ANNUAL REPORT 2025-26

Where Systems Meet The Child



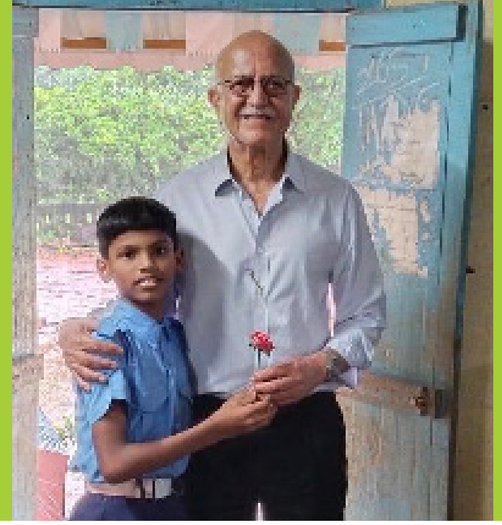
gyan prakash
FOUNDATION



Every child learns within a system.

Nearly 20 million children enter primary school every year in India. Their learning journey relies on the **collaboration** of systems, teachers, parents, and communities working together for each child's success.

Founder's Message



A DECADE OF TRANSFORMATION AND A VISION FOR THE FUTURE

Over the past decade, we have witnessed an important shift in Maharashtra's education system — from largely top-down processes towards greater teacher participation. Teacher Collectives and the Shikshan Parishad created spaces for teachers to reflect, learn from one another, and take greater ownership of their professional growth.

May 8, 2026 marked the culmination of our ten-year journey with the Collaboration for Transforming Education (CTE), anchored by EdelGive Foundation in partnership with the Government of Maharashtra. What began with a few Teacher Collectives grew into a much wider ecosystem of teacher participation and professional learning.

Our collaboration with the India Education Collective (IEC) further enabled these ideas to travel across geographies and adapt to different educational contexts.

Perhaps our most important learning is that sustainable transformation cannot be delivered from outside. It takes root when teachers, communities, and institutions learn together and gradually take ownership of change. Our role is to strengthen the capacity of the existing system to learn, adapt, and evolve.

As we look ahead, this belief continues to guide us towards our larger dream: that every child in rural India has the opportunity to realise their full potential and learn at their own pace.

Daljit Mirchandani
Founder and Managing Trustee

01
Our Approach

Building change from within the system

GPF works with government education systems to make meaningful learning possible for every child. Our approach is rooted in a simple principle: **lasting change happens when the people and structures within the system are strengthened to lead it.**

Rather than creating parallel programmes, we work alongside teachers, cluster and block-level functionaries, district and state institutions, and communities — strengthening their capacity to improve teaching and learning through existing structures.

At the heart of this approach is **Competency-Based Education** — enabling teachers to move beyond syllabus completion to focus on what children are actually learning and respond to different learning needs. **Teacher Collectives** create regular spaces for teachers to plan together, learn from peers, discuss classroom challenges and reflect on student progress.



From the classroom to the system

GPF brings together four mutually reinforcing elements:

Teachers & Teacher Collectives
Regular, teacher-led academic spaces for collaborative planning, reflection and professional learning.

Classroom Practice
Supporting teachers to translate collective learning into competency-based lesson planning, classroom organisation, pedagogy and assessment.

Community Participation
Strengthening School Management Committees, Parent-Teacher Meetings and Education Gram Sabhas so that parents and communities become active participants in children's learning and school development.

System Strengthening
Working with cluster, block, district and state institutions to embed effective practices within planning, review, capacity building and decision-making.





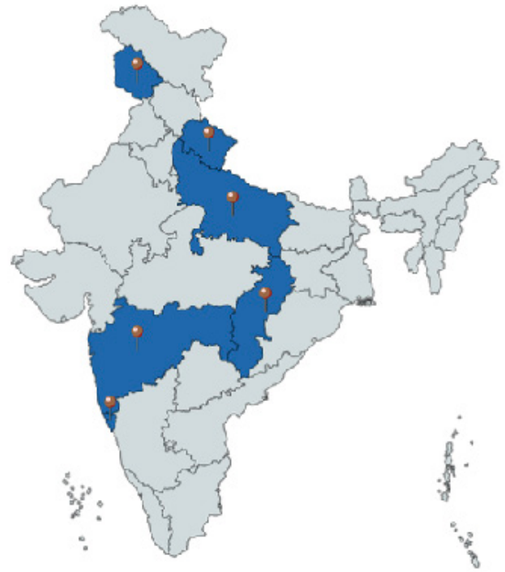
Clusters of Excellence: demonstrating what works

A key expression of GPF's approach is the **Cluster of Excellence (CoE)** — a strengthened cluster where these elements come together.

Within a CoE, Teacher Collectives function regularly, classrooms reflect competency-based approaches, cluster-level officials actively support teachers, and community platforms become more closely connected to children's learning.

Clusters of Excellence serve as **demonstration and learning spaces within the government system** — showing what effective implementation looks like in practice and creating examples that can inform and influence the wider system.

02
Our Reach



Growing reach. Deepening impact.

GPF works within government education systems to strengthen teaching, learning and community participation at scale. In 2025–26, our work extended across six states, combining deep engagement through Clusters of Excellence with a wider network of clusters and schools across the government primary education system.

Across India

Maharashtra · Goa · Uttar Pradesh · Uttarakhand · Chhattisgarh · Jammu & Kashmir

From focused work within **Clusters of Excellence** to engagement across thousands of schools, GPF's approach connects classroom practice with the wider education system — creating pathways for effective practices to be demonstrated, strengthened and sustained at scale.

Our Reach in 2025–26

6
States

75
Clusters Of Excellence

2,551
Clusters

19,808
Schools

1.24 Lakh+
Teachers

12 Lakh+
Children

03
Strengthening Primary Education

From stronger teachers to stronger systems

GPF works with government education systems to strengthen the conditions that enable children to learn — capable and supported teachers, competency-based classroom practice, engaged communities, and responsive education structures.

During 2025–26, the emphasis moved from expanding outreach to **deepening implementation and demonstrating what effective practice looks like within the system.** Teacher Collectives continued to provide teachers with regular academic spaces for collaborative planning and reflection, while Clusters of Excellence demonstrated how teacher development, classroom practice, community participation and system engagement can work together.

Across the programme, **9,149 Teacher Collectives** were conducted with **90%+ teacher participation** in regularly supported clusters. Increasingly, these forums are centred on student learning: around **89% included student-learning review and 98% included teacher-led discussions.**

Maharashtra

From demonstration to system engagement

Maharashtra represents GPF's deepest engagement with the government education system. During the year, work across model clusters continued to strengthen Teacher Collectives, competency-based classroom practice and community participation, while engagement with state institutions created opportunities for these practices to inform the wider system.

GPF's work aligned with **Shikshan Setu**, a state-led showcase of good practices across the Kolhapur, Chhatrapati Sambhajinagar and Nashik divisions. Engagement with the **Commissionerate and SCERT** also created opportunities for teachers and community members from model clusters to share practices that could be taken to scale.

Conversations towards integration with **Vidya Samiksha Kendra (VSK)** further strengthened the connection between field practice, evidence and system-level decision-making.

GPF also supported the development of modules, Government Resolutions and implementation guidelines, including state-level work around strengthening School Management Committees.

Maharashtra at a glance

20
Clusters of Excellence

900
Teachers directly reached

1,954
Clusters influenced

14,784
Schools

1,12,691
Teachers influenced

9,01,528
Children reached

Across the 17 intervention districts, around **300 government letters** were issued to organise Teacher Collectives, SMC meetings and Education Gram Sabhas — an important indication of growing system ownership.

Teacher Collectives to classrooms

Throughout the year, GPF maintained intensive field engagement to help translate collective learning into classroom practice. In Maharashtra this included **1,481 field visits, 1,179 stakeholder meetings and 192 workshops,** supporting teachers to implement competency-based teaching, align lessons with children's learning levels and strengthen classroom organisation and pedagogy.

Between December 2025 and January 2026, a quiet but significant shift unfolded across three education divisions of Maharashtra — Kolhapur, Chhatrapati Sambhajinagar, and Nashik.

Under the guidance of senior state leadership and with the support of Deputy Directors of Education, Gyan Prakash Foundation facilitated a series of division-level workshops titled: **"Shikshan Setu – Collaborative Role of Stakeholders in the Education System."** These were not routine training sessions. They were ecosystem alignment platforms — bringing together teachers, DIET faculty, district officials, Kendra Pramukhs, and School Management Committee (SMC) members in one shared space of reflection and learning.

Maharashtra Highlights



Handbook Release

Daljit Mirchandani, Founder and Managing Trustee of GPF, alongside Naghma Mulla, CEO of EdelGive Foundation, Shri Sachindra Pratap Singh (IAS), Hon. Commissioner (Education), Maharashtra State, and Shri Ranjeet Singh Deol (IAS), Principal Secretary, School Education and Sports Department, Government of Maharashtra, at the formal release of GPF's Shikshan Parishad Handbooks at the CTE Program Closing event in Pune.

The Shikshan Parishad and SMC handbooks are practical guides for Kendra Pramukhs, Cluster Resource Groups and HMs on conducting the structured SP meetings and ensuring regular monthly meetings with parents. These handbooks are a result of the CTE program that GPF implemented for over a decade and that now runs across 17 districts of Maharashtra.

Maharashtra Highlights



MoU Signing

Pallavi Mukhedkar, CEO of GPF, and Dr. Hemant Vasekar (IAS), Director of SCERT Maharashtra, signed a five-year Memorandum of Understanding at the SCERT office in Pune. The MoU, signed on 14 May 2026, provides the institutional framework for GPF's continued engagement with the Maharashtra education system through 2031 and formalises GPF's continued support capacity building through BRG–CRG strengthening, Shikshan Parishad coordination, and community engagement.

Maharashtra Highlights



Shikshan Setu

Under the guidance of senior state leadership and with the support of Deputy Directors of Education, Gyan Prakash Foundation facilitated a series of division-level workshops titled: “Shikshan Setu – Collaborative Role of Stakeholders in the Education System.” These were not routine training sessions. They were ecosystem alignment platforms — bringing together teachers, DIET faculty, district officials, Kendra Pramukhs, and School Management Committee (SMC) members in one shared space of reflection and learning.

Goa

Deepening the Manthan partnership

In Goa, GPF continued to strengthen the **Manthan** approach by working with teachers, Cluster Resource Persons, block-level officials and SCERT to make teacher development and classroom improvement increasingly embedded within government processes.

A significant development during the year was strengthening planning and review at the block level through capacity building of newly appointed officials and Block Resource Persons.

GPF also supported the creation of the **Manthan Dashboard,** establishing a state-level monitoring and reporting system to track Teacher Collective meetings and classroom visits by Cluster Resource Persons. This has brought greater visibility, transparency and accountability to programme implementation.

Closer engagement with **SCERT Goa** has helped strengthen alignment across training, assessment and classroom practice — signalling the early institutionalisation of programme processes within the state system.

Goa at a glance

6
Clusters of Excellence

109
Teachers directly reached

104
Clusters influenced

685
Schools

2,439
Teachers influenced

18,500
Children reached

Goa Highlights



CRG workshop conducted in Ponda block Goa in July 2025.
The CAF (Common Assessment Framework) evaluation process was successfully conducted for all 18,000 students from Classes 1 to 4 in Government schools across Goa, under the aegis of Samagra Shiksha, Goa.



CRG workshop conducted in Qupem block Goa in 28 july 2025.
Under the guidance of **Samagra Shiksha,** we successfully conducted and facilitated **24 Cluster Resource Group (CRG) workshops across Goa**, strengthening the capacity and effectiveness of cluster-level teacher collectives. The workshops focused on enriching collaborative learning spaces, fostering peer engagement, and enhancing the overall quality of professional development among teachers.



State Programme Director Samagra Shiksha Shri Manoj Sawaikar addressing the meeting July 2025.
Two meetings of the State Resource Group (SRG) were organized to review and plan the Manthan program. Under the guidance of Samagra Shiksha, Goa, regular review and planning was carried out. Through this initiative, 105 Cluster-level and 6 Teacher-Collector & Block Resource Group meetings were conducted to effectively plan and streamline classroom processes.

Partnerships Across States

Extending learning through state partnerships

Beyond Maharashtra and Goa, GPF's approach is being adapted across **Uttar Pradesh, Uttarakhand, Chhattisgarh and Jammu & Kashmir,** with programme processes increasingly finding a place within existing state, district, block and community structures. The report states that GPF works through **India Education Collective (IEC)** as a partner in several of these geographies.

Uttar Pradesh

Across **133 clusters and 1,892 schools,** the work reached approximately **8,135 teachers**. A significant development has been the institutionalisation of structured DIET meetings: regular academic and administrative review meetings were initiated in **74 of 75 districts.** Block-level academic planning meetings are also being practised in eight of the 13 working districts, while five districts completed the GP–Block–District loop for community-led educational review and planning.



Uttarakhand

The programme worked across approximately **13 clusters, 227 schools and 379 teachers.** Teacher Collectives became regular in two blocks and began extending to other clusters. **62% of teachers** were reported to be preparing and using daily competency-based learning plans, while teachers across 11 blocks were introduced to Learning Navigator resources and assessments.



Chhattisgarh

Across approximately **288 clusters and 1,815 schools**, the work placed strong emphasis on community participation in education. All working blocks conducted Block Education Committee meetings, and Gram Panchayats in the working blocks initiated GP-level Education Committee meetings. **193 GP meetings were conducted** that focused on planning different aspects of educational development with public participation.



Jammu & Kashmir

In Jammu & Kashmir, GPF's work extended across approximately **47 clusters and 300 schools**. A significant focus was on strengthening community participation in school development. In the working district, **all schools formed School Management Committees (SMCs) in accordance with RTE 2009 requirements.** SMC-led planning also enabled the execution of **Rs.2.86 crore towards school development, while 65% of SMCs reached Level 3 of the four-level SMC Development Matrix,** reflecting stronger planning, functionality and understanding of roles and responsibilities.





04
Learning, Technology & Innovation

Turning learning into everyday practice

As GPF's work has grown, one challenge has remained consistent: **how to help teachers translate professional learning into day-to-day classroom practice.**

In 2025–26, GPF strengthened the role of technology as a bridge between Teacher Collectives and the classroom through the **Navigator-based Teacher Professional Development (TPD) platform**. Designed as a "teacher's companion," the platform complements the collaborative learning of **Teacher Collectives** with structured, competency-aligned digital support for lesson planning, professional development, classroom practice and assessment. Rather than operating as a stand-alone technology initiative, it is introduced through Teacher Collectives and reinforced through classroom support.

Technology designed around teachers

The TPD platform brings together four connected pathways:

Technology in 2025–26

1,534
Teachers Onboarded

2,799
Lesson Plans Executed

10,483
Competencies Covered

74%
Active usage in model clusters

1,000+
Teachers using the platform independantly



My Plan
Helps teachers create competency-aligned monthly lesson plans using learning outcomes, classroom activities, assessments and resources aligned with state curricula.

My PD
Provides structured professional-learning modules linked to Teacher Competency Frameworks, combining videos, readings, assessments and reflection. Conversational AI provides teachers with prompts, explanations and personalised support as they learn.

Find Resources
Allows teachers to find classroom activities, assessments, worksheets, videos and professional-learning resources according to grade, subject, competency and language.

Teach & Assess
Enables teachers to organise classrooms, assign activities and assessments, record student progress and use learning data to inform subsequent planning and teaching.

Learning from use

An important part of the year's progress was not simply building technology, but **learning how teachers use it in real settings.**

The programme moved from early piloting towards broader adoption, generating insights into what enables—or constrains—technology use in government schools. Experience from Maharashtra and Uttar Pradesh showed that teachers are willing to use technology when it directly responds to classroom needs, and that adoption is significantly stronger when digital tools are combined with on-ground support.

This learning is helping GPF refine the platform around teachers' needs while exploring how technology can support practice beyond directly supported clusters.

From data to better decisions

Technology is also creating opportunities to make programme and learning data more useful to teachers, cluster leaders and education administrators.

The emerging direction is to connect **classroom practice, platform usage and system-level review,** enabling data to support lesson planning, differentiated instruction and more responsive decision-making.

In Goa, this approach is already reflected in the development of the **Manthan Dashboard**, which tracks Teacher Collective meetings and classroom visits by Cluster Resource Persons, strengthening transparency and accountability within the system.

From implementation to knowledge

GPF's experience on the ground is also creating a growing body of knowledge about what it takes to strengthen teaching and learning within government systems.

The next step is to systematically **document practices, build evidence, develop open resources and translate implementation learning into knowledge that others can use**—while remaining firmly connected to field practice.

05
Parents as Early Teachers

Learning begins long before school

A child's earliest experiences of learning happen at home. Through **Parents as Early Teachers (PaET),** GPF recognises parents as a child's first and most consistent learning resource and works to strengthen the connection between the home and the Anganwadi.

Aligned with NEP 2020, PaET works within the existing **ICDS system,** strengthening the capacity of Anganwadi teachers to engage parents of children aged 3–6 years.

At the centre of the approach is the **Mata Palak Sabha** — revitalised from a routine meeting into a structured space where parents learn how everyday interactions, play and simple activities at home can support their child's holistic development and readiness for school. The programme seeks to shift parents from passive reliance on the Anganwadi **towards active co-ownership of their child's development,** while enabling Anganwadi teachers to sustain meaningful parent engagement.



Strengthening the parent–Anganwadi partnership

During the year, **620 Anganwadi teachers** were trained to facilitate structured Mata Palak Sabhas focused on child development, play-based learning and school readiness. **2,767 Mata Palak Sabha sessions** were conducted, creating regular opportunities for parents to understand and participate in their children's development.

This engagement extended beyond physical meetings, with **8000 parents registered to receive guided learning videos through WhatsApp,** and 55% actively watched the videos and reported trying the suggested activities with their children at home.

Preparing children for the transition to school

A particular focus of PaET is supporting children as they move from the Anganwadi into formal schooling. During 2025–26, **2,300 children transitioning to Grade 1 received targeted school-readiness support,** connecting what happens at home with practices at the Anganwadi.

GPF also expanded the programme's learning toolkit during the year, developing contextual video resources using everyday household materials and piloting **art- and music-based activities** to encourage creativity, curiosity, socio-emotional expression and joyful learning.

Going forward, the PaET program will expand to 5 Districts in Maharashtra, covering around 50000 parents over the next 3 years.

PaET in 2025–26

2
Districts - Pune & Satara

7
Blocks

620
Anganwadi Centres/Teachers

8,000
Parents Reached

8,600
Preschool Children

2,767
Mata Palak Sabha

"I would correct my child if he didn't colour the sky blue or the trees green. I now see them as his imagination, not his mistakes."

— Parent participating in PaET

06
Partners in Transformation

Change is built together

Transforming public education at scale requires sustained collaboration. GPF's work is built on partnerships with **government institutions, funding partners, and knowledge and implementation organisations** that bring complementary strengths to a shared goal — enabling every child to learn and thrive.

07
Financials

GYAN PRAKASH FOUNDATION
Registered Under Indian Trust Act, 1882
Balance Sheet as at 31st March 2026

	Particulars	Note	31 March 2026	31 March 2025
I	**EQUITY AND LIABILITIES**			
1	**Owners' Funds**			
(a)	Corpus Fund	3	1,01,00,000	1,01,00,000
(b)	Reserves and surplus	4	34,82,660	29,03,941
			1,35,82,660	1,30,03,941
2	**Non-current liabilities**			
(a)	Other long-term liabilities	5	4,09,26,507	15,45,748
			4,09,26,507	15,45,748
			-	-
	Total		**5,45,09,167**	**1,45,49,689**
II	**ASSETS**			
1	**Non-current assets**			
(a)	Property, Plant and Equipment and Intangible assets			
(i)	Property, Plant and Equipment	6	8,09,264	9,63,479
(b)	Non-current investments	7	2,99,26,323	1,11,33,356
(c)	Long Term Loans and Advances	8	9,600	-
(d)	Other non-current assets	9	1,47,535	80,832
			3,08,92,722	1,21,77,667
2	**Current assets**			
(a)	Current investments	7	23,40,596	-
(b)	Cash and bank balances	10	2,09,48,704	22,56,053
(c)	Other current assets	11	3,27,144	1,15,970
			2,36,16,445	23,72,022
	Total		**5,45,09,167**	**1,45,49,689**
				-
	Brief about the Entity	1		
	Summary of significant accounting policies	2		
	The accompanying notes are an integral part of the financial statements			

For **Gyan Prakash Foundation**

Daljit Mirchandani
Managing Trustee

Sreeja
Trustee

Place – Pune
Date – 16th May 2026

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

Shirish Rahalkar
Partner
M. No. 111212
Place : Pune
Date - 16 May 2026

Gyan Prakash Foundation PUNE

GYAN PRAKASH FOUNDATION
Registered Under Indian Trust Act, 1882
Statement of Income and Expenditure for the year ended 31st March 2026

	Particulars	Note	31 March 2026	31 March 2025
I	Revenue from operations	12	8,84,37,959	6,13,13,811
II	Other Income	13	10,40,158	6,38,051
III	**Total Income (I+II)**		8,94,78,117	6,19,51,862
IV	**Expenses:**			
(a)	Cost of goods sold			
(b)	Employee benefits expense	14	4,15,27,839	3,43,30,898
(c)	Depreciation and amortization expense	15	3,33,682	4,14,975
(d)	Other expenses	16	4,70,37,877	3,76,85,741
	Total expenses		**8,88,99,398**	**7,24,31,614**
	Surplus/(Deficit) for the year (III-IV)		5,78,718	-1,04,79,753
	The accompanying notes are an integral part of the financial statements			

* whereever applicable

For **Gyan Prakash Foundation**

Daljit Mirchandani
Managing Trustee

Sreeja
Trustee

Place – Pune
Date – 16th May 2025

Gyan Prakash Foundation PUNE

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

Shirish Rahalkar
Partner
M. No. 111212
Place : Pune
Date : 16 May 2026

Looking Ahead

Because every child deserves a primary public education system that enables them to thrive.

Over the past decade, GPF has learned through practice — working across classrooms, communities and government systems to understand what it takes to create lasting change.

As we enter our next phase, we will continue to work on the ground while building evidence, developing resources and learning designs, and strengthening partnerships that can take proven practices further.

The next phase is about turning practice into evidence, evidence into shared learning, and learning into stronger systems. Our focus will be to strengthen what works, codify what we have learned and amplify it through partnerships — while keeping teachers at the centre of transformation, strengthening community ownership and continuing to work within the government system.

As we look ahead, we do so with humility, conviction and a belief that the learning accumulated over the years can contribute to stronger primary education systems at greater scale.

Pallavi Mukhedkar
Chief Executive Officer



With gratitude to every teacher, parent, education leader, partner and community who made this journey possible.

gyan prakash FOUNDATION

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