. Discussing about annual family income of rest of the beneficiaries, 25 percent of the beneficiaries fall under the income bracket of 1-2 lakh INR, whereas 6 percent of beneficiaries fall in the income range of 2-4 lakh INR per annum. The level of inclusivity this project attains is commendable. The intervention involves people irrespective of their socio-economic background or level of education.

**Fig 16. Parent's Qualification**



**Fig 17. Annual Family Income**



### 3.5.2 Relevance

#### Time spent with child

It is of utmost requirement for a child, to spend good amount of time or quality time with their parents, this would pose to be one of the most important factors in development of a child's early childhood period. 9 percent people spend less than half hour with their children and that could be a possible hindrance in their child's development. Rest 18 percent and 14 percent of beneficiaries spend 1 hour and nearly around half hour with their children respectively.

### 3.5.3 Effectiveness

#### Ease of enrolment process

It is quite commendable job on the part of KEF to ensure that beneficiaries could experience an ease in enrolment process, since they do not possess high educational attainment to undergo the complexities in enrolment process.

#### Use of teaching aids

95 percent of the respondents shared that they were either satisfied or highly satisfied with the teaching aids whereas only 5 percent of the respondents had a neutral stand.

#### Quality of trainers

95 percent of the respondent beneficiaries were either satisfied or highly satisfied with the quality of the trainers, while rest 5 percent beneficiaries were neither satisfied nor unsatisfied.

### 3.5.4 Coherence

Coherence refers to the compatibility of the intervention with other interventions in a country, sector, or institution.

#### Coherence of Parvarish project

The Parvarish project, exemplifies a cohesive approach in line with the OECD-DAC coherence parameter. Aligned with the educational schemes of the Maharashtra government and the Government of India, The project not only focuses on the front of providing training on better parenting, rather it also aims to align the intervention with various Sustainable Development Goals (SDG) set by UN.

Alignment with the Sustainable Development Goals and National Priorities

**SDG 4: Quality Education:** By equipping the parents with the required skill set. The project empowers them to better ways of parenting, and thereby providing a conducive learning environment for their children and promotes quality education

**SDG 10: Reduced Inequalities:** Eliminate gender disparities in education and ensure equal access to all levels of education training for the vulnerable, including persons with disabilities, indigenous people and across all the sections of the society

### 3.5.5 Sustainability

Parvarish project has benefitted many parents to a great extent. In order to understand the efficacy of the project in a better manner, 80 percent parents expressed their agreeableness towards continuation to employ the learnings with their child. 98 percent of the parent respondents wanted this project to be continued.

In usual terms a project can be considered to be successful when it's validation and viability reaches out to maximum number of people and word of mouth has to be one of the practices to achieve the trust. Hence, in order to gauge the level of trust experienced by the beneficiaries on the project, it was noted that 89 percent of the parents showed a positive response to the same, meanwhile rest 11 percent people had a unlike opinion.

Introduction

Approach and Methodology

Analysis and Findings

Conclusion

## Scoring matrix

In order to conduct a thorough evaluation of project performance, a robust scoring guideline was meticulously developed. This framework draws upon the OECD DAC evaluation criteria, incorporating the profound understanding of the project and available data.

Completion rate	Marks assigned
>= 95% - 100%	100%
>= 85% - 95%	85%
>= 75% - 85%	75%
>= 50% - 75%	50%
>= 25% - 50%	25%
>= 10% - 25%	10%
<10%	5%

A weighted score and marks were assigned to each bundled criteria, taking into account the specific impact and effectiveness each criterion had on the ground. This meticulous approach ensures a nuanced evaluation process, resulting in curating a comprehensive overall score for each project. The following scoring matrix was utilized to meticulously evaluate parameters by assigning marks based on their completion rates.

This method not only ensured a structured assessment but also facilitated a nuanced understanding of each parameter's significance and contribution to the overall analysis.

Parvarish				
OECD Parameters	Indicators	Weightage	Assigned Score	Score
Inclusiveness	Educational qualification	50%	100%	50%
	Annual family income	50%	100%	50%
Score (W1)				100%
Relevance	Relevance to target beneficiaries	20%	100%	20%
	project Recall	20%	100%	20%
	Knowledge on similar project	20%	50%	10%
	Numeracy and literacy skills improvement	20%	100%	20%
	Dedicated time spent with children	20%	100%	20%
Score (W2)				90%
Effectiveness	Ease in enrollment	16%	85%	14%
	Satisfaction of project curriculum and teaching aids	16%	100%	16%
	Rating on interaction with trainers and faculty	16%	85%	14%

Effectiveness	Rating on assessment and frequency of attending the session	16%	75%	12%
	Improvement in parent literacy and numeracy skills	16%	100%	16%
	Parents involvement in child education - activities	20%	100%	20%
Score (W3)				92%
Coherence	Alignment to SDGs	30%	100%	30%
	Alignment with state and national policy	40%	100%	40%
	Alignment with KMBL CSR policy	30%	30%	30%
Score (W4)				100%
Sustainability	Continuation of implemented initiatives	35%	100%	35%
	Recommendation of the project to others	30%	100%	30%
	Sustainability Mechanism, Convergence	35%	100%	35%
Score (W5)				100%
Total score				96%
Total score = Average score of (W1 + W2 + W3 + W4 + W5)				

Introduction

Approach and Methodology

Analysis and Findings

Conclusion



# Health (Project unique ID: KMBL202122018)

## Executive Summary

Students in the east wards of Mumbai encounter significant Healthcare challenges due to limited access to quality services and socio-economic factors. Studies reveal disparities in Healthcare availability, indicating a need for improved facilities, especially in densely populated regions. Kotak Mahindra Bank Limited's CSR initiative addresses these issues comprehensively. Through MSS (Mazi Swachh Shala), KSA (Kishori Sehat Abhiyan), and the Eyecare project, the initiative promotes personal hygiene, provides essential Health knowledge to female students, and addresses preventable eye problems early on. By enhancing overall Health and wellness, these initiatives empower underprivileged students to overcome Health barriers and improve academic outcomes.

The project's perceived benefits as outlined by stakeholders are as follows:

### Eye Care

- 90 percent of the student respondents acknowledged that they have received spectacles after initial check-ups under this project
- 82 percent students can see blackboards clearly through projects support as a result of better eye related healthcare practices
- 8 percent students were referred for further check-up or surgery to the partner hospitals after initial check-ups and received support from the project
- All the student beneficiaries liked the free eye check-up aspect of the project.

### Kishori Sehat Abhiyaan (KSA)

- All the respondents shared that they have experienced an increase in their knowledge levels on anemia, menstruation and Health hygiene
- All the respondents reported that they have received medication, either in the form in iron-calcium supplement or otherwise from a doctor, based on their Health check-up through KSA project

- 69 percent of respondents reported that they attended the sensitization meeting organized through the project
- 92 percent of the respondents now feel more confident about their Health after attending the sensitizing meeting.

### **Mazi Swachh Shala (MSS)**

- 55 percent of the beneficiaries attended all sessions on personal hygiene and Healthcare through MSS project
- 92 percent of the beneficiaries attended co-curricular activities related to personal hygiene
- All the students agree that the intervention practices has motivated them to attend the school on a daily basis
- 70 percent of the beneficiaries now adopt hygiene related good practices such as usage of dustbins, organize events for wellness and hygiene, talk often about personal Health etc.



**Interaction with students**



**Interaction with admin staff**

### 3.7 Health (Eye care)

The basic demographic profile is used to ponder on social aspects of the beneficiaries.

#### Gender distribution

Approximately 59 percent of the students in the Eyecare project were female. This suggests that the project has a higher participation or representation from female students. About 41 percent of the students are male.

#### Provision of spectacles

A significant number of the student, approximately 90 percent, acknowledged that they have received spectacles through KEF under eyecare project. However, there is a small portion of the respondents, about 10 percent, have not received spectacles as their eyes remained in perfect condition during eye checkup. Overall, the Healthcare project seems to be successful in providing spectacles to all the students in need.

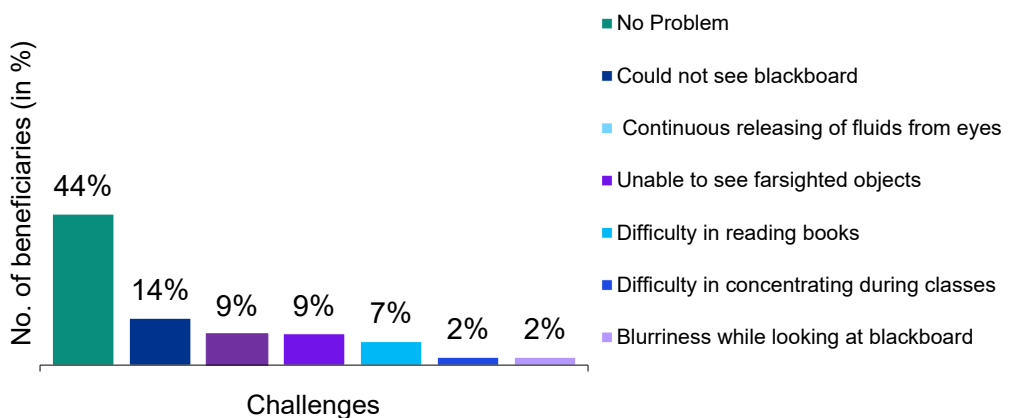
#### Ophthalmologist suggestions

About 23 percent of students were advised to use spectacles. This indicates that nearly a quarter of the students may have vision issues such as myopia (nearsightedness), hypermetropia (farsightedness), that can be corrected with regular use of glasses prescribed.

#### Aspects of project found useful

It was noted that all of the students found the free eye check-up useful and beneficial. This suggests that the free eye check-up is most liked aspect of the Eyecare project among beneficiaries.

**Fig 21. Challenges faced before intervention**



### 3.7 Health (Kishori Sehat Abhiyan) - Students

The basic demographic profile is used to ponder on social aspects of the beneficiaries.

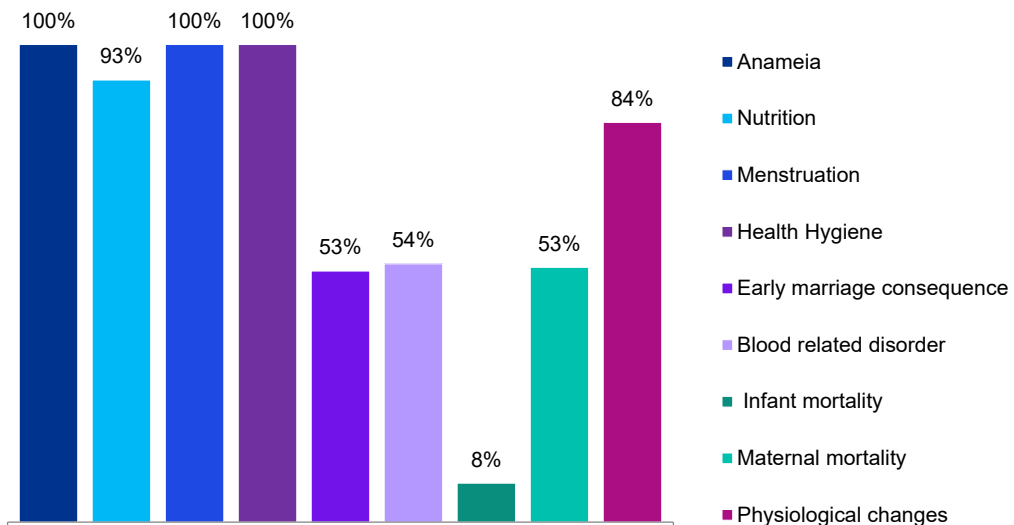
#### Sensitization meetings

69 percent of the student respondents attended more than three number of meetings out of total Eight.

#### Changes in knowledge level on the following topics after the awareness sessions

Awareness sessions of various Health topics, especially those pertaining to girls and women’s Health, were conducted during the execution of this project. From the responses of the students, it was noted that all of the respondents believe that their knowledge has increased with respect to the topics of anemia, menstruation, and Health hygiene, 93 percent believe that their understanding of the subject of nutrition had notably increased, 84 percent note that their knowledge of the physiological changes among adolescents has improved. About 50 percent of the respondents note that their knowledge of the consequences of early-marriage, the understanding of blood-related Health disorders, and maternal mortality had increased.

**Fig 22. Changes in knowledge level on the following topics after the awareness sessions:**



#### Medicines received through KSA

It was noted that all the respondents had received medicines for any of the Health issues that they had reported about and that fell into the scope of the KSA project. During the FGD, the girls recalled that those who had been diagnosed with any Health issues during the KSA sessions, had received medicines for 3 months.

### 3.7 Health (Kishori Sehat Abhiyan) - Parents

#### The aspects of the project which you found helpful/beneficial

When asked about the aspects of the project which they found beneficial, all of the respondents mentioned that they found free clinical session with doctor helpful. Followed by 97 percent of respondents who found insights on benefits of iron rich diets and its preparation useful in daily life. 72 percent of the respondents found education on improving the Health of the students, peer learning and support groups to be beneficial. 69 percent of the respondents found awareness projects on sanitation and personal hygiene as helpful.

#### Better learning outcomes/ Grades improvements

All the respondents acknowledged that they have experienced an improvement in the learnings and grades of their children. This unanimous response affirms the impact of KSA project at ground level.

Introduction

Approach and Methodology

Analysis and Findings

Conclusion

### 3.7 Mazi Swachh Shala (MSS)

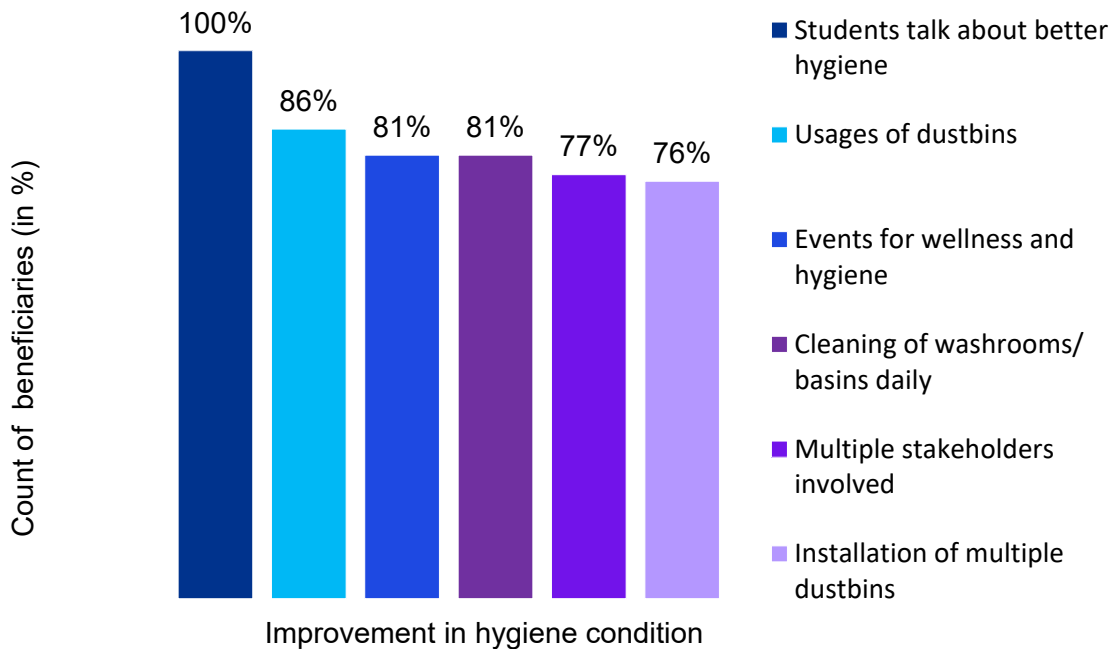
#### Improvement in hygiene conditions in school after the intervention

The graph below underscores that all students talk about hygiene and its importance in their day-to-day life as a result of the MSS intervention in their school. The fact that both the student and teachers participate in awareness raising about proper hygiene practices is a good indicator of the influence of intervention as an instrument to improve knowledge.

86 percent of the students acknowledged that they use dustbins in school premises which reflects as a sign of behavioral improvement.

Majority of the respondents, as many as 81 percent of students witnessed an improvement in the condition of school washrooms. This is a major component of the hygiene measure and indicates that interventions managed by maintaining clean washroom.

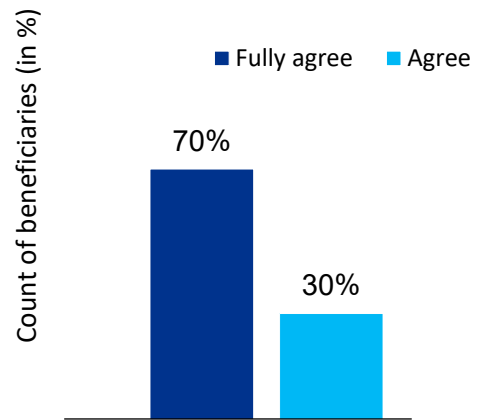
**Fig 23. Improvement in hygiene conditions in school after the intervention :**



**If change in hygiene practices at school has motivated them to come to school daily**

70 percent of the student respondents acknowledged that the project has helped them improve a habit of Healthy hygiene practices resulting in boosting their motivation level to visit school on daily basis. This finding suggests a positive impact on attendance of students when they practice hygiene practices to keep themselves and their environment clean.

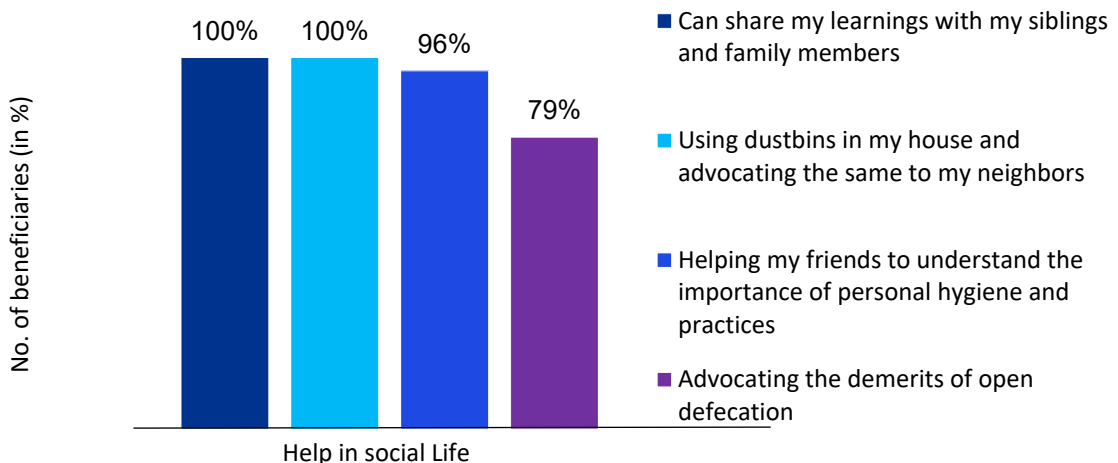
**Fig 24. Hygiene practices motivating students to come to school daily**



**How these learnings of the project help them in their social life**

All of the student respondents mentioned that they can share learnings with their siblings and family members, and they also use dustbins in their house and advocated the same to their neighbors. 96 percent of the students helped their friends and peers to understand the importance of personal hygiene and practices. 79 percent of the students advocated the demerits of open defecation and discouraged the practice to everyone.

**Fig 25. Learnings of the project help them in their social life**



Introduction

Approach and Methodology

Analysis and Findings

Conclusion



## Scoring matrix

In order to conduct a thorough evaluation of project performance, a robust scoring guideline was meticulously developed. This framework draws upon the OECD DAC evaluation criteria, incorporating the profound understanding of the project and available data.

Completion rate	Marks assigned
>= 95% - 100%	100%
>= 85% - 95%	85%
>= 75% - 85%	75%
>= 50% - 75%	50%
>= 25% - 50%	25%
>= 10% - 25%	10%
<10%	5%

A weighted score and marks were assigned to each bundled criteria, taking into account the specific impact and effectiveness each criterion had on the ground. This meticulous approach ensures a nuanced evaluation process, resulting in curating a comprehensive overall score for each project. The following scoring matrix was utilized to meticulously evaluate parameters by assigning marks based on their completion rates.

This method not only ensured a structured assessment but also facilitated a nuanced understanding of each parameter's significance and contribution to the overall analysis.

Health				
OECD Parameters	Indicators	Weightage	Assigned Score	Score
Inclusiveness	Gender distribution	50%	100%	50%
	Beneficiaries from lower income strata	50%	100%	50%
Score (W1)				100%
Relevance	Relevance to target beneficiaries	20%	100%	20%
	project activities undertaken	16%	100%	16%
	Aspects find useful to the beneficiaries	16%	50%	16%
	Challenges faced before intervention	16%	100%	16%
	Helpfulness of project activities in social life	16%		16%
	Aspects of project found helpful	16%	100%	16%
Score (W2)				100%

Effectiveness (Eye Care)	Follow ups done by the Health team representative	25%	100%	25%
	Provision of spectacles	25%	85%	21%
	Wearing prescribed spectacle regularly	25%	50%	13%
	Improvement in academic score	25%	100%	25%
Score (W3)				84%
Effectiveness (KSA) - Students	Improvement of knowledge pertaining to hygiene and sanitation	20%	100%	20%
	Session as a grievance redressal	10%	100%	10%
	Consultation available through KSA	10%	100%	10%
	Medicines received through KSA project	10%	100%	10%
	Prevention of anemia - before and after intervention	10%	85%	9%
	Identification of iron rich foods - before and after intervention	10%	100%	10%
	Parents behavioral change	10%	85%	9%
	Improvement in learning ability	20%	100%	20%
Score (W4)				97%
Effectiveness (KSA) - Parents	Improvement in child Health due to intervention	25%	100%	25%
	Awareness level on benefits of sanitation, good Health, diets, personal hygiene- before and after	25%	100%	25%
	Contentment with project activities	25%	75%	19%
	Contribution to your child's awareness on other Healthy habits to improve Health status	25%	100%	25%
Score (W5)				94%

Introduction

Approach and Methodology

Analysis and Findings

Conclusion

Effectiveness (MSS)	Attended the sessions organized for better personal hygiene	20%	100%	20%
	Improvement in hygiene conditions in school	20%	75%	15%
	Continuation of hygiene practice	20%	85%	17%
	improvement in motivation for attending the school	20%	50%	10%
	Participation in hygiene related competitions	20%	50%	10%
Score (W6)				72%
Coherence	Alignment to SDGs	30%	100%	30%
	Alignment with state and national policy	40%	100%	40%
	Alignment with KMBL CSR policy	30%	30%	30%
Score (W7)				100%
Sustainability	Continuation of implemented initiatives	35%	100%	35%
	Recommendation of the project to others	30%	100%	30%
	Sustainability Mechanism, Convergence	35%	100%	35%
Score (W8)				100%
Total score				93%
Total score = Average score of (W1 + W2 + W3 + W4 + W5 + W6 + W7 + W8)				

# Nirman (Project unique ID: KMBL202122017)

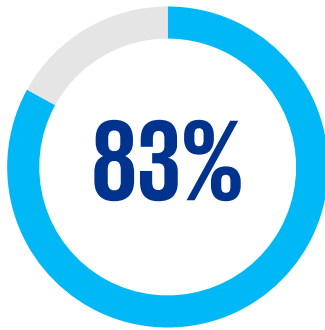
## Executive Summary

Education infrastructure is pivotal for nurturing human capital and driving national development. Educated citizens are a nation's true asset. However, inadequate funds for infrastructure development and repairs have led to unsafe school buildings, endangering students' lives. Recognizing this, Kotak Mahindra Bank Limited spearheaded efforts to provide essential infrastructure for schools, aiming to foster safer, accessible, and conducive learning environments. The Nirman project, implemented in the Bank's partner schools, operates collaboratively, with Kotak Mahindra Bank providing 80 percent of the funds and schools contributing the remaining 20 percent towards infrastructure development. Unlike offering in-kind donations, the project focuses on upgrading infrastructure, encompassing tasks like sanitation improvement, water facilities installation, roofing, electrification, painting, and other essential civil works. These endeavors strive to enhance primary and secondary school infrastructure, ensuring a safer and more conducive environment for student growth and achievement.

The project's perceived benefits as outlined by stakeholders are as follows:

- All the respondents mentioned that there has been improvement in safety and Health in the schools after the infrastructure projects were completed. Installation of water purifier and proper sanitation facilities improved the safety and Health of students
- All the school principals mentioned that the infrastructure projects was completed on time, without any delay. This ensured that the education of the students was not hampered due to any delay in projects
- 83 percent of the students reported that there was no existence of a prior infrastructure alternatives to the support provided by Nirman project
- All the school Leaders mentioned significant increase in motivation level of students to come to school because of renovated infrastructure.

## Findings



**Substitute to the facility before Nirman:** 83 percent of the students reported that there was no alternatives to the support provided by Nirman project earlier. This implies a significant reliance on this project for infrastructure improvements as only 17 percent of stakeholders indicated the presence of any prior substitutes.



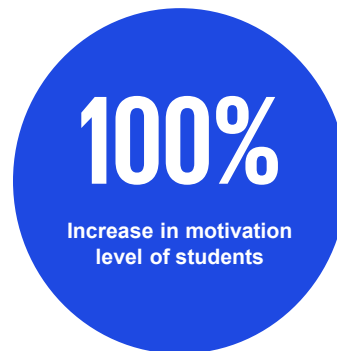
### Change in the student's awareness about sanitation:

92 percent of the respondents felt that this initiative created the awareness among the students, be it in form of maintaining proper hygiene due to constructions of washrooms or benefits of clear drinking water with the installation of water purifiers.

# 100%

### Completion of the project:

All of the stakeholders mentioned that the infrastructure projects was completed on time, without any delay. This ensured that the education of the students was not hampered due to any delay in projects.



Increase in motivation level of students : 100 percent of the school Leaders mentioned significant increase in motivation level to come to school.

# 100%



### Change in students' safety and Health:

All of the respondents mentioned that there has been improvement in safety and Health in the schools after the infrastructure projects were completed. Installation of water purifier and proper sanitation facilities improved the safety and Health of students.

# Unnati (Project unique ID: KMBL202122016)

## Executive Summary

Unnati focuses on equipping youth from marginalized communities in Mumbai with skills in Banking, Financial Services and Insurance (BFSI), Customer Retail Service (CRS), General Duty Assistant (GDA), and Hospitality. This three-month training project has significantly improved the confidence and employability of its participants.

The project's perceived benefits as outlined by stakeholders are as follows:

### Students

- 95 percent of respondents expressed a higher satisfaction level in their confidence levels
- 71 percent of respondents secured placements post skill-training, while the remaining 29 percent pursued self-employment, further studies, or refrained from the placement process due to various reasons
- 77 percent of respondents expressed higher satisfaction level with the future prospects and growth opportunities within their sector and current employment.

### Recruiters

- All recruiters acknowledged receiving assistance from the Unnati team, facilitating the onboarding process for students
- All recruiters recognized the potential for future promotions among the recruited students within their organizations.

### Center managers

- All center managers reported utilizing effective teaching aids to foster an interactive classroom environment conducive to learning.
- 60 percent of the center managers dedicated time to one-to-one sessions with students, aiding in their overall development and readiness for the job environment.

## 3.1 Unnati

### 3.1.1 Inclusiveness

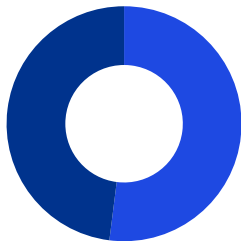
Among the total sample covered for this assessment, 434 respondents were students along with center managers and recruiters. The basic demographic profile is used to ponder on social aspects of the beneficiaries.

#### Gender and age distribution

The survey results indicate a significant gender equality, with 52 percent of the students being female and 48 percent being male. In terms of age, among all the total respondents, 24 years was the average age of students.

The project Unnati is designed for the target group that satisfies the age bracket criteria for 18 to 30 years, which represents the most dynamic and vibrant segment of population.

Fig 1. Gender distribution



52%



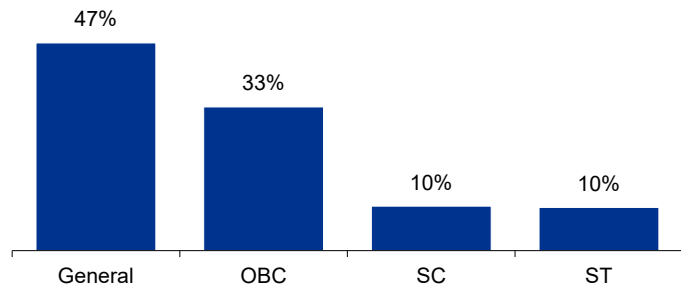
Female respondent

48%



Male respondent

Fig 2. Caste distribution



Caste composition analysis indicated that 47 percent of the students fell into the general category, while 33 percent identified as Other backward-class (OBC), and 10 percent identified as Scheduled Caste (SC) and Scheduled Tribe (ST) each.

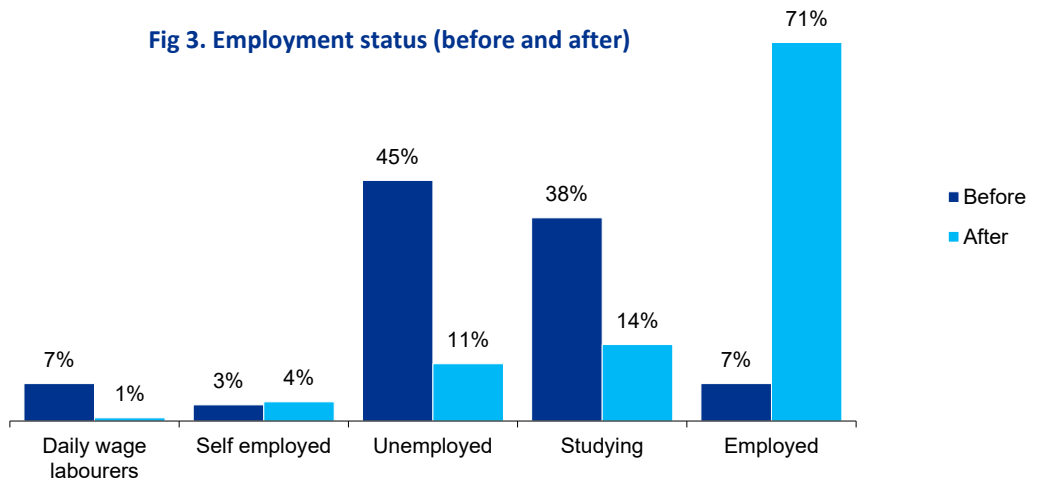


### 3.1.2 Relevance

#### Employment status of beneficiaries (before and after)

The Unnati centers are situated across Mumbai city, with a significant number of beneficiary households located in the vicinity and accessible via public transportation within walking distance.

**Fig 3. Employment status (before and after)**



During the assessment phase, it was notable that 71 percent of participants successfully secured employment opportunities in various capacities across different companies. This substantial increase in employed individuals reflects the project's effectiveness in bridging the gap between education and employment, ultimately contributing to socio-economic empowerment.

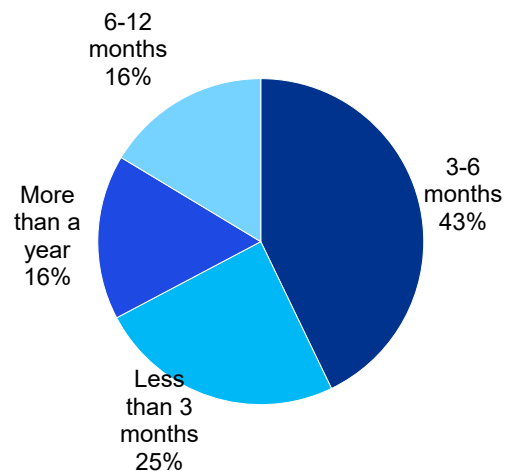
### 3.1.3 Effectiveness

#### Job retention and professional development

The analysis provides valuable insights into the employment tenure of respondents following placement, shedding light on both retention rates and the challenges faced within the workplace.

Particularly, all respondents initially placed are currently employed within the same field as their training. Furthermore, 75 percent of respondents remained employed for a minimum duration of three months to up to one year in their initial placement.

**Fig 4. Period of retention in initial jobs**



This qualitative analysis indicates presence of a few challenges, within the workplace which contributed to early attrition:

- Low compensation
- Better perks at another company
- Workplace far from home
- Opted for further studies.

### Monthly income (before and after)

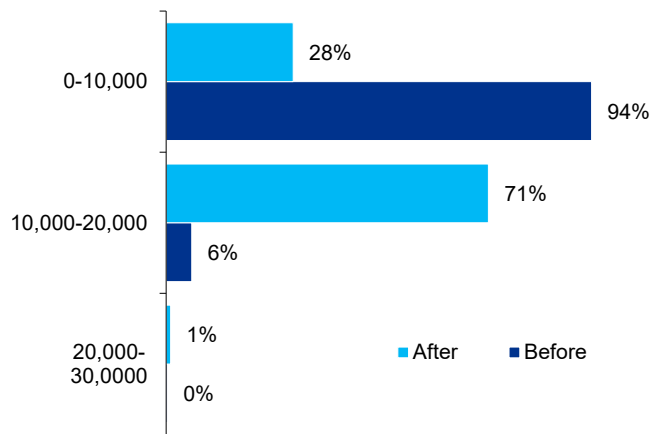
During the assessment, a notable increment in monthly income level of the project beneficiaries was observed. Initially, a significant proportion, approximately 94 percent, reported monthly incomes ranging from 0 to 10,000 INR. However, upon completion of the project, a positive trend emerged, with 71 percent of beneficiaries reported an increase in their monthly earnings, now falling within the bracket of 10,000-20,000 INR per month.

This shift underscores effectiveness of the project in enhancing the socio-economic status of participants, thereby contributing to their financial empowerment and overall well-being.

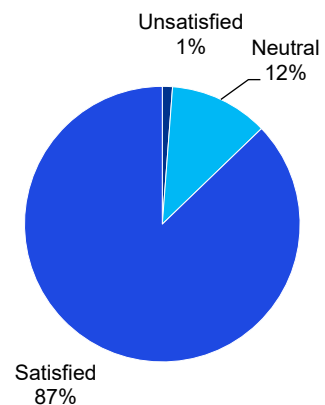
### Rating for assessment and pedagogy

The majority, comprising 87 percent of respondents, conveyed satisfaction with pedagogies adopted by center managers, emphasizing the effectiveness of interactive sessions and teaching methodologies. Most of the respondents stated that the quality of trainers was good, they used to solve the doubts of students and were well connected through other communication mediums.

**Fig 5. Monthly income (before and after)**



**Fig 6. Rating for pedagogy**



### 3.1.4 Coherence

Coherence refers to the compatibility of the intervention with other interventions in a country, sector, or institution.

The Unnati project, exemplifies a cohesive approach in line with the OECD-DAC coherence parameter. Aligned with the skill development schemes of the Maharashtra government and the Government of India, the initiative aims to bridge the gap between industry demands and workforce capabilities, fostering economic growth and social development.

Alignment with the Sustainable Development Goals and National Priorities

**SDG 1: No poverty:** By equipping individuals with relevant skills, the project empowers them to access decent work opportunities, thereby contributing to poverty alleviation

**SDG 4: Quality Education:** Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people, and children in vulnerable situations

**SDG 8: Decent Work and Economic Growth:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

The Government of India's (GoI) initiatives for skill building such as Skill India Mission, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendras (PMKK), NSDC- acting as a nodal agency to fulfill skill demand, aim to capitalize on the demographic advantage of having a predominantly youthful population. Maharashtra State Skill Development Society (MSSDS) have initiated Pramod Mahajan Kaushalya and Udhyojakta (PMKUVA) for all the districts.

Unnati holds a vision to touch the lives of vulnerable community members by rising above the poverty line through vocational training which aligns well with the state and national priorities.

### 3.1.5 Sustainability

#### Rating for assessment and pedagogy

KEF collaborated with NIIT for the certification of CRS and Hospitality projects, ensuring rigorous assessments aligned with NIIT's guidelines, the remaining projects underwent in-house assessment without third-party involvement. This implies a higher level of validation and credibility for CRS and Hospitality certifications. By adhering to NIIT's standards, candidates acquire credentials that not only validate their learning but also bolster their career prospects, emphasizing the sustainability of their professional development.

## Scoring matrix

In order to conduct a thorough evaluation of project performance, a robust scoring guideline was meticulously developed. This framework draws upon the OECD DAC evaluation criteria, incorporating the profound understanding of the project and available data.

Completion rate	Marks assigned
>= 95% - 100%	100%
>= 85% - 95%	85%
>= 75% - 85%	75%
>= 50% - 75%	50%
>= 25% - 50%	25%
>= 10% - 25%	10%
<10%	5%

A weighted score and marks were assigned to each bundled criteria, taking into account the specific impact and effectiveness each criterion had on the ground. This meticulous approach ensures a nuanced evaluation process, resulting in curating a comprehensive overall score for each project. The following scoring matrix was utilized to meticulously evaluate parameters by assigning marks based on their completion rates.

This method not only ensured a structured assessment but also facilitated a nuanced understanding of each parameter's significance and contribution to the overall analysis.

Unnati				
OECD Parameters	Indicators	Weightage	Assigned Score	Score
Inclusiveness	Gender distribution	25%	100%	25%
	Age distribution	25%	100%	25%
	Caste distribution	25%	80%	20%
	Beneficiaries from lower income strata	25%	100%	25%
Score (W1)				95%
Relevance	Relevance to target beneficiaries	50%	100%	50%
	Comparative analysis of employment status before and after intervention	50%	100%	50%
Score (W2)				100%

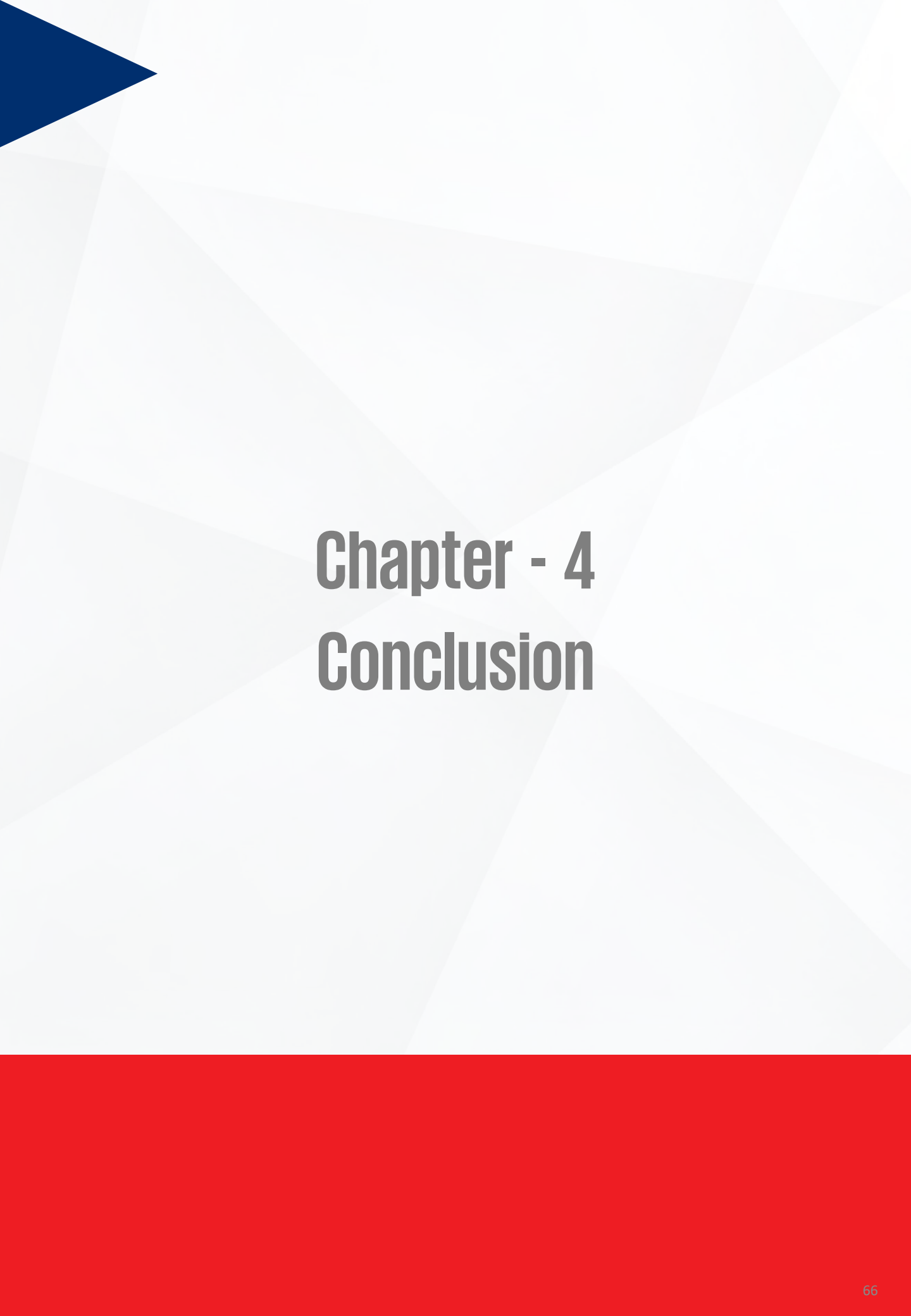
Effectiveness	Providing employment opportunities	20%	100%	20%
	Working in the pursued domain	10%	100%	10%
	Improve monthly income	10%	100%	10%
	Improvement in inter-personal and professional skills	10%	85%	8.5%
	Timeliness of placement facilitation	10%	50%	5%
	Perceived benefits experienced in assessment and pedagogy	10%	100%	10%
	Skillset of students at workplace	10%	100%	10%
	On-boarding facilitation	10%	100%	10%
	Center manager contentment as a facilitation team	10%	100%	10%
Score (W3)				94%
Coherence	Alignment to SDGs	30%	100%	30%
	Alignment with state and national policy	40%	100%	40%
	Alignment with KMBL CSR policy	30%	30%	30%
Score (W4)				100%
Sustainability	Certification under the project	35%	100%	35%
	Savings and expenditure pattern	30%	100%	30%
	Sustainability Mechanism, Convergence	35%	100%	35%
Score (W5)				100%
Total score				98%
Total score = Average score of (W1 + W2 + W3 + W4 + W5)				

Introduction

Approach and Methodology

Analysis and Findings

Conclusion



# **Chapter - 4**

# **Conclusion**

Kotak Mahindra Bank Limited's education-related initiatives have had a profound and transformative impact on the M-East wards of Mumbai. These initiatives encompassing a range of sub-themes, each contributing significantly to the holistic development of the community:

**Lead and Guru-** Dedicated to improving the quality of education, this initiative provides comprehensive training for teachers. It promotes inclusive and effective teaching methods and enhances school management practices. As a result, it ensures that educators are better equipped to cater to the diverse needs of their students, thereby improving overall educational outcomes.

**DLS (Digital Learning Solutions)-** Recognizing the importance of digital literacy in today's world, this project aims to bridge the digital divide among first-generation learners. It provides access to digital tools and resources, ensuring that students are not left behind in the digital age and are prepared to navigate an increasingly technology-driven world.

**Umang-** Aimed at enhancing English communication skills, this project helps students improve their proficiency in English, which is crucial for their academic and professional success. Effective communication skills open up a wide array of opportunities and empower students to engage more confidently in various spheres of life.

**Parvarish-** This initiative recognizes the pivotal role of parents in the educational journey of their children. By offering training projects for parents, it equips them with the knowledge and skills to support their children's education and overall development more effectively.

**Health-** Understanding that Health is a fundamental aspect of overall well-being, this project promotes better Health practices among students. It ensures that students are Healthy and able to participate fully in their educational activities, thereby enhancing their academic performance and personal growth.

**Nirman-** Focused on creating a conducive learning environment, this initiative provides safe and secure spaces for students to study and read. By ensuring that students have a supportive physical environment, it helps to foster a positive attitude towards learning and academic achievement.



**Unnati-** This project focuses on providing skills training to bridge the skill gap, equipping individuals with the necessary competencies to enhance their employability and secure better job opportunities. By doing so, it plays a critical role in fostering economic self-sufficiency and reducing unemployment rates within the community.

Collectively, these well-rounded projects have not only improved educational outcomes but have also positively influenced the socio-economic status of the underprivileged regions across Mumbai city. By addressing various aspects of education and community well-being, Kotak Mahindra Bank Limited’s initiatives have laid a strong foundation for sustainable development and have empowered individuals to achieve their full potential. The holistic approach adopted in these projects serves as a model for community development and underscores the importance of comprehensive support systems in driving meaningful change.



**Students with their certificates post completion of their skills training at Unnati centers**





# Contact:

## Jignesh Thakkar

Director – ESG

+91 9987083289

[jigneshthakkar@kpmg.com](mailto:jigneshthakkar@kpmg.com)

[kpmg.com/in](https://kpmg.com/in)

The information contained herein is of a general nature and is not intended to address the circumstances of any particular individual or entity. Although we endeavour to provide accurate and timely information, there can be no guarantee that such information is accurate as of the date it is received or that it will continue to be accurate in the future. No one should act on such information without appropriate professional advice after a thorough examination of the particular situation.

KPMG Assurance and Consulting Services LLP, Lodha Excelus, Apollo Mills Compound, NM Joshi Marg, Mahalaxmi, Mumbai - 400 011  
Phone: +91 22 3989 6000.

© 2024 KPMG Assurance and Consulting Services LLP, an Indian Limited Liability Partnership and a member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee. All rights reserved.

The KPMG name and logo are trademarks used under license by the independent member firms of the KPMG global organization.

This document is for e-communication only.