Atul Adhyapika Impact Evaluation Study

2026

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EXECUTIVE SUMMARY

The Atul Adhyapika Programme is a community-based educational intervention implemented in the tribal and rural regions of South Gujarat, designed to address persistent challenges in foundational learning, particularly in contexts marked by socio-economic disadvantage, language barriers, and limited access to quality teaching.

This impact assessment evaluates the programme using a **mixed-methods, quasi-experimental design**, integrating quantitative learning assessments (Grades 1–5) with qualitative insights from students, teachers, parents, and system stakeholders. The analysis is guided by the **OECD-DAC evaluation framework (Relevance, Effectiveness, Impact, Sustainability)** and the **KAP (Knowledge–Attitude–Practice) framework**, enabling a comprehensive understanding of both outcomes and underlying processes.

KEY FINDINGS

1. **Strong Contextual Relevance:** The programme demonstrates high relevance across stakeholder groups by addressing multiple, intersecting challenges within the schooling ecosystem—teacher shortages, language mismatches, limited individual attention, and weak school–community connections. Its design—particularly the recruitment of local women (Adhyapikas)—ensures cultural and linguistic alignment, making schooling more accessible and meaningful for first-generation learners.
2. **Effectiveness in Transforming Classroom Processes**: The programme is effective in improving the quality of classroom practices. Evidence shows a shift from rote-based teaching to **activity-based, experiential, and participatory pedagogy**, resulting in higher student engagement, increased participation, and more responsive teaching. The Adhyapika model also strengthens teacher collaboration and integrates well within school systems, contributing to improved instructional delivery.
3. **Measurable Gains in Learning Outcomes**: Quantitative findings indicate that students in programme schools perform **significantly better than those in control schools** in foundational literacy and numeracy. However, gains are more pronounced in foundational competencies than in higher-order skills such as comprehension, reasoning, and expression, suggesting the need for stronger focus on progression towards grade-level learning.
4. **Holistic Impact on Children's Development**: The programme's impact extends beyond academic outcomes. It contributes to improvements in:
    a. **Knowledge**: enhanced foundational learning

b. **Attitude**: increased confidence, motivation, and positive orientation toward school

c. **Practice**: improved attendance, participation, hygiene habits, and collaborative behaviours

Children also demonstrate stronger reading habits, greater aspiration, and improved socio-emotional competencies, indicating that the programme supports holistic development rather than narrow academic gains.

5. **Strengthened School–Community Relationships**: The locally embedded Adhyapika plays a critical role in building trust between schools and communities. Increased parental engagement, regular communication, and improved attendance highlight the programme's effectiveness in strengthening the social fabric of schooling in underserved contexts.
6. **Emerging System-Level Value**: Government stakeholders recognize the programme as a practical response to systemic constraints such as teacher shortages and multi-grade classrooms. Its alignment with national priorities (NEP 2020, FLN mission) and its effectiveness in difficult geographies suggest potential for integration within broader public education systems.

KEY IMPLICATIONS

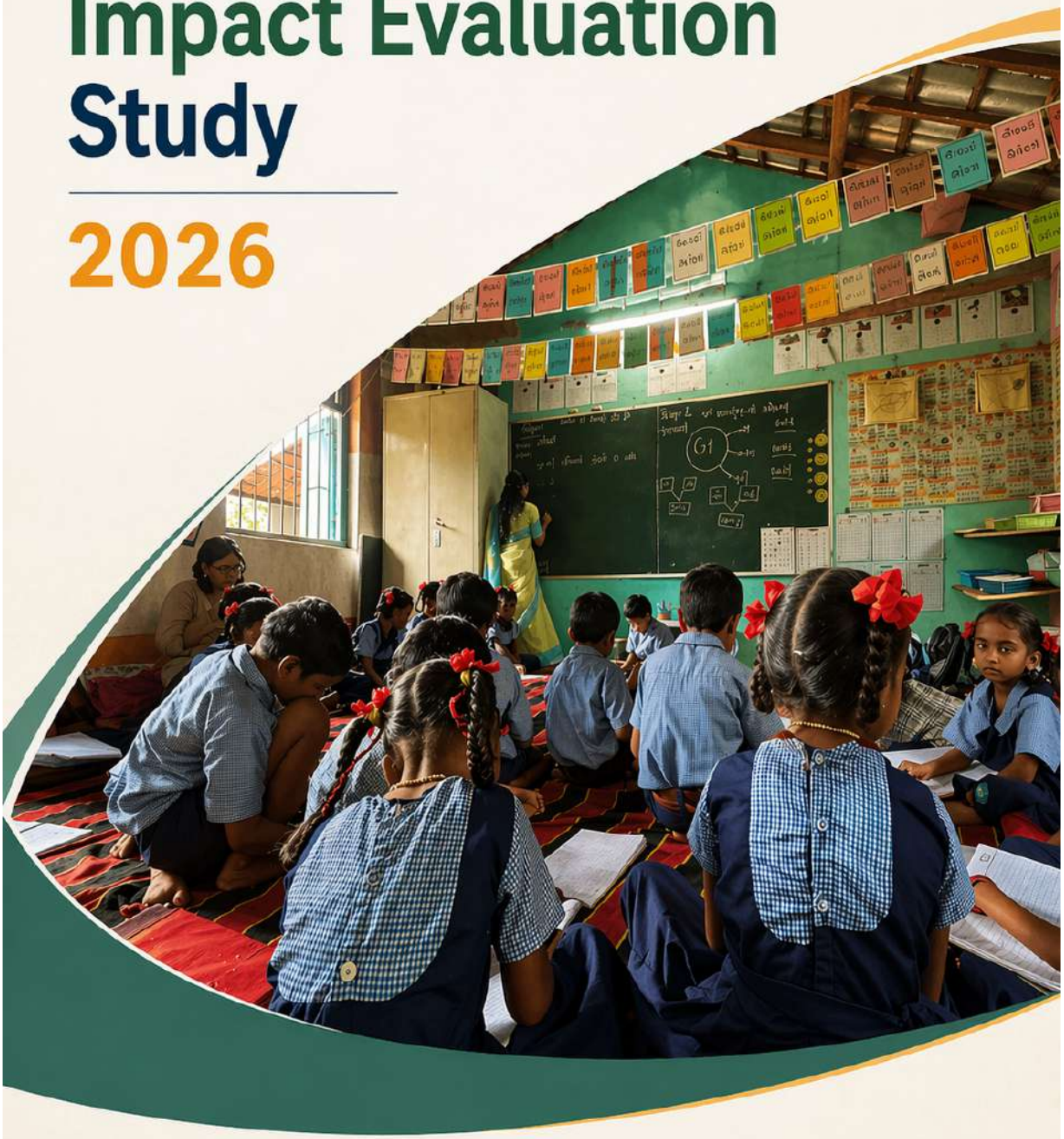
- The programme is highly effective in **strengthening foundational learning ecosystems**, particularly in underserved tribal contexts.
- Its **community-based teacher model** is a critical innovation that addresses both pedagogic and relational gaps in schooling.
- To deepen impact, there is a need to strengthen support for **higher-order learning competencies** and **institutionalize mentoring and feedback systems**.
- The model holds strong potential for **scaling and system integration**, especially in remote and under-resourced school settings.

CONCLUSION

The Atul Adhyapika Programme represents a **contextually grounded, pedagogically effective, and socially embedded model of educational intervention**. By simultaneously addressing instructional quality, student engagement, and community connection, it improves not only learning outcomes but the overall quality and meaning of schooling. Its strength lies in transforming everyday educational processes, making learning more accessible, engaging, and sustainable for children in some of the most challenging contexts.

Atul Adhyapika Impact Evaluation Study

2026



INTRODUCTION TO THE ATUL ADHYAPIKA PROGRAMME

1. BACKGROUND AND CONTEXT: BRIDGING THE LEARNING DIVIDE

The Atul Adhyapika Programme operates in the tribal and rural heartlands of South Gujarat-specifically the districts of Valsad, Navsari, Surat, Tapi, and Bharuch. While these regions are culturally vibrant, they face persistent socio-economic hurdles, including high proportions of Scheduled Tribe populations, low literacy rates, and systemic barriers to quality early education.

While national initiatives have successfully expanded school access, meaningful learning outcomes remain a critical concern. Evidence from large-scale assessments, such as ASER, indicates that foundational literacy and numeracy (FLN) levels in these rural pockets often lag significantly behind grade-level expectations. This reflects a core systemic challenge: while children are in school, the classroom environment often fails to translate that time into actual learning.

Children in these regions experience layered disadvantages:

- The Linguistic Gap: A disconnect between home dialects (such as Bhili, Gamit, and Vasavi) and the formal medium of instruction (Gujarati).
- First-Generation Learners: Many children lack academic scaffolding or educational support at home.
- Cognitive Readiness: Challenges linked to malnutrition and health impact early development.
- Pedagogical Rigidity: Classroom processes often remain rote-based and teacher-centric, limiting student engagement and curiosity.

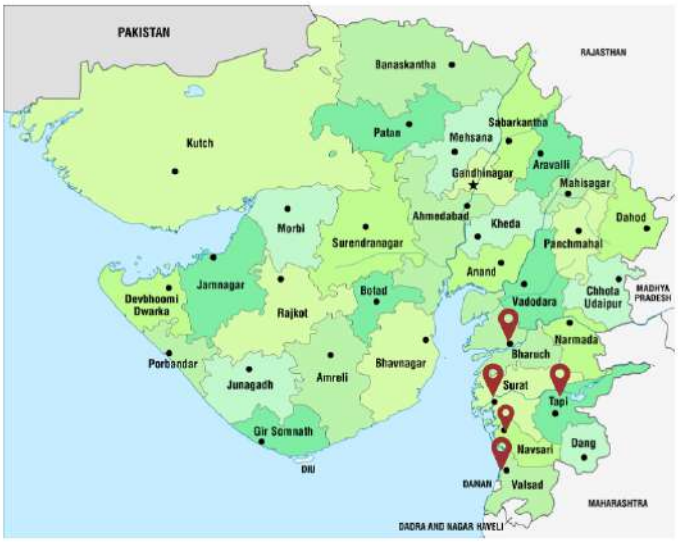


Figure 1 Map showing the Project area

These structural constraints are compounded by teacher shortages and high pupil-teacher ratios in remote areas, making it difficult to provide individualized attention. (Atul Foundation)

Recognizing these challenges, the Atul Foundation initiated the Atul Adhyapika Programme in 2017 to improve primary education through contextualized, community-based, and child-centered interventions.

2. GENESIS AND EVOLUTION OF THE PROGRAMME

The programme emerged from the realization that conventional education systems were not adequately responding to the unique needs of tribal children. The Foundation sought to design an intervention that would bridge the gap between the school and the community while building local capacity.

The defining innovation of the programme is the recruitment and training of local educated women-referred to as Adhyapikas-selected from the same villages where they teach. This design addresses multiple systemic gaps simultaneously:

- Teacher Availability: Ensures consistent educator presence in remote or underserved schools.
- Cultural & Linguistic Relevance: Educators share the same language and cultural background as their students, fostering immediate trust.
- Community Continuity: Strengthens the bond between the school system and local families.

Figure 2 Process of Professional development of Adhyapika

Over the years, the programme has evolved from a localized pilot into a scalable community-based education model, expanding its reach into Anganwadis through the **Anuja Adhyapika** initiative to strengthen early childhood education.

3. RATIONALE FOR A HOLISTIC DEVELOPMENT APPROACH

The Atul Adhyapika Programme is grounded in a holistic understanding of child development, recognizing that academic success cannot be achieved in a vacuum. Learning outcomes improve significantly when education addresses multiple dimensions of a child's growth simultaneously.

The programme focuses on several interconnected domains:

- Cognitive Development: Foundational literacy, numeracy, and logical reasoning.
- Physical Development: Supporting health, nutrition, and motor skills.
- Socio-Emotional Development: Building confidence, empathy, and resilience.
- Creative & Moral Development: Fostering expression, imagination, and ethical values.

In tribal contexts, this approach is critical as learning is deeply linked to identity and language. Children require an emotionally safe and culturally familiar environment to participate effectively in the schooling process.

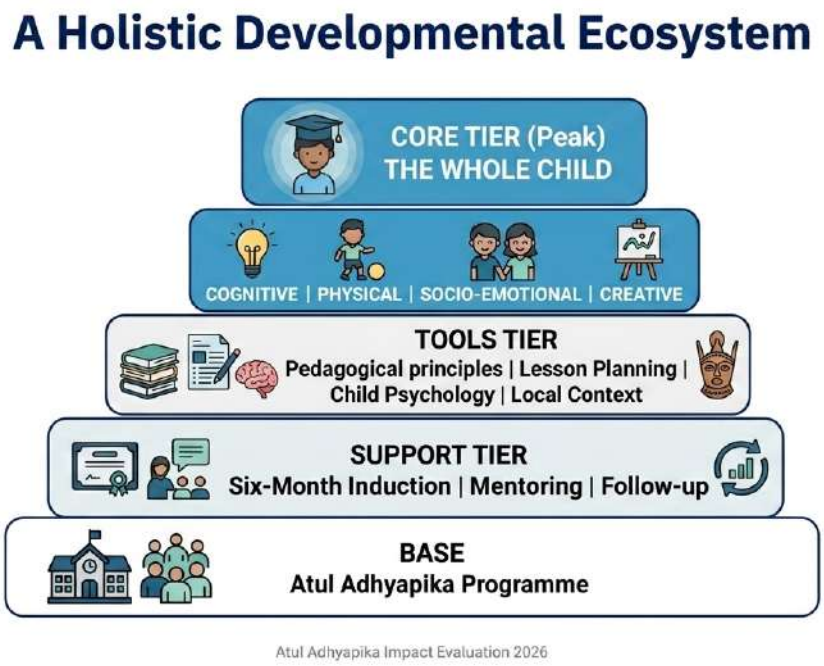


Figure 3 Program Approach

4. PEDAGOGICAL FRAMEWORK AND APPROACH

4.1 ACTIVITY-BASED AND EXPERIENTIAL LEARNING

The programme adopts ABL principles, viewing children as active constructors of knowledge. By using hands-on activities, manipulatives, and play-based games, learning becomes rooted in experience rather than memorization. This aligns with national frameworks like NIPUN Bharat, which recommend ABL as the gold standard for foundational learning. Studies (e.g., J-PAL) show measurable improvements in learning outcomes through activity-based pedagogy.

4.2 CONTEXTUAL AND CULTURALLY RESPONSIVE PEDAGOGY

A distinguishing feature of the programme is its **deep integration with local culture and context**.

- Lessons incorporate **local stories, songs, and practices**
- Teaching-learning materials are often made from **locally available resources**
- Classroom examples draw from **children's lived experiences**

This enhances relevance, comprehension, and engagement, particularly for first-generation learners.

4.3 MULTILINGUAL APPROACH

Language Language is the primary gatekeeper of knowledge. The programme uses the child's home language as an entry point, gradually transitioning to the formal school language (Gujarati). This "bridging" technique builds vocabulary through familiar contexts and prevents the cognitive shock often associated with entering a formal school system. Evidence from similar interventions (e.g., mother-tongue-based programmes in tribal

regions) shows that multilingual approaches significantly improve early grade learning and confidence. (The Times of India)

4.4 SOCIO-EMOTIONAL LEARNING (SEL)

The programme integrates socio-emotional learning through:

- Circle time and reflective discussions
- Group activities fostering cooperation
- Opportunities for expression through art and storytelling

These practices build **confidence, empathy, and resilience**, which are essential for sustained engagement in schooling.

5. THE ADHYAPIKA MODEL: A COMMUNITY-BASED REVOLUTION

At the core of the programme is the Adhyapika—a woman from the village who serves as more than just a teacher. Because they are embedded within the community, Adhyapikas are uniquely positioned to:

- Build deep relationships with both children and parents.
- Provide individualized attention in high-ratio classrooms.
- Act as a bridge between the school administration and the village.

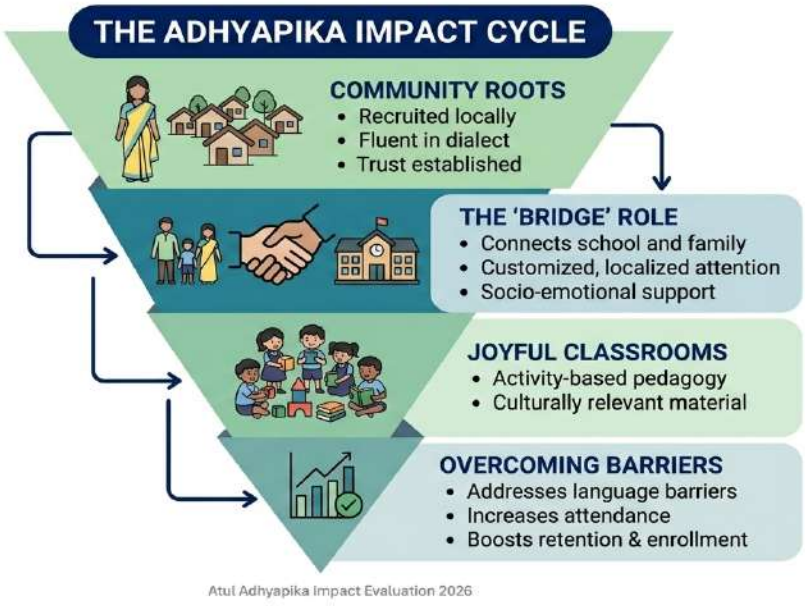


Figure 4 The program Impact Cycle

Field narratives indicate that the presence of Adhyapikas has led to **increased enrolment, improved attendance, and greater classroom participation**. (The CSR Journal)

6. TEACHER TRAINING AND CAPACITY BUILDING

The programme invests heavily in the professionalization of Adhyapikas through a structured training framework:

- Intensive Induction: A six-month professional development programme covering child psychology, pedagogy, and classroom management.
- Continuous Mentoring: Sustained support through supervisor observations, regular workshops, and follow-up sessions.
- Domain Mastery: Training includes communication skills, arts, crafts, and health/nutrition, ensuring Adhyapikas function as facilitators of holistic development.

7. PROGRAMME SCALE AND OUTREACH

The Atul Adhyapika Programme has achieved significant institutional scale:

Coverage: 5 Districts | 7 Talukas | 86 Villages.

Reach: 103 Schools | 103 Adhyapikas | 8,410 Students.

The programme integrates seamlessly with government school systems and Anganwadi networks, ensuring broad **reach and long-term sustainability**.

8. THEORY OF CHANGE

The programme is guided by a clear theory of change:

- **Inputs**: Trained Adhyapikas, teaching-learning materials, community engagement
- **Activities**: Activity-based teaching, health and nutrition support, parent engagement
- **Outputs**: Engaged classrooms, improved teaching practices, regular monitoring
- **Outcomes**:
    - Improved attendance and participation
    - Enhanced foundational learning
    - Better socio-emotional development
- **Impact**: Holistically developed children capable of navigating education and life with confidence

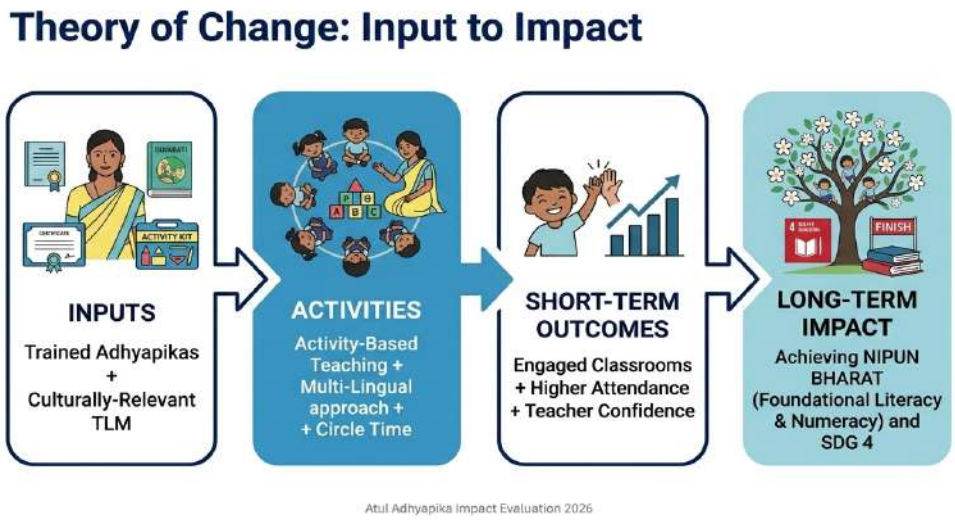


Figure 5 Theory of Change

9. ALIGNMENT WITH POLICY AND DEVELOPMENT GOALS

The programme aligns strongly with:

- **NEP 2020**: Child-centered, experiential learning
- **NIPUN Bharat Mission**: Foundational literacy and numeracy
- **Samagra Shiksha**: Teacher development and inclusive education
- **SDG 4**: Inclusive and equitable quality education

Such alignment enhances its relevance for **system-level integration and scale**.

CONCLUSION

The Atul Adhyapika Programme represents a **contextually grounded, community-driven response** to the challenges of education in tribal and rural India.

Its strengths lie in:

- Integrating **pedagogy with context**
- Combining **academic and developmental goals**
- Building **local human resources (Adhyapikas)**
- Creating **joyful, inclusive learning environments**

Rather than viewing children through a deficit lens, the programme recognizes their potential and builds on their cultural and social contexts to enable meaningful learning.

This impact assessment report builds on this foundation to examine how effectively the programme has translated its design into outcomes, and what lessons it offers for strengthening foundational education in similar contexts.

Atul Adhyapika

Chapter 2: METHODOLOGY

The methodology for this evaluation centers on direct classroom engagement and student interactions. We employ an observational and interactive approach, tracking student performance on specific foundational literacy and numeracy tasks in their native language (as seen with the standing group) to assess the impact of the program on core learning outcomes.

Atul Adhyapika Impact Evaluation 2026

METHODOLOGY

1. EVALUATION DESIGN AND CONCEPTUAL FRAMEWORK

The impact assessment of the Atul Adhyapika Programme was designed as a **mixed-methods, quasi-experimental study**, with the objective of generating robust and credible evidence on programme ipact while capturing the complexity of classroom processes and stakeholder experiences.

Given the programme's implementation across geographically diverse and predominantly tribal regions of South Gujarat, the study design explicitly accounted for spatial and contextual variation in sampling and analysis.

The evaluation is anchored in two complementary frameworks:

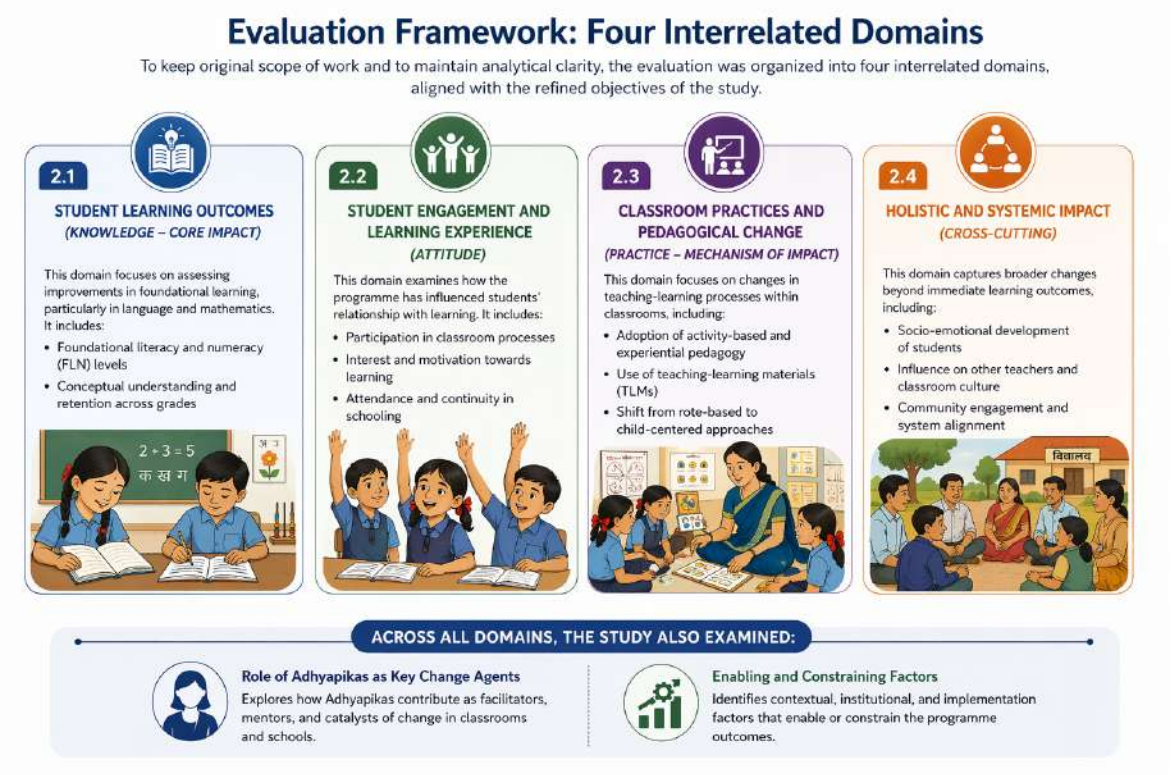
- The **OECD-DAC Evaluation Criteria**, which provide a structured lens to assess programme relevance, effectiveness, and impact
- The **KAP (Knowledge–Attitude–Practice) Framework**, which enables measurement of changes in learners and stakeholders across cognitive, behavioural, and practice-oriented dimensions

The OECD-DAC framework was used to guide *what aspects of the programme were to be evaluated*, while the KAP framework helped define *the nature of change to be measured*. As outlined in the proposal, the evaluation focuses on three key OECD-DAC dimensions—Relevance, Effectiveness, and Impact.

Within this structure:

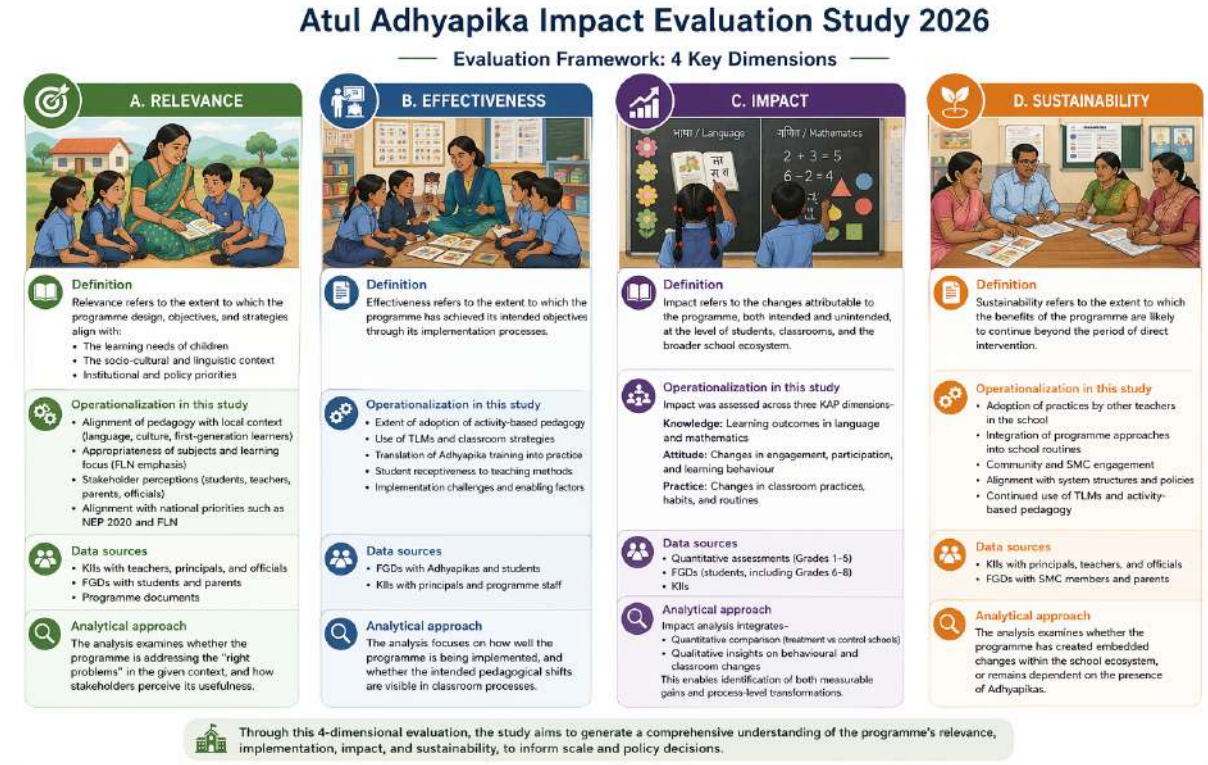
- **Knowledge** corresponds to measurable learning outcomes and conceptual understanding
- **Attitude** reflects changes in student engagement, participation, and orientation towards learning
- **Practice** captures observable changes in classroom behaviours, teaching methods, and learning habits

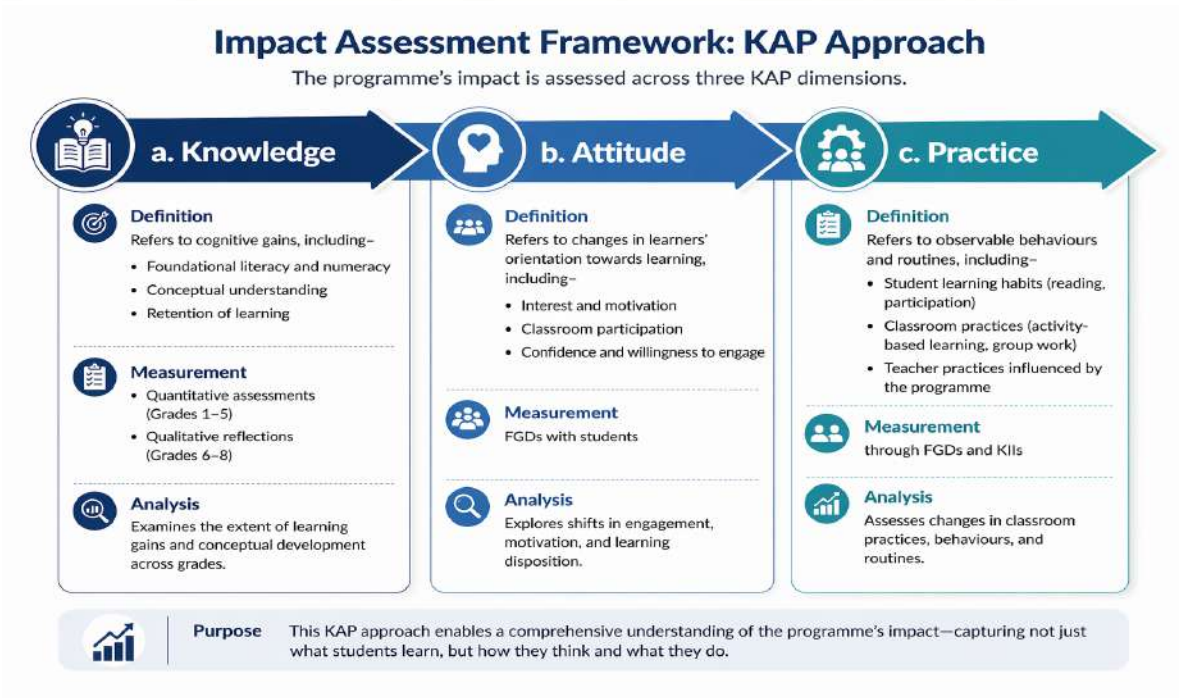
This integrated approach ensured that the study moved beyond assessing outputs, to examining **meaningful and sustained changes in learning, behaviour, and classroom processes**.



3. ANALYTICAL FRAMEWORK: OPERATIONALIZING OECD-DAC AND KAP

The evaluation is guided by the OECD-DAC evaluation criteria—Relevance, Effectiveness, Impact, and Sustainability—integrated with the KAP (Knowledge–Attitude–Practice) framework to assess changes at the level of learners and other stakeholders. While OECD-DAC provides the evaluation lens (what to assess), the KAP framework provides the outcome lens (what kind of change to measure). Together, they enable a structured and multi-layered analysis of the programme.





3.3 INTEGRATING OECD-DAC AND KAP IN ANALYSIS

The integration of the two frameworks was central to the analytical approach of the study.

- Relevance was analysed primarily through contextual and stakeholder perspectives
- Effectiveness was examined through Practice (KAP)—i.e., how pedagogy translated into classroom action
- Impact was analysed through all three KAP dimensions:
    - Knowledge (learning outcomes)
    - Attitude (engagement and behaviour)
    - Practice (classroom processes)
- Sustainability was examined through the persistence of Practice and Attitude changes over time

This integration ensured that:

- The evaluation captures both outcomes and processes
- Quantitative and qualitative findings are meaningfully connected
- The analysis remains coherent and non-fragmented

3.4 SUMMARY OF ANALYTICAL APPROACH

In summary, the study analyses the programme along the following pathway:

Relevance → Effectiveness (Practice) → Impact (Knowledge + Attitude + Practice) → Sustainability

This allows the evaluation to answer not only: What has changed?

but also:

- Why has it changed?
- How has it changed?
- Will it sustain?

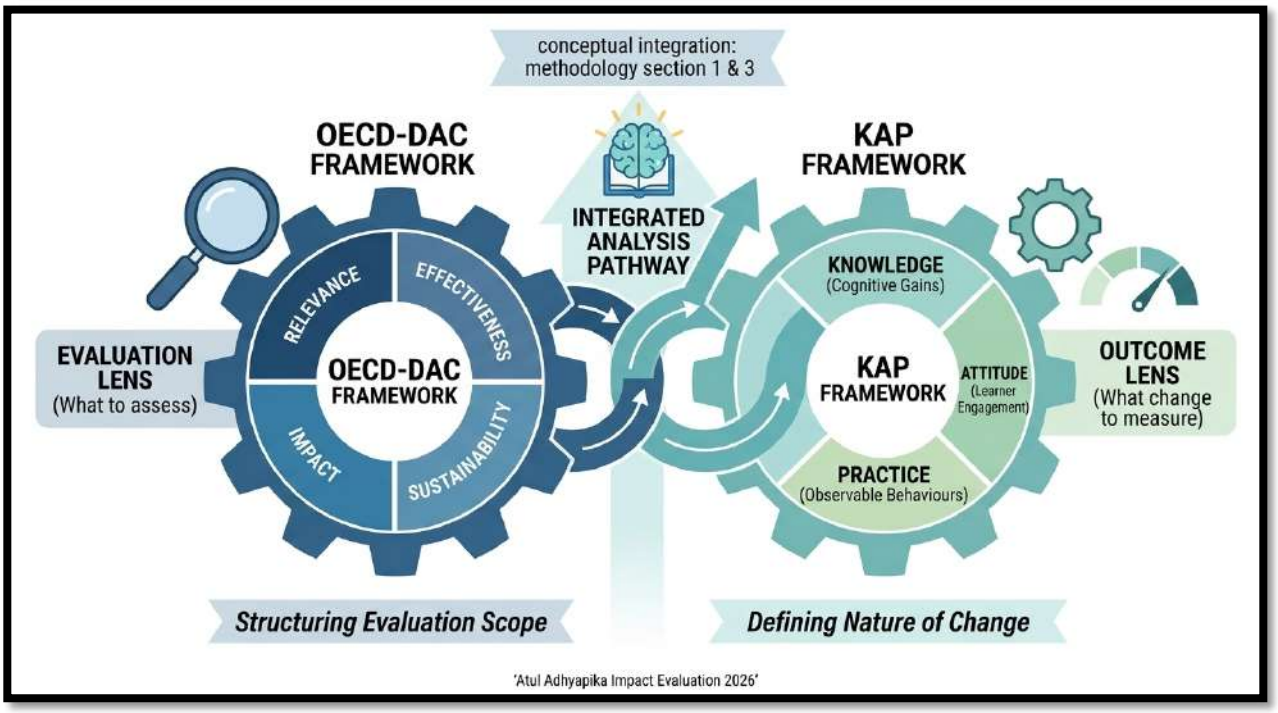


Figure 6 Impact evaluation design

4. ALIGNMENT WITH SCOPE OF WORK

The original scope of work, as outlined in the work order, included a comprehensive set of evaluation questions across relevance, effectiveness, and impact.

To ensure that all aspects of the scope were addressed while maintaining conceptual coherence, these questions were systematically mapped to the refined evaluation framework.

- Questions related to **student learning, literacy, numeracy, and retention** were grouped under *Student Learning Outcomes*
- Questions on **student participation, behaviour, and continuation in education** were aligned with *Student Engagement and Attitude*
- Questions focusing on **pedagogy, teaching methods, and use of TLMs** were mapped to *Classroom Practices and Pedagogical Change*
- Questions related to **programme relevance, stakeholder perceptions, policy alignment, and sustainability** were included under *Holistic and Systemic Impact*
- Questions examining **implementation challenges, teacher capacity, and programme functioning** were treated as cross-cutting factors influencing effectiveness

This mapping ensured that:

- All elements of the original scope were comprehensively covered
- The analysis remained **focused on impact pathways rather than fragmented indicators**

5. RESEARCH DESIGN

5.1 QUASI-EXPERIMENTAL DESIGN

The evaluation adopted a **quasi-experimental design** to assess the impact of the programme by comparing outcomes between:

- Schools implementing the Atul Adhyapika Programme (treatment group)
- Schools without the intervention (control group)

A control-to-treatment ratio of approximately **1:5** was maintained.

This design enabled:

- Estimation of programme impact under real-world conditions
- Comparison across similar contexts without requiring randomized assignment
- Strengthening of causal inference through structured comparison

As outlined in the proposal, this approach leverages naturally occurring groups and applies comparative analysis to assess programme effectiveness.

5.2 MIXED-METHODS APPROACH

A **convergent mixed-methods approach** was used, wherein quantitative and qualitative data were collected simultaneously and analysed in an integrated manner.

- **Quantitative methods** were used to measure student learning outcomes and compare performance across groups
- **Qualitative methods** were used to understand classroom dynamics, stakeholder perceptions, and mechanisms of change

This integration allowed the study to capture both:

- The **extent of change (what has changed)**
- The **process of change (how and why it has changed)**

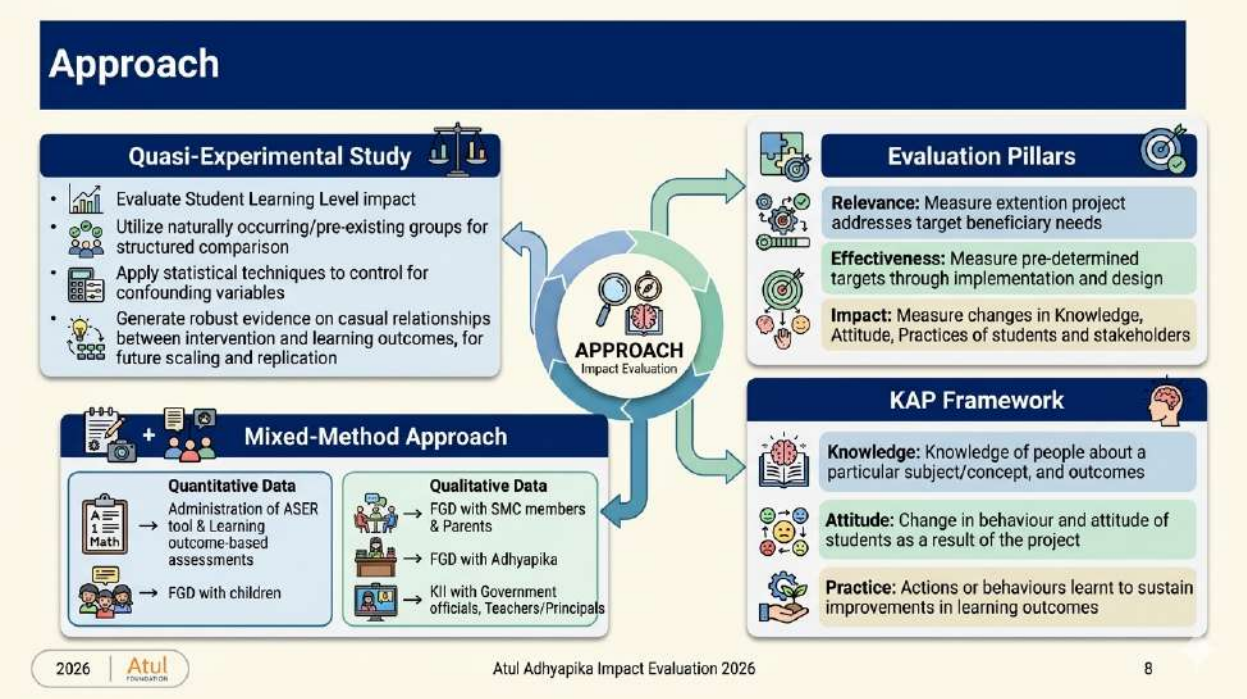


Figure 7 Evaluation Approach

6. SAMPLING DESIGN

6.1 QUANTITATIVE SAMPLING

THE QUANTITATIVE ASSESSMENT FOCUSED SPECIFICALLY ON STUDENTS FROM GRADES 1 TO 5, AS THESE ARE THE GRADES DIRECTLY SUPPORTED BY THE ATUL ADHYAPIKA PROGRAMME.

- Students from Grades 1–5 were assessed using standardized tools in language and mathematics
- These grades represent the primary intervention level, where Adhyapikas are actively engaged in classroom teaching
- Students from Grades 6 to 8 were not included in the quantitative assessment, as they are not direct beneficiaries of classroom-level intervention by Adhyapikas.

However, to understand the continuity and sustained influence of the programme, students from Grades 6–8 were included in the qualitative component of the study.

Numeracy Assessments			
Class	Number of students		
	Control Schools (6)	Treatment Schools (30)	Grand Total
Class 1	68	394	462
Class 2	50	460	510
Class 3	12	66	78
Class 4	73	465	538
Class 5	55	411	466

Grand Total	258	1796	2054

Language Assessment			
Class	**Number of students**		
	Control School (6)	**Treatment School (30)**	**Grand Total**
Class 1	65	375	440
Class 2	46	452	498
Class 3	14	54	68
Class 4	88	425	513
Class 5	61	406	467
Grand Total	274	1712	1986

6.2 SAMPLING STRATEGY

A multi-stage sampling strategy was adopted to ensure representativeness and comparability:

- **Stratification:** The programme area was divided into four zones—North, South, East, and West
- **Clustering:** Schools were grouped into clusters within each zone
- **Random Selection:** Schools were selected using simple random sampling within clusters
- **Control Selection:** Control schools were identified from similar contexts based on:
    - School type and management
    - Socio-demographic profile
    - Enrolment size
    - Geographic proximity

This approach ensured balanced representation and reduced selection bias.

6.3 QUALITATIVE SAMPLING

A purposive sampling approach was used to include key stakeholder groups:

- Students (across primary and upper primary grades)
- Adhyapikas
- School leaders (principals/head teachers)
- Parents and SMC members
- Government officials and programme team

Approximately **45–50 qualitative interactions** were conducted using FGDs and KIIs.

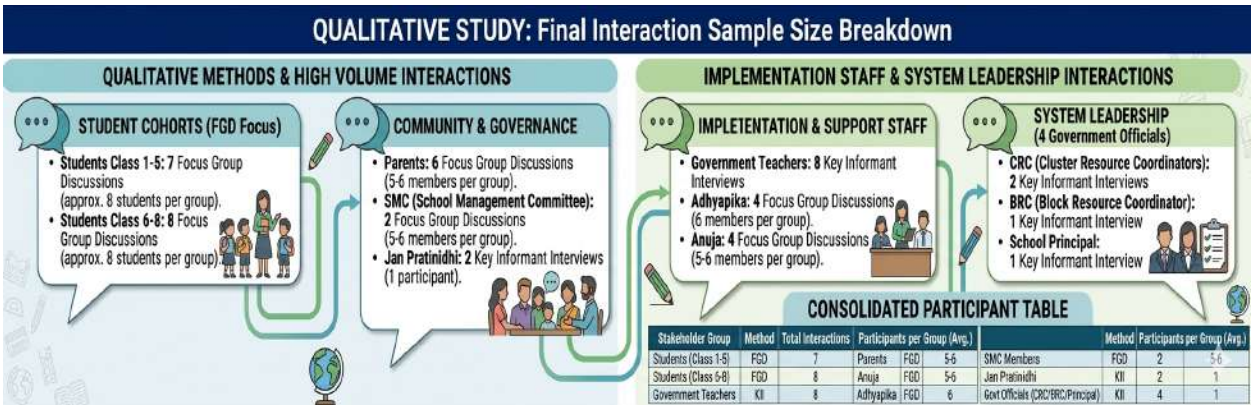


Figure 8 Qualitative Interactions

6.4 STUDY GEOGRAPHY AND PROGRAMME COVERAGE

The study was conducted in the tribal and rural regions of South Gujarat, where the Atul Adhyapika Programme is currently being implemented. The programme spans a geographically dispersed and socio-culturally diverse area, covering:

- **5 districts**: Valsad, Navsari, Surat, Tapi, and Bharuch
- **7 talukas**: including Dharampur, Kaprada, Pardi, Vansda, Khergam, Songadh, and Umarpada
- **86 villages** and **103 government schools**
- Approximately **8,400+ students** supported through **103 Adhyapikas**

These regions are predominantly tribal, with scattered habitations, difficult terrain in certain pockets, and varying levels of access to educational infrastructure. The geographical spread includes both relatively accessible semi-rural clusters and more remote tribal areas, which has implications for school functioning, teacher availability, and student learning conditions.

Implications for Sampling and Data Collection

The geographic diversity of the programme area informed the sampling design in the following ways:

- The study adopted a **stratified sampling approach**, dividing the programme area into four zones (North, South, East, and West) to ensure representation across different geographies
- Schools were selected to capture variation across:
    - Remote tribal locations and relatively accessible areas
    - Smaller and larger schools
    - Different socio-demographic contexts
- The selection of control schools was also undertaken within the same or similar geographies to ensure **comparability of contextual factors**

This approach ensured that the findings of the study are:

- **Representative of the programme's geographic spread**
- Sensitive to **contextual variations influencing implementation and outcomes**

7. DATA COLLECTION METHODS

7.1 QUANTITATIVE METHODS

Quantitative data collection was limited to Grades 1 to 5, in alignment with the programme's direct intervention scope.

- Competency-based assessments were administered in language and mathematics

- Tools were aligned with FLN benchmarks and designed to capture actual learning levels
- This ensured that measured outcomes directly reflect the impact of Adhyapika-led classroom processes

Figure 9 Student Assessments on FLN

7.2 QUALITATIVE METHODS

The qualitative component included a broader range of student groups, including Grades 6 to 8, to capture extended and indirect programme effects.

Figure 10 FGD with Students

- Students from Grades 6–8 participated in Focus Group Discussions (FGDs)
- These interactions explored:
- Retention of foundational skills acquired in earlier grades
- Changes in learning confidence and classroom participation
- Transition experiences into upper primary grades

This approach enabled the study to examine:

- Sustained impact beyond the intervention years
- Perceived value of earlier learning experiences under the programme

Alignment with Programme Design

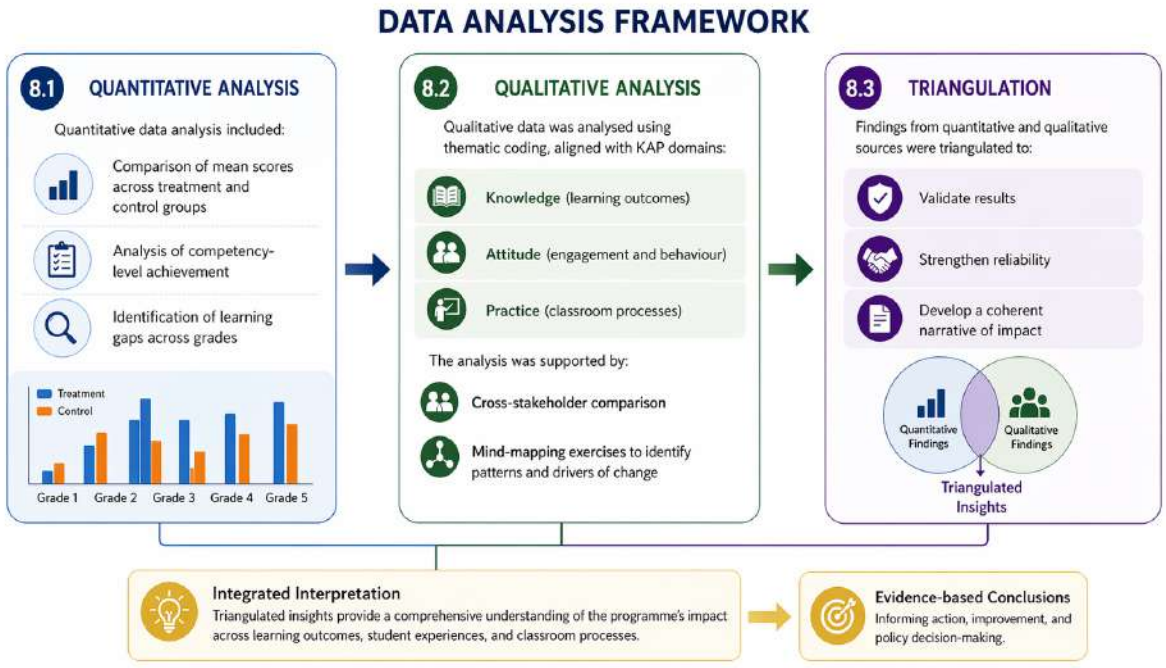
The differentiation in quantitative and qualitative sampling reflects the **programme's design and theory of change**.

- Quantitative assessment was focused on **direct beneficiaries (Grades 1–5)** to measure immediate learning outcomes
- Qualitative inquiry extended to **Grades 6–8** to understand **longer-term and residual effects**

This ensured that:

- Impact measurement remained **methodologically valid and attributable**
- The study also captured **continuity of learning and behavioural changes over time**

8. DATA ANALYSIS



9. ETHICAL CONSIDERATIONS

The evaluation adhered to established ethical standards:

- Informed consent was obtained from all participants
- Participation was voluntary, with the option to withdraw at any stage
- No personally identifiable data was collected
- Data was stored securely and handled confidentially

10. LIMITATIONS

While the study was designed to ensure rigor, certain limitations are acknowledged:

- The quasi-experimental design limits full causal attribution
- Variations in implementation across schools may influence outcomes
- The study captures outcomes within a defined time frame

Efforts such as control group comparison and triangulation were used to mitigate these limitations.

SUMMARY

The methodology combines **conceptual rigor with contextual sensitivity**, integrating:

- OECD-DAC criteria to structure evaluation
- KAP framework to measure change
- Quasi-experimental design to assess impact
- Mixed-methods approach to capture depth and nuance

This ensures that the study provides a **comprehensive understanding of programme impact**, addressing not only whether change has occurred, but also how and why it has occurred within the specific context of rural and tribal schools.

Atul Adhyapika

Chapter 3: RELEVANCE

The quality of a development program must be validated by its connection to the needs, context, and stakeholders on the ground. A relevant study ensures that resources are impactful and outcomes are sustainable.

Atul Adhyapika Impact Evaluation 2026

RELEVANCE OF THE ATUL ADHYAPIKA PROGRAM

The relevance of the Atul Adhyapika Program emerges strongly and consistently across stakeholder groups. Evidence from students, parents, teachers, school leaders, School Management Committee (SMC) members, and government officials suggests that the program is responding to a set of deeply embedded and interrelated constraints within the schooling ecosystem. These constraints are not limited to teacher shortage alone. Rather, they include the challenge of sustaining meaningful teaching in under-resourced and remote settings, the need to bridge the gap between children's home language and school language, the difficulty of providing individual attention in multi-grade or understaffed classrooms, and the importance of building trust between school and community. Taken together, the findings suggest that the program is relevant not only because it fills a staffing gap, but because it addresses multiple layers of educational disadvantage at once.

1. RELEVANCE AT THE MICRO LEVEL: CHILDREN'S EXPERIENCE OF SCHOOLING

At the level of children's lived experience, the data show that schooling is valued, but that the quality of children's experience within school matters immensely. Across student interactions, children described considerable regularity in attending school, even in contexts where travel requires walking significant distances. Students reported, for example, that they come on foot, sometimes from as far as thirty minutes away, and in some cases arrive early enough to help clean the school before the day begins. One group noted: *"पैदल आते हैं... 10 बजे का स्कूल है, 1 बजे चलते हैं... जल्दी आके स्कूल की सफाई करते हैं... सबसे दूर 30 minute l"* This is important because it shows that access to school is often sustained through effort and routine, not through ease or convenience. School attendance, therefore, cannot be understood as a passive outcome of proximity alone; it is actively maintained by children and families despite contextual hardship.

At the same time, children's responses make clear that they do not attend school merely because they are expected to do so. They attach affective and experiential value to school. They described school as a place where they read, write, play, sing, draw, do activities, meet friends, and interact with caring adults. In several interviews, children explicitly linked their desire to attend school with enjoyable and engaging pedagogic practices: *"स्कूल अच्छा लगता है... शिक्षक अच्छे हैं... activity करवाते हैं... हमारा environment अच्छा है"; "Roz aate hain... nahi aayenge to padhai miss ho jayegi... likhne padhne me maza aata hai... smart board me padhte hain to aur maza aata hai"; "Padhna, likhna, khelna, gaana, maati / chitrakam, dance, kasrat... prarthana, pravrutti, abhinay karvate hain..."* These accounts point to an important dimension of relevance: for children, school becomes meaningful when it offers a rich mix of instruction, participation, activity, routine, and care. In other words, the program's relevance cannot be reduced to enrollment or attendance support; it is also located in the way it appears to strengthen the quality of the everyday school experience.

The data also suggest that children are sensitive to differences in pedagogic quality across schooling environments. Students who had moved on from earlier schools where an Adhyapika had taught

drew explicit comparisons between past and present experiences. One student group remarked, *"Wahan teacher achchhe se padhate the... jo padhate the wo yaad reh jata tha... yahan utna samjhate nahi."* Another recalled that in their earlier school there had been *"pravrutti," dance, games, hand-wash steps, and craft-based participation,* and that these experiences had helped them understand better, whereas in their current senior classes *"ye sab kum ho gaya."* These statements are analytically significant because they suggest that the program is relevant not only in places where teaching support is absent, but also in demonstrating a form of schooling that children themselves recognize as more engaging, memorable, and supportive. Their comparisons imply that the intervention is responding to a real pedagogic deficit that children can identify from experience.

Younger children's accounts reinforce this conclusion. Children in Classes 1–5 repeatedly described liking school because of *teachers, stories, activities, prayer, games, and classroom atmosphere*. They referred not just to academic tasks but to a larger sensory and relational world of schooling: *drawing, singing, gardening, counting, craft, musical chair, and classroom routines*. Such responses are especially important in the context of early grade education, where learning is inseparable from children's emotional comfort, playfulness, and opportunities for active participation. The relevance of the program at this level, therefore, lies in its **ability to support a form of primary schooling that children experience as welcoming, enjoyable, and worth attending regularly.**

2. RELEVANCE AT THE MESO LEVEL: CLASSROOMS, SCHOOLS, AND COMMUNITIES

If the student data establish that meaningful learning experiences matter, the perspectives of teachers and school leaders help explain why such experiences are difficult to sustain without additional support. Across schools, teachers and head teachers described staffing shortages, multi-grade teaching burdens, administrative demands, and irregular availability of teachers due to meetings, trainings, and other non-classroom duties. One response captured this plainly: *"एक शिक्षक के लिए इतने सारे बच्चों पर एक साथ पूरा ध्यान देना मुश्किल होता है।" Another noted that "कई जगह शिक्षकों की कमी है जिससे बच्चों पर पूरा ध्यान नहीं दिया जा पाता। अतिरिक्त शिक्षक मिलने से सहायता मिलती है।"* School leaders explained that because schools in remote or interior areas face chronic vacancy and transfer-related instability, an additional trained adult in the classroom is not a luxury but an operational necessity.

Importantly, respondents did not describe this need in generic administrative terms alone. They linked the need for the program directly to children's learning conditions. The concern was not simply that there are too few teachers, but that insufficient staffing affects the kind of teaching children receive: less attention, less differentiation, and fewer opportunities for active pedagogy. Teachers noted that with additional support, *"पढ़ाई पर अधिक ध्यान देना संभव हुआ,"* while school leaders observed that extra support makes it easier to teach all children and monitor growth more effectively. In one account, a teacher reported that after the new teacher joined, *"Teaching has become more activity-based, students are more engaged."* In another school, staff reflected that the program had allowed them to give more attention to weak students, organize extra academic

support, and maintain learning quality despite broader contextual challenges. This suggests that the relevance of the program lies not merely in numerical supplementation but in enabling schools to sustain pedagogic processes that would otherwise be difficult to maintain.

A second major theme emerging at the meso level is the significance of **language**. In multiple interviews, school leaders and teachers emphasized that many children in these schools come from tribal or local-language backgrounds, while schooling is conducted in Gujarati or another formal school language. One school leader explained: *"यहाँ की स्थानीय भाषा वारली (Warli) है, जबकि स्कूल में गुजराती पढ़ाई जाती है। बाहरी शिक्षकों को स्थानीय भाषा समझने में कठिनाई होती है, लेकिन स्थानीय शिक्षिकाएँ इसे आसानी से समझा पाती हैं।"* Another teacher similarly remarked that the *Adhyapika speaks the local language, and that children enjoy interacting with her in that language*. This is a crucial finding. **It indicates that the relevance of the program is not simply administrative or remedial; it is epistemic and relational**. The program appears to reduce the distance between the language children live in and the language in which schooling is delivered. Teachers recognized this not only as a matter of convenience but as a condition for comprehension, participation, and comfort.

This bridging role is further strengthened when the Adhyapika is from the same village or local area. Several respondents described local recruitment as a major advantage. One teacher stated, "*Being a local teacher is a big advantage. She connects with children easily and also supports them at home when needed.*" Another noted that because the Adhyapika is from the same village, *"parents and community trust her."* This local embeddedness appears to function on at least three levels. First, it reduces children's hesitation and increases familiarity. Second, it enables home–school communication in culturally and linguistically accessible ways. Third, it gives the school a human bridge into the community. These are especially important in areas where formal schooling may otherwise be experienced as distant, externally imposed, or linguistically alien. Thus, the relevance of the program lies as much in **who** the Adhyapika is in relation to the community as in **what** she does in the classroom.

Parents' responses strongly reinforce this interpretation. While some parents chose the school because it was nearby, their accounts did not stop at physical access. They repeatedly referred to care, responsiveness, attention to children, and trust in the teacher. One account described how the local teacher would call home if children were absent, even when they had gone to the fields. Another observed that *"पहले स्कूल में केवल दो शिक्षक थे, लेकिन अब अध्यापिका आने के बाद पढ़ाई में सुधार हुआ है,"* and that the local Adhyapika gives individual attention to each child. Parents also reported that *children return home sharing school experiences, lessons, stories, and activities*. Such responses suggest that the program is relevant not only because it improves the school's internal capacity, but because it makes the school more legible and trustworthy to families. Where parental awareness about education is itself seen as a challenge, this bridge-building role becomes even more significant.

The SMC and community representative data add another layer to this analysis. Community respondents did not speak of the Adhyapika as a peripheral actor. Rather, they described her as *someone who helps fill the teacher gap, supports regular teaching, uses local language effectively, and prepares children for activities including sports*. SMC members also associated the program with *improvements in study, storytelling, and school activities*. These observations matter because they indicate that the intervention has community visibility and legitimacy. In many education programs, relevance is assumed at the design stage but not necessarily validated by community actors. Here, however, community representatives appear to view the program as addressing tangible needs in the school.

Taken together, the meso-level data show that the relevance of the program lies in its ability to respond to the **actual working conditions of rural and remote schools**: understaffing, language gaps, heavy teacher workloads, weak home–school bridges, and the need for more participatory classroom processes. These are not separate issues; they intersect. The Atul Adhyapika Program appears relevant precisely because it responds to this intersection rather than to one isolated problem.

3. RELEVANCE AT THE MACRO LEVEL: SYSTEM NEEDS AND ADMINISTRATIVE RECOGNITION

At the macro level, government officials' responses confirm that the program aligns with broader systemic challenges. Officials at CRC and block levels described the educational landscape in terms of remote geographies, large numbers of primary schools, teacher shortages, and schools functioning with very limited staff. One official noted that in Dharampur taluka there are around 191 primary schools, many in remote areas, and that this kind of additional support is especially useful in Ashram schools and single-teacher schools. Another stated that in some settings a single teacher manages all classes, while in certain Ashram schools as many as 164 students may be served by only two guest teachers. These descriptions are important because they situate the program not as an exceptional add-on, but as a response to routine structural insufficiencies within the public system.

Officials also emphasized that the issue is not only the absolute number of teachers, but the effective teaching time available to children. Teachers, they observed, often manage multiple grades and are simultaneously pulled into non-academic duties such as rallies, immunization work, and promotional or administrative tasks. As a result, *"students do not get enough time on task."* In this framing, the purpose of the program is not merely to place another adult in the school, but to ensure that if children come to school, they actually receive learning opportunities. One official articulated this normatively and powerfully: "*If children come to school, they should get padhai aur nyay.*" This phrase is especially important for the relevance analysis because it reveals how the intervention is seen within the system: not simply as charitable supplementation, but as a means of delivering educational justice under difficult conditions.

Government respondents also independently identified local language support as important, particularly in early grades. They observed that children connect more easily when the teacher knows the community language, and that young children need *"apnapan."* This confirms what

emerged from teachers and school leaders, while placing it within a system-level understanding of why foundational-stage support must be context-sensitive. Such convergence across levels strengthens the argument that the program's relevance lies partly in the appropriateness of its design. It is not only filling a vacancy; it is doing so in a way that aligns with how children in these contexts learn and relate.

Finally, the macro-level data show that officials perceive the program as especially needed in particular categories of schools: Ashram shalas, remote schools, and single-teacher schools. This targeting logic is analytically important. It suggests that the program is not simply relevant in a general sense, but that its relevance is most acute in places where the public system's limitations are most pronounced. The fact that officials expressed willingness to continue supporting and coordinating with the program further indicates **administrative acceptance and perceived utility.**

4. TRIANGULATED INTERPRETATION

A triangulated reading of the evidence points to four broad conclusions on relevance.

First, the data show that the problem the program addresses is layered. At one level, there is a straightforward shortage of teachers and teaching time. At another, there is a pedagogic need for more activity-based, participatory, and attentive classroom practices. At yet another level, there is a contextual challenge created by the mismatch between children's home language and school language. The program is relevant because it addresses these layers together rather than separately. Students describe better engagement when classrooms are active and relational; teachers describe the need for another adult who can attend to children; parents describe trust when the teacher is local and responsive; and officials describe a system stretched thin in precisely these types of settings.

Second, the data suggest that the program's relevance derives not only from **need** but from **fit**. There are many contexts in which additional support is needed, but the form that support takes matters. In this case, the local rootedness of the Adhyapika, her language familiarity, her ability to work in activity-based ways, and her role in connecting with parents all appear central to stakeholder perceptions of usefulness. The relevance of the program therefore lies not just in adding manpower, but in adding the right kind of human presence.

Third, children's and families' testimonies suggest that the program is relevant because it helps make school worth attending. This is a particularly important nuance. In many educationally underserved settings, attendance can be sustained even where learning is weak. The student data here point to something more: children are drawn to school when they find teaching understandable, activities enjoyable, and relationships supportive. Where former students compare earlier Adhyapika-supported schools favourably to their current settings, they effectively testify to the educational value of the model from a learner's point of view.

Fourth, the program appears particularly relevant in geographies and school types where public provision is thinnest. The convergence between school-level accounts and government officials' assessments on remote schools, Ashram schools, and single-teacher schools gives this conclusion

added weight. This means that relevance is not diffuse; it is concentrated and context-specific. The intervention appears especially well suited to places where structural disadvantage, language difference, and school staffing shortages overlap.

Student learning assessment findings

The student learning assessment findings reinforce the relevance of the program in addressing core learning gaps in the intervention geographies. The data show that students in treatment schools demonstrate significantly stronger performance in foundational competencies—particularly early literacy and number sense—indicating that the program is well aligned with the most pressing learning needs of children. At the same time, the observed variability in higher-order competencies such as comprehension, expression, and application highlights that the program is also responding to a broader and evolving learning challenge. These patterns suggest that the program is not only relevant in addressing foundational deficits, but also positioned to respond to the need for strengthening progression towards grade-level competencies, especially in contexts marked by language mismatch and limited instructional support.

5. CONCLUSION

The findings indicate that the Atul Adhyapika Program is highly relevant to the contexts in which it is being implemented. Its relevance lies not only in addressing teacher shortages, though this is clearly a major factor, but in responding to a wider ecology of need: multi-grade teaching pressures, inadequate instructional time, language barriers, limited individual attention for children, and fragile school–community relationships. The program is perceived as meaningful because it improves the conditions under which learning becomes possible.

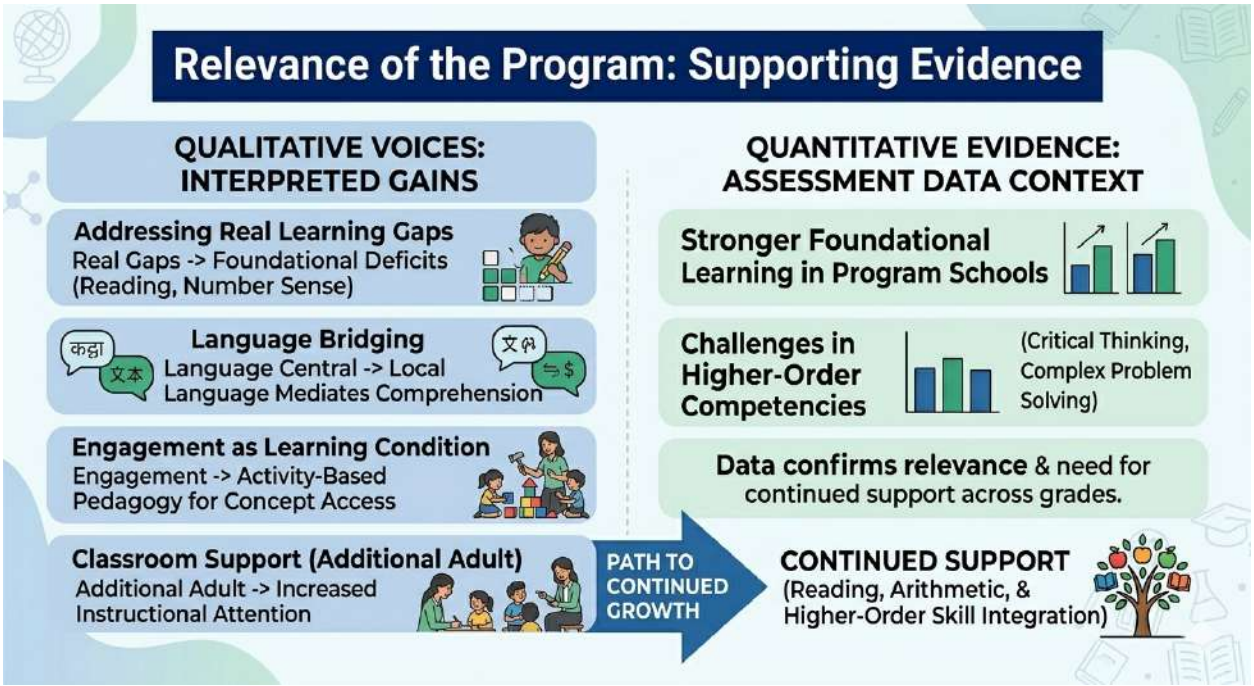


Figure 11: Supporting Evidence about Relevance of the Program

Across stakeholder groups, there is a notable convergence in how the need for the program is understood. Children value the engaging and relational nature of the classroom experiences associated with such support. Teachers and school leaders view the program as essential to managing instructional demands and supporting children more effectively. Parents see it as improving both learning and communication, especially where the teacher is locally rooted. Community actors recognize it as filling real gaps in school functioning. Government officials situate it within broader structural deficits in remote and underserved schooling contexts.

Overall, the evidence suggests that the program is not simply relevant because schools are under-resourced. It is relevant because its design responds appropriately to the actual conditions of teaching and learning in these communities. **By bridging home and school, local language and school language, and access and meaningful participation, the Atul Adhyapika Program addresses a set of needs that are educational, social, and systemic at the same time.**

Atul Adhyapika

Atul Adhyapika

Chapter 4: EFFECTIVENESS

The effectiveness of our program is powerfully demonstrated through qualitative insights. Stories of transformation, teacher feedback, and improved student-teacher interactions illustrate real, sustainable change, providing depth and context to our data. This qualitative approach captures the essence of impact on the ground.

Atul Adhyapika Impact Evaluation 2026

EFFECTIVENESS OF THE ATUL ADHYAPIKA PROGRAM

The effectiveness of the Atul Adhyapika Program is visible not merely in isolated instances of improved teaching, but in the ways it appears to reshape the everyday functioning of the school as a pedagogic and social space. Across stakeholder groups, the evidence suggests that the program contributes to improved classroom processes, richer pedagogic practices, greater student participation, closer attention to children's needs, stronger teacher collaboration, and more responsive school–community communication. The data also indicate that effectiveness should not be understood only in terms of improved test performance. Rather, the program appears to work through a range of interrelated processes: making classrooms more participatory, helping teachers sustain engaging instruction, building trusting relationships with children and parents, and strengthening the school's ability to respond to attendance, learning, and inclusion-related concerns.

1. EFFECTIVENESS AT THE MICRO LEVEL: WHAT CHANGES IN THE CLASSROOM AND FOR STUDENTS

At the student level, the clearest evidence of effectiveness lies in the kinds of classroom experiences children describe. Across grades, students repeatedly referred to learning through songs, games, stories, charts, projects, experiments, role-play, and activity-based methods. These were not occasional embellishments to teaching but appear, in several schools, to have become part of the regular texture of classroom life. Children described learning Gujarati through songs and play, mathematics through activities and counting-based engagement, environmental studies through experiments and nature-linked activities, and science through demonstrations and projects. One cluster of responses included statements such as: "Activity करवाते हैं... project करते हैं...", "Geet... khel... chitra... activity...", and "Gujarati गाने से सीखते हैं... play से... activity से." These accounts suggest that teaching is being transacted in ways that are more concrete, embodied, and participatory than conventional recitation-based pedagogy.

The subject-wise detail in student responses is particularly significant because it demonstrates that children are able to notice and name not only what they learn, but how they are taught. Younger students, for example, identified particular teachers for Gujarati, Mathematics, English, EVS, Hindi, and writing-related work, and described the different methods used by them: reading aloud, making them write answers, doing "दाखले," telling stories, using action songs, conducting experiments, and showing materials. In one school, children reported that Gujarati was taught through "बालगीत" and songs, EVS through activities and print-based tasks, and mathematics through games. In another, they described how teachers use charts, stories, and activities, noting: "नीता मैम activity से पढ़ाती हैं... chart दिखाती हैं... वार्ता कराती हैं." Such responses indicate that teaching methods are sufficiently distinct and memorable for children to identify them, which itself points to pedagogic salience.

Among older students too, the evidence points to teaching that is not limited to verbal explanation. Students described science being taught through experiments and projects, social science through pictures and mobile-based visuals, Gujarati and Hindi through poems and stories, and English and mathematics through boards, smart TV, examples, and guided explanation. One group spoke of a science activity involving a balloon and pressure; another mentioned "Mg flame" and other projects; yet another referred to experiments related to transpiration in plants and even building a pinhole camera. Students in these accounts did not merely state that classes happen; they described a learning process in which concepts are demonstrated, illustrated, and made tangible. This is a strong indicator of effectiveness because it reflects movement towards comprehension-oriented pedagogy rather than rote-only teaching.

Student participation is another area where the program appears to be effective. Across schools, children reported being given opportunities to answer, raise hands, and work in groups. Some younger children said they raise their hands approximately 4–6 times a day; others estimated 10–15 times. Group work included not only academic tasks but a wide range of shared activities: drawing, colouring, making kites, using leaves, creating flowers and torans from paper, gardening, classroom cleaning, fetching water, reading books together, making TLM, and participating in storytelling or dictation. Older students similarly referred to answering questions several times a day, working in groups every two days in some classrooms, and participating in practical or creative tasks such as drawing, making rangoli, crafting decorative materials, and subject-related activities. Particularly important are responses such as "Sab haath uthate hain… sab jawab dete hain," "Sabko bolne ka mauka milta hai," and "समझ नहीं आए तो sir madam से पूछते हैं." These statements suggest that classroom processes are not dominated by one-way transmission; they allow for distributed participation and some degree of student agency.

The effectiveness of such pedagogy is also visible in the way students connect teaching methods with understanding and retention. A recurring pattern in student responses is that activities, projects, stories, and practical methods make things easier to understand and remember. This is especially visible in the reflections of students who had earlier studied in Adhyapika-supported settings and later moved to other schools. These students explicitly contrasted previous and current experiences. They noted that earlier teaching was more activity-based, step-by-step, and supportive, which made writing easier, strengthened basics, and helped concepts stay with them: "Pehle akshar nahi aate the… likhne ki technique sikhayi… ab likhna sudhar gaya… activity se samajh aata tha." They also said that in the earlier school "sabko chance milta tha" and teachers would continue helping until children understood, whereas in larger present classrooms they receive less attention. Such retrospective testimony is analytically important because it identifies the mechanism of effectiveness from the learner's point of view: children learn better when pedagogy is concrete, patient, and participatory.

At the same time, the student data also reveal the boundaries within which effectiveness is operating. Children across grades continue to report difficulty in English reading, speaking, and spelling; fear or hesitation in mathematics, especially with symbols, equations, division, and more complex sums; and occasional challenges in Hindi, Sanskrit, EVS, and science when writing

answers, remembering formulas, or drawing diagrams. Statements such as “English se dar lagta hai… read nahi hota,” “Ganit se dar lagta hai… galti ho jayegi… chihn samajh nahi aate,” and “Maths se dar lagta hai… equation samajh nahi aati” indicate that important learning challenges remain. However, these responses do not negate effectiveness; rather, they sharpen its meaning. They suggest that the program is operating in contexts where foundational gaps are real, and that its effectiveness is partly visible in the reduction of fear where explanation is strong. This is illustrated by students who said that earlier mathematics felt difficult but no longer does because “good teacher samjhate hain.” Thus, the data point not to uniform mastery, but to effective pedagogic support in contexts of persistent difficulty.

2. EFFECTIVENESS AT THE MESO LEVEL: TEACHING PRACTICE, SCHOOL FUNCTIONING, AND RELATIONAL PROCESSES

At the level of schools and classrooms, the effectiveness of the program is visible in the ways teachers and school leaders describe the Adhyapika’s contribution to planning, pedagogy, coordination, and student support. School leaders reported that Atul Foundation-supported teachers receive prior training, maintain daily lesson planning, prepare test papers, conduct regular assessments, and provide remedial teaching to children who need additional support. They also noted that TLM is made available and used in ways that allow children to learn actively and, at times, independently. This suggests that the program does not operate as a loose volunteer support model; rather, it carries a degree of instructional structure and expectation.

Several school leaders described the pedagogic orientation of the Adhyapika in concrete terms. They referred to daily lesson planning, special planning around “hard spots,” project-based teaching, activity-based learning, and the use of local language to support faster comprehension. One respondent noted that because almost every period includes some form of activity-based teaching, children understand quickly and retain learning longer. Another explained that in EVS, children are taken into nature so that learning remains with them. Elsewhere, school leaders highlighted that the Adhyapika brings prepared materials, reading charts, and word cards suited to the lesson and class, rather than improvising instruction entirely in the moment. These accounts point to effectiveness in two linked senses: the teaching is both **prepared** and **engaging**.

The data also show that effectiveness is tied not only to what happens during a lesson, but to how the teacher functions as part of the school. Across schools, school leaders and teachers repeatedly said that the Adhyapika does not feel like an external person from another organization. Statements such as “कभी पता भी नहीं चलता कि अतुल से है या सरकारी,” “it does not feel that she is from another institution,” and “we work as one team” indicate a high degree of integration into the school staff culture. This is an important finding. Educational interventions that depend on parallel cadres often struggle because externally supported personnel remain peripheral to the school’s core functioning. Here, by contrast, the evidence suggests that the Adhyapika is seen as a working member of the school team who shares responsibility, contributes to planning, and supports teachers rather than operating in isolation.

This collaborative presence appears to have spillover effects on other teachers' practices. Some teachers explicitly said that other teachers in the school have begun changing their own teaching methods after observing the Adhyapika's work. Others noted that songs, stories, and activities learned in trainings are shared and then used by the broader staff. In combined classes, teachers described working together and learning from one another. Such accounts suggest that the program's effectiveness is not limited to the direct contact hours of one teacher with one group of children; it may also contribute to pedagogic diffusion within the school. That is, it creates visible models of practice that influence peers.

Teacher accounts of the Adhyapika's instructional methods add further depth to this picture. They described her as using TLM, charts, story-based methods, oral work, joyful learning, science experiments, puppet storytelling, music, games, acting, and field visits. Some referred to herbarium preparation, Poshan Vadi or nutrition garden work, gardening and medicinal plant activities, and use of the library register to circulate storybooks. Others spoke of extra classes, remedial teaching, working with previous years' papers, and use of audio resources like Gyanvani to support exam preparation. These examples show that effectiveness is playing out across a wide pedagogic range: foundational literacy and numeracy support, value education, experiential learning, co-curricular participation, and exam readiness all appear within the program's field of work.

The role of innovation deserves closer attention. Teachers reported that the Adhyapika introduces practices such as puppet shows, greeting card making during festivals, science projects, home visits during the pandemic, demonstrations such as comparing lemon in plain water and salt water to explain floating, and practices like "Khoya-Paya" and "RamHaal" to teach honesty, responsibility, and discipline. Such examples suggest that the program is not confined to delivering curriculum more efficiently; it also attempts to enlarge the pedagogic repertoire of the school. In other words, effectiveness here includes both **improving instruction** and **enriching the culture of teaching**. This broader understanding is important because much of the program's value may lie in making learning more vivid, socially meaningful, and ethically grounded.

A particularly significant aspect of effectiveness is the quality of teacher–student relationships. Across teacher and school leader responses, the Adhyapika was described as affectionate, approachable, and deeply connected to children. Respondents said that children speak openly with her, share things they may not tell at home, feel personally known by her, and enjoy being in her class. She was described as someone who "becomes like a child with them," teaches through games, music, and acting, and makes children feel comfortable. One school leader noted that if she is absent for training, children immediately ask why she has not come. Such descriptions matter because strong learning relationships are not incidental in these settings; they are often central to sustained engagement, confidence, and classroom participation. The data suggest that the program is effective not only because the Adhyapika teaches differently, but because she relates differently.

Teachers also linked these relationships to broader behavioural and school climate outcomes. They reported that children are happier in school, participate more actively, and gradually show improved behaviour and mutual respect. Some mentioned that the Adhyapika makes extra effort to help every child follow rules and develop good habits. Others noted that students feel supported and that

additional effort is made for those who need more help, including support for examinations and competitions. This indicates that the program's effectiveness extends beyond lesson delivery into the moral and behavioural texture of school life.

At the same time, the school-level data also show some limits in institutionalization. Although some school leaders said they review monthly lesson plans and sign them, others reported that while they have seen diaries, lesson plans, and notebooks, they have not given much formal feedback. CRC-led formal observation was also reported as limited in at least some places, with guidance often being informal or verbal rather than recorded in a structured way. One example was given where feedback was offered to ensure that children sitting at the back were also included in activities. These findings are important because they show that while classroom-level effectiveness appears strong, the systems for mentoring, observation, and structured pedagogic feedback may not be equally robust across schools. Thus, the program seems effective in practice, but the architecture for formally supporting and deepening that practice may still be uneven.

3. EFFECTIVENESS IN SCHOOL–COMMUNITY INTERACTION

The effectiveness of the program is also visible in the way school–community relationships appear to become more active and responsive. Parents repeatedly described conversations with the school around children's attendance, progress, marks, and notebooks. They noted that meetings include discussion of children's performance and presence in school, and that when children do well they may receive certificates or gifts. Some parents referred to being told clearly about work, dates, and expectations so they can monitor whether the child has completed tasks. Others said that there has been no major complaint from the school and that most communication is about the child's studies. These responses indicate that effectiveness is not confined within the classroom but includes a strengthening of academic communication with families.

Parents described the Adhyapika as a central figure in this communication. They said that if a child is absent, she phones home; if needed, she calls parents to the school; if a child has gone to the fields, she still keeps track; and in some places she visits homes, even during holidays, to teach children. One group reported that she sits and eats with the children. Another said that because she lives nearby, information is shared immediately when needed. These are not minor gestures. In contexts where home and school can easily remain socially distant, such practices create continuity, accountability, and trust. They also make the school appear attentive rather than impersonal.

SMC and public representatives further reinforce this picture. They reported that meetings regularly discuss children's attendance, regularity, preparedness for school, and broader educational issues. In one case, SMC discussions included the needs of two children with disabilities and possible admission in a special school. This is an important nuance. It suggests that community-level engagement is not restricted to generic attendance appeals or infrastructure issues, but can extend to specific concerns around children's educational needs. At the same time, some meetings were still primarily concerned with infrastructure matters such as buildings, NOCs, tenders, bathrooms, kitchen facilities, and sheds. Rather than treating this as contradictory, it is more useful to read it as

part of the actual functioning of school governance in such settings: academic effectiveness is entangled with the material conditions under which schooling takes place. Even when infrastructure dominates agenda items, respondents indicated that strengthening arrangements so that "बच्चों की पढ़ाई ठीक से हो सके" remains a live concern.

There is also evidence that parental participation has increased over time. One respondent noted that earlier parents mainly came for special occasions like 26 January, whereas now they come in larger numbers to meetings. Another explicitly linked this to the Adhyapika's community connection, noting that she builds relationships with parents and helps increase community trust in the school. These responses suggest that the program may be effective in making the school more socially permeable and participatory.

4. EFFECTIVENESS AT THE MACRO LEVEL: SYSTEM PERCEPTION AND ADMINISTRATIVE FIT

At the system level, government officials recognized the program's contribution in practical terms. They noted that local connection helps because children feel comfortable, come regularly, and find learning easier when the Adhyapika knows the community and language. One official remarked that even if children come initially for the mid-day meal, the presence of such support ensures that they "learn something." Another noted that local women from the community connect well with children and contribute to enrollment and attendance. These responses are important because they show that school-level patterns of comfort and participation are also visible to administrative actors.

Officials were also clear that the program helps teachers in contexts of overload. They spoke about poor PTR, the burden of non-academic work, and large amounts of data-related work. Their observations suggest that the program is seen as functionally helpful because it releases pressure from teachers who are already stretched across teaching and administrative tasks. At the same time, officials pointed to the need for broader systemic support such as clerical or technical assistance so that teachers can focus on teaching. This helps place the program's effectiveness in context: it is contributing meaningfully, but within a system where multiple other constraints remain unresolved.

A further macro-level nuance concerns alignment. Officials expressed that training and support should follow or align with government modules and systems. This is not a criticism of the program's functioning so much as an indication of the conditions under which its effectiveness could be sustained and scaled within the public system. In other words, the program appears effective enough to invite questions of integration.

5. TRIANGULATED INTERPRETATION

A triangulated reading of the evidence suggests that the Atul Adhyapika Program is effective because it works simultaneously through pedagogic, relational, and organizational pathways.

First, at the pedagogic level, it appears to shift classroom practice away from narrow textbook recitation and towards more active, visual, story-based, playful, and experiential forms of teaching. Students' detailed accounts of activities, experiments, projects, charts, stories, and smart TV-

supported learning are corroborated by teacher and school leader descriptions of TLM use, lesson planning, field visits, projects, and innovation. This convergence across respondents increases confidence that the pedagogic changes are real and salient.

Second, at the participation level, the program appears to expand the space for children to speak, respond, ask questions, and work together. Students across grades referred to getting chances to answer and join group tasks, while teachers and school leaders highlighted supportive, activity-based approaches that bring more children into the learning process. The retrospective comparison offered by former students is especially telling: they explicitly associated the earlier Adhyapika-supported environment with more individual attention and more chances to participate.

Third, at the relational level, the data strongly suggest that effectiveness is tied to trust and comfort. The Adhyapika is not described only as an instructor but as a caring adult who knows children personally, communicates with parents, follows up on absence, and belongs socially to the school-community environment. This relational embeddedness appears to be one of the mechanisms through which participation, regularity, and responsiveness are strengthened.

Fourth, at the organizational level, the program seems effective because it integrates into school functioning rather than sitting outside it. Teachers speak of working as one team, adopting shared practices, and drawing on what the Adhyapika brings from trainings. Parents speak of increased communication and follow-up. SMC members indicate that children's studies and attendance are recurring concerns in meetings. Government officials see the program as useful support in a strained system. Taken together, these suggest that the program is influencing not only individual classrooms but the wider ecology of schooling.

At the same time, the data suggest that effectiveness is uneven in one important respect: the formal structures for supervision, feedback, and pedagogic mentoring appear less developed than the classroom practices themselves. This means that the program's strength currently seems to lie more in enacted practice than in institutionalized support systems. Recognizing this nuance is important because it helps distinguish between current effectiveness and the conditions needed to deepen and sustain it further.

Student learning assessment findings

The effectiveness of the program is strongly supported by the student learning assessment findings. Across grades, students in treatment schools consistently outperform those in control schools in foundational competencies, with differences that are statistically significant in key domains. This indicates that the program is producing reliable and measurable improvements in early learning outcomes. However, the data also show that the magnitude and consistency of these gains reduce in higher-order competencies, particularly those requiring interpretation, reasoning, and expression. This suggests that while the program is highly effective in strengthening foundational learning processes, its effectiveness is more variable in supporting the transition to complex, grade-level learning, pointing to an area for further strengthening.

6. CONCLUSION

The findings indicate that the Atul Adhyapika Program is effective in improving the processes through which schooling is experienced and delivered in participating schools. Its effectiveness is visible in more engaging and activity-based classrooms, greater opportunities for student participation, stronger teacher–student relationships, increased teacher collaboration, and more responsive communication with families. The program also appears to help schools address instructional pressures by adding pedagogically active and locally connected support within the school day and beyond it.

Importantly, the evidence suggests that the program's effectiveness cannot be reduced to a single outcome. It lies in the cumulative strengthening of everyday educational processes: children are taught through methods they can relate to; teachers are supported in planning and delivery; parents are kept informed and involved; and the school becomes a more relational, participatory, and attentive institution. Even where subject difficulties remain, the data indicate that children experience reduced fear, greater comfort, and better understanding when teaching is patient, activity-based, and supportive.

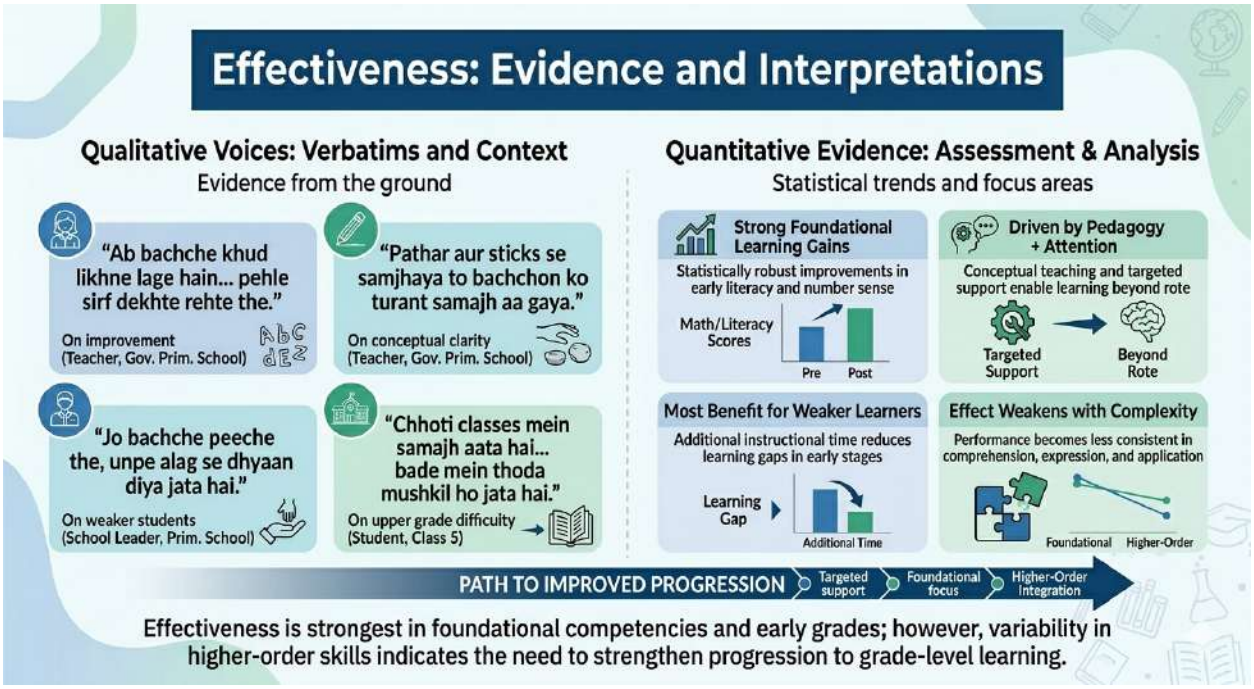


Figure 12 Evidence and interpretations about Effectiveness

Overall, the program appears effective because it improves not only what is taught, but how teaching happens, how children participate, and how the school relates to its community. In this sense, its contribution is not limited to academic support in a narrow sense; it lies in strengthening the quality of schooling itself.

Atul Adhyapika

Chapter 5: IMPACT

The overall impact of the program is demonstrated through a powerful combination of qualitative and quantitative data. Stories of individual student progress, teacher professional growth, and improved community engagement provide the qualitative depth. This is validated by quantitative metrics, which show measurable gains in learning outcomes and retention across all classes.

Together, these data streams paint a comprehensive picture of sustainable, positive change on the ground.

Atul Adhyapika Impact Evaluation 2026

IMPACT OF THE ATUL ADHYAPIKA PROGRAM

The impact of the Atul Adhyapika Program emerges across multiple domains of children's lives and schooling experiences. The evidence suggests that the program's influence extends beyond immediate classroom processes and begins to shape learning outcomes, habits, dispositions, relationships, participation, school culture, and community perceptions of education. Importantly, the impact visible in the data is not confined to examination performance alone. Rather, it includes improvements in language and mathematics learning, reading habits, participation, confidence, cleanliness, responsibility, regularity, social behaviour, and continuity of education. Across stakeholders, the program is described as contributing to a more meaningful and supportive educational experience, particularly in contexts where children face language barriers, weak home support, or limited institutional resources.

From a KAP perspective, the impact of the program is especially evident in all three dimensions. At the level of **knowledge**, respondents describe children learning foundational literacy and numeracy, understanding concepts more clearly, reading independently, improving in school language, and becoming more aware of health, cleanliness, and the environment. At the level of **attitude**, there is repeated evidence of greater enthusiasm for school, increased interest in learning, rising confidence, curiosity, aspiration, and more positive orientations towards school and education. At the level of **practice**, the data point to shifts in children's actual behaviours: attending school more regularly, participating more actively, using the library, maintaining hygiene, helping at home, asking questions, speaking respectfully, working collaboratively, and continuing in education. Thus, the impact of the program appears not as a single outcome but as a cluster of mutually reinforcing changes in what children know, how they feel, and what they do.

1. IMPACT AT THE MICRO LEVEL: CHILDREN'S LEARNING, DISPOSITIONS, AND EVERYDAY BEHAVIOUR

At the level of children's own accounts, one of the clearest signs of impact is that school is experienced as a place worth coming to, recommending, and valuing. When asked what they would say to a friend who does not come to school, students across grades did not respond in a narrowly instructional way. Instead, they described school as a space of enjoyment, care, learning, and future possibility. They spoke of activities, games, role play, stories, videos, food, and good teaching. Statements such as "स्कूल में मज़ा है... खेल है... teacher अच्छे हैं...", "हमारे school में अच्छी पढ़ाई होती है... बच्चे आगे तक पढ़ते हैं... sir madam अच्छा guide करते हैं," and "Yahan padhai bhi hoti hai, khel bhi hota hai... teacher dhyan rakhte hain..." suggest that children perceive school not as an obligation alone, but as a place that combines support, engagement, and aspiration.

This is significant from an **attitude** perspective. It indicates that the program appears to strengthen children's positive emotional orientation toward school. Even among younger children, the reasons they would give peers for attending school include enjoyment of reading, writing, games, television, friendship, and the absence of fear or punishment: "pitaai nahi hogi... dost banenge... khel khilayenge," and "रोज पढ़ाई होगी... डाँट नहीं पड़ेगी..." These responses suggest that the school

environment, as experienced by children, has become sufficiently welcoming and engaging that children themselves articulate it as desirable.

At the level of **knowledge and practice**, children's responses also point to perceived improvement in learning. Students referred to understanding mathematics better, learning odd and even numbers, improving in reading and writing, and benefiting from activity-based methods that make concepts easier to grasp. Some children said directly, "अब गणित के सवाल समझ में आने लगे हैं." Others noted that learning through activity is more enjoyable and more effective than being made to sit in one place: "एक जगह बैठकर पढ़ने से कंटाला आता है... गतिविधियों से पढ़ने में मज़ा आता है." Students in another school said that without the teacher's explanation they would not learn, and even "fail ho jate," while with her support, learning in Gujarati and Mathematics has become easier: "Neeta madam maths aur Gujarati सीखने में मदद करती हैं... activity से समझ आता है." These accounts indicate a learner-level perception that the program is supporting comprehension, especially where learning is mediated through activity, explanation, and regular subject teaching.

Children's accounts of library use provide a particularly important indicator of impact because they reflect both **knowledge** and **practice** dimensions. Across schools, children were able to name a range of books and stories, from biographies and inspirational texts to animal stories and folktales: "स्वामी विवेकानंद," "विजय लक्ष्मी पंडित," "मीता के जादुई जूते," "चींटी और कबूतर," "प्यासा कौवा," "सात पूँछ वाला चूहा," and many others. Some students said that books give "प्रेरणा," make the mind happy, and help them learn "अच्छी बातें." Others reported taking books home, keeping them in their bags, and retelling stories to siblings or family members. One student mentioned narrating a vegetable-related story to his sister. Another referred to the story of a pigeon and ants helping each other. These examples suggest that reading is not confined to silent classroom use but is beginning to circulate into home settings and interpersonal sharing. The program's impact here is therefore not only on reading access, but on the development of reading as a habit and stories as a medium of reflection and communication.

Children's responses also reveal impact on confidence, participation, and continuity of aspiration. Students referred to science projects, competitions, continued schooling, and the idea that children from their school "aage tak padhte hain." In some schools, students associated better teaching with long-term educational continuation and guidance. This is important because it suggests that the impact of the program is not only immediate and classroom-based, but aspirational. It changes what children imagine is possible through schooling.

2. IMPACT AT THE MESO LEVEL: PARENTS, TEACHERS, SCHOOL LEADERS, AND THE SCHOOL AS A SOCIAL INSTITUTION

At the meso level, the impact of the program becomes visible in a more layered way. Parents, teachers, school leaders, and community representatives together describe changes in children's learning, behaviour, confidence, regularity, cleanliness, and home habits. These accounts are

particularly valuable because they move beyond children's self-perception and provide observed evidence of change from those who live and work with them.

2.1 IMPACT ON LEARNING AND FOUNDATIONAL COMPETENCIES

Parents repeatedly described improvement in foundational learning, especially in Gujarati, Mathematics, reading, writing, number knowledge, and early school readiness. One parent said, "मेरा बच्चा कक्षा 1 में है, लेकिन उसे गिनती, सवाल सब आता है." Another observed that a child in Class 4 has "अंग्रेज़ी पढ़ना भी थोड़ा-थोड़ा आने लगा है." Elsewhere, parents noted that earlier their child did not know numbers or reading, but now "इधर टीचर जो देता है फटाफट लिखकर दिखाता है." These statements suggest that parents are noticing concrete academic gains, not merely generic improvement.

Teachers and school leaders corroborated this picture in greater pedagogic detail. They described how mathematics is taught using stones, beads, sticks, games, and concrete objects, and how language teaching often begins in the local dialect before moving into Gujarati or the school language. One school leader explained that this sequence allows children to understand quickly: "भाषा शिक्षण में पहले स्थानीय बोली में समझाया जाता है, फिर गुजराती में पढ़ाया जाता है." Another reported that because of activity-based teaching and systematic planning, "Students can now read on their own, and they understand instructions properly," while also noting that English remains a challenge. This nuance is important. The program is not portrayed as eliminating all learning gaps, but as producing visible gains within contexts of persistent difficulty.

Several respondents also linked the program to improved academic outcomes and educational achievement. One school leader reported scholarship-linked merit outcomes: in Class 5, 4 out of 11 students entered merit and received annual scholarship support; in Class 8, 7 out of 12 students did so. Elsewhere, school leaders and parents referred to children's admission to Eklavya Model Schools, including one girl now studying in Class 7 after being prepared by the Adhyapika. Another parent noted that three children had been prepared for Eklavya and selected. Such examples are analytically important because they show that impact is visible not only in informal learning improvement but in pathways that are institutionally recognized and potentially life-changing.

2.2 IMPACT ON BEHAVIOUR, HABITS, AND EVERYDAY DISCIPLINE

One of the strongest areas of impact in the data concerns children's behaviour and everyday habits. Here, the evidence is especially rich and extends across **attitude** and **practice** dimensions. Parents, SMC members, teachers, and school leaders all describe children as becoming more disciplined, responsible, respectful, clean, and self-regulated.

Parents observed that children now wake up early, go to school on time, speak more politely, and adopt more respectful forms of address: " 'तू' की जगह 'आप' बोलने लगे हैं." They also said children are learning to keep their clothes and slippers in place, wash hands before eating, put waste in the dustbin, tell family members before leaving for school, and take responsibility for small personal

tasks. One parent explained that the child now comes quickly and properly dressed because "टीचर ने सफाई से तैयार होकर आने को कहा है." Others described children as doing homework, keeping their belongings व्यवस्थित, and becoming more responsible overall.

SMC and community-level respondents echoed these behavioural observations. They noted that children go to school clean and neat, do not resist coming on Mondays, study together, eat together, help with small household tasks such as cleaning vegetables, and increasingly work collaboratively in sports and other activities. Respondents also linked school activities to greater environmental awareness and orderliness. Children were said to water plants, keep their surroundings clean, place their belongings properly, and even plant saplings at home. These observations are significant because they indicate that school-based experiences are carrying over into domestic and social behaviour. From a KAP perspective, this represents impact in the form of **practice change**—that is, observable behavioural routines—not merely attitudinal expression.

Teachers and school leaders added further depth by describing how children now say "Good morning teacher," avoid bringing packet food to school, follow cleanliness routines, respect rules, and fall sick less often due to better hygiene habits. Several respondents emphasized that the most important changes were not just academic but behavioural: children are "more disciplined, respectful, and clean," "follow rules," "maintain cleanliness," and show reduced lying and better habits. One respondent noted that home habits are also slowly changing. Another highlighted that children are happier, more involved, and learn good values along with studies. These responses suggest that the program's impact is not limited to scholastic learning; it extends to the cultivation of school-going dispositions and socially valued behaviours.

2.3 IMPACT ON CONFIDENCE, EXPRESSION, AND PARTICIPATION

A major theme emerging from teacher, parent, and school leader accounts is the rise in children's confidence and willingness to participate. Teachers repeatedly said that children are more excited to speak, play, and learn. Students are described as eagerly anticipating the teacher's period because there will be stories, acting, or something new. Children are also said to participate actively in classroom work, assemblies, performances on special occasions, gardening, experiments, and school functions. This indicates impact in the **attitude** domain—greater willingness and enthusiasm—as well as in the **practice** domain—actual participation in events, tasks, and public expression.

Parents reinforced this by describing children speaking on stage, participating in Janmashtami and Navratri programs, celebrating birthdays, and gaining self-confidence through song, story, drama, and activity-based learning. They explicitly said that "बच्चों में आत्मविश्वास बढ़ा है." School leaders similarly noted increases in "बोलने की क्षमता," "confidence," and "participation." In some cases, these were linked to broader opportunities such as science exhibitions, arts competitions, district- and national-level participation, and academic exams such as NMMS. Such accounts suggest that

the impact of the program includes not only better classroom interaction but also greater readiness to appear, perform, present, and compete in public learning spaces.

2.4 IMPACT ON READING HABITS AND LEARNING BEYOND THE TEXTBOOK

The data on library use and reading habits are especially important because they show how impact extends from literacy instruction to reading culture. Parents said that children bring storybooks home, read or narrate them to others, and even play "teacher-teacher" together. In one school, parents described how every day in assembly one child narrates a story or poem from a library book. One parent recalled a girl narrating a story about Delhi and another child reciting a poem. Another said that children bring home books for stories, English learning, word learning, and mathematical practice, and sometimes read stories aloud to family members. These accounts indicate that the program's impact on reading is not limited to decoding or textbook completion. It also appears to support familiarity with books, story recall, retelling, and a sense that reading belongs in everyday life.

School leaders confirmed this by noting that children across classes take books from the library and choose texts according to their ability. Students themselves, as discussed earlier, were able to name books and stories they had read. Together, these accounts suggest that the program contributes to building reading habits as a social and cognitive practice, which is a significant impact in primary and upper primary schooling.

2.5 IMPACT ON SCHOOL ATTENDANCE, REGULARITY, AND CONTINUITY IN EDUCATION

Another strong area of impact concerns children's regularity and continuity in schooling. Parents and teachers consistently reported that children like coming to school, make fewer excuses, and in some cases even arrive early. Parents said that if school is closed, children do not enjoy staying at home. Others noted that children come together, reach early, play, and attend regularly despite having to cross forests or rivers in remote locations. One parent said that some children rely heavily on the mid-day meal due to lack of food at home, yet still come regularly. Such responses remind us that regular attendance in these contexts is not trivial; it is an outcome shaped by motivation, care, and the perceived value of school.

Teachers and school leaders reported high attendance levels, reduced dropout, and increased continuity in education. One respondent stated that out of 44–45 students, usually 42–43 are present. Others said that "dropout has reduced," "there is no dropout," and that children who studied after the teacher joined have continued their education further. The idea of continuity recurs strongly in the data: children are staying in school, moving on, preparing for external opportunities, and being encouraged to imagine futures where they too can study further or become teachers. This is particularly important in underserved and remote areas, where the transition from participation to persistence is often fragile.

2.6 IMPACT ON HOME–SCHOOL TRANSFER: WHAT CHILDREN CARRY BACK HOME

A particularly rich part of the impact data lies in what parents say children bring back into the home. Parents reported that children return from school and excitedly narrate what they learned, what

activities they did, and what the teacher said. Some said that the child begins talking immediately on reaching home. Others said children sing songs, tell stories, reenact games, and share school experiences with enthusiasm. This indicates attitudinal impact in the form of emotional investment in school experiences.

Parents also described children asking more questions and showing curiosity. One especially vivid statement captures this well: "सुबह चूल्हे के पास बैठते ही शुरू हो जाता है... हमें जितना आता है उतना बताना पड़ता है – इतने पेड़ रास्ते काट दिए अब ऑक्सीजन कहां से मिलेगी?" This is a striking piece of evidence because it shows school-based learning reshaping the child's interpretive engagement with the world outside school. The child is not merely repeating content, but asking ecological questions and drawing connections between daily life and wider ideas. This is a powerful indicator of impact in the **knowledge** and **attitude** dimensions of KAP: increased awareness, curiosity, and desire to know more.

3. IMPACT AT THE MACRO LEVEL: COMMUNITY AND SYSTEM-LEVEL PERCEPTION OF CHANGE

At the macro level, the impact of the program is visible in the way community representatives and government officials interpret school improvement, educational value, and children's outcomes.

SMC and public representatives repeatedly described the school as different from others because of better teaching, better cleanliness, stronger discipline, improved physical facilities, and greater trust in the school. They noted that other parents are now sending children to this school because earlier students have gone on to further education. They described children as clean, regular, attentive, and supported through local-language teaching. They also linked school reputation with wider community change: people attend meetings when called, speak positively about the school, and, in one particularly telling observation, "गाँव में काफी लड़कियाँ अब अध्यापिका बनना चाहती हैं." This indicates that the program's impact is beginning to extend beyond enrolled children to shape the social meaning of schooling and teaching within the community.

Government officials also reported visible impact in terms of extra support to weak students, improved time-on-task, better discipline, respect, cleanliness, higher attendance, and better results. They noted that students are often grouped into levels and given need-based support, similar to TaRL-like structuring. They also reported that reading-writing and mathematics activities are regularly conducted, that block ranking has improved, and that weak students show visible progress when given structured extra attention. Their comments suggest that from a system perspective, the program is not seen as symbolic support but as a mechanism that makes learning more likely in contexts where teachers are stretched by non-academic work and structural shortages.

Several officials also drew attention to the role of local-language understanding. When "language is understood, children learn easily," and when teachers are busy, the Adhyapika ensures that children still receive attention. In Ashram schools or remote schools with very few teachers, officials noted that this support means children at least receive regular learning. This is a crucial macro-level

conclusion: the program's impact is strongest in precisely those places where institutional fragility is greatest.

4. INTERPRETING IMPACT THROUGH THE KAP LENS

The KAP framework helps clarify the different kinds of change visible in the data.

4.1 KNOWLEDGE

The **knowledge** dimension is visible in improved literacy and numeracy, better conceptual understanding, stronger reading habits, and increased awareness of health, hygiene, and environmental issues. Children are described as learning counting, odd-even numbers, reading independently, understanding instructions, using the library, and asking more questions. Parents report that children now know letters, numbers, questions, and some English reading; teachers describe better foundational learning, stronger grade-level readiness, and improved results. Government officials also report gains in weak children through reading-writing-math activity and remediation. This suggests that the program is contributing to cognitive and academic change, even if some subject difficulties remain.

4.2 ATTITUDE

The **attitude** dimension is especially strong in the data. Children show greater enthusiasm for school, enjoyment of learning, willingness to recommend school to peers, emotional comfort with teachers, curiosity, confidence, and aspirations to continue studying. Parents describe children speaking happily about school and wanting to study further. Teachers describe children as more confident, interested, and excited to participate. Community actors report rising trust in the school and more positive orientations toward education. These attitudinal shifts are important because they underpin sustained educational engagement.

4.3 PRACTICE

The **practice** dimension appears in the many concrete behavioural changes described by respondents. Children attend school regularly, participate in activities, use the library, complete work, keep themselves clean, help at home, share things, work together, speak respectfully, ask for clarification, and continue in education. Parents and SMC members describe changes in daily routines, hygiene, home responsibilities, and collaborative behaviour. Teachers report more active participation, greater initiative, and involvement in assemblies, programs, experiments, gardening, exhibitions, and exams. These are visible, repeated, and socially meaningful practice changes, suggesting that the program's impact is not merely perceptual but enacted in children's everyday lives.

5. TRIANGULATED INTERPRETATION OF IMPACT

A triangulated reading of the data suggests five broad conclusions.

First, the program appears to have a clear impact on the **quality of children's learning and school participation**, especially in the foundational and upper-primary years. Children understand more,

read more, and engage more when teaching is local-language supported, activity-based, and responsive.

Second, the impact extends significantly into **behavioural and dispositional domains**. Children are described as cleaner, more disciplined, more respectful, more responsible, more collaborative, and more confident. Such outcomes appear repeatedly across parents, teachers, school leaders, and community respondents, indicating that they are not isolated impressions.

Third, the data suggest that the program supports **continuity in education**. Reduced dropout, strong attendance, preparation for Eklavya schools, merit scholarships, and parental aspirations for further education all indicate that the program may be strengthening not just present participation but future educational trajectories.

Fourth, the impact is not confined to the child alone; it affects the **school as a social institution**. The school becomes more trusted, more visible, more participatory, and more aspirational. Parents communicate more, children carry school experiences home, and community members increasingly see schooling as worthwhile.

Fifth, the strongest impacts appear where the program bridges **multiple gaps simultaneously**: language gaps, teacher availability gaps, motivational gaps, and school–community disconnects. This reinforces the broader conclusion from the relevance and effectiveness sections that the program works because it is not addressing a single issue in isolation.

The **student learning assessment findings** provide evidence of meaningful program impact, particularly in enabling earlier and more consistent acquisition of foundational competencies. Students in treatment settings demonstrate stronger readiness in early grades, suggesting that the program is influencing not only immediate performance but also the trajectory of learning. At the same time, the convergence observed between control and treatment groups in higher grades indicates that the program's impact is partly reflected in the **timing of learning**, with treatment students achieving key competencies earlier. However, the relatively lower and more variable performance in higher-order competencies suggests that deeper and more sustained impact will depend on strengthening the program's support for application, reasoning, and expression as students progress through grades.

6. CONCLUSION

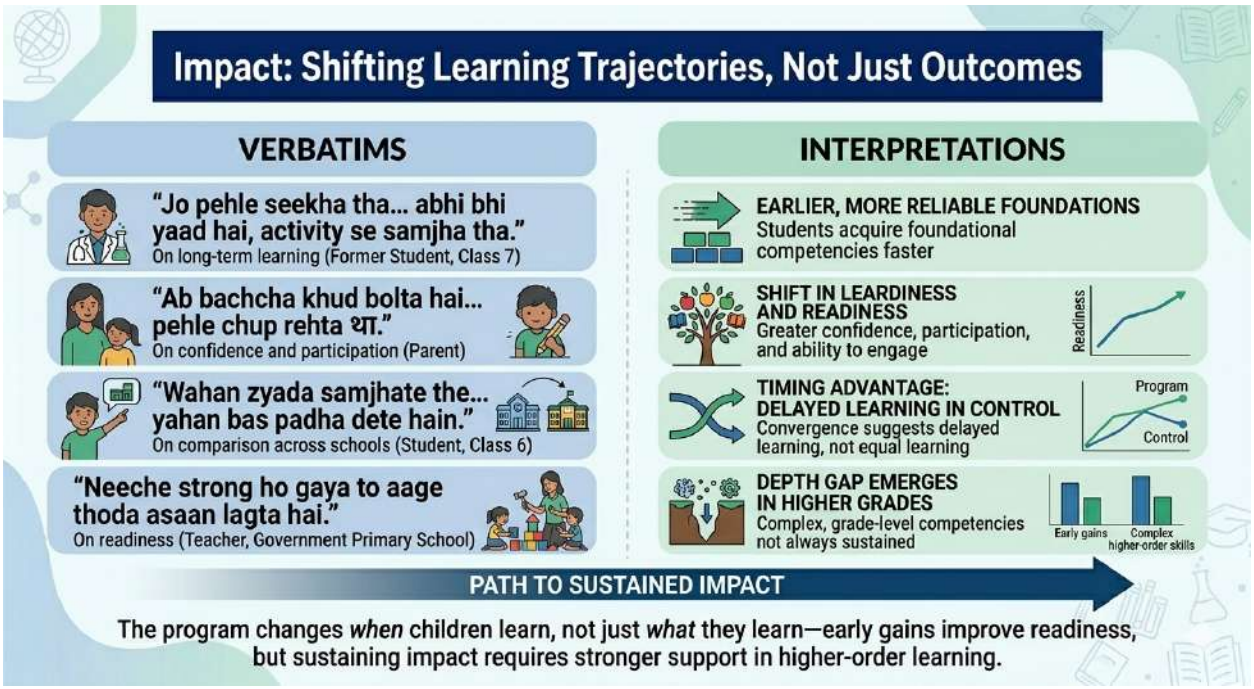


Figure 13 Impact on the Early learning

The findings indicate that the Atul Adhyapika Program has generated significant impact across academic, behavioural, social, and aspirational dimensions of children's schooling. Its impact is visible in improved language and mathematics learning, stronger reading habits, better participation, increased confidence, more positive school-going attitudes, improved hygiene and discipline, greater curiosity, and stronger continuity in education. The program also appears to shape the wider school environment by increasing parental trust, improving community perceptions of schooling, and enabling children to access broader opportunities such as scholarships, Eklavya admissions, competitions, and further study.

Seen through the KAP lens, the program is influencing what children know, how they feel, and how they behave. It is helping children learn more, value school more, and act differently in school and at home. Importantly, these impacts are mutually reinforcing: better understanding leads to greater confidence; greater confidence supports participation; participation deepens learning; and positive school experiences strengthen continuity in education.

Overall, the evidence suggests that the program's impact lies not only in raising academic performance, but in reshaping the ecology of childhood learning in these communities. It is making school more understandable, more participatory, more relational, and more consequential in children's lives.

ANALYSIS OF STUDENT LEARNING OUTCOMES

This chapter presents an analysis of student learning outcomes in Language, Mathematics, and selected socio-emotional competencies, based on data collected from control and treatment schools. The purpose of this chapter is to examine the extent and nature of differences in student performance associated with the intervention, and to understand how these differences vary across grades and competencies.

The analysis adopts a **competency-based approach**, examining student performance across key domains such as decoding, comprehension, and expression in language, and number sense, operations, and application in mathematics. Student responses have been analysed in terms of the **proportion of correct responses**, and comparisons between control and treatment groups are supported by **statistical testing**, where applicable, to assess whether observed differences are likely to reflect systematic effects rather than random variation.

The chapter is structured in three layers. First, a **grade-wise analysis** presents patterns of student performance within each grade. Second, a **competency-wise synthesis** examines how learning outcomes evolve across grades and identifies areas of strength and weakness. Finally, a **cross-cutting analysis** integrates findings across domains to identify broader patterns in learning progression and program impact.

The analysis pays particular attention to **variation in the strength and consistency of effects across competencies**, recognising that the impact of the intervention may not be uniform across all areas of learning. Findings are therefore interpreted with attention to both **statistical significance and practical significance**, with an emphasis on understanding not only whether differences exist, but also how they manifest across different stages of learning.

SECTION 1: GRADE-WISE ANALYSIS OF STUDENT LEARNING OUTCOMES

This section presents grade-wise analysis of student performance in **Language** and **Mathematics**, comparing outcomes between control and treatment schools. The analysis is based on the proportion of students responding correctly to assessment items, with statistical comparisons where applicable.

The grade-wise structure allows for examining learning patterns at different stages, while also identifying points of transition and variation across cohorts.

Note on Grade 3:

Following the revision of the entry age policy in Gujarat, whereby admission to Grade 1 was aligned to age 6 and younger children were enrolled in Balvatika, a cohort gap was created. As a result, the number of students available in Grade 3 during the assessment year was significantly lower. Findings for Grade 3 are therefore presented for completeness but interpreted with caution due to limited sample size.

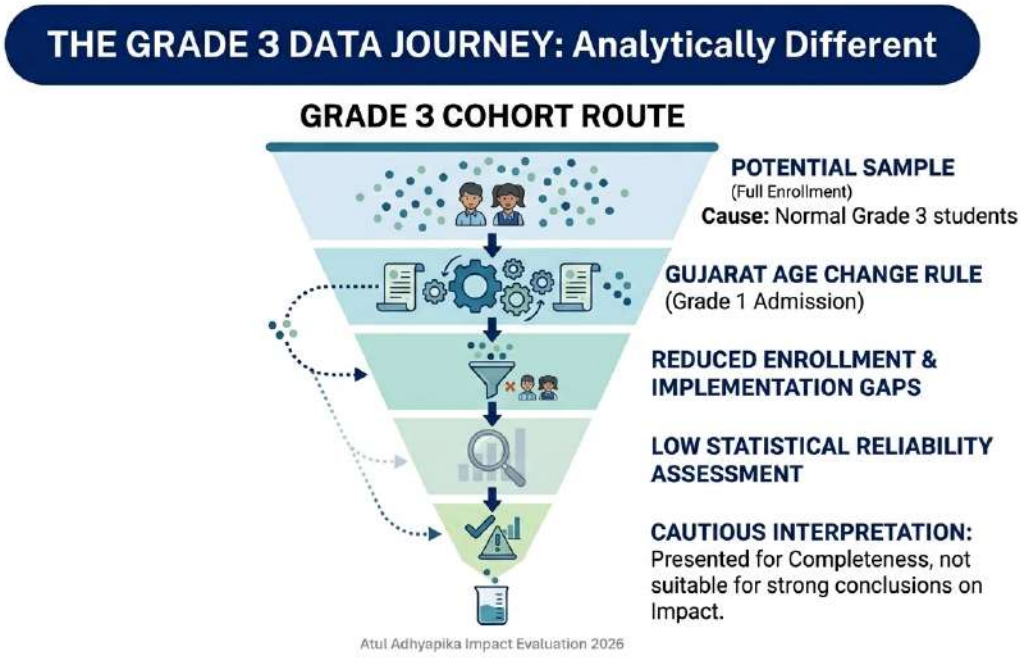


Figure 14 Grade 3 as an anomaly

1.1 LANGUAGE OUTCOMES

GRADE 1

- The Grade 1 language assessment focused on early literacy skills, including letter recognition, word reading, and basic comprehension.
- Students in treatment schools demonstrate substantially higher performance compared to those in control schools. The mean score in treatment schools is approximately 69%, compared to 43% in control schools, reflecting a difference of about 26 percentage points.
- The difference is observed across tasks involving letter recognition, word reading, and basic comprehension. A larger proportion of students in treatment schools are able to move beyond letter-level decoding to word-level reading, with emerging comprehension, while performance in control schools remains concentrated at lower levels of decoding.

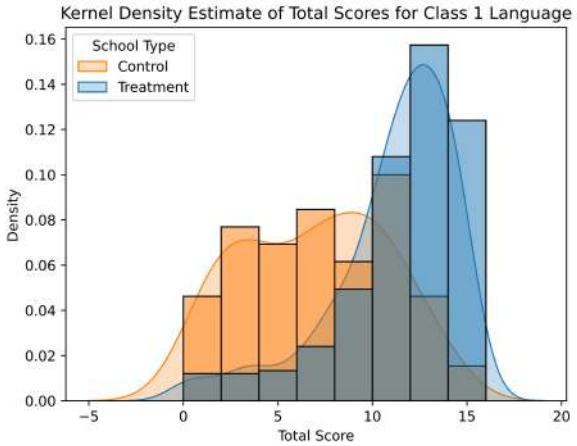


Figure 15 Density Estimate for Class 1 language

- **Interpretation:** The findings indicate strong gains in early literacy acquisition. Students in treatment schools appear to achieve foundational reading skills earlier and with greater consistency.

GRADE 2

- The Grade 2 assessment included sentence-level reading, comprehension, and short written responses.
- In Class 2, treatment schools continue to outperform control schools. The mean score in treatment schools is approximately 82%, compared to 70% in control schools, indicating a difference of about 12 percentage points.

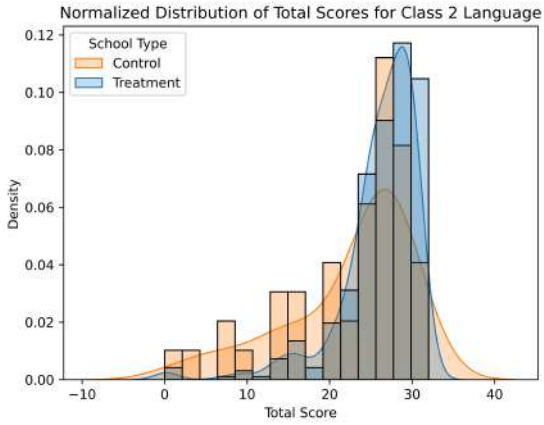


Figure 16 Density Estimate for Class 2 language

- The gap is particularly visible in comprehension-based tasks, where students are required to interpret and respond. Students in treatment schools demonstrate greater consistency in answering such questions correctly, indicating progression from decoding to meaning-making.
- **Interpretation:** The results suggest consolidation of foundational literacy skills. Students not only perform better on average but also show more stable learning across competencies.

GRADE 3

- The Grade 3 assessment included longer passages and open-ended responses, requiring reading comprehension and written expression.
- Performance patterns in Class 3 show variation across both treatment and control groups, with overall lower scores compared to earlier grades.
- **This pattern must be interpreted in the context of a cohort-related limitation. Due to a policy change in Gujarat aligning the entry age to Grade 1, the number of students in Class 3 during the assessment year**

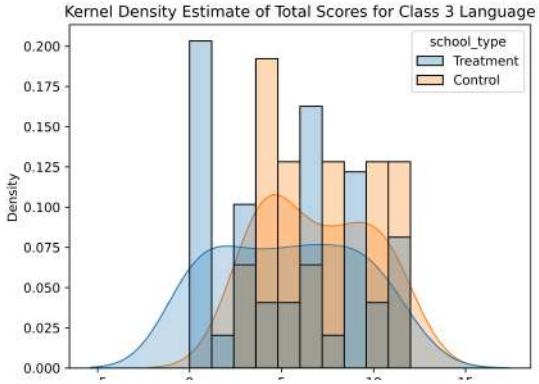


Figure 17 Density Estimate for Class 3 language

is significantly reduced, resulting in a small and non-representative sample.

- **Interpretation:** Findings for Class 3 are treated as non-interpretable for programme impact and are **not used to draw conclusions**.

GRADES 4–5

- At this stage, the assessment focused on comprehension, interpretation, and written expression.
- In higher grades, the difference between treatment and control groups reduces in terms of mean scores, with both groups performing at approximately similar levels (around 58–60%).
- Treatment schools continue to show relatively better performance in comprehension tasks, while written expression remains a challenge across both groups. Differences between groups become less distinct as tasks require interpretation and articulation.

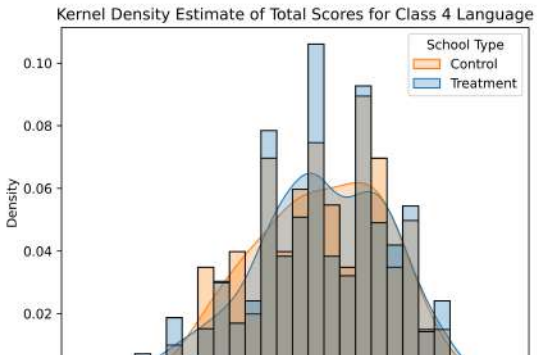


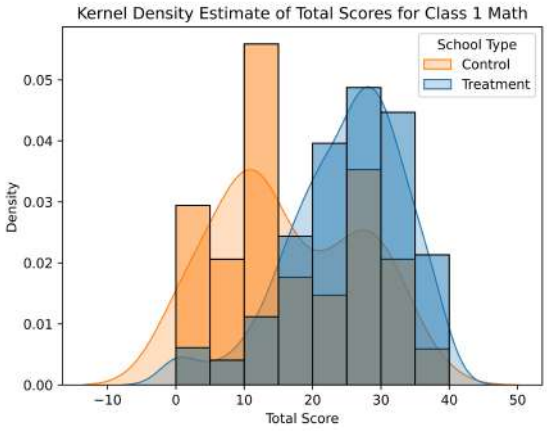
Figure 18 Density Estimate for Class 4 & 5 language

- **Interpretation:** While early gains are sustained, the magnitude of difference reduces in higher grades as language tasks become more complex and require higher-order competencies.

1.2 MATHEMATICS OUTCOMES

GRADE 1

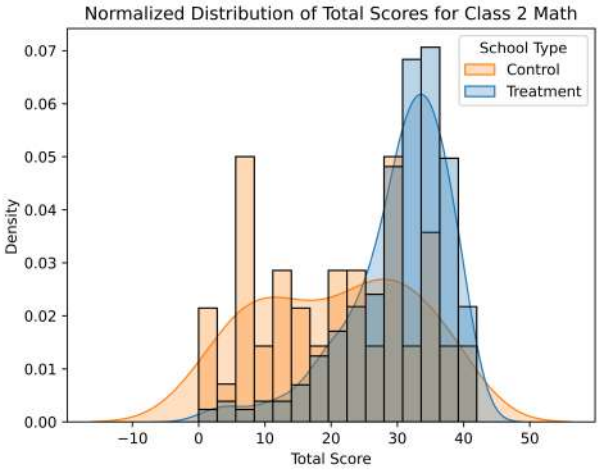
- The Grade 1 mathematics assessment covered number recognition, counting, and basic comparison.
- Students in treatment schools demonstrate higher performance compared to control schools. The mean score in treatment schools is approximately 62%, compared to 41% in control schools, reflecting a difference of about 21 percentage points.
- The difference is observed across number recognition, counting, and comparison tasks. Students in treatment schools demonstrate stronger number sense and greater accuracy.



- **Interpretation:** The findings indicate strong development of foundational numeracy skills in early grades.

GRADE 2

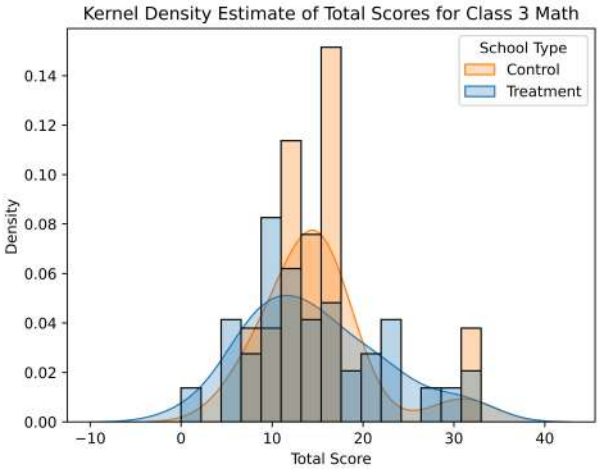
- The Grade 2 assessment included number sense, basic operations, and early problem-solving tasks.
- In Class 2, the difference between treatment and control schools remains substantial. The mean score in treatment schools is approximately 72%, compared to 49% in control schools, indicating a difference of about 23 percentage points.
- The gap is particularly pronounced in operational tasks. Students in treatment schools demonstrate greater accuracy and consistency in performing addition and subtraction, indicating that foundational understanding is being translated into procedural fluency.



- **Interpretation:** Conceptual understanding developed in earlier stages is being translated into procedural fluency. Class 2 reflects consolidation of foundational numeracy.

GRADE 3

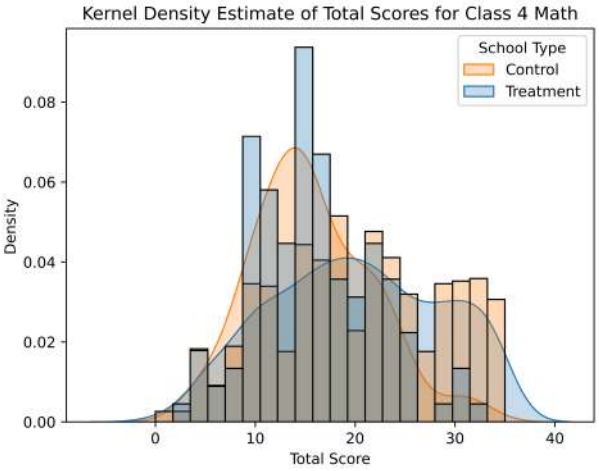
- The Grade 3 mathematics assessment included multi-step operations and introductory application tasks.
- Performance levels in Class 3 are similar across treatment and control groups, with mean scores around 45%.
- As in language, this reflects the limited and non-representative sample size. Given the limited sample, findings are indicative.



- **Interpretation: Findings for Class 3 are not used to assess programme impact**.

GRADES 4–5

- The assessment at this level included operations and application-based problems.
- Students in treatment schools continue to outperform those in control schools. The mean score in treatment schools is approximately 58%, compared to 45% in control schools, indicating a difference of about 13 percentage points.
- The difference is visible across operations and application-based tasks. Performance in word problems remains lower across both groups, though treatment schools show relatively better outcomes.



- **Interpretation:** Mathematics outcomes indicate sustained programme impact beyond foundational stages, particularly in conceptual understanding and operations.
- This also indicates that while procedural skills are relatively stronger, application of mathematical concepts in contextual situations continues to be an area of challenge.

SECTION SUMMARY

Across grades, treatment schools demonstrate consistently higher performance in both language and mathematics. The differences are statistically significant in most cases, particularly in Grades 1, 2, and 4–5.

Early grade gains are evident in foundational competencies and appear to be sustained in higher grades. At the same time, a relative decline in performance is observed at Grade 3, which may be partly attributable to cohort effects as well as the increasing complexity of tasks.

Across both subjects, higher-order competencies—particularly comprehension in language and application in mathematics—remain comparatively weaker than foundational and procedural skills.

SECTION 2: CONSOLIDATED ANALYSIS ACROSS GRADES (COMPETENCY-WISE)

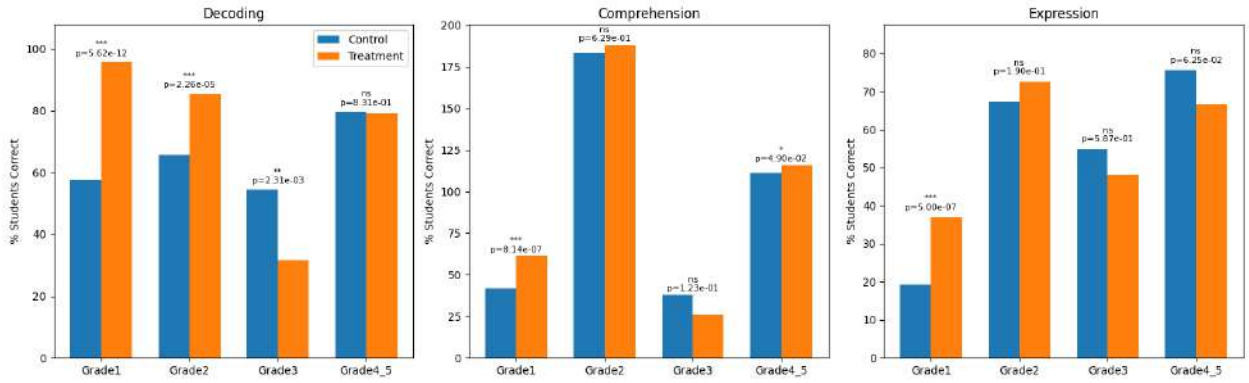
This section synthesises student performance across grades by examining competency-wise trends in Language and Mathematics. The analysis highlights not only overall differences between control and treatment groups, but also **variation in the strength and consistency of these differences across competencies and grades**.

In addition to competency-wise comparisons, the analysis is supported by treatment effect estimates, which provide insight into the magnitude and consistency of programme impact across grades and competencies.

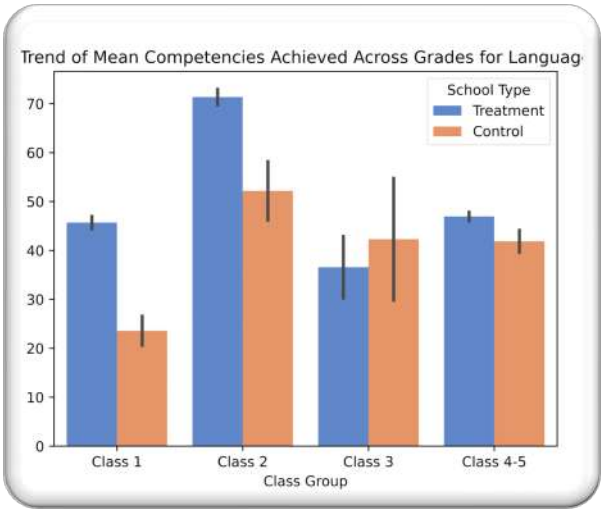
2.1 LANGUAGE: COMPETENCY-WISE TRENDS ACROSS GRADES

Language outcomes are examined across three competencies: decoding, comprehension, and written expression.

FIGURE X: LANGUAGE COMPETENCY-WISE PERFORMANCE ACROSS GRADES (CONTROL VS TREATMENT)



Note: Scores represent composite performance across multiple items within each competency and may exceed 100 due to aggregation.



DECODING AND WORD RECOGNITION

The largest and most consistent differences between control and treatment groups are observed in early grades.

- In **Grade 1**, the gap is substantial, with treatment students outperforming control students by a wide margin (statistically significant at $p < 0.001$)
- In **Grade 2**, the difference remains strong and consistent
- By **Grades 4–5**, the gap reduces considerably, with performance levels converging

Grade 3 shows irregular patterns; however, these are not interpreted due to a cohort anomaly arising from policy changes that resulted in a small and non-representative sample.

INTERPRETATION

The intervention has a **strong and early effect on decoding**, enabling students in treatment schools to achieve foundational reading skills earlier. The convergence in later grades suggests that while most students eventually acquire decoding skills, **the timing of acquisition differs significantly**, with treatment students reaching this stage earlier.

READING COMPREHENSION

Unlike decoding, comprehension shows **inconsistent and weaker differentiation** across grades.

- In **Grade 1**, a clear and statistically significant difference is observed
- In **Grade 2**, the difference becomes negligible and statistically non-significant
- In **Grades 4–5**, a modest but statistically significant difference re-emerges

Across grades, overall performance levels remain moderate, with considerable variation across items.

INTERPRETATION

The data suggests that gains in decoding are **not automatically translating into comprehension**. The inconsistent pattern indicates that comprehension development is more sensitive to instructional practices and may require **explicit pedagogical focus beyond foundational reading skills**.

WRITTEN EXPRESSION

Written expression shows the **lowest performance levels and weakest differentiation** across all competencies.

- In **Grade 1**, treatment schools show a strong and statistically significant advantage
- From **Grade 2 onwards**, differences reduce sharply and are largely non-significant
- In **Grades 4–5**, performance remains moderate across both groups, with minimal differentiation

INTERPRETATION

Written expression emerges as the **least responsive competency to the intervention**, despite early gains. This likely reflects the higher cognitive demands of writing, which requires integration of reading, comprehension, vocabulary, and articulation. The data indicates that improvements in foundational literacy are **not yet translating into expressive language skills at scale**.

LANGUAGE: KEY PATTERN

Across competencies, a clear gradient emerges:

> **Strong impact → Moderate impact → Weak impact**
> Decoding → Comprehension → Expression

This indicates that while the intervention is effective in strengthening **foundational literacy**, its effects **diminish as task complexity increases**. Across competencies, the magnitude of difference is most pronounced in Grade 2, indicating consolidation of foundational learning at this stage.

These patterns are consistent with distributional and mean score analyses, which show strong early gains and increasing convergence across groups in higher grades.

2.2 MATHEMATICS: COMPETENCY-WISE TRENDS ACROSS GRADES

Mathematics outcomes are analysed across number sense (including place value), operations, and word problems.

FIGURE Y: MATHEMATICS COMPETENCY-WISE PERFORMANCE ACROSS GRADES (CONTROL VS TREATMENT)

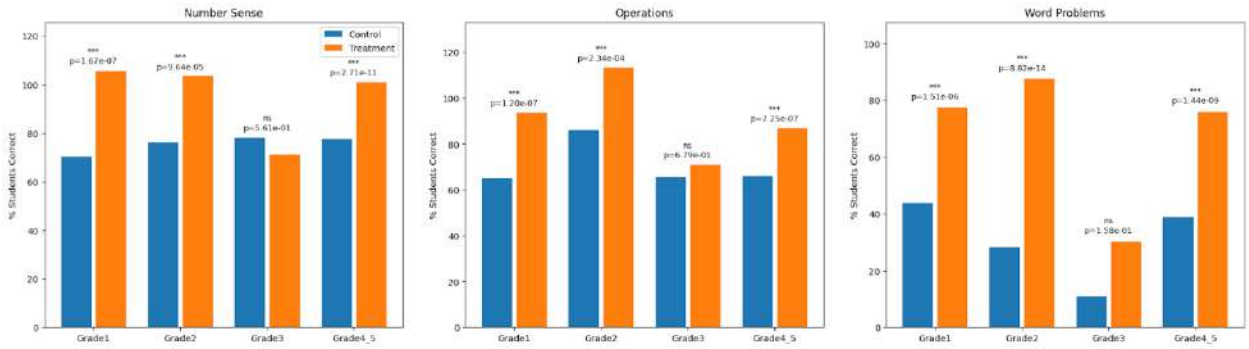
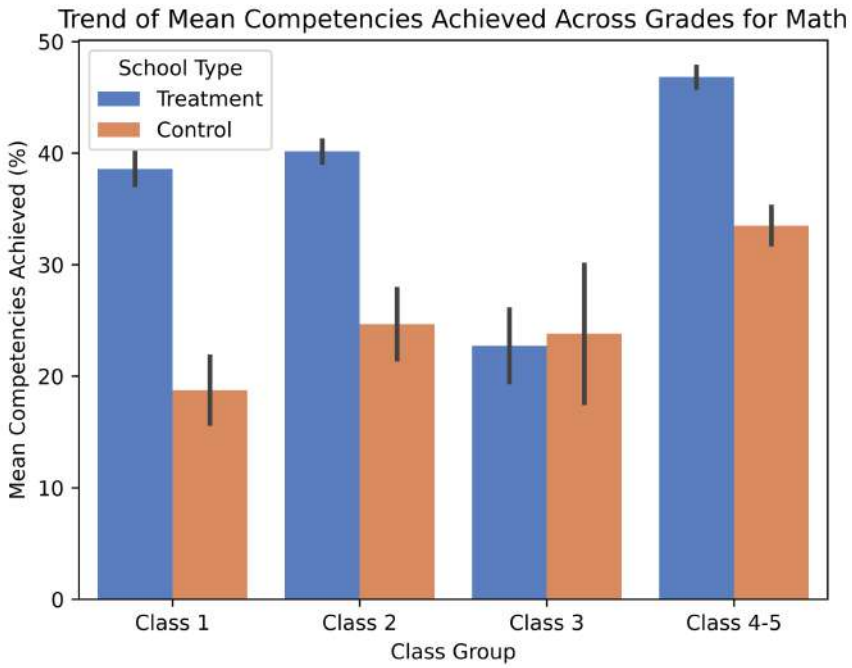


Figure Y presents competency-wise mathematics performance across grades. Differences between control and treatment groups are statistically significant ($p < 0.001$) in most grades, particularly in Number Sense, Operations, and Word Problems. Findings for Grade 3 are not statistically significant and are interpreted with caution due to limited sample size.



Note: Scores represent composite performance across multiple items within each competency and may exceed 100 due to aggregation.

NUMBER SENSE (INCLUDING PLACE VALUE)

Number sense shows **consistently high and statistically significant differences** between treatment and control groups across most grades.

- In **Grade 1**, the gap is large and highly significant
- In **Grade 2**, the difference remains strong

- In **Grades 4–5**, the gap reduces but remains statistically significant

Grade 3 shows no clear difference; this is treated as an anomaly.

INTERPRETATION

The intervention has a **strong and stable impact on conceptual understanding**, particularly place value. Students in treatment schools demonstrate earlier and more consistent understanding of number structure, which forms the basis for further learning.

OPERATIONS

Operations show a pattern closely aligned with number sense but with **even stronger differentiation in Grade 2**.

- In **Grade 2**, the gap between control and treatment is at its peak
- Differences remain statistically significant in **Grades 1 and 4–5**
- In **Grade 3**, differences are negligible

INTERPRETATION

The peak in Grade 2 suggests that once conceptual understanding is established, it translates effectively into **procedural fluency**. The close alignment with number sense indicates that **place value understanding is a key driver of performance in operations**.

WORD PROBLEMS (APPLICATION)

Word problems show the **most striking pattern**:

- They have the **lowest absolute performance** across both groups
- At the same time, they show the **largest gaps between control and treatment groups**
- Differences are highly significant ($p < 0.001$), especially in Grades 1 and 2

INTERPRETATION

This indicates that while application is the most difficult competency, it is also where the **relative impact of the intervention is strongest**.

However, the low overall performance suggests that:

- gains are **relative, not absolute**
- application remains underdeveloped across the system

MATHEMATICS: KEY PATTERN

Across competencies, the pattern is:

> **High and stable impact → High but variable → Low but high relative gain**
> Number Sense → Operations → Word Problems

This pattern is further supported by mean trends and distribution analysis, which show sustained differences in mathematics across grades, particularly in higher grades.

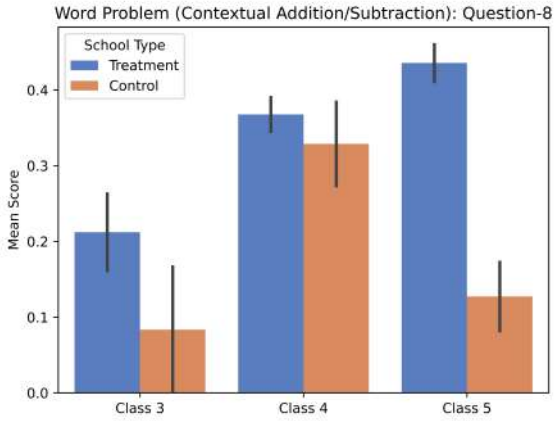
COMPARATIVE INSIGHT (MATHEMATICS VS LANGUAGE)

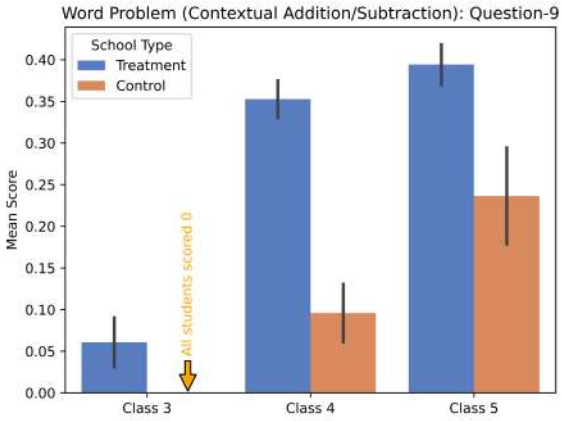
The magnitude and consistency of gains in mathematics are **stronger and more stable** than those observed in language.

- Mathematics shows **clear, consistent, and statistically robust differences** across competencies
- Language shows **variation, weakening effects, and limited differentiation in higher-order skills**

INTERPRETATION

This suggests that the intervention is more effective in domains where learning is structured and cumulative, as in mathematics.





In contrast, language competencies—particularly comprehension and expression—require sustained engagement with interpretation and articulation, resulting in more variable and less consistent gains.

Overall, the competency-wise analysis indicates that the intervention has a strong and consistent effect on foundational competencies, while its impact becomes more variable as tasks require higher-order thinking, interpretation, and expression.

SECTION 3: CROSS-CUTTING INSIGHTS AND PROGRAMMATIC IMPLICATIONS

This section synthesises findings across language, mathematics, and socio-emotional learning (SEL), drawing on competency-wise trends to identify patterns in learning progression, variation in impact, and implications for instructional practice. The analysis integrates both **statistical evidence and observed learning patterns** to interpret the nature and strength of program effects.

3.1 STRONG BUT FRONT-LOADED IMPACT IN FOUNDATIONAL COMPETENCIES

Across all three domains, the largest differences between control and treatment groups are observed in foundational competencies:

- decoding in language
- number sense (including place value) in mathematics
- basic prosocial responses in SEL

In early grades, these differences are **statistically significant ($p < 0.001$ in most cases)**, indicating that the probability of these differences occurring by chance is extremely low.

INTERPRETATION

This suggests that the intervention has a **robust and reliable effect** on early learning outcomes. The consistency of low p-values across grades and competencies strengthens confidence that the observed differences reflect **systematic improvements rather than sampling variation**.

However, the magnitude of differences reduces in later grades, indicating that the effect is **front-loaded**, with the strongest gains occurring in early stages.

3.2 INCREASING ROLE OF INTERPRETATION AND EXPRESSION WITH GRADE LEVEL

Across domains, a consistent shift is observed from:

direct response → interpretation → articulation

As grade level increases, tasks increasingly require students to interpret situations and express their reasoning.

In these competencies, differences between control and treatment groups are:

- **less consistently statistically significant**
- more variable across grades

INTERPRETATION

The weakening of statistical significance in these domains suggests that the intervention's effect is **less stable and less uniformly distributed** when tasks require higher-order thinking. This indicates that while foundational gains are robust, **their translation into complex competencies is not consistently achieved across the population**.

3.3 UNEVEN TRANSLATION FROM FOUNDATIONAL TO HIGHER-ORDER COMPETENCIES

A key pattern across domains is the uneven translation of foundational skills into higher-order competencies.

- In mathematics, differences in operations remain statistically significant across most grades, suggesting a stable progression from conceptual understanding to procedural fluency

- In language, differences in comprehension are **not consistently statistically significant**, indicating variability in learning outcomes
- In SEL, higher-order responses show **greater dispersion and higher non-response rates**, reflecting uneven development

INTERPRETATION

The presence or absence of statistical significance across competencies reflects the **stability of learning gains**:

- Consistent significance → stable, widespread effect
- Inconsistent or non-significance → uneven or context-dependent effect

This indicates that foundational competencies are being acquired reliably, but higher-order competencies show **greater variability in both acquisition and expression**.

3.4 APPLICATION AND EXPRESSION AS PERSISTENT BOTTLENECKS

Across all domains, competencies requiring application and expression show:

- lower overall performance levels
- reduced statistical significance in some grades
- higher variability in responses

In mathematics, word problems continue to show statistically significant differences ($p < 0.001$), but absolute performance remains low.

In language and SEL, differences are smaller and often not statistically significant in higher grades.

INTERPRETATION

This pattern indicates that while the intervention improves performance, **the effect size in higher-order competencies is smaller and less consistent**. The presence of statistical significance alongside low absolute scores (as in mathematics word problems) suggests **relative improvement without full mastery**.

3.5 ROLE OF LANGUAGE AS A CROSS-CUTTING MEDIATOR

Findings from language and SEL highlight the role of language in shaping performance, particularly in higher grades.

High non-response rates and lower-level responses in open-ended tasks indicate that students may struggle not only with understanding but also with expressing their thinking.

INTERPRETATION

This suggests that observed performance reflects a combination of:

- conceptual understanding

- language proficiency
- expressive ability

The variability and reduced statistical significance in these domains indicate that language emerges as a key mediating factor influencing students' ability to demonstrate learning across domains.

3.6 CONVERGENCE REFLECTS DELAYED LEARNING, NOT EQUIVALENT TRAJECTORIES

In several foundational competencies, differences between control and treatment groups reduce in higher grades.

INTERPRETATION

This convergence does not imply equivalent learning trajectories. Instead, it reflects that control group students eventually reach similar levels, but with a **time lag**.

From a statistical perspective, this is reflected in:

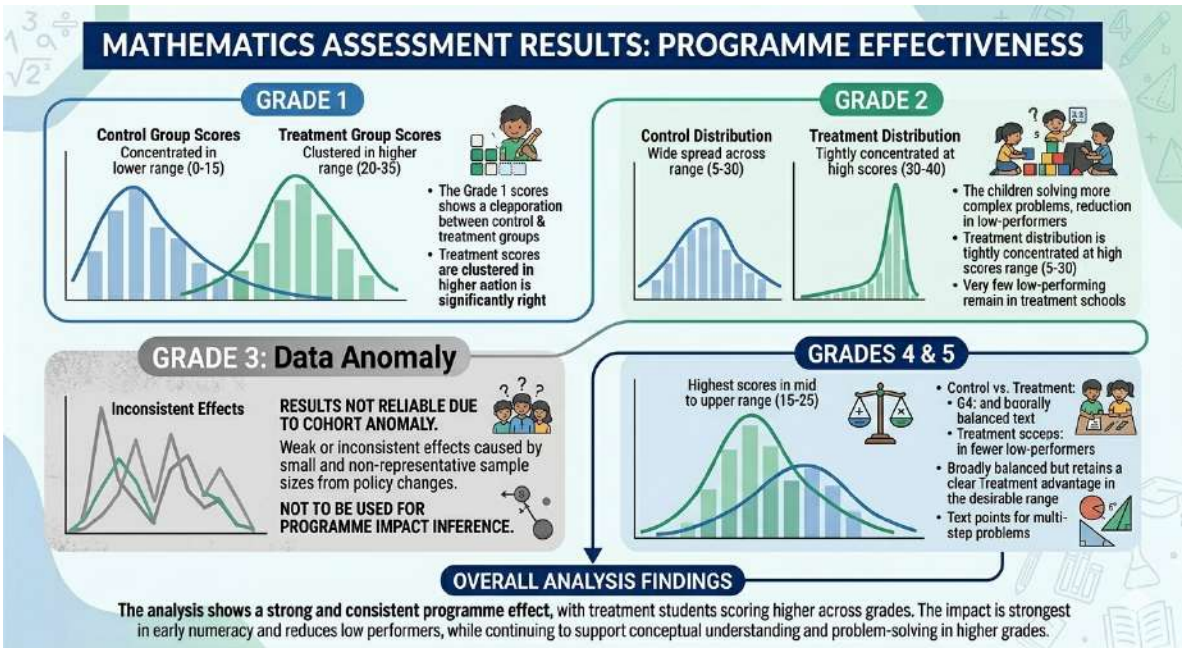
- reduced effect sizes
- narrowing differences between group means

This highlights the programme's role in **accelerating learning trajectories** rather than merely improving end-point attainment.

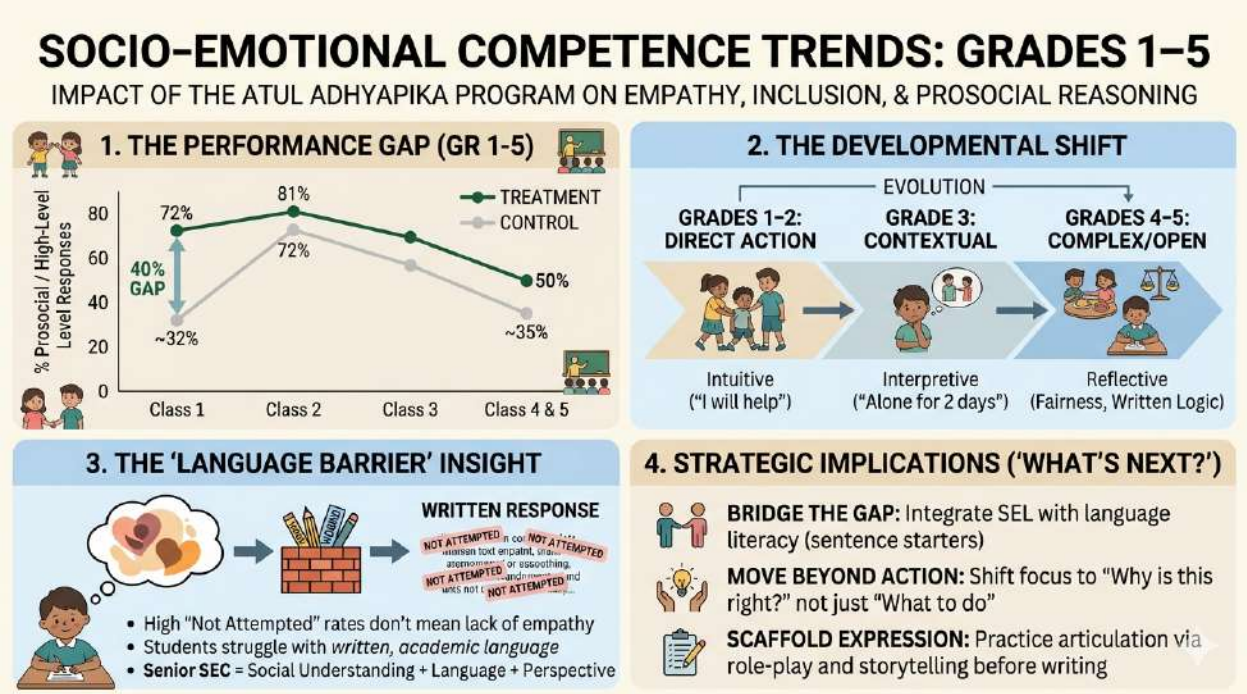
3.7 DIFFERENTIAL STRENGTH OF EFFECTS ACROSS DOMAINS

The statistical patterns indicate that:

- Mathematics shows **consistent statistical significance across competencies**, indicating stable and strong effects



- Language shows **mixed statistical significance**, particularly in comprehension and expression
- SEL shows **strong early significance but reduced differentiation in complex tasks**



INTERPRETATION

This suggests that the intervention is more effective in domains where:

- learning is structured and cumulative (mathematics)
- outcomes are directly observable and measurable

In contrast, domains requiring interpretation and expression show **greater variability and weaker statistical consistency**, reflecting both instructional and measurement challenges.

3.8 PROGRAMMATIC IMPLICATIONS

The findings suggest the following programmatic directions:

1. SUSTAIN AND DEEPEN FOUNDATIONAL GAINS

Given the strong and statistically robust effects in early competencies, continued emphasis on foundational learning is essential.

2. STRENGTHEN PATHWAYS TO HIGHER-ORDER COMPETENCIES

The reduction in statistical consistency in higher-order domains indicates the need for:

- explicit bridging strategies
- structured progression from foundational to application-based tasks particularly in Grades 2–5 where the transition to higher-order competencies becomes critical

3. ADDRESS VARIABILITY IN LEARNING OUTCOMES

The presence of non-significant differences and high variability suggests that:

- learning gains are not uniformly distributed
- targeted support may be required for specific groups of students

4. INTEGRATE LANGUAGE ACROSS DOMAINS

Given its mediating role, strengthening language proficiency is critical for improving:

- comprehension
- mathematical application
- socio-emotional reasoning

5. DESIGN FOR COMPLEXITY AND EXPRESSION

To improve higher-order competencies:

- increase exposure to open-ended tasks
- provide scaffolds for reasoning and articulation
- create opportunities for discussion and reflection

SECTION CONCLUSION

The analysis indicates that the intervention has a **statistically robust, consistent, and educationally meaningful impact on foundational learning**, with consistent evidence across subjects and competencies.

However, the reduction in statistical significance and increased variability in higher-order competencies indicates that **the impact is less stable as task complexity increases**. Strengthening the transition from foundational skills to application, reasoning, and expression will be critical for achieving deeper and more sustained learning outcomes.

SECTION 4: OVERALL IMPACT STATEMENT

The analysis of student learning outcomes across grades and competencies indicates that the intervention has had a **statistically robust and educationally meaningful impact** on both language and mathematics learning.

Across most grades and foundational competencies, students in treatment schools perform higher than those in control schools, with differences that are **statistically significant ($p < 0.001$ in key comparisons)**. This indicates that the observed differences are unlikely to be due to random variation and reflect a consistent program effect.

The strength of this impact is most evident in **foundational domains**, particularly decoding in language and number sense (including place value) in mathematics. These competencies show both **large differences in group performance and high statistical consistency**, suggesting that the intervention is effective in strengthening early learning processes.

The findings also indicate that these foundational gains extend, to some extent, into **intermediate competencies**, such as operations in mathematics and sentence-level comprehension in language. However, the magnitude and statistical consistency of these effects are comparatively lower, indicating that the translation from foundational to intermediate skills is **present but uneven**.

In contrast, performance in **higher-order competencies**, particularly written expression in language and word problem solving in mathematics, remains comparatively lower across both groups. While treatment schools demonstrate improvement—reflected in statistically significant differences in several cases (especially in mathematics)—the overall levels of performance suggest that **relative gains are not yet translating into mastery**.

An important pattern emerging from the analysis is the distinction between **timing and attainment of learning**. In several competencies, differences between control and treatment groups reduce in higher grades. However, this convergence reflects **delayed acquisition in control schools rather than equivalent learning trajectories**, with students in treatment schools achieving foundational competencies earlier and progressing more consistently.

The statistical patterns across domains further indicate that the intervention has **stronger and more stable effects in mathematics** than in language. While mathematics shows consistent statistical significance across competencies, language outcomes—particularly in comprehension and expression—exhibit greater variability and weaker statistical consistency. This suggests that competencies requiring interpretation and articulation are **less uniformly influenced by the intervention**.

Overall, the evidence suggests that the intervention is effective in:

- producing **reliable improvements in foundational learning outcomes**
- supporting progression into intermediate competencies, albeit unevenly
- generating **statistically significant differences that indicate real program effects**

At the same time, the findings highlight important limitations:

- the impact weakens as task complexity increases
- higher-order competencies remain insufficiently developed
- variability in outcomes increases in domains requiring expression and reasoning

CONCLUSION

The intervention demonstrates a **clear, statistically grounded impact on foundational learning**, particularly in early grades. By enabling earlier and more consistent acquisition of core skills, it improves students' readiness to engage with more complex learning tasks.

However, sustaining and deepening this impact will require a stronger focus on **application, reasoning, and expressive competencies**, ensuring that early gains are translated into **deep, transferable, and stable learning outcomes across domains**.

RELATIONSHIP BETWEEN LEARNING OUTCOMES AND PROGRAMME PRESENCE

To better understand the broader impact of the Atul Adhyapika Programme, block-level student learning data from the Semester-II Exam (2024–25), GCERT has been analysed across Grades 3–8 in both Language and Mathematics. This dataset provides a standardized and system-generated measure of student performance, allowing for comparison between Dharampur block and state averages.

The use of this data serves two purposes. First, it helps situate student learning outcomes in Dharampur within a wider state context. Second, given that the Adhyapika Programme has had a sustained presence in approximately 45 out of 115 schools in the block, it allows for an examination of whether there are any observable patterns that align with this presence.

DHARAMPUR BLOCK VS STATE – GUJARATI LEARNING OUTCOMES (GRADES 3–8)

Grade	Representative Learning Outcomes (Examples)	Dharampur Block %	State %	Gap (Block – State)
Grade 3	• શબ્દો/વાક્યો વાંચીને અર્થ સમજે છે • સરળ લખાણમાંથી માહિતી લે છે	**56.57**	**52.41**	**+4.16**
Grade 4	• યોગ્ય શબ્દો/વિરામચિહ્નોનો ઉપયોગ કરે છે • વાંચન આધારિત સમજ વિકસાવે છે	**70.80**	**63.29**	**+7.51**
Grade 5	• વાંચનથી માહિતી, વર્ણન અને અર્થઘટન કરે છે • ભાષાનો ઉપયોગ કરીને અભિવ્યક્તિ કરે છે	**63.02**	**56.67**	**+6.35**
Grade 6	• વાંચન આધારે પ્રશ્નોના જવાબ આપે છે • ભાષાનો અર્થઘટન અને ઉપયોગ કરે છે	**50.16**	**44.88**	**+5.28**
Grade 7	• લખાણનું વિશ્લેષણ કરે છે • અભિવ્યક્તિ અને પ્રત્યાયન કરે છે	**55.43**	**49.48**	**+5.95**
Grade 8	• વાંચન સમજીને તારણ કાઢે છે • માહિતીનો ઉપયોગ અને વ્યાખ્યા કરે છે	**56.57**	**52.41**	**+4.16**

KEY OBSERVATIONS

- **Consistent positive gap**: Dharampur is performing **better than state across all grades (3–8)**
- **Strongest performance**: Grade 4 (+7.5) → indicates strong base in early upper primary

- **Slight dip in middle grades**: Grade 6–7 → where **comprehension + reasoning demands increase**
- **Recovery/stability**: Grade 8 maintains positive gap, but not as high as Grade 4

DHARAMPUR BLOCK VS STATE – MATHEMATICS LEARNING OUTCOMES (GRADES 3–8)

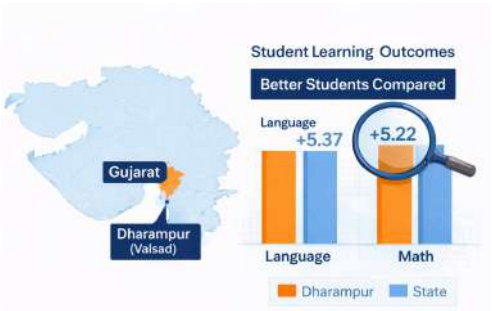
Grade	Representative Learning Outcomes (Examples)	Dharampur Block %	State %	Gap (Block – State)
Grade 3	• વસ્તુઓના હિસ્સા અને માપનો અંદાજ લગાવે છે • ગુણાકારના પ્રાથમિક પેટર્ન સમજે છે	**75.35**	**67.84**	**+7.51**
Grade 4	• રોજિંદા જીવનમાં ગણિતીય ક્રિયાઓનો ઉપયોગ કરે છે • આકારો અને માપને ઓળખે છે	**72.90**	**66.94**	**+5.96**
Grade 5	• ગુણાકાર અને ભાગાકારનો ઉપયોગ કરે છે • વાસ્તવિક જીવનની સમસ્યાઓ ઉકેલે છે	**65.96**	**60.41**	**+5.55**
Grade 6	• સંખ્યાઓ અને ભિન્નો સાથે કાર્ય કરે છે • માહિતીનું અર્થઘટન કરે છે	**51.19**	**46.02**	**+5.17**
Grade 7	• અનુપાત, પ્રમાણ અને બીજગણિતીય વિચારનો ઉપયોગ કરે છે • તર્ક આધારિત પ્રશ્નો ઉકેલે છે	**51.20**	**47.89**	**+3.31**
Grade 8	• બીજગણિત, સમીકરણ અને ડેટા વ્યાખ્યા કરે છે • જટિલ સમસ્યાઓ ઉકેલે છે	**52.95**	**47.66**	**+5.29**

KEY OBSERVATIONS (ANALYTICAL)

Dharampur Block: Consistent Gains Across Language & Mathematics

Based on Semester-II Exam (2024–25), GCERT

Grade	Language – Dharampur	Language – State	Language – Gap	Math – Dharampur	Math – State	Math – Gap
G3	56.57	52.41	+4.16	75.35	67.84	+7.51
G4	70.80	63.29	+7.51	72.90	66.94	+5.96
G5	63.02	56.67	+6.35	65.96	60.41	+5.55
G6	50.16	44.88	+5.28	51.19	46.02	+5.17
G7	55.43	49.48	+5.95	51.20	47.89	+3.31
G8	56.57	52.41	+4.16	52.95	47.66	+5.29



🔍 **Key Patterns**

- Dharampur performs consistently above state across both subjects (Grades 3–8)
- Strongest gains in early grades (G3–4) → strong foundational learning base
- Moderation in middle grades (G6–7) → shift to comprehension, reasoning, abstraction

To further interpret these patterns in learning outcomes, it is useful to examine them in relation to the presence of the Atul Adhyapika Programme in 45/115 schools in the block.

The analysis indicates that Dharampur consistently performs **above the state average across Grades 3–8**, with particularly strong outcomes in the early grades (Grades 3–4), followed by a gradual moderation in middle grades. These patterns are visible across both subjects and are supported by the grade-wise tables presented above.

While this data is aggregated at the block level and does not isolate programme and non-programme schools, it provides a useful directional lens. The presence of the programme in a **substantial proportion of schools over time**, combined with consistent positive differences from the state average, suggests a **potential positive association** between programme presence and strengthened foundational learning outcomes.

At the same time, the observed moderation in Grades 6 and 7 indicates that these gains may be more pronounced in the earlier stages of learning, with further support required as students encounter more complex curricular demands.

It is important to note that this analysis does not establish causality. However, it does provide **supporting evidence that aligns with programme intent**, indicating that the Adhyapika Programme may be contributing to improved learning conditions and outcomes at the foundational level within the block.

TREATMENT EFFECTS ACROSS GRADES AND SUBJECT

The analysis indicates a strong and statistically significant impact in the early grades (Classes 1–2). Treatment effects remain consistently high, ranging approximately between +18% to +25%, with confidence intervals clearly above zero. This suggests robust and reliable gains in foundational learning outcomes attributable to the programme.

The peak impact is observed in Grade 2, where both language and mathematics demonstrate the highest and most stable effect sizes. This pattern indicates that Grade 2 serves as a critical stage for the consolidation of foundational skills, where programme inputs translate most effectively into measurable learning gains.

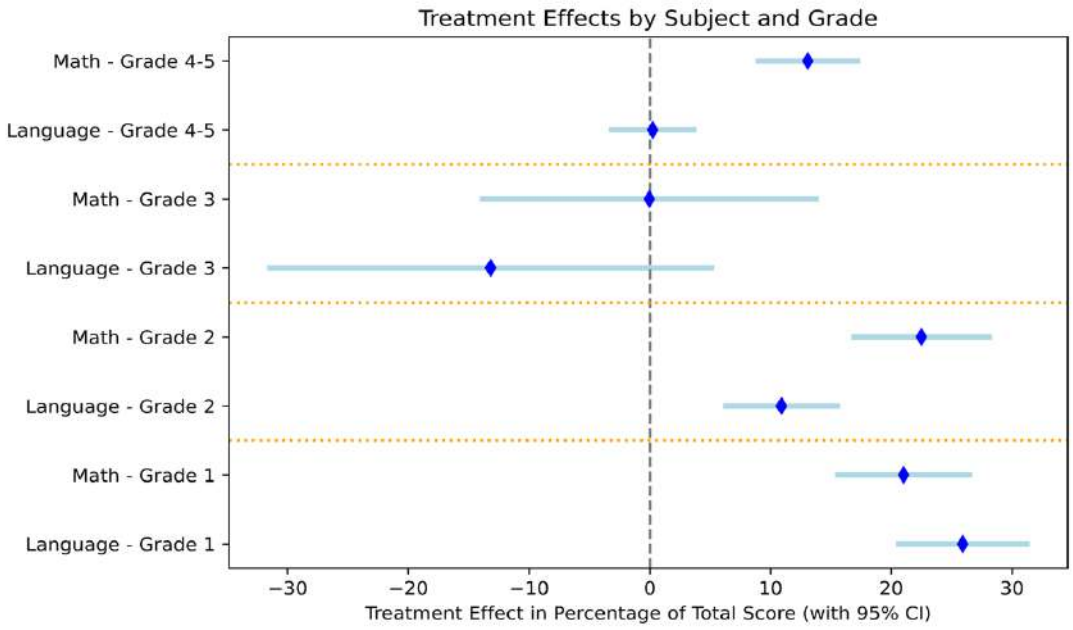
Findings for Grade 3 require cautious interpretation. The observed variability and weaker effects are largely explained by a cohort anomaly, resulting from a small and non-representative sample linked to policy shifts in school entry age. As such, Grade 3 results are not considered reliable for drawing conclusions about programme effectiveness.

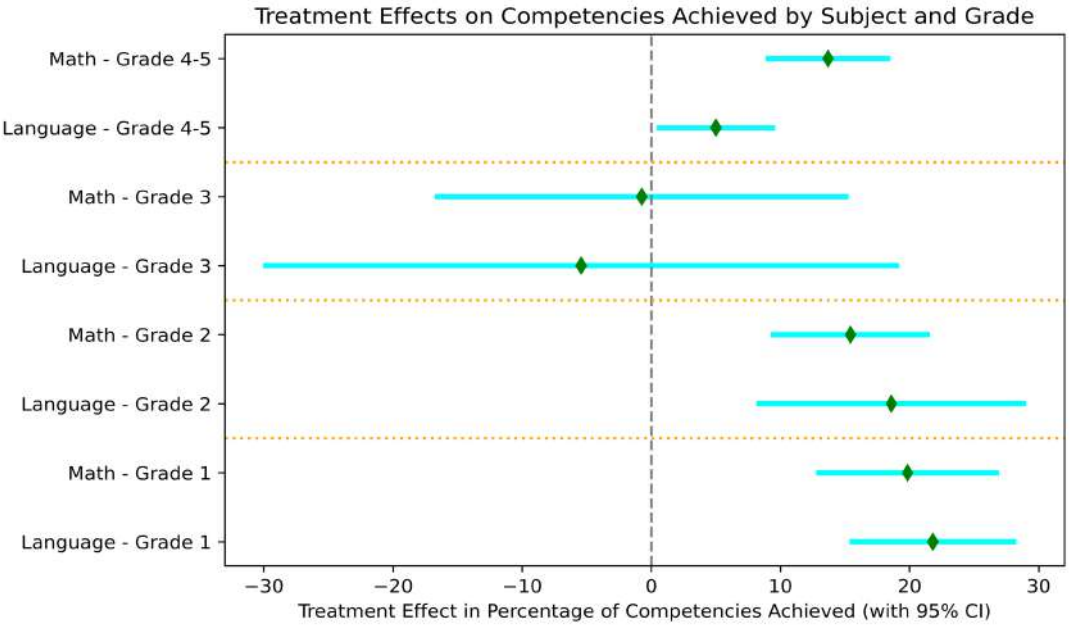
Across subjects, mathematics shows more sustained and consistent impact across grades. Notably, there is a clear recovery and strengthening of effects in Grades 4–5, suggesting that the programme effectively supports the development of conceptual understanding and problem-solving abilities over time.

In contrast, language outcomes show a moderate but continued positive impact in higher grades. While effect sizes reduce in Grades 4–5, they remain above zero. This trend likely reflects the increasing complexity of language competencies at these levels, particularly in areas such as comprehension, written expression, and higher-order thinking.

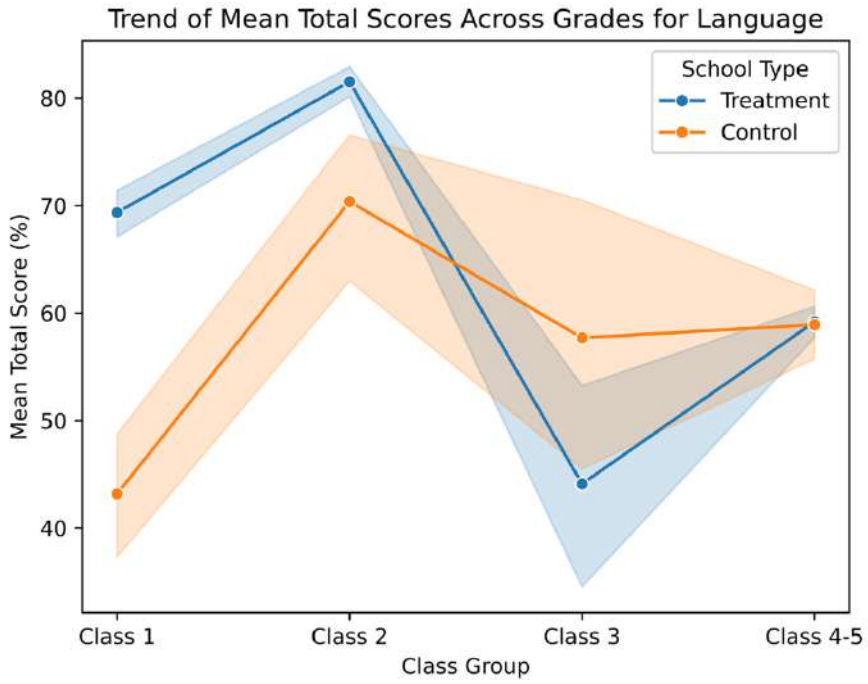
Overall, the findings suggest **that while foundational skill-building in early grades is a key strength of the programme, sustained gains in later grades require deeper support for advanced cognitive and language skills.**

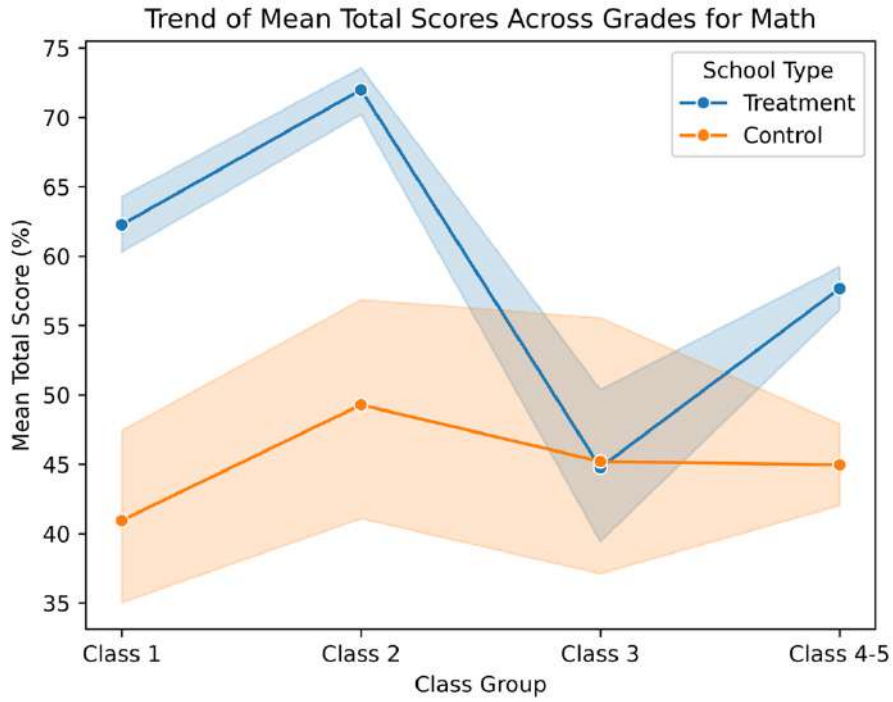
MEAN TOTAL SCORES ACROSS GRADES AND SUBJECTS





The analysis of mean total scores across grades reveals a clear pattern of early advantage, peak





consolidation, and differentiated subject-wise trends in later grades.In both mathematics and language, students in treatment schools demonstrate a strong early advantage in Classes 1–2, outperforming control group students by substantial margins. This indicates that the programme is

particularly effective in strengthening foundational learning during the early years, where core skills are first developed.

The highest mean scores are observed in Class 2 across both subjects, suggesting that this grade serves as a key point of consolidation of foundational competencies. The consistency of this peak across treatment groups reinforces the role of sustained early-grade support in driving learning gains.

A noticeable decline in Class 3 performance is observed in both treatment and control groups. However, this trend is best understood as a cohort-related anomaly rather than a programme effect, likely influenced by systemic factors such as changes in school entry age. Therefore, Class 3 results should be interpreted with caution.

In the higher grades, subject-wise trends begin to diverge. Mathematics shows a sustained and strengthening advantage in treatment schools in Classes 4–5, with mean scores recovering and surpassing control group performance. This suggests that the programme continues to support conceptual understanding and problem-solving skills beyond the foundational stage.

In contrast, language outcomes in higher grades show a more moderate trend, with treatment and control group scores converging in Classes 4–5. While the treatment advantage reduces, it remains consistently positive, reflecting the increasing complexity of language tasks, particularly in comprehension, interpretation, and written expression.

An additional important pattern is the reduction in variability within treatment schools, as indicated by narrower score distributions. This suggests that the programme not only improves average performance but also contributes to greater consistency and equity in learning outcomes.

Overall, the findings highlight that the programme is **highly effective in building strong early foundations, with sustained benefits in mathematics and more gradual, complexity-driven progression in language learning across grades.**

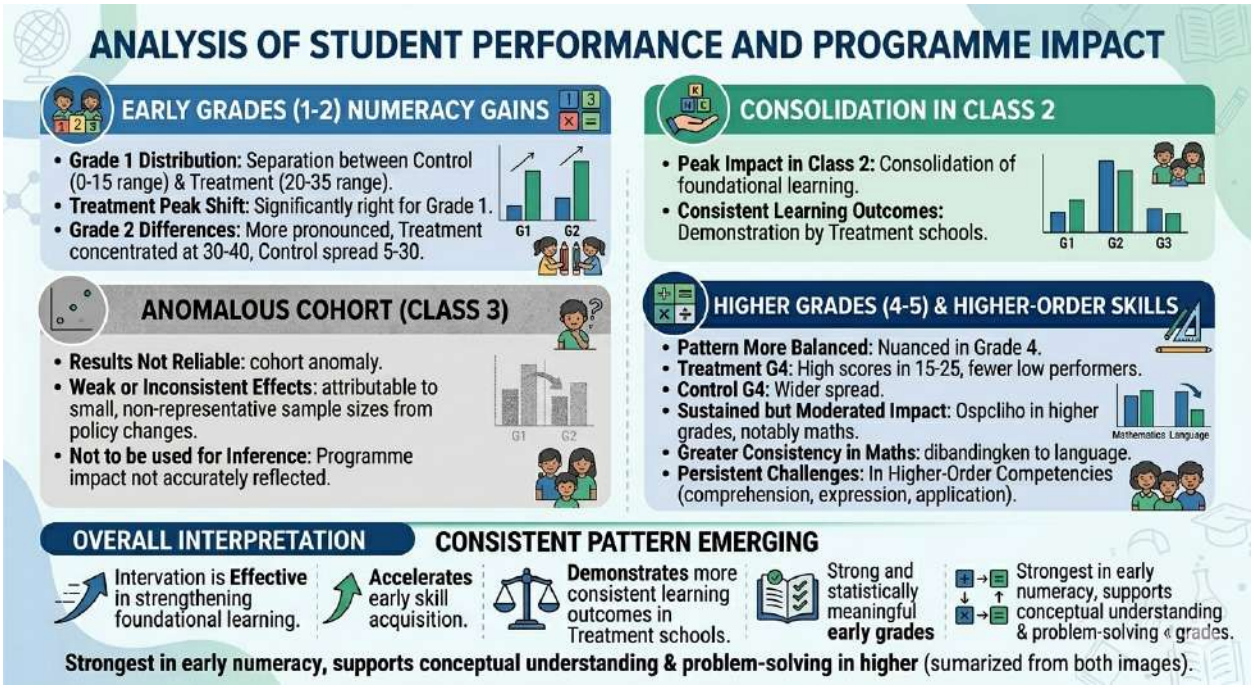
CHAPTER SUMMARY

The analysis across grades and competencies reveals a clear pattern in how students learn and where learning begins to weaken. Across language, mathematics, and socio-emotional tasks, students demonstrate strong performance in **early, direct-response situations**, where expectations are clear and tasks are structured.

However, as tasks become more complex—requiring interpretation, reasoning, and articulation—student performance becomes more uneven. This shift is visible across domains:

- from decoding to comprehension and expression in language
- from number sense to application in mathematics
- from intuitive responses to reflective reasoning in socio-emotional contexts

This pattern suggests that while students are able to **learn foundational skills effectively**, they face increasing difficulty when required to **apply, explain, or express their understanding independently**.



The findings also highlight that learning is not only about acquiring knowledge, but about developing the ability to **use that knowledge in context**. In higher grades, performance is shaped not just by conceptual understanding, but also by students' ability to interpret situations, organise their thoughts, and communicate their responses.

Another key insight is that improvements in learning are not uniform across domains. Mathematics shows more consistent progression from foundational to procedural competencies, while language and socio-emotional domains show greater variability, particularly in areas requiring expression. This indicates that **structured conceptual learning may be better supported than expressive and interpretive learning**.

Overall, the chapter highlights the **significant progress made in strengthening foundational learning across grades and domains**. These gains provide a strong base for further development. Sustained improvement in learning outcomes will now depend on how effectively classrooms support students in making meaning, reasoning through situations, and expressing their thinking clearly, enabling deeper and more transferable learning across grades.

Atul Adhyapika

Chapter 6: SUSTAINABILITY

Ensuring the long-term impact and self-sufficiency of the Atul Adhyapika program is paramount. Sustainability is built by empowering teachers, fostering community ownership, and embedding new pedagogical practices. The collaborative nature of the classroom, as seen, where students actively participate, is a testament to the enduring changes the program seeks to achieve. Our focus on continuous capacity building, local resource mobilization, and integration with state educational frameworks creates a foundation for lasting success and independence.

Atul Adhyapika Impact Evaluation 2026

SUSTAINABILITY OF THE ATUL ADHYAPIKA PROGRAM

The sustainability of the Atul Adhyapika Program emerges in the data as a question not simply of whether the program should continue, but under what conditions its gains can be retained, strengthened, and institutionalized over time. Across stakeholder groups, there is a strong and almost unambiguous perception that the program has become valuable enough that its discontinuation would create a visible gap in children's learning support, school functioning, and regularity of engagement. At the same time, respondents do not treat sustainability as automatic. Their suggestions indicate that sustaining the program will require attention to continuity of staffing, support for teacher capacity, stronger system alignment, logistical support in remote areas, and expansion to other high-need school contexts. In this sense, sustainability is understood both as **continuation** and as **strengthening of the conditions that allow the program's gains to persist and grow**.

A notable feature of the sustainability data is that stakeholders speak from different vantage points. Community representatives focus on transport, reach, and extending support to higher grades. Teachers and school leaders emphasize continuity of motivated personnel, better training, subject strengthening, and specific staff needs in their schools. Government officials foreground system alignment, technical support, staffing shortages, and the risks of withdrawal in remote and single-teacher settings. Taken together, these responses suggest that the sustainability of the program depends on three interrelated factors: first, whether the intervention continues to fill a real need at the school level; second, whether its human and pedagogic capacities are maintained and deepened; and third, whether it becomes more closely embedded in the public system without losing its contextual strengths.

1. SUSTAINABILITY AT THE COMMUNITY LEVEL: CONTINUITY, REACH, AND PRACTICAL ACCESS

At the community and SMC level, sustainability is framed primarily in relation to continued access and the extension of support to areas and age groups where children remain vulnerable. One recurring concern is physical distance. Respondents noted that some children live around two kilometres away from school, and that transport support which existed earlier is no longer available. In this context, one suggestion was direct and practical: "यदि बच्चों के लिए आवागमन की सुविधा मिल जाए तो बेहतर होगा।" This is an important sustainability insight because it indicates that continued educational participation depends not only on instructional quality, but also on the material conditions that make access viable over time. In remote and dispersed habitations, sustainability of educational outcomes may be weakened if travel becomes too difficult, especially as children grow older or transitions to upper grades require movement to more distant schools.

A second community-level theme concerns the need to extend support beyond the current program footprint. One respondent pointed out that while government recruitment exists in the anganwadi space, there is need in Classes 6 to 8 as well, and that "वहाँ भी ऐसा ही सहयोग होना चाहिए." This observation is particularly significant because it suggests that stakeholders do not see the need for

support as ending after the foundational years. Rather, they recognize that children continue to require structured, relational, and pedagogic support in later grades, especially where travelling farther for schooling may reduce enrolment or continuity. The statement that "बच्चे दूर पढ़ने जाते हैं इसलिए नामांकन कम हो जाता है" directly links sustainability to educational transition: unless support structures keep pace with children's progression through the system, earlier gains may be eroded.

Community respondents also pointed to the continuing importance of parental participation. One suggestion was that "माता-पिता की भागीदारी और बढ़ानी चाहिए क्योंकि पढ़ाई घर और स्कूल दोनों से जुड़ी है।" This is a valuable sustainability marker because it recognizes that the program's longer-term success will depend not only on what the teacher does in school, but on whether the wider ecology of support around the child deepens. In other words, stakeholders perceive sustainability not merely as program continuation, but as strengthening shared responsibility between school and family. This is consistent with earlier sections, where home–school communication emerged as an important mechanism through which impact was produced. For sustainability, this implies that parental engagement should not remain incidental; it needs to become a more deliberate and durable feature of the program model.

2. SUSTAINABILITY AT THE SCHOOL LEVEL: CONTINUITY OF HUMAN SUPPORT AND STRENGTHENING OF CAPACITY

At the level of teachers and school leaders, sustainability is most often expressed through two kinds of concerns: the need to **retain and support the Adhyapika as a stable human resource**, and the need to **strengthen her pedagogic and subject-related capacity further**.

One school-based respondent suggested that the Adhyapika's salary should be increased because she works very hard and "उन्हें यहाँ निरंतर रखा जाना चाहिए." This is a highly consequential point. It suggests that sustainability is not only about institutional desire for continuation; it is also about the practical conditions under which committed personnel can remain in the role. When stakeholders call for continuity of a particular teacher, it reflects both the value attributed to her work and the fragility of gains that may depend on trusted relationships, local familiarity, and accumulated classroom experience. In such a context, high turnover would not simply mean staff replacement; it could mean disruption of pedagogic continuity, community trust, and child comfort.

Another frequently repeated school-level suggestion is the need for additional staffing. Some respondents stated plainly that if "एक और शिक्षक मिल जाए तो और बेहतर होगा." This indicates that while the program has clearly filled an important gap, it is often functioning in contexts where one additional person is still not enough to fully stabilize the teaching-learning environment. Sustainability here therefore has to be read in relational terms. The gains of the program may endure best where the broader staffing structure of the school is strengthened, rather than where the Adhyapika remains the sole flexible response to chronic shortage. In other words, the program's sustainability is tied to the sustainability of school-level teaching capacity more broadly.

School respondents also identified specific capacity-building needs. Several suggested that teachers or Adhyapikas need stronger training in Gujarati, Mathematics, English, and especially more advanced teaching for Classes 4 and 5. One response noted that "चौथी और पाँचवीं कक्षा के स्तर के लिए शिक्षिका को थोड़ा और एडवांस ट्रेनिंग दी जानी चाहिए, खासकर गणित और अंग्रेज़ी विषयों में।" Another echoed that "अंग्रेज़ी और गणित में" more advanced preparation would help children learn better. This is an important nuance for sustainability. The program is seen as already effective and useful, but stakeholders also recognize that sustaining impact requires curricular and pedagogic progression. As children move to higher levels of conceptual complexity, the support model too must mature. Sustainability, therefore, is not just about maintaining what exists, but about **upgrading the program's capability in response to children's advancing learning needs**.

Respondents also mentioned the role of technology and additional tools in making the program stronger over time. Some said that more support through training and use of technology would help, while another specifically identified the need for a computer teacher so that students can develop digital skills. These observations broaden the sustainability discussion beyond foundational teaching support. They suggest that long-term relevance and continuation will be enhanced if the program can also respond to changing expectations of schooling, including digital learning and subject diversification.

3. SUSTAINABILITY AT THE SYSTEM LEVEL: INSTITUTIONAL LINKAGE, ALIGNMENT, AND CONDITIONS FOR SCALE

Government officials provide the clearest articulation of sustainability from a systemic perspective. Their responses suggest that the program is seen as worth continuing, but that its durability will depend on how well it aligns with and is supported by the government education system.

When asked what would happen if the program stopped, officials were direct: "Students may not get enough attention. Learning will suffer." Another respondent added that enrolment may decrease and dropout may increase, "especially in single-teacher and Ashram schools." These statements are highly significant. They show that sustainability is not being discussed as a vague concern for project continuation; it is being framed in terms of the likely loss of educational gains already being experienced. In other words, stakeholders at the system level perceive the program as compensating for structural deficits that remain unresolved. If such support is withdrawn without an adequate replacement mechanism, the system anticipates a decline in attention, participation, and retention.

Officials also described the existing administrative structure through which the program can remain linked with the system: "DIET → BRC → CRC → School structure." They noted that issues are discussed in meetings, that BRC supports training, and that modules can be shared. This indicates that a channel for institutional linkage already exists, even if the depth and consistency of that linkage may vary. One particularly important observation was that "Training should align with government module. BRC experts can help." This suggests that sustainability is likely to be strengthened when the program is not seen as parallel to the government system, but as

pedagogically complementary and administratively intelligible within it. Alignment here is not merely bureaucratic. It is a condition for legitimacy, continuity, and potential scale.

The system-level data also make clear that sustainability depends on complementary supports beyond the Adhyapika herself. Officials identified several needs: better PTR, clerical support for non-academic work, teacher availability, technical support for smart boards, data entry support, more teachers, and more Adhyapikas in Ashram schools. These suggestions are analytically important because they show that the program is operating within a broader ecology of institutional strain. The Adhyapika model may be effective, but sustaining it requires reducing the surrounding burdens that dilute teachers' instructional time and school capacity. In that sense, sustainability is a systemic rather than merely programmatic issue.

A particularly strong message in the government responses concerns where the program should expand. Officials repeatedly identified "Ashram schools, remote schools, single teacher schools," and more generally "more schools where teacher shortage" exists. This is important for two reasons. First, it confirms that sustainability is linked with targeting: the program's viability and value are most evident in contexts of acute educational vulnerability. Second, it suggests that stakeholders see sustainability not just as maintaining current sites, but as responsibly extending the model to other high-need locations where similar constraints prevail. In this sense, scale is being framed not as uniform expansion, but as strategic expansion based on need.

Government officials also stated unequivocally that "Program should continue because children need support," and that "Program should continue and expand. If aligned with govt system, it can sustain." This final phrase is especially important. It encapsulates the core sustainability argument emerging from the system perspective: continuation is desirable, but sustained continuation depends on institutional fit, complementary support, and ongoing recognition within public structures.

4. CROSS-CUTTING THEMES IN SUSTAINABILITY

A cross-cutting reading of the data suggests that sustainability rests on five broad conditions.

4.1 SUSTAINABILITY DEPENDS ON PRESERVING A VALUED HUMAN RELATIONSHIP, NOT JUST A POST

Across teachers, school leaders, and communities, the desire for the program to continue is often expressed through the desire that the current Adhyapika remain. This indicates that sustainability is relational. The gains of the program are tied not only to the existence of a role, but to the continuity of trusted, locally embedded, and pedagogically committed individuals. Concerns around salary, continuity, and retention should therefore be taken seriously as sustainability issues rather than administrative details.

4.2 SUSTAINABILITY REQUIRES PEDAGOGIC DEEPENING AS CHILDREN PROGRESS

Stakeholders recognize that the current model is effective, but that children in upper primary or higher foundational stages need stronger support in English, Mathematics, Gujarati, and more

advanced concepts. This means that sustainability must include a developmental vision for the Adhyapika role itself: the model should not remain static if children's learning trajectories are to be sustained over time.

4.3 SUSTAINABILITY IS INSEPARABLE FROM SYSTEM ALIGNMENT

The repeated call for alignment with government modules, BRC support, and structured linkage through DIET–BRC–CRC–school channels suggests that institutional anchoring is central to sustainability. Stakeholders appear to see the program as strongest when it complements rather than competes with the government system.

4.4 SUSTAINABILITY MUST ACCOUNT FOR MATERIAL AND LOGISTICAL BARRIERS

Transport difficulties, travel distance, need for smart board support, data entry, and staffing shortages all point to the fact that educational continuity in these contexts is mediated by infrastructural realities. Sustaining learning gains therefore requires attention to these enabling conditions, particularly in remote and underserved geographies.

4.5 SUSTAINABILITY SHOULD INCLUDE STRATEGIC EXPANSION TO HIGH-NEED CONTEXTS

The repeated identification of Ashram schools, remote schools, single-teacher schools, and higher classes as sites of need suggests that sustainability is also about responsible replication. Stakeholders do not simply want the current program to remain; they want its benefits to reach other contexts where similar conditions threaten children's continuity in education.

5. TRIANGULATED INTERPRETATION

A triangulated reading of the evidence suggests that the Atul Adhyapika Program has crossed an important threshold: it is no longer perceived as a temporary or optional support, but as an intervention whose continuation matters to the functioning of the school and the educational continuity of children. Community respondents see its value in terms of access, continuity, and the need for support in later grades. Teachers and school leaders see its value in terms of relational stability, instructional support, and the need for stronger subject capacity and retention of staff. Government officials see its value in terms of compensating for structural deficits and preventing learning loss, disengagement, and dropout in vulnerable schools.

At the same time, the data suggest that sustainability should not be romanticized. The program's future effectiveness and durability will depend on whether a number of unresolved issues are addressed: retention and motivation of personnel, better training for upper grades and difficult subjects, complementary staffing and technical support, stronger parental participation, transport access in remote areas, and more explicit alignment with government modules and structures. These conditions do not diminish the program's achievements; rather, they clarify what is needed for those achievements to endure.

In this sense, sustainability in the case of the Atul Adhyapika Program is best understood as **institutionalizing contextual responsiveness**. The challenge is not merely to keep the program running, but to preserve what makes it work—local connection, pedagogic flexibility, child-centred

support, and community trust—while building stronger alignment, capacity, and support systems around it.

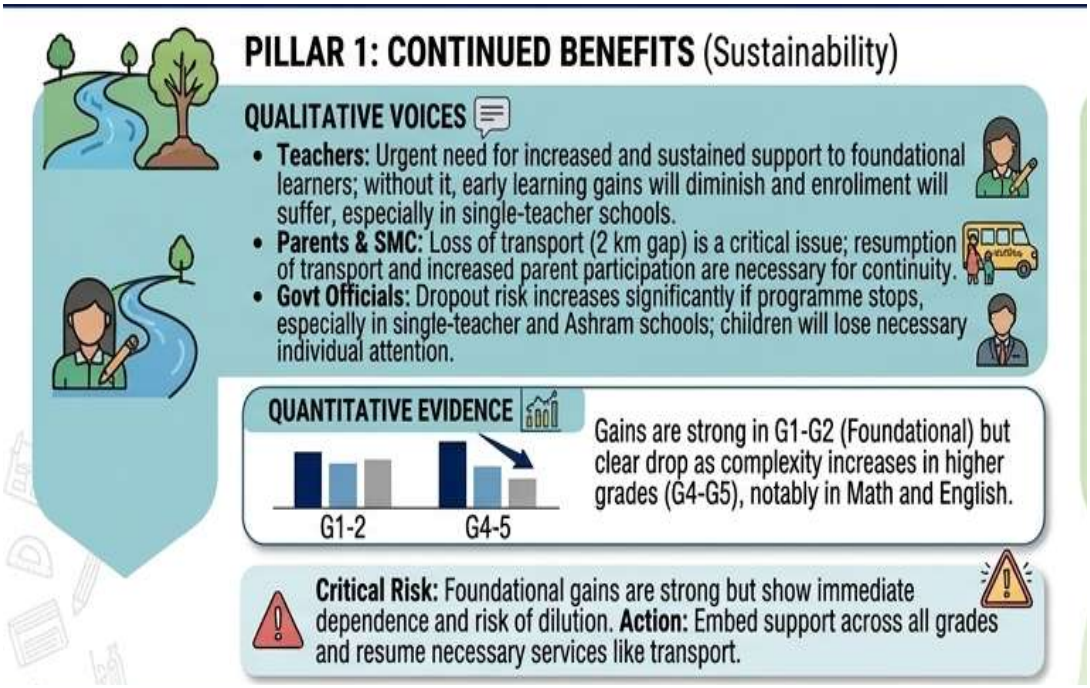
The **student learning assessment findings** offer important insights into the sustainability of program outcomes. The strong and consistent gains in foundational competencies indicate that the program is building a stable base for learning, which is likely to support continued academic progression. However, the reduced consistency of outcomes in higher-order competencies, along with convergence in later grades, suggests that the sustainability of impact depends on the continuity of instructional support beyond the early grades. Without such continuity, early gains may not fully translate into long-term learning outcomes. These findings underscore the importance of designing the program as part of a continuum of support across grade levels, while also strengthening integration with system-level instructional practices to sustain and scale its impact.

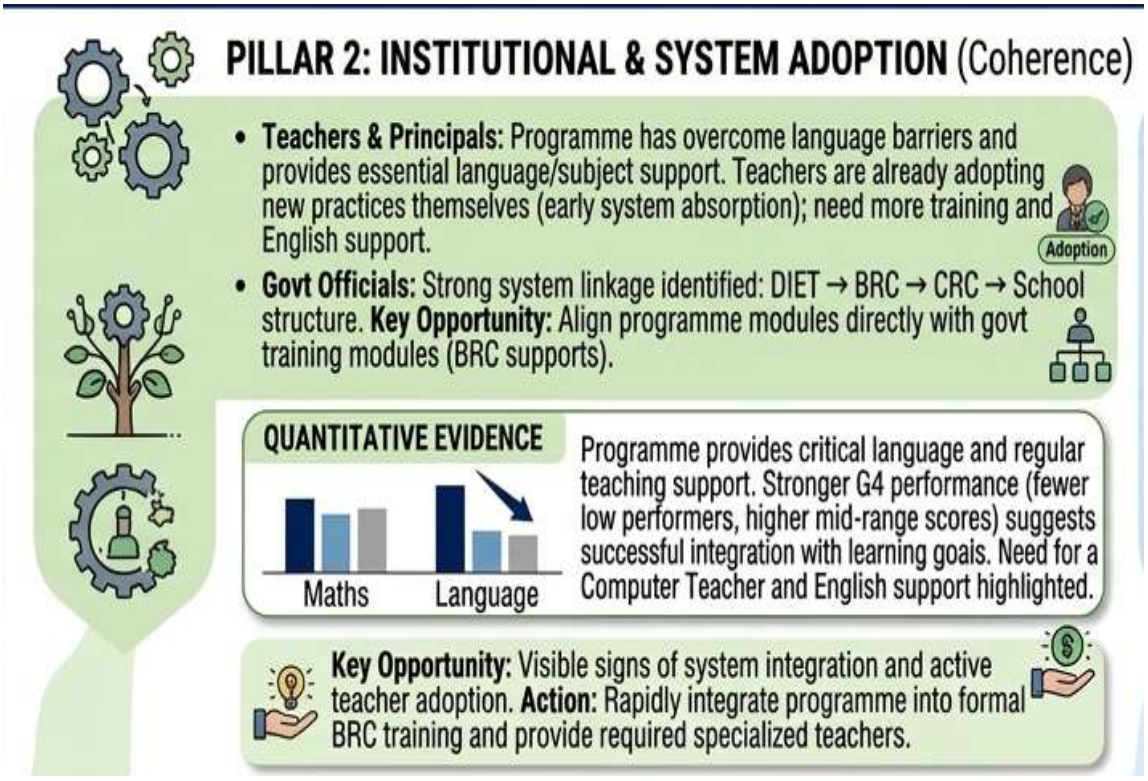
6. CONCLUSION

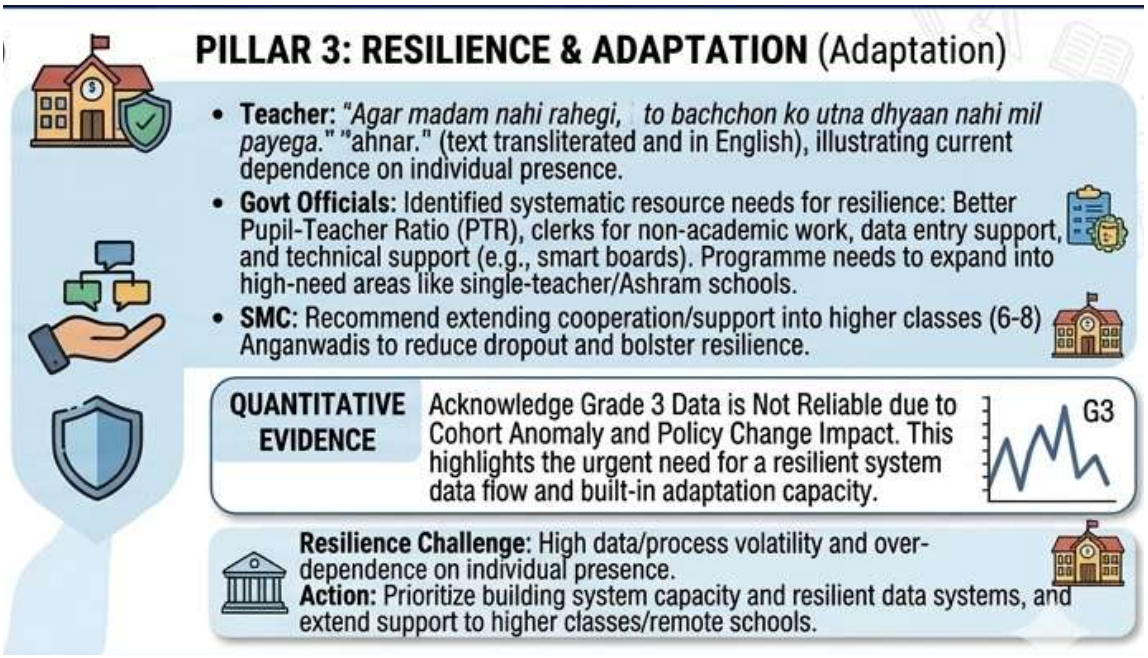
The findings indicate that the Atul Adhyapika Program has strong perceived sustainability, in the sense that stakeholders across levels consider its continuation necessary and worthwhile. There is broad agreement that if the program were withdrawn, children would receive less attention, learning would suffer, and in some settings enrolment and retention could weaken. This is particularly true in remote, single-teacher, and Ashram school contexts, where the program is seen as filling critical gaps in support.

However, the data also show that sustaining the program's gains will require deliberate strengthening. This includes retaining committed teachers, improving compensation and continuity, deepening training in advanced subject areas, expanding technological and staffing support, strengthening home–school partnerships, and aligning the program more closely with government structures and pedagogic expectations. Stakeholders also emphasize that sustainability should include thoughtful expansion to those settings where similar needs exist but support is not yet available.

Overall, the evidence suggests that the sustainability of the program lies not simply in extending its duration, but in consolidating the conditions under which its relational, pedagogic, and contextual strengths can continue to benefit children over time. The Atul Adhyapika Program appears sustainable to the extent that it remains responsive to local realities while becoming progressively more integrated, capacitated, and structurally supported within the larger public education system.


PILLAR 1: CONTINUED BENEFITS (Sustainability)
QUALITATIVE VOICES
• Teachers: Urgent need for increased and sustained support to foundational learners; without it, early learning gains will diminish and enrollment will suffer, especially in single-teacher schools.
• Parents & SMC: Loss of transport (2 km gap) is a critical issue; resumption of transport and increased parent participation are necessary for continuity.
• Govt Officials: Dropout risk increases significantly if programme stops, especially in single-teacher and Ashram schools; children will lose necessary individual attention.
QUANTITATIVE EVIDENCE
G1-2
G4-5
Gains are strong in G1-G2 (Foundational) but clear drop as complexity increases in higher grades (G4-G5), notably in Math and English.
Critical Risk: Foundational gains are strong but show immediate dependence and risk of dilution. Action: Embed support across all grades and resume necessary services like transport.


PILLAR 2: INSTITUTIONAL & SYSTEM ADOPTION (Coherence)
• Teachers & Principals: Programme has overcome language barriers and provides essential language/subject support. Teachers are already adopting new practices themselves (early system absorption); need more training and English support.
Adoption
• Govt Officials: Strong system linkage identified: DIET → BRC → CRC → School structure. Key Opportunity: Align programme modules directly with govt training modules (BRC supports).
QUANTITATIVE EVIDENCE
Maths
Language
Programme provides critical language and regular teaching support. Stronger G4 performance (fewer low performers, higher mid-range scores) suggests successful integration with learning goals. Need for a Computer Teacher and English support highlighted.
Key Opportunity: Visible signs of system integration and active teacher adoption. Action: Rapidly integrate programme into formal BRC training and provide required specialized teachers.


PILLAR 3: RESILIENCE & ADAPTATION (Adaptation)
• Teacher: "Agar madam nahi rahegi, to bachchon ko utna dhyaan nahi mil payega." "ahnar." (text transliterated and in English), illustrating current dependence on individual presence.
• Govt Officials: Identified systematic resource needs for resilience: Better Pupil-Teacher Ratio (PTR), clerks for non-academic work, data entry support, and technical support (e.g., smart boards). Programme needs to expand into high-need areas like single-teacher/Ashram schools.
• SMC: Recommend extending cooperation/support into higher classes (6-8) Anganwadis to reduce dropout and bolster resilience.
QUANTITATIVE EVIDENCE
Acknowledge Grade 3 Data is Not Reliable due to Cohort Anomaly and Policy Change Impact. This highlights the urgent need for a resilient system data flow and built-in adaptation capacity.
G3
Resilience Challenge: High data/process volatility and over-dependence on individual presence.
Action: Prioritize building system capacity and resilient data systems, and extend support to higher classes/remote schools.

Atul Adhyapika

ANUJA PROGRAM

Anuja Program

Activity-based learning to teach in Anganwadi centers, transforming early childhood education.

ANUJA PROGRAM – STRENGTHENING EARLY LEARNING FOUNDATIONS

This chapter draws on interactions with Anujas working in Anganwadi centres to understand how the program is shaping early learning experiences for children. The analysis is grounded in their lived experiences and observations, with their voices forming the core of the narrative.

Across conversations, Anujas consistently reflected on the role of the Anganwadi as more than a space for nutrition or care.

RELEVANCE

The interactions with Anujas suggest that the program is addressing a need that already existed within the Anganwadi system—the need to make early learning more visible, intentional, and sustained alongside nutrition and care.

1. Anujas consistently described Anganwadi as the first point of educational engagement for children, not merely a service delivery space. As one participant articulated, "आंगनवाड़ी पूर्व-प्राथमिक शिक्षा का पहला सशक्त चरण है... यह बच्चों के मानसिक एवं शारीरिक विकास की नींव रखती है" (Anganwadi is the first strong stage of pre-primary education... it lays the foundation for children's development).
2. This understanding was closely tied to the recognition that learning is deeply linked with nutrition and care. As shared during the discussion, "पोषण और शिक्षा दोनों ही बहुत जरूरी हैं... उचित पोषण मिलने पर ही बच्चा सही ढंग से सीख सकता है" (Both nutrition and education are equally important... only then can a child learn well).
3. At the same time, Anujas reflected on earlier practices, where structured learning was not always central. One of them noted, "पहले बच्चे सिर्फ नाश्ता करने के लिए आते थे... अब वे 3 घंटे रहते हैं जहाँ पढ़ाई होती है" (Earlier children used to come mainly for breakfast... now they stay for three hours where teaching-learning happens).

These reflections point to a clear gap that the program is responding to—ensuring that Anganwadi centres function as spaces where children not only come, but actively engage in learning. This becomes particularly relevant in a system where Anganwadi Workers are managing multiple responsibilities, often limiting the time available for focused interaction with children. In this context, the presence of Anujas strengthens the learning component without altering the existing structure.

EFFECTIVENESS

The effectiveness of the program becomes visible in the way Anujas describe changes in their day-to-day practices. Training does not appear to remain at the level of ideas; rather, it translates into concrete shifts in how children are engaged.

1. Anujas spoke about using multiple approaches—songs, stories, activities, and local materials—to make learning meaningful. As one of them explained, "बच्चे गतिविधियों के माध्यम से सीखते हैं... इससे उनकी रुचि बढ़ती है और सीखी हुई चीज़ याद रहती है" (Children learn through activities... this increases their interest and helps them retain what they learn).
2. This is reflected in specific practices, such as asking children to bring objects from their surroundings to understand numbers: "अगर '3' सिखाना हो तो बच्चों से 3 पत्थर या पत्ते लाने को कहते हैं" (If we want to teach '3', we ask children to bring three stones or leaves).
3. Such examples suggest that learning is becoming more experiential and connected to the child's context, rather than being limited to textbook-based instruction. As another Anuja noted, "हम सिर्फ किताब से नहीं पढ़ाते... हम बच्चों के अनुभव से सिखाते हैं" (We don't teach only from textbooks... we teach from the child's experience).

There is also evidence of greater structuring within the learning environment. Daily routines—welcoming children, group interactions, songs, and simple physical activities—have become more consistent. These practices create a sense of rhythm and familiarity, helping children transition into a learning mindset.

1. Equally important is the shift in the Anujas themselves. Several participants spoke about increased confidence in interacting with children and others. As one shared, "प्रशिक्षण के बाद आत्मविश्वास बढ़ा है... अब बच्चों से कैसे बात करनी है, यह समझ आता है" (After the training, my confidence has increased... now I understand how to interact with children).
2. Another reflected, "अब मैं अनजान लोगों से भी बात कर सकती हूँ और अपने विचार साझा कर सकती हूँ" (Now I can speak to unknown people and share my thoughts).

These changes suggest that the program is not only strengthening pedagogical practices but also building the agency of those facilitating learning.

IMPACT

The impact of these changes is most clearly visible in children's behaviour, participation, and readiness for school.

1. Anujas consistently observed that children are now attending more regularly and staying engaged in learning activities. As one participant noted, "अब बच्चे सिर्फ खाने के लिए नहीं आते, वे सीखने के लिए रुकते हैं" (Now children do not come just for food, they stay to learn).
2. Behavioural changes were frequently mentioned. Children are developing habits that align with school expectations, such as maintaining order and following routines. As described, "अब बच्चे समय पर आते हैं, चप्पल लाइन में रखते हैं और पंक्ति में खड़े हो जाते हैं" (Now children come on time, keep their slippers in a line, and stand in a queue). Similarly, hygiene

practices have improved, with children "खाने से पहले हाथ धोते हैं" (washing hands before meals).

3. Alongside these habits, Anujas pointed to early exposure to learning concepts. Children are beginning to develop familiarity with basic skills even before entering school. As one participant shared, "आंगनवाड़ी में ही बच्चों को पेंसिल पकड़ना और संख्या पहचानना आ जाता है, जिससे स्कूल में मदद मिलती है" (Children learn to hold a pencil and recognise numbers in the Anganwadi itself, which helps them in school).
4. There is also a noticeable shift in children's confidence and willingness to express themselves. Anujas observed that children are more open in sharing their thoughts and problems: "बच्चे अब अपनी बात बताते हैं... अपनी समस्या भी साझा करते हैं"(Children now express themselves... they even share their problems).
5. This confidence becomes particularly visible when children present their work in front of others, as noted: "बच्चे अधिकारियों के सामने अपनी गतिविधियाँ आत्मविश्वास से प्रस्तुत करते हैं"(Children confidently present their activities in front of officials).

Perhaps the most significant insight comes from comparative observations. Anujas repeatedly noted a difference between children who had prior exposure to Anganwadi learning and those who did not.

6. As one of them explained, "जो बच्चे पहले आंगनवाड़ी आए हैं और जो पहली बार आ रहे हैं, उनके व्यवहार में फर्क दिखता है" (There is a difference in behaviour between children who attended earlier and those who are coming for the first time).
7. This difference is closely linked to school readiness, as reflected in the statement, "आंगनवाड़ी जाने वाले बच्चों की स्कूल के लिए तैयारी बेहतर होती है" (Children who attend Anganwadi are better prepared for school).

SUSTAINABILITY

The sustainability of the program appears to be supported by both community and institutional factors.

1. Anujas spoke about strong support from parents and Anganwadi Workers, which has helped build trust and improve participation. As one participant noted, "माता-पिता और कार्यकर्ता दोनों सहयोग करते हैं" (Both parents and workers are supportive).
2. Efforts such as home visits and engagement with families have further strengthened this connection, with parents increasingly sending children regularly.

At the system level, supervisory support also plays a role. Anujas mentioned that when attendance drops, supervisors provide guidance and support, including home visits. Interactions with officials, where children present their activities, also contribute to motivation and recognition.

At the same time, Anujas highlighted everyday challenges inherent to working with young children—ensuring regular attendance, helping children sit and participate in groups, encouraging shy children to speak, and building habits such as handwashing. These challenges are not specific to the program but reflect the realities of early childhood settings.

3. There is also a clear demand for continued capacity building. As one Anuja shared, "हमें और प्रशिक्षण की ज़रूरत है... छोटे बच्चों को और बेहतर तरीके से सिखाना है" (We need more training... to teach young children better). This indicates that while the program has initiated change, sustained impact will depend on ongoing support and learning opportunities.
4. Importantly, participants also reflected on the consequences of discontinuation. As expressed, "अगर यह प्रोजेक्ट नहीं रहेगा तो बच्चों को स्कूल में बैठने और अनुशासन में रहने में कठिनाई होगी" (If this project stops, children will face difficulty adjusting to school). This highlights the perceived value of the program in maintaining current gains.

SUMMARY OF THE ANUJA PROGRAM'S IMPACT

Dimension	What Is Emerging From The Field
Relevance	The program is addressing a clear gap in Anganwadi functioning by strengthening the learning component alongside nutrition and care. It reinforces the role of Anganwadi as a foundational stage for education, not just a service delivery point. It also responds to systemic constraints where AWWs have limited time for focused teaching.
Effectiveness	Training is translating into visible changes in classroom practices. Anujas are using activity-based, multi-sensory methods and adapting them contextually. There is also a shift in their own confidence and role—from support to active facilitation of learning. Daily routines and structured engagement have become part of the learning environment.
Impact	Changes are visible in children's participation, behaviour, and readiness for school. Children are more engaged, follow routines, and show early exposure to foundational skills. There is increased confidence, expression, and observable difference between children with Anganwadi exposure and those without.
Sustainability	The program is supported by parents, AWWs, and local systems, and is increasingly embedded in daily practice. However, continued support, training, and addressing operational challenges (attendance, behaviour management) remain important for long-term sustainability. There is also perceived risk if the program is withdrawn.

CONCLUSION: STRENGTHENING THE EARLY LEARNING CONTINUUM

The Anuja program appears to be playing a foundational role in strengthening early learning within Anganwadi settings. By introducing activity-based approaches, structuring daily routines, and building confidence among facilitators, it is contributing to changes that are visible in children's behaviour, participation, and readiness for school.

These changes become particularly significant when viewed in relation to the Atul Adhyapika program at the school level.

1. Evidence from the field suggests that children who have been part of Anganwadi centres supported by Anujas enter school with greater familiarity with routines, early exposure to concepts, and increased confidence.

2. As reflected earlier, "आंगनवाड़ी जाने वाले बच्चों की स्कूल के लिए तैयारी बेहतर होती है" (Children who attend Anganwadi are better prepared for school). As reflected earlier:
3. And: "आंगनवाड़ी में ही पेंसिल पकड़ना और संख्या पहचानना सीख जाते हैं।"
   ("They learn to hold a pencil and recognise numbers in the Anganwadi itself.")

In this sense, the Anuja program can be seen as laying the groundwork on which school-based interventions build. While the Adhyapika program focuses on strengthening classroom learning and grade-level competencies, the Anuja program ensures that children arrive at school ready to engage with these processes.

Together, they form a continuum—where readiness and learning are not treated as separate stages, but as connected parts of a child's educational journey.

EVALUATOR REFLECTIONS, EMERGING BEST PRACTICES, AND PROGRAMMATIC IMPLICATIONS

While the preceding sections present findings based on structured tools and stakeholder responses, the evaluation process also generated a rich set of observations from school visits, informal interactions, and field immersion.

Across schools, certain patterns were repeatedly observed—not only in how the Atul Adhyapika program is being implemented, but in how it is being experienced by children, teachers, and communities. These reflections help surface deeper shifts that may not always be captured through formal tools, but are critical to understanding the program's impact in practice.

A. CROSS-CUTTING REFLECTIONS FROM THE FIELD

One of the most consistent observations across schools is the way in which learning begins from the child's own context. Adhyapikas often engage with children in their home language, especially in contexts where there is a gap between the language spoken at home and the school language. This creates immediate comfort for children and allows them to participate more freely. In several interactions, it was noted that children who earlier remained quiet are now beginning to express themselves more confidently.

Another strong pattern is the level of trust that Adhyapikas are able to build within the community. In some cases, parents reported that they send their children to school specifically because of the presence of the Adhyapika. This trust is built not only through classroom engagement, but through sustained relationships with families and a deep understanding of the local context.

The role of the Adhyapika also extends beyond classroom teaching. In many schools, especially those with limited staff, they provide critical academic support—working with children who are struggling, supporting classroom teaching through use of materials, and ensuring continuity of learning even beyond school hours. During the COVID period, for instance, Adhyapikas conducted mohalla classes in several locations, ensuring that children remained connected to learning.

An important shift observed across multiple schools is the way teaching practices are beginning to spread. Approaches such as storytelling, use of TLMs, and encouraging reading are not remaining confined to the Adhyapika. Teachers are observing these practices and gradually adopting them in their own classrooms. This suggests that the program is not creating parallel systems, but is contributing to strengthening classroom processes more broadly.

Alongside academic changes, there are visible shifts in children's behaviour and participation. Children are more confident, more expressive, and more willing to participate in classroom and school activities. They are also demonstrating changes in everyday behaviours—such as interacting respectfully, collaborating with peers, and taking greater responsibility at home.

Another important dimension is the role of the Adhyapika as a community-based role model. Many of them come from the same village, and in some cases, from the same schools where they now

teach. Their presence has contributed to increased respect for women in the community and has created new aspirations among children.

Taken together, these observations suggest that the program is working through relationships—between children and teachers, between schools and communities, and among teachers themselves. These relational shifts are central to the changes being observed in learning and school culture.

B. EMERGING BEST PRACTICES FROM THE FIELD

The following cases illustrate how these shifts are taking shape in practice. These are not isolated examples, but reflections of practices that are emerging across multiple schools in different forms.

A synthesis of field experiences

Across different schools and interactions, the role of the Atul Adhyapika is emerging not as a single intervention, but as a set of shifts—quiet, gradual, but deeply meaningful. These shifts are visible in classrooms, in staff rooms, and in the relationship between the school and the community.

1. CLASSROOMS ARE BECOMING MORE RESPONSIVE TO CHILDREN

In several classrooms, teaching is beginning to move away from rigid, one-way instruction towards more engaging and child-centered processes. Storytelling, use of TLMs, group activities, and opportunities for children to speak and express are becoming more visible.

What is important is that these practices are not remaining limited to the Adhyapika. Other teachers are beginning to observe, try, and adapt them in their own classrooms. This indicates that good practices are not just being introduced, but are starting to spread within the school.

2. LEARNING GAPS ARE BEING ADDRESSED MORE INTENTIONALLY

In the current system, where teachers are often balancing multiple responsibilities and curriculum pressures, some children tend to move ahead without building strong foundational skills.

The presence of the Adhyapika creates an additional layer of academic support. Children who are struggling receive focused attention, while classroom teaching itself becomes more accessible through the use of concrete materials and simpler explanations.

This dual role—supporting both children and teachers—helps bridge the gap between curriculum expectations and actual learning levels.

3. THE SCHOOL IS BECOMING MORE CONNECTED TO THE COMMUNITY

One of the most visible shifts is in the relationship between the school and the community.

Since many Adhyapikas come from the same village, they naturally stay in touch with families. This continuous interaction builds trust and ensures that the school is not seen as a distant institution, but as part of the community itself.

This connection becomes especially important in ensuring attendance, understanding children's contexts, and sustaining learning even beyond school hours—as seen during COVID through mohalla classes.

4. CHILDREN ARE GAINING CONFIDENCE AND VOICE

Beyond academic learning, there are clear changes in how children are participating in school life.

Through activities like storytelling, reading, songs, and performances, children are gradually overcoming hesitation. They are speaking more, expressing more, and participating more actively in school events.

This is particularly important in early and primary grades, where confidence and comfort with expression shape future learning trajectories.

5. TEACHERS ARE NOT WORKING IN ISOLATION ANYMORE

Another subtle but important shift is in how teachers are working together.

In some schools, the presence of the Adhyapika has contributed to stronger collaboration—teachers planning together, supporting each other, and sharing responsibility for school activities.

This reduces the sense of isolation that teachers often experience and creates a more supportive and cohesive work environment.

6. Small practices are strengthening school culture

Some of the changes are simple, but meaningful—like ensuring regular reading, creating opportunities for expression, or even collectively deciding on and maintaining a uniform.

These practices contribute to a sense of structure, belonging, and shared identity within the school. Over time, they shape the overall environment in which children learn.

IN ESSENCE

The Atul Adhyapika model is not working as a parallel system within the school. Instead, it is strengthening what already exists—by adding support, building relationships, and enabling better practices.

> It is less about introducing something entirely new, and more about making the existing system work more effectively for children.

These shifts may appear small in isolation, but together they point towards a deeper change—a school that is more responsive, more connected, and more supportive of every child's learning.


CHILD-CENTERED PEDAGOGY
Story-Based Learning
CHILD-CENTERED PEDAGOGY
Putting children at the heart of learning, respecting their pace, interests and individuality.
STORY-BASED LEARNING
Using stories to spark curiosity, build understanding and make learning meaningful.
CLASSROOM REORGANISATION
Creating flexible, engaging and inclusive learning spaces that promote interaction and focus.
PEER LEARNING & PRACTICE DIFFUSION
Encouraging students to learn from each other and share ideas, skills and confidence.
ENGAGED LEARNERS
SHARED RESPONSIBILITY
COLLABORATIVE CLASSROOMS
LIFELONG LEARNERS
"Together We Learn, Together We Grow!"

CASE STUDY 1: WHEN GOOD TEACHING BEGINS TO TRAVEL ACROSS CLASSROOMS

Linked Best Practice Tags:

Child-Centered Pedagogy | Story-Based Learning | Classroom Reorganisation | Peer Learning & Practice Diffusion

Location: Dharampur

School: Primary School, Motikagali

During the administration of the assessment tool in the school, an interesting situation unfolded. Around 25 children each were present in Grade 1 and Grade 2. Naturally, for a smooth and focused assessment process, it was important to separate the two groups.

At the same time, as is common in many schools in Gujarat, Balvatika and Grade 1 children were sitting together due to the absence of a separate teacher.

When it was clarified that only Grade 1 children would be part of the assessment, the teacher, Radhaben, quietly reorganised the space. She seated the Balvatika children separately and began engaging them on her own.

What followed did not feel like a "managed situation"—it felt like a classroom coming alive.

She first gave the children a small task to keep them engaged. Then she picked up a Big Book and began narrating the *"Biladi wali kahani"*. Her storytelling was full of expressions, gestures, and voice modulation. The children were completely drawn in—listening, reacting, smiling, and participating.

After the story, she invited them to retell it.

A small child stood up and narrated the entire story with confidence. As the child spoke, Radhaben turned the pages of the book in sync with the narration. It was evident that the child had not just heard the story, but understood it, remembered the sequence, and was able to express it clearly.

Standing at a distance and observing this, what was striking was how natural this entire process felt. It was not a planned demonstration. It was simply how teaching was happening.

And that is where the deeper shift became visible.

The storytelling approach, the use of Big Books, the emphasis on participation—these are all practices being promoted through the Atul Adhyapika program. But here, they were being used seamlessly by a government teacher in her own classroom.

It was a small moment, but it pointed to something significant:

When good practices begin to move from one classroom to another, without instruction or enforcement, they are no longer "program practices"—they become part of the school's way of teaching.

Even within constraints of space and staffing, the teacher created a meaningful learning environment. It also showed that when teachers observe, adapt, and build on each other's practices, both teaching and assessment processes become more alive and effective.

CASE STUDY 2: A TEACHER FROM THE COMMUNITY, CHANGING THE SCHOOL FROM WITHIN

Linked Best Practice Tags:

Community Engagement | Local Educator Model | Remedial + Core Integration | TLM-Based Teaching | Reading Culture

Location: Dharampur

School: Vaghdarada Primary School

During a conversation with the head teacher, Artik ji, one thing became very clear—Chhaya, the Atul Adhyapika in the school, is not just another adult in the classroom; she has become an integral part of how the school functions.

He shared how, in government schools, teachers are often stretched—trainings, administrative work, pressure to complete the syllabus, and the requirement to promote children to the next grade regardless of their learning levels. In this situation, some children continue to move ahead while still struggling with basics.

This is where Chhaya's presence has made a difference. She belongs to the same village. This, in itself, has changed the relationship between the school and the community.

While other teachers often travel from outside and have limited interaction with parents beyond school hours, Chhaya is constantly in touch with families. She understands the children's context, their challenges, and their needs in a way that only someone from within the community can.

In the classroom, her role is fluid. She works closely with children who are struggling, giving them additional support. At the same time, she also strengthens regular classroom teaching. When a concept becomes difficult to explain, teachers often ask her to step in and demonstrate it using TLMs. Her ability to make concepts visible and simple has made her a resource not just for children, but also for teachers.

One of the most visible changes has been around reading. She actively encourages children to read, and her way of engaging with books has started influencing others. Two teachers in the school have begun trying similar practices in their own classrooms.

Her commitment goes beyond school hours. She is present from the beginning to the end of the school day, and when needed, continues supporting children even after school. During COVID, when schools were shut, she conducted mohalla classes so that children's learning did not stop.

Along with academics, she tells stories, talks about cleanliness, and builds everyday habits and values. Listening to Artik ji, it was clear that her impact cannot be seen in just one area. It is spread across learning, teaching, and relationships.

This case shows what becomes possible when the school is not seen as separate from the community—and when a local educator becomes the bridge between the two.


CASE STUDY
CO-CURRICULAR INTEGRATION
STUDENT CONFIDENCE
PERFORMING ARTS
ORAL LANGUAGE DEVELOPMENT
PARTICIPATION

CASE STUDY 3: WHEN CHILDREN BEGIN TO FIND THEIR VOICE

Linked Best Practice Tags:

Co-Curricular Integration | *Student Confidence* | *Performing Arts* | *Oral Language Development* | *Participation*

Location: Dharampur

School: Dixal Primary School

In a discussion with the head teacher, Harsha ben, the conversation moved beyond textbooks and lessons to something equally important—the confidence of children.

She shared that the Atul Adhyapika in the school has been consistently engaging children in songs, poems, and dance. At first, this may seem like a small addition, but the changes it has brought are quite visible.

She recalled how, earlier, many children hesitated to even come forward. Standing on a stage, speaking in front of others, or expressing themselves clearly was difficult for them.

But over time, through regular practice, group performances, and continuous encouragement, something began to shift. Children who once stood at the back are now coming forward.

They are participating in school programs. They are reading aloud with better clarity. Their pronunciation has improved. Their body language has become more expressive. And perhaps most importantly, they seem more comfortable being seen and heard.

Group activities have also brought children together. They are learning to perform as a team, to coordinate, to support each other. Harsha ben mentioned that the school environment itself feels different now—more energetic, more positive, more alive.

What stands out in this case is that these changes did not come from separate “special sessions.” They emerged from regularly creating space for children to express themselves.

It reminds us that learning is not only about what children know, but also about how confidently they are able to express what they know.

CASE STUDY 4: BUILDING A SCHOOL THROUGH RELATIONSHIPS

Collaborative School Culture | Shared Ownership | Teacher Relationships | School Norms | Student Discipline

During a discussion with a teacher in the school, the conversation naturally moved towards the working style of the **Atul Adhyapika**—and what emerged was not about a specific activity, but about the way she works with people.

She is described as someone who works with the staff, not separately.
She stays in regular dialogue with her colleagues. Planning is done together. Activities are not assigned to individuals but are taken up collectively. In every program, effort is made to ensure that all teachers are involved.

Over time, this has created a sense of ease among the staff.
Teachers see her not as an external addition, but as a colleague—someone they can rely on, discuss with, and learn alongside. There is a visible sense of trust and mutual respect.

Because of this, school activities—whether academic or cultural—are carried out more smoothly and with greater participation.
Another interesting example that came up was related to student uniform.

The Adhyapika played an active role in facilitating discussions around what the dress should be.
The focus was on keeping it simple, practical, and equal for all children. Once agreed upon, she also ensured that it was followed regularly. This small step has had its own impact.

Children come to school in a more uniform manner.
There is a sense of discipline, but also a sense of belonging. It reflects a shared identity.

> *This case highlights something subtle but important: Schools do not change only through new methods of teaching. They change when the way adults work together begins to shift.*

When there is collaboration, shared responsibility, and mutual respect, the entire environment of the school becomes more supportive—for both teachers and children.

LOCATION: Dharampur | SCHOOL: Savarmal Upla Primary School

DISCUSSION OF FINDINGS

The findings from this study suggest that the Atul Adhyapika Program is addressing an important and complex educational need in the geographies where it operates. The program's contribution cannot be understood only in terms of teacher supplementation, nor only in terms of student learning outcomes narrowly defined. Rather, the evidence points to a more layered influence: the program appears to improve the conditions under which learning becomes possible, particularly in schools affected by teacher shortage, language mismatch, multi-grade teaching pressures, and weak home–school linkage. Across stakeholder groups, the intervention is seen as meaningful because it improves not only teaching support but also children's comfort, participation, confidence, regularity, and continuity in education.

At the same time, the findings also indicate that the program's value lies in the specific way in which support is provided. Local-language familiarity, activity-based pedagogy, regular follow-up, and close relationships with children and families appear central to its effectiveness and impact. In this sense, the program is not merely inserting another adult into the classroom. It is creating a form of support that is more accessible, relational, and pedagogically responsive than is often possible in structurally constrained school settings. This becomes particularly important in early grades, where the bridge between home language and school language is foundational to participation and comprehension, but it also remains relevant in later grades where children continue to require confidence-building, conceptual support, and continuity.

When examined alongside the quantitative assessment findings, this layered influence is also reflected in student learning outcomes. The data indicate statistically significant improvements in foundational competencies in early grades, while showing greater variability in higher-order domains. The qualitative evidence helps explain how these patterns are produced in practice.

The discussion below synthesizes the findings in light of the scope of work.

1. STUDENT LEARNING IN LANGUAGE AND MATHEMATICS: WHAT THE QUALITATIVE EVIDENCE SUGGESTS

Although the detailed quantitative assessment of subject-specific knowledge will be presented separately, the qualitative evidence strongly indicates that the program is contributing to improvements in foundational and early grade learning, especially in language and mathematics. Parents, teachers, and school leaders repeatedly referred to gains in reading, writing, counting, number recognition, and the ability to understand and solve basic mathematical tasks. Parents described children who now know "गिनती, सवाल," children who previously did not know "एकड़ा" but can now quickly write what the teacher gives, and children whose English reading has begun to improve. Teachers and school leaders explained that mathematics is taught through stones, beads, sticks, games, and other concrete objects, while language learning is scaffolded by first explaining in the local dialect and then moving into Gujarati or the school language. This indicates that the program's contribution to literacy and numeracy is not incidental; it is rooted in pedagogic design.

This is consistent with the quantitative findings, which show stronger and statistically significant gains in foundational competencies, alongside less consistent performance in more complex tasks.

Children's own responses support this conclusion. They referred to understanding mathematics better, learning odd-even numbers, benefiting from activities and stories, and finding learning easier when concepts are explained well. In some cases, students stated plainly that without such explanation they would not learn, and "fail ho jate." Such responses do not substitute for formal assessment evidence, but they are important in interpreting it. They suggest that where gains are visible, they are likely being produced through concrete explanation, repeated practice, and activity-based engagement rather than through rote drilling alone.

At the same time, the data make clear that challenges remain. English, especially reading, speaking, and spelling, continues to emerge as a difficult area for many children. Mathematics also remains challenging for some, particularly where symbols, equations, division, or more abstract reasoning are involved. This nuance is important. The quantitative analysis similarly reflects this pattern, with lower performance and reduced statistical consistency observed in competencies requiring comprehension, application, and abstract reasoning. The program appears to be improving learning conditions and foundational understanding, but not all subject areas and grade levels are equally stabilized. The evidence therefore points to genuine progress, but also to the need for sharper academic strengthening, especially as children move into upper primary and encounter greater conceptual demand.

2. FACTORS INFLUENCING VARIATION IN LEARNING OUTCOMES

One of the explicit objectives of the study was to identify factors influencing variation in learning outcomes. The qualitative findings suggest that these variations are shaped by a combination of structural, pedagogic, linguistic, and relational factors.

The first major factor is **teacher availability and workload**. In many of the schools studied, teaching staff are inadequate relative to enrolment, and teachers are frequently stretched across classes, grades, and non-academic responsibilities. In such contexts, children's learning opportunities vary not only by ability or grade, but by whether there is sufficient adult attention available in the classroom. The Adhyapika seems to reduce this variability by enabling more focused engagement, additional practice, and attention to weaker learners. Government officials also recognized this, noting that students get more time on task and that weak students receive extra support when such support is available.

The second factor is **language mismatch**. In several schools, children speak tribal or local languages at home, whereas formal instruction takes place in Gujarati or another school language. Stakeholders repeatedly emphasized that when the teacher knows the local language, children understand faster, feel more comfortable, and participate more freely. This suggests that variation in learning is strongly influenced by linguistic access, particularly in early comprehension and participation. Children who can connect home language to school language are better positioned to learn; where this bridge is absent, comprehension becomes fragile. The local rootedness of the Adhyapika appears to reduce this gap.

The third factor is **pedagogic method**. Across the data, activity-based learning, TLM use, story-based teaching, songs, projects, experiments, and group work are consistently associated with better engagement and understanding. Students themselves distinguish between classrooms where concepts are explained through activity and those where teaching is less interactive. Former students explicitly recalled earlier Adhyapika-supported classrooms as places where they learned better because teachers explained patiently, gave everyone a chance, and helped until children understood. This suggests that differences in pedagogy are central to variations in learning outcomes.

The fourth factor is **the quality of teacher–student relationship**. Children learn better when they feel comfortable, cared for, and known personally. This emerges strongly in the evidence. The Adhyapika is described not only as a teacher, but as someone children can speak to openly, someone who follows up on absence, and someone whose presence children notice and value. This relational factor is likely particularly important for younger children and for first-generation learners who need emotional safety as much as instructional support.

A fifth factor is **home support and parental engagement**. Parents who are informed, involved, and in communication with the school appear better able to reinforce attendance, habits, and follow-up. Several respondents noted that the Adhyapika calls parents when a child is absent, visits homes, and keeps families informed. This likely reduces variation caused by inconsistent home–school communication. At the same time, some respondents also recognized that parental participation still needs strengthening, suggesting that this remains an area of unevenness.

Taken together, these factors help explain why learning gains are more consistent in foundational domains and more variable in higher-order competencies, as reflected in the quantitative data.

3. RETENTION OF KNOWLEDGE AND SKILL, AND SIGNS OF SUSTAINED IMPACT

A particularly important question in the scope of work concerns knowledge and skill retention and the program's sustained impact over time. While longitudinal quantitative evidence will be better placed to answer this directly, the qualitative findings provide strong indications of retention and continuity.

One of the most compelling forms of evidence comes from students who had studied earlier in Adhyapika-supported settings and later moved to higher classes in other schools. These students remembered not only the atmosphere of the earlier school, but also specific practices and learnings that had stayed with them: writing techniques, activities, handwashing routines, craft work, and the fact that activity-based teaching helped concepts stay in memory. Their comparison between past and present settings suggests that the earlier support had durable pedagogic value. They recalled that "activity se samajh aata tha" and that what was taught "yaad reh jata tha." Such retrospective testimony is important because it indicates not merely temporary engagement, but recall and transfer of learning experience over time. This aligns with the quantitative pattern showing more consistent gains in foundational competencies, indicating the critical role of increased instructional attention.

Library use provides another window into retention. Children were able to name books and stories they had read, retell them to siblings or family members, and in some schools carry books back home. Parents also confirmed that children narrate stories and poems from library books at home and in assemblies. This suggests that reading is not being experienced as a momentary school task but as a repeated practice that leaves cognitive traces and becomes part of a child's expressive repertoire.

The evidence on behaviour and habits also indicates sustained impact. Parents and community members described children continuing to demonstrate cleanliness, respectful speech, responsibility, and small acts of helping behaviour at home. Teachers reported that children now follow routines, maintain hygiene, and participate more willingly. These outcomes suggest that at least some of the program's effects are not limited to the immediate lesson, but are carried into daily habits and social conduct.

4. ACTIVITY-BASED AND JOYFUL LEARNING AS A MECHANISM OF IMPACT

A central requirement of the scope of work is to examine the role of activity-based and joyful learning strategies in student engagement and comprehension. The qualitative evidence here is especially strong and consistent.

Across stakeholders, activity-based learning is not described as an optional enrichment feature, but as one of the core mechanisms through which the Adhyapika influences learning. Students repeatedly referred to songs, games, role play, stories, puppet shows, projects, experiments, charts, smart TV, group work, craft, gardening, and field-based learning. Teachers and school leaders described lesson planning around hard spots, TLM preparation, concrete mathematics teaching, EVS learning in natural settings, science demonstrations, and story-based methods.

Children themselves explain why this matters. They say that sitting in one place becomes boring, whereas learning through activity makes understanding easier and more enjoyable. Former students explicitly contrasted current more formal settings with earlier classrooms where activities, dance, handwashing practice, and step-by-step explanation made learning memorable. This strongly suggests that activity-based pedagogy is not only increasing participation, but also improving comprehension and retention. This also corresponds with stronger performance in foundational and conceptual competencies observed in the quantitative analysis.

Parents also perceive this clearly. They describe children learning through games, songs, story, and acting, and connect this with rising confidence and willingness to speak publicly. Teachers similarly report that children are more excited to come to school because of such methods and that they participate more actively in class and school events. Overall, the evidence indicates that joyful and activity-based strategies are central to both the **effectiveness** and the **impact** of the program. They appear to be particularly important in settings where children might otherwise disengage due to language barriers, abstract teaching, or low confidence.

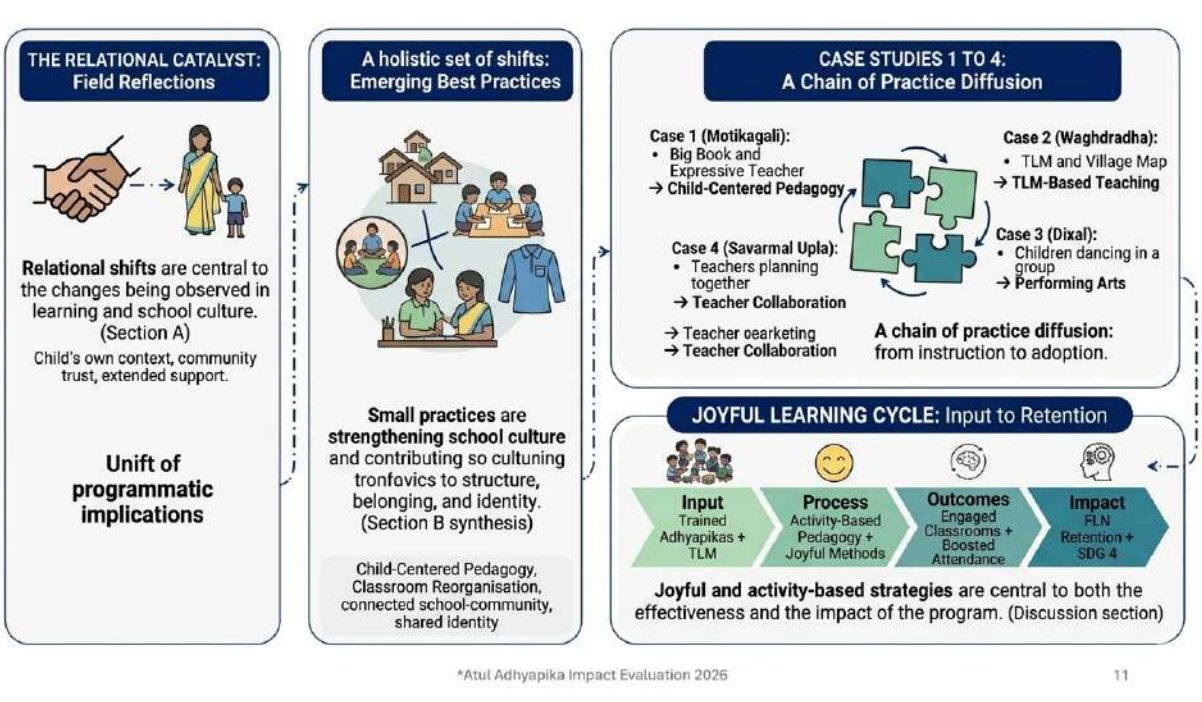
5. EFFECTIVENESS OF THE METHODOLOGIES INTRODUCED BY ADHYAPIKAS

The teaching methodologies introduced or strengthened through the program appear to matter in at least four ways.

First, they make learning more **comprehensible** by using local language, concrete materials, and everyday examples. Second, they make classrooms more **participatory** by giving children opportunities to answer, work in groups, speak, perform, and ask questions. Third, they make schooling more **relational** by creating a teacher presence that is caring, familiar, and responsive. Fourth, they support **continuity** through regular follow-up, remedial support, and home linkage.

Teachers within the school also appear to learn from these methodologies. In some cases, school leaders noted that other teachers have begun sitting with younger children and teaching more interactively "like Amisha ben." Teachers also described adopting songs, stories, and activities that the Adhyapika brought from trainings. This suggests that the methodologies are not only effective at the student level but may also have an internal demonstration effect within schools.

However, the evidence also indicates that the depth of academic methodology may be stronger in early and middle foundational levels than in more advanced upper primary content. This is particularly visible in repeated calls for stronger support in English and Mathematics for Classes 4 and 5 and beyond. Thus, the methodologies are effective, but may need extension and deepening to sustain impact across the full Grade 1–8 range.



6. IMPROVEMENT IN LITERACY AND NUMERACY AMONG GRADES 1–8

The study's scope includes measuring improvement in literacy and numeracy among students in Grades 1–8 in schools where Adhyapikas are engaged. The qualitative findings suggest a clear positive contribution, but with variation by grade band and subject.

In the lower grades, the evidence is strongest around number knowledge, counting, reading, writing, vocabulary development, and early comprehension. Parents and teachers alike refer to concrete gains in these areas. In the upper grades, the evidence is more mixed but still positive. Children and teachers indicate that language subjects, Gujarati, Hindi, and sometimes Science are relatively stronger, while English and more abstract mathematics remain challenging. At the same time, examples of improved results, merit scholarships, and Eklavya entry suggest that some students are indeed able to convert this support into recognized academic advancement.

The data also suggest that improvement in literacy and numeracy is mediated through regular practice, oral reinforcement, charts, TLM, remedial support, and activity-based conceptual clarification. Government officials further reported that weak students improve when grouped by level and given additional attention. Taken together, the qualitative evidence indicates that the program is contributing to literacy and numeracy gains, especially through mechanisms that support weaker learners and bridge foundational gaps.

7. TRANSITION TO HIGHER GRADES AND IMPACT BEYOND GRADE 4

One of the most important questions in the scope of work is whether the program remains meaningful as students transition to higher grades, particularly because Adhyapikas primarily teach in the early grades.

The evidence suggests two things simultaneously. First, the support in earlier grades appears to matter beyond Grade 4. Former students remember the teaching clearly, report that basics became stronger, and compare later schooling against the more supportive and engaging environment they previously experienced. This indicates that the early support leaves a meaningful imprint. Second, the transition to higher grades is also a point of vulnerability. Students who move into larger, more formal, or less supportive environments report that they receive less individual attention and find subjects like Mathematics, English, and Science harder due to greater abstraction and competition.

This suggests that the program is effective in preparing children better than they might otherwise be, but that some of its gains could weaken if the next stage of schooling does not provide adequate continuation support. This is consistent with SMC suggestions that similar support is needed in Classes 6–8 and with school-level requests for more advanced training. The implication is clear: the transition question should not be framed only as “Does the impact remain?” but also as “What additional support is needed so that early gains are not dissipated in later grades?”

In interpreting the relatively smaller differences between control and treatment groups in higher grades, an additional consideration relates to curriculum expectations. As students move into Grades 4–5 and beyond, classroom teaching across both settings becomes more closely aligned with grade-level competencies as defined by NCERT and state norms. At this stage, both control and treatment classrooms are expected to engage students with a broader and common set of curricular goals.

In this context, Adhyapika classrooms are not designed to limit learning to a narrower set of foundational competencies, but to ensure that all students engage with the full range of grade-level

expectations. This alignment may contribute to a reduction in observable differences in assessment outcomes. However, this does not necessarily indicate equivalent learning trajectories. Earlier gains in foundational competencies in treatment settings are likely to influence students' readiness, confidence, and depth of understanding, even when these differences are less visible in higher-grade assessments.

REFLECTION ON CURRICULUM ALIGNMENT IN THE ATUL ADHYAPIKA PROGRAMME

The Atul Adhyapika Programme has made a strong contribution to foundational learning, particularly in Grades 1 and 2, where many children are beginning their formal learning journeys. The curriculum—especially after its recent adjustment—demonstrates clarity and focus in ensuring that children acquire essential early competencies in a structured and achievable manner.

At the foundational stage, this approach is highly effective. Children are able to:

- Recognize and write letters (वर्णों की पहचान कर सकेंगे)
- Read and write simple words (सरल शब्द पढ़ और लिख सकेंगे)
- Listen to and retell short stories (छोटी कहानी सुन सकेंगे)
- Count concrete objects and understand small numbers

These competencies are critical, particularly in contexts where children may not have prior exposure to structured learning. The programme's emphasis on familiarity, repetition, and concrete experiences helps build confidence, participation, and readiness, which are essential foundations for further learning.

At the same time, a comparison with frameworks such as those developed by NCERT highlights how these foundational skills are expected to gradually expand into more complex competencies as children progress.

ILLUSTRATIVE PROGRESSION OF LEARNING EXPECTATIONS

Domain	Adhyapika (Grades 1–2 strengths)	NCERT progression	What this indicates
Language	"सरल शब्द बोल सकेंगे और लिख सकेंगे"	"परिचित शब्दों वाले वाक्यों को परिशुद्ध रूप से पढ़ते हैं"	Strong word-level foundation supporting later fluency
Language	"छोटी कहानी सुन सकेंगे"	"कहानी के कथानक और पात्रों के आशय की पहचान करते हैं"	Listening readiness that can extend into interpretation
Language	"प्रश्नों के उत्तर दे सकेंगे"	"बातचीत में शामिल होते हैं और 'क्यों' वाले प्रश्न पूछते हैं"	Early response skills that can grow into dialogue
Mathematics	"Will be able to count concrete objects"	"Counts objects up to 99 and observes patterns in groups of 10"	Concrete counting forming base for number system understanding
Mathematics	"Numbers from 1 to 20"	"Reads and writes numbers up to 99 using place value"	Early number familiarity enabling later expansion

Mathematics	"Simple addition of single-digit numbers"	"Uses flexible strategies for addition and subtraction"	Procedural fluency that can support reasoning

This comparison highlights that the Adhyapika Programme is effectively ensuring that children enter the learning continuum with essential foundational skills in place. The NCERT expectations, in turn, extend these competencies toward application, reasoning, and expression.

When viewed alongside student learning patterns in Grades 3–5, this distinction becomes important. **As children move into higher grades, they are expected to:**

- Read for understanding, not just decode
- Explain their thinking, not just respond
- Apply concepts in new situations

The foundational competencies built through the Adhyapika Programme provide an important base for this transition. The emerging opportunity is to ensure that these skills are gradually extended to support the next stage of learning.

This does not require a shift in direction, but rather thoughtful enrichment within the existing approach. For example:

- Extending word reading into sentence and meaning-making
- Encouraging children to explain how they arrived at an answer
- Including small opportunities for discussion and expression within activities

Such additions can help strengthen the bridge between foundational learning and grade-level expectations, without diluting the programme's core strengths.

CONCLUDING REFLECTION

The Adhyapika Programme plays a critical role in ensuring that children build confidence and foundational competencies in the early grades. This is a significant achievement, particularly in contexts where such readiness cannot be assumed.

The next phase of strengthening lies in building on this strong foundation—so that children are not only able to begin learning successfully, but are also supported to engage with increasing levels of understanding, reasoning, and expression as they progress through school.

8. COMPARATIVE UNDERSTANDING: SCHOOLS WITH AND WITHOUT THE INTERVENTION

Stakeholders repeatedly describe what changes when such support is present: children get more attention, classrooms are more active, local language is used, weak students receive help, attendance is followed up, and families are better connected to the school. Conversely, government officials explicitly state that if the program stops, children will receive less attention, learning will suffer, and in some settings enrolment and retention may fall. Students who moved to other schools similarly compare their earlier school environment favourably with their current one, especially in

relation to explanation, activity, and individual attention. These narratives do not constitute a rigorous causal comparison on their own, but they do strongly suggest the domains in which schools with support may differ qualitatively from those without it.

The quantitative findings reinforce this interpretation by demonstrating that while gains in foundational learning are statistically robust, the strength and consistency of impact reduce as learning demands shift towards interpretation, reasoning, and expression—areas that require more explicit instructional support.

9. IS THE BACKWARD INTEGRATION THROUGH ANUJA / ANGANWADI SUPPORT A STEP IN THE RIGHT DIRECTION?

Based on the overall findings, the direction of strengthening earlier-stage support appears to be a sound one. The strongest mechanisms of the program—local relationship, language bridging, early habit formation, joyful pedagogy, and foundational learning support—are all especially important in the years before and immediately after school entry. Much of the observed impact in school appears to rest on children entering the classroom with greater familiarity, confidence, and readiness to engage. Parents also report that children who come from Balvatika into Class 1 already have some number knowledge. This suggests that investing in earlier-stage support is likely to strengthen school readiness and ease later teaching-learning processes.

However, backward integration should not be seen as sufficient by itself. The evidence also strongly suggests that support must continue forward, especially through transition points. If children receive strong support in anganwadi and lower primary but then enter upper grades with no continuation of language, conceptual, and confidence-building support, some gains may weaken. Therefore, support to anganwadi or early childhood settings appears to be **a step in the right direction**, but it should ideally be conceptualized as part of a larger continuum from pre-school through upper primary, rather than as an isolated backward extension.

RECOMMENDATIONS

Based on the findings of this evaluation, the following recommendations are proposed to strengthen and sustain the impact of the Atul Adhyapika Programme.

1. STRENGTHEN LEARNING PROGRESSION FROM FOUNDATIONAL TO HIGHER GRADES

The programme has demonstrated strong effectiveness in building foundational competencies in early grades. The next priority is to ensure that these gains translate into sustained learning as children move into higher grades.

- Develop structured learning progressions that extend from foundational skills to grade-level competencies aligned with NCERT expectations
- Ensure that curriculum adaptation does not narrow the range of competencies, but supports all children in achieving grade-appropriate learning outcomes
- Focus on strengthening comprehension, reasoning, problem-solving, and written expression as children transition to upper primary

2.DEEPEN AND EXTEND THE FOUNDATIONAL LEARNING CONTINUUM (BALVATIKA → GRADE 4/5)

The evidence from this evaluation indicates that the Atul Adhyapika Programme is most effective in strengthening foundational learning, particularly in early grades where children are developing basic literacy, numeracy, and learning readiness. Building on this strength, the programme's strategic priority should be to deepen and extend its impact across a continuous foundational learning pathway.

- Strengthen backward integration with **Balvatika and Anganwadi**, focusing on school readiness, oral language development, and early numeracy
- Consolidate gains in **Grades 1–3** by ensuring all children achieve foundational competencies
- Provide structured **transition support in Grades 4–5**, where learning shifts from basic skills to comprehension, reasoning, and application
- Develop a clear **learning progression framework** that connects early childhood, foundational, and early upper primary stages

This continuum approach will help ensure that early gains are not only achieved but also sustained and extended, enabling children to transition more confidently into higher grades.

3. ENRICH PEDAGOGY WITH STRONGER ACADEMIC INTENT

The programme's strength in activity-based and joyful learning can be further enhanced by strengthening its alignment with academic goals.

- Map classroom activities explicitly to subject-specific learning outcomes and grade-level expectations
- Strengthen progression from concrete experience to conceptual understanding and application
- Integrate opportunities for explanation, reasoning, and expression within existing activities

4. INSTITUTIONALIZE LANGUAGE-RESPONSIVE AND MULTILINGUAL PEDAGOGY

The use of local language has emerged as a critical enabler of comprehension and participation.

- Formalize language-bridging strategies as a core pedagogical component

- Develop bilingual or multilingual teaching-learning materials
- Support teachers with structured guidance on transitioning from home language to school language
- Strengthen oral language development as a foundation for reading and writing

5. STRENGTHEN ASSESSMENT SYSTEMS AND USE OF DATA FOR DECISION-MAKING

The availability of both qualitative and quantitative data provides an opportunity to build a stronger learning improvement system.

- Establish simple longitudinal tracking of student learning at the child level
- Use grade-wise and block-level data trends (e.g., early grade strengths, middle grade dips) to guide academic planning
- Link assessment findings with targeted remediation and classroom strategies
- Track student progress beyond the grades directly supported by the programme to assess sustained impact

6. STRENGTHEN AND SUSTAIN THE ADHYAPIKA MODEL

The locally embedded Adhyapika model is central to the programme's effectiveness and requires continued investment.

- Strengthen recruitment, retention, and recognition systems for Adhyapikas
- Provide advanced training in subject content, especially for upper primary grades
- Develop structured career progression and continuous professional development pathways
- Explore integration of the model within government systems, particularly in high-need contexts

7. EMBED PROGRAMME PRACTICES WITHIN SCHOOL AND SYSTEM STRUCTURES

To ensure sustainability and scale, programme practices need to be more deeply embedded within school and system processes.

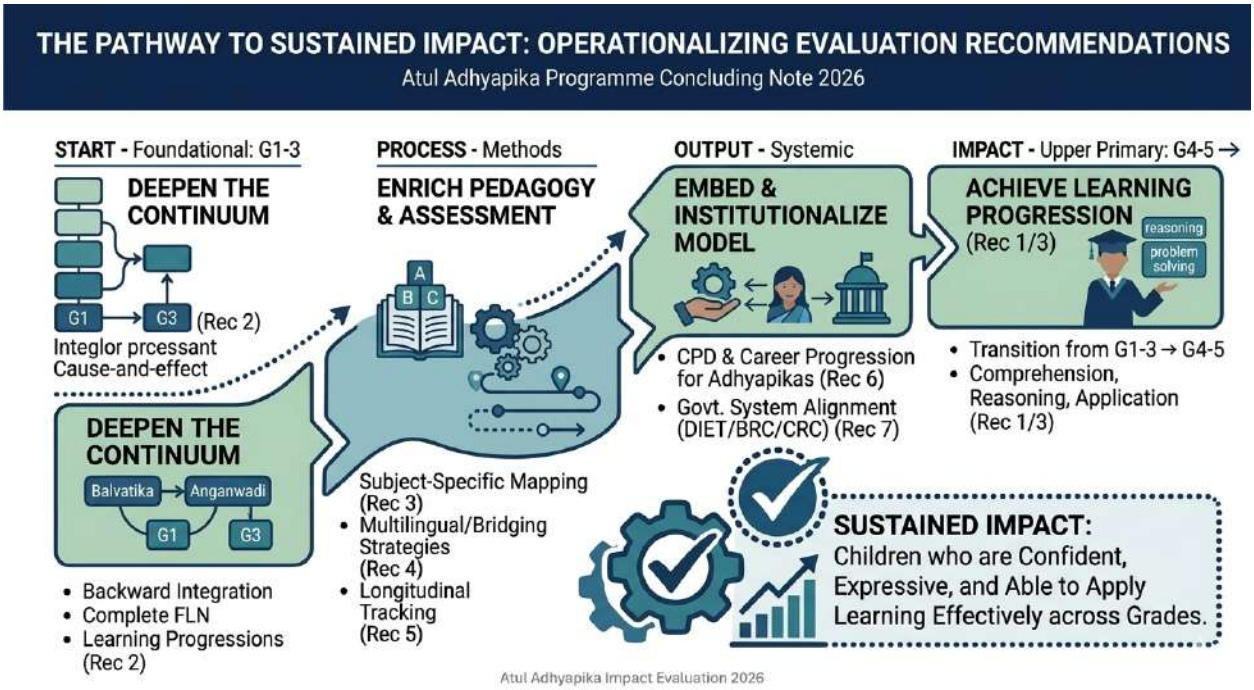
- Institutionalize peer learning through demonstration classes, observation cycles, and reflective sharing
- Align programme approaches with government curriculum, training platforms, and academic support structures (DIET, BRC, CRC)
- Strengthen collaboration with school leaders to integrate programme practices into school routines

8. STRENGTHEN THE LEARNING ECOSYSTEM: READING CULTURE AND COMMUNITY ENGAGEMENT

The programme has contributed to improved engagement and participation, which can be further strengthened through systemic efforts.

- Promote structured reading practices, including library use, take-home reading, and storytelling routines
- Expand opportunities for student expression through writing, discussion, and sharing
- Formalize home–school engagement through regular parent interactions and simple guidance on supporting children's learning

- Strengthen community awareness around the importance of continued learning beyond foundational stages



CONCLUDING NOTE

The Atul Adhyapika Programme has established a strong foundation for improving learning outcomes, particularly in the early grades. The next phase of strengthening lies in ensuring that these gains are systematically extended into higher-order competencies, enabling children to not only acquire foundational skills, but also to understand, apply, and express their learning effectively across grades.

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Their support and trust made it possible to engage deeply with schools, communities, and programme stakeholders, and to develop a nuanced understanding of the programme's processes and impact.

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> "We deeply appreciate the partnership and belief of Atul Foundation in the power of evidence to drive meaningful change in education."

Atul Adhyapika Impact Evaluation Study 2026

Thank You