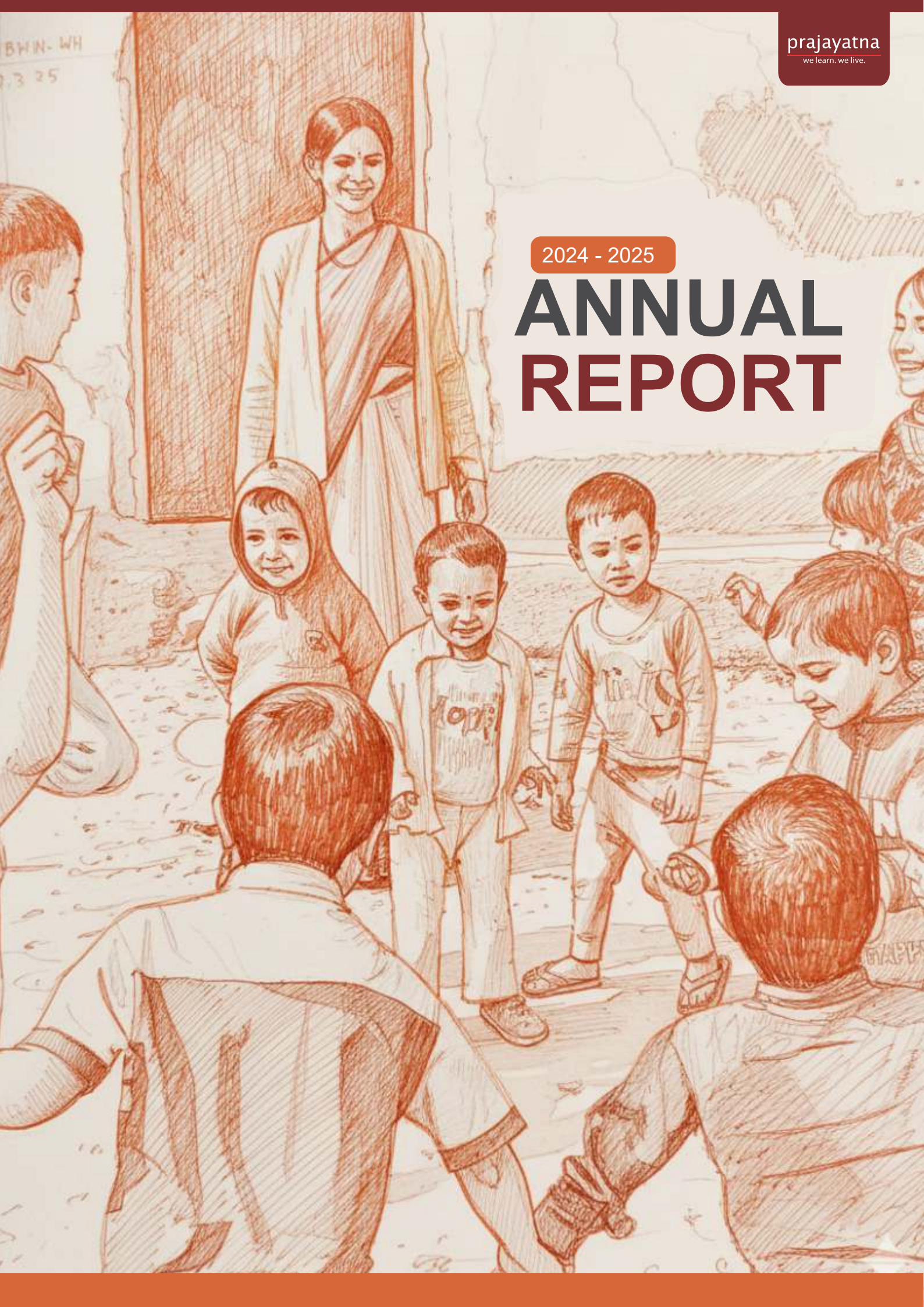


2024 - 2025

ANNUAL REPORT





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| 2024 - 2025 |

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MESSAGE FROM THE CHIEF FUNCTIONARY

This year has been a milestone for Prajayatna as we deepened our commitment to ensuring that every child has access to a quality, holistic, and equitable education. Our efforts continue to centre on the belief that transforming the educational ecosystem requires the active participation of the community, the empowerment of teachers, and the seamless integration of innovative solutions within the system.

Our work in Early Childhood Care and Education (ECCE) has reached a critical juncture. Across Karnataka, Jharkhand, and Uttar Pradesh, we have reached 1750 Anganwadis, transforming them into vibrant, child-centered spaces. Our school readiness study has provided definitive evidence that children from these transformed centres significantly outperform their peers, particularly in cognitive and language development, proving that the foundational years (0-8) are indeed the most crucial for lifelong learning.

In Jharkhand, through the Shikshagraha 100 District Mission, we have expanded our reach to over 1,700 schools across Sahibganj and Lohardaga, impacting more than 2,000,00 students. By focusing on decentralized planning and micro-improvement projects, we have seen remarkable shifts in school governance. From children creating personalized invitation cards to boost SMC attendance in Jamgai village to the implementation of Exam Bulletins to reduce student fear, these initiatives showcase the power of local, participatory solutions.

Project Chhalaang in Chitrakoot has redefined the role of physical education, proving it is not merely about play but a vital tool for improving attendance, which rose from 60% to 70%, and fostering gender equality on the playground. The inspiring stories of students remind us that inclusive, child-centric environments can help every child overcome barriers and find their voice.

Innovation remains at our core. The launch of the Nanna Sakhi app has empowered Anganwadi teachers by providing them with a "digital mentor" that assists in lesson planning and introduces AI-driven pedagogical support. With 91% of pilot teachers reporting a positive change in their teaching style, we are confident in the transformative potential of technology when it is user-friendly and resource-rich.

This year's achievements would not have been possible without the strength of our partnerships with State and District-level departments. We extend our sincere appreciation to our donors and partners, and to all those who have contributed to making this journey both meaningful and impactful.

As we move forward, Prajayatna remains committed to strengthening learning for every child and empowering every stakeholder in the education ecosystem. Together, we are not only improving anganwadis and schools but also shaping a more inclusive, engaging, and joyful future for all children.



Mary Punnoose

ABOUT THE ORGANISATION

Who we are

Prajayatna is a non-profit initiative committed to transforming India's public education system. Since 2008, the organisation has worked alongside teachers, communities, local governments, and educational authorities to enhance holistic development in schools and Anganwadis to bring about a systemic change.



Vision

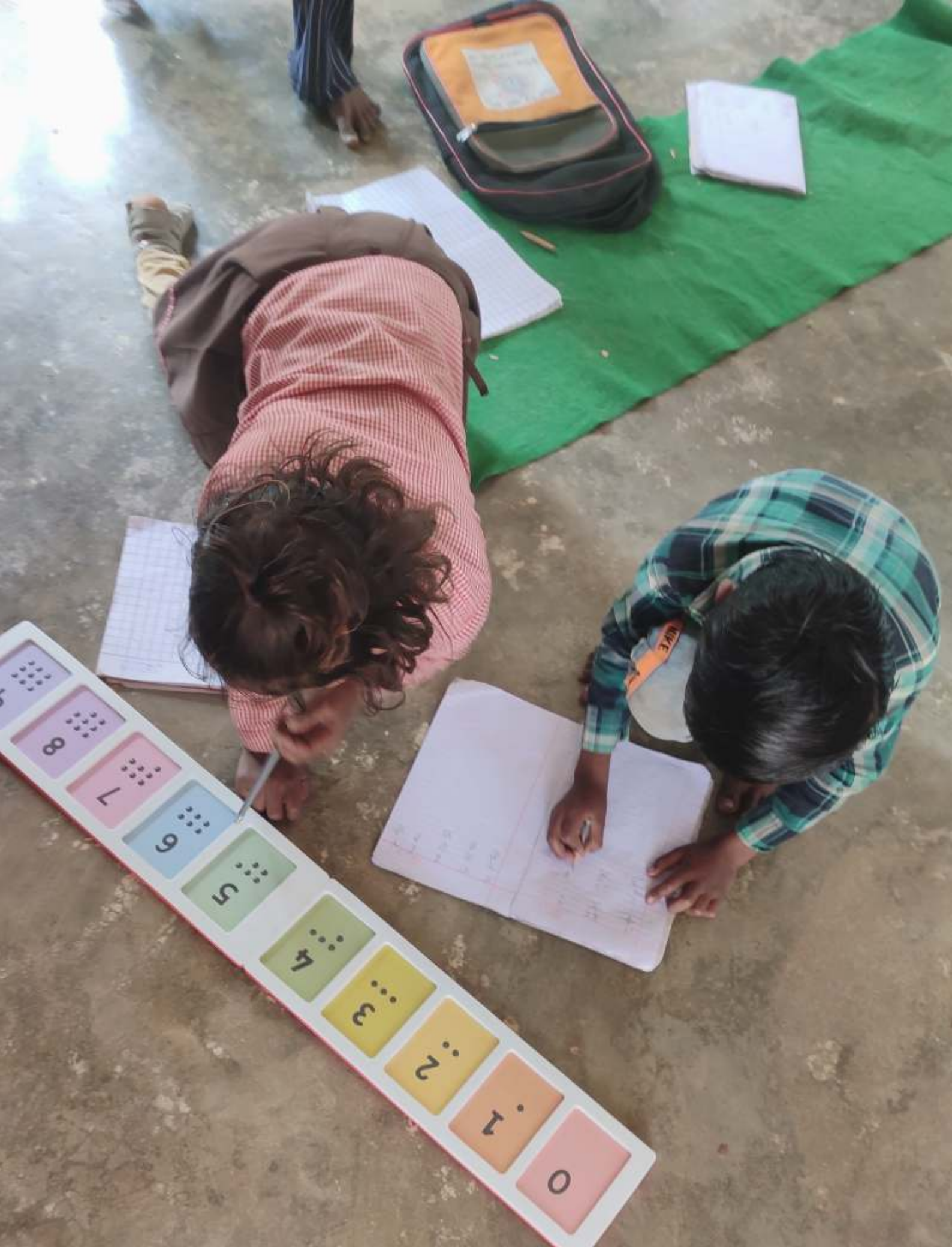
Creating a society that enables every child to thrive and live with dignity.



Mission

Our mission is to facilitate systemic reform towards quality education by developing an inclusive and competency-based approach to learning in a conducive ecosystem.





OUR JOURNEY

FROM NON FORMAL LEARNING CENTRES TO SYSTEM REFORM

Prajayatna's journey began in 2000, with a small but focused effort to put children back to school in low-income communities around Bengaluru.

As non formal education centres were set up and run, a deeper reality became clear. The challenges faced by young children-uneven learning experiences, lack of stimulation, weak transitions into school and limited family engagement, rote learning and lack of any child centric pedagogical learning-were not isolated gaps. They reflected systemic constraints within Anganwadi and primary education systems.

This insight led to a strategic shift.

In 2008, Prajayatna formally registered as an organisation committed to strengthening public education institutions-so that quality, inclusion and equity are built into the system itself.

Since then, Prajayatna has worked closely with communities, educators and government stakeholders to address persistent challenges such as irregular attendance, high dropout rates, limited classroom support, infrastructure gaps and low learning outcomes. These challenges are understood as interconnected and structural -requiring coordinated, long-term engagement rather than short-term projects.



Prajayatna's work focuses not only on what children learn, but also on how educational systems enable and sustain meaningful learning. Its programmes promote child-centred pedagogy that is experiential, builds on children's prior knowledge, and is responsive to local contexts. Based on the belief that children learn best by experiencing, doing, and reflecting, classroom practices are designed to actively engage learners in the process of discovery.

The organisation integrates 21st-century skills-such as critical thinking, creativity, collaboration, and problem-solving-into everyday teaching and learning. Alongside this, Prajayatna invests in strengthening teacher capacity, enhancing classroom and school environments, and fostering greater community ownership of public education.

By working in close partnership with public education systems and focusing on long-term capacity building, Prajayatna contributes to a more resilient and responsive education ecosystem—one that supports children to succeed in anganwadi / school and equips them to navigate an increasingly complex world with confidence.



A quiet momentum of change

This year, across Karnataka, Jharkhand and Uttar Pradesh, thousands of ordinary moments quietly reshaped how children experience public education.

A three-year-old learns to wait for her turn during a play activity at an Anganwadi.

A teacher reworks a lesson so children can explore, question and discuss—rather than memorise.

A parent speaks up for the first time in a school meeting because the conversation happens in a language they truly understand.

None of these moments will make headlines. Yet together, they tell the real story of system change.

At Prajayatna, we believe that public education systems transform not through isolated innovations, but through consistent, collective shifts in everyday practice—inside classrooms, Anganwadis and community spaces.

This annual report documents how Prajayatna has worked with teachers, families, local governments and education authorities during 2024-25 to strengthen the foundations of learning, embed inclusive and child-centred practices, and build the conditions required for lasting change within public education systems.

OUR PROGRAMMES

Strengthening systems. Supporting people. Sustaining change.

Prajayatna follows a systems-based approach that works across classrooms, institutions and communities. Rather than focusing on one stakeholder group, we build relationships and shared ownership among schools, Anganwadis, families, local elected representatives and government departments—so that learning environments are strengthened from multiple directions.

Turning systemic intent into classroom reality. Prajayatna's programmes are designed to strengthen the full learning continuum—from early childhood to primary schooling and engagement of all stakeholders.

Our interventions address gaps in teaching practices, learning environments, family engagement and local governance. They combine digital tools for equity, experiential learning methods, inclusive education practices, teacher competency development, community participation and policy alignment.

This integrated design ensures that improvements at the classroom level are reinforced by institutional and governance systems—making change both sustainable and scalable.



EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

ECCE: Foundations for Lifelong Learning

Prajayatna's ECCE programme focuses on transforming Anganwadi centres into vibrant spaces of holistic development for children aged **3–6** years.

Children's physical, cognitive, language and socio-emotional development are supported through play-based and experiential learning in safe and child-friendly environments.

Anganwadi workers receive participatory capacity-building support, while parents and local committees are actively engaged in children's learning journeys.

In **2024–25**, the ECCE programme was implemented in **137** Anganwadis in Bengaluru Urban reaching over **3,000** children.

By integrating health, nutrition and early learning, the programme provides young children with a strong and equitable start to life.



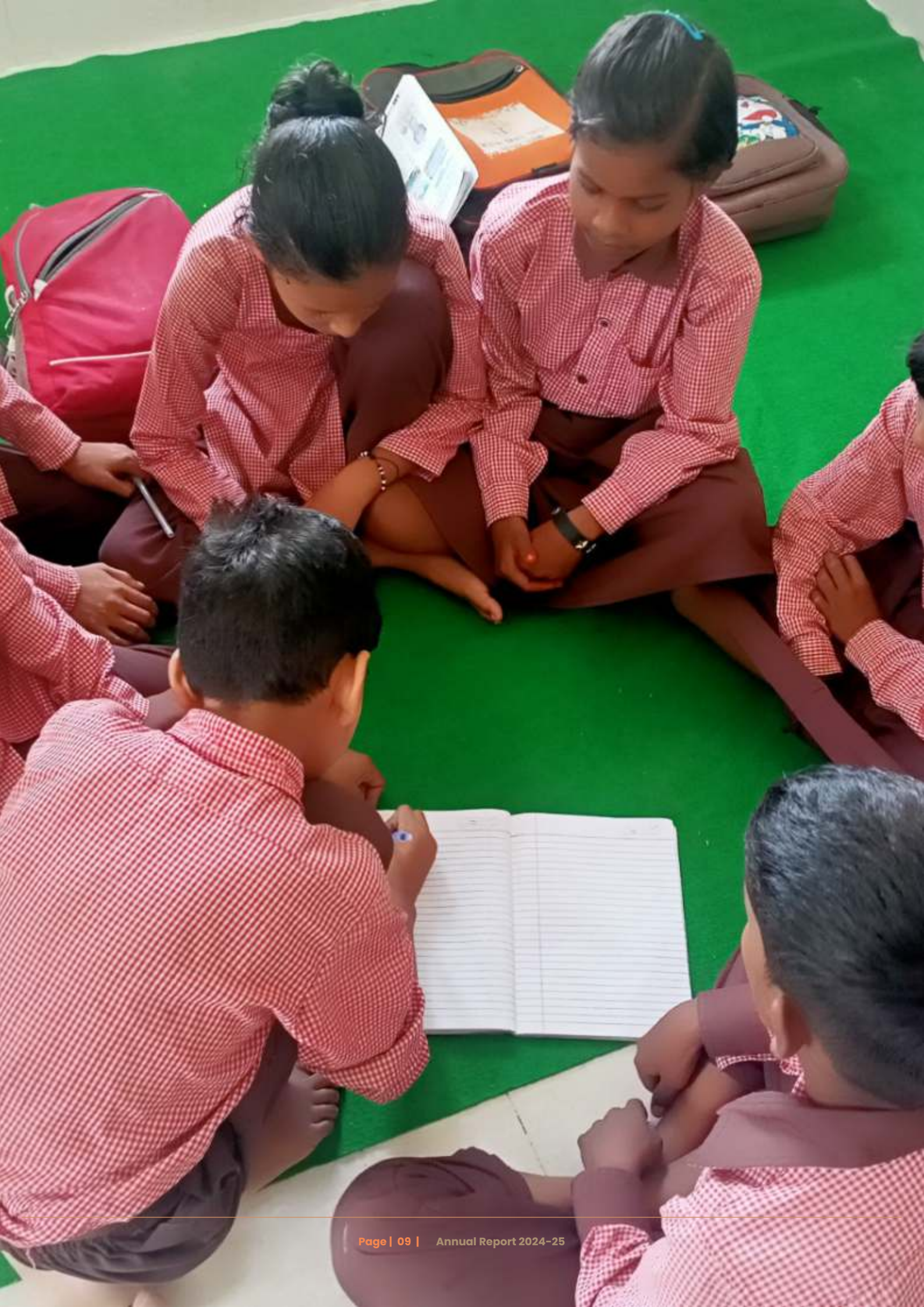


QUALITY LEARNING INITIATIVE – REIMAGINING EVERYDAY CLASSROOM PRACTICE

Rooted in child-centred and competency-based pedagogy, the initiative supports teachers in transitioning from content delivery to participatory and reflective classroom practices. It is anchored in a continuous learning cycle-exposure, experience, reflection, practice, and application-enabling children to meaningfully connect classroom learning with real-world contexts. Physical education is integrated as a core component, reinforcing a holistic approach to child development.

During the year, a key focus was on deepening engagement with the public education system by working closely with department functionaries, particularly in Jharkhand, to strengthen institutional ownership and sustainability.

In **2024–25**, the initiative was implemented across **1,339 schools** in Jharkhand and Uttar Pradesh, reaching over **2,35,000** children.



INTERVENTIONS

JHARKHAND

Co-creating District Education Systems

Under the District Transformation Programme in Jharkhand, Prajayatna partnered with district administrations in Sahibganj and Lohardaga districts to co-create practical, system-aligned solutions to create an ecosystem for **decentralized planning** and implementation of need-based educational interventions at the primary school level in Sahibganj and Lohardaga districts of Jharkhand. Working closely with district leaders, DIETs, Block Project Officers, Cluster and Block Resource Persons, Prajayatna facilitated district- and block-level workshops to jointly identify gaps and develop micro-improvement plans rooted in local priorities and ownership. This collaborative approach strengthened frontline academic support teams to lead school improvement processes and mobilise parents and communities around regular attendance and learning continuity.

Through this initiative, Prajayatna achieved significant scale across both districts. **In Sahibganj, the programme reached 1,289 schools, benefiting 225,898 students and engaging 2,272 teachers and 15,468 community members; in Lohardaga, it reached 503 schools, 77,783 students, 1,311 teachers and 6,036 community members.** Practical and low-cost tools—such as posters for Parent-Teacher Meetings and Exam Bulletin posters—were co-developed and disseminated digitally and physically to strengthen awareness and participation during examination periods. In addition, direct school-level engagement in 44 schools across the two districts further strengthened SMCs, Bal Sansads and community participation, reinforcing Prajayatna's co-creation model as a scalable and sustainable pathway for improving attendance and school functioning within government systems.



Transformative Foundations: Initiating ECCE in Lohardaga

During the first quarter of 2025, Prajayatna launched its Early Childhood Care and Education (ECCE) initiative in the Lohardaga district of Jharkhand. This programme aims to create a seamless learning continuum by strengthening both Anganwadis and primary schools, ensuring a robust foundation for the district's youngest learners.

Prajayatna successfully engaged stakeholders at both the district and state levels to formalize a collaborative framework:

- District Administration: Following discussions with the District Collector and the Deputy District Commissioner (DDC), a joint proposal was finalized to enhance the execution of programmes across 753 Anganwadis, impacting 51,851 children.
- State Level: Meetings with the State Director and Joint Director led to a request for Prajayatna to support the state-wide implementation of the "Poshan Bhi, Padhai Bhi" (PBBP) Abhiyan in both the districts..
- Digital Innovation: Prajayatna showcased a specialized ECCE application, originally piloted in Karnataka, which is now being adapted to support Jharkhand's teachers and supervisors.



Identifying Ground Realities

To inform the intervention, a comprehensive assessment was conducted across 62 Anganwadi centers in the Lohardaga and Bhandra blocks using the Local Education Governance Data (LEGD) framework. Key challenges identified include:

- **Infrastructural Gaps:** Many centers lacked basic amenities such as mats, potable water, functional sanitation facilities, and child-friendly environments.
- **Learning Resources:** A critical absence of Teaching Learning Materials (TLM) and structured play-based curricula was noted.
- **Low Engagement:** Low student attendance and a lack of community oversight through mandated Mata Samiti (Mothers' Committee) meetings were prevalent.
- **Capacity Building:** While some staff had received training, there was a significant gap in the practical implementation of the state-mandated Nava Chetana and Nannhe Kadam curricula.



Strategic Governance and System Strengthening

The program prioritized relationship building with district leadership to ensure long-term sustainability and system-wide adoption:

- **District-Level Collaboration:** In Lohardaga, the Deputy District Commissioner formalized processes within both the Department of Education and the Department of Women and Child Development.
- **Capacity Building:** Collaborative workshops engaged 163 Cluster and Block Resource Persons (CRPs/BRPs) to identify educational gaps and co-create strategic plans.
- **Decentralized Planning:** A total of 19 block-level workshops were conducted to empower local officials in developing tailored solutions for school-level challenges.



Driving Impact through Micro-Improvement Projects

Innovative, localized projects were triggered to address critical issues like attendance and community engagement:

- **Regularizing SMC Meetings:** By training CRPs on the roles of School Management Committees (SMCs), the program ensured that 31% of schools conducted regular, high-quality meetings.
- **Community-Led Enrollment:** SMCs and local communities successfully identified and re-enrolled irregular or out-of-school children in 40% of targeted schools.
- **Exam Attendance and Awareness:** Standard Operating Procedures (SOPs) and posters were developed to educate parents on the importance of exam attendance, reducing fear-based absenteeism.



Small steps...big change

Our direct interventions at the school level demonstrated the power of community-centric innovation:

- **The "Welcome" Initiative (Lohardaga):** Students created handmade invitation cards and bouquets for SMC members, fostering a sense of ownership and pride that significantly improved parental attendance.
- **Linguistic Inclusivity (Pathna Block):** By conducting SMC training in the local Santhali language, the program broke down communication barriers, empowering marginalized parents to voice their aspirations for their children's education.

Looking Ahead: A Continuum of Learning

As we move into the next phase, Prajayatna will expand its focus to include a seamless learning continuum from ages 3 to 8. This initiative, will strengthen Anganwadis in Lohardaga to ensure every child enters primary school with a robust foundational base.

Impact at a Glance: 2024-25 Financial Year

| Metric | Achievement |
|----------------------|---|
| Total Reach | 225,898 students across 1,289 schools. |
| System Leaders | 177 CRPs/BRPs and 2,272 teachers reached. |
| Community Engagement | 15,468 community members involved in educational processes. |
| SMC Participation | 31% of schools successfully implemented quality SMC meetings. |
| Attendance Success | 30% of schools conducted home visits to ensure exam attendance. |
| ECCE Reach | Impacting 51,851 children across 753 Anganwadis in Lohardaga |



UTTAR PRADESH

Cultivating Holistic Excellence: Project Chhalaang

The 2024-25 academic year saw Project Chhalaang firmly establish physical education as a vital pillar of the primary school experience across the Chitrakoot and Pahadi blocks of Uttar Pradesh. In collaboration with the district administration and the Piramal Foundation, Prajayatna has transformed sports from a leisure activity into a structured tool for physical, cognitive, and social development.

Objective : Redefining the Playground as a Classroom for Life Skills

1. Institutionalizing Physical Education. A core success of this year was the successful transition of leadership from Prajayatna facilitators to school educators. **Teacher-Led Implementation:** Between June 2024 and March 2025, school teachers independently conducted 1,383 physical education sessions, ensuring the program's long-term sustainability.

Systemic Integration: Our Field Coordinators mentored Nodal Sports Teachers through a "Demonstrate-Observe-Debrief" model, equipping them to lead sessions that focus on leadership, discipline, and gender equality.

2. Measurable Impact on School Ecosystems. The integration of structured play has led to significant quantitative and qualitative improvements.

Attendance Boost: Regular physical education sessions acted as a magnet for students, with average school attendance increasing from 60% to 70% over the program period.

Holistic Development: Post-session "debriefs" helped children translate lessons from the field—such as problem-solving, strategic planning, and teamwork—into their daily lives and academic pursuits.



Gender Inclusivity: The program specifically focused on breaking social barriers, ensuring girls had equal access to the playground and participated in high-energy sports like Kabaddi and Kho-Kho.

3. Community Ownership and Advocacy- Project Chhalaang extended its reach beyond the school walls to involve the wider community:

Summer Camps & Volunteers: During the summer break, 100 local volunteers operated camps across 50 villages, keeping children engaged in physical activities even when schools were closed.

Khel Melas (Sports Fairs): Organised at the Gram Panchayat level, these fairs served as a platform for parents and village elders to witness their children's growth. These events effectively communicated the link between physical health and cognitive readiness to the community.

District Recognition: Our students and teachers were active participants in district-level sports rallies, receiving accolades from the District Basic Education Officer (BSA) and other high-ranking officials.

| Key Performance Indicator | Achievement Data |
|----------------------------|---|
| Total Intervention Schools | 50 Schools (25 Chitrakoot, 25 Pahadi) |
| Teacher-Led PE Sessions | 1,383 Sessions |
| Attendance Improvement | +10% (from 60% to 70%) |
| Community Engagement | 50 Khel Melas conducted with parent participation |
| Volunteer Network | 100 Youth Volunteers trained and deployed |



KARNATAKA

Empowering Early Learners:

Prajayatna’s Early Childhood Care and Education (ECCE) program, specifically within the Yelahanka Project.

Overview

Prajayatna works to enhance the quality of early childhood education by strengthening the Anganwadi system. The program focuses on holistic child development through teacher training, technological innovation, and community engagement across four circles: Yelahanka, Abbigere, Chikkabanawara, and Shankarnagar.

Key Initiatives

Technological Innovation – ‘Nanna Sakhi’ App: Developed in collaboration with EkStep and Tekdi, this app serves as a digital mentor for teachers. It features a resource portal with stories and rhymes, an AI-driven Chatbot for real-time pedagogical support, and ‘Nanna Pettige’ for personalized lesson planning.

Comprehensive Teacher Training:

Concept Facilitation: Focused on helping teachers deliver engaging, child-centered lessons on themes like domestic and wild animals, colors, and schools.

Socio-Emotional Learning (SEL): Specialized training for LKG and UKG teachers emphasized the importance of emotional safety, empathy, and resilience, equipping them to support children’s emotional regulation.



Capacity Building for LKG/UKG Educators: Following the establishment of 62 new LKG and UKG classes in Bengaluru Urban district, Prajayatna provided two rounds of intensive training to help teachers transition to structured, domain-specific play-based learning.

CSR Engagement with Coface: Volunteers from Coface collaborated with Prajayatna to create high-quality, durable flashcards, enhancing early numeracy resources in Anganwadis.

Conclusion

The reporting period saw a successful integration of digital tools and specialized pedagogical training, strengthening the foundation for lifelong learning for thousands of children in the region.

Impact and Reach

Material Distribution: Approximately 4,000 progress cards were provided to track developmental milestones. Graduating students received progress certificates, and the 'Barechittara' workbook was distributed to foster pre-writing and fine motor skills.

Teachers reported significantly higher confidence and a better understanding of how specific activities connect to developmental domains, shifting from directive teaching to child-friendly, activity-based facilitation.

Impact by the Numbers

4,000+ Young Lives: Children received personalized Progress Cards that celebrate their unique developmental milestones.

1,100 Graduates: Over a thousand children received Graduation Certificates, marking their confident transition from the Anganwadi to formal primary school.



Institutionalizing Quality Early Education through Specialized Training

A landmark achievement this year was the successful collaboration with the Department of Women and Child Development (DWCD) to strengthen and streamline LKG and UKG classes across 62 newly established centers in the Yelahanka block, Bangalore Urban District. To ensure these centers serve as models of excellence, Prajayatna conducted intensive, specialized training for 55 educators, focusing on child-centered pedagogy and the specific developmental needs of the 3-to-6 age group. This initiative was designed to transform the Anganwadi system into a structured learning environment, moving away from directive teaching toward play-based and child-centric facilitation. By equipping teachers with the skills to align their daily activities with a formal LKG/UKG curriculum, we have successfully bridged the quality gap, ensuring that children in community-run centers receive a foundation comparable to private early education institutions.

these anganwadis receive a sound foundation which will lead to their holistic development.



Pioneering Digital Pedagogy through AI-Driven Mentorship This year, Prajayatna set a new benchmark in Early Childhood Care and Education (ECCE) by successfully bridging the digital divide for 137 Anganwadi teachers across Bangalore's urban clusters. Through the strategic rollout of the 'Nanna Sakhi' application—an AI-powered digital mentor developed in collaboration with AWS and EkStep Foundation—we have revolutionized how educators plan and execute their curricula. By providing 24/7 access to a generative chatbot and the Nanna Pettige digital resource repository, we saw teacher awareness of AI tools surge from 58% to 95%. This transition has not only reduced administrative planning latency by 47% but has fundamentally transformed the teacher's role from a traditional instructor to a dynamic facilitator of experiential, play-based learning.



Time-Saving & Innovation:

"Using this technology not only saved me valuable time but also provided me with innovative ideas for learning activities that I might not have conceived on my own. This application has truly enhanced my teaching experience by blending convenience with creativity."

— **Manjula, Teacher, Thindlu-1 Anganwadi Centre**

Shift from Instruction to Facilitation:

"I learned English rhymes, storytelling, brain development, and much more... So far, I treated children like students, teaching them subjects such as Kannada (letters) and Math (numbers), but now I understand the importance of conducting learning activities for young children."

— **Teacher, Amruthalli AW**





When a Classroom Begins to Change

Manjula's Story from Abbigere Circle, Bengaluru

Every morning at the Anganwadi centre in Raghavendra Colony, Abbigere Circle, Manjula walks into her classroom with a clear intention—not just to complete the day's lessons, but to make learning joyful for every child.

Until recently, lesson planning often meant spending long hours searching for activities and teaching materials, with limited guidance on how to make concepts engaging for young children. Introducing new themes or planning an entire week of activities felt demanding and time-consuming.

That changed when Manjula began using **Nanna**

Sakhi, Prajayatna's digital learning companion for Anganwadi educators.

Instead of looking for materials in scattered places, Manjula now explores age-appropriate videos, activity ideas and teaching resources through the Nanna Sakhi portal. Using the Nanna Pettige feature, she saves and organises resources into folders, allowing her to plan her lessons for the week in advance and walk into the classroom fully prepared.

One such moment came while introducing children to the theme of the Animal Kingdom.

Using Nanna Sakhi, Manjula curated a sequence of simple, hands-on and visual activities—stories about animals, sound imitation, picture identification and playful group games. What might otherwise have been a routine lesson

quickly turned into an animated exploration. Laughter filled the classroom as children listened, observed, spoke, moved and learned together.

For Manjula, the most meaningful change has been the freedom to innovate.

With easy access to quality learning resources and structured planning tools, she now feels confident trying new approaches and adapting activities to match the children's interests and energy levels. The time she once spent searching for materials is now invested in observing children more closely and shaping learning moments that respond to their needs.

The impact is visible. Children are more attentive, more eager to participate and more excited about coming to the Anganwadi every day. Learning is no longer limited to instruction—it happens through play, conversation, imagination and shared discovery.

Manjula describes Nanna Sakhi not simply as a digital tool, but as something that has transformed the way learning happens in her classroom—helping her create a nurturing, joyful space where every child is encouraged to explore, express and grow.

Manjula's classroom is one small window into a much larger transformation that Prajayatna is working towards. Across Anganwadis and government schools in Karnataka, Jharkhand and Uttar Pradesh, Prajayatna partners with teachers, communities and education authorities to strengthen foundational learning, improve classroom practices and build inclusive, child-centred education systems. This annual report captures how initiatives such as Nanna Sakhi, Kalikayatna, district co-creation programmes and inclusive education interventions come together to improve school readiness, teacher capacity and community participation—ensuring that meaningful change is embedded not only in individual classrooms, but across public education systems.



CONCLUSION

The entire work of Prajayatna is structured around the belief that **educational transformation is not the result of isolated projects, but of a sustainable, integrated ecosystem** involving every level of the socio-political and educational hierarchy. By shifting the focus from "doing for the community" to "**strengthening the system,**" the organisation ensures that quality changes are co-created with, and eventually owned by, the stakeholders themselves.

An annual report written from this perspective would move beyond a simple list of activities to highlight the **interconnectedness of the following core pillars:**

1. The Administrative Continuum: Integrating with the State

Prajayatna views the state and district administrations as partners rather than just gatekeepers.

- **Formal Collaboration:** The organisation initiates work by engaging with high-level officials like the **District Collector, State Director, and Joint Director** to ensure alignment with national and state initiatives like "**Poshan Bhi, Padhai Bhi**".
- **Inter-Departmental Synergy:** A critical aspect of the ecosystem is treating **Anganwadis and Primary Schools as a continuum**. By bringing the Department of Education and the Department of Women and Child Development together, Prajayatna helps create a seamless developmental path for children from age 3 to 8.

2. Decentralized Leadership: Empowering System Leaders

The sustainability of the ecosystem relies on the capacity of existing government personnel—**Cluster Resource Persons (CRPs) and Block Resource Persons (BRPs)**—rather than external facilitators.

- **Co-Creation of Solutions:** Instead of imposing a pre-set agenda, Prajayatna holds workshops where these system leaders identify local and develop **Micro-Improvement (MI) projects**.
- **Scaling through Training:** By training **177 CRPs and BRPs** in Jharkhand, the organisation was able to impact over **1,700 schools** and **300,000 students**, ensuring the system itself drives the improvement.

3. Participatory Governance: The Community Stakeholder Loop

A healthy educational ecosystem requires an active community that holds the system accountable.

- **SMC Activation:** Through innovative practices like the "**Welcome Initiative**"—where students create personalized invitation cards—Prajayatna has transformed School Management Committee (SMC) meetings from routine gatherings into high-engagement forums for resolving infrastructure and attendance issues.

- **Linguistic Inclusivity:** The organisation recognizes that communication is key to participation. By conducting training in **native languages like Santhali**, they empower marginalized parents to confidently voice their aspirations for their children.

4. Teachers as Pedagogical Facilitators

The ecosystem thrives when teachers transition from traditional "instruction" to **child-centered, holistic facilitation**.

- **Holistic Development:** Training focus on Socio-Emotional Learning (SEL), brain development, and play-based pedagogy ensures teachers support the child's cognitive, physical, and emotional growth.
- **Technology as a Digital Mentor:** Tools like the **Nanna Sakhi app** are designed not to replace teachers, but to act as a "**digital friend**" that provides real-time support for lesson planning and innovative learning resources.

5. Evidence of Impact: School Readiness

The effectiveness of this systemic approach is validated by data that shows how it prepares children for formal schooling.

- **Measurable Advantage:** A school readiness study found that children from Prajayatna-transformed Anganwadis demonstrate superior abilities in emotional regulation, cognitive grasping, and language proficiency compared to those without preschool experience.
- **Stakeholder Feedback:** Teachers in primary schools have noted that these children adjust more quickly, have no separation anxiety, and are more collaborative in groups.



LEARNINGS

The following are the key learnings derived from their initiatives:

1. Technology as a Catalyst for Teaching Innovation

The pilot of the Nanna Sakhi app provided several insights into integrating technology in underserved areas:

- **Facilitating Creativity:** Technology does more than just simplify administrative tasks; it provides teachers with innovative ideas for learning activities they might not have conceived on their own.
- **Need for User-Centric Training:** While 91% of teachers found the app added value, a small percentage reported no significant benefit, highlighting the need for better user training or further customization to meet diverse teaching contexts.
- **Future Potential:** The organization learned that for a digital tool to be truly transformative, it must focus on multilingual support, concise responses, and the integration of multimedia (visuals and audio) to cater to diverse user groups.

2. The Impact of Holistic and Play-Based Learning

Through Project Chhalaang and the ECCE programs, the organization observed how non-academic interventions drive academic outcomes:

- **Sports as a Problem-Solving Tool:** Educators learned that sports activities can be used to resolve real-life situations and build essential life skills such as collaboration, leadership, and emotional regulation.
- **Improved School Attendance:** Integrating physical education led to a measurable increase in attendance, which rose from 60% at the beginning of the program to 70% by the end of the year.
- **Early Childhood Advantage:** The school readiness study proved that children from well-functioning Anganwadis arrive at primary school with higher cognitive and language proficiency, adjusting more easily to formal structures without separation anxiety.

3. Community Engagement and Participatory Governance

The District Transformation Program in Jharkhand highlighted the power of local involvement:

- **Linguistic Inclusivity:** A major learning was the critical role of native language in training. When SMC training in Sahibganj was adapted to Santhali, parents became significantly more expressive and confident in voicing concerns about their children's education.
- **Small Innovations, Large Impact:** The "Welcome Initiative," where students created personalized invitation cards for SMC members, proved that simple, creative gestures can significantly boost community ownership and participation in school management.

4. Systemic and Capacity-Building Insights

- Continuous vs. Sporadic Training: The sources emphasize that while training sessions are effective, sporadic workshops only provide minor benefits. There is a vital need for a continuous capacity-building process for teachers to ensure long-term impact.
- Identifying Gaps: Initial assessments in Lohardaga revealed that many Anganwadis lacked even the most basic infrastructure, such as Teaching Learning Materials (TLM), mats, or functional sanitation, which are prerequisite for any quality education program to succeed.
- Navigating Bureaucracy: The organisation learned that obtaining formal MoUs at the district level in some regions (like Jharkhand) requires prior state-level approval, which can influence the timeline of implementation.

5. Gender and Inclusivity

- Breaking Stereotypes: Through inclusive play, the project successfully promoted gender equality on the playground. This shift not only influenced children's behavior but also encouraged parents—who previously restricted their daughters—to recognize the importance of physical activity for girls.
- Focus on Disabilities: The work in Lohardaga identified a critical gap: the absence of facilities and records for Children with Disabilities (CWD), highlighting an area that requires dedicated future intervention.



CHALLENGES

Across the various reports, Prajayatna has identified significant challenges ranging from infrastructure and student attendance to bureaucratic hurdles and technological adoption.

1. Infrastructure and Basic Needs in Anganwadis

Assessments in Lohardaga revealed severe deficiencies in the physical and material conditions of Anganwadi centers:

- **Poor Physical Environment:** Many centers were described as dark, lacking child-friendly paintings, and devoid of essential infrastructure such as mats, potable water, and adequate sanitation facilities. Even where toilets existed, they were often not used.
- **Lack of Resources:** There was a near-complete absence of Teaching Learning Materials (TLM) necessary to engage children.
- **Service Gaps:** In some centers, hot meals were not consistently provided, sometimes due to low student attendance.

2. Administrative and Bureaucratic Hurdles

- **MoU Delays:** A significant challenge in Jharkhand (Sahibganj and Lohardaga) is the requirement for State-level approval before any education-related Memorandum of Understanding (MoU) can be signed at the district level.
- **Dysfunctional Support Systems:** Implementation was complicated by the fact that the District Institute of Education and Training (DIET) in both Sahibganj and Lohardaga were dysfunctional.
- **Data Collection Issues:** During assessments, teams faced difficulties because schools had just reopened after holidays, teachers were busy with MLC elections, and some private schools refused to provide data due to confidentiality concerns.

3. Student and Teacher-Related Challenges

- **Attendance and Fear:** In primary schools, student attendance fluctuates significantly during exam periods because children often fear assessments, and parents are frequently unaware of exam dates or importance.
- **Implementation Gaps:** While many teachers received training, early assessments showed they were often unable to explain what they had learned or were not implementing the training in their classrooms.

- **Language and Communication:** Children in some regions were uncomfortable engaging with strangers. Additionally, teachers often lack formal English training, which is increasingly demanded by parents.
- **Specific Learning Gaps:** Teachers noted that children transitioning from Anganwadis to primary schools often still lacked sufficient preparation in reading and writing skills.

4. Community and Stakeholder Engagement

- **Linguistic Barriers:** In regions like the Santhali Prangan, a major challenge was that parents primarily spoke Santhali and struggled to understand Hindi, which hindered their participation in training and decision-making.
- **Low Engagement:** Mandatory community meetings, such as those for the Mata Samiti (Mothers' Committee), were often not being conducted, limiting community oversight. Parents also faced time constraints due to work commitments, making it difficult to attend school events.
- **Inclusion Gaps:** There was a noted absence of facilities and records for Children with Disabilities (CWD) in Lohardaga.

5. Technology Integration Challenges

The pilot of the Nanna Sakhi app highlighted several technical and adoption issues:

- **Technical Glitches:** Some teachers encountered difficulties during app installation and experienced inconsistent responses from the AI-powered chatbot.
- **Usability Hurdles:** While navigating the portal was generally easy, teachers initially struggled to understand and effectively use the Nanna Pettige (personalized folder) feature.
- **Training Needs:** A slight decrease in technology comfort was observed in the Shankarnagar circle toward the end of the pilot, suggesting a need for more targeted, ongoing support rather than sporadic sessions.

6. Program-Specific Challenges (Project Chhalaang)

- **Resource Management:** A recurring issue was ensuring that provided sports materials were actually used for play rather than being locked away in cupboards.
- **Cultural Barriers:** In certain communities, girls faced cultural and social barriers that restricted their participation in physical education and school activities.

FINANCIAL STATEMENTS

RATNA RAVIKUMAR B.
Chartered Accountant

Auditor's Report

I have audited the attached Balance Sheet of PRAJAYATNA as at 31st March 2025 incorporating all the assets and liabilities, the Income & Expenditure Account and the Receipts and Payments Account for the year ended on that date, and report that:

I have obtained all the information and explanations which to the best of my knowledge and belief were necessary for the purposes of my audit;

In my opinion, proper books of accounts have been kept by the society so far as it appears from my examination of those books:

The Balance Sheet, Income and Expenditure Account and Receipts and Payments Account dealt with by this report are in agreement with the Books of Account.

In my opinion and to the best of my information and according to the explanations given to me, said Balance Sheet, Income and Expenditure Account and Receipts and Payments Account give a true and fair view

- i. in case of the Balance Sheet, of the state of affairs as at 31st March 2025
- ii. in case of Income and Expenditure Account, of the surplus or deficit for the year ended on that date
- iii. in case of the Receipts and Payments Account, of the cash flows during the year ended on that date

Place: Bangalore
Date: 26/09/2025




Ratna Ravikumar B.
Chartered Accountant
M. No. 023785

UDIN: 25023785BMOQBB5482

A-0107, Shriram Southern Crest, 100, Kanakapura Road, JP Nagar, Bangalore - 560078
Ph. No. +91 9844081187 Email: ratna@ravikumar.cc / ca.ratnaravikumar@gmail.com

PRAJAYATNA

No.331, 1st Floor, 1st 'A' Main, 7th Block, Jayanagar (West), Bengaluru-560 070
Consolidated Foreign and Indian Grants Account

Balance sheet as at 31.03.2025

| LIABILITIES | Amount | Amount Rs. | ASSETS | Amount | Amount Rs. |
|---|----------|----------------|-----------------------|----------------|----------------|
| General Fund | | 23,863 | Fixed Assets | 317,403 | 317,403 |
| Opening Balance | -395,277 | | Current Assets | | 455,074 |
| Add: Excess of Income over Expenditure | 419,141 | | Grant Receivable | 17,889 | |
| Current Liabilities | | 199,752 | Rental Deposits | 166,850 | |
| Outstanding Expenses Payable | 199,752 | | Loans and Advances | 270,336 | |
| Unsecured Loans | 659,000 | 659,000 | Cash in Hand | 0 | 0 |
| | | | Cash at Bank | 110,137 | 110,137 |
| Total | | 882,615 | Total | | 882,615 |

as per my report of even date

For Prajayatna



[Signature]
Treasurer

[Signature]
President

[Signature]
Secretary & Chief Functionary
Bangalore, Dated 26.09.2025



[Signature]
Ratna Ravikumar B.
Chartered Accountant
M.No. 23785

PRAJAYATNA

No.331, 1st Floor, 1st 'A' Main, 7th Block, Jayanagar (West), Bengaluru-560 070
Consolidated Foreign and Indian Grants Account

Income and Expenditure Account for the year ended 31.03.2025

| Expenditure | Amount | Amount Rs. | Income | Amount | Amount Rs. |
|--|------------|-------------------|-------------------------------------|-----------|-------------------|
| Programme Expenses | 10,077,852 | 10,077,852 | Grants and Donations | | 11,319,957 |
| Administration Expenses | 1,491,617 | 1,491,617 | Restricted Grants | 8,731,906 | |
| Derpecciation | 102,917 | 102,917 | Unrestricted Grants | 2,588,051 | |
| | - | | Donations | 567,505 | 567,505 |
| | - | | | | |
| | - | | Other Incomes | | 204,065 |
| | - | | Bank Interest | 16,013 | |
| | - | | | | |
| | - | | Sundry Credit Balances Written Back | 39,843 | |
| | - | | Other income | 148,209 | |
| Excess of Income Over Expenditure | 419,141 | 419,140 | | | |
| Total | | 12,091,526 | Total | | 12,091,526 |

as per my report of even date

For Prajayatna

[Signature]
 Secretary & Chief Functionary
 Bangalore, Dated 26.09.2025



Treasurer

[Signature]

President

[Signature]



[Signature]
 Ratna Ravikumar B.
 Chartered Accountant
 M.No. 23785

PRAJAYATNA

No.331, 1st Floor, 1st 'A' Main, 7th Block, Jayanagar (West) Bengaluru-560 070

Consolidated Foreign and Indian Grants Account

Receipts & Payments for the period ended 31.03.2025

| | Receipts | | Payments | | Amount |
|------------------------------|-----------|-------------------|----------------------------|-----------|-------------------|
| | Amount | Amount | Amount | Amount | |
| Opening Balance | | 139,976 | Programme Expenses | 3,079,818 | 3,079,818 |
| Cash in hand | 0 | | Programme- Personnel Cost | 6,046,056 | 6,046,056 |
| Cash at Bank | 139,976 | | Programme- Travel Expenses | 882,309 | 882,309 |
| Restricted Grants Received | 8,617,874 | 8,617,874 | Management- Personnel Cost | 379,941 | 379,941 |
| Unrestricted Grants Received | 2,588,051 | 2,588,051 | Administration Expenses | 1,641,057 | 1,641,057 |
| Donations Received | 567,505 | 567,505 | Loans and Advances | 7,423 | 7,423 |
| Bank Interest | 16,013 | 16,013 | | | |
| | | | Closing Balance | | 110,137 |
| Refund of Advances | 69,113 | 69,113 | Cash in Hand | 0 | |
| Other Income | 148,209 | 148,209 | Cash at Bank | 110,137 | |
| Total | | 12,146,741 | Total | | 12,146,741 |

For Prajayatna

as per my report of even date


Secretary & Chief Functionary
Bangalore, Dated 26.09.2025




President



OUR PARTNERS IN REFORM

Our Individual Donors

| | |
|---------------------|-----------------------|
| Marilyn George | Vinod Pallathu Thomas |
| Johnson Bandela | Meera |
| M N sowbhagya | Dhaval Hansaliya |
| Vanya Kaushik | Urvashi Anand |
| Sandra D'souza | Drashti |
| Vasudevan Asuri | Suchitra S.V. |
| Basavaraj K Pujar | Sujit Kumar Mishra |
| Edward Douglas Alva | |
| Rashmi H | |

Our Institutional / Corporate Donors

Mantra Social Services
Bengal Finance & Investment Private Limited
ELMS Sports Foundation
Give Foundation
Hexagon Geosystems India Private Limited
Coface India Credit Management Service Private Limited
Benevity

OUR BOARD OF DIRECTORS



Rashmi Hegde
President



Narayan Ramalingam
Treasurer



Mary Punnoose
Secretary and
Chief Functionary



Renuka Chidambaram
Member



Saswati Paik
Member



Archana Nambiar
Member



Vijay Bharadwaj
Member

भयमुक्त परीक्षा के लिए निकाली गयी जागरूकता रैली

प्रतिभा, संतरास

प्रखंड में भयमुक्त परीक्षा के लिए सुदूरवर्ती गांव डुग्गू में निकाली जागरूकता रैली, बच्चों का बढ़ेगा विश्वास

संतरास/प्रतिभा

भयमुक्त परीक्षा के लिए सुदूरवर्ती गांव डुग्गू में निकाली जागरूकता रैली, बच्चों का बढ़ेगा विश्वास।



भयमुक्त परीक्षा को लेकर छात्रों के बीच भय और डर का भाव है, जो उनके परीक्षा के लिए बाधा बन रहा है।

कन्या उच्च प्राथमिक विद्यालय शिवरामपुर में खेल मेला आयोजित

प्रतिभा, संतरास

कन्या उच्च प्राथमिक विद्यालय शिवरामपुर में खेल मेला आयोजित।

छात्रों को प्रशिक्षण के लिए प्रशिक्षण

प्रतिभा, संतरास

छात्रों को प्रशिक्षण के लिए प्रशिक्षण।

चित्रकूट-पहाड़ी ब्लॉक में मनाया खेल दिवस

प्रतिभा, संतरास

चित्रकूट-पहाड़ी ब्लॉक में मनाया खेल दिवस।

डी सम्मान

प्रतिभा, संतरास

डी सम्मान।

समर कैम्प का खेल मेला के साथ हुआ समापन. (संतरास/प्रतिभा)।

भयमुक्त परीक्षा के लिए डुग्गू में निकाली गई जागरूकता रैली



भयमुक्त परीक्षा के लिए सुदूरवर्ती गांव डुग्गू में निकाली जागरूकता रैली, बच्चों का बढ़ेगा विश्वास।

कन्या उच्च प्राथमिक विद्यालय शिवरामपुर में खेल मेला आयोजित



छात्रों को प्रशिक्षण के लिए प्रशिक्षण



कंपोजिट विद्यालय में दो दिवसीय खेलकूद प्रतियोगिता सम्पन्न



भयमुक्त परीक्षा के लिए सुदूरवर्ती गांव डुग्गू में निकाली जागरूकता रैली, बच्चों का बढ़ेगा विश्वास।

कन्या उच्च प्राथमिक विद्यालय शिवरामपुर में खेल मेला आयोजित।

छात्रों को प्रशिक्षण के लिए प्रशिक्षण।

कंपोजिट विद्यालय में दो दिवसीय खेलकूद प्रतियोगिता सम्पन्न।

छात्रों को प्रशिक्षण के लिए प्रशिक्षण

छात्रों को प्रशिक्षण के लिए प्रशिक्षण।

चित्रकूट-पहाड़ी ब्लॉक में मनाया खेल दिवस

चित्रकूट-पहाड़ी ब्लॉक में मनाया खेल दिवस।

डी सम्मान

डी सम्मान।

नोडल शिक्षकों का प्रशिक्षण सम्पन्न

नोडल शिक्षकों का प्रशिक्षण सम्पन्न।

रामचंद्र सेक प्रशिक्षण कार्यक्रम

रामचंद्र सेक प्रशिक्षण कार्यक्रम।

खेलकूद में छात्र छात्राओं के लिए यह महत्वपूर्ण है- डीएम

खेलकूद में छात्र छात्राओं के लिए यह महत्वपूर्ण है- डीएम।

पांच को भाकपा जिले में मनायेगी न्याय दिवस

पांच को भाकपा जिले में मनायेगी न्याय दिवस।

संभव: आचार्य

संभव: आचार्य।

जय प्राथमिक विद्यालय उछेली बुरगु में खेल मेला सम्पन्न

जय प्राथमिक विद्यालय उछेली बुरगु में खेल मेला सम्पन्न।

मिना सतीश खेलकूद प्रतियोगिता का विजय के साथ समापन

मिना सतीश खेलकूद प्रतियोगिता का विजय के साथ समापन।

