



Abhyudaya
Global Village School

IMPACT REPORT

2025 – 26

What Your Support Made Possible

Prepared for: Birewar Foundation

In gratitude for your partnership in the year 2025–26

A Vikalpa – Society for Sustainable Development Initiative

A NOTE OF GRATITUDE

When you chose to support Abhyudaya Global Village School in 2025, you did not simply fund an institution. You became a co-creator of something rare — a living space where children from rural Maharashtra are learning to think, create, question, and lead.

This report is our way of sharing what that support has made possible. Not as an accounting of expenditure, but as a window into what changed — in classrooms, in teachers, in children — because you chose to walk alongside us.

THE SCHOOL AT A GLANCE — 2025–26

340+

Students from 23 Villages

30+

Residential Children

25+

Aacharyas (Educators)

60+

Local Community Members Employed

15+

Years of Continuous Operation



Abhyudaya Global Village School

Our students come from 23 villages spread across the region. Many are first-generation learners whose parents have never had access to education of this quality. The school operates in three languages — Marathi, Hindi, and English — ensuring no child is made to feel foreign in their own classroom.

~50/50 girl-to-boy ratio maintained across the school.

Zero coercion, zero shouting — discipline through mutual respect.

YOUR CONTRIBUTION — HOW IT WAS USED

Birewar Foundation's support of ₹12,00,000 in 2025–26 was directed entirely towards operational expenses — the costs that keep the school running every single day.

Your contribution of ₹12,00,000 sustained 8 Aacharyas through the year.

It covered their monthly remuneration, supplies for curriculum development, and the educational programmes and modules running across the school.

Every module you have read about in this report — Agriculture, Wood Workshop, Art & Music, Kho-Kho, the Circular Economy, LOTUS, Anand Jatra — was made possible because these educators were present, supported, and free to do their best work.

WHAT YOUR SUPPORT MADE POSSIBLE

Your contribution in 2025–26 was directed towards educator remuneration, curriculum development, and teacher training. Here is what unfolded as a result.

1. Aacharyas Trained — Not Just to Teach, But to Create

The most significant shift this year was in how our educators understand their own role. With stable support for their remuneration, our Aacharyas could step fully into the work — not worrying about whether they would be paid, but focusing on how they could grow.

Training this year was structured across two dimensions:

- Module execution — how to facilitate Agriculture, Business, Art & Music, Kho-Kho, Kabaddi, and Wood Workshop sessions with purpose and depth
- Content creation — how to develop original learning materials grounded in the child's own language and cultural context



This is a distinction that matters deeply to us. A teacher who can only deliver someone else's content is always dependent. A teacher who can create becomes a source. Our Acharyas are becoming sources.

2. Our Own Curriculum — Designed Here, for Here

For the first time, AGVS has a curriculum that is fully its own. It did not come from a published textbook or an urban education framework. It came from our Acharyas, from the children, and from fifteen years of learning what works in a rural setting.

The AGVS curriculum is:

- Trilingual — developed in Marathi, Hindi, and English simultaneously
- Rooted — anchored in the cultural and ecological context of rural Maharashtra
- Module-based — structured around interest-led learning units, not rote memorisation
- Child-driven — designed around the Panchkosh Vikas framework for whole-child development

What this means in practice: a child in the Agriculture module is not just learning about farming. They are working the land, recording observations, solving real problems, and connecting their work to mathematics, language, and economics — all within a single experience.

The curriculum also structures children into four developmental learning groups — Aadhar, Jigyasa, Anubhav, and Lakshya — each designed to meet the child where they are and take them further.

3. Modules Running — Learning as a Way of Life

The following modules were actively running on campus in 2025–26, each facilitated by trained Acharyas with original content:

- Agriculture — children work real plots, understand seasons, soil, and sustainable farming
- Business & Financial Literacy — through an internal 'Learning Unit' economy, children learn to earn, save, invest, and transact
- Kho-Kho & Kabaddi — traditional Indian sports taught with coaching rigour and team discipline
- Art & Music — expression as a core competency, not an extracurricular
- Wood Workshop — children work with tools and timber, and the work is real: this year they made shoe racks for the entire school and cloth stands for the hostel. They are identifying and addressing the small, genuine needs of the campus — which is exactly the point

The Circular Economy — Children Living What They Learn



One of the most distinctive aspects of the AGVS campus is that sustainability is not a subject here — it is the way the school runs. Children experience a working circular economy every day: biogas generated from campus waste feeds the kitchen; an oil mill processes locally grown crops; solar energy powers the campus.

This year, our children did not just experience this system — they understood it deeply enough to build a model of it. That model was recognised at the district level, going on to represent the school in the district science exhibition. A rural school child explaining energy flows, waste cycles, and interdependence — not from a textbook, but from daily life.

A standout story from this year: a student who runs Gronex, a mushroom farming enterprise on campus, has chosen to stay at AGVS even after completing Class 10. This is perhaps the most honest measure of what the school has built — a child who does not want to leave, not out of dependency, but out of belonging and purpose.

4. Localised Indic Content — The Language of the Child

One of the most meaningful outcomes of 2025–26 was the creation of original Indic learning content by our own Aacharyas. This is rare in Indian education — most rural schools use content developed far from the communities they serve.

Our Aacharyas have developed materials in Marathi and Hindi that:

- Use vocabulary and metaphors familiar to rural children
- Draw on local stories, agricultural cycles, and community knowledge
- Integrate English gradually and meaningfully, without marginalising the child's mother tongue
- Support children who have multiple languages as part of their daily life

We have shared a sample of this Indic content alongside this report. We offer it not as a showcase, but as a glimpse — into the classroom, into the work our Aacharyas are doing, and into what becomes possible when educators are supported well enough to create.

COMMUNITY IMPACT — BEYOND THE CLASSROOM

AGVS has always believed that a school must be of its community, not merely in it. In 2025–26, more than 60 local villagers found meaningful employment through the school and its campus units — as support staff, kitchen workers, farmers, caretakers, and skilled workers.

This is not incidental. It is part of how we understand our role. When a school employs the parents and neighbours of the children it teaches, it becomes something more than an institution — it becomes a centre of community life.



"I earn a lot as a government teacher, but my wish is to one day work in AGVS, even if it is as supporting staff."

— Mr. Deepak Nare, government teacher and parent of two AGVS students

LOTUS — THE HEART OF AGVS

In November 2025, AGVS launched LOTUS — and it is not simply a new programme. It is, in many ways, the clearest expression of what AGVS has always been working towards.

LOTUS children do not learn in conventional classrooms. They learn through projects and experiences — real ones, with real outcomes. They are being trained to become self-learners: children who can identify what they want to know, find ways to learn it, and apply that learning to something meaningful.

Our aspiration: that one day, the entire school becomes LOTUS.

Every child at AGVS, learning not because they were told to, but because they chose to.

LOTUS is where that future is being practised today.

LOTUS is not a pilot or an experiment at the margins of the school. It is the core — the direction in which all of AGVS is slowly, deliberately moving. Watching it take shape this year has confirmed what we have always believed: that children, when given the right environment and the right trust, will astonish you.

CHARACTER BUILDING — THE OLDEST PURPOSE, RENEWED

Character has always been at the centre of what AGVS does. From the beginning, the school has believed that education without character formation is incomplete — that a child who can solve equations but cannot treat others with fairness or take responsibility for their actions has not truly been educated.

This year, that focus has been given new structure and new language through two systems woven into daily school life: the Learning Unit economy, and Karma.

Learning Units — the school's internal currency — teach children that effort, honesty, and contribution have real value.

Karma — a system that makes the consequences of one's actions visible and tangible, building accountability as a lived experience, not a rule enforced from outside.



Together, these two systems have given the school's longstanding commitment to character a concrete, daily rhythm. Children are not told to be honest or responsible — they experience, every day, what it means to live that way. That is the difference between character instruction and character formation.

ANAND JATRA — WHEN CHILDREN BECOME RESEARCHERS

This year, AGVS organised Anand Jatra — a celebration that went far beyond a school fair. Our children did not simply set up stalls and sell things. They researched. Deeply.

Each child or group chose what they wanted to make or offer, and then went into the process of understanding it fully — its origins, its craft, its economics, its cultural meaning. They asked questions no one had asked them to ask. They found answers through observation, conversation, and experimentation. And then they brought what they had learned into the fair — not just as products, but as understanding.

Anand Jatra was not a business event with some learning attached.

It was a research experience that happened to result in real transactions — with real money, real exchange, and real accountability.

This is what the Business module and the Learning Unit economy make possible at AGVS — not simulated learning, but real doing, with genuine stakes and genuine pride in the outcome.

ALUMNI — THE LONGEST MEASURE OF IMPACT

The truest test of any school is what happens to its students after they leave. Our alumni return — not because they are asked to, but because they feel a connection to the school that shaped them.

- They come back to share their learning with current students
- They maintain relationships with their Acharyas long after graduation
- Ved, a first-generation entrepreneur from an early batch, now runs a small business in his village — confidently and independently

These are not dramatic success stories. They are quiet, dignified outcomes — which is exactly what transformative education should produce.



LOOKING AHEAD — 2026–27

As we complete 16 years of operation in June 2026, we carry forward what this year has built. The curriculum is now ours. The Aacharyas are creators, not just deliverers. LOTUS has begun. Anand Jatra has shown us what children are capable of when they are trusted with real work.

The work ahead is to deepen — not expand for its own sake, but to go further into what makes AGVS what it is. Stronger content, better-supported educators, a residential campus that serves children with care, and a community that continues to be part of everything we do.

IN CLOSING

The ancient gurukul did not survive because it marketed itself well. It survived because the community understood its worth and chose to sustain it. That is the tradition we are part of. And that is the tradition you have joined.

We are grateful — not in a transactional sense, but in the deeper sense of knowing that this work would not be what it is without the people who choose to stand behind it.

We warmly invite you to visit Bawangaon.

Nothing we write here can replace what you would feel standing in a classroom at AGVS, watching a child explain something they discovered themselves.

With deep gratitude,

Sachin Deshpande & Bhagyashree Deshpande

Abhyudaya Global Village School, Bawangaon

On behalf of Vikalpa – Society for Sustainable Development