

2021



**CENTRAL SQUARE
FOUNDATION**



Overview

- 3 About CSF
- 4 Our Vision, Impact Areas, Approach, and Values
- 5 Milestones in 2020-21
- 6 Our Journey and Partners
- 8 Note from Founder-Chairperson
- 10 Remembering Girin
- 11 Re(Build) Back Better
- 13 Foundational Literacy and Numeracy
- 27 EdTech
- 49 Private Schools Sector
- 52 Assessments
- 56 Media and Outreach
- 69 Resources
- 72 Financials
- 73 Advisory Board and Team
- 77 Acknowledgements

Every Child Deserves Quality Education



This year marks the 10th anniversary for the Central Square Foundation (CSF). The foundation has been working toward ensuring quality school education for all children in India since 2012. Our mission is to help transform the school education system and improve the learning outcomes of all children, particularly those from low-income communities.

Our work is focused on three impact areas – Foundational Learning, EdTech, and Affordable Private Schools.

Foundational Learning occupies centerstage in our work as we believe that the development of basic reading comprehension and mathematical skills by grade 3 are critical to improve learning outcomes of all children. The World Bank defines learning poverty as the percentage of 10-year-olds who cannot read and understand a simple story. In India, nearly 55% of children are ‘learning-poor’ today, in spite of high levels of enrolment. Foundational skills are key to bridging this wide learning gap, ensuring school completion with better learning outcomes, increasing workforce participation, and improving overall quality of life.

In view of the transformative potential of technology in promoting teaching and learning, education technology (or EdTech) is another significant area of our work. We aim to leverage technology to improve student learning, both at-home and in-school, by improving the supply and adoption of low-cost, contextualized and pedagogically sound, proven EdTech solutions.

The proliferation of low-cost private schools in India over recent years, combined with enrolment data that points to the increasing demand for affordable and accountable education, makes the private school system a vital area of intervention for us. Along with creating an enabling environment for the affordable private school system in India, we are working toward identifying and addressing key barriers to improving student learning outcomes.

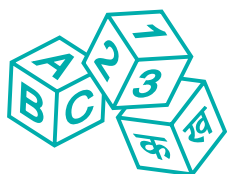
To achieve our goal of enabling positive transformation in school education, we work with the Centre and State Governments. We provide technical expertise and project support to the government(s) to demonstrate scalable and sustainable impact on learning outcomes. We also partner with social impact organizations to align on sustainable ways of improving learning outcomes. We collaborate with the private sector, non-profit organizations and the wider ecosystem to undertake research, build and disseminate evidence, and create public goods on critical issues such as classroom practices, technology in education, and system governance.

The CSF Way

Our Vision

Ensuring quality school education for all children in India

Impact Areas



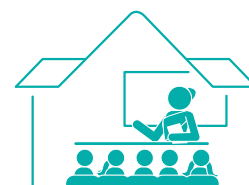
Foundational Learning

Supporting governments to achieve universal Foundational Literacy and Numeracy (FLN) by grade 3



EdTech

Leveraging technology to improve student learning, both at-home and in-school by improving the supply and adoption of low-cost, contextualized and pedagogically sound, proven EdTech solutions



Affordable Private Schools

Building an enabling environment to improve student learning outcomes in India's private schools

Our Approach

Evidence-led system change

Technical and project management support to the Centre and State Governments

Strengthen supply of innovative and robust solutions and programs

Collaborate with ecosystem organizations to align on sustainable ways of improving learning outcomes

Generate research and evidence, and create public goods for large-scale adoption of solutions

Our Values

• Bias to Action • Collaboration • Integrity • Mission Driven • Positive Workplace • Thrive on Excellence

Annual Report 2020-21 at a Glance

Provided technical and project management **support to the Ministry of Education (MoE) on the launch of National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat**, the national mission on Foundational Literacy and Numeracy (FLN)

Supporting 12 State Governments and one Municipal Corporation to design and operationalize contextualized State FLN missions

Released '**Systemic Drivers of Foundational Learning Outcomes**' a report that highlights shortfalls in delivering FLN outcomes and gives key recommendations

Launched **EdTech Tulna**, an evaluation index for EdTech products, in collaboration with IIT Bombay researchers

Published '**Reimagining Education Through Technology**', a report that analyzes over 350 global EdTech innovations to understand their impact on education

Released the '**Home Learning Playbook**' that studies home-learning initiatives by seven States and proposes a framework for future home-learning programs

Released '**School Education in India 2021**', a report that documents the impact of school closures and suggests a way forward

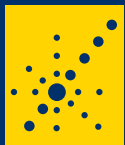
Conducted a survey on the **impact of the pandemic on India's private schools**

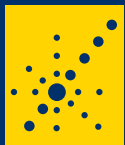
Partnered with:

15 non-profit organizations to propose **10 urgent recommendations to rebuild education better** post the Covid-19 pandemic

Several technical and programmatic organizations to **design and operationalize large-scale FLN programs in States**

Low-cost EdTech platforms to **ensure continued education delivery** during the Covid-19 pandemic





Donors



Grantees & Partners





Note from Ashish Dhawan Founder-Chairperson, CSF

2022 marks the 10-year anniversary for CSF! We've witnessed several milestones, challenges, and learnt a lot along the way. We have had the opportunity to support governments (at the Centre and in States) to bring education quality to the forefront, and to collaborate with organizations in the ecosystem to make that happen. We remain just as resolute as we were on our first day to ensure improved learning outcomes for every child in India, with a focus on foundational grades of 1-3. But we also realize we still have a long way to go.

Despite high enrollments in primary grades—almost universal enrollment before the Covid-19 pandemic—the World Bank pegged India's learning poverty at 55%. And due to the pandemic, this learning crisis has only aggravated. Not only have children lost out on in-person grade level learning, they also forgot what they had learnt in the previous year. A study by the Azim Premji University pointed out that 92% of children, across grades 2-6, on an average, have lost at least one specific language ability from the previous year while 82% have lost at least one specific mathematical ability.

This learning crisis has to be addressed with urgency and with all possible resources available to us.

We are very encouraged to see that despite unprecedented challenges over the last two years, school education has seen policy reforms and new initiatives to institutionalize better learning outcomes. The National Education Policy (NEP) 2020 has given the highest priority to Foundational Literacy and Numeracy (FLN), which is the need of the hour. Subsequently in 2021, the Ministry of Education (MoE) launched a nation-wide mission on FLN in 2021 called the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat. We supported MoE with the design and launch of NIPUN Bharat as we believe that FLN is the anchor for future learning and skill development—not just to improve the life outcomes of children, but because it is also a prerequisite for reaping India's demographic dividend.

We had started working with a few States back in 2019 before the NEP and NIPUN Bharat were launched, but this new policy impetus has enabled us to extend our work to 12 States and one Municipal Corporation. While the States own the FLN programs, we support them in designing and operationalizing the state-wide programs. Our work involves developing teaching-learning material; capacity building for teacher's professional development; and creating robust monitoring systems and assessments to track learning progress. We collaborate closely with a range of experts, technical partners, partner-NGOs, and funding organizations to run FLN programs in States.

Another key area which the NEP 2020 has highlighted and where our foundation has made sustained investments in is EdTech. Research suggests EdTech has massive potential to improve learning outcomes among children in a developing country like ours. In fact, the role of technology in teaching and learning was being evaluated even before the pandemic, but it has become urgent now due to repeated and prolonged school closures. Blended learning—a mix of in-person schooling and digital learning—is likely the new reality. EdTech solutions can help seamlessly extend learning from school to home, and enable children to practice at-home, in sync with what is being taught in schools. Technological tools also have the ability to provide extra support, address remedial queries and thereby mitigate learning loss. Further, several solutions help children learn at their own pace which is a compelling factor in a country like ours where learning levels of students vary significantly within each class.

Given the merits of EdTech, and having seen its value during the pandemic, we need to start integrating it more meaningfully so it can be leveraged for maximizing learning and be more than just a fallback option. At the same time, we also need to vigorously evaluate the quality of EdTech solutions. Today, there are more than 5,000 EdTech solutions for grades 1-12, but there is little evidence supporting the efficacy of these solutions. To this end, we created EdTech Tulna, an index to evaluate the quality of EdTech solutions based on a standard set of parameters. The aim is to reduce information asymmetry in the EdTech ecosystem by establishing quality standards and creating frameworks to evaluate products in a way that empowers decision-makers.

While we think of ways to integrate EdTech in everyday learning and ensure FLN outcomes for all children, it is important to not overlook the nearly 50% of children who study in private schools. If we really want to be NIPUN Bharat and ensure that every child has an equal shot at success, we must extend all initiatives and solutions to our children in affordable private schools.

Thinking of education in 2022, the third consecutive pandemic-academic year, we must be innovative in (re)building back better. Repeated school closures will likely be the new normal, and we need to adapt to this reality. Focusing on FLN skills in early years, integrating EdTech, sustaining the increased parental involvement in children's learning, and ensuring access to every child across the country will be key. We convened 15 organizations in the Indian education sector and facilitated alignment on a common vision and roadmap to re(build) back better. We hope that these recommendations will serve as reference points for all stakeholders.

We are confident that we can rebuild education systems and enhance their effectiveness with evidence-based inputs, collaborations, global dialogue, and meaningful partnerships. We also understand that the path to recovery from Covid-19 will be built with heavy investments in human capital. Thus, investment in education must take priority. The onus is on all stakeholders—the Central Government, State Governments, philanthropists, research bodies, partner education NGOs and EdTech entrepreneurs to convene, collaborate, and accelerate access to quality education while vastly improving learning outcomes across India.

In this report, we bring to you the work we have been involved in over the last year. Going forward, we will continue to support governments, work with our partners, develop knowledge, generate evidence, and create public goods to drive learning outcomes at scale.

Girindre (Girin) Beeharry

Senior Advisor, Global Education Program at
the Bill & Melinda Gates Foundation
(December 4, 1967 - September 29, 2021)



Remembering Girin

Girin's demise is a massive loss to the world of education. And for us at CSF, his passing is also very personal. We have lost an inspiring mentor, a strong champion of our work, a sparring colleague and a dear friend.

Much of our work has been deeply influenced by Girin's knowledge, perspectives and thinking on what drives better educational outcomes. In the early years of our work as a foundation, we had cast a wide net and were working on several aspects to improve learning outcomes across K-12. It was Girin who guided us to prioritize foundational learning for all children.

He steered us in this direction because of his deeply held conviction that to make any real progress in the education sector, various stakeholders including governments, international organizations, and foundations, such as ours, had to hold themselves collectively accountable to define goals, improve results and monitor progress on foundational learning.

In a way only Girin could, in a powerful and purposeful essay published in April 2021, he wrote:


"My submission is that one priority objective ought to be addressing Foundational Literacy and Numeracy (FLN) in LICs... I propose FLN as a priority because it is critical for any meaningful progress on the wider Sustainable Development Goal (SDG) 4 agenda. It is also concrete and measurable enough to be both actionable and provide a much-needed metric against which to hold ourselves collectively accountable. This is necessary because the primary actors in global education are currently significantly less than the sum of their parts..."

Rigor and measurement mattered a great deal to Girin, and he pushed us to be data-driven and gather evidence on all the programs and interventions we worked on. Today, generating evidence is a key part of our approach. He challenged us intellectually, and encouraged us to be bold, but he also made sure that our ideas were practical, implementable and tested early. Our approach to system reform for FLN has been deeply shaped by his guidance as a friend.

Girin believed that all children deserve better education. It is this drive that motivated him to attend both our programmatic and board meetings and provide inputs, even during the challenging phase of his health.

Girin's passion, intellect, and rigor is institutionalized in the work we do at CSF. He will continue to remind us why we cannot escape our individual and collective accountability in bringing quality education to more children in India. He will keep asking us to do more and do it better; he will always keep us honest; and we are committed to carrying on his legacy.

With love and warmth,
Ashish, Bikkrama, Shaveta

[Read the full essay by Girin](#) 

Ashish Dhawan, Founder-Chairperson at CSF
Bikkrama Daulet Singh, Co-Managing Director
Shaveta Sharma-Kukreja, Co-Managing Director

(Re)Build Back Better

Prolonged school closures, caused by the Covid-19 pandemic, have led to unprecedented disruptions in learning. Many schools have been shut for over 16 months and others have experienced several interruptions after a brief return to the 'normal'. The learning loss, despite tremendous efforts made by Central and State Governments to ensure continued learning through remote learning, has been staggering. Lack of digital awareness and limited access to device and internet connectivity added to the gravity of the problem. There is now mounting evidence that children have not only missed out on new learning due to school closures, but they have also forgotten what they had learned the previous year.

It was against this backdrop that we, at CSF, felt an urgent need to respond to pandemic-related learning challenges and to reimagine education to build back better. We understood that a collaborative and evidence-based approach was key to cultivating systemic resilience that would withstand the impact of future disruptions in education. Such an approach is also critical to re-examining factors that led to unmet learning outcomes, even in pre-pandemic times. Our objective was not only to align on a common vision but to rally all resources in the same direction, thereby minimizing Covid-induced learning loss and ensuring gains for all students in an ambiguous future.

To this end, we convened 15 organizations in the Indian education sector and facilitated alignment on a common vision for transforming education post-Covid. The objective was to not just arrive at a consensus but to gather resources to implement a comprehensive plan. The exercise resulted in a **policy brief**, highlighting the following recommendations to (Re)Build Education Back Better:

Ensure targeted efforts to **bring all children back to school** as they reopen physically

Rebuild infrastructure for safety and increase effective instruction time

Slowly ease children back into school through **school readiness programs focussing on socio-emotional learning**

Focus on Foundational Literacy and Numeracy for all children

Restructure what children are learning and how they are learning

Assess and identify where children are and meet them at their level

Reorient the teachers and teacher mentors to their new roles

Build parent capacity to support at-home learning

Mobilize community volunteers to ensure learning continuity during disruptions

Decentralize decision making on instructional design and school reopening to local authorities

[Read the policy brief](#)



The brief was shared with policymakers and decision-makers across States and the MoE. Our advocacy has resulted in key structural changes. In one of our focus States, the curriculum for foundational grades (1-3) has been restructured over the next few years to provide children with adequate time and resources to bridge the current knowledge gap. Additionally, partner organizations that collaborated on co-creating the policy brief have applied the recommendations to modify their own programs across the country. The Language and Learning Foundation (LLF), for example, has implemented these recommendations in at least two of their State programs. In Uttar Pradesh, LLF is focusing on building core FLN competencies over the next two years for grades 2 and 3.

Our policy brief is an attempt to expand the conversation on what needs to shift in education post-Covid and how we might achieve this collectively. We, along with our partners, have published a **full report** that captures our research. The report speaks to why the future of education appears to lie in ‘phygital’ learning where EdTech can help extend learning seamlessly from schools to homes to maximize gains. As the new academic year begins, we must garner a clearer understanding of the learning levels of each student, realign expectations with stakeholders, and chart a path to improve learning. This is the PARI approach - **Prioritize, Assess, Remediate, and Innovate**.

Our Partners



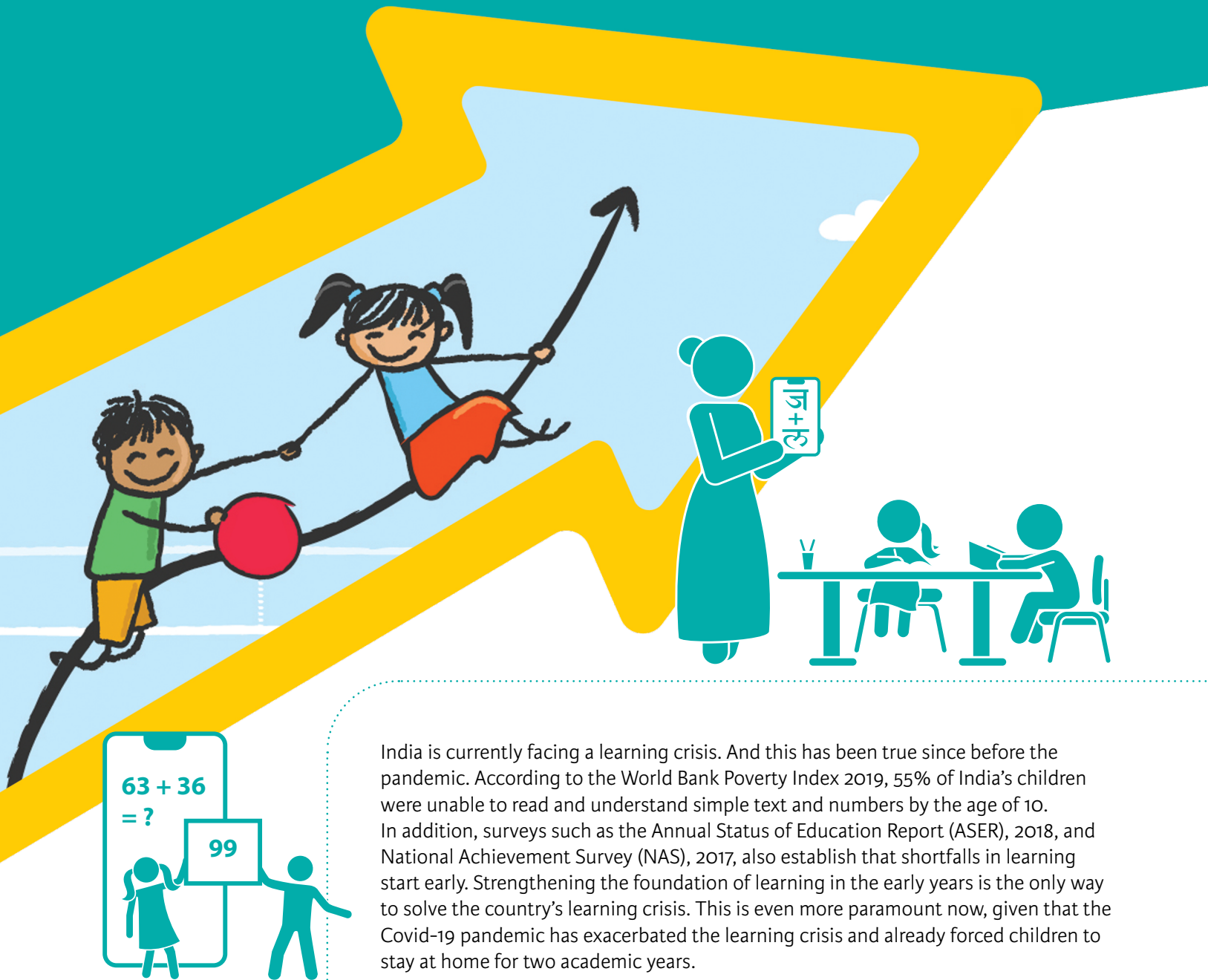
[Read the full report](#)



[Read the PARI approach](#)



Foundational Literacy & Numeracy



India is currently facing a learning crisis. And this has been true since before the pandemic. According to the World Bank Poverty Index 2019, 55% of India's children were unable to read and understand simple text and numbers by the age of 10. In addition, surveys such as the Annual Status of Education Report (ASER), 2018, and National Achievement Survey (NAS), 2017, also establish that shortfalls in learning start early. Strengthening the foundation of learning in the early years is the only way to solve the country's learning crisis. This is even more paramount now, given that the Covid-19 pandemic has exacerbated the learning crisis and already forced children to stay at home for two academic years.

On the brighter side, **the NEP 2020 recognizes the importance of Foundational Literacy and Numeracy (FLN)—the ability to read with meaning and solve basic math problems—for children in grades 1-3.** The policy accords the highest priority to helping each and every child acquire FLN skills and calls it an 'urgent and necessary prerequisite to learning'. It further says that 'The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved.'



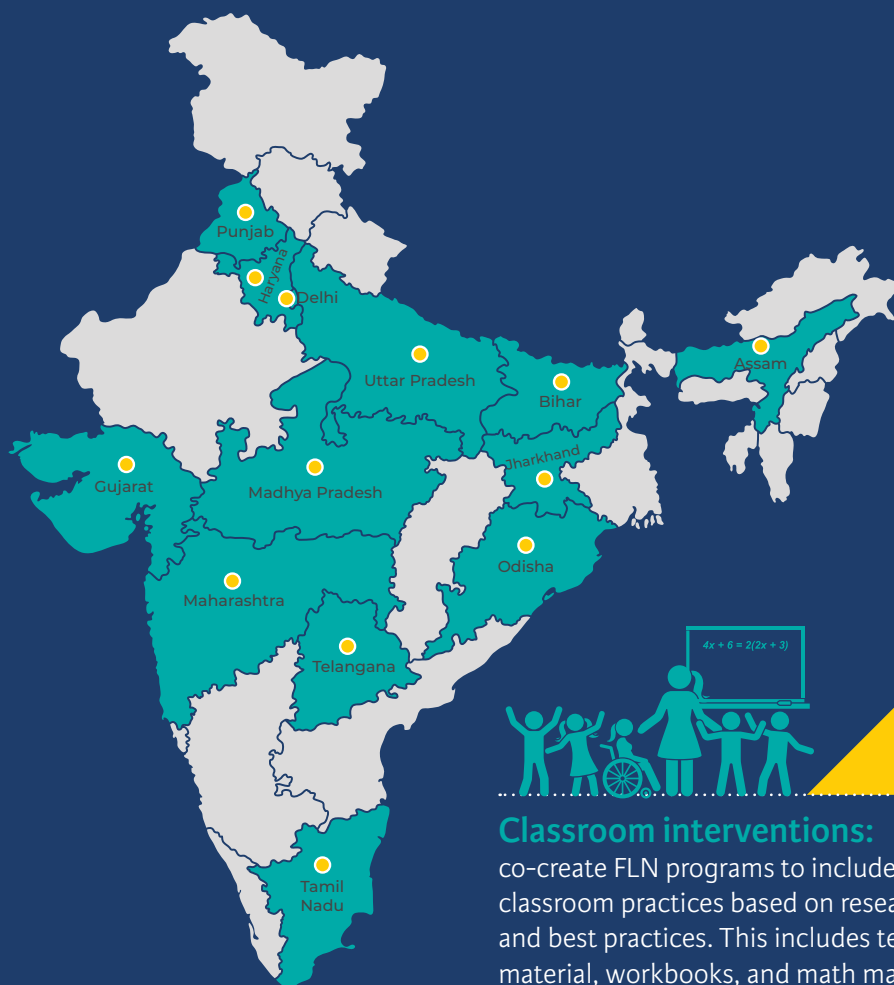
Now is the time to build on the impetus provided by the policy and mission. We are supporting 12 States (Assam, Bihar, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Punjab, Tamil Nadu, Telangana, and Uttar Pradesh) and the South Delhi Municipal Corporation to design and operationalize contextualized FLN missions.

We at CSF have been working closely with several stakeholders at the national level to build salience for FLN and position it as a key priority. This includes regular engagements with allied institutions like the Ministry of Education (MoE), NITI Aayog, Central Board of Secondary Education (CBSE), and National Council of Educational Research and Training (NCERT). More specifically, we presented the importance of FLN to the NEP drafting committee and provided them with technical inputs on prioritizing FLN, what other countries are doing, and what our government could do, including launching a nation-wide mission along with a prototype. We also assisted the MoE with project management support to design and launch NIPUN Bharat.

We believe that now is the time to build on the impetus provided by the policy and the mission. We are supporting 12 States (Assam, Bihar, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Punjab, Tamil Nadu, Telangana, and Uttar Pradesh) that are leading state-wide FLN missions by designing and operationalizing them. We are also supporting the South Delhi Municipal Corporation (SDMC) with FLN delivery across public and private schools. While we initiated FLN work in seven States and in SDMC in 2021, we have been working with a few other States since before the pandemic. Our work involves supporting the States to lead the FLN mission by developing goals, targets, and the roadmap in alignment with key government stakeholders and ecosystem partners. We have either set up a strong coalition of partners or a Project Management Unit (PMU) to support the State Governments to ensure smooth implementation of the program.

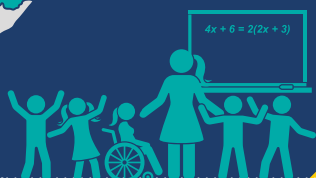
How We Approach Foundational Literacy and Numeracy (FLN)

Our work in States is based on a nuanced understanding of the different factors that need to converge to ensure learning. Here's our four-pillar approach:



Pillar 1

Goal-setting and communication: engage with key government stakeholders and FLN ecosystem partners to align on goals and targets.



Pillar 2

Classroom interventions: co-create FLN programs to include effective classroom practices based on research, evidence, and best practices. This includes teaching-learning material, workbooks, and math manipulatives.



Pillar 3

Capacity building: strengthen capacity of key stakeholders including teachers and teacher mentors through effective professional development programs.










Pillar 4

Data and program evaluation: define, institutionalize and track key metrics to measure progress. Build system capability to use data for continuous improvement.

FLN Programs in Focus States

Of the 12 States we work in, we have placed big bets on Haryana, Madhya Pradesh, and Uttar Pradesh. This is also why we call them focus States. We have mobilized maximum resources to ensure exemplary FLN delivery over the next three to five years. This includes:

APPROACH	HARYANA NIPUN HARYANA MISSION	MADHYA PRADESH MISSION ANKUR	UTTAR PRADESH MISSION PRERNA
 <p>A strong coalition Includes a system reform partner, a literacy partner, and a numeracy partner to ensure FLN delivery</p>	 <p>Language and Learning Foundation (LLF) and Sampark Foundation</p>	 <p>The Education Alliance, Room to Read and Sol's Arc</p>	 <p>Samagra Governance, LLF and Vikramshila</p>
 <p>An accelerated demonstration site Locate and strengthen a site of excellence within each State to show the pathway for FLN reform</p>	<p>7 district Development Impact Bonds (DIBs) in 2019 (CSF & LLF)</p>	<p>Bhopal, Sehore and Shajapur</p>	<p>Varanasi (LLF and Vikramshila)</p>
 <p>Evaluation: Strong, independent third party evaluation of demonstration sites</p>	<p>Each of these accelerated demonstration sites would involve teams from technical partners directly working with district and block level officials to support the effective implementation of the State FLN Mission</p>		
 <p>Extensive support over the next five years</p>	<p>In the next five years, we hope to sustain our efforts in these States to ensure that the workstreams outlined below drive the reform agenda for the effective use of structured pedagogy based materials and delivery assessment led instruction by teachers in FLN grade:</p> <ul style="list-style-type: none"> • Continuous professional development of teachers on FLN teacher competencies • Continuous academic FLN mentoring support for teachers • FLN monitoring systems of the State and strong review mechanisms • FLN benchmarking and evaluation of progress at district/block level • District level FLN Project Management Units (PMUs) • Communication and community engagement for FLN 		

In 2021, we made the following progress in these three States:

1



Supported with blended learning (in-school + at-home) programs to ensure continued learning

During the prolonged phase of school closures, there has been a shift from digital-only to phygital learning. While sending daily digital content was continued, physical worksheets, parent handbooks, and more were sent directly to homes. In Haryana, along with WhatsApp, regular FLN specific content was also beamed on television using the State Edusat services. Attempts were made to mobilize community-level volunteers who could take mohalla classes to enable continuity in the State.

2



Strengthened academic inputs for the academic year 2022-23

We worked very closely with FLN mission directors and academic bodies such as State Council of Educational Research and Training (SCERT) and the academic cells of Uttar Pradesh, Madhya Pradesh, and Haryana to substantially improve the academic material which would be used in the next five years for the FLN Mission in grades 1, 2, and 3.

3



Developed a two-year roadmap to train all FLN grade teachers

Our coalition has worked closely to develop a two-year continuous teacher professional development plan which includes 12-15 days of face-to-face training, 20-30 hours of digital training, and regular cluster level YouTube Live-based refreshers. This plan will build on the FLN NISHTHA modules rolled out by the MoE, as part of NIPUN Bharat.

4



Robust and comprehensive FLN monitoring system

Our teams have co-created an exhaustive list of performance indicators that are relevant for the State to understand how it is progressing at the district, block, and cluster levels. These metrics cover student learning indicators, teacher preparation indicators, teacher in classroom performance indicators, and basic FLN infrastructure-related indicators.

5



Comprehensive learner assessment architecture

We co-created an assessment architecture for the State which would be rolled out starting academic year of 2022. This architecture will enable teachers to support students continuously in the classroom, while simultaneously providing ample learning level information for state, district, and block officials to support teachers to deliver FLN outcomes better.



Strategic Support States

The NEP 2020, NIPUN Bharat, and the subsequent funding made available by the Central Government towards State-run FLN programs created a unique opportunity for us to expand our support to nine States and the SDMC. Our support comes in the form of PMUs that work closely with the education leadership of the States, i.e., departments of school education, State Implementation Societies (SIS) for 'Samagra Shiksha Abhiyan' (SSA), SCERTs and other Civil Society Organisations (CSOs) in the State. Our approach is deeply rooted in systems thinking and aims to support and leverage the stakeholders at different levels (State, district, blocks and schools) to be accountable for outcomes for early learning. We also work to strengthen their capacities to deliver those outcomes. The State PMU teams and/or partner organizations work on academic (teaching-learning materials, capacity building, and assessments) and administrative (data, planning and budgeting, communication, and monitoring and evaluation) components as per the needs and goals of the States.

In a short period of time, we not only onboarded funders to support this endeavor but also hired quality talent to staff State PMUs through the Education Impact Leadership Program (EILP).

Education Impact Leadership Program (EILP)

In order to effectively staff the new State PMU structures, we launched the EILP, a unique two-year experiential learning program aimed at young professionals with strong academic credentials and rigorous professional backgrounds. EILP provides a platform for consultants to collaborate with the State education ecosystem to create impact through contextualized system reform.

The program had a very successful launch. We received over 651 applications, and following multiple rounds of shortlisting and induction training, we successfully onboarded 24 consultants across six States.

Here's a snapshot of our progress in these States and the SDMC:

Assam



Assam had, in the past, undertaken many initiatives and reforms for early learning including the Reading Enhancement Programme (REP) under the 'Padhe Bharat Badhe Bharat' initiative. The State has actively engaged in the NIPUN Bharat program, and its intent got a massive fillip with its Chief Minister lending his leadership and vision to FLN by launching NIPUN Axiom at the North East NEP conclave in Guwahati. We have supported many orientation and communication programmes for the district and block officers of the State around the importance of FLN and their roles in the effective implementation of the same. Olympic bronze medallist Lovlina Borgohain has been roped in as the brand ambassador for Assam's SSA. The State also released a message by her on FLN, which is inspiring parents, teachers and students across Assam.

Bihar



Bihar has set up institutional structures at the State and district level for the implementation of FLN. The senior leadership of the State has prioritized FLN by implementing NIPUN Bihar. The Education Minister of the State has provided his leadership and vision for FLN through mega-webinars of over two lakh teachers where CSF and other CSOs in the State discussed the importance of FLN and launched online courses over DIKSHA for the same. Further to this, all the important CSOs working in the field of primary education in the State came together with the SCERT, Bihar Education Project Council (BEPC), and the Department of Primary Education to chart out a vision and five-year perspective (long-term) plan for FLN in the State. CSF is supporting the State in formulating a baseline for FLN to plan its interventions in an evidence-informed manner and subsequently set up a comprehensive foundational learning reporting system. We also supported the Assessment Cell and the SCERT in drafting a guidelines document for an overall assessments architecture, and item banks for formative assessments.

Punjab



Punjab has launched a focused primary school academic program of 'Padho Punjab Padhao Punjab' which brought in critical academic elements of teaching-learning materials, lesson plans, student workbooks and assessments together to improve learning outcomes of the children in the primary grades. The State Resource Group (SRG) has been engaging with CSF to bring innovations in the design and effectiveness in monitoring and implementation of the FLN program for the State. In particular, the State is keen to explore the possibility of a competency-based system of education and re-orient the Learning Outcomes Framework (LoF), student materials, teacher guides and assessments around the same. The team has supported the State in administering the MoE's recently launched 100 days of reading campaign by on-boarding partners and regularly tracking child engagement.

Maharashtra



CSF has set up a joint PMU with Leadership for Equity (LFE) in Maharashtra. One of the biggest feats was the release of a formal government circular to officially notify the Maharashtra State FLN Mission and allocate clear roles and responsibilities for each stakeholder. Maharashtra has initiated a strong FLN Mission led by the State project director and has created an FLN Cell to help inform the design and implementation of the same. With LFE's support, the State has rolled out a successful home-learning initiative - SWADHYAY, enrolling 8 million students. Maharashtra has also successfully leveraged DIKSHA to engage students during school closures with learning content from content providers such as TicTacLearn. The State is eager to enhance its monitoring and assessment infrastructure and is in the process of building these workstreams out.

Odisha

Odisha has initiated a strong FLN program and has got academic partners engaged for literacy and numeracy to develop teaching-learning materials and toolkits respectively for strengthening early learning. The capacity of teachers was also built by the academic partners and the SCERT and District Institute for Education and Trainings (DIETs). However, the State is very keen to continuously monitor the usefulness of the teaching-learning materials and training through a robust architecture of assessments and a system of monitoring. CSF has been actively working with the State on the same.

A comprehensive governance mechanism has been established through a State Steering Committee, along with State and district level PMUs for FLN. Home-learning mechanisms have been put in place to minimize learning loss during school closures on account of the Covid-19 situation in which CSF's TicTacLearn videos in Odia were leveraged by the State for use via TV and DIKSHA.



Tamil Nadu

Our partner, Madhi Foundation, drives the FLN program in Tamil Nadu. An official government order for Tamil Nadu's FLN program 'Ennum Ezhuthum (EE)' has been issued which outlines the use of level-based instruction and also outlines the formation of three committees to finalize the roles, responsibilities, and targets for each stakeholder, along with monitoring mechanisms that will be instituted. A key pedagogical reform introduced in the State is that of the use of leveled workbooks for students and handbooks for teachers.

Tamil Nadu has also set up an EE Cell which is responsible for monitoring progress, addressing bottlenecks, and shaping the trajectory of the program. Madhi has created multiple iterations of its classroom observation app TNVN (Tamil Nadu Vagupparai Nokkin) to cater to the data requirements of the entire school education system of the State; specifically focusing on the quality of teaching and student learning in classrooms.



Telangana



Telangana has constituted a State FLN Program through the approval of the Executive Committee of the 'Samagra Shiksha' in the State. Over the past year, the State has designed and launched an integrated multi-modal home-learning program for grades 1 and 2 which included worksheets, chatbots, TV lessons on T-SAT, etc. Further, the State also contextualized its version of a school readiness program, based on NCERT 'Vidya Pravesh', for grades 1-3 to counter the learning loss from Covid-19 school closures. This program was launched state-wide in November 2021 with training and orientation for teachers and all the other stakeholders. Further, the State is in the advanced stages of discussions to revamp its FLN pedagogy and curriculum and has had multiple rounds of consultations on the same. CSF has engaged with all relevant State education departments to support and enable these FLN reforms.

Gujarat



We set up a PMU which is working very closely with 'Samagra Shiksha' to manage the different aspects of the Mission. In 2021, along with LLF, our technical partner, we delivered a cascaded online training on foundational literacy to all teachers across the State. Along with that, some workshops were conducted in partnership with the State, to strengthen the activity-based learning pedagogy. In terms of NIPUN Bharat, initial diagnostic on FLN monitoring and setting up of a district PMU has been undertaken.

Delhi



Jharkhand



Additionally, as part of the India Partnership for Early Learning (IPEL) project for USAID along with partners CARE India, Room to Read and KPMG, we will be working in Uttar Pradesh, Bihar, Jharkhand and the South Delhi Municipal Corporation (SDMC) to transform the FLN delivery for both public and private schools. Jharkhand and SDMC are new geographies, whereas CSF has already been present in Uttar Pradesh and Bihar. Our focus will be on institutionalizing robust monitoring and assessment frameworks in these geographies, along with strengthening state budgetary structures and information, education and communication (IEC) mechanisms in alignment with the larger vision of setting up an impactful FLN program.



CBSE FLN Massive Open Online Course (MOOC)

With the launch of the NIPUN Bharat, CBSE has undertaken steps to enhance FLN outcomes in affiliated schools by launching activities geared toward advancing student learning and teacher training. In association with CSF, CBSE has developed an interactive online course on 'Introduction to Foundational Literacy and Numeracy' for teachers and school leaders, adhering strictly to the objectives set by the NIPUN Bharat mission and in consonance with the NEP.

The objective of the FLN MOOC was to orient teachers on their role as critical agents in the FLN mission and impart knowledge on relevant tools and approaches for FLN teaching. The course has been divided into three modules—(1) why FLN and my role as a teacher, (2) effective pedagogical practices for FLN teaching, and (3) teaching-learning resources for FLN.

The course has seen 75,000+ enrollments and an approximately 50% completion rate, as of November 2021.

CBSE FLN MOOC

- 75,000+ teachers enrolled
- ~50% completion rate

CBSE Reading Mission 2021 - 2023

Joining hands in sharing the joy of reading with every child, CBSE partnered with CSF and Pratham Books' StoryWeaver to launch a two-year nationwide Reading Mission. The CBSE Reading Mission 2021-23 is currently impacting young learners across CBSE's network of over 25,000 schools in India and internationally.

The objective of the reading mission is to promote reading habits among students by setting up a structured reading framework for schools. Under this mission, which is in line with recommendations of the NEP 2020 and the NIPUN Bharat Guidelines, CBSE schools and teachers have access to a large repository of openly licensed high-quality English and Hindi storybooks for children and supplementary resources for grades 1 to 8 via the Pratham Books Reading Programme. These resources can be read for free. StoryWeaver will support the reading mission by empowering teachers with training materials and conducting engaging virtual reading sessions and activities through periodic 'Teacher Connect' interactions where teachers can share best practices, showcase their work, and share inputs on the programme design.



Systemic Drivers of Foundational Learning Outcomes

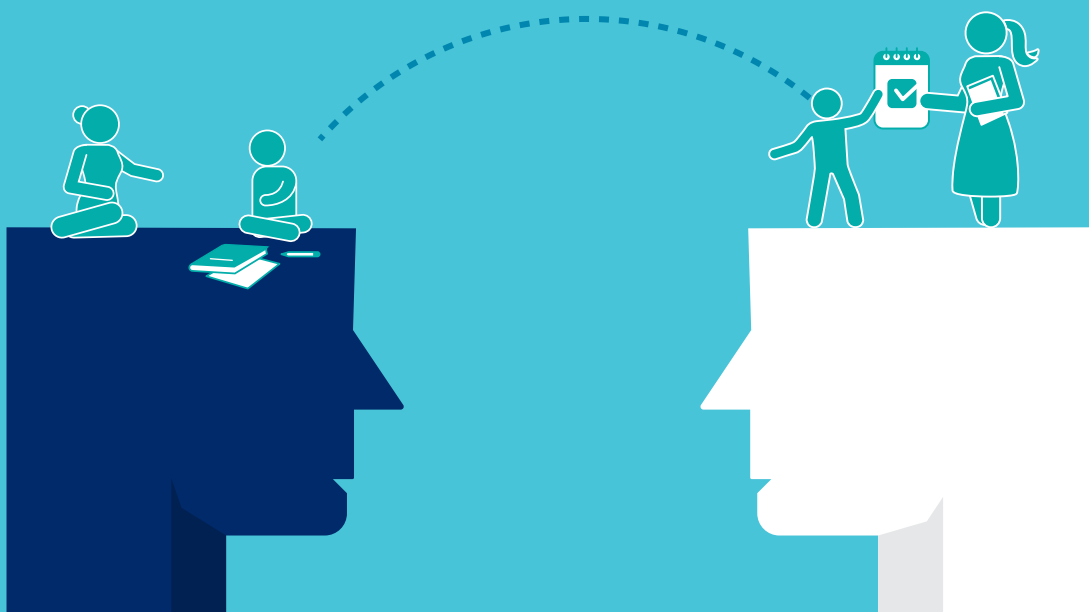
Many States and civil society partners have attempted to improve foundational learning levels even before NIPUN Bharat was launched. Yet, despite decades of work, learning levels in early grades have remained low. The first step to improve attempts at improving FLN levels in our school systems is to understand why this problem exists.

To build salience on critical issues impacting FLN outcomes, we prepared a report - 'Systemic Drivers of Foundational Learning Outcomes'. The report summarizes primary research from interviews with stakeholders from five major Indian States, as well as findings from a comprehensive literature review. Focused on the public school system, the report is a synthesis of current evidence on key challenges resulting in low foundational learning outcomes in India, and insights from attempts to improve them.

Our hope is that as NIPUN Bharat takes off, this report can help build a shared understanding of the shortfalls in delivering FLN outcomes, along with alignment on a set of actionable recommendations.

[Read 'Systemic Drivers of Foundational Learning Outcomes'](#)





Behaviour Change Pilot in Uttar Pradesh with NITI Aayog and Centre for Social and Behaviour Change (CSBC)



Centre for
Social and
Behaviour
Change

Official policy dictates change, but any new policy only receives acceptance and adoption when mindsets and behaviours change. To drive sustainable change in programmatic interventions, it is, therefore, crucial to introduce elements that can induce desired behaviours. These elements have the capacity to address individual biases, take into account social norms, build intrinsic and extrinsic motivations that will eventually lead to greater policy adherence.

(Datta and Mullainathan, 2014)

We collaborated with the NITI Aayog and the CSBC at Ashoka University to develop and test behavior change strategies for teachers and parents that could enable improvement in foundational learning outcomes of school systems. The team conducted a study in three aspirational districts of Uttar Pradesh to diagnose behavioral barriers for parents and learned that:

- While parents value education, they have a weaker value perception of early education
- Parents lack an understanding of what FLN skills their child should develop in early grades and why they are important for the future success of their child
- Low income and low literacy parents are unclear of the role they can play in contributing to their child's learning
- Parents have low awareness and access to tools to engage with the child on learning

To address these challenges, the team has developed interventions to build the agency, confidence, and self-efficacy in parents. The interventions will be deployed and evaluated through an experiment over a period of two months. In the next phase of the project, we will also develop and test behavioral change strategies for teachers. The insights from this research will aid in the development of public goods by CSF and CSBC. States can use these strategies for designing their foundational learning programs.

Foundational Literacy & Numeracy

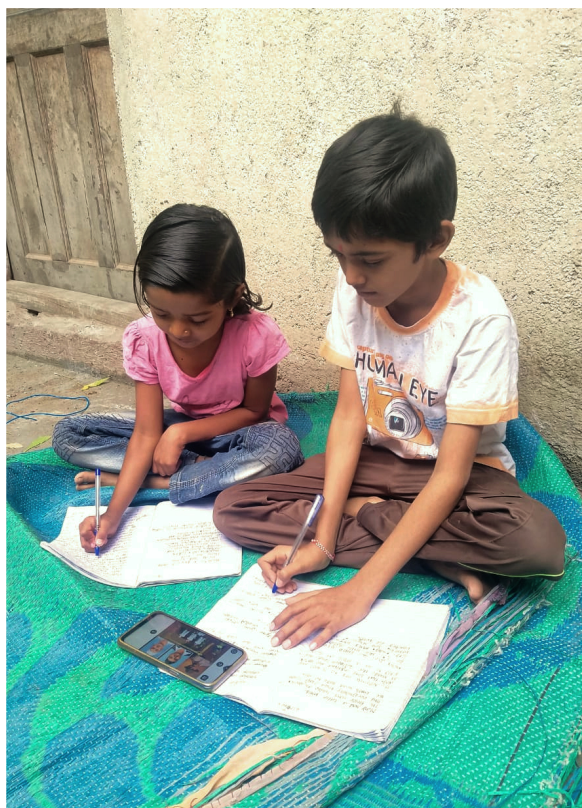
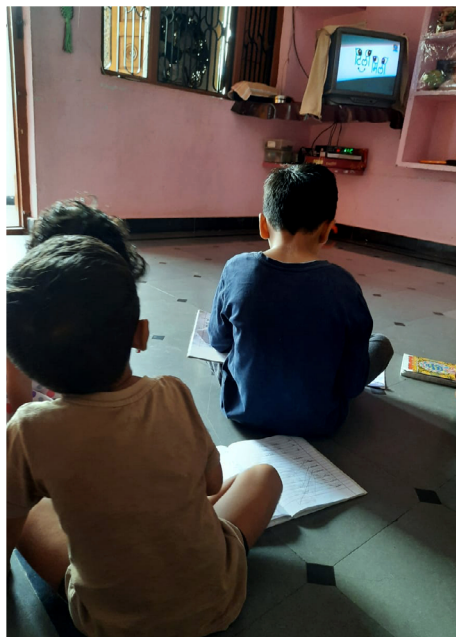
Our Partners



THE EDUCATION ALLIANCE
enabling partnership for quality education



EdTech



“EdTech is no longer a question of ‘if’ but rather of ‘how’.”

Reimagining Human Connections, World Bank, 2021

Even prior to the Covid-19 pandemic, there was emerging evidence that EdTech, if appropriately designed and effectively implemented, held tremendous potential in driving equity in the quality of education and in improving learning outcomes for children around the world. But if there was a moment when the need to turn to technology became urgent, it was when in-class instruction was disrupted by the pandemic. Since then, with prolonged, repeated, and extended school closures, educators around the world have had to go back to the drawing board to reimagine education and consider how technology can be leveraged in this new normal—not just as an emergency response, but in ways that can support learning for children even when schools do open.



Here, in India too, we remain optimistic about the potential of technology to enhance learning experiences and outcomes for our children. We are optimistic because we have begun to see how customized EdTech learning models, built for low-income contexts, can overcome systematic hurdles, such as low literacy among parents.

Take the work one of our partners is carrying out in the digital at-home learning space which engages parents. Launched soon after the pandemic began, Rocket Learning applies custom-built technology to WhatsApp groups to provide educational material to parents. This emerged as a response to close gaps faced by the government system in delivering remote learning. Rocket Learning's solution is scalable due to its core feature of partnering with governments, and because it is backed by strong, custom-built technology. Models like these have the potential to reach a large number of students and also engage a very crucial stakeholder in any child's learning, i.e. the parent.

Going forward, we have to continue to build on such approaches that prioritize developing contextually relevant, pedagogically sound, engaging, and vernacularly diverse content. The digital divide is a reality in India today. But data from the Annual Status of Education Report (ASER), 2021, has been encouraging—smartphone penetration in rural areas has doubled in the last four years, increasing from 36.5% in 2018 to 67.6% in 2021.

Smartphone penetration in rural areas has doubled in the last four years, increasing from 36.5% in 2018 to 67.6% in 2021 (ASER 2021)

Hopefully, connectivity will continue to increase and level the playing field. We also need to solve for affordability. We simply cannot focus on creating EdTech solutions for a limited number of high-paying schools or high-income households. Too many children will be left behind if that were to be the case. And that is why, for affordability, any e-curriculum delivery should also be combined with open-source and free-to-use solutions that can reach low-fee paying schools and low-income families. If we are not more intentional about this, we will not be able to harness EdTech's potential to achieve equity in access to quality education or leverage technology to harness India's demographic dividend.

Building resilience in education systems, and (re)building back better, is now an equal priority for us.



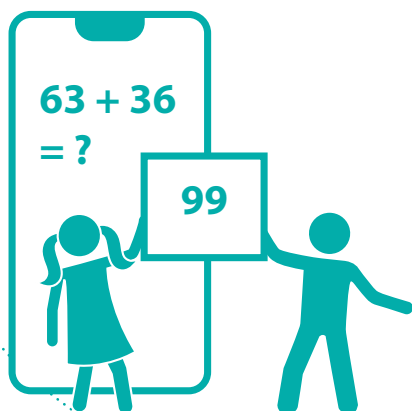
We must balance our efforts at driving both at-home and in-school learning to seamlessly integrate blended learning models in a child's overall educational journey. For the coming year, therefore, our strategic priority is to explore innovative ways to leverage the use of technology both at-home and in-schools.



In the case of at-home learning, we aim to increase access to engaging home-learning solutions that emphasize homework, practice, and self-learning. We are also working to generate evidence around tech-based home-learning products so that we can understand what works, how it works, and whether it works at scale. This evidence can significantly aid decision-making and inform policy as well as intervention design for blended learning models. As far as in-school learning models are concerned, we want to work on ensuring that personalized adaptive learning and digital classrooms are implemented with rigor.



Finally, the vast and growing EdTech ecosystem has resulted in a complex landscape that stakeholders across government and private spheres must navigate as they evaluate the suitability of EdTech platforms. There are far too many products on the market that are yet untested. Critical to smooth decision-making and successful EdTech adoption is the availability of comparable, easily understandable information on these products. To close this information gap, we launched EdTech Tulna, an index that measures the quality and efficacy of EdTech solutions. Governments looking to adopt and scale EdTech solutions can use the standards created by EdTech Tulna when making decisions. Evaluation and reviews will also compel product companies to keep quality at the center while developing products/solutions.



In all our efforts—shaping products for low-income schools, evidence generation, creation of public goods, and enabling school adoption—our role is a convening, bridging, and catalytic one.

Through our workstreams, we have attempted to address these challenges and curate pathways for achieving this vision:

- Building and supporting high-quality, contextually relevant, and pedagogically sound EdTech solutions, particularly for children from low-income communities.
- Collecting and creating iterative evidence around what EdTech works, how it works, and whether it can work at scale to inform policy and intervention design.
- Creation of public goods for the ecosystem at large.
- Supporting governments with policy-making and effective adoption of EdTech tools.

Our Work in EdTech

Leveraging technology to improve student learning both at-home and in-school by improving the supply and adoption of low-cost, contextualized and pedagogically sound, proven EdTech solutions



Pillar 1

Building and supporting high-quality, contextually relevant, and pedagogically sound EdTech solutions, particularly for children from low-income communities.



At-Home

- ConveGenius
- Read Along
- Rocket Learning
- Saarthi
- Top Parent



In-School

- Personalized Adaptive Learning (PAL):
- ConveGenius
 - Funtoot
 - Mindspark



Pillar 2

Collecting and creating iterative evidence around what EdTech works, how it works, and whether it can work at scale to inform policy and intervention design.



At-Home

- Chimple
- ConveGenius
- Rocket Learning
- Top Parent



In-School

- Digital Classrooms (DCR)



Pillar 3

Creation of public goods for the ecosystem at large.

- EdTech Tulna
- TicTacLearn
- Reports



Pillar 4

Supporting governments with policy-making and effective adoption of EdTech tools.

- Institutionalizing home-learning
- National Digital Education Architecture (NDEAR)



Pillar 1

Building and supporting high-quality, contextually relevant, and pedagogically sound EdTech solutions, particularly for children from low-income communities

Over the last two years, we have been working with several EdTech companies that are focused on driving foundational learning outcomes at scale. We have concentrated our efforts on home-learning products that combine pedagogically sound, quality content with effective digital delivery tools. We have also been looking at digital stacks that can overcome other challenges needed to scale—millions of student registrations, for example. Other areas we have been paying sustained attention to are models directed towards parent engagement, alleviating resource constraints for teachers, and positively nudging learner-teacher-parent behavior which is conducive to learning, practicing, and retaining knowledge. Finally, we worked on creating mechanisms for real-time feedback that can improve a learner's journey on a regular basis. Here are some of the companies driving innovative and scalable solutions that we have had the privilege to partner with, learn from, and also support.



In partnership with CSF, Rocket Learning is scaling its model to work in over 25 districts across Uttar Pradesh, Haryana, and Delhi



1. Rocket Learning

Amid the Covid-19 pandemic, one of the more promising methods of learning delivery seemed to be via WhatsApp as it is accessible to a large section and users are familiar with using the platform. Launched in April 2020, Rocket Learning emerged as a response to gaps faced by the government system in their WhatsApp-based content delivery. As governments and schools employed different approaches to delivering at-home educational content, challenges such as incomplete parent registries, lack of information of receipt, support to parents and engagement emerged as roadblocks.

To address this, Rocket Learning developed a custom-built digital communication platform to automatically send out simple educational material to parents and teachers on WhatsApp groups each day, and asked parents to send back responses of their children engaging with the content. This created significant group effects in the form of prolonged interaction and response as parents were inspired by other parents to participate and engage in their child's learning. Thus, a combination of content, encouragement from teachers, automated nudges and incentives, and inspiration from other parents led to increased parental engagement.

In addition to this, teacher-parent groups, social media challenges, influencer role modeling, 'Smart Family' certifications, group campaigns, and formative quizzes/assessments facilitated high engagement with academic expert-vetted content mapped to the State curriculum. Content delivery is enabled through Rocket Learning's core technology stack, which sends out real-time nudges and simultaneously carries out large-scale data analytics on parent feedback, allowing Rocket Learning to track which parents are receiving content and how many are responding.

Rocket Learning is now partnering at scale with State Governments and IAS officers in Maharashtra, Haryana, Chandigarh, Delhi, and Uttar Pradesh to impact 200,000+ children in 20,000+ schools and Anganwadis. In partnership with CSF, Rocket Learning is scaling its model to work in over 25 districts across Uttar Pradesh, Haryana, and Delhi, with the aim of attaining FLN skills for children across government schools in grades 1 to 3.

Our foundation is currently working with Rocket Learning on building a high-quality content package, iterating their technology features, expanding the scale of the program, and generating evidence around home-learning programs for FLN grades.

Top Parent users are nudged towards content consumption through a combination of notifications along with in-app and WhatsApp nudges that are contextualised to each child's learning journey

CSF is supporting Top Parent with fundraising, product improvement, and content enhancement



2. Top Parent

Top Parent users are nudged towards content consumption through a combination of notifications along with in-app and WhatsApp nudges that are contextualized to the learning journey of each child. This has enabled high engagement with the app. The notification system combined with a comprehensive engagement strategy that includes leader boards and rewards, points, and prizes has ensured that Top Parent's user base continues to maintain an upward trajectory. While existing users are retained through various engagement strategies, new users are acquired through Business to Consumer (B2C), and Business to Business (B2B) acquisition channels like partnerships, YouTube, and Facebook ads. Top Parent also leverages targeted campaigns over Instagram and YouTube to build awareness around parental engagement and enhance its presence among low-income communities.

As Top Parent continues to scale its user base, efforts are being made to enhance the user's app experience through frequent tests and user feedback, technology improvements, and new feature development. In the next phase of its development, Top Parent aims to enhance its content bank across vernacular languages, further expanding its user base while providing a seamless user experience.

CSF continues to actively support Top Parent in its fundraising and product improvement efforts, while ensuring a sharp focus on increasing parental engagement leading to improvement in learning outcomes. Additionally, CSF is supporting Top Parent on content enhancement, technology advancement through comprehensive data analytics, and expanding its user base. CSF is also helping Top Parent generate evidence to evaluate its impact on parental engagement and the child's learning outcomes.



3. Saarthi

Founded in 2017, Saarthi is working to improve children's learning outcomes through the quality of parent participation. Saarthi's Relationship Managers support parents in engaging with their child's learning through daily, high-quality, rigorous worksheets (40 Qs) in Mathematics based on the incremental advancement theory. The community-based model incorporates numerous touch points with parents, leading to extremely high engagement with Saarthi's daily response rate remaining steady at 90%. CSF has been supporting the Saarthi team since their inception and continues to work with them on strengthening their EdTech offering by (a) optimizing their service layer through improvements in technology in order to reduce the per-child cost of the model and subsequently increase their span ratio and (b) improving their monitoring and evaluation structures in order to prepare for a rigorous external evaluation to support advocacy and fundraising around the model.

Saarthi

CSF is working with Saarthi to optimize their service layer through improvements in tech, and to improve their monitoring and evaluation structures to support advocacy and fundraising around the model



4. ConveGenius

ConveGenius originally started with a Personalized Adaptive Learning (PAL) product called CG Slate that was envisioned to bring personalized learning to the classroom through a tablet device. Starting in 2020, with the onset of Covid-19, they have pivoted the strategy to build and prioritize their B2G2C WhatsApp-based conversational AI chatbot solution which has achieved significant scale through B2G partnerships.

Their WhatsApp-based solution is focused on providing assessment-based remediation to students to address the learning loss due to the Covid-19 pandemic. Students on the WhatsApp bot are provided with weekly assessments based on the State curricula. Once this is completed, they provide remedial content based on their performance. Student data is further shared with various actors in the State to drive data-informed decision-making.

Since June 2020, they have partnered with over nine State Governments to onboard students in Grades 1 to 12 on the WhatsApp chatbot that is available in 10 languages. As of May 2021, they had 12 million+ students and 0.1 million teachers activated on the bots, with about seven million students active on a weekly basis. Given ConveGenius' unparalleled scale in distribution to the low-income segment, they are keen to increase both reach and retention going forward.

CSF's overall focus is to scale ConveGenius's FLN offering in four States by developing an effective FLN content bank in four languages and building data-led governance structures in States around their FLN offering.

- WhatsApp-based chatbot available in 10 languages
- Partnered with over nine State Governments
- Nearly seven million students active on a weekly basis



Read Along

5. Read Along

CSF is collaborating with Google Read Along (GRA) to develop its product, program, scale, and research strategy for deploying GRA as a literacy improvement program for school education in the Indian context. This includes supporting GRA on product development to improve its relevance to government stakeholders and its impact on end-user experience and learning outcomes. CSF also collaborated with GRA to co-create their program design for at-home, partner-led and blended learning implementations.

Pillar 1



In-School



While EdTech resources are necessary to enable continued learning for students at-home, they can be equally useful in providing much-needed access to high-quality content and solutions to transform the classroom experience. As pandemic-induced restrictions ease, in-school EdTech programs are expected to pick up the pace. Recognizing this, in previous years, we supported the contextualization of three EdTech solutions that were piloted as a proof-of-concept in government schools in Andhra Pradesh—Mindspark, ConveGenius, and Funtoot. All three of these apps are PAL solutions—software solutions that tailor teaching instructions to the exact learning levels of each child.

Evidence from across the world suggests that PAL solutions are useful in driving learning outcomes.

As part of our contextualization agreements with the developers of the three apps solutions, some key changes to be incorporated in their products include: creating a Telugu version of the apps; integrating the text-to-speech or bilingual feature; and simplifying the user interface/user experience (UI/ UX) and teacher dashboards to facilitate ease-of-use.

The State Government of Madhya Pradesh has also expressed a keen interest in scaling PAL solutions across the State. We are supporting the State in identifying and procuring the software solutions most applicable to their local context. CSF is also working closely with Telangana to evaluate in-school EdTech strategies, including PAL.



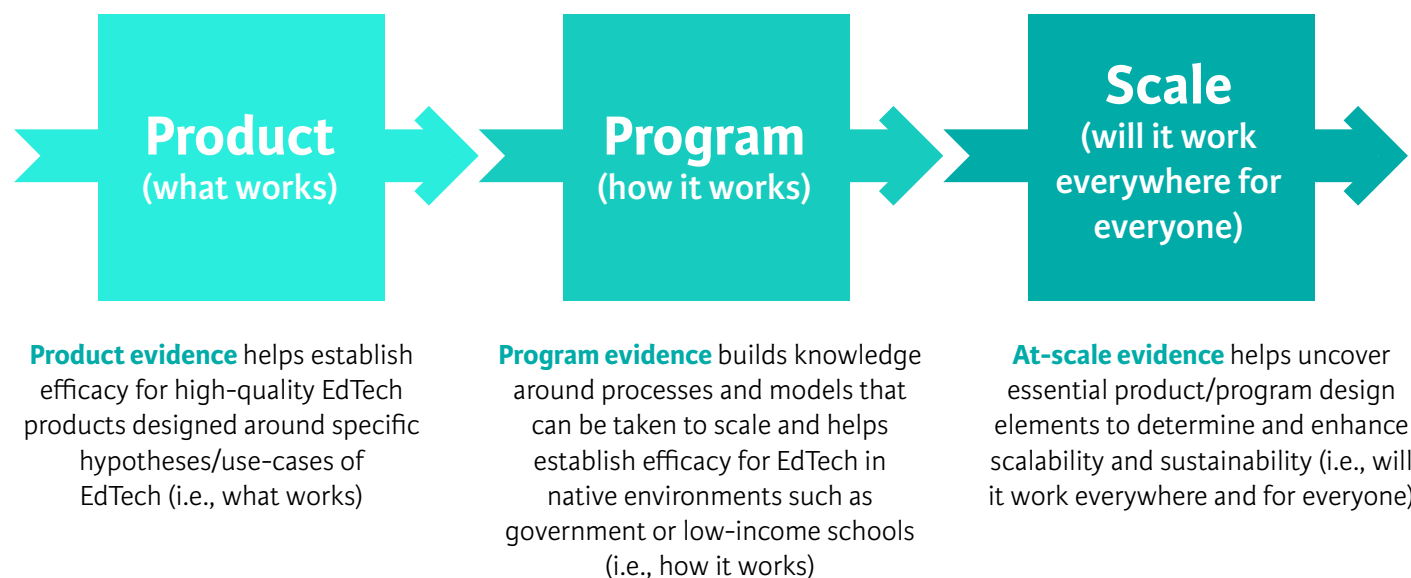
Pillar 2

Collecting and creating iterative evidence around what EdTech works, how it works, and whether it can work at scale to inform policy and intervention design

A growing body of evidence from around the world shows that EdTech has the potential to support learning for teachers, students, and parents alike. For teachers, EdTech has begun to reduce the burden of delivering quality lessons. For students, technology is helping them become more independent in their learning process and enabling them to learn in accordance with their skill levels and at a pace that suits them. For parents, EdTech is facilitating meaningful engagement in their child's learning journey. The Covid-19 pandemic has been key to further spurring the already buoyant EdTech market in India.

However, the effective implementation of high-quality EdTech solutions is hampered by the lack of evidence for lower grades in India. While many studies have shown the positive effect of EdTech on learning outcomes for older age groups, there exists very little evidence on its efficacy for earlier grades, particularly in the Indian context. This existing evidence behind the potential of technology for later grades has catalyzed many State Governments in India to experiment with EdTech solutions.

In order to inform policy and program design, CSF aims to generate robust evidence on EdTech across the **‘product-program-scale’** continuum to facilitate adoption at all levels:



Pillar 2



At-Home

With support from CSF, the intervention is being implemented in 350 treatment schools and 200 control schools in Haryana

1. Rocket Learning

Rocket Learning is a pioneering EdTech product that leverages a WhatsApp-based API to deliver foundational learning to children at home, engaging parents and communities via unique social incentive campaigns. A randomized control trial is being conducted by J-PAL, led by Prof. Karthik Muralidharan (University of California, San Diego) and Prof. Abhijeet Singh (Stockholm School of Economics) under the Research on Improving Systems of Education (RISE) program, to study the impact of Rocket Learning on student learning outcomes and on parent behavior change. With programmatic support from CSF, the intervention is being implemented in 350 treatment schools and 200 control schools in Haryana, and the evaluation is expected to conclude in June 2022. Initial data collection is currently underway, with the Rocket Learning team activating WhatsApp groups to engage parents in control and test group schools.





CSF is conducting a quasi-experimental study across 800 households in Delhi, in partnership with Saajha and Top Parent

2. Top Parent

To understand the impact of Top Parent on increasing parental engagement and learning outcomes, and to understand the differential impact on engagement created via novel engagement strategies (IVRS, text messaging, etc.), CSF, in partnership with Saajha and Top Parent, is conducting a quasi-experimental study across 800 households in Delhi. Initial findings show that baseline levels are reasonably high on knowledge, attitude, and practice dimensions, as well as student learning outcome indicators. Additionally, parents reported being aware of factors important for early years' growth and development but they were less aware of markers that would demonstrate to them that their child is learning. The study commenced in September 2021 and is expected to conclude in May 2022.

CSF is supporting ConveGenius to study the impact of WhatsApp-based remediation packages on student learning outcomes among nearly 1,000 students in Himachal Pradesh and Uttarakhand

3. ConveGenius

ConveGenius, with support from CSF, has been running an internal evaluation via a difference-in-difference method to understand the differential impact of WhatsApp-based remediation packages on student learning outcomes. The study is being conducted with approximately 1,000 students across Himachal Pradesh and Uttarakhand.



CSF is supporting Chimple in the implementation and evaluation of its teacher-led at-home learning model. The program is being implemented in grades 1 and 2 in 34 schools in Haryana, in partnership with the Bharti Foundation's Satya Bharti Schools Program, and with Principal Investigators from the University of Virginia and Wellesley College



4. Chimple

Our work with Chimple—a game-based and personalized app for foundational learning—has allowed us a ringside view into contextualizing a product in the Indian setting and observing results over time. Prior to our engagement, Chimple was awarded a \$1M grant and chosen as one of the five finalists in the prestigious Global Learning X-Prize (2017). Chimple was one among hundreds of EdTech products from across the world chosen to demonstrate and evaluate their solution in a field trial in Tanzania over 15 months. CSF partnered with Chimple in 2019 to contextualize their product in Hindi and other vernacular languages for the Indian market. Now, with a new and improved dual-app ecosystem—one app for the student, and another for the teacher to get a snapshot of student progress—CSF is supporting Chimple in the implementation and evaluation of its teacher-led at-home learning model. The program is being implemented in grades 1 and 2 in 34 schools in Haryana, in partnership with the Bharti Foundation's Satya Bharti Schools Program and with Principal Investigators from the University of Virginia and Wellesley College. The study is being implemented in a phased manner, starting with a pre-evaluation pilot this year, which will be followed by an evaluation in the next academic year.

Pillar 2



In-School



Digital Classrooms (DCR)

Digital Classrooms (DCR), also known as Smart Classes, are among the most widespread EdTech interventions in government schools in India. However, evidence on the effectiveness of DCR in government schools is sketchy. During the academic year 2022-23, CSF proposes to undertake action research to generate evidence that will help governments make more informed decisions around DCR. We are currently working on the research design.



Pillar 3

Creation of public goods for the ecosystem at large

The EdTech ecosystem is currently riddled with gaps concerning the availability, usage, and efficacy of EdTech solutions. These gaps can be filled by the creation of public goods that energize the market and inform decision-making for all stakeholders. The creation and facilitation of public goods is geared toward improving the quality of EdTech supply in the ecosystem, sharing evidence of what works, and building collateral (content, platforms, and playbooks) that can support scaling of technology solutions.

Pillar 3



Jointly developed through a partnership between researchers at IIT Bombay and CSF, EdTech Tulna is an EdTech evaluation index that aims to support both governments and private adopters of EdTech in India to take quality-led and evidence-informed decisions

1. EdTech Tulna



The Indian EdTech market is characterized by its fast growth, catalytic innovation, and the enormity of its landscape. In 2019, there were 5,000 EdTech solutions available in the market. This comprised multiple types of EdTech based on the purpose of the solution and users they catered to. This vast and growing ecosystem presents a complex landscape for users across government and private spheres to navigate when making EdTech-related decisions. Moreover, with EdTech getting incorporated into mainstream K-12 education, it becomes crucial for users to ensure they select the right EdTech solutions to be able to effectively drive continued learning programs with impact.

Jointly developed through a partnership between researchers from IIT Bombay and CSF, EdTech Tulna is an EdTech evaluation index that aims to support both governments and private adopters of EdTech in India to take quality-led, evidence-informed decisions. The primary barrier to choosing effective solutions arises from a lack of relevant information regarding what constitutes EdTech quality. This is the gap that EdTech Tulna aims to bridge.

EdTech Tulna has envisaged a three-part solution consisting of:

1. Defining a set of standards to arrive at a research-based understanding of what good EdTech looks like for a specific use-case or type of EdTech solution,
2. Creating exhaustive yet user-friendly toolkits to enable decision-makers to apply these standards and evaluate EdTech,
3. Conducting expert reviews and publishing evaluations of existing EdTech products in the market to directly fill the information gap on the effectiveness of EdTech solutions.

EdTech Tulna is designed to help high-stakes decision-makers like State Governments take large-scale decisions of procuring the right EdTech solutions to run state-wide learning programs. It can also support parents as they find the right solution to enable supplementary learning for their child at home, along with enabling teachers and schools to decide which solutions are best for aiding classroom teaching and learning.

EdTech Tulna has evaluated over 10 leading companies and will continue to publish more expert evaluations to inform decision-making. EdTech Tulna's frameworks and tools are already being used to inform the procurement processes of two Indian State Governments.

[Learn more about EdTech Tulna and the evaluations conducted so far](#)



TICTACLEARN



2. TicTacLearn

In 2018, a study conducted by CSF and YouTube showed an extreme lack of vernacular digital content for school students. It was then that TicTacLearn (TTL) was envisaged as one of India's largest repositories of high-quality, animated digital content for grades 1-10. The content covers Mathematics and Science subjects in multiple vernacular languages.

Today, TTL contains 12,000+ videos across six Indian languages (Hindi, Telugu, Marathi, Odia, Gujarati, and English) and intends to cover seven more Indian languages in the coming years. All videos are mapped to India's national curriculum (NCERT) and all topics have an associated assessment. All videos are byte-sized (four-five mins on average), pedagogically sound, and available for free.

TTL is available on platforms like YouTube and DIKSHA (MoE platform). Launched in April 2020, TTL's YouTube channel (Hindi) has been amongst the most successful, garnering over 65 million views and 1.4 lakh subscribers in this short duration. TTL has also been recommended by the MoE as one of the two most credible sources of content to the States as part of the Covid-19 pandemic action plan.

TTL has been used by 10 States as part of their at-home learning programs of which eight States have also telecasted it on their regional TV channels. Moreover, 20+ States have accessed TTL content via DIKSHA. TTL is also being used by more than 25 partner organizations (both not-for-profit and for-profit).



[TicTacLearn videos](#) ► [WATCH HERE](#)

- Has 12,000+ videos across six Indian languages (Hindi, Telugu, Marathi, Odia, Gujarati and English)
- Plans to cover seven more Indian languages
- Videos are mapped to India's national curriculum (NCERT)
- Videos are byte sized (four-five mins on average), pedagogically sound and available free of cost

Pillar 3

3. Reports

As part of our work around the creation of public goods, we have released reports that aim to understand new EdTech innovations and initiatives within the ecosystem. These reports also address different stakeholders, such as parents, teachers, and students, enabling them to make effective use of EdTech platforms.

Reimagining Education Through Technology

CSF published ‘Reimagining Education Through Technology’, a report which landscapes over 350 EdTech innovations across the globe that leverage technologies across the spectrum to create deep immersive and engaging learning experiences for learners. We were also particularly keen to identify those models which had the capacity to overcome resource constraints and still deliver these experiences.

The report has categorized these innovations into nine teaching-learning interactions across three key stakeholders—teachers, students, and parents. Further, we analyzed innovations to develop insights into EdTech’s impact on traditional teaching-learning practices, such as lesson delivery and self-learning. We also looked at how technology can improve nascent use cases, like homework and doubt resolution.



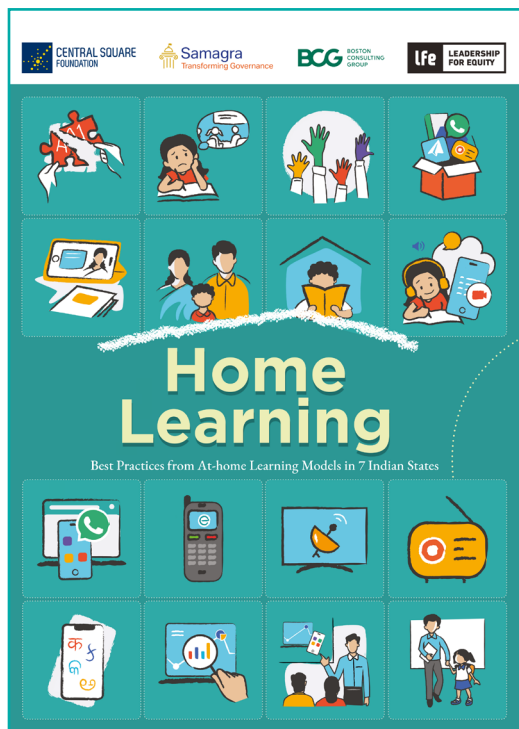
[Read the full report](#) 

Our analysis shows gains for all stakeholders. For teachers, EdTech has begun to reduce the burden to deliver quality lessons. For students, it has made them increasingly independent in their learning process and created pathways for personalized and engaging experiences, both in and out of the classroom. And for parents, traditionally playing a minimal role in a child’s learning, technology tools have shown the potential to facilitate meaningful participation. This is particularly interesting given that parent involvement has become pertinent amidst disruptions owing to school closures.

We’ve found that innovation in EdTech is pervasive around the globe and across contexts. Innovative models are being rolled out in semi-urban India, across remote parts of rural Tanzania, and the largest cities in China.

Successful models have been scaled and are reaching millions of learners, teachers, and parents. While the pandemic has driven the demand and accelerated adoption, evidence of EdTech’s efficacy has spurred considerable growth. As we continue to learn more about EdTech’s integration with traditional modes of learning, we remain cautiously optimistic that innovation will help in reaching students at the last mile and truly support teachers and parents as learning agents.

Pillar 3



Home Learning Playbook

In an attempt to demystify EdTech solutions for home-based learning, CSF along with the Boston Consulting Group, Leadership for Equity, and Samagra launched the 'Home Learning Playbook' in which we examine home-learning initiatives of seven Indian States (Haryana, Himachal, Uttar Pradesh, Rajasthan, Jharkhand, Madhya Pradesh, Maharashtra) and identify key learnings from them.

The playbook proposes a five-step solution framework that can be used to develop robust home-learning programs. While home-learning solutions may never be able to substitute classroom learning experiences, they can be used as complementary learning resources to strengthen student learning.



Moving forward, learnings from this report will help all States design and implement such home-learning programs as we enter a new era of adaptive education.

[Read the 'Home Learning Playbook'](#) 



Pillar 4

Supporting governments with policy-making and effective adoption of EdTech tools

The success of our work in EdTech hinges, in part, on our ability to work collaboratively with Central and State Governments to suggest fit-for-purpose policy interventions and effective implementation strategies for the appropriate adoption of evidence-backed technology solutions. We support State Governments to plan and implement evidence-backed, contextually relevant in-school and at-home EdTech programs so as to deliver superior outcomes.

Our earlier work in PAL in Andhra Pradesh had been noticed and generated awareness and interest. We introduced PAL to a few more States as an evidence-backed modality to reduce learning gaps. Haryana and Madhya Pradesh went on to commit to adopting PAL, and a few other States are also in the process of evaluating PAL for their needs. CSF is working with these States for planning, budgeting, school selection, program design, and monitoring of EdTech programs.

EdTech Tulna is a game-changing framework for EdTech product evaluations. CSF has been engaging with the States to introduce them to the rigor of the EdTech Tulna framework and has been successful in getting encouraging early traction. Haryana and Madhya Pradesh have decided to use EdTech Tulna for the ongoing PAL procurements. CSF has supported the States by organizing extensive training on EdTech Tulna for the State administration and evaluation teams. Some other States have also expressed interest in using EdTech Tulna to make the right procurement decisions.

The pandemic-induced school closures created an opportunity for digital home-learning solutions. CSF not only supported organizations in creating home-learning solutions but also leveraged its relationships with State and Local Governments to embed its solutions in government schools. Our work resulted in the adoption of Rocket Learning by East Delhi Municipal Corporation, and Chimple by Nashik Municipal Corporation.

Pillar 4

Institutionalizing Home-learning

We have been supporting State Governments in institutionalizing home-learning as there is increasing household penetration of smartphones. As per ASER 2021, smartphone ownership almost doubled in 2021 (67.6%) as compared to 2018 (36.5%). This is a secular trend that is expected to continue well into the future. Further, the pandemic has made more parents and students aware of the potential of leveraging mobile technology for learning, especially as a complement to face-to-face learning at school. These trends hold the promise of shrinking the digital divide in the future, thereby opening up huge potential for digital home-learning at scale. If we are to exploit the full potential of digital home-learning, however, a proactive and forward-looking approach that lays emphasis on institutionalization is the need of the hour.

CSF will seek to support an ecosystem that can create a future in which children are actively engaged in learning at-home using digital technologies. Our work will generate evidence on the efficacy of home-learning and playbooks for rigorous implementation. Such evidence can be meaningfully used by Central and



State Governments to create policies that support tech-based home-learning. The inclusion of home-learning as part of the ‘Samagra Shiksha Abhiyan’ will be a transformative step and will provide the necessary financial and programmatic impetus. State Governments will also need to create institutional capacity for the implementation and monitoring of home-learning programs to ensure that the potential gains are realized.

National Digital Education Architecture (NDEAR)

NEP 2020 highlights the following: “There is a need to invest in the creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve India’s scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology (Para 24.4 (b), page 59).”

MoE has envisioned the NDEAR to be a digital infrastructure for education that will not only help the government at the Centre, State, and Union Territories but the entire education ecosystem, including the private sector, non-profit sector, and the technology players to enhance the quality of education through innovation and experimentation. It is part of the Indian Government’s Digital India initiative, and it endeavors to provide support and enhance outcomes for students, parents, teachers, and administrators.

The MoE constituted a committee consisting of four working groups on September 8, 2020 for designing the blueprint of NDEAR. CSF was a part of two of the working groups - Scope and Institutional Framework and Implementation Plan. On the implementation of NDEAR, a Student Registry Committee has been created and Harish Doraiswamy, Project Director, EdTech, CSF, is a member of that committee.

EdTech

Our Partners



Chimple is an android app that can be used

by children in kindergarten, class 1, and 2 to learn reading, writing, and math through thousands of games, activities, and stories. The app personalizes learning delivery to the child's learning level and offers a game-based learning journey with an animated chimpanzee named Chimple who scaffolds the child's learning through verbal nudges and encouragement.

The child can use the app at home using personal mobiles or tablets, or at school using teacher-administered tablets. Teachers can use the companion app to track progress data and create a learning plan for the class or individual child. Chimple works without continuous internet access and can be used in school, community, and distance learning situations.



ConveGenius was founded as an EdTech social enterprise with the vision of closing the learning gaps for the low-income community in

India through the use of technology. It uses conversational AI-based PAL to provide one-click access to assessment-based remedial content via WhatsApp to low-income families and households.



Read Along

Read Along is a free android app by Google that

encourages young learners to read. A helpful in-app reading buddy, Diya, helps children by listening and responding to them in real-time as they read aloud, using Google's advanced text-to-speech and voice recognition technologies. With more than 500 stories and word games to choose from, the app can make personalized recommendations based on each

child's progress. After the initial download, the app works without Wi-Fi, and without consuming any data. With the Reading Groups feature, teachers can easily check student reading progress and make personalized interventions.



Rocket Learning is an EdTech

product that leverages a WhatsApp-based API to deliver foundational learning to children at

home, engaging parents and communities via unique social incentive campaigns. It is a government-led model that links the government school system and teachers with parents and communities using technology, media, and social influence techniques.



Saarthi Education

is a non-profit organization based out of

New Delhi, working with the mission to improve early learning outcomes of children in India. Saarthi empowers parents across low-income communities to provide an environment of excellent early learning and care for their children at home. They provide learning resources and parent coaching through an innovative blend of online and offline components.



Top Parent is an app-based solution that promotes parental engagement and provides high-quality learning packages to improve learning outcomes for young children in low-income

communities. Linguistically appropriate personalized content on the app is tailored to the child's age and grade. It is based on the hypothesis of keeping parents at the center of the child's learning journey through nudges, videos, and contextualized content.

Private Schools Sector



Nearly 50% of India's school-going children attend private schools.¹ Though parents believe that independent private schools provide a better learning environment, the actual student learning outcomes in private schools remain low.² The NEP 2020 lays tremendous emphasis on improving quality, which is impossible to achieve without focussing on the 12 crore students enrolled in private schools. Since the private schools market is heterogeneous and fragmented, systemic and demand-driven reforms are better suited for scalability and for improving learning outcomes that have remained stagnant for a decade.

¹ U-DISE 2019, Board exams are comparable standardised assessments conducted by national and State education boards in grades 10, 12 and occasionally in grades 5 and 8 for all schools

² Azim Premji Research Group, Field Studies in Education. "School Choice in Low Information Environments," 2018;

Karthik Muralidharan and Venkatesh Sundararaman, "The Aggregate Effect of School Choice: Evidence from a Two-Stage Experiment in India", 2015

CSF's work is centered around creating an enabling environment for private schools to deliver quality education. Our strategy is geared towards addressing the following challenges:



Reducing the information gap between schools and parents by equipping the latter with data on school quality. Quality is determined based on standardized assessments in elementary grades to help parents make informed choices concerning their child's learning and hold schools accountable for better outcomes. Key highlights in this workstream from the past year include:

Key-stage assessments for grades 3, 5 and 8

The first step to providing parents with standardized information on school quality is to collect reliable assessment data for both government and private schools in elementary grades. NEP 2020 recognizes the need to test students in early grades to measure learning achievement and plug gaps before students reach higher grades. Standardized assessment data in primary and middle schools would also help parents evaluate the quality of education in these schools, as 60% private schools do not extend to board examination levels.

To monitor progress on learning outcomes, the NEP recommends administering a low-stakes school examination for grades 3, 5, and 8. All schools must assess students on core concepts, application of knowledge, and critical thinking. Data from this assessment will not be used to detain or promote a child, instead, it will inform schools, parents, and officials as they measure and take steps to improve learning outcomes. CSF is working with CBSE to administer the Structured Assessment for Analyzing Learning (SAFAL) assessment for grades 3, 5, and 8, aiming to develop an implementation model for the States.



CSF is working with CBSE to administer the SAFAL assessment for grades 3, 5, and 8, aiming to develop an implementation model for the States

2

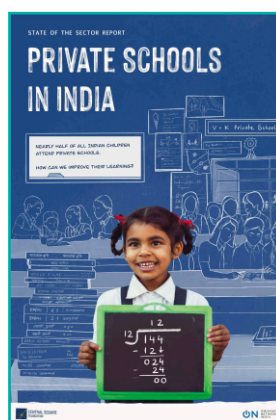
Building a positive narrative through disseminating data and evidence to create an enabling environment for private schools to focus more on improving learning outcomes and less on input requirements set forth by regulators. Key highlights in this workstream from the past year include:

A report on ‘The Impact of Covid-19 on Private Schools in India’

Despite the growing qualitative and experiment-based evidence from the private sector, public perception and policy decisions on private schools seem to be driven by high-fee schools which are in fact, outliers. The private school sector is extremely heterogeneous, and low-fee private schools, in particular, often get overlooked. This is despite the fact that a majority of the 4.5 lakh private schools across India are low-fee and unaided. About nine crore students (75% of all private school students) are enrolled in these unaided schools, and 45% of students pay less than Rs. 500 per month as course fees. However, the quality of learning in these schools needs attention. Given the scale of the sector, we need to focus on the quality of learning in private schools so that we can improve our national learning levels.

In July 2020, CSF, in collaboration with Omidyar Network India (ONI), released the first State of the Sector (SOTS) Report on Indian private schools. As a follow-up to this report, CSF and ONI conducted a survey to understand the impact of Covid-19 on low-fee private schools. The report identifies key challenges faced by low-fee private schools and recommends short and medium-term policies to support learning recovery for students enrolled in these institutions.

In July 2020, CSF released the first State of the Sector (SOTS) Report on Indian private schools. As a follow-up to this report, we conducted a survey to understand the impact of Covid-19 on low-fee private schools



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Assessments



Assessments are an integral part of the teaching-learning process, benefiting both the learners and the education system by providing reliable feedback on the quality of learning and instructional effectiveness. Further, assessments can provide valuable information on issues of access, quality, efficiency, and equity within the education system.

CSF's work spans both large-scale system-level assessments as well as classroom-based assessments for continuous progress monitoring and feedback. Our focus areas include: improving the quality of assessment design by providing structured tools at the classroom level; strengthening the data reliability of NAS 2021 by supporting NCERT in designing high quality assessment tools and CBSE in improving test administration; building capability for high-quality assessments; and supporting CBSE in launching key-stage assessments in grades 3, 5, and 8, measuring key competencies across elementary grades.




Structured Assessment for Analyzing Learning (SAFAL)

SAFAL is CBSE's flagship program to introduce a competency-based assessment system and a formal protocol to collect reliable student performance data in grades 3, 5, and 8 across all CBSE schools in India.

[SAFAL](#) | [READ MORE](#) 

SAFAL is a census-based assessment that evaluates key curricular areas of language (English and Hindi), Mathematics, and EVS/Science for all students in grades 3, 5, and 8. SAFAL results will be used to provide schools with developmental feedback on key competencies, and importantly, won't be used to promote or detain students. CBSE will launch the first phase of assessment, with 2,500 schools covering grades 5 and 8, in February 2022 (academic year 2021-22). A complete roll out of the assessment (grades 3, 5, and 8) is scheduled for December 2022 (academic year 2022-23).

CSF has supported the SAFAL project with strategic and technical expertise for developing competency-based assessment frameworks, high-quality item development, competency-aligned reporting, communications, and project management. This assessment will serve as a model for States to roll out key stage assessments for public and private schools, which will provide a learning marker to measure and improve school quality in elementary grades.

[Read more about key-stage assessments in grades 3, 5, & 8 here](#) 

The National Achievement Survey (NAS)

In 2021, after a four-year hiatus, NAS was conducted by the MoE across 28 States and eight Union Territories, covering more than 30 lakh school students from grades 3, 5, 8, and 10. Experimental evidence and analysis of large-scale assessments suggests that ensuring data reliability is key to making system-level assessments, such as NAS and SAFAL, relevant for stakeholders to act on.³ Thus, CSF supported both NCERT and CBSE in curating the assessment design and administration process, aiming to enhance data reliability at every step. In addition to this, CSF supported NCERT in developing test items, conducting pilots, and designing operating procedures to ensure confidentiality of test materials throughout the development phase.

A dedicated project management unit worked with CBSE to overhaul the operational plan for NAS 2021 and build systems to strengthen key operational processes, and therefore data reliability. CSF also developed targeted, as well as systemic digital training content for nearly three lakh functionaries involved in the implementation of NAS 2021. Our intervention ensured a high degree of SOP awareness and consistency in field operations across districts, further adding to the quality of data collected as part of NAS 2021.

[Read more about how NAS 2021 was designed](#) 

³ Abhijeet Singh 2020: *Myths of Official Measurement: Auditing and Improving Administrative Data in Developing Countries*, Doug Johnson and Andrés Parrado, *Assessing the Assessments: Taking Stock of Learning Outcomes Data in India*

Supporting Assessment-Informed-Instruction in Madhya Pradesh and Uttar Pradesh

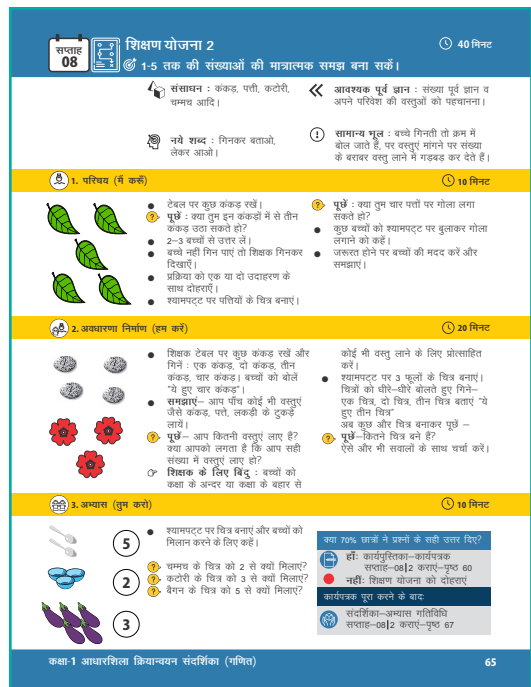


Figure: Assessment-informed-instruction embedded in lesson plan in Uttar Pradesh


Despite an increase in access to schooling in low and middle-income countries, learning levels in education remain low. Teachers often lack the time, tools, and processes to adequately understand the learning levels of individual students and tailor their support accordingly, resulting in many children being left behind. This is where using assessment to inform classroom instruction as per student needs becomes a necessary approach for improving the quality of teaching and learning.

CSF, in collaboration with its academic partners in Mission Prerna, Uttar Pradesh (Vikramshila and LLF) and Mission Ankur, Madhya Pradesh (Sol's Arc and RTR) has embedded the elements of assessment-informed-instruction (A-i-i) in the lesson plans, worksheets, and weekly structure, contributing towards reform in instructional routine and teacher practices. Equipping teachers with structured tools and training ensures effective implementation of A-i-i practices in the classroom. The visually engaging, easy-to-absorb, and structured materials will provide step-by-step guidance for teachers to support students better.

Additionally, CSF is drafting a guidebook titled 'Practitioners Guide to Embedding Assessment-Informed-Instruction', which serves as a last-mile solution for education stakeholders and practitioner organizations, making a unique contribution to this critical global agenda. The recommendations in the guide are based on elements of A-i-i drawn from different programs in India and other low and middle-income countries. The guide covers aspects of A-i-i, why programs should embed A-i-i, and most importantly, how to embed A-i-i.

Assessments in the Times of Covid-19

In September 2020, CSF collaborated with Saarthi Education to conduct a phone-based survey, measuring early grade numeracy skills of students enrolled in Saarthi's Delhi-based at-home learning program. Phone-based assessments were administered for more than 300 children between the age of two and 11. The assessments were conducted by third-party enumerators, trained by CSF on the instruments and processes of conducting such assessments. Our study provided useful insights on designing and conducting phone-based assessments with improved reliability. Despite their limitations, phone-based assessments provide a cost effective and scalable method of measuring learning outcomes and gauging the health of our education system.

[Read the report here](#) 



CBSE Handbook of Assessment and Evaluation

NEP 2020 emphasizes the importance of continuous and adaptive assessment in informing teaching-learning processes and optimizing learning for all students. The CBSE Handbook of Assessment and Evaluation distills the process of developing assessments into easy-to-comprehend modules, enabling teachers to design accurate test items for measuring diverse competencies.

The handbook aims to:

- Guide test developers in framing questions for learning assessments;
- Expound the role of learning frameworks for item writing, characteristics, and development of high-quality assessment instruments; and
- Provide inputs for writing good items, marking guides.

CSF supported CBSE in developing the handbook by creating resources for test developers and reviewers.

Media & Outreach



- 1 CSF in the media
- 2 Media partnerships
- 3 The EDge - Our monthly newsletter
- 4 EDge Talks - Our series of monthly conversations with experts
- 5 Charcha 2021 - Panel discussions on (re)building education back better
- 6 Social media overview
- 7 Our speaking engagements

1 CSF in the media

HT Hindustan Times

The future of school education in India

In India, schools were shut in March 2020 due to the coronavirus pandemic. Almost two years later, many states reopened schools but were forced to shut down again due to Omicron. While health care is a priority, we must acknowledge the staggering quantum of learning loss due to the closure of schools. Eighty per cent of children (14-18 years) reported lower levels of learning than when they were physically in school (UNICEF 2021). On average, 92% of children have lost at least one specific language ability from the previous year across all classes. On average, 82% of children have lost at least one specific mathematical ability from the previous year across all classes. (Azim Premji University 2021).

Despite the setbacks, 2020-21 will go down as a milestone year for school education in India. The National Education Policy (NEP) 2020, India's third education policy after a gap of 34 years, was approved in July 2020. NIPUN Bharat, a nationwide mission to ensure every child acquires foundational literacy and numeracy skills, was launched in July 2021. The National Achievement Survey, conducted by the Central Board of Secondary Education in November 2021, included classes 3, 5, and 8 from private schools for the first time, in addition to government schools. As a nation, we challenged our assumptions about what education is and how it could be delivered in the absence of normal schooling.

The EdTech sector became the mainstay even though, so far, it had only been on the margins and used on an ad hoc basis. The integration of technology in education to ensure children continue to learn at home was a testimony to the sector's transformational potential.

Drawing from what we've learnt in the past couple of years — and given that repeated school closures are here to stay — these shifts (and their acceptance) could lead to a learning revolution in 2022 and beyond: Digital innovation; learning beyond schools; and multi-sector collaborations.

We saw the widespread adoption of and innovation in EdTech in the last two years. Rocket Learning, a non-profit EdTech organisation, and Convegenius, an EdTech social enterprise, have both leveraged WhatsApp to engage parents, teachers, and students. While the former uses WhatsApp groups to create a digital learning community where one parent's participation encourages other parents, the latter uses a chatbot to assess learning levels and accordingly provide remedial content. Going forward, such personalised EdTech will be key — customising education delivery,

students still do not have access to a device, as per the *Annual Status of Education Report 2021*. The report also revealed that access of households to devices and internet connectivity did not necessarily translate into the device being used by the child for learning. The Kerala and Haryana governments have committed to distributing devices to children for learning to address the issue of access to devices. However, meaningful partnerships between the public and private sector players might help resolve this even more quickly and on a larger scale.

In India, a decentralised model of education might better reflect local education needs and improve access. Governments could potentially collaborate with content companies to improve software or corporate social responsibility and private companies can consider large-scale device distribution and strengthening internet connectivity. Globally, we should be discussing mutual learnings to develop a consensus on how education is likely to change. There is a lot to learn from the approaches of other countries on how they fool-proof education.

The pandemic disrupted and challenged traditional teaching-learning methods. It taught us that learning can go beyond brick-and-mortar classrooms, be more engaging and interactive by way of videos, activities, and discussions. We are steadily embracing the concept of "learning from anywhere, at any time". In early childhood education particularly, the distinction between formal and informal learning is blurring. The NEP 2020 has provided a clear pathway for informal learning to be adopted in school curriculums.

Haryana demonstrated how learning could extend beyond classrooms, informally, when schools shut. Volunteers were identified from within the village(s) to conduct 90-minute-long *mohalla* classes for five to 10 children at least thrice a week. We need to put more resources and efforts into identifying and building local capacities at the community level to ensure continued learning.

Parental engagement and participation in children's learning, too, increased during the pandemic. ASER 2021 shows that 75% of children received help either from parents or older siblings at home. Rocket Learning's WhatsApp model too witnessed regular participation from parents. We must ensure that we do not lose this momentum of increased parental involvement. There is enough research and evidence which establishes that parental involvement helps children learn better.

Repeated school closures based on local or regional Covid-19 considerations is likely to be the new normal for a while. Even when



Ashish Dhawan

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A step towards solving India's learning crisis

The former education minister, Ramesh Pokhriyal Nishank, recently launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat. A nationwide initiative on Foundational Literacy and Numeracy (FLN), NIPUN Bharat, aims to ensure all Class 3 children read with meaning and perform basic math problems by 2030-31.

This was followed by a string of initiatives launched by Prime Minister (PM) Narendra Modi and the education ministry under Dharmendra Pradhan, the newly appointed education minister, to mark the first anniversary of the National Education Policy (NEP) 2020.

Some of the key initiatives include SAFAL, a competency-based assessment in Central Board of Secondary Education (CBSE) schools for grades 3, 5 and 8; NISAR, a national digital infrastructure to support teaching-learning; and NISHTHA 2.0, an integrated teacher training programme. These initiatives are all steps in the right direction and will add much needed momentum to improving learning outcomes.

Many of us assume that higher classes and board examinations are the only critical parts of a child's education journey. However, this assumption couldn't be further from the truth. It is the early school years, between the ages 3-8 years, which are the most important. This is when children pick up foundational, and currently crucial, skills of language and mathematical operations. These basic skills form the bedrock of learning and skill acquisition as children progress academically. If children fail to acquire FLN skills by Class 3, they tend to fall behind as they find it difficult to read which renders them unable to engage with the curriculum.

According to the World Bank's 2017 learning poverty index, 50% of India's children cannot read and understand a short, age-appropriate text by Class 5. This was before the pandemic-induced school closures disrupted traditional teaching and learning for as many as 250 million children across the country, and aggravated the learning crisis. In addition to missing out on classroom learning, children also seem to have forgotten what they learnt in the previous year.

According to a study conducted by the Azim Premji University, about 92% of children, on an average, lost at least one specific

language ability from the previous year across all classes, while 82% lost at least one specific mathematical ability.

Given the worrying statistics, the government's quest to prioritise FLN by launching a time-bound national mission is reassuring. The launch of NIPUN Bharat comes close on the heels of the approval of NEP 2020. The policy accords the highest priority to FLN and mentions that it will become redundant if we don't achieve universal FLN.

NIPUN Bharat gives us direction on how we can help children bounce back stronger as we navigate a second consecutive academic year through the pandemic. I believe the education system needs to adopt the PARI approach — Prioritise, Assess, Remediate, and Innovate. We must prioritise and help children regain and build their FLN skills.

There is no straitjacket solution to this; every child's learning level and needs will vary significantly. A good starting point would be to assess the learning levels of children and then help them catch up with FLN skills and grade-level outcomes. Regular assessments, even if dipterick, should be held to measure progress against the FLN goals set by the national mission. After assessing, we must accordingly provide appropriate remediation support to make up for the Covid-induced learning loss and help children learn at par with the mission goals.

However, it is important to note here that we must be sensitive to the needs of children and help them regain and sharpen their skills instead of racing to meet the goals or complete the syllabus. Schools and governments can continue to innovate with "at-home learning programmes" and engage parents and communities to ensure that children stay engaged and learn more meaningfully. This is important to build on, since it is likely that we are looking at some sort of a system where schools open and shut frequently with children not attending at full strength on a regular basis.

We must also be aware of children's socio-emotional needs, especially those from underprivileged backgrounds, as the ongoing pandemic continues to challenge lives and livelihoods. Children who are struggling with stress, food security, and homelessness are likely to require much more support.

Any national effort that aims for the universal acquisition of FLN skills must also be extended to private schools as nearly 50% of India's schooling children study in these. We will truly become NIPUN Bharat when the children studying in affordable private schools are also included in the FLN mission.

This has been a year of unprecedented adversity, but now is the time to build back



Ashish Dhawan



Ashish Dhawan writes an OpEd for the [Hindustan Times](#) on the importance of FLN skills to solve India's learning crisis

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Business Standard





Polarised views about ed-tech stem from information asymmetry

Need to create awareness about the definition of "good" for ed-tech products

Awareness about "quality" ed-tech will force companies to offer better learning products

Gouri Gupta
Director (Edtech), Central Square Foundation

Gouri Gupta, Director of EdTech at CSF, spoke to [Business Standard](#) about the information asymmetry in the EdTech ecosystem and the need to create awareness about quality among EdTech users

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Gouri also [spoke to The Ken](#) about EdTech Tulna and how it fills the gap in the evaluation of EdTech platforms

READ MORE 

Bikkrama Daulet Singh, Co-Managing Director at CSF, [spoke to Business Standard](#) on the fallout of school closures, the NEP 2020 and the NIPUN Bharat Mission

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'Teaching cannot be business as usual once schools reopen'

The shutdown of schools since the start of the Covid-19 pandemic last year has posed serious concerns about children's learning as well as their social and mental well-being. Experts are convinced that India's learning poverty (the World Bank definition is children unable to read and understand simple text and numbers by 10), which was at an alarming 54.8 per cent pre-pandemic, would have shot up. **BIKKRAMA DAULET SINGH**, co-managing director of the non-profit Central Square Foundation, spoke to Anjali Bhargava on the educational fallout of the pandemic, the relevance of the National Education Policy (NEP), and how to make Nipun (National Initiative for Proficiency in Reading with Understanding and Numeracy) work in the present context. Excerpts:

By the time Nipun was operationalised last month, the base year had altered with a drastically different education scenario. What is the relevance of Nipun and the NEP in an environment where at least two cohorts of learners (grades 1 and 2) have missed out completely after the Covid-19 pandemic struck?

Nipun, above all, still helps all states recognise the problem: what is learning poverty and why is it important? Half our children at age 10 cannot read in Hindi, English or regional languages. I think Nipun sends the message that we need to tackle this not-so-trivial problem in a mission-oriented manner.

Second, 80-90 per cent of state education budgets go towards paying salaries. Programmes that focus on quality are usually centrally funded. The ministry has put aside ₹2,700 crore a year for foundational learning over the next few years. A robust FLN (foundational literacy and numeracy) programme requires around ₹500 per child per year (remember you are not paying for the teachers through this).

The big challenge is that it is not status quo. It may work for the new cohorts in grades 1 and 2 but what happens to the children at the primary level who have lost two years of learning? We've been trying to drive home the point that a 60-90-day remediation is not going to work. You can't crunch two years of learning into two or three months.



Already surveys in the states we work in are showing that there are large cohorts who cannot recognise the alphabet or numbers. We are suggesting schools "start early and end late". This means that teachers need to devise a new set of worksheets and curriculum for a grade 3 student that actually begins with grade 1 level work. For instance, Tamil Nadu has taken the bull by the horns by introducing level aligned textbooks. It is not giving teachers a choice, but changing the textbook itself.

Second, the pandemic has demonstrated that home learning can actually help bridge the gap. The Language and Learning foundation (LLF) in Kurukshetra, Haryana, called "har ghar school" used

volunteers who twice a week went to the communities and took classes, distributed worksheets both physically and through WhatsApp groups. It worked quite well. Uttar Pradesh is looking to extend this across the state, but through teachers since mobilising so many volunteers may not be possible.



BIKKRAMA DAULET SINGH
Co-managing director,
Central Square
Foundation

But the NGO and civil society initiatives can only show the way. They can't solve the problem at a systemic level in a country with such scale.

Yes, teachers at a macro level need to teach material that is rolled back by two years. It cannot be business as usual once schools reopen. The teacher needs to alter behaviour and do flexible, iterative

work. We are suggesting that critical components be emphasised and taught. So if it's a child in Class 3, it's critical that she can read sentences of a certain length or, say, add numbers. So remediation classes are centred on those.

For this, the teachers have to come on board as they are simply conditioned to teach grade-level textbooks. One can expect a pushback from teachers as has been seen in the past with new innovative teaching experiments. So only those states that can mobilise teachers around this national crisis will succeed. In short, Nipun can really help the new cohorts coming in but for the existing ones it will help in fits and starts.

Which of the NGO-led initiatives have really made a difference?

The hope with all these is that they switch from civil society to system-led programmes. Even if the NGO or civil society organisation does the technical or ground work, it should have the state government's buy-in. I think Rocket Learning, LLF and Saarthi all have strong programmes that have demonstrated some degree of success with engagement levels and behavioural changes. Whether they can be adopted by the state governments at a systemic level remains to be seen.

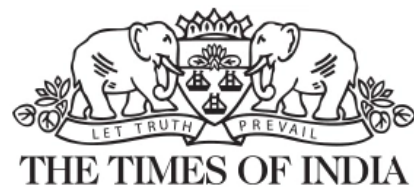
I do think this should be made into a kind of movement on the lines of a Swachh Bharat mission — one that exhorts teachers and nudges them to ensure they don't leave large cohorts of children behind. The pandemic has posed a very real threat of a *lost generation* of learners. If this can be prioritised at the prime ministerial level, it would grab national attention and minimise some of the losses.



Shaveta Sharma-Kukreja,
Co-Managing Director at CSF, was on
an NDTV panel, discussing the need
to keep schools open with safety
precautions in place if local or
regional situations allow



**“With educators
incorporating
digital technology
into the activities
and lesson
learnings of
the students,
blended learning
is going to
be inevitable.”**



Gouri Gupta [spoke to the Times of India](#)
on why blended learning will be
inevitable going forward

[READ MORE](#)

2 Media partnerships



1. Indian Express

We partnered with the Indian Express to host a digital campaign on reimagining school education in the aftermath of the Covid-19 pandemic with experts. The first webinar was on 'Reimagining Schools Post-Covid' on August 20, 2021.

Webinar 1, 'Reimagining Schools Post-Covid' Aug 20, 2021

Panelists:

Atishi, MLA, Aam Aadmi Party; Benjamin Piper, then Senior Director, Africa Education, now Director, Global Education, Bill & Melinda Gates Foundation; Rukmini Banerji, CEO, Pratham; Usha Menon, Founder, Jodo Gyan

Moderator:

Uma Vishnu, Senior Editor, Indian Express



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Concluding Remarks:

Bikkrama Daulet Singh, Co-Managing Director, CSF

Editorial Coverage



Promotional Collateral



Social Media





The second webinar on October 21, 2021, was on 'NEP 2020: India's Foundation to Become a Knowledge-Based Economy'. Hon'ble Education Minister Dharmendra Pradhan delivered the keynote address.



Webinar 2, 'NEP 2020: India's Foundation to Become a Knowledge-Based Economy' Oct 21, 2021

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Editorial Coverage



Keynote Address:

Hon'ble Education Minister Dharmendra Pradhan

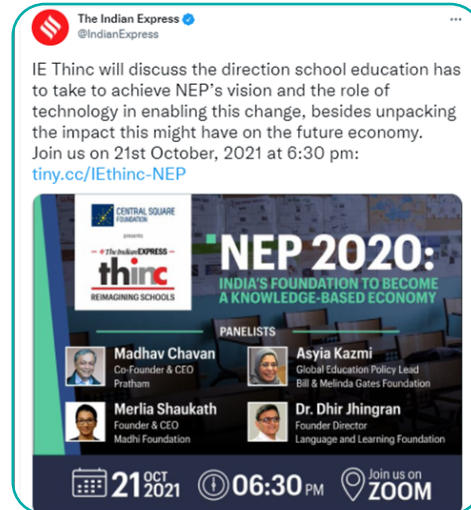
Panelists:

Asyia Kazmi, Global Education Policy Lead, Bill & Melinda Gates Foundation;
Dr. Dhir Jhingran, Founder Director, Language and Learning Foundation;
Madhav Chavan, Co-Founder, Pratham;
Merlia Shaukath, Founder & CEO, Madhi Foundation

Promotional Collateral



Social Media



Digital Collateral



2. Amar Ujala

CSF partnered with Amar Ujala to host a webinar on '[Foundational Learning Post Covid-19](#)' on December 14, 2021, with Satish Chandra Dwivedi, Minister, Basic Education, Uttar Pradesh, Dr Dhir Jhingran, Founder-Director, Language and Learning Foundation, Dr Jayshree Oza, senior education expert and advisor to CSF, and Amitav Virmani, Founder and CEO, The Education Alliance.

अमरउजाला

जोश! सच का!



Dr Dhir Jhingran
Founder, Language and Learning Foundation



Dr Jayshree Oza
Senior education expert and advisor to CSF



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Amitav Virmani
Founder and CEO,
The Education Alliance



Satish Chandra Dwivedi
Minister, Basic Education, Uttar Pradesh

3 The EDge - Our monthly newsletter



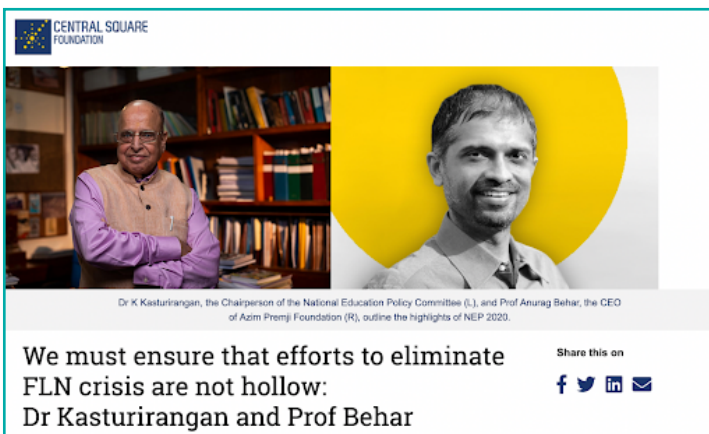
The EDge is our monthly newsletter that brings to readers bold ideas and new perspectives shaping education reform efforts.

In 2020-21, we published several interviews of experts on various topics in The EDge. We interviewed Dhir Jhingran, the Founder-Director of Language and Learning Foundation, Yamini Aiyar, President and Chief Executive of the Centre for Policy Research, Sanjay Kumar, the Additional Chief Secretary in the Education Department, Dr K Kasturirangan, the Chairperson of the NEP Committee, and Prof Anurag Behar, the CEO of Azim Premji Foundation. We also spoke to EdTech experts such as Shankar Marawada, Co-Founder and CEO of EkStep Foundation, Utsav Kheria, Co-Founder of Rocket Learning, and Sridhar Rajagopalan, Co-Founder and Chief Learning Officer of Education Initiatives.

[The EDge](#) | [READ MORE](#) 

EdTech

Due to Covid-19. The
transform education by
maximize learning
National Education
vision. We spoke to
to understand how



Dr K Kasturirangan, the Chairperson of the National Education Policy Committee (L), and Prof Anurag Behar, the CEO of Azim Premji Foundation (R), outline the highlights of NEP 2020.

We must ensure that efforts to eliminate FLN crisis are not hollow:
Dr Kasturirangan and Prof Behar

Share this on
f t i n e


Hello,

Central Square Foundation recently released a report on '[Systemic Drivers of Foundational Learning Outcomes](#)' to understand the key factors driving Foundational Literacy and Numeracy (FLN) outcomes, and the shortfalls in delivering them. In this edition of The EDge, we sum critical insights from the report. In another article, we highlight successful interventions undertaken in the healthcare sector that can be adopted to strengthen education delivery.

Cross-learning from 'health for all' to achieve 'learning for all'

The healthcare sector in India has made great strides owing to increased community involvement and establishing clear time-bound targets like 'reduce under-5 mortality to 23 by 2025'. Can the education sector adopt such interventions to improve learning outcomes?

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The National Education Technology Forum can provide synergy, strategy and solutions to the EdTech ecosystem in India


Share this on
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By Rishi Datta and Terri Mahan | December 2021

 *"The need of the hour is to facilitate conversations, ideas, imagination of the future, create a unifying language for conversations around technology"*
- Shankar Marawada, co-founder and CEO of EkStep Foundation

 *"NETF should help build a long-term strategy by looking at global and local practices and applying them to challenges in the Indian context"*
- Sridhar Rajagopalan, co-founder and Chief Learning Officer of Education Initiatives (EI)

 *"It can play a leading role in identifying solutions that will facilitate learning, promoting synergies between different solutions, and be the tulsman in translating solutions into government policy"*
- Utsav Kheria, co-founder of Rocket Learning

Understanding and solving India's Foundational Learning crisis

From inadequate instruction time in classrooms, to a policy focus on learning outcomes, our school ecosystem is faced with a myriad of challenges to the acquisition of FLN. This article deep-dives into how challenges can be overcome in a sustainable manner.



4 EDge Talks - Our series of monthly conversations with experts

[EDge Talks](#) is a series of monthly conversations featuring leading voices from school education, hosted and produced by CSF.



Safeena Husain
Founder, Educate Girls



Gouri Gupta
Director, EdTech, CSF



Sahana Murthy
Professor, Educational
Technology, IIT Bombay



Rahul Ahluwalia
Project Director,
Governance, CSF



Sonali Saini
Founder-Director,
Sol's ARC



Anustup Nayak
Project Director, Classroom
Instruction and Practice, CSF

YouTube

- 100% increase average watchtime in 2021
- 21.6k views
- 800 hours watchtime - all organic

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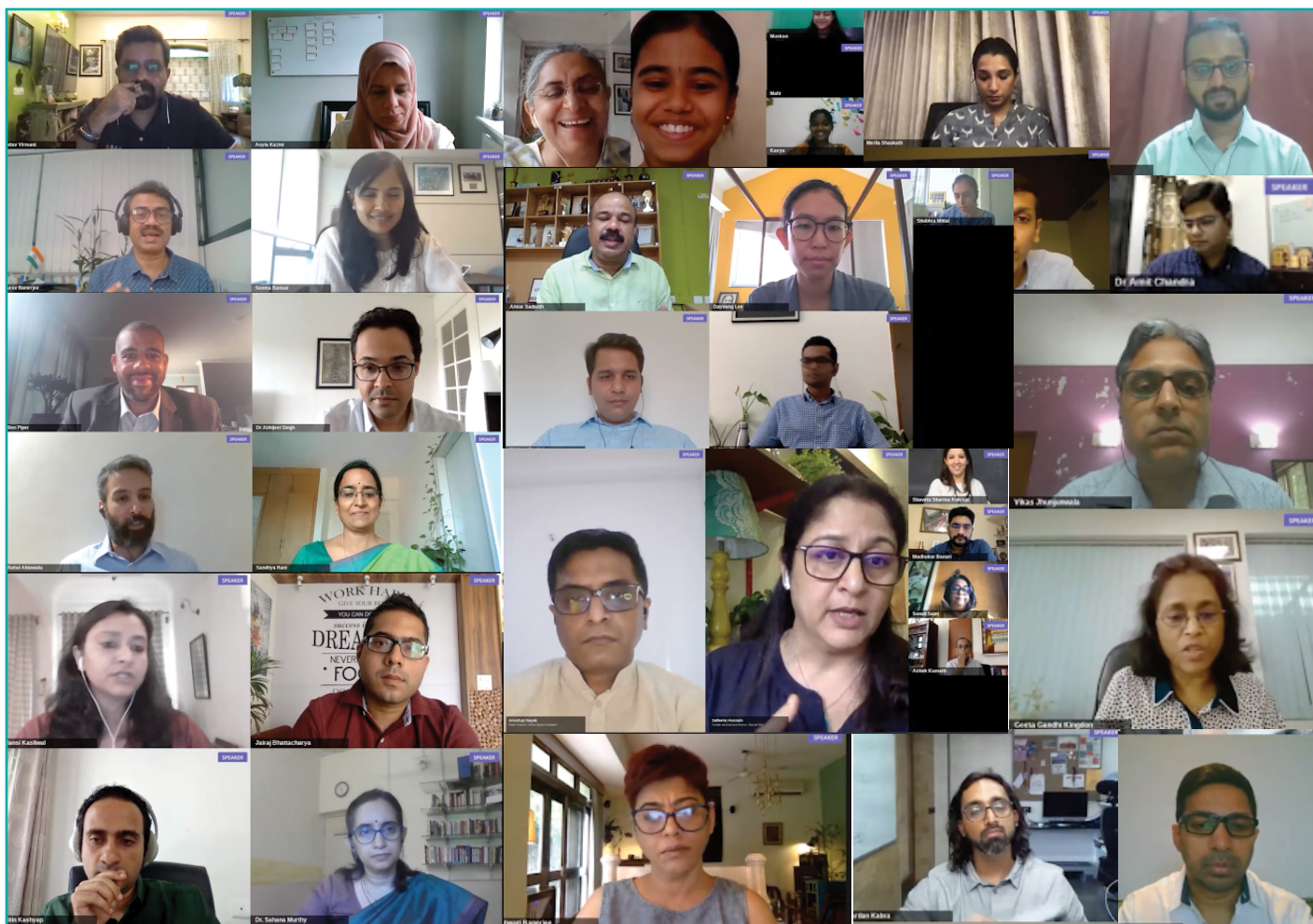
5 Charcha 2021 - Panel discussions on (re)building education back better



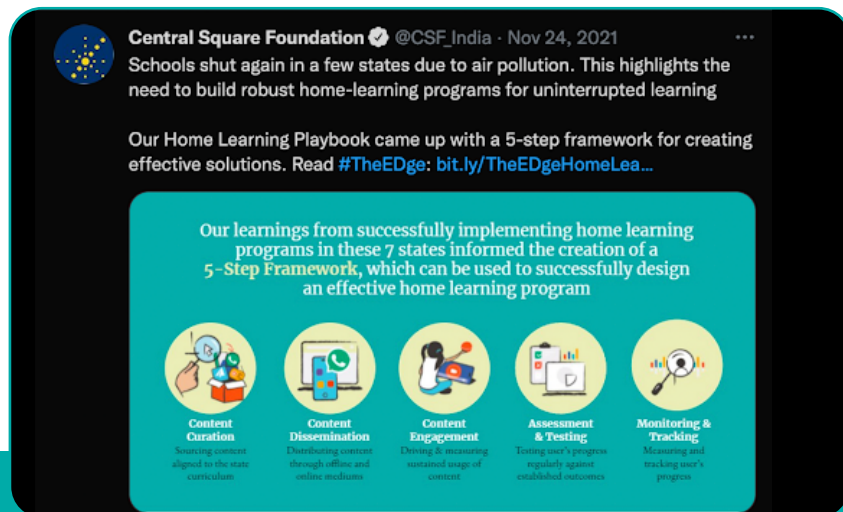
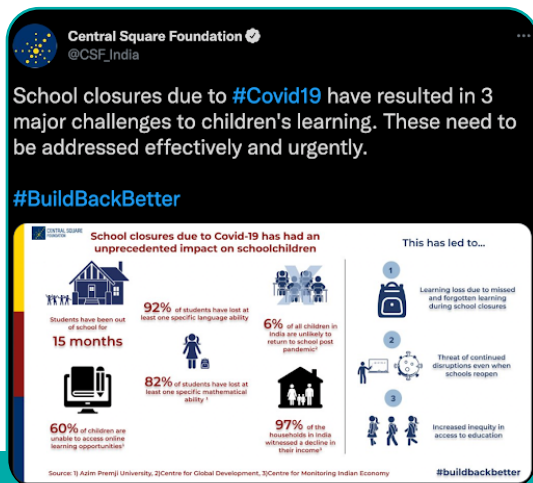
CSF hosted the [education track at Charcha 2021](#) on the theme of (re)building education back better. The eight panel discussions by various experts centered around topics such as schooling and learning post Covid-19, the importance of the NIPUN Bharat Mission, engaging parents in their child's education, making EdTech accessible, the importance of data for education reform, the future of the private school sector, building school education better, and on how EdTech can improve learning outcomes.

The education track witnessed the most attendance after the plenary. The videos of the discussions received over 33,000 views on DailyHunt.

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6 Social media overview

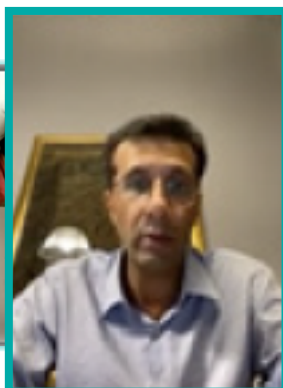


Followers: 28,600
 LinkedIn 28,500
 Twitter 19,000
 Facebook 1,700
 YouTube

- @centralsquarefoundation.org
- central-square-foundation
- @CSF_India
- CentralSquareFoundationOrg
- CentralSquareFoundation



7 Our speaking engagements



Ashish Dhawan spoke at a [panel discussion](#) on the role of parents, teachers and technology in early childhood education, hosted by the Vidhi Centre for Legal Policy

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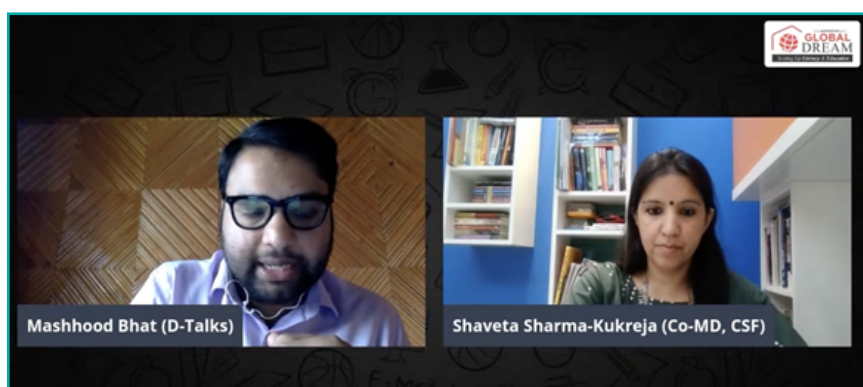
He also spoke on '[Accelerating Learning: Helping Students Catch Up](#)' at a panel discussion by Futures Forum

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Shaveta Sharma-Kukreja spoke at the [Rewired Summit's discussion](#) on 'Better Together? Why Govts are Partnering with Nonprofits'

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[Shaveta was also on D-Talks](#) discussing how we can re(build) back better to ensure uninterrupted learning for children and prioritize acquisition of FLN

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Gouri Gupta [spoke on an ET Now panel](#) on the role of technology in improving learning outcomes

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Gouri moderated a session at the [India CSR Summit 2021](#) on how EdTech can ensure better learning outcomes

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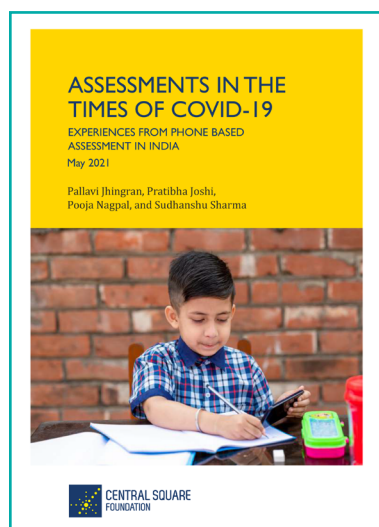
Gouri also delivered the [keynote address](#) at the Asian Development Bank's 9th International Skills Forum on how we can leverage technology to reimagine education

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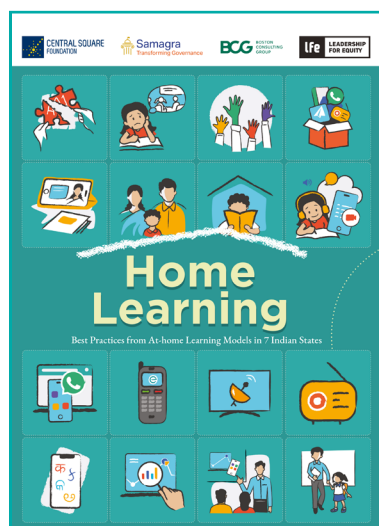


Rahul Ahluwalia was on a panel discussing 'Access to Education Finance for Low-Cost Private Schools'

Resources



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1. Assessments in the Times of Covid-19

As the school closures have prolonged, it has become critical to assess student's learning level and design effective strategies for return to in-school learning and remediation where necessary. At CSF, we designed and implemented a phone-based assessment to measure early grade numeracy skills for 300 early grade students (pre-k, kindergarten, and grade 1) from three semi-urban localities in New Delhi in August and September 2020. In our report, 'Assessments in the Times of Covid-19', we discuss our experience of conducting phone-based assessments, the challenges involved, and the implications for using phone-based assessments at scale for early grades.

2. Home Learning Playbook

In an attempt to demystify EdTech solutions for home-based learning and aid the creation of successful long term blended learning solutions, CSF, along with the Boston Consulting Group, Leadership for Equity, and Samagra, launched the 'Home Learning Playbook'. We examined home-learning initiatives of seven Indian States (Haryana, Himachal, Uttar Pradesh, Rajasthan, Jharkhand, Madhya Pradesh, Maharashtra) and identified key learnings from them.

The playbook proposes a five-step solution framework that can be used to develop robust home-learning programs. Moving forward, findings from this report will help all States design and implement home-learning programs as we enter the exciting era of adaptive education.

3. Impact of Covid-19 on Private Schools

Pandemic-induced school closures, since March 2020, have had an unprecedented impact on the education sector, especially low-fee private schools. CSF and Omidyar Network India (ONI) conducted a survey to understand the 'Impact of Covid-19 on Private Schools' sector and found that the schools have been struggling to survive. The report identifies key challenges faced by low-fee private schools and recommends short and medium-term policies to support learning recovery for students enrolled therein.



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4. Re(Build) Back Better

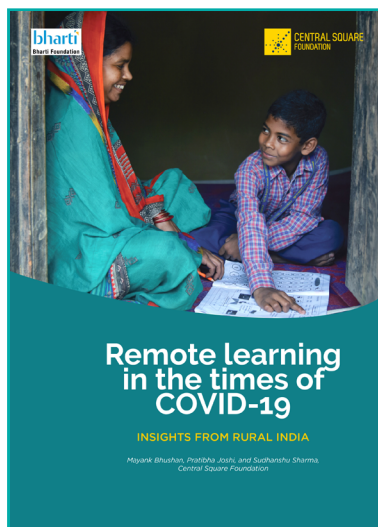
The pandemic has caused multiple school closures over the last two years. Both Central and State Governments are reviewing teaching-learning practices to explore ways in which they can be adapted to a future of uncertainty. To create a framework on how to address challenges going forward, CSF convened 15 leading Indian organizations working in the education sector. They have collaboratively drawn on their learnings from the past year to develop a concerted strategy to ‘(Re)Build Back Better’. The report presents 10 recommendations to address three critical challenges facing us when children return to school—learning loss due to school closures, a threat of continuous disruption even when schools reopen, and increased inequity in access to education.



READ MORE 

5. Reimagining Education Through Technology

Emerging technologies and innovative EdTech solutions are shaping how teaching and learning happens around the globe. The report ‘Reimagining Education through Technology’ provides insights around nine key teaching-learning interactions that EdTech has impacted. The analysis covers over 350 interesting innovations across the globe and provides information on variables such as device requirements, target groups (grades and subjects), funding, scale and evidence where available.



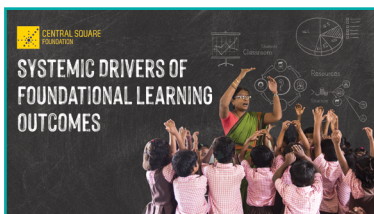
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6. Remote Learning in the Times of Covid-19

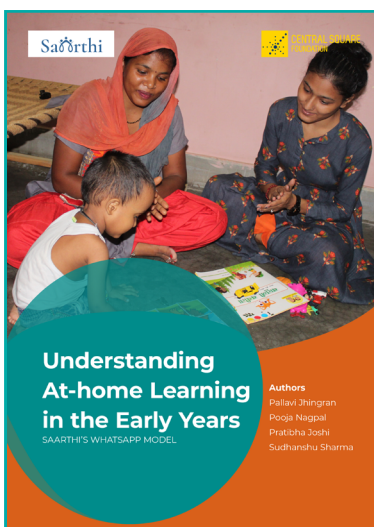
Access to digital infrastructure is necessary for remote learning. Despite significant improvements in smartphone and internet penetration in India, equitable access to remote learning remains a challenge. The ‘Remote Learning in Times of Covid-19’ report uses data from 38,507 students of 183 Satya Bharti Schools, operating in the rural areas of six Indian States to evaluate their readiness for remote learning. Our findings suggest that low-tech and easy-to-adopt solutions are likely to play an important role in remote learning in rural India.



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7. School Education in India 2021

Our flagship report, 'School Education in India 2021', aims to provide a holistic view of the school education system. Drawing upon data and evidence, the report looks at the short-term and long-term costs of extended school closures. In addition to the significant loss in learning that has taken place, there is evidence to suggest that extended school closures are likely to have worsened children's health and mental well-being, and will also affect their long-term growth and earnings. As State Governments consider returning to the physical classroom, this report builds on the experiences of other countries to identify approaches for safely reopening schools.

8. Systemic Drivers of Foundational Learning Outcomes

Many States and civil society partners have attempted to improve foundational learning levels before. Yet, despite decades of work, learning levels in early grades have remained low. The first step to improve future attempts at enhancing FLN levels in our school system is to understand why this problem exists. To build salience on critical issues impacting FLN outcomes, we prepared a report, 'Systemic Drivers of Foundational Learning Outcomes', by condensing findings from a comprehensive literature review and summarizing primary research from interviews with stakeholders from five major Indian States. This report, focused on the public school system, is a synthesis of current evidence on key challenges resulting in low foundational learning outcomes, and learnings from attempts to improve them.

9. Understanding At-home Learning in the Early Years: Saarthi's WhatsApp Model

The Covid-19 pandemic has led to widespread adoption of at-home learning models for engaging students and mitigating the time lost in school. One such intervention using an easy-to-use tech platform is Saarthi Foundation's WhatsApp Program. It attempts to engage parents to facilitate student learning through the completion of daily worksheets, sent via WhatsApp. In our report titled 'Understanding At-home Learning in the Early Years', we understand the efficacy of Saarthi's Whatsapp Model for at-home learning amidst Covid-19 related school closures. Our findings suggest that Saarthi's WhatsApp Model has high implementation fidelity from both Saarthi's Relationship Managers, as well as parents. Parents are actively involved in the facilitation of worksheet completion with their children.

Financials

Details	FY 2018-19	FY 2019-20	FY 2020-21	Remarks
Personnel	10.95	14.32	16.18	
Grants	8.59	11.91	13.32	
Project Expenses	11.02	26.55	17.16	Program expenditures including travel and consultants
Admin Expenses	3.76	4.17	3.85	All overheads/office expenditure
Total Expenses	34.32	56.95	50.51	

(All figures in ₹ crores)

As per audited income and expenditure statement

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Faisal Siddiqui

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Anvita Chandra

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Design and artwork: Yellow Brickroad Media

Editor: Vinati Dev

Photographer: Vivan Mehra

@ centralsquarefoundation.org

in central-square-foundation

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