

The Promise of Transformed Learning

Program Evaluation of

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



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List of Abbreviations

ASER	
DAC	
DLEC	District Level Education Committee
DERT	
DIET	District Institute of Education and Training
DRG	District Resource Group
FGD	
HPC	Holistic Progress Cards
KII	Key Informant Interview
LEP	Learning Enhancement Programme
LO	Learning Outcome
MCRP	
M-CSTP	Meghalaya Comprehensive School Transformation Programme
M-LENS	
MoU	Memorandum of Understanding
NAS	
NCERT	National Council of Educational Research and Training
NEP	National Education Policy
OECD	
PAB	
PARAKH	Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
PGI	
PMU	
RTTF	Reach to Teach Foundation
SDG	Sustainable Development Goal
SLAS	
SQAAC	School Quality Assessment and Assurance Framework
SRG	
SSA	Sarva Shiksha Abhiyan
UNICEF	

Executive Summary

The Meghalaya Comprehensive School Transformation Programme [REDACTED] [REDACTED] in collaboration with [REDACTED] [REDACTED] Designed in response to persistent learning gaps and systemic fragmentation, the programme aims to reimagine classroom instruction, teacher support, and institutional accountability across the state [REDACTED] government schools through the three integrated pillars of Academic Strengthening, [REDACTED]

[REDACTED] [REDACTED] endorsed and adopted with teachers reporting greater clarity in lesson planning and more engaged classrooms. The new tools are not only structured and easy to use, but also flexible enough to adapt to diverse classroom realities and educators are appreciative of [REDACTED] materials to implement recommended activities underscoring both the accessibility and contextual fit of the resources.

[REDACTED] priorities. M-CSTP tools have been officially adopted and are being included in annual planning and budget submissions. Feedback mechanisms ranging from helplines and WhatsApp groups to field visits have created an ecosystem of continuous learning and improvement. Further insights from the rigorous, first of its kind State Level Achievement [REDACTED] components, and helping prioritize key initiatives.

In a short span of [REDACTED] [REDACTED] program has achieved substantial reach across Meghalaya's school system. More than [REDACTED] [REDACTED] across five districts have been trained in the new LO-mapped Teacher Handbooks and Holistic Progress Cards. [REDACTED] students in [REDACTED] across four districts have been assessed in the first round of the [REDACTED] with preparation underway for the next round. Teaching resources such as Holistic Progress Cards and accompanying Teacher Guidebooks have been made available for downloading across the state. The Class Readiness [REDACTED] and the Learning Enhancement [REDACTED] have been included in the state calendar with consultations ongoing to embed the School Quality Assessment and Assurance [REDACTED]

[REDACTED] more than a standalone intervention, it is a platform for system transformation that has been enthusiastically embraced by those closest to classrooms from state officials and [REDACTED] While still in its early stages, the

programme is demonstrating that with curriculum, capacity, and accountability aligned, change is certain and sustainable.

The report is structured to include the following sections

an evaluation of the program design based on the framework.

Status of Education in

Despite a vibrant network of over government schools and more than 22,000 dedicated teachers, faces a deep and persistent education crisis. National assessments place among the lowest-ranked states in India for learning outcomes, and recent surveys reveal troubling declines in foundational skills, student attendance, and academic engagement.

the state scored just out placing it in the lowest performance tier. Its score in the critical domain of Learning Outcomes and Quality was a mere underscoring the depth of the learning crisis.

The report highlights significant educational challenges in Meghalaya, characterized by widespread learning gaps. The state consistently lags behind the national average in student achievement across all assessed grades. Lower in Language and than the national average. These gaps widen significantly by and persist into

The paints an equally stark picture of foundational skills: fewer than students can perform basic division, and still struggle to read a Standard II-level text.

These numbers reflect a system-wide breakdown in learning, demanding a systemic, large-scale, sustainable intervention.

The program

Developed through close collaboration between state education officials and Reach to Teach Foundation, the program presents a multi-pronged approach to achieve better education outcomes for the state.

The learning gaps in [REDACTED] are symptomatic of deeper systemic issues in the form of misaligned curricula, limited teacher preparation, and an absence of formative assessments that track learning consistently. The problem is not the absence of effort or intention, but the lack of pedagogical, personnel and process support. In such a context, the Meghalaya Comprehensive School Transformation Programme [REDACTED] emerges not just as a timely intervention but a necessary pivot.

The Meghalaya Comprehensive [REDACTED] is a system-level education reform initiative launched in [REDACTED] through a formal MoU between Reach to Teach Foundation and the Department of Education, Government of Meghalaya. The programme builds on successful learnings from RTTF's work in Arunachal Pradesh, contextualised for Meghalaya's unique needs. It is embedded within the Department of Education, with the Project Management Unit based in Shillong and working closely with the [REDACTED]

At its core, [REDACTED] is designed to respond to the state's urgent learning crisis while simultaneously building the long-term institutional scaffolding for quality improvement. Its design rests on three interdependent pillars: Academic Strengthening, Capacity Building, and Institutional Strengthening. These pillars are not standalone silos but deeply integrated components that together ensure that classroom practice, teacher support, curriculum, syllabus and system-level monitoring reinforce one another. The three pillars can be understood as the three P's essential for a grassroots level education intervention i.e., Pedagogy, People and Processes.



Developing [REDACTED]

By strengthening structured, experiential and competency-based pedagogy aligned to NCERT Learning Outcomes to bridge learning gaps across [REDACTED]



People :: [REDACTED]

Strengthening quality of instruction

By cultivating a cadre of master trainers and system leaders through [REDACTED] Group trainings, complemented by a dedicated teacher helpline and virtual peer forums for ongoing professional support.



Developing systems for feedback and monitoring

supporting State in contextualizing school accreditation framework developed by [REDACTED] and providing advisory services for State effectively in rolling out school accreditation framework and District Task Forces for supportive supervision, embedding decentralized governance to sustain accountability and quality assurance.

[REDACTED] is deliberate. Academic reforms alone cannot succeed if teachers are unsupported or if systems do not track and respond to learning needs. Similarly, capacity building without clear academic goals leads to fragmented implementation. [REDACTED] recognizes that transformation is only possible when change occurs simultaneously in what is taught [REDACTED] how it is taught (teacher capacity), and how it is tracked and supported [REDACTED]

Key Initiatives

Strengthening

The first pillar of the programme focuses on restoring coherence and clarity in what is taught, when, and why. The learning crisis in [REDACTED] is not only due to poor infrastructure or lack of access but a systemic absence of clarity in academic expectations. Teachers often rely on textbooks without knowing how they map to learning outcomes. There is no consistent assessment system to inform remedial or instructional decisions. The [REDACTED] program addresses these gaps through a combination of resources and tools to support teachers in classroom instruction and enable the system to understand whether learning is actually happening.

[REDACTED]	Description	Objective
Learning Outcome-mapped Syllabus	Developed a syllabus for Classes [REDACTED] mapped to chapter-wise learning outcomes.	To align classroom instruction with clearly defined, measurable learning goals.

Assessment Blueprints	Designed subject-specific summative evaluations.	To standardize assessments across schools and ensure alignment with learning outcomes.
Assessment Item	Created a bank of over questions for use in an	To support teachers in conducting structured, competency-based assessments.
Holistic Progress	Developed tracking tools to monitor student progress across multiple learning domains.	To enable continuous and comprehensive evaluation of individual learning levels.
Meghalaya Readiness	Bridge programme implemented at the start of the year to assess and address pre-requisite learning gaps.	To support foundational recovery and prepare students for grade-appropriate learning.
Learning	Created for in English, Mathematics, and Science	To assist teachers in facilitating grade-appropriate classroom teaching effectively

Capacity Building

Recognizing that curriculum and assessments are only as effective as their implementation, the second pillar focuses on building teacher and system capacity. Many teachers, particularly in remote or multi-grade classrooms, struggle to plan lessons, identify learner needs, or apply age-appropriate pedagogy. This pillar is designed to empower teachers with clear, contextualised tools and ongoing support.

A cascading model of training wherein train a select group of master trainers who subsequently train a larger network of teachers. This approach ensures that every layer of the system, from faculty to classroom teachers, is equipped and supported to deliver meaningful learning while optimising resource utilization in a burdened system.

Intervention	Description	Objective
Training of Master Trainers	Trained [redacted] districts to lead teacher training and provide ongoing support.	To build decentralized capacity for peer-led training and mentorship at the district and block levels.
Teacher [redacted]	Provided teachers with activity-based, contextually informed [redacted] unit-wise activities mapped to learning outcomes for [redacted]	To equip teachers with structured, easy-to-use lesson planning and pedagogy tools to support teachers in delivering learning outcome (LO)-based classroom instruction.
[redacted] and Support	[redacted] support channels for teachers across the state.	To offer accessible, continuous assistance and build a responsive support ecosystem.
Orientation of School Leaders and [redacted]	Conducted sessions with school heads and [redacted] on integrating [redacted] and goals.	To ensure instructional leadership and administrative alignment with classroom reform initiatives.

Institutional Strengthening

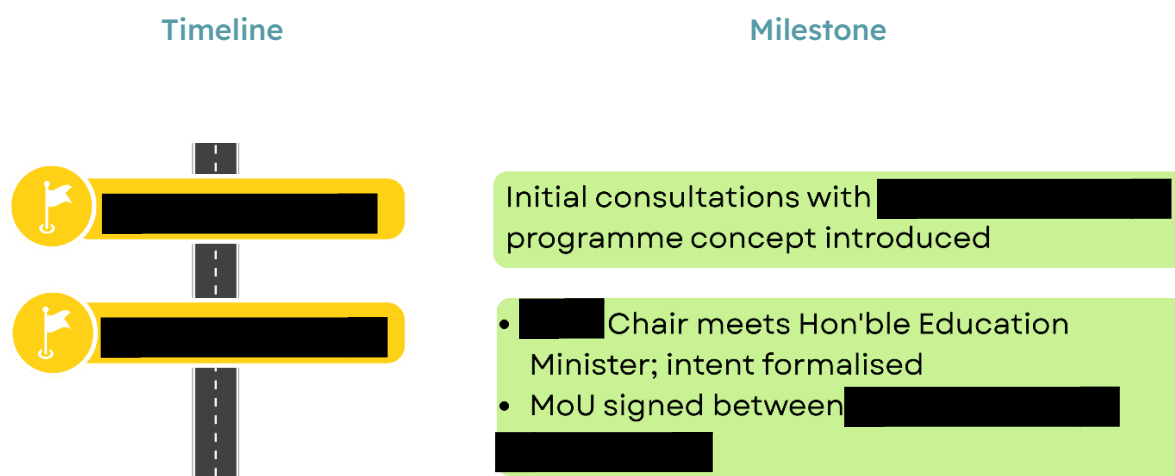
The third pillar of [redacted] focuses on embedding the reforms into the structure of the education system so that they can sustain beyond project timelines. One of the key barriers to improvement in Meghalaya has been the lack of baseline data, fragmented monitoring, and limited institutional alignment on goals.

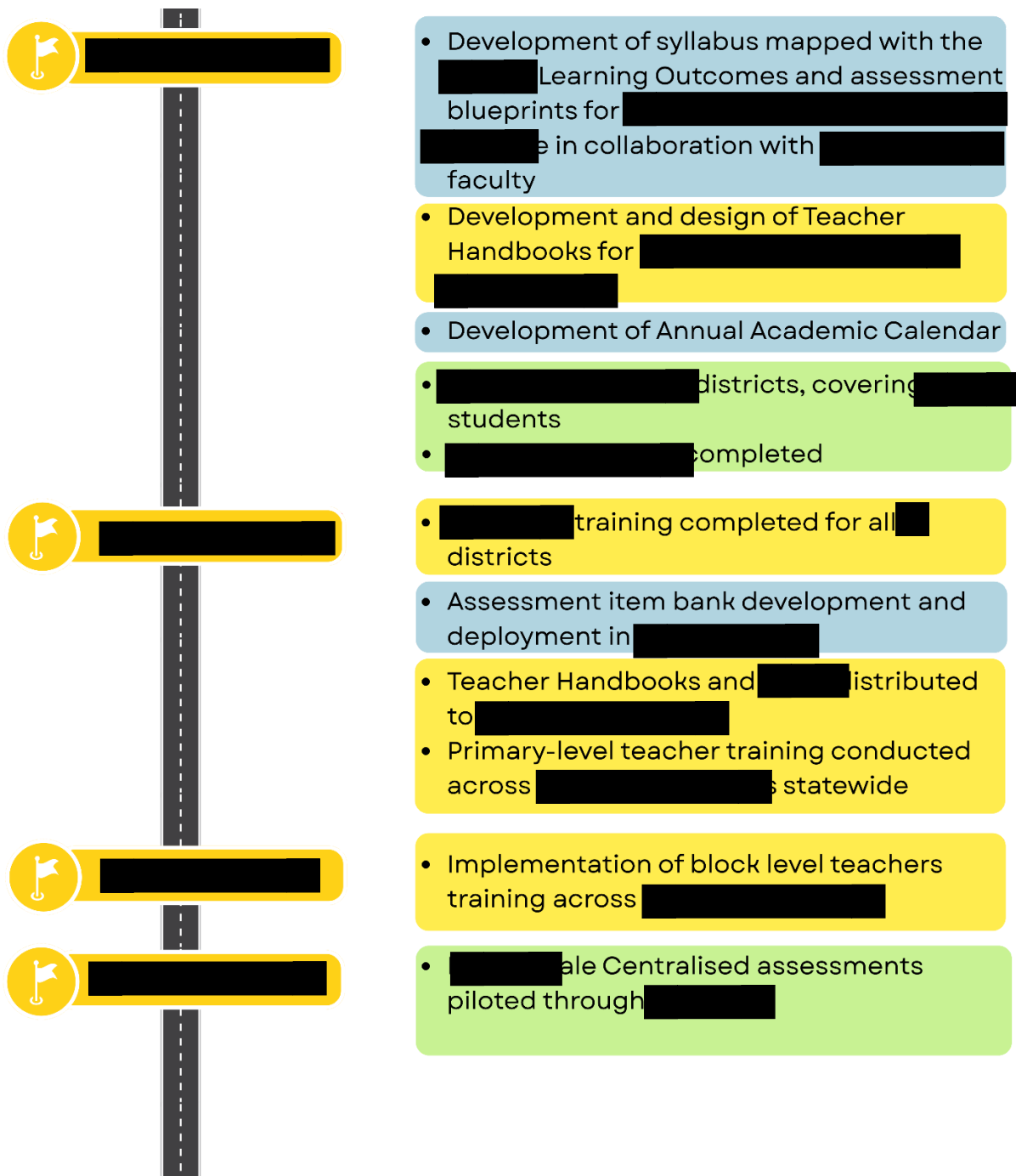
Intervention	Description	Objective
[redacted] Achievement Survey	Rolled out a large-scale baseline assessment in four districts covering over [redacted]	To generate state-specific data on learning levels and inform remedial and planning efforts.

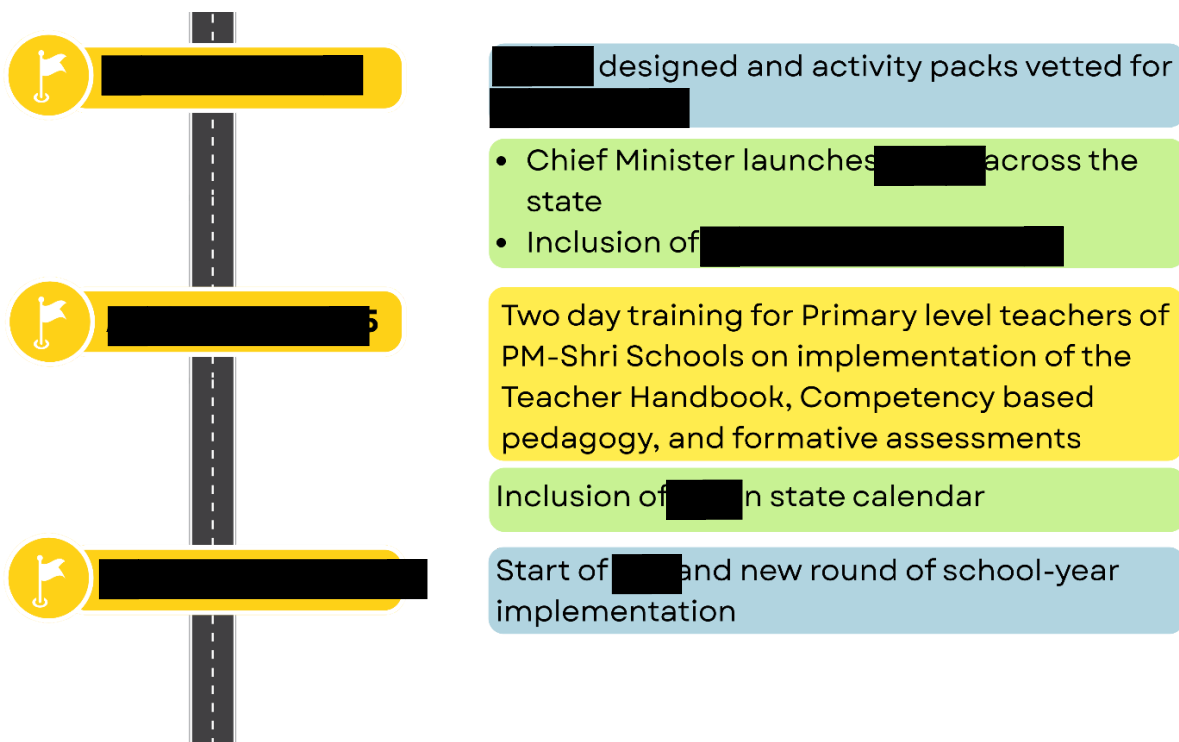
<p>Periodic Assessments</p>	<p>Instituted centralised, tech-enabled assessments in</p>	<p>To introduce a system of regular, standardised assessments and promote data-driven instruction.</p>
<p>Assessment and Assurance Framework</p>	<p>Co-developed guidelines with to support schools build performance monitoring systems</p>	<p>To institutionalise mechanisms and support schools in standardised delivery</p>
<p>Embedded Project Management Unit</p>	<p>Located a full-time technical team within support planning, rollout, and coordination.</p>	<p>To strengthen institutional capacity and ensure continuity of embedded decision-making.</p>

Each of these pillars is vital. But it is their interdependence that sets M-CSTP apart. The academic tools clarify what needs to be taught. The capacity-building mechanisms ensure it can be delivered effectively. The institutional structures track progress, course-correct, and ensure long-term continuity. This is not a piecemeal project. It is an ecosystem-level transformation.

Key Milestones - the journey so far and outlook for the future







In the upcoming months, [Redacted] aspires to build deeper institutional integration through the [Redacted]

Signs of Promise: What Early Evidence Tells [Redacted]

This section draws on the [Redacted] to assess the early promise of the M-CSTP using insights from programme documents, focus group discussions [Redacted] and [Redacted] with state officials, [Redacted] and teachers. While the programme is in its early implementation stage, the evidence so far points to encouraging traction across six key criteria: Relevance, Effectiveness, Acceptability, Adaptability, Ownership, and Sustainability.

Relevance: The Programme Addresses Real Needs

[Redacted]
previously unacknowledged or unsystematically handled.

[Redacted] officials and teachers consistently spoke about how tools such as the [Redacted] syllabus, [Redacted]

longstanding voids in what should be taught and how. Trainers and officials pointed to the relevance of capacity-building sessions that focused on practical, contextual implementation, and expressed appreciation for the responsiveness of WhatsApp-based support. System leaders viewed the introduction of tools like [REDACTED] and centralised assessments through [REDACTED] as essential building blocks in creating a data-responsive and accountable education system.



[REDACTED] helped us bring students up to speed.

- Priya [REDACTED]



Academic Strengthening

The [REDACTED] ed syllabus and [REDACTED] were widely seen as critical tools for restoring instructional coherence. Teachers highlighted how these resources helped them move away from textbook-driven instruction and instead focus on grade-level outcomes. Trainers from multiple districts mentioned that the [REDACTED] and item bank helped introduce standardisation to an otherwise fragmented assessment landscape.



[REDACTED] with transparency. They bring in standardisation and raise the bar for our assessments.



Capacity Building

Training content and formats such as basing trainings on unit-wise activities, were cited as highly relevant. Teachers appreciated that materials were tailored to their context and could be implemented even in low-resource classrooms. The [REDACTED] and helpline were described as practical and timely [REDACTED]



[REDACTED] on what to focus on or how to teach different levels. Now i know what learning outcomes to target.



in particular, was credited not just for its instructional value but also for generating a sense of enthusiasm and renewed energy among teachers.



education.



Institutional Strengthening

spoke positively about the introduction of and quality assurance tools, which were previously unavailable at the state level. The embedded as consistently highlighted as an asset, enabling better planning and continuous technical support. The institution of periodic assessments via the platform were viewed as



even if the technical side still needs strengthening.



support in getting this off the ground has been crucial



The alignment of tools and initiatives with actual classroom needs is a testament to the contextual relevance of the programme.

Tools Are Making Teaching and Learning Easier

Respondents from all districts confirmed that the tools introduced under particularly the and assessment blueprints have helped simplify instruction and enhance student engagement. observed more structured lessons and greater participation in classrooms using activities.



participate in activities and answer questions.



These improvements in teacher clarity and student interaction suggest early gains in instructional effectiveness.

Strengthening

Teachers consistently reported that tools such as the syllabus and the assessment blueprints gave them much-needed clarity on what to teach and how to evaluate learning. Master trainers noted increased alignment in how schools approached instruction and testing.



pick questions. Now we know what to measure.



Teachers also highlighted a visible shift in student behaviour— learning and willingness to participate.



explain their answers



are widely appreciated for their practical design and relevance to classroom realities. Teachers described how training helped them make the best use of Teacher Handbooks and structured planning tools helped them shift from rote methods to activity-based learning, with many reporting stronger classroom participation.



could directly use what we learnt in class.



Institutional Strengthening

The rollout of and the introduction of regular, structured monitoring through the platform have helped districts gather actionable insights. faculty shared that having a common assessment framework improved the credibility and comparability of school-level data,



we had discovered that we could use to plan remediation. It wasn't just based on



These cross-cutting gains suggest that is not only delivering tools but also

strengthening the system's ability to use them effectively. Teachers are teaching differently, students are responding more actively, and administrators are better equipped to act on evidence.

Tools

Teachers and trainers described the tools as both easy to use and highly practical. In many cases, they were adapted to low-resource contexts using local materials. DRGs and SRGs also reported widespread use of the handbooks in cascade training and follow-up support.



handbook shows us how.



them.



This strong user endorsement across geographies indicates a high level of stakeholder buy-in.

Academic Strengthening

Teachers consistently reported high acceptance of the [redacted], handbooks, and blueprint. Even in resource-constrained settings, teachers were able to adapt activities using locally available materials. [redacted]



well and keeps the class active



Capacity Building

DRGs and SRGs described cascade training as well-received among teachers, especially because they were led by peers and grounded in classroom practice. WhatsApp groups created during the training sessions remain active, and teachers continue to exchange ideas and troubleshoot challenges.



and share what worked in our schools.



Institutional Strengthening

Officials noted that the integration of tools into official planning and monitoring processes has made it easier for officials to use them without requiring parallel systems. There was strong alignment between programme tools and existing workflows.



too—it's become our common reference.



Together, these examples illustrate that the tools, processes, and platforms introduced by have not only reached schools but have been embraced across classroom teachers to department officials.

Adaptability: Tools Are Responsive to Context and Feedback

A standout feature of the programme is its responsiveness. Materials and strategies were iteratively adapted based on field insights. Several [REDACTED] shared examples of activity modifications for multi-grade contexts, or [REDACTED] to clarify use of the blueprints.



[REDACTED]
helped us adapt them.



This iterative responsiveness enhances the usability of tools and increases their likelihood of long-term use.

Academic Strengthening

Teachers and [REDACTED] reported that the [REDACTED] handbooks were adjusted to suit a wide range of classroom settings. For example, trainers adapted activities to suit local materials and adjusted pacing for students with lower reading fluency. The blueprint was also simplified in some areas based on teacher [REDACTED] during assessments.



[REDACTED]
in foundational grades. But the structure helped us do it well.



Capacity Building

Training evolved in response to feedback about time constraints, content overload, and the need for refresher sessions. [REDACTED] groups and peer mentoring emerged organically as responsive strategies to support teachers between formal trainings.



[REDACTED]
content to go slower and clearer.



Institutional Strengthening

██████████ implementation and ██████████ design incorporated district-level feedback. For example, monitoring formats were refined to focus more on pedagogy and less on compliance, making them more meaningful for schools. ██████████ embedded within ██████████ ensured that such adaptations were systematized rather than one-off.



██
and templates. It helped make data more usable.



These adaptive shifts, driven by classroom realities, training room feedback, and experiences from district-level implementation, demonstrate a programme that listens, learns, and evolves with the system it serves.

Ownership: The System Is Co-Owning the Reform

██ but as a reform embedded within the state system. From the embedded ██████████ regular joint planning sessions, the programme is visibly co-led by the government.



██
an external programme anymore.



██████████ results are being used for planning and the ██████████ training curriculum includes ██████████ components, pointing to deeper system absorption.

Academic Strengthening

The learning outcome-based syllabi and assessment blueprints are not parallel innovations; they have been formally adopted by the state and integrated into daily classroom practice through official circulars and cascade trainings. Teachers reported that the support they received made them feel part of a collective reform effort.



_____ will stay.



The _____ cadre is not just delivering training—_____ Several _____ described feeling responsible for helping peers implement _____ tools correctly. Trainers continue to support others through WhatsApp, even outside the official cascade structure, indicating peer-led momentum.



_____, not just a trainee.



Institutional Strengthening

The embedded _____ active collaboration with _____ and efforts to integrate tools like _____ and assessment blueprints into government reporting systems underscore a strong sense of state ownership. The tools are becoming part of how _____ trains, and tracks progress.





Together, these reflections suggest that [REDACTED] is no longer perceived as an external initiative. It is being [REDACTED]—as part of Meghalaya’s own education reform agenda.

Sustainability: Designed for Endurance

[REDACTED] and strong adoption from the State Education Department, the programme is positioned for long-term uptake.



[REDACTED]
bigger for the state.



The state has already invested in printing and distribution of materials, and the inclusion of key components in the [REDACTED] commitment. As implementation deepens, [REDACTED] the potential to evolve from a project to a new norm.

Academic Strengthening

The integration of tools like the [REDACTED] and [REDACTED] into classroom routines, supported by clear state directives, ensures their continued relevance. Teachers report using the handbooks regularly and adapting them creatively in resource-constrained environments.



Capacity Building

Teachers and [REDACTED] to use peer-led support networks, especially WhatsApp groups to troubleshoot and refine implementation. Trainers described a sense of

continued responsibility for quality post-training, and some requested follow-ups and refreshers to sustain momentum.

██████████ reported that teachers have begun sharing lesson plans, activity adaptations, and success stories across districts. This culture of mutual support and ownership has not only increased confidence among first-time adopters but also created a self-sustaining ecosystem for continuous professional development. Some ██████████ also expressed interest in facilitating ██████████ to ensure that enthusiasm is maintained and that best practices are not lost over time.

██████████

The programme's investment in measurement and evaluation has laid the groundwork for long-term system accountability:

- ██████████ state-specific baseline to guide remedial programming.
- ██████████ instruction and evaluation.
- Holistic Progress Cards offer teachers a child-centric tool to track continuous and comprehensive development.
- ██████████ measurement without disrupting teaching cycles.

These tools have been well received by teachers, with multiple ██████████ regular use in classrooms and training sessions. Stakeholders repeatedly highlighted that these tools are quickly becoming embedded in the day-to-day culture of schools and training institutions with little external reinforcement

Taken together, these trends suggest that ██████████ but increasingly self-sustaining. With institutional mechanisms in place, behavioural momentum among educators, and state policy support, the programme is well-positioned to drive long-term, system-wide transformation.

Bringing It Together: Signs of a System Ready to Transform

██████████ relevance, Effectiveness, Acceptability, Adaptability, Ownership, and Sustainability, ██████████ capacities, and aspirations of Meghalaya's school ecosystem. The programme is grounded in local realities, widely accepted by its users, and designed for iterative improvement. ██████████ and trainers not only understand the ██████████ them, advocating for them, and embedding them into everyday practice.

The strength of [REDACTED] not in a single intervention, but in the coherence of its design and the consistency of its uptake. Tools are used because they work. Trainings are retained because they matter. Institutional support is operational, financial, and growing. This alignment across actors and levels is rare and meaningful.

[REDACTED] but it is already moving from programme to platform, from implementation to ownership. With continued support, it holds the potential to not only [REDACTED] education [REDACTED] how embedded, equity-driven reform can be done at scale. With institutional mechanisms in place, behavioural momentum among educators, and state policy support, the programme is well-positioned to drive long-term, system-wide transformation.

[REDACTED]
[REDACTED]
reform strategy rooted in the lived realities of teachers, learners, and state institutions. In [REDACTED] has evolved from a pilot to a structural intervention co-owned by the state education machinery - demonstrating agility and depth. With tools in daily use and strong demand for more, educators across districts report a palpable shift in teaching and learning

What makes the programme distinctive is not just its architecture, but the extent to which it has been co-developed with the system. Stakeholders across levels have expressed confidence in the tools, the approach, and the support ecosystem built around them. From the co-creation of a learning outcome-aligned syllabus and structured assessment tools to the launch of the state's first [REDACTED] and statewide deployment of the [REDACTED] is already laying the foundation for a shift from rote-learning to experiential-learning focused education system.

However, the programme remains early in its lifecycle and resource constraints limit its full potential. [REDACTED] and frontline educators consistently call for enhanced logistic, personnel and institutional support to deepen impact and ensure equitable access. For instance, additional training sessions and wider circulation of printed learning materials. Further, new interventions such as the [REDACTED] still being rolled out and require support as they scale.



[REDACTED]
implementation of any novel introductions to the curriculum and teaching
[REDACTED]



By addressing the gaps outlined below such as refresher training sessions, universal print coverage and robust, statewide monitoring systems, M-CSTP can transition from a high-potential programme to a new and better system of education.

Pillar			
Academic Strengthening	Print Material	Shortfalls in printed copies of teacher handbooks, modules on	Ensure full coverage across districts
Capacity Building		Cascade fatigue due to insufficient training sessions; non-pilot schools untrained	Scale-up refresher trainings for 8,000+ teachers
Institutional Strengthening	Continuity	Continued support and resource allocation	Multi-year inclusion & integration of and
			survey and NAS readiness workshops
		use from digital tools for timely, targeted interventions	Strengthen integration and utilization of with remedial action planning

These strategic investments represent more than just financial inputs, they are critical enablers of transformative institutional change.

Such investments will also

institutionalize the behavioral shift and systemic adaptations that are essential for long-term, sustainable reform.

With sustained and adequate support, the already proven and scalable [REDACTED] model could be further strengthened and embedded within the system. Empowering the initiative to extend its reach across all [REDACTED]

[REDACTED] Through systemic expansion of the program, [REDACTED] model of how contextual conscientiousness, data-driven planning, and pedagogical innovation can come together to build a robust, equitable public education system that truly delivers for its learners - [REDACTED]



OUTLINE
India