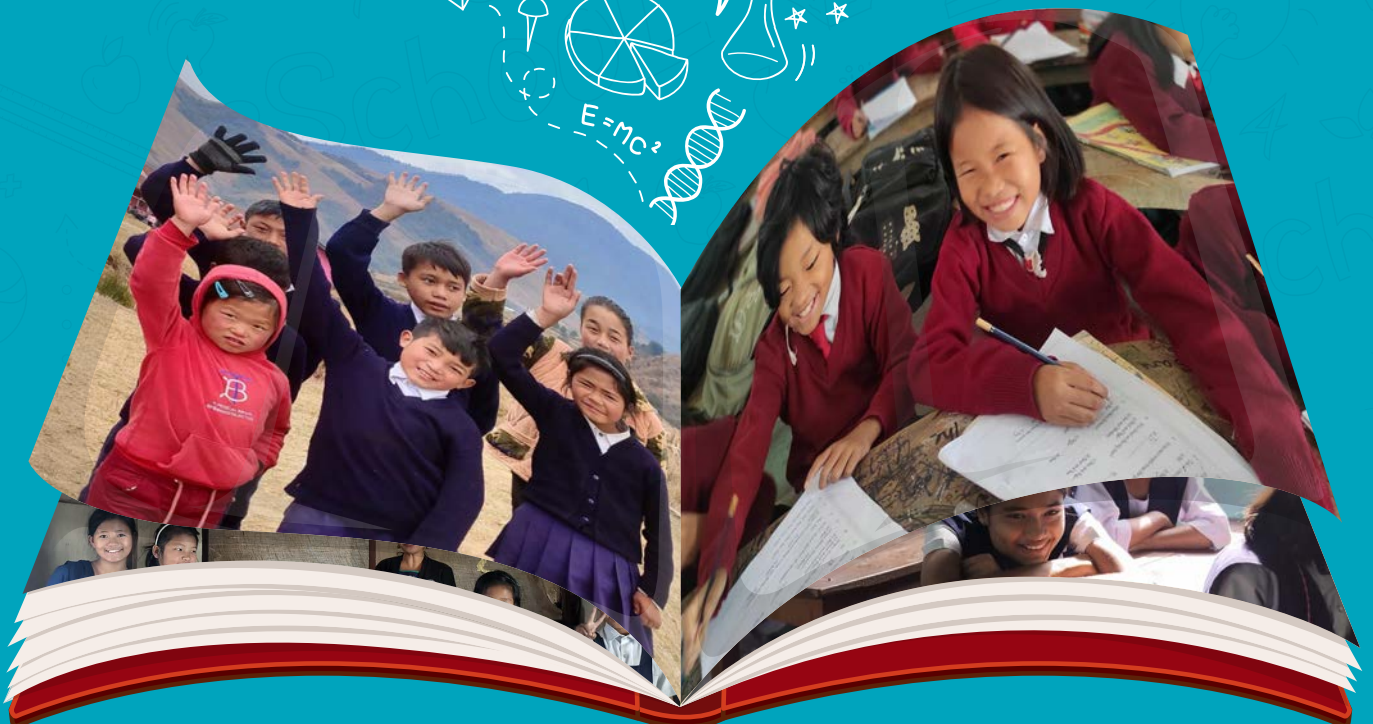


# ANNUAL REPORT

## 2022-2023



# Making Learning Joyful



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## Chairperson's Message



**Ratna Viswanathan**  
Chairperson

The past year for the Reach to Teach Foundation has been marked by resilience and growth in our pursuit of impact. I have seen significant accomplishment as the Foundation has steadfastly pursued its mission of Making Learning Joyful for the children in the Northeastern States where we work. This report puts out the remarkable strides that have been made, driven by the dedication of the team, the support of all partners, and the trust of our stakeholders which has been critical to our work.

The team's strategic focus has been on designing a comprehensive suite of modular service offerings to improve access to quality education and drive impactful learning outcomes. The Comprehensive School Transformation Programme (CSTP), encompassing Classes I to XII, is the flagship product of the Foundation's incessant efforts to design relevant and executable interventions. This initiative has involved the re-writing of textbooks, maintained content integrity while infusing them with learning outcome-indexed activities.

Recognising the pivotal role of teachers, strong emphasis has been placed on the professional development of teachers. Workshops and training sessions on the re-designed text books, with clear guidance on their use, how they link back to learning outcomes and the need to ensure a standardisation lies at the core of this engagement. Additionally, creation of student worksheets and teacher handbooks and the setting up of a bespoke telephone helpline for teachers have further strengthened the effort.

It is very encouraging to see that our effort in Arunachal Pradesh has been recognised and appreciated by the State of Meghalaya. The Foundation has been asked to engage in a similar intervention in the State and a Memorandum of Understanding has been signed with them. This helps the Foundation in its resolve to be the partner of choice and strive to create value in all its endeavours. I am sure the Foundation will continue to carry on their work with commitment to excellence and quality.

The sincerity, commitment, and dedication exhibited by the team is an assurance that they will keep recalibrating their work to make it better and better. I anticipate the upcoming year, filled with the promise of continued growth and impact.



**I have seen significant accomplishment as the Foundation has steadfastly pursued its mission of Making Learning Joyful for the children in the Northeastern States where we work**

## Message from Executive Director



**Manoranjan Nayak**  
Executive Director



**As the team continues to demonstrate unwavering enthusiasm, we hope to achieve the ambitious targets we have set for ourselves in the coming years.**

In 2023, the Reach to Teach Foundation has continued to make significant progress in its mission to foster education in the Northeastern States of India. Since its inception in 2018, the Foundation has expanded its operations to Arunachal Pradesh in 2022 and Meghalaya in 2023, demonstrating a steadfast commitment to effecting positive change in the realm of teaching and learning in Government schools across these States. Recognising the unique challenges posed by the rugged terrain, adverse weather conditions, and limited infrastructure in the North-Eastern States, particularly in education, the Foundation designed and launched a Comprehensive School Transformation Programme (CSTP) covering Classes 1 to 12.

Our journey in the Northeastern States commenced in 2022 with the signing of a tripartite agreement between NITI Aayog, the Government of Arunachal Pradesh and the Reach to Teach Foundation on the second anniversary of the National Education Policy (NEP) 2020. After detailed scoping of the State which included an on-the-ground assessment in 9 Districts to assess learning loss, we have designed a comprehensive approach covering school readiness for junior classes, assessment of learning loss across all grades and creation of grade appropriate textbooks (mapped to learning outcomes) for children to be able to reach grade appropriate learning. We have backed this with focused teacher training and the creation of handbooks for teachers and worksheets for children to ensure a standardised roll out of this comprehensive initiative. There is a strategic roadmap in place which focuses on both people and content to bring about system strengthening and aims at revitalising all stakeholders within the education system.

A pivotal aspect of our engagement endeavour to bring about systemic strengthening has been the State Level Achievement Survey (SLAS) that we conducted across select districts to gauge students' learning levels as accurately as possible. This has been immensely valuable to us in creating a customised approach and has been informed by the involvement of stakeholders at every level.

Recognising the significance and importance of board examinations, we have endeavoured to create and have launched an Exam and Beyond toolkit with a focus on both strengthening the approach to examinations as also creating socio-emotional support modules for teachers to help engage with exam anxiety of children. Using technology is important but using appropriate technology after studying the geography where one is working is key. As there are patches of low connectivity across the Northeastern States, we found that setting up a bespoke telephone helpline for teachers and other system players has been very effective in providing ongoing support.

Building on the work with the CSTP in Arunachal Pradesh, we have entered into a Memorandum of Understanding with the Government of Meghalaya for effecting a similar programme but contextualised to the specific needs of the State. We are excited about the opportunity this has provided us and look forward to engaging meaningfully as a partner to carry out the State's vision.

As the team continues to demonstrate unwavering enthusiasm, we hope to achieve the ambitious targets we have set for ourselves in the coming years.

# Governing Board



**Ratna Viswanathan**  
Chairperson

Ratna Viswanathan is a former civil servant from the 1987 batch of the Indian Audit and Accounts Service. She relinquished a highly coveted career in the Civil Services to join the development sector. Before joining Reach to Teach, she held leadership roles at Oxfam India, VSO, MFIN, UNEP, and UNDP. She also serves as an Independent Woman Director on the Boards of several companies. She believes that the development sector provides the flexibility and agility needed to bring about long-term systemic and transformational change to human lives.

It was about three years ago that she made the transition to work in the field of education, driven by her enduring interest in the way children learn, particularly in low-resourced schools. Her role as an auditor with the C&AG provided her with a substantial understanding of the Government school system. She emphasizes the importance of children being happy to learn, asserting that for children to have equal life chances, they must possess a strong foundation. The twin aspects of a robust foundation and joyful learning fuel her passion for strengthening education.



**Arun Kapur**  
Director

Arun Kapur is an eminent educator with several decades of experience in the private as well as public education spheres. At The Doon School which is one of India's premium private schools, he spent more than ten years working as a teacher and Housemaster. In 1990, he became the founding Headmaster of Vasant Valley School, New Delhi nurturing the school to become India's leading co-educational day school.

Since 2011 he has been with the Druk Gyalpo's Institute in Bhutan and is currently the Director of the Institute. The Five Areas of Development curriculum conceptualised by him has been recognised as one of the 100 most inspiring global educational innovations for five consecutive years since 2017 by HundrED, Finland. A contributor to multiple forums on education, he also serves on the Boards of many leading schools.



**Vijay Chhibber**  
Director

Vijay Chhibber is a Member of the Supreme Court appointed High Powered Committee to oversee all cases of Illegal and unauthorised construction in the Capital city of Delhi. Previously, he was a career civil servant with the Indian Administrative Service for thirty-seven years holding various positions in the State and Central Governments across key sectors.

Currently, he is involved in promoting three start-ups in the e-mobility, coastal shipping, and financial sectors. He is also on the Board of Directors of several entities and has held critical advisory roles with leading corporates and has been an Advisor to the Chief Minister of Tripura.



**Manoranjan Nayak**  
Executive Director

Manoranjan Nayak comes with over 15 years of experience in the non-profit sector. He holds a Master's degree in Public Policy from ICFAI University and a Master's in Social Work from Utkal University, Bhubaneswar. He has diverse and rich experience in designing and managing large-scale operations, developing programme strategies, designing sustainable community-based interventions, building teams, managing NGOs and grants, and liaising with government stakeholders and donors.

Since 2015, Manoranjan has been associated with Reach to Teach and is closely involved in developing programme strategies and expanding the Reach to Teach Foundation's work in Northeast India. Before Reach to Teach, he worked with the Naandi Foundation for over 8 years, managing versatile projects such as Nanhi Kali, a joint initiative with K.C. Mahindra Education Trust, Project Ensuring Children Learn, and Project Bachpan, amongst others, in various capacities.



# Vision, Mission and Values

Reach to Teach Foundation works in close collaboration with State Government Education Departments to take forward the vision of the State by strengthening education outcomes in Government schools across the State. We leverage the learning acquired from over a decade of community and field level engagement to inform our work.



## Vision

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



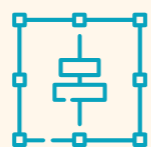
## Mission

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



## We believe

- Every child has the right to quality education.
- Children learn best when they are safe, happy and engaged.
- Enhancing teacher agency is critical to strengthen learning outcomes.
- Engaging with stakeholders, such as Governments, school leaders, teachers, and the larger community plays a pivotal role in children learning.



## Our work is aligned with

- National Educational Policy 2020
- United Nations Sustainable Development Goals



# About Us

Reach to Teach Foundation was established in 2018 as a Section 8 Company under the Companies Act 2013. The Foundation works closely with State Education Departments to strengthen frameworks at a systemic level to improve learning outcomes and for children to achieve grade appropriate learning.

The work we do at Reach to Teach Foundation is informed by more than a decade of learning from the work that Reach to Teach UK has been doing in Gujarat since 2007. We worked extensively at the field level understanding the bottom up aspects of teaching and learning in Government schools. This deep understanding has led to the design of the programmes that the Reach to Teach Foundation is rolling out.

Our key areas of focus are creating teaching and learning frameworks through approaching different stakeholders within the system. We work on building the capacity of head teachers and teachers through Leadership Training and Continuous Professional Development, system strengthening through structured pedagogy focused on Foundational Literacy and Numeracy (FLN) and grade appropriate learning across all grades which include remedial

interventions to address the loss of learning through Composite School Transformational Programme (CSTP) from Classes 1-12 with an emphasis on Learning Recovery and Learning Enhancement. Our approach is to create frameworks that are practical, executable and do not require additional resources. We aim to create value through the imaginative use of locally available resources.

Our work is aligned with the National Education Policy 2020 and United Nations Sustainable Development Goals 4 (Quality Education), 10 (Reduced Inequalities) and 17 (Partnerships for the Goals).

Our design principles lay emphasis on being practical and using locally available resources to drive learning outcomes and to enable teachers to engage children in a manner that makes them curious and happy to learn.

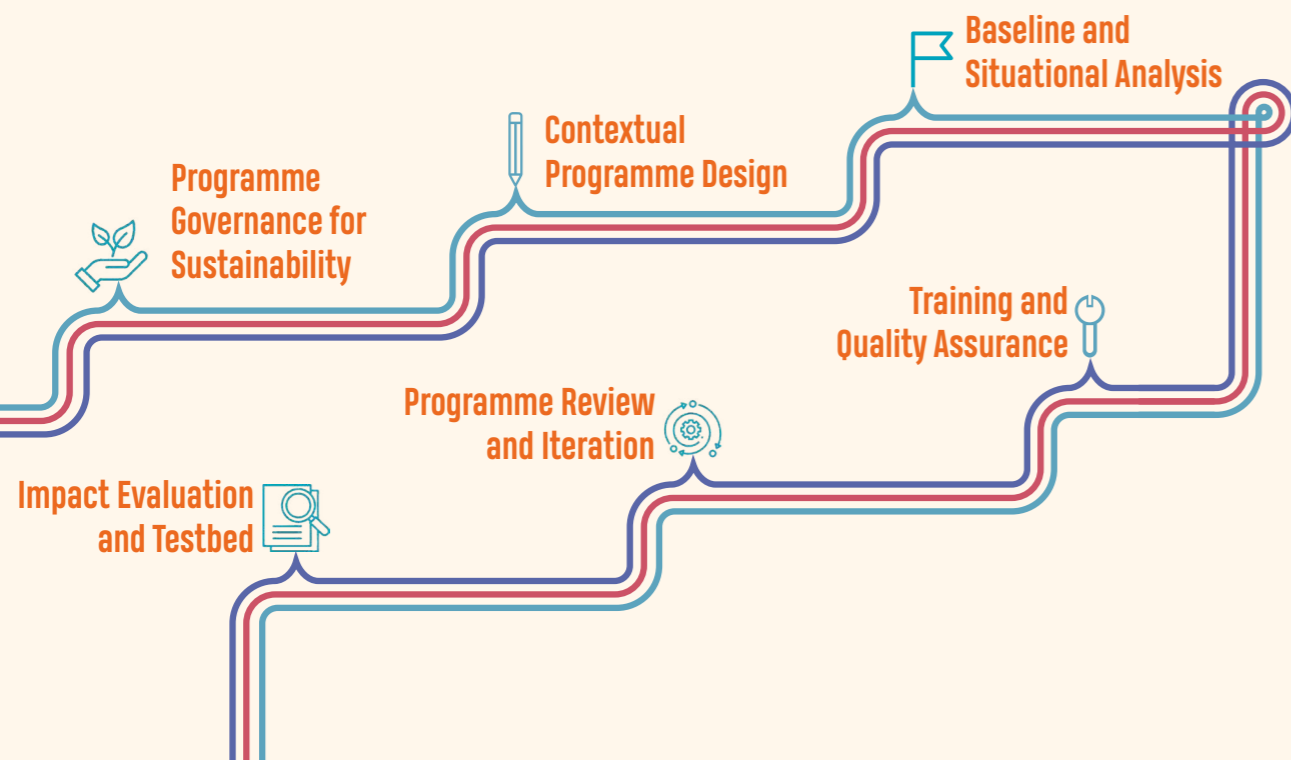
Currently, we are working in the State of Arunachal Pradesh through a tripartite agreement with NITI Aayog and the State Education Department and will shortly be signing a Memorandum of Understanding with the Education Department of Meghalaya for rolling out a similar programme.



# Value Proposition

- 
Small and expert team that works across geographies to deliver impact. **1**
- 
Credible and demonstrated track record of over fifteen years. **2**
- 
Scale and outreach leveraging on economies of scale. **3**
- 
Low per child cost of delivery with high-quality learning outcomes. **4**
- 
Modular approach to be able to cater to needs as required. **5**
- 
Practical and executable solutions to strengthen systems. **6**
- 
Bespoke suite of products situated within local context and culture. **7**

## Programme Design and Delivery



# Service Offerings

Our design elements for the various service offerings focus on practicality, executability and use of available resources. It is fundamentally based on the belief that every child has the right to quality education and that a strong foundation enhances life chances. There is a focus on strengthening teacher agency through creating interest by involving teachers in all aspects as they are key to delivering learning in a meaningful way. In the overall interest of the learning journey of the child, we strive to engage parents and the larger community to create an ecosystem of amenable learning.

Our work falls under the broad pillars of Governance, Capacity Development and Outreach. Additionally, we create a Comprehensive School Transformation Programme that includes different components of the various pillars in line with the ask by the State concerned.

## GOVERNANCE

### Accreditation

Accreditation objectively evaluates school performance using qualitative and quantitative indicators. It includes an assessment of teaching and learning outcomes, infrastructure, teacher capability, support services and safety and security requirements amongst others mapped to specific indicators. It rests on a framework of domains, standards and indicators.



## Core Components

- 
Technical expertise
- 
Framework and design tools
- 
Training and capacity building
- 
Programme embedded MEL for impact analysis





The design process includes extensive consultations at the departmental and user group level, documentation of SOPs and guidelines, training of system officials and training of master trainers, data gathering and analysis for evidence, and the generation of school report cards wherever required.

## CAPACITY DEVELOPMENT

### School Leadership Development

The school leadership programme provides Head Teachers with training in leadership, governance, budget planning and community engagement. It emphasises continuous school improvement and teacher development through classroom observation, and engagement with teachers, School Management Committees and the larger community.





#### Core Components

-  Identify and define areas
-  Module design/ framework
-  Department and user group consultations
-  Tools and training

### Continuous Professional Development (CPD) of Teachers and Systems Officials

Training modules are developed through a consultative process, considering user needs and informed by research and good practice.

#### Core Components

-  Identify and define areas
-  Module design/ framework
-  Department and user group consultations
-  Tools and training





## OUTREACH

### Foundational Literacy and Numeracy

Foundational Literacy and Numeracy (FLN) focuses on a child’s reading and basic mathematical skills which are crucial to future learning. We work on both strengthening FLN and FLN remedial programmes to address learning loss.

We focus on teacher training and age-appropriate teaching strategies to achieve FLN outcomes. Through an element of play, we engage the attention of young learners and teachers.





#### Our design focuses on

-  Baseline and need analysis
-  Develop frameworks in consultation with the State
-  FLN delivery through content/ training/ quality assurance
-  Continuous focus on FLN remediation

### School Readiness Programme

Our School Readiness Programme is designed to re-engage teachers and children from Classes 1-5 on their return from school breaks. It spans six weeks and focuses on interactive activities that ease children back into the routine of learning in brick-and mortar structures.

#### Core Components

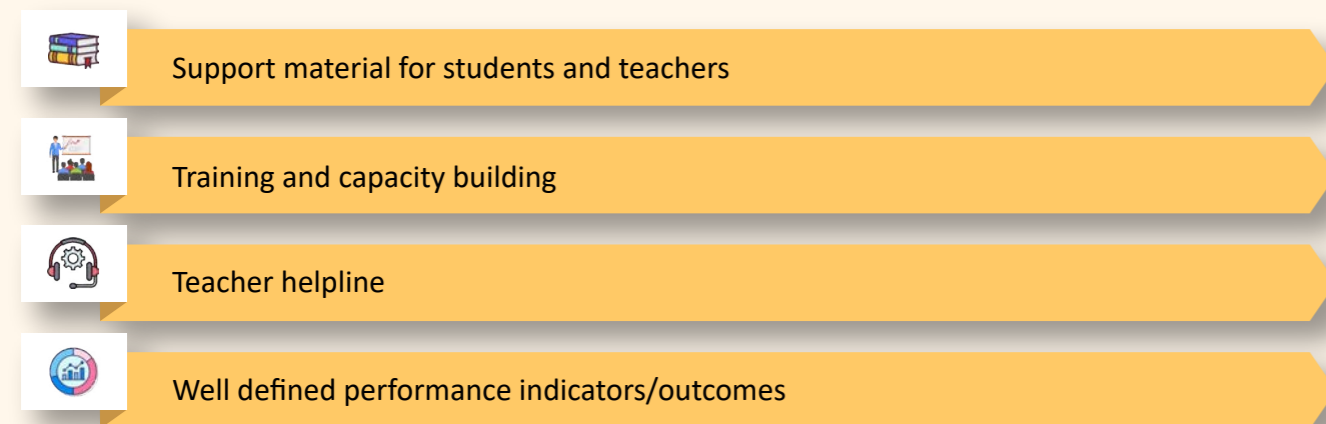
-  Activity packs with guidance notes
-  Training and capacity building
-  Formative assessments and trackers
-  Teacher helpline



## Learning Recovery Programme

The Learning Recovery Programme is aimed at bridging students' learning gaps, and bringing them up to grade-appropriate learning and covers Classes 1-12.

### Core Components



## Exams and Beyond Toolkit for Secondary Students and Teachers

Aimed at supporting students in appearing for and improving their performance in the Board Examinations, Exams and Beyond Toolkit consists of academic resources and guidance for students and teachers. It includes question banks, blueprints and elements of emotional support for children to manage their anxiety around exams.

## COMPOSITE SERVICE OFFERING

The Comprehensive School Transformation Programme is a composite offering of three outreach products namely the SRP, LRP and LEP. It also includes other components such as teacher training, and State Level Assessment Surveys (SLAS) linked to the programme. The SLAS is the tool for the assessment of learning loss based on which we design class-wise content and training material.

### Core Components



## Monitoring Evaluation and Learning (MEL)

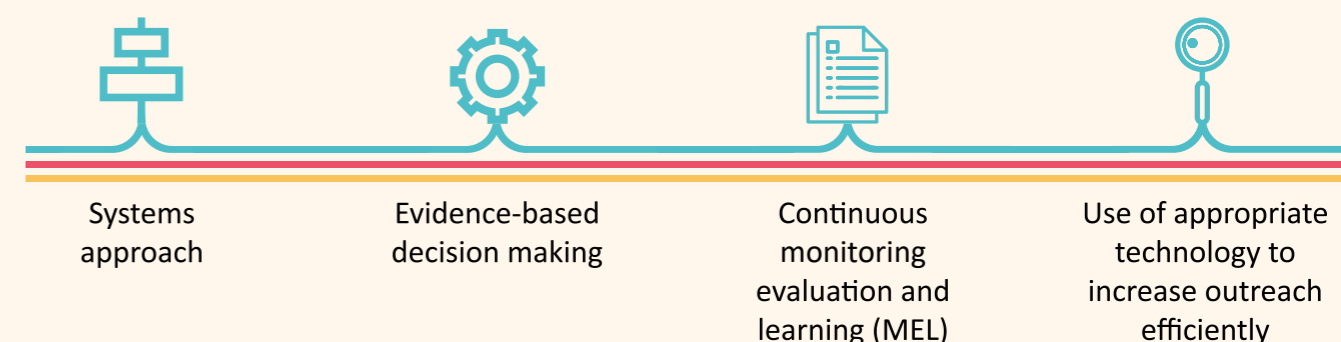
Our work is anchored through a programme embedded monitoring evaluation and learning (MEL) framework. This enables us to monitor the direction of programme roll out and allows for calibration as the programme unfolds. One of the reasons for embedding MEL is to address the issue of user exhaustion as usually they are required to provide feedback to multiple agencies.

## Theory of Change (TOC)

We take a systems approach to strengthening education outcomes and provide technical support incorporating a consultative, evidence-based approach. Our programme embedded MEL approach ensures programmes are designed and delivered in alignment with the organisational Theory of Change (ToC). The framework provides critical feedback while being implemented, thus allowing for timely iterations for and strengthening programme design based on the evidence generated.

To test our hypothesis in real time, we run our interventions in a sample of schools (test beds) across select districts in real time to allow us to understand the acceptability of the programme at ground level and the challenges faced, if any. The ground level learnings inform our programme design to make it more relevant and executable as we move forward.

We use technology as an enabler after scoping the available technology support architecture of the State and design a multi-modal approach for reaching the largest number. The area's telephony and internet usage reach, the adoption of smartphones, and the topography are some of the crucial determining Department and user group factors based on which we design our approach.







## Geographic Presence

Arunachal Pradesh



# Arunachal Pradesh


Arunachal Pradesh is situated in the Northeastern part of India and covers 83,743 km<sup>2</sup> with a population of 1.38 million. This implies low population density spread thin over large areas. It has 3,061 Government schools with 230,000 school-going children. There are several challenges in the State due to it being hilly and having limited road connectivity. There is patchy internet availability which further acerbates the ability to reach distant areas. National data reveals that only 23% of schools have computers, 61% have electricity, and 15% have internet access. Further, with 769 single-teacher schools, the ability for outreach is constrained.

### Introduction to the Comprehensive School Transformation Programme

Reach to Teach signed a tripartite agreement with NITI Aayog (Apex Public Policy think tank of the Government of India) and the Government of Arunachal Pradesh in August 2022 for a period of three years and is working in close alignment with the Government on a Comprehensive School Transformation Programme (CSTP). The focus is on assessing learning loss and bringing children upto grade-appropriate learning levels. At the next level, the focus is on children performing at and above grade appropriate level. The programme, named Mission LEAP – Learning Enhancement in Arunachal Pradesh by the Government of Arunachal Pradesh has been rolled out and has reached a stage of maturity.

The key intervention areas of the programme include academic reforms (remediation & learning enhancement programmes), a State Level Achievement Survey (on a sample selection basis), leadership development of head teachers, building capacities of teachers and other system officials, community engagement and Governance reforms to improve teaching and learning outcomes. The aim of the programme is that children will enter their age appropriate grade in this academic year and in the following year, phase 2 of the programme, which is the Learning Enhancement Programme, they will perform at a level higher than is required at the particular grade level.

### IMPACT

 **Government Schools**  
2,985

 **Teachers**  
16,444

 **Children**  
2,33,908



### Programme Update

#### The State Project Management Unit

In line with the Tripartite Agreement signed with the NITI Aayog and the Government of Arunachal Pradesh in July 2022, a State Project Management Unit (SPMU) has been established in Itanagar to implement the Comprehensive School Transformation Programme.

#### Design of Three-Year School Education Transformation Roadmap

A comprehensive three-year School Transformation Roadmap following extensive consultations with diverse stakeholders, including education officials, school principals, teachers, students, and parents was created. The roadmap outlines planned interventions in academic reforms, teacher and system functionary capacity building, governance strengthening, and community engagement.

#### Launch of the Exams & Beyond Toolkit by the Honourable Education Minister

In Arunachal Pradesh, the pass percentages in Classes 10 and 12 are significantly lower than the national average. With the aim of enhancing student performance and achieving improved outcomes in Board examinations, an 'Exams and Beyond Toolkit' for secondary students and teachers was designed. The toolkit includes guidance note for students and teachers, blueprints, teaching and learning material, and question banks. The toolkit was launched by the Honourable Minister of Education, Arunachal Pradesh in October 2022.

The toolkit also includes guidance for teachers in supporting students emotionally through the stress of preparing for and approaching examinations.

## Training of Teachers, Headmasters, Principals, and Officials for Board Exam Preparation of students of Classes X and XII

A virtual orientation programme was organised for all stakeholders of the Department with a focus on exam blueprints, effective preparation strategies, pre-exam and in-exam approaches, specific topics and types of questions perceived to be important. Psychological and physical well-being aspects, including strategies for managing anxiety were a part of the orientation.



## State Level Achievement Survey (SLAS) 2022

In December 2022, a survey was conducted in 129 schools across nine Districts to gauge the learning levels of children. The assessment used a multi-class laddered approach to identify learning gaps and strengthen teaching quality. Based on the results of the survey, textbooks and collaterals were created for students from Classes 1-12.

## Learning Recovery Programme Rollout for Classes 1-12

The extended closure of schools during the pandemic resulted in significant learning setbacks for children. Insights from SLAS 2022 further confirmed these steep learning losses. During the academic session 2023-24, in partnership with the Department of Education and SCERT Arunachal Pradesh, a Learning Recovery Programme for Classes 1-12 was launched to expedite children's return to grade-appropriate learning levels. Activity packs for teachers were designed to enable children to re-engage with the learning process after a break.

## School Readiness Programme Implementation for Classes 1-5

A six-week School Readiness Programme was rolled out across Classes 1-5 to reinstate children back into a school environment. This was initially rolled out post-Covid but has now been integrated into the regular curriculum at the behest of the Education Department.

## Head Teachers' Orientation for SRP and LRP Implementation in the academic year 2023-24

A virtual orientation programme for the Head Teachers of all primary schools and the respective District officials was held to effectively implement the SRP and LRP across all schools in Arunachal Pradesh. Eight batches of the orientation were held with Districts grouped to cover all 1578 elementary schools. The workshop was attended by 825 participants.

## Visioning and Post National Achievement Survey (NAS) Workshop

A two-day envisioning workshop was organised in October 2022 to convene District pedagogy coordinators, District Institute of Educational Training Principals, and State-level Education Officials to solidify the roadmap and strategies for the post-NAS phase. A total of 82 participants, including representatives from 26 Districts and State officials, actively engaged in this two-day event. The outcomes of the workshop initiated a three-year process of transforming schools across the State.



## Bagless Saturday Modules

With the commencement of the academic session (2023-24), the Education Department, Government of Arunachal Pradesh initiated a 'Bagless Saturday' programme for Classes 1-12 across schools. The programme aims to nurture life skills, promote mental and physical well-being, enhance creativity, and foster holistic development in children.

To support the implementation of the "Bagless Saturday" programme, we have created age-appropriate modules to aid teachers in conducting these sessions meaningfully and effectively.



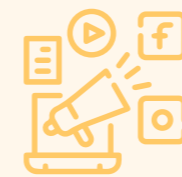


## Strategic Partnerships



In July 2022, the Reach to Teach Foundation entered into a tripartite agreement with NITI Aayog and the Government of Arunachal Pradesh for a Comprehensive School Transformation Programme across Classes 1-12 in the State.

In May 2023, we secured a five-year grant from the Murty Trust.



## Media Outreach & Communications

Reach to Teach has been doing a considerable amount of work in the areas of teaching and learning. Our in-house Communication team ensures that the valuable learning that has been gathered is disseminated to all stakeholders. We need to communicate our work widely as we believe we are creating value.

### Brand Identity

We have created the brand identity for Reach to Teach Foundation with a logo, brand guidelines, templates, typography, colour pallets and a website/microsite to reflect this. The brand positioning has created a far more vibrant and joyful visual approach in line with our philosophy of making learning joyful. Our current communication strategy leverages all platforms, both online and offline to disseminate information widely. Through a series of

stories, posts, interviews, and articles we spread awareness of the work we do.

### Resource Material and Collaterals

Apart from creating the regular collaterals of reports, brochures, pamphlets and newsletters, we have also designed and published the textbooks for the School Readiness Programme and Learning Recovery Programme.

### Media Outreach

Over the past year, Reach to Teach has systematically engaged with the Media at the national and regional levels to enhance our brand visibility, build informed perception and establish thought leadership.



**Arunachal Govt signs a tripartite MoU with NITI Aayog and Reach to Teach Foundation for large-scale school education transformation**



ITANAGAR. On the second anniversary of the New Education Policy (NEP) 2020, the Government of Arunachal Pradesh signed a tripartite Memorandum of Understanding (MoU) with NITI Aayog and Reach to Teach Foundation today for a large-scale school education transformation project covering all 3000 plus government schools in the State under NITI Aayog's Development Support Services for States (DSSS) scheme.

**Arunachal Govt signs a tripartite MoU with NITI Aayog and Reach to Teach Foundation for large-scale school education transformation**  
Arunachal 24.in

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**Arunachal Govt signs a tripartite MoU with NITI Aayog and Reach to Teach Foundation for large-scale school education transformation**

Arunachal 24.in

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**Arunachal Pradesh inks tripartite pact for school education transformation**

ITANAGAR, Jul 30 (PTI) The Arunachal Pradesh government on Saturday inked a tripartite Memorandum of Understanding (MoU) with NITI Aayog and an organisation for a large-scale transformation in school education.

The MoU is a three-year partnership (2022-25), focusing on the enhancement of the learning outcome of students across 3,000 plus government schools in the state thereby, by reaching out to over two lakh children.

The agreement was signed on the second anniversary of the New Education Policy (NEP) 2020, officials said.

[Show Full Article](#)

**3-year partnership focuses on enhancement of learning outcome of students across over 3,000 govt schools in State RTT seeks to make learning joyful in Arunachal's govt schools**

ITANAGAR, Oct 19: An organisation aiming at making learning joyful on Wednesday said it has taken up the mission to improve the quality of teaching in government schools in Arunachal Pradesh. The organisation, Reach to Teach (RTT) Foundation, had inked a tripartite memorandum of understanding (MoU) with the state government and NITI Aayog in July this year for a large-scale transformation in school education. The three-year partnership (2022-25) focused on the enhancement of the learning outcome of students across 3,000 plus government schools in the state, thereby reaching out to over two lakh children. The school education transformation project is under the NITI Aayog's development support services for states initiative. The focus is to try to improve the quality of learning by making learning joyful as the motto. Even in government schools, the joy of learning is not driven by money but by attitude and engagement, CEO of Reach to Teach Foundation Rama Viewanshan said here. One focus is on teacher-motivator learning programme in the state from classes 1 to 12 and we are working to create content which is children and teachers' friendly, she said. There will be activities to make the lessons interesting for students and teachers, Viewanshan said. Teachers know their students best. They have years of teaching experience. We aim to empower teachers and make them enthusiastic. Pointing out that the organisation has already started a school readiness programme in the state, Viewanshan said, the joy of learning has nothing to do with expensive classrooms and equipment, it is about how to teach. Teachers should have an emotional understanding of education which is important. We have planned fun activities related to English and Mathematics each day before classes begin so that it becomes a fun-filled exercise for teachers as well as the students, she disclosed. On the help extended by the state government, the CEO said that it has given the organisation full access to schools. State Council of Educational Research and Training (SCERT) and government departments for working collaboratively. It is a three-year programme but if we find at the end of three years that something is not complete, we will take it further by another two years, Viewanshan added (PTI).



**RTT seeks to make learning joyful in Arunachal's Pradesh govt schools**

Arunachal Front

**Organisation takes up mission to improve quality of teaching, make learning joyful in Arunachal Pradesh**

Indian Express

[Click Here](#) to read more...

**Organisation takes up mission to improve quality of teaching, make learning joyful in Arunachal Pradesh**

For a large-scale transformation in school education, Reach to Teach Foundation signed a tripartite MoU with state government and NITI Aayog in July.

By PTI  
Updated on 2022-10-19



Aiming to make learning joyful an organisation called Reach to Teach (RTT) Foundation, on Wednesday said it has taken up the mission to improve the quality of teaching in government schools in Arunachal Pradesh. Reach to Teach Foundation, had inked a tripartite memorandum of understanding (MoU) with the state government and NITI Aayog in July this year for a large-scale transformation in school education.

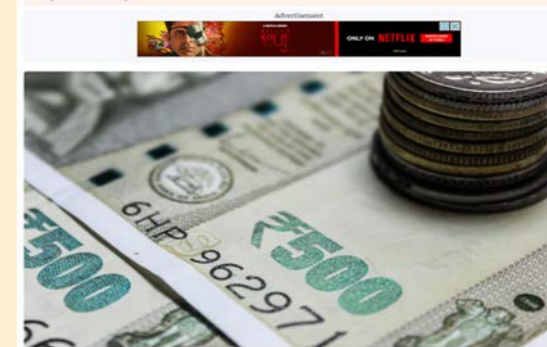
**Reach to Teach Foundation to receive Rs 5 cr grant from Murty Trust**

Business Standard

[Click Here](#) to read more...

**Reach to Teach Foundation to receive Rs 5 cr grant from Murty Trust**

Reach to Teach Foundation has been given a five-year grant of Rs 5 crore by the Murty Trust -- the family foundation of Narayana Murthy and Southe Murty



Press Trust of India | New Delhi

**Commissioner Education today reviews the School Readiness Program**

Eastern Sentinel

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**Arunachal Pradesh Government Along with NITI Aayog Held Workshop to Improve School Education in the State**

News18

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**Arunachal Pradesh Government Along with NITI Aayog Held Workshop to Improve School Education in the State**



The Government of Arunachal Pradesh, along with NITI Aayog and Reach to Teach Foundation, held a workshop to finalise post-National Achievement Survey (NAS) interventions for learning enhancement in the state. The objective of the workshop was to create a roadmap for a three-year programme to improve teaching and learning outcomes and improve National Achievement Survey (NAS) performance of the state.

A two-day event was organised by the SCERT, Government of Arunachal Pradesh (GoAP). The workshop was facilitated by Reach to Teach Foundation, who is the technical partner in the tripartite agreement with GoAP and NITI Aayog.

The main vehicle for the implementation of Sustainable Action for Transforming Human Capital in Education (SATH) in Arunachal Pradesh will be Mission LEAP (Learning Enhancement for Arunachal Pradesh) through which the State Government will be launching an education transformation initiative for more than 5,000 Government schools.

**The Arunachal Times**

STATE NEWS READERS FORUM EDITORIAL RING SIDE VIEW MONDAY MUSING SPARK



**Tedir highlights key initiatives for 2023-'24 academic session**

July 15, 2023

By PTI

ITANAGAR, 14 Jul: Education Minister Taba Tedir has appealed to all stakeholders, "from the school and community level up to the cluster, block, district and state level," to come together and help improve the performance of Arunachal Pradesh in the upcoming education surveys and indices.

In a press release, the minister on Friday informed that in December 2022, the SCERT, in collaboration with the Reach to Teach Foundation, had conducted a state-level achievement survey in nine districts of the state to identify the learning gaps.

**Tedir highlights key initiatives for 2023-'24 academic session**

Arunachal Times

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# Events

By participating in relevant forums, we were able to talk about our work and engage with key stakeholders. These engagements allowed us to share space at the table with peers, share good practices, and set up partnerships.

## C20's Education & Digital Transformation Working Group, India 2023

At a Civil20 India 2023 working group webinar, Ratna Viswanathan spoke as part of a policy discussion on Education for Life and Global Citizenship. Ratna underlined the need for financial literacy, skill development, and access to high-quality education for all, particularly within the public education system.



## Early Childhood Education National Conference 2022 by Education World



Our Chairperson participated in a panel discussion on 'Effective implementation of NCF 2022 for Foundational Stage' where she shared her insights on National Curriculum Framework (NCF) implementation, the integration of Anganwadis with primary schools, and roadblocks to achieving the vision.

## Promoting Financial Inclusion and Jobs for Inclusive Growth at Hand in Hand India



At the 20<sup>th</sup> anniversary celebration of Hand in Hand India, the Chair, of Reach to Teach Foundation participated in a panel discussion on "Promoting Financial Inclusion and Jobs for Inclusive Growth" where she focussed on the importance of coupling financial literacy with vocational skilling in India's education system to foster entrepreneurship over mere job seeking. Further, she highlighted the need to integrate these aspects for effective skill development and employability.

## 3<sup>rd</sup> edition of Education Conclave & Awards by Jagran Josh



Ratna Viswanathan was a panelist at the 3<sup>rd</sup> edition of Education Conclave & Awards by Jagran Josh. She was a speaker in the panel discussion on 'Education 5.0 - Rehumanising Education in an Age of Machines'. Ratna led the discussion around addressing basic needs to bridge the digital divide and integrating experiential and activity-based elements to engage both teachers and children.



## People Practices'

### Inclusion and Diversity

We strongly believe in creating an inclusive work environment that welcomes everyone and embraces diversity through equitable practices. We try and maintain a gender balance at the leadership and staff levels.

### Culture and Values

Our values are at the core of everything that we do as an organisation. We take absolute ownership of these values and they are an integral part of our work ethic:



Mutual Respect



Integrity



Transparency



Excellence



Collaboration



Trust

### Talent Management

The organisation structure is periodically reviewed to ensure diverse and desired competencies and capabilities to ensure we have the most suitable talent. To facilitate the professional development of our existing staff members, new and challenging responsibilities are assigned to provide an opportunity to learn on the job through first-hand experiences under the mentorship of more experienced colleagues. Staff members also participated in various external platforms and meetings to engage with industry practitioners, cross-learn and upskill their understanding.

### Employee Communication

Reach to Teach Foundation is a flat organisation and has an open door policy to ensure accessibility of senior management to all. To foster a culture of belonging within the organisation, we encourage open conversations and feedback. Our people are our strength and we continuously endeavour to ensure that we create a workplace where each staff feels heard, included, and respected. In line with this vision, the 'All Staff Meeting with the Chairperson' concept was introduced and is held every quarter.

At Reach to Teach Foundation, our endeavour is to create value through public good. To this end, we partner with all stakeholders at every level to ensure that the work we do addresses the need felt by the larger community.



## Financial Statements

### Consolidated Income Statement For the Year to 31 March 2023

	31 March 2023 (Rs '000)	31 March 2022 (Rs '000)
<b>Income From Grants</b>	5,000	5,000
<b>Expenses</b>		
Staff salaries	3,382	
Other costs	1,489	559
<b>Total</b>	4,871	559
Surplus for the year	129	4,441

### Consolidated Balance Sheet For the Year to 31 March 2023

	31 March 2023 (R's 000)	31 March 2022 (R's 000)
<b>Fixed Assets</b>		
Tangible assets	0	0
<b>Current Assets</b>		
Debtors and prepayments	99	54
Cash at bank	5,570	5,217
	5,669	5,271
<b>Current Liabilities</b>		
Creditors: amounts falling due within one year	(669)	(543)
<b>Net Current Assets</b>	5,000	4,728
Creditors: amounts falling due after one year	(143)	0
<b>Total Net Assets</b>	4,857	4,728
Own funds	4,857	4,728
<b>Total Funds</b>	4,857	4,728

### Notes to the Consolidated Financial Statements For the Year to 31 March 2023

1. These statements are an abbreviated version of the audited financial statements for the Reach to Teach Foundation for the year to 31 March 2023.
2. The Reach to Teach Foundation was incorporated under Section 8 of the Companies Act 2013 and rule 18 of the Companies Incorporation Rules. It is a company limited by guarantee and does not have share capital.
3. The main objectives of the Foundation are to promote, provide support and develop education and carry out related activities. In order to carry out its charitable objectives, the Foundation signed its first project in the form of a tripartite agreement with NITI Aayog and the Government of Arunachal Pradesh in July 2022 for a duration of three years to bring about comprehensive school education transformation in Arunachal Pradesh. The project is called Mission LEAP ("Learning Enhancement in Arunachal Pradesh by the Government of Arunachal Pradesh").



## Acronyms

CPD	Continuous Professional Development
CPMU	Central Project Management Unit
CSR	Corporate Social Responsibility
DIET	District Institutes of Educational Training
DLI	Disbursement Linked Indicators
DPE	Director of Primary Education
DSE	Department of School Education
FLN	Foundational Literacy and Numeracy
GoAP	Government of Arunachal Pradesh
LEAP	Mission Learning Enhancement in Arunachal Pradesh
LEP	Learning Enhancement Programme
LRP	Learning Recovery Programme
MEL	Monitoring Evaluation and Learning
MoU	Memorandum of Understanding
NAS	National Achievement Survey
NCF	National Curriculum Framework
NEP	National Educational Policy
PMU	Project Management Unit
SCERT	State Council of Educational Research and Training
SLAS	State Level Achievement Survey
SPMU	State Project Management Unit
SRP	School Readiness Programme
SSG	State Steering Group
ToC	Theory of Change
UDISE	Unified District Information System for Education
UN SDG	United Nations Sustainable Development Goal





Reach to Teach  
FOUNDATION

