ANNUAL REPORT 2024-2025

UNLOCKING SUPERPOWERS

Adhyayan Foundation

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It is lunchtime in a Government primary school in Quepem, Goa. Aruna darts around her classroom, reading off words on various walls. She is trailed by two of her friends, who repeat them after her. She picks up a book from the reading corner and begins to read to them. They ask her questions about what she is reading and try to pronounce some of the tougher words. Her teacher proudly says, "She moved from Jharkhand a few months ago and could not read a word of Marathi or English. Now look at her go!" Watching Aruna bolt around the room, I almost feel like she has a cape and is flying.

IS IT A BIRD? IS IT A PLANE?

NOTE FROM ANUSHRI ALVA, CEO, ADHYAYAN

Do you remember the first time you felt like you could read or spell?
I remember the day I could suddenly decode the words my parents were spelling to keep precious things from me - "The C-O-O-K-I-E-S are behind the shelf." My body surged with a sense of invisible power as I strode towards the shelf. A world had been unlocked that could never be taken away from me; a world that would unlock many more worlds. **Do you remember the day you learnt a new skill** in cricket or football, or the day you could read a sheet of music with ease and play along, or the day you could swim without gulping water, or the day you learnt to blend two colours while painting, or the day you planted something and it actually grew, or the day you climbed a hill that only big kids could climb? It's not about what we learn, but the feeling that learning unleashes - that feeling of "if I try, I can". To carry that feeling with you through your life is no less than a superpower.

Good schools do just that. They help children find that sense of play in learning. Much like play, they create opportunities for you to fail, to observe, to reflect, to try, to grow and then to truly have fun. Good schools create pathways for children to discover what they are good at and also what they are not good at, but will keep trying to master. We imagine schools where children have a voice in shaping what happens in their lives, feeling ownership over what they do together. Good schools unlock superpowers for every child.

AQEF is dedicated to enabling schools where "learning becomes playful, all children have a voice and discover what they are good at".

Such schools can only become a reality when decision makers in the system truly keep children and their needs at the centre of their work. However, the roles of system-level education officials become increasingly administrative as they move up the ranks. Office-bound, surrounded by mounds of files, I often hear them say, "I miss teaching children". Somewhere in that world of files, the child becomes invisible, and in this case, that's not a superpower. At Adhyayan, our work centres around enabling school heads and system-level officials to spend time where learning takes place and develop a shared vocabulary of what good schools look like. We do this by grounding our work in national quality benchmarks that define what good schools look like.

Over this past year, we grappled with the question of **how one makes the child more visible in everyone's work throughout the vast public education system,** as well as in the way we operate as a team. What would it take to prevent the child's silence in the jargon-filled conversation of governance and large-scale reform?

Through this process, we realised that the quality frameworks are written from the perspective of activities done by teachers, leaders, parents and administrators, but not what it changes for the child. It might talk about the way teachers need to plan, but not what that will enable for a child. It might also talk about teachers introducing technology and devices, but not how children will engage with them. As a team, we reflected on one such national school quality benchmark and rephrased each parameter from the perspective of the child.

Our central question was - "**If this one thing changed in a school, what would it unlock for children?**" We reviewed 46 parameters and surfaced child-centric language within these metrics. We spent the rest of the year noticing where children emerge and disappear in the system- where we lose the child when we make a pitch, write a story, talk to an official, facilitate meetings for decision makers, create a handbook or track our financial utilisation. Where do the systems and processes of governance engulf the child and forget the end they are a means to?

This year's annual report is all about the superpowers a robust education system can unlock for children and our attempt to keep the children's experience alive everywhere.

I have not watched any superhero movies in my life, but I have witnessed real super heroes — teachers who can get the most "disengaged" child to shine, school heads who can mobilise local politicians to get a sports ground for children, local business owners who open their doors to help children imagine many futures for themselves, librarians who make the non reader fall in love with books, parents who go door to door to understand why children drop out and what will bring them back, system leaders who unlock resources to ensure schools become spaces where children thrive.

As we wrote this report, we held on to the feeling of power surging through our bodies each time we learnt something new.

Imagine a country where that power surges through the 140 million children who attend Government schools in India- what would that India look like?

WHY WE EXIST

Every child in India deserves an education that nurtures curiosity, confidence, and the joy of learning. For the 140 million children in government schools in India, however, the experience of schooling can feel quite different. While policies aspire for classrooms that foster inquiry, critical thinking, and holistic development, schools in practice measure exam results, attendance, and enrollment figures. This creates a system that is often more focused on compliance and rote learning than on children discovering their voice and potential.

At the heart of this gap is the absence of a shared understanding of what a "good school" looks like. With multiple layers of leaders responsible for delivering and monitoring school quality, stakeholders often do not align on a common vision. Adhyayan Foundation exists to bridge this gap.

Our mission is to ensure that every child in a government school learns in a school where learning is playful, children have a voice, and can discover what they're good at.

WHAT WE DO

We enable school and system leaders to develop a shared, holistic vision of quality education that is child-centred. We support them to achieve this vision with tools, processes, and communities of practice. By helping schools exercise agency, fostering peer-led learning, activating local ecosystems, seeding systemic change, and curating practitioner knowledge, we work to transform not just individual schools but the culture of the public education system itself. **We're trying to unlock these superpowers in the education system.**

SUPERPOWER 1

THE AGENCY OF SCHOOL STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

Children will only receive what they need when their teachers and school leaders have a sense of agency. Stakeholders on the ground often operate within complex systems, and agency implies the ability to choose and act on what would be most effective and relevant in their classroom, school, block or district.

We help teachers, school leaders, and system leaders exercise their agency by helping them evaluate their own schools against the quality framework. We provide them with the process by which they can identify their strengths and create and execute plans of action tailored to the unique needs of the children they serve.

SUPERPOWER 2

STRONGER SUPPORTIVE COMMUNITY TIES

For children to thrive, they need a wide range of enriching experiences that can be provided by local volunteers, industry, libraries, etc. Strong community ties provide students with diverse role models, varied learning opportunities, and a sense of belonging that extends their educational journey beyond the school day. In turn, engaged communities benefit from the energy, innovation, and hope that thriving schools bring to neighbourhoods.

We enable school leaders to activate these community ties. Our programs intend to help school leaders call upon local communities as active participants in the educational ecosystem and leverage their support for sustainable, quality public education.

SUPERPOWER 3

EVIDENCE-BASED SYSTEMIC REFORM

For children across schools to experience a holistic education, the education policy needs to be translated into reality. Policy documents often tend to outline the expectations of what a school system needs to do, but require an operational pathway. We support states in generating ground-level evidence to determine the most viable path when implementing the education policy.

SUPERPOWER 4

PRACTITIONER KNOWLEDGE, CURATED AND CHAMPIONED.

Practitioners who create enriching learning experiences are best placed to support their peers. Through **Abhyaas**, a learning platform for practitioners, we're trying to build peer-led, needs-based practitioner communities using co-created courses. Videos on Shaala Siddhi standards featuring practitioners also serve as accessible learning resources for teachers.

KEEPING THE CHILD AT THE CENTRE

This year, we realised that quality frameworks are often written from the perspective of activities done by teachers, leaders, parents and administrators, but not what it changes for the child. As a team, we reflected on the Shaala Siddhi framework for school quality and rephrased each parameter from the child's perspective. Our central question was - **"If this one thing changed in a school, what would it unlock for children?"**

Here are some examples:

The schools' progress on their action plans is assessed and verified. Each verified improvement is called a shift.

PLANNING FOR TEACHING
SHAALA SIDDHI DOMAIN 2, STANDARD 3

LEVEL 1: The teacher often teaches quickly and this makes it difficult for me to understand some topics

LEVEL 2: I usually understand what is being taught in class. I like it when my teacher uses charts and other tools as it makes learning interesting.

LEVEL 3: Our classes are very interesting and I learn a lot. I can see that our teacher works hard to prepare for our classes and I find that very inspiring and makes me work hard too

PLAYGROUND WITH SPORTS EQUIPMENT AND MATERIAL
SHAALA SIDDHI DOMAIN 1, STANDARD 2

LEVEL 1: While we sometimes play games on our own, we wish we could have opportunities to learn to play team sports and participate in matches.

LEVEL 2: I like coming to school as I get to play sports alone and with my friends

LEVEL 3: I love school as there is place for me to study and play sports, participate in competiitve games in teams with my school mates.

LEARNERS' PROGRESS
SHAALA SIDDHI DOMAIN 3, STANDARD 3

LEVEL 1: I do not know how I have performed across all assessments and over a period of time.

LEVEL 2: I know where I stand in terms of my performance as per the curriculum. I am aware of what effort I need to put in to perform better, and that motivates me.

LEVEL 3: I am well prepared for all my assessments. I am happy that there are no surprise questions on the tests.
My confidence has grown as my teacher pays individual attention to the learning needs of every student. My understanding of all topics is clear as the teachers slows down her teaching speed when I do not understand something.

WHAT'S A GOOD SCHOOL?

AREAS OF SCHOOL IMPROVEMENT UNDER THE SHAALA SIDDHI FRAMEWORK

DOMAIN 1
SUPPORTIVE SPACES & RESOURCES

Enabling resources: availability, adequacy, usability

- Well-maintained classrooms
- A ramp for children with mobility issues
- Clean toilets, drinking water & meals
- A playground, a library & labs to explore
- Open spaces
- Electricity, gadgets, and a computer room (if possible)

DOMAIN 2
JOYFUL LEARNING AND TEACHING

Teaching - learning & Assessment

- Learner-centric playful learning
- Questions, ideas & teamwork encouraged
- Teachers understand the subject and their students
- Assessment and feeback as an integral part of learning

DOMAIN 3
EVERY CHILD GROWS AND THRIVES

Learners' Progress, Attainment & Development

- Students grow in confidence & creativity
- Students are happy to come to school
- Active participation in class & activities
- Students make learning progress

DOMAIN 4
TEACHERS WHO CARE, WHO ARE ALWAYS LEARNING

Managing Teacher Performance and Professional Development

- Prepared & regular teachers
- Teachers learn regularly too
- Guidance & accountability from school head
- Clear goals for teaching & learning

DOMAIN 5
LEADERS WHO CARE AND GUIDE

School Leadership and Management

- Teachers & school head work as a team
- The school head leads improvement in the school with clear targets and strategies
- Everyone shares responsibility

DOMAIN 6
INCLUSION, HEALTH AND SAFETY

Inclusion, health and safety

- Every child feels included
- Good hygiene & healthy habits
- Safe & supportive environment (both physically and socially / emotionally)

DOMAIN 7
FAMILIES AND COMMUNITY AS PARTNERS

Productive Community Participation

- Parents & teachers work together
- Local culture & knowledge valued
- Activities that strengthen community
- The community brings ideas & resources

ElevatED

SYSTEMIC SCHOOL IMPROVEMENT IN GOA

A COMPREHENSIVE EDUCATIONAL REFORM

We get to decide the classroom rules, we have been allotted various duties from the school, and we see if everyone is following them. We have been provided with many classroom materials for various activities and have access to play with available equipment, such as computers.

ABHISHEK RAI*

Grade 4 student from
GPS Bazar Khandepar
*name changed

ABOUT THE PROGRAM

Launched in 2018, the Systemic School Improvement Program (SSIP) seeks to enhance the quality of teaching, learning, and educational governance across Goa's government schools. Implemented by the Directorate of Education (DoE), Government of Goa, in partnership with Adhyayan, the program strengthens the capacity of education leaders to drive sustainable improvement through leadership development, capacity-building, and data-informed action.

SSIP equips leaders at every level of the education system to conduct continuous, evidence-based school assessments using the Shaala Siddhi framework. As a part of the program, all government schools in Goa are distributed into over 140 school complexes (clusters of schools that are feeders to each other). Since its inception, all 824 government schools (currently 772) in Goa have been reviewed by trained teams comprising students, teachers, parents, school leaders, and government officials.

These assessments, which span seven domains of school quality, are followed by monitoring and improvement.

REACH AND IMPACT

3504 documented and verified school-level improvements in 2024-25

772 schools

42,932 children

## IMPROVEMENTS IN CHILDREN'S LEARNING

211 schools
improved on learner-centered standards

eg: assessment, participation, progress tracking, and personal development

Progress trackers helped students monitor their performance and work towards earning more stars.

Many students also took on peer support roles, helping classmates who were falling behind. Schools implemented remedial classes to give additional academic support where needed.
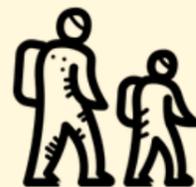
59 schools
improved student attendance

Strategies included home visits to understand reasons behind absenteeism, attendance tracking, parental engagement, and recognition systems for regular attendance.

ADDITIONAL HIGHLIGHTS

Foundational Literacy Pilot in 2 Schools (37 Students)

This pilot was conducted for Grades 3 and 4, aligned with the NIPUN Bharat mission. It involved peer learning with worksheets, flashcards, and resource distribution.

THE AGENCY OF SCHOOL STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

STRONGER SUPPORTIVE COMMUNITY TIES

243 schools

improved on productive community participation this year, gaining increased ability to get community support for infrastructure, volunteering, and more.

393 schools

created their own improvement action plans this year, according to the needs they identified based on their context and requirements. Most frequently chosen areas are:
- Physical safety
- Psychological safety
- Community as a learning resource

11,217 improvements

were achieved by schools in Goa since 2018, leading to better infrastructure, student engagement, teaching methods, inclusion, community participation, and more.

EVIDENCE-BASED SYSTEMIC REFORM

School complexes formalised as units of change

146 hub leaders (39 of whom are mentors) reviewed and refined action plans structured through the Shala Siddhi framework over 500+ meetings

Education officials used school-level evidence in zonal and taluka meetings to prioritise support and guide follow-ups.

53.8% of schools

have participated over four or more annual cycles of school improvement with us since 2018.

The main aim is to bring improvements in schools. If proper guidance is provided to hub schools, teachers can bring lots of improvements in their schools, and when I see the schools working to achieve the goal with each other's cooperation and coordination, it gives me satisfaction and motivation."

PRACTITIONER KNOWLEDGE, CURATED AND CHAMPIONED.

92% of schools

have experienced major improvements since 2018, with **233 schools having seen more than 20 shifts.**

SNEHA GAONKAR
GHS Sheldem, Quepem

26 school heads and teachers

co-created courses on Abhyaas, a learning platform for practitioners.

56 practitioner videos on 46 areas

serve as learning resources for practitioners. 38 of these videos are on the SCERT Goa website.

HOW CHILDREN STUDY IN QUEPEM, SOUTH EAST GOA

At Government High School Ambaulim in the Quepem block, students participate in an annual school election. They form committees focused on health, cleanliness, and hygiene, each with a slogan and a symbol, and through campaigning, voting, and representation, students experience democratic processes first-hand.

Such practices are common across schools in the Quepem block, one of the 12 blocks in Goa. Despite its distance from district headquarters and limited economic opportunities, Quepem has emerged as a strong example of system-wide school improvement. Organised into 11 school complexes (or hubs, as called in Goa), schools in the block have eliminated 1,628 Level 1 areas over the past seven years. This has aligned with the state's goal of 'No School Left Behind', aimed at eliminating level 1s in all areas of the quality framework across schools.

These improvements reflect consistent, documented improvements in classroom practices across schools, including the use of teaching-learning materials, group work, and visible student progress trackers. Block leaders have also mobilised community support to expand access to resources such as sports kits, laptops, and shared learning spaces.

In 2024–25 alone, 708 improvements were recorded across the Quepem schools. These verified changes, identified and prioritised by schools themselves, demonstrate a culture of collaborative leadership, agency, and sustained focus on quality learning for children.

BUILDING A CULTURE OF JOYFUL READING IN GOVERNMENT SCHOOLS

READ-ALOUD IN GOA

I like it when someone reads to us. I have learned new words and now read many storybooks. I share stories at home too.

RAJU SHINDE*

Grade 4 student
GPS Poraskade

*name changed

REACH AND IMPACT

20 schools   **500** children

IMPROVEMENT IN FOUNDATIONAL SKILLS

Reading fluency

- increased from 47% to 63%
- non-readers reduced from 26% to 11%

Verbal participation
grew from 11% to 53%

Reading with interest
rose from 26% to 42%

ABOUT THE PROGRAM

The Read-Aloud Program, in collaboration with the Directorate of Education, Goa, aims to foster a culture of joyful reading in government primary schools. Closely aligned with the objectives of NIPUN Bharat and the National Curriculum Framework (NCF) for the Foundational Stage, it seeks to enhance early language development and build reading habits through simple, consistent, and engaging practices.

The initiative was first launched in Bardez taluka in March 2022, covering 57 government primary schools and reaching nearly 1,800 children. It demonstrated the potential of read-aloud sessions to enhance students' vocabulary, comprehension, and listening skills while promoting a love for reading. The program's success in Bardez laid the foundation for further scale-up, and the program was launched in Pernem taluka in March 2023. In the 2024–25 cycle, a focused intervention was conducted in 5 selected schools to track measurable improvements in key learning outcomes.

Sessions were facilitated by Trained English Teachers (TETs), Adhyayan team members, and community volunteers. The program also included teacher workshops, classroom support, student-led reading corners, and community initiatives.

THE AGENCY OF SCHOOL STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

active reading corners

5 schools set up active reading corners with weekly book-lending systems managed by students.

100+ teachers trained

across three Read-Aloud workshops in June, September, and February. These trainings built the teachers' capacity to improve learning outcomes and increase creative engagement in classrooms.

STRONGER SUPPORTIVE COMMUNITY TIES

Every Home A Library

a community initiative, encouraged at-home reading and received significant parent support.

MOTHER OF A GRADE 2 STUDENT

GPS Poraskade

> My son talks about phonics and reads phonetically. He enjoys bringing books home and asks for help when needed. I've seen real progress.

> Even without a Trained English Teacher, we conduct sessions. Children enjoy books, choose them eagerly, and share what they've read.

SADHNA HARMALKAR

School In-charge,
GPS Tiwade Dhargal

EVIDENCE-BASED SYSTEMIC REFORM

### support from the Directorate of Education, SCERT, and education officials

The program received positive recognition and support from the education officials of Goa, seeding wider adoption of the Read-Aloud approach across other talukas.

HOW A CHILD DISCOVERS THE MAGIC OF SHARED STORIES

Chetan*, a Class 2 student at GPS Poraskade, was initially disengaged during Read-Aloud sessions. He found it difficult to sit through stories and was unfamiliar with letters and sounds. What stood out, however, was his eagerness to interact with peers: an entry point that teachers used to support his learning.

Through the Read-Aloud program, Chetan was introduced to sounds and letters using rhymes, games, and picture-based stories. Gradually, he began recognising sounds, forming simple rhyming words, and sustaining attention in class. The teacher paired him with a peer, and together, they practised sounds. When the peer successfully identified a few letters, both of them were given stars for celebration.

In time, Chetan took on a mentoring role, helping a younger student trace letters during reading activities. He now engages actively with stories, answers comprehension questions, and reads simple words using phonetic cues. While continued support is needed, his journey from a hesitant listener to an engaged learner reminds us about the role of consistent support and joyful learning.
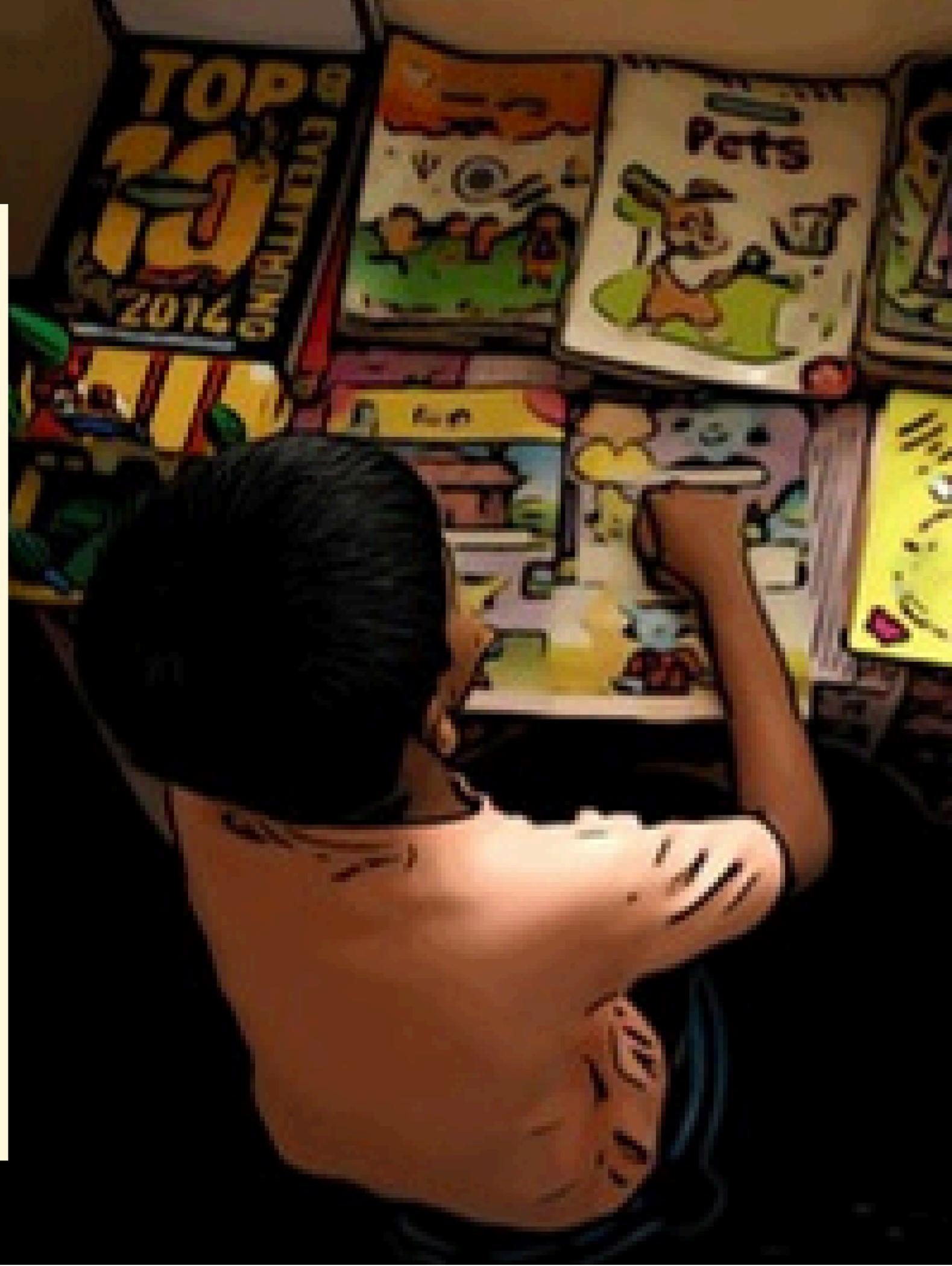
FUTURE-FORWARD CAREER EXPOSURE IN GOVERNMENT SCHOOLS

CAREER COMPASS

The exposure visit to SMRC V.M. Salgaonkar Hospital was amazing. Talking to the Nursing Superintendent helped me understand the hard work and skills needed to become a nurse. I also learned about many jobs in hospitals – this visit has inspired me to think about a future in healthcare.

SHOAIB ALI*

a grade 10 student from GHS New Vaddem, after a career compass exposure visit

*name changed

ABOUT THE PROGRAM

Launched in 2021, Career Compass enables students in Goa's government schools to make informed and aspirational career choices. It reaches all students in Grades 9 and 10 across government high schools in Goa. It offers a holistic approach to career awareness, helping students align their aptitudes, interests, and realities to explore meaningful career pathways.

In partnership with Antarang Foundation and the Confederation of Indian Industry, under the aegis of the Directorate of Education, Goa, and aligned with the National Education Policy (NEP) 2020, the program builds career awareness through industry exposure visits, expert talks, and counseling. It broadens horizons beyond Goa's traditional sectors of tourism and mining, introducing students to new fields and role models.
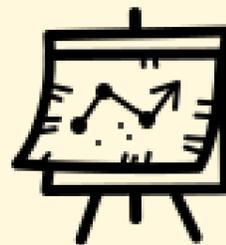
REACH AND IMPACT

78 schools   **3500 students**

IMPROVEMENT IN STUDENT LEARNING

2554 students created their own career plans

450 students participated in a project-based learning initiative

UNLOCKING SUPERPOWER

THE AGENCY OF SCHOOL STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

147 teachers

helped conduct pre- and post-session debriefs, facilitated classroom implementation, and ensured alignment with school timetables.

Peer Learning Community (PLC) sessions

PLC sessions also supported teachers with implementation strategies and helped them share best practices and challenges.

UNLOCKING SUPERPOWER

STRONGER SUPPORTIVE COMMUNITY TIES

111 volunteers
91 local industries

enabled career exposure through expert-speaker sessions and industry exposure visits this year.

30 volunteers & industry experts

participated in **Steering Committee** events, contributing their expertise, networks, and support to strengthen program implementation and sustainability.

HOW LATA DISCOVERED THAT SHE COULD BE A FASHION DESIGNER

Lata had always been curious about the art of making clothes, but she didn't know where to start. With no prior knowledge of tailoring, she began with hand stitching. Encouraged by her supportive parents, she soon requested a sewing machine to develop her skills further. Lata watched YouTube videos with great attention to detail, continuously improving her techniques.

Lata, an alumna of GHS Honda, credits Career Compass for being a crucial turning point in her journey. Her school's exposure visit to the Industrial Training Institute (ITI) Honda inspired her to realise that she could turn her hobby into a profession.

Through various sessions and personal research, Lata discovered she could complete her 12th grade through distance education while simultaneously pursuing her fashion design course at ITI Honda. Her perseverance and dedication paid off when she successfully secured admission to ITI Honda! Throughout her journey, the unwavering support and guidance from her parents were invaluable.

ABOUT THE PROGRAM

Field Connect was launched to aid in improving sports facilities in government schools in Goa, bridging the gap in sports opportunities between students in government schools and their peers in aided and private schools. The program is currently active at Government High School (GHS) Revora-Nadora and Government Primary and Middle School Thivim, along with primary schools from both complexes (or hubs as called in Goa) participating.

The program aims to promote physical well-being, discipline, teamwork, and holistic development by integrating a structured sports curriculum, professional football coaching, and upgraded infrastructure into the school experience. Students receive football kits including boots, socks, shin guards, jerseys, and shorts, and schools are equipped with coaching infrastructure such as netting, cones, and training balls. The program also places a strong emphasis on empowering girls through access to expert training and exposure to competitive play.

The initiative was officially launched at GHS Revora–Nadora on 17 September 2024 by former Headmaster Mr. Sanjay Divkar. It was started at GPMS Thivim on 10 December 2024.

REACH AND IMPACT

5 schools   **100 students**

IMPROVEMENT IN STUDENT LEARNING

129 coaching sessions

Increased participation and enthusiasm for sports, especially among girls.

Observable improvement in student engagement, confidence, discipline, and teamwork

UNLOCKING SUPERPOWER

STRONGER SUPPORTIVE COMMUNITY TIES

15 children from the **Revora community**, from various schools, enrolled in the Field Connect program during Diwali vacation. The participation of these students reflects the learning, connection, and opportunity that the sporting lessons become a hub for.

Local government support has also been crucial. The Thivim panchayat passed a resolution allowing twice-weekly use of the community playground for football coaching. The Revora panchayat similarly celebrated the GHS Revoda girls' team's success by featuring their achievement on its public notice board.

Active community involvement is an integral part of the program's success. Refreshments are prepared by a local woman, and buses for tournaments are hired from a community member, fostering economic benefits for local families. When a private bus damaged a boundary net pole, the community promptly repaired it, demonstrating growing responsibility for shared resources.

LITTLE GAURS LEAGUE 2024

SPOTLIGHT ACHIEVEMENT

Two teams from GHS Revora–Nadora participated in the Little Gaurs League 2024 - Tuem Zone, a premier grassroots football tournament hosted by the Forca Goa Foundation, Goa's leading football club.

- The Under-12 Boys team played 16 matches, building experience, sportsmanship, and confidence along the way.

- The Under-13 Girls team played 8 matches and secured third place in the league. Each of the 12 girls received a Bronze Medal, and Pranjal*, a Class 6 student, was recognised as the tournament's 'Most Promising Player'.

#BEAGAMECHANGER

FROM FIRST-TIME PLAYER TO 'MOST PROMISING PLAYER'

Pranjal*, a student of Class 6 at GHS Revora-Nadora, had never played football before. Sports was not a part of her everyday life, but everything changed the day a coach visited her school for the first time. Inspired by the coach's words and presence, Pranjal boldly declared, "I want to become a football player like her."

*name changed

Pranjal grabbed the opportunity to play and began attending regular football practice. Her dedication stood out: it was evident that she was giving every session her 100%. Whether it was a hot day or a tiring drill, Pranjal showed up unwaveringly.

Pranjal grew more confident with each session, developing her skills and game sense. Her dream of becoming a good player was important to her, and it showed in her rapid progress on the field.

Her breakthrough came during the Little Gaurs League, where her performance was outstanding. The coaches and in-charges at the league quickly noticed her sharp ball control and instinctive timing: she knew exactly when to pass, when to defend, and when to shoot. She was awarded the 'Most Promising Player of the tournament'! Pranjal's award reminds us of the difference sports can make as part of holistic education.

ITS AN EQUAL PLAYING FIELD

ElevatED

ARUNACHAL PRADESH: HOLISTIC DEVELOPMENT OF THE SCHOOL ECOSYSTEM

I felt very motivated meeting all the fellow subject teachers of Chongkham and learning how to engage students using the play-way method in the peer learning circle conducted by Adhyayan Foundation. I look forward to such sessions in the future.

SHRI. C.M NAMCHOOM

PRT, GUPS Momong

ABOUT THE PROGRAM

The program aims to enable holistic development across school complexes by helping them conduct self-reviews, create evidence-based action plans, and track their progress over time. This aims to improve the quality of government education in these complexes through systemic improvement. The initiative also focuses on building the capacity of district and block-level officials to lead this process independently, ensuring its long-term sustainability.

A key priority that the state administration in Arunachal Pradesh has wanted to address is Class 10 results and the pass percentage of students. Across India, these results are often a barometer for the health of an education system, not because of the marks themselves, but because they reflect how well our systems support students' learning. Supported by Adhyayan, the district has embedded the goal of improved learning outcomes into the wider process of school improvement.

In February 2025, an MoU was signed with the Department of School Education to expand the program to all districts across Arunachal Pradesh in a phased three-year plan.

REACH AND IMPACT

270+
schools

13000+
children

IMPROVEMENT IN FOUNDATIONAL SKILLS

Increased use of Teaching-Learning Material

Through the program, teachers are designing lesson plans that prioritize learning outcomes and creativity, while Teaching-Learning Materials (TLMs) (often crafted by students themselves) are bringing lessons to life.

38% TO 87.8% – HOW CLASS 10 RESULTS SKYROCKETED IN LOWER DIBANG VALLEY OVER TWO YEARS

SPOTLIGHT ACHIEVEMENT

In 2022–23, the Class 10 pass percentage in Lower Dibang Valley stood at 38%, well below the national (93.12%) and state (39.42%) averages. Recognising this as a collective challenge, the District Administration partnered with Adhyayan Foundation to embed improved learning outcomes within the broader school improvement process.

Teachers, school heads, and officials worked together to identify learning gaps and co-create strategies to support students. Professional Learning Communities (PLCs), along with mentorship, counselling, and mid-day meal support, helped create a more enabling environment for children.

By 2023–24, the district's Class 10 pass percentage rose to 68%, and in 2024–25, it reached 87.87%, the highest in Arunachal Pradesh.

SAUMYA SAURABH
IAS, Deputy Commissioner

I didn't think we would see results this soon. These are the same students, the same teachers. A little push — and look where we are.

THE AGENCY OF SCHOOL STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

132 schools

created their improvement action plans based on their identified needs.

Most frequently chosen areas:
- Lesson planning
- utilisation of TLMs
- enabling learning environment

330 leaders were trained and certified

These leaders are now driving school-level action with greater ownership, using data and reflection to improve teaching-learning practices.

The training on TLM and lesson planning made a huge difference. It empowered our teachers to innovate and adapt their methods, and the results are visible.

MRS YAMAN PERTIN
School Leader, KGBV Dambuk

STRONGER SUPPORTIVE COMMUNITY TIES

Community participation got incentivised and activated in Sagalee

This greatly increased the amount of community support received by schools in the district.

Schools' infrastructures improved due to community-driven contributions of desks, chairs, and whiteboards.

GUPS Mepsoro, a school that had been close to shutting down, got revived because of community activation and support.

EVIDENCE-BASED SYSTEMIC REFORM

The District Task Force and Block Task Force activated

to support improvement in class 10 pass percentages in East Kameng, Lower Dibang Valley and Namsai.

Professional Learning Communities were also activated for teachers to support and learn from each other.

PRACTITIONER KNOWLEDGE, CURATED AND CHAMPIONED.

5 school heads and teachers
co-created courses on Abhyaas, a learning platform for practitioners.

9 videos created
with practitioners in schools, to serve as learning resources.

A THRIVING KITCHEN GARDEN AMID HOLISTIC LEARNING EXPERIENCES AT GPS ASALI

Located three kilometres from Roing Township, Government Primary School Asali integrates learning with everyday life. Teachers and students collectively tend to a kitchen garden, growing rows of bananas, tapioca, chilies, spinach, potatoes, onion, grams and ginger. Freshly harvested vegetables from this garden are used in the school's mid-day meals, supporting children's nutrition alongside learning. The school also conducts regular plantation drives, engaging students in caring for their environment and building a sense of shared responsibility.

At the heart of the school's success is its dynamic leader, Mrs. Moina Lego, who also won the governor's state award for best teachers. With her leadership and determination, teachers have adopted a hands-on approach to teaching, consistently using Teaching-Learning Materials (TLMs) to make classrooms more interactive and engaging.

As part of the school improvement process, GPS Asali identified learner participation, an enabling learning environment, and lesson planning as priority areas. Targeted support and TLM-focused trainings helped teachers strengthen experiential learning practices and deepen student engagement, building on innovations already present in the school. "Education is not just about books; it is about nurturing young minds to understand and respect their surroundings," says Mrs. Lego.

ElevatED

TRIPURA: EFFECTIVE GOVERNANCE THROUGH SCHOOL COMPLEXES

We are focused on identifying student challenges and addressing them. Our goal is to make school a place children yearn to come to, reducing the drop-out rate and bringing every child under the spectrum of education.

IPSHITA DATTA

Complex Leader, Satrugna Para High School, South Tripura

SBI FOUNDATION
Service Beyond Banking

SBI card

dalyan

REACH AND IMPACT

721 schools

95000 children

IMPROVEMENT IN FOUNDATIONAL SKILLS

Improved learners' attendance

Well-planned classroom sessions

Increased participation in scholastic and co-scholastic activities

Monitoring of learners' progress

More conducive learning environments

ABOUT THE PROGRAM

Launched in 2021 under Samagra Shiksha Abhiyan, the Effective Governance through School Complexes program, aligned with the NEP 2020 vision, aims to foster holistic school improvement through collaboration and shared accountability. Initially piloted across 210 schools in Dhalai and South Tripura, the initiative has since expanded to 1,440 schools organized into 127 school complexes.

Using the Shaala Siddhi framework, schools conducted self-assessments, developed evidence-based action plans, and participated in regular mentoring and review processes. Over 600 schools have shown measurable improvements in pedagogy, attendance, and community engagement.

To sustain and scale this work, Adhyayan supported the Government of Tripura in developing the Tripura School Quality Assessment and Accreditation Framework (TSQAAF): a contextualized state-wide quality benchmark with 7 domains and 46 standards. With support from the Dalyan Foundation, the program is now deepening in Manu and Chawmanu blocks in the aspirational districts of Dhalai, focusing on empowering communities, strengthening Professional Learning Communities (PLCs), and fostering collaborative accountability.

Key activities include restructuring School Complex Management Committees (SCMCs), conducting regular SCMC and complex meetings, facilitating school reviews and action planning workshops, and initiating support visits to help schools work toward becoming "good schools" under the TSQAAF framework.

THE AGENCY OF SCHOOL STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

721 schools

created their improvement action plans based on their identified needs.

Most frequently chosen area:
- Learners' attendance

STRONGER SUPPORTIVE COMMUNITY TIES

Community-driven school improvement, accountability

through active participation in School Complex Management Committees by parents and community members.

Communities initiated steps such as:
- constructing boundary walls in the schools,
- resolving issues related to water facilities in schools
- mobilising panchayat funds for repairing school buildings

EVIDENCE-BASED SYSTEMIC REFORM

The Tripura School Quality Assurance and Assurance Framework (TSQAAF) was created

to adapt the Shaala Siddhi framework to the contextualized needs of schools in Tripura and embed systemic school improvement into the state's education policy.

PRACTITIONER KNOWLEDGE, CURATED AND CHAMPIONED.

6 school heads and teachers

co-created courses on Abhyaas, a learning platform for practitioners.

> As a complex leader my role has been to help develop all the schools under my complex along with my school. For this i sometimes need their support, I am also learning and growing with them. All the schools upgrade together, I strive to make this happen.
>
> From Domain 1, we have selected Standard-5, which involves setting up a library. Our school didn't have a library –– after choosing this standard, we innovatively created a library corner by building a partition in one of the original rooms. In this library, students now go routinely and actively read story books.

SANJIT KUMAR MALAKAR
Harina Complex School Leader

> The TSQAAF will enable the State to identify the challenges related to quality education and infrastructure within school complexes and take appropriate corrective measures to address them.

MR. RAVAL HAMENDRA KUMAR
IAS, Education Secretary, Govt. of Tripura

"BEFORE, WE ONLY USED BOOKS, BUT NOW WE GET TO USE TREE LEAVES, GLOBES, AND EVEN A TELESCOPE."

A CLOSER LOOK AT THE CHANGE IN GARDHANG SB SCHOOL

Students at Gardhang Senior Basic (SB) School shared how new learning materials and daily quizzes after morning assembly have made learning more enjoyable and interactive. "We learn new facts about the world, and it's fun to compete with our friends," one student noted.

Another student talked about how their teacher, Subrata Sir's methods has made a big difference. "He explains complicated things in a way that's easy to understand," they said.

Serving largely tribal communities, the school had earlier faced challenges with attendance and drop-outs. In response, the school leader prioritised improving attendance, along with strengthening lesson planning and tracking student progress.

The school moved from Level 1 to Level 2 in Class Management. Clear classroom routines, visible "Do's and Don'ts" posters, and reinforced expectations during assemblies helped create a structured and supportive environment: one where children feel safe, focused, and ready to learn.

In the story called 'Ekki Dukki,' Ekki helps others, so in our lives, we should also help each other. I like reading storybooks because they have interesting pictures. I enjoy looking at the pictures, even if I can't read all the words. I especially love the books that have only pictures and no text!

TARA JADHAV*

Grade 3 student,
MNC School no. 26 Jaibai
*name changed

KALYAN
READ-ALOUD

ABOUT THE PROGRAM

In 2024, AQEF, in partnership with SAJAG, initiated the Read-Aloud program in 50 government primary schools under the Kalyan-Dombivli Municipal Corporation (KDMC). The program started in August 2024.

SAJAG Trust's presence and engagement within the KDMC region since 2022 positioned them as an ideal partner for this program. Since 2016, their sustained work in literacy pedagogy and community libraries has demonstrated a strong commitment to educational equity and contextual relevance. This made them especially well-suited to support the adaptation and dissemination of AQEF's work in Marathi, enabling wider access and resonance among local teachers and a broader network of practitioners.

The program aims to establish a love for learning, strengthen literacy outcomes, and nurture imagination, thinking skills, and socio-emotional growth among government primary school students.

REACH AND IMPACT

50 schools   **1040** children

IMPROVEMENT IN FOUNDATIONAL SKILLS

171 books distributed
along with book bags

48 teachers trained
on conducting Read-Alouds

UNLOCKING SUPERPOWER

THE AGENCY OF SCHOOL STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

50 reading corners set up
with contextually appropriate books and maintenance stationery.

HOW SARTHAK* BECAME A STORYTELLER

MNC No. 26, Jaibai School caters children from diverse linguistic and cultural backgrounds, many from migrant families. One of these students is Sarthak*, a Grade 3 student, who could decode words but showed little interest in reading at the start of the 2024 school year. Textbooks felt disconnected from his world, and reading was unengaging.

In September 2024, the introduction of colourful, contextually relevant storybooks and regular read-aloud sessions brought in change. With expressive storytelling and easy access to books through classroom racks and book bags, Sarthak began reading independently during breaks.

Over time, he started reading aloud to younger students during morning assembly, gaining confidence and fluency. Today, Sarthak also creates and narrates his own stories in class, emerging as a confident reader and role model for his peers.

The books provided in schools for the read-aloud program are age-appropriate and have good-quality content. They reflect students' emotional and social aspects. This program supports students' language development, imagination, and more. I request you to conduct more school visits, if possible.

MRS. NILAM
Teacher, MNC School
86/2 Dombivli

*name changed

ElevatED

NAGALAND: BUILDING RESILIENT LEARNING COMMUNITIES

The PLC gave me a platform where I can share problems, develop ideas, find solutions and improve myself. In the PLC, I found motivation and courage. The Teacher Competency Framework has been especially useful in measuring myself as a teacher.

ROKOVONO MEYASE
Math President of Kohima district
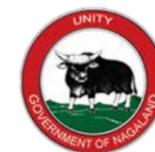
DEPARTMENT OF SCHOOL EDUCATION
GOVERNMENT OF NAGALAND

THE WORLD BANK

P3
CONSORTIUM

ABOUT THE PROGRAM

As a key partner in the Government of Nagaland's World Bank-funded **NECTAR initiative**, Adhyayan (alongside YouthNet, Samarthya, and Adhyayan Quality Education Services) has supported the State in strengthening education governance through a multi-pronged, system-wide approach.

Under the School Review and Improvement Program (SRIP) launched in 2023, 1,427 of 1,915 schools have been reviewed, with the remainder in progress. With schools clustered into 463 peer groups, 110 District Resource Group members were trained by State Resource Group members, and 763 Peer Group Leaders were trained to assess schools using the State's quality framework and plan improvement journeys. Over 315 leaders are now recording improvement progress through SUDHAAR, the mobile app for monitoring and tracking school improvement data.

To facilitate peer learning and collaboration among educators, Professional Learning Communities (PLCs) have been established in all 16 districts, with over 7,000 teachers registered. 366 mentor teachers were trained by Subject Matter Experts to lead these PLCs, resulting in more innovative pedagogical practices. Stories indicating improved student engagement have been pouring in since.

The School Leadership Development Program (SLDP) has trained 313 principals and headmasters (more than double the usual number), strengthening school leadership and management.

Additionally, district-level resource mapping, role clarification, and information flow between institutions are underway to improve local governance. To strengthen community participation, a guidance document for SMC/SMDCs aligned with the RTE and NEP has been developed, and the NECTAR performance incentive grant is deepening community ownership of schools.

REACH AND IMPACT

1915 schools

1,37,000 children

THE AGENCY OF SCHOOL STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

1470 schools completed evidence-based collaborative reviews

Over 350 of these schools have begun the improvement journey by selecting at least one standard to improve on, resulting in a total of over 1700 action plans created using the SUDHAAR App.

Over 7000 teachers registered to be part of Professional learning communities for 10 identified subjects.

EVIDENCE-BASED SYSTEMIC REFORM

463 peer groups of schools

created to decentralise governance, enable on-site, need-based support, and support school reviews and teachers' continuous professional development.

Subject-specific peer learning communities

created to provide decentralised professional development for teachers, anchored by Subject Matter Experts.

Cascaded model for leadership & teacher development.

A State Resource Group receives training from Subject Matter Experts, which is then rolled out to the District Resource Group.

Technology-enabled governance & decision making

instituted through SUDHAAR, an app for monitoring school review data, and a school review software, facilitating access to real-time data and enabling data-driven decision-making about school needs.

Courses on Abhyaas mapped to role-specific competencies

provide need-based support to teachers in their professional development. They also enable the systematic tracking of Continuous Professional Development hours at the state level.

PRACTITIONER KNOWLEDGE, CURATED AND CHAMPIONED.

### 6 school heads and teachers

created courses on Abhyaas, a learning platform for practitioners

PARTICIPATION AND INNOVATION: LEARNING EXPERIENCES IN TWO SCHOOLS IN NAGALAND

An 11th-grade student at Mayangnokcha Government Higher Secondary School, Mokokchung, spoke about being positively surprised by the school's vibrant learning environment, admiring the active participation and innovative teaching she found. In Ms Imonenla's Sociology class, interactive activities such as quizzes made learning engaging for her. Unlike the usual solitary review of notes, they offered immediate feedback and helped her identify areas for improvement.

Students from Rüzhükhrie Government Higher Secondary School, Kohima, similarly highlighted how supportive teaching helped them adapt to the school environment. In Ms Rokovono's Mathematics class, peer learning, individual support, and ample practice time boosted students' confidence.

Students valued the balance between theory and real-life application in Rüzhükhrie GHSS. They also appreciate the student-driven approach to classroom management, where they have established their own rules and consequences. For example, students who do not pass an exam are required to present their mistakes and corrections to the class, reinforcing their understanding and accountability.
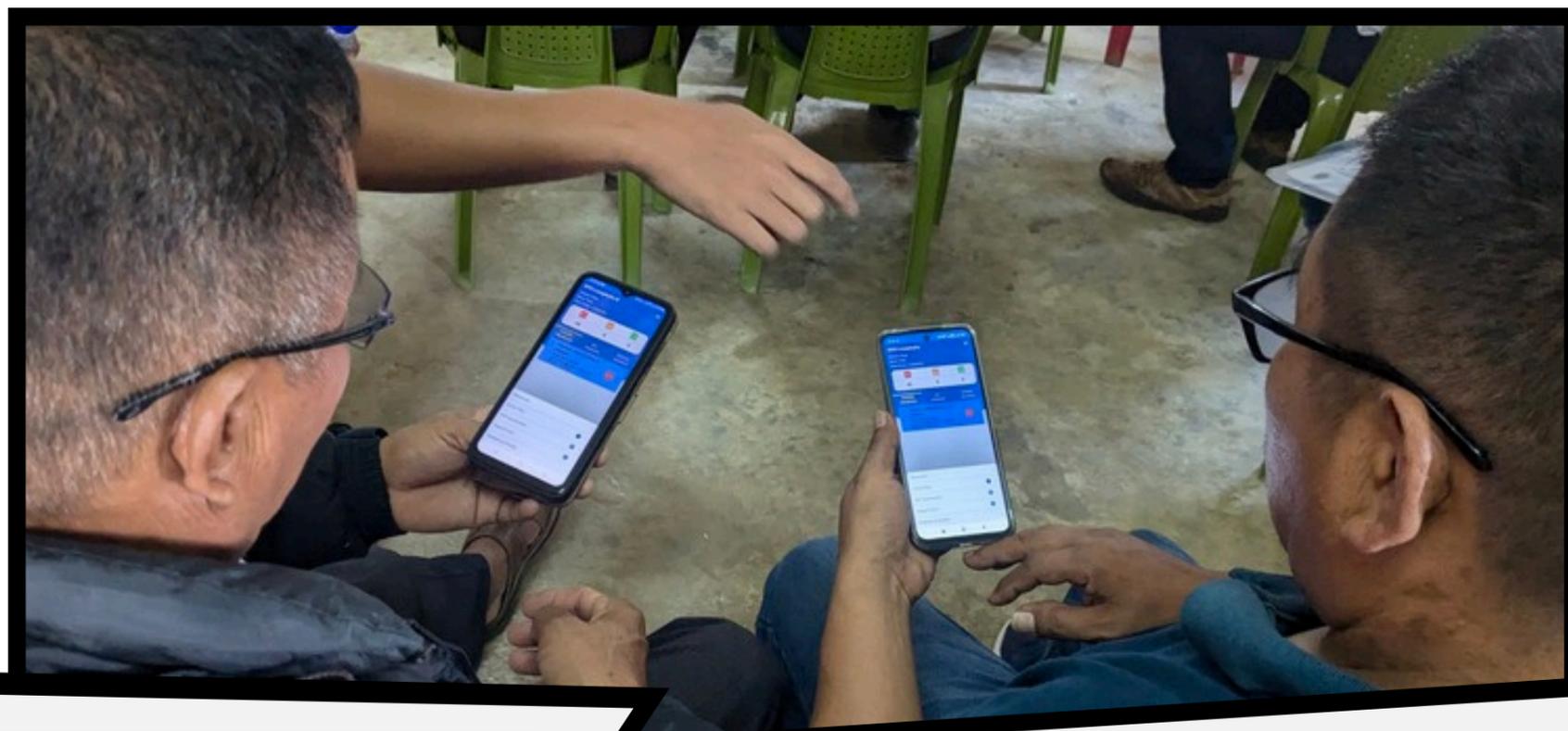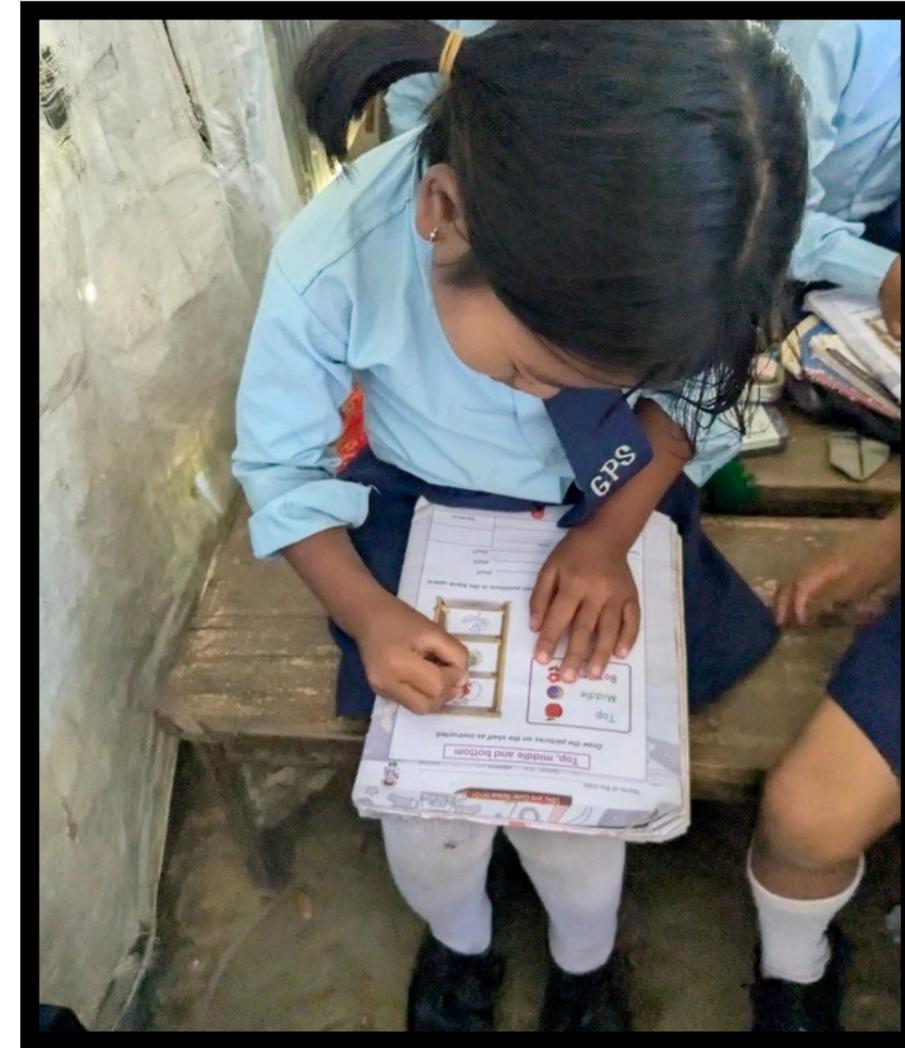
ABHYAAS: A BODY OF PRACTITIONER KNOWLEDGE

SVP INDIA

REACH AND IMPACT

2164 users enrolled

327 active users

ABOUT THE PROGRAM

Abhyaas is a practitioner-centered Learning Management System developed to address knowledge transfer challenges in education. Built on the open-source Moodle platform, it helps educators become active creators of knowledge (and not just passive recipients of training). To date, 70 courses have been developed by 69 contributors from the educational community.

The platform serves three core functions: building Adhyayan's internal capacity across seven states, sharing knowledge externally with school leaders and government officials, and facilitating collaboration with civil society organizations. Abhyaas enables self-paced learning, peer-to-peer knowledge exchange, and the creation of hyper-localized content that responds to practitioners' real needs rather than offering standardized solutions.

Currently, 2,164 users are enrolled across states such as Nagaland, Goa, Tripura, and Arunachal Pradesh, with 327 active users. Content creation has grown rapidly, adding 44 new courses in varied formats: 9 Fundaar series courses, 20 Voices from the Field modules, and 15 additional resources including good practice posters and collaboration materials this year.

This year, Professional Learning Communities (PLCs) have emerged as a key feature, fostering peer-to-peer learning and expanding beyond internal teams to include open events that promote cross-institutional collaboration. Partnerships have also strengthened the ecosystem, with organizations like Arpan (child safety education) and Saturday Art Class (social-emotional learning) contributing to course development.

THE AGENCY OF SCHOOL STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

2164 users

enrolled on the platform

327 users

actively using the platform

69 practitioner-led courses

co-created and uploaded.

STRONGER SUPPORTIVE COMMUNITY TIES

11 civil society organisation partnerships

enabled collaborative learning that transcends organisational boundaries

15 civil society organisations, educational institutions, and funding partners came together at the Abhyaas launch event in June 2024.

EVIDENCE-BASED SYSTEMIC REFORM

Abhyaas has achieved institutional integration within government education systems across four states.

Nagaland

the platform is embedded in official training curricula for 356 Educational Managers and School Heads.

Goa

DDEs mandated course completion during ZPT meetings, reaching 87 Hub Leaders across all three zones.

Tripura

oriented 206 Block and Cluster Resource Persons and integrated Abhyaas into action planning across three educational complexes.
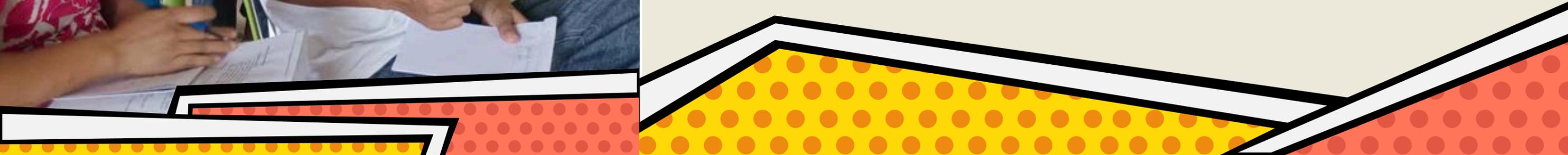
Arunachal Pradesh

used the platform during official school reviews covering 30-40 schools, with Deputy Commissioner engagement in Tawang signaling administrative buy-in for scaling practitioner-led learning within government frameworks.

ABHYAAS STRENGTHENING SCHOOL IMPROVEMENT THROUGH SHARED PRACTICE AND REFLECTIVE REVIEW

SPOTLIGHT

To improve schools for every child, education leaders and practitioners need consistent opportunities to learn from each other's experiences, reflect on what's working, and make evidence-informed decisions. Civil society organisations play a crucial role in creating these opportunities. Abhyaas was built to support exactly this: enabling practitioners to internalise quality standards, conduct reviews with objectivity, and deepen their practice by learning from others.

In Maharashtra, the Akanksha Foundation used Abhyaas to directly train 56 team members and reach over 100 more indirectly, supporting quality improvement in 180 schools across Pune and Nagpur. Practitioners responded positively to the experience, describing it as both empowering and insightful.

In Mumbai, Apni Shala Foundation used Abhyaas to train 6 members in school review processes, impacting one school and benefiting 200 students.

I enjoyed the process, although it was an evaluation process. I considered it a formative assessment to reflect on the project intervention. I was able to think of questions to ask stakeholders to understand them better. I learned how to verify an impact point and how to keep objectivity at the centre during evaluation.

SHARDOOL
Project Manager

It was amazing. Whatever we learned from your training, we used during the evaluation, which helped us a lot. The school quality tool made it easy for us. The process was smooth and a great learning experience.

ASHISH SHARMA
Senior Associate, HM Development

OUR WORK IN LIBRARIES

Arts & Recreation

Playground & Sports

Professional Development

Vocational Guidance

• Support from DIET

Shared Human Resources

THE SCHOOL COMPLEX AS AN

Counseling

Shared Facilities

MAKER SPACE

LIBRARY

ECOSYSTEM

Health & Nutrition

Support for CWSN

PLCs
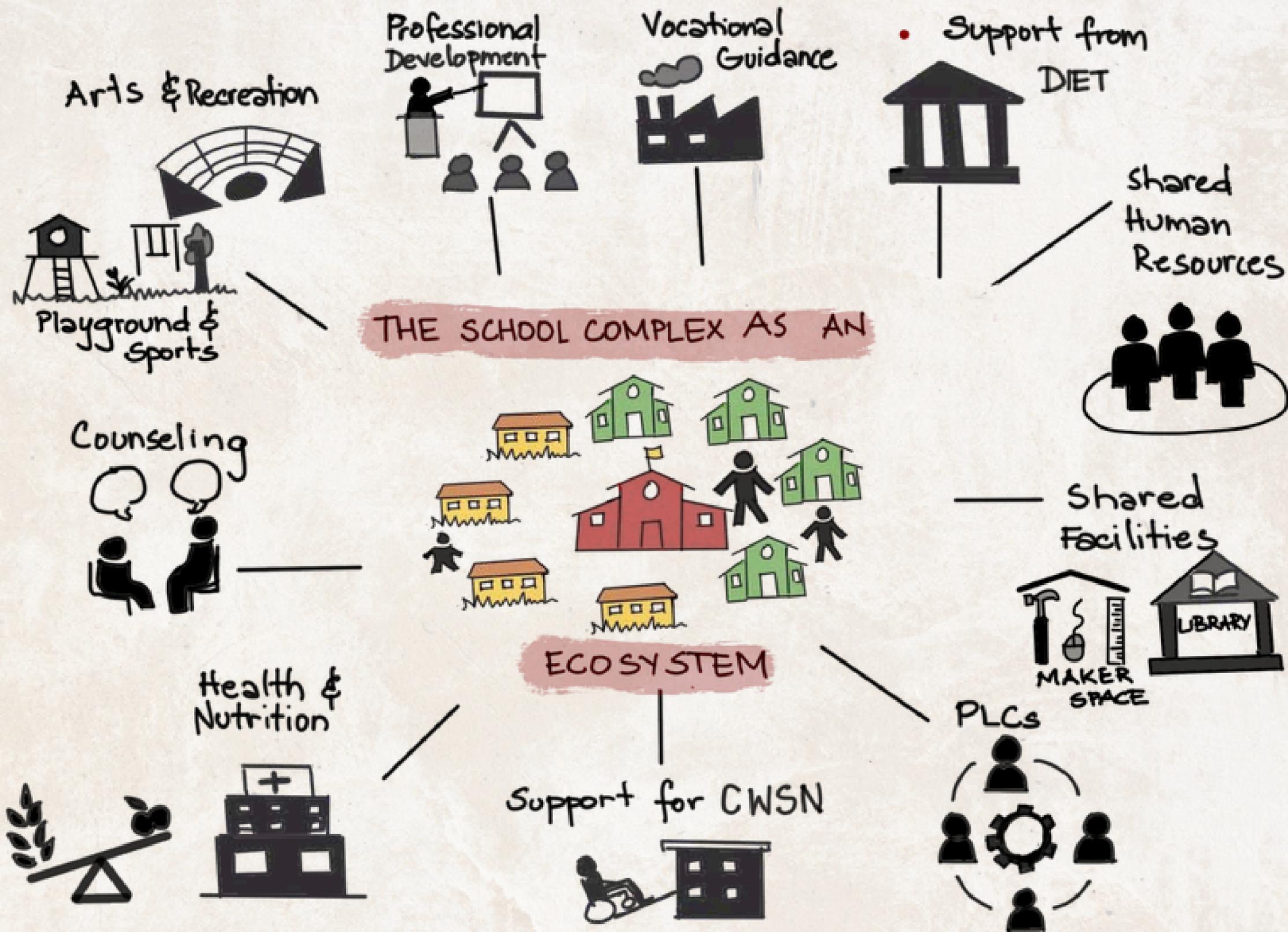
Adhyayan's vision of the school complex goes beyond schools in a cluster working together. It encompasses all the community resources around the school as partners in the child's educational experience/journey forming an ecosystem of support for the child.

Libraries are a key component of this ecosystem. To this end, Adhyayan has been partnering with state governments and other institutions to make libraries spaces **where learning is playful, children have a voice, and can discover what they're good at.**

CHILD-FRIENDLY LIBRARIES IN KARNATAKA

In 2022, Adhyayan undertook a pilot program in two districts in Karnataka — Kodagu and Bengaluru Urban — to train gram panchayat librarians to conduct read-aloud sessions for children after school hours. The effect of this simple intervention was astounding. The number of children flocking to the libraries rose fourfold. The librarians who, until then had done mainly clerical work in their libraries began to see themselves as more than mere custodians of the space and felt seen, heard and valued by the community.

The success of the pilot led to an expansion in the following year to four more districts — Tumakuru, Belagavi, Chikkamagluru and Kolar — taking the reach of the program to from 100 to 1200 + gram panchayat libraries.

In 2024, the Panchayat Raj Commissionerate asked Adhyayan to partner with Children's Movement for Civic Awareness (CMCA) and Nature Conservation Foundation (NCF) — who were also running training programs with gram panchayat librarians — to create a training module so that all 6000 gram panchayat librarians could be empowered to make their libraries into child-friendly spaces.

Even though I have a college degree and a Library Science degree, I used to feel unsure about leading training sessions for my peers. But this training gave me the confidence and tools to guide and inspire the librarians in my taluk. They now appreciate the ideas I share, which makes me feel valued and respected. I can clearly see that a reading culture is taking root in our taluk libraries too. I have eight years left in my service, and I'm committed to making sure all our taluk librarians continue to actively engage children through meaningful library activities.

TRIVENI, H. S.
Librarian at Malappanahalli G. P Library in Chitradurga

UNLOCKING SUPERPOWER

THE AGENCY OF STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

178 gram panchayat librarians &

170 District Training Coordinators

from 31 districts

were trained to train the librarians in their talukas to make libraries child-friendly spaces.

The collaborative program gave the master trainers the exposure and the skills to various activities so that they could design their own library programs.

UNLOCKING SUPERPOWER

STRONGER SUPPORTIVE COMMUNITY TIES

School children are free to come to the library to read, play games, and learn about civic awareness and nature.

The librarians go to schools and anganwadis near their library to conduct sessions with students

UNLOCKING SUPERPOWER

EVIDENCE-BASED SYSTEMIC REFORM

The program was supported by

- Rural Development
- Panchayat Raj Commissionerate
- State Institute of Rural Development

Librarians continue to conduct sessions at the libraries and post pictures on the WhatsApp group.

SRISHTI CHANDWADKAR

Educator

LIBRARIANS OF INDIA

What started off as an experiment is slowly growing into a thriving community of librarians. Our work with the librarians in Karnataka motivated us to seek librarians across the country and celebrate them. The initial idea was to create a coffee table book about librarians. This later took the form of a website with stories about librarians from across the country. We collaborated with EkStep Foundation to host an online event where some of these librarians were invited to share their stories and interact with the audience. The success of this event made us realize the widespread interest there is in this space and we experimented with socializing the concept further through social media.

With the help of two seasoned library professionals, Nirupama Kaushik and Apeksha Harsh, we began to post regularly on LinkedIn and Instagram. In a short span of time, the interest in these posts began to escalate and the number of followers rose. The online events that we organized were also well-attended making us realize that we were meeting a need for such a community.

UNLOCKING SUPERPOWER

THE AGENCY OF STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

pro tips & book recommendations

curated events

based on librarians' needs

HTPF DOORBEEN LIBRARY PROGRAMS: MIDLINE STUDY

H. T. Parekh Foundation has been supporting several civil society organizations (CSOs) under Doorbeen — an initiative to support school and community libraries. In 2024, they asked Adhyayan Quality Education Foundation (AQEF) to undertake a baseline review of the library projects they supported to help them assess these projects.

AQEF developed a holistic diagnostic tool to review these libraries. Five Key Performance Areas (KPAs) were identified — the Library Space, the Library Resources, the Library Program, the Child, and the Library Educator/Facilitator. A team of library professionals approved by HTPF worked together to create this tool. A baseline study was conducted using the diagnostic framework in early 2024.

A year after the baseline study, H. T. Parekh Foundation wanted to assess whether their partners had worked on the recommendations of the report and do a midline study. This study would focus on only two Key Performance Areas — the Child and the Library Educator / Facilitator. Also, they wanted to limit this midline review to two of their partners — Ayang Trust and Eklavya Foundation.

> It was a wonderful learning experience for the team to have the Adhyayan team as an assessment partner for our program. Their suggestion, recommendations, and insights were instrumental in identifying the bottlenecks and strengthening the bridge to enhance overall impact. Going forward, their continued engagement in evidence-based evaluation and thoughtful insights can further help the program evolve into a robust model with cross-context relevance.

NITAI DAS

Co-Project In-Charge
LARI, Eklavya Foundation

FIVE KEY PERFORMANCE AREAS

Library Space

Library Resorces

Library Program

The Child

The Library Facilitator

UNLOCKING SUPERPOWER

THE AGENCY OF STAKEHOLDERS TO IDENTIFY AND ACT ON THEIR NEEDS

Members from each of the organizations participated in the review process. The final report was shared with the organizations and they had the agency to choose priority areas for strengthening their libraries.

ORGANISATIONAL LEARNINGS

Across 2024–25, Adhyayan's partnerships with state governments across Nagaland, Tripura, Arunachal Pradesh, Goa, Karnataka, KDMC, and several ecosystem partners reveal a consistent set of lessons about how systems become more result-oriented. Systems change happens when roles, routines, resources, and relationships shift together—powered by practitioner agency, strong governance, and data that builds shared understanding. Our overarching insight is that systems change to change the result, not through isolated programs but when roles, routines, resources, and relationships are realigned in service of quality learning.

We work less as program implementers and more as knowledge partners, strengthening state governance capacity and the capacity of social entrepreneurs to contribute to a body of knowledge that offers choice and agency to practitioners in the government space. Our biggest surprise has been consistent small movement towards quality that proves the ecosystem is more capable of change than it appears when it has support, clarity, and a safe space to try and sometimes even in the face of seemingly insurmountable barriers.

WORKING WITH FRAMEWORKS CREATED COHERENCE AND CONVERSATIONS.

In Goa, the correspondence of standards within Shaala Siddhi is enabling schools to choose more standards for improvement than the previous year, demonstrating deeper understanding of the connections between standards. In Tripura, educational complex leaders interact with Goa's hub leaders, appreciating the learning they get from each other. A common language of quality acts as a systems anchor, enabling teachers, school heads, and district officers to pull in the same direction. We are learning to identify who makes the decisions, how information flows, and what accountability means at each level in each geography so that we can make deliberate connections between people.

DISTRICT LEADERSHIP IS THE CORE DRIVER OF SYSTEM CHANGE.

District leadership emerged a while ago as the engine of sustainable change. In Dhalai and South Tripura, block and district teams conduct independent school visits, lead review meetings, and map Aspirational Blocks to support planning. In Nagaland, the low use of the SUDHAAR App data is surfacing gaps in district-level understanding, prompting us to undertake district roadshows to strengthen alignment between state intent and district action. These shifts validate our insight that state reforms take root only when middle-level leadership understands expectations and is supported to act upon them.

TEACHERS CHANGE PRACTICE WHEN THEY SEE HOW, NOT WHEN TOLD.

We are discovering that classroom-level change happened fastest when teachers are shown how to improve practice. Peer learning from teachers in their own context, rather than training alone, shifted routines. In Arunachal Pradesh, activity-based teaching, TLM-rich classrooms, and peer-led learning spread rapidly once demonstrated. In KDMC, the thoughtful selection of bilingual, inclusive books is leading to an unexpected outcome: children have begun reading independently, creating a new learning routine in classrooms. These examples reaffirm that top down change is slower and more labour intensive than lateral or horizontal peer-led change.

DATA SHIFTS RELATIONSHIPS FROM MONITORING TO SHARED PROBLEM-SOLVING.

Data serves as a relationship tool rather than a monitoring tool. In Nagaland, the PLC attendance and SUDHAAR App data help identify early adopters and make it possible to design targeted interventions. In Goa, Hub profiles enable identification of high-performing schools and facilitated peer learning. In Tripura, data highlights differentiated teacher support needs. Across states, we note that data is driving change - not by increasing reporting, but by strengthening feedback loops and enabling leaders to ask better questions. Districts that embraced inquiry—"Why is this trend emerging?" "Which school is an outlier?" were the ones in which consistent change took place.

GOVERNMENT OWNERSHIP DEEPENS WHEN GOVERNANCE IS STRONG.

Government ownership deepens when we engage as a knowledge partner. In Karnataka, the "Creating Child-Friendly Libraries" course is formally handed over to SIRD for statewide adoption. In Nagaland, Abhyaas is embedded in Peer Group Leader training and PLC cycles. In Arunachal Pradesh, it is introduced as part of system leader orientation. We are able to develop content and technology with the State that enables stakeholder professional development without taking away the agency of each person to chart their own course.

DIGITAL TOOLS DO SUPPORT CHANGE.

Abhyaas is a part of PLC meetings, action planning cycles, system orientations, and zonal meetings. We thought it would be hard to go beyond the early adopters to the fence sitters and suspicious stakeholders who are wary of surveillance. However, mapping uptake patterns, studying what is driving intrinsic motivation and showing the State how their support is making a difference have been very useful in integrating technology into the routine work of the school.

PRACTITIONER RECOGNITION BUILDS IDENTITY AND AGENCY.

Practitioner recognition emerged as a powerful motivator. Teachers across multiple states share their classroom practices and student engagement stories on WhatsApp, social media and Abhyaas. Through Fundaar tutorials, 'Voices from the Field', and monthly newsletters, 63 practitioners and 12 spotlighted contributors are seeing their practices valued on Abhyaas. Recognition shifts relationships and builds greater agency, demonstrating that intrinsic motivation can flourish when practitioners are seen and celebrated.

PARTNERSHIPS EXPAND THE SYSTEM'S CAPACITY

Ecosystem partnerships strengthen a system's capability. Collaborations with Arpan (child safety), Saturday Art Class (SEL), UMMEED (inclusion), Firki and TAP (teacher development), as well as 50 identified CSOs —including 15 active partners—have diversified the system's knowledge base. Our Body of Practitioner Knowledge (BoPK) has grown by 44 new courses using templates such as Fundaar, Tips ki Tokri, and Voices from the Field, marking a decisive shift to hyper-local, practitioner-created content.

BARRIERS PERSIST AND ARE BEING REFRAMED.

Barriers persist: multi-grade, multi-lingual, resource-constrained classrooms; shortages of teachers; administrative overload; delays in policy decisions; and dependence on a handful of champions. Yet across states—Goa's vibrant micro-schools, Arunachal's remote blocks, Tripura's maturing districts, Nagaland's growing data literacy—systems are adapting around the constraints rather than waiting for them to disappear. Challenges resolved too quickly, we have learned, can lead to new problems.
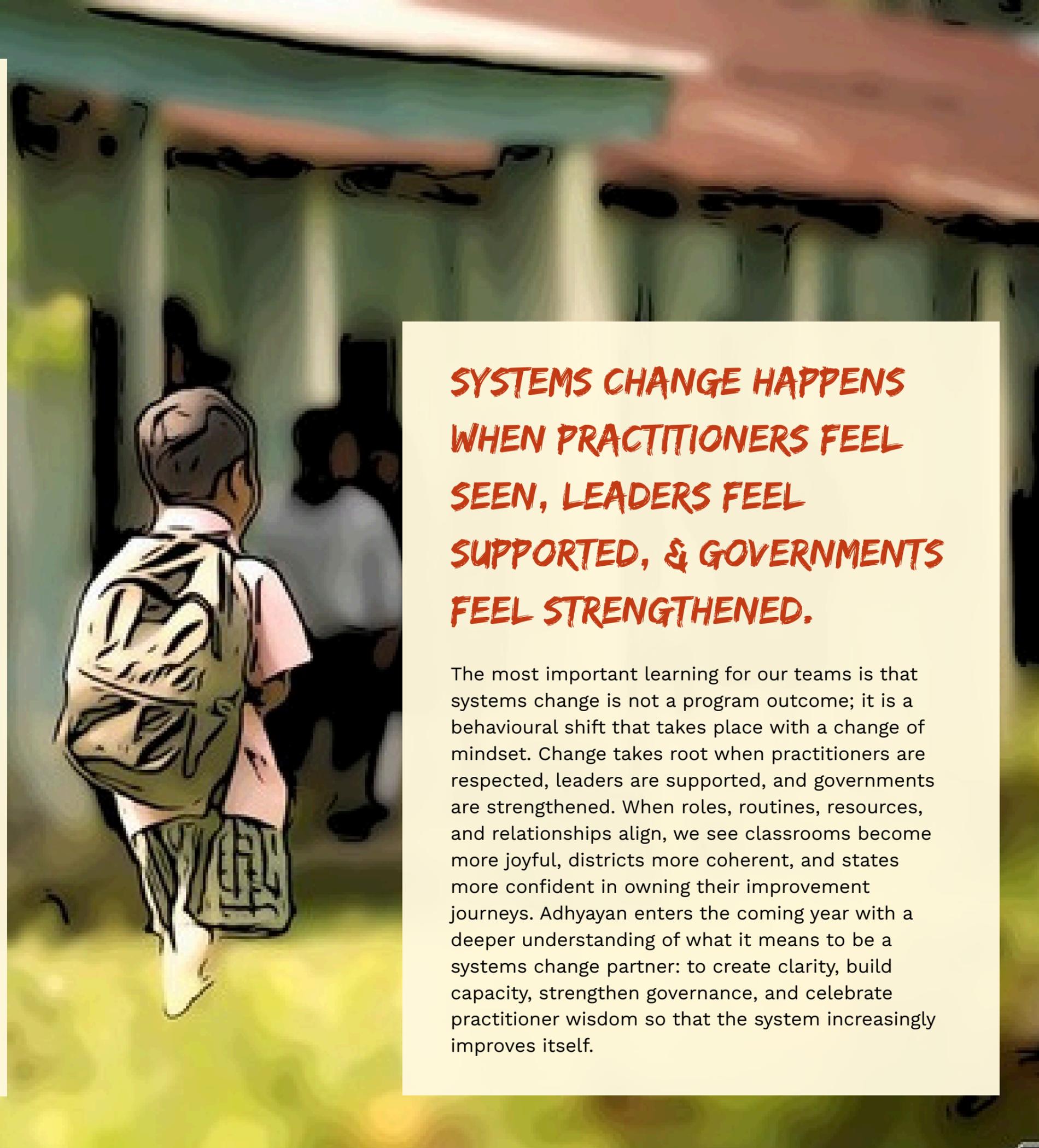
SYSTEMS CHANGE HAPPENS WHEN PRACTITIONERS FEEL SEEN, LEADERS FEEL SUPPORTED, & GOVERNMENTS FEEL STRENGTHENED.

The most important learning for our teams is that systems change is not a program outcome; it is a behavioural shift that takes place with a change of mindset. Change takes root when practitioners are respected, leaders are supported, and governments are strengthened. When roles, routines, resources, and relationships align, we see classrooms become more joyful, districts more coherent, and states more confident in owning their improvement journeys. Adhyayan enters the coming year with a deeper understanding of what it means to be a systems change partner: to create clarity, build capacity, strengthen governance, and celebrate practitioner wisdom so that the system increasingly improves itself.

NOTE OF THANKS

Behind every child who feels like they're flying through their classroom—discovering they can read, create, and dream—stands a network of champions who refuse to let any child become invisible in the system. This year, our partners have helped us translate the magic of learning into pathways that reach every government school across India. To all who have helped us strengthen the system that turns every classroom into a launching pad for young superheroes, and who have kept the child's voice alive in boardrooms and classrooms alike—listed alphabetically, a heartfelt thank you to:

Our advisory board has been our very own Justice League—Bhawani, Nandan, Natasha, Samir, Priya, Monica, and Neelam. With Mukund, Deepa, Ishmeet, Jagdish, and Archana, your arrival this year has enhanced our collective strength of insights. To **Kuldip**, who joined in as our mentor. Thank you all for being so present. The Justice League wouldn't be complete without their Cyborg, our **Tech Steering Committee** — Hemant, Ishmeet, Mannat, Savi, and Swapnil — who consistently support and guide us as we successfully implement technology across all our programs, while staying innovative, resilient, and effective in everything we do. We extend our sincere gratitude to the **Design Action Group** — Ankit, Poonam, Bharath, and Mukund — who have served as our Green Lantern as we began, progressed, and reinvented our work for this pioneering collective.

Adhyayan Quality Education Services, Spokey, and the Collaborative School Review team for enabling assessor training for all our new joiners, which makes such a difference to their perspective.

Antarang Foundation Team, Swati and Priya, thank you for being such a thoughtful partner on the journey of enabling career awareness with such care in government schools, just what every young hero needs.

A.T.E. Chandra Foundation: Amit, Archana, Gayatri and Poonam, your unwavering belief in capacity building and making it the main agenda has been our invisible shield. And **Deepa and Sharadha of Pramiti Philanthropies,** your clarity and patience sharpen our story so others can see our heroes clearly.

Ashank, Deepti, and Avanshali Foundation: You have always had our backs through thick and thin, championing the cause of system strengthening, keeping the rigour up as well. Thank you for inspiring us!

Ashapura Aromas Pvt. Ltd.: Kairvi, Kalpesh, and the Board, thank you for being our reading heroes, spreading the joy of stories not just to children but to teachers as well—fueling the superpower of imagination across classrooms.

Centre for Advancement of Philanthropy and Noshir for being our compliance cape in the ever-changing world of rules and risks — keeping us on track, helping us understand dynamic regulations, and turning compliance into a journey of learning and strength.

Catalyst Now, ILSS, and vartaLeap: you are our watchtowers, always helping us be aware and engaged with the larger narrative in the sector and consistently making connections.

Cipla Foundation: Rumana, Anurag, Jaison, Satish, Aryadev, and team, your clear feedback and consistent navigation support are like upgrades to our armour, making career guidance most effective for the young heroes.

CMCA: Thank you, Priya and team, for being amazing collaborators and partners in our mission to make libraries in Karnataka child-friendly.

Cocoon Initiative: IDR, Dasra, Chintu Giduya Foundation and Vishal Talreja, thank you for enabling our CEO to take a paid sabbatical this year and focus on her well-being. But more importantly, thank you for sparking a conversation on the importance of rest and rejuvenation in a sector where all of us are trying to be superhuman and enable superhumans; we forget that rest is our fuel.

Thank you, Child Veda, for designing this report!

Dalyan Foundation: Susanne and Chidam, for always knowing that the devil is in the details and helping us think through it, enabling us to keep our feet, ears and heart close to the ground while allowing our minds to see the bigger picture of a system that holds the child and their limitless potential at its centre. Thank you for knowing that superheroes aren't created in a day and for having the patience to take on this journey with us and the communities we work with.

DMI Finance Pvt. Ltd: Through your vision, Bina and Jayati, and the steady support of Vivek and Deepali, you unlocked the superpower of sports—helping children discover confidence, teamwork, and the joy of play.

EkStep Foundation: Deepika, Shankar, Radhika, Hita, and Hemalatha, you are our storytellers and spark creators. Your support in strengthening a reading culture in rural libraries across Karnataka has been monumental. Thank you for helping us spark a new movement called "Librarians of India" to celebrate librarians across the country.

Emerging Securities Limited: Mr. Suresh and Reetha Shetty, and **AccelTree Software Private Limited:** Mrs. Shantha Mannige, your contribution became our celebration signal, spotlighting public schools in Tripura and acknowledging the efforts made by the system.

Gowri: You are our guardian of financial integrity, wielding the superpower of precision to keep our finances flawless.

Gandhi & Associates: your sharp eye and steady support are our transparency shield, helping us uphold trust in everything we do.

Great Eastern Foundation: Unni, Swarnima, and Neerja, your patient, risk-taking support is the kind that carries heroes through the toughest missions.

HT Parekh Foundation: Ziaa and Meenu, thank you for entrusting us to partner with you in your long-sighted vision of libraries as spaces where children can thrive.

ILSS Digital Transformation (DT) Program: Anirban, Roohi, Anu, Shraddha, Varsha—for their mentorship and strategic guidance in shaping our digital vision and execution.

Jupiter360: Vandana, Savi, Hamnah, Matt, your ability to listen and meet us where we are at is the biggest superpower you bring to the table. We are so lucky to have a partner who is as invested and versatile as you, helping us solve such a diverse range of challenges so that we can deliver for the children we serve. When this work feels daunting, it's your support that keeps us afloat.

Koita Foundation: Rekha and Drishti, for your unwavering support in strengthening our work in Nagaland, particularly through the Sudhaar platform, which empowers school leaders and education managers to drive data-informed school improvement.

Mala Chadda and MIV Investments: Your backing enabled us to continue spreading the magic of reading into the superpower every child deserves. Your deep insights and an eye for detail have made such a difference in our strategy.

Mastek Foundation: Jalander, your push to ensure the cause of good quality education in public schools and its impact is made visible has been like a power boost, energising our work on the ground.

Nature Conservation Foundation (Early Bird): Thank you, Abhisheka and Garima, for being amazing collaborators and partners in our mission to make libraries in Karnataka child-friendly.

Nomad Communications: Hemant, for supporting our effort to create an LMS that we can own.

P3 Consortium: Adhyayan Quality Education Services, Samarthya, and YouthNet, for making good progress with the support of the PMU and other champions of change in the Department of Education.

SAJAG: Sajitha, Madhura, and Anuja, we treasure this beautiful partnership and hope that together we will build a strong reading culture in Kalyan-Dombivli government schools.

SBI Foundation and SBI Card and Payments Ltd.: Mr. Sanjay Prakash, Mr. Sahoo, Aman, Rewa, Anshuman, and Ritesh, your support in being able to amplify the work being done in remote regions and make it shine brighter has been truly valuable.

SVP Mumbai: Biju, Mukund, Suresh, Karishma, Priyanka, Priti, Prasad, Govind, and Sherry, you are our mentors, connectors, capacity-builders, and turning possibilities into action.

The Somaiya School, Mumbai: Your students are young heroes-in-training, and your support has made generosity part of their origin story.

Tatras Data: Your support ensures we can keep using and updating our software for school reviews.

And to our **government partners:** DoE and Samagra Shiksha, Goa; Samagra Shiksha, SCERT, DoE, TTAADC and district administration officials, Tripura; East Kameng, Tawang, Lower Dibang Valley, Namsai, Sagalee, Papum Pare and Tirap's District Education and District Administration Offices, DoE, SCERT, Samagra Shiksha, Arunachal Pradesh; NECTAR Project Nagaland; Panchayat Raj Commissionerate, Karnataka; and KDMC leaders, Mr. Vijay Sarkate and Mr. Ramesh Chauhan, SCERT Maharashtra, you are the guardians of this mission, proving that strong government schools are within reach.

To every one of you, thank you for keeping our young superheroes soaring.

Together, your support powers our ultimate mission: to ensure that every child learns with joy and curiosity in a good school. With each partnership, we move closer to a future where every classroom is a launchpad, and every child a confident, capable hero of their own story.
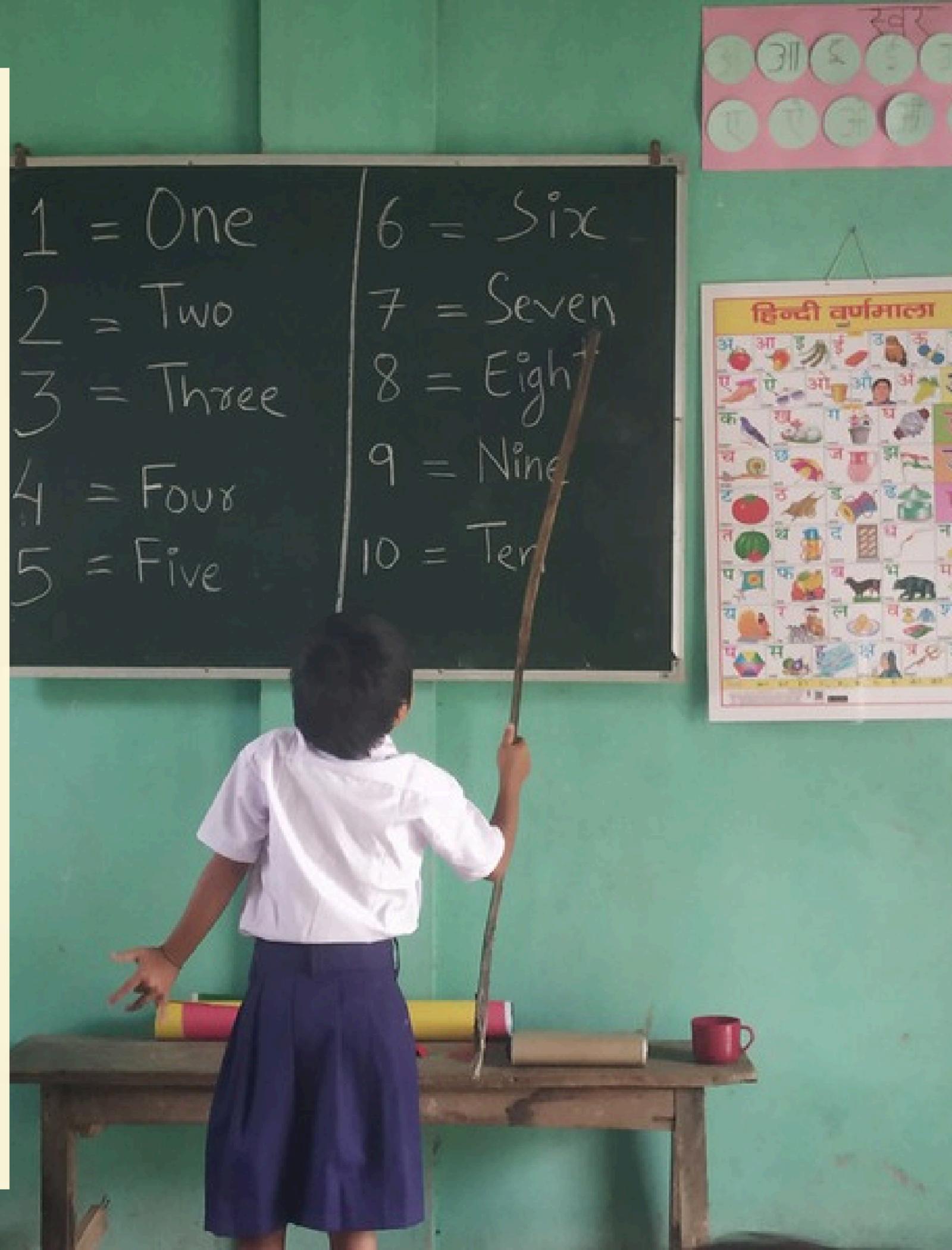
Each contribution, no matter its size, is a testament to your shared dedication to fostering inclusive and impactful education. Together, we are building pathways for learners and educators to thrive. Thank you for being an integral part of this journey. Below is a list of our esteemed donors whose support has made this possible.

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GRATITUDE FOR OUR TEAM

Our work across schools and education systems in multiple states is only made possible by the commitment, skill, and care of our team.

To every member of the Adhyayan team—past and present—thank you for the energy, integrity, and heart you bring to this work. From partnering with teachers and school leaders to strengthen classroom practice, to supporting school reviews that generate meaningful insights, to working closely with communities and systems on the ground, every role has mattered.

Whether you have been part of the field teams, enabled implementation and follow-through, contributed to knowledge-building, or provided critical operational and institutional support, your efforts have shaped real change in schools.

We are proud of what we have achieved together and deeply grateful for the commitment you bring to strengthening public education. Thank you for walking this journey with us and for believing, every day, in better schools for every child.

Alak Das
Alysha Pinto Lobo
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BALANCE SHEET AS AT 31ST MARCH, 2025

	Note No.	Year ended 31-Mar-25 (Rupees)		Year ended 31-Mar-24 (Rupees)	
EQUITY AND LIABILITIES					
Shareholders' Funds					
Share Capital	3	1,00,000		1,00,000	
Reserves and Surplus	4	1,00,48,907		60,03,397	
			1,01,48,907		61,03,397
Non-Current Liabilities					
Long Term Borrowings	5	-		-	
			-		-
Current Liabilities					
Trade Payables					
- Total outstanding dues of Micro Enterprises and Small Enterprises	6	-		30,000	
- Total outstanding dues of creditors other than Micro Enterprises and Small		69,420		21,067	
Other Current Liabilities	7	14,66,925		22,02,436	
			15,36,345		22,53,503
Total			1,16,85,252		83,56,900
ASSETS					
Non-current Assets					
Property, Plant and Equipment & Intangible Asset					
Property, Plant and Equipment	8	7,35,501		9,37,352	
Intangible Asset	9	1,025		1,025	
Other Non-current Assets	10	70,000		60,000	
			8,06,526		9,98,377
Current Assets					
Cash & Cash Equivalents	11	1,06,59,812		70,75,707	
Short Term Loans & Advances	12	1,85,896		2,46,885	
Other Current Assets	13	33,018		35,930	
			1,08,78,726		73,58,522
Total			1,16,85,252		83,56,899
Notes on Accounts	1 to 19				

As per our Report attached
For and on behalf of
Gautam Shah & Associates
Chartered Accountants
FRN: 124844W

For and on behalf of the Board
ADHYAYAN QUALITY EDUCATION FOUNDATION
CIN:U74999MH2015NPL266864

Gautam Shah
Partner
Membership No. 043211
UDIN - 25043211BMLHKU03510
Mumbai, Dated: 0   4 SEP 2025

Kavita Anand
Director
DIN: 03628002
4 SEP 2025

Nita Luthria Row
Director
DIN: 01666396

ADHYAYAN QUALITY EDUCATION FOUNDATION
CIN:U74999MH2015NPL266864

STATEMENT OF PROFIT AND LOSS FOR THE YEAR ENDED 31ST MARCH, 2025

		Note No.	Year ended 31-Mar-25 (Rupees)	Year ended 31-Mar-24 (Rupees)
I	REVENUE FROM OPERATIONS	14	4,53,36,143	4,33,09,275
II	OTHER INCOME	15	3,74,151	2,78,587
III	TOTAL REVENUE (I + II)		4,57,10,294	4,35,87,862
IV	**EXPENSES**			
	Depreciation and Amortisation Expense	16	64,910	72,530
	Other Expenses	17	4,14,62,932	4,10,64,290
	TOTAL EXPENSES		4,15,27,842	4,11,36,820
V	PROFIT / (LOSS) BEFORE TAX (III - IV)		41,82,452	24,51,042
VI	Tax Expense			
	- Current Tax		-	-
	- Deferred Tax		-	-
			-	-
VII	PROFIT / (LOSS) FOR THE YEAR (V - VI)		41,82,452	24,51,042
	Earning per Equity Share (Face Value per Share Rs. 10)			
	- Basic & Diluted		418	245
	Notes on Accounts	1 to 19		

As per our Report attached
For and on behalf of
Gautam Shah & Associates
Chartered Accountants
FRN: 124844W

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4 SEP 2025