

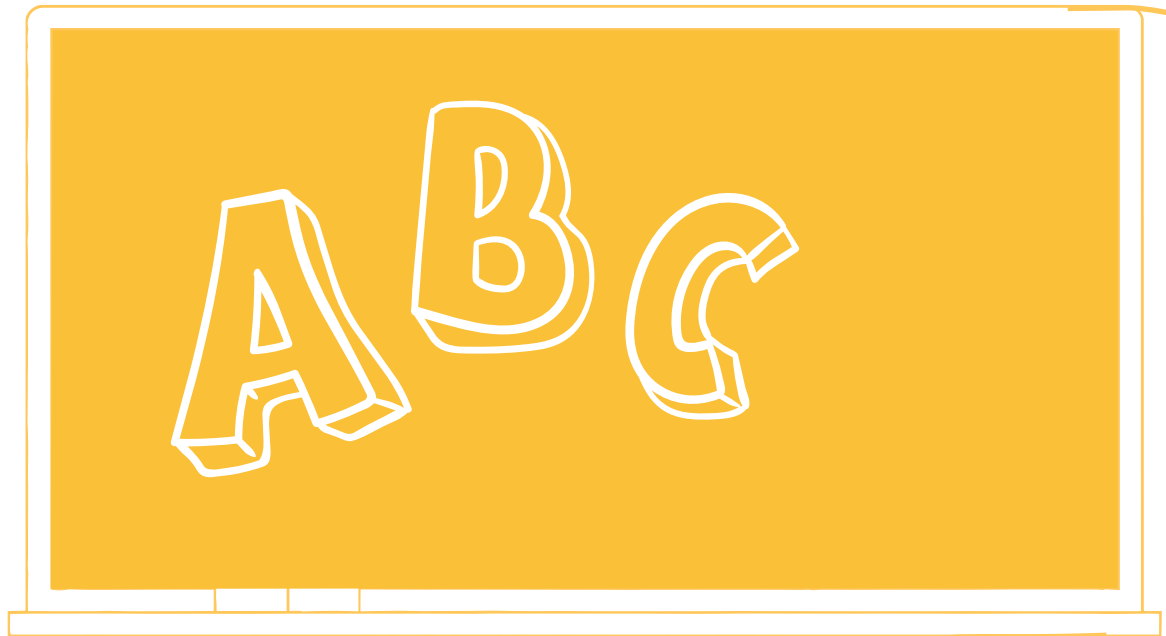


lfe

LEADERSHIP
FOR EQUITY

Helping Governments Deliver A Bright Future For All Children

Annual Report 2025-26



LEADERSHIP FOR EQUITY (LFE) is a programme under

LEADERSHIP FOR SKILLED EDUCATION FOUNDATION

A non-profit organisation in the education sector, headquartered in Pune, Maharashtra with project offices in Vijayawada, Nashik, Palghar, and Nagpur

Registered under Section 8 of India Companies Act 2013 |
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Image credits: All the students, teachers, field officers, and other stakeholders from different projects of LFE across Maharashtra, Andhra Pradesh, and Haryana.

Sanvidhan Sandeep Bhujade from Zilla Parishad School Parsodi, Yavatmal District on cover page.

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LEADERSHIP NOTE

Madhukar Banuri & Siddesh Sarma, Co-founders

Every year we return to the same question: What needs to change for a child's classroom learning experience to not depend on luck – on which teacher she gets, or which officer visits her school?

In the last year, that question sharpened further, and made us think about how we want to show up as stakeholders in the education system. The unanimous and deliberate answer is that we are now a student-impact organisation with a systems approach: the system is still the modality through which we operate and put in our effort, the teacher is the lever through whom we deliver impact, but the child is where we hold ourselves accountable for outcomes.

That sharper focus shows up in our daily work. Across Maharashtra, Andhra Pradesh, and Haryana, we operate in three modes at once:

- Hands-on in a small set of demonstration classrooms and districts to show what excellent teaching looks like under real constraints;
- Co-implementing shoulder-to-shoulder with government teams so mentoring, observation, and review become routine rather than episodic; and
- Where systems are ready, stepping into a lighter supporting role as government cadres carry the work forward on their own.

WITH THIS APPROACH, WE CLOSED THE ACADEMIC YEAR 2025–26 HAVING IMPACTED 114,648 TEACHERS AND 17,528 SYSTEM LEADERS – THROUGH THEM, WE HAVE IMPROVED HOW LEARNING HAPPENS FOR 3,072,837 STUDENTS.

It's why our lens has sharpened, from strengthening processes to centring the people who carry them forward. In Chirala, Andhra Pradesh, **R. Sailaja** changed what her fellow teachers received after a classroom observation: not a score, but a conversation about what to try next. In Haryana, **Sushil Devi**, already a confident mentor, learned to notice what she'd been missing: whether every child in the room was actually participating.

And in Maharashtra, **Harshal Biraris** showed us what structured support can actually do. From teaching in a classroom with no digital exposure, he enabled his team of three students to win a coding hackathon – because of him, Armita, Prachi, and Kalyani learnt to use technology to voice a community problem, for the very first time.

THREE TEACHERS, THREE VERY DIFFERENT STATES, YET SHOWING THE SAME UNDERLYING SHIFT WE WORK FOR: SUPPORT THAT STAYS WITH A TEACHER, RATHER THAN SUPPORT THAT VISITS ONCE.

We're grateful, as always, to our government partners for their trust, to our funding and programme partners for their patience with a model that takes years to show up in the data, and to our team for patiently doing the fieldwork and building the relationships that connect teachers with the support they need, from motivated academic leaders committed to building stronger public education systems.

We hold on to a simple picture of what it all adds up to: curious, courageous children; competent, reflective teachers; and public education systems that refuse to let children down. That is still the shape of our 2030 aspiration: **15 million** children learning better, through **500,000** empowered government school teachers across India. Happy reading!



EXECUTIVE SUMMARY

When a Grade 3 teacher in Pimple Nilakh, Pune, went beyond the blackboard to practise activity-based teaching, she did not know it would start her own growth trajectory. **Pratibha Walke's** journey, from changing her own classroom to mentoring **30** other teachers, captures the throughline of LFE's work this year: individual teachers' shifts, sustained by strong systems, compound into system-wide transformation.

Here is a glimpse of how our concerted work across India's rural, tribal, and urban geographies translated into impact:

FOUNDATIONAL LEARNING: In Maharashtra, our FLN work across 6 districts combined teacher and teacher-mentor development with structured classroom observations and relevant teaching-learning resources.

- **Mentoring:** We elevated teacher and mentor knowledge by **15-29%**, which resulted in classroom practices improving by **8-23%** across geographies.
- **Content and Resources:** We developed resources contextualised to teachers' needs, including a Marathi Mathematics course, explainer and demonstration videos for classroom observers, and holiday activity packets for children in **Grades 1-5**.
- **Third-party Assessment Results by ConveGenius:** Across the five districts in Maharashtra where our FLN programme operates, 51% of Grade 1 students, 57% of Grade 3 students, 13% of Grade 5 students,

FUTURE LITERACY: We strengthened how teachers teach computer science and build their students' future-ready skills in Maharashtra and Andhra Pradesh.

- **Awareness & Access:** At our Maharashtra State Hackathon and district-level hackathons in Andhra Pradesh, students from **38 districts** combined their rich lived experiences with computational thinking and coding to present digital and physical computing solutions to real problems in their communities. Our AI awareness efforts through Hour of AI reached **11,909** students across **215** schools.
- **Teacher Capacity Building:** Behind this access was sustained support for **5,618** teachers in Maharashtra and **1,383** in Andhra Pradesh, through courses, orientations, field mentoring, school visits, and reviews.
- **FLI Labs:** Through our **13** model Computer Science (CS) Labs and Coding Melas, we worked with teachers and children more closely: in Kolhapur, students moved from guided activity to independent creation, with their learning levels improving by **54%**!

STATE-LEVEL REFORM INTERVENTIONS:

- **Andhra Pradesh:** In the SALT project, **16,154** certified observers mentored **65,387** teachers, elevating average classroom practice scores from **2.79 TO 3.54 OUT OF 5**.
- **Haryana:** Our work with the SCERT continued, benefiting **13,062** teachers' classroom practices through classroom observations, and helping the state secure the **NO. 1** national ranking in DIKSHA engagement.

INNOVATION & EQUITY: As the Sadhana Fellowship began this year, **99** Fellows graduated as teachers ready and raring to join the education workforce. Our tribal education partnerships reached **287** Ashram schools in Maharashtra.

A consistent pattern cut across geographies: academic support systems that once stopped at training or compliance checks began generating and using their own evidence. Teacher Mentors, DIET faculty, and Cluster Heads increasingly led observation and reviews, independent of LFE: from Pimpri-Chinchwad's municipally-driven resource development to Nashik's mentor-led cluster sessions. This year, our advisory work also helped influence **7** district- and state-level academic reform policies. Our Research and M&E verticals worked to strengthen this shift, producing four research studies and convening **100+** participants from **40+** organisations at the LFE-NIAS Research Symposium.

THIS SCALE OF WORK WAS MATCHED BY GROWTH WITHIN LFE ITSELF, WITH THE TEAM EXPANDING BY NEARLY 30%, FROM 135 TO 176 EMPLOYEES. THE SAME PHILOSOPHY OF SUSTAINED SUPPORT EXTENDED TO OUR WORK FOR ASPIRING TEACHERS AND REMOTE COMMUNITIES.

No child's chance to learn should depend on the luck of having one good teacher. It should be guaranteed by a system built never to let them down. This report testifies to our commitment to that vision. The work of embedding lasting instructional support within government systems is well underway: one teacher, one mentor, one district at a time.



YEAR IN PERSPECTIVE

- *Reach & Impact*
- *Vision & Mission*



MAHARASHTRA

Academic
Leaders

1,212

Teachers

26,332

Students

789,960

2025-26

REACH & IMPACT

ORGANISATION COVERAGE

Number of States

3

Number of Districts

38

Number of Projects

13

Number of Policies Influenced at District/State Level

7

OVERALL IMPACT NUMBERS

Total Number of Academic Leaders Reached

17,528

Total Number of Teachers Reached

114,648

Total Number of Students Reached

3,072,837

ACADEMIC LEADER TRAINING

Number of Hours of Content

396

Number of Trainings Conducted (Days)

101

Average Pre-test Score (% Points)

51%

Average Post-test Score (% Points)

68%

Number of Student Learning Resources Created/Aggregated

18

HARYANA

Academic
Leaders

1,852

Teachers

13,339

Students

333,475

ANDHRA PRADESH

Academic
Leaders

14,464

Teachers

74,977

Students

1,949,402

(Map of India not to scale)

FLI STUDENT OUTCOMES

Student Growth in CS Labs

(Kolhapur & Pimpri Chinchwad
Municipal Corporation)

Overall
Growth

31%

Kolhapur

54%

PCMC

Project
Proficiency

80%

Kolhapur

60%

PCMC

Students
who created
independent
projects

255

Kolhapur

91

PCMC

TEACHER TRAINING

Number of Hours of
Content Created

623

Number of Trainings
Conducted (Days)

100

Average Pre-test
Score (% Points)
FLN & FLI

46%

Average Post-test
Score (% Points)
FLN & FLI

61%

FLN STUDENT OUTCOMES

% of students scored at NIPUN
Benchmark for Literacy and
Numeracy in Grade 2

51%

% of students scored at NIPUN
Benchmark for Literacy and
Numeracy in Grade 3

57%

% of students scored at
grade-level benchmark
for Literacy and
Numeracy in Grade 5

13%

% of students scored at
grade-level benchmark
for Literacy and
Numeracy in Grade 6

4%

Student performance in Maharashtra State Hackathon

% of student proficiency

Critical
Thinking

50%

Collaboration

66%

Creativity

54%

Communication

68%

OUR VISION

- **For Learners:** We envision curious and courageous children who will shape a better world for everyone.

- **For Teachers:** We envision competent and reflective teachers who empower children to thrive in a complex world.

- **For the System:** We envision public education systems that refuse to let children down.



OUR ASPIRATION

By 2030, Leadership for Equity aims to improve the learning outcomes of **15 million** children in India's government schools by building the capacity of **500,000** teachers across seven states. We will achieve this by providing future-ready learning resources, sustained academic support, and strengthened education policies that translate into meaningful change from policy to classroom.

15M children targeted to benefit from improved learning outcomes by 2030.

500K teachers targeted to be strengthened by 2030.

7 states, where LFE will strengthen teachers, resources, and education policies by 2030.



Lasting system-level impact in public education requires strengthening the entire ecosystem – from teachers and school leaders to institutional processes and policies. At the programme level, our systems-change approach operates through three interconnected levers:

TEACHER RESOURCES

Co-creating high-quality curricular/teaching materials and building teacher capacity



TEACHER MENTORING

Developing the middle tier's capacity to be academic mentors for teachers



ADVISORY AND TEACHER SUPPORT

Providing data-driven advisory support to governance for better teacher education



Improved teaching practices

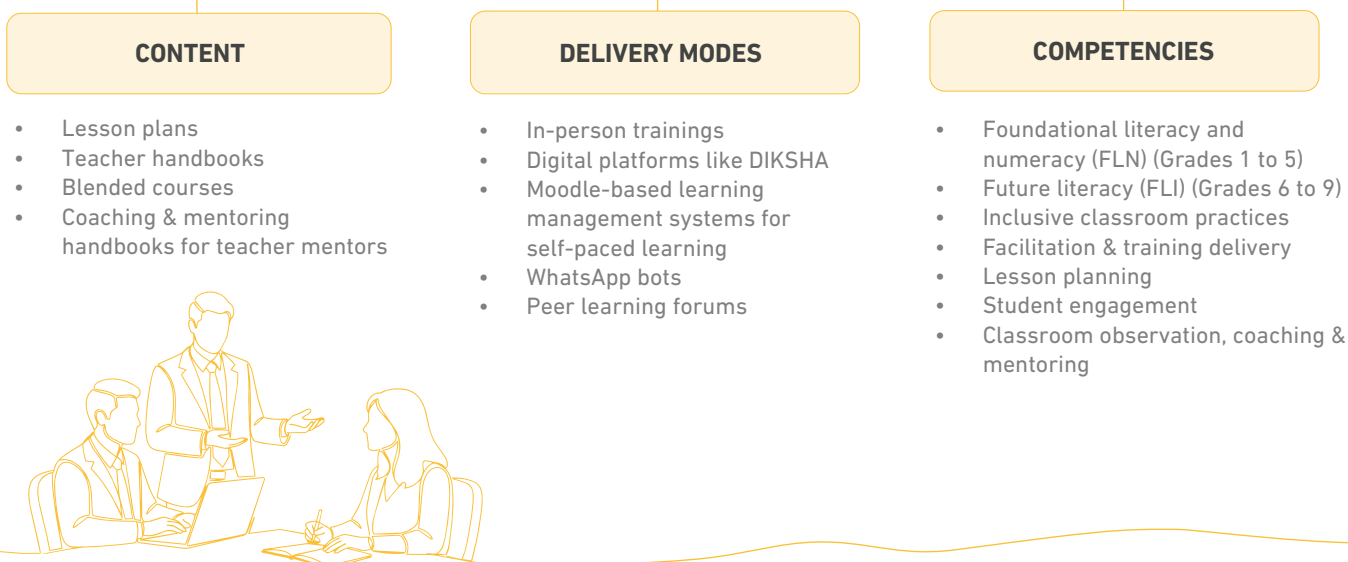
IMPROVED STUDENT LEARNING OUTCOMES AT SCALE IN FOUNDATIONAL LITERACY & NUMERACY AND FUTURE LITERACY



Lever 1 –

TEACHER RESOURCES

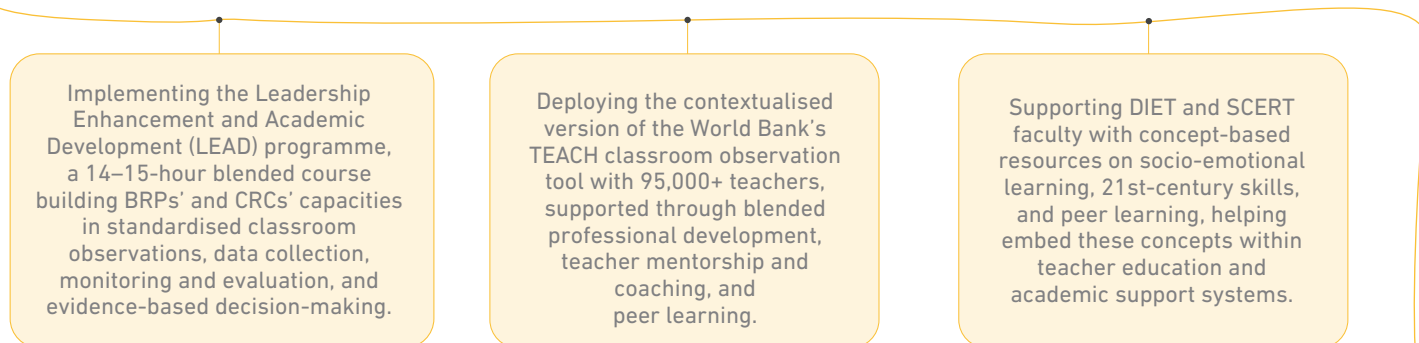
India's government schools house children from diverse backgrounds in multi-grade, multi-level classrooms. Teachers here need contextually relevant support, i.e., need-based resources. Hence, we co-create high-quality curricular materials with government stakeholders (such as SCERT, DIETs) following extensive teaching needs analysis, ensuring they are academically rigorous yet practical and grounded in pedagogical research and classroom realities.



Lever 2 –

TEACHER MENTORING

We work with the middle tier, including Cluster Resource Coordinators, Block Resource Persons, headmasters, DIET faculty, SCERT faculty, and teacher mentors, to make their teacher mentorship less compliance-driven and episodic and more regular, responsive, and rooted in teachers' everyday realities. This work is anchored in:



Lever 3 –

ADVISORY AND TEACHER SUPPORT

We engage with state and district leadership on the policy, budget, and governance frameworks, within which our resources and mentoring operate. These include frameworks for teacher professional development, classroom observation, academic review, and district-level review meetings.



IMPACT

When the three levers operate simultaneously, three things happen

Teachers become more confident in their pedagogy and more consistent in their classroom practice. Middle-tier mentors begin to see themselves as academic leaders rather than administrators. System processes (review meetings, training calendars, observation cycles) start running on data rather than on compliance. Children, who never see LFE staff, learn more.

% of students at NIPUN Benchmark
for Literacy and Numeracy

51% **57%**

Grade 1 Grade 3

13% **4%**

Grade 5 Grade 6



Source: ConveGenius Third-party
Assessment in Maharashtra
(2025-26)

98%

of academic leaders
adopting programme learnings
into routine work three years
after capacity building.

Source: DevSol
LEAD study (2025)

22.7%

Reduction in the performance
gap between low- and
high-performing teachers
in Andhra Pradesh, exceeding
the SALT programme's Year 5 target.

We work across three operating modes simultaneously, 'I Do / We Do / You Do', in different geographies and at different depths. This framework has anchored our work since inception:

I DO – DEPTH

We work hands-on with schools and classrooms in certain demonstration clusters and districts. This means co-creating resources with teachers, running observation and coaching cycles, and rigorously tracking student outcomes. The purpose is to make visible to LFE, to government, and to the wider sector what excellent teaching and learning look like in real government classrooms under real constraints.

WE DO – CO-IMPLEMENTATION

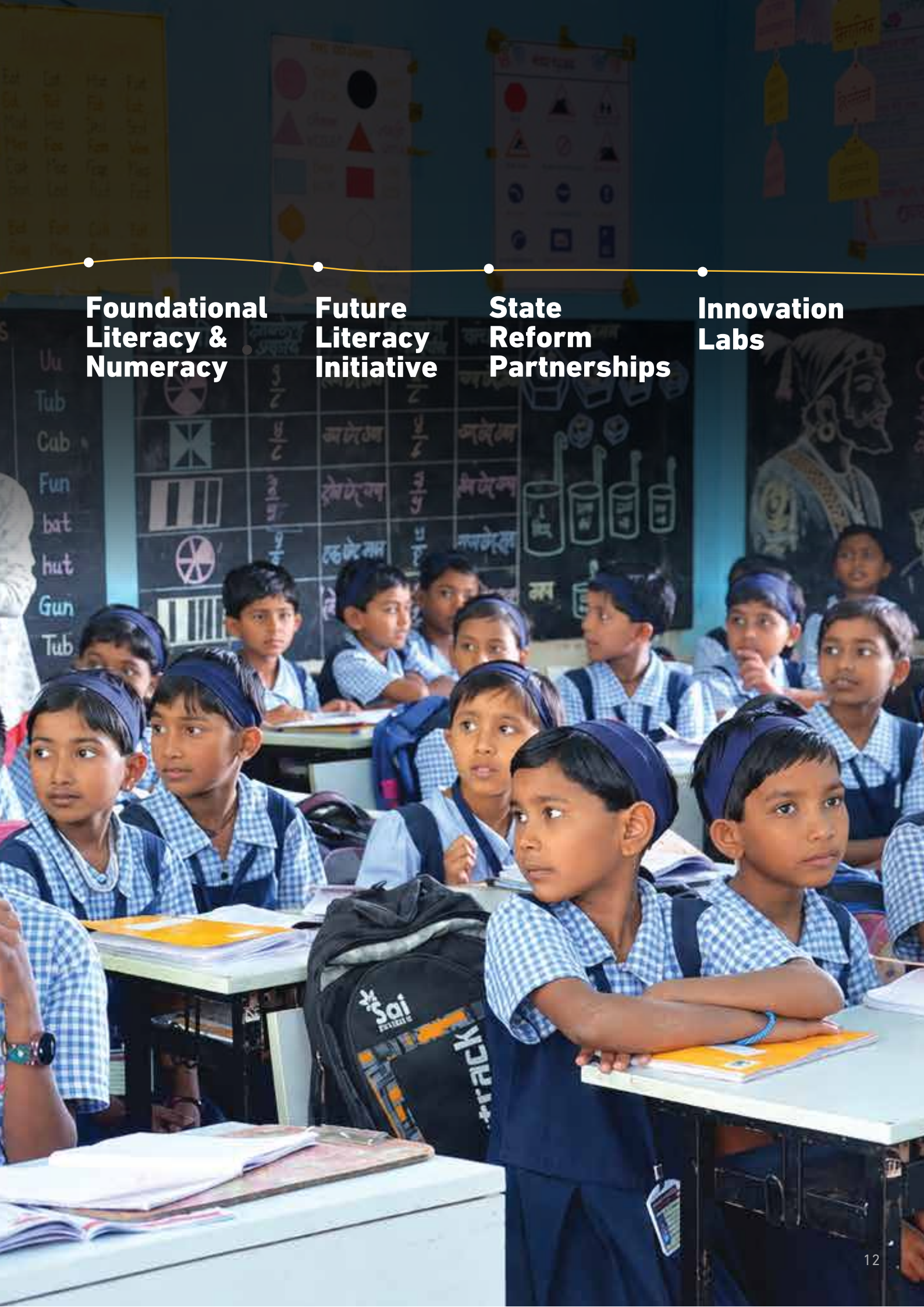
These are block- and district-level partnerships in which LFE and government teams operate as one extended team. We train, mentor, and calibrate government cadres to run mentoring, observations, and reviews on their own. The state partially takes on operational expenditure. This is the layer where institutional adoption begins.

YOU DO – SYSTEM OWNERSHIP

The government runs the programme at scale at the district and state levels, fully owning operational expenditure, with minimal LFE involvement. Circulars and policies institutionalise the processes and roles. LFE shifts to a strategic advisory and evaluation role.

OUR WORK



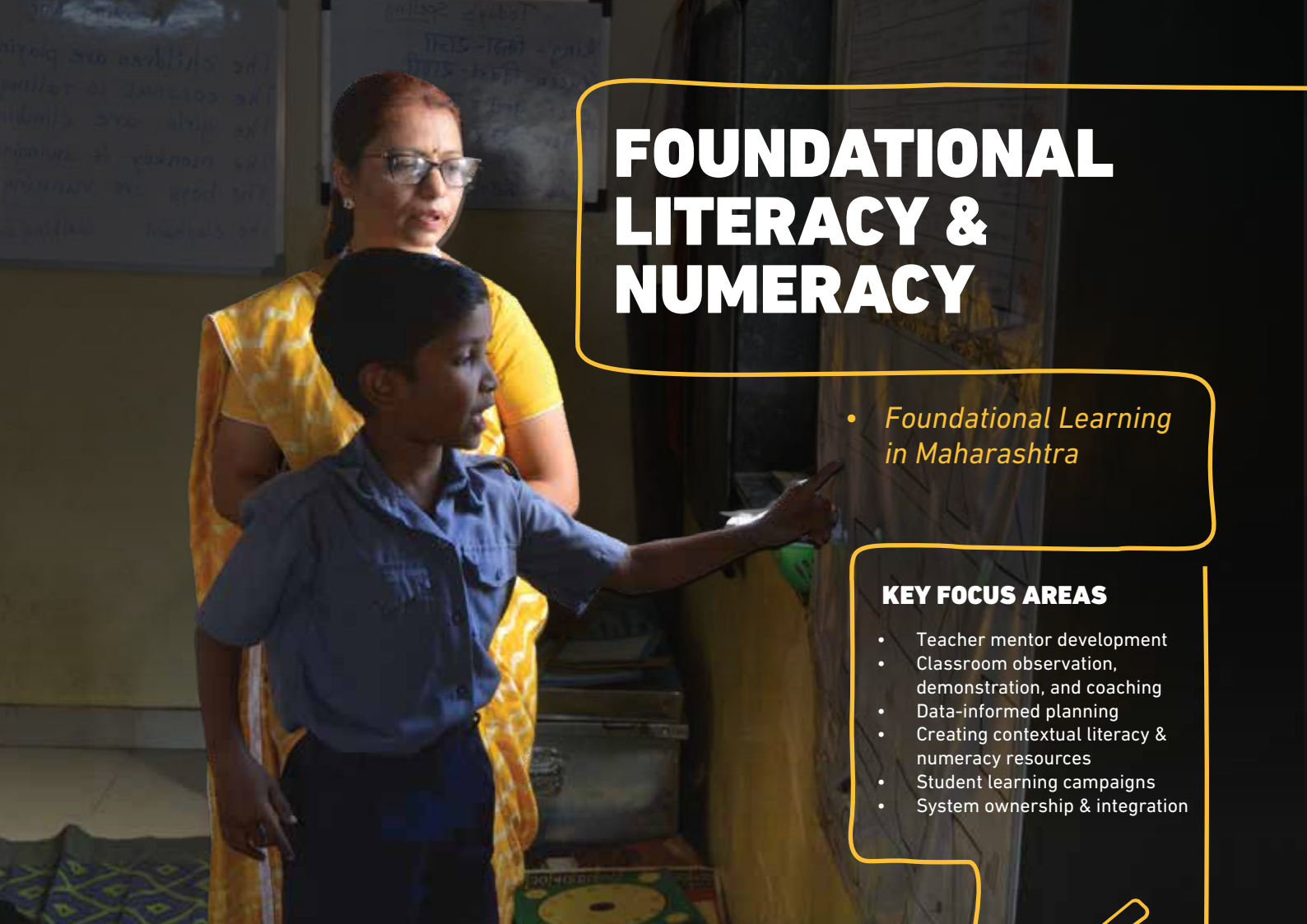


**Foundational
Literacy &
Numeracy**

**Future
Literacy
Initiative**

**State
Reform
Partnerships**

**Innovation
Labs**



FOUNDATIONAL LITERACY & NUMERACY

- *Foundational Learning in Maharashtra*

KEY FOCUS AREAS

- Teacher mentor development
- Classroom observation, demonstration, and coaching
- Data-informed planning
- Creating contextual literacy & numeracy resources
- Student learning campaigns
- System ownership & integration

FOUNDATIONAL LEARNING IN MAHARASHTRA

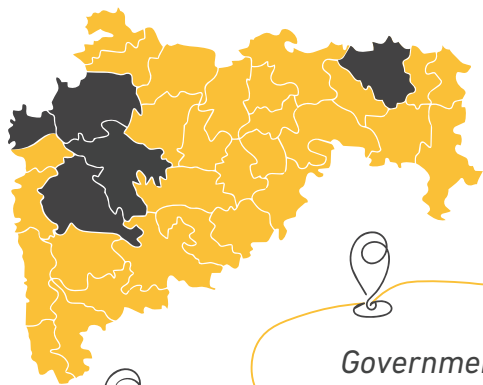
District Transformation Projects & the Urban Reform Project

One teacher's decision to move beyond blackboard-led Mathematics eventually changed more than her own classroom. **Pratibha Walke's journey grew into a Teacher Mentor role supporting 30 teachers**, showing how sustained professional learning can transform individual practice into leadership that reaches many more classrooms.

Her journey also points to a wider truth: individual teachers can drive meaningful change, but that change can endure and spread only when the system around them provides regular academic support. Across Maharashtra, many children continue to struggle with foundational reading, writing, oral language, number sense, and basic mathematical operations. Addressing these gaps requires more than teaching-learning materials or one-time training. Teachers need classroom-based support to apply new approaches, respond to children at different learning levels, and reflect on their practice.

Academic support structures also require strengthening. School visits can remain focused on records and compliance, while opportunities for observation and instructional feedback remain limited. Districts may face cascade loss in training, inconsistent mentoring, limited use of student-learning data, and irregular academic review processes. Multilingual and tribal contexts require further adaptation.

Through the Urban Reform Project in Pimpri-Chinchwad and District Transformation Projects in Ahilyanagar, Nagpur, Nashik, Pune, and Palghar, LFE worked through existing government structures to connect teacher development, classroom mentoring, learning resources, and academic governance. The aim was to make foundational learning improvement a regular, evidence-informed part of how the system supports teachers and classrooms.



Where We Worked

URBAN EDUCATION SYSTEM:

Pimpri-Chinchwad Municipal Corporation

DISTRICT TRANSFORMATION PROJECTS:

Ahilyanagar • Nagpur • Nashik • Pune • Palghar

Government
Partners



Funding
Partners



Michael & Susan Dell
FOUNDATION



BOSCH



REACH AND SCALE

PIMPRI-CHINCHWAD

17 Teacher Mentors

101 schools

1K+
teachers and



40K+

students reached
through the system

408

unique teachers
observed



AHILYANAGAR

3 high-touch
blocks

300+ schools



1K+
teachers and

25K
students

Shikshan Parishads reached

10,562
teachers across

3,531
schools



NASHIK

5 model
blocks

143 Teacher
Mentors



117

classroom
observers
trained

Summer Activity Books reached

193,128
students across

3,255
schools



PUNE

7 selected
blocks

131 observers
trained



3,710

teachers
reached
through
mentor-led
sessions

3,140

observations
conducted across

946
schools



NAGPUR

5 high-touch
blocks



91 Teacher
Mentors

1,413 teachers engaged

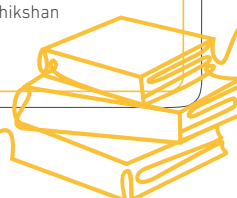


PALGHAR

20 teachers received sustained Mathematics
support across five clusters



3K+ teachers participated in Shikshan
Parishad assessment
processes



WHAT LFE DID THIS YEAR

Urban Reform Project, Pimpri-Chinchwad Municipal Corporation (PCMC)

The work in PCMC focused on strengthening the municipal system's ability to provide regular and practical academic support to teachers. A cadre of **17 full-time** Teacher Mentors connected PCMC's educational priorities with classroom realities. LFE supported them to identify teacher needs, facilitate FLN sessions, observe classrooms,

conduct demonstration lessons, review content, and provide practical feedback. The year included seven mentor-development workshops, six teacher professional development sessions, and support for implementing the **Saksham level-based learning programme**. Learning resources were also expanded for Urdu-medium schools.



MILESTONES

1,297 classroom observations reached



408 unique teachers



85% of planned classroom observations were completed



14 schools received Urdu Ghatak Cards*



Mentor-development sessions recorded an NPS of

91



A government resolution supported Saksham implementation across

101 schools

WHAT CHANGED

The project saw a clear shift towards municipal ownership. PCMC supported the development and distribution of Saksham resources, worksheets, Ghatak Cards, and seasonal learning packets. Classroom observation data recorded **10.2% growth across 28 high-impact pedagogical behaviours**, including lesson facilitation, critical thinking, positive behavioural expectations, student autonomy, and perseverance.

Teacher Mentors also independently led the development of summer learning resources, indicating that academic content creation and teacher support were increasingly being carried within the municipal system.

10.2%

growth across 28 high-impact pedagogical behaviours

*Learning card designed to break down the syllabus and help students master one topic at a time at their own pace.

District Transformation Projects

Across **Ahilyanagar, Nagpur, Nashik, Pune, and Palghar**, LFE worked to connect teacher learning with what happened after training: classroom practice, mentoring, observation, demonstration, academic review, and follow-up. Teacher and Teacher Mentor sessions covered foundational literacy and numeracy pedagogy, grouping, remediation, interactive reading, expressive writing, number sense, operations, measurement, fractions, teaching-learning materials, and assessment. Content was shaped using teacher needs, classroom observations, NIPUN priorities, and student-learning data. Training was reinforced through classroom observations and demonstration lessons.

The TEACH framework helped Teacher Mentors, Kendra Pramukhs, and other academic officers examine lesson structure, questioning, student engagement, classroom culture, and the use of learning materials, rather than focusing only on documentation. Block and District Quality Cells, Shikshan Parishads, and district review spaces connected classroom evidence with planning and decision-making. Student-facing initiatives such as Nashik's **100 Days Reading Campaign** and **Summer Activity Books** extended foundational learning into classrooms, homes, and school breaks.

MILESTONES

Strengthening Teacher and Teacher Mentor Learning

113

classroom observations completed in Ahilyanagar, alongside



105

demonstration lessons

30

teacher-mentor sessions conducted in Nagpur, along with

41

teacher training sessions

26

block-level mentor sessions conducted in Pune, followed by

15

mentor-led cluster sessions

5

MathSetu sessions delivered in Palghar to strengthen Mathematics learning

39

teacher and mentor development sessions conducted in Nashik

Taking Support into Classrooms

325

classroom observations completed in Nagpur, alongside

151

demonstration lessons

700

LFE- and system-led observations completed in Nashik, along with

136

demonstration lessons

3,140

classroom observations completed by Pune's observer network across

946

schools

Structured assessments introduced within Shikshan Parishads in Palghar to strengthen teaching and learning

57

officers trained on the TEACH tool in Ahilyanagar



Strengthening Academic Governance

Structured SOPs

Used to support Block and District Quality Cell meetings in Ahilyanagar

District policy document

Formalised District, Block, and Cluster Quality Cells in Nagpur

Data-led review meetings

Strengthened agenda-setting and follow-up in Nashik

Early foundations established for diagnostic and data-led planning in Palghar

30

Block Quality Cell (BQC) meetings supported in Pune, with 80% SOP adherence

WHAT CHANGED ACROSS DISTRICTS

Stronger Teacher and Mentor Knowledge

Teacher knowledge increased by **15%** and mentor knowledge by **18%** in Ahilyanagar. Nagpur's Teacher Mentors recorded **28–29%** improvement in FLN knowledge. Nashik's mentors recorded **22.5%** growth, while Pune's mentor sessions resulted in a **22%** knowledge increase. Palghar's MathSetu teacher scores improved from **37.8% to 53.8%**.

More Classroom-Focused Academic Support

Officers and mentors increasingly used school visits to observe teaching and provide feedback. Teachers adopted more activity-based methods, interactive reading, group work, structured questioning, Mathematics kits, teaching-learning materials, and concept-based approaches. In Palghar, teachers began using word problems to encourage children to understand and discuss a situation before calculating. In some classrooms, children began creating their own problems from everyday life.

Greater Ownership within District Systems

Teacher Mentors in Nashik began independently facilitating cluster-level sessions. Pune's fixed mentor groups carried learning from block sessions to clusters. Nagpur strengthened coordination between DIET and Zilla Parishad leadership, while Palghar introduced measurable teacher learning into Shikshan Parishads. Together, these changes indicate that teacher development was moving beyond isolated training events and becoming more closely embedded within district structures.

EVIDENCE IN NUMBERS



Teacher and Mentor Learning

28-29%

Teacher Mentor knowledge growth in Nagpur

22.5%

Teacher Mentor growth in Nashik

Teacher scores increased from

37.8% to 53.8%

in Palghar



15%

Teacher knowledge growth in Ahilyanagar

22%

Teacher Mentor knowledge growth in Pune

Classroom Practice

23%

growth in Teach-linked instructional practices in Ahilyanagar

8%

growth in classroom instruction in Nagpur

9.4%

growth in classroom instruction in Nashik

10.2%

growth across 28 Teach behaviours in PCMC

Resources Created for the System

Mathematics teacher professional development course adapted from Telugu to Marathi

16 animated Teach explainer videos

4

hours of classroom-based TEACH demonstration videos

TEACH Primary Observer Course

Marathi Mathematics course implemented in Nagpur with DIET support

6

activity packets for children in Grades 1 to 5

Videos spanning **100+ minutes**

EXPLORE THE RESOURCES



Marathi Mathematics Course



Summer Holiday Packets,



Diwali Holiday Packets



Teach Primary Resources Marathi Explainer Videos



Classroom Demo Videos – Marathi



MOMENT OF CHANGE

From One Classroom to Thirty Teachers

When **Pratibha Walke** taught Grade 3 Mathematics at a primary school in Pimple Nilakh, her lessons relied largely on the blackboard. Her shift began through **LFE's Ganit Mitra programme**, where she started using teaching-learning materials and group activities to make Mathematics more tangible for children. Each new experience expanded her practice. When teaching moved online during the pandemic, she adapted to Google Meet and began creating worksheets using Canva. She became increasingly comfortable experimenting with new approaches and reflecting on what helped children learn. This growth led to her selection for the Teacher Mentor development programme.

During the project period, **Pratibha supported 30 teachers** through observations, demonstration lessons, resource preparation, and feedback. She helped them think more closely about learning levels, classroom activities, and the practical changes they could make in their instruction. The shift was visible in her school as well. **Enrolment nearly doubled, Grade 5 recorded a 60% reduction** in beginner-level students, and **more than 100 students across Grades 3 to 8** reached advanced learning levels. Pratibha Walke's journey shows how teacher leadership can begin with one educator changing her own classroom and gradually extend to many more teachers and children.

LOOKING AHEAD

The next phase of LFE's foundational learning work in Maharashtra will deepen the routines that connect teacher learning with classroom practice, while strengthening district ownership of mentoring, observation, and academic review processes.

Ahilyanagar: Strengthen Teacher Mentor development, observer reliability, and model classrooms.

Nagpur: Refine blended teacher learning and use the observer network for stronger coaching and follow-up.

Nashik: Build on the reading campaign and strengthen the use of learning data to guide academic support.

Pune: Develop demonstration sites, mentor groups,

Palghar: Expand contextualised Language and Mathematics support while strengthening Project Management Unit processes and data-led governance.

Across districts, content development will support these priorities through a Literacy teacher development course, refined TEACH Primary resources, and classroom-aligned training packages. Learning from the Urban Reform Project will also inform future partnerships, with a continued emphasis on embedding mentors within the system and strengthening government ownership of processes, resources, and decision-making.



FUTURE LITERACY INITIATIVE

- *FLI Maharashtra and Andhra Pradesh*
- *Future Ready Education for Children from Tribal Communities*

KEY FOCUS AREAS

- Computational thinking and block-based coding through Scratch
- Physical computing
- AI awareness
- Teacher professional development
- Plugged & unplugged learning
- Peer learning & classroom support
- Student-led problem-solving and innovation

FLI MAHARASHTRA AND ANDHRA PRADESH

Building Computer Science and AI Readiness in Government Schools

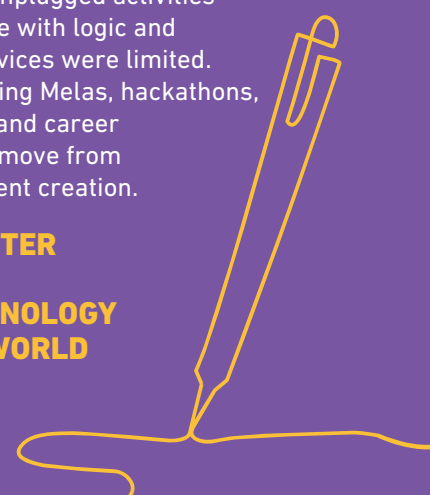
Students from Zilla Parishad Primary School, Kumbharphal, began with a challenge they had seen families around them face: farmers guarding crops from wild animals through the night. At the Maharashtra State Hackathon, they transformed that familiar problem into a sensor-based prototype, moving from observing their world to designing a solution for it. Their journey captures the promise of future literacy. Yet, for many students in government schools, exposure to computer science, coding, and AI remains limited or dependent on infrastructure that schools may not consistently have.

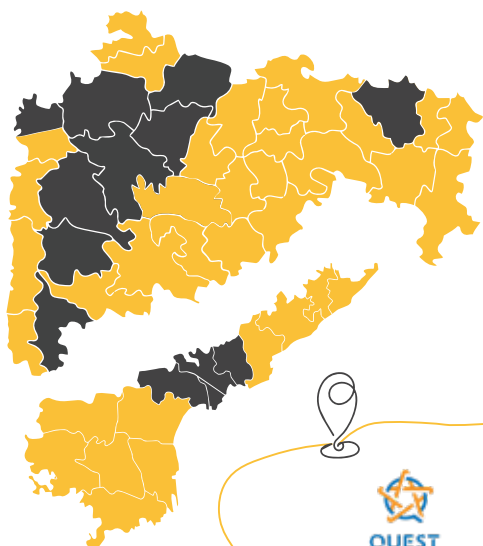
Access to a device does not automatically build computational thinking, critical digital understanding, or the confidence to create with technology.

Through the **Amazon Future Engineer Programme**, LFE built multiple pathways suited to different contexts.

Computer Science Labs provided structured, hands-on learning, while unplugged activities enabled students to engage with logic and problem-solving where devices were limited. Teacher development, Coding Melas, hackathons, AI Awareness campaigns, and career exposure helped students move from first exposure to independent creation.

STRUCTURED COMPUTER SCIENCE EDUCATION TRANSFORMED TECHNOLOGY ACCESS INTO REAL-WORLD PROBLEM-SOLVING AND AI READINESS.





Where We Worked

MAHARASHTRA:

CS Labs in • Kolhapur • Pimpri-Chinchwad; CSTE implementation across Nagpur • Satara • Pune • Nashik • Jalgaon • Ahilyanagar • Chhatrapati Sambhajanagar; and State Hackathon participation from 34 districts

ANDHRA PRADESH:

• Guntur • Eluru • Krishna and APTWREIS schools



REACH AND SCALE

12

computer science labs in Kolhapur, with

945

student enrolments

One shared after-school lab in Pimpri-Chinchwad Science Park, with

106

students

928

Maharashtra teachers certified in Creative Computing Part 2

135

students and

45

teachers participated in Andhra Pradesh district hackathons

5,618

teachers reached through CSTE in Maharashtra

48K+

students participated in Maharashtra Hackathon preliminary rounds



102

students and

34

guide teachers represented 34 districts at the SCERT State Level Hackathon



1,165

AP Samagra Shiksha teachers and 218 APTWREIS teachers completed CSTE courses

1,477

projects were presented across the Maharashtra Hackathon journey



WHAT LIFE DID THIS YEAR

Creating Access to Structured Learning

The programme created access at three levels. Deep application came through 12 school-based labs in Kolhapur and a shared after-school lab at Pimpri-Chinchwad Science Park, where students regularly practised coding through computers, bilingual resources, workbooks, unplugged activities, and the Code.org CS Fundamentals Express curriculum. Teacher learning was strengthened through the Computer Science Teaching Excellence (CSTE) course, building teachers' capacity to understand and facilitate computer science in classrooms. Wider engagement and awareness came through Hour of AI activities, introducing larger groups of students to AI and emerging technologies. Together, these pathways enabled access from initial awareness to sustained learning.

Building Teacher Capacity

Through the Computer Science Teaching Excellence (CSTE) programme, teachers engaged with computational thinking, coding, creative computing, and classroom integration of technology. In Maharashtra, the programme combined course-based learning with orientations, unplugged classroom activities, DIET-led reviews, school visits, and field mentoring. In Andhra Pradesh, teachers progressed through courses on computational thinking and creative computing, preparing them to facilitate computer science learning rather than depend only on external instructors.

Enabling Application and Exposure

Coding Melas and hackathons enabled students to identify problems, build projects, and explain their thinking. Students used Sprite Lab, Scratch, and physical computing kits to respond to issues rooted in their communities. AI awareness campaigns across Maharashtra and Andhra Pradesh introduced students to what AI is, how AI models are trained, and how to identify AI-generated images. Career exposure tours connected this learning with future pathways, while a three-year MoU with APTWREIS created a foundation for deeper institutional engagement in Andhra Pradesh.

MILESTONES

AI Awareness
campaigns
reached

215

schools
and

11,909

students

District hackathons were
conducted in Guntur,
Krishna, and Eluru

85%

of planned
classroom
observations
were completed



76%

of Coding Mela
projects were
rated proficient



255+

students in Kolhapur
independently created
block-based projects



Seven
Coding Melas
enabled

143

students to
showcase their
projects

Career
exposure
tours
reached

504

schools
and

26,530

students

APTWREIS reached

4K



students through an unplugged
Hackathon pathway

WHAT CHANGED

Students Moved from Exposure to Creation

Student learning levels in Kolhapur improved by **54%**, while students at Pimpri-Chinchwad Science Park recorded a **31%** improvement on computer science and AI competencies. Children progressed from completing guided activities to independently creating and presenting projects. Their projects also became a form of expression. Students used code to explore issues such as bullying, housing, safety, alcoholism, and challenges faced by farming communities.

Teachers Became Active Facilitators

In Kolhapur, teacher capacity increased by **25%**. Continuous training and field support helped teachers move from observing computer science sessions to facilitating coding, computational thinking, and project-based learning themselves.

The Programme Adapted to Different School Contexts

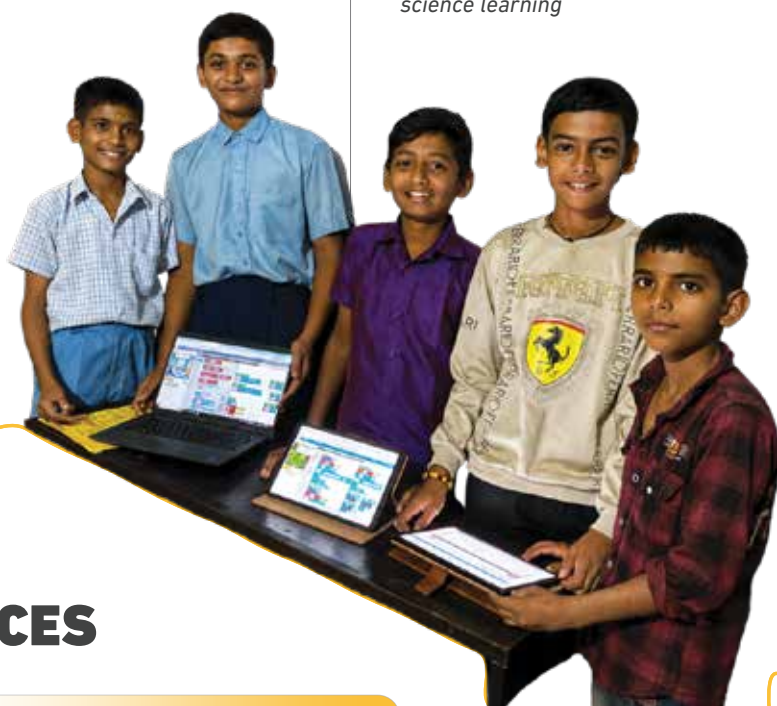
School-based labs, shared after-school spaces, unplugged activities, AI modules, and hackathons created flexible pathways for schools with different levels of infrastructure. Government institutions increasingly supported teacher mobilisation, review, student selection, and implementation.

54%

Improvement in student learning levels in Kolhapur

25%

Improvement in teachers' capacity to facilitate computer science learning



EXPLORE THE RESOURCES



Student Workbook for Road2Code



Teacher Lesson Plan Handbook



Hour of AI Handbook and activity modules



Maharashtra State Hackathon 2025-26 Highlights



Student Project Showcase

The Hour of AI Handbook was also published on the Code.AI platform, making LFE's contextualised AI learning resource accessible to educators and learners globally.



MOMENT OF CHANGE

When a Farming Challenge Became a Design Challenge

Students from **Zilla Parishad Primary School, Kumbharphal, in Beed district** began with a problem they knew closely. Wild animals and birds frequently damaged standing crops, requiring farmers to guard their fields at night. At the **Maharashtra State Hackathon**, the students began treating this familiar challenge as something they could help solve. Using physical computing kits, they developed a prototype with motion-tracking sensors connected to a microcontroller. When movement was detected near a field boundary, the system triggered bright lights, followed by an alarm. The significance of their project went beyond the device.

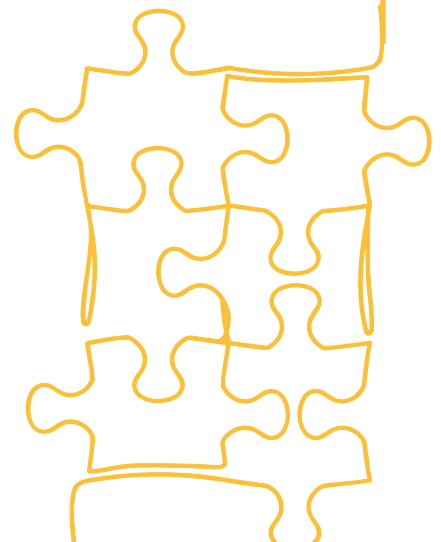
Students who may otherwise have encountered computer science only as theory were using logic, sensors, and coding to respond to a concern rooted in their community. They had moved from following instructions to identifying a problem, testing a solution, and presenting their thinking. Their project showed that innovation can begin wherever children are encouraged to look closely at their surroundings and ask, "Can we build something that helps?"



LOOKING AHEAD

The next phase will deepen both access and learning quality. In Maharashtra, the programme will expand AI Awareness, strengthen teacher certification, continue student hackathons, and support more schools to adopt plugged and unplugged learning. In Andhra Pradesh, the focus will include deeper AI learning experiences and Future Skills Lab models, particularly through APTWREIS. Across both states, LFE will strengthen facilitators, infrastructure readiness, school ownership, and evidence on how students move from digital exposure to confident creation.

ACROSS BOTH STATES, LFE WILL STRENGTHEN FACILITATORS, INFRASTRUCTURE READINESS, SCHOOL OWNERSHIP, AND EVIDENCE ON HOW STUDENTS MOVE FROM DIGITAL EXPOSURE TO CONFIDENT CREATION.



FUTURE READY EDUCATION FOR CHILDREN FROM TRIBAL COMMUNITIES

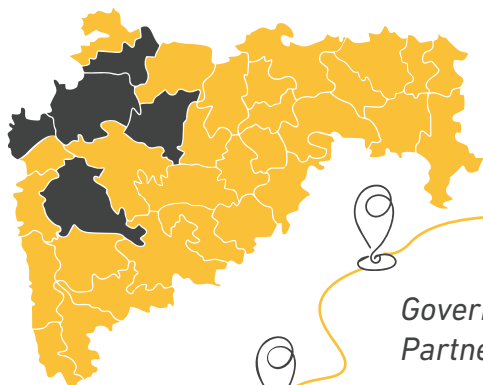
Computer Science Teaching Excellence and CS Hackathon Initiative

Armita Thakare, Kalyani Pawar, and Prachi Bagul began Grade 4 with no prior exposure to digital tools. Within months, the three students from an Ashram school in Dhule were presenting a Scratch-based project before senior government officials, showing how quickly a child's sense of possibility can change when access is matched with a committed teacher and sustained support.

Their journey also highlights the wider challenge. Students in remote tribal geographies often face limited access to devices, inconsistent connectivity, and few teachers equipped to introduce coding and computational thinking.

The gap is not only technological. It limits opportunities for children to reason, collaborate, communicate, and create solutions around the realities they know.

In partnership with the Tribal Development Department, Maharashtra, LFE implemented a Learn–Reflect–Apply model. Teachers learned through the CSTE course, reflected through Peer Learning Circles and ongoing support, and applied their learning by introducing computer science in classrooms and mentoring students for Project Office-level hackathons.



Where We Worked

SIX PROJECT OFFICES:

- Rajur • Kalwan • Dhule • Palghar
- Chhatrapati Sambhajnagar • Dahanu • Jawhar

Government
Partner



Funding
Partner



REACH AND SCALE

232

Ashram schools reached through the programme

182

schools with registered teachers



171

students and



58

teachers participated directly in Hackathon events

804

teachers registered for the CSTE course



4000

students participated in unplugged hackathon



Four Project Office-level CS Hackathons

150

Ashram school visits

46

demonstration lessons



WHAT LFE DID THIS YEAR

Learn: Building Teacher Understanding

The CSTE course introduced teachers to computational thinking, algorithms, Scratch, sequencing, loops, variables, lists, and conditionals. Plugged and unplugged lesson plans made the learning relevant to schools with uneven access to devices and connectivity. Concepts were divided into smaller, teachable units and accompanied by classroom-ready lesson plans, videos, and handbooks.

Reflect: Supporting Teachers Beyond the Course

Peer Learning Circles, WhatsApp groups, online sessions, and field visits gave teachers spaces to clarify concepts, discuss implementation challenges, and learn from peers working in similar contexts. These interactions helped LFE understand where teachers required additional support, including navigating Firki, adapting lessons for younger students, and teaching computational thinking without sufficient devices.

Apply: Bringing Learning into Classrooms

School visits, observations, and demonstration lessons helped teachers translate online learning into classroom practice. Students then worked in teams to identify local problems, connect them with SDG themes, create Scratch-based solutions, and present their ideas at CS Hackathons.



MILESTONES

144

teachers completed CSTE Part 3, representing

64%

completion among teachers who initiated it

Four Computer Science Hackathons were conducted across Project Offices

Course completers recorded

19%

average learning growth, with a Normalised Learning Gain of

0.30

73%

of observed teachers scored 3 or above in CS-related classroom practice

89%



of plugged Hackathon projects were rated proficient

100%

of participating students expressed interest in further computer science learning.



Hackathon participants recorded a Net Promoter Score of

95



WHAT CHANGED

Teachers Translated Learning into Practice

Teachers progressed from initial exposure to implementing computer science lessons. Learning growth among course completers and classroom observation results showed that teachers were beginning to apply computational thinking and coding concepts, rather than only completing an online course.

Government Ownership Became More Visible

Project Offices and government officers supported teacher registration, course navigation, school engagement, Hackathon implementation, and student evaluation. Senior officials' participation reinforced that future-ready learning was part of the system's aspirations for tribal students, rather than an additional or peripheral activity.

Students Built Confidence and Voice

Across four Hackathons, **141** students created and presented Scratch-based projects. **47%** of participants demonstrated improvement across critical thinking, creativity, collaboration, and communication. Students explored issues such as agriculture, education, gender inclusion, cybersecurity, environmental protection, and the importance of local languages in tribal schools.

47%

of students improved critical thinking, creativity, collaboration, and communication



RESOURCES CREATED FOR THE PROGRAMME:

- Plugged and unplugged computer science lesson plans
- Asynchronous educational videos
- Scratch handbooks
- Classroom activities and teacher
- Support materials
- Student project and Hackathon resources

FUTURE-READY LEARNING BECAME CLASSROOM PRACTICE THROUGH EMPOWERED TEACHERS AND CONFIDENT STUDENTS.

EXPLORE THE RESOURCES



CSTE Course
on Firki



CSTE Session 1, Lesson
Plans for Teachers for
Computational
Thinking



Student Project
Showcase

MOMENT OF CHANGE

From No Digital Exposure to a CS Hackathon

At **Government Secondary and Higher Secondary Ashram School, Shewage, Grade 4 students Armita Thakare, Kalyani Pawar, and Prachi Bagul** began with no prior exposure to digital tools. Their teacher, **Harshal Biraris**, enrolled in the CSTE course because he believed his students' opportunities should not be determined by their remote location. Through joint study sessions, Scratch activities, note-taking, and regular encouragement, the students moved from complete beginners to building their own coding project. Their engagement deepened until they were practising for several hours at a time. At the **Dhule CS Hackathon**, they presented their project before senior officials and **won the second prize**. For the students, the experience was larger than the award. It was the first time they saw themselves as capable of using technology to create and explain an idea. Their journey showed how a committed teacher and structured support can help students move from no digital exposure to confidence, creativity, and public recognition within a few months.



LOOKING AHEAD

The next phase will strengthen classroom implementation by enabling more teachers to confidently integrate both plugged and unplugged approaches while building their AI literacy. Peer Learning Circles and school visits will remain important, particularly where infrastructure and connectivity continue to shape classroom practice. The Hackathon model will be strengthened as a platform for students to apply artificial intelligence, problem-solving, and the **4Cs** to their own contexts.

A KEY PRIORITY WILL BE TO EMBED THE INITIATIVE MORE FIRMLY WITHIN THE TRIBAL DEVELOPMENT DEPARTMENT'S ANNUAL PLANNING AND THE REGULAR LEARNING ECOSYSTEM OF ASHRAM SCHOOLS.

Lorem ipsum



STATE REFORM PARTNERSHIPS

- *Supporting Andhra's Learning Transformation*
- *Haryana State Education Partnership*

KEY FOCUS AREAS

- Digital learning access and content quality
- Structured classroom observation and mentoring
- Training needs analysis
- Professional development of academic officials
- Creating teacher handbooks and remedial materials
- SCERT and DIET capacity building and institutional planning
- Institutionalisation of state-led academic processes

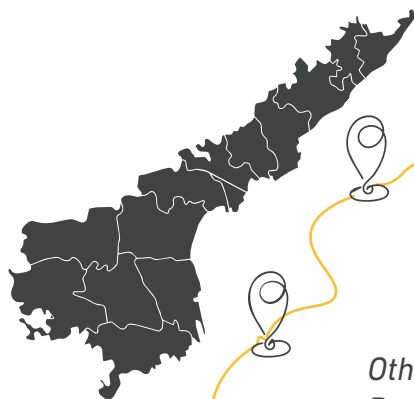
SUPPORTING ANDHRA'S LEARNING TRANSFORMATION (SALT)

Strengthening Teacher Development, Classroom Support, and State Capacity

For R. Sailaja, classroom observation changed when it stopped being only about recording a score. By discussing feedback respectfully and connecting teachers to relevant resources, she helped observation become a process through which teachers could reflect, try new practices, and improve. Her experience reflects the wider challenge of supporting teachers across a system as large as Andhra Pradesh. Training alone is not enough. The system must continually identify teacher needs, design relevant professional development, observe classroom practice,

provide meaningful feedback, and strengthen the institutions responsible for academic support. Through the Supporting Andhra's Learning Transformation programme, LFE partnered with the Government of Andhra Pradesh to connect classroom observations with need-based teacher learning and training, teaching-learning resources, and the capacity building of SCERT and DIET faculty. The aim was to improve the quality of classroom interactions while strengthening the state's ability to design and sustain teacher support at scale.





Where We Worked
All 26 districts of Andhra Pradesh

Government
Partners



Other
Partners



REACH AND SCALE

16,154 observers trained

11,202 observers conducted classroom observations

89,777

observations completed



65,387

unique teachers observed through observation

227



DIET faculty members certified in Primary and Secondary reliability



WHAT LFE DID THIS YEAR

Developing Courses and Classroom Resources

Need-based blended courses combined videos, readings, presentations, and assessments to strengthen teachers' subject and pedagogical knowledge. Courses on Inclusive Education, Enhancing Literacy, and Making History Learning Engaging provided more than **30 hours** of structured learning. LFE also worked with SCERT on an ICT course, teacher handbooks for **Grades 3-8**, and remedial learning packages for **Grades 3-5**.

Strengthening Observation and Mentoring

Observers were re-oriented through a cascade model to use the Teach Tool, capture classroom evidence, assign consistent scores, and provide actionable feedback. Integrating the Teach Tool into the state-owned LEAP App enabled teachers to access scorecards and relevant resources, observers to record feedback, and officers to monitor implementation through dashboards. Double-coding functionality was also introduced to strengthen reliability and quality assurance.

Building SCERT and DIET Capacity

SCERT faculty received support in programme design, curriculum development, implementation, and Teacher Professional Development. DIET faculty were trained and certified in reliable observation and mentoring, creating a district-level cadre capable of supporting observers and monitoring classroom practice.

MILESTONES

227 of **228**

consistently participating DIET faculty members achieved Teach Tool reliability after 6 days of rigorous training on classroom observation using the Teach Tool

30

hours of need-based blended teacher courses developed

5

state-level review meetings

were conducted

59

district review meetings

125

mandal review meetings

21

teacher handbooks developed for Grades 3–10 across all subjects

33



remedial learning packages were created in Mathematics, EVS, English, and Telugu for Grades 3–5

WHAT CHANGED

Classroom Practice Became More Supportive

The average Teach element score increased from **2.79** to **3.54 out of 5**. Teachers showed stronger performance in creating supportive learning environments, setting positive behavioural expectations, and facilitating lessons. The data also identified areas requiring deeper support, particularly social and collaborative skills and perseverance, allowing future professional development to become more targeted.

Observation Data Became More Reliable and Useful

Observer assessments showed measurable improvement, while double-coded observations reduced bias and strengthened scoring consistency. This made classroom data more credible and enabled feedback to focus on specific behaviours rather than broad impressions.

Teacher Development Became More Need-Based

The Science course completed by **3,630** teachers from Grades 9–10 recorded a **16%** improvement in teacher scores. Our training Needs Analysis also created a pathway for connecting student-learning evidence and teacher voice with the design of professional development.

State Institutions Took Greater Ownership

SCERT's involvement in course design strengthened state-level capacity. Certified DIET faculty created a district-level pool of experts on classroom observation, while the integration of Teach into the LEAP App embedded observation and mentoring within an existing government platform. State ownership was also visible in the large-scale printing and distribution of learning packages and teacher handbooks across government schools, backed by significant public investment. Together, these shifts moved key elements of the intervention from externally supported activities towards systems owned and sustained by state institutions.

3.54/5

Average Teach element score achieved by teachers.



16%

Percentage-point improvement in Science teacher assessment scores.

EXPLORE THE RESOURCES



*Teach Explainer
videos*



*Student Remedial
Packets / CBA
Practice Materials*



*Teacher Handbook
Samples*



*Observer
Stories*



*Teacher
Stories*



*Teach Tool Resources
on LEAP App*



*Classroom-Based
Assessments*



MOMENT OF CHANGE

From Observation as Scoring to Observation as Support

After being trained as an observer and later as a Master Trainer, **R. Sailaja** began orienting teachers at **K.G.M. Girls High School in Chirala Mandal** to the Teach Tool and the classroom behaviours it examined. The most important change was in how teachers experienced feedback. After observations, Sailaja met them in a safe and respectful setting, discussed specific areas for improvement, and directed them to relevant Teach Tool videos on the LEAP App. Teachers began using free periods to watch the videos and try the practices in their classrooms.

In subsequent observations, those who had previously scored low or medium in particular behaviours began improving. The change was visible among students too. They appeared more comfortable approaching teachers, asking questions, and expressing doubts. Sailaja's experience shows how observation can move from inspection to professional support. When feedback is specific, respectful, and connected to practical resources, teachers are more likely to use it, and students experience the classroom differently.

LOOKING AHEAD

As the five-year project comes to a close, LFE is preparing for a structured handover to the state, with a focus on sustaining the systems, capacities, and practices built over the course of the partnership. The priority now is to support SCERT and DIETs to continue leading Teacher Professional Development, classroom observation, mentoring, and the use of observation data through existing government systems.

We hope these practices will continue to deepen over time: with a strong pool of active and reliable observers, need-based courses informed by classroom evidence, and state institutions increasingly able to design, lead, and monitor these processes independently.

HARYANA STATE EDUCATION PARTNERSHIP

Sushil Devi considered herself an effective mentor until the Effective Classroom Observation programme helped her see that good teaching extends beyond lesson delivery to classroom culture, participation, collaboration, feedback, and positive behaviour. Her journey reflects the wider purpose of LFE's partnership with SCERT Haryana: helping educators examine practice more closely, use evidence meaningfully, and provide stronger academic support. Four connected initiatives supported this effort.

The DIKSHA platform strengthened access to curated digital learning and professional-development resources. Effective Classroom Observation (ECO) created a shared framework for mentoring and feedback. The ECO LEAD course upskilled academic officials through blended learning and Professional Learning Communities. The Prashikshak portal strengthened how the DIET's work, faculty capacity, and academic priorities were tracked and reviewed. Together, they connected technology, teacher support, academic leadership, and data-informed governance across Haryana.



Where We Worked

All 22 districts of Haryana

Government
Partner



Funding
Partner



REACH AND SCALE

77,018

students across



5,734

schools participated
in DIKSHA Gyan Utsav

60,373

classroom observations
reached **13,062**
teachers across
8,500+ schools



281

DIET officials
participated in
advanced ECO
capacity building

All

22

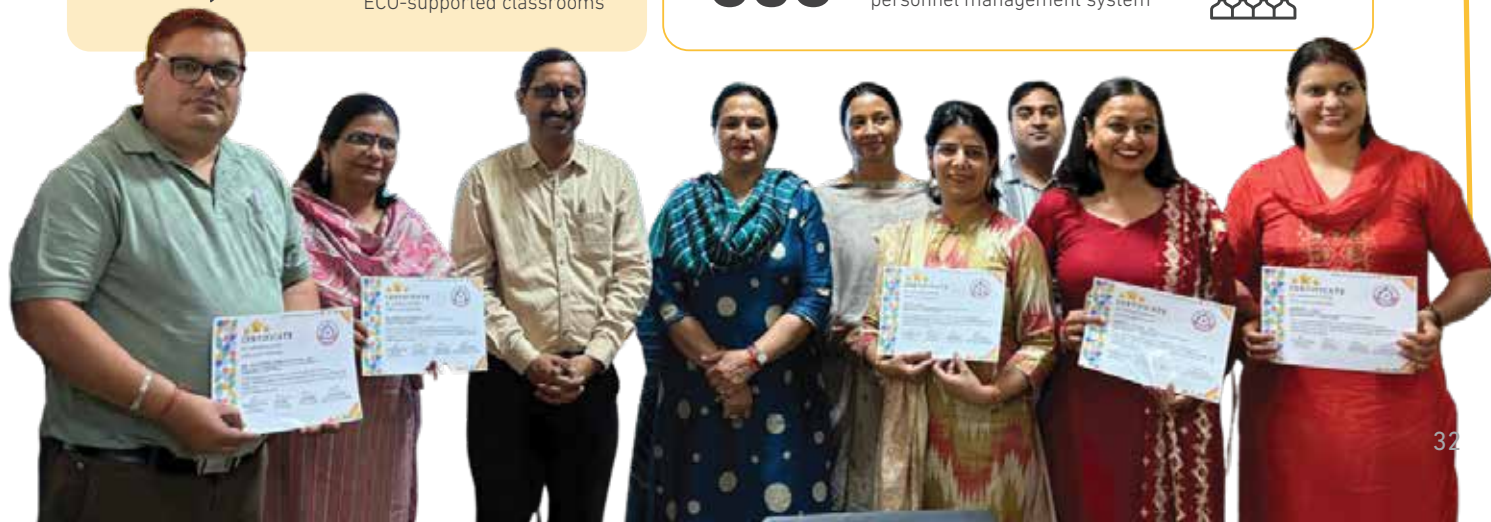
districts participated in
DIKSHA implementation,
ECO data dissemination,
and DIET review processes

719,635

students were reached
indirectly through
ECO-supported classrooms

353

DIET faculty members were
tracked through the Prashikshak
personnel management system



WHAT LFE DID THIS YEAR

Strengthening Digital Learning through DIKSHA

LFE supported SCERT Haryana to strengthen DIKSHA as a platform for classroom learning, teacher development, and statewide digital engagement. A multi-stage content audit reviewed **4,631** resources, with **144** teachers examining materials for relevance, accuracy, and curriculum alignment. Energised Textbook workshops supported the integration of QR-linked digital resources into state publications. Student-facing campaigns such as DIKSHA Gyan Utsav, Dainik DIKSHA, and Revision Ki Pathshala encouraged active platform use. The DIKSHA Samman Samaroh recognised students, educators, and districts for course completion, content contribution, and sustained participation. **44** District DIKSHA Coordinators were prepared as Master Trainers. District DIKSHA Committees connected state initiatives with block, cluster, and school-level implementation, creating clearer accountability for last-mile outreach and support.

Building a Reliable Mentoring System through ECO

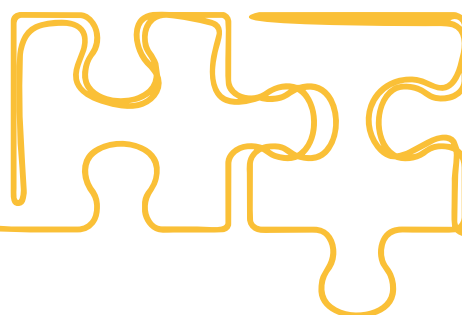
The World Bank's Teach framework was contextualised into the ECO tool across three domains: Classroom Culture, Instruction, and Socio-Emotional Learning. ABRCs, BRPs, and DIET officials were trained through phased learning, video coding, calibration, reliability assessments, and double-coding. A total of **281** DIET officials participated in advanced ECO capacity building, strengthening the district-level cadre responsible for observation quality and evidence-based mentoring. Structured observation cycles were reinforced through state and district reviews. Data dissemination workshops enabled officials to examine classroom patterns, identify gaps, and plan targeted mentoring support. The emphasis shifted from completing observations to using evidence for constructive and actionable feedback.

Developing Academic Mentors through ECO LEAD

The ECO LEAD course was redesigned as a focused, one-month blended programme aligned with officials' everyday responsibilities as mentors. Self-paced modules were combined with assessments, state and district Professional Learning Communities, milestone-based tracking, and certification. Course coordination expanded beyond DIETs to include ABRCs and BRPs, enabling closer follow-up and stronger district ownership. The shorter, contextualised format served both as a refresher for trained mentors and as a foundation for officials preparing for classroom observation training and reliability assessments.

Strengthening DIET Governance through Prashikshak

Prashikshak evolved from a reporting portal into a governance and reflection platform for DIETs. Task weighting and time analysis helped distinguish routine administrative work from academic responsibilities such as mentoring, assessment development, and School Improvement Planning. Live personnel tracking improved visibility into faculty availability, while standardised SOPs and monthly reviews strengthened the accuracy and reliability of reporting. The platform also enabled DIETs and SCERT to examine how faculty time was being used, identify institutional gaps, and recognise stronger academic performance.



MILESTONES

The DIKSHA repository was streamlined from

4,631 resources to

1,178 verified resources

reducing content clutter by approximately

75%

Haryana achieved the No. 1 national ranking in both daily active DIKSHA users and course enrolments by May 2026

13,333

total daily active users



1,737

ECO LEAD participants achieved certification



1,693

ECO mentors achieved

97-98%

reliability, supported

97%

double-coding completion

ECO LEAD recorded

17%

knowledge growth and

96.5%

average PLC participation

Prashikshak enabled 23 structured DIET review meetings and recorded an average of

3,788

tasks reported each month

WHAT CHANGED

Digital Learning Became More Accessible and Trustworthy

Teachers and students gained access to a smaller, more relevant repository of curriculum-aligned resources. QR-linked textbooks connected printed content with videos, assessments, and interactive materials, while campaigns and direct content sharing channels helped DIKSHA reach users beyond those already active on the platform. Teachers also moved beyond being users of digital content to becoming reviewers and contributors. District committees strengthened local coordination and helped embed digital implementation within existing education structures.

Observation Became a Tool for Improvement

ECO created a shared language for classroom practice and made feedback more specific. Across observation cycles, **87%** of teachers demonstrated improvement, with average observation scores increasing by approximately **6-7%**. Mentors increasingly used evidence to discuss questioning, student understanding, participation, lesson facilitation, and classroom culture rather than relying on general impressions.

Academic Leadership Became More Distributed

District officials began independently conducting data-dissemination workshops and using observation findings for academic planning. Within ECO LEAD, coordinators used progress data, weekly milestones, and targeted follow-ups to sustain participation and course completion. Through Prashikshak, DIET review conversations also began shifting from whether tasks had been entered to how faculty time was being used and whether academic priorities were receiving sufficient attention.

RESOURCES AND PLATFORMS: • DIKSHA digital content repository and Energised Textbooks • ECO observation and scoring framework • Video-coding, reliability, and double-coding resources • ECO LEAD course modules and PLC materials • Data-dissemination and academic-review formats • Prashikshak LMS, faculty-tracking system, and reporting SOPs

87%

Teachers demonstrated improvement across observation cycles.



EXPLORE THE RESOURCES



DIKSHA
Haryana



ECO Framework &
Classroom Observation
Resources



ECO LEAD
Course



Prashikshak
Platform

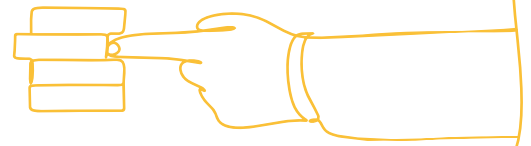




MOMENT OF CHANGE

Sushil Devi considered herself an effective mentor because she examined lesson content and how teachers delivered it. ECO capacity building widened that lens. Through practice videos, she began noticing dimensions she had previously overlooked: whether all children participated, whether they collaborated, how teachers responded to their answers, and whether positive behaviour was encouraged.

This changed the way she mentored teachers. Her feedback now went beyond lesson completion and content delivery to helping teachers create more supportive and participatory classrooms. Sushil's journey reflects the shift ECO sought to enable. When mentors have a clear framework for understanding classroom practice, they can help teachers focus not only on what they teach, but also on how every child experiences learning.



LOOKING AHEAD

The next phase will focus on moving from Effective Classroom Observation to Effective Classroom Practices, ensuring that insights from observation data lead to concrete changes in teaching and learning. Building on the **13,062** teachers reached this year, the programme aims to extend classroom observation and mentoring support to nearly **25,000** teachers.

Targeted interventions will focus on feedback, critical thinking, student engagement, and socio-emotional learning. An ECO-based course for teachers will extend structured professional learning directly to classroom practitioners, while strengthened review and data usage systems will help academic leaders identify gaps, plan support, and monitor improvement.

DIKSHA will deepen the integration of digital resources, student courses, Teacher Professional Development, and platform analytics into teaching and learning. Prashikshak will continue strengthening data integrity and connecting DIET faculty work more closely with school and classroom outcomes.

25,000

teachers to receive classroom observation and mentoring support in the programme's next phase

2x

*expansion in teacher reach, from **13,062** to nearly **25,000** educators, through classroom observation and mentoring support*

INSIGHTS FROM CLASSROOM OBSERVATION DATA WILL DRIVE CONCRETE CHANGES IN TEACHING AND LEARNING.



INNOVATION LABS

Programmes designed to test new ideas and approaches before they are scaled. They act as learning spaces, generating insights and design improvements that can strengthen LFE's FLN and FLI programmes.

- *Sadhana Fellowship*
- *Strengthening KGBV Schools in Andhra Pradesh*
- *Project Udaan*

SADHANA FELLOWSHIP

Preparing Teachers for Real Classrooms

Aspiring teachers often enter classrooms with commitment but limited preparation for the everyday realities of teaching: planning lessons, managing classrooms, responding with empathy, using inclusive strategies, and understanding whether children are learning. The Sadhana Fellowship bridges this gap through a blended, practice-based model combining academic coursework, school practicum, mentoring, classroom observation, reflection, and placement support. It helps aspiring educators move from learning about teaching to practising it with greater confidence and professional readiness.

IT HELPS ASPIRING EDUCATORS MOVE FROM LEARNING ABOUT TEACHING TO PRACTISING IT WITH GREATER CONFIDENCE AND PROFESSIONAL READINESS.



700+

applications

140

Fellows enrolled

99

Fellows graduated



Four batches across college-linked and open cohorts

College partnerships with SNTD B.Ed College, Tilak College of Education, and Pratibha College of Education



Partners



Centre of Excellence in Teacher Education



Focus on pedagogy, spoken English, digital competency, inclusion, practicum, reflection, and job readiness.



PEDAGOGY



DIGITAL COMPETENCY



PRACTICUM



JOB READINESS



SPOKEN ENGLISH



INCLUSION



REFLECTION

20+

school partners across Pune



THE FELLOWSHIP JOURNEY

Learn

Fellows completed courses in General Pedagogy, Spoken English, Digital Competency in School Education and Reflective Teaching for Inclusion. CETE-TISS delivered online coursework, while LFE facilitated in-person sessions on lesson planning, classroom culture, instructional strategies, social-emotional learning, critical thinking, and reflective practice.

Reflect

Regular feedback sessions helped Fellows examine their strengths, challenges, and emerging identities as teachers. The Sadhana Collective extended this reflection across the sector, bringing together educators, schools, NGOs, and colleges to discuss how teacher preparation can become more practical and classroom-responsive.

Practise

Partner schools gave Fellows exposure to classroom routines through observation and teaching practice. LFE conducted **37** classroom observations, followed by debriefs on lesson planning, communication, student engagement, and classroom management.

Transition

Fellows received support with resumes, interviews, mock demonstration lessons, feedback, and access to job opportunities. Placement drives and organisation orientations helped connect their classroom preparation with teaching and education sector roles.

WHAT THE FELLOWSHIP ENABLED

Stronger academic preparation:

Of the 106 Fellows enrolled in CETE-TISS courses, 92 passed Digital Competencies for School Education. Across the cohort, 28 Fellows secured an O grade, 20 secured A+, and 34 secured an A grade.

Greater classroom readiness:

School practice and observation helped Fellows apply pedagogy, respond to feedback, and build confidence in managing real classrooms.

Pathways into employment:

18 Fellows secured placements, showing that the Fellowship was helping aspiring educators translate learning into professional opportunities.

92

Fellows successfully completed the CETE-TISS Digital Competencies course

60

Fellows secured professional placements

20K

Average salary



A FELLOW'S JOURNEY

After an **18-year career break**, **Vrushali Kshirsagar** joined the Fellowship feeling hesitant about returning to professional life. Through coursework, peer support, and school-based practice, she gradually became more confident and active in discussions and classrooms. Her consistency and commitment were noticed by her placement school, which offered her a full-time position. For Vrushali, the Fellowship became more than teacher preparation. It became a pathway back into the workforce.

LOOKING AHEAD



In the next year, we will expand the Fellowship through partnerships with B.Ed colleges across Pune and work towards reaching approximately **350 Fellows**. An extended 8-month model will provide more time for coursework, practicum, mentoring, reflection, exposure visits, and preparation for teaching and other education sector roles.

**THE FELLOWSHIP MAY CONCLUDE, BUT ITS
IMPACT CONTINUES IN EVERY LESSON
TAUGHT, EVERY CHILD INSPIRED, AND
EVERY CLASSROOM TRANSFORMED**



STRENGTHENING KGBV SCHOOLS IN ANDHRA PRADESH

Kasturba Gandhi Balika Vidyalayas (KGBV) provide residential education to girls from socio-economically marginalised communities. Many students need support to bridge foundational learning gaps while also navigating questions of confidence, aspirations, agency, safety, and well-being. In partnership with the KGBV Department and Samagra Shiksha, LFE began by listening to students and teachers and building an evidence base for targeted academic and student support interventions.

Government Partners



47

teachers and



72

students participated in Focus Group Discussions

38

teachers observed through the TEACH tool

Funding Partner



Six KGBV schools across NTR, Bapatla and Prakasam districts



488

students assessed in Mathematics and English

425

students participated in perception surveys



WHAT WE DID

- Conducted teacher discussions and classroom observations to understand instructional practices, learning levels, assessments, training needs, and classroom support requirements
- Engaged students in conversations about learning, confidence, friendships, leadership, aspirations, menstrual health, and their sense of voice and agency
- Conducted Mathematics and English baseline assessments and a 43-question perception survey covering aspirations, gender sensitisation, agency, menstrual hygiene management, and well-being

WHAT THE EVIDENCE ENABLED

The year established a multidimensional understanding of the six pilot schools, bringing together evidence on student learning, classroom practice, teacher needs, aspirations, agency, gender, and menstrual hygiene. This creates a stronger foundation for designing support that responds to girls' academic needs as well as their wider school experience.

KEY INSIGHT AND LOOKING AHEAD

Academic learning cannot be separated from whether students feel safe, heard, confident, and able to imagine their futures. The next phase will translate the evidence gathered through assessments, observations, discussions, and surveys into focused academic and student support strategies across the pilot schools.



PROJECT UDAAN

Inclusive Education

Children with Specific Learning Disabilities (SLD) may struggle with reading, writing, spelling, or mathematics despite sustained effort. Without timely identification, these difficulties can be misunderstood as carelessness, inattention, or lack of ability. In collaboration with the Dr. Anjali Morris Education and Health Foundation, the initiative combined direct, evidence-based intervention for students with teacher capacity building for earlier identification and more empathetic classroom support.

Funding partner



PROGRAMME SNAPSHOT

Pune, Maharashtra



272

government and private schools reached

Each student received approximately

80 TO 150+

hours of intervention support.

121

students received direct support and

508

teachers trained



THE APPROACH

Psychoeducational assessments identified students' specific learning gaps, after which support began at each child's instructional level rather than only at their current grade level. Three structured interventions were used:

- **Problem-Solving Approaches:** Individualised, multisensory support in reading, writing, and Mathematics for **32 students**
- **A structured decoding and spelling programme for 56 students**
- **Chaos to Clarity:** A progressive phonics-based reading programme for **33 students**

Teachers were trained to recognise red flags, understand common misconceptions, and respond to learners with greater clarity and empathy.

WHAT CHANGED AND WHAT WE LEARNED

The work reinforced that meaningful progress may require beginning several levels behind a child's current grade and building foundational skills systematically. **Kavya Udupurkar** was in Grade 8, but her reading fluency was at a Grade 2 level. By strengthening decoding, fluency, and comprehension before gradually introducing more complex texts, she progressed to achieving 60% of grade-level expectations in reading and comprehension. Her journey showed that sustained, level-appropriate support can begin changing a child's learning trajectory.

60%

Grade-level reading and comprehension achieved

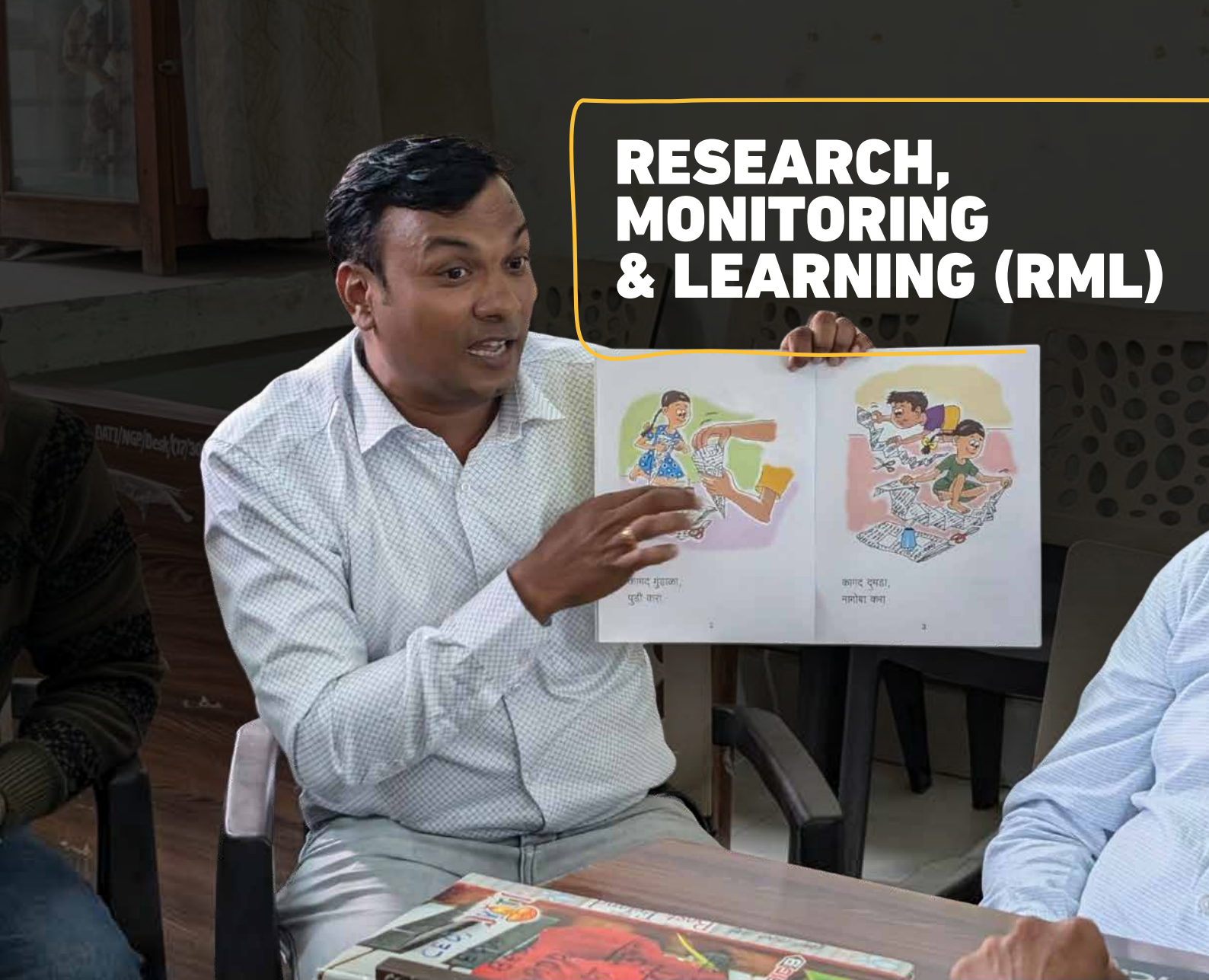
LOOKING AHEAD

The initiative will continue supporting enrolled students while deepening engagement with classroom teachers. The focus will be on protecting intervention time, strengthening teachers' understanding of SLD, and helping schools identify children earlier so that support can begin before learning gaps become more difficult to address.



WHEN CHILDREN RECEIVE THE RIGHT SUPPORT EARLY, THEY DON'T JUST LEARN TO READ, THEY GAIN THE FOUNDATION TO LEARN FOR LIFE.

RESEARCH, MONITORING & LEARNING (RML)



LFE's Research vertical serves a two-fold role. Internally, it strengthens research-based approaches to programme design and implementation by generating evidence across classroom practice, teacher development, academic mentoring, middle-tier leadership, and systems reform. Externally, it brings learnings and insights from LFE's work on the ground to the wider education sector through research publications, partnerships, conferences, and other knowledge-sharing platforms. Together, these functions help ensure that evidence strengthens both LFE's programmes and broader conversations on public education reform.

RESEARCH AT A GLANCE

10

research
papers and
studies
developed

Partnerships with



Received a grant
from Echidna Giving
to investigate gender
dynamics in classrooms
through structured
observation



LFE-NIAS RESEARCH SYMPOSIUM 2026

100+

participants from

40+

organisations convened

We presented our research
at **3** international conferences
(SERA, UKFIET, CIES) and **1**
national conference (HCU)

RESEARCH IN ACTION

Understanding How Observation Strengthens Mentoring

With Pune Zilla Parishad and support from Global Schools Forum, LFE conducted mixed-method research across **12** blocks. The study combined **1,159** classroom observations across three cycles, validation visits, and interviews with teachers and observers. The findings showed how structured observation and evidence-based feedback can help observers move beyond compliance checks and take on a stronger instructional mentoring role.

Creating a Platform for Sector Learning

The 2 day LFE-NIAS Research Symposium brought together researchers, practitioners, students, and education professionals to examine how systems reform unfolds, what evidence is needed to understand its effectiveness, and how policy intent can translate into meaningful implementation. Across **18** paper presentations, **6** poster sessions, and panel discussions, participants interrogated how systems change can be studied and measured beyond short-term project outcomes, while surfacing the practical gaps, tensions, and implementation challenges that often remain invisible in conventional research. Rather than treating research and practice as separate spaces, the symposium brought them into conversation, allowing field experience to challenge assumptions and research to sharpen questions about scale, sustainability, and system ownership.

WHAT THIS STRENGTHENED

The year's work expanded LFE's role from generating programme-specific evidence to contributing to wider questions about public education reform. Research increasingly informed internal design, documented the conditions needed for scale, and brought field-based knowledge into national and international conversations.

Studying Teacher-Support Models Across States

A paper titled, *Everyone needs a 'Sahyogi': Lessons from the creation of teacher support cadres in rural Maharashtra and Andhra Pradesh*, brought together learning from two teacher support models: **Vishay Mitra** in Maharashtra's tribal Ashram schools, and **Sahacharulu** in Andhra Pradesh. The study examined how different mentorship models function in remote, resource-constrained, and large-school contexts. It highlighted a key insight for public education systems: one-time training is rarely enough. Teachers need sustained, school-embedded support from mentors who understand both pedagogy and the realities of government classrooms.

Examining How Global Tools Work in Local Systems

A qualitative study explored the implementation of the *Teach* classroom observation framework across Andhra Pradesh, Haryana, and Maharashtra. Interviews with observers and programme teams examined how a global tool is interpreted, contextualised, and used within decentralised public education systems. This research was presented at an international conference in Aberdeen, Scotland.



LOOKING AHEAD

Moving forward, the Research vertical will align research standards and internal capabilities across programmes to directly support public education systems reform. LFE will continue producing research that informs how education systems can be strengthened to support lasting improvements in teaching and learning.



MONITORING & EVALUATION

At LFE, the Monitoring & Evaluation vertical is more than a support function; it is a strategic partner embedded in every programme's journey, from the first design conversation to the final outcome assessment. Across Maharashtra, Haryana, and Andhra Pradesh, M&E teams work shoulder-to-shoulder with programme colleagues, asking the questions that matter: What does success look like? Are we on track? What difference are we actually making? This partnership is built on strong foundations, with robust data systems that capture what's happening on the ground, careful tracking of implementation fidelity, and rigorous evaluations that

go beyond activity counts to measure real outcomes. But data alone doesn't drive change; timely insight does. By feeding evidence back into the programme cycle in real time, M&E helps teams course-correct quickly, respond to emerging challenges, and continuously sharpen what works. At its core, this is about a culture, one where decisions are shaped not just by experience and intuition, but by reliable data and measurable results. That is how LFE ensures every programme decision is an informed one, and every rupee of impact is one we can stand behind.

HOW M&E SUPPORTS PROGRAMMES

Monitoring Frameworks:

The team develops log frames, indicators, data-collection tools, and tracking mechanisms aligned with programme goals.

Data Systems and Dashboards:

Google Sheets, ODK, SQL-based dashboards, and other systems provide real-time or periodic visibility into reach, participation, completion, and implementation quality.

Data Quality:

Standardised collection, cleaning, validation, and analysis processes improve the reliability of programme information.

Review and Reflection:

Weekly reviews, programme check-ins, and strategic discussions help teams identify gaps, interpret patterns, and plan course corrections.

Reporting & Accountability:

The vertical brings together programme evidence for internal learning, government reviews, funder reporting, and organisational planning.



FROM TRACKING ACTIVITIES TO UNDERSTANDING IMPLEMENTATION

Dashboards and reviews help teams identify where participation is uneven, course completion is delayed, or outcomes vary across districts and cadres. This enables targeted follow-up rather than waiting until the end of an implementation cycle. M&E supports teams to ask sharper questions: Are activities reaching the intended participants? Are teachers and officials engaging with the tools provided? Where are implementation gaps emerging? Which strategies require adaptation? This continuous feedback loop strengthens programme fidelity and makes implementation more responsive to evidence from the field.

THIS CONTINUOUS FEEDBACK LOOP STRENGTHENS PROGRAMME FIDELITY AND MAKES IMPLEMENTATION MORE RESPONSIVE TO EVIDENCE FROM THE FIELD.

SELECTED EVIDENCE ACROSS LFE'S PROGRAMMES

Completed Evidence

An 8 year quality trajectory showed academic leaders Normalised Learning Gain improving from **0.16 to 0.45**, while pre-post gains increased from **9.2 to 22 percentage points**

The ConveGenius study in Maharashtra recorded overall literacy at **88%** at Grade 2 and **86%** at Grade 3. Numeracy is **76%** and **79%** in both grades.

The 2025 LEAD study recorded **98%** officer adoption, with **93%** growth sustained after three years

The AP SALT evidence base included **2.28 lakh** classroom observations and **16,154** certified observers

An internal AP SALT study found that Teacher Professional Development combined with remediation produced a statistically significant **2.06** percentage-point improvement in Grade 3, while Teacher Professional Development alone showed limited effect.

22

percentage-point increase in pre-post learning gains



98%

officer adoption of the LEAD model

2.28 LAKH

classroom observations contributed to the AP SALT evidence base

2.06

percentage-point improvement in Grade 3 learning outcomes

Evidence in Progress

A J-PAL randomised controlled trial in Andhra Pradesh is examining the interaction between professional development, observation, and teacher support.

A 3 year ConveGenius longitudinal study reported that **65%** of students were above the 75% FLN threshold at its Year 3 midpoint.

9 internal studies using inferential analysis were undertaken across FY 2025–26.

65%

students achieved the FLN proficiency threshold.

WHAT CHANGED

Clearer Programme Visibility:

Defined indicators, log frames, and OKRs gave teams stronger visibility into implementation across geographies and workstreams

More Accessible Data Systems:

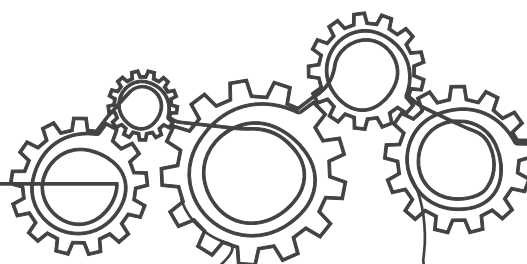
Dashboards made it easier for programme and leadership teams to monitor progress and use consistent information for internal and external reporting

A Stronger Review Culture:

Data became a regular part of reflection and decision-making, enabling teams to identify problems earlier and respond within the programme cycle

Better Cross-Functional Decisions:

M&E evidence supported programme teams, leadership, strategy, communications, and fundraising with clearer information on reach, progress, quality, and emerging trends



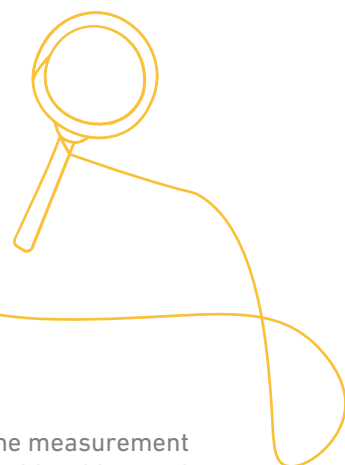
EXPLORE THE RESOURCES



*Evidence of
Change*



*Our Voices,
Our Stories*



LOOKING AHEAD

The M&E vertical will continue strengthening data quality, dashboard usability, and outcome measurement across programmes. Greater emphasis will be placed on connecting implementation data with evidence of changes in teacher practice, academic leadership, institutional ownership, and student learning, enabling teams to make faster and more informed decisions.

**THE STRONGEST PROGRAMMES
ARE THOSE THAT LEARN, ADAPT,
AND IMPROVE WITH EVERY INSIGHT.**





ABOUT LIFE

- *People & Culture*
- *Digital & Media Outreach*
- *Partners*
- *Board of Directors & Advisory*
- *Partners' Perspective*
- *Financials*



PEOPLE & CULTURE

Building a Purpose-Driven Workplace

As LFE grew in size, we focused on ensuring that growth did not come at the cost of clarity, care, or connection. The vertical's work strengthened the complete employee journey, from recruitment and onboarding to performance, learning, recognition, well-being, and trust.



SIDDESH SARMA



MADHUKAR BANURI



ADITI GUPTA



**ADITYA
RAMACHANDRAN**



AHONA KRISHNA

OUR PEOPLE AT A GLANCE

84%

hold a
Master's
degree

89%

of employees
are rooted in local
languages and contexts

33%



have direct classroom
teaching experience

89



employees brought
more than five years
of professional experience

Workforce grew
from **135 to 176**
employees, an
increase of nearly

30%

WHAT WE STRENGTHENED THIS YEAR

Faster, More Focused Hiring

Streamlined processes reduced the average time-to-hire by nearly **40** days. The Ideal Candidate Profile framework improved role alignment, while employees rated their recruitment experience **4.3 out of 5**.

Greater Role and Performance Clarity

Structured KRAs were introduced across verticals, roles, and probation periods. Timely review cycles improved transparency, manager alignment, and accountability, with **90%** of new employees achieving their probation goals.

Learning and Growth

Individual Development Plans, Learning Saturdays, DEIB sessions, and access to learning platforms created clearer development pathways. Employees rated opportunities for learning and growth **8.6 out of 10**.

Voice, Recognition, and Trust

Anonymous feedback mechanisms, policy revisions, Rewards and Recognition, and engagement spaces strengthened employee voice and connection. **80%** of employees viewed People & Culture as approachable, fair, supportive, and confidential.

40

days reduction in average time-to-hire

90%

of new employees achieved their probation goals

8.6/10

employee rating for learning and growth opportunities

80%

Positive employee perception of the People & Culture vertical



LOOKING AHEAD

The next phase will deepen clarity around KRAs, growth pathways, recognition, and manager support. Employee Assistance Programmes will add structured support for well-being and mental health, while learning and engagement spaces will continue strengthening a workplace rooted in purpose, trust, and shared responsibility.

LEARNING AND ENGAGEMENT SPACES WILL CONTINUE STRENGTHENING A WORKPLACE ROOTED IN PURPOSE, TRUST, AND SHARED RESPONSIBILITY.

DIGITAL & MEDIA OUTREACH

Strengthening LFE's Digital Presence

Across LFE's programmes and partnerships, the year generated valuable stories and insights about strengthening public education systems. Our digital outreach focused on taking these perspectives to wider audiences, including government partners, teachers, education officials, civil society organisations, researchers, and funders.

From July 2025 to June 2026, we strengthened LFE's presence across LinkedIn, Instagram, Facebook, YouTube, X, our website, and email communications. These platforms helped us share field experiences, communicate programme milestones, amplify stakeholder voices, and contribute to wider conversations on education reform.

39,381 followers across LinkedIn, Instagram, Facebook & X

24 newsletters shared

7,643

followers added during the year

24%

follower growth compared with the previous year

94%

growth in LFE's digital community since September 2023

1,576,777

impressions across digital platforms

TAKING RESEARCH & EVIDENCE TO WIDER AUDIENCES

LFE's knowledge dissemination efforts focused on making insights from implementation accessible to practitioners, policymakers, researchers, and organisations working across the education sector.

40+

print articles and publications



LFE contributed evidence and field perspectives on teacher development, educational leadership, family-school engagement, school closures, access to public services, and policy implementation. Development sector platforms including India Development Review, The Bastion, and The Better India also featured LFE's work and perspectives. These features brought experiences from LFE's government partnerships into wider conversations about public education and systems reform.

Scan to read LFE's blog



By connecting field experience with research and public communication, LFE continued to strengthen the relationship between evidence, practice, and policy dialogue.

2025-26 Coverage Highlights

'Voices of the Future' – A flipbook compiling children's artwork, poetry, and essays from Maharashtra and



'Iterating and collaborating toward large-scale education reform in government schools' – by Madhukar



'Drivers of effectiveness in education systems: An UKFIET panel on the role of the middle tier in implementing



'Transforming Government Schools & Building Education Systems', an episode on Educational Initiatives'



'Scaling with the system' – A case study on Leadership For Equity by Acumen Academy



Strengthening Regional Media Visibility

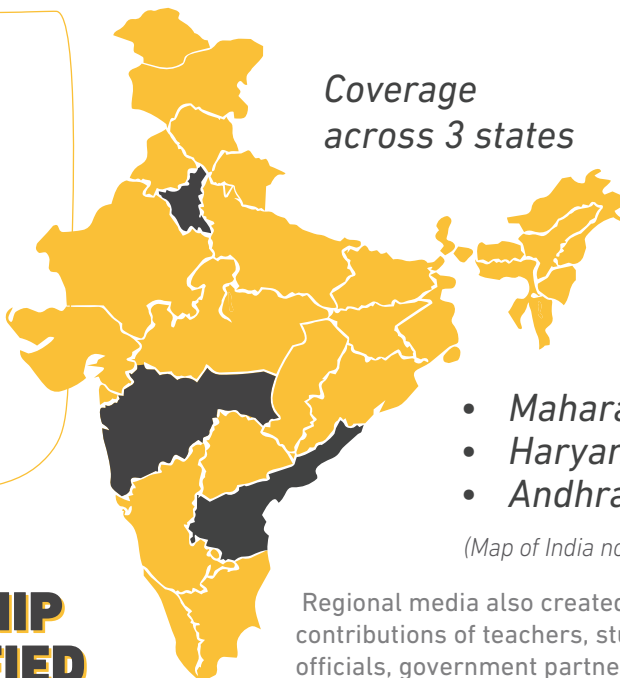
Alongside digital and research dissemination, LFE strengthened its visibility through regional media. This covered LFE's government partnerships, teacher-development initiatives, student learning experiences, programme milestones, and public events. This coverage helped take stories of education reform closer to the communities and public systems connected to the work.

45

organically earned
local media mentions

PROGRAMME AND PARTNERSHIP STORIES AMPLIFIED THROUGH REGIONAL MEDIA

Coverage
across 3 states



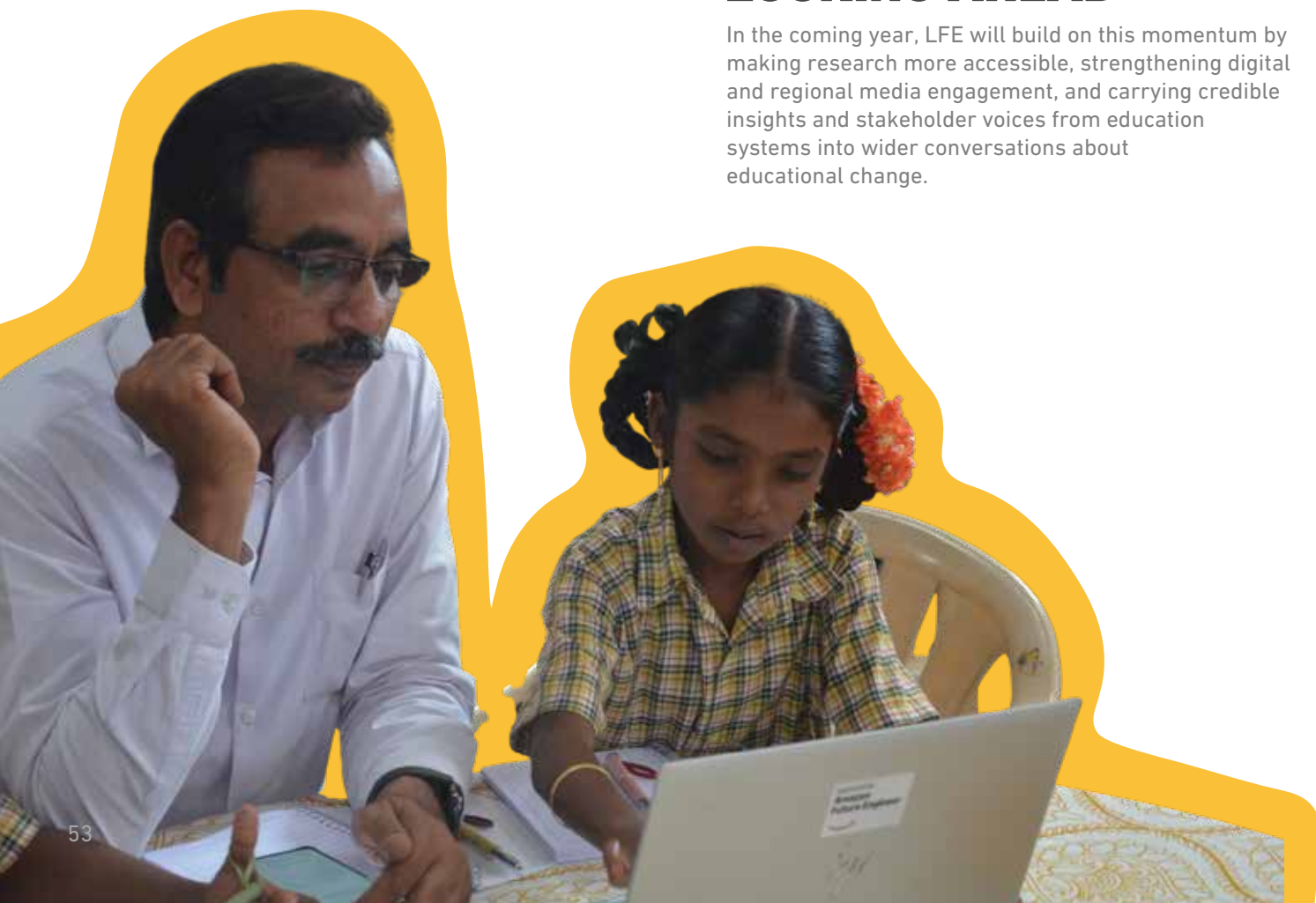
- Maharashtra,
- Haryana
- Andhra Pradesh

(Map of India not to scale)

Regional media also created space to recognise the contributions of teachers, students, education officials, government partners, and field teams. It helped make education initiatives more visible within the contexts in which implementation was taking place.

LOOKING AHEAD

In the coming year, LFE will build on this momentum by making research more accessible, strengthening digital and regional media engagement, and carrying credible insights and stakeholder voices from education systems into wider conversations about educational change.



PARTNERS

Government Partnerships



Funding Partnerships

FCRA



DOMESTIC



Programme Partnerships



BOARD OF DIRECTORS AND ADVISORS

Board Members



AAKANKSHA GULATI

Former CEO

ACT Grants



PARESH PARASNIS

Founder

Samyak
Former CEO, Piramal Foundation

Advisors



RATI FORBES

Director

Forbes Marshall



MYTHILI RAMCHAND

Head of Department

NIAS



RIAH FORBES

Director

Forbes Marshall



MURUGAN VASUDEVAN

Director & CEO

Veddis Foundation



SANDHYA RANI IPOS

(Retd.), Founding Director

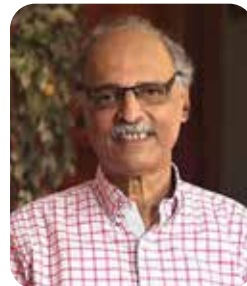
CRISP India; Ex. Edu Commissioner



SHAVETA SHARMA KUKREJA

Former Managing Director

Central Square Foundation



UJWAL THAKAR

Former Chairman

Educate Girls



VIVEK RAGAVAN

Director & CEO

Airvine Scientific Inc.

PARTNERS' PERSPECTIVE

"Our collaboration with LFE began with Siddhesh's visit to Jharkhand, where his deep engagement with our fellows and KGBV students stood out. His focus went beyond the infrastructure—he was keen to see how students were actually learning. This sparked conversations that have now evolved into a structured partnership across three districts of Andhra Pradesh. We continue to learn from LFE's detail-oriented approach and strong focus on student outcomes, while bringing our own experiences to co-create solutions for Andhra Pradesh's context."

LOPA GANDHI *Founder, Ugam Education Foundation*

"My engagement with LFE has been refreshing, especially the conversations around future-ready learning. While foundational literacy and numeracy are important, we also need to build life skills, digital fluency and AI skills in children. LFE's focus on teachers is equally important, as teachers are playing the most vital role. Meaningful education reform requires policymakers, educators, practitioners and civil society to work together, complementing each other's strengths to respond to the needs of learners."

SALEEM KHAN *India Managing Director, CodeAI*

"What gives me confidence about improving learning at scale is seeing teachers believe in the learning potential of every child and in the power of structured pedagogy. LFE's focus on strengthening teachers reflects this shift. While there is still miles to go, I believe continuous, in-class coaching and support can be one of our biggest investments in teachers—and help make lasting change possible across classrooms."

ANUSTUP NAYAK *Project Director, Central Square Foundation*

"Education reform is a slow-paced marathon, and the most important thing is to stay the course patiently while keeping the child front and centre. LFE has stayed true to its vision of refusing to let a child down and building high-quality public education systems. I hope they continue to stay true to this vision in their 10th anniversary, their 20th and in the future."

RATI FORBES *Director, Forbes Marshall*

"What stands out to me about LFE is its ability to build relationships with government, teachers, students and long-term partners. That relational equity is what takes LFE further on its journey. Its next big opportunity is to build system strength at different levels and use its convening power to bring different players together, so that more communities can benefit from what LFE has learned and built."

SNEHA MENON *Senior Manager, Head of Program - Catalytic Philanthropy*

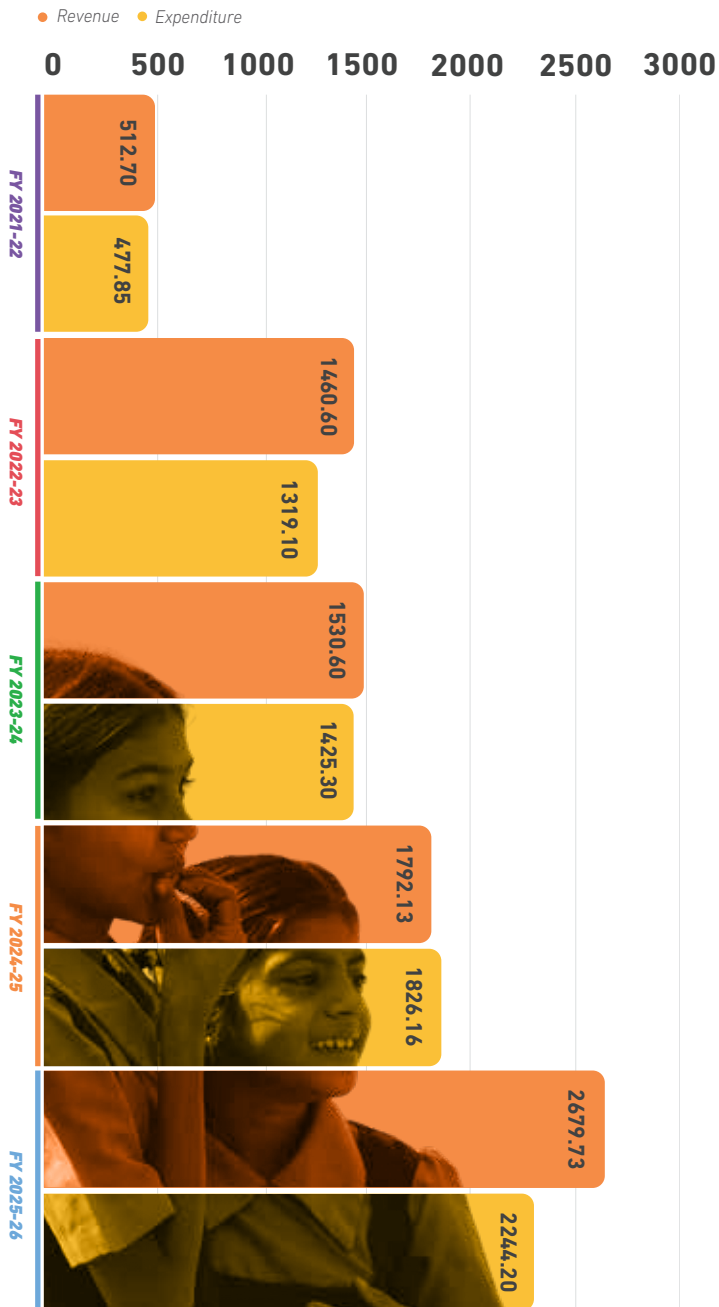
"I think the education sector is at an important moment. We have moved from focusing primarily on access to thinking much more seriously about the quality of learning, foundational skills and preparing children for the future. There is a real opportunity now to build on this momentum, and organisations like LFE have an important role to play in helping translate this focus into meaningful change on the ground."

SOMYA BAJAJ *Economist, The World Bank*

FINANCIAL SNAPSHOT 2025-2026

SNAPSHOT OF REVENUE AND EXPENDITURE (LAST 4 YEARS)

(All figures are in INR lakhs)



FY 2025-26 (AUDITED FINANCIALS TO BE RELEASED SHORTLY)

Total **2679.73**
Revenue **INR LAKH**

Total **2244.20**
Expenditure **INR LAKH**



lfe

LEADERSHIP
FOR EQUITY

LEADERSHIP FOR EQUITY

1st & 2nd Floor, Shivaji Housing Society, Plot No. 56, Lane Number 2, Near Bhirat Park,
Shivaji Co-operative Housing Society, Bhageerath, Gokhalenagar, Pune, Maharashtra 411016.

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