



INDIA GLYCOLS LIMITED



THE EDUCATION ALLIANCE

# Government School Adoption Model

## A Comprehensive Implementation Guide

A Strategic Framework for Transforming  
School Education in India through CSR  
and Philanthropic Support

January, 2025



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# 01

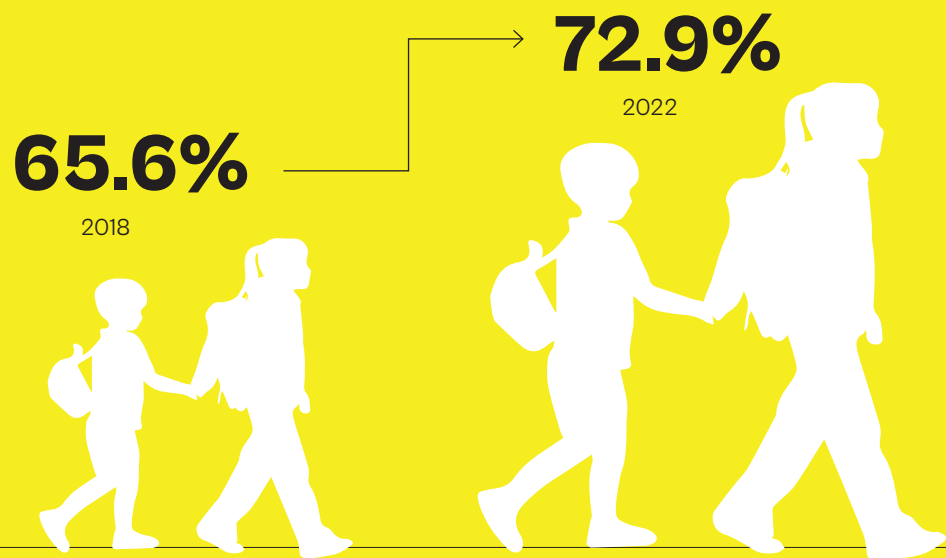
## Introduction





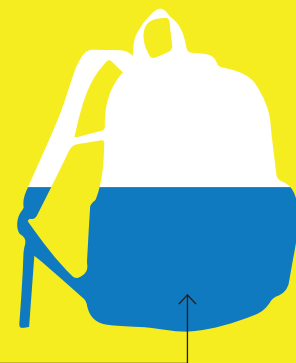
India's education system is at a pivotal juncture, balancing significant progress in access with persistent challenges in quality and infrastructure.

The rising enrollment rates in government schools, which **increased from 65.6% in 2018 to 72.9% in 2022 among children aged 6 to 14** (Annual Status of Education Report, ASER 2022), reflect a growing reliance on public education, particularly among underserved communities.



However, this increase in enrollment has not translated into improved learning outcomes. Foundational literacy and numeracy skills have experienced a steep decline, with

42% of Grade 5 students unable to read a Grade 2 text (ASER Report, 2022).



Similarly, arithmetic proficiency has seen a significant drop since 2018 (ASER Report, 2022). These alarming trends, coupled with systemic gaps in infrastructure and resources, underscore the pressing need for transformative and targeted interventions in government schools.



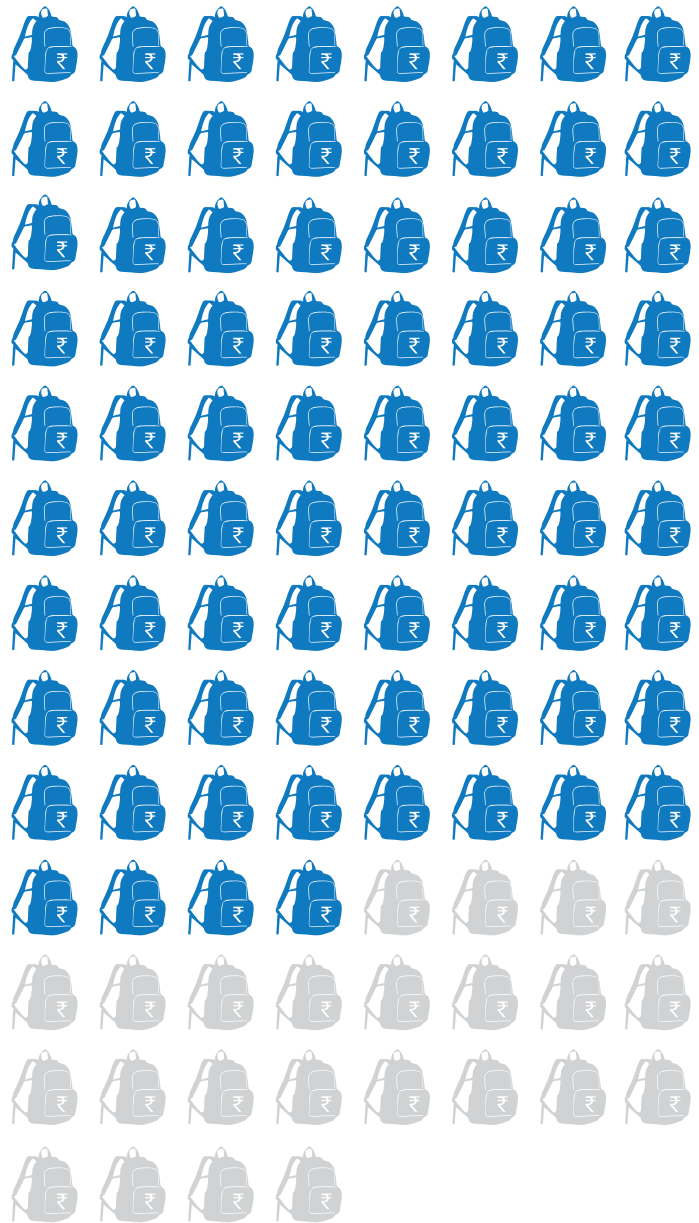
The gaps in India's education system are stark. Among India's 10.17 lakh government schools, key infrastructure gaps remain alarming - over 1.05 lakh schools lack electricity, 22,000 lack functional drinking water facilities, and 34,000 operate without usable toilets. Additionally, nearly 50% of government schools lack functional computers for teaching (UDISE+, 2022-23). Such deficits hinder not only the learning environment but also the retention of students, particularly girls, in schools. Furthermore, a nationwide teacher vacancy rate of 16% (Ministry of Education, 2022) exacerbates the challenges. These resource constraints severely impact the quality of education delivery, further widening the inequity between private and public schooling systems.

Despite these challenges, India's education sector offers notable opportunities for reform. Increased government funding under flagship programs like Samagra Shiksha Abhiyan, the advent of innovative educational technology solutions, and the growing participation of corporate social responsibility (CSR) initiatives have created fertile ground for transformative interventions. The Companies Act - 2013, mandates that corporates allocate 2% of their net profits to CSR activities, leading to a surge in education-related initiatives.

Education has consistently received approximately

## 76% of CSR funds

(Nasscom Foundation Report: Catalyzing Change, 2017), highlighting its significance in corporate philanthropic strategies.









The **Government School Adoption Model**, in particular, presents a structured and impactful approach to addressing systemic inefficiencies and improving educational outcomes. By aligning corporate investments with educational imperatives, this model has the potential to transform government schools into centres of excellence that prioritise equity, inclusion, and quality education.

The Government School Adoption model is rooted in collaboration. It brings together the financial resources and strategic vision of corporate entities, the grassroots expertise of civil society organizations (CSOs), and the policymaking framework of the government. Corporations, leveraging their CSR funds, can address critical gaps in school infrastructure, provide essential resources, and introduce innovative teaching practices. For instance, investments in functional toilets, electricity, and digital tools can significantly enhance the learning environment. NGOs and CSOs, with their deep community ties, ensure that these interventions are contextually relevant and effectively implemented (India Philanthropy Report, Bain & Company 2022). This multi-stakeholder approach ensures that interventions are not only impactful but also sustainable.

What sets the **Government School Adoption Model** apart is its holistic and decentralized approach. It moves beyond piecemeal solutions to encompass a broader vision of school transformation. This includes addressing learning deficits, empowering teachers through capacity-building programs, and fostering community engagement to create a sense of shared ownership. By decentralizing operations and involving parents, community leaders, and local stakeholders, the model cultivates a collaborative ecosystem that drives accountability and long-term sustainability (Brookings Institution Report on Holistic Education Models, 2022). Decentralized operations ensure that decision-making is tailored to the unique needs of each

school and community, enabling more effective and context-specific interventions. For example, active parental engagement has been shown to improve student attendance and performance, while teacher training programs directly enhance classroom instruction quality.

A critical component of this model is the emphasis on efficient resource utilisation and minimising wastage. Many well-intentioned CSR initiatives fall short of achieving their objectives due to a lack of strategic planning, monitoring, and evaluation. A structured implementation guide, as proposed in this document, addresses this gap by providing a clear roadmap for corporations and NGOs to design, execute, and assess school transformation initiatives. This guide outlines actionable steps, measurable milestones, and evidence-based strategies to ensure that every rupee invested delivers tangible outcomes, such





as improved student learning, enhanced teacher performance, and better-equipped school environments.

The genesis of this document lies in the recognition of the need for such a guiding framework. India's education sector has witnessed numerous interventions by civil society organizations and CSR programs, but the absence of a unified approach has often led to fragmented efforts and inconsistent results. This document seeks to bridge that gap by offering a comprehensive blueprint for CSR-driven school transformation. Drawing on secondary research, best practices, and lessons from successful interventions, it provides stakeholders with the tools to create long-term, sustainable, and measurable impact in government schools.

The stakes are particularly high in underserved communities, where systemic inequities and socio-economic disadvantages often converge to create barriers to education. By leveraging the Government School Adoption model, corporations can become powerful agents of change, aligning their social responsibility

initiatives with national educational priorities. This model not only addresses immediate needs, such as infrastructure and teacher shortages, but also lays the foundation for systemic reform that empowers students, uplifts communities, and strengthens public education as a whole.

India's education challenges are vast, but the opportunities for innovation and impact are equally immense. The Government School Adoption model, supported by a well-structured implementation guide, offers a pathway to reimagine public education and bridge the gaps in quality and access. As stakeholders unite their efforts, this model has the potential to transform government schools into beacons of hope and opportunity, ensuring that every child receives the quality education they deserve.



# 02

## Concept Overview



The Government School Adoption Model aims to transform underperforming and under-resourced government schools into centres of educational excellence. By leveraging Corporate Social Responsibility (CSR) funds, strategic partnerships, and the Minimum Quality Standards Framework (MQSF), this model provides a structured pathway to measure school needs, prioritize interventions, and monitor progress toward school quality enhancement goals.

## **Minimum Quality Standards Framework (MQSF)**

The Minimum Quality Standards Framework (MQSF) is an integrated approach to identifying, assessing, and addressing gaps in school quality. It covers six key components that ensure holistic school transformation, each designed to impact the learning environment, teaching quality, and student outcomes. MQSF was developed from School and Class Assessment tools, including Shaala Siddhi and Early Childhood Education Quality Assessment Scale (ECEQAS), to evaluate schools and help them improve on core aspects such as Student and Teacher Performance, School Leadership, and other critical factors.

Each component of MQSF is evaluated using multiple elements, ranging from foundational aspects to advanced benchmarks. The metric for measurement includes Red, Bronze, Silver, and Gold categories, with schools needing to meet basic expectations (Bronze) before being considered for higher categories like Silver or Gold.





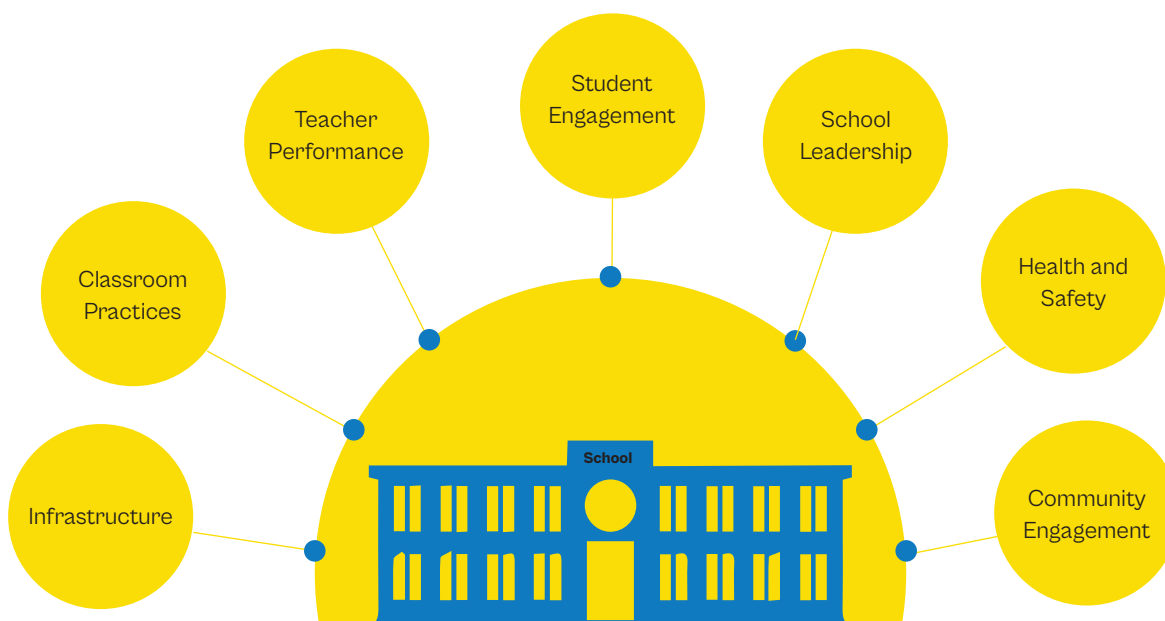
## Performance Standards

Bronze standards comprise the basic minimum expectations from each school. Only if the school meets these standards is it considered for Silver (marginally exceeds expectations) and Gold (exceeds expectations) categories.

This framework helps schools identify and address specific areas for improvement, ultimately guiding them toward a more effective and holistic transformation.



# Elements of MQSF



## 01 Infrastructure and Resources

Adequate infrastructure and resources are the foundation of a safe and conducive learning environment. Research done in Latin America in 2011 (Duarte et al. 2011) showed that the lack of basic services such as electricity, potable water, sanitary drains, telephone or proper ways to dispose garbage and waste in schools is strongly associated with violence, discrimination, and limited opportunities to learn. The study pointed out that investments in school infrastructure and the physical conditions for learning are not a luxury but a need.



### Safe Building

Structurally sound buildings are essential to provide a secure environment for students and staff, preventing accidents and ensuring uninterrupted learning.



### Water Supply

Access to clean drinking water is vital for students' health and well-being, reducing the incidence of waterborne diseases and improving attendance. A large and growing body of literature has reported on the association between the impact of water and sanitation improvement on school attendance (Dreibelbis et al. 2013; Nauges & Strand 2013; Hunter et al. 2014).



### CWSN-Friendly Facilities

Facilities such as accessible ramps, handrails, and disabled-friendly toilets are crucial for empowering children with special needs, promoting inclusivity, and ensuring equal access to education.





## Library/Reading Corners

Libraries and reading corners play a significant role in fostering literacy and a love for reading among students, enhancing their comprehension skills and academic performance.



## Classrooms

Bright and print rich classrooms enhance student engagement and participation, creating an environment conducive to effective learning.



## Toilets

Functional toilets, especially for girls, significantly impact enrollment and retention by addressing health and hygiene needs. The construction of toilets under P&G's CSR program increased female enrollment, reduced dropouts, and improved attendance, with 98% of 13,508 beneficiaries reporting motivation to attend school (Sattva, 2022).



## Medical Support

On-site medical check-ups and support services contribute to the overall health of students, reducing absenteeism due to untreated illnesses.



## Playgrounds and Other Facilities

Playgrounds promote physical fitness, teamwork, and overall development among students. The Khelo India program introduced playgrounds in over 500 schools, improving students' physical health and reducing stress levels (Khelo India Report, 2022).





## 02 Classroom Practices

Research has investigated classroom design and its relationship with student learning, including the effect of open learning spaces (Barber, 2006; Graetz & Goliber, 2002; Hunley and Schaller, 2006), flexible seating and writing surfaces (Lombardi and Wall, 2006; Sanders, 2013), the integration of technological learning tools (Brewer, Kramer, & O'Brien, 2009; Educause, 2012; Sidall, 2006; Whiteside & Fitzgerald, 2005), lighting (Sleeters, Molenaar, Galetzka, & van der Zanden, 2012), and aesthetics (Janowska & Atlay, 2007). The richness of studies such as these illustrate how classroom affordances can positively support classroom practices by enhancing student engagement in the learning process.



### Classroom Facilities

Classroom facilities like desks, chairs, and blackboards, when functional and well-maintained, create a comfortable learning environment. Ergonomic seating arrangements allow students to focus better, while teaching aids such as projectors, charts, or smart boards make lessons interactive and visually engaging. For example, functional seating reduces distractions caused by discomfort, and teaching aids like science kits or digital tools help simplify complex concepts, keeping students actively involved in learning.





## Classroom Management/Seating

Seating arrangements play a critical role in fostering student interaction. For instance, circular or group seating arrangements encourage collaborative learning, allowing students to discuss and solve problems together. Organized seating minimizes chaos, reduces distractions, and ensures that students and teachers can maintain eye contact, improving focus and participation. Such arrangements also help teachers facilitate group-based activities effectively.



## Teaching and Learning Method

Experiential learning methods foster creativity. The positive impacts highlighted include sustained learning gains (Dean Jr. & Kuhn, 2007), skill transfer to novel problems (Purpura et al., 2016), improved knowledge recall (Castano, 2008), deeper conceptual understanding (Burke & Williams, 2012), and stronger connections between concepts (Castano, 2008).



## Language and Reasoning Experiences

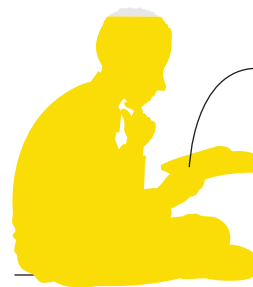
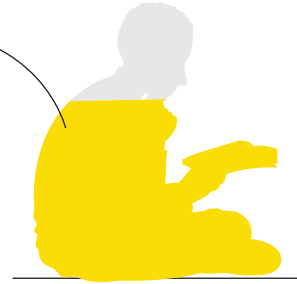
Language and reasoning skills are essential for effective communication and critical thinking. Tamil Nadu introduced Mozhigal- Language Labs with hi-tech audio-visual aids providing an immersive environment for students to practice vocabulary, pronunciation, and grammar. Interactive modules make learning engaging, while reasoning exercises like debates or puzzles enhance logical thinking.

Additionally, Sattva's 2022 impact assessment highlighted the success of P&G Shiksha's Mindspark program, an adaptive learning tool implemented with Educational Initiatives. In 2020-2021, the program reached 1.12 lakh students across 93 districts in 8 states.

Notably,

**72%**

of students learned new concepts independently,



**97%**

reported a deeper understanding, and significant improvements were observed in learning levels: 51% in vernacular languages and 63% in English.

Source: Sattva's CSR Impact Assessment Report. (2021-2022)







## Fine and Gross Motor Skills

Motor skill development in early childhood is foundational for cognitive and physical growth. Fine motor skills, like writing or drawing, improve hand-eye coordination, while gross motor skills, such as running or jumping, enhance physical fitness and spatial awareness. Programs focusing on these aspects contribute to better academic performance, as they improve attention, memory, and cognitive functions necessary for problem-solving and learning.

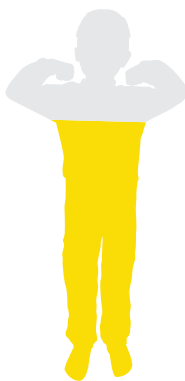


## Creative Activity

Creative activities like painting, music, and drama provide students with opportunities for self-expression, critical thinking, and emotional growth. For instance, the organization **Slam Out Loud**, which uses arts-based interventions like spoken word poetry and storytelling in government and low-income private schools, has helped improve creativity, communication skills, and self-confidence among children from underprivileged communities.

# 74%

of children participating in arts-based interventions showed increased confidence in expressing themselves and engaging with peers



Source: Slam Out Loud Impact Report 2021

This demonstrates how integrating arts into education can create transformative learning experiences for students, especially in underserved areas.



## Social Development

Social development is crucial for building interpersonal and collaborative skills. Group projects, debates, and peer-learning activities encourage students to communicate, share ideas, and resolve conflicts effectively. Such interactions teach them the value of teamwork, empathy, and respect for diverse perspectives.



## 03 Student Engagement

Active student participation, both inside and outside the classroom, is vital for fostering a love for learning and developing essential life skills:



### Student Behavior in Class

A positive and inclusive classroom culture promotes better learning. Initiatives like mixed-gender seating, regular student participation, and classroom cleanliness, significantly impact discipline and academic performance. Groomed students and orderly classrooms also reflect strong school routines.



### Extracurricular Activities

Balanced timetables that include art, music, sports, and library sessions nurture holistic development. Gross motor skill activities like running and jumping, combined with fine motor exercises like drawing and cutting, strengthen both physical and cognitive development. Well-maintained play areas and accessible equipment further enhance these outcomes.



### Children with Special Needs (CWSN)

Inclusive practices ensure that children with disabilities or learning difficulties receive tailored support. Technicolor Group launched the “Learning Together, Playing Together” initiative in 2023, aiming to foster inclusive education across 39 villages in Doddaballapur, rural Bengaluru. The project benefits over 400 students, ensuring that every child, regardless of

their background or abilities, has the opportunity to learn and play in a supportive and integrated environment. Additionally, regular teacher training on inclusion ensures sustainable support for diverse learners.





## 04 Teacher Performance

Empowered and skilled teachers are the cornerstone of quality education. Their teaching methods, ability to assess understanding, and personal characteristics significantly influence learning outcomes. Through their School Quality Enhancement Program in Delhi and Uttarakhand, Simple Education Foundation runs Centres of Excellence in 8 government schools, providing personalized coaching to teachers in planning, content and pedagogy. This has led to remarkable improvements: 33% of students now meet grade-level expectations in math (up from 0% in 2023), 40% meet benchmarks in Hindi speaking, and 50% have progressed from non-readers to identifying letter sounds and reading words.

In Kenya, a similar intervention of teacher professional development (PD) led to significant improvements in literacy and numeracy. The effect sizes ranged from 0.38 to 0.56 in math and 0.73 to 1.29 in English. The addition of teachers' guides to PD and instructional support had the greatest impact on learning outcomes, further emphasizing the power of a comprehensive training and support system for teachers. (Piper et al., 2018)



### Teaching Methodology

The adoption of student-centric and active learning strategies has been shown to increase engagement and comprehension.



### Mechanism for Gauging Student Understanding

Continuous assessments help teachers track student progress and tailor instruction to individual needs. Techniques such as quizzes, peer feedback, and oral questioning allow real-time evaluation and support targeted interventions.



### Teacher Characteristics and Disposition

Teachers' empathy and cultural sensitivity create a conducive classroom environment.





## 05 School Leadership

Effective school leadership is a critical driver in transforming education delivery. A great school leader balances both administrative and academic responsibilities, guiding the school toward continuous improvement and ensuring a positive impact on student outcomes. The success of the Cluster Leadership Development Program (CLDP) led by Creatnet Education in Delhi further exemplifies the importance of investing in school leadership. The year-long pilot, which included 539 schools, ignited the government's decision to expand Primary Leadership Development Program (PLDP) to all 1581 MCD schools across 12 zones in 2023. 102 additional principals were selected as facilitators for this transformative program, highlighting the growing recognition of the impact strong leadership can have on educational outcomes.



### School Leader

A great school leader inspires and motivates staff, establishes a clear vision, and fosters an environment of collaboration and accountability. According to research by Leithwood et al. (2006), leadership practices at all levels—senior, middle, and teacher leaders—account for up to 27% of the variance in student outcomes, making leadership the second most influential factor after teachers.



### Administrative Duties

Effective school leadership reduces administrative burdens on teachers, enabling them to focus more on teaching.



### Academic Duties

A strong academic leader ensures regular monitoring of teaching and learning, offering continuous support to teachers.





## 06 Health and Safety

Comprehensive education prioritizes the holistic well-being of students, ensuring their health, safety, and inclusion in the learning environment. Health initiatives reduce absenteeism and support better attendance, enabling students to focus on their learning. A clean and safe environment is crucial for maintaining student health and ensuring equal opportunities for all.

CSR programs play a pivotal role in enhancing school environments by focusing on student health, safety, and inclusion. These initiatives address the needs of vulnerable student groups, improve educational outcomes, and foster stronger community engagement. A notable example is Reckitt's collaboration with Jagran Peהל and the Municipal Corporation of Delhi (MCD) to launch the Dettol School Hygiene Education Programme in 2024. This initiative, aimed at reaching 4.5 million beneficiaries across 12 zones in Delhi, focuses on promoting WASH (Water, Sanitation, and Hygiene) practices, educating school children, teachers, and parents to improve health outcomes and create a safer, healthier school environment.



### Water and Sanitation

Access to clean water and proper sanitation facilities is essential for preventing illness and ensuring hygiene standards. Schools should be equipped with adequate water supply and functional sanitation infrastructure to promote health and hygiene, particularly for female students. Ensuring that students have access to proper hygiene facilities and education plays a significant role in improving overall health and well-being.



### Mid-Day Meal

The provision of nutritious mid-day meals ensures that students receive adequate nutrition, which is vital for their growth, development, and concentration. The meal program is carefully planned and monitored to maintain hygiene and food safety standards.





## Safety

Safety measures in schools are crucial for ensuring the physical, emotional, and psychological well-being of students and staff. These include monitoring entry and exit points, conducting background checks for all adults, and having security guards on duty. Regular checks on transport, a well-stocked first aid kit, and staff training to recognize abuse signs contribute to a secure environment. Medical support is available with a doctor and nurse on call. Other measures such as boundary wall, surveillance and protocols reduce harmful behaviors and provide students with a sense of security. For Example, in The Education Alliance's Thangar School Quality Enhancement Program, supported by India Glycols Limited's CSR, a major safety issue arose due to the absence of a boundary wall, allowing animals and outsiders to access school facilities. This was swiftly addressed by constructing a boundary wall, installing CCTV cameras, and hiring full-time security guards, ensuring a safer environment for students.



## 07 Community Engagement

Strong community partnerships play a crucial role in the success and sustainability of educational initiatives, particularly through fostering collaboration and shared accountability between schools and local communities.



## School Management Committees (SMCs)

SMCs play a crucial role in improving educational quality by overseeing school development plans, ensuring resource management, and holding the school accountable for its

educational outcomes. They work to address local challenges, promote transparency, and enhance community ownership of the education process. Through their involvement, SMCs help create a supportive and inclusive learning environment, bridging the gap between schools and communities.



## Activities with Parents

Engaging parents through workshops and learning activities enhances their involvement in children's education. Pratham's community-based learning initiatives have significantly improved education in underserved areas across 9 Indian states. Their "Read India" program engages community members, including volunteers, in teaching basic literacy and numeracy to children. This initiative has positively impacted millions of children, leading to a 51% increase in children (grades 3-5) reading at least grade-2 texts, and a 37% reduction in those unable to identify any letters. In mathematics, there was a 43% increase in number recognition, along with a 25-33% improvement in addition, subtraction, multiplication, and division skills.

By addressing these MQSF components holistically, schools can be transformed into centres of excellence, bridging the quality gap and fostering inclusive, impactful education. Each component, when addressed strategically, drives measurable improvements in the education ecosystem, creating a ripple effect that benefits students, teachers, and the broader community.





# 03

## Theory of Change



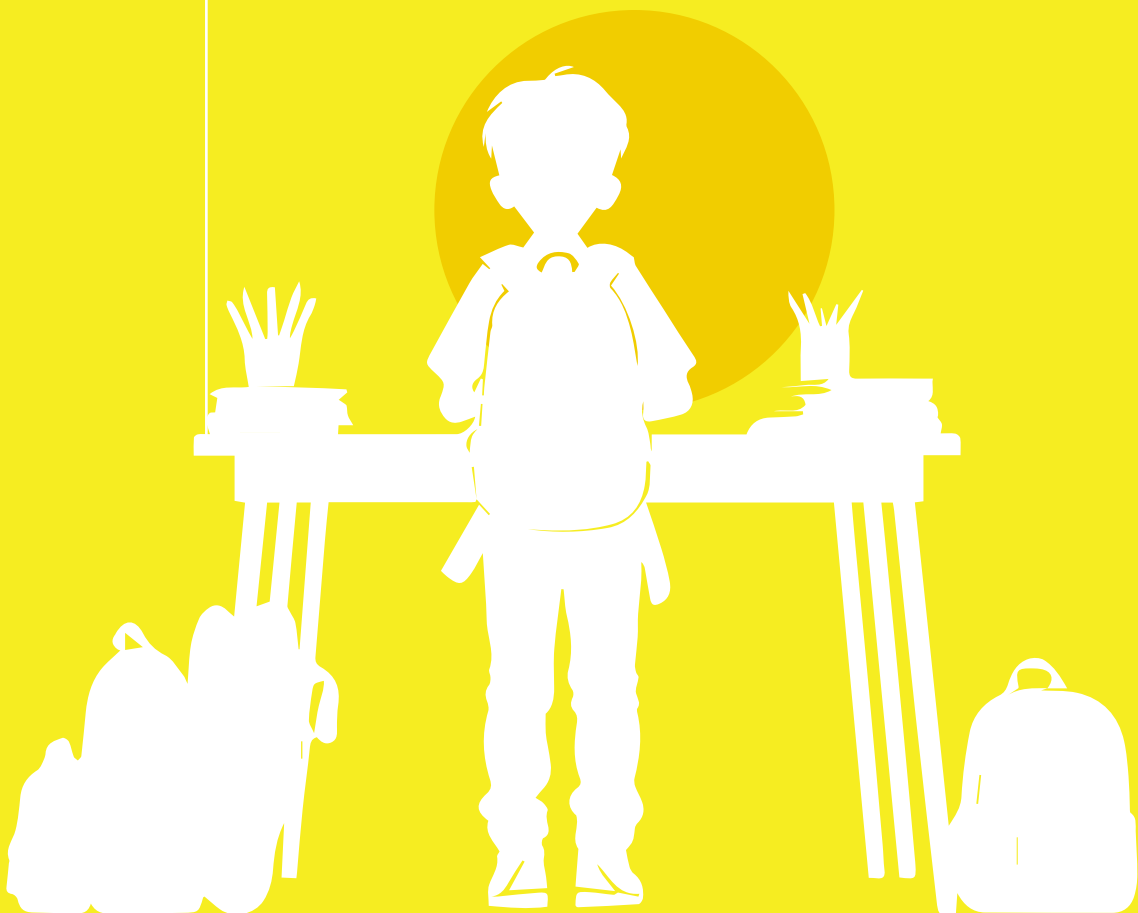


# What are we trying to do

Every child in India attending government schools has access to high-quality education and a safe, conducive learning environment that promotes holistic development.

## How

By transforming underperforming and under-resourced government schools into centres of educational excellence by leveraging the Public-Private Partnership Model, in collaboration with mission-driven non-profits, CSR partners, and government agencies, through sustainable, replicable, and scalable interventions.



# Assumptions

01

Systematic application of the Minimum Quality Standards Framework (MQSF) will provide a structured pathway for school transformation and growth measurement.

02

A shared definition of success and clearly defined goals among all stakeholders will align efforts and drive the effective implementation of the Minimum Quality Standards Framework (MQSF).

03

CSR funding and partnerships will address critical resource and capacity gaps, ensuring targeted interventions.

04

Improved teacher and school leadership capacity will positively impact classroom practices, student performance, and holistic school development.

05

Monitoring and evaluation based on MQSF parameters will drive continuous improvement and accountability.

06

Community and parental involvement will foster a supportive ecosystem for sustainable school improvement.

# Theory of Change Pathways

The transformation of government schools into high-performing institutions is based on the following pathways:

01

## Assess Needs Using MQSF

The first step in school transformation is conducting a detailed needs assessment using the Minimum Quality Standards Framework (MQSF). This structured assessment evaluates the school's current status across key parameters and identifies critical gaps. Evidence is gathered through the following methods:



## Classroom Observation

- Examine student notebooks and activity books to assess learning progress and the integration of key concepts.
- Review teacher planning journals for evidence of structured lesson planning and pedagogical strategies.
- Verify alignment of classroom activities with the school timetable to ensure time-on-task and lesson coverage.





## School Observation

- Inspect infrastructure, such as water supply systems, functional water purifiers, and the condition of toilets, ramps, and other essential facilities.
- Cross-check observations through discussions with the Principal and Academic Coordinator to validate data and uncover underlying issues.
- Review safety measures, including first aid kits, records of safety checks, and complaint logs for the midday meal program.



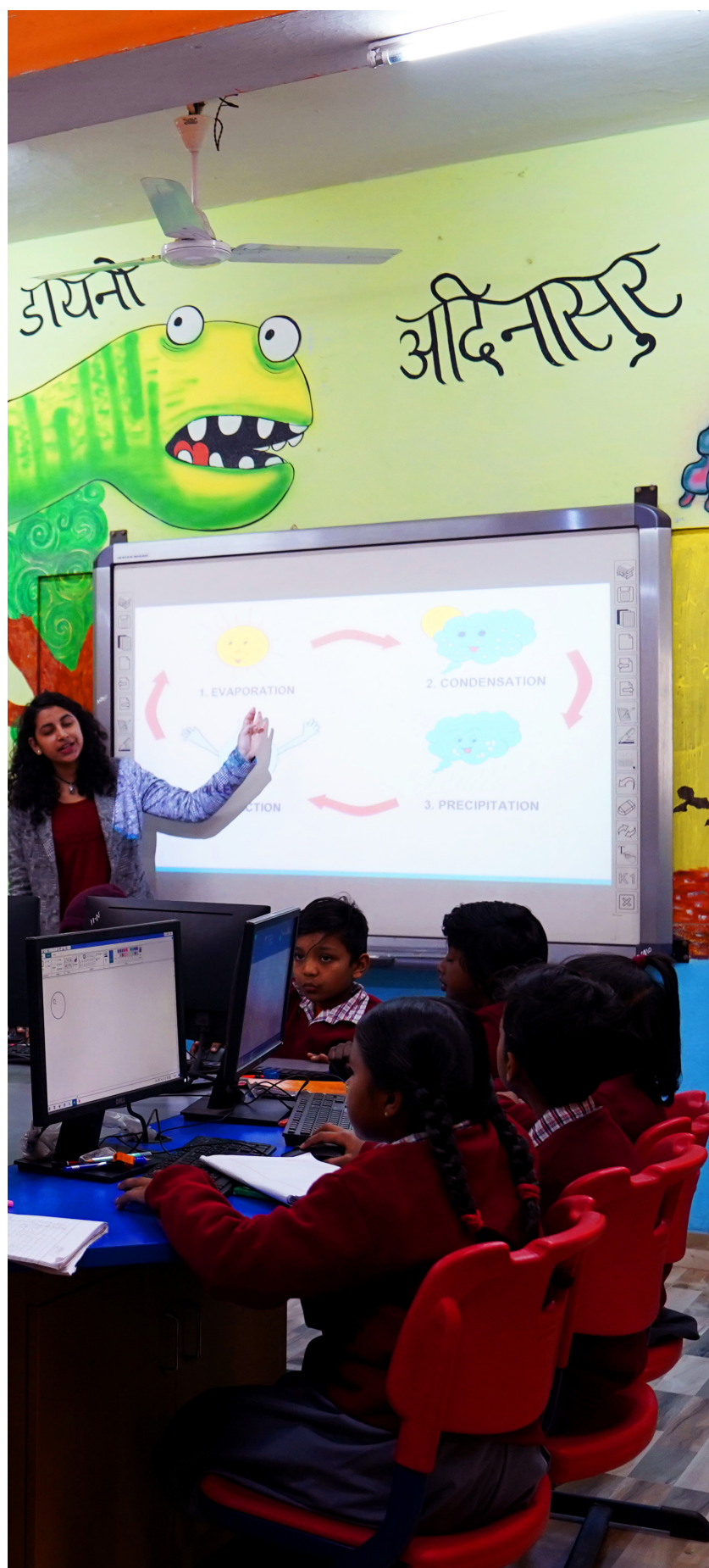
## Documentation Review

- Analyze records related to Children with Special Needs (CWSN), including lists, progress updates, and inclusion initiatives.
- Check documentation of teacher performance monitoring systems, including feedback mechanisms and capacity-building records.
- Review minutes of School Management Committee (SMC) meetings, Parent-Teacher Meetings (PTMs), and parental involvement initiatives.



## Stakeholder Conversations

- Conduct interviews with the Principal and Academic Coordinator to understand leadership practices, resource allocation, and school priorities.
- Engage with teachers to assess the implementation of feedback and training programs.
- Collect insights into the school's strategies for inclusion, health, safety, and overall management practices.



02

## Strategic Planning and Prioritization

After conducting detailed MQSF assessments, the next critical step is developing tailored School Development Plans (SDPs). For reference, an exemplar School Development Plan sample can be found in Annexure 1. to address specific gaps and strategically prioritize interventions. These plans serve as actionable roadmaps, ensuring that resources are allocated effectively and interventions are targeted toward areas of maximum impact.



### Data-Driven Decision Making

Utilize evidence gathered during MQSF assessments (e.g., classroom observations, teacher planning journals, infrastructure checks, and student performance records) to identify critical needs. For instance, if a school lacks functional toilets, the SDP should prioritize basic sanitation infrastructure as a starting point for creating a safe and inclusive environment.



### Gap Analysis and Goal Setting

Break down the findings into actionable categories such as infrastructure, teacher capacity, classroom practices, leadership, and community engagement. Set measurable goals for each category. For example:

- **Infrastructure Goal:** Ensure all classrooms have functional furniture and adequate ventilation within six months.
- **Teacher Capacity Goal:** Train all teachers in foundational literacy and numeracy methods by the end of the academic year.



### Tailored Interventions

Design customized solutions based on the school's context. For instance:

- For a rural school lacking STEM resources, prioritize setting up low-cost science labs and providing teacher training on their use.
- For an urban school with low parental involvement, focus on activating School Management Committees (SMCs) and organizing regular Parent-Teacher Meetings (PTMs).



### Stakeholder Collaboration

Involve key stakeholders such as school principals, academic coordinators, teachers, parents, and SMC members in the planning process to ensure alignment and buy-in. Collaborative input ensures that the plan is realistic and reflects the school's unique challenges.



### Phased Implementation

Prioritize interventions based on urgency and feasibility. For example:

- **Phase 1:** Address critical gaps such as clean drinking water, functional toilets, and teacher shortages.
- **Phase 2:** Roll out capacity-building initiatives like teacher training and leadership development.
- **Phase 3:** Strengthen long-term measures, such as implementing performance monitoring systems and fostering community engagement.





## Monitoring and Adjustments

Include a robust mechanism for tracking progress against the SDP. Regularly review milestones and adapt strategies based on ongoing challenges or new opportunities. For instance, if teacher performance improves but student attendance remains low, consider adding community outreach programs to the plan.

## 03 Implement Targeted Interventions

CSR funding and support are directed towards targeted interventions designed to address identified gaps and accelerate school transformation.



## Infrastructure Upgrades

- Build and maintain essential facilities, such as classrooms, libraries, laboratories, and playgrounds, ensuring compliance with quality standards.
- Upgrade critical infrastructure like functional toilets, water purifiers, and ramps to create a safe and inclusive learning environment.



## Teacher Training

- Equip teachers with modern pedagogical tools, focusing on experiential learning and foundational literacy and numeracy (FLN).
- Conduct workshops on differentiated instruction, inclusive practices, and leveraging technology in teaching.



## Leadership Development

- Train school leaders to implement effective academic planning, monitor teacher performance, and manage resources efficiently.
- Foster leadership capacity to drive school transformation and sustain improvements.



## Community Engagement

- Activate School Management Committees (SMCs) and strengthen parental involvement to create a supportive ecosystem for students.
- Organize regular Parent-Teacher Meetings (PTMs) and workshops to build trust and collaboration between schools and communities.

**Regular reviews and feedback loops allow schools to adapt plans based on real-time insights, ensuring continuous progress.**



04

## Continuous Improvement and Accountability

Establish systems for accountability and continuous improvement to sustain transformation efforts.

- Develop frameworks for school leaders and teachers to meet MQSF-defined goals and regularly evaluate progress.
- Incorporate adaptive planning based on evaluation outcomes, allowing schools to modify strategies to address emerging challenges.
- Foster school autonomy by empowering leaders and teachers to design innovative, context-specific solutions.

05

## Scaling and Systemic Impact

The final pathway focuses on scaling successful interventions and achieving systemic impact across schools and education systems.

- Document and disseminate best practices, success stories, and scalable models to inspire other schools and stakeholders.
- Advocate for policy reforms that institutionalize MQSF-driven approaches and ensure sustainable CSR collaborations.
- Build partnerships with government bodies and non-profits to expand the reach of transformative programs and drive large-scale educational reform.





# Monitoring and Evaluation

To ascertain the outcomes at a project level progress is systematically tracked using the MQSF to ensure that interventions are delivering the intended outcomes. Monitoring focuses on both qualitative and quantitative metrics:

## Project Level

Evaluate overall program effectiveness, resource allocation, and stakeholder engagement.

## School Level

Monitor school-wide progress through MQSF data, student assessment results, and progress on the School Development Plan (SDP) to ensure continuous improvement in infrastructure, leadership, teaching quality, and student outcomes.

## Classroom Level

Monitor teaching practices, student engagement, and learning outcomes.

## Student Level

Track individual student academic progress, attendance, and socio-emotional development.

An important aspect - Community, is interwoven throughout these layers. Community involvement ensures a holistic approach to project assessment and implementation.



# Expected Outcomes

The transformation of government schools into high-performing institutions is based on the following pathways:

## Direct Impact

- Transforming under-resourced and under-performing schools into high-quality, sustainable educational institutions through the implementation of the MQSF framework and School Development Plans (SDPs).
- Improved student learning outcomes, including foundational literacy and numeracy (FLN), as a result of enhanced teaching practices, teacher capacity-building, and leadership development.
- Delivery of superior educational outcomes compared to traditional government schools through a structured focus on accountability, autonomy, and data-driven interventions.
- Inclusive education for all children, including Children with Special Needs (CWSN), supported by improved infrastructure, teaching methods, and monitoring mechanisms.

## Systemic Impact

- Establishing transformed schools as model institutions to demonstrate how government schools can achieve excellence through effective partnerships, community engagement, and innovative approaches.
- Positioning schools as hubs for testing and scaling programs like literacy and numeracy interventions, academic leadership initiatives, and community involvement models, which can be replicated across the education system.
- Strengthening the systemic capacity of schools to deliver education reforms through the institutionalization of frameworks like MQSF for needs assessment, planning, and progress monitoring.

## Impact on Policy

- Influencing evidence-based policy development by showcasing the effectiveness of the MQSF framework in addressing critical gaps in school education.
- Informing the design and implementation of policies on academic leadership for school heads, teacher performance management, teacher training, student assessments, and parent/community engagement.
- Advocating for the integration of sustainable school transformation models into state and national education programs, ensuring long-term systemic reform.



By achieving these outcomes, the Government School Adoption Model establishes itself as a robust, scalable, and impactful pathway for transforming India's education landscape while addressing inequities in access to quality education.





# 04 Implementation Framework

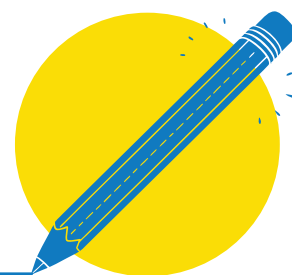
स्वतंत्रता-संग्राम-सेनानी डबल: सिंह: नेगी  
राजकीय: उच्चतरमाध्यमिकविद्यालय: काण्डी  
विकासखण्डम्: रामकेश्वरम्, जनपद: पौड़ी गढ़वाल:।





# Project Phases & Timeline

The Government School Adoption Model is structured into five distinct phases to ensure comprehensive planning, implementation, and sustainability.



## Phase 1 Foundational Setup

### Year 1

#### Objective

Establish Bronze-level standards as a foundation for progression.

#### KEY ACTIVITIES

- Infrastructure upgrades to meet health, safety, and accessibility criteria.
- Basic teacher training to address foundational pedagogy and classroom management.
- Implement essential student engagement activities (e.g., attendance tracking, foundational skill-building).
- Appoint and train leadership to focus on achieving Bronze standards.
- Community sensitization sessions to foster school participation.

#### METRICS FOR IMMEDIATE OUTCOMES

- Achieve >70% compliance on Bronze items across components.
- Enhanced attendance and retention rates.
- Increase in teacher satisfaction and confidence levels.



# Phase 2 Bronze Standard Achievement

## Year 2–3

### Objective

Ensure consistent compliance with Bronze standards across all components.

### KEY ACTIVITIES

- Regular monitoring and mentoring for teachers.
- Advanced training sessions focusing on pedagogical strategies and student-centered learning.
- Conduct health and hygiene campaigns.
- Engage community stakeholders for improved school participation.
- Strengthen school leadership with data-driven decision-making practices.

### METRICS FOR IMMEDIATE OUTCOMES

- Achieve >85% compliance on Bronze standards across all components.
- Improvement in student learning outcomes (e.g., foundational literacy/numeracy scores).
- Increased community participation in school governance.
- Creation of a stable and safe school environment.





## Phase

# 3

## Progress Toward Silver Standards

### Years 3–4

#### Objective

Marginally exceed expectations and begin meeting Silver standards.

#### KEY ACTIVITIES

- Introduce advanced teaching tools and resources (e.g., digital learning platforms, experiential learning tools).
- Leadership training for developing holistic school improvement plans.
- Develop extracurricular and co-curricular programs for deeper student engagement.
- Infrastructure enhancements for optimal learning environments.
- Establish feedback loops between the school and community for collaborative growth.

#### METRICS FOR IMMEDIATE OUTCOMES

- Achieve >85% compliance on Bronze items and >90% on overall items.
- Enhanced student outcomes in formative assessments.
- Leadership and teacher self-assessment ratings indicate readiness for Gold standards.



# Phase 4

## Achieving Gold Standards

### Year 4–5

#### Objective

Exceed expectations by achieving Gold standards.

#### KEY ACTIVITIES

- Continuous professional development for teachers, focusing on innovation and leadership.
- Student engagement initiatives such as peer learning, leadership programs, and talent identification.
- Implement technology-driven solutions for performance tracking and monitoring.
- Promote community ownership of school development processes.
- Periodic health checkups and wellness programs for holistic student well-being.

#### METRICS FOR IMMEDIATE OUTCOMES

- Achieve >85% compliance on Bronze items and >92.5% compliance on all items.
- Recognized improvement in national/state-level assessments.
- Sustained school leadership practices aligned with Gold standards.
- Community satisfaction with school performance.





## Phase

# 5

## Sustaining Gold Standards

### Ongoing

#### Objective

Maintain Gold standards and prepare for scalability.

*Note: The timeline is illustrative; actual durations may vary by school context, resources, and implementation effectiveness.*

#### KEY ACTIVITIES

- Establishment of self-sustaining teacher development programs.
- Regular performance reviews and feedback mechanisms.
- Partnerships with local organizations for resources and expertise.
- Institutionalize best practices for leadership, teaching, and engagement.

#### METRICS FOR IMMEDIATE OUTCOMES

- Consistent compliance with Gold standards in annual reviews.
- Active participation from alumni, community, and stakeholders in school development.
- Measurable improvements in students' career/academic trajectories.





# 05

## Case Studies





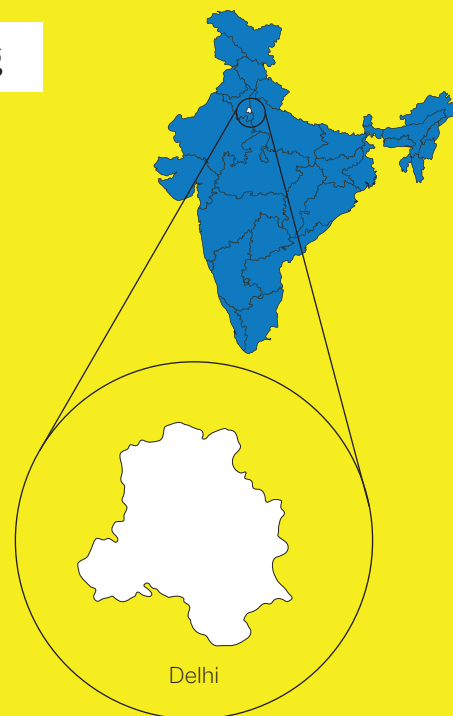
# Case Study 1

## School Quality Enhancement Program, South Delhi Municipal Corporation

Project Duration: 2015 - Ongoing

### PROJECT BACKGROUND

The Education Alliance (TEA) began its journey in 2014 with a bold vision: to transform government schools into exemplary institutions through strategic partnerships between public bodies, non-state actors, and CSR initiatives. Recognising the immense potential of leveraging CSR funds for education, TEA championed the Government School Adoption Model as a sustainable pathway to support government schools.

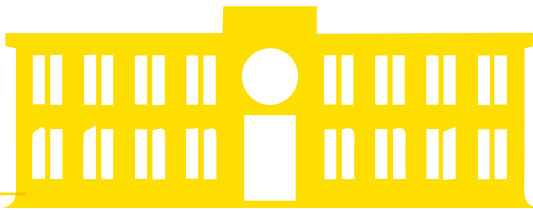


In 2015, TEA piloted its first initiative - School Quality Enhancement Program (SQEP) in collaboration with the South Delhi Municipal Corporation (SDMC).

The SDMC's educational network comprised

**581 schools**

across four zones (South, Central, West, and Najafgarh),



serving

**265,000  
students**

with a workforce of over

**7,000  
teachers.**

While the scale of operations presented opportunities, it also posed challenges for systemic educational reform. By integrating CSR funding into its strategic framework, TEA ensured sustained support for key interventions.

TEA served as the project management partner, bridging government capacity with non-profit expertise and corporate funding. This unique role allowed TEA to align diverse stakeholders, optimize resources, and implement impactful interventions for better learning outcomes.



## THE ROLE OF THE GOVERNMENT SCHOOL ADOPTION MODEL

The Government School Adoption Model became a cornerstone of the SQEP initiative, allowing corporate partners and NGOs to adopt government schools and directly contribute to their improvement. Under this model CSR funding played a pivotal role in addressing critical gaps in academic resources, infrastructure, and teacher capacity-building. Through partnerships with NGOs, corporates adopted specific schools and ensured targeted resource allocation based on the findings of the Minimum Quality Standards Framework (MQSF). These efforts supported holistic interventions, including teacher training programs, supplementary learning materials, and structured assessment systems. Additionally, operational needs such as infrastructure upgrades and enrollment campaigns were addressed using corporate resources.

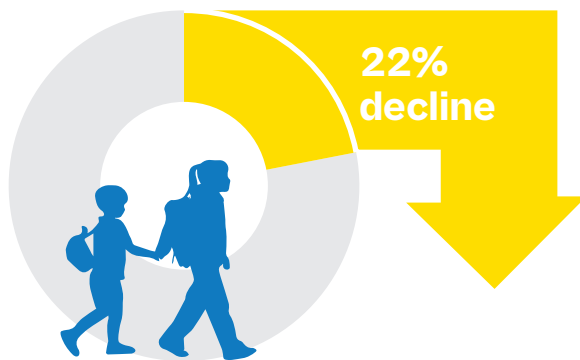
CSR initiatives complemented government efforts by providing additional financial and technical support, including teaching and non-teaching staff. The involvement of corporates introduced professional expertise and accountability, which significantly enhanced the governance framework and overall school performance.



## INITIAL OBSERVATIONS: CHALLENGES IDENTIFIED IN THE SELECTED SCHOOLS

### 01 Enrollment and Resource Utilization Issues

Over a four-year period, there was a notable 22% decline in student enrollment.



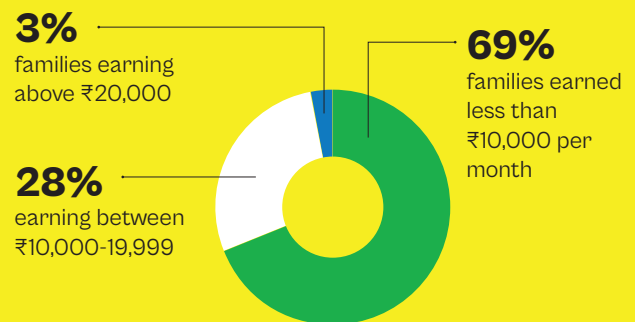
Of the **129**  
**schools**  
surveyed,

- 22% had fewer than 200 students,
- with 20 schools reporting fewer than 50 students,
- 16 schools between 51-100,
- and 93 schools with 101-200 students.

These numbers indicated critical challenges in maintaining adequate enrollment, particularly in smaller schools that faced resource limitations and underutilized facilities.

### 02 Socioeconomic Constraints

The socioeconomic conditions of the families in the area further exacerbated the educational challenges. A significant 69% of families earned less than ₹10,000 per month, with 28% earning between ₹10,000-19,999, and only 3% of families earning above ₹20,000.



**In terms of parental education**, 63% of mothers and 37% of fathers had no formal schooling, **with only 4% of parents having education beyond Grade 12.** These factors contributed to an environment where parents had limited resources and capabilities to support their children's education.



### 03 Home Learning Environment

The home learning environment was another barrier to academic progress. A substantial 39% of students received minimal support for studying at home, with less than three days of study assistance per week.

This lack of academic support at home was primarily due to the parents' low education levels, as well as the fact that 87% of fathers and 45% of mothers were employed in blue-collar jobs, with 52% of mothers being unemployed. As a result, many students lacked the support they needed to succeed academically.

## PROPOSED INTERVENTION AREAS

### 01 Academic Framework

The intervention sought to strengthen the academic framework by developing an academic leadership structure to guide teachers and students effectively. Teacher training and capacity-building programs were implemented to improve teaching quality, while supplementary learning resources were introduced to address the diverse needs of students. A structured assessment system was established to monitor student progress and ensure accountability for learning outcomes. Additionally, Academic Coordinators were deployed to provide targeted coaching for teachers and school leaders, enhancing instructional practices and leadership capacities.

### 02 Operational Enhancements

Strategic measures were introduced to address the operational challenges faced by schools. Targeted strategies were implemented to boost student enrollment, while mechanisms were established to monitor and improve attendance regularly. Resource utilization was optimized to ensure that existing materials and facilities were used effectively to benefit students. Teachers and support staff were also added to provide additional support and to ensure the delivery of high-quality education.

### 03 Infrastructural Advancements

Significant infrastructural improvements were undertaken to create a conducive learning environment. These included the development of playgrounds, STEM labs, and computer labs, along with the repair and maintenance of furniture, toilets, and water supply systems. A kitchen garden was introduced to promote sustainability and provide additional learning opportunities for students.

### 04 Community Engagement

One of the key strategies for improving student retention and educational outcomes was enhancing community engagement. Parent engagement programs were established to involve families in their children's education, fostering a collaborative approach to learning. Additionally, community outreach initiatives would focus on raising awareness about the importance of education and building strong support networks for students to ensure they remain enrolled and motivated to succeed.









## ROLES AND RESPONSIBILITIES

### 01 Government (SDMC)

The government's role primarily focused on providing infrastructure support, which included offering rent-free school buildings and land, as well as undertaking necessary structural repairs. It was also responsible for deploying teaching and non-teaching staff, distributing government entitlements like uniforms and mid-day meals, and ensuring the implementation of government schemes and scholarships.

### 02 Non-Profit Partners

Non-profit partners were tasked with managing the academic side of the intervention. This included providing academic leadership, training teachers, and developing innovative teaching methodologies. Additionally, they were responsible for operational management, which included strategies for increasing enrollment, improving retention, and strengthening community outreach to ensure accountability for learning outcomes.

### 03 CSR Partners

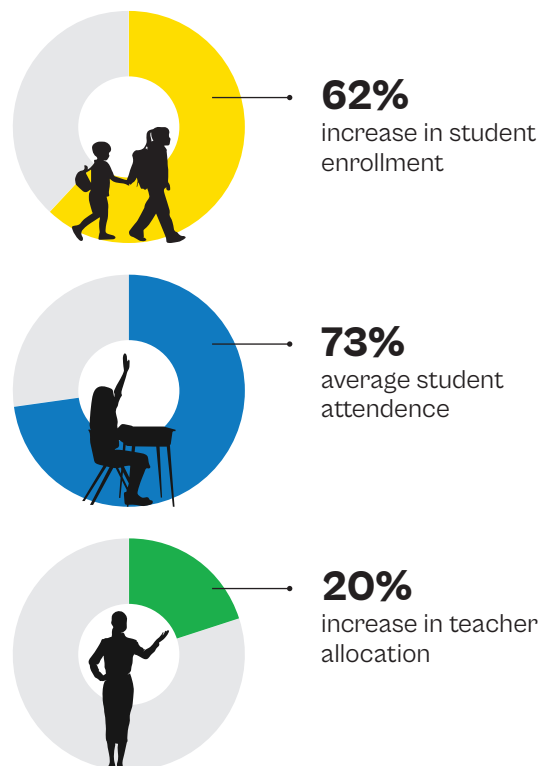
Corporate Social Responsibility (CSR) partners played a crucial role in providing financial support for academic and operational interventions. They also funded infrastructure upgrades and supplementary resources for schools. In addition to financial backing, CSR partners supported capacity-building initiatives, funding professional development for teachers and school leaders and introducing innovative tools and technologies for classroom learning.

### 04 TEA's Role as PMU

The Education Alliance (TEA) coordinated the project, overseeing all aspects of implementation. TEA was responsible for conducting school selection, performing due diligence of partners, and allocating schools to non-profit operators. It also monitored performance, facilitated communication between stakeholders, and conducted zonal reviews for program oversight. TEA further played a key role in building the SDMC's capacity for ensuring the long-term sustainability of the program.

## ACHIEVEMENTS AND IMPACT

### Evidence of early success (2017-18)



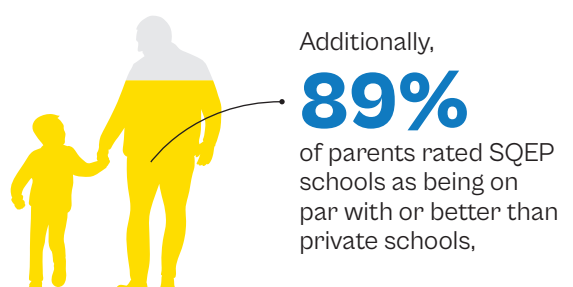
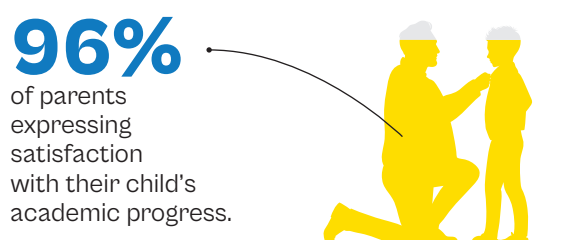


## 01 Academic Performance

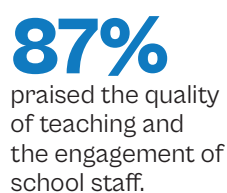
The intervention led to substantial improvements in academic performance, with 54% of Grade 5 students achieving story fluency in Hindi (compared to the 27% national average) and 70% demonstrating proficiency in division (compared to the 50% national average). Students showed significant growth in all subjects, including 2.1x yearly growth in Mathematics, 2.5x growth in Hindi, and 2.8x growth in English. Schools with 3-5 years of intervention saw academic gains equivalent to 2.5 years of learning.

## 02 Stakeholder Satisfaction

The program garnered high levels of satisfaction among stakeholders, with



while



## 03 Enrollment Trends



The intervention had a positive impact on enrollment, with 22% of new enrollments coming from private schools, indicating that the program provided a competitive alternative. Furthermore, 66% of the enrollments were from first-time students, highlighting the increased accessibility of the program. Additionally, 71% of parents actively recommended the school to others, suggesting strong community support.

## 04 Program Growth

The program saw impressive growth, expanding from a single school in 2015 to 18 schools by 2020, impacting over 5,000 students. The program formed partnerships with nine leading NGOs and several CSR partners. One key milestone was the development of a Teacher Resource Centre to provide ongoing professional development for teachers.



## JOURNEY OF SQEP IN PARTNERSHIP WITH SDMC

	2014	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	46	166	1,329	6,100	7,116	5,000+	3000+	3000+
	1	1	12	30	26	18	12	11
	0	1	8	12	12	9	5	4

### TEA's Operating Partners

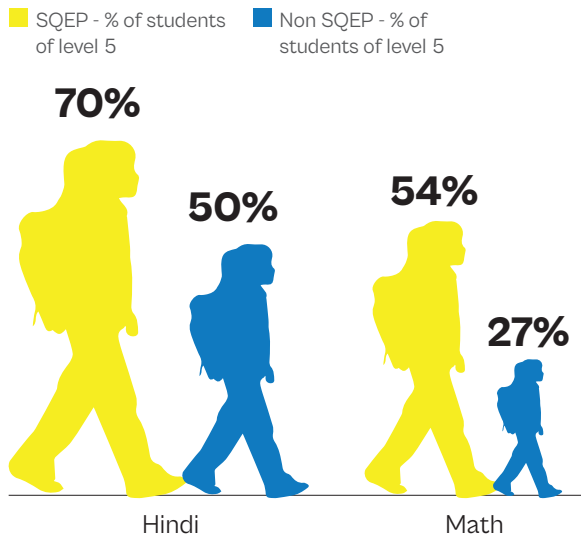
### TEA's Value-added Partners

				
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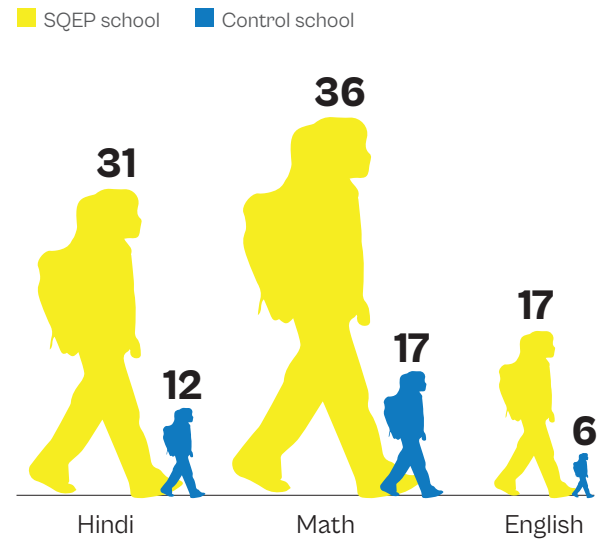
## SQEP LEARNING OUTCOMES AY 2019-20

% of students of level 5 at the end of grade 5



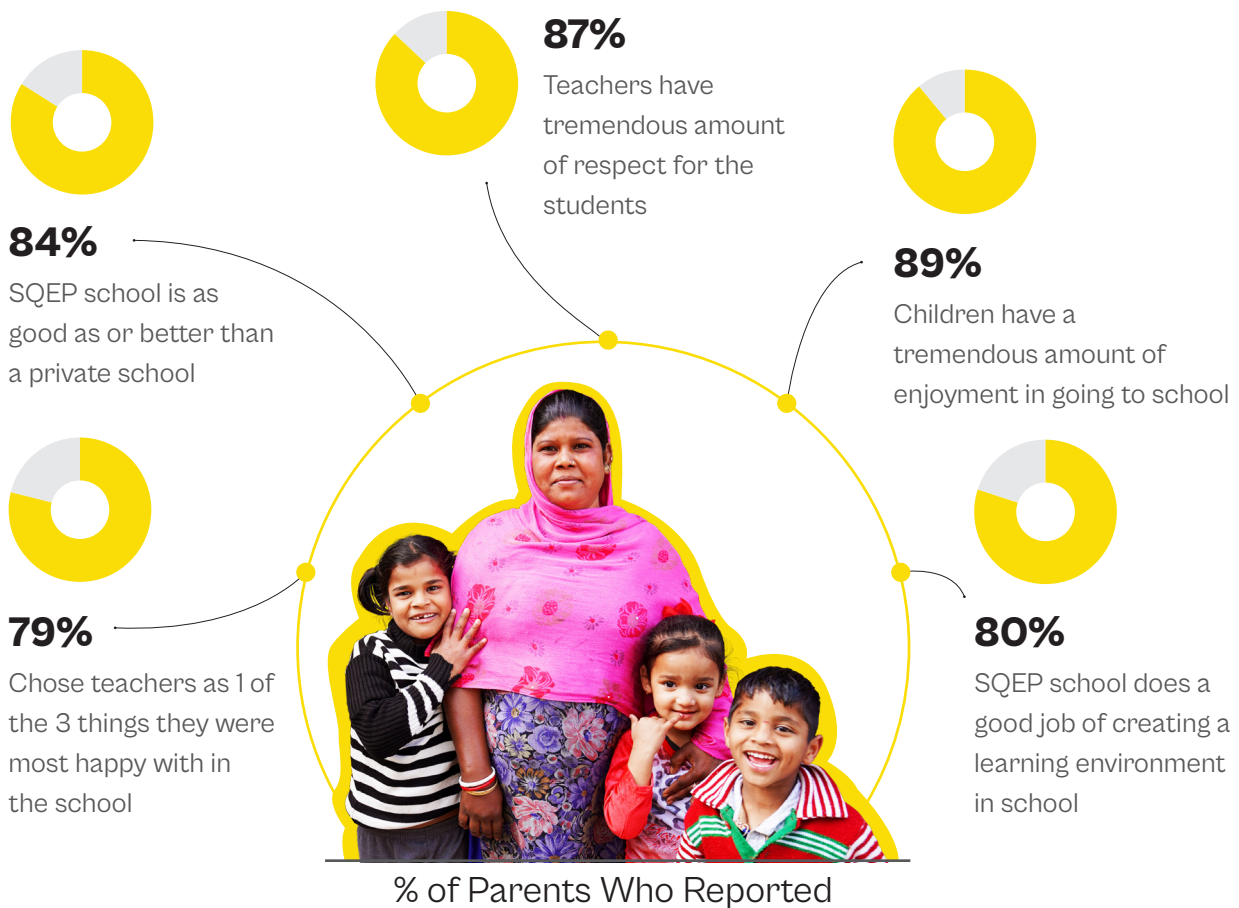
Tool ASER

Average year academic growth (in scaled score)



- SQEP school with 3-5 year of intervention showed academic gain equivalent to **~2.5 years** of learning in Hindi and Mathematics
- Double the no. of **grade 5** SQEP students can read a story fluently (**hindi**) in comparison to the **National ASER avg.**
- **70%** of students in SQEP schools can carry out **division** (National ASER avg. 50%)
- On average, in comparison to **similar SDMC schools**, grade 5 students from SQEP showed:
  - **2.1 times** higher yearly academic growth in **Math.**
  - **2.5 times** in **Hindi and**
  - **2.8 times** in **English.**

## PARENTS IN SQEP SCHOOLS ARE HIGHLY SATISFIED WITH THE PERFORMANCE OF THE SCHOOLS



- **96%** of SQEP schools' parents are **extremely satisfied** with the **overall academic performance** of their children, when compared to **71% in MCD Schools\***
- Of the students enrolled, **22%** children **migrated from private schools** (only 12% of the children moved from other government schools and **66% had never been to school before**)
- **71%** parents said that they would **recommend the SQEP school** to their friends and family

\*Based on survey conducted in 4346 households in Delhi by Praja Foundation

Source: Parent Survey conducted in 29 SQEP schools in Oct-Dec 2017



# BEFORE



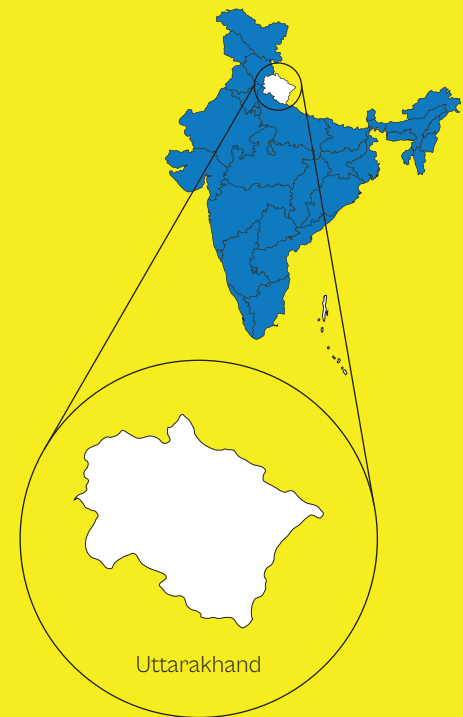
# AFTER



## Case Study 2

### School Quality Enhancement Program, Thangar, Uttarakhand

Project Duration: June 2023 - Ongoing



#### PROJECT BACKGROUND

Uttarakhand's educational landscape comprises over **17,752 government schools**, including

- 8,651 with Anganwadi centers,
- collectively serving over 10 lakh students.

Despite the state's focus on improving education, rural and remote schools face challenges in delivering quality education due to infrastructural deficits, teacher shortages, and inadequate learning environments. The School Quality Enhancement Program (SQEP) in Thangar, funded by India Glycols Limited (IGL) and implemented by The Education Alliance (TEA), aims to transform two government schools—Government Primary School and Government Upper Primary School in Thangar—into exemplary models of educational excellence. The program envisions creating scalable interventions that can serve as blueprints for rural school transformation.

#### FIRST OBSERVATIONS: CHALLENGES IDENTIFIED

The initial assessment of the schools revealed the following challenges:

- 1. Multigrade, Multilevel Teaching:** With only two teachers in the primary school and four in the upper primary school, multigrade teaching has become the norm, limiting personalized attention.
- 2. Outdated Infrastructure:** Both schools faced severe infrastructural deficits, including crumbling classrooms, unsanitary washrooms, inadequate midday meal areas,



and unsafe premises due to the absence of boundary walls.

3. **Resource Deficiency:** The lack of teaching aids, laboratories, and digital resources restricted interactive and experiential learning opportunities.
4. **Low Academic Performance:** Only 33% of students were proficient in English and 66% in Math, necessitating immediate academic intervention.
5. **Limited Extracurricular Facilities:** The absence of a playground and extracurricular programs deprived students of physical activity and holistic development opportunities.
6. **Low Enrolment:** The schools struggled with low enrolment—19 students across five grades in primary school and 35 students in upper primary school—indicating a need for enhanced community engagement.



## PROPOSED INTERVENTION AREAS

The SQEP developed a comprehensive strategy to address these challenges through the following interventions:

1. **Infrastructure Development:** Modernizing school buildings, including classrooms, libraries, and labs, and ensuring essential amenities such as safe drinking water, sanitation, and boundary walls.
2. **Smart Classrooms and Virtual Learning:** Introducing digital learning tools and virtual platforms to enhance learning outcomes.
3. **Building a Conducive Learning Environment:** Promoting interactive teacher-student relationships and fostering collaboration through extracurricular activities.
4. **Academic Support:** Offering supplementary learning programs, bridging courses, and mentoring to support individual learning needs.
5. **Extracurricular Activities:** Organizing sports, arts, and music programs to encourage holistic development.
6. **Community Engagement:** Conducting awareness campaigns and engaging with local communities to boost school enrolment.

## ROLES AND RESPONSIBILITIES



INDIA GLYCOLS LIMITED

**CSR Partner:** India Glycols Limited (IGL) Funded infrastructural improvements and technological integrations and engaged contractors for construction and repair work.



THE EDUCATION ALLIANCE

**The Education Alliance (TEA):** Acted as the Project Management Unit (PMU), ensuring the timely execution of all interventions and upholding quality standards.

# AASRAA

----TRUST----

Managed daily school operations, including staff recruitment, community outreach, and infrastructure upkeep. It played a key role in academic interventions, remedial support, and boosting student enrolment and engagement.



## Lotus Petal Charitable Foundation (LPCF):

Conducted virtual supplementary learning programs and bridging courses, targeting foundational competencies in English and Math.

## ACHIEVEMENTS AND IMPACT

### 01 Enhanced Infrastructure

- Creation of a safe and supportive learning environment with classrooms, clean washrooms, boundary walls, and enhanced security (CCTV, guard room, full-time guard).
- Introduction of state-of-the-art STEM lab, computer lab, music room, playground, and a virtual learning lab.
- Fully equipped teacher staffroom, library, and modern classroom furniture to support dynamic teaching methods.

### 02 Improved Academic Performance

- With the addition of new teachers and personalized support, learning outcomes have shown significant progress.
- In 2024, 65% of students demonstrated an improvement of over 30% in learning outcomes, as evidenced by midline assessments compared to baseline.

- Supplementary learning programs in English and Math have driven increased proficiency, while STEM labs and teaching learning materials (TLMs) further enhance classroom understanding.
- Virtual learning labs and bridge curriculum have supported high-quality teaching, and remedial classes are boosting financial literacy and numeracy skills.

### 03 Increased Enrolment

Community engagement and visible improvements in infrastructure have resulted in a 115% increase in enrollment, with 60 students already listed for the 2025 academic year. These efforts have demonstrated a direct link between school improvements and increased trust within the community.

### 04 Holistic Development

A broad range of extracurricular activities has been introduced, focusing on sports, cultural activities (dance, music, theatre), and science model creation. Students are excelling in district and state-level competitions, earning awards and enhancing their creativity, teamwork, and personal growth.

### 05 Exposure Visits for Students

Educational excursions to science museums, historical sites, and local industries have provided valuable real-world exposure, enriching the students' academic experience and broadening their horizons.

### 06 Empowering Women through Economic Initiatives

The Thangar Udyamini Harvest project empowered women by involving them in



producing and packaging 20 kg of jackfruit pickle and 13 kg of mango chutney between July 15th and July 29th. This initiative not only enhanced their entrepreneurial skills but also fostered community participation and engagement, including involvement from children.

## 07 Strengthening Academic and Skill Development

The Wings of Doon After-School Learning Centre offers daily academic and skill development support, focusing on Math, Science, English, computer learning, and STEM education. Over 70 students from nearby villages have enrolled, contributing to the school's role as a hub for holistic development and future readiness, integrating sports, music, and personality development alongside academic learning.



# Plans Ahead: Expanding Impact and Holistic Development

As we look toward the future, our expansion strategy will follow a two-pronged approach, ensuring that Thangar evolves into a model village for both educational excellence and sustainable livelihoods.



## Educational Transformation Across New Schools

We are excited to announce the planned expansion to Government Primary School, Bithyani and Government Junior High School, Kandi, extending our transformation efforts to more communities. These schools will receive the same targeted interventions, infrastructure improvements, and academic support systems, furthering our mission to create sustainable, high-quality educational environments for all children.



## Prong 1: Early Childhood Education Revitalization

A significant focus will be placed on Anganwadis in Thangar and neighboring villages, which currently face challenges due to limited resources, inadequate staff, and irregular operations. Our plan is to revitalize these Anganwadis into vibrant early learning hubs that will provide foundational education for young children. This transformation will ensure a solid start for the next generation, building a strong academic foundation that will seamlessly feed into our intervention schools, leading to long-term success.



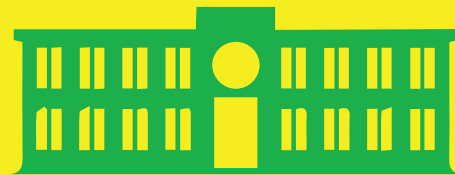
## Prong 2: Economic Empowerment and Livelihood Creation

To tackle migration and its negative impact on both school enrollments and community cohesion, we are committed to creating local livelihood opportunities. By empowering women and youth with skills training and entrepreneurship programs, we will offer economic alternatives that encourage families to remain in the village, strengthening local ties and ensuring sustainable growth. These initiatives will be key to reducing out-migration and will contribute significantly to community resilience and stability.

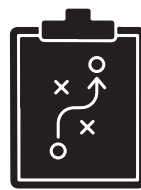
Together, these interventions will form the cornerstone of our holistic development model, ensuring that education and economic empowerment go hand in hand. The groundwork for these initiatives has already been laid, and we are excited about the opportunities ahead to transform Thangar and its neighboring communities, creating a sustainable ecosystem that supports both educational and economic growth.



Government Primary School,  
Bithyani



Government Junior High School,  
Kandi



## Way Forward

Expanding Impact and  
Holistic Development



Prong 1: Early  
Childhood Education  
Revitalization



Prong 2: Economic  
Empowerment and  
Livelihood Creation



# BEFORE



# AFTER





# Conclusion

The **Government School Adoption Model**, anchored in the **Minimum Quality Standards Framework (MQSF)**, offers a transformative, data-driven, and highly impactful approach to improving government schools. By seamlessly integrating CSR resources with a structured roadmap for assessment, strategic planning, intervention, and monitoring, this model goes beyond addressing immediate gaps to create sustainable and systemic improvements in education. Through tailored School Development Plans (SDPs), phased implementation, and robust monitoring mechanisms, this model ensures that resources are effectively utilized for maximum impact, empowering schools to deliver high-quality education to every child.

This approach holds immense potential to catalyze scalable education reforms across India, bridging educational inequities and fostering a culture of excellence in under-resourced schools. For CSRs, adopting this model presents an unparalleled opportunity to make a deep and measurable impact. By investing in school transformation, CSRs contribute not only to the holistic development of children but also to building a stronger, more equitable society. Choosing the Government School Adoption Model means embracing a proven, results-oriented pathway to create meaningful and enduring change in India's education landscape.



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# Annexure

## Sample School Development Plan

MCD MANDAWALI SCHOOL

Academic Year: 2025-2026

### 01 Vision

To transform MCD Mandawali School into a center of academic excellence where every student achieves their full potential through a balanced focus on academics, co-curricular activities, and overall well-being, aligned with NEP 2020 goals.

### 02 Mission

- To foster a culture of continuous learning and innovation among students and staff.
- To provide inclusive, equitable, and high-quality education.
- To empower students with 21st-century skills, preparing them for a rapidly changing world.
- To create a safe, nurturing, and technology-enabled learning environment

## PRIORITY AREA 1: LEADERSHIP AND MANAGEMENT

### 01 Objectives

- Foster strong leadership at all levels, ensuring accountability and shared responsibility.
- Improve English language skills and Mathematical proficiency among students.
- Enhance the capacity of middle management for better subject monitoring.
- Align school practices with NEP 2020 guidelines, focusing on competency-based education.
- Support the academic progress of Economically Weaker Sections (EWS) students.



## 02 Strategies and Action Steps

Objective	Specific Actions	Timeline	Lead Staff	Monitoring/ Evaluation
Strengthen NEP 2020 implementation	Orient faculty on NEP 2020 objectives.	Throughout year	Principal, Academic Coordinator	CBSE compliance reports
	Map curriculum to NEP guidelines.			Stakeholder feedback
EWS student support	Identify learning gaps through baseline assessments.	Quarterly	Inclusion Coordinator	Student progress reports
	Organize remedial teaching programs.			Parent feedback
Improve English language skills	Conduct professional development workshops on reading strategies.	April-Sept	English HOD	Student assessments
	Implement a school-wide reading program.			SMC feedback
	Introduce a graded reading library.			Classroom observations
Improved Mathematics proficiency	Train teachers in activity-based learning.	April-Sept	Math HOD	Monthly assessments
	Subscribe to online platforms for computational practice.			Learning outcome analysis

## 03 Expected Outcomes

- Improved English and Mathematics performance, reflected in board results.
- Middle management taking an active role in academic quality assurance.
- NEP 2020 implementation evident in curriculum and pedagogy.

## PRIORITY AREA 2: TEACHING-LEARNING QUALITY

### 01 Objectives

- Ensure a shift toward competency-based education.
- Integrate digital tools for teaching and learning across all grades.
- Develop a system for continuous and comprehensive evaluation (CCE).
- Promote experiential and activity-based learning methodologies.
- Enhance collaborative, creative, and critical thinking skills among students.

## 02 Strategies and Action Steps

Objective	Specific Actions	Timeline	Lead Staff	Monitoring/ Evaluation
Competency-based education	Conduct teacher training workshops.	Monthly	Academic Coordinator	Lesson observations
	Develop and document learning outcomes.			Student performance data
	Create and implement assessment rubrics.			
Integration of digital learning	Set up smart classrooms.	Quarterly	IT Coordinator	Usage analytics
	Train teachers on EdTech tools.			Teacher feedback
	Curate digital content for core subjects.			

## 03 Expected Outcomes

- Teachers adopt technology and innovative practices in their pedagogy.
- Students demonstrate higher engagement, creativity, and problem-solving skills.
- A robust assessment system that identifies and addresses learning gaps effectively.

## PRIORITY AREA 3: STUDENT DEVELOPMENT AND SUPPORT

### 01 Objectives

- Ensure that student attendance improves to 95% or higher.
- Expand career counseling and guidance services for Classes 8-12.
- Increase participation in co-curricular activities, including arts, music, and wellness programs.
- Enhance opportunities for physical education and sports.

### 02 Strategies and Action Steps

Objective	Specific Actions	Timeline	Lead Staff	Monitoring/ Evaluation
Improve student attendance	Monitor daily attendance.	Daily/ Monthly	Class Teachers	Attendance records
	Develop a parent communication system.			Parent feedback
	Launch an attendance rewards program.			
Career guidance services	Organize career counseling sessions.	Quarterly	Career Counselor	Student feedback
	Conduct aptitude testing and alumni mentorship programs.			Career choice data



### 03 Expected Outcomes

- Students make informed career choices based on their aptitude and interests.
- Attendance records show a steady increase, reducing absenteeism.
- Participation in co-curricular and sports activities boosts student morale and physical fitness.

## PRIORITY AREA 4: INFRASTRUCTURE AND RESOURCES

### 01 Objectives

- Enhance library and laboratory facilities to support academic growth.
- Upgrade sports infrastructure for physical education.
- Ensure regular maintenance and digitalization of school premises.

### 02 Strategies and Action Steps

Objective	Specific Actions	Timeline	Lead Staff	Monitoring/ Evaluation
Library enhancement	Procure books and e-resources.	Quarterly	Librarian	Usage statistics
	Set up a digital library.			Student feedback
Laboratory upgrades	Procure lab equipment.	Semester-wise	Lab Coordinators	Lab utilization data
	Update lab manuals and ensure safety measures.			Safety audit reports

### 03 Expected Outcomes

- Increased student access to quality learning resources.
- Safer and more engaging learning environments for students and teachers.
- Improved participation in practical and project-based learning activities.

## PRIORITY AREA 5: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

### 01 Objectives

- Build strong partnerships with the community to support student learning and well-being.
- Increase parental involvement in academic and co-curricular activities.
- Collaborate with local organizations for resource sharing and capacity building.
- Promote awareness programs focusing on education, health, and hygiene.

## 02 Strategies and Action Steps

Objective	Specific Actions	Timeline	Lead Staff	Monitoring/ Evaluation
Parent engagement	Organize quarterly parent workshops.	Quarterly	Parent Engagement Lead	Attendance data
	Launch regular communication through newsletters and apps.			Parent feedback
Resource mobilization	Collaborate with local NGOs for funding and resources.	Quarterly	Community Coordinator	Fundraising reports
	Encourage alumni and community volunteering.			Volunteer participation data

## 03 Community-Specific Target for 2025-26

Community Engagement Area	Specific Actions
Parent Participation in PTMs	At least 80% attendance in all PTMs
Resource Contributions from Community	₹1,00,000 mobilized through partnerships
Volunteer Engagement	20+ active community volunteers by year-end
Awareness Program Reach	500+ families educated on health and hygiene

## 04 Expected Outcomes

- Strengthened collaboration between the school and community, creating a supportive ecosystem for students.
- Increased parental involvement leading to better student performance and attendance.
- Mobilization of additional resources to enhance school facilities and programs.
- Improved awareness of health, hygiene, and the value of education among families.

## ACADEMIC TARGETS FOR 2025-26

Grade/Exam	Overall Target (%)	Distinction Target (%)
Class 10 Board	95%	30%
Class 12 Board	90%	25%
Class 8	85%	20%
Class 5	90%	25%
Class 3	95%	30%



## BUDGET SUMMARY

Category	Estimated Cost (₹)
Teacher Training	₹1,00,000
Digital Learning Integration	₹1,20,000
Library and Lab Upgrades	₹1,70,000
Sports Infrastructure	₹1,50,000
Career Counseling Programs	₹50,000
Co-Curricular Activities	₹60,000
Total	₹6,50,000

## MONITORING AND EVALUATION

- **Monthly Reviews:** Conduct progress review meetings involving all stakeholders and MQSF Data
- **Feedback Mechanisms:** Collect feedback from students, parents, and teachers quarterly to assess program effectiveness.
- **Mid-Year Audit:** Perform an internal audit of infrastructure and academic performance at the mid-point of the year.
- **End-of-Year Evaluation:** Analyze annual data on attendance, academic results, and co-curricular participation to measure success against objectives.







