REPORT
on
BASF STEM SCHOLARSHIP PROGRAMME 2025

"Empowering young minds through support, exposure, and experiential STEM learning."

Submitted on: April 2026



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Executive Summary

The BASF STEM Scholarship Programme (2025) was designed to address key barriers faced by government school students in accessing quality education, particularly in STEM learning and career awareness. The programme adopted a holistic, multi-component approach, integrating financial support, essential resources, experiential learning, and career guidance to improve both academic outcomes and future readiness.

The programme supported 76 students across 6 government schools in Navi Mumbai and Dahej, covering Grades 8–10, with a strong participation of girls. Each student received a scholarship of ₹16,000, along with a Basic Needs Kit and a DIY Science Kit, complemented by structured career guidance sessions.

A rigorous and inclusive student selection process was followed, combining academic merit and socio-economic criteria. While the initial eligibility required 70% academic performance, it was contextually revised to 60% to ensure inclusion of deserving students from underserved backgrounds. All students met key criteria such as 90%+ attendance and low-income background (majority between ₹1–2 lakh annual income). The process achieved 100% application and document submission, though it required significant handholding due to varying digital literacy levels across locations.

Implementation across all four programme components was systematically monitored.

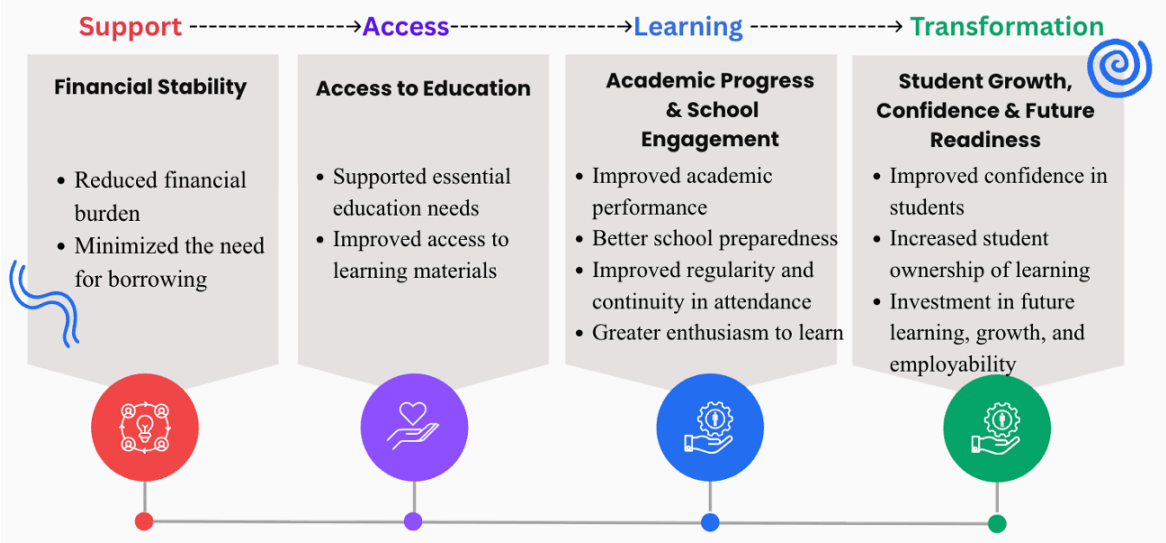
- The Basic Needs Kit (uniform, shoes, bag, stationery) was delivered with over 90% accuracy, and all discrepancies were resolved through a 100% replacement process, ensuring completeness for all students.
- The Financial Aid component achieved 100% disbursement accuracy, with funds released in milestone-linked installments.
- The DIY Science Kit included 10 experiments per grade, and saw 100% completion in Navi Mumbai, supported through WhatsApp tracking groups, teacher facilitation, and follow-ups.
- The Career Guidance Sessions achieved strong participation, with 75% students submitting feedback and 100% completion of career worksheets, indicating high engagement and reflection.

The impact assessment reflects both quantitative outcomes and behavioural shifts. Financially, 85% of students reported the scholarship as very helpful, and utilisation data (based on ~80% student response) shows that funds were largely used for education-related purposes—60% for coaching, 48% for books and stationery, and 40% for school fees. Most students adopted a phased utilisation approach, with 72% using funds partially, indicating thoughtful and need-based spending. Importantly, 77% of students plan to use remaining funds for skill development, including computer learning and career-oriented courses.

In terms of learning, the DIY science activities enabled experiential, hands-on engagement, leading to improved conceptual clarity and increased interest in science. This is further supported by pre–post improvements in science assessments, along with teacher feedback on better classroom participation. Students demonstrated greater ability to connect theory with real-life applications, moving beyond rote learning.

Behavioural and developmental impacts were equally significant. Parents and teachers reported improved school preparedness, regularity in attendance, and better homework completion. Students showed higher confidence, enthusiasm to learn, and a stronger sense of ownership of their education. The provision of

quality materials (books, bags, shoes) also contributed to a sense of dignity and motivation among students, particularly those from economically constrained backgrounds. Career guidance sessions further enhanced awareness of career pathways, goal-setting ability, and aspiration levels, especially among first-generation learners.



As a pilot initiative, the programme also surfaced important implementation challenges. These included interdependencies across components affecting timelines (particularly linking financial aid to DIY completion), data accuracy issues in bank verification, and logistical delays in kit delivery and partial replacements. Digital tools such as WhatsApp were effective in urban contexts but less reliable in low-connectivity areas, requiring stronger teacher-led follow-up. Additionally, limited documentation of fund utilisation and varying parent responsiveness highlighted the need for more structured yet simple tracking systems.

Based on these learnings, future implementation should focus on better alignment of timelines across components, ensuring that kit distribution, financial aid, and academic calendars are synchronised. Strengthening data validation at the point of collection, especially for bank details, will reduce delays. There is a need to formalise simple utilisation tracking mechanisms (such as periodic reporting or structured photo evidence) while keeping them non-burdensome. Vendor accountability must be strengthened to ensure timely delivery and complete replacement of materials. Importantly, teacher engagement should be further institutionalised, as teachers proved to be critical enablers in coordination, motivation, and monitoring—especially in low digital-access contexts. Additionally, localisation of content (language, instructions) and more structured orientation for students will enhance the effectiveness of DIY kits. Finally, the programme should continue leveraging simple, scalable tools (like WhatsApp groups), supplemented by on-ground support, to enable efficient expansion.

Overall, the BASF STEM Scholarship Programme demonstrates that an integrated model combining financial support, experiential STEM learning, and career guidance can significantly improve access, engagement, and future readiness among underserved students, providing a strong, scalable model for replication.

PART I

INTRODUCTION & METHODS

0. Introduction

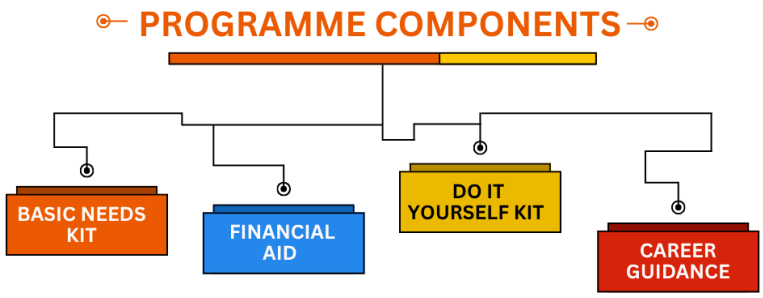
For many students in government schools, the lack of basic resources, exposure, and financial support continues to limit their potential—especially in STEM education, which is critical for future opportunities. The BASF STEM Scholarship Program is designed to address these gaps through a holistic, multi-dimensional approach that not only supports students financially but also builds their curiosity, confidence, and career readiness.

This report presents the Monitoring, Evaluation, and Impact Assessment framework for the BASF STEM Scholarship Program for Government School Children, implemented with the objective of strengthening access to quality education and enhancing STEM learning outcomes among underserved students.

The program focuses on students from Grades 8–10 in government schools, aiming to address key barriers related to financial constraints, limited access to learning resources, and lack of exposure to career pathways. Through a combination of financial support, experiential learning tools, and guided career interventions, the initiative seeks to build a strong foundation for students' academic growth and future readiness.

Under this program, 76 students are being supported through a multi-component approach that includes:

- Provision of a Basic Needs Package to meet essential school requirements
- Scholarships of ₹16,000 to reduce financial barriers and support continued education
- Distribution of Science DIY Kits to promote hands-on, inquiry-based learning
- Delivery of online Career Guidance Sessions to enhance awareness of diverse career opportunities



The Monitoring & Evaluation (M&E) framework has been designed to systematically track the implementation, assess the effectiveness of each program component, and generate actionable insights for continuous improvement. It focuses not only on measuring outputs such as coverage and delivery, but also on evaluating outcomes related to student performance, learning, confidence and aspirations.

The Impact Assessment component aims to capture the broader changes brought about by the program—particularly in terms of improved engagement with STEM subjects, reduction in financial stress, and increased career awareness among students.

This report outlines the approach, tools, indicators, and processes adopted for Monitoring, Evaluation, and Impact Assessment, ensuring a structured, evidence-based understanding of the program's effectiveness and scalability.

1. Program Overview

1.1 Background and rationale

Access to quality education remains a significant challenge for students studying in government schools, particularly in underserved and semi-urban or rural contexts. While these students possess the potential to excel, they often face systemic barriers that limit their academic growth, exposure, and future opportunities.

One of the primary challenges is financial constraint, which affects students' ability to access essential educational resources such as books, uniforms, and learning materials. In many cases, this leads to irregular attendance, reduced classroom participation, and increased risk of dropout.

In addition, there is a limited exposure to STEM (Science, Technology, Engineering, and Mathematics) learning beyond textbooks. Traditional classroom methods often focus on theoretical instruction, with minimal opportunities for hands-on experimentation, inquiry-based learning, or real-world application of concepts. As a result, students may struggle to develop conceptual clarity, curiosity, and problem-solving skills.

Another critical gap is the lack of structured career awareness and guidance. Many students have limited understanding of diverse career pathways, especially in STEM fields, and often lack the support needed to make informed decisions about their future education and careers.

In this context, integrating STEM education with experiential learning approaches becomes essential. Hands-on tools such as DIY science kits, combined with guided learning and reflection, help students engage more deeply with concepts, build confidence, and connect classroom learning to real-life applications. When complemented with financial support and career guidance, such interventions can create a holistic ecosystem that enables students to not only continue their education but also aspire towards meaningful futures.

The BASF STEM Scholarship Program has been designed to address these interconnected challenges through a comprehensive and student-centered approach.

1.2 Program objectives

The program aims to achieve the following key objectives:

- Improve access to essential educational resources for students from government schools
- Enhance conceptual understanding in STEM subjects through hands-on, experiential learning approaches
- Reduce financial barriers to continued education through targeted scholarship support
- Build awareness of diverse career pathways and support informed decision-making among students

1.3 Program coverage

The program has been implemented across multiple locations, reaching a defined set of schools and students. A snapshot of the program coverage is provided below:



2. Monitoring Framework

The Monitoring Framework is designed to ensure systematic tracking of program implementation and to enable timely, data-driven decision-making.

2.1 Monitoring objectives

The key objectives of monitoring are:

- Track implementation progress and coverage across all program components
- Ensure timely and accurate delivery of program benefits to students
- Monitor quality of execution and participation levels at school and student level
- Identify challenges in real time and enable corrective actions
- Provide continuous feedback to improve program effectiveness

2.2 Monitoring approach

The monitoring approach combines process tracking, output verification, and qualitative feedback mechanisms across all components of the program.

Key features include:

- Component-wise monitoring aligned to program stages
- School-level and student-level tracking
- Use of structured tools such as registers, checklists, and feedback forms
- Integration of qualitative insights (challenges, resolutions, learnings)
- Periodic follow-ups to assess utilization and engagement

2.3 Monitoring framework by program component

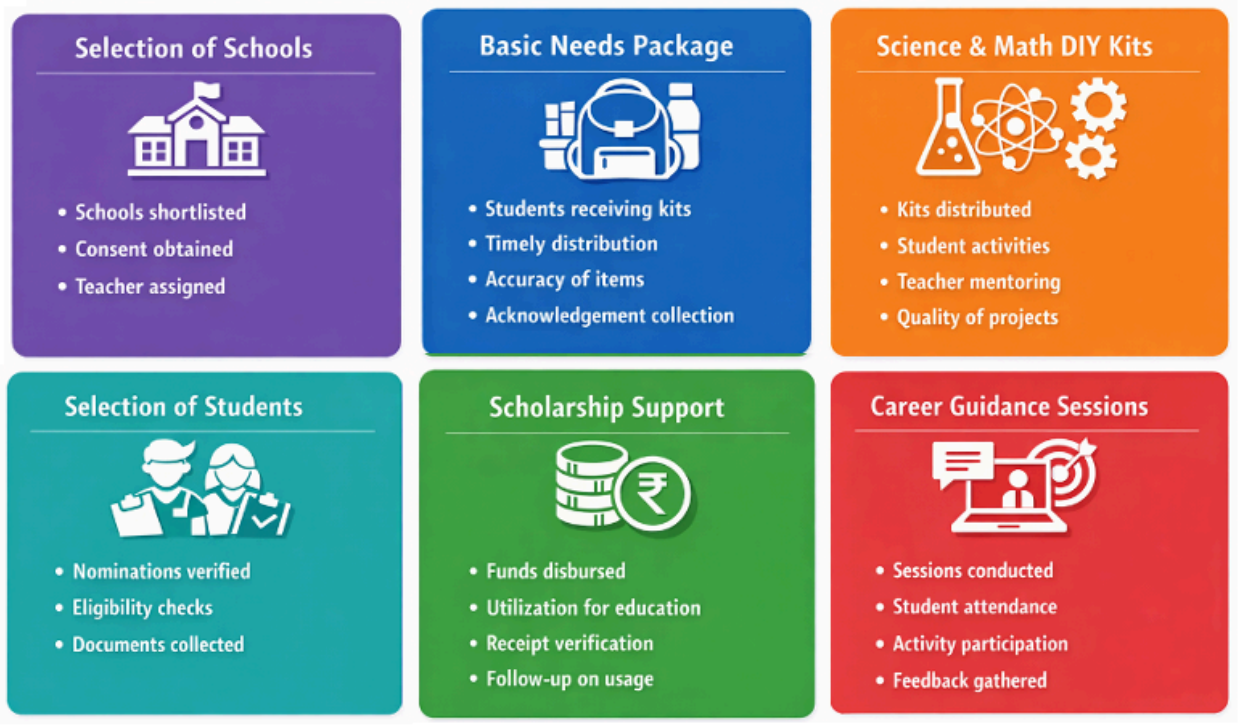


Table 1: Monitoring Indicators and Tools

Program Component	Monitoring Parameters	Data Sources / Tools
Selection of Schools	- Schools shortlisted as per criteria - Consent obtained from schools - Teacher-in-charge identified	School selection records Consent forms Meeting notes
Selection of Students	- Establish Eligibility criteria - Students nominated by schools - Eligibility criteria verified - Student data collected - Documents verified	Student database Application forms Verification records
Basic Needs Package	- Number of students receiving kits - Timeliness of distribution - Accuracy of items (size, completeness) - Acknowledgements collected - Verification of usage	Distribution register Delivery receipts Student acknowledgement forms
Scholarship Support	- Number of students receiving funds - Timeliness of disbursement - % utilization for educational purposes - Follow-up on fund usage	Bank transfer records Utilization forms Receipts Parent/student confirmation
Science DIY Kits	- Kits distributed to students - % students using kits - Number of activities completed - Teacher facilitation/mentoring - Quality of student outputs	Teacher logbooks Student worksheets/projects Photos/videos Observation checklists
Career Guidance	Session delivered as per plan; No. of students attending; Online engagement (Activities, Worksheets, Q&A)	Attendance sheets, Worksheets, feedback forms, Photos, videos

PART II

MONITORING & EVALUATION

3. Selection of Schools

A total of 6 government schools were identified by BASF for implementation of the program, including 2 schools in Navi Mumbai, Maharashtra and 4 schools in Dahej, Gujarat. (Refer Table 1, Appendix 1)

3.1 Onboarding of schools

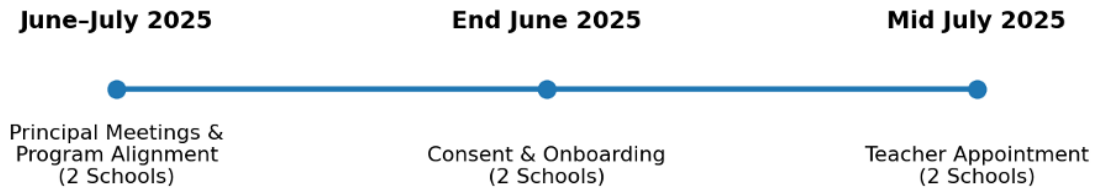
The onboarding process involved structured interactions with school principals to introduce the program, align expectations, and explain the intended outcomes. Overall, schools demonstrated a positive response and willingness to participate, recognizing the value of the initiative for their students. Following these discussions, formal consent was obtained, and all 6 schools were successfully onboarded.

Each school nominated a teacher-in-charge, designated by the principal, who served as the key point of coordination and played an important role in facilitating communication and implementation.

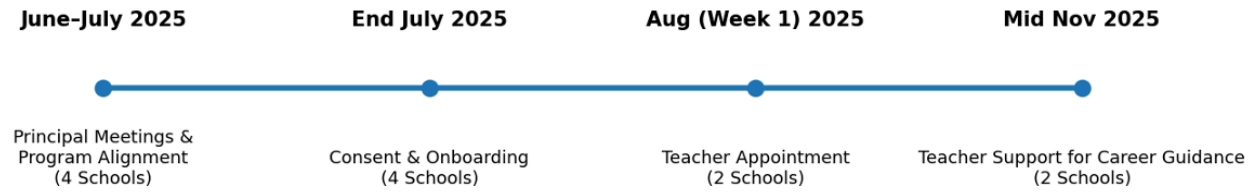


Below are timelines for Program Initiation with schools:

Navi Mumbai

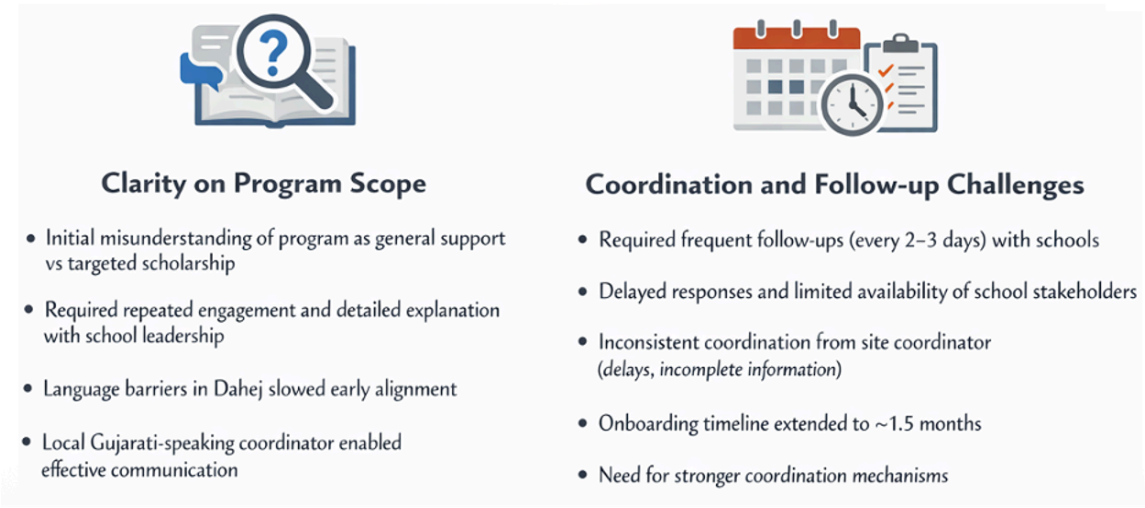


Dahej



3.2 Key challenges

Challenges during the Program Initiation with schools were:



3.3 Approach to resolution

A flexible and relationship oriented approach was adopted.



3.4 Key insights

- Clear and early communication with schools on program intent is critical to establish alignment and avoid misinterpretation
- Contextual flexibility in selection criteria enhances inclusivity without compromising program objectives
- Local language and on-ground coordination significantly improve stakeholder alignment
- Defined roles, accountability, and communication protocols are critical for efficient coordination
- New geographies require higher engagement time and iterative follow-ups to build trust and ensure smooth onboarding

Schools in Navi Mumbai(Maharashtra)



Navjeevan Hindi Vidyalaya, Govt Pvt Aided Higher Secondary School



Dr S V Samanth Vidyalaya, Govt Pvt Aided Higher Secondary School

Schools in Dahej(Gujarat)



Kumar Shala, Govt. School Upper Primary Upper Primary School (Till 8th standard)



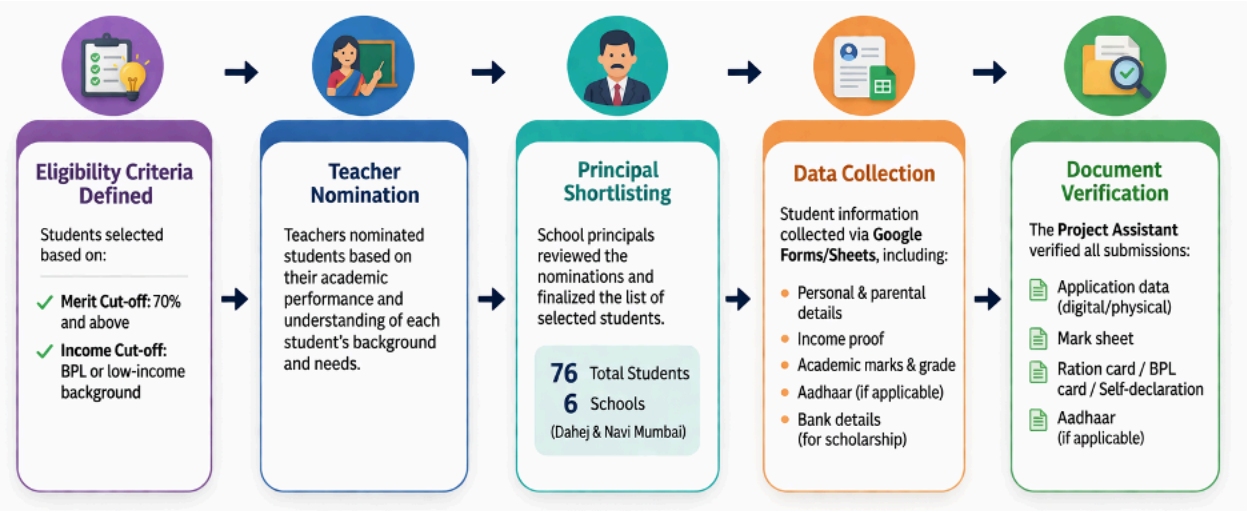
Kanya Shala, Govt. School Upper Primary School (Till 8th standard)



P J Chheda Janta Vidhyalaya, Govt. School Higher Secondary

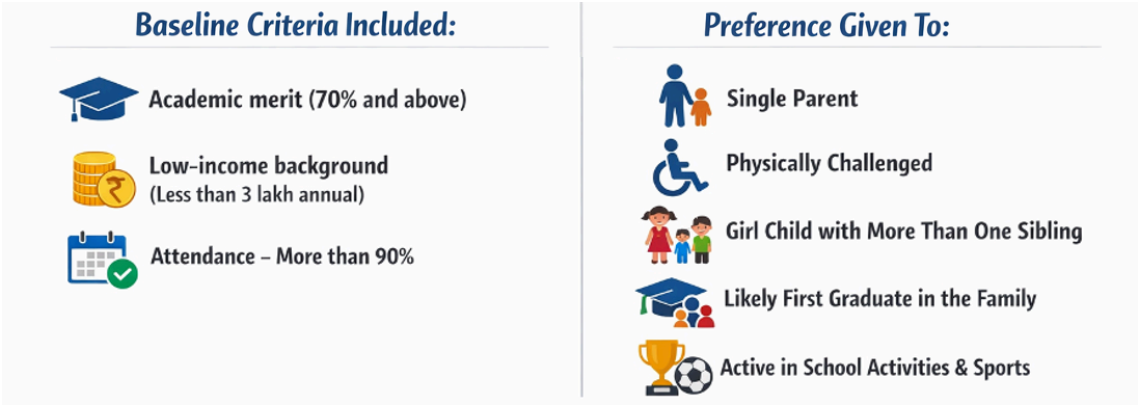
4. Selection of Students

The student selection process was closely monitored to ensure transparency, accuracy, and alignment with defined eligibility criteria. Monitoring focused on tracking both process efficiency and data quality across all stages, from criteria definition to final document verification.



4.1 Establishment of eligibility criteria

The eligibility criteria, including academic merit and income background, were clearly defined at the outset in alignment with program objectives.



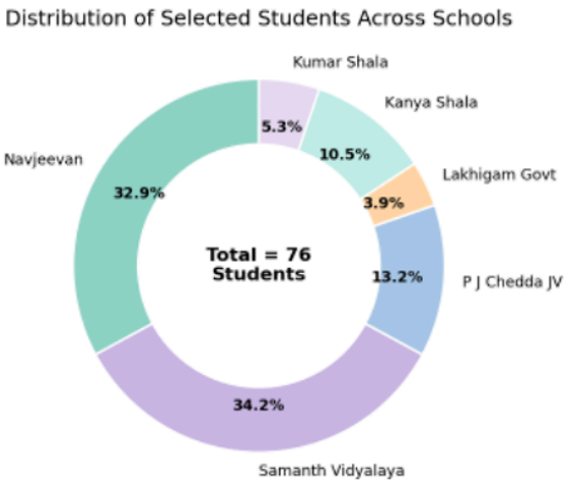
4.2 Student nomination by schools

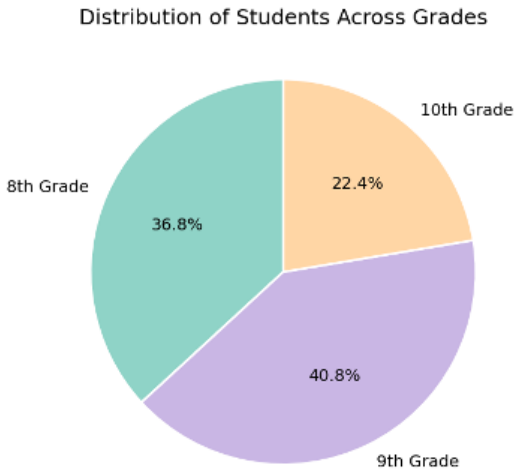
All participating schools were briefed on the selection criteria through structured communication. However, field observations indicated that only a limited number of students met the initial academic threshold of 70% and above. To address this, contextual flexibility was introduced by revising the academic criterion to 60%, ensuring that deserving students were not excluded due to rigid benchmarks. This approach enabled a broader and more representative selection pool, while maintaining a balance between merit-based selection and inclusivity.

Student nomination was carried out by teachers and principals, leveraging their contextual understanding of students' academic performance and socio-economic background.

- A total of 76 students were nominated across 6 schools
- All schools successfully completed the nomination process
- Samanth Vidyalaya and Navjeevan Schools from Navi Mumbai contributed 67% of total selection, indicated selection concentration in 2 major schools. Remaining schools contributed relatively smaller shares (Table 2, Appendix 1)
- Highest representation in Grade 9 (41%) and Lower participation from Grade 10 (22%)

Monitoring ensured that nominations were aligned with eligibility intent and not random selection.





4.3

Student data collection & documents

Data of the nominated students was collected using a hybrid approach, combining digital and offline methods to accommodate varying levels of digital access across locations.

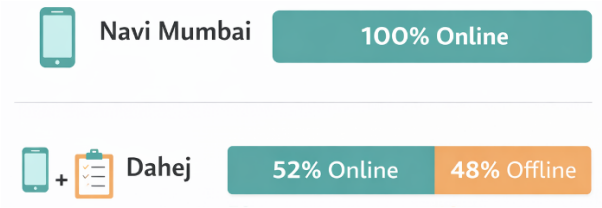
Data was captured through Google Forms/Sheets (digital) and physical forms (offline), ensuring comprehensive coverage. The approach enabled inclusion of all selected students while addressing field-level constraints, particularly in Dahej.

The data collected included: Student profile and demographics, academic records, contact information, family income details, aadhaar details, bank details (for scholarship disbursement)

Monitoring focused on data completeness, accuracy, and timeliness, along with tracking the number of follow-ups required.

Data Collection

All 100% application form submission achieved across all students, both online and offline. The data was collected digitally in Navi Mumbai (51 students), while at Dahej there was a mixed approach (digital + offline).



Even in schools with adequate digital access, limited familiarity with online forms among teachers and students led to challenges in data entry. This necessitated extensive handholding and multiple follow-ups to ensure accurate and complete submission of Google Forms. Delays of 1-2 weeks were observed, primarily due to challenges in digital data submission.

Data Quality

Digital entries were largely complete and structured. In offline forms, minor gaps were observed: Bank account numbers, shoe size, phone number and address. These gaps required additional follow-ups and validation

Document Submission Status
Below are documents with 100% Submission along with the application form

- Declaration Form
- Student Photograph
- Marksheet
- Bank Passbook / Cancelled Cheque
- Aadhaar Card

A significant documentation gap in submission of income certificate in Navi Mumbai, while Dahej demonstrated complete compliance for income-related documentation.

- Navi Mumbai: 0/51 submitted (0% availability)
- Dahej: 25/25 submitted (100% availability)

4.4 Verification of eligibility criteria

All submitted data and documents were verified by the Project Assistant to ensure compliance with eligibility criteria.

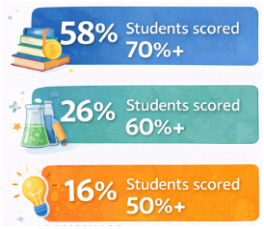
- The complete data as submitted in the application form was verified.
- Documents were verified included mark sheets, income proof (ration card/ BPL/ self-declaration), Aadhaar
- The majority of student records were complete and verified successfully

- In cases of missing or incomplete documentation, follow-ups and re-submissions were undertaken to ensure data accuracy

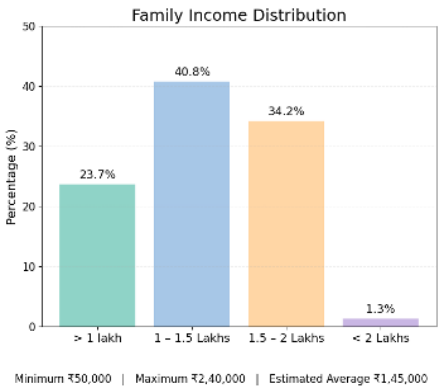
Eligibility profile of selected students

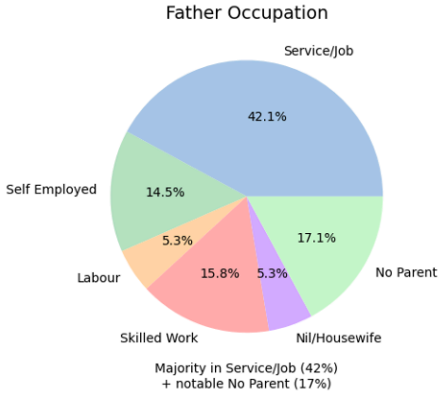
The nominated students were assessed against the defined eligibility criteria to ensure appropriate selection.

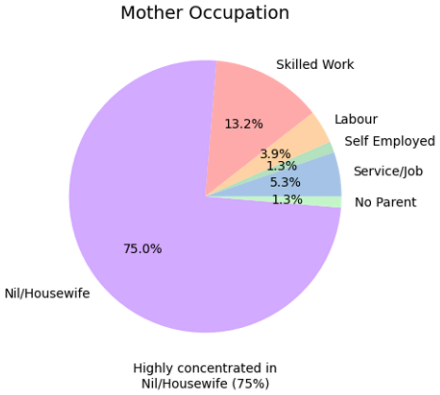
- All students met the core eligibility parameters of 90% + attendance and less than ₹3 lakh annual income
- About 58 % of students met the prescribed academic criteria of 70% or more (Refer Table 3, Appendix 1).
- In cases of remaining students who did not fully meet academic criteria of 70% or more, relaxations were applied to the academic criteria. This step highlighted the importance of adaptability in criteria application in underserved contexts.



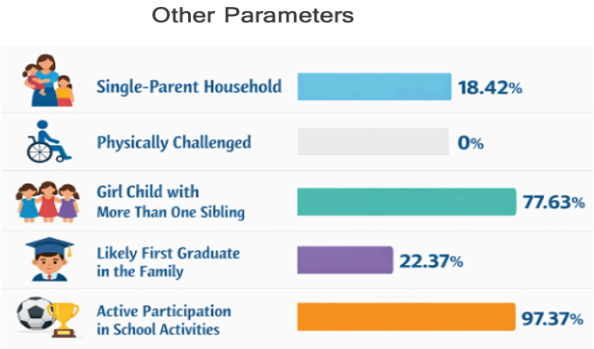
- Majority of families of nominated students (75%) fall between ₹1–2 lakh annual income, indicating a lower-middle income segment (Refer Table 4 &5, Appendix 1).





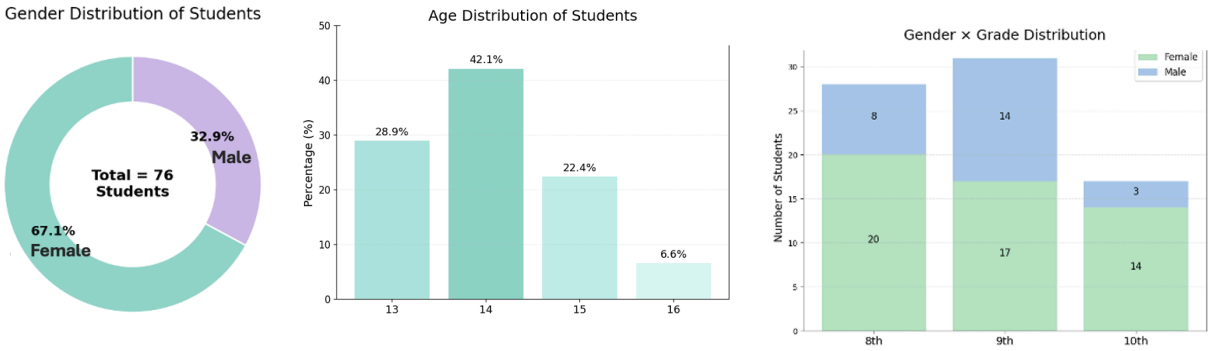


Regarding other parameters, the cohort showed strong engagement in school activities. Many students, especially girls, came from families with multiple siblings, indicating shared resources. A notable number were first-generation learners, while some belonged to single-parent households, reflecting potential vulnerability. No physically challenged students were reported.



Gender and age profile of selected students

The selected cohort demonstrates strong participation of girl students, with a clear female majority. Most students fall within the 13–15 age group, with age 14 being the most represented, indicating a focused and developmentally aligned cohort. Gender distribution across grades shows that Grade 10 is highly female-dominated, while Grade 9 reflects a more balanced representation. Overall, female participation remains consistently strong across all grades, highlighting positive inclusion and outreach (Refer Table 2 & 6, Appendix 1)



4.5 Timelines for student selection

The student selection process evolved iteratively, balancing eligibility refinement with phased data collection and verification.



4.6 Key challenges



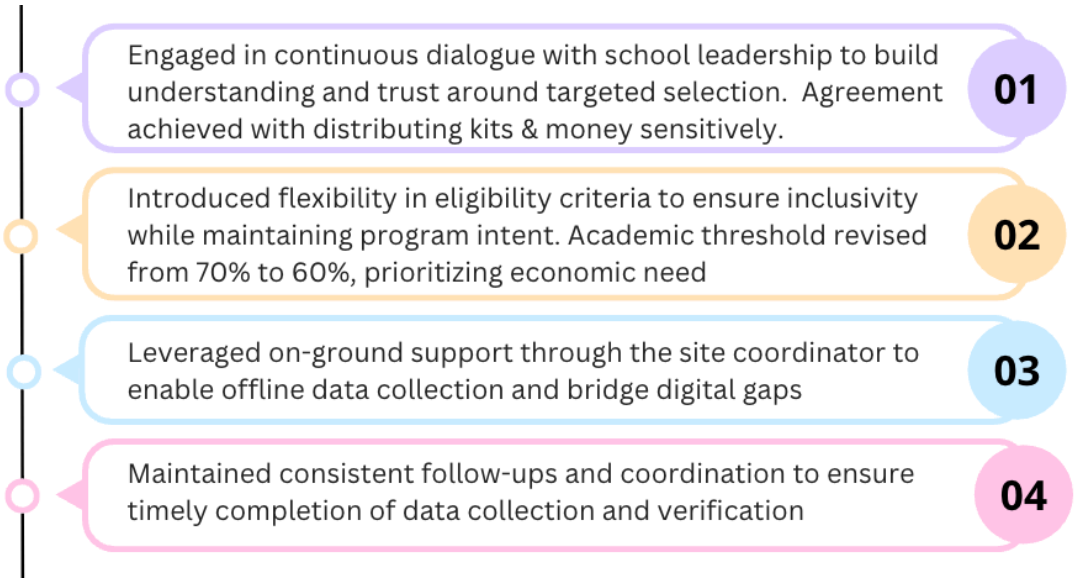
- Concerns from principals on selecting only a few students
- Fear of dissatisfaction among non-selected students
- Initial hesitation to participate in the program
- Delayed consent by schools - Kumarshala & Kanyashala, Dahej.

- Difficulty in meeting multiple eligibility criteria simultaneously
- In some cases, no students met all criteria
- Led to contextual adjustments in criteria

- Limited ability to fill Google Forms and upload documents
- Required repeated follow-ups and handholding
- Site coordinator enabled offline data collection support
- Delays in data collection from schools (especially in Dahej)

4.7 Approach to resolution

A practical and adaptive approach was adopted to ensure completion of the student selection process:



4.8 Key insights

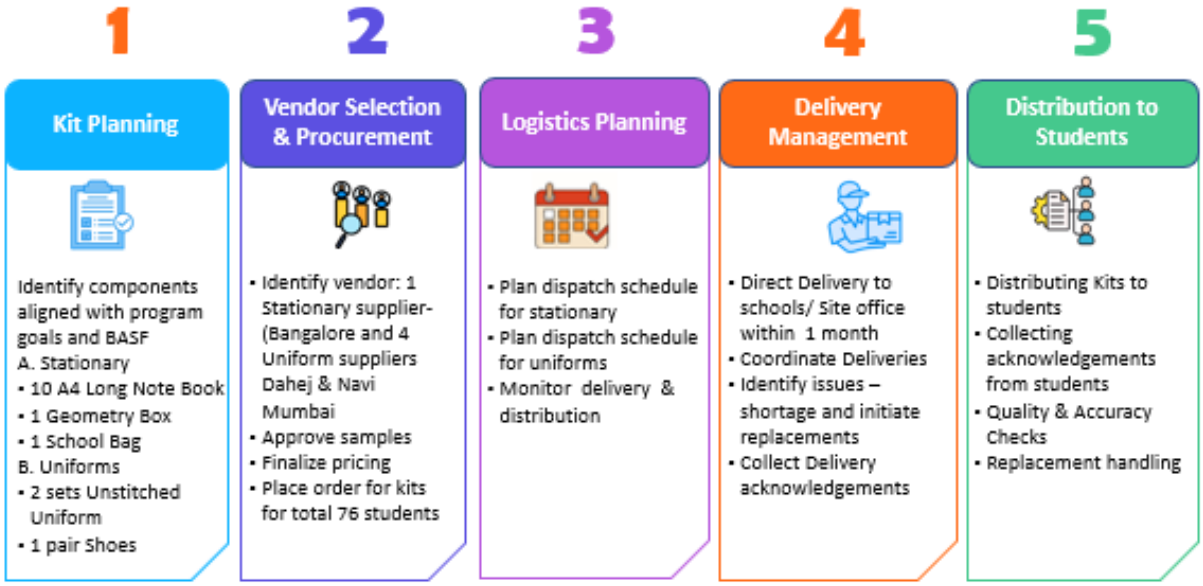
- Selection processes in school ecosystems require sensitivity to perceptions of fairness and inclusion
- Criteria frameworks should be designed with contextual realities in mind, especially in underserved communities
- Hybrid data collection approaches (digital + physical) are essential in low digital literacy environments
- Digital access does not ensure digital readiness—capacity building and handholding are essential for effective data collection in school environments.
- Strong field coordination and proactive follow-ups are critical for ensuring data completeness and accuracy
- Income documentation remains a critical gap area in certain geographies

5. Distribution of Basic Needs Kit



The Basic Needs Kit component was monitored to ensure quality procurement, timely delivery, and accurate distribution to all selected students. Monitoring focused on tracking the entire lifecycle—from kit finalization and vendor management to logistics and distribution verification.

Below diagram will show the complete procedure to execute the Distribution of Basic Needs Kit.



Details regarding all the above are provided in annexure 2. Data was gathered on the planned & actual timelines along with the required documents and respective evidence.

5.1 Kit design and finalization

The Basic Needs Kit was finalized in consultation with BASF to align with the program's objective of addressing essential educational needs of students. The kit consisted of five items and each item was clearly defined and standardised prior to procurement.



5. 2 Vendor selection and procurement

A structured vendor selection and procurement process was followed to ensure quality and cost efficiency.

- Separate vendors were identified for uniforms and stationery items
- Samples for all items were reviewed and approved prior to order placement
- Orders were placed for 76 kits, incorporating appropriate program branding

Images of items in the Kit are shown below -





Bag with BASF Label

5. 3 Logistics planning and delivery management

The logistics process was monitored to ensure timely and safe delivery of kits across locations.

- In Navi Mumbai, kit items were delivered directly to schools
- In Dahej, kit items were delivered to the BASF site office.
- Monitored - dispatch timelines, delivery status & condition of materials upon receipt
- The entire stationary consignment was received safely and without damage

Right Side - Images of delivered Stationary consignments:

At Navjeevan & Samanth Vidyalaya, Navi Mumbai

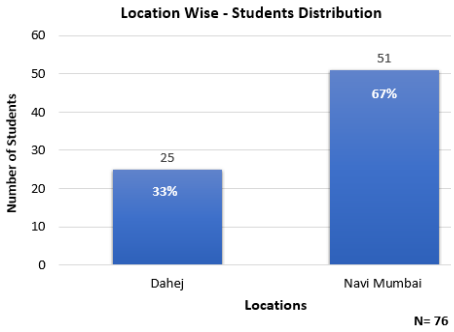




5. 4. Distribution to students

The final stage involved distribution of kit items (stationery and uniforms) to nominated students across selected schools by the site coordinator and teachers. PJ Chhedda School was the distribution center for all students from Dahej; in Navi Mumbai, distribution was carried out at respective schools.

- Kits were distributed ensuring correct allocation and completeness of items
- Student-level acknowledgements were collected as proof of receipt



Below are images taken during distribution of kit:

At PJ Chhedda, Dahej





At Navjeevan, Navi Mumbai





Samanth Vidyalaya, Navi Mumbai





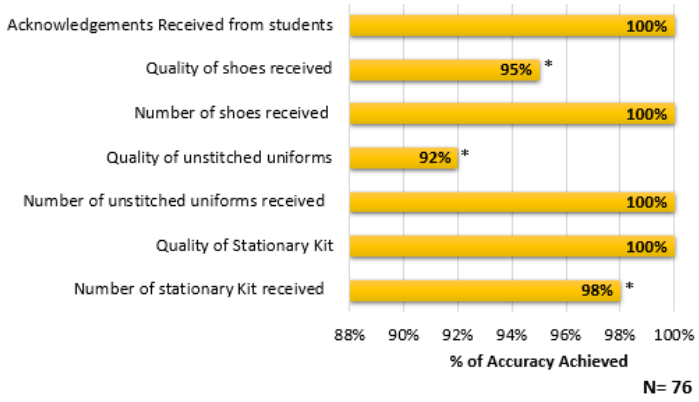
5. 5. Quality and accuracy checks

Quality checks were conducted at multiple stages to ensure accuracy is achieved.

- Verification of item completeness (all 5 components included)
- Checks on size accuracy for shoes & Male Female dress numbers & gender mismatch
- Identification and management of replacement cases (if any)

Accuracy check for the Basic Needs Kit

The vendor delivered the ordered kits to the assigned locations within 2–3 weeks as committed. All items arrived in good condition. Overall, the delivery reflected over 90% accuracy in items received and quality in first delivery. All the replacements were done successfully in 30 days.
For details refer table 2 in appendix 2)

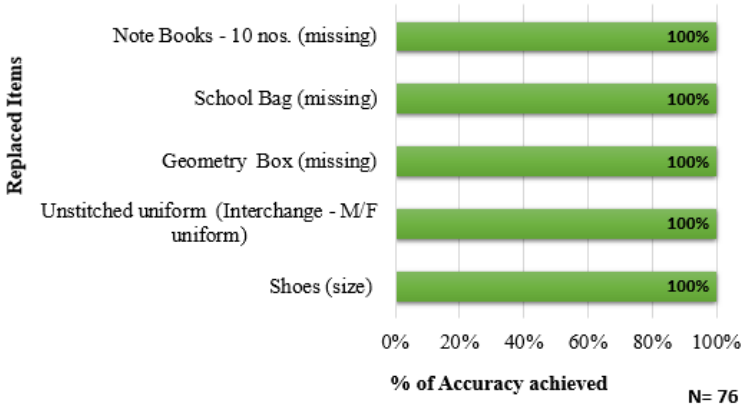


** One stationery box missing, 6 set of uniforms gender mismatch & 4 pair shoes of wrong size.*

5.6. Replacement handling:

Successful Replacement handling of Basic Needs Kit

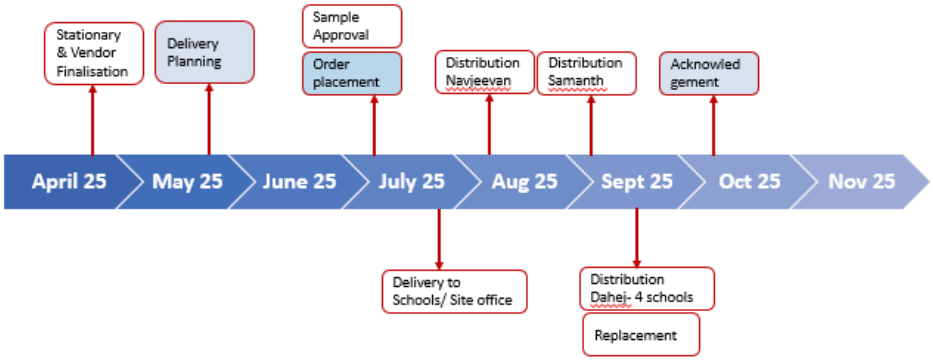
The chart below reflects 100% replacement of all short or incorrect items. One stationery kit and six gender-mismatched uniforms were replaced within a week, while four pairs of incorrectly sized shoes took nearly a month due to a communication delay at the teacher's end. (For details refer table 3 in appendix 2)



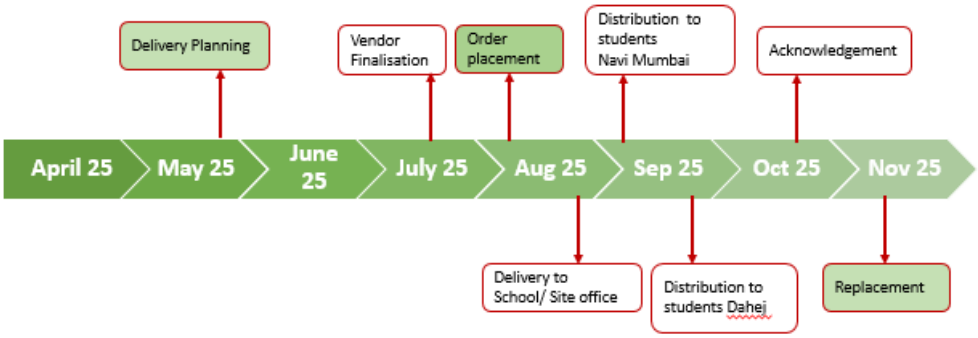
5.7. Timeliness of distribution of Basic Needs Kit :

Below diagram shows the timelines of the various stages followed for successful distribution of the Basic Needs kit to the students; starting from Vendor finalisation - Planning Delivery time - Sample Approval - Order placement - Delivery to schools - Distribution to Students - collecting acknowledgements. (For details refer Table 00, Appendix 2).

Timeline of Stationary Kit delivery & distribution :



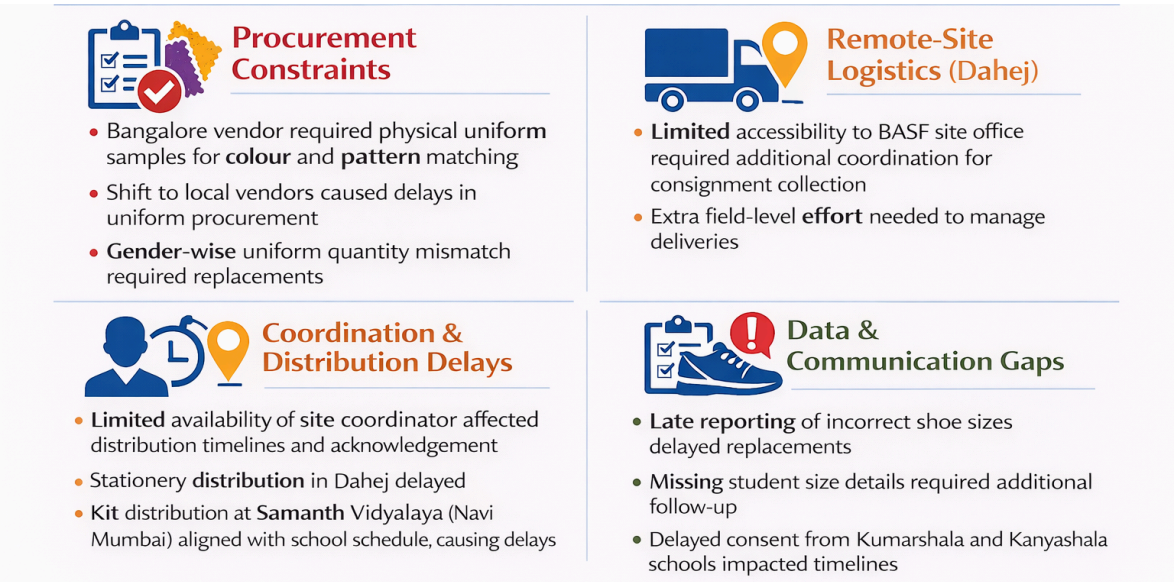
Timeline of Uniforms delivery & distribution :



As a pilot initiative, the Basic Needs Kit component followed a flexible, solution-led timeline adapted to field realities across locations. Timeline variations were mainly due to procurement adjustments and last-mile coordination dependencies, especially in remote locations. However, the adaptive approach ensured smooth closure across locations.

List of documents and evidences collected are given in Annexure 2

5.8 Key challenges



5.9 Approach to resolutions

1. Identified and onboarded local vendors in Navi Mumbai and Dahej for uniform stitching and shoe procurement.
2. Strengthened follow-up with the Dahej site coordinator through regular calls, messages, emails, and escalation to the BASF office.
3. Enabled direct coordination between the Project Assistant and schools in Dahej to expedite implementation.
3. Facilitated kit distribution at Samanth Vidyalaya through teachers, avoiding delays due to site coordinator unavailability.
4. Ensured vendor correction of gender-wise uniform quantities within one week; followed up with teachers to obtain shoe-size details for replacement (completed within one month).
5. Relaxed student nomination criteria and supported the site coordinator in engaging school principals to complete nominations.

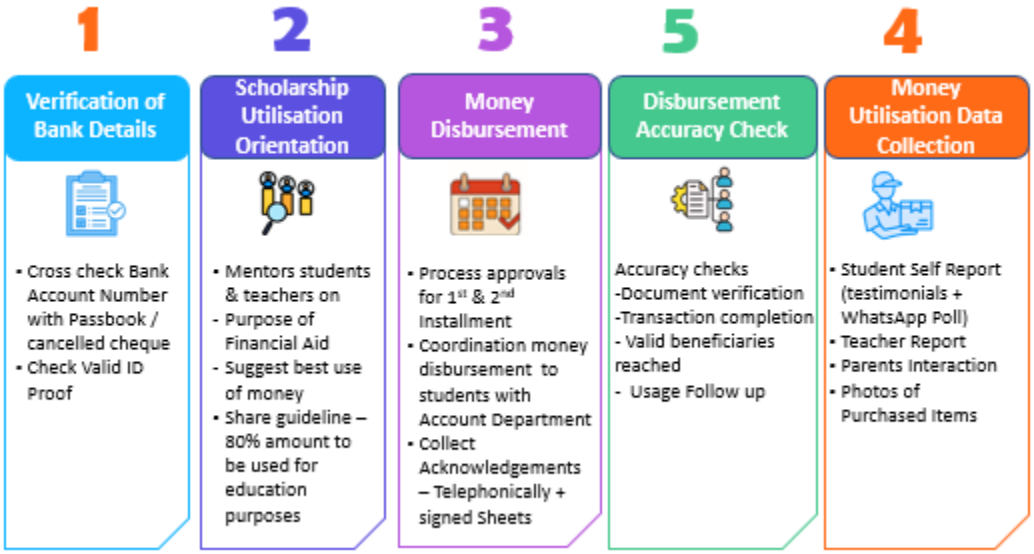
5.10 Key insights

1. Programme rollout depended on early clarity in timelines, responsibilities, and logistics.
2. Coordination across schools, vendors, and implementation teams depended on clearly defined roles and communication structures.
3. The effective usefulness of the Basic Needs Kits depended on when they were delivered during the academic year.
4. The school-level distribution schedule depends on exams, holidays, and school activities.
5. Data verification gaps at the school level led to size, quantity, and gender errors that caused delays during kit distribution.
6. Procurement and distribution timelines depended on early logistics planning and vendor alignment.
7. Local vendors supported faster and smoother distribution because their proximity helped reduce transit risks and allowed quicker response to location-specific needs.
8. Communication flow through intermediaries reduced clarity and delayed timely information exchange.
9. Teachers served as reliable school-level contact points and supported smoother coordination through regular follow-ups.

6. Disbursement of Financial Aid

The Financial Aid Support component was monitored to ensure timely disbursement and confirmation of receipt and utilisation by all selected students. Financial Aid amount of Rs. 16000/- per nominated student was finalised at the beginning of the programme and documents like bank details, income proof, ID proofs etc. were also collected at that time. Below diagram shows the complete procedure adopted to disburse the Financial aid/ Scholarship money. Each step of the procedure was monitored





Data was gathered on the planned & actual timelines along with the required documents and respective evidence. Details regarding all the above are provided in annexure 2.

6.1 Verification of bank details

A structured verification process was followed to ensure the accuracy and completeness of beneficiary banking and identity details prior to scholarship disbursement. Student information collected digitally in Navi mumbai & physically in Dahej was verified through defined internal checkpoints before being submitted for fund processing.

- Verification: Bank account numbers and ID details cross-checked with Passbooks & Adhaar card
- Internal processing: Verified records submitted to IISC Accounts (FSID) for disbursement

Image below of the Google form:

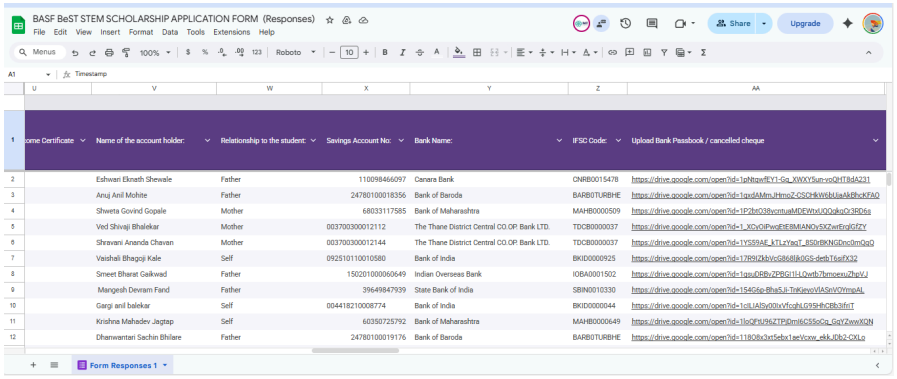
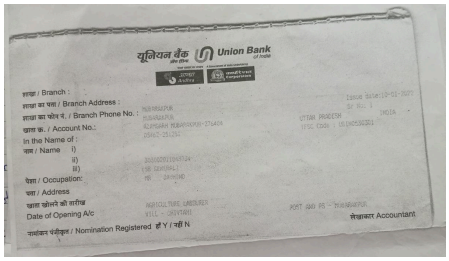
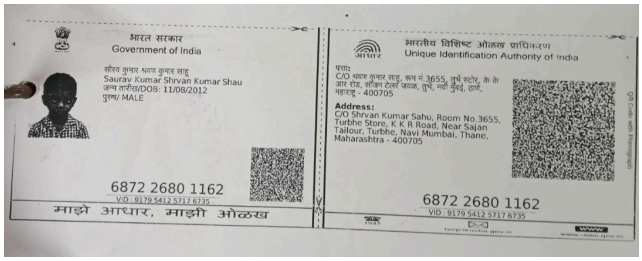


Image below of - Sample of Bank Passbook & Aadhar Card :





6.2 Student orientation on utilisation of financial aid

A student orientation was conducted to help students understand the purpose of the financial aid and how to use the scholarship money effectively. The session aimed to encourage informed and goal-oriented use of funds, ensuring that students invest in their education and future development.

Students were guided to use at least 80% of the scholarship amount on key areas such as:

- Educational resources (books, online learning, coaching, English and computer classes)
- Private tutoring
- Educational visits

- Health and wellness (health check-ups, eye care, mental well-being)
- Skill development programs
- Transport (bus pass or travel for education)

This orientation was integrated into the online career guidance session, where it was naturally linked to discussions on the importance of skill-building, self-development, and preparing for future career opportunities.

Image below of - Career Guidance Sessions :





6.3 Money disbursement

A full scholarship amount of Rs 16,000 was awarded to each of the 76 selected students in the 6 schools at Navi Mumbai and Dahej.

The scholarship amount was disbursed in two milestone-linked instalments to ensure continued student engagement and timely completion of programme activities. However, an exception was made for students of Dahej where the 2nd installment was released without DIY completion confirmation.





1st instalment: On Attending career guidance session (Oct 2025 & Dec 2025)



2nd instalment: On completion of 10 DIY activities (Feb & March 2026)

Post-disbursement, beneficiary receipt was confirmed through phone-call acknowledgements, supported by signed confirmation sheets collected from the schools.

6. 4 Fund disbursement accuracy checks

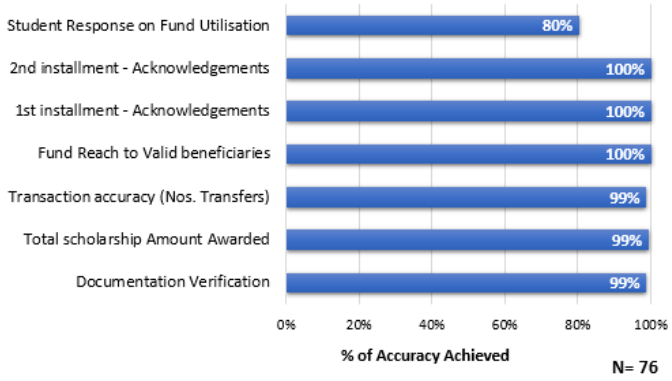
In order to monitor the accuracy with which the disbursement of funds was done (in accordance to the plan), critical parameters like fund disbursement, transaction records, acknowledgements, timeliness and fund utilisation were assessed (Refer Table 5, Appendix).

Graph 00: Number of students receiving the Financial Aid :

A total amount of Rs. 11, 40, 000 received by 76 students (25 from Dahej & 51 from Navi Mumbai)



Graph 00: Accuracy Check for Fund Disbursement



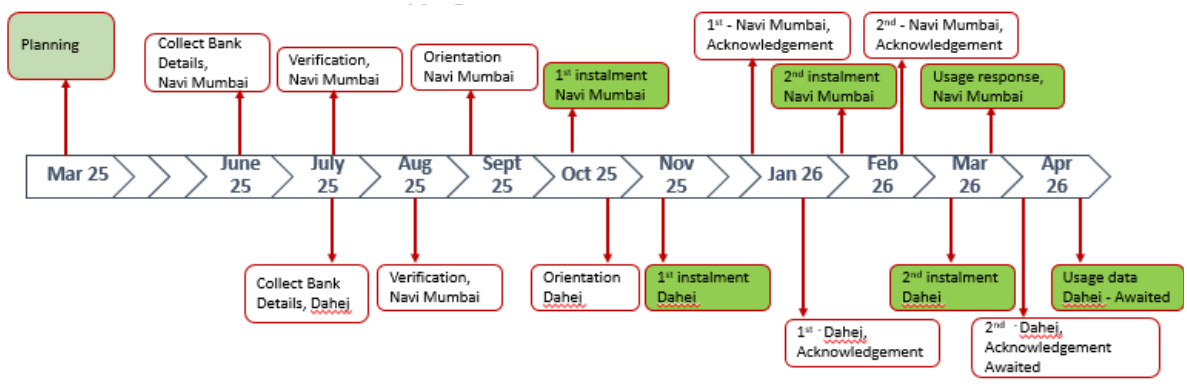
While there was 100% accuracy in disbursing the financial aid to all 76 selected students, one excess transfer of ₹8,000 was made and identified later (Refer Table 5, Appendix).

6.5 Timeliness of Financial Aid Disbursement process

The complete financial aid disbursement process was executed in a phased, milestone-linked manner, aligned with career guidance sessions, DIY activity completion, and local academic calendars. The disbursement of financial aid was well planned at the conceptual stage. However, as the pilot progressed, some delays occurred due to dependencies on the completion of DIY kit activities, which were impacted by kit logistics, examination schedules, and student engagement challenges.

Additionally, initial challenges were faced in verifying bank details, including correcting errors in the information submitted by students. The entire process took over 12 months from the month of planning till collecting acknowledgements.

Timeline Financial Aid Disbursement in Phases :



6.6 Utilisation of financial aid by the students

Data on utilisation of financial aid by the students was gathered to understand broad spending patterns of the scholarship amount and its alignment with project objectives. A WhatsApp poll across all student groups was conducted to assess the utilisation of financial aid provided to the students. This was further followed by telephonic interactions with the teachers to validate overall usage trends.

While documentary proof was not mandatory, students were encouraged to voluntarily share bills and photographs of purchases made. This helped promote responsible use of funds and basic accountability, while keeping the process simple and non-restrictive.

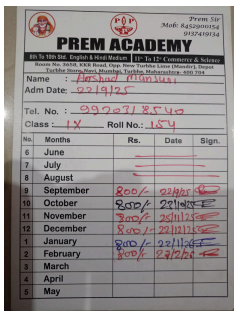


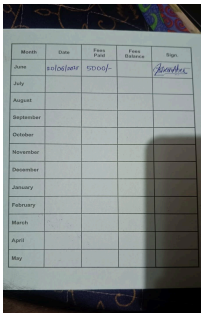
Bills and photos of purchased items (not mandatory)

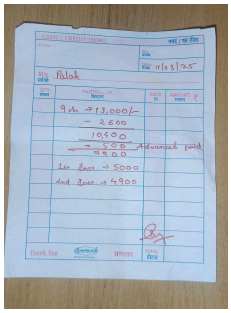

5-question WhatsApp poll on utilization purpose


Follow-up calls to understand usage trends

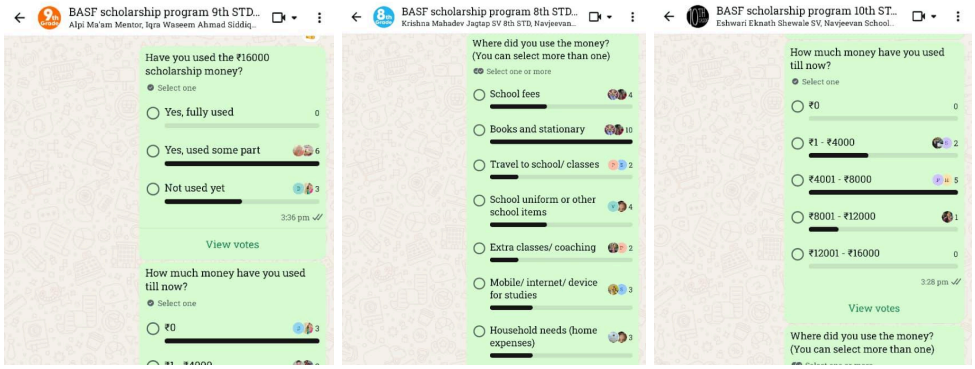
Images of bills of Tuition fees paid:-







Screenshot of whatsapp polls posted on groups created for student work status tracking :



The list of documents and evidences collected are given in Annexure 2

6.7 Key challenges

- Incorrect bank account details entries by students in the Google Form & unclear passbook scans making cross-verification of account numbers difficult.
- One verification error led to financial aid being transferred to the wrong account.
- Delayed student response to WhatsApp poll on financial aid.
- Very few students shared bills supporting educational use of the funds.
- During phone verification, some parents denied receipt or disconnected calls, as transfers appeared under the name FSID and calls were mistaken for spam.

6.8 Approach to resolutions

1. Passbook details were verified and incorrect bank account numbers in the Google Form were corrected.
2. Parents were requested to resend clearer passbook images where account numbers were not legible.
3. The incorrect account holder was contacted to request return of the transferred amount; ₹8,000 was recovered.
4. Follow-up calls were made to teachers and parents to confirm receipt of funds by students.
5. Selected students and teachers were contacted to gather feedback on utilisation of the financial aid.
6. During verification calls, parents were supported by sharing transaction details such as date and amount.

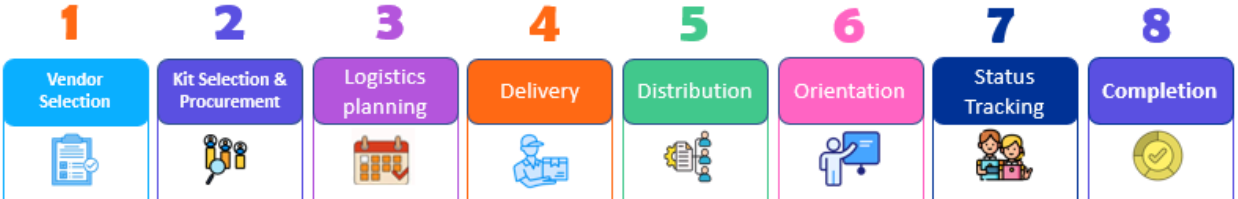
6.9 Key Insights

- Most students used the scholarship for learning-related purposes, showing strong alignment with the educational goals of the programme.
- Unclear or incorrect bank details increased the effort required for verification and affected the timeliness and accuracy of financial aid disbursement.
- The project timeline also depended on students clearly understanding the phased dependency of financial aid on other components.
- Confirmation of scholarship receipt depended more on teacher-supported and school-based acknowledgement than on phone-based follow-ups.
- Timely confirmation of scholarship receipt depended on students and parents clearly recognising the sender account name before the transfer.
- Documentation-based tracking of scholarship use remained limited, as very few students shared bills for educational expenses after disbursement.s
- Student response to WhatsApp polls varied across locations, indicating that digital communication tools alone were less effective in remote areas without school-supported follow-up.

7. Distribution of Do-It-Yourself Kit



The third component of the programme involved the distribution, monitoring, and completion tracking of Do-It-Yourself (DIY) Science Kits for selected students. The objective of this component was to promote hands-on learning and strengthen conceptual understanding by enabling students to apply classroom science concepts through interactive DIY experiments and activity-based learning. The diagram below presents the complete process for distribution of DIY Science Kit.



7.1 Vendor selection

The DIY Science Kit vendor selection process focused on timeliness of sample submission, curriculum relevance, and grade-level suitability. Two vendors were shortlisted: Propeller Tech and Next Education Pvt Ltd. Samples of DIY kit was shared by Next Education Pvt Ltd. The same vendor was selected based on sample quality, syllabus-aligned activities and timeliness.

7.2 Kit selection & procurement

Grade-specific DIY Science Kits were finalised to support structured, hands-on science learning aligned with the curriculum and learning levels of students.

- Grade-wise design: Separate kits developed for Grades 8, 9, and 10.
- Activity structure: Each kit included 10 hands-on science experiment activities.
- Manual support: Printed guides provided step-by-step instructions, exploratory questions, key concepts, and real-life examples.
- Total supply: A total of 76 kits were supplied by Next Education Pvt. Ltd.







7.3 Logistics planning & delivery management

The logistics process was monitored to ensure timely and safe delivery of kits across 2 locations.

The entire DIY Kits were dispatched in cartons with 3 kits packed in one carton. In Navi Mumbai, 17 cartons with 51 kits & Dahej 8 cartons with 23 kits were delivered to the BASF site office in good condition (Remaining 2 kits were delivered after 3 weeks).





7.4 Distributing kits to students

The school teachers facilitated the distribution of DIY Kit to nominated students across selected schools . In Navi Mumbai, distribution was carried out at the respective schools. While in Dahej, PJ Chhedda School was initially assigned as the common distribution center, but due to feasibility

challenges, the teachers of other 3 schools in Dahej distributed the kits to the students at their respective schools. Student-level acknowledgements were collected as proof of receipt

Images below show students receiving the kits.

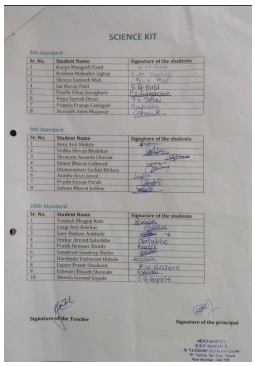
Samanth Vidyalay, Navi Mumbai




Navjeevan, Navi Mumbai







7.5 Orienting students & teachers

A student and teacher orientation on the DIY kit was conducted to familiarise them with the kit components and guide them on how to carry out the experiments. In Navi Mumbai, the vendor conducted an in-person orientation session, while in Dahej recorded digital sessions were shared due to distance and time constraints. One complete experiment was demonstrated from each of the kit of Grades 8, 9, and 10. However, detailed explanation on entire kit items, manual use & app access was not done by the vendor. Therefore follow-up Support by Project assistant became essential.

Images below show orientation session by vendor at Samanth Vidyalay:





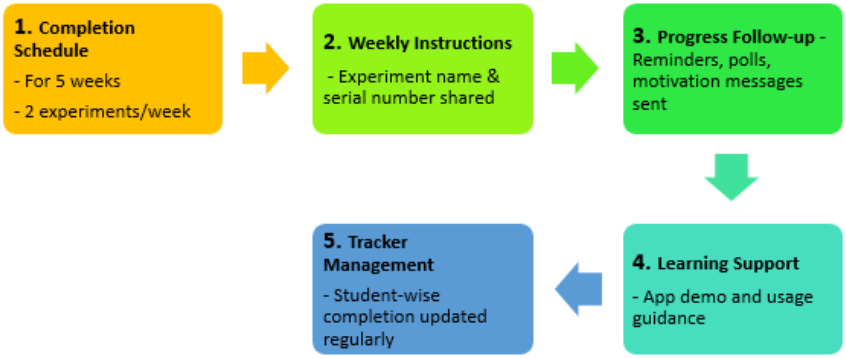
Student Participation on WhatsApp

7.6 Status Tracking

Grade-wise WhatsApp groups were created, both for Navi Mumbai and Dahej. The six WhatsApp groups were initiated for interaction, reminders, and progress updates and aligning the students on the experiment completion schedule.

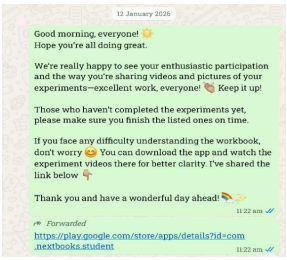


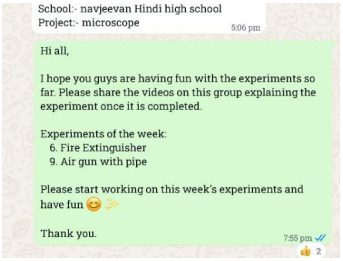
Actions taken to track the status of completion of DIY activities.

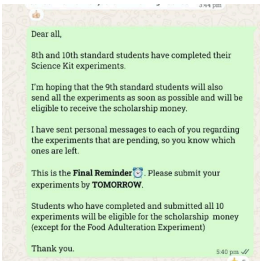


In addition, an online motivational session was conducted to understand students' challenges and encourage timely completion of DIY activities. It was particularly helpful for Grade 9 students in Navi Mumbai, who were initially reluctant to participate.

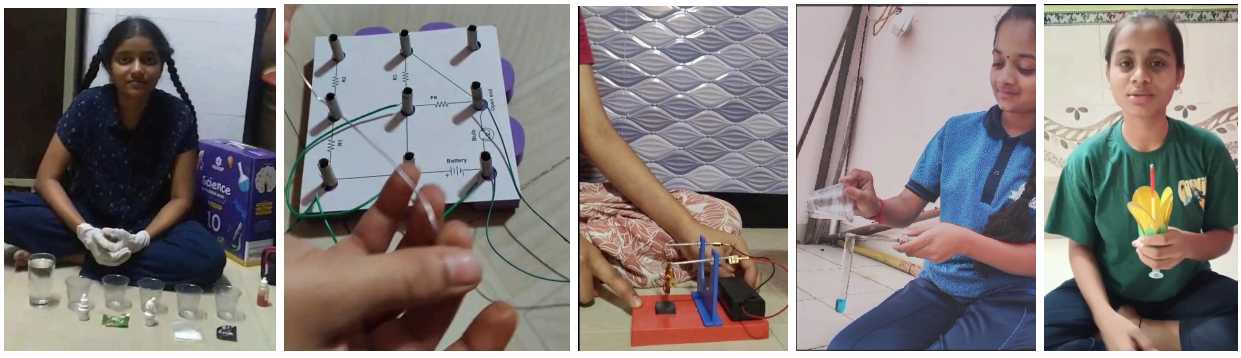
Images showing the Whatsapp messages for announcements & support:



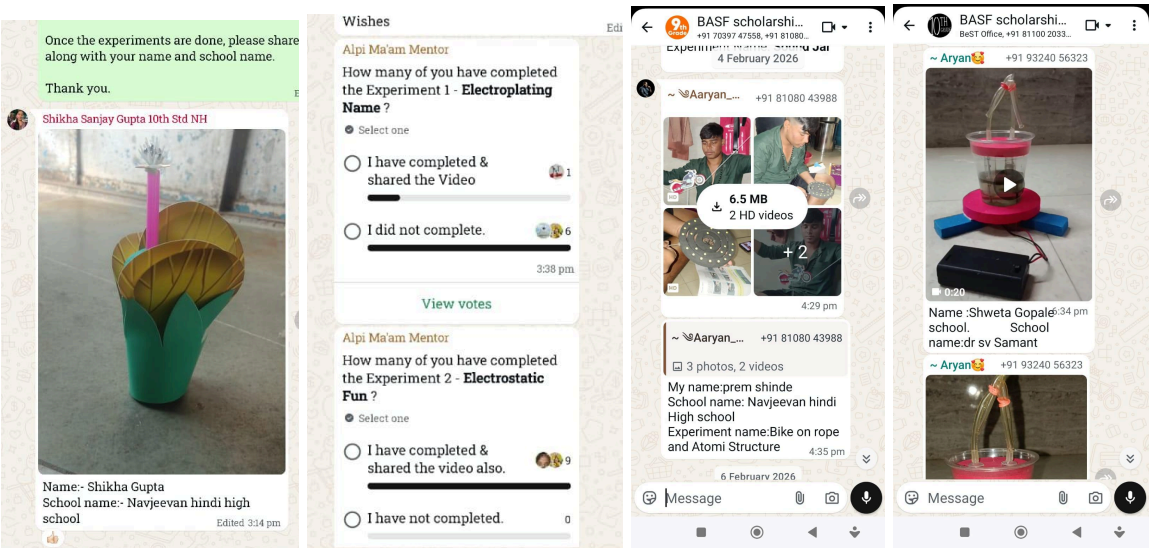




Images showing students displaying the performed activity:



Images showing students updates on whatsapp groups:



7.7 DIY Activities Completion

All the students of Navi Mumbai completed the available 10 experiments. Few extensions were given for those who were late in submitting. Once all students completed the experiments, Testimonials were requested & teacher feedback was taken. Also, the 2nd installment of financial aid was released. However, no clear information was received from schools in Dahej regarding the activity completion (Refer Appendix 3).

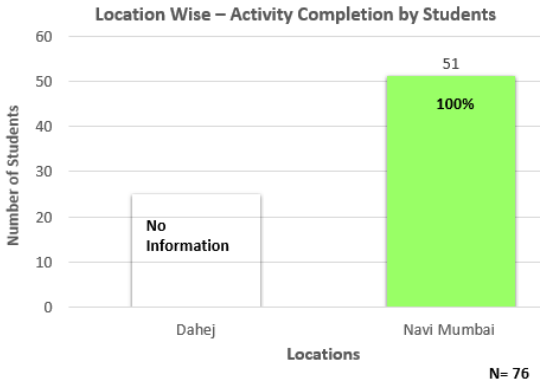
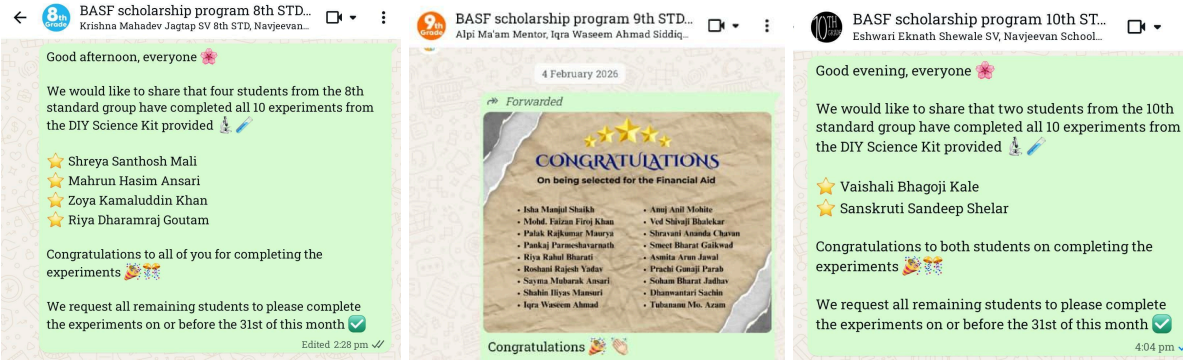


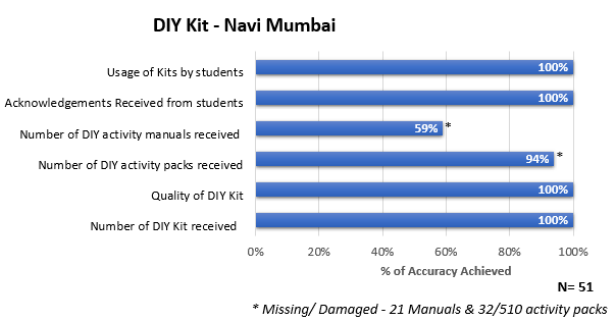
Image below are screenshots of the whatsapp acknowledgement messages sent to students:

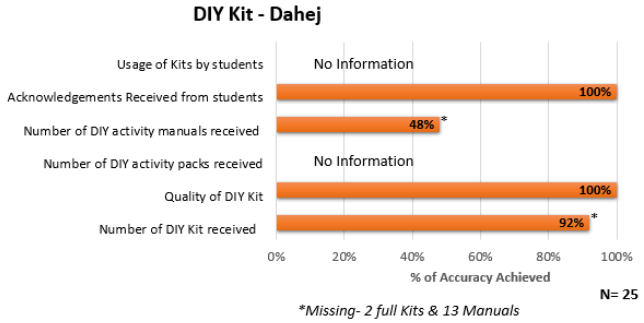


7. 8 Quality and accuracy checks for DIY Kit distribution

Quality and checks were conducted for item completeness & replacement stage; to ensure maximum usability of kits is achieved by the students.

Graph: Showing Accuracy achieved for various parameters of check for DIY Kit





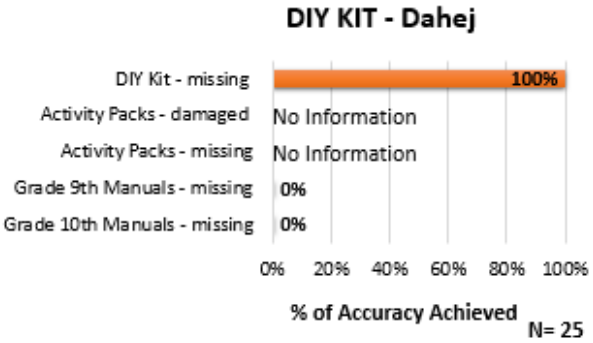
*In Dahej- 2 kits & 13 manuals were reported missing at initial delivery.
*In Navi Mumbai- 32 activity packs missing/damaged & 21 manuals were missing from the kits.

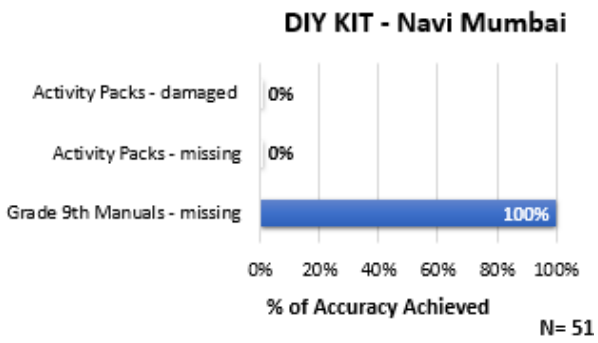
The kit boxes reached in good condition without any damages. However, in a few cases, the activity manuals, activity packs in the kits were missing/damaged. The information about missing/damaged parts were reported later as the students progressed to perform the experiments. There was above 95% accuracy in DIY kit packs received (Refer table 00 in annexure 2).

7.9 Replacement Handling

The chart below shows the details in managing the missing items and replacements of kits by the vendor. 2 missing kit delivered after 3 weeks to Dahej & 21 manuals after 4 weeks to Navi Mumbai. Remaining missing items like 32 activity packs & 13 manuals were not replaced, reflecting the vendor's poor responsiveness (For details refer table __ in appendix 2).

Graph Showing Replacement Handling accuracy for DIY Kit



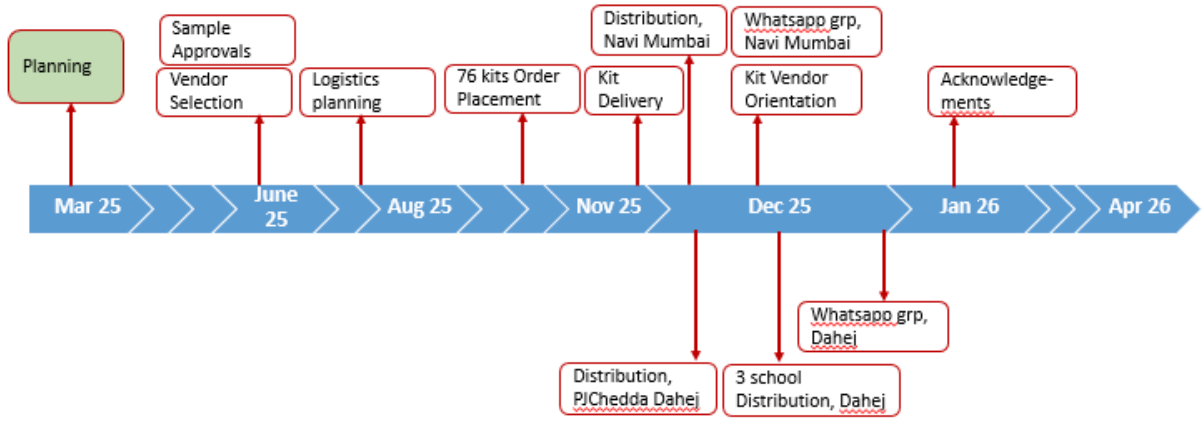


7.10 Timeliness

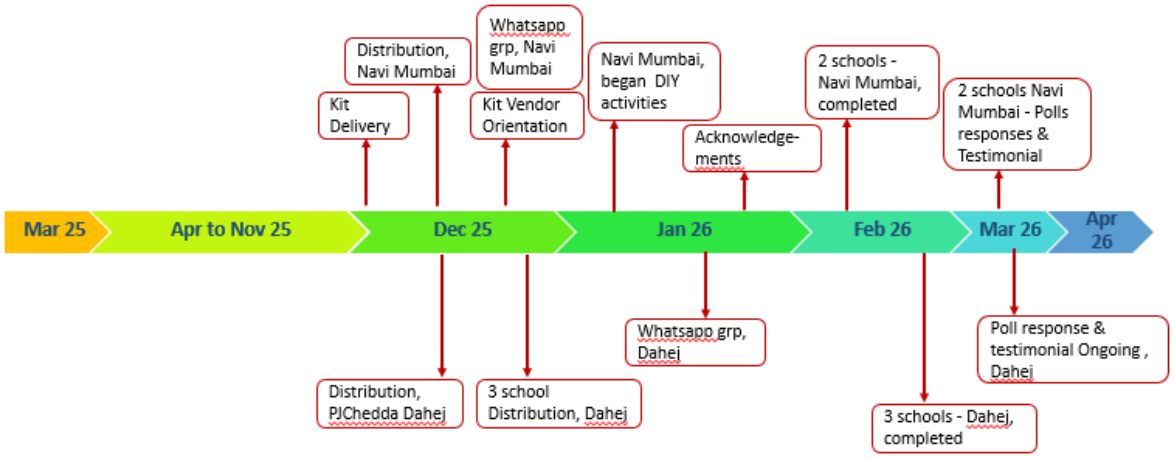
The execution of the DIY kit distribution and student activity tracking has been systematically monitored. The first chart presents the timeline from vendor identification through kit distribution to

student acknowledgements, while the second chart illustrates DIY activity completion from distribution to final status, including student testimonials (Refer Table _, Appendix 2).

Timeline Mapping - DIY Kit Delivery



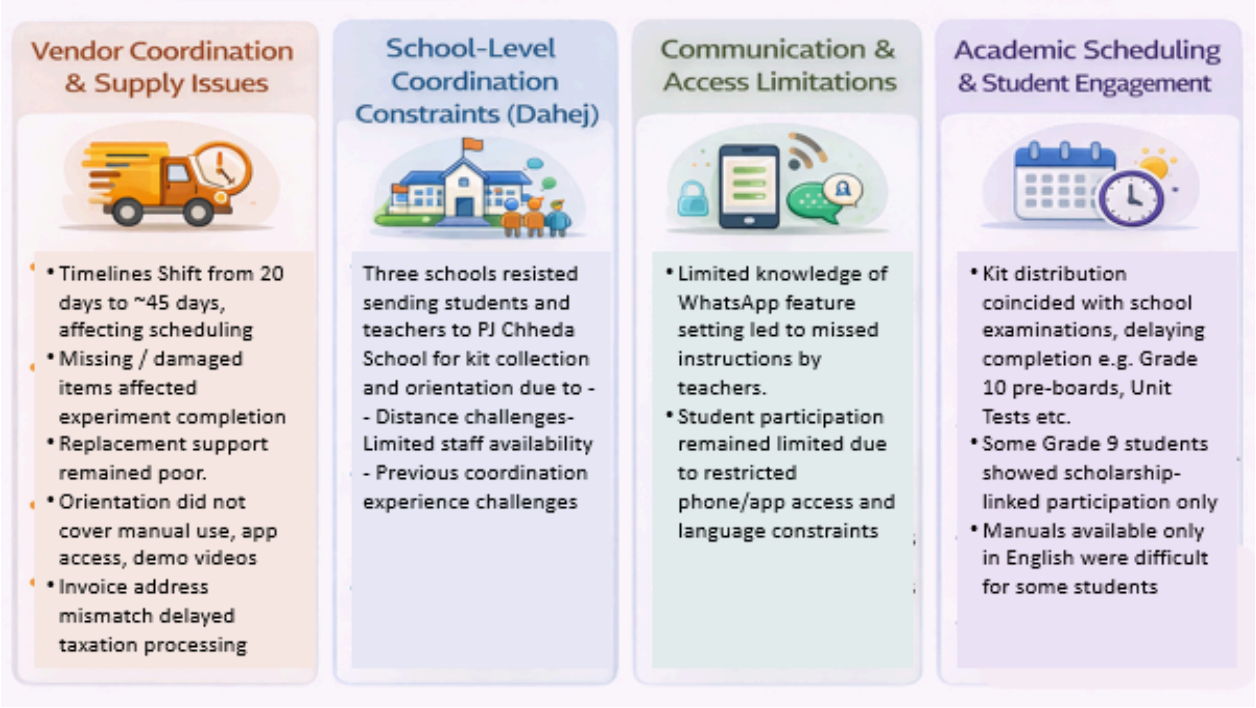
Timeline Mapping - Student Activity Completion Tracking



Despite being a pilot project with flexible deadlines, the structured schedule and monitoring approach ensured most students progressed through the experiments effectively.

List of documents and evidences collected are given in Annexure 2

7.11 Key challenges



7.12 Approach to resolutions

1. Teachers from Lakhigam, Kumarshala and Kanyashala collected kits from PJ Chheda School and distributed them to students locally.

2. After repeated follow-ups, two missing kits & few manuals were delivered directly to Dahej schools within three weeks.

3. PDF manuals were shared with Navi Mumbai students until hard copies arrived.

3. Recorded Navi Mumbai orientation session clips were shared with teachers of all four Dahej schools.

4. Project assistant supported by sharing guidance on kit use, manuals, app access and demo videos through WhatsApp tracking groups.

7.13 Key insights

- The pilot confirms that the DIY Kit is an effective model for strengthening learning.
- Grade-specific kits supported hands-on reinforcement of science concepts.
- Completion of DIY activities depended on alignment of kit distribution timelines with student academic schedules such as exams, events, and holidays, especially for Class 10 students.
- Linking DIY completion with the 2nd instalment of financial aid encouraged timely participation.

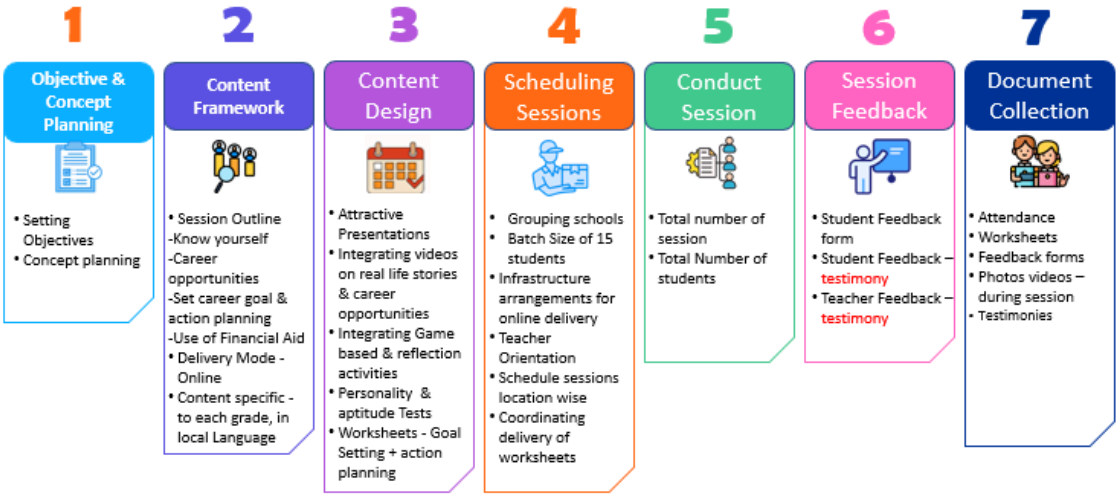
- Students require continuous encouragement and periodic follow-ups to maintain regular participation
- Participation in centralised orientation sessions depended on travel distance and teacher availability during school hours.
- Tools like WhatsApp tracking helped sustain engagement and support completion progress. Although it was less effective in remote villages due to limited access to technology.
- Teachers played a key role in distribution and coordination— encouraging students to participate across schools.
- Vendor delays and partial replacements affected implementation timelines.
- Student readiness to use the DIY kits depended on the clarity and completeness of vendor orientation on kit use, manuals, apps, and demo resources.
- Written text or manuals in the local language enables better comprehension.
- Student understanding and motivation to complete the DIY activities depended on the clarity and language of the manuals, as English-only and complex instructions reduced comprehension.

8. Career Guidance Session



The Career Counselling component was monitored to ensure effective session delivery, meaningful student engagement, and practical guidance aligned with career exploration objectives. Monitoring focused on tracking the entire process—from session planning and facilitator coordination to classroom delivery and post-session feedback.

Below diagram shows the complete procedure to execute the Career Guidance Session.



8.1 Concept planning

The online career counselling workshops were designed and delivered by Dr. Neena Jaju Pingaley (Bengaluru) and Ar. Alpi Jain (Mumbai), blending inspiration, practical guidance, and hands-on strategies for students from government schools.

Key features:

- Relevant & Engaging: Tailored content reflecting students' realities and aspirations, making learning interactive and enjoyable.
- Aptitude-Driven Guidance: Linking career options to students' interests, strengths, and personalities.
- Breaking Stereotypes: Encouraging exploration beyond conventional career choices.
- Action-Oriented: Enabling students to translate insights into clear, practical steps for planning their future paths.

Monitoring focused on delivery quality, student engagement, and follow-up support to ensure actionable learning outcomes.

8.2 Content framework

The career counselling sessions followed a structured, progressive learning journey, covering:

- Self-Awareness: Helping students understand their strengths, interests, and personality.
- Career Exploration: Introducing diverse career opportunities beyond conventional paths.
- Goal Setting & Action Planning: Guiding students to define achievable short- and long-term goals.
- Financial Aid Awareness: Sharing practical information on scholarships and support options.

Content was grade-specific, designed for online delivery, and developed in local languages to ensure accessibility, comprehension, and active student engagement.

8.3 Content design & development

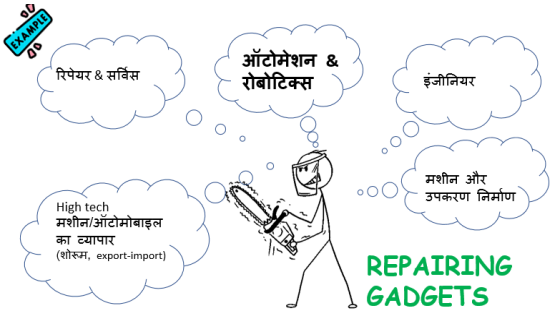
The sessions were designed to be learner-centred, interactive, and easy to follow, keeping in mind students' grade, language comfort, and local context.

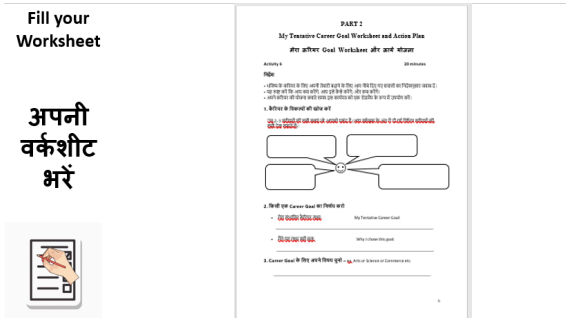
- Multimedia & Activities: Sessions combined presentations, real-life videos, hands-on games, reflection exercises, worksheets, and personality/aptitude assessments. This variety ensured students could engage through multiple senses and learning styles.
- Structured Learning Flow: Each session followed a clear progression—warm-up activities → self-awareness exercises → career exploration (including emerging fields like AI) → goal setting and financial aid guidance. This sequence built curiosity, understanding, and practical action.

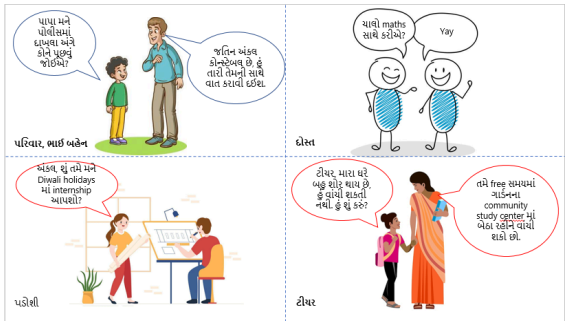
- Visual & Relatable Focus: Use of graphics, audio-visual examples, and locally relevant scenarios reduced cognitive load and made complex concepts like career paths and financial planning easier to grasp.
- Active Participation: Teachers acted as facilitators, guiding students through exercises, polls, and worksheets. This ensured hands-on involvement, rather than passive listening.
- Feedback-Driven Improvement: Continuous inputs from both students and teachers allowed iterative refinement of activities, examples, and pacing, making each session more effective and tailored to learners' needs.

Images of Game, Worksheet :

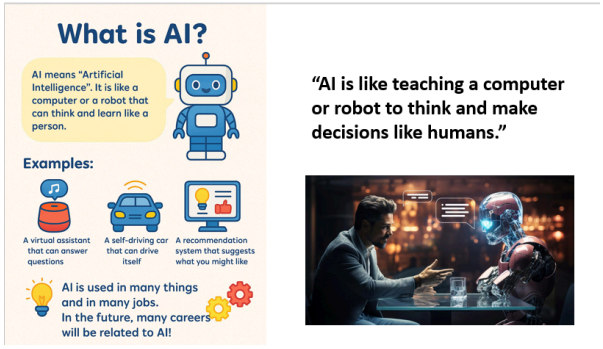


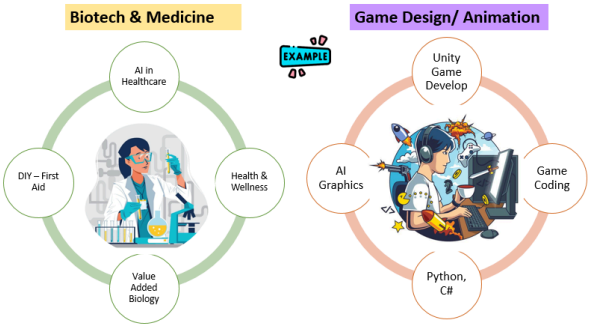




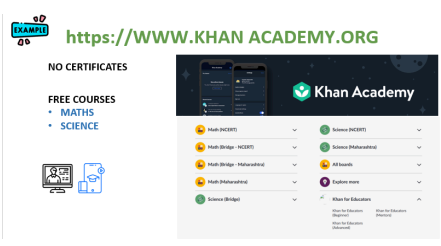


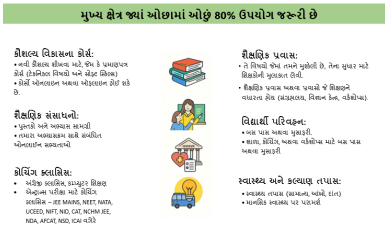
Images of career exploration:





Images of skill building resource links:

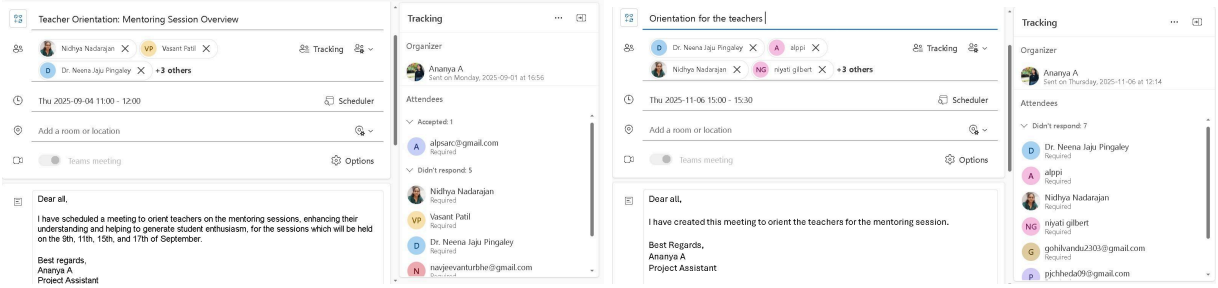




8.4 Scheduling sessions:

Sessions were carefully scheduled to ensure focused learning, maximum engagement, and smooth execution, considering student availability, school timings, and academic holidays. Students were grouped by grade and location to optimize interaction and attention.

- Batch Size: 15–17 students per batch for effective participation.
- Session Duration: 8th Grade – 3 hours; 9th & 10th Grade – 4 hours per session.
- Infrastructure & Technical Support: Host schools provided space; our team managed online troubleshooting and ensured timely resolution of issues.
- Teacher Orientation: Conducted prior to sessions, briefing teachers on roles, session flow, and reporting protocols.
- City-wise Planning: Session dates, start times, venue, and breaks were aligned with academic calendars to ensure smooth and timely execution.

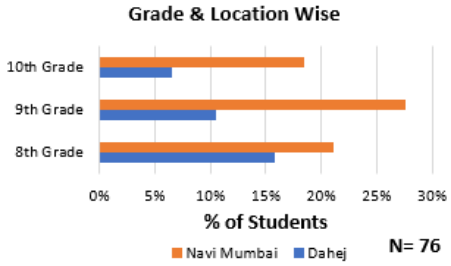


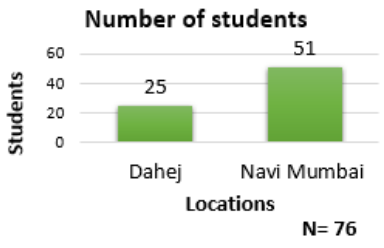
8.5 Conducting career guidance sessions

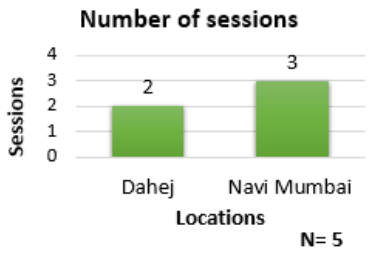
The sessions were designed with meticulous attention to accessibility, inclusivity, and student engagement, ensuring every learner could participate effectively and benefit from the programme.

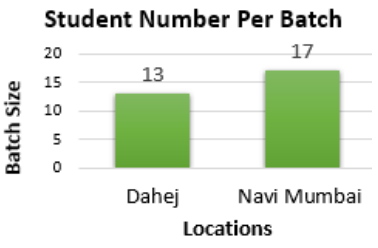
Grade-wise focus

- **Grades 9–10:** Goal setting, actionable steps, career planning.
- **Grade 8:** Lighter, interactive, exploratory, less content-heavy.

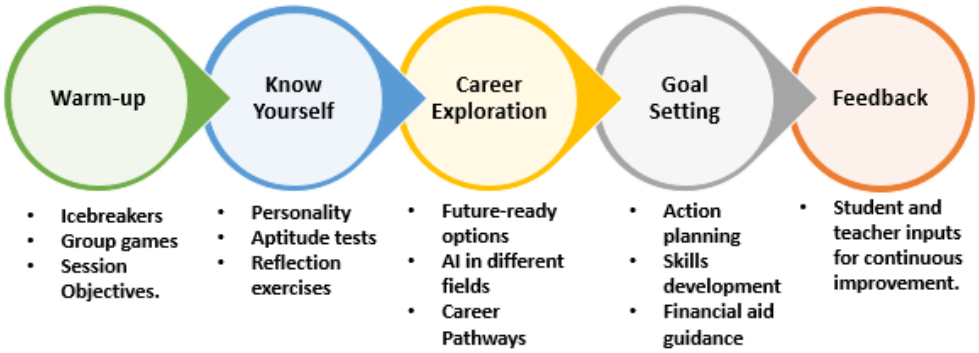








Session Flow

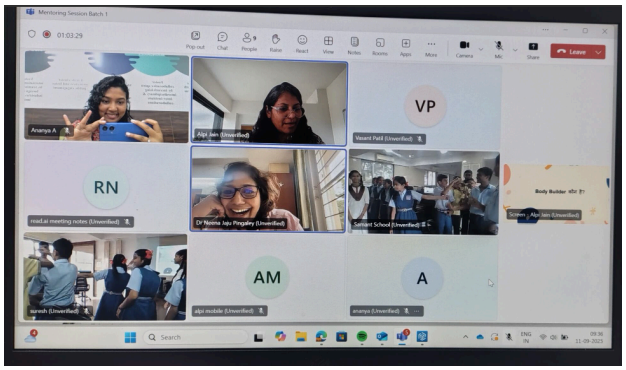


Engagement Features



Screenshot/ images below of the live online sessions:





Student participating in Game based activities, below:





Students filling worksheet, images below:




8.6 Session feedback

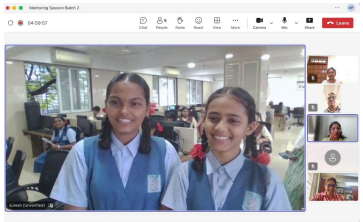
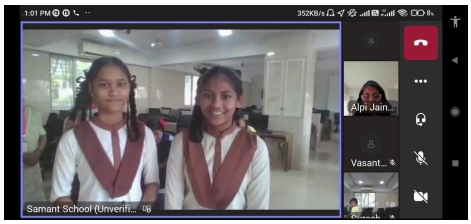
Feedback was captured through a combination of discussions, observations, and structured forms, ensuring both measurable insights and qualitative reflections.

Methods and participants

1. Interactive Discussions with selected students - Students shared their experiences, highlighting useful learnings and suggestions for improvement.
2. Teacher Observations - Teachers assessed student engagement, participation, and overall relevance of content.
3. Structured Feedback Forms from all students - Evaluated clarity, usefulness, and overall impact of the sessions.
4. Recorded Video Testimonials from Students, Teachers & Principals - shared usefulness of career guidance sessions along with other components of programme

Through this multi-layered approach, the programme captured honest student reflections on what worked well and areas to improve, alongside teachers' professional observations on engagement and content effectiveness. The structured forms provided quantitative data, while discussions offered qualitative insights. Together, these feedback channels supported continuous refinement of session design, delivery, and content, ensuring each session was increasingly impactful and relevant for the students.

Student Feedback screenshots below:

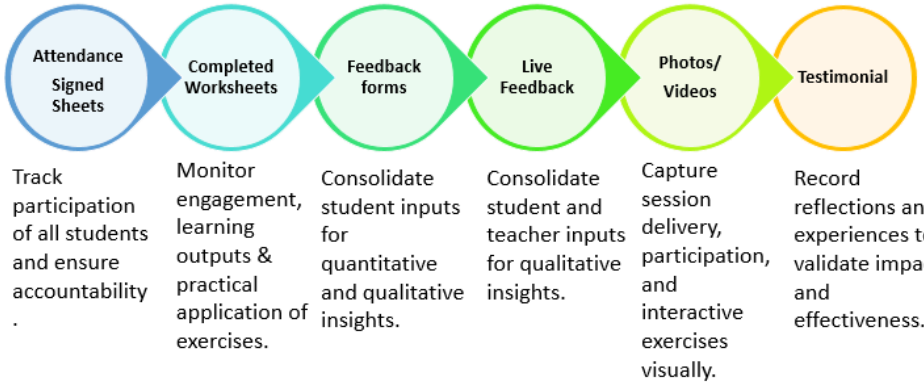



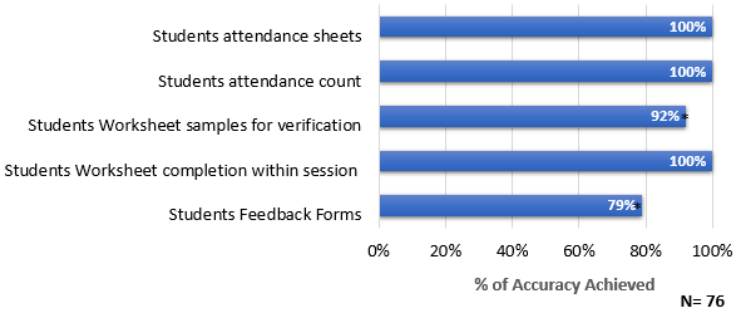
Students with Participation Certificate



8.7 Documentation completion

All **programme documentation** was systematically compiled to create a **complete, verifiable record** of activities, participation, and outcomes. There were 6 components for documentation to be completed in a sequence. Together, these records offer a **comprehensive, verifiable account** of both delivery and outcomes. Chart below shows the Sequence of document collection:





Graph 00: Documentation completion accuracy (Refer Table 00 in annexure 2)

Images below of teachers giving testimonials:

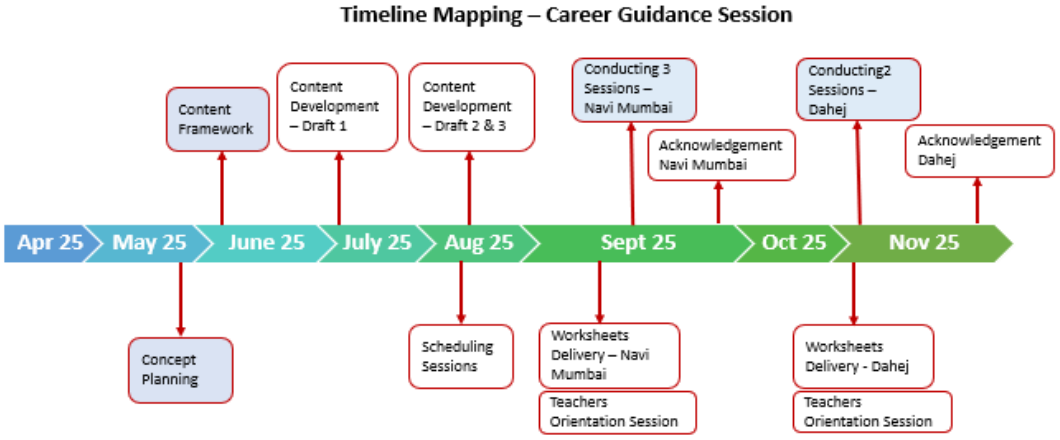


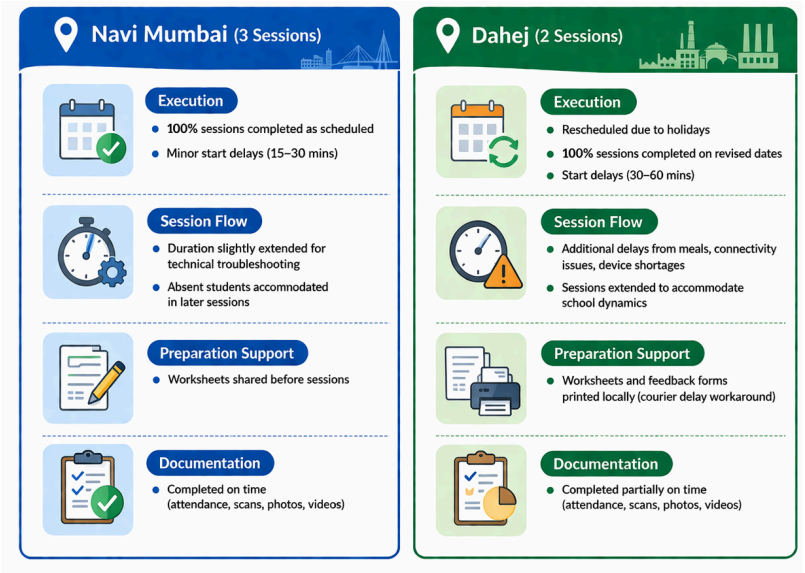
Images below of Students giving testimonials:



8.8 Timeliness

The execution of the career guidance sessions was closely monitored across multiple parameters, including session commencement, student participation, technical readiness, and activity completion. Despite challenges such as delayed arrivals, technical disruptions, and logistical constraints, all 5 sessions were successfully delivered. Real-time troubleshooting, flexible adjustments, and proactive planning ensured that learning objectives were met, student engagement remained high, and all activities were completed effectively, reflecting the programme's commitment to timely and quality delivery. Refer Table 00 in Appendix 2





Adaptive coordination and on ground facilitation ensured successful session delivery of the pilot sessions across both locations. The mentors joined early and delivered content in clear Hindi and Gujarati, ensuring strong student engagement. Teacher orientation and timely worksheets enabled smooth delivery, while technical challenges were handled online, with on-ground support in Dahej.

List of documents and evidences collected are given in Annexure 2

8.9 Key challenges

1. Scheduling & Attendance
    - Late student arrivals and absences.
    - Festival and holiday constraints (Navratri & Diwali) delaying sessions in Dahej.
    - Group logistics causing start-time delays.
2. Technical & Infrastructure Issues
    - Mic, echo, and audio-visual problems.
    - Internet/data pack interruptions mid-session.
    - Insufficient laptops, cameras, and speakers for smooth interaction.
    - Classroom setup delays affecting visibility and engagement.
3. Student Engagement & Logistics
    - Students stepping out for meals or breaks, causing temporary lags.
    - Worksheets courier delays in Dahej.
4. School Coordination & Documentation
    - Delayed submission of attendance sheets and feedback forms.
    - Mid-program school leadership changes impacting documentation.

8.9 Approach to resolutions

1. Absent students (Navi Mumbai) were accommodated in subsequent sessions to ensure participation continuity.

2. Technical setup gaps (Navi Mumbai) were resolved through prior checks and real-time support from Experts and the Project Assistant before session start.

3. Attendance coordination (Dahej schools) was followed up through repeated communication and sharing separate attendance formats with respective schools.

3. Worksheets and feedback forms (Dahej) were shared as printable PDFs; teachers arranged local printing with reimbursement support.

4. School leadership alignment (Kanyashala, Dahej) was addressed through additional orientation with the Principal.

5. Connectivity issues during Session 2 (Dahej) were resolved through on-the-spot mobile data recharge support to ensure session continuity.

8.10 Key insights

1. A structured content progression was an enabler for systematic delivery and easier tracking of learning outcomes across sessions.
2. Interactive, activity-based methods helped sustain student engagement and supported active participation during online sessions.
3. Teacher orientation prior to sessions strengthened facilitation & coordination during the live sessions.
4. Small batch sizes enabled closer monitoring of participation and improved effectiveness of interaction.
5. The hybrid delivery model (online experts supported by on-ground teachers) proved effective in resource-constrained school settings and demonstrates strong potential for scalability.
6. Multi-source feedback from students, teachers, and principals strengthened monitoring reliability and informed iterative refinement of session delivery.
7. Continuity of online sessions depended on the availability of classroom technology and local support for setup, which varied across schools, especially in remote areas.
8. Delivering sessions in the local language sustained student interest and strengthened their connection with the programme.
9. Building engagement with students and teachers in remote locations depended on relationship-building beyond online sessions.
10. Participation in centralised session venues depended on alignment with school schedules and student routines such as common meal breaks and shared timing structures.

PART III

IMPACT ASSESSMENT

9. Impact Assessment

The impact assessment of the program was undertaken to understand the effectiveness of its key components in supporting students' educational journey and overall development. The assessment aimed to capture both tangible outcomes (such as utilisation of resources, participation, and academic improvement) and intangible outcomes (such as confidence, motivation, and future aspirations). The key areas of assessment included:

- Impact of Basic Needs Kit and Scholarship Money
- Impact of DIY Science Kit
- Impact of Mentoring / Career Guidance Sessions
- Overall Impact of the program on student development

9.1 Approach to Impact Assessment

A **mixed-method approach** was adopted, combining quantitative data with qualitative insights to ensure a comprehensive understanding of the program's impact.

9.1.1 Quantitative Methods

- WhatsApp poll on utilisation of scholarship money (80% student response)
- Student feedback on Career Guidance Session (79% response rate)
- Career Guidance Worksheets (100% completion; sample sheets evaluated)
- Completion of DIY Science activities (100% participation)
- Pre–post academic performance in Science unit tests (100%)

9.1.2 Qualitative Methods

- Telephonic Interaction with Parents - 10
- Videographed responses from Teacher - 6
- Videographed responses from School Principal - 2
- Videographed responses from Students - 11
- Video interactions with Students- 20
- Collection of testimonials on program experience

9.2 Impact Assessment Framework

Impact Component	Key Indicators	Tools / Methods Used
Basic Needs Kit & Scholarship Support	Financial relief to families, utilisation of scholarship, access to learning materials, school readiness, attendance, student engagement & ownership of	WhatsApp poll, Parent interviews, Teacher feedback, Student interviews, Testimonials

	learning	
DIY Science Kit	Completion of activities, hands-on learning, conceptual understanding, student interest in science, confidence, motivation, participation	Activity completion records, Pre–post unit test performance, Teacher feedback, Testimonials
Career Guidance Session	Awareness of career options, clarity in decision-making, engagement in worksheets, student aspirations & future orientation	Student feedback forms, Career worksheets (100% completion), Student interviews

9.2 Impact of Financial Aid and Basic Need Kit

The Basic Needs Kits and Financial Aid programme was designed to support school-going children from economically weaker backgrounds by addressing both immediate schooling needs and longer-term financial barriers. The intervention focused on improving school readiness, reducing education-related financial stress on families, and supporting continuity of learning.

Overall, the programme shows a strong combined impact at the level of students, parents, and schools by improving access to essential learning materials, strengthening attendance and classroom participation, and enabling better financial planning for education.

The impact was assessed through the responses availed from various tools Whatsapp Poll Questions, Telephonic Interaction with Parents and Testimonials by Students, Principals & Teachers

9.2.1 Financial Relief and Household Support

The Financial Aid and Basic Needs Kit have created a strong and visible impact at both the student and family level. Parents consistently shared that the support significantly reduced their financial burden, and 85% of students reported that the scholarship money was very helpful. Together, the financial aid and essential items (uniform, books, stationery, etc.) helped ease annual education-related expenses, especially for families from economically weaker backgrounds managing limited incomes and multiple children. Teachers also observed that access to study materials supported students' daily learning while reducing financial pressure on households.

Key Impact Highlights:

- Reduced financial burden by covering essential education expenses such as fees, books, uniforms, and coaching
- Minimized the need for borrowing, contributing to greater financial stability for families
- Enabled regular learning through access to essential materials, improving classroom readiness and participation

”Basic Kit made education accessible and smooth for these deserving children.”

— Sunil Kohli, Principal, SP Saman Vidyalaya, Navi Mumbai

9.2.2 Utilisation of Financial Aid and Spending Patterns

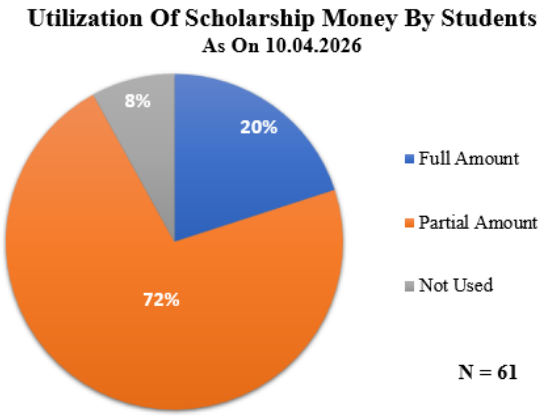
The scholarship amount of Rs. 16,000 has been used thoughtfully by most students. Only 20% have used the full amount, while a large majority (72%) have used it partially, indicating phased and need-based utilisation. The highest proportion of students (38%) have spent up to Rs. 8,000, reflecting careful and gradual spending rather than immediate use.

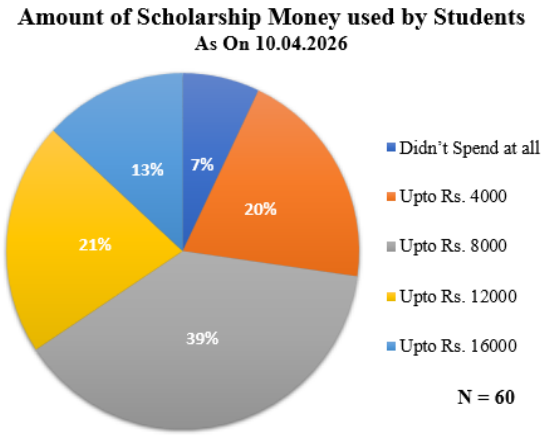
The spending pattern clearly shows that the scholarship is primarily supporting education. A majority of students have used it for:

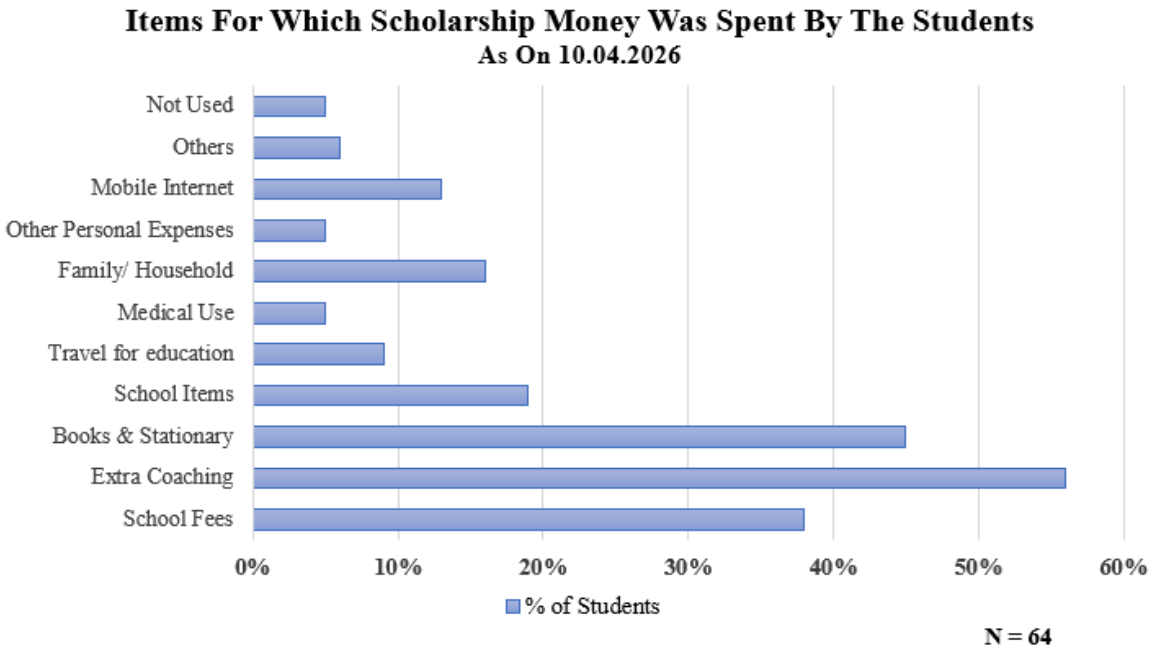
- Extra coaching (60%)
- Books and stationery (48%)
- School fees (40%)

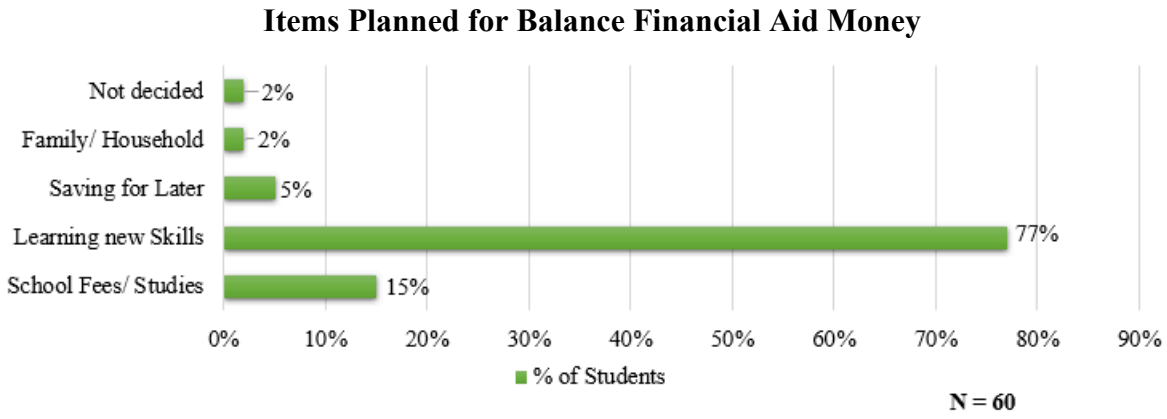
Additionally, some portion has supported essential needs such as school items, travel for education, and mobile internet. Only a small percentage has been used for household or personal needs, indicating responsible and education-focused utilisation.

Importantly, under teacher guidance, students are also demonstrating a strong future-oriented approach. 77% of students plan to use the remaining amount for learning new skills, including MSCIT, computer learning, digital skills, coaching, and career-linked courses. This reflects that the scholarship is not only supporting current education but also encouraging investment in future growth and employability Refer Table_,__&_, Appendix 3).









More Voices of Students, Parents & Teachers:

"I could send my child for School Picnic to Konkan, which costs about 3-4K"

— Anuj's fathers

"We plan to use this money for our future courses, and it can also help us learn extra skills."

— Asmita Arun Javal – Student

"We paid for her 10th grade coaching classes which was possible because of scholarship and have also kept some amount aside for her college fees next year."

— Parent, Sonam

"We used some of it for the younger sibling's books and fees as well."

— Parent, Prem

"Some of the support also went into ration and rent, which helped us continue her studies without stress."

— Parent, Pranita

"A part of it was used for my husband's medical bills, so we could still manage her school fees."

— Parent, Krishna Jagtap

9.2.3 Improved Student Readiness, Confidence and Engagement

The Financial Aid and Basic Needs Kit have led to visible improvements in students' readiness, confidence, and engagement with school. The direct bank transfer of scholarship money has increased student ownership and encouraged better financial planning, enabling more independent educational decisions. Parents reported that children are now better prepared for school, with improved access to materials, more consistent homework completion, and greater enthusiasm to learn.

Key Impact Highlights:

- Improved confidence and sense of value among students due to quality materials such as books, branded bags, and shoes
- Better school attendance linked to access to uniforms and essential learning materials
- Teachers and principals observed reduced basic barriers, with students coming more prepared and participating more actively in class

Educational Empowerment through Financial Support



Voices of Students, Parents & Teachers:

“We used that amount for computer learning, for the MSCIT course, and for developing other skills.” & “Earlier, my percentage was very low, around 60–70%. My teacher helped me receive a scholarship from BASF Company. After that, I started studying every day, and because of this, my percentage increased by 20%.

— Omkar Salunke – Student

“With the help of this scholarship, we are able to pay our school fees, which would otherwise have been difficult for us.”

— Mohammad Pehchaan Firoz Khan – Student

“The scholarships are fully utilized by the students to enhance their learning.”

— Sunil Kohli (Principal, SP Saman Vidyalaya, Navi Mumbai)

“This assistance was directly deposited into their bank accounts so that they could independently use it for their education.”

— Sonaben Mahendrasinh Gadhvi (Principal, Primary Kanyashala, Dahej)

“Nearly ₹6,000 will be spent on this, and the remaining ₹10,000 can be used to pay other educational fees.” “what initially seemed like a large scholarship amount later felt capable of being increased further”

— Vasant Patil (Assistant Teacher, SP Saman Vidyalaya)

“The morale of the students has increased considerably” “a new sense of enthusiasm and energy has emerged in them”

— Teacher, Navjeevan Hindi High School, Navi Mumbai

9.2.4 Conclusion:

BASF’s support through Basic Needs Kits and Financial Aid went beyond meeting immediate educational expenses. It strengthened students’ readiness for school, eased pressure on families, and encouraged more confident participation in learning. Importantly, it helped students stay connected to their education journey while beginning to plan ahead for future pathways, reflecting a meaningful shift from short-term support to sustained educational continuity and aspiration.

9.3 Impact of Do It Yourself Kit (Science Activities)

The DIY Science Kit was introduced as part of an experiential learning initiative to strengthen conceptual understanding in science through hands-on experimentation. Instead of limiting learning to textbooks, the kit enabled students to directly perform experiments, observe outcomes, and relate scientific concepts to real-life phenomena.

Across schools, teachers and students consistently highlighted that the kit made science more engaging, interactive, and easier to understand. It supported active participation in classrooms, encouraged curiosity, and helped students retain concepts more effectively through practical experience. The initiative also extended learning beyond the classroom, with students recalling experiments at home and discussing them with peers and family members.

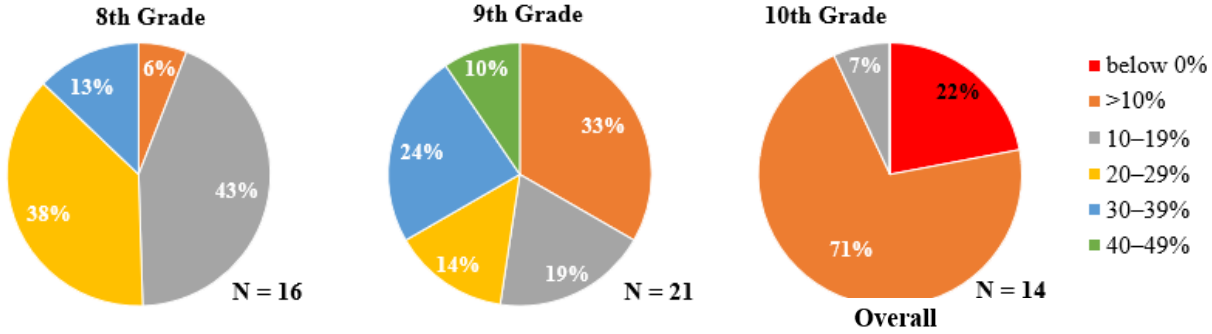
Overall, the DIY Kit represents a shift from passive learning to active discovery, where students learn science by doing, observing, and reflecting.

9.3.1 Improvement in Academic Performance

The DIY Science Kit translated hands-on curiosity into visible academic progress. A comparison of science grades in unit tests been conducted before and after using the kit shows positive improvement across Grades 8, 9, and 10, with the strongest progress visible in Grades 8 and 9. Academic performance in science subjects showed about 50% of Grade 8 and 9 students improved by 20–40 % in their marks of science unit test.. On the other hand the improvement was not so drastic in case of Grade 10 students, where more than 90% of students showed a small improvement of less of 10% .

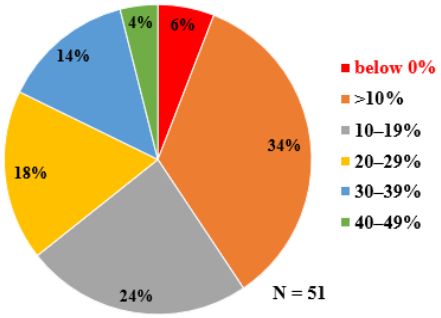
A small number of students showed negative movement, which may reflect individual learning differences or external academic factors. However, the overall trend clearly indicates that the DIY Kit supported better science learning outcomes through practical engagement (Refer Table_,Annexure 3).

Graph: Improvement & Decline in Marks Across Grades



Graph: Overall Improvement & Decline in Marks

(Refer Table in Annexure 3)



9.3.2 Concept Clarity, Engagement and Retention

The DIY Science Kit significantly improved concept clarity by converting abstract science topics into memorable hands-on experiences. Students showed improved conceptual understanding and the experiments helped in translating theory into practical understanding. Science experiments that generated strong student interest and active participation were Food adulteration, Electrolysis of water and Submarine project.



Both teachers reported that the activities provided students with direct, hands-on experience, enabling experiential learning and deeper understanding of concepts. This approach fostered long-term comprehension, moving beyond rote learning to meaningful and lasting knowledge.

9.3.3 Collaborative Classroom Learning and Enthusiasm

Beyond improving individual understanding, the DIY Science Kit created a more collaborative and enthusiastic science learning environment in classrooms. Teachers, especially in Dahej schools, observed that students actively worked together while performing experiments, discussing observations, and helping each other understand the outcomes. This shifted science sessions into a shared discovery process rather than an individual textbook exercise.Students also expressed that they enjoyed doing the activities together, making science sessions more interactive and enjoyable.

In Dahej schools, the DIY Kit was actively brought into classroom teaching as an additional tool to reinforce science concepts, ensuring regular and meaningful use of the kits. This collaborative approach was further reflected when students showcased their experiments in science exhibitions, demonstrating both enthusiasm and confidence in applying what they had learned. Parent responses added another encouraging layer, with a few expressing interest in having more such activity-based kits in the future.



"Students from Kanyashala and Kumarshala presented their DIY experiments in science exhibitions, showing confidence in applying and sharing their scientific understanding."

Students of 8th Grade, Kanyashala, Dahej



> “We really enjoyed doing them, and through that we also gained knowledge.”
>
> — *Parmar Kishaji, Grade 9, PJ Chhedda, Dahej*

9.3.4 Conclusion:

The improvement in academic performance, especially in science, reflects stronger concept understanding through experiential learning.The initiative sparked curiosity and made science learning more interactive and meaningful. It also emerged as a strong example of collaborative learning, where guided experimentation deepened engagement with concepts. A key outcome was students’ confident participation in science exhibitions.

9.4 Impact of Career Guidance Sessions

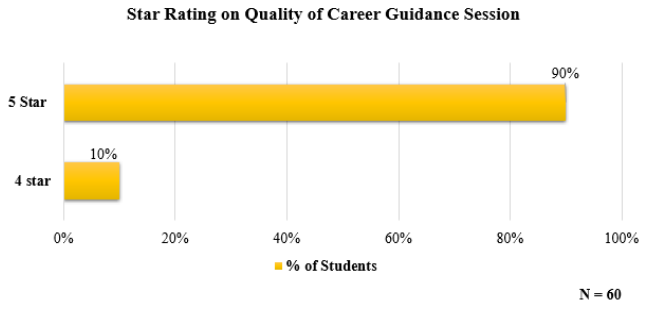
The Career Guidance Sessions helped students begin connecting their interests and aptitude with real career possibilities, many for the first time. Students responded strongly to learning that careers can be built through multiple pathways after Class 10, Class 12, and graduation, and are not limited to conventional academic routes alone. Exposure to opportunities across creative fields, sports, agriculture, gaming, entrepreneurship, and emerging technology areas such as AI helped students recognise possibilities they may not have previously known how to explore due to limited exposure. By presenting pathways aligned with different interests, academic strengths, and practical circumstances, the sessions supported students in thinking more realistically and confidently about their future options. Together, feedback responses and interaction discussions indicate a clear shift from limited career visibility toward greater awareness, confidence, and early goal orientation.

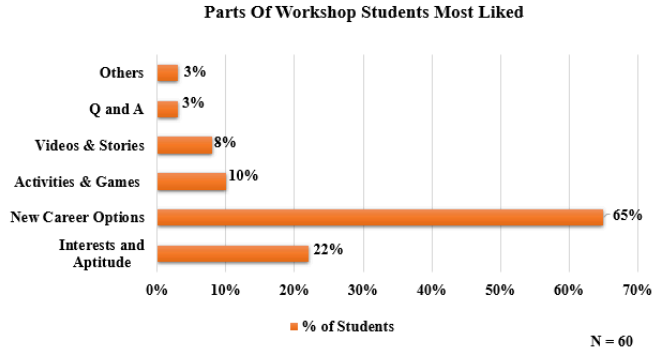
9.4.1 Expansion of Career Awareness

One of the most visible outcomes of the sessions was a strong widening of students' awareness of career opportunities beyond traditionally familiar options. 100% students reported enjoying the career guidance session. Learning about new career pathways emerged as the most valued component of the session for 65% of students, while 60% reported discovering new career options through the interaction. Across sessions, 80% of student interaction groups identified exposure to diverse career options as the strongest takeaway. Students reported first-time exposure to opportunities across creative fields, sports, agriculture, gaming, entrepreneurship, and technology-linked careers, including AI-related pathways that were new to several students, particularly in Dahej schools. Teachers also confirmed that students were introduced to career directions beyond science-focused streams for the first time.

Key Impact Highlights

- Students recognised careers exist beyond traditional STEM pathways
- Students understood career entry routes remain open after Class 10, 12, and graduation
- Several students reported first exposure to AI-linked career possibilities
- Students showed curiosity about skill-development websites and business pathways





More Voices of Students & Teachers:



"Students learnt about careers beyond science."
— Teacher, SV Samant Vidyalaya

"Career options discussed in the session were new for students. They learnt about careers beyond science."
— Teacher, SV Samant Vidyalaya, Navi Mumbai

"Students enjoyed filling the aptitude worksheet."
— Teacher, SV Samant Vidyalaya

"Students were able to better identify the skills they possess through these sessions."
— Teacher, SV Samant Vidyalaya, Navi Mumbai

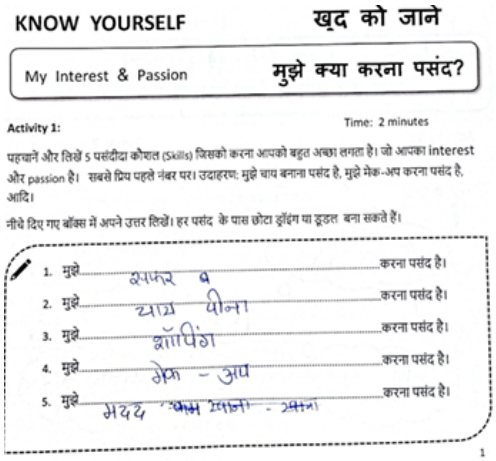
9.4.2 Stronger Self-Awareness of Interests and Career Fit

Activities focused on identifying interests and aptitude helped students begin thinking about careers in relation to their own strengths rather than only familiar expectations. 57% of students strongly reported recognising their interests and aptitude, and 70% of interaction groups identified self-awareness activities as one of the most valuable parts of the session. Teachers reported particularly strong engagement during aptitude worksheets and reflection exercises, indicating that students were actively participating in understanding themselves better as learners and future professionals.

Key Impact Highlights

- Students linked personal strengths with possible career directions
- Aptitude worksheets supported structured reflection on career fit
- Students recognised alternatives beyond purely academic pathways
- Teachers observed high engagement during self-awareness activities

Images below of Session Worksheets filled by Students:


KNOW YOURSELF खुद को जाने

My Interest & Passion मुझे क्या करना पसंद?

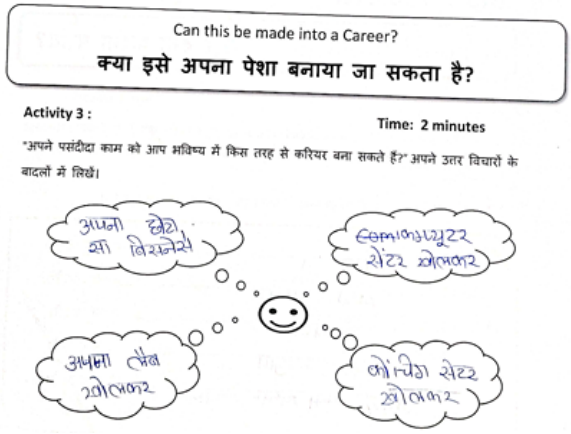
Activity 1: Time: 2 minutes

पहचानें और लिखें 5 पसंदीदा कौशल (Skills) जिसको करना आपको बहुत अच्छा लगता है। जो आपका interest और passion है। सबसे प्रिय पहले नंबर पर। उदाहरण: मुझे चाय बनाना पसंद है, मुझे मेक-अप करना पसंद है, आदि।

नीचे दिए गए बॉक्स में अपने उत्तर लिखें। हर पसंद के पास छोटा ट्रॉफ़ंग या डूडल बना सकते हैं।

1. मुझे ड्राफ्ट व करना पसंद है।
2. मुझे चाय पीना करना पसंद है।
3. मुझे शॉपिंग करना पसंद है।
4. मुझे मेक - अप करना पसंद है।
5. मुझे मदद ~~करना~~ ~~खाना~~ - ~~खाना~~ करना पसंद है।

1


Can this be made into a Career?

क्या इसे अपना पेशा बनाया जा सकता है?

Activity 3 : Time: 2 minutes

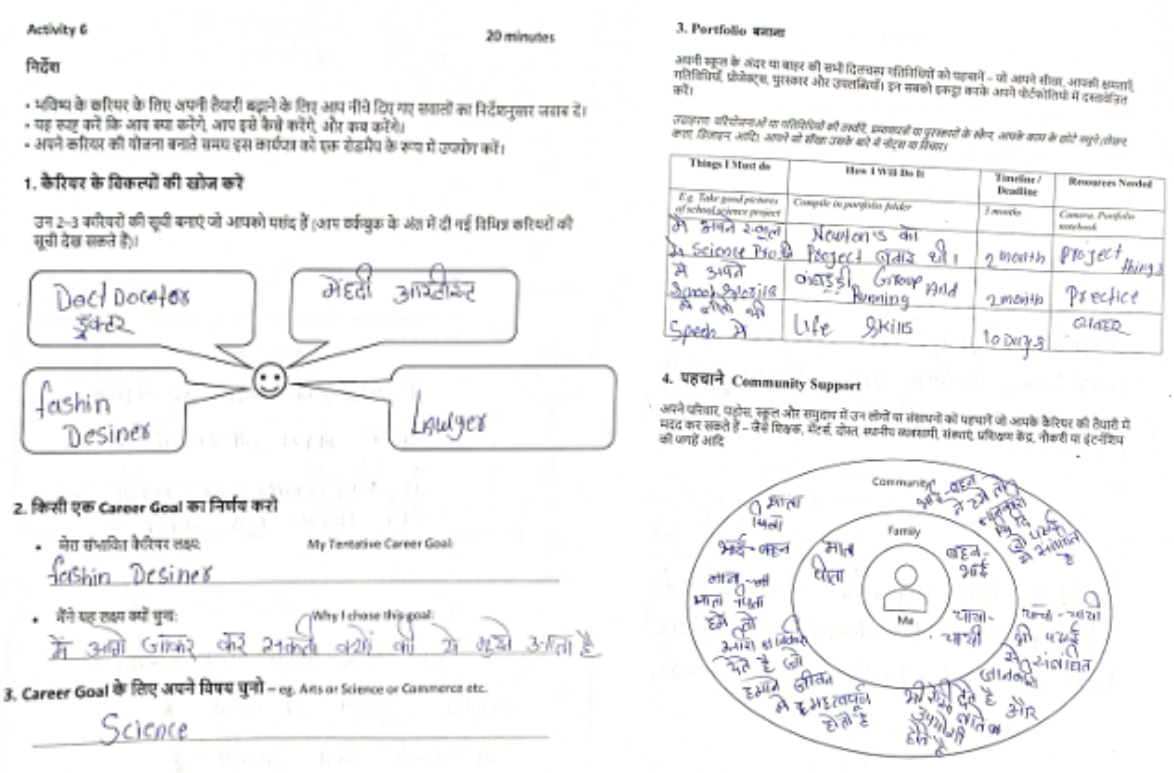
"अपने पसंदीदा काम को आप भविष्य में किस तरह से करियर बना सकते हैं?" अपने उत्तर विचारों के बादलों में लिखें।

अपना छोटा सा बिज़नेस

~~Communicate~~ सेट्स खोलकर

अपना लैब खोलकर

लोचिंग सेट्स खोलकर



Activity 6 — 20 minutes

निर्देश

- भविष्य के करियर के लिए अपनी तैयारी बढ़ाने के लिए आप नीचे दिए गए सवालों का निर्देशानुसार जवाब दें।
- यह स्पष्ट करें कि आप क्या करेंगे, आप इसे कैसे करेंगे, और कब करेंगे।
- अपने करियर की योजना बनाते समय इस कार्यपत्र को एक रोडमैप के रूप में उपयोग करें।

1. कैरियर के विकल्पों की खोज करें

उन 2-3 करियरों की सूची बनाएं जो आपको पसंद हैं (आप वर्कबुक के अंत में दी गई विभिन्न करियरों की सूची देख सकते हैं)।

Doctor Doctors — मेहंदी आर्टिस्ट — fashin Desiner — Lawyer

2. किसी एक Career Goal का निर्णय करो

- मेरा संभावित कैरियर लक्ष्य: My Tentative Career Goal: fashin Desiner
- मैंने यह लक्ष्य क्यों चुना: Why I chose this goal:

3. Career Goal के लिए अपने विषय चुनो – eg. Arts or Science or Commerce etc.

Science

3. Portfolio बनाना

Things I Must do	How I Will Do It	Timeline / Deadline	Resources Needed
E.g. Take good pictures of school/science project	Compile in portfolio folder	3 months	Camera, Portfolio notebook
मे क्लास 2 पूरी	Newton's का		
मे Science Proj	Project पूरा करो।	2 month	Project things
मे अपने	Group And		
School Activities	Running	2 month	Practice
Speech मे	Life Skills	10 Days	Career

4. पहचाने Community Support

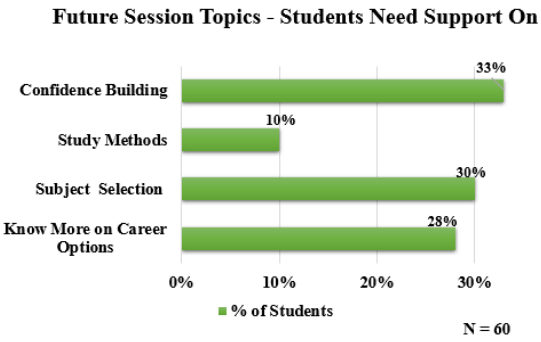
Community — Family — Me

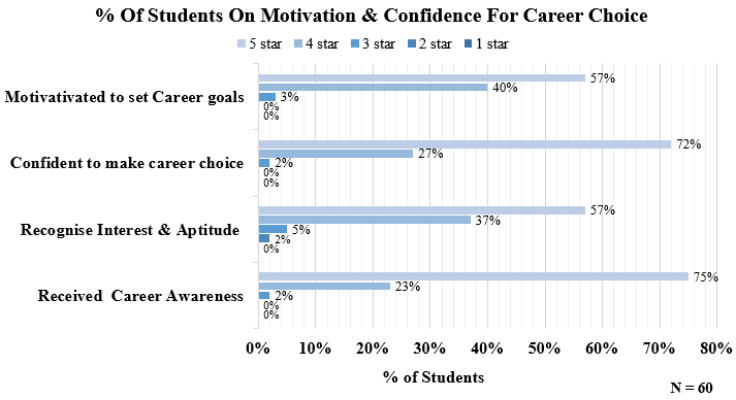
9.4.3 Improved Career Decision Confidence and Goal Orientation

Understanding career pathways available at multiple education stages helped students feel more confident about planning their next steps. 72% of students strongly reported confidence in making career choices, and 57% reported motivation to set career goals after the session. Students also demonstrated clearer awareness of how present academic effort connects with future opportunities and reported better understanding of subject-selection decisions linked to career planning. Teachers across schools observed increased student interest in thinking about their future pathways.

Student responses also reflected growing interest in continuing career planning support beyond the session. In feedback forms, 33% of students expressed interest in confidence-building support, 30% sought guidance on subject selection, 28% wanted to explore additional career options, and 10% need support on study methods. These responses indicate that students were not only reflecting on career possibilities but had begun thinking about the practical steps required to move forward with their choices.







More Voices of Students, Parents & Teachers:

"Through this initiative, the students gained not only knowledge but also values such as efficiency in life, determination, the ability to achieve their goals, and self-discipline."

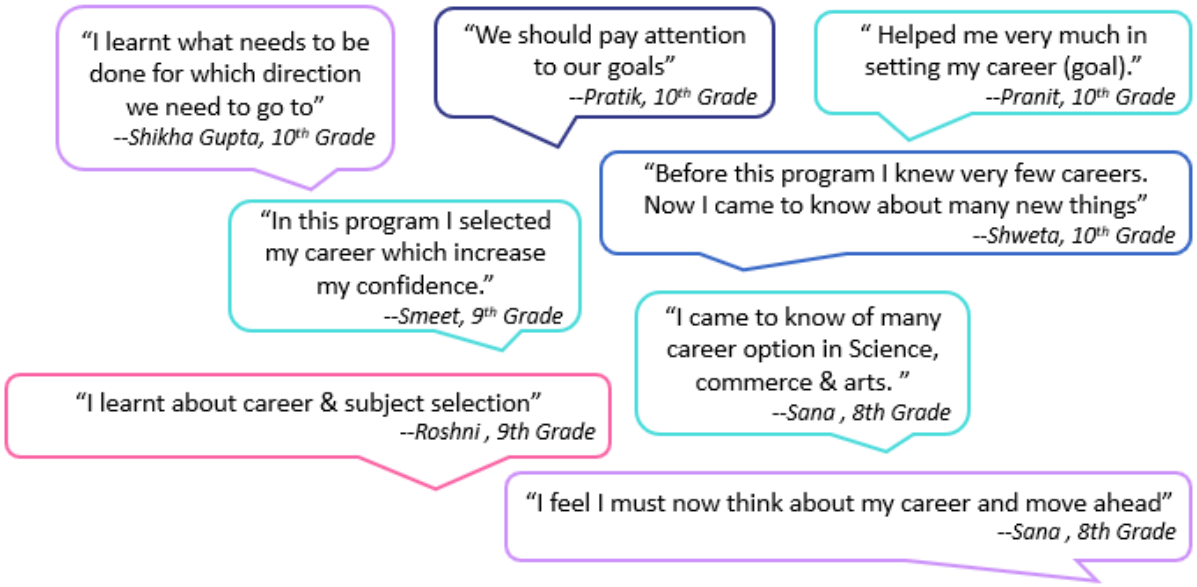
— Teacher, PJ Chhedda School, Dahej

"This programme is very suitable for students of Classes 11 and 12 as well."

— Teacher, Session Interaction Feedback

"We would like to share this career guidance session with more students."

— Teacher, PJ Chhedda School, Dahej



9.4.4 Conclusion:

For many students with limited exposure to structured career guidance, this session served as a first opening of doors beyond what they had previously. It helped spark curiosity about pathways they may already have been interested in but had not known how to recognise or pursue due to lack of information and support. By introducing multiple career routes aligned with different interests, academic strengths, and practical circumstances, the session offered students a more hopeful and realistic way to think about their future. As a starting point, it encouraged them to begin exploring options with greater confidence and to see that meaningful careers can be shaped step by step, in ways that are possible for them.

10. Conclusions and Recommendations

The BASF STEM Scholarship Programme successfully demonstrates that a multi-dimensional intervention—integrating financial aid, essential resources, experiential learning, and career guidance—moved the programme beyond isolated interventions to create a coherent pathway supporting student participation and progression.

The programme effectively addressed immediate barriers such as lack of basic resources, financial constraints, and limited access to learning materials. At the same time, the impact assessment highlights deeper outcomes across multiple dimensions. Financially, the support led to a reduction in household burden and enabled continuity in education, with a majority of students utilising the scholarship for education-related purposes. Academically, the DIY science kits facilitated experiential learning, improved conceptual understanding, and stronger engagement with STEM subjects, supported by activity completion and improvements in learning outcomes. Behaviourally, students demonstrated greater confidence, improved school preparedness, better attendance, and increased enthusiasm to learn. Importantly, the programme also influenced future orientation, with a significant proportion of students planning to invest in skill development and career-linked learning.

The findings from the impact assessment further indicate that the intervention contributed to a shift from passive participation to active engagement in learning, with students taking greater ownership of their education and decision-making. The integration of financial aid with guidance on utilisation and career planning played a key role in linking present support with future aspirations, making the intervention more meaningful and long-term in its impact.

The Monitoring & Evaluation framework was instrumental in ensuring structured implementation, continuous tracking, and evidence-based decision-making. The use of a mixed-method approach—combining quantitative data (participation, utilisation, completion rates) with qualitative insights (interviews, feedback, testimonials)—enabled a holistic understanding of outcomes. The pilot nature of the programme also helped identify critical operational learnings related to data systems, timeline alignment, vendor coordination, and stakeholder engagement, which are essential for future scale-up.

Overall, the programme provides a strong proof of concept for a scalable, student-centered model that not only improves access to education but also enhances learning quality, confidence, and future readiness. The integrated design ensures that support is not limited to immediate needs but extends to building long-term capabilities and aspirations, making it a robust and replicable model for wider implementation.

10.1 Insights for way forward

Implementation experience showed that programme timelines depended strongly on alignment with school academic schedules, early planning of logistics, and clear coordination across schools, vendors, and project teams. Teachers emerged as key anchors for documentation, classroom facilitation, and last-mile coordination, especially where digital access or coordinator availability was limited. The pilot also showed that communication strategies need to vary across locations. While digital tools supported engagement in urban settings, school-supported communication worked more reliably in remote areas.Vendor responsiveness, verification workflows, and milestone-linked financial aid releases were identified as important operational areas for strengthening future implementation efficiency.Overall, the pilot confirmed that the hybrid delivery approach combining expert-led sessions with school-level support is feasible and scalable across diverse contexts.

These learnings informed the following component-wise recommendations to strengthen implementation efficiency and support programme scale-up.

10.2 Recommendations

Basic Needs Kits

Based on implementation experience during the pilot, the following recommendations are suggested to improve delivery efficiency and reduce turnaround time in future phases:

- Develop a clear Standard Operating Procedure (SOP) and shared project tracker for coordinated planning and monitoring across stakeholders.
- Pre-finalise local vendors in advance based on pilot learnings to reduce onboarding delays.
- Strengthen vendor contract clarity on quality checks, delivery timelines, replacements, and closure responsibilities to reduce coordination delays.
- Align kit delivery & distribution timelines with the academic calendar, examinations, and school events to ensure timely student use.
- Introduce teacher-supported verification of student size and quantity data before placing orders to improve accuracy.
- Strengthen direct communication & coordination with schools during planning and distribution to reduce dependency delays.

- Engage delivery partners who are familiar with local locations to support smoother last-mile implementation.
- Link distribution planning with immediate school-level handover and acknowledgement processes to improve closure efficiency.

Financial Aid Disbursement

Based on implementation experience during the pilot, the following recommendations are suggested to improve verification accuracy, reduce disbursement delays, and strengthen utilisation tracking in future phases:

1. Introduce early multi-step verification of bank details and supporting documents, including teacher level pre-validation.
2. Inform students and parents in advance about the sender account name before transfers.
3. Clearly communicate the phased structure of instalments to students at the start of the programme.
4. Align installment timelines with academic calendars, DIY completion timelines, and mentoring schedules.
5. Recommend to release the first installment near the start of the academic year, so that students are able to plan the utilisation of the money for tuitions, skill courses etc.
6. Include activity dependencies in the project tracker when instalments rely on completion of linked programme components.
7. Continue linking financial aid instalments with learning-related milestones.
8. Route acknowledgement of scholarship receipt through teacher-supported school records.
9. Plan simple teacher-supported formats for tracking scholarship utilisation before disbursement begins.
10. Combine digital tools with school-supported follow-up for utilisation tracking in remote areas.

DIY Kit Component

Based on implementation experience during the pilot, the following recommendations are suggested to improve delivery timelines, student participation, and learning effectiveness in future phases:

1. Design DIY experiments that are aligned with the grade syllabus but clearly connect to real-life applications. Ensure activities demonstrate how students will encounter these concepts in everyday life.
2. Schedule DIY kit distribution at the start of the academic year to avoid clashes with exams, school events, and holidays.
3. Provide clear vendor-led orientation sessions covering kit use, manuals, apps, and demo resources before activity rollout.
4. Ensure manuals are available in local languages and written in simple instructions for better student understanding.

5. Establish clear vendor selection criteria and incorporate Service Level Agreements (SLAs) or performance clauses to ensure accountability for delays, missing items, and replacements
6. Include quality control checks before dispatch to prevent missing or damaged kit components.
7. Direct delivery of kits to each school to reduce coordination delays & improve student experience.
8. Use teacher-supported follow-ups to maintain student participation during the DIY cycle.
9. Use simple tracking tools, such as WhatsApp groups, where digital access is feasible, and implement school-supported, non-digital methods (such as teacher-led registers or checklists) in remote areas to ensure consistent completion monitoring.
10. Plan decentralised orientation or school-level orientation options where travel distance limits participation in centralised sessions.
11. Establish simple status-tracking mechanisms to monitor distribution and completion progress across locations.
12. Plan early engagement with schools to reduce resistance and improve coordination during implementation.
13. Provide orientation and clear training to teachers on their roles in the programme, including expectations for timely documentation (photos, videos, tracking).
14. To maintain motivation, provide school-wide certificates for all participating teachers and offer targeted monetary recognition for those with significant responsibilities.

Career guidance session

1. Conduct career guidance sessions in-person at a central venue to minimize online disruptions.Can be online for Tier 2 & 3 towns & in person for remote locations.
2. Coordinate session schedules with schools in advance, factoring in meal times and school start & finish timings.
3. Arrange transport for students to and from the venue to ensure timely arrival.
4. Provide guidelines to schools on IT setup and backup strategies.
5. Perform pre-session IT and infrastructure checks, including technical setup, seating arrangement, and sound checks and backup plans, to ensure smooth delivery.
6. Provide short technical training sessions for teachers 1–2 days before sessions (e.g., connecting devices, filling forms, scanning documents, taking photographs, videos etc.).
7. Strengthen communication protocols with schools to ensure timely submission of documents (e.g., set clear deadlines and assign teacher liaisons).
8. Arrange meals or snacks to keep students engaged and comfortable.
9. Offer certificates to all participating teachers and provide modest monetary incentives for those with added responsibilities.
10. Prepare a backup plan for teacher or principal replacements to avoid operational delays during the programme. Develop a streamlined, school-based escalation process when principals or key staff change mid-programme to avoid gaps in documentation.

11. Build strong relationships with schools; before & during program, to foster credibility and trust in the project team.
12. Engage in rapport-building activities with teachers, provide certificates for all participating teachers, and offer additional remuneration to those who take on extra coordination responsibilities.

10.3 Programme-Level Recommendations for Scale-Up

To ensure the programme's effective expansion, these overarching recommendations focus on aligning systems, partnerships, and processes—providing a structured foundation for scaling up across all components.

1. **Standard Operating Procedures (SOP):** Establish clear SOPs for all processes—timelines, documentation, and communication—so implementation is consistent and predictable.
2. **Timeline Alignment:** Ensure all programme activities align with the academic calendar from the outset to avoid conflicts with exams, holidays, and school events.
3. **School Partnerships:** Foster strong relationships with schools through regular communication and teacher engagement to ensure ongoing cooperation.
4. **Documentation Efficiency:** Streamline data collection and verification processes across all components to reduce delays.
5. **IT Readiness:** Standardize IT setup guidelines, ensure backup connectivity, and conduct pre-session checks to avoid technical disruptions.
6. **Communication Adaptation:** Tailor communication strategies—use digital tools in urban contexts, while relying on school-supported communication in remote locations.
7. **Vendor Accountability:** Ensure vendor accountability through contracts that clearly define timelines, quality standards, and replacement terms.
8. **Teacher Engagement:** Consistently engage, train, and incentivize teachers across all programme components to ensure smooth coordination and documentation.
9. **Learning Component Relevance:** Strengthen DIY kit activities by integrating practical, surroundings-based applications alongside the provided kits to make learning more relatable and context-connected for students.