

# annual report



Making  
Learning  
Joyful

# Contents



[From the Chairperson's Desk](#) 4

[From the CEO's Desk](#) 5

[Acronyms](#) 6

[Glossary](#) 7

[About Us](#) 8

[Our Journey](#) 10

[Theory of Change](#) 12

[Our Reach](#) 14

[Our Interventions](#) 16

[Partnerships](#) 35

[Media Coverage](#) 36

[People & Culture](#) 39

[Financials](#) 40

# From the Chairperson's Desk

Rakhee Ditta, Chair of the Board

This year has reaffirmed the importance of strengthening public education systems through consistent effort, partnership, and a clear commitment to long-term change. As Reach to Teach continues its work across four diverse States, our efforts remain anchored in the belief that transforming learning requires sustained partnerships, contextually grounded interventions, and a clear focus on long-term system resilience.

One of our key strengths has been the ability to design and support interventions that advance foundational learning, strengthen assessment practices, and enhance the capacity of teachers and school leaders. The organisation's work in developing cohesive frameworks, be it for accreditation, academic support, classroom practice, or student assessments, demonstrates a consistent approach to equipping States with the tools and frameworks needed to deliver quality education.

Our interventions, from Foundational Literacy and Numeracy strengthening to middle school remedial frameworks and comprehensive assessment toolkits, showcase the versatility and scalability of our model. These resources have been effectively deployed both as standalone modules and as integrated components of broader programmes, giving States multiple pathways to strengthen learning across Grades 1–12. This design-based approach is at the heart of Reach to Teach's commitment to scalable, cost-effective, and contextually relevant solutions.

Throughout the year, our hub-and-spoke operating model, supported by a strong central team and deeply engaged State teams, has continued to demonstrate the impact of collaborative, on-ground partnerships. It is this model that has enabled us to contribute meaningfully to systemic improvements and better student outcomes, even within complex and evolving State contexts.

The global funding environment continues to be challenging for not-for-profit organisations, making it critical to cultivate strong, long-term partnerships. As we look ahead, our priority is to build collaborative relationships with organisations and funders who share our commitment to strengthening State education systems at scale and amplifying the impact of our work.

In the coming year, our focus will be on expanding our impact while ensuring the long-term financial sustainability of our work. I have deep confidence in Reach to Teach's mission, its proven model, and the dedication of its people. I extend my full support to the team as they continue their invaluable work for children, teachers, parents and education systems across India.



# From the CEO's Desk

Ratna Viswanathan, Chief Executive Officer

The past year has been one of purpose, partnership, and measurable progress. As we look back, we take pride in how far we have come in strengthening education systems through collaboration, innovation, and sustained engagement with State Education Departments.

In Gujarat, our long-standing association with GCERT (Gujarat Council of Educational Research and Training) and the Department of School Education continued to deepen, with significant strides in curriculum design, teacher development, assessment reform, and school leadership. In Haryana, the launch and rollout of the School Accreditation Programme marked an important step towards creating a defining MIS system for the Government as a tool for school improvement initiatives across the State. In Meghalaya, our work focussed on curriculum redesign, academic initiatives, improved assessment readiness, enhancing of teacher strengths and skills. We contributed to measurable improvements in student Learning Outcomes.

This trend of strengthened Learning Outcomes continued in Arunachal Pradesh. Our focused and scalable interventions led to a cumulative 15.58% increase in the Grade 10 pass rate and a 16.17% increase in the Grade 12 pass rate over the last two years — significantly surpassing State Cabinet benchmarks. These results were further reinforced by progress in foundational learning and by a major systemic milestone: Arunachal Pradesh advanced from an Aspirant to a Performer State on SDG 4 – Quality Education - with its score rising from 41 to 52 in the NITI Aayog SDG India Index.

Across States, the common thread has been our commitment to building resilient systems with impact at scale that are data-informed, inclusive, and responsive. This year's progress reaffirms the power of partnership and co-creation with Education Departments, teachers and communities, all united by a shared vision of access to quality learning.

As we move forward, we aim to consolidate our learning, strengthen our partnerships, and expand our reach. Our endeavour remains to bridge policy with practice and to facilitate education ecosystems that will empower teachers to lead the change. The year ahead will focus on deepening our impact, harnessing technology more effectively, and nurturing innovation that leads to lasting change in classrooms.

The strength of a design lies in conceptualising, building the 'how' of the rollout of such design and identifying key players to take forward this architecture. As partners to Government to support them in taking forward their vision of quality education, we stand with the conviction that pulling together strengthens systems and ultimately brings about change.



# Acronyms

AIIB	Asian Infrastructure Investment Bank
ARG	Accreditation Resource Group
ASER	Annual Status of Education Report
CTS	Child Tracking System
DERT	Directorate of Educational Research and Training
DIET	District Institute of Education and Training
DLIs	Disbursement Linked Indicators
DTF	District Task Force
FLN	Foundational Literacy and Numeracy
GCERT	Gujarat Council of Educational Research & Training
GOAL	Gujarat Outcomes for Accelerated Learning
GSQAC	Gujarat School Quality Accreditation Council
ICT	Information and Communication Technology
LEP	Learning Enhancement Programme
LRP	Learning Recovery Programme
MCRP	Meghalaya Class Readiness Programme
MEL	Monitoring, Evaluation, and Learning
MLEP	Meghalaya Learning Enhancement Programme
NAS	National Achievement Survey
NCERT	National Council of Educational Research and Training
NEP 2020	National Education Policy 2020
OoSC	Out-of-School Children
PARAKH	Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
PM SHRI	Pradhan Mantri Schools for Rising India
Samagra Shiksha	Integrated Scheme for School Education
SCERT	State Council of Educational Research and Training
SDG	Sustainable Development Goals
SLAS	State Learning Assessment Survey
SMC	School Management Committee
SQAAF	School Quality Assessment and Accreditation Framework
SRP	School Readiness Programme
TSU	Technical Support Unit
UN SDGs	United Nations Sustainable Development Goals
VSK	Vidya Sameeksha Kendra

# Glossary

**Accreditation Resource Group (ARG)** – A State-level body comprising education experts, DIET faculty, and officials, established to guide and oversee the implementation of school accreditation frameworks.

**Bagless Saturday** – A State initiative in Arunachal Pradesh that promotes experiential, activity-based, and vocational learning beyond textbooks.

**Comprehensive Learning Transformation Programme (CLTP)** – Reach to Teach’s flagship programme in Arunachal Pradesh, aimed at improving teaching, learning, and assessment from Grades 1–12 through contextualised, system-embedded design.

**Child Tracking System (CTS)** – A technology-based mechanism to track enrolment, attendance, and migration of students to ensure every child remains in school.

**District Task Force (DTF)** – A local-level implementation unit responsible for monitoring and supporting academic initiatives under State programmes.

**Foundational Literacy and Numeracy (FLN)** – The ability of children to read with comprehension and perform basic mathematical operations by Grade 3, forming the basis of lifelong learning.

**Holistic Progress Card (HPC)** – A multidimensional assessment tool that evaluates not just academic learning but also social-emotional and cognitive development.

**Learning Outcomes (LOs)** – Measurable indicators of what a student should know and be able to do at the end of a grade or subject level.

**Meghalaya Class Readiness Programme (MCRP)** – A State initiative designed to strengthen foundational and competency-based learning for students from Grades 1–10.

**Monitoring, Evaluation and Learning (MEL)** – A structured process to track programme progress, assess outcomes, and integrate feedback for continuous improvement.

**Mission Schools of Excellence** – A Government of Gujarat initiative, supported by Reach to Teach as the Technical Support Unit, to transform 20,000 Government schools into centres of excellence.

**National Education Policy (NEP 2020)** – India’s policy framework guiding education reform, emphasising experiential learning, competency-based education, and teacher development.

**Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH)** – A national initiative by NCERT to standardise student assessments and ensure quality benchmarks for school education across States.

**School Quality Assessment and Accreditation Framework (SQAAF)** – A comprehensive framework co-developed with the Government of Haryana to assess and improve school quality through self-evaluation, peer review, and external validation.

**Vidya Sameeksha Kendra (VSK)** – A real-time education data dashboard used by State Governments to monitor school performance and drive evidence-based decision-making.

# About us

Reach to Teach began its journey in India in 2007, to bring out-of-school children from remote tribal communities into mainstream education. Over the years, this evolved into a deeper mission — to strengthen public education systems from within.

To advance this mission, Reach to Teach Foundation was established in 2018, with active programme implementation beginning in 2021, as per the legal guidelines. Operating across Arunachal Pradesh and Meghalaya in the Northeast, the Foundation pilots and adapts system-strengthening models designed by Reach to Teach, enabling continuous testing and contextual refinement.

Today, we work across more than 58k schools, reaching 7.1 million children and 3 lakh teachers in Gujarat, Haryana, Arunachal Pradesh, and Meghalaya. Our approach views education as an interconnected ecosystem or a supply chain, where each component reinforces the next, strengthening every stage of a child's learning journey from foundational literacy to board exam readiness.

All our interventions are anchored in three pillars: Academic Strengthening, Capacity Building, and Institutional Strengthening. Co-created with State Education Departments, our programmes integrate curriculum-aligned content, evidence-based pedagogy, and culturally rooted implementation mechanisms to ensure change that is holistic, system-owned, and sustainable.



Our work is aligned with the **National Education Policy 2020** and the **UN Sustainable Development Goal 4** (Quality Education), Goal 5 (Gender Equality), Goal 10 (Reduce Inequalities), and Goal 17 (Partnerships for the Goals).

## 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 Journey

## 2003–2007

### Early Beginnings

Reach to Teach was founded in 2003 by Sanjeev Gandhi in the United Kingdom as a charity and was registered in India in 2007, inspired by a desire to give back to the State from where his parents had migrated. The initial mission was to provide education to out-of-school tribal children in remote areas of Gujarat. Mobile classrooms delivered through vans brought schooling to children, accompanied by meals to encourage attendance and strengthen community connections.

## 2007–2012

### Deepening Community Engagement

We expanded our reach by establishing Learning Resource Centres in rural communities and collaborating with local civil society organisations. This initiative supported out-of-school children in acquiring foundational learning skills and transitioning into formal education. Para teachers were trained and mentored by primary teachers from the United Kingdom, creating nurturing learning environments.

## 2012–2015

### Alignment with Government Schools

Our focus shifted towards integrating Learning Resource Centres with Government schools, enhancing overall learning quality. Foundational skills remained central, supported by external education experts who guided community-based para teachers.

## 2015–2019

### Programmatic Interventions

The Education and Community Programme was launched in 2015 to support teachers in effective classroom management and foster engaging learning environments. Head teachers received leadership training, strengthening community ownership and establishing enduring connections within the communities we serve. In 2018, Reach to Teach Foundation was established as a Section 8 Company under the Companies Act 2013, enabling engagement with Indian CSR initiatives.

## 2019–2021

### Strategic Partnership with Government

Building on over a decade of grassroots experience, we shifted our approach to collaborate directly with the Gujarat Education Department. This strategic partnership aimed to scale learning improvements from small pockets of excellence to achieve State-wide impact across all Government schools.

## 2021 Onwards

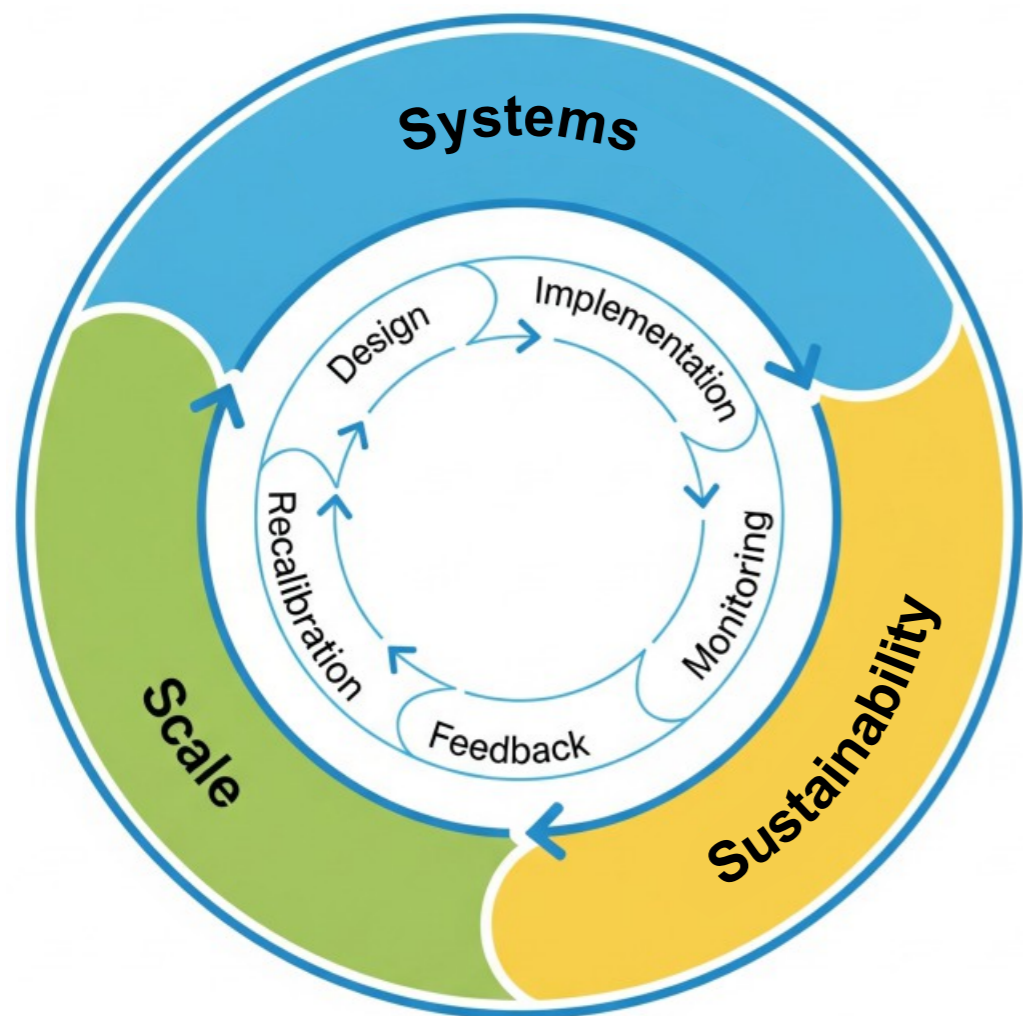
### Multistate Footprint

From 2021, we have systematically expanded our geographical reach and are currently working across Gujarat, Haryana, Arunachal Pradesh, and Meghalaya. We combine systemic interventions with deep, context-specific engagement to strengthen Learning Outcomes at scale.

# Theory of Change

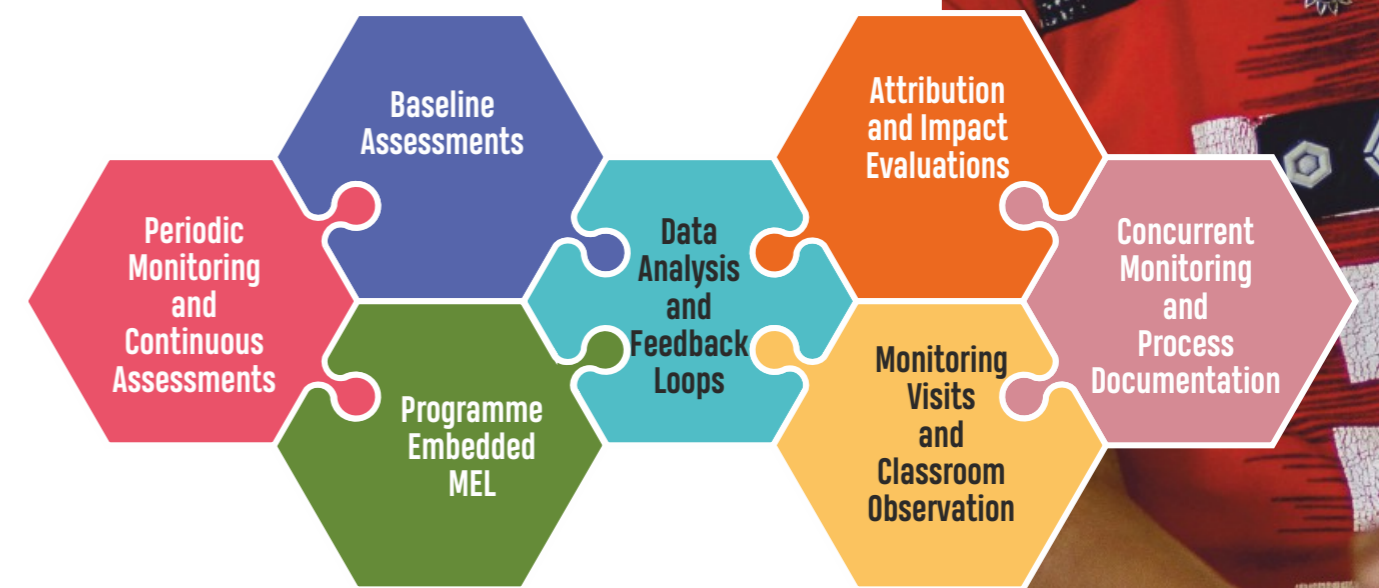
Systems. Scale. Sustainability.

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

## HARYANA

**Schools:** 14,303  
**Children:** 21,46,888  
**Teachers & Head Teachers:** 91,693  
**Districts:** 22

## ARUNACHAL PRADESH

**Schools:** 2,804  
**Children:** 1,63,096  
**Teachers & Head Teachers:** 15,871  
**Districts:** 28

## MEGHALAYA

**Schools:** 7,757  
**Children:** 3,37,932  
**Teachers & Head Teachers:** 22,034  
**Districts:** 12

## GUJARAT

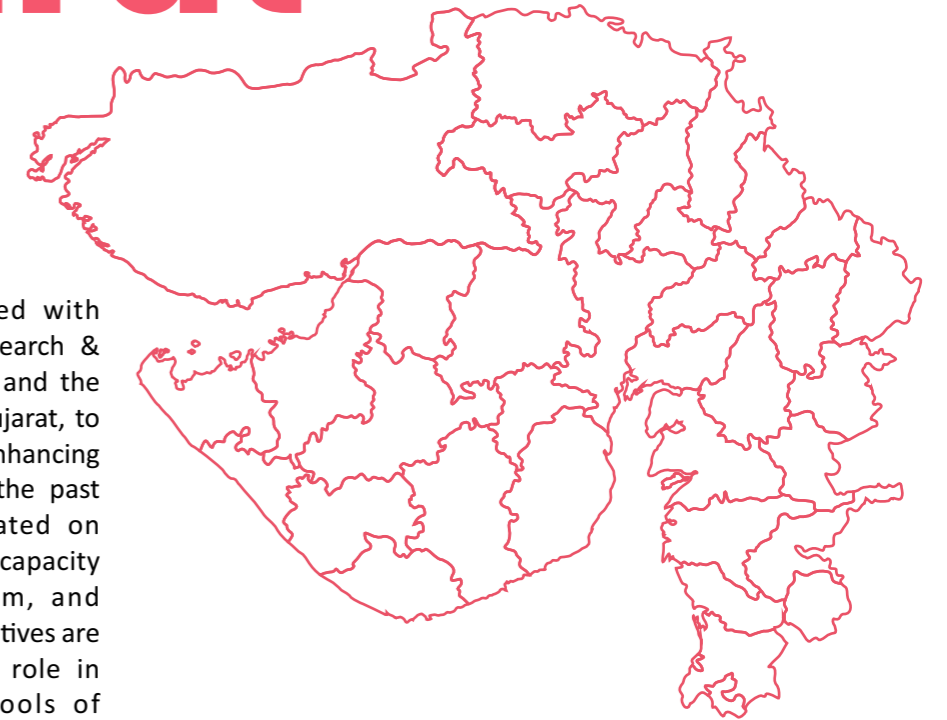
**Schools:** 33,416  
**Children:** 46,99,169  
**Teachers & Head Teachers:** 1,90,230  
**Districts:** 34

**Schools:** 58,280  
**Children:** 7,187,016  
**Teachers & Head Teachers:** 319,828  
**Districts:** 96  
**States:** 4

# Our Interventions



## Gujarat



Since 2019, we have collaborated with Gujarat Council of Educational Research & Training (GCERT), Samagra Shiksha, and the Department of School Education, Gujarat, to advance systemic reforms aimed at enhancing student Learning Outcomes. Over the past year, our efforts have concentrated on curriculum development, teacher capacity development, assessment reform, and leadership enhancement. These initiatives are complemented by our continued role in implementing the Mission Schools of Excellence Programme under the Gujarat Outcomes for Accelerated Learning (GOAL) project.

### Curriculum & Resource Development

Gujarati-language learning resource kits and training modules for Grades 1 and 2 were developed and deployed, benefiting approximately 50,000 educators. Aligned with the NIPUN Bharat initiative, we supported large-scale assessments and strengthened foundational learning through:

Assessment of over **1.3 million children** across Balvatika and Grades 1 to 2

Designing of six tailored **language** and **mathematics** assessment tools.

Conducting **oral reading** fluency evaluations for all Grade 2 students.

Creating content for the **Vachan Samiksha** app.

To ensure cultural relevance, we also co-developed Teacher Editions for Grades 3 to 8 with a focus on the Gujarati language. Our contributions extended substantially to the State Curriculum Framework, where we developed Learning Outcomes and conducted comprehensive reviews of textbooks for Grades 6 to 8. Furthermore, our work encompassed the design of curricula for Sanskrit Pathshalas and the integration of Indian Knowledge Systems, thereby bridging traditional knowledge with contemporary educational standards.

## Teacher Professional Development

RTT designed and delivered three comprehensive online training modules spanning Grades 3 to 10. The first two modules, which covered the National Education Policy (NEP) 2020, Curricular Frameworks, Literacy, Lesson Planning, Information and Communication Technology (ICT), and Child Protection, were successfully completed by over 275,000 teachers. The third module, focusing on Smart Classrooms, Formative Assessments, Higher-Order Thinking, and Educational Psychology, saw the participation of over 48,000 educators.

## Assessment Reform & Tools

We supported the strengthening of student assessments by designing blueprints for State-level evaluations covering Grades 3 to 8, meticulously reviewing question banks, and translating and validating tools for the National Achievement Survey (NAS) 2024 assessment. These efforts were followed by extensive training and preparatory sessions conducted throughout Gujarat to facilitate seamless implementation.

## School Quality & Leadership

In the domain of school quality, we played a pivotal role in supporting the revision and deployment of the Gujarat School Quality Assessment and Accreditation Council (GSQAC) framework. To build ownership and ensure effective implementation, virtual orientations were conducted through the Bhaskaracharya Institute for Space Applications and Geoinformatics (BISAG), engaging school heads across the State and securing stakeholder buy-in. Building on this foundation, and in collaboration with the Riverside Learning Centre, we integrated the Design for Change framework into Government and Residential Schools of Excellence, further strengthening leadership capacities and fostering innovation. By February 2025, over 750 Head Teachers had been trained in collaborative leadership, aligned with the principles of the National Education Policy (NEP) 2020.



## GOAL Project

As the Academic and Technical Support Unit (TSU) for the World Bank and Asian Infrastructure Investment Bank (AIIB) supported GOAL project, we advanced several key Disbursement-Linked Indicators (DLIs).

### Stakeholder-Owned Planning

**DLI 2** Finalised 156 School Development Plans, and supported Annual Work Plans and budgets for six districts, each with over **75% fund utilisation**.

### Teacher Development

**DLI 4** Co-developed 14 learning-outcome-based and 12 pedagogy-focused modules, training **117,000 teachers** (Grades 3–8).

### Competency-Based Education

**DLI 6** Trained 70 State Resource Group members and 50 Head Teachers, developed subject-specific assessments, and conducted workshops for senior secondary educators on applying these approaches in practice.

## Residential Schools of Excellence Programme

*Launched in 2021 as a six-year initiative, this programme aims to strengthen 20,000 Government schools into centres of excellence by enhancing teaching quality, infrastructure, and student learning experiences while serving as hubs to support surrounding schools across the State.*

As part of this programme, we developed experiential learning booklets for Grades 6 to 8 and facilitated leadership training aligned with NEP 2020's emphasis on real-world, inquiry-based learning. Additionally, we contributed to the external evaluation of the GOAL project by deploying evaluation tools, conducting field visits across eight districts, and collaborating closely with GCERT, District Institutes of Education and Training (DIET), and the World Bank to finalise the evaluation report.

## Access, Inclusion & Attendance

RTT has bolstered Gujarat's transition towards an integrated, child-centric education system by revamping the Child Tracking System (CTS), designing a technology-enabled Pre-Enrolment Survey linked with birth and immunisation data, and planning targeted enrolment drives aimed at reaching migrant and out-of-school children. We played a key role in evolving the Annual Enrolment Campaign into Shala Praveshotsav 2.0, which emphasises sustained year-round engagement, community and parental involvement, and systematic identification of Out-of-School Children (OoSC). Additionally, we strengthened the State Attendance Portal by devising robust mechanisms to monitor both teacher and student attendance, resulting in enhanced detection and reintegration of dropouts.

## A Day in the Life of Nila: How Education Became Possible for a Young Girl in Gujarat

For most children, going to school is part of everyday life. For Nila, it wasn't always that way. Growing up in a small village in Gujarat, she dreamed of holding a school bag, writing in notebooks, and learning new things each day. But her parents, both migrant workers, moved from village to village in search of work, making it difficult for her to attend school regularly. To make matters more difficult, living in a remote area with limited childcare services, her family often didn't know how or when to enrol her.

Education felt like something meant for other children, not for her.

However, everything changed when Nila was seven. One day, her parents received a phone call from local officials inviting them to a school enrolment event. It came as a surprise, but also a welcome opportunity. This effort, led by the Gujarat Education Department and supported by us, aimed to ensure that no child's dream is lost due to circumstances beyond their control.

The government connected databases like the Civil Registration System, e-Mamta immunisation records, and Anganwadi services to track children's needs. For families like Nila's, this made all the difference. Before 2019, tracking children from migrating households was nearly impossible, and many were left out. With accurate data, officials could now reach out and invite them directly.

At the Praveshotsav enrolment event, Nila's family was welcomed with warmth. She was enrolled in school without hassle, with officials guiding her parents every step of the way. That day marked the beginning of her education journey.

The support didn't stop there. Systems like the Child Tracking System ensured that even when her family moved, she could be enrolled in new schools without missing classes. Orientation sessions, follow-ups, and continued guidance helped her stay on track.

By 2024, this approach had become a model across the State. Nila's story shows how technology and compassion together can open doors for children even in the most challenging situations. For Nila, school is no longer a dream—it's a lived reality, filled with learning, friendships, and hope for a brighter future.



## Case Study



# Haryana



We began our partnership with the Department of School Education, Haryana in 2021, providing technical assistance to design and implement a School Accreditation Programme that brings clarity to how schools define and achieve quality. Central to this collaboration is the School Quality Assessment and Accreditation Framework (SQAACF), developed through extensive stakeholder consultations, informed by international best practices, and tailored to Haryana's educational context. The framework embeds a culture of continuous improvement, providing schools with a structured pathway to elevate teaching, learning, and governance.

To support implementation, a dedicated Accreditation Resource Group (ARG) was formed, comprising DIET faculty, private school representatives, and Education Department officials. A pilot across 500 schools in six Districts generated valuable insights that informed refinements to the framework and operational guidelines.

In 2023, the programme was formally launched by the Union Education Minister and the Chief Minister of Haryana, extending to 1,789 schools — including Arohi, Model Sanskriti, and PM Shri schools. Of these, 1,608 schools (90%) completed self-evaluations, while over 800 schools underwent quality assurance reviews conducted by District-level ARGs.

As the State's technical partner, we continue to collaborate with the IT Cell to align the digital accreditation platform with the framework, conducting random sample checks, verifying data accuracy, and integrating field learnings into digital workflows. Designed for State-wide scale-up, the programme aims to strengthen governance systems, enhance teaching and learning quality, and ensure that children have access to quality education.

# 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.



### 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 Grades 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 Grades 1 to 12 in age-appropriate conversations and activities facilitated by teachers. In 2024, the framework was enhanced to include Vocational Skill Modules for Grades 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.



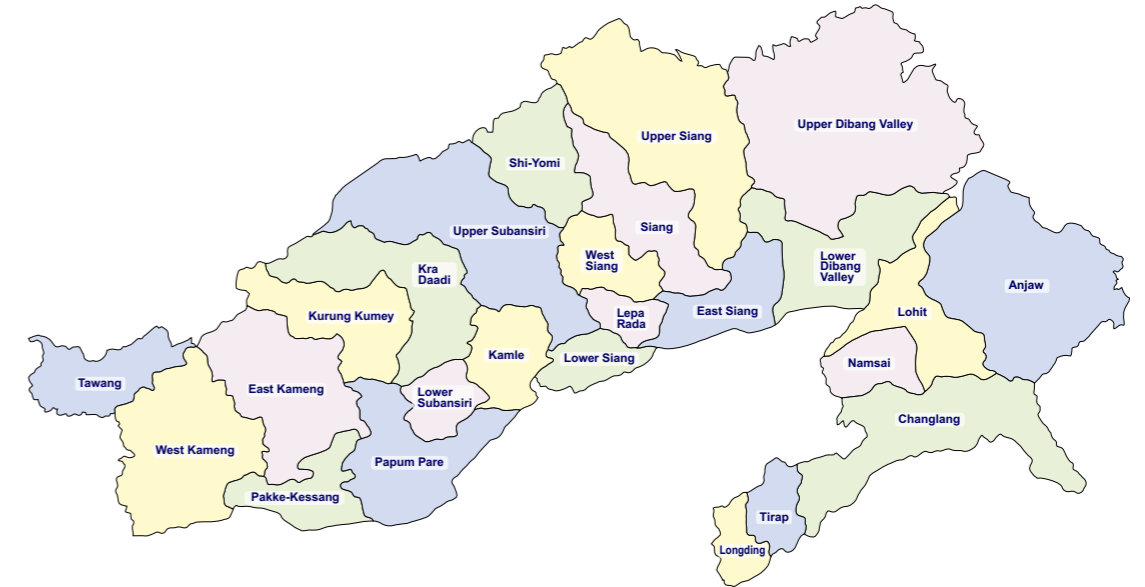
## Statewide Rollout of 'Aao School Chale' Campaign

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.



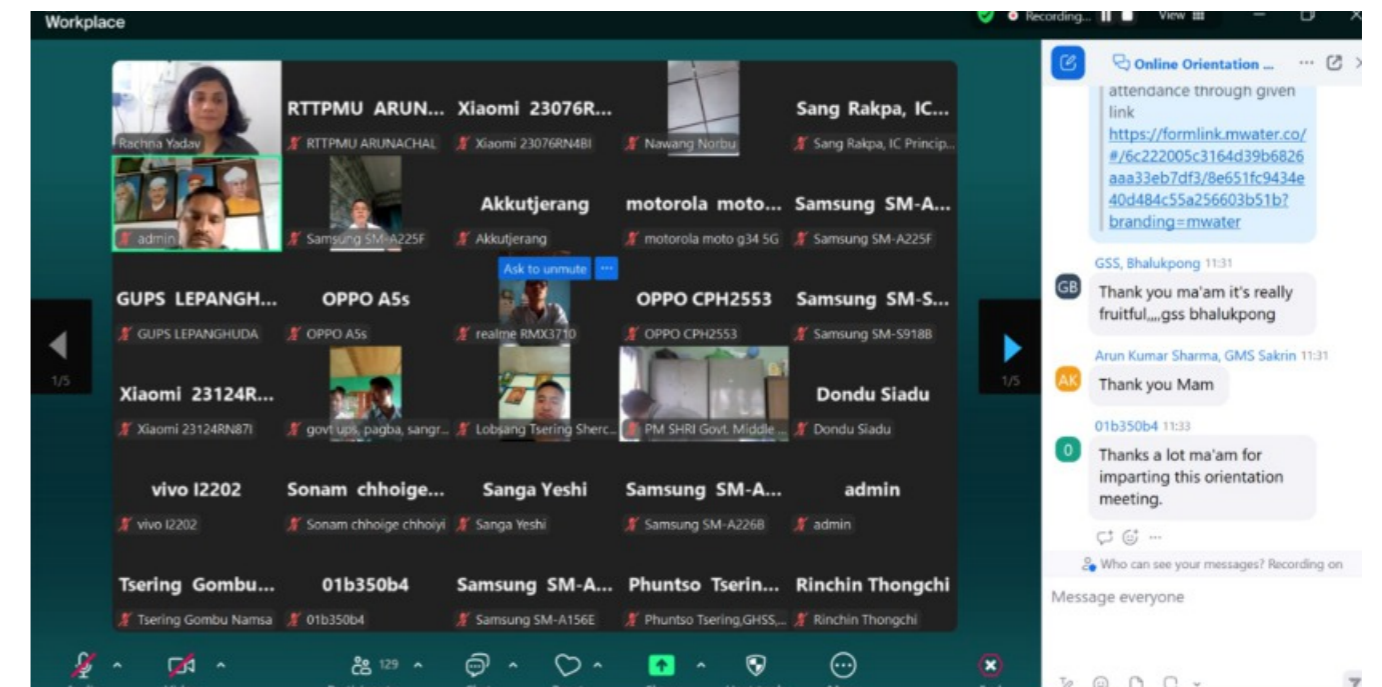
## Orientation for District Task Forces

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 Grades 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. We provided technical support for session design, documentation, report preparation, and compilation of key action points, particularly from sessions chaired by the Hon'ble Minister. This was further supplemented with strategic inputs 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, we launched the School Readiness Programme (SRP) or Vidyapravesh, in 2022 for Grades 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 us, 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.

## Case Study

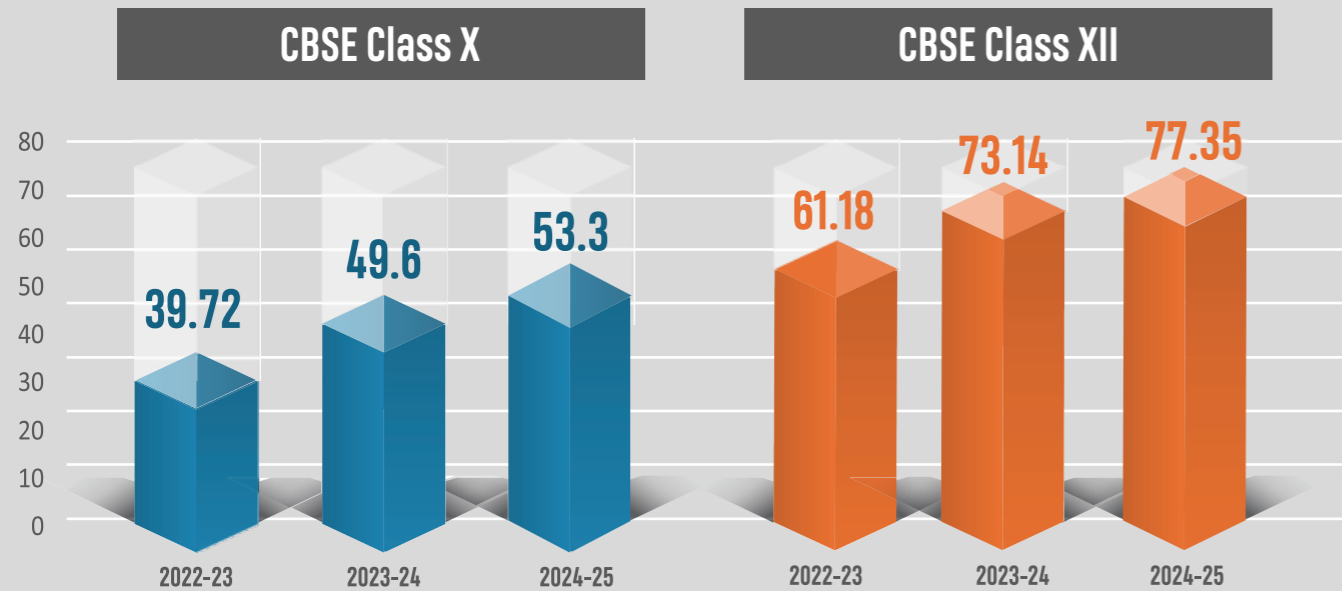


# National Indices Status

## 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.



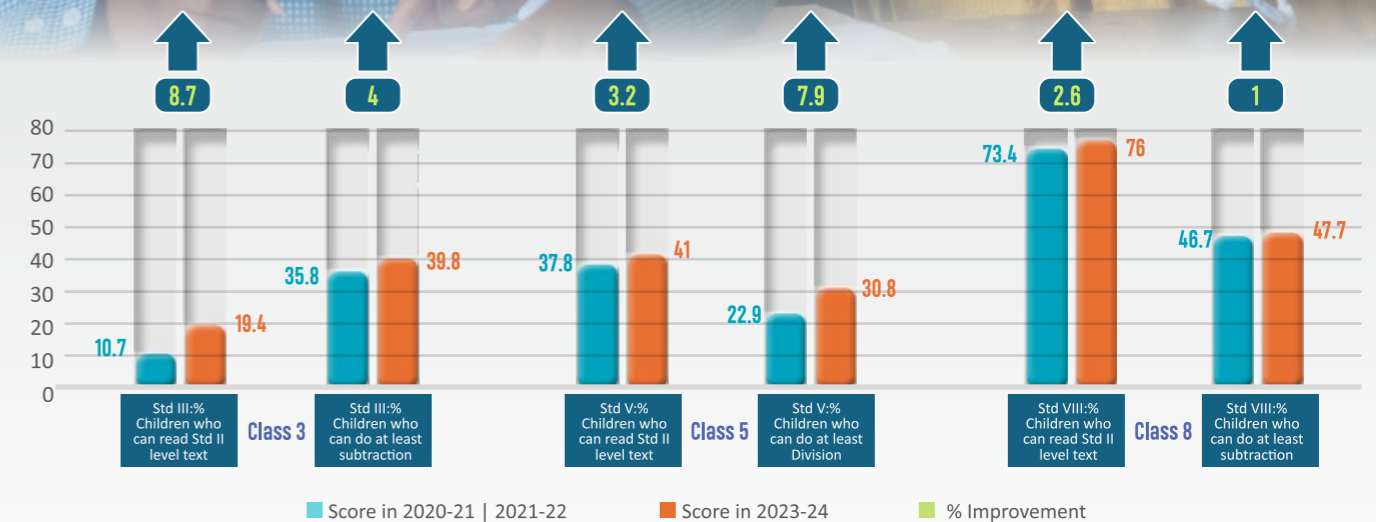
## Annual Status of Education Report (ASER) 2022 & 2024

% of Grade 3 students able to read a Grade 2-level text

**NEARLY DOUBLED** from  
**10.7% to 19.4%**

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

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



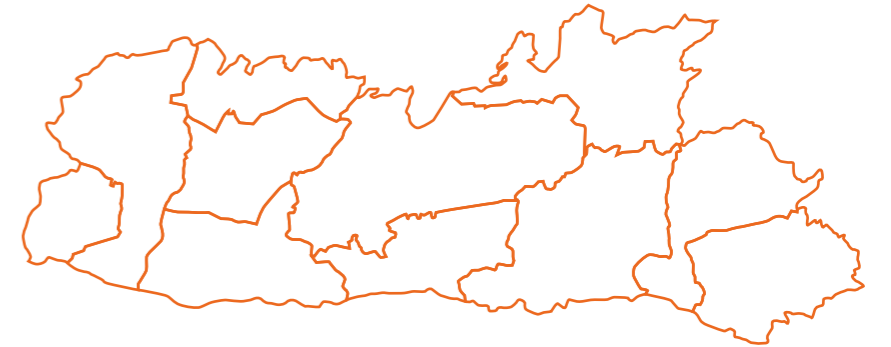
## Arunachal Pradesh transitioned from an **ASPIRANT** to a **PERFORMER** State

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 (Grades 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 Grades 1–5, in collaboration with Directorate of Educational Research and Training (DERT) and Samagra Shiksha Abhiyan (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 (FLN) 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 Grades 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 (Grades 1–5) and Holistic Progress Cards (Grades 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 Grades 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 Sarvekshan Strategy for Meghalaya

In November 2024, we supported DERT in developing implementation strategies for PARAKH 2024 through stakeholder consultations and resource development, sharing 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 (Grades 1–10)

To address foundational learning challenges, we conducted a State Learning Assessment Survey (SLAS) in March 2024, which revealed that only 15.6% of Grade 3 children could read at Grade 2 level. In response, we designed the Meghalaya Class Readiness Programme (MCRP) for Grades 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 Grades 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 Grades 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.



## Case Study



# Partnerships

Partnerships have always been central to our mission. Meaningful and sustainable change in public education is possible only through shared purpose, collective action, and mutual trust. By working closely with Governments, donors, and technical partners, we co-create solutions that are locally grounded, contextually and culturally responsive, and designed for scale and sustainability.

## Embedded State Partnerships

Our strongest and most enduring collaborations are with State Education Departments. Embedded teams work within the system to design and implement interventions that align with Government priorities and enable long-term institutionalisation.

## Strategic Partners

Larry Ellison Foundation

team4tech

## Philanthropic Support

Philanthropic support forms the backbone of our work. It enables us to actualise interventions on the ground, pilot and refine models that operate within the system, and ensure their impact endures well beyond funding cycles.

## Looking Ahead

The next phase of our work focuses on expanding our ecosystem of collaborators. By engaging both philanthropic and Government partners, we aim to amplify impact and strengthen public education for children in India's most sparsely served regions.



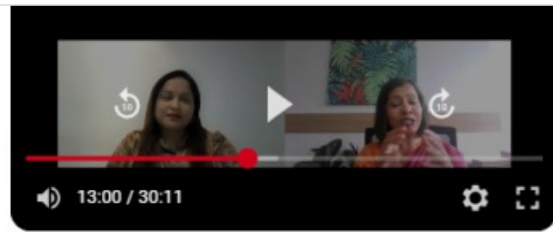
# Media Coverage

## Podcasts



### 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.

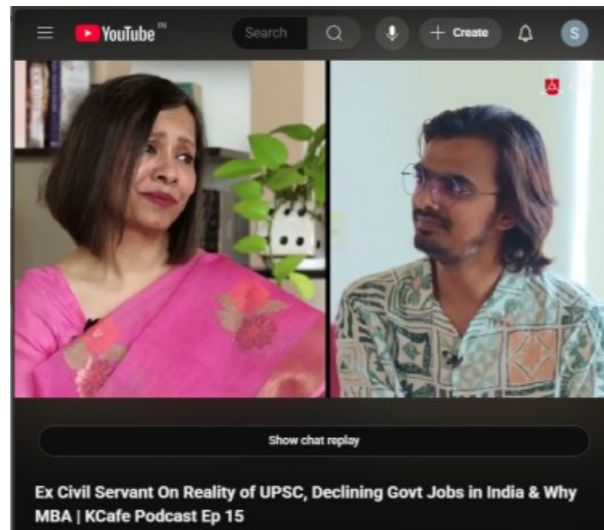
ETEducation  
Updated On Sep 3, 2024 at 06:11 PM IST



### Konversations By InsidellM.com

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

April 25, 2024



### Ratna Viswanathan, First Indian CEO, Reach to Teach

December 23, 2024



### Blazing a Trail: Women in Leadership | Ratna Viswanathan

March 2025



### Will detaining students improve learning outcomes?

January 11, 2025



## Newspapers



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

September 25, 2024



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

November 21, 2024



South Asia's Leading Multimedia News Agency

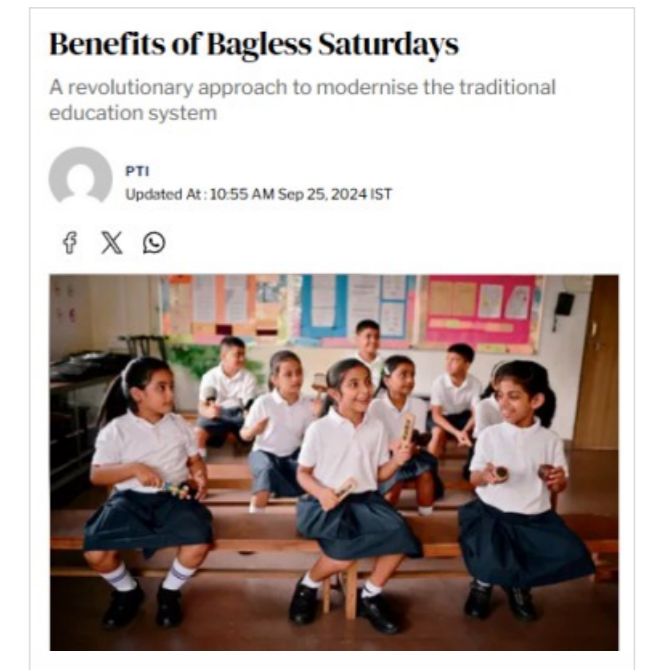
### RTT Foundation and Arunachal Pradesh Education Department unite to boost exam results through better learning

May 18, 2024



### Benefits of Bagless Saturdays

September 24, 2024



## 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

In recent years, our organisation has experienced several transitions, yet our values have remained steadfast, remaining at the core of everything we do. We fully embrace these values, and they form an integral part of our work ethos:



## Diversity and Inclusion

At Reach to Teach, we take pride in nurturing a culture of diversity and inclusion, where everyone's unique background, experiences, and perspectives are celebrated. By fostering an environment of respect and belonging, we create a space where discussion and debate is encouraged and all individuals feel empowered as we learn and grow together. This year, we have continued to maintain a strong gender balance at both the leadership and staff levels, with female employees making up 58% of the workforce and male employees 42%.

## Talent Management

As part of our ongoing efforts to build a team of skilled and motivated professionals, we reviewed and refined the job descriptions for several existing roles and introduced new positions to meet the organisation's talent needs. Our team structures continue to remain lean and agile, designed to maximize efficiency and adaptability.

## Employee Communication

At Reach to Teach, our employees are at the centre of everything we do, and their growth and connection are integral to the organisation's success. We prioritise open communication, collaborative learning, and team engagement to foster a unified and motivated workforce. Through thoughtfully designed interventions, we created opportunities for our teams to align on organisational goals, reflect on progress, and build a deeper understanding of our mission. These initiatives strengthened relationships, encouraged cross-functional collaboration, and reinforced a shared sense of purpose. By embedding employee communication and engagement into our core practices, we ensure that every team member feels valued, supported, and empowered to contribute to our collective vision.

## Compliances

Periodic meetings and process reviews were undertaken in line with mandated processes to ensure a safe and harassment free workplace for all staff members.

# Financials

## Consolidated Income Statement for the Year to 31 March 2025

(Amount in Rs '000s)

PARTICULARS	Notes	Unrestricted Funds	Restricted Funds	31-3-2025	Unrestricted Funds	Restricted Funds	31-3-2024
<b>Income From:</b>							
Grants		66	1,304	1,370	165	646	811
Investment income	2	21,004	-	21,004	25,463	-	25,463
<b>Total</b>		<b>21,070</b>	<b>1,304</b>	<b>22,374</b>	<b>25,628</b>	<b>646</b>	<b>26,274</b>
<b>Expenditure On:</b>							
Raising Funds		-	24,427	24,427	-	28,890	28,890
Charitable Activities	3	-	1,53,243	1,53,243	2	1,89,970	1,89,971
<b>Total</b>		<b>-</b>	<b>1,77,671</b>	<b>1,77,671</b>	<b>2</b>	<b>2,18,859</b>	<b>2,18,862</b>
Net income for the year		21,070	(1,76,366)	(1,55,297)	25,626	(2,18,213)	(1,92,588)
<b>Total funds brought forward</b>		<b>42,329</b>	<b>4,51,918</b>	<b>4,94,247</b>	<b>16,107</b>	<b>6,46,209</b>	<b>6,62,315</b>
Foreign exchange revaluation of funds brought forward		2,042	21,798	23,840	597	23,923	24,519
<b>Total funds carried forward</b>		<b>65,441</b>	<b>2,97,349</b>	<b>3,62,790</b>	<b>42,329</b>	<b>4,51,918</b>	<b>4,94,248</b>

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

- These statements are an abbreviated version of the audited financial statements for Reach to Teach for the year to 31 March 2025 and have been converted from sterling to Indian Rupees at the exchange rate on 31 March 2025 of 110.4 Rupees to the pound and at a rate of 105.32 at 31 March 2024.
- This year Grants included a grant from Team4Tech of Rs 1,304k and other donations of Rs 66k. Last year Grants and Donations includes a grant from the Economist Charitable Trust of Rs 646k and other donations of Rs 165k.
- The analysis of the expenditure on charitable activities during the year and prior year is set out below:

(Amount in Rs '000s)

	Direct Costs	Staff Costs	Support Costs	31-3-2024
<b>Year to 31st March 2025</b>				
Government Programmes	7,523	73,886	66,395	1,47,805
Education Content Development	2,355	641	2,443	5,439
	<b>9,878</b>	<b>74,526</b>	<b>68,839</b>	<b>1,53,243</b>

	Direct Costs	Staff Costs	Support Costs	31-3-2024
<b>Year to 31st March 2024</b>				
Government Programmes	9,638	1,00,961	79,372	1,89,971
Education Content Development				
	<b>9,638</b>	<b>1,00,961</b>	<b>79,372</b>	<b>1,89,971</b>

## Balance Sheet as on 31 March 2025

(Amount in Rs '000s)

PARTICULARS	For the Year Ended 31 March, 2025	For the Year Ended 31 March, 2024
<b>Fixed assets</b>		
Tangible assets	1,152	1,066
Other long term assets	229	
	<b>1,380</b>	<b>1,066</b>
<b>Current Assets</b>		
Debtors	14,053	11,448
Cash at bank	3,68,493	5,10,836
	<b>3,82,546</b>	<b>5,22,283</b>
<b>Current Liabilities</b>		
Creditors: amounts falling due within one year	<b>-15,950</b>	<b>-24,242</b>
<b>Net Current Assets</b>	<b>3,66,597</b>	<b>4,98,041</b>
Creditors: amounts falling due after one year	<b>-5,187</b>	<b>-4,860</b>
<b>Total Net Assets</b>	<b>3,62,790</b>	<b>4,94,248</b>
<b>Funds</b>		
Restricted funds	2,97,350	4,51,920
Unrestricted funds	65,441	42,328
<b>Total Funds</b>	<b>3,62,790</b>	<b>4,94,248</b>



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