

# Annual Report

2024-25



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## 1. Vision, Mission, Values

Transform Education, Transform India!

### VISION

To empower students through holistic education, that helps them lead fulfilling lives and drive positive societal change.

### MISSION

To make government schools aspirational by improving the quality of education through:

- Supporting and motivating teachers and administration.
- Improving program implementation efficiency at the district level using technology & behavioural science.

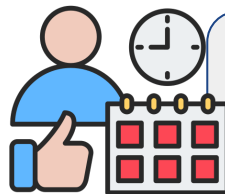
## Our Values



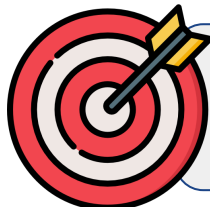
**Children First**



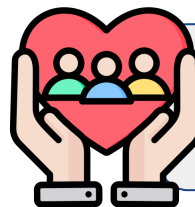
**Continuous Self Development**



**Disciplined Execution with Collaboration**



**Ownership with Result Orientation**



**Serving Society**

## 2. Letter from CEO



The Vinoba program has made astonishing progress since its inception in Apr'22. I feel deeply grateful to be part of this mission.

With over one million government schools and **250** million children walking through school gates every morning, India has the largest education system. While 95% of primary school-aged children are enrolled, the challenge lies not in access but in learning outcomes.

According to World Bank (2024) data, **56%** of children at a late primary age are not proficient in basic reading, writing and numeracy skills. The crisis extends beyond foundational learning. Despite 10-12 years of formal schooling, there is little emphasis on life skills and 21st-century competency – skills critical for employability.

Government schools educate **55%** of India's school-going children, where the poorest families send their children. Anyone with even limited means sacrifices heavily to send their children to private schools, believing they offer better education. But most private schools struggle with weak finances and short-term pressures, which limit quality. **The most effective way to raise educational standards in India is to improve government schools.**

The government spends large sums of money – about **Rs 55,000/-** per student pa (USD 100 bln). Government school teachers are well-paid and well-qualified. Yet learning outcomes are poor. The government launches many well-meaning programs. However, these struggle with low implementation efficiency and low motivation/buy-in of teachers.

### **Our Response to the Learning Crisis**

The Vinoba program aims at a large, systemic, and sustainable impact by

- Working with government machinery to improve implementation efficiency.
- Supporting and motivating teachers to build a vibrant teacher community.

**By strengthening the public education ecosystem, we sow the seeds for a brighter India.**

### 3. Mentors - Steering Our Path

With their wealth of experience and deep insights, our mentors guide us in staying true to our mission, sharpen our strategies, and navigate challenges. Their support has been vital in ensuring our programs create lasting impact. Over the past year, OLF grew stronger, enriched by their diverse knowledge - acting not as advisers but as partners.



**Sharad Chandra Behar**

Retired I.A.S officer  
Ex-Chief Secretary,  
MP



**Pratul Shroff**

Founder, eInfochips



**Sankar Krishnan**

Ex-McKinsey Partner  
IIM Ahmedabad



**Divya Krishnan**

Bandhan Bank Board  
IIM Ahmedabad



**Rohit Malhotra**

Ex- CDO,  
The/Nudge  
IIM Ahmedabad



**Rachna Aggarwal**

Founder, Indus Leagu  
Clothing  
IIM Ahmedabad



**Dr. Girish Kulkarni**

Founder, Snehalaya



**Capt. Anil Dhankher**

Founder, Metta  
Social



**Rajinder Raina**

Ex-Director, Sigma  
Electric



**Kedar Deodhar**

Founder, Zestorm  
Technologies



**Prema Veeraghvan**

Teacher



**Mitali Ghosh**

BofA Securities  
India board, IIM  
Ahmedabad



**Santtosh Senapati**

CEO, Aummchi  
Advisor (P) Ltd.  
IIM Ahmedabad



**Reena Dalmia**

Trustee



**Sambasivan G**

CFO, Tata Play  
IIM Ahmedabad

## 4. Margdarshaks Leading the Way - IAS officers

Contrary to the common perception that working with the government is difficult, our experience has been one of smooth and productive collaboration. We are privileged to work alongside dedicated IAS officers whose deep commitment to strengthening government school education guides our efforts. Their thoughtful leadership, hard work, and ability to coordinate across a large and complex system make this partnership truly effective.

We are deeply grateful to each of these officers for their leadership and unwavering commitment to transforming government school education in India.

### Maharashtra



**Rajeev Jalota**  
Chairman Port Trust (Ret.)



**Rajesh Kumar**  
Chief Secretary (Ret.)



**Ranjit Singh Deol**  
Prin Secy School Ed



**Rahul Rekhavar**  
SCERT Director



**Ayush Prasad**  
Collector, Nashik



**Ashima Mittal**  
Collector, Jalna



**Saumya Sharma**  
Commissioner,  
Amravati MNC



**Ayushi Singh**  
Addl. Commissioner  
Tribal, Nagpur

### Chhattisgarh, Madhya Pradesh



**Dr. Sarveshwar Bhure**  
Ex-Collector,  
Rajnandgaon



**Akash Chhikara**  
Deputy Secretary,  
Cabinet Minister, GOI  
CEO RDA, Raipur



**Namrata Gandhi**  
Deputy Secretary,  
Cabinet Minister,  
GOI



**Richa Choudhary**  
Deputy Secretary,  
Cabinet Minister, GOI



**Jitendra Yadav**  
Collector Rajnandgaon



**Haris S**  
Collector, Bastar



**Sanskriti Jain**  
Collector, Seoni



**Dr. Gaurav Kumar Singh**  
Collector, Raipur

## 5. Our Growth Story: From a Seed to a Movement

*Every big change begins with a small step. OLF's journey is no different.*

### The Seed (2017-2021)

Vinoba began with a simple idea: Technology and simple tools can make quality education accessible to every child. Committed to openness, we curated high-quality content across multiple state curricula, including lesson plans and resources to enhance classroom learning. We worked with notable private schools such as DAV Chennai, Ramakrishna Mission, and Bharti Foundation schools in our early days. In April 2022, we launched across 3,639 schools in Pune Zilla Parishad in partnership with ZP Pune CEO Ayush Prasad. We pivoted to leveraging **technology and behavioural science** to enhance education delivery. This led to the development of Vinoba, a one-of-a-kind app designed to help government administrators improve program implementation while motivating and supporting teachers.

#### Teacher Engagement | Recognition | Motivation

Vinoba serves as a platform for teachers to share their unique classroom practices with a wider community, bridging the gap of geographical isolation. Through peer-learning, teachers gain confidence and inspiration from one another. To celebrate their efforts, outstanding teachers are recognized and felicitated by local officials during monthly block- and district-level events.

#### Teacher Support | Capacity Building

All information is now easily available on the app, systematically catalogued for quick access. Teachers no longer rely on scattered messages; instead, they can access:

- District circulars, government resolutions & announcements in one place.
- Weekly plans with reminders and notifications to maintain pace.
- Teaching-Learning Materials (TLMs) for FLN, scholarships, etc.



#### Program Monitoring and Evaluation

To ensure accountability and timely action, Vinoba has a robust monitoring and evaluation system:

- **OMR-Based Assessments:** OLF designs and distributes OMR sheets to schools, which are evaluated and analyzed. The results are shared with districts to enable timely interventions.
- **Vinoba App:** In-built data collection, analysis and reporting tools draw on authenticated data sources, ensuring accuracy and reliability.
- **No Manual Workload:** The process is 100% automated, eliminating the need for teachers or administrators to spend time on data aggregation.

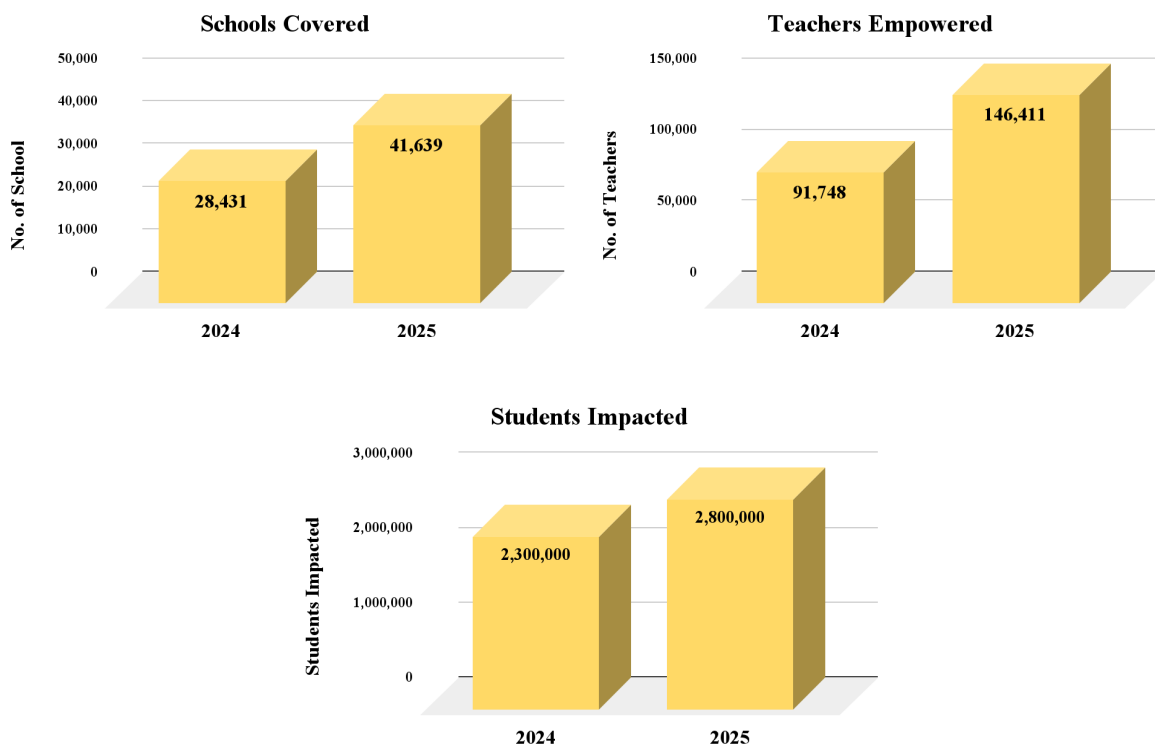
## The Sprout

What began in a few schools in Pune quickly drew the attention of local officials. Teachers began sharing their experiences, and word spread. Key successes include motivated teachers, reduced mundane data collection tasks, increased efficiency, and enthusiastic classrooms, which gave us confidence to expand. Vinoba's strategic management and localized leadership model, encompassing 5,300+ cluster and block heads, ensure effective implementation and drive educational excellence. By the end of academic year 2023-24, we had reached sixteen districts, covering 28,000+ schools, laying the foundation for systemic adoption.

## The Growth

The past year demonstrated the enormous impact that comes from truly listening to teachers—their voice remains the heart of our movement. OLF expanded across 3 states and 24 districts. From a handful of classrooms, our approach scaled to thousands of teachers and lakhs of students. Data-driven assessments, recognition of teachers, and strong collaborations with government and CSR partners became the pillars of our growth.

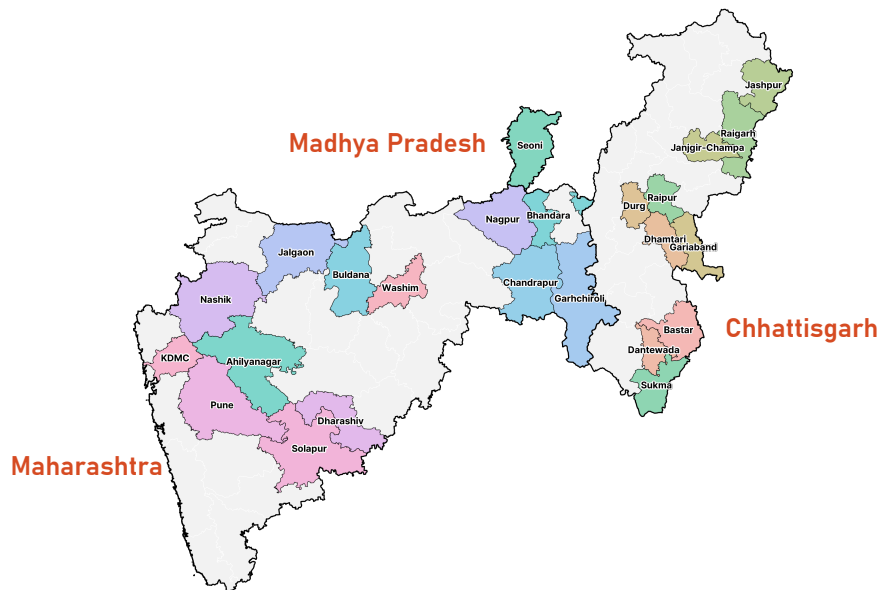
## The Community Grows



From academic readiness to life skills, we ensured that students not only prepared for exams but also gained confidence, creativity, and essential skills for the future. This growing reach reflects our commitment to empowering every learner.

## Geographical Expansion

Now Reaching More States, More Classrooms, More Children



### Maharashtra

**13** Districts  
**73,000+** Teachers

### Chhattisgarh

**10** Districts  
**60,000+** Teachers

### Madhya Pradesh

**1** District  
**7,000+** Teachers

*As our reach expanded, so did our organizational capacity. OLF has experienced significant growth across all dimensions:*

### Expanding the Inner Team

Our dedicated staff has tripled from 20 to 60 employees in the past year, enabling us to deepen our impact while maintaining program quality.



## Donor Partnerships: Progressing Together

OLF is empowered by a diversified funding base, having secured support from 10+ sources, including major corporations like HSBC, Kotak, EY and Dr. KR Shroff Foundation. Influential figures like Ramesh Kacholia and Pratul Shroff support our mission.



Supported by



**Dr K R Shroff Foundation**



**Caring Friends**  
Ramesh Kacholia



## From Programs to Impact: Deepening and Strengthening Our Work

Programs and Cycles			
	23-24	24-25	Growth
Academic Program Cycles	27	176	↑650%
Life Skills Program Cycles	62	236	↑360%
Teacher Recognition Events	223	1005	↑350%

## 6. Key Milestones at a Glance

*“Intelligence plus character—that is the goal of true education.”*

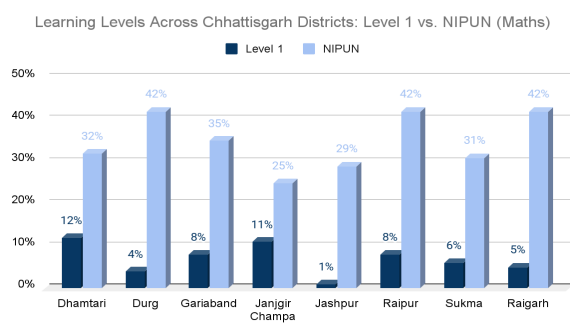
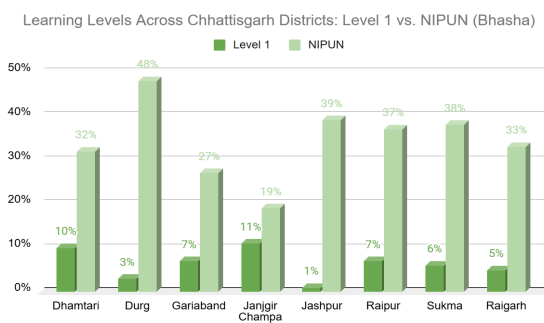
### A. Academic Programs Leading Transformation – District Snapshots

#### FLN Program (Classes 1-5)

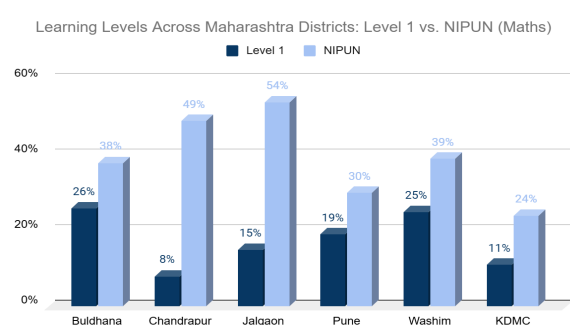
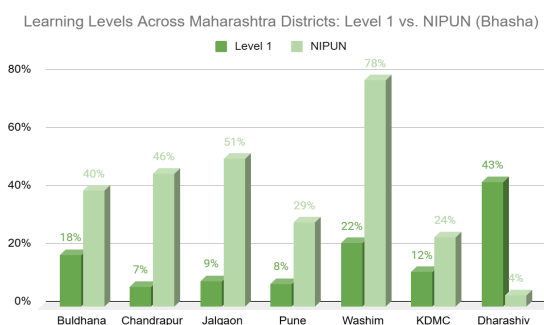
The Government of India’s NIPUN Bharat Mission aims to achieve universal FLN in primary schools by 2025-26. The Vinoba program supports this mission by helping districts track progress and implement interventions effectively. Vinoba program facilitates the following:

- Dissemination of information from the District Institute of Education and Training (DIET) by circulating Teaching Learning Material (TLM) for FLN viz. weekly plans, testing instruments, etc.
- Data collection for baseline, midline, and endline assessments using Vinoba forms or OMR sheets. These are designed as per the needs of the district.
- Data analysis and feedback loops to identify areas of weakness and school clusters that are behind.

Active in **8 Districts** of Chhattisgarh and **8 Districts** in Maharashtra



All district comparisons are based on Midline Assessment data, except for Sukma and Raigarh districts, which conducted a baseline assessment.

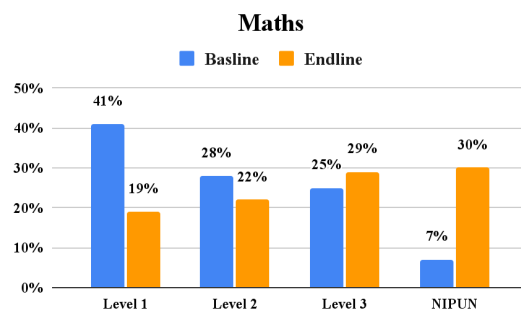
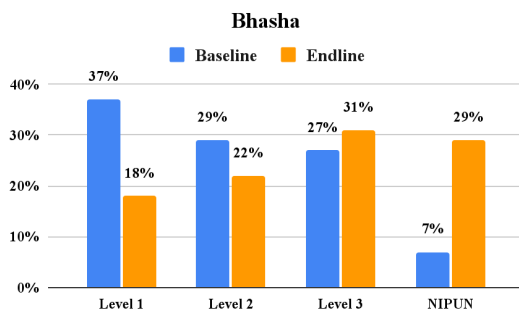


In Dharashiv, only Bhasha was assessed, and a competency-based assessment was conducted in Nashik, which are therefore not reflected in the above graph.

## Highlights of FLN

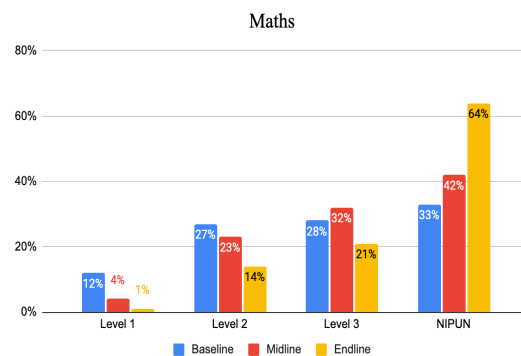
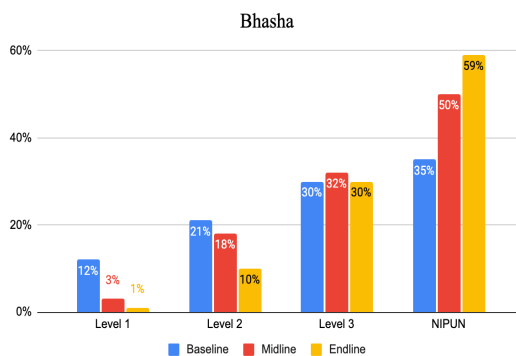
### Pune, Maharashtra

In Pune, the FLN initiative was conducted in three phases: Baseline, Midline, and Endline assessments. With a clear objective to reduce the number of students in Level 1 and increase those in Level 4 (NIPUN), teachers reported student scores and were provided with comprehensive data analysis on their level. The results from Classes 1 to 5, covering over 125,000 students, showed a **19% reduction in Level 1 students** and a **23% increase in NIPUN-level students**. Over **37,000** students have moved up at least one level.



### Durg, Chhattisgarh

In Durg district, teachers have documented significant improvements in student learning outcomes. The initiative successfully achieved its dual objectives: reducing the percentage of students at Level 1 while increasing those attaining Level 4 (Nipun) proficiency. Results demonstrate an 11% reduction in Level 1 students in Language and in Mathematics. Concurrently, NIPUN achievement rates increased substantially, from 35% to 59% in **Language [24% increase]** and from 33% to 64% **[31% increase]** in **Mathematics**, reflecting meaningful academic progress across core subject areas. Nearly 25,000 students showed improvement in at least one level of learning.

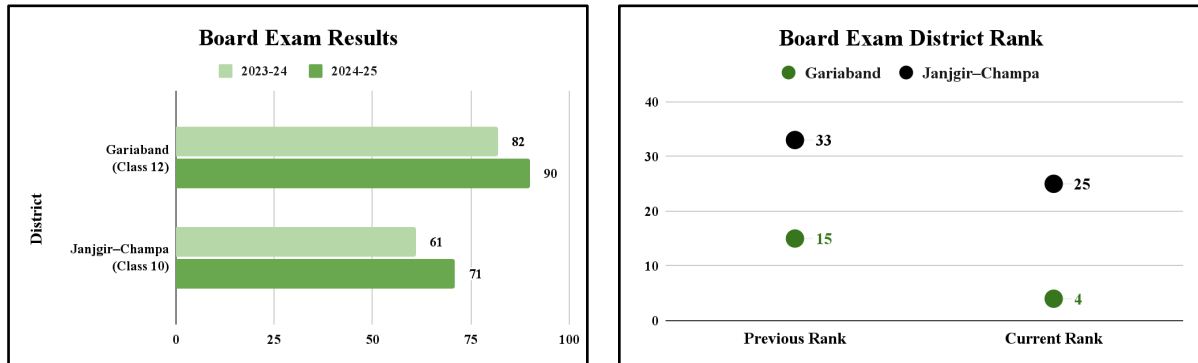


### Utkrisht Program (Classes 5, 8, 10, 12)

The Utkrisht program prepares the students for the 10th and 12th board exams through consistent practice tests carried throughout the academic year. The program is implemented by facilitating regular monthly assessments, designed to improve final board exam results.

Active in **8 Districts** of Chhattisgarh

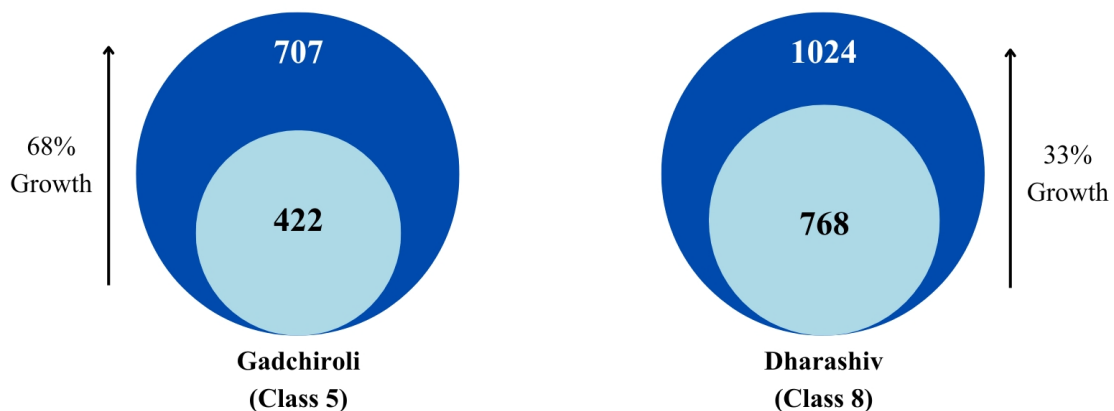
#### Highlights of Utkrisht Program - Gariaband and Jangir-Champa



*CGBSE Board Exam Performance and District Ranking (lower rank indicates better performance)*

### Scholarship Program (Classes 4, 5, 7, 8)

Government school students often come from underserved communities and frequently miss valuable scholarship opportunities due to a lack of preparation resources. To address this gap, Vinoba conducts scholarship practice tests that improve clarity and build student confidence, leading to better results. The number of students passing in the Maharashtra State scholarship exams has significantly improved due to Vinoba’s targeted support and feedback loops.



### National Merit cum Means Scholarship (Class 8)

NMMS was launched in 2008 to prevent dropout after Class VIII among meritorious students from economically weaker sections. Scholarships of ₹12,000/year are awarded (₹1,000

monthly) and renewed up to Class XII if performance criteria are met. Approximately 2,246 scholarships are allocated to Chhattisgarh each year.

This initiative aimed to increase scholarship selections in both the Mathematical Aptitude Test (MAT) and Scholastic Aptitude Test (SAT) through structured practice assessments. The program was implemented across five districts in Chhattisgarh: Dhamtari, Gariaband, Janjgir-Champa, Raipur, and Sukma.

### Highlight: Janjgir-Champa

Due of the intervention, the performance in the NMMSE improved in Janjgir-Champa as below:

Janjgir Champa	2023-24	2024-25	Growth
Enrolment	358	4,158	10x
Appeared	348	3,557	9x
Passed	37	895	23x
Selected	27	84	2.1x

### Polestar Program - Guiding Students Toward Excellence

A flagship mentorship initiative designed to equip government school students with career guidance, JEET/NEET preparation support, and structured academic planning. By bridging the gap between aspirants and achievers, Polestar creates a sustained ecosystem of peer learning and motivation.

Leveraging the energy and experience of young achievers

Cognitive & Emotional Comfort

Holistic Exam Readiness

Peer-to-Peer Learning

### Partner Institutes - IIT Bhilai & NIT Raipur

450  
Sessions

25,560  
Mentoring  
Hours

30%  
Rise in Mock  
Test Score

## **Academic Program Impact**

Vinoba has streamlined teachers' academic work. The app enables stronger lesson planning, focused on student learning outcomes. Through automated testing, Vinoba enables immediate comprehensive performance data for both teachers and district officials. As a result, the intervention has significantly reduced the time stakeholders spend on data collection and analysis, allowing greater focus on teaching and learning.



**Sheets Scanned**

**5,46,332**

**Teacher Hours Saved**

**321,823**

**Administrator Hours Saved**

**310,081**

## **IMPACT**

With OLF's support in scanning OMR sheets, teachers are now freed from the time-consuming and error-prone manual process of evaluation. The process has been streamlined, saving valuable time for both teachers and management. Teachers can focus more on students, while the timely analysis provided by OLF helps in identifying learning gaps and ensuring early interventions to support students better.

## B. Life Skills Programs - Striding Towards Holistic Development

### Bolega Bachpan/Mahavachan

The बोलेगा बचपन/महावचन program was initiated to facilitate co-curricular activities like creative writing, poetry recitation, youth initiatives, and eco clubs on bagless days. The program enhances literary capabilities and life skills among students while promoting utilization of library resources to develop reading habits. Key objectives include strengthening reading proficiency and communication skills, building presentation confidence, and reducing public speaking anxiety among students.



### TAG Spoken English Program – Capacity Development for Teachers

The program is designed to strengthen teachers' language and communication skills, enabling them to confidently integrate English across subjects and model fluent usage for students. Key ways it supports teacher growth:

Language Confidence

Integration Across  
Subjects

Classroom  
Communication Skills

Professional Growth

**Number of posts**

**9,015**

**Unique Teachers**

**1,759**

**Unique Schools**

**1,384**

## Spelling Bee - Building Vocabulary and Confidence

The Spelling Bee program is designed to strengthen vocabulary skills among students of Classes 1–8, while simultaneously nurturing spoken English fluency and self-confidence. The focus of the program is to build confidence in public speaking, develop vocabulary, and enhance spoken English practice among students.

**Number of posts**  
**6,976**

**Unique Teachers**  
**572**

**Unique Schools**  
**408**



## Morning Assembly - Implementing the Adarsh Paripath Concept

Often described as the heartbeat of the school day, Adarsh Paripath brings structure, creativity, and awareness to students before the formal classes begin.

Value & Ethics Corner	Cultural Expression
Knowledge Building	Special Theme Days



**Number of Posts**  
**3,516**

**Unique Teachers**  
**716**

**Unique Schools**  
**606**

## Special Programs

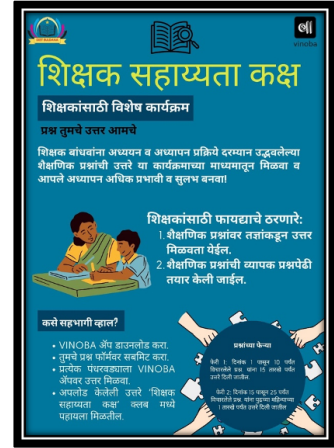
### Ek Tas Vachanacha - Building Readers

The Ek Tas Vachanacha (One Hour Reading) initiative was launched in Bhandara district to cultivate stronger reading habits and enhance subject knowledge among both students and teachers.

Teachers in Action #Schools in Action

149

107



### खेळणी (Toy-Based Learning Program Plan)

In the district of Buldhana, DIET and OLF joined forces to launch a unique initiative named खेळणी focused on gathering data on diverse types of toys from various regions and exploring ways to incorporate them into the school curriculum to enhance learning outcomes through the use of traditional toys.

### ऊर्जा - Fundamental Values for a Better Society

While traditional assessments often focus on academic performance, they frequently overlook the importance of character traits such as humility and integrity. To recognize and celebrate students who demonstrate these virtues, DIET Buldhana has initiated the program “ऊर्जा,” or “Energy.” This program aims to highlight and appreciate the fundamental values that students possess, such as empathy, compassion, and helpfulness.

### Health Awareness Program

An awareness campaign on ‘Filaria and Sickle Cell Anaemia’ was arranged for the students of Chandrapur. The health department made the educational material in partnership with the education department, which was distributed amongst all the schools and teachers through Vinoba App. Teachers then put up videos of students about their awareness and the actions they undertook to avoid these deadly diseases.



### C. Recognizing and Celebrating Our Teachers

Many teachers report feeling unseen and undervalued, which can lower morale and drive. By formally recognizing outstanding work, we build motivation, reinforce professional pride, and encourage others to adopt innovative, student-centred practices.

The “Post of the Month” (POM) initiative celebrates teacher excellence by recognizing content that generates the highest engagement (likes, comments, shares) on the Vinoba App. Teachers are felicitated for creating the Post of the Month at the District as well as Block levels. District-level winners receive felicitations from district officers, while block-level recipients are honoured by block officers.



*District Level*



*Block Level*



*Teacher Felicitation at the TAG Certification Ceremony - Pune, Maharashtra*



*The august presence of Mr. C P Radhakrishnan, the Governor of Maharashtra in District Event (Jalgaon)*



*Felicitation by O P Chaudhary, Finance minister, C.G.*



*Honourable CM of Chhattisgarh, Shri Vishnu Deo Sai felicitates teachers for Utkrishi (10 & 12)*

## Shikshan Utsav

As part of OLF's teacher recognition programme, an annual teachers' conference called *Shikshan Utsav* is held where the teaching community connects with peers, and top-performing teachers are awarded in the presence of state and district officials. These events give teachers the opportunity to engage in constructive dialogue on challenges and ideas for building resilience, further enriching their passion for teaching.

### Shikshan Utsav - Gadchiroli

Shikshan Utsav 2025 was organized by Open Links Foundation (OLF) in collaboration with Mastek Foundation and Zilla Parishad Gadchiroli in March 2025. The event brought together teachers, headmasters, and education officials from Gadchiroli, Nagpur, Bhandara, and Chandrapur to facilitate key discussions and knowledge-sharing sessions.

Dignitaries, including Mr. Avishyant Panda (IAS) (District Collector, Gadchiroli), Mr. Suhas Gade (IAS) (CEO, ZP Gadchiroli), Mr. Sanjay Dalmia (Founder-CEO, Open Links Foundation), and Mr. Jalander Satpute (CSR Head, Mastek Foundation), graced the event.

Teachers expressed immense joy and satisfaction in being part of the program, emphasizing that it provided them with a unique and valuable platform to engage in open, meaningful discussions with administrators and fellow educators. These interactions allowed for the exchange of best practices, innovative teaching methods, and constructive dialogues on overcoming challenges in the education system. Many participants shared that such engagements boosted their motivation and deepened their sense of professional commitment.



*Programs performed by teachers at Shikshan Utsav*



*Shikshan Utsav Gadchiroli attendees*

## Shikshan Utsav - Janjgir-Champa

Shikshan Utsav 2025, organized by Open Links Foundation (OLF) in collaboration with HSBC and the District Administration of Janjgir Champa, was held under the flagship program Utkrisht Janjgir Champa Abhiyan. The event brought together teachers, headmasters, and education officials from Janjgir Champa, Durg, Dhamtari, Gariaband, and Raipur to facilitate meaningful discussions and knowledge-sharing sessions.

The event was graced by esteemed dignitaries, including Mr. Akash Chhikara (IAS), District Collector, Janjgir Champa; Mr. Durga Prasad Adhikari (IAS), Assistant Collector, Janjgir Champa; Mr. Sanjay Dalmia, Founder and CEO of Open Links Foundation; Ms. Rachna Agarwal, Executive Mentor at Open Links Foundation; and Mr. Rajkumar Tiwari, District Mission Coordinator, Samagra Shiksha, Janjgir Champa.

A standout moment of the event was the presence of the District Collector and the Assistant Collector, whose insights and encouragement enriched the discussions. A major highlight was two group discussions, which featured thought-provoking conversations on improving teaching methodologies, enhancing student engagement, and elevating the overall quality of education. This session allowed educators to voice their concerns, share their experiences, and gain perspectives from key decision-makers, fostering a sense of collaboration and shared responsibility.



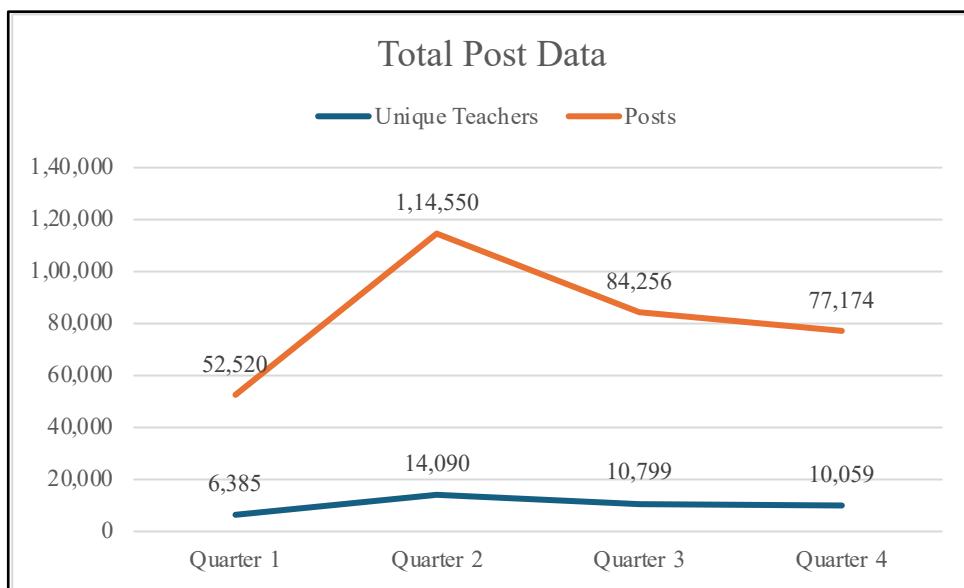
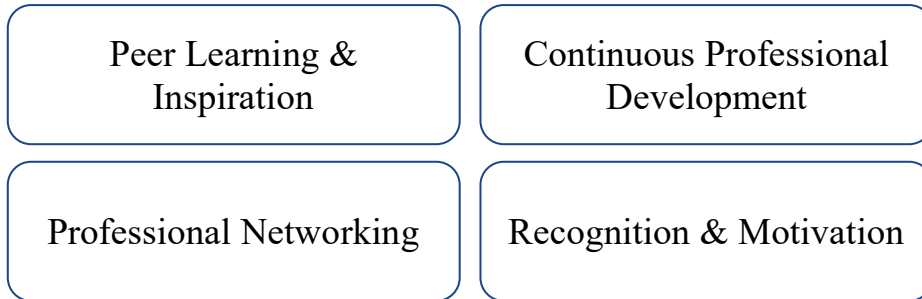
*Programs performed by teachers at Shikshan Utsav*



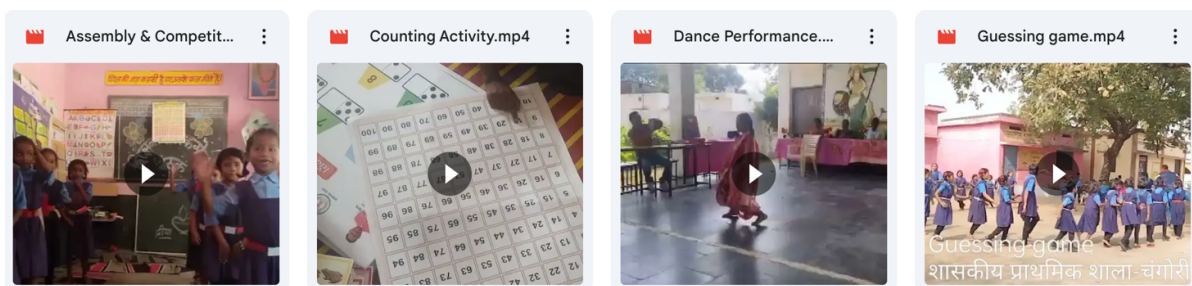
*Teacher Facilitated by District Official*

## Share and Learn - Connecting Teachers

A dedicated space on the Vinoba App where teachers post their innovative classroom practices. Functions as a knowledge-sharing hub that bridges geographical and institutional gaps.



Over **3,28,000 posts** received on the Vinoba app across 24 districts in 2024-25.



*Posts uploaded by teachers on Vinoba*

## 7. Impact Stories

### A. Enabling Innovation Through Vinoba

*Mrs. Sumitra, Teacher from Dharashiv, Maharashtra*

The story of Mrs. Sumitra Atpalkar, a teacher at the Zilla Parishad School in Koudgaon, Dharashiv district, shows how small, committed efforts can create a lasting impact on students. Reflecting on her initial experience, Mrs. Sumitra says:

*“My Zilla Parishad school students often felt hesitant in front of other students. I realized this was happening because they were not progressing in the right way. Due to limited facilities and a lack of attractive learning resources in Zilla Parishad schools, children were falling behind in learning and were unable to sustain themselves in competition.”*

Mrs. Sumitra kept thinking about the issue, and to address it, she adopted a very simple yet unique approach. She created videos of some of her best lessons and also recorded videos of students who learned specific concepts or memorized content and performed well in class. She uploaded these videos on YouTube. When the children saw their own videos and those of their teacher on YouTube, their happiness knew no bounds.

This small effort created a big impact. Students began to take an interest in their studies, started working harder, and gradually their confidence grew. Ms. Sumitra says, “*Now children try to learn on their own, do something new every day, and feel more independent and capable than before.*” Although parents appreciated her efforts, she wished for a platform where her work and the progress of her students could receive wider recognition.

This opportunity came with the launch of the **Acharya Vinoba Bhave Program** in Dharashiv. Ms. Sumitra says, “*I was very happy to see that this program not only recognizes teachers who are consistently doing good work but also supports teachers who are struggling.*” Under this program, she participated in several activities such as the **Spoken English Club** and **Library Reading Enhancement**. Her hard work and dedication earned her the ‘**Post of the Month**’ (POM) Award. The Zilla Parishad CEO and education officers appreciated her work. This recognition became a major source of motivation in her mission to provide better education to her students.

Through the **Vinoba App**, Ms. Sumitra got the opportunity to connect with teachers like herself, learn new teaching resources, and gain recognition for her work. She is grateful for this initiative and hopes that it will continue to encourage and empower teachers in the future.

## **B. Vinoba App: A Teacher's Journey to Revolutionized Education**

*Mr. N.K. Sahu, Assistant Program Coordinator & Teacher from Dhamtari, Chhattisgarh*

**Bhothli (Dhamtari):** For Mr. NK Sahu, serving as both a teacher and an Assistant Program Coordinator (APC), life was a constant juggling act. He managed assessments for 4 blocks comprising 168 clusters, 877 primary schools, and 447 upper primary schools. The task was nothing short of monumental.

*"Every school had its own timeline for assessments. I had to manually work with vast amounts of data from different schools, collected on different days. Some schools even missed their tests entirely."*

His days were consumed by data consolidation, error-checking, and analysis—an overwhelming cycle that left him drained and demoralized.

### **The Turning Point**

That's when the **Vinoba App** entered Mr. Sahu's life—and changed everything.

"Vinoba App came as a huge blessing," he says with a smile. With the app, all assessment schedules were centralized. Schools now conducted tests simultaneously, and what once took weeks was now completed in days.

"In just three days, all student performance data was consolidated," he shares, still amazed. "Learning outcome evaluations, which used to take weeks of manual effort, were now done within a week—and with far fewer errors!"

But the benefits didn't stop there. For teachers, Vinoba was a gamechanger. "With pre-filled templates for data entry and instant uploads, our administrative workload reduced drastically," Mr. Sahu says. "Now, we can focus on what truly matters—engaging students with child-centred teaching methods and creating innovative teaching-learning materials (TLMs)."

Vinoba's monitoring dashboard became a powerful ally for coordinators. "It enables us to track progress at the cluster, block, and district levels," Mr. Sahu explains. "We can see which schools are excelling in learning outcomes and provide targeted support to those that need it."

As he finishes his story, Mr. Sahu beams with pride. "Vinoba is not just an app—it's a disruptor. It ensures equitable, quality education for our children. By simplifying our processes, it allows us to focus on what truly matters—teaching."

Nowadays, this is what Mr Sahu asks each of his fellow teachers, with a glint of excitement: **"Are you on Vinoba yet? If not, you're missing out on a revolution in education!"**

## C. New Effective Ecosystem of Education – Vinoba

*Rahul Gupta, Former CEO, Zila Parishad, Dharashiv (till February 2024), Joint MD, Mahadiscom, Chhatrapati Sambhajinagar*

**Dharashiv:** Dharashiv district has a history of doing excellent work in rural education. According to information recorded in the Dharashiv Gazette in 1972, Dharashiv has been one of the districts whose rural education system has been the strongest and most successful in the whole of Marathwada and Maharashtra. To revive this education system and make it sustainable and efficient, we kept three issues at the center:

1. There should be a network of libraries in schools so that students develop an interest in reading.
2. Students should be prepared for competitive examinations.
3. Teachers should be trained and made 'master trainers'.

We had to create a complete ecosystem. So, we first built model schools and established libraries in them. Students were appointed to manage them and were given targets to read a set number of words/pages regularly.

Dharashiv has more than 700 villages and more than 1,100 Zila Parishad schools spread over an area of 7,500 square kilometres. Hence, this process could only be monitored through technology. We decided to use the dedicated **Vinoba App** for teachers, which was already developed by Open Links Foundation (OLF). Vinoba helps connect teachers on a social platform and improve their efficiency.

Preparing for Maharashtra government scholarship exams for Classes 5 and 8 also supports students' readiness for JNV and Sainik School entrance exams. However, teachers often find paper-setting and evaluation time-consuming, and compiling results across schools is even more challenging. To address this, a technology-based ecosystem was created to support exam preparation. AI-enabled question banks in English, Marathi, and Mathematics were developed, along with an OMR-based examination system that gave students a real exam-like experience. Remedial classes helped students understand and correct their mistakes, and results were shared through the Vinoba App with students, parents, and teachers.

The OMR system proved highly effective in the local context, enabling rapid compilation of district-level results while significantly reducing teachers' time spent on evaluation. This approach was quickly adopted across more than 14 districts within a year.

Students from Zila Parishad schools faced specific challenges in Marathi and English, leading the Vinoba team to design a targeted crash course for students and teachers, implemented and monitored through the Vinoba platform. The outcomes were encouraging: in the last session, 138 of 988 eligible Class 5 students and 50 of 79 eligible Class 8 students received scholarships. In addition, several students secured admissions to Sainik Schools and similar institutions.

## 8. The Strength behind the Story

Our journey over the past year has been made possible by the collective efforts of many. Dedicated government school teachers carved out time from demanding schedules to come together and build a vibrant, supportive teacher community. Administrators and school leaders stood beside them—guiding the program, encouraging participation, and strengthening implementation. To our mentors, whose vision and wisdom continue to guide us, every milestone reflects a shared commitment to meaningful change.

We extend our heartfelt gratitude to our partners and donors for their unwavering trust and support. Their belief in our mission fuels our ability to innovate, scale, and persist.

Above all, we acknowledge our team—whose passion, resilience, and determination keep the work moving forward, even in the face of formidable challenges. Their willingness to keep trying again and again, and keep learning, is what makes progress possible.

Together, these contributions form the true strength behind our story. They remind us that sustainable change in education is always a collective achievement. We look forward to continuing this journey with renewed vigour, humility, and optimism.



## 9. Financials

SCHEDULE VIII [Vide Rule 17 (1)]

NAME OF THE PUBLIC TRUST :

OPEN LINKS FOUNDATION

ADDRESS : U-12, SACRED HEART TOWN, WANAWADI, PUNE-411040

REGISTRATION NO. : E-7950

### BALANCE SHEET AS AT 31ST MARCH 2025

Funds and Liabilities	Sch No.	Amount (Rs.)	Amount (Rs.)	Property and Asset	Sch No.	Amount (Rs.)	Amount (Rs.)
<b>Trust Funds or Corpus</b> Balance as per last Balance Sheet Adjustment during the year		5,000.00 -	5,000.00	<b>Immovable Properties</b> (Suitably classified giving mode of valuation). Balance as per last Balance Sheet Addition during the year Less: Depreciation		- - -	-
<b>Other Earmarked funds</b> (Created under the provisions of the trust deed or scheme or out of the income) Depreciation Fund Sinking Fund Reserve Fund Any other Fund	1	- 23,500,000.00	- 23,500,000.00	<b>Investments</b> (Suitably classified, giving mode of valuation).  <b>Furniture and Fixtures</b> Balance as per last Balance sheet Addition during the year Less: Depreciation	4 5	- 161,562.51 243,827.02 57,873.38	6,400,000.00 347,516.15
<b>Loans (Secured or Unsecured)</b> From Trustee From Others		- -	- -	<b>Loans (Secured and Unsecured)</b> Loans Scholarship Other Loan		- -	-
<b>Liabilities</b> For expenses For advances For Rent and other Deposits For sundry credit balances	2	767,083.97 - - -	767,083.97	<b>Advances</b> To Trustees To Employees To Contractor To Lawyers To Others	6	- - - - 120,000.00	120,000.00
<b>Income and Expenditure Account</b> Balance as per last Balance Sheet Less: Appropriation if any Add: Surplus as per Income and Expenditure account	3	3,298,182.99 - 7,875,966.79	11,174,149.78	<b>Income Outstanding</b> Rent Interest Other Income  <b>Cash and Bank Balances</b> a) In hand and Bank Account b) with the trustee c) with the manager	7 8	- 60,567.00 173,246.00 28,344,904.60 - -	233,813.00 28,344,904.60
<b>Total Rs.</b>			<b>35,446,233.75</b>	<b>Total Rs.</b>			<b>35,446,233.75</b>

*Suneo*

DATED TRUSTEES  
AT

DATED 25.09.2025  
AT



AS PER OUR REPORT OF EVEN DATE  
FOR JOSHI BORSE & POL  
CHARTERED ACCOUNTANTS  
FIRM REGN. NO. 104358W

*Joshi*  
CA Mrs. Arundhati V. Borse  
(Partner)  
M. NO. 124299  
UDIN: 25124299BMNSQE2269



SCHEDULE IX [Vide Rule 17 (1)]  
 NAME OF THE PUBLIC TRUST :  
 OPEN LINKS FOUNDATION  
 ADDRESS : U-12, SACRED HEART TOWN, WANAWADI, PUNE-411040  
 REGISTRATION NO. : E-7950

**INCOME & EXPENDITURE ACCOUNT**  
**FOR THE YEAR ENDING 31.03.2025**

EXPENDITURE	Sch No.	Amount (Rs.)	Amount (Rs.)	INCOME	Sch No.	Amount (Rs.)	Amount (Rs.)
<b>To Expenditure in respect of Properties</b>				<b>By Rent</b> (Accrued) (Realised)		-	-
Rates, taxes, cesses		-				-	
Repairs and Maintenance		-					
Salaries		-		<b>By Interest</b> (Accrued) (Realised)		66,018.00	
Insurance		-		On securities		317,954.00	
Depreciation (by way of provision or adjustments)		-		On Loans			
Other expenses		-		On Bank Accounts		-	383,972.00
<b>To Establishment Expenses</b>							
<b>To Remuneration to trustees</b>				<b>By Dividend</b>			-
<b>To Remuneration</b> (in the case of math) to the head of the math, including his household expenditure, if any.				<b>By Donations</b>	10		56,186,455.00
				<b>By Grants</b>			-
				<b>By Income from other Sources</b>	11		1,504,966.00
<b>To Legal Expenses</b>							
<b>To Audit Fees</b>							
<b>To contribution and fees</b>							
<b>To Amount written off</b>							
a) Bad Debts		-					
b) Loans Scholarships		-					
c) Irrecoverable rents		-					
d) Other Items		-					
<b>To Miscellaneous Expenses</b>							
<b>To Depreciations</b>	5		57,873.38				
<b>To Amounts transferred to Reserve or specific funds.</b>			23,500,000.00	<b>By Transfer from Reserve</b>			-
<b>To Expenditure on Object of Trust</b>	9						
(a) Religious		-					
(b) Educational		26,641,552.83					
(c) Medical relief		-					
(d) Relief of Poverty		-					
(e) Other charitable objects		-	26,641,552.83				
<b>To Surplus carried over to Balance sheet</b>			7,875,966.79	<b>By Deficit carried over to Balance sheet</b>			-
<b>Total Rs.</b>			<b>58,075,393.00</b>	<b>Total Rs.</b>			<b>58,075,393.00</b>

DATED AT TRUSTEES DATED AT 25.09.2025

*S. Borse*  
*Joshi*  




AS PER OUR REPORT OF EVEN DATE  
 FOR JOSHI BORSE & POL  
 CHARTERED ACCOUNTANTS  
 FIRM REGN. NO. 104358W

*Joshi*  
 CA Mrs. Arundhati V. Borse  
 (Partner)  
 M. NO. 124299  
 UDIN: 25124299BMNSQE2269

## 10. Testimonials



***“Because of Vinoba, we have some qualitative results in mass education. It is a very easy way to collect data where teachers do not have to provide repeated data, and it saves our education officers at least 40–50% of their time.”***

Ayush Prasad, District Collector, Nashik, Maharashtra



***“A stage like Nanhe Sitare is a huge booster to students, both as a place to express, and to develop that edge beyond the classroom learning. Extra-curricular activities will actually make and shape children’s personalities. So, Nanhe Sitare must be repeated and scaled.”***

Sanjita Mohapatra, ZP CEO, Amravati, Maharashtra



***“In Pune, the FLN program focuses on building foundational literacy and numeracy skills, which are crucial for students' future academic success. The program is well-structured, with clear objectives and measurable targets, allowing for regular monitoring and continuous improvements.”***

Vaishali Chandrakant Bacchav, DIET, Pune, Maharashtra



***“The Vinoba initiative has given us teachers a new direction, and it has created a new enthusiasm among both teachers and students. After the victory and seeing the CEO Madam in person, the students' joy knew no bounds. What more joy could we teachers ask for?”***

Vidyashali Gudhe, Teacher, Amravati, Maharashtra



***“Only EdTech project with large scale teacher adoption”***

Mayuresh Bhoite, Leadership for Equity



ALL INDIA

14 Mar 2023



## Silent revolution in Pune zilla parishad schools thanks to teacher empowerment programme

More than 11,200 students moved up at least one learning level and 1,943 out of the 3,700 schools have shown growth in performance.

By Express News Service  
Pune | Updated: March 14, 2023 09:36 IST



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दैनिक भास्कर

JASHPUR

7 JULY 2024



## सीएम ने आठ उत्कृष्ट शिक्षकों को प्रमाण-पत्र देकर सम्मानित किया

भास्कर न्यूज़ | जशपुर नगर

शासकीय हाईस्कूल बगिया में आयोजित राज्य स्तरीय शाला प्रवेशोत्सव में मुख्यमंत्री किण्वदेव साय ने जिले के उत्कृष्ट 5 शिक्षकों और 3 संकुल समन्वयकों को विनोबा एप में जिला स्तरीय विजेता होने पर प्रमाण पत्र देकर सम्मानित किया है। सम्मानित होने वाले शिक्षकों में फरसाबखर से आरती ओझदार प्राथमिक शाला




08 Mar 2023

## ZP conducts foundational literacy and numeracy survey

Dheeraj Bengrut

dheeraj.bengrut@htlive.com

**PUNE:** Over the last three months, the Pune Zilla Parishad (ZP) undertook a rigorous, district-wide programme called the 'Nipun Bharat Gunvatta Vruddhi Programme' to improve foundational literacy and numeracy (FLN) outcomes of children studying in ZP schools. The said programme is directly aligned with the national- and state- 'Nipun Bharat FLN Mission' as per the New Education Policy (NEP) 2020.

Pune ZP chief executive officer (CEO) Ayush Prasad said, "Prior to this learning improvement drive, the ZP, along with the District Institute of Education and Training (DIET) Pune, conducted a baseline learning assessment of all schools and

### Nipun Bharat Gunvatta Vruddhi Programme

Pune zilla parishad started a district-wide campaign in schools over the past three months to improve children's FLN (Foundational Literacy and Numeracy) outcomes

#### ANALYSIS

- More than 11,200 students moved up at least one learning level which is a growth indicator
- At least 1,943 out of 3,700 schools have shown growth in performance
- 3.95% of schools conducted and filled in assessment data on a weekly basis, which shows a positive engagement of schools in the programme

#### Baseline learning assessment

	BASELINE			ENDLINE			STUDENTS
	L1	L2	L3	L1	L2	L3	
Languages	25%	32%	43%	18%	31%	51%	1,46,558



## THE TIMES OF INDIA

VAHARASHTRA

23 Mar 2023



## 8% ZP school pupils improve their language, maths skills

Programme In Summer For Students To Catch Up

Ardhra.Nair@timesgroup.com

Pune: A survey to assess students' capabilities conducted by Pune zilla parishad at the end of eight weeks of the quality improvement program-

#### FINDINGS UPLOADED ON VINOBA APP

Data of 1,47,546 students from 3,476 schools was uploaded by teachers on Vinoba App launched by Pune zilla parishad



[www.openlinksfoundation.org](http://www.openlinksfoundation.org)



Office No. 403, 4th Floor, Picasso Kedari Landmark, Kedari Nagar, Wanwadi, Pune - 411040



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