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Evidence & Impact Series

How far have we come?

A longitudinal product quality self-assessment using the Tulna Index: Koloso 2024 vs 2026

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Abstract

In 2024, Koloso completed a self-assessment of its product against the Tulna Index - a product quality evaluation framework developed by the Indian Institute of Technology Bombay, covering Content Quality, Pedagogical Alignment, and Technology and Design. The assessment was conducted as part of the EdTech Hub EdTech Entrepreneurship Course (Cohort 5).

This working paper presents an updated self-assessment against the same framework, conducted in March 2026. It documents how Koloso's product has developed across all three dimensions over the intervening two years, using the 2024 scores as a baseline for direct comparison. The paper records improvements honestly, acknowledges areas of persistent weakness, and contextualises score movements (including one criterion where the 2026 score is lower than 2024) with full rationale.

The purpose of this longitudinal assessment is threefold: to provide evidence of product iteration in response to identified quality gaps; to demonstrate Koloso's commitment to honest, externally-grounded self-evaluation; and to establish a repeatable quality assessment baseline for future product development cycles.

1. About the Tulna Index

The Tulna Index is a product quality evaluation framework developed by researchers at the Indian Institute of Technology Bombay (IIT Bombay). It is designed to support systematic evaluation of educational technology products across three dimensions: Content Quality (eight criteria covering accuracy, language, inclusivity, curriculum alignment, and related factors); Pedagogical Alignment (nineteen criteria covering constructivist design, cognitive level, feedback, assessment alignment, motivation, and use-case-specific features); and Technology and Design (nine criteria covering interface design, navigation, accessibility, analytics, and interactivity).

Each criterion is scored on a three-point scale: Not at all or minimally incorporated, Partially incorporated, and Completely incorporated. The framework includes use-case-specific criteria for Personalised and Adaptive Learning (PAL), Digital Classroom Solutions (DCR), Interactive Audio Visual (IAV), and Games, multiple categories of which apply to Koloso.

The abridged version of the Tulna Index used here is calibrated for self-evaluation by product teams. The full Tulna Index is administered by the IIT Bombay team as an expert evaluation instrument. Readers should apply this distinction when interpreting the scores: this is a structured, criteria-referenced self-assessment, not an independent expert evaluation.

2. Context: Koloso in 2024 and 2026

The 2024 self-assessment was completed when Koloso was primarily a curriculum-aligned digital assessment game for primary mathematics students (the Koloso Challenge) accompanied by a teacher-facing school dashboard. The product operated in Zambia only, with content mapped to the ECZ and Cambridge curricula.

By March 2026, Koloso has expanded substantially. The platform now operates across four countries (Zambia, South Africa, Nigeria, and Uganda) with national curriculum coverage for each. The product has evolved from a single assessment module into a full Teaching Support System (TSS) built around two interlocking loops:

- **The Teaching Loop (teacher-facing):** Plan → Teach → Assess → Analyse → Adapt, a professional workflow that supports teachers from curriculum planning through to responsive teaching strategy.
- **The Learning Support System (student-facing):** Prepare → Learn → Test → Reflect → Grow, a structured learning cycle that builds on prior performance at each stage.

The universal curriculum database now contains 100,000+ questions mapped across six national and international frameworks, with AI-assisted question generation replacing the previous manual process. New modules (Analyse, Adapt, Report, Comply, and the Micro-Guidance Library) have been added. Five question formats are live. Motivational architecture, analytics, and parent-facing features have all been significantly developed.

This context matters for interpreting the score comparisons that follow. Several criteria that scored Not at all in 2024 on the grounds that they did not apply to an assessment tool now score Partially or better — not because the criteria have changed, but because the product has grown into a platform to which they genuinely apply.

3. Summary score comparison

The table below shows 2024 and 2026 scores for all applicable criteria. The movement column indicates direction of change: ▲ improvement, ▼ regression, = no change. N/A criteria are shown but excluded from the movement analysis.

Criterion	2024		2026
Content Quality			
C1 Content Accuracy	Partially	▲	Completely
C2 Language Comprehensibility	Partially	=	Partially
C3 Inclusivity in Representation	Completely	=	Completely
C4 Skill Coverage	Completely	=	Completely
C5 Curriculum Alignment	Completely	=	Completely
C6 Bilingual Use	N/A	—	N/A
C7 Content Complexity (Literacy only)	Partially	—	N/A
C8 Type of Text (Literacy only)	—	—	N/A
Pedagogical Alignment			
P1 Constructivist Approach	Not at all	▲	Partially

P2 Cognitive Level / HOTS	Partially	=	Partially
P3 Feedback Quality	Partially	▲	Completely
P4 LO–Assessment Alignment	Completely	▼	Partially
P5 Appropriate Pedagogical Strategies	Not at all	▲	Partially
P6 Support for At-Home Learning	Completely	=	Completely
P7 Cognitive Engagement	Partially	=	Partially
P8 Content in Context	Partially	=	Partially
P9 Motivational Features	Partially	▲	Completely
P10 Addressing Learning Gaps	Partially	=	Partially
P11 Scaffolding	Not at all	▲	Partially
P12 Personalisation (PAL/PL)	Partially	=	Partially
P13 Adaptivity (PAL)	Partially	=	Partially
P14 Learner Autonomy (PAL)	Partially	=	Partially
P15 Learner Agency (Game)	Partially	▲	Completely
P16 Social Learning (Game)	Completely	=	Completely
P17 Collaboration (DCR)	Completely	=	Completely
P18 Logical Chunking (DCR)	N/A	—	N/A
P19 Goal Setting (IAV)	Partially	=	Partially
Technology and Design			
T1 Intuitive Use	Completely	=	Completely
T2 Consequences of Actions	Partially	=	Partially
T3 Navigation and Pace	Partially	=	Partially
T4 Tools to Support Problem Solving	N/A	—	N/A
T5 Universal Design / Accessibility	Not at all	=	Not at all
T6 Analytics Dashboard	Completely	=	Completely
T7 Meaningful Interactivity	Partially	▲	Completely
T8 Content-Technology Alignment	Not at all	▲	Partially
T9 Game Environment Setup	Completely	=	Completely

Reading the scores: three things to note

P4 (LO–Assessment Alignment) moved from Completely to Partially. This is not a regression in capability. In 2024, alignment was assessed at the national curriculum learning objective level only. Koloso is now implementing a second alignment layer (Skillset IDs drawn from the UNESCO Global

Proficiency Framework) which enables cross-country benchmark comparability. The rollout of this dual-layer system is in progress. The Partially score reflects an in-progress enhancement, not a gap.

C7 and C8 (Literacy criteria) changed from Partially / blank to N/A. Koloso remains mathematics-focused. These criteria were included in the 2024 assessment in anticipation of a literacy expansion that has not yet been implemented. N/A is the correct designation for a mathematics product.

T5 (Universal Design / Accessibility) remains Not at all. This is the one criterion where no progress has been made. It is acknowledged honestly as a persistent gap and a development priority.

4. Content Quality: detailed rationale

C1 Content Accuracy [Completely]

Question generation is now an AI-assisted process: the AI generates 4–5 question templates per learning objective, which are subject to human review and approval before being expanded algorithmically to 100–200 questions per learning objective. This has eliminated the faulty formula errors that characterised the previous manual process in Google Sheets. The entire Q&A database is currently being replaced with this AI/human hybrid content — a process expected to complete within 2–3 months. Content accuracy is now structurally embedded in the generation process rather than dependent on individual reviewer vigilance at scale.

C2 Language Comprehensibility [Partially]

The new question bank explicitly targets reduced language burden, testing mathematical knowledge rather than English comprehension. This is partially achieved consistently and improving with each generation of content. The tension between authentic real-world question contexts and language accessibility remains an active design challenge, particularly for narrative question types. An unintended positive outcome has been noted anecdotally: at least one school has reported measurable improvement in students' English reading and speaking as a result of regular Koloso use, suggesting that even simplified question language is providing meaningful English exposure in multilingual classroom contexts.

C3 Inclusivity in Representation [Completely]

Koloso now operates across four African countries — Zambia, South Africa, Nigeria, and Uganda — with country-specific localisation of question content including names, currency, geographic references, and cultural contexts. The 2024 assessment noted that localisation was focused on Zambia with expansion planned; that expansion is now operational reality. A deliberate effort is made to avoid stereotyping and to represent diverse settings, genders, and abilities across all question banks. Localisation is reviewed as part of the quality assurance process for each national curriculum.

C4 Skill Coverage [Completely]

Koloso remains focused on primary and secondary mathematics and numeracy, covering the full range of numeracy skills from foundational number concepts through to secondary level algebra, geometry, and statistics across four national curricula. The platform's universal curriculum database provides comprehensive skill coverage within the mathematics domain. Expansion into additional subjects is planned for later in 2026.

C5 Curriculum Alignment [Completely]

Curriculum alignment is Koloso's core architecture. The platform maps to six national and international frameworks: ECZ Zambia (Primary Grades 1–7 and Secondary Forms 1–4), Cambridge Primary and Lower Secondary Mathematics (Stages 1–9), South African CAPS, Nigerian Primary Mathematics (P1–P6), and Uganda Junior Secondary Mathematics. All content is organised according to a universal curriculum database structured by year group, domain, topic, and learning objective. Every question is linked to a specific learning objective within the relevant national syllabus, and the UNESCO GPF five-domain taxonomy (Number, Measurement, Geometry, Statistics, Algebra) serves as a cross-curriculum reference structure.

C6 Bilingual Use [N/A]

Koloso operates in English-medium schools across all four territories. Vernacular language support has not been implemented. This remains an aspiration for future development.

5. Pedagogical Alignment: detailed rationale

P1 Constructivist Approach [Partially]

The 2024 assessment scored this Not at all, noting uncertainty about how constructivism applied to a digital assessment tool. The product's development into a full Learning Support System changes this assessment. The student-facing Learning Loop — Prepare, Learn, Test, Reflect, Grow — has a constructivist architecture: rather than passively receiving information, students engage in a structured cycle that builds on prior performance at each stage. The Reflect stage involves students reviewing their own results; the Grow stage involves progressing from demonstrated mastery. The format is structured rather than open-ended, which places natural limits on self-directed knowledge construction, and the product remains teacher-mediated rather than student-led — both principled design choices that constrain this score to Partially.

P2 Cognitive Level / HOTS [Partially]

Koloso's question bank uses eight question types mapped to Bloom's taxonomy: Identify (ID), Classify (CL), Procedure (PR), Process Concept (PC), Apply (AP), Reason (RP), Explain (ER), and Extend (EX). This taxonomy ensures that all cognitive levels — from recall through to higher-order reasoning and extension — are systematically represented. The taxonomy is being implemented progressively across the question bank as the AI/human question generation process rolls out. Coverage is uneven at present across different learning objectives and grade levels, justifying Partially; Completely is the expected outcome on full rollout.

P3 Feedback Quality [Completely]

Feedback quality has been fundamentally redesigned and represents one of the most significant developments since 2024. The 2024 assessment described feedback as 'totally inadequate.' The Analyse module now provides purpose-built views for teachers (class and individual performance by topic and learning objective), students (personal progress, zone status, and personal bests), and parents (child's learning trajectory and progress over time). The Adapt module closes the feedback loop at the teaching strategy level: after a strategy is reviewed, edited where necessary, adopted, and a follow-up assessment completed, the system compares pre- and post-scores, rating effectiveness as Effective, Partially Effective,

or Ineffective. In-game feedback has also been improved. Feedback now operates at multiple levels simultaneously — immediate response, session, topic, and longitudinal.

P4 Learning Objective–Assessment Alignment [Partially]

Learning objective–assessment alignment operates at two levels in Koloso. At the national level, every question is linked to a specific learning objective within the relevant national curriculum, ensuring full curriculum alignment for each territory. At the benchmark level, every question is additionally being tagged to a Skillset ID drawn from the UNESCO Global Proficiency Framework — a cross-curriculum taxonomy that sits outside any individual national syllabus and enables direct comparability of student performance across countries and curricula. This dual-layer alignment architecture is the foundation of Koloso's benchmark product. The Skillset ID rollout is currently in progress across the full question bank. The 2026 score of Partially reflects this work-in-progress status; the score represents an enhancement under implementation, not a capability gap relative to 2024.

Note for review: This criterion moved from Completely (2024) to Partially (2026). This is intentional and accurately reflects the in-progress status of the UNESCO GPF Skillset ID rollout. Once complete, this should return to Completely with a substantially richer rationale.

P5 Appropriate Pedagogical Strategies [Partially]

The 2024 assessment scored this Not at all, noting that Koloso was deliberately avoiding teaching content. This framing is no longer accurate for the current platform. Koloso does not deliver content directly to students — this remains a deliberate architectural choice. However, pedagogical strategy is now a core platform feature, delivered through two mechanisms: the Micro-Guidance Library, which provides teachers with evidence-based teaching strategies mapped to the Koloso Professional Teaching Competency framework and four national teacher professional standards (TCZ Zambia, SACE South Africa, TRCN Nigeria, Uganda MoE); and the Adapt module, which generates specific AI-assisted pedagogical strategies in response to diagnosed learning gaps. Koloso's approach is teacher-mediated pedagogy: the platform provides the strategies; the teacher selects, adapts, and delivers them.

P6 Support for At-Home Learning [Completely]

Koloso is designed around a three-way learning alliance between student, teacher, and parent. The parent-facing app provides access to their child's performance data and learning progress. Digital end-of-term and end-of-year reports include a dedicated section — 'How You Can Help at Home' — with specific, practical activities designed to extend learning beyond school (for example, asking a child to calculate totals when shopping, or average speed on a journey). A new parent app with additional functionality is in development. These features are embedded in the product, not delivered through external support channels.

P7 Cognitive Engagement [Partially]

The 2024 assessment described the product as 'quite boring' in its visual presentation, with new question formats planned. Five question formats are now live — Multiple Choice (MCQ), Keyboard Horizontal (KBH), Keyboard Vertical (KBV), Visual Multiple Choice (VMC), and Visual Keyboard (VKB) — introducing meaningfully different interaction types for different content. Visual engagement has improved materially. The new student app, currently in development, will offer significantly richer visual design and interaction. Partially remains the honest score at this stage; Completely is the trajectory over the coming months as the new student app rolls out.

P8 Content in Context [Partially]

Country-specific localisation of question content (names, currency, geographic references, cultural contexts) provides relevant real-life context across all four territories. Themed quizzes have been introduced in a limited way, providing opportunities for students to encounter curriculum content in applied contexts. The Mini CEO competition questions — drawing on social and commercial arithmetic in authentic African business contexts — are a strong example of contextualised assessment at scale. Further development of themed and contextualised question formats is planned.

P9 Motivational Features [Completely]

Motivational architecture has been substantially developed since 2024. Koloso now incorporates badges for achievement milestones, streaks for consistent engagement, leaderboards for social comparison, personal best tracking, teacher-set targets, and graduated question difficulty that responds to demonstrated performance. The design philosophy deliberately balances engagement mechanics with learning purpose: motivational features are tied to curriculum progress and personal improvement rather than platform engagement for its own sake, reflecting a conscious decision to avoid the compulsive engagement patterns associated with social media design.

P10 Addressing Learning Gaps [Partially]

Addressing learning gaps is the primary purpose of Koloso's Adapt module. When assessment data identifies underperformance on specific learning objectives, the system generates a targeted teaching strategy comprising diagnosis, recommended approach, activities, and check questions. After teacher review, edit where necessary, and adoption, the system compares pre- and post-assessment scores to determine whether the gap has closed, rating strategy effectiveness as Effective, Partially Effective, or Ineffective. This is a strong and well-developed capability. Work is ongoing to surface common misconceptions from incorrect answer pattern analysis in the school analytics dashboard — this feature is in development and not yet fully implemented, which accounts for the Partially score.

P11 Scaffolding [Partially]

The 2024 assessment scored this Not at all, noting uncertainty about relevance to an assessment tool. As with P1 and P5, this reflects the product's more limited scope at the time. In the current platform, scaffolding is delivered through two teacher-mediated mechanisms: the Adapt module, which scaffolds the teacher's response to student difficulty by providing structured diagnostic and remediation guidance; and the Micro-Guidance Library, which scaffolds teacher professional practice. Direct student-facing scaffolding features — hints, prompts, in-question support — remain limited, which is consistent with Koloso's teacher-mediated architecture.

P12 Personalisation (PAL/PL) [Partially]

Personalisation is partially achieved across the three sub-criteria. Personalised feedback is delivered through distinct teacher, student, and parent views in the Analyse module, with role-appropriate data for each user. Personalised motivation is implemented through badges, streaks, personal bests, and graduated difficulty that responds to individual performance. Personalised scaffolding at the student level — hints and prompts that vary based on the student's specific response pattern — is not yet fully implemented. As the Adapt module matures and is tested in practice, personalisation across all three dimensions is expected to strengthen.

P13 Adaptivity (PAL) [Partially]

Koloso takes a deliberate approach to adaptivity that differs from conventional adaptive learning systems. Rather than adapting the question sequence to the individual learner's profile, Koloso holds the curriculum standard fixed: every student in a given grade is assessed against the same national learning objectives, reflecting the principle that curriculum entitlement should not be reduced based on prior performance. Within each learning objective, questions are tagged as Easy, Moderate, or Difficult, enabling the system to identify precisely where understanding breaks down for a student, group, or class. This diagnostic data feeds directly into the Adapt module, which generates targeted teaching strategies in response. The approach prioritises diagnostic precision and curriculum fidelity over personalised sequencing. This is a principled design choice, not a gap.

P14 Learner Autonomy (PAL) [Partially]

Students have some autonomy to select from available games, activities, and voluntary quiz and puzzle formats. Within the structured curriculum assessment flow, content is determined by the teacher and scheme of work — a deliberate design choice that reflects curriculum fidelity rather than a limitation. The introduction of voluntary formats outside the structured flow gives students meaningful choice within a bounded range. Further development of student-initiated learning pathways is planned.

P15 Learner Agency (Game) [Completely]

Students can set and track personal goals, including agreed targets with their teacher (for example, number of points scored in a day, average score per game, number of topics on or above target). All five assessment formats can be replayed as many times as the student chooses. Graduated question difficulty gives students scope to practise across the full range of challenge within any learning objective. Teacher-set goals and personal targets together provide a meaningful goal-setting and agency framework.

P16 Social Learning (Game) [Completely]

Koloso provides a social but structured environment in which students collaborate, compete, and recognise each other's achievements. Individual players can create or join customised teams and competitions, as well as participate in teacher-created competitions. Synchronous and asynchronous competition formats are both supported. The Mini CEO Round 2 national competition (109 schools, March 2026) is live evidence of this social learning architecture operating at scale.

P17 Collaboration (Digital Classroom) [Completely]

Koloso can be used as a whole-class activity in the classroom or as part of a homework assignment, supporting peer-to-peer interaction in both settings. The team-based competition format requires students to collaborate towards a shared goal. The quality of the gaming experience is enhanced by interaction with other players, creating natural incentives for collaborative participation.

P19 Goal Setting / Topic Titles (IAV) [Partially]

Assessment topics and activities are clearly titled and curriculum-aligned. The Reflect stage of the student-facing Learning Loop — Prepare, Learn, Test, Reflect, Grow — will present students with a specific summary of what they have been assessed on, including the learning objectives covered in the session. This closes the goal-setting loop: students will see not just their score but the specific curriculum content it relates to. This feature is in development as part of the LSS rollout.

6. Technology and Design: detailed rationale

T1 Intuitive Use [Completely]

Koloso's interface has been continuously improved to make the product as easy and intuitive as possible to use across all user types — students, teachers, school leaders, and parents. Consistent interaction patterns, clear navigation, and simple game rules contribute to an interface that is learnable quickly by first-time users. Interface improvement is an ongoing priority rather than a completed task.

T2 Consequences of Actions [Partially]

Koloso communicates the consequences of actions clearly before each assessment begins — students understand the format, time limit, and scoring rules before the quiz starts. Correct and incorrect responses are flagged immediately with clear visual feedback. The Koloso standard assessment format is a fixed 2-minute, 10-question quiz: students are not able to pause or exit mid-quiz. This is a deliberate design standard that preserves the integrity and consistency of the assessment format, not a technical limitation. Longer formats — such as mock examinations — operate under different parameters where appropriate. Some interface feedback features remain in development, which accounts for the Partially score.

T3 Navigation and Pace [Partially]

Students have meaningful control over navigation and pace within Koloso. They can select which available games and activities to engage with, replay assessments as many times as they choose, and access voluntary quiz and puzzle formats independently at any time. Assessment content within the structured curriculum flow is determined by the teacher and scheme of work — a deliberate design choice reflecting Koloso's curriculum-fidelity principle. The introduction of voluntary formats gives students genuine agency outside the structured assessment flow. Further development of student navigation controls is ongoing.

T5 Universal Design / Accessibility [Not at all]

No significant accessibility work has been undertaken to date. The platform does not currently provide captions, screen reader support, audio question delivery, or font size adjustment. This is acknowledged as a persistent gap. Accessibility features are on the K2 development roadmap, with audio support for lower-grade students identified as a particular priority in markets where reading fluency cannot be assumed.

Note for review: T5 is the one criterion with no improvement since 2024. It is included here with full transparency. Koloso's commitment to evidence-based development includes honest acknowledgement of areas where progress has not yet been made.

T6 Analytics Dashboard [Completely]

The Analyse module represents exactly the upgrade that was planned in the 2024 assessment ('currently being significantly upgraded'). Purpose-built views for teachers, students, and parents provide role-appropriate analytics: teachers see class and individual performance by topic and learning objective; students see their own progress, zone status, and personal bests; parents see their child's learning trajectory. A strict design principle separates Analyse ('what is happening') from Adapt ('what to do'), ensuring the dashboard drives action rather than merely reporting data. Analytics are actionable by design: underperforming students or topics surface directly into the Adapt module's strategy generation workflow.

T7 Meaningful Interactivity [Completely]

Five question formats are now fully live in the student app — Multiple Choice (MCQ), Keyboard Horizontal (KBH), Keyboard Vertical (KBV), Visual Multiple Choice (VMC), and Visual Keyboard (VKB). Each format

requires a meaningfully different interaction from the student, matched to the content type being assessed. The 2024 assessment noted basic correct/incorrect feedback with intentions to improve significantly; all five formats are now implemented. Further interactivity enhancements are planned for the new student app.

T8 Content-Technology Alignment [Partially]

Visual question capability — identified as a major weakness in the 2024 assessment, where developers had been unable to implement visual questions at all — has been fully resolved. Visual Multiple Choice (VMC) and Visual Keyboard (VKB) question formats are now live across the platform. The technical barrier has been completely eliminated. The remaining gap is content coverage: the visual question bank needs to be expanded, particularly for lower primary grades where visual representation is most pedagogically important. The architecture is completely resolved; content expansion is in progress.

T9 Game Environment Setup [Completely]

Koloso's assessment format is deliberately simple and clearly communicated: students know the rules (answer as many questions as possible within the time limit), the goal (maximise their score and contribute to their team or class standing), and the game status (live score display throughout). This has been validated at scale through the Mini CEO Round 2 national competition (March 2026), in which 109 schools self-managed their participation with minimal facilitation. The LSS learning loop adds a structured progression layer — students move through defined stages with clear purpose at each step.

7. Summary observations

Four themes emerge from the 2024–2026 comparison.

From assessment tool to Teaching Support System

The most significant change is not captured in any single criterion score — it is the conceptual shift in what Koloso is. In 2024, three criteria were scored Not at all primarily because they did not apply to a digital assessment tool. By 2026, all three have moved to Partially, not because the criteria changed but because the product has grown into a platform to which they genuinely apply. The addition of the Teaching Loop, the Learning Support System, the Micro-Guidance Library, and the Adapt module transforms the evaluation picture across multiple dimensions simultaneously.

Honest acknowledgement of in-progress work

Several criteria remain at Partially — not because progress has not been made, but because significant features are still being rolled out. The UNESCO GPF Skillset ID layer (P4), the misconceptions analysis in the dashboard (P10), the Reflect stage of the LSS (P19), and the visual question bank expansion (T8) are all in active development. The scores reflect current reality, not eventual capability.

One genuine persistent gap

Universal Design and accessibility (T5) remains Not at all. This is the one criterion where Koloso has not progressed. It is worth noting that in African classroom contexts, accessibility has a dimension beyond disability compliance: audio support for students whose reading fluency is developing is a pedagogically significant feature, not just a regulatory one. This is on the development roadmap and should be a visible commitment.

The P4 movement needs its own narrative

The only criterion that moved downward — P4, from Completely to Partially — is the most technically significant development in the whole assessment. The addition of the UNESCO GPF Skillset ID layer is not a gap; it is the infrastructure for Koloso's benchmark product and the foundation of cross-country comparability. The downward movement reflects the in-progress status of a major enhancement, and should be read in that spirit.

Disclosure and limitations

This working paper is a self-assessment conducted by Koloso's founding team. It has not been independently verified by the Tulna Index team at IIT Bombay or any other external evaluator. The scores and rationales represent Koloso's own honest evaluation against the framework criteria. Readers should apply appropriate scrutiny. Koloso intends to commission an independent expert Tulna evaluation in due course, which will provide a more rigorous external baseline. Questions or comments on this assessment should be directed to james@koloso.app.

The Tulna Index was developed by the Indian Institute of Technology Bombay. Koloso acknowledges IIT Bombay's ownership of the framework and uses the abridged self-evaluation version as permitted under the EdTech Hub EdTech Entrepreneurship Course materials.