

Collaborators for Transforming Education

Dissemination & Conclusion Report



A Decade of System Transformation in Maharashtra 2016–2026

In collaboration with



Anchored by



Funding partners



Implementing partners





महाराष्ट्र शासन



Ranjit Singh Deol, I.A.S.
Principal Secretary

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Date : 19.06.2026

Subject:- Letter of Appreciation — Collaborators for Transforming Education (CTE) Programme, 2016–2026.

Dear Ms Naghma,

It is with great pride that I write on behalf of the Government of Maharashtra to congratulate EdelGive Foundation on the successful completion of the Collaborators for Transforming Education (CTE) programme — a ten-year partnership that has made a significant and lasting contribution to Maharashtra's public education system.

When EdelGive Foundation initiated this partnership with the Government of Maharashtra in 2016, it led with an insightful idea: working within government structures to strengthen our institutions from the inside. EdelGive's "demonstrate and scale" philosophy shaped every phase of the programme — from the School Transformation Programme across 272 pilot schools, to the District Transformation Programme across seven districts, to the State Transformation Programme that reached all 36 districts of Maharashtra. At each stage, EdelGive held together a diverse coalition of philanthropic and CSR partners and coordinated three implementing organisations with consistency of purpose.

The results of this partnership across ten years are significant. CTE reached 64,884 Government schools around 3lakh teachers, and more than 50lakh students statewide. Under EdelGive's stewardship, Shikshan Parishads were reoriented from administrative gatherings into structured teacher peer-learning forums; over 12,000 have been strengthened. Periodic Assessment Test participation rose from 60% to 91% through collaboration with the Vidya Samiksha Kendra. Approximately 94% of programme-supported schools are actively engaged in School Development Plans, 79% of teachers systematically track child-level learning progress, and women account for 72% of participants across School Management Committee and Education Gram Sabha platforms.

EdelGive's approach also proved its resilience during the COVID-19 pandemic. Rather than pausing, the partnership adapted — mobilising community volunteers through the Shikshan Mitra model to sustain learning for children without digital access. This reflects the depth of community ownership that EdelGive worked to build throughout the programme. At conclusion, all policy tools, training modules, assessment frameworks, and institutional processes have been formally transitioned into government ownership — a mark of a partnership built for permanence.

The institutional foundations that EdelGive Foundation helped lay are now embedded within Maharashtra's state education machinery and will continue to serve the children of this state for years to come. On behalf of the Government of Maharashtra, I extend my appreciation to EdelGive Foundation, your team, and all partner organisations for the commitment and rigour brought to this work over ten years. This has been a partnership we are proud to have been part of.

Yours sincerely,


(Ranjit Singh Deol, IAS)

To,
Ms. Naghma Mulla
Chief Executive Officer
EdelGive Foundation
Mumbai

Executive Summary

The Collaborators for Transforming Education (CTE) programme was a decade-long public-private partnership that sought to strengthen Maharashtra's public education system through systemic reform, institutional capacity building, and collaborative governance. Initiated in 2016 by EdelGive Foundation in partnership with the Government of Maharashtra, the programme was conceived at a time when the state had made substantial progress in educational access and enrolment, yet continued to face persistent challenges related to learning outcomes, academic governance, teacher support systems, and community accountability.

Rather than creating parallel systems, CTE adopted a fundamentally different approach: working within the government structure to strengthen existing institutions, processes, and stakeholders. Anchored in a "demonstrate and scale" philosophy, the programme began with focused interventions in a limited number of schools and gradually evolved into a statewide systems transformation initiative spanning all 36 districts of Maharashtra.



1,08,134
School



7,34,741
Teachers



2.1Cr +
Students



36
Districts

Over ten years, CTE evolved through three distinct phases: the School Transformation Programme (STP), which piloted innovative academic and governance processes across 272 schools; the District Transformation Programme (DTP), which scaled successful processes across seven districts; and the State Transformation Programme (StTP), which aligned the programme with Maharashtra's implementation of NEP 2020 and NIPUN Bharat, while embedding institutional systems across state structures.

Beyond scale, the programme contributed to deep institutional changes in academic governance, teacher professional development, community participation, assessment systems, and data-driven educational planning. Processes such as Shikshan Parishads, School Management Committee strengthening, Education Gram Sabhas, district review systems, and Vidya Samiksha Kendra integrations evolved into institutional mechanisms embedded within the state system.

"As the Collaborators for Transforming Education (CTE) initiative draws to a close, we reflect on a decade of profound transformation across Maharashtra's public education system. This public-private partnership has been instrumental in shifting our classroom paradigm from rote learning to measurable, high-impact learning outcomes. By institutionalizing robust teacher capacity-building frameworks, CTE has empowered thousands of educators to adopt student-centric, innovative pedagogical practices that will yield dividends for generations."

- Shri Ranjit Singh Deol (IAS), Principal Secretary, School Education & Sports Department, Maharashtra

IMPACT STORY

From One Cluster to an Entire District: How Teacher Collectives Transformed Learning

The NEP recommends creating clusters of schools across blocks to improve the distribution of educational resources and promote networked learning. The CTE initiative demonstrates how systemic education reform can begin at the cluster level.

In July 2024, CTE implementing partners began intensive engagement with the Zirpi cluster in Ambad taluka, Jalna district, covering 9 Zilla Parishad schools, 47 teachers, and 1,034 students. Many children in the cluster came from tribal and bilingual communities where the language spoken at home differed from the language of instruction at schools, creating barriers to learning. Through classroom observations, teacher consultations, and discussions with cluster officials, the program identified the need for a stronger platform for collaborative teacher learning and academic reflection. In response, Teacher Collectives were instituted.

CTE strengthened the Cluster Resource Group (CRG) across 9 Zilla Parishad schools and supported monthly Teacher Collectives, where teachers analysed learning outcomes, developed lesson plans, discussed multilingual teaching strategies, and shared classroom solutions together. Over time, teachers shifted from textbook completion to learning outcome-focused planning, lessons became more structured, and collaboration among teachers increased. The neighbouring Rohilgad cluster adopted the Teacher Collective model, and district officials later expanded the approach across Jalna.

The experience reflects CTE's core philosophy: sustainable transformation happens when government systems are strengthened from within, local ownership is built, and effective practices are scaled through the public education system.



The Genesis of CTE

In 2016, the Government of Maharashtra recognised that the next phase of educational reform required strengthening the academic core of the system: improving classroom processes, learning outcomes, teacher support systems, and educational governance.

Despite progress in education access, several systemic gaps had become increasingly visible:

- **Academic supervision systems were heavily administrative in orientation**
- **Teacher support structures were inconsistent and fragmented**
- **Planning and review systems lacked data-driven decision-making**
- **Community participation in educational governance remained weak**
- **Roles and responsibilities across the system lacked clarity and alignment**

EdelGive Foundation, after nearly a decade of engagement in the social development sector, identified an opportunity to support the Government of Maharashtra through a collaborative systems-strengthening model. Rather than establishing parallel educational structures, the vision of CTE was rooted in strengthening existing government institutions from within. This philosophy became the defining characteristic of the programme.

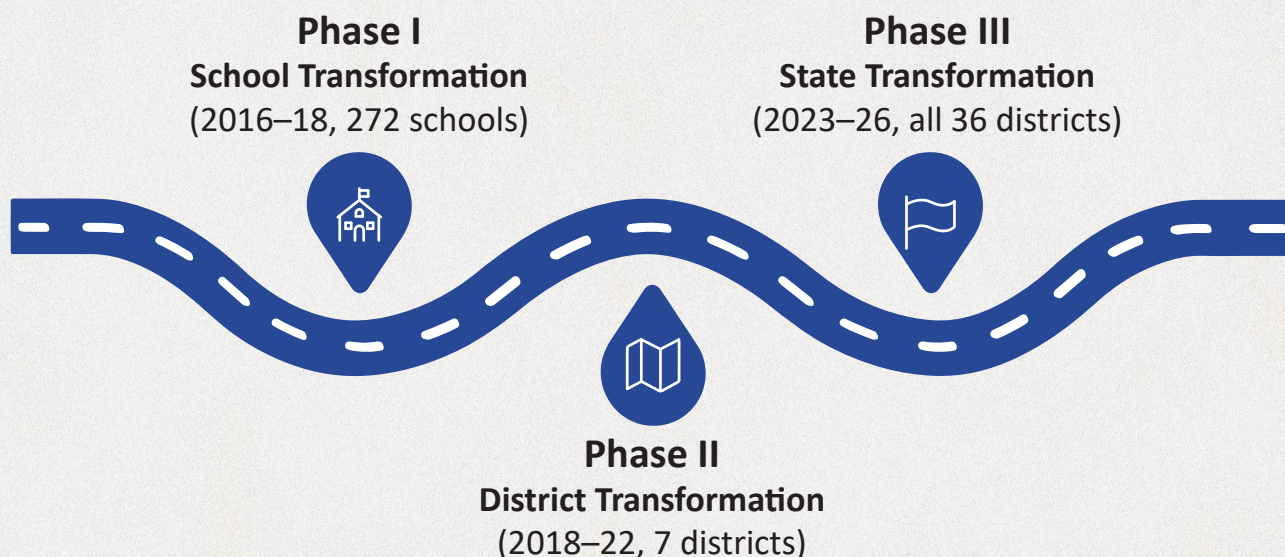
The programme was conceptualised as a Public-Private Partnership model anchored by EdelGive Foundation in collaboration with the Government of Maharashtra, Gyan Prakash Foundation (GPF), Kaivalya Education Foundation (KEF), Quality Education Trust (QUEST), multiple philanthropic and CSR partners, and local communities and educational stakeholders.

The programme began in five blocks across four Special Focus Districts — Amravati, Gadchiroli, Nandurbar, and Parbhani — with a long-term vision of a scalable systems transformation model that could eventually influence district- and state-level educational governance.

The Three Phases of Transformation

The CTE programme evolved through three distinct phases, each building on the learnings and institutional foundations of the previous one — progressively expanding in scale, scope, and systemic depth.

Programme Phase	Schools	Teachers	Govt. Officials	Students
School Transformation Programme (2016–18)	272	990	150	25,793
District Transformation Programme (2018–22)	11,988	41,316	1,866	10,81,820
State Transformation Programme (2023–26)	1,08,134	7,34,741	10,000	2,12,45,889



Each phase represented a deliberate expansion — from piloting in select schools, to scaling across districts, to embedding systems statewide — reflecting CTE's "demonstrate and scale" philosophy in action.

Phase I - School Transformation Programme (2016-18)

The School Transformation Programme (STP) marked the foundational phase of the CTE journey. The programme focused on piloting innovative, result-oriented academic and governance processes across **272 schools** in the intervention districts, with primary objectives of enhancing student learning outcomes, strengthening classroom processes, building the capacity of educational functionaries, strengthening academic governance, and improving community engagement.

The programme worked closely with teachers, headmasters, Kendra Pramukhs, Cluster Resource Groups, and School Management Committees to improve both classroom practices and governance systems.

Major Interventions

- Strengthening of Shikshan Parishads
- Teacher capacity-building
- Child-wise academic planning
- School libraries and Bal Sabha activation
- School Development Plans
- Community engagement processes
- Data-driven academic review systems

Key Outcomes

- Nearly all intervention schools activated School Development Plans
- Teachers began using assessment data for instructional planning
- Shikshan Parishads became more academically focused
- Student learning outcomes improved significantly across intervention areas
- Transition from administrative supervision toward academic improvement

One of the major shifts during this phase was the transition in focus from administrative supervision toward academic improvement. Teachers increasingly adopted child-wise action planning, competency-focused learning approaches, and improved classroom facilitation methods. The successful implementation of STP created the foundation for district-wide scaling

Phase II - District Transformation Programme (2018–22)

Building on the success of the pilot phase, the District Transformation Programme (DTP) expanded into Satara, Solapur, and Hingoli in addition to the original Special Focus Districts. The focus shifted from improving individual schools toward strengthening district-wide systems of governance, planning, teacher support, and academic review.

Key processes institutionalised during this phase included District Resource Groups, Block Resource Groups, Cluster Resource Groups, District and Block Planning & Review Meetings, strengthened Kendra Pramukh systems, teacher peer learning structures, and community engagement platforms. The programme increasingly worked through government structures rather than through direct school interventions.

This phase also demonstrated the programme's resilience during the COVID-19 pandemic. As schools closed and government systems shifted toward pandemic response, the programme redesigned its implementation model through Virtual Field Support (VFS), hybrid support structures, online capacity-building, community-based learning support, and Shikshan Mitras.



IMPACT STORY

Shikshan Mitras: When COVID-19 Closed Schools, How Amravati's Children Kept Learning

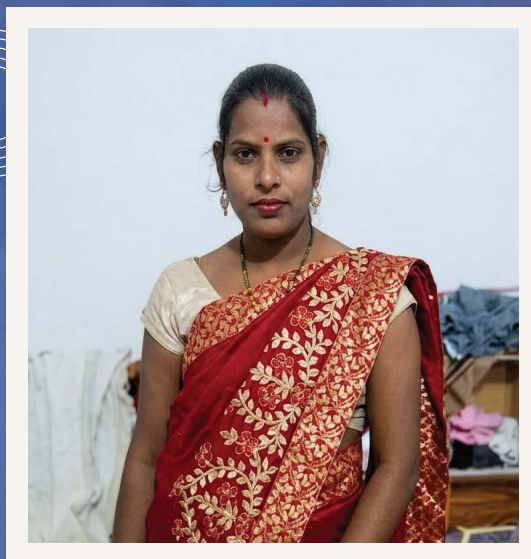
The COVID-19 pandemic disrupted education systems across the country, exposing deep inequities in access to learning. In Maharashtra's focus districts, data collected during school closures showed that only 38% of students had access to online learning, while 62% were unable to participate due to limited digital devices and internet connectivity.

In response, district education leadership in Amravati, with support from the CTE initiative, launched Shikshan Mitra, a community-led model that mobilised local volunteers to support children disconnected from formal learning channels.

One such volunteer was Nisha Aanjane from Palshya village in the remote tribal region of Melghat. With guidance, learning resources, and activity-based content provided through the initiative, Nisha worked closely with families to ensure children remained engaged in learning. She built trust within the community, supported home-based learning activities, and encouraged participation among children and parents alike.

On Gandhi Jayanti in 2020, in a reflection of her growing impact, Nisha helped organise remote community learning activities that brought together children, teachers, School Management Committee members, and families.

The Shikshan Mitra initiative demonstrated how community ownership can sustain learning during times of crisis. By empowering local volunteers and strengthening links between schools and communities, CTE helped ensure that children continued learning despite significant barriers, while building a more resilient and inclusive education ecosystem.



Nisha Aanjane
(Shikshan Mitra, Amravati)

Phase III — State Transformation Programme (2023–26)

The State Transformation Programme (StTP) marked the culmination of the CTE journey. This phase sought to disseminate the learnings, systems, and best practices developed over the previous seven years across the entire state of Maharashtra. The StTP aligned closely with the New Education Policy (NEP) 2020, NIPUN Bharat Mission, State Council of Educational Research and Training (SCERT) priorities, Vidya Samiksha Kendra systems, and State Curriculum Framework development.

Curriculum Frameworks

Support in drafting State Curriculum Frameworks aligned with NEP 2020 priorities

VSK & PAT Strengthening

PAT participation increased from 60% to 91% through strengthened Vidya Samiksha Kendra systems

Assessment Systems

Developing assessment dashboards and student tracking systems for datadriven planning

Shikshan Parishad Dissemination

Statewide dissemination of Shikshan Parishad models across all 36 districts

Teacher Capacity at Scale

Teacher capacity-building reaching 7,34,741 teachers across Maharashtra

The programme helped CTE transition from implementation support toward institutional integration and sustainability. A notable example of this phase's impact was the Zirpi cluster in Ambad taluka, Jalna district, where Teacher Collectives were instituted across 9 Zilla Parishad schools covering 47 teachers and 1,034 students. Over time, teachers shifted from textbook completion to learning outcome-focused planning, and the model was subsequently adopted across Jalna district — reflecting CTE's core philosophy that sustainable transformation happens when government systems are strengthened from within.

Key Areas of Systems Transformation

Across all three phases, CTE's work contributed to transformation across four interconnected areas of the public education system.

1. Strengthening Academic Governance

One of the most significant contributions of CTE was addressing the imbalance between administrative monitoring and academic improvement by gradually shifting the orientation of the system toward academic accountability and learning improvement. A major focus area was the revitalisation of **Shikshan Parishads** — cluster-level teacher forums that gradually evolved from administrative review meetings into structured peer learning spaces where teachers could openly discuss teaching methods, analyse student learning gaps, and collaboratively strengthen classroom processes.

The programme also strengthened Cluster, Block, and District Resource Groups, and evolved the role of Kendra Pramukhs from administrative oversight toward academic mentorship. By 2025, more than **12,000 Shikshan Parishads** had been strengthened, and over **1,100 clusters** were regularly conducting academic discussions focused on learning improvement.

2. Teacher Capacity Building and Classroom Transformation

Rather than relying on one-time training programmes, CTE focused on creating continuous support structures where teachers could regularly engage in reflection, peer learning, and classroom improvement. Teachers were supported in adopting competency-based learning approaches aligned with NEP 2020 and the NIPUN Bharat Mission, and were trained to prepare child-wise action plans based on assessment data.

A particularly important classroom strategy was learning-level grouping, locally referred to as "**Gat Varg Nachna**," under which children were grouped according to their learning levels to enable more focused and differentiated support. By 2025, nearly **70% of classrooms** under the programme were using learning-level grouping methods, and approximately **79% of programme-supported teachers** were systematically tracking child-level progress.

Key Areas of Systems Transformation

3. Community Engagement and Ownership

CTE revitalised School Management Committees (SMCs), whose role gradually expanded from infrastructure concerns to include discussions around student learning, attendance, school planning, and educational quality. **Education Gram Sabhas (EGS)** became an important additional community engagement mechanism, enabling communities to participate in school-level planning, child tracking, and educational accountability.

By 2025, approximately **94% of schools** associated with the programme were actively participating in School Development Plan processes. Women's participation across community engagement platforms had reached approximately **72%**. Community engagement under CTE created shared ownership of educational improvement between schools, communities, and government systems.

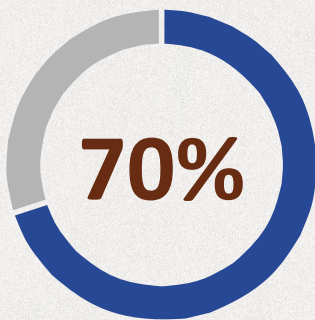
4. Technology, Assessment, and Data Systems

During CTE's statewide expansion, collaboration with the **Vidya Samiksha Kendra (VSK)** led to the strengthening of student performance tracking systems, assessment integration, helpdesk development, PAT strengthening, and data-based planning mechanisms. Support provided to VSK contributed to increasing PAT participation from **60% to 91%**. The programme also strengthened district-level assessment systems by supporting large-scale assessments, developing question banks, building district assessment autonomy, and enabling faster turnaround of student performance data.



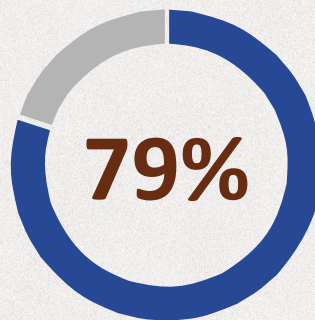
Key Metrics at a Glance

The following figures reflect the programme's reach and depth of impact across its three phases and four key transformation areas.



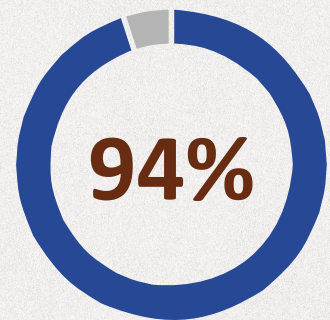
Classrooms Using Learning-Level Grouping

By 2025, across
programmesupported
schools



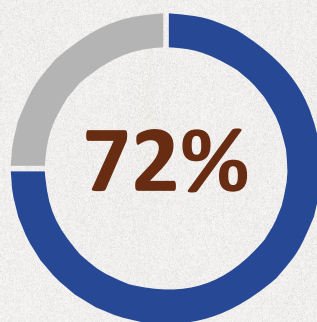
Teachers Tracking Child-Level Progress

Systematically using
assessment data for planning



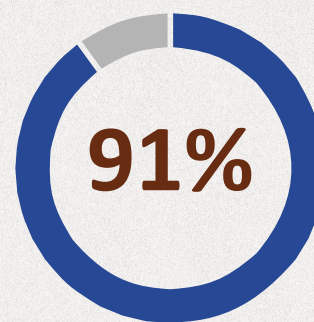
Schools in School Development Plans

Actively participating
in planning processes



Women's Participation

Across community
engagement platforms



PAT Participation Rate

Increased from 60% through
VSK strengthening

By 2025, more than 12,000 Shikshan Parishads had been strengthened and over 1,100 clusters were regularly conducting academic discussions focused on learning improvement — a testament to the depth of institutional change achieved.

IMPACT STORY

Bhanang Primary School: A Model Of Community-led Improvement

Bhanang Primary School, located in the remote Jawali block of Satara district, has become known for its well-maintained campus and focus on quality education. This progress has been driven by the collective efforts of students, teachers, parents, and community members, supported through the platform of Educational Gram Sabhas (EGS).

The idea of conducting an EGS was introduced to the school by representatives of an implementing partner. Working with the School Management Committee (SMC), the school prepared a detailed assessment of its needs and presented it during the EGS. The meeting provided an opportunity to review ongoing efforts to improve educational quality, identify key challenges, and discuss how greater community and parental involvement could support the school's development.

During the EGS, community members reviewed the school's plans, assigned responsibilities, and agreed on timelines for implementation. Discussions focused on improving school infrastructure and strengthening parental participation in school activities and decision-making.

Building on the village's existing practice of raising funds for cultural and religious events, community members agreed to contribute ₹100 per family towards the school. For the past three years, a portion of the funds collected during the annual village fair has been allocated to support school development. These contributions have helped improve infrastructure and create a better learning environment for students.

The experience of Bhanang Primary School demonstrates the role that community participation can play in strengthening local schools. Through the EGS platform, the school has been able to bring together parents, teachers, students, and village leaders around shared goals. The result has been sustained improvements in both school infrastructure and community ownership of education, offering a practical example of how collective action can support better educational outcomes in rural areas.



Dissemination & Conclusion Event

The state-level review meeting convened by the Government of Maharashtra on **8 May 2026** at the Maharashtra State Board of Secondary and Higher Secondary Education, Pune served as the highest-level institutional validation of the CTE model and its contribution to the state's public education system.

Chaired by **Shri Ranjit Singh Deol (IAS)**, Principal Secretary, School Education & Sports Department, the event brought together the highest levels of state educational leadership, including Shri Sachindra Pratap Singh (IAS), Shri Sanjay Yadav (IAS), Shri Hemant Vasekar (IAS), Shri Nandkumar Bedse (IAS), Shri Trigun Kulkarni (IAS), Shri Mahesh Palkar, Shri Sharad Gosavi, Shri Krushnakumar Patil, Ms Anuradha Oak, Joint Directors, Deputy Directors, and senior officials.

Five Major Institutional Validations

1. Validation of Scale

State leadership formally acknowledged the unprecedented scale achieved across students, teachers, schools, government officials, and districts.

2. Community Impact Recognised

Officials acknowledged that strengthened School Management Committees, women's participation, and community engagement mechanisms had significantly improved accountability within schools.

3. Academic Revitalisation Endorsed

The transformation of Shikshan Parishads into teacher peer learning and academic improvement forums was specifically appreciated.

4. Full Asset Handover

Policy tools, training modules, assessment systems, academic frameworks, and institutional processes developed through CTE were transitioned into government ownership.

5. Continued Advisory Support Requested

State leadership formally requested implementing partners to continue supporting the education system in technical and advisory capacities.

"The true legacy of CTE lies in the fact that its conclusion does not mark an end, but rather a seamless transition. The capacities built, systems institutionalized, and collaborative models refined over the last ten years are now deeply woven into the fabric of Maharashtra's state machinery. We express our deepest gratitude to our partners and donors; your commitment has helped lay a rock-solid foundation for an equitable, quality-driven future for every child in the state."

- Shri Ranjit Singh Deol (IAS), Principal Secretary, School Education & Sports Department, Maharashtra

Way Forward

An independent external impact evaluation of the CTE programme is currently underway. The evaluation seeks to:

- **Assess long-term systemic impact**
- **Validate institutional strengthening**
- **Examine sustainability mechanisms**
- **Analyse governance improvements**
- **Document learning and academic changes**
- **Generate evidence for future replication**

The findings are expected towards the conclusion of the programme and will further strengthen the evidence base for collaborative public education reform.

The CTE journey stands today not merely as a completed initiative, but as an enduring example of how collaborative philanthropy can contribute meaningfully to systemic public education reform in India. The systems, capacities, and institutional processes built over a decade are now embedded within Maharashtra's state machinery — ensuring that the impact of CTE continues to benefit children, teachers, and communities long after the programme's formal conclusion.



महाराष्ट्र शासन



Ranjit Singh Deol, I.A.S.
Principal Secretary

MISC-2026/C.R.06/P.S.

School Education and Sports Department

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Date : 30th March, 2026

Dear Naghma,

As we begin the New Financial Year, I would like to extend my best wishes to you and your team.

I am writing to formally express my sincere gratitude to EdelGive Foundation for its continued support of this Department, specifically through the services of Dr. Siddhesh Wadkar, Adviser (Policy & Planning). I would like to place on record my deep appreciation for his exceptional contributions to our policy-level initiatives. I wish to commend the outstanding work of Siddhesh. He has been a significant asset to our policy and planning teams.

Throughout his tenure, has demonstrated an unwavering commitment to his responsibilities, consistently delivering high-quality results even under challenging circumstances. His proactive approach and moral courage in taking ownership of complex tasks have been exemplary. Furthermore, his ability to meet and often exceed prescribed timelines has significantly enhanced our operational efficiency.

Siddhesh possesses a rare combination of institutional memory, technical knowledge, and professional integrity. His deep institutional memory and professional expertise have allowed the Department to navigate complex challenges with ease. His insights have been instrumental in helping the Department expedite critical planning and policy processes. Working closely with me and our key stakeholders, he has played a vital role in designing various new initiatives, always providing sound professional advice and expert inputs. Beyond his technical proficiency, he is a highly disciplined professional who consistently delivers ahead of schedule and maintains the highest standards of integrity. Whether designing new initiatives or providing expert advice on educational policy, Siddhesh has remained a dedicated and proactive collaborator. I can confirm that Dr. Siddhesh Wadkar, has successfully completed all tasks and deliverables as outlined in his Terms of Reference (ToR). We value his contribution and his high standards of character and dedication.

We thank you for the services of such a capable professional, organization's ongoing collaboration and look forward to our continued partnership.

Best regards,

Yours sincerely,

(Ranjit Singh Deol, IAS)

To,

Ms. Naghma Mulla,
Chief Executive Officer,
EdelGive Foundation,
Edelweiss House, 15th Floor, Off CST Road, Kalina,
Mumbai- 400098

Copy to - Dr. Siddhesh. B. Wadkar, State Education Adviser (Policy and Planning)



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