



Mukti Support School [Class V- Class X]

ANNUAL PROJECT PROGRESS REPORT

2025



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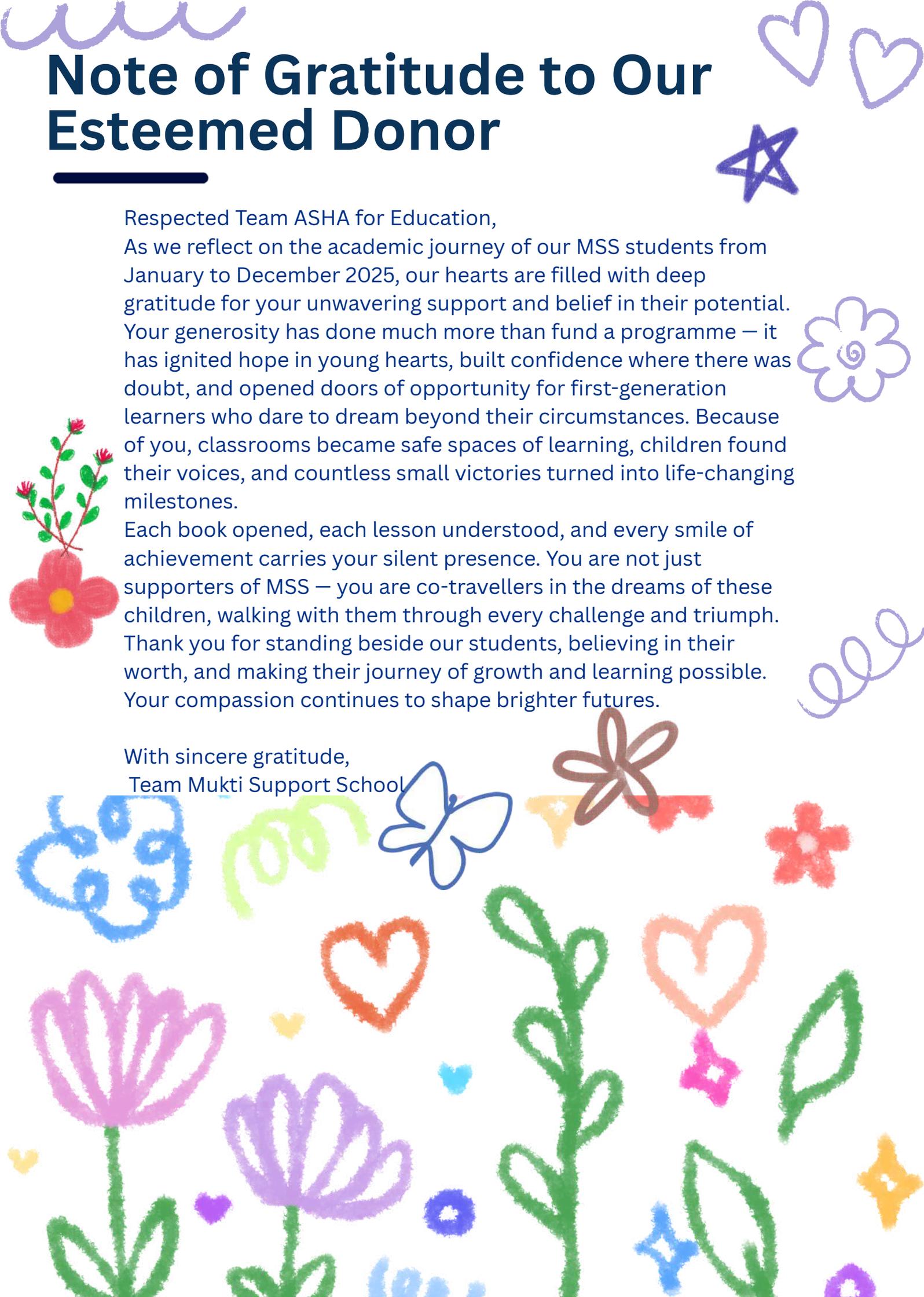
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Note of Gratitude to Our Esteemed Donor

Respected Team ASHA for Education,
As we reflect on the academic journey of our MSS students from January to December 2025, our hearts are filled with deep gratitude for your unwavering support and belief in their potential. Your generosity has done much more than fund a programme – it has ignited hope in young hearts, built confidence where there was doubt, and opened doors of opportunity for first-generation learners who dare to dream beyond their circumstances. Because of you, classrooms became safe spaces of learning, children found their voices, and countless small victories turned into life-changing milestones.

Each book opened, each lesson understood, and every smile of achievement carries your silent presence. You are not just supporters of MSS – you are co-travellers in the dreams of these children, walking with them through every challenge and triumph. Thank you for standing beside our students, believing in their worth, and making their journey of growth and learning possible. Your compassion continues to shape brighter futures.

With sincere gratitude,
Team Mukti Support School



INTRODUCTION



Mukti Support Schools (Secondary level) continued its mission of providing quality education to first-generation learners across 8 districts in the remote villages of Bengal. With the support of our valued donors, 84 Secondary level MSS centres served more than 7,000 children this year, ensuring academic continuity, personalised learning support, and holistic development for the most underserved communities.

Education at the Heart of Change

Equity



Quality education for underprivileged, first-gen learners

Youth Empowerment



Local educated volunteers trained as teachers

Holistic Growth



Value education, yoga, cultural learning

Community Leadership



Mukti Support Schools -run by and for local people

Know your Support School

Centre wise data 9 MSS centres

Herobhanga I MSS:

Dist- South 24 PGS, GP- Itkhola, Block-Canning I

No. Of Total Students: 75
No. Of Boys: 24
No.Of Girls: 51
No. Of Teachers:5

Modhukhali MSS:

Dist- South 24 PGS, GP- Itkhola, Block-Canning I

No. Of Total Students: 90
No. Of Boys: 40
No.Of Girls: 50
No. Of Teachers:5

Badhukulla MSS:

Dist- South 24 PGS, GP- Gopalpur, Block-Canning I

No. Of Total Students: 110
No. Of Boys: 51
No.Of Girls: 59
No. Of Teachers:5

Purbachintamanipur MSS:

Dist- South 24 PGS, GP- Laxmijanardanpur, Block-Patharpratima

No. Of Total Students: 102
No. Of Boys: 39
No.Of Girls: 63
No. Of Teachers:5

Moukhali MSS:

Dist- South 24 PGS, GP- Nikarighata, Block-Canning I

No. Of Total Students: 101
No. Of Boys: 46
No.Of Girls: 55
No. Of Teachers:5

Sonakhali MSS:

Dist- South 24 PGS, GP- Uttar Mokamberia, Block-Basanti

No. Of Total Students: 105
No. Of Boys: 35
No.Of Girls: 70
No. Of Teachers:5

Banashyamnagar MSS:

Dist- South 24 PGS, GP- Banashyamnagar Block-Patharpratima

No. Of Total Students: 90
No. Of Boys: 40
No.Of Girls: 50
No. Of Teachers:5

Jaykrishnapur MSS:

Dist- South 24 PGS, GP- Nandakumarpur Block-Mathurapur II

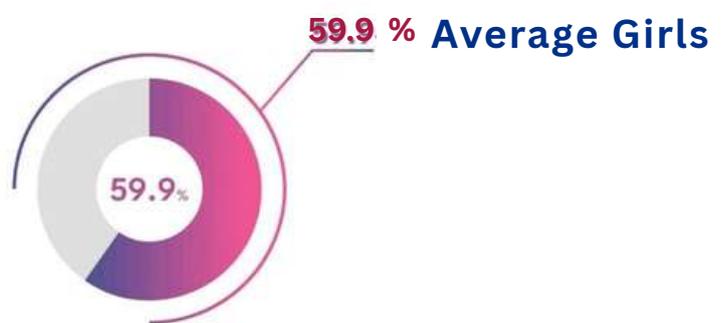
No. Of Total Students: 75
No. Of Boys: 25
No.Of Girls: 50
No. Of Teachers:5

Deulbari MSS:

Dist- South 24 PGS, GP- Kantamari, Block-Kultali

No. Of Total Students: 145
No. Of Boys: 58
No.Of Girls: 87
No. Of Teachers:5

Total Students=**893**
Total teachers= **45**
Field coordinators=**3**
Project coordinators=**2**
Project Manager=**1**



KEY IMPACT AREAS



Thematic Pillar	Key Local Challenges	Aligned UN SDGs	Relevant GRI Standards	Concrete Project Achievements (MSS)	Quantitative Impact Indicators
Quality Education & Foundational Learning	High dropout rates, weak literacy, weak numeracy, lack of academic support at home	SDG 4 – Quality Education	GRI 203, GRI 413	Quality education provided to bridge the learning gap, 3 summative assessments conducted; improved learning outcomes	No. of students enrolled; 25% improvement in reading levels; 32% improvement in numeracy scores; attendance rate (30%)
Equity, Inclusion & Gender Sensitisation	Gender bias, early marriage risks, exclusion of marginalised children	SDG 5 – Gender Equality, SDG 10 – Reduced Inequalities	GRI 404, GRI 413	Equal participation of girls ensured; inclusive classroom practices adopted; sensitisation sessions conducted	55% girls enrolled; 45 % children from SC/ST/minority groups
Teacher Capacity Building & Local Volunteer Development	Shortage of trained teachers; lack of continuous professional development	SDG 4 – Quality Education, SDG 8 – Decent Work and Economic Growth	GRI 404	Regular teacher trainings; mentoring and classroom observations introduced	500 education volunteers trained; 65% improvement in teacher performance
Holistic Child Development & Life Skills	Low confidence, weak communication skills, limited exposure to creative platforms	SDG 3 – Good Health and Well-being, SDG 4 – Quality Education	GRI 403, GRI 413	Life skills sessions through art, yoga, Value education, environmental awareness storytelling and leadership activities	60% students showing improved self-confidence, participation rate in activities (95%)
Community Engagement & Parental Awareness & Value education	Low parental literacy; weak community ownership of education	SDG 11 – Sustainable Communities, SDG 17 – Partnerships	GRI 102, GRI 413	Parent meetings and community workshops conducted; village education forums activated	4 yearly parent meetings; 70% parent attendance; 12 active community education groups
Access to Learning Resources & Digital Exposure	Lack of books and digital learning tools; remote geographical locations	SDG 4 – Quality Education, SDG 9 – Innovation & Infrastructure	GRI 301, GRI 203	Learning kits distributed	6800 learning kits distributed, library access and Mukti Academy Digital access ensured

Key Achievements of 2025



**Every Lesson,
A Step Ahead**

1. Strengthening Academic Learning



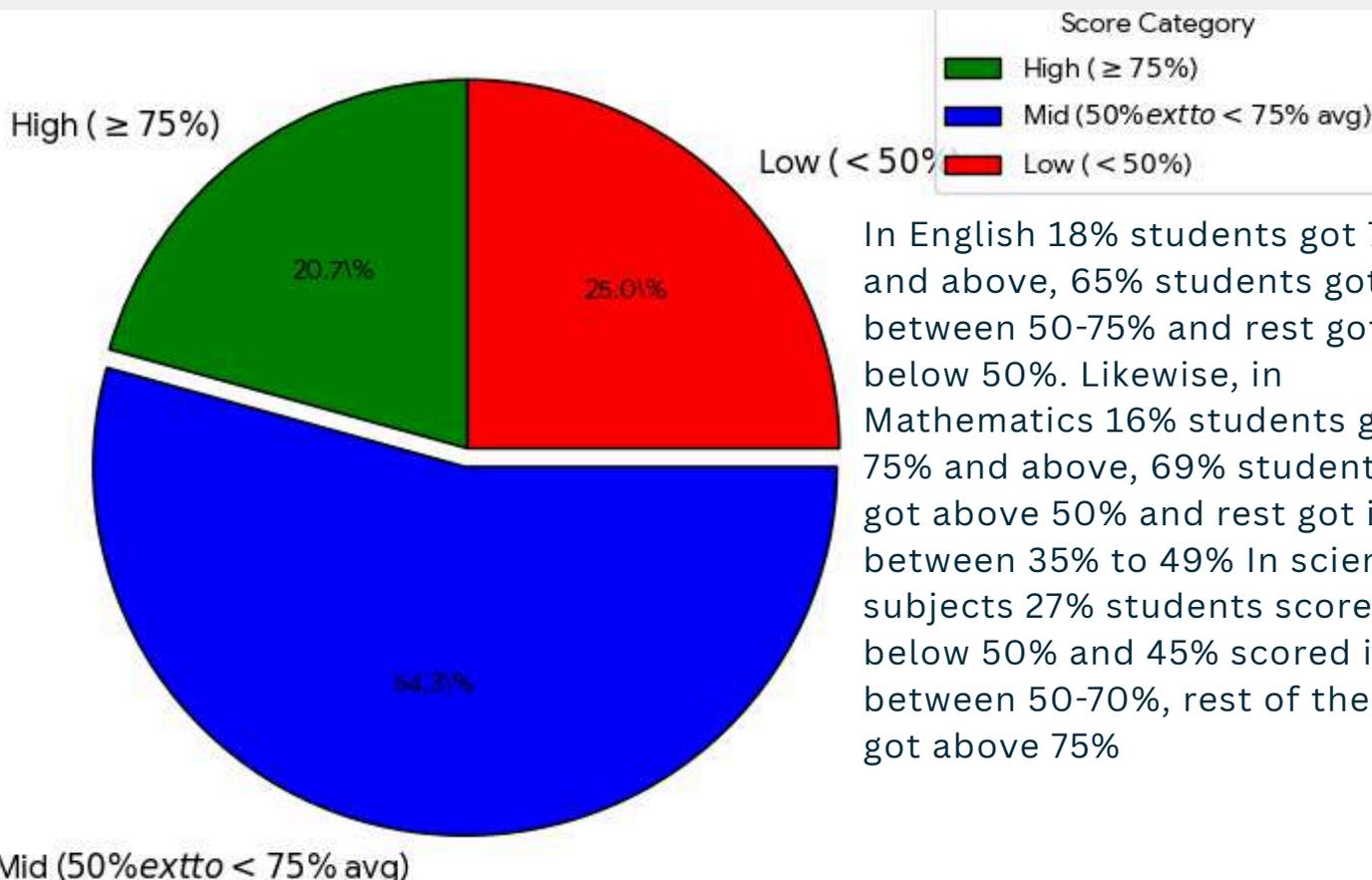
Continuous tracking enabled timely academic interventions and improved classroom performance



Summative Assessments (I, II & III)-Three summative assessments were conducted across all centres using a standardised question bank and moderation process



Post-assessment PTMs helped align parents and teachers for better support at home.



In English 18% students got 75% and above, 65% students got in between 50-75% and rest got below 50%. Likewise, in Mathematics 16% students got 75% and above, 69% students got above 50% and rest got in between 35% to 49% In science subjects 27% students scored below 50% and 45% scored in between 50-70%, rest of them got above 75%

Madhyamik Examination, 2025

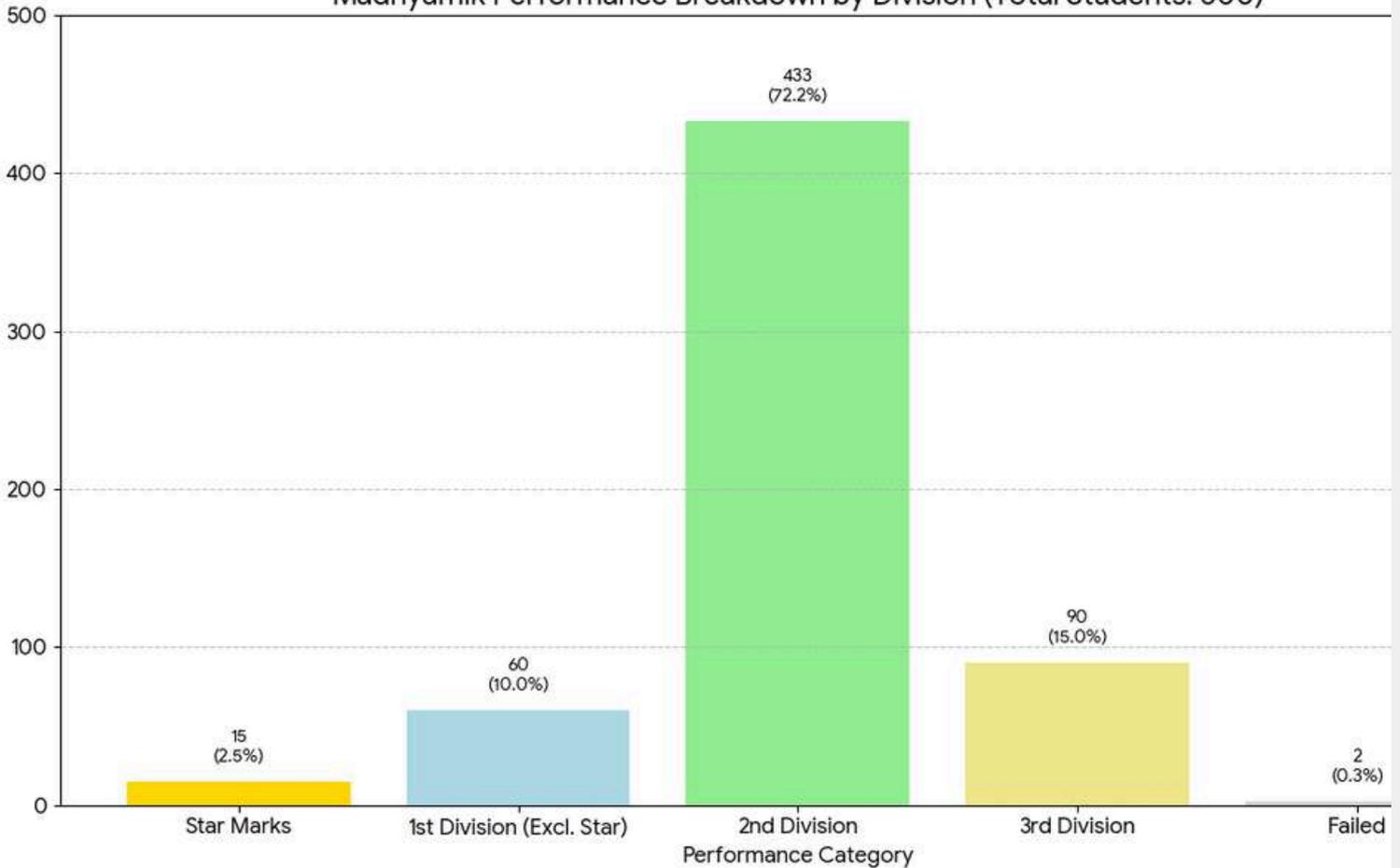
Key Highlights:

- 2nd Division represents the largest success category, accounting for 72.2% (433 students) of the total students.
- First Division and Star Marks together account for 12.5% (75 students) of the cohort.
- Only 2 students got disqualified, resulting in the exceptional 99.6% pass rate.

Special intensive coaching by the teachers boosted confidence and preparedness



Madhyamik Performance Breakdown by Division (Total Students: 600)



Madhyamik Toppers of Mukti were motivated by a kind donor



Teacher Capacity Building & Academic Enrichment

- Subject-specific trainings held for English, Bengali, History & Geography
- Workshops on participatory teaching, interactive methods and experiential methods
- Leadership and planning trainings for field coordinators to strengthen implementation quality
- Mukti Academy Digital Repository updated & made accessible for revision, doubt clearing and self-learning
- Value education ToT model initiated in every cluster



2. Student Development & Well-Being

Star Sticker Motivation Programme

A new initiative recognising progress, curiosity, leadership, kindness and participation helped nurture self-confidence and positive behaviour among first-generation learners.



Value Education Sessions

Teachers, trained under the ToT model, facilitated regular sessions on ethics, empathy, respect and responsibility.

Value Education through Drawing

Students explored values like kindness, honesty, respect and care through creative drawing activities. This visual approach helped even shy learners express emotions freely and strengthened positive behaviour across centres



Child Rights Awareness Sessions

Participatory workshops for adolescent learners strengthened their understanding of safety, protection and equality.



 **Growing with Kindness,
Leading with Courage** 

3. Stationery distribution & Key observances

Small Steps,
Strong Futures



Stationery Distribution

All students received notebooks, pens, pencils and basic academic supplies –ensuring preparedness and removing financial barriers to learning.



Teachers' Day Celebration

Students honoured their educators through songs, recitations and handmade cards, reinforcing respect and bonding

Other Key Observances-

World Environment Day – Plantation drives, composting, campus clean-ups

International Yoga Day – Yoga practice emphasizing health and mindfulness

Rabindra Jayanti – Cultural performances celebrating Tagore





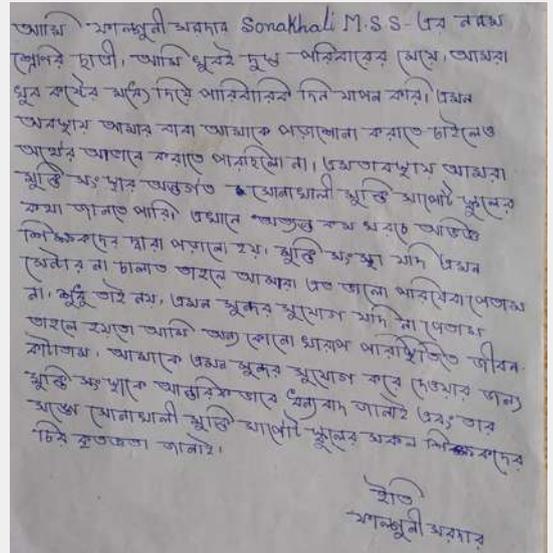
4. Reflections



My School, My Confidence



Falguni Sardar from Basanti, born into a fisherman’s family, continued her education despite acute poverty and severe financial constraints. With her father’s irregular income from fishing, sustaining school expenses was a constant challenge, and she often balanced studies with household responsibilities.



After enrolling at Sonakhali Mukti Support School (MSS), she received consistent academic support and mentoring, which helped her overcome learning gaps and remain motivated. Her regular attendance, determination, and hard work led to steady academic improvement despite difficult living conditions.

She has now been successfully promoted to Class X, marking an important milestone in her educational journey and demonstrating how timely support and perseverance can enable students from marginalized communities to continue secondary education.

Teaching with Purpose, Teaching with Heart



I am **Gopal Chandra Jana**, a teacher at Purba Chintamanipur Mukti Support School (MSS). I grew up in extreme poverty, but I was always sincere in my studies. After completing Masters degree, to support my family, I started giving private tuitions at a young age, though I often did so with a heavy heart and many personal struggles.

After joining Mukti Support School, my life slowly changed. Teaching so many children and becoming a part of their journeys helped me discover a deeper purpose. Today, I teach with love and commitment, feel much more confident than before, and truly believe that education has the power to illuminate lives—just as it has given meaning and light to my own.



Thank You

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