



ANNUAL REPORT 2024-25







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Contents



From the Chairperson's Desk	2
From the Executive Director's Desk	3
Acronyms	4
Glossary	5
About Us	6
Key Interventions	7
Year in Review 2024-25	8
Theory of Change	10
Our Reach	11
Our Interventions	
Arunachal Pradesh	13
Meghalaya	22
Partnerships	26
Media Coverage	27
People & Culture	30
Financials	32

FROM THE CHAIRPERSON's DESK



Ratna Viswanathan

Chair of the Board
Reach to Teach Foundation

The past year has been one of deepened partnerships, measurable impact, and renewed commitment to strengthening learning for children in government schools. Our vision at Reach to Teach Foundation is to work at scale with Governments to strengthen education systems from within, ensuring that every child, no matter where they live, has the opportunity to learn with confidence, joy, and purpose.

In Arunachal Pradesh and Meghalaya, we have collaborated with State Education Departments to enhance foundational learning, build teacher capacity, and improve system readiness. This work has reached hundreds of thousands of students and teachers, raising Board Exam performance, improving literacy and numeracy, and embedding innovative approaches into the everyday rhythm of schools. These are not just incremental gains; they reflect the power of collaboration, evidence, and shared commitment to drive system-wide change.

The impact speaks for itself. In Arunachal Pradesh, the percentage of Class 3 students able to read a Class 2-level text nearly doubled, Board Exam pass percentages rose by over 15% in Class 10 and 16% in Class 12 compared to two years ago, and the State advanced from Aspirant to Performer in the SDG India Index. In Meghalaya, teachers across 500 schools reported stronger student engagement and readiness through the Meghalaya Class Readiness Programme, supported by a dedicated teacher helpline and resource groups reaching even the most remote classrooms.

These achievements are possible because of the vision we share with our Government partners, the dedication of school leaders, teachers and system officials, and the steadfast support of our team, donors, and well-wishers. We know that the road ahead is long, but we also know that we are moving in the right direction.

As we look ahead, our commitment remains unwavering - to keep innovating, listening, and ensuring that the promise of accessible, quality education becomes a reality!

FROM THE EXECUTIVE DIRECTOR's DESK



Manoranjan Nayak

Executive Director
Reach to Teach Foundation

The past year has been a powerful reminder of what is possible when strategy, collaboration, and on-ground action work in sync. At Reach to Teach Foundation, we entered 2024–25 with a renewed focus on scale, quality, and measurable Learning Outcomes. Our teams, spread across geographies, worked closely with State Education Departments in Arunachal Pradesh and Meghalaya to design, deliver, and monitor programmes that respond to real needs within classrooms.

In Arunachal Pradesh, our focus was on better preparing students and teachers for the academic journey, whether through supporting exam readiness, introducing practical skill-building activities, or helping the State align with national standards for student assessments. In Meghalaya, we worked closely with schools and teachers to provide easy-to-use handbooks, introduce new ways of tracking student progress, launch a support helpline for teachers, and build strong resource groups at both State and District levels.

What stands out this year is not only the breadth of initiatives, but the depth of impact—reflected in stronger Foundational Literacy and Numeracy, improved Board Exam pass percentages, and measurable gains in National indices. These results are the outcome of relentless effort by our teams, the openness and trust of our Government partners, and the dedication of teachers, school leaders and system officials, who translate vision into reality every single day.

As we look ahead, our goal remains clear: to keep strengthening education systems from within, innovating in response to local contexts, and ensuring that every programme we deliver is sustainable and scalable.

Our work this year has reaffirmed that when systems are strengthened, change endures. I am deeply grateful to our partners, donors, and the Reach to Teach Foundation team for making this journey possible. Together, we are proving that system change is not just an aspiration, it is happening, here and now.

ACRONYMS

CBSE	Central Board of Secondary Education
CLTP	Comprehensive Learning Transformation Programme
CSR	Corporate Social Responsibility
DERT	Directorate of Educational Research and Training
DIET	District Institute of Education and Training
DTF	District Task Force
FLN	Foundational Literacy and Numeracy
HPC	Holistic Progress Card
LEP	Learning Enhancement Programme
LOs	Learning Outcomes
LRP	Learning Recovery Programme
MCLTP	Meghalaya Comprehensive Learning Transformation Programme
MCRP	Meghalaya Class Readiness Programme
MLEP	Meghalaya Learning Enhancement Programme
MEL	Monitoring, Evaluation and Learning
MoU	Memorandum of Understanding
NAS	National Achievement Survey
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NEP	National Education Policy 2020
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic Development
PGI	Performance Grading Index
PM SHRI	Pradhan Mantri Schools for Rising India
PMU	Programme Management Unit
SCERT	State Council of Educational Research and Training
SEL	Socio-Emotional Learning
SLAS	State Level Assessment Survey
SMC	School Management Committee
SPMU	State Project Management Unit
SRP	School Readiness Programme
SSA	Samagra Shiksha Abhiyan
UDISE+	Unified District Information System for Education Plus
UN SDG	United Nations Sustainable Development Goal
VSK	Vidya Sameeksha Kendras

GLOSSARY

MLENS (ExamLens) application, Meghalaya – An online platform to improve student learning outcomes through competency-based assignments, projects, and assessments with central monitoring.

National Achievement Survey (NAS) – A nationwide large-scale assessment to evaluate the learning levels of students in Classes 3, 5, 8, and 10 across school types.

NCERT (National Council of Educational Research and Training) – An autonomous body under the Ministry of Education that designs curriculum, textbooks, and educational practices for schools in India.

National Curriculum Framework (NCF) – A guiding document for curriculum, textbooks, and pedagogy aligned with NEP 2020 to promote holistic and learner-centered education.

National Education Policy (NEP) 2020 – India's education reform policy focusing on holistic, flexible, and multi-disciplinary learning for equitable and inclusive education.

NIPUN Bharat - National Initiative for Proficiency in Reading with Understanding and Numeracy - a mission to ensure foundational literacy and numeracy skills in all children by Grade 3.

PARAKH - Performance Assessment, Review and Analysis of Knowledge for Holistic Development - a national-level body to set standards and monitor student assessments across India.

Performance Grading Index (PGI) – A tool to evaluate and grade states and UTs on school education performance indicators.

PM SHRI (Pradhan Mantri Schools for Rising India) – A centrally sponsored scheme to develop exemplary schools that showcase all components of NEP 2020.

State Level Assessment Survey (SLAS) – Reach to Teach Foundation's state-level evaluation to measure student Learning Outcomes and support evidence-based decision-making in education.

School Management Committees (SMCs) – Community-based bodies mandated under RTE to involve parents and local stakeholders in school governance.

UDISE+ (Unified District Information System for Education Plus) – A national database for collecting and analysing school-level data to aid in planning and monitoring education

ABOUT US

Reach to Teach started out as a Private Limited Company that worked in India from 2007 to implement the strategy of a UK based Charity in three Districts in the State of Gujarat. While this model was still running, in 2018 the Reach to Teach Foundation was set up as an Indian Company under Section 8 of the Companies Act 2013. This was an effort to diversify in order to be eligible to receive CSR grants in India.

In line with the CSR legislation, an entity needs to be in existence for three years before it can start receiving CSR grants. Consequently, the Foundation began its work in 2021 with a specific strategy of doing work in the Northeastern States. This was driven by the belief that outreach is essential in regions that are sparsely served. We engage through a Memorandum of Understanding with the State Education Departments of Arunachal Pradesh and Meghalaya to consultatively create solutions that are focussed on empowering teachers, strengthening Learning Outcomes, including Departmental and District-level functionaries as the implementers of this strengthening approach.

Our programme aims to bridge grade-level learning gaps and enables children to achieve grade-level competencies within the parameters of established school routines. Our emphasis is on activity and experiential based learning modules, which are co-created with teachers, parents and the community, making them locally relevant. These collaterals are linked to Learning Outcomes, along with a focus on significant teacher training in the use of this material specifically and in strengthening other leadership skills. Our approach begins with consultation and co-creation of resources, followed by a 'learning by doing' methodology. This process builds ownership among stakeholders and ensures that interventions become part of the system, making them sustainable.

Our programmes span over 10,000 Government schools, reaching over 576,000 children and 37,000 teachers. Our interventions are designed keeping in mind practicality, locally available resources, and cultural relevance. We aim to bring learning alive through curiosity and interaction.



Vision

Every child will have access to quality education to enable them to become confident social citizens with improved life chances.

Mission

We strive to improve education outcomes by making learning joyful, working with governments, partners, parents and communities, with foundational learning skills at the core.

Our work is aligned with the **National Education Policy 2020** and the **UN Sustainable Development Goals** 4 – Quality Education, Goal 10 – Reduced Inequalities, Goal 17 – Partnerships for the Goals.



KEY INTERVENTIONS



State Level Assessment Survey

Identification of learning gaps across the State and design interventions based on findings.

School Readiness Programme

Support children settle back into school routines after long breaks, using play and activity-based methods.

Learning Recovery Programme

Bridging learning gaps to help children reach grade-level Learning Outcomes through competency based teaching.

Exams and Beyond Toolkit

Equipping children for Board Exams with exam blueprints and question banks. Subject-wise teacher training and working through exam blueprints with teachers. Equipping teachers with training on providing emotional support for children around exam anxiety.



Assessment Frameworks

Strengthening Formative and Summative Assessments through the development of Assessment Blueprints and question banks.

Strengthening Capacity

Structured training of Head Teachers, Teachers and System Officials in leadership, pedagogy and supportive supervision.



District Task Forces (DTFs)

Creation of District-level Task Forces (DTFs) to oversee and support the implementation of our programmes in schools.

Dedicated telephone helpline

Providing support to teachers and master trainers on the operational aspects of planning and implementing academic interventions.



Community Engagement

Strengthening School Management Committees and engaging with parents through facilitation by teachers.



We also create:

Bagless Saturday Modules

These are modules that take conversation beyond curriculum, syllabus and textbooks into the real world. Children engage in conversations and activities which are age-appropriate and grade-appropriate in an environment facilitated by teachers.

School Accreditation Framework

Creation of frameworks through a Domain approach to assess different aspects of a school as a unit. This data serves as a Management Information System (MIS) for the Government and helps in prioritising budget outlays for school improvement.

YEAR IN REVIEW 2024-2025

□ April 2024

In Arunachal Pradesh, our Comprehensive Learning Transformation Programme (CLTP) entered its third year in 2024, prompting a review of the National Education Policy (NEP) to align our interventions with State priorities. This led to the development of focused strategies for 2024–25, designed in collaboration with the State and integrated into its 100-day priority agenda to drive systemic learning improvements.



□ May 2024

In Meghalaya, a dedicated telephone helpline was launched at the Directorate of Educational Research and Training (DERT) to provide clarifications and take feedback from teachers and Master Trainers. The helpline provides real-time guidance on planning and delivering lessons, helping ensure consistent Learning Outcomes across all schools in the State.

□ June & July 2024

As part of the launch of interventions for 2024 academic session, the third cycle of the six-week School Readiness Programme (SRP) was rolled out in Arunachal Pradesh for Classes 1-5. Teacher Handbooks were strengthened where needed to better support children to re-engage with school routines.

The second cycle of the Learning Recovery Programme (LRP) was implemented in all schools, focusing on bridging learning gaps through activity-based and experiential approaches linked to Learning Outcomes.

School Education Dept launches series of educational initiatives for session 2024-25

NAHARLAGUN, Jun 12: The department of School Education, Govt of Arunachal Pradesh, has launched a series of critical educational initiatives as part of the Mission Learning Enhancement Arunachal Pradesh (LEAP) with the commencement of the 2024-25 academic session.

The initiatives designed and develop in collaboration with Reach to Teach Foundation (knowledge partner of NITI Aayog) include the School Readiness Programme (SRP), Learning Recovery and Enhancement Programmes (LRP and LEP), board exam preparedness initiatives, bagless Saturdays for all classes, vocational skills education for classes 6 to 12 and a 100-day FLN reading campaign for classes 1 to 3.

These initiatives are in alignment with the National Education Policy (NEP) 2020 and aim to enhance teaching and learning outcomes in all government schools across the State.

This year will mark a significant milestone for Arunachal Pradesh with the NAS 2024 coming up and the State emphasizing an improvement in student performance in the board exams. The uptake of the initiatives (Cont. P.6)

□ August 2024

A Chintan Shivir-cum-Education Conclave was organised by the State Council of Educational Research and Training (SCERT) and the Education Department in Arunachal Pradesh. As the knowledge partner to the event, we designed sessions, led technical discussions on National and State initiatives, and presented consolidated action points.



□ September 2024

We designed Teacher Handbooks and Holistic Progress Cards (HPC), which were formally launched by the Hon'ble Education Minister and senior officials of the Meghalaya Education Department. Aligned with NEP 2020, the HPC provides a 360-degree view of student progress across academics, skills, and overall development.

In Meghalaya, centralised assessments were designed and implemented in 500 pilot schools for Classes 3, 5, and 8, covering over 17,000 students. A cadre of Master Trainers, comprising District Pedagogy Experts and Teachers, trained 500 school teachers across five Districts on using the Teacher Handbooks, HPCs, Learning Outcome mapped syllabus and Assessment Blueprints.



□ October 2024

We collaborated with the Government of Arunachal Pradesh to design and implement the State-wide School Rationalisation Process, aimed at optimising enrolment, infrastructure, and teacher deployment. The process involved validating school-level data across the State, surveying 1,373 host schools, and facilitating key stakeholder consultations. This led to the consolidation of 1,782 schools, identification of 538 host schools, and the approved closure of 112 schools with no enrolment.



□ November & December 2024

In Meghalaya, strategic and technical support was extended to the Directorate of Educational Research and Training (DERT) for PARAKH 2024 through stakeholder consultations and teaching resource development. District-level trainings were held for field investigators and District Institute of Education and Training (DIET) faculty across five Garo Hills Districts to support effective implementation.

In Arunachal Pradesh, virtual capacity building sessions were conducted for 543 educators, focusing on competency-based strategies, case-based questions, mind maps, and critical thinking.



□ January & February 2025

The Meghalaya Class Readiness Programme (MCRP) was designed and launched to bridge learning gaps and equip students with pre-requisite skills at the beginning of the academic year. Launched by the Hon'ble Chief Minister, Shri Conrad K. Sangma, and the Education Department, the programme helps students transition smoothly from one class to the next. It features structured and interactive modules incorporating experiential and activity-based learning, with an emphasis on strengthening foundational and competency-based learning.



□ March 2025

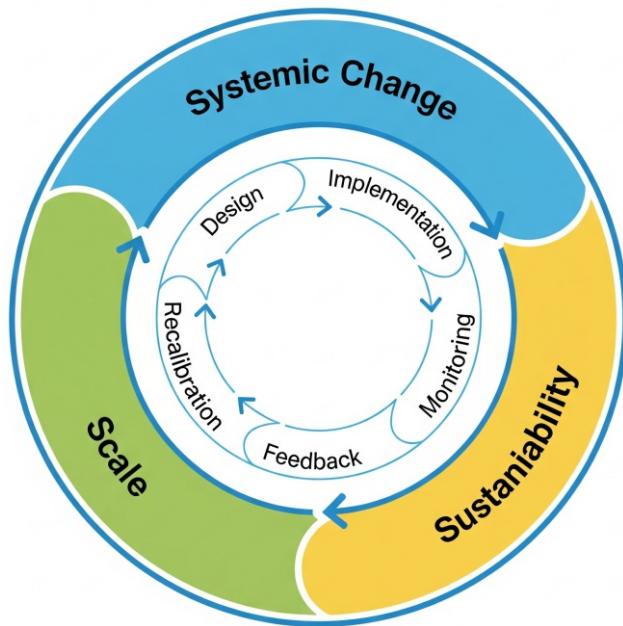
The Meghalaya Learning Enhancement Programme (MLEP) was designed and developed in consultation with the DERT to strengthen grade-level learning through chapter-linked, activity-based pedagogy. It was designed to reinforce concepts and build competencies, encouraging experiential learning and help students reflect on and apply what they had learned.



THEORY OF CHANGE

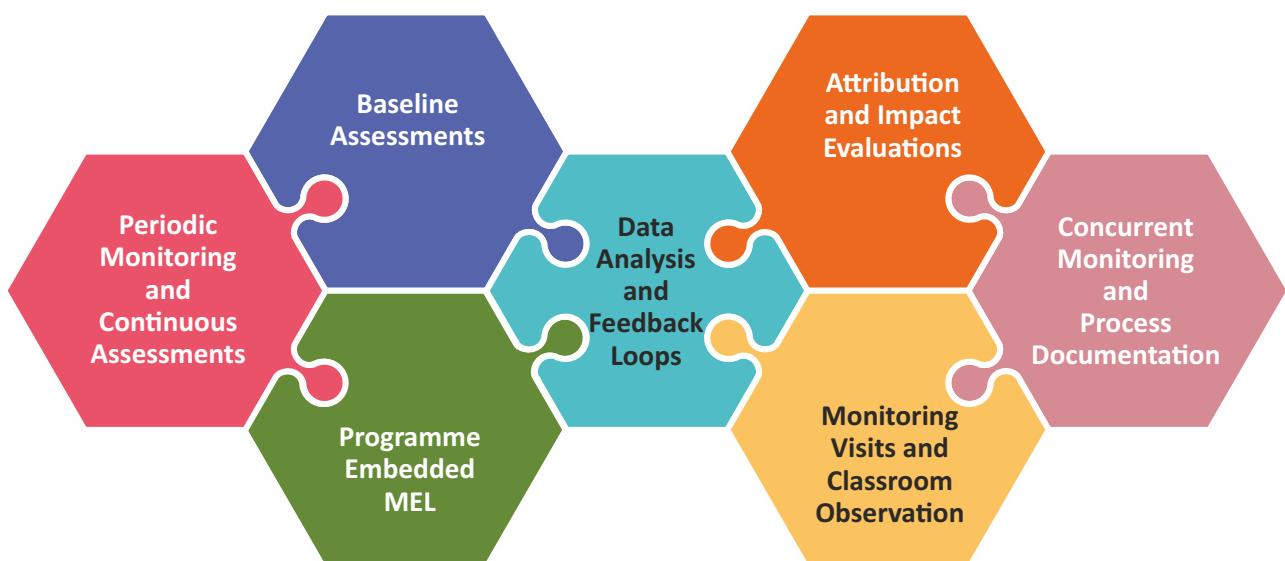
Systemic. Scalable. Sustainable.

Our Theory of Change underwrites all our work and focuses on driving systemic change at scale and ensuring it is sustainable in the long term. Our model is embedded within the Government system and focuses on strengthening the capacity of teachers and system officials through a 'learning by doing' approach. Children's performance is a clear indicator of the results that we seek. We work on a multi-pronged approach of creating content, imparting training, and continuous assessment to monitor whether Learning Outcomes are being achieved.



Monitoring, Evaluation & Learning (MEL)

MEL is embedded in all our programmes to continuously assess the implementation of various interventions both in the short term and long term through defined indicators. The continuous assessments allow us to monitor the direction of the programme and course correct as and when required. The outputs and outcomes are further measured against pre-determined impact parameters to ensure that the programme delivery is overall effective.



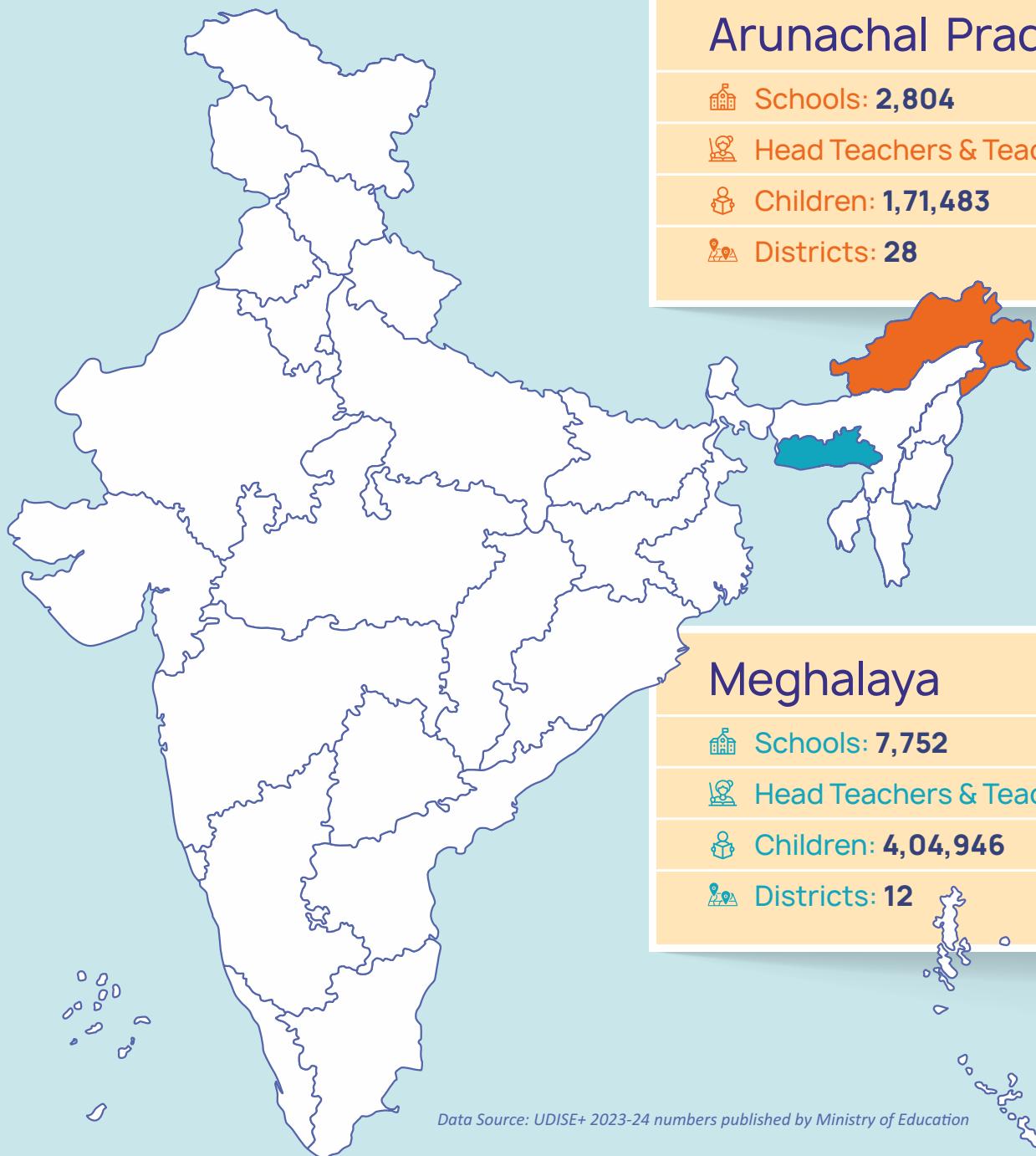
OUR REACH

 Schools: 10,556

 Head Teachers & Teachers: 37,998

 Children: 5,76,429

 Districts: 40



Data Source: UDISE+ 2023-24 numbers published by Ministry of Education

OUR INTERVENTIONS





Arunachal Pradesh

Launch of Key Academic Initiatives for 2024–25

The Department of Education, Arunachal Pradesh launched a set of academic initiatives aimed at strengthening Learning Outcomes (LOs) across the State. We worked closely with the Department and the Districts in ensuring the timely update and distribution of academic resources, including Teacher Handbooks, Student Workbooks for the Learning Recovery Programme (LRP), the Exams and Beyond toolkit, and School Readiness Programme (SRP) Activity Pack, which were made available in the previous academic year to enable smooth implementation.

School Readiness Programme (SRP)/ Vidyapravesh

Learning Recovery Programme (LRP)

Board Exam Performance Enhancement Initiatives

Bagless Saturday



A. School Readiness Programme (SRP)/ Vidyapravesh

In June 2024, the third cycle of the six-week SRP cycle was implemented with Teacher Handbooks, printed and distributed Statewide. SRP was first launched in 2022 to support primary students' transition back to in-person learning post-pandemic. Based on positive feedback, it was institutionalised as a regular annual initiative.



B. Learning Recovery Programme (LRP)

For the Academic Year 2024–25, the second cycle of LRP was launched as a 4–6-week programme for Classes 1 to 8. Implemented in June and July 2025 across 2,944 schools, it focused on design and development of key activities mapped to NCERT-aligned Learning Outcomes, with additional activities integrated into textbook chapters based on students' learning levels.



C. Board Exam Performance Enhancement Initiatives

The second cycle of the Board Exam initiative was launched to strengthen exam readiness among Government school children. A three-month weekly activity calendar, accompanied by supporting teaching and learning resources, were provided to teachers. Virtual training sessions held in November 2024 engaged 543 Subject Teachers, Headmasters, Principals, and District Task Force (DTF) members. Additionally, some districts requested in-person training for extra support. About 90% of the participants found the sessions to be valuable, as they covered blueprints, question banks, mind maps, case-based questions, marking schemes, strategies for competency-based preparation, time management, critical thinking, teacher support and exam stress and anxiety management.

D. Bagless Saturday

This initiative takes learning beyond textbooks by engaging students from Classes 1 to 12 in age-appropriate conversations and activities facilitated by teachers. In 2024, the framework was enhanced to include Vocational Skill Modules for Classes 6 to 12, offering practical exposure to locally relevant vocations alongside life skills. Guided by field research and teacher feedback, five vocational themes were integrated, with the programme officially launched Statewide in June 2024.



Statewide Preparation for PARAKH 2024 through Structured Planning and Capacity Development



As part of preparatory measures for Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH), earlier known as the National Achievement Survey 2024, a series of targeted interventions were launched to enhance school readiness and ensure alignment with assessment parameters. In June 2024, a three-day workshop was held to orient District Task Forces (DTFs) on the objectives, structure, and focus areas of PARAKH. Following this, DTFs cascaded the training in their Districts by conducting sensitisation sessions with District and school-level leadership. To support school level implementation, a structured weekly activity calendar was rolled out in September 2024.

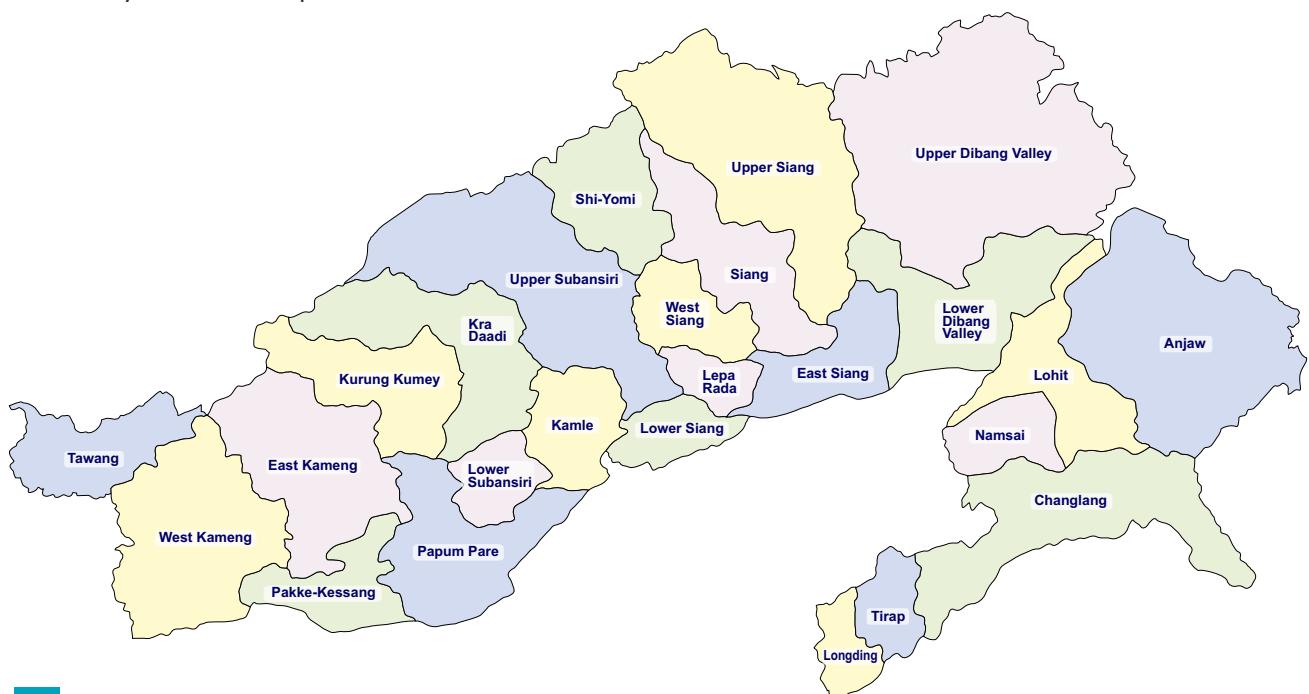
Statewide Rollout of 'Aao School Chale' Campaign

In collaboration with the Education Department and SCERT, we launched the 'Aao School Chale' campaign in June 2024 to ensure universal access to schooling by enrolling all eligible children and reintegrating out-of-school children. Implemented across schools, villages, blocks, and districts, the campaign underscored the collective responsibility of teachers, parents, School Management Committees (SMCs), and the wider community in promoting enrolment and regular attendance. The campaign also raised awareness on the value of education, encouraged school attendance, and actively engaged community influencers to mobilise participation.



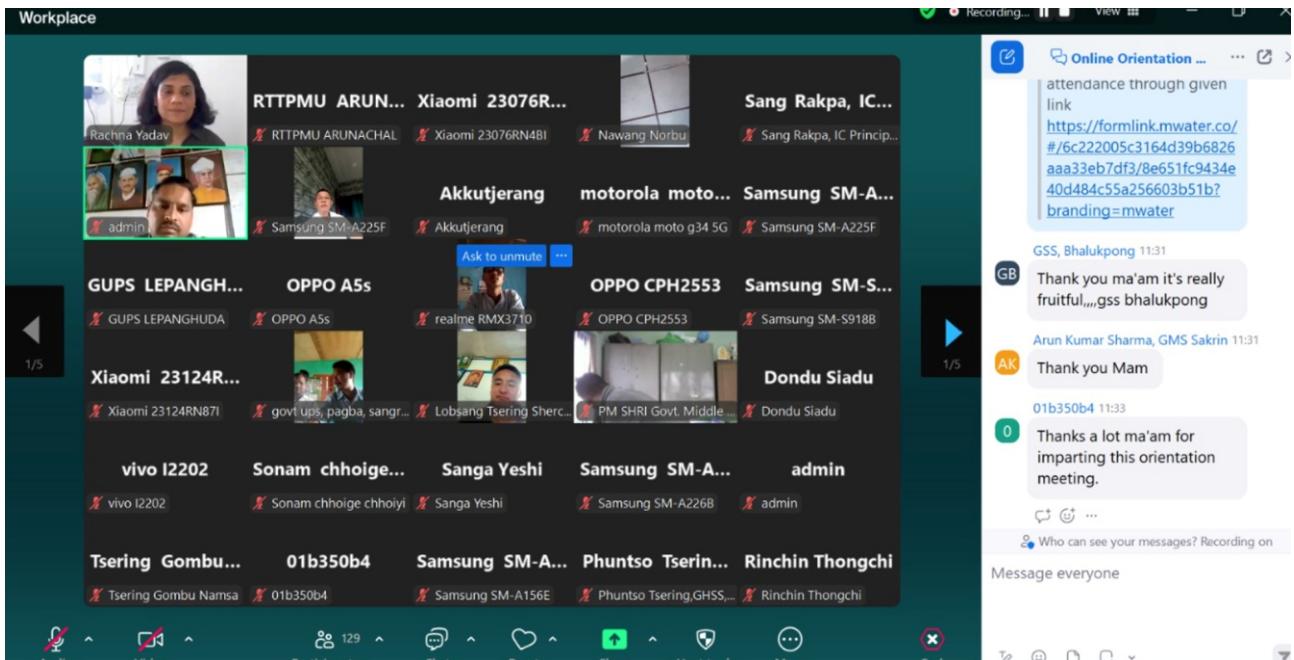
Orientation for District Task Forces

District Task Forces (DTFs) were established across all 26 districts in 2023–24 to monitor Board Exam initiatives, significantly contributing to improved outcomes. In 2024–25, their mandate was expanded to oversee all academic initiatives under the Comprehensive Learning Transformation Programme (CLTP). To strengthen their capacity, a three-day orientation was conducted by SCERT Itanagar in June 2024, with about 90 members participating. The sessions focused on clarifying key initiatives, defining roles and responsibilities, and supporting the development of 100-day district action plans.



Orientation of School Heads on Key Academic Initiatives

In June 2024, a virtual orientation for School Heads was conducted in five batches, covering all 2,994 schools grouped by district. Around 764 participants attended, gaining a comprehensive understanding of the academic initiatives for Classes 1 to 12. The training module was shared with the remaining schools, while DTFs facilitated coordination and capacity strengthening at both district and school levels.



Organisation of Chintan Shivir-cum-Education Conclave

A three-day Chintan Shivir-cum-Education Conclave was held in August 2024, chaired by the Hon'ble Minister of Education, Shri P. D. Sona. The event brought together educators, policymakers, and stakeholders to strategise on key educational initiatives and address sectoral challenges. Reach to Teach Foundation provided technical support for session design, documentation, report preparation, and compilation of key action points, particularly from sessions chaired by the Hon'ble Minister. We also provided strategic direction to discussions on the National Education Policy, Right to Education, National Achievement Survey, Performance Grading Index, and State initiatives. To monitor the implementation of the conclave's action points, the Hon'ble Minister, along with senior officials, conducted District visits.





Children in Arunachal Pradesh: Ready to Learn, Ready to Thrive

When schools reopened after the pandemic, classrooms filled again, but not with the same energy as before. Many children walked in hesitant and unsure, eyes darting around as they tried to settle into a world they had been away from for too long.

To help them find their rhythm again, Reach to Teach Foundation launched the School Readiness Programme (SRP) or Vidyapravesh, in 2022 for Classes 1–5. At its heart, SRP is about giving children the space to feel ready, rebuilding their confidence, social skills, and foundational abilities through play-based learning before rushing into academics. Without the weight of curriculum burden, children ease back into studies, reconnect with friends, and rediscover the joy of being in a classroom.

The difference has been so evident that in 2023 the Government of Arunachal Pradesh has made

SRP a six-week annual programme at the start of every academic year. The teachers have also witnessed the impact firsthand. *“School Readiness Programme is very effective for holistic development of the children,”* says Mr. Dhananjay Pandey, Headmaster of Govt. Upper Primary School, Maselo. *“Teachers try to teach the children through play way method. Without imposing course burden on children, this programme should be continued.”*

For Headmistress Ms. Oshi Tayeng of Govt. Secondary School, Abali, it is simple: *“SRP helps young children get ready for school by building basic skills, confidence, and social skills.”*

And for Reach to Teach Foundation, it is a proof that when children are given the time and space to feel ready, learning thrives; because sometimes, the most important first step is simply helping a child feel ready.



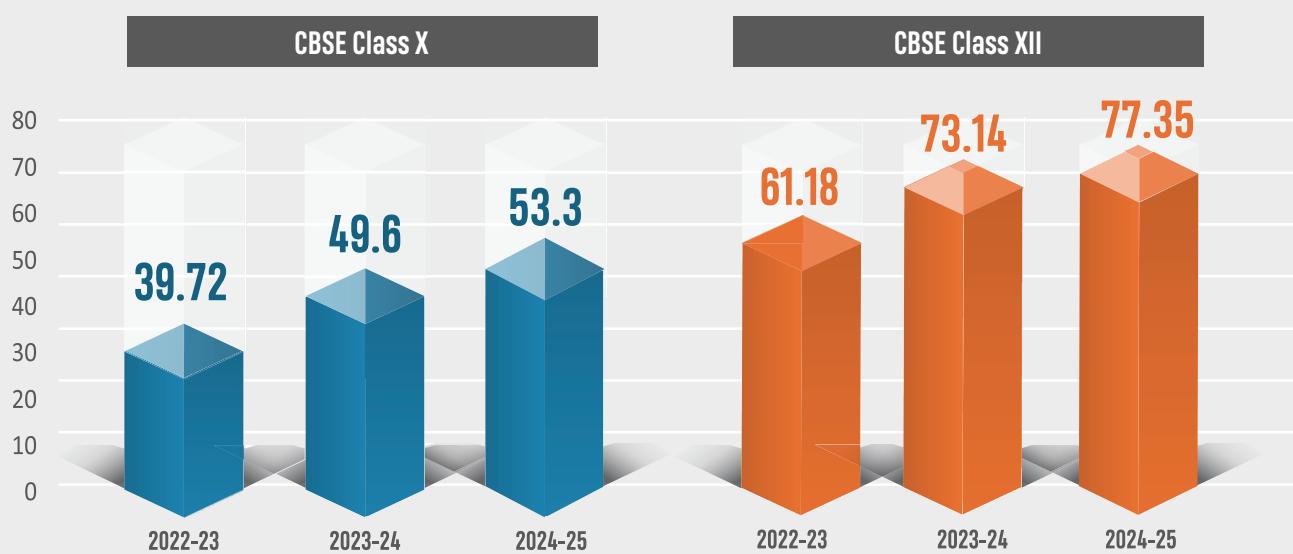
National Indices Status

Board Exam Results

Cumulative increase in pass percentage

**15.58% in Class 10 &
16.17% in Class 12,**

as compared to 2022-23.



Our focused and scalable intervention led to a significant improvement in Board Exam results over two years — 2023-24 and 2024-25. A cumulative increase of 15.58% in the Class 10 pass percentage and a 16.17% increase in the Class 12 pass percentage was achieved, as compared to 2022-23 — far surpassing the benchmarks established by the State Cabinet.



Annual Status of Education Report (ASER) 2022 & 2024

% of Std III students able to read a Std II-level text
NEARLY DOUBLED from
10.7% to 19.4%

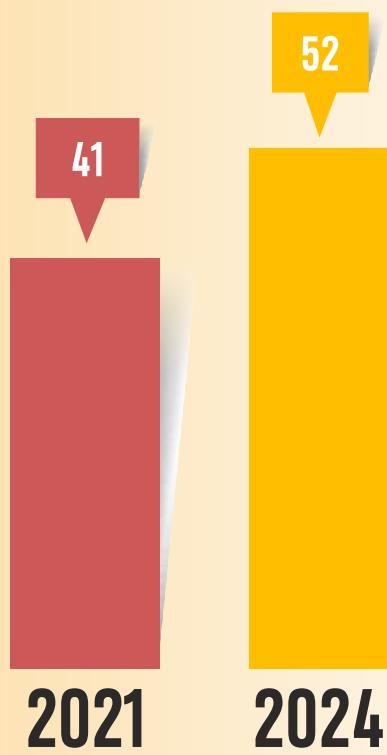
The percentage of Class 3 students who can read a Class 2-level text nearly doubled from 10.7% to 19.4% (an 8.7% increase).

Class 5 students improved their division skills by 7.9%, exceeding the national average.



Arunachal Pradesh
transitioned from an
ASPIRANT to a
PERFORMER State

According to the **Sustainable Development Goal India Index 2023–24**, developed by NITI Aayog as a national scorecard to track progress on the UN SDGs, Arunachal Pradesh's score for **SDG 4 – Quality Education** improved significantly - from 41 (Aspirant) in 2021 to 52 (Performer) in 2024.



- Aspirant (0-49)
- Performer (50-64)
- Front Runner (65-99)
- Achiever (100)



Meghalaya

Development of Teacher Resources for Foundational Literacy and Numeracy (FLN) Benchmarks (Classes 1–5)

Based on the learning gaps identified through the State Learning Assessment Survey (SLAS) 2024, we designed and developed Mathematics and English Teacher Handbooks for Classes 1–5, in collaboration with DERT and SSA. These resources are aligned with NCERT Learning Outcomes and the FLN goals of the NIPUN Bharat Mission to strengthen foundational learning in Meghalaya's primary classrooms. The final development of these resources was completed in April 2024, marking a significant milestone in advancing foundational literacy and numeracy in the State.

Teacher Handbook and Holistic Progress Card (HPC) were launched by the Hon'ble Education Minister and other officials from the Education Department of Meghalaya.

Development of Holistic Progress Cards (HPC)

In April 2024, in partnership with DERT's Assessment Cell, we designed Holistic Progress Cards (HPCs) for Classes 1–3, aligned with NCERT's PARAKH guidelines. HPCs capture cognitive, socio-emotional, and foundational learning outcomes, fostering a more child-centric approach to assessment.

To support classroom delivery, 890 handbooks were printed and distributed across 500 schools in five districts between April and September 2024.



Establishment and Training of State and District Resource Groups and Capacity Building

In consultation with DERT, a cadre of Master Trainers spanning school, District and State levels was established in May 2024. These trainers were oriented on implementing Teacher Handbooks (Classes 1–5) and Holistic Progress Cards (Classes 1–3) to strengthen competency-based education. We also conducted Block-level trainings across 500 schools in 30 blocks through 17 batches, supported by on-ground assistance to ensure standardised delivery.



Launch of Teacher Helpline

A bespoke telephone helpline was launched at DERT in May 2024. The helpline provides guidance to teachers and Master Trainers on planning and implementing academic interventions, while addressing queries from educators and system stakeholders, ensuring timely support across all intervention areas.

Creation of Assessment Blueprints and Question Banks

Building on the Learning Outcomes-based syllabus and Assessment Blueprints and Question Banks developed earlier in 2024, we conducted a series of workshops with DERT Meghalaya in June 2024. Over nine days, 68 educators collaboratively designed curriculum-aligned assessment tools to strengthen evaluation practices and improve Learning Outcomes Statewide.



Periodic Assessment Implementation in 500 Pilot Schools

To strengthen learning assessments, the Department of School Education and Literacy (DSEL), in collaboration with Samagra Shiksha, DERT, and Reach to Teach Foundation, prepared for pilot periodic assessments in 500 schools across Meghalaya. Scheduled in November 2024, the initiative covered Classes 3, 5, and 8, engaging 2,039 teachers and reaching 24,635 students across Government Schools. Preparations included developing the assessment framework, creating question banks and papers in English, Mathematics, and Science (translated into Khasi and Garo), and supported in customising the MLens (ExamLens) application with DeepSpatial for digital administration.

Capacity development workshops held in October 2024 oriented District officials, head teachers, teachers, and Vidya Sameeksha Kendras (VSK) Coordinators on processes, supported by FAQs and the VSK Helpline. Official approvals, government notifications, and templates were finalised to enable smooth rollout.

PARAKH Rashtriya Sarvekshana Strategy for Meghalaya

In November 2024, we supported DERT in developing implementation strategies for PARAKH 2024 through stakeholder consultations and resource development. Reach to Teach Foundation shared critical strategies on how to prepare schools for the test and improve results. District-level support was extended through field investigator trainings in the Garo Hills and sessions at DIET institutes.

Bridging the Learning Gap – Meghalaya Class Readiness Programme (Class 1–10)

To address foundational learning challenges, Reach to Teach conducted a State Learning Assessment Survey (SLAS) in March 2024, which revealed that only 15.6% of Class 3 children could read at Class 2 level. In response, we designed the Meghalaya Class Readiness Programme (MCRP) for Classes 1–10, in collaboration with the Directorate of Educational Research & Training (DERT).

Teacher Handbooks for Grades 1–10 were designed and developed to support standardised implementation across all schools. In February 2025, the Hon'ble Chief Minister officially launched the MCRP and released eBooks for State-wide rollout.

To ensure effective adoption, we conducted orientation sessions and used a 360-degree feedback approach, including online surveys, telephonic interviews, and focus group discussions, to assess implementation. Over 90% of teachers reported using MCRP, with 78% (online) and 100% (telephonic) respondents confirming its application in classrooms. Teachers highlighted improved student engagement and smoother transitions into the new academic year.



Development of the Meghalaya Learning Enhancement Programme (MLEP)

In March 2025, building on the success of the Meghalaya Class Readiness Programme (MCRP), we initiated the design of the Meghalaya Learning Enhancement Programme (MLEP). While MCRP supports a smooth transition at the start of the academic year, MLEP is designed to sustain and strengthen grade-appropriate, competency-based learning throughout the year. Developed in alignment with Meghalaya's curriculum reforms, the MLEP includes Teacher Handbooks for Classes 1–10, mapping activities to textbook chapters, Learning Outcomes, and the competencies outlined in the National Curriculum Framework 2023.



When classrooms came alive in Meghalaya

“One of the most rewarding experiences has been seeing my students develop a newfound love for learning after implementing MCRP.” - A teacher from Meghalaya

When the academic session in Meghalaya started in February 2025, classrooms were buzzing not with the usual back-to-school jitters, but with excitement and fresh energy. The Meghalaya Class Readiness Programme (MCRP), a month-long learning journey for students from Classes 1 to 10, was helping children reconnect with their studies and step confidently into the new academic year.

What made MCRP special wasn't just its curriculum, it was the joy it brought back to learning. Instead of sitting through dull lectures, children sang songs, shared stories, and dived into group activities that made lessons come alive. This playful, activity-based approach rekindled their curiosity and made learning an immersive experience.

Teachers, too, embraced the programme with determination, even when faced with limited formal training, language challenges, and juggling other duties. One teacher reflected, *“Despite these hurdles, I have found MCRP strategies invaluable. I plan to continue integrating activities from the Teacher's Handbooks... to enhance student learning.”*

Aligned with the national policies and backed by the Department of Education and DERT, our Meghalaya Class Readiness Programme reached schools in all 12 districts, from bustling urban centers to remote villages. Over two-thirds of primary and secondary teachers completed the full programme, and the results were evident. Students showed impressive learning gains, between 50% to 58% across subjects.

More than just a remedial programme, MCRP is making grade transitions smoother, building foundational skills, and inspiring a genuine love for education.



PARTNERSHIPS

At Reach to Teach Foundation, we believe that lasting change in public education comes only through strategic collaboration. By uniting government systems, donors, specialists, and civil society, we ensure our interventions are both locally grounded and primed for scale, ensuring systemic reform which goes beyond isolated pilot projects.

Systems-first Approach

Over the past two years, we have formalised partnerships with the Education Departments of Arunachal Pradesh and Meghalaya through MoUs, embedding our Comprehensive Learning Transformation Programme (CLTP) within Government systems. In Arunachal Pradesh, this collaboration was further elevated in 2022 by a tripartite MoU with NITI Aayog, designating us as the State's official knowledge partner.

Mission-Aligned Funding

In 2023, the Murty Trust committed a multi-year grant to expand CLTP across the Northeast, empowering us to reach more children. Building on this momentum, in 2024, the Infosys Foundation extended support to our Meghalaya initiatives, reinforcing our efforts to strengthen classroom practices and Learning Outcomes.

Going forward, we aim to build a broader ecosystem of like-minded partners, including Indian CSR funders, international philanthropies, and technical collaborators, who are committed to strengthening public education for the children who need it most.

“

Reach to Teach Foundation's focus on the North-Eastern part of the country is a welcome initiative. Their Comprehensive School Transformation Programme will go a long way towards enhancing learning outcomes of children in Government schools.

- Mr. Narayana Murthy on the work in Northeast

”

“

This marks a proud moment for Arunachal Pradesh. The State Cabinet set a goal and the students, teachers and education officials rose to the occasion to meet the same. I would like to commend the students for putting in the hard work, the teachers for guiding the students, and the District Task Forces who worked tirelessly to ensure the schools performed well. I would also like to acknowledge the Reach to Teach Foundation for their support to the Education Department through the development of the Exams and Beyond Toolkit and the training of teachers, as well as the District Task Forces. Their consistent collaboration with SCERT has been instrumental in the effective implementation of Board Exam initiatives across the State.

*- Shri Amjad Tak, Commissioner (Education),
Government of Arunachal Pradesh
on Class X and XII Board Exam Results 2024*

”



MEDIA COVERAGE



Meet Ratna Viswanathan, The Former Civil Servant Who Now Follows Her Passion For Teaching

September 25, 2024

Meet Ratna Viswanathan, The Former Civil Servant Who Now Follows Her Passion For Teaching

Curated By : Education and Careers Desk Local News Desk

Last Updated: September 25, 2024, 10:58 IST

Ratna Viswanathan shared that she had never thought that she would be able to crack UPSC.



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Ratna Viswanathan worked with many NGOs.

Union Public Service Commission (UPSC).

Various success stories often go viral on the internet every day. Recently, one such story of Ratna Viswanathan, who cracked UPSC and became a grade officer. But she left her government job to teach children. She is garnering everyone's attention after this. In a recent media interaction, Ratna Viswanathan shared that she had never thought that she would be able to pass a difficult exam like the

FINANCIAL EXPRESS

Read to Lead

Bridging the digital divide in government schools, a call for action in the context of NEP 2020

November 21, 2024

Bridging the digital divide in government schools, a call for action in the context of NEP 2020

Experts from the industry believe that one of the primary challenges faced by government schools is the lack of resources, especially when it comes to digital infrastructure.

Written by [Syed Wahab Ali](#)

November 21, 2024 15:48 IST



South Asia's Leading Multimedia News Agency

RTT Foundation and Arunachal Pradesh Education Department unite to boost exam results through better learning

May 18, 2024



RTT Foundation and Arunachal Pradesh Education Department unite to boost exam results through better learning

RTT Foundation and Arunachal Pradesh Education Department unite to boost exam results through better learning

ANI | Updated: May 18, 2024 15:15 IST

VMPL

New Delhi [India], May 18: The Board Examination results for the CBSE was declared a couple of days ago and Arunachal Pradesh has witnessed a significant improvement in the number of children passing the Board Examinations in Classes X and XII this year as compared to performance in the previous academic year. The State's Class X percentage has increased from 39.71 per cent in 2023 to 49.75 per cent in 2024, marking a 10 per cent increase. Similarly, the performance in Class XII

The Tribune

VOICE OF THE PEOPLE

Benefits of Bagless Saturdays

September 24, 2024

Benefits of Bagless Saturdays

A revolutionary approach to modernise the traditional education system



PTI Updated At: 10:55 AM Sep 25, 2024 IST



Ratna Viswanathan, Former Civil Servant & CEO-Reach to Teach

September 3, 2024



ETExclusives | Ratna Viswanathan, Former Civil Servant & CEO-Reach to Teach

Join ETExclusives for a deep dive with Ratna Viswanathan on bridging tradition and innovation in education.

ETEducation

Updated On Sep 3, 2024 at 06:11 PM IST



The discussion covers her insights on blending tradition with innovation in education, enhancing teaching, adapting to NEP 2020 & more such topics.



Will detaining students improve learning outcomes?

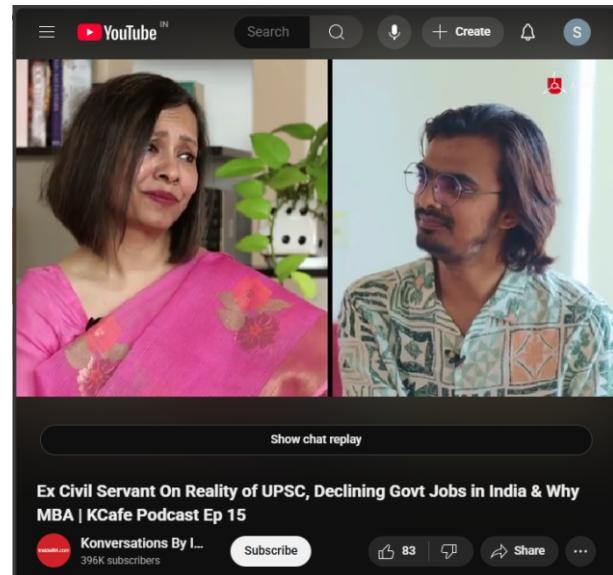
January 11, 2025



Konversations By [InsidellM.com](#)

Ex Civil Servant On Reality of UPSC, Declining Govt Jobs in India & Why MBA | KCafe Podcast Ep 15

April 25, 2024



BrainBox
The Leadership Podcast

Ratna Viswanathan, First Indian CEO, Reach to Teach

December 23, 2024

EgonZehnder

Blazing a Trail: Women in Leadership | Ratna Viswanathan

March 2025

Blazing a Trail: Women in Leadership | Ratna Viswanathan

March 2025 • 6 mins read

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*Editor's Note: This interview is part of the **Blazing a Trail: Women in Leadership** series*

Ratna Viswanathan is a former civil servant from the 1987 batch of the Indian Audit and Accounts Service. She gave up a highly coveted career in the Civil Services to join the development sector. Prior to joining Reach to Teach, she has held leadership roles at Oxfam India, VSO, MFIN, UNEP and UNDP. She also serves as an Independent Director on Boards of several companies and is currently the Chief Executive Officer of Reach to Teach.

Deeply passionate about making learning a joyful experience for students by fostering teacher agency, Ratna believes in learning out of curiosity and competing with oneself to achieve one's own potential. She seeks to work from within the existing education system to create an environment that enthuses key stakeholders in a child's life. Ratna believes

Events

TalentNomics India & KAS-SOPAS Roundtable Discussion on Education for Gender Equity

November 7, 2024



Educart Student Conclave

October 21, 2024



PEOPLE & CULTURE



Culture and Values

Our organisation is built on a culture rooted in shared values that guide how we work, engage with one another, and serve the communities we partner with. These values form the foundation of our ethos and shape our day-to-day actions:



MUTUAL RESPECT



STRIVE TO EXCEL



INTEGRITY



COLLABORATION



TRANSPARENCY



TRUST



Talent Management

As we expanded our operations in Meghalaya in 2023, we strengthened our presence across the Northeast and deepened our collaboration with State Education Departments in their mission to improve learning outcomes for school children.

Our growth is anchored in a deliberate focus on building teams that combine professional expertise with alignment to our values. Recruitment at our organisation is driven by purpose, focussing on individuals who connect with our values and thrive in creating shared impact. As we scale, we continuously review our organisational structure to remain agile, context-sensitive, and ready for new opportunities.

We prioritise professional development through hands-on learning, growth opportunities, and structured mentorship. This practical exposure is complemented by participation in sector platforms, fostering peer exchange and broadening perspective. A defined career progression pathway further supports long-term growth, helping team members strengthen capabilities and step into future leadership roles.



Employee Communication

Given that many colleagues operate in challenging geographies, maintaining strong connections is crucial. Our hub-and-spoke model enables seamless collaboration across offices and field locations. Regular workshops, seminars, and learning meetings provide platforms for knowledge exchange, alignment, and team bonding, ensuring that staff remain engaged and connected despite distance.



Compliance

We maintain full compliance with all statutory requirements and internal policies. Regular reviews and structured processes ensure a safe, respectful, and harassment-free workplace, reinforcing our commitment to integrity and accountability in all aspects of our work.



FINANCIALS

Statement of Income and Expenditure for the year ended 31st March 2025

(Amount in Rs '000s)

PARTICULARS	For the Year Ended March 31, 2025	For the Year Ended March 31, 2024
INCOME		
- Donations	29,822	24,201
- Other Income	-	9
Total Income	29,822	24,210
EXPENSES		
- Employee benefit expenses	24,342	10,870
- Other Expenses	8,940	6,331
Total Expenses	33,282	17,201
<i>Surplus of Income over Expenditure / (Excess of Expenditure over Income)</i>	<i>(3,460)</i>	<i>7,009</i>

Notes to the Financial Statements for the Year to 31 March 2025

1. These statements are an abbreviated version of the audited financial statements for the Reach to Teach Foundation for the year to 31 March 2025.
2. The Reach to Teach Foundation was incorporated under Section 8 of the Companies Act 2013 and rule 18 of the Companies Incorporation Rules. It is a company limited by guarantee and does not have share capital.
3. "In 2022, Reach to Teach Foundation signed a tripartite MoU with NITI Aayog (Government of India's apex public policy think tank) and the Government of Arunachal Pradesh to roll out a Comprehensive Learning Transformation Programme (CLTP). To support the State in strengthening competency-based teaching and learning across all schools, Reach to Teach Foundation developed a series of interventions. These focused on assessing learning loss, promoting Learning Outcome-based teaching, creating contextualised resources, training teachers and officials, and establishing District Task Forces (DTFs) to ensure standardised implementation and monitoring across all districts. This year Our CLTP Arunachal Pradesh has completed three years, and with the structured interventions focusing on competency-based teaching and learning, teacher capacity building, the programme has achieved some significant milestones in national indices for example in 2021, Arunachal Pradesh stood at 41 on a scale of 100 in the SDG 4 Quality Education ranking and was classified as an "Aspirant" State for SDG 4. Post the 24 months of our intervention and the enhanced performance at the examinations, the State was elevated to 'Performer' status in the SDG India Index 2024. Reach to Teach's focused Board Exam Performance strengthening intervention led to a significant improvement in Board Exam results over two years – 2023-24 and 2024-25. Achieved a cumulative increase of 15.58% in the Class 10 pass percentage and a 16.17% increase in the Class 12 pass percentage compared to 2022-23, surpassing the benchmarks established by the State Cabinet.

The depth of the programme to strengthen education initiatives in Arunachal Pradesh prompted the Education Department of the Government of Meghalaya to reach out to Reach to Teach to undertake a similar initiative in Meghalaya. In September 2023, the Reach to Teach Foundation signed a Memorandum of Understanding with the Education Department, Government of Meghalaya, for rolling out a Comprehensive Learning Transformation Programme (M-CLTP) across all Government schools in the State. Reach to Teach Foundation has been working with the Education Department through the Directorate of Educational Research and Training (DERT) since September 2023 in designing and rolling out various initiatives aimed at Strengthening Competency-based teaching, learning and assessment, in line with the National Education Policy 2020. Our work in Meghalaya has successfully transitioned from the design phase to implementation, with key reform initiatives rolled out by the Education Department."

Balance Sheet as at 31st March 2025

(Amount in Rs '000s)

PARTICULARS	For the Year Ended March 31, 2025	For the Year Ended March 31, 2024
I. OWN FUNDS AND LIABILITIES		
Own funds		
- Reserves and surplus	8,406	11,866
	8,406	11,866
- Deferred Grant Income	466	478
NON CURRENT LIABILITIES		
- Other Long Term Liabilities	-	41
- Long Term Provisions	842	208
	842	249
CURRENT LIABILITIES		
- Trade Payables	1,080	1,761
- Other Current Liabilities	551	858
- Short term Provisions	804	343
	2,435	2,962
Total	12,149	15,555
II. ASSETS		
NON-CURRENT ASSETS		
- Property Plant and Equipments	302	421
- Other Non-Current Assets	11	-
	313	421
CURRENT ASSETS		
- Cash & Cash Equivalents	11,361	14,800
- Short Term Loans & Advances	475	334
	11,836	15,134
Total	12,149	15,555



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