



Mukti Support School

[Class V- Class X]

ANNUAL PROJECT PROGRESS REPORT

2025



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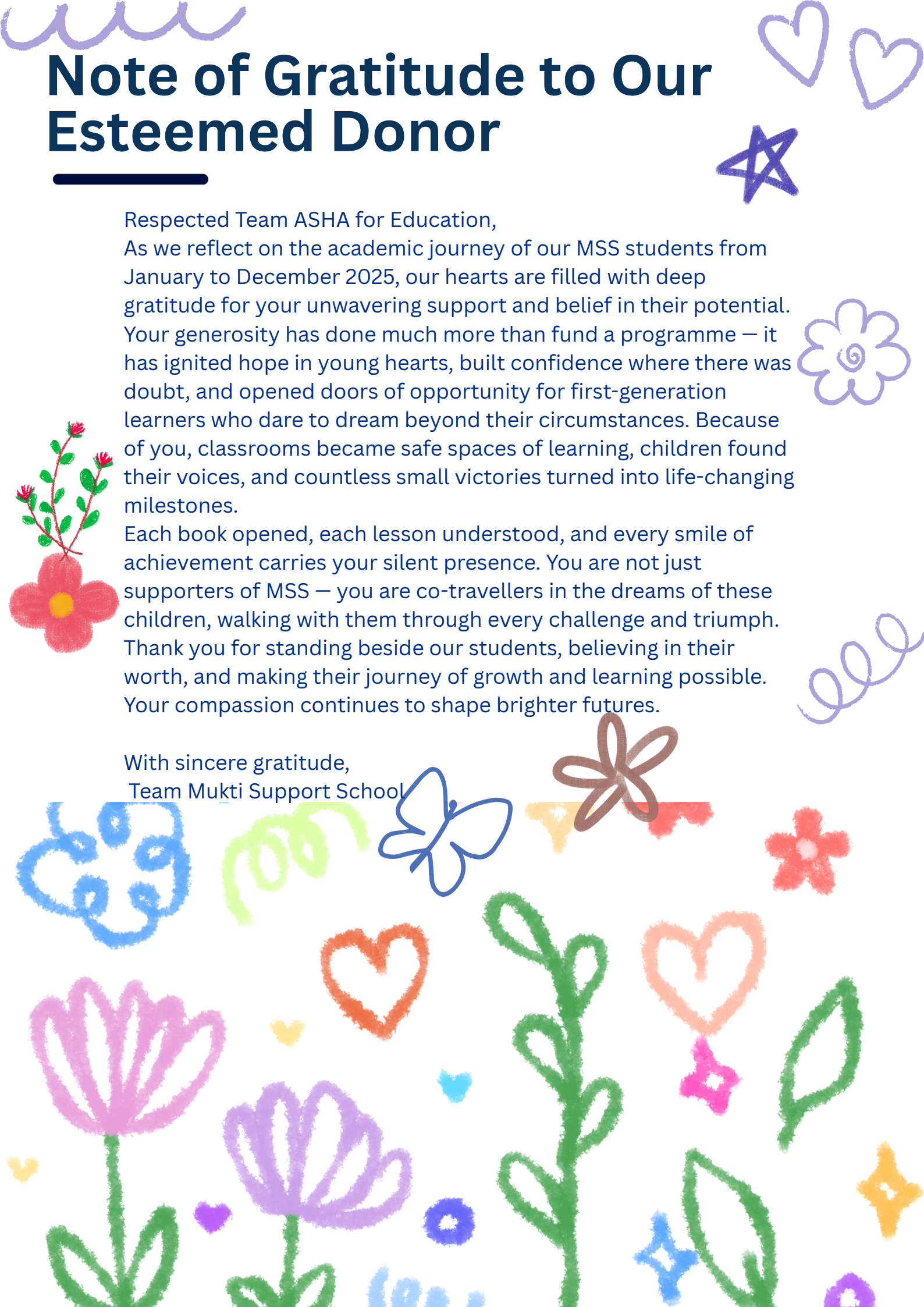
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Note of Gratitude to Our Esteemed Donor

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 8 MSS centres

Damkal MSS:

Dist- South 24 PGS, GP- Nagendrapur,
Block- Mathurapur II
No. Of Total Students: 79
No. Of Boys: 59
No.Of Girls: 20
No. Of Teachers:5

Jogendrapur MSS:

Dist- South 24 PGS, GP-Kankandighi,
Block-Mathurapur II
No. Of Total Students: 152
No. Of Boys: 75
No.Of Girls: 77
No. Of Teachers:5

Santoshnagar MSS:

Dist- South 24 PGS,, GP- Debipur,
Block-Mathurapur I
No. Of Total Students: 108
No. Of Boys: 45
No.Of Girls: 63
No. Of Teachers:5

Herambagopalpur MSS:

Dist- South 24 PGS, GP-
Herambagopalpur
Block-Patharpratima
No. Of Total Students: 85
No. Of Boys: 37
No.Of Girls: 48
No. Of Teachers:5

Purbasridharpur MSS:

Dist- South 24 PGS, GP- Nagendrapur,
Block-Mathurapur II
No. Of Total Students: 150
No. Of Boys: 59
No.Of Girls: 91
No. Of Teachers:5

Uttar Kankandighi MSS:

Dist- South 24 PGS, GP- Kankandighi,
Block-Mathurapur II
No. Of Total Students: 150
No. Of Boys: 82
No.Of Girls: 68
No. Of Teachers:5

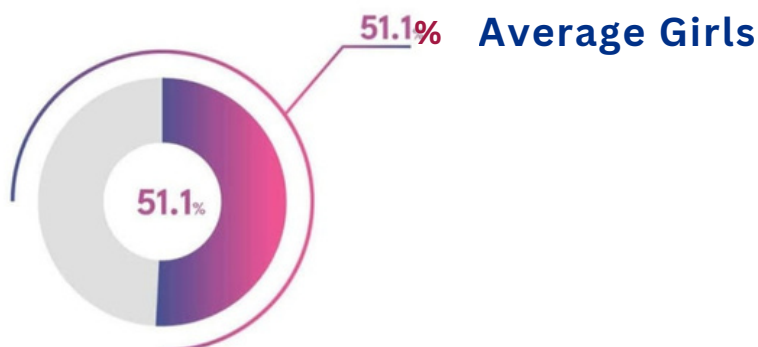
Sonatikari MSS:

Dist-South 24 PGS, GP- Talda I
Block-Dantan II
No. Of Total Students: 75
No. Of Boys: 32
No.Of Girls: 43
No. Of Teachers:5

Kailashpur MSS:

Dist- South 24 PGS, GP- Nandakumarpur,
Block-Mathurapur II
No. Of Total Students: 108
No. Of Boys: 54
No.Of Girls: 54
No. Of Teachers:5

Total Students=**907**
Total teachers= **40**
Field coordinators=**2**
Project coordinators=**1**
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



1. Strengthening Academic Learning

**Every Lesson,
A Step Ahead**



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.

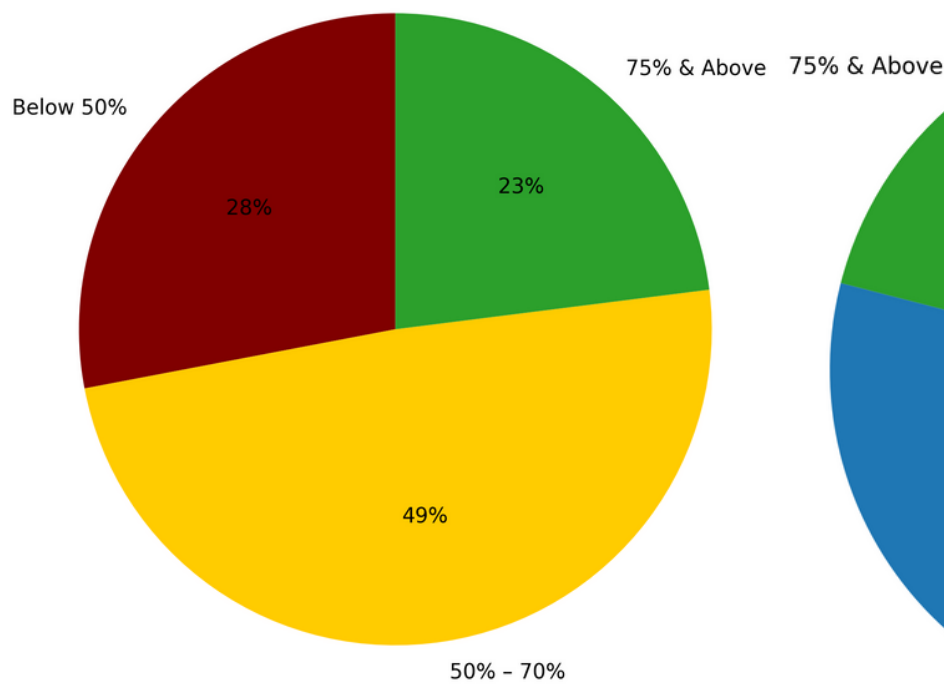


Annual assessment results of 2025

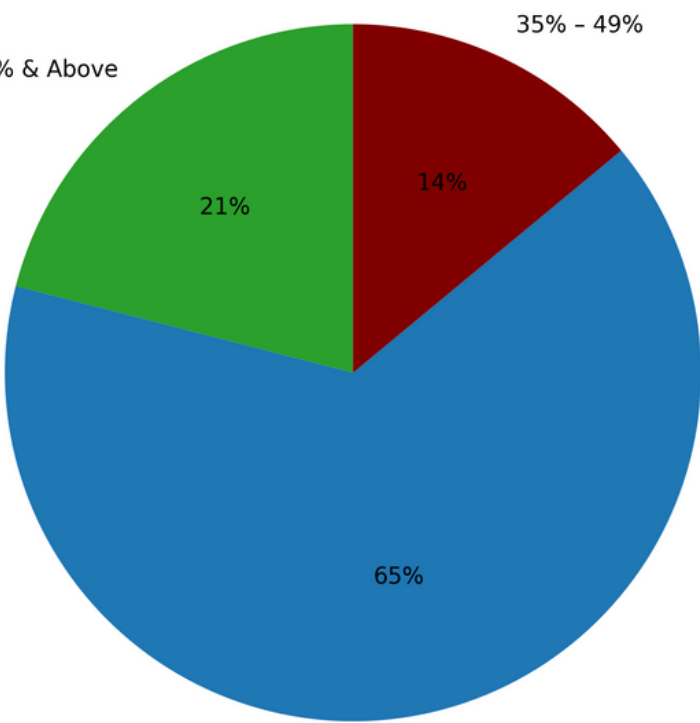
On an average in all the supported schools, in English 21% students got 75% and above, 63% students got in between 50-75% and rest got below 50%. Likewise, in Mathematics 21% students got 75% and above, 65% students got above 50% and rest got in between 35% to 49% In science subjects 28% students scored below 50% and 49% scored in between 50-70%, rest of them got above 75%

Subject-wise & overall performance chart

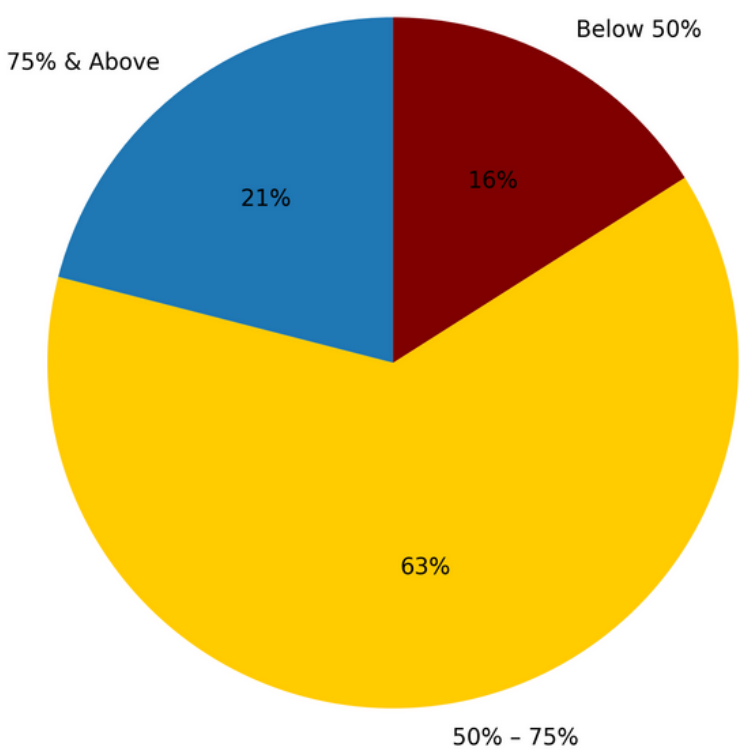
Science – Student Performance Distribution



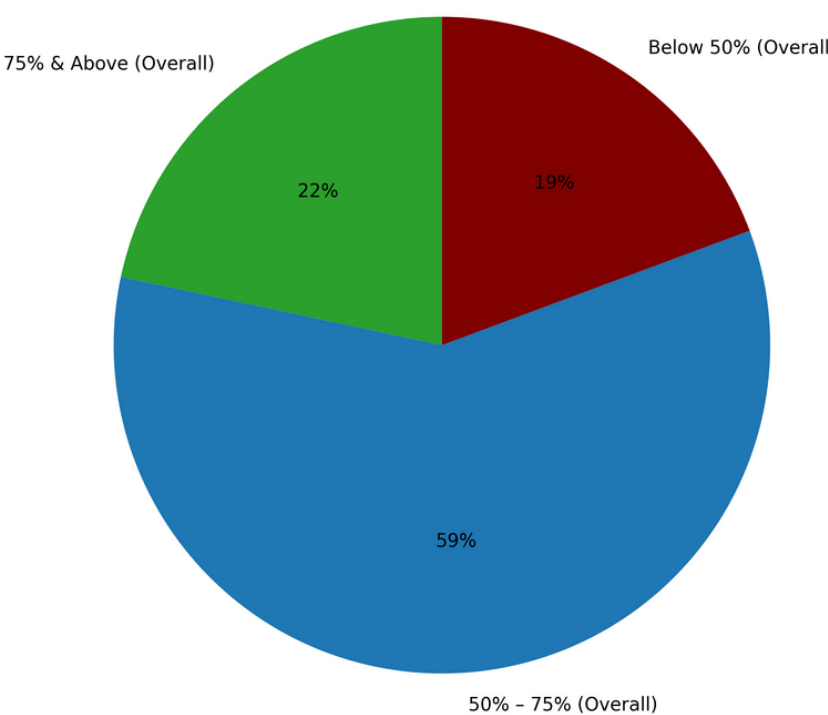
Mathematics – Student Performance Distribution



English – Student Performance Distribution



Overall Student Performance Distribution (All Subjects Combined)



Madhyamik Examination, 2025

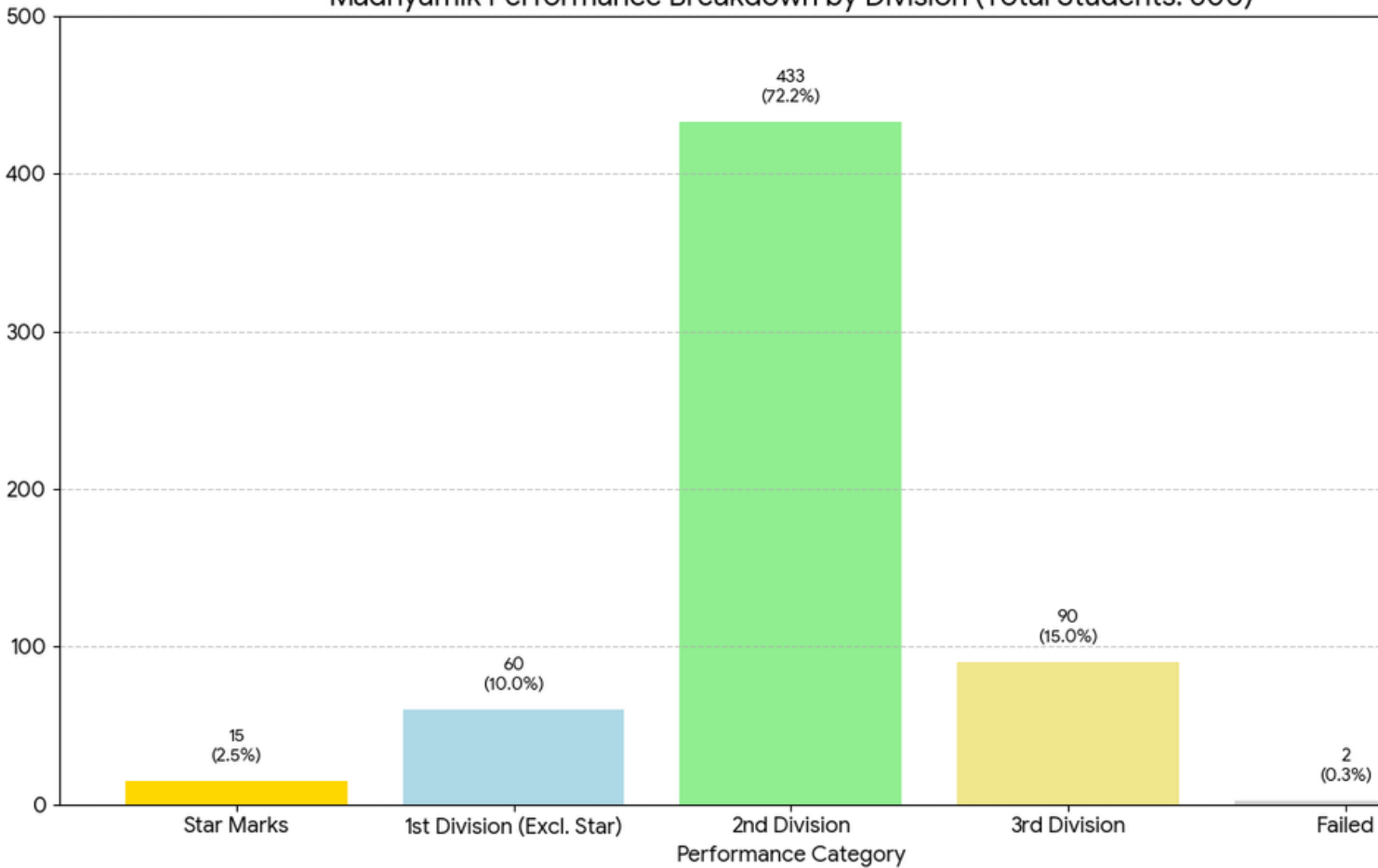
Key Highlights:

- 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

Raktim Halder, a 16-year-old student from the remote and vulnerable Sundarban region, comes from a modest rural family where livelihoods are uncertain and access to quality education is limited. Growing up in this challenging environment, marked by economic hardship and geographic isolation, continuing his studies required determination and resilience.

Raktim's enrolment at Herambagopalpur Mukti Support School became a turning point. Through structured academic support aligned with the government curriculum and close mentoring by committed local educators, he gradually strengthened his academic foundation, gained confidence, and became an active classroom participant.

In the Madhyamik Examination 2025, Raktim achieved an excellent 92% marks, securing letter marks in all six subjects—a remarkable accomplishment given the constraints of his surroundings.

Motivated by the healthcare challenges faced by villages in the Sundarbans, Raktim aspires to become a doctor and serve rural communities, contributing to improved access to medical care in remote areas. His journey highlights the transformative impact of sustained educational support in empowering students from the most difficult contexts to excel and give back to society.



Teaching with Purpose, Teaching with Heart



I am Dipak Pradhan, a teacher at Jogendrapur Mukti Support School (MSS). I was born into a poor farmer's family, where earning a daily livelihood was a constant struggle and education often felt uncertain. Despite financial hardship and limited resources, I remained sincere in my studies and held on to the belief that education could change my life.

After completing my Master's degree, I began giving private tuitions at a young age to support my family. Balancing responsibilities, financial pressure, and personal challenges was not easy, and there were times when the burden felt overwhelming.

Joining Mukti Support School became a turning point in my life. Teaching children from backgrounds similar to my own helped me rediscover purpose and self-belief. Today, I teach with confidence, dedication, and compassion. I strongly believe that education has the power to transform lives—just as it has brought direction, dignity, and light to my own journey.





Thank You

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