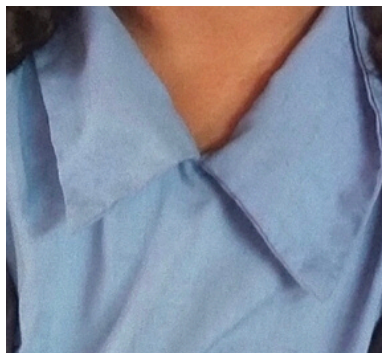
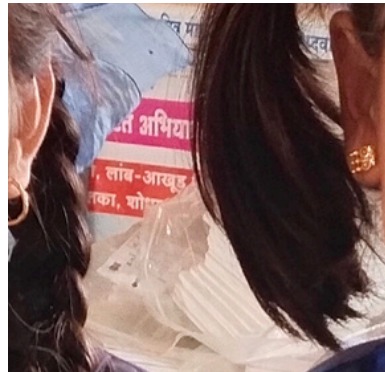
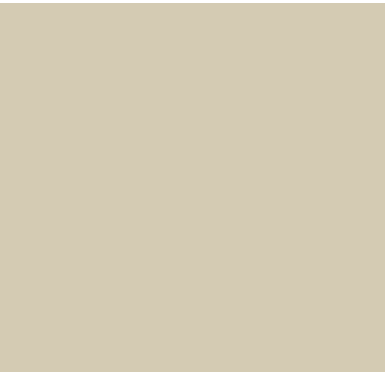
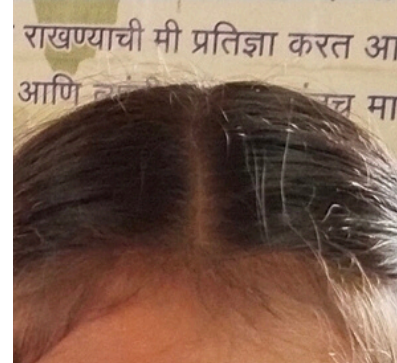
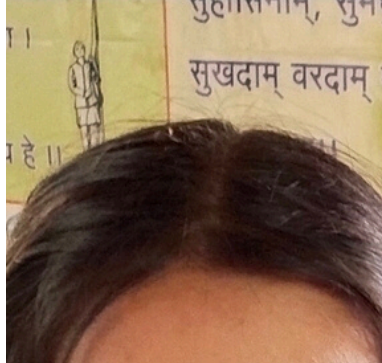




Annual Report 2024-25



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A Year of Adoption of Change

A few months ago, I visited a school in Talsar Cluster, nestled in the Chiplun Block of Ratnagiri District—one of our 17 intervention districts in Maharashtra. What I saw there was the effectiveness of the government mandated Teacher Collective process that supports the teacher to reflect, learn, and act to make the shift from rote-based to Competency based Education (CBE), a process that Gyan Prakash Foundation has supported the system to improve the efficacy -- **at no additional cost to the Government.**

What was very fulfilling was to witness a teacher in this classroom in Talsar Cluster, enthusiastically conducting a whole group activity, making children think and make connections, not hurrying the children to make conclusions and answer — a clear indication of the desired shift in the teacher's mindset brought about by the [teacher collective process in just one year](#)—a change that took two to three years a decade ago.

In the year gone by, my ground-level experience in Talsar Cluster, on the one hand, and visits to Jammu, Uttarakhand and Chhattisgarh, on the other, reflected an adoption of the shift in the Teacher Collective processes by the system to drive change towards CBE classroom practices....potentially making government schools the first choice for rural primary education in India.

Today, this teacher collective process has been initiated in 6 states in 1648 clusters, which are currently at different levels of maturity.

Needless to add, the confidence to be the change we want to see, comes from the trust the donors have shown in the purpose GPF has been pursuing and the experienced team that is constantly learning, enabled by data and technology.

I relate this journey that GPF has embarked upon, to the marathon I ran in Berlin in September 2017, when on the day of the run, Kaustubh, my coach, cautioned me about hitting a WALL (an expression of ultimate exhaustion) between the 37th and 39th km... where the mind and body say STOP! just a few km from the 42.1 km finishing line. GPF has seen many WALLs in the 14-year run and, I believe, has the resilience to manage many more.

I dream of every child in rural India realizing their full potential—where they are given the opportunity to grow and learn at their own pace. That dream may feel distant today, but the promising efforts of organizations like Gyan Prakash Foundation, India Education Collective, and many others make me believe that with each passing day, we are getting closer.

-Daljit Mirchandani

Founder and Managing Trustee

Executive Summary

Purpose

Over the past twelve years, Gyan Prakash Foundation (GPF), in collaboration with State education systems, communities, implementing partners, and donors, has been steadfast in its mission in making a shift from rote learning and assessment toward Competency-Based Education (CBE). By driving the adoption of competency based personalised learning classroom practices, GPF aims to make rural primary Government schools the first choice for children's education.

Theory of Change

Grounded in over a decade of field experience, GPF's model, co-created with partners, has led to following Theory of Change:

“Structured Teacher Collective meetings that enable peer learning lead to more effective and continuous Teacher Professional development and CBE-based classroom practices, consequently contributing to improved student learning outcomes. This change is supported and effectively sustained by active involvement of school management Committees and Gram Panchayats.”

As GPF continues to expand its reach through collaboration and system-level adoption, the need to establish clear metrics to validate the Theory of Change became evident. Primary data analysis from 55 clusters in Maharashtra indicated that **Teacher Collectives (TC) influence classroom practices**. This was demonstrated by a clear link between the strength of Teacher Collectives and shifts in classroom practices in 10 of the 55 clusters. Additionally, the analysis showed that **stronger planning leads to a greater shift toward Competency-Based Education**, as clusters where Teacher Collectives engaged in more effective planning had a higher proportion of classrooms transitioning toward Competency-Based Education.

This initial validation, using objective metrics of measurement (or measurement tools) reinforces our commitment and strengthens our purpose to scale this as a transformational model for systemic change.

GPF also supports holistic early childhood development, focusing on the foundational years of a child's life, through its 'Parents as Early Teachers' program. By partnering with the ICDS system, the program aims to shift parental mindsets and strengthen their role in supporting early learning and development and enhance preschool children's readiness for formal schooling.

Implementation at Scale

43,860 teachers across 6 States have been reached in the last 8 years, of which 2024-25 contributed to an expanded reach of 10,629 teachers. As the approach has been finetuned over the years, the implementation model has been evolved to realign for effecting change at evergrowing scale.

Four components that form the core of implementing strategy are–

- **Building Clusters of Excellence:** Demonstration sites for exemplar practices of Teacher Development and community ownership: 25 clusters in Maharashtra and Goa.
- **Enabling the District Institute of Education and Training (DIET):** Work with the district to implement the cluster model through data-based decision making in 17 districts in Maharashtra.
- **Adoption of the best practices by State Institutions:** Policy advocacy at the state level through ground level feedback and evidence-based approach for process adoption in Maharashtra and Goa.
- **Technology as an enabler:** An app that aligns with the Teacher Collective process to enable scale without physical presence. The development of the app is underway while the teachers continue to use the Learning Navigator for tracking student progress.

Learnings 2024-25

- The correlation between the Teacher Collective and the classroom process established.
- Data based evidence of transformation and impact studies are critical for State Education System (SCERTs and DIETs) to adopt and disseminate transformation processes.

Going Forward: 2027-28

GPF's decade-long journey engaging with the government system, collaborators and the donor community has laid the foundation for testing the technology enabled design for scale and ensuring sustainability.

Over the next 3 years, GPF desires to:

- Partner with the state education systems—including SCERTs and DIETs to support the Institutions to understand the implications and efficacy of the theory of change in bringing competency based practices in rural Government primary schools by demonstrating this in 2000 Clusters and 1,00,000 teachers in six States.
- Build and ensure adoption of the Teacher Professional Development app.
- Design and implement third party impact studies in select Clusters and Districts.



1. State Transformation to Enable CBE

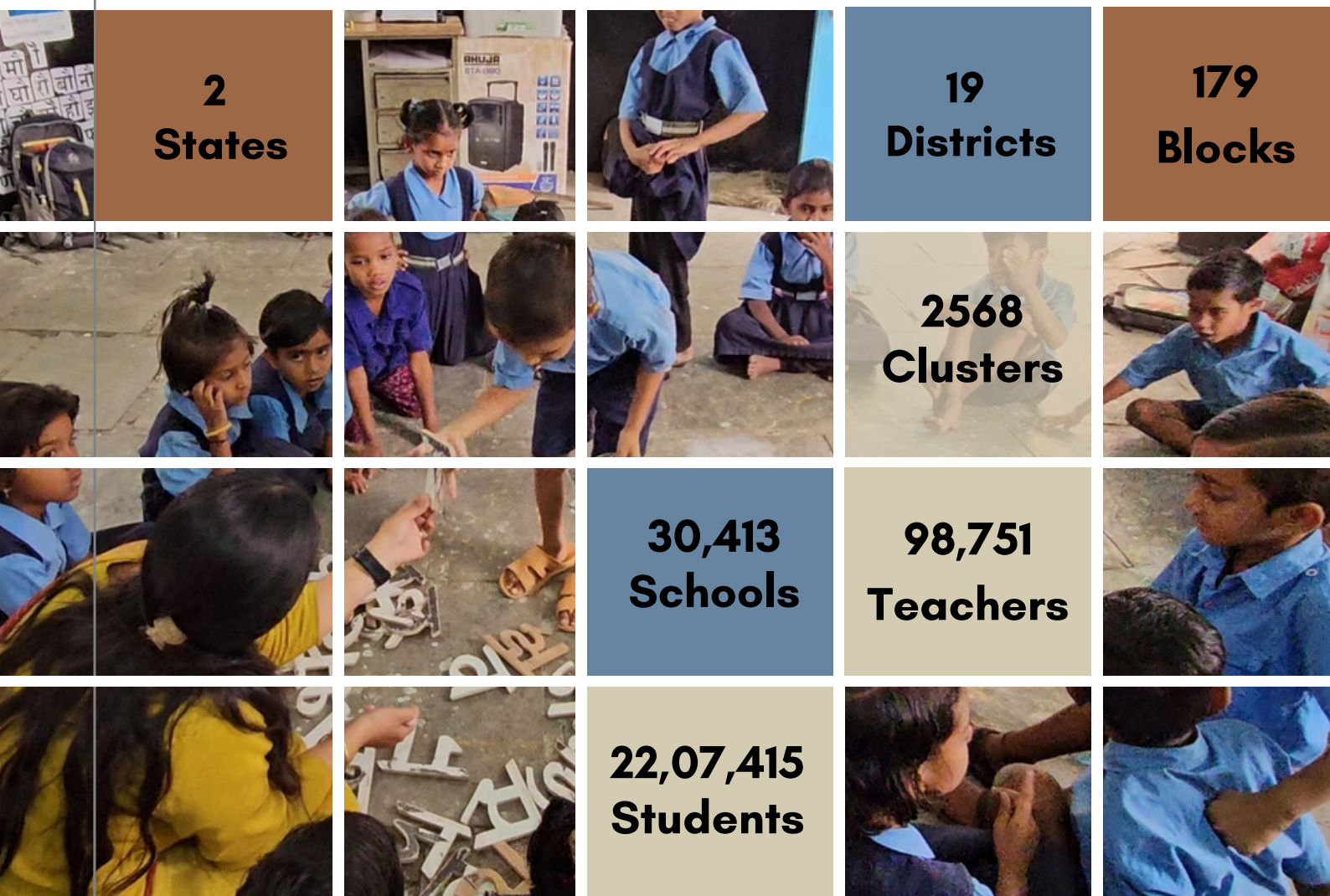
GPF scaled the work to 17 districts of Maharashtra from 4 districts in the previous year and continued to work across Goa covering all of the government primary schools.

There are four aspects of the State Transformation program–

- A. Building Clusters of Excellence
- B. Enabling the District Institute of Education and Training (DIET)
- C. Adoption of best practices by State Institutions
- D. Technology as an enabler

1.1 Maharashtra & Goa

Coverage



A. Building Clusters of Excellence

- B. Enabling the District Institute of Education and Training (DIET)
- C. Adoption of best practices by State Institutions
- D. Technology as an Enabler

By developing Clusters of Excellence (CoE) for continuous improvements in processes for Cluster Transformation, GPF drives change through 2 main processes:

1. Teacher capacity building through **Teacher Collectives**
2. Community involvement in school development through **School Management Committees**

These selected Clusters of Excellence act as laboratories with measurement of efficacy of change, that demonstrates processes to be adopted by the District Institute of Education and Training (DIET).

GPF worked closely in 25 Clusters of Excellence - 21 from Maharashtra and 4 from Goa during the year.

Focus

- Building capabilities of teachers through Teacher Collectives
- Conducting classroom observations to enable implementation of Teacher Collective plans
- Strengthening School Management Committee meetings to involve the community in school development
- Facilitating Gram Sabhas with education as the primary agenda to enable communities to take ownership of their school development
- Developing the mechanism to track Learning outcomes of children



Highlights



108 Teacher Collectives,
average 9 meetings per
cluster



1800+ classroom
observations to provide
inputs to implement the
teacher collective plan in
classrooms



2168 school visits (in 208
schools) to support teachers
in implementing CBE
classroom process and
formative assessments
through individual child
portfolios



Streamlining the lesson
planning process in all of the
25 clusters through the
teacher collective platform



Conducted 136 CBE
workshops at district, block
and cluster level

क्र.सं. / वि.सं.	ग्राम	ग्राम मुख्यालय	विद्यार्थी संख्या	पढ़ाई का समय	विद्यार्थी की संख्या	विद्यार्थी की संख्या	विद्यार्थी की संख्या
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Facilitated 130 Gram Sabhas
with education as the
primary agenda to enable
communities to take
ownership of their school
development

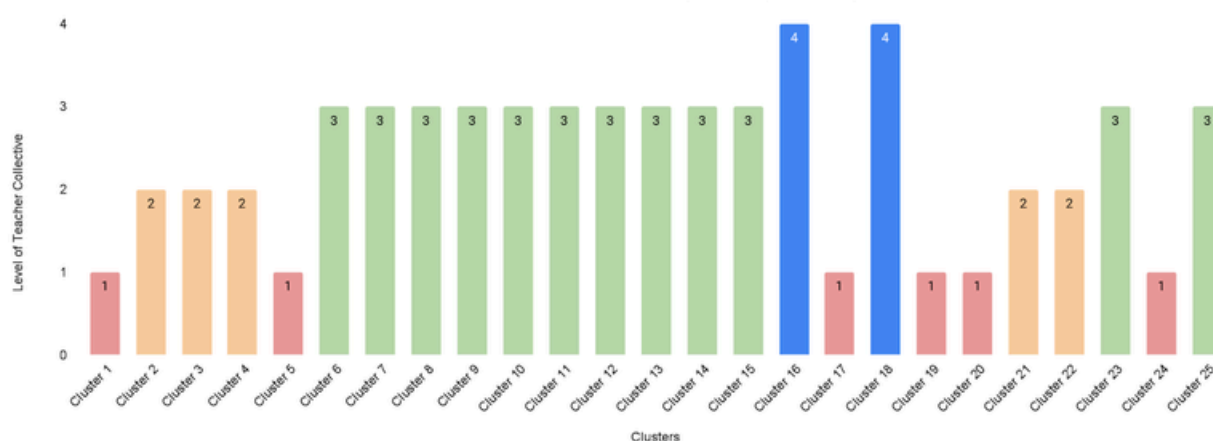
Outcomes

The observations showed following changes across the demonstration clusters -

• Improvement in Teacher Collectives & Classroom Practices

Teacher Collective		
Teacher Collectives in each of the 25 clusters were observed about 5 times.	June 2024	March 2025
Teacher Collective Score	4 out of 16	11 out of 16
Major Shifts	- Planning for the classrooms at basic level - Limited teacher participation - Textbook centered approach	- Lesson planning improved - Teachers actively participating in the preparation of teacher collective - Deeper understanding of the purpose of education
Achievements	- All 25 clusters showed positive movement in the functioning of Teacher Collectives. - More than 75% of clusters demonstrated above-average improvement in Teacher Collective scores. 3 clusters showed positive change across all 8 aspects of the Teacher Collective: Understanding of pedagogy, Understanding of the purpose of education, Values and ideologies, Participation of the teachers, Method of sharing knowledge, Role of Kendra Pramukh, Planning, Planning of the teacher collective.	

Status of Teacher Collective (As of April 2025)



Teacher Ability

Observations of 577 teachers were recorded, at least three times.

June 2024

March 2025

Teacher Ability Score

1.4 out of 12

4.9 out of 12

Major Shifts

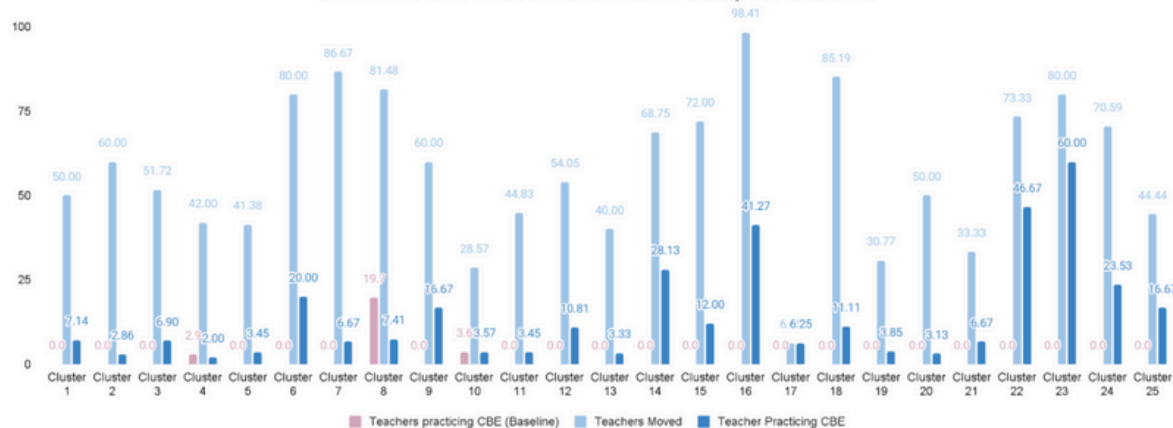
- Traditional approach of learning
- Understanding of classroom planning at basic level
- Adhoc practices of assessment and documentation

- Planning of the classroom and assessment practices are getting aligned with CBE practices
- Teachers have started maintaining portfolios depicting student's learning journey

Achievements

- Teachers from 13 out of 25 clusters showed an above average score on the Teacher Ability Framework.
- We have observed 577 teachers in the last academic year in their classrooms. More than 57% of the teachers have moved towards the CBE approach, about 10% of them are implementing the CBE approach in the classrooms.
- All 6 aspects of the Teacher Ability Framework—learning environment, pedagogy, assessment, documentation, lesson planning, and community participation—showed progress.

Movement of Teachers towards CBE, AY 2024-25



Classroom Process



Every classroom across all the 25 clusters was visited at least 3 times, and each school at least 8 times.

June 2024

March 2025

Classroom Process Score

4.8 out of 18

5.9 out of 18

Major shifts

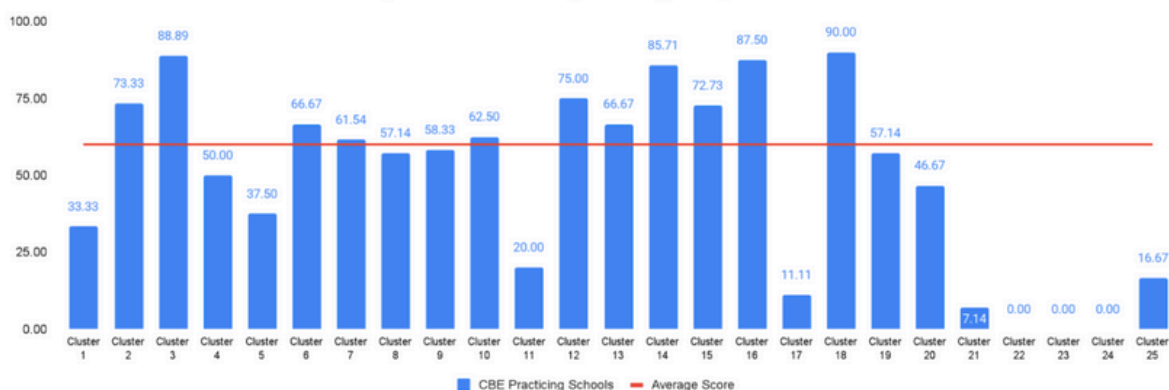
- Traditional seating arrangement
- Textbook based teaching
- Summative assessments
- Limited teacher-parent discussions
- Limited learning experiences and use of teaching learning material

- Change in seating arrangements
- Varied learning experiences and use of teaching materials
- Teachers track student learning data in the class

Achievements

- 9 out of 21 clusters recorded over a 10-point increase in classroom scores.
- No cluster was left behind—every cluster showed at least some classroom improvement.
- Around 60% of schools and 70% of classrooms are progressing towards Competency-Based Education (CBE).
- All aspects of classroom processes have improved, with significant progress in planning quality, learning experiences, assessment, and student support.

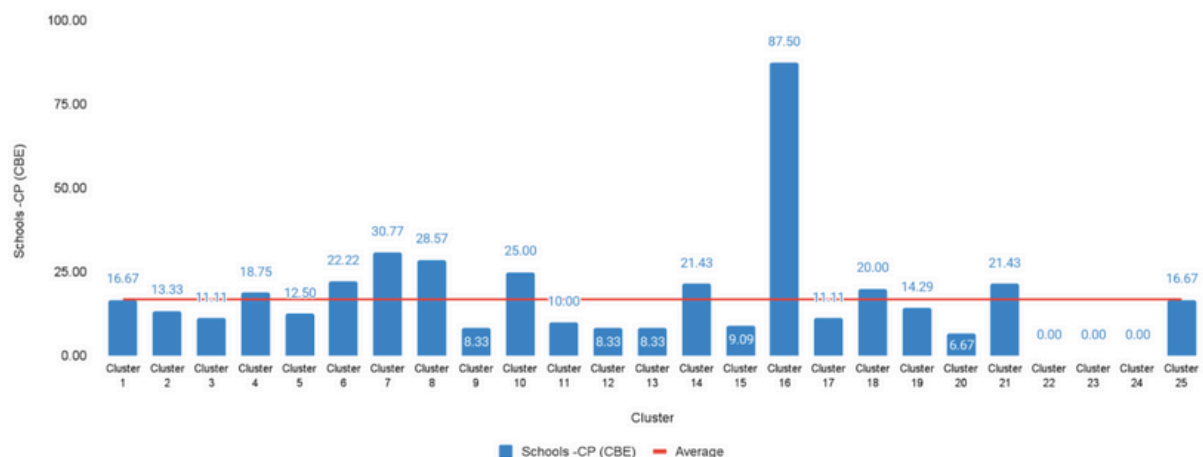
Proportion of schools practicing CBE, AY 2024-25



• Improvement in community ownership through SMCs and Gram Sabhas

Community Participation		
331 Community participation processes were observed through 233 schools. - At least 1 observation per school through the year.	June 2024	March 2025
Community Participation Score	4 out of 16	9 out of 16
Major shifts	- Reconstitution of School Management Committee (SMC) as per RTE in order - SMC meetings happening regularly - Education needed to be a village agenda - Coordination of SMC and Gram Sabha needed to be better - Parent participation in academic review planning was a challenge	- Understanding of roles and responsibilities of SMC members is improved - Gram Sabhas are discussing education needs of the village and allocating funds - Members are taking responsibility of completing school improvement tasks prioritised in the Gram Sabhas - Parent participation in academic reviews has improved

Schools ensuring Community Participation, FY 2024-25 (Mh and Goa)



Observations across all selected clusters—covering 90% of schools, 60% of teachers, and over 1800 classrooms—indicate a clear progression from foundational levels at the start of the year to the next stage of development in classroom practices, teacher collectives, and individual teacher capacity.

Notably, over 50% of schools, approximately 10% of teachers, and the Teacher Collective processes in more than 50% of the clusters have now transitioned to a competency-based education (CBE) approach.

"Understanding learning outcomes, carefully planning my teaching strategies, and having a strong support system through the Teacher Collective have been instrumental in overcoming the challenges of a multi-grade school. I have become more confident in my ability to provide quality education to my students, no matter how diverse their learning needs may be."

- Says Madhura Tetambe, a teacher in Mandki cluster, Chiplun, Ratnagiri.

From the Ground

From Struggle to Strategy: Transforming a Multi-Grade Classroom Buddhawadi, Ratnagiri

In Buddhawadi village, Ratnagiri district, single-teacher Madhura Tetambe faced the daunting task of managing a multigrade classroom of students from classes 1 to 4.

Initially using traditional methods, she found it difficult to meet the diverse learning needs of her students.

By shifting to an outcome-based teaching approach, designing cross-grade activities, and using interactive tools like math kits and nature walks, she created a more engaging and effective learning environment.

Regular support from cluster-level Teacher Collectives and peers further strengthened her teaching.

Her journey reflects how thoughtful strategies and collaboration can transform even the most challenging classroom situations.



A. Building Clusters of Excellence

B. Enabling the District Institute of Education and Training (DIET)

C. Adoption of best practices by State Institutions

D. Technology as an Enabler

While the Clusters of Excellence (CoE) are being established and closely monitored, working at the district and block levels remains a critical element of GPF's strategy. In Maharashtra, GPF collaborated with the District Institutes of Education and Training (DIETs) in 17 districts in Maharashtra, and 12 Block Resource Centres (BRCs) in Goa to institutionalize teacher development and community participation processes.

Focus

- Vision building and alignment with District and Block officials in MH and Goa.
- Establishing review planning mechanism for data driven decision making.
- Hand Holding the system to implement learnings in COE in 29 adjacent clusters.

Highlights

- 3088 vision building and alignment meetings with 2110 officials in MH and 179 meetings with 134 officials in Goa.
- 568 CBE workshops and 184 community participation workshops along with DIETs in Maharashtra.
- 19 cluster resource group teachers' workshops in Goa at the block level.
- Technical and content support to Satara, Kolhapur, Sindhudurg and Beed districts to conduct large-scale student assessments for Grades 2 to 9.

Outcomes

- Two key processes—**Teacher Collectives (TCs)** and **School Management Committee (SMC)** meetings—have emerged as the most widely adopted initiatives across districts in Maharashtra, reflecting a growing commitment to systemic change.



DIET Alignment – System-Level Adoption of the Teacher Collective Process

- Out of 17 districts in Maharashtra, 14 have initiated the implementation of Teacher Collectives across the district.
- 9 districts have formally adopted the process by issuing intent letters and attempting mechanisms to track performance data related to process implementation.
- Total 10800 Teacher Collectives were conducted across Maharashtra and 611 across Goa demonstrating system adoption.

Enabling Community Ownership – Strengthening SMC and EGS Engagement

- School Management Committee (SMC) meetings and Education Gram Sabha (EGS) have been conducted in all 17 districts.
- 9 districts have formally adopted the process by issuing intent letters and attempting mechanisms to track performance data related to process implementation.

"The success of the Gram Sabha at Kharchi Khurd village shows how community participation can strengthen education. This model should be replicated across all schools."

- Says Mr. J. D. Patil, the Extension Officer from Erandol block in Jalgaon district, Maharashtra.

From the Ground

Empowering Schools Through Community: The Kharchi Khurd Story – Jalgaon

In Kharchi Khurd village, Jalgaon district, teachers and parents were unsure how to strengthen their School Management Committee (SMC) and improve the school.

With support from Gyan Prakash Foundation, the school organized an Educational Gram Sabha—bringing together the SMC, Gram Panchayat, parents, and villagers to discuss school needs.

The community raised ₹16,000 on the spot, and by January 2025, the school saw major improvements including new learning tools, a repainted building, a water filter, and a garden.

Inspired by this success, the model was shared across the cluster, leading to Gram Sabhas in 9 out of 10 schools.

Kharchi Khurd's experience shows the power of community participation in transforming rural education.



A. Building Clusters of Excellence

B. Enabling the District Institute of Education and Training (DIET)

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D. Technology as an Enabler

A top-down approach is crucial for ensuring faster adoption of the program's principles beyond the immediate intervention districts.

Building on learnings from the Clusters of Excellence and their adoption by the District Institutes of Education and Training (DIETs), Gyan Prakash Foundation (GPF) focused on providing strategic support to the State Council for Educational Research and Training (SCERT), Maharashtra and Goa.

Maharashtra

Focus

- Collaborated with the state to bring in consistency and clarity amongst stakeholders for effective implementation of policy mandates.
- Supported State institutions/ departments in planning and reviewing at every level, using data for informed decision-making and to ensure last mile connectivity.
- Developed practical tools such as guidelines, frameworks, and training modules to strengthen processes like teacher capacity building and community participation.



Highlights

Facilitated sessions covering SMC reconstitution, role of a parent in child's education, Academic review by Parents, and Education Gram Sabha during the state-level training for School Management Committee (SMC) and School Management Development Committee (SMDC) members with 160 participants. The training focused on the roles and responsibilities of SMC/SMDC members, children's rights and entitlements, school development planning, social audits, and strengthening parental participation in school governance.



Findings and recommendations from comparative analysis of Periodic Assessment Tests (PAT 1 and PAT 2) were used by the SCERT Director during district review meetings to guide focused action.

Supported National Achievement Survey (NAS) readiness by reviewing teacher-developed assessments, aligning them with state learning outcomes and competencies. This was carried out over two months across two districts.



Provided content support by designing daily practice questions to be used by students for regular reinforcement and skill-building in select districts.



Outcomes

- Cascading model of SMC training in 17 districts reaching 800 district level and 8517 block level stakeholders.
- Deep engagement with the State Council of Educational Research and Training (SCERT), to provide strategic and technical support to the Evaluation, Continuous Professional Development (CPD), and Equity Departments.
- Teacher Collectives continue to be the vehicle for teacher development and sharing and learning for the state.



Goa

GPF collaborates with the SCERT and Samagra Shiksha, State of Goa under Manthan Program, formalized through an MoU in 2024. The Manthan program is a strategic initiative designed to strengthen competency-based education (CBE) in Goa's government primary schools, in line with the National Education Policy (NEP) 2020.

Focus

- Collaboration with the SCERT and Samagra Shiksha, State of Goa under Manthan Program, formalized through an MoU in 2024.
- Influence state policies to bring in consistency and clarity for implementing stakeholders.
- Supporting State institutions/departments in planning and reviewing at every level, using data for informed decision-making and to ensure last mile connectivity.

The Manthan program is a strategic initiative designed to strengthen competency-based education (CBE) in Goa's government primary school. This collaborative effort between the Department of Education, Goa, and the Gyan Prakash Foundation focuses on enhancing classroom learning outcomes and building teacher capacity through teacher collectives, structured review mechanisms, and data-driven planning.



Highlights

Assisted in two data-driven state-level review and planning meetings to assess progress and strategize improvements.



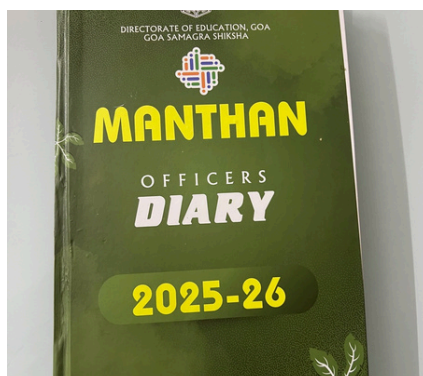
Facilitated CBE workshops, leading to measurable improvements in Grade 3 NAS PARAKH preparation assessments and earning statewide recognition.

Designed a teacher's diary in the form of an academic planner for the academic year to support structured planning and implementation.

Participated in discussions and planning sessions with SCERT on strategies to support teachers in preparing children for the National Achievement Survey (NAS) assessment, and supported NAS preparation by developing question papers and weekly assessments for Grade 3 across all subjects.



Demonstrated the Cluster Resource Group (CRG) process and conducted statewide workshops training 260 CRG teachers to enhance classroom practices.



Designed Teaching-Learning Material (TLM) booklets for Math and Language, aligned with CBE processes focusing on the effective use of TLMs in classroom instruction.

Outcomes

- GPF is the only partner of the Goa SAMAGRA and SCERT for primary education, providing support in planning, training and assessments.
- A feedback mechanism enabled ground-level inputs to reach the State and influence policy, completing the loop.
- Teacher Collective model endorsed by the State and to be adopted by all aided schools in Goa.

"Through the Manthan program, I am getting a good understanding of how to create a classroom plan while considering the needs of every student. Even after 15 years of teaching experience, I realize that continuous learning, training, and new insights are essential for growth. Manthan has provided me with valuable support and opportunities to learn new strategies that enhance my teaching and learning process."

- Says Mrs. Nutan Samant, a teacher from Government Primary school Madel Thivim, Goa

- A. Building Clusters of Excellence
- B. Enabling the District Institute of Education and Training (DIET)
- C. Adoption of best practices by State Institutions

D. Technology as an Enabler

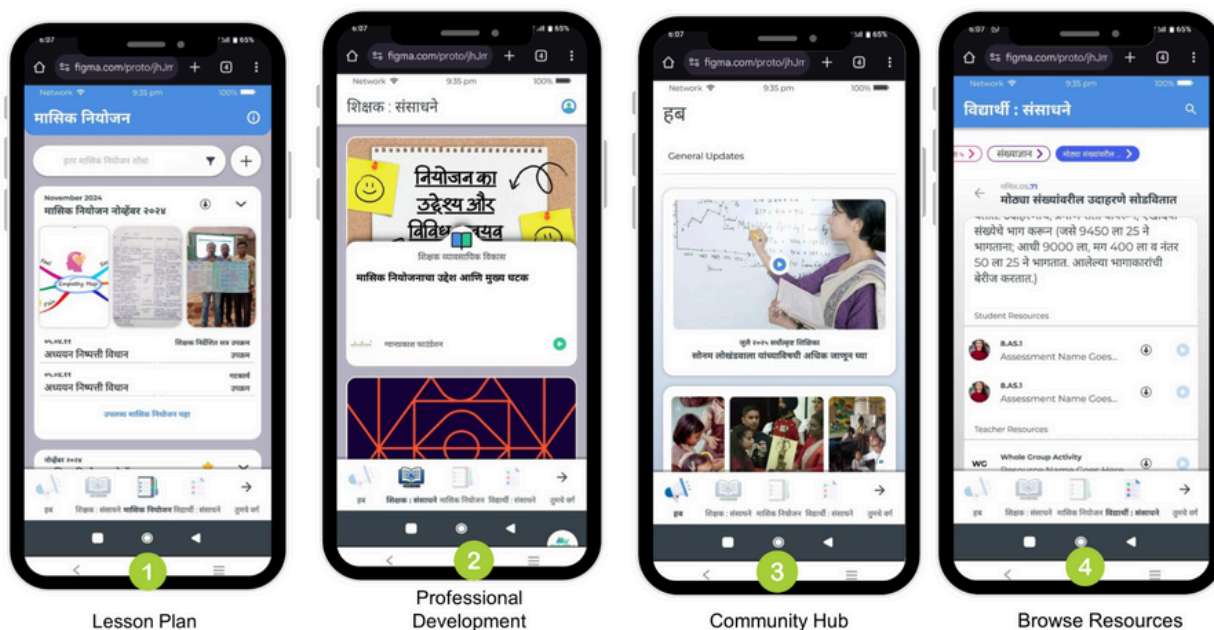
GPFs Theory of Change highlights Teacher Collectives as a key strategy for sustainable improvements in classroom practices and student learning. When teacher collectives are well-structured, encourage idea-sharing and innovation and support teachers in adopting a Competency-Based Education (CBE) approach, they lead to enhanced teaching practices and improved learning outcomes.

A successful Teacher Collective leads to a deeper understanding of the CBE approach, greater clarity on upcoming classroom plans, and a strong sense of professional growth and learning among teachers.

On the basis of an experience of a decade, GPF is developing a digital solution to empower teachers with these capabilities. It will:

- Facilitate the creation of a common, grade- and subject-inclusive cluster plan aligned with CBE and mapped to monthly learning outcomes and specific competencies.
- Allow teachers to adapt the common plan for their classrooms, add relevant resources for both instructional purposes and personal development, and assess student understanding.
- Enable teachers to record and analyze assessment data to understand individual student progress, identify gaps, and provide specific support.

This app serves as an end-to-end solution—strengthening teacher collective planning, enhancing classroom practices, and ensuring continuous professional development for teachers.



Version 1 of the Teacher Professional Development (TPD) App, with the Lesson Planning feature integrated, is now ready and currently in the testing phase. The testing is underway in Uttarakhand and Maharashtra. The app will be taken to 100 teachers from these states and will be tested in teacher collectives as well.

At the same time, the Learning Navigator, a Technology Platform that enables differentiated learning in students, continues to benefit around 19000 teachers and more than 75000 students across 6 states.

1.2 Outreach through Collaboration

GPF directly implements programs in Maharashtra and Goa and supports implementation through a partner in Uttarakhand. In Jammu & Kashmir, Chhattisgarh, and Uttar Pradesh, the work is carried out in partnership with India Education Collective (IEC).

A. Jammu & Kashmir

India Education Collective (IEC) has been actively involved in 6 out of 7 education zones of Kishtwar district, reaching 11 blocks, 14 clusters, 47 Panchayats, 300 schools, 700 teachers and 8594 students.

- From January 2024 to March 2025, IEC has directly assisted in reformation of 106 SMCs which were not adequately formed as per mandate.
- IEC has enabled the community members to make a total of 870 plans, 277 of which have already been completed by the community through SMC plans, department funds or via community level funding and effort.
- SMCs have already completed school development work equivalent to ~1.13 crores. Out of this ~1.5 lakhs were mobilised by the community themselves. This included crowdfunding and collecting contributions from the community members for addressing the key needs of the schools.
- 531 schools submitted their School Development Plans (SDPs) to the Deputy Commissioner (DC) for consideration. This was the first time the plans were made by a committee represented by parents and teachers and not just the headmaster. Approximately 10 schools and SMCs have already received financial support from the District Administration based on the SDPs submitted to him as of March 2025.
- A total 13 and 11 plans were made at the block and district level collectively by the 4 departments-Health, Integrated Child Development Services (ICDS), Education and PRI to support SMCs at the school level. 10 have already been completed while several are in progress.



B. Uttarakhand

IEC has been actively working in 2 districts, Nainital and Bageshwar, wherein implementation has been focused on 4 model clusters within 1 block in each district.

- All administrative units—cluster, block, district and state, have been introduced to both the conceptual and practical aspects of Competency-Based Education (CBE). They are now familiar with the conceptions, importance and approach towards CBE.
- At the block level, Learning Navigator (LN) is now recognized and actively used by officials for review and planning.
- A multi-departmental coalition has been formed to support education through Block Education Committee meetings. Departments such as Health, PRI, and ICDS participated in academic reviews, recognizing and are accepting their roles in the educational ecosystem.
- For the first time, the Block Education Committee convened annually for two years, to review progress, plan strategically, and make key educational decisions.
- A new, regular intervention focused on the educational and teaching needs of Anganwadi workers was launched—which was the first of its kind in the state.
- ~11% teachers primarily showed progress across the 6 aspects on the Teacher Ability Framework.
- 3 out of 4 model clusters moved on the Teacher Collective Maturity matrix and the 4th cluster, which had the highest score at the start of the academic year, retained its high functioning throughout the academic year.
- ~98% of classrooms visited were following the whole group, small group, presentation and Individual Practice Time (IPT) model of teaching. ~78% of classrooms visited were maintaining individual portfolios of the students.
- Students were measured on process and procedural skills by the teachers in the model clusters to ensure tracking of student progress across abilities and competencies.
- Recognising the potential of Learning Navigator data in planning, DIET has asked IEC to saturate the state with Learning Navigator by rostering all teachers on the platform.
- A total of more than 40,000 competencies were gained by students in the academic year 2024-25. On an average, every month, every child actively using the LN platform gained ~3 competencies.
- 241 schools were engaged through LN throughout the year and conducted 3621 assessments throughout the year.



C. Uttar Pradesh

IEC has been working in 13 intervention districts with 20 Clusters of Excellence (CoE) and 142 champion clusters

- 6 classroom visits were conducted for each TCM (Teachers Collective Meeting) that was facilitated in the cluster.
- Of the classroom visits conducted by IEC, it was observed that 87% teachers were using lesson plans for delivering the classes. 95% classrooms were following the whole group, small group, learner group and presentation practices which enable experiential competency based learning. While 91% of classrooms were also following these practices with IPT (individual practice time) for students.
- 81% of schools in all CoE's are maintaining student progress data on various competencies across different formats. This includes maintenance of child portfolios in binders, annual competency based report cards as well updation of student profiles on NIPUN portal.
- ~30% of teachers showed movement towards CBE aligned components of learning environment, facilitation, assessments, lesson planning, community involvement as well as documentation.
- ~34% of clusters were able to improve the quality and functioning of cluster level TCs across the categories of understanding of pedagogy, understanding of the purpose of education, values and mindset, participation, quality of sharing, Academic Review by Parents participation, planning and organisation.
- ~70% of the intervention clusters showed progress in areas of learning process, teacher collectives, learning level of children, assessment, teacher empowerment, documentation, community participation and involvement of Shikshak Sankuls.
- The Teachers' Collective Framework has been introduced in all 13 District Institutes of Education & Training (DIETs) of the intervention districts. Recognizing the importance of data-driven reviews of TCMs, 11 DIETs have initiated the use of Google Forms to systematically collect and analyze monthly data on TCMs conducted in their respective districts.



- Through advocacy efforts, IEC was able to enable the SCERT to release a circular outlining the agenda and structure of the DIET planning meetings held monthly. As per the mandate the agenda points must include discussion on TCMs, TPDs (Teacher Professional Development) and student learning.
- 3572 decisions were made at the community level across the 13 districts for learning, enrollment, infrastructure and management through Shikshan Gram Sabhas and GP Education Standing Committee Meeting. 28% of these decisions have also already been implemented.
- 12 Block Education Standing Committee Meetings were enabled across 9 blocks in 6 of the intervention districts from April 2024 to March 2025. For several blocks, this was the first Standing Committee being enabled since the mandate has been circulated.
- Similarly, 3 District Education Standing Committee Meetings were enabled in 3 of the intervention districts of the state. As a result, 27 decisions towards enabling competency based education were made by departments of Health, Education, PRI and ICDS.

D. Chhattisgarh

IEC has been working in 2 districts in Chhattisgarh and initiated work in a 3rd district (Sakti) in this academic year.

- On an average, 19.3 % of teachers made progress on the Teacher Ability Framework between the start and end of the academic year
- It is observed that 9 (out of 13) clusters showed positive shifts in the Teacher Collective Meetings.
- A total of 502 plans were made across the 3 program districts, of which, 224 were implemented. Plans were made across 4 categories- Enrollment & Retention, Learning, Infrastructure & Management.
- The reach of the CBE approach was expanded in the state to a new district of Sakti from October 2024.



2. Parents as Early Teachers

When Manju first joined our parent sessions, she was unsure how she could support her daughter's learning at home. Over time, she began trying small activities shared during the sessions – singing songs together, talking about colors during their walks, and celebrating small achievements. Today, she proudly shares how her daughter now asks curious questions and loves showing off the new things she learns each day. "I realized," Manju says, "that even simple moments at home can be powerful learning moments."

GPF supports holistic early childhood development, focusing on the foundational years of a child's life, through its Parents as Early Teachers (PaET) program.

By partnering with the ICDS system, the program aims to–

- Shift parental mindsets and strengthen their role in supporting early learning and development
- Enhance preschool children's readiness for formal schooling.

Program Reach



Focus

- **Strengthening Palak Sabhas** (parent meetings) in Anganwadis: to create awareness on topics such as developmental domains and milestones, early identification of developmental delays, how children learn, etc.
- **Leveraging Technology Platforms** to support parents with video resources: that demonstrate simple, low-cost, developmentally appropriate activities that parents can easily replicate at home to help their children reach key developmental milestones and prepare for Grade 1. These videos can be accessed by parents on their smartphones.

Phased Model for System Adoption

The program is implemented in phases, in collaboration with the Integrated Child Development Services (ICDS) scheme. By first demonstrating how to conduct Palak Sabhas in a select number of Anganwadis and training Anganwadi Sevikas on the content and facilitation of these parent meetings, the sessions are gradually strengthened, scaled, and sustained through the existing system.

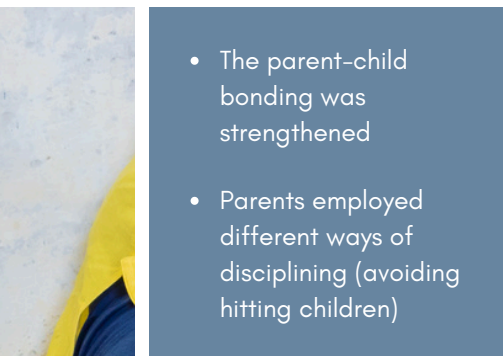
Highlights

- 650 Palak Sabhas were conducted across 6 Blocks through face to face meetings as well as virtual WhatsApp video calls.
 - Average attendance in these meetings were 60 to 65%.
- 56 videos were disseminated to parents through weblinks integrated with WhatsApp, so that parents could access the videos at their convenience and conduct the activities with their child.
- GPF developed a dashboard to track technology usage by parents.
 - 60 to 80% parents (higher proportion of parents in geographies like Moshi, Javali and Bhor) watched the videos and of those, around 80% reported doing the activity with their child.
- Data-driven decision-making by relevant stakeholders contributed to improving the program's effectiveness.
 - Based on usage data, GPF team made regular follow-up calls to parents, providing encouragement and gentle reminders to engage with the materials and participate in home-based activities with their children.
 - Additionally, Anganwadi supervisors utilized this data to motivate and guide Anganwadi Sevikas in actively supporting and engaging parents throughout the process.

Outcomes



- Parents experienced joy and happiness in engaging with their child
- Parents developed an awareness of developmentally appropriate expectations for children



- The parent-child bonding was strengthened
- Parents employed different ways of disciplining (avoiding hitting children)

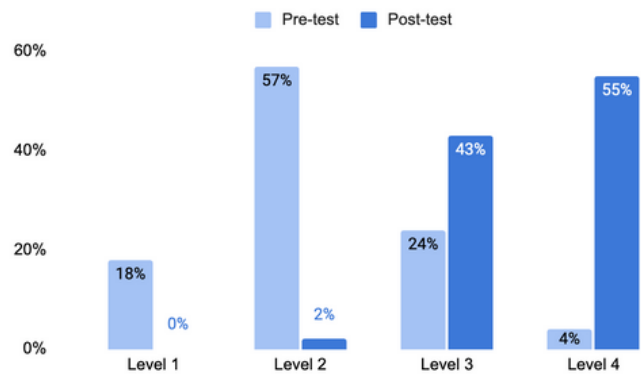


- Parents took keen interest in the child's learning and felt confident in engaging in the child's learning journey



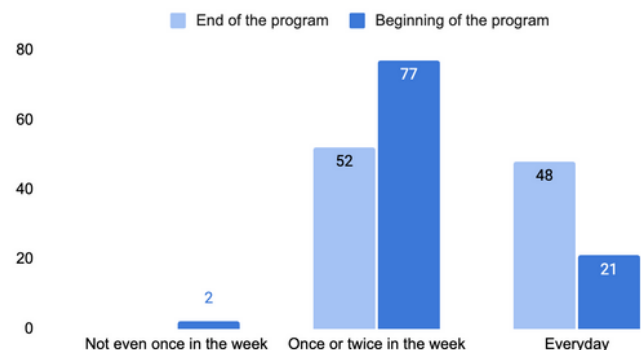
- An internal impact study was conducted to assess the effectiveness of the program in bringing a shift in parental mindset and making children ready for grade.
- Mindset change in parents was measured using the Parent Mindset Change Tool created by GPF, validated by experts in the field of Early Childhood Education. School readiness in children was measured using select sections of the School Readiness Instrument (SRI).
- Other qualitative inputs (through home visits and feedback during training sessions) were collected from parents.
- A Pre-test was conducted in August 2024 before the start of the program and the Post Test was conducted in April 2025.

Data of 53 parents and 37 children from 4 Anganwadis in Haveli Block indicated a change in parental mindset at the end of the program compared to the beginning.



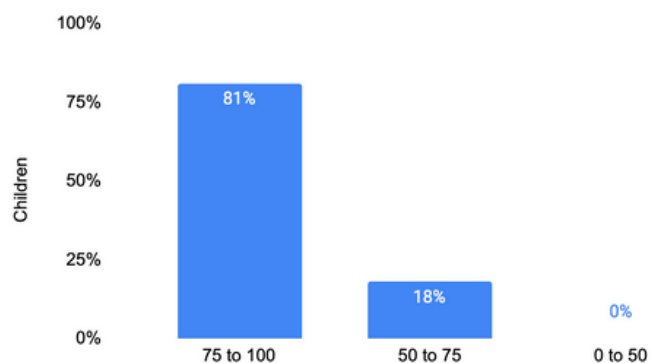
Change in Parental Mindset

There was also an improvement in the frequency of parental engagement with their child before and after participating in the program.



Frequency of Parental Engagement

Data of children, whose parents participated in the program, showed that around 80% children scored between 75 to 100% marks on the SRI, indicating readiness for grade 1 in skills mainly focusing on language and pre-math and visual-spatial skills.



Children's Performance indicating their School Readiness

From the Ground

From Tantrums to Togetherness: Snehal's Story of Change

Snehal Ombale, a mother from Kedambe village in Satara, once believed that young children only needed food, sleep, and play. She thought learning would start in school — until her 3-year-old son Rishi began having frequent tantrums, leaving her confused and frustrated. Not knowing much about child development, she often responded by scolding or ignoring him.

Things began to change when Snehal attended Mata Palak Sabha sessions through the PaET program. She learned that tantrums are a child's way of asking for help, and that simple, joyful activities at home could support learning and bonding. Inspired by videos shared on WhatsApp, she began engaging more patiently with Rishi.

Gradually, his behavior improved — he became calmer, more expressive, and eager to spend time with her. Snehal now knows that a mother's role goes far beyond basic care: love, time, and understanding are just as essential.



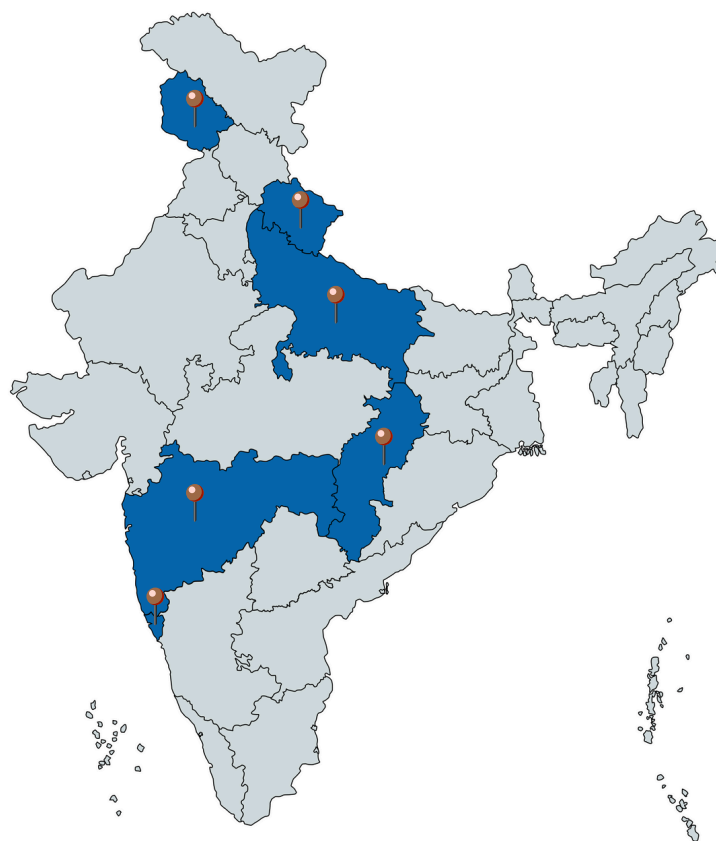
Beyond the Screen: Building Bonds and Boosting Learning

Neelam Shinde from Belawade village (Satara) was worried about her 5-year-old son Vedant's extreme restlessness. He couldn't sit still, follow instructions, or remember rhymes — making her anxious about his readiness for school. To manage, Neelam and her husband often relied on mobile phones and TV to keep him occupied, unaware of the impact.

That changed when Neelam began attending Mata Palak Sabha sessions through the PaET program and started doing home activities from the shared videos. Slowly, Vedant's behavior improved — he became calmer, could focus better, follow instructions, and remember stories and rhymes.

One of the biggest shifts? The family removed screen time and began spending more quality time together. "Now he learns and plays like other children," says Neelam, proud of how simple engagement brought such a powerful change.

Moving Forward



In 2025-26, GPF will strengthen its partnerships and expand its efforts to drive systemic change in education through the following strategic priorities:

Continue partnering with 6 state education systems—including SCERTs and DIETs to understand the implications and efficacy of the theory of change in bringing competency based practices in rural Government primary schools, by demonstrating this in 2000 Clusters and 1,00,000 Teachers in six States.

Build and ensure adoption of the Teacher Professional Development app across the 6 States.

Documentation and Dissemination of the program learnings and highlights for wider outreach.

Strengthen parental engagement in early childhood with a focus on scaling the program through the ICDS system in 3000 Anganwadis across Satara District.

Third party Impact Studies in select Clusters, Blocks and District to establish the efficacy of GPF's intervention in rural primary government schools.

GPF will help in making rural Government Schools the first choice of parents for their children's primary education by enabling competency based education practices across 6 States.

Endorsements & Recognitions

GPF collaborated with the Goa State Department of Education under the Manthan program, aimed at strengthening primary education and fostering Competency-Based Education (CBE) across the state. **SCERT Goa** acknowledged the contributions of GPF team members Swapnaja Patil and Onkar Ogale through an appreciation letter for their support in preparing for the National Achievement Survey (NAS) in December 2024. GPF's Curriculum Development team played a key role by developing Grade 3 sample question papers focused on higher-order thinking and conceptual understanding, and by conducting CBE workshops to equip teachers with strategies for effective classroom implementation.

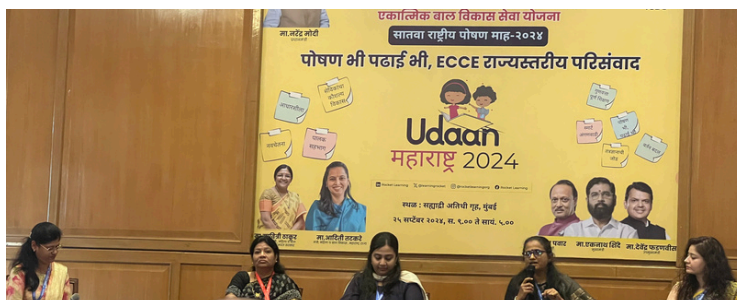


GPF team member, Sandeep Jaware, enabled two district-led student assessment rounds across Nandurbar district throughout the year by supporting data collection, analysis, and data-driven action—helping the district complete the full assessment cycle. These assessments benefited 92,744 students. He was awarded a Certificate of Appreciation and a trophy by the District Collector and Chief Executive Officer, Nandurbar District, Maharashtra, for his outstanding contribution.



GPF provided technical support to Satara, Kolhapur, and Sindhudurg districts to conduct large-scale student assessments for Grades 2 to 9. This included designing Learning Outcome-based question banks, enabling student-wise data collection, developing data management systems, and creating actionable dashboard templates for all administrative levels. A total of 2,74,159 students participated in the assessments, covering approximately 49% of the student population in these grades. CEOs from Satara, Parbhani, Nandurbar, Beed, Ratnagiri and Kolhapur have recognised GPF's contribution.

Endorsements & Recognitions



Gyan Prakash Foundation (GPF) was invited to participate in the Udaan Maharashtra 2024 Conference, organized by Rocket Learning on 25th September 2024. The conference brought together experts, government officials, and practitioners to discuss the newly launched Aadharshila and Navchetna curriculum frameworks for early childhood care and education. Representing GPF, Sandhya Khamkar joined a panel on the importance of the Aadharshila curriculum in engaging families of 3-6-year-old children. She highlighted the document's emphasis on parental involvement and its practical value in guiding Anganwadi Sevikas. Her advocacy for shifting societal perceptions of Anganwadi Sevikas, recognizing them as educators deserving the status of teachers, was well-received and appreciated.

GPF's 'Parents as Early Teachers' team was invited to contribute to Bachpan Manao's newsletter, Celebrating CollabAction at Play- Issue#26. The article titled 'Voices of Parents- Lessons in Parent Mindset' talked about the voices of the parents participating in the 'Parents as Early Teachers' program. The article highlighted the experiences, joys and challenges experienced by parents in engaging with their young children, and how it motivates us to continue supporting families and creating a nurturing environment where learning thrives from the very start.



GPF's Early Childhood Education and Development lead, Swetha Chakravarthi, was invited to participate in a podcast titled 'Playtime with Parents through Tech', alongside experts from Dost Foundation and Saajha, as part of Ekstep Foundation's Bachpan Manao podcast series, organized by Educator's Commune. The podcast focused on how tech-based initiatives are helping parents engage in play-based learning, the impact these efforts have had, and how parents have responded. The challenges of technology-driven interventions were explored and the speakers talked about how maintaining a human connection is integral in overcoming these hurdles.



Financials

Gyan Prakash Foundation
Indian Registration Act, 1908

Balance Sheet as at 31st March, 2025

FUNDS & LIABILITIES	Schedule	31.03.2025	31.03.2024
		Amount Rs.	Amount Rs.
TRUST FUND OR CORPUS		1,01,00,000	80,00,000
CURRENT LIABILITIES	Sch. 1	15,45,748	4,32,063
INCOME AND EXPENDITURE ACCOUNT	Sch. 2	29,03,941	1,33,83,693
TOTAL		1,45,49,689	2,18,15,756

ASSETS & PROPERTIES	Schedule	31.03.2025	31.03.2024
		Amount Rs.	Amount Rs.
FIXED ASSETS	Sch. 3	9,63,479	5,93,662
INVESTMENTS	Sch. 4	1,11,33,356	1,69,63,395
LOANS & ADVANCES	Sch. 5	1,96,802	5,05,052
CASH & BANK BALANCE	Sch. 6	22,56,053	37,53,648
TOTAL		1,45,49,689	2,18,15,756

For Gyan Prakash Foundation

Baljit Mirchandani
Baljit Mirchandani
Managing Trustee

Place - Pune
Date - 10th May 2025

Sreeja
Sreeja
Trustee

For B.K. Khare & Co.
Chartered Accountants
Firm Reg. No. - 105102W

Shirish Rahalkar
Shirish Rahalkar
Partner
M. No. 111212
Place : Pune
Date - 10th May 2025

Gyan Prakash Foundation
Indian Registration Act, 1908

Income and Expenditure Account for the year ended 31st March, 2025

PARTICULARS	Schedules	For the year ended on	For the year ended on
		31.03.2025	31.03.2024
		Amount Rs.	Amount Rs.
INTEREST INCOME	Sch. 7	6,38,051	7,29,678
DONATION RECEIVED	Sch. 8	6,13,13,811	7,00,79,385
TOTAL INCOME		6,19,51,862	7,08,09,063
ESTABLISHMENT EXPENSES	Sch. 9	26,87,030	33,27,405
EXPENDITURE ON OBJECT OF TRUST	Sch. 10	6,66,89,609	5,72,52,880
GRANT/DONATION PAID	Sch. 11	26,40,000	1,40,55,664
DEPRECIATION/AMORTISATION	Sch. 3	4,14,975	2,77,094
TOTAL EXPENSES		7,24,31,614	7,49,13,044
SURPLUS/(DEFICIT)		-1,04,79,753	(41,03,981)

For Gyan Prakash Foundation

Baljit Mirchandani
Baljit Mirchandani
Managing Trustee

Place - Pune
Date - 10th May 2025

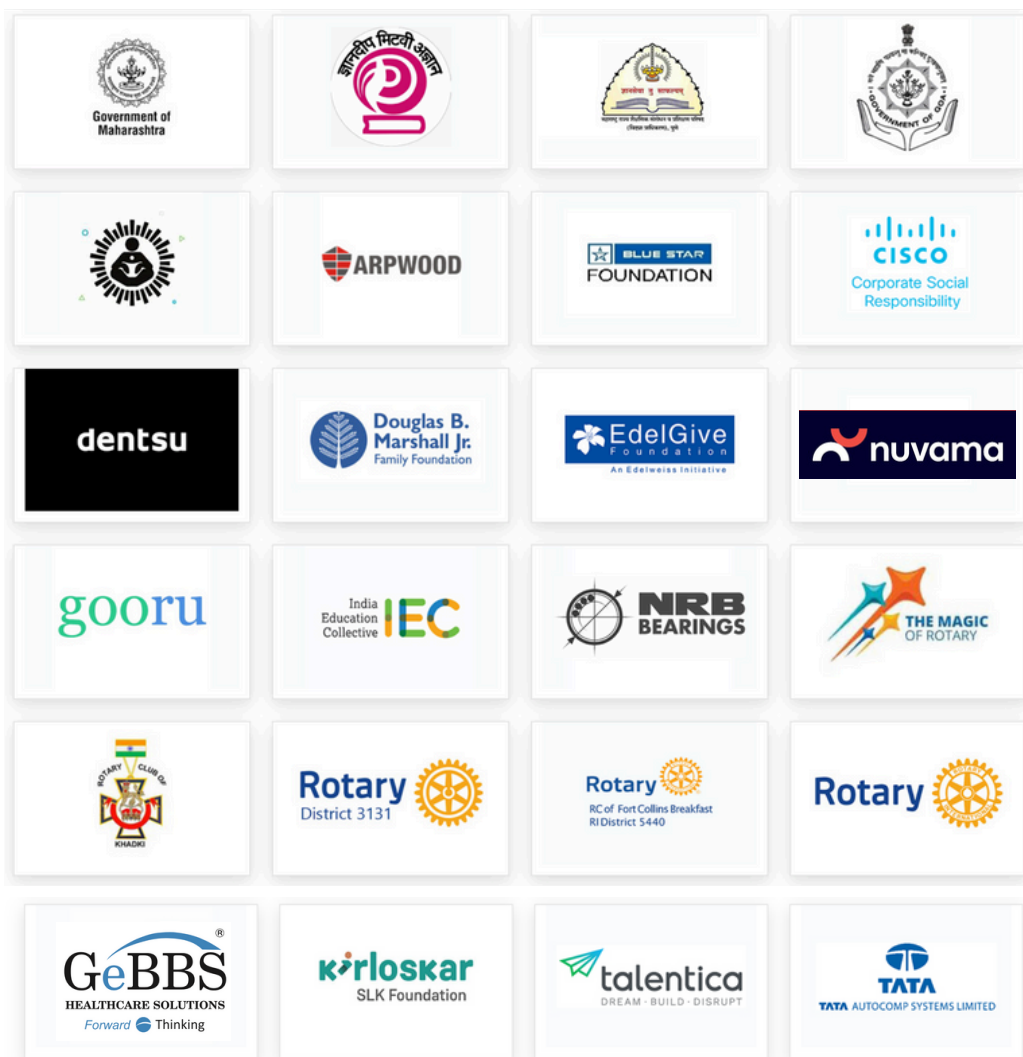
Sreeja
Sreeja
Trustee

For B.K. Khare & Co.
Chartered Accountants
Firm Reg. No. - 105102W

Shirish Rahalkar
Shirish Rahalkar
Partner
M. No. 111212
Place : Pune
Date - 10th May 2025

Detailed financial report is available on our website.

Acknowledgement



"It is with the deepest gratitude we thank you, for your generosity and for sharing our fundamental purpose of bringing equity and excellence in learning amongst children irrespective of the language of communication, competencies and access to technology."

"As we continue to move forward towards our goal of Transforming Learning Outcomes with your support, we are delighted to share impact stories and progress with you. We would again like to thank you for joining us on this remarkable journey."

GPF was registered as Trust in 2011 under Indian Registration Act, 1908. GPF has a valid 80G and 12A certificate, is registered under CSR rules under Companies Act in India and the Foreign Contribution Regulation Act (FCRA).



Contact

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