



CENTRAL SQUARE
FOUNDATION

Roots of Reform

Annual Report 2023-24



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Seeds of Transformation

In this section, our leaders share interesting reflections on the year gone by. Discover our core values, vision and approach to drive impact at scale for quality education for all children in India.



Message from the Founder-Chairperson



Education is the cornerstone of human capital formation. Over the last few decades, India has made great strides in ensuring that children are enrolled in schools, but the current levels of learning outcomes leave much to be desired. In a low-middle income country like India, we need to double down on education for everyone to have an equal chance at being successful, empower people to lift themselves and their families out of poverty and improve their quality of life. Furthermore, education can facilitate more meaningful contributions to our economy by productively employed citizens. Given India's current demography, an educated populace in the next couple of decades has the potential to reap massive dividends for the country's economy.

At CSF, we recognise the pivotal role of Early Childhood Education (ECE) as step zero in advancing foundational learning for children. Our strategic emphasis on Foundational Literacy and Numeracy (FLN) fuels our collaborative efforts with 11 state governments to design and implement comprehensive statewide FLN missions. Furthermore, striving for innovation in education, we prioritise EdTech integration to deploy digital solutions for in-class and at-home learning to improve student learning outcomes.

Over the last year, CSF's work bore fruit in tangible ways with significant improvements observed across various states.

Our commitment to excellence was duly recognised, with CSF's projects receiving acclaim on both national and international platforms. From being announced as runners-up at the HDFC Parivartan Excellence Awards for our project 'Monitoring, Mentoring and Advanced Data Analytics for Foundational Literacy and Numeracy Programme in Telangana', to forging strategic partnerships with international stakeholders such as the Government of Nigeria for EdTech Tulna adoption, our efforts to drive innovation and impact have spread our shoots wider and made our roots stronger.

Our participation in global forums attests to our unwavering dedication to partnering for systemic change in education and energises a higher level of credibility of our vision. During India's G20 Presidency, CSF played a pivotal role in prioritising FLN in blended learning within the Education Working Group. We supported the Ministry of Education in organising key events like the 4th G20 Education Working Group meeting, the national conference on FLN and 'Janbhagidari Events', engaging 52.5 million participants nationwide and providing crucial policy inputs for the pan-India movement. At the Comparative and International Education Society (CIES) Conference 2024,

CSF showcased impactful presentations on teacher support, system reform and EdTech's role in home learning, led by our leadership. Our pioneering work on technology-enabled assessments, particularly in Punjab, was showcased at the prestigious UKFIET Conference 2023 at the University of Oxford. We led the presentation, highlighting our expertise in leveraging technology for large-scale educational assessments.

A notable highlight was setting up District Project Management Units (DPMUs) in several parts of the country to support the implementation of state-level FLN missions. We established 10 DPMUs across four of our 11 FLN states including Bihar, Odisha, Telangana and Uttar Pradesh, serving as key drivers in executing FLN reforms at the grassroots level.

I would like to extend my sincere gratitude to my colleagues, friends of CSF and all our supporters. Your unwavering encouragement and cooperation have been instrumental in our journey over the last 12 years, across 14 states.

As we plan ahead, our focus at CSF will be on sustaining the momentum of our system reform work on FLN at the district level. By tapping into the potential at the district level, we aim to drive state FLN missions to fruition, ensuring that every child achieves proficiency in both language and numeracy skills. Furthermore, with the rapid advancements in artificial intelligence (AI), we are excited about the opportunities to adapt and leverage this evolving technology for education. This year will serve as a crucial starting point for us to explore integration of AI into classrooms, with the goal of enhancing teaching and learning experiences for both students and teachers.



Warmly,

Ashish Dhawan

Founder-Chairperson

Central Square Foundation

Message from the CEO



As we look back on CSF's work and accomplishments over the past year, I am filled with immense gratitude and pride for the progress we made together in partnering with the government to strengthen education across India. Each achievement reflects our collective commitment to quality learning outcomes for our children.

At the heart of our mission is a deep personal belief in the power of education - a belief that is embedded in the DNA of every CSF team member. Today, our team has grown to nearly 200 passionate and committed individuals spread across 14 states. By nurturing talent and strengthening leadership across various functions, we have enhanced our capacity to innovate and implement impactful educational initiatives to support the NIPUN Bharat Mission - India's mission for Foundational Literacy and Numeracy (FLN).

It has been heartening to see the impact of our work to make quality school education a reality for our children. In the past year, our work on FLN with state missions led to over 15 lakh students receiving structured pedagogy teaching and learning materials (TLM) and over nine lakh teachers getting trained on FLN. In Haryana, Madhya Pradesh (MP) and Uttar Pradesh (UP), our interventions led to positive outcomes for sustained reform in structured pedagogy, teacher professional development, mentoring, monitoring and district-level initiatives. We also supported the Government of Madhya Pradesh in launching the MP Nipun Professional Program in August 2023, that aims to strengthen the implementation of Mission Ankur, MP's FLN Mission, by enlisting 52 young and dynamic professionals to work with the district administration. The fellows were selected from a pool of 3,600 applicants at a 1.44% hiring rate. Additionally, through strategic interventions in Assam, Bihar, Gujarat, Maharashtra, Odisha, Punjab, Tamil Nadu and Telangana, CSF spearheaded efforts to strengthen the implementation of state-owned FLN missions through collaborations with state and academic partners. In Assam, our efforts for a lean training cascade were successful with over 98,000 teachers being trained directly by 1,788 master trainers across all 145 blocks. This has been critical in reducing transmission loss in teacher training. In Telangana, significant improvements were noted in students meeting state FLN benchmarks in reading, writing, number identification and number comparison. A second round of the sample-based FLN Assessment Survey of over 8,700 Grade 3 students showed positive gains in learning levels as compared to the baseline conducted in 2022.

In India's governance structures, districts play a critical role. Specifically in education, districts are set up with institutional structures and government education officials are equipped with the responsibility for ensuring the last mile implementation in our classrooms. CSF is now deepening its system reform work on FLN, focussing on districts as the unit of change. We are leveraging our work with state missions to set up CSF teams at the district level to support the district education

department drive and review implementation of the states' FLN missions with high fidelity for student learning. CSF works in 12 districts across Bihar, MP, Odisha, UP and Telangana to drive academic and governance initiatives for respective state FLN missions.

One of the critical levers to augment FLN learning for our children is home learning with EdTech solutions. CSF partnered with Chimple and Bharti Airtel Foundation's Satya Bharti Schools to set up a teacher-led home learning programme. Early results from the Randomised Controlled Trial (RCT) study of the programme have shown a 0.25 standard deviation improvement in Math skills for Grade 1 and 2 children, with the largest gains coming from the lowest performing children. These results validate our belief in the power of integrated EdTech solutions contributing to student learning improvement and energise our commitment to help meaningful EdTech products and solution scale. We continue to support innovative EdTech solutions through initiatives like the EdTech Accelerator and aim to reach 24 lakh children in partnership with eight EdTech organisations. We released our report 'Bharat Survey for EdTech (BaSE)', in April 2023, a first-of-its-kind household survey in India that brings the voice of the end user into the discourse on EdTech. The report revealed interesting findings with 72% children having access to smartphones in India, and about 51% of the surveyed children reported self-learning through EdTech. Our efforts to support learning-based decisions and inform policies in the EdTech ecosystem also achieved considerable momentum this year. We identified IIT-Delhi as the institutional home for EdTech Tulna and EdTech Tulna was leveraged by two state governments (Gujarat and UP) for EdTech procurements. CSF also supported Telangana to embed home learning as part of public education delivery and the experience from its implementation are now being shared with other state governments. Additionally, we took promising first steps in Madhya Pradesh to strengthen home learning.

CSF has always believed in the need and power of Early Childhood Education (ECE). NEP 2020's ambitious visionary emphasis on three years of pre-primary education in India is a timely policy push to ensure our three year olds start the right learning journey. Our young children in Anganwadis need investment of additional human capital to ensure that they get time and support for learning. Every five-year-old in India deserves to be in a pre-primary class, as step zero of his/her FLN journey. To advance this dialogue, we published our report 'Building Strong Foundations: An Examination of Early Childhood Education in India', in December 2023. It provides a comprehensive situational analysis of ECE in the country, encompassing seven states and over 200 Anganwadis and government pre-primary classrooms. The report delves into various crucial elements of ECE delivery, including budgetary considerations, curriculum evaluation and classroom methodologies employed by teachers, aiming to strengthen the understanding of the systemic reforms necessary for successful ECE provisioning for children.

To ensure that our system reform approach encompasses both public and private schools, we worked with states to institutionalise school-quality markers like the Competency-based Census Assessment (CCA). In partnership with state governments, we are shaping demand for quality learning and empowering parents to make informed choices about their children's education. Additionally, our work on school governance was also presented as a case study by Global Schools Forum as part of their All Hands on Deck for SDG 4 and will be used to sensitise non-state actors globally on practical approaches to support governance for improving learning in schools within their local contexts.

CSF was also privileged to be a strategic partner for key initiatives like the FLN-themed G20 Education Working Group in 2023, the annual NEP anniversary and regional conferences on FLN, where we successfully contributed to the discussions and solutions to improve student learning outcomes.

As artificial intelligence (AI) transforms many dimensions of our lives, we are also strategically committing to AI use-cases in education to support student learning. With the rapidly evolving landscape of language models and multi-modal solutions, we are excited about enhanced teaching and learning experiences. As with our approach to all our work, we see this journey from the build and pilot mode of pedagogically rigorous solutions to deployment at scale. Our initial hypotheses of interest are personalised learning support to children, AI-enabled teacher coach and leveraging AI for assessment informed instruction. As always, our interventions are designed with the user as the central anchor.

I want to acknowledge and congratulate each member of the CSF team for their dedicated efforts and unwavering commitment throughout this year. I also express my deep gratitude to our government champions for their invaluable leadership and steadfast support. To our partners, advisors and donors, your belief in CSF's vision, work and approach further strengthens our endeavours towards achieving meaningful learning outcomes for all children in a Viksit Bharat.



Warmly,

Shaveta Sharma-Kukreja

CEO & MD

Central Square Foundation

Who We Are

About CSF

Established in 2012, Central Square Foundation (CSF) is a non-profit organisation dedicated to enhancing the learning outcomes of all school-going children across India through system-led reforms. Our initiatives span innovation and policy to practice and focus on learning impact at scale. At the heart of CSF's mission is our strategic focus on Foundational Literacy and Numeracy (FLN), which drives our collaborative efforts with 11 state governments to design and execute statewide FLN missions. Additionally, we prioritise EdTech integration, aiming to deploy digital solutions for in-class and at-home learning and establish evidence-based practices while also tapping into the potential of artificial intelligence (AI) to augment learning outcomes. CSF is deeply committed to Early Childhood Education (ECE) reforms, recognising the critical role it plays in laying a strong groundwork for children's learning journey, thereby augmenting FLN outcomes. CSF also works in the area of School Governance, extending its system-level approach to children in both private and government schools, to strengthen the country's education landscape.

We focus our work on four impact areas:



Our Vision

Ensuring quality school education for all children in India.

Our Approach

Work with the **government** to improve **student learning** at scale

Integrated coalition approach in partnership with ecosystem organisations

Research and evidence-based interventions with focus on reliable **assessments**

Our Values



MISSION DRIVEN

- We care intensely about our mission to ensure quality education for all children.
- We are connected with ground reality and are cognisant of real-life challenges and roadblocks.



THRIVE ON EXCELLENCE

- We are committed to putting in our best effort into everything we do, ensuring attention to detail and strong individual performances.
- We are not afraid to work on the 'bold and new' and value going above and beyond what is expected.



BIAS TO ACTION

- We aim to accomplish more with less and follow the 'Think-Do-Learn-Repeat' mantra.
- We keep ourselves nimble by minimising complexity and prioritising time efficiency.



COLLABORATION

- We seek what is best for our mission and the organisation, rather than what is best for individuals.
- We respect people from diverse backgrounds and cultures and embrace differing perspectives.



INTEGRITY

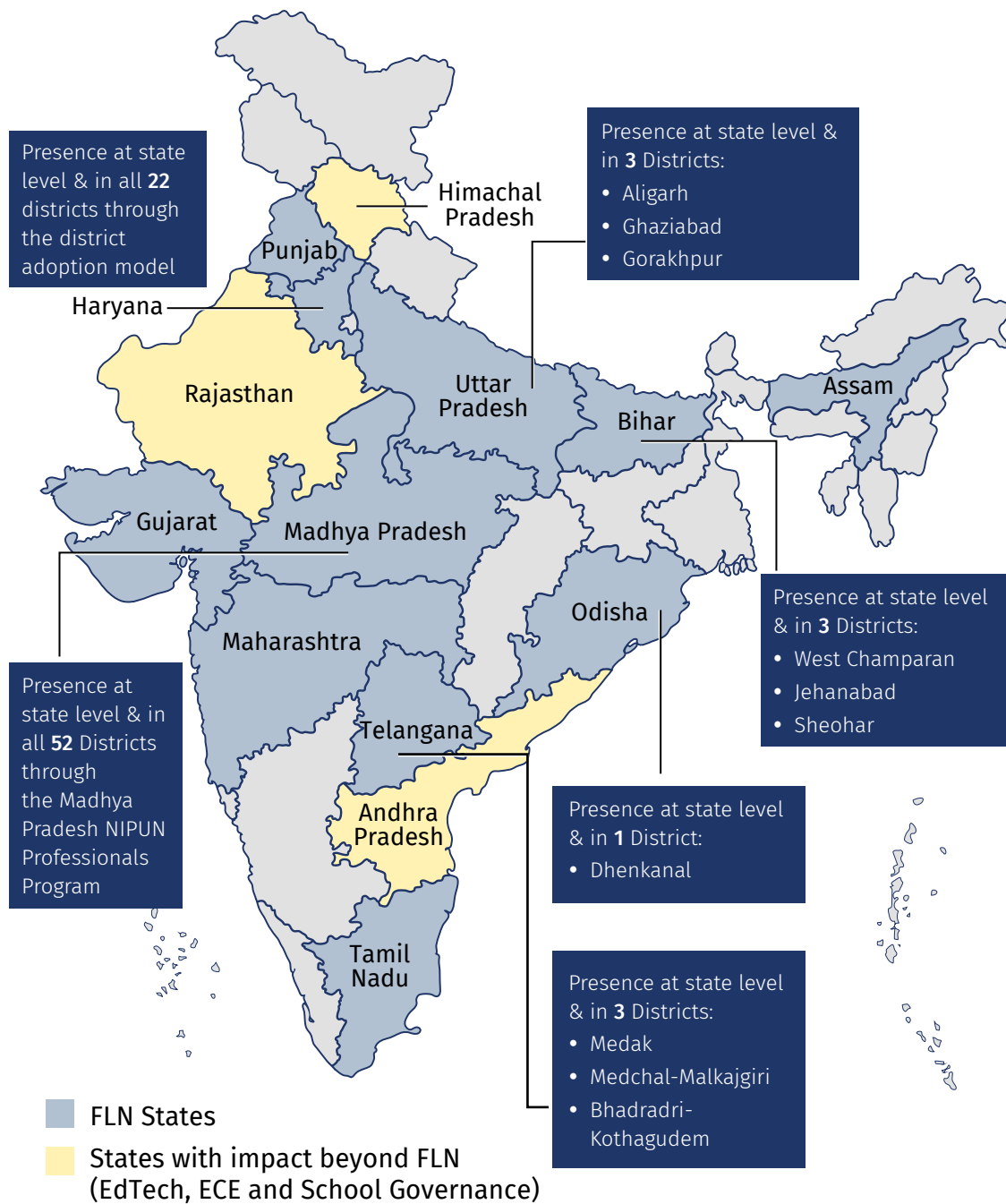
- We are authentic, transparent and non-political in our work.
- We promote a culture of candour and sincerity among teams.



POSITIVE WORKPLACE

- We recognise that we work on solving some of the most complex issues and ensure that we support one another - in work and otherwise.
- We strive to ensure that the distinct value that each one brings to the organisation is seen and respected.

CSF in India



Impact Beyond FLN	
ECE	Haryana and Uttar Pradesh
EdTech	Andhra Pradesh, Himachal Pradesh, Madhya Pradesh and Telangana
School Governance	Assam, Gujarat, Rajasthan and Uttar Pradesh

Shoots of Progress

In this section, we highlight our work across different thematic workstreams. It features tangible advancements and positive changes being driven on the ground to improve student learning outcomes in India.



Foundational Literacy and Numeracy (FLN)

The **National Education Policy (NEP) 2020** brought FLN to the forefront of school reforms in India. The policy was revised after over three decades and accords the highest priority to the achievement of universal foundational literacy and numeracy for children. Accordingly, in July 2021, the Ministry of Education (MoE) launched a national mission on FLN, called **NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Bharat**. The mission lays down priorities and actionable agendas for states/union territories (UTs) to achieve the goal of proficiency in foundational learning skills by 2026-27 for every child by the end of Grade 3. CSF worked closely with the MoE during the launch of this mission and has, since then, continued to work with various state governments to strengthen the implementation of the mission at the state level.

This year, under India's G20 presidency, FLN was selected as one of the priority areas for deliberation in the G20 Education Working Group (EdWG) meetings. In order to reaffirm India's commitment towards the acquisition of FLN skills and raise awareness about the importance of it, the MoE organised multiple events as precursors to the 4th EdWG meeting, themed on ensuring FLN in the context of blended learning. These events included a two-day national conference on FLN from 17 to 18 June 2023, a one-day seminar on FLN in the context of blended learning on 19 June 2023 and a 15-day Information, Education and Communication (IEC) campaign (JanBhagidari), witnessing participation of more than 1.8 crore teachers and community members across the country.

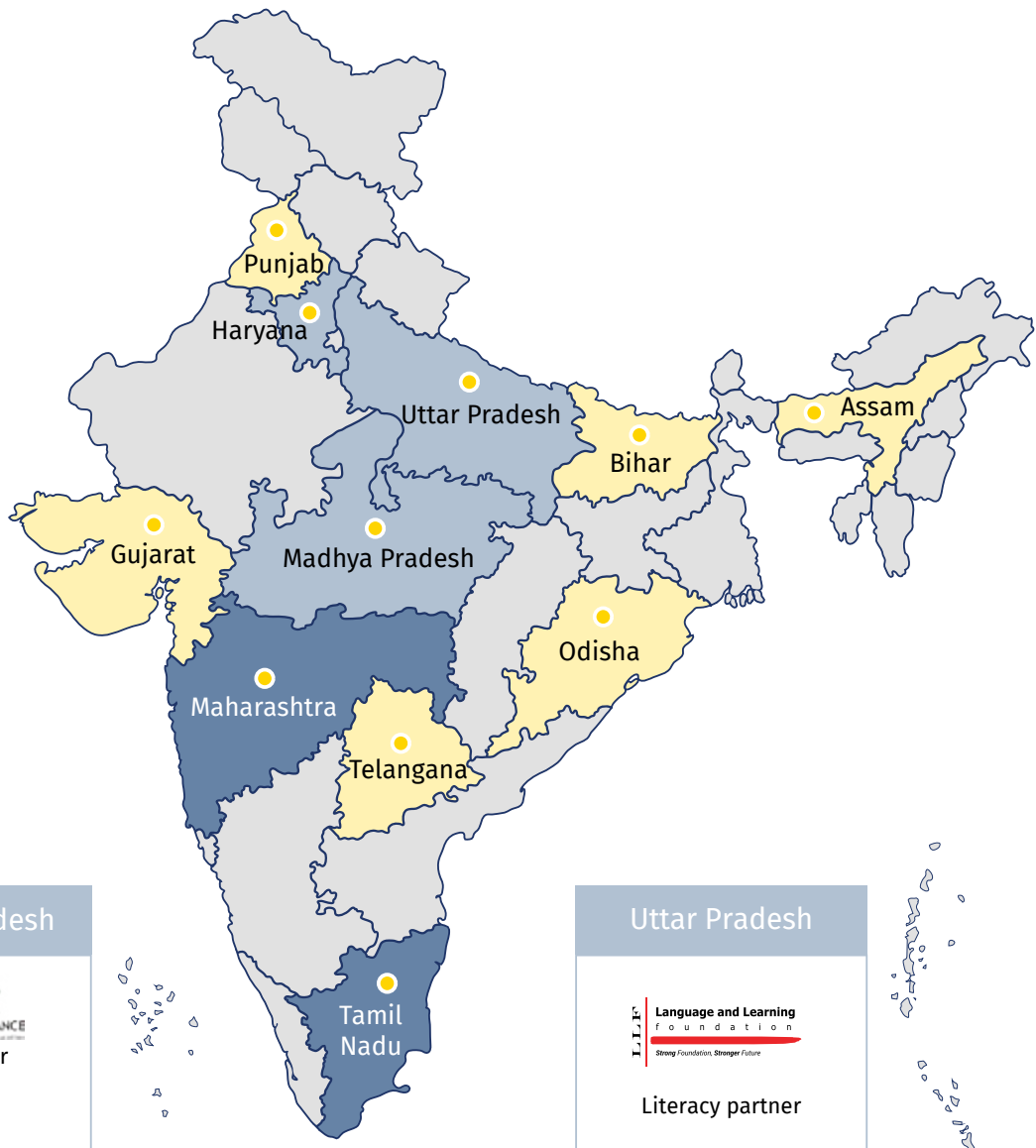
These events provided states and UTs with a platform to exchange best practices and gain knowledge from a variety of specialists, encouraging the development of fresh concepts for efficient FLN delivery. CSF assisted the MoE with project management support in the organisation of these events and helped collate insights into a comprehensive report. The report captures essential themes discussed in the national conference and seminar, highlighting best practices for FLN; this was published by the Department of School Education and Literacy, MoE.

Scan the
QR code to
access the report.



In the following pages, we look at the FLN footprint in India, with a special focus on our work in states to advance foundational learning for children.

FLN Footprint in India




Madhya Pradesh


PMU partner



Room to Read[®]
Literacy partner


Vikramshila
Numeracy partner

Uttar Pradesh


Language and Learning
foundation
Strong Foundation. Stronger Future.

Literacy partner


Vikramshila
Numeracy partner

Maharashtra


Life LEADERSHIP
FOR EQUITY

Partner-led

Haryana


Language and Learning
foundation
Strong Foundation. Stronger Future.





SAMPARK
A Foundation by Annapurna & Vinodh Kumar

Literacy partner Numeracy partner

Tamil Nadu


மதீ MADHI

Partner-led

-  CSF-led Coalition
-  CSF-led PMU
-  Partner-led PMU

CSF's FLN System Reform Approach

- Goal:**
- Every child in India attains FLN by end of Grade 3, by 2026-27
 - Institutionalisation of state-owned FLN Missions



Goal Setting and Communication

Setting and aligning system-wide FLN goals and metrics, while engaging with political leadership, parents and the community and leaders from the education ecosystem to build salience around FLN



Structured Pedagogy Approach

Advocating for adoption of a pedagogically sound approach to ensure alignment of teaching and learning resources with FLN Learning Outcomes Framework



System Capacity Building

Developing capacity of teachers for effective classroom teaching and of the middle management in coaching, data management and planning to ensure effective FLN delivery



FLN Governance and Data

Providing strategic support on key governance issues and developing a monitoring system and data analysis solutions for FLN reporting, tracking and data-based decision-making

Innovations: Behaviour Change, Community Engagement, Home-learning with Tech, Leveraging AI for Teaching and Learning and State-side Exemplar Demonstration with Learning Impact

Our Work for FLN in States



Assam



39,100
Schools with
FLN Grades



1,17,800
Primary
Teachers



16,85,900 *
Students Enrolled
in FLN Grades

Present since 2021

CSF has been closely supporting the Sarva Shiksha Abhiyan, Government of Assam, since 2021. We contributed to the launch of NIPUN Axom, the state's FLN programme, in November 2021 and have so far collaborated with literacy and numeracy partners in the state to design several evidence-based, pedagogically sound teaching and learning materials (TLMs) for classroom instruction.

This year, we supported the development of a comprehensive FLN package for Grades 1 to 3 with **146 TLMs**, including teacher guides, student workbooks, FLN kits and an academic calendar. These materials were developed in **eight mediums of instruction**. The state also adopted a weekly academic design with four days of instruction, one day of assessment and one day of remediation. CSF supported the monitoring of TLM delivery through weekly reviews and school-wise tracking.

CSF's efforts for a lean training cascade in the state were realised with **98,500+ teachers** being trained directly by **1,788 master trainers** across **145 blocks**, eliminating an additional level of trainers. This has been critical in reducing the transmission loss in teacher training. CSF initiated a pre- and post-test to gather data on gains in teacher knowledge from training as well as a teacher needs assessment survey of **39,000+ teachers** to determine the content and operational priorities for training in AY 2024-25.

To accelerate the implementation of NIPUN Axom, the state encouraged district magistrates (DMs) to adopt a block in each district, designated as the NIPUN Block. Assam has **36 NIPUN Blocks**, where FLN mission implementation is closely reviewed by the DMs.

This year, the state took significant steps in implementing structured on-site support to teachers and collecting last-mile data from classrooms. Towards this, CSF led a pilot project of classroom observation-based coaching in two districts (Kamrup Metropolitan and Kamrup Rural), with a small group of **20 cluster resource centre coordinators (CRCCs)**, who conducted **~300 classroom observations** in two districts over two months. With encouraging feedback from CRCCs, the state is currently scaling the mentoring process to **18,808 schools** in **1,081 clusters** in **36 NIPUN Blocks** in Assam.

Further, CSF collaborated with the state to introduce FLN awareness campaigns across schools, blocks and districts. CSF led the development of IEC materials such as posters, mission FAQs and mission booklets for dissemination and launched a dedicated NIPUN Axom website, inaugurated by Dr. Ranaj Pegu (Honourable Education Minister of Assam). A large majority of primary schools display the NIPUN Axom logo on school walls and NIPUN Lakshayas in classrooms. To instil enthusiasm among key stakeholders, NIPUN Axom Divas was celebrated on 27 March 2023, where **34,000 schools** participated in FLN-centric activities, demonstrating a collective commitment to FLN goals.



Let us make our schools like home for children, a place for developing lifelong skills for reading with comprehension, writing with purpose of understanding numeracy in every child which they can apply in everyday life situations.

— Ranaj Pegu, Hon'ble Cabinet Minister for Higher Education, School Education, Tribal Affairs, Government of Assam

Source: Twitter

* UDISE 2021-22



Teacher training in action



Classroom Observation Tool workshop



Student engagement in classroom



TLM delivery



Cluster resource center coordinators observing a classroom



G20 activations



Bihar

69,200
Schools with
FLN Grades

1,93,300
Primary
Teachers

69,80,500 *
Students Enroled
in FLN Grades

Present since 2021

CSF has been closely supporting the Department of Primary Education, Government of Bihar, since 2021. We supported the launch of the NIPUN Bihar Mission in September 2022 and have been working on targeted interventions in three districts, including Jehanabad, Sheohar and West Champaran, since 2023.

In this year, we supported the state in facilitating the quarterly state-level FLN meetings, led by Shri K.K. Pathak (Additional Chief Secretary, Education Department, Government of Bihar) to steer the mission's progress. To drive implementation of the mission at the district level, CSF supported the state in conducting structured reviews, anchored by Shri Mithilesh Mishra (Director, Primary Education cum State FLN Mission Director). As an extension of the FLN Mission, the Education Department in Bihar initiated Mission Daksh in December 2023, to support **~30 lakh students** in Grades 3 to 8 struggling with FLN skills. We are now supporting in setting up monitoring structures, data collection mechanisms, analysis and daily reviews of Mission Daksh.

At the district level, CSF District Project Management Units (DPMUs) in three districts of Bihar emerged as key actors for informing critical decision-making in the state. DPMU members also participated in district reviews and presented insights from data collected from the field.

In Bihar, CSF conducted a learning assessment for Grade 2 students in October 2023 to determine current learning levels and customise district interventions. The assessment spanned **592 out of 600 target schools**, evaluating over **11,000 Grade 2 students** across three districts. Additionally, we also facilitated district review meetings to discuss study findings and distributed school-wise report cards to all schools for target-setting.

CSF supported the Bihar Education Department's communication efforts by publishing **11 editions** of a monthly e-magazine, **NIPUN Samvad**, which sought to mobilise stakeholders and foster enthusiasm for the mission. The magazine covers pedagogical approaches, child-centric activities and updates on the state FLN mission progress. CSF also organised 'बच्चों से बातकहीं' (A Conversation with Children), featuring Padma Shri awardee Manoj Bajpayee. The event was attended by **350+ participants**. CSF also hosted an orientation for Panchayati Raj Institution members in Jehanabad, which was followed by five NIPUN Gram Sabhas, organised by the head of the Panchayat, to engage the community.



Scan the QR code to
access NIPUN Samvad



Transitioning from a teacher to an IAS officer, I have realised the critical need for scalable changes in every school. Elevating primary education standards can revolutionise our entire educational system. Mission NIPUN Bihar acts as a foundation and catalyst for lifelong success. This year, the state has already delivered 100% provisioning of teaching and learning materials and textbooks for every child at the beginning of the academic session. Mission NIPUN Bihar strives to guarantee the highest quality education for every student in every school.

— Mithilesh Mishra (IAS), Director, Primary Education, Government of Bihar

* UDISE 2021-22



District FLN taskforce meeting



Teacher training in action



Indian actor Manoj Bajpayee attending an event with the community




Headmasters' training in action




NIPUN Samvad



Gujarat


32,600
Schools with
FLN Grades


1,10,500
Primary
Teachers


19,80,700 *
Students Enrolled
in FLN Grades

Present since 2018

CSF has been working with the Government of Gujarat since 2018. This year, our multi-faceted efforts in the state focused on various aspects crucial for improving educational standards and Student Learning Outcomes (SLOs).

In this year, the state initiated the creation of the Gujarat State Curriculum Framework - Foundational Stage (SCF- FS), in April 2023. For this, CSF supported the state with the transadaptation of the National Curriculum Framework (NCF-FS). Some of the state's key priorities for the year included the creation of NCF and SCF-aligned textbooks and additional TLM to reach all **32,589 government schools** of Gujarat in the AY 2024-25.

An educational package of **30 varied educational content items** including board books, FLN Math kits, language kits, story books, big books, musical instruments, etc., was developed to strengthen learning outcomes for children. Additionally, a large part of the state's focus rested on **aligning content across all NIPUN Grades** and assisting the finalisation of age- and grade-appropriate content. Adapting an inter-state learning approach across states with **NIPUN dashboards**, Gujarat created their own version of the dashboard, enabling the state officials to finalise indicators and design elements based on best trends and practices from other CSF-supported states with an intent to analyse the student results and make data driven policy decisions in teaching-learning processes and capacity building of teachers.

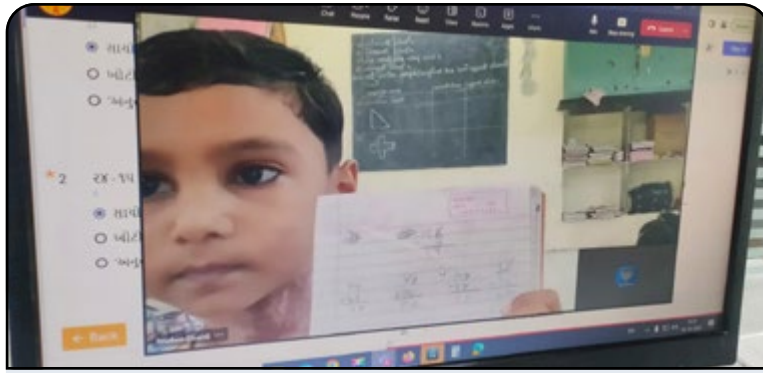
CSF carried out an innovative pilot project on **video-based assessments** in Gujarat, based on the state's Vidya Samiksha Kendra technology, in October 2023. It involved assessments of Grade 3 students on NIPUN Lakshayas in a block in Gujarat, which included word reading, paragraph reading and comprehension, addition, subtraction and word problems. The results of the pilot presented Oral Reading Fluency (ORF) and numeracy levels of students with high data reliability upon comparison with an in-person assessment set-up. The pilot is now being planned to scale up with the help of artificial intelligence (AI) through the state's technology partners; CSF will be supporting the state with a quality framework and data analysis for the same.

In Gujarat, the state achievement survey, namely, Gujarat Achievement Survey (GAS), is conducted every year to gauge the health of the state's education system. CSF collaborated with the state in January 2024 to reform the assessment question paper of GAS, to algorithmically select the best performing questions using Item Response Theory. The assessment data obtained aimed at aiding the state in refining its educational strategies.

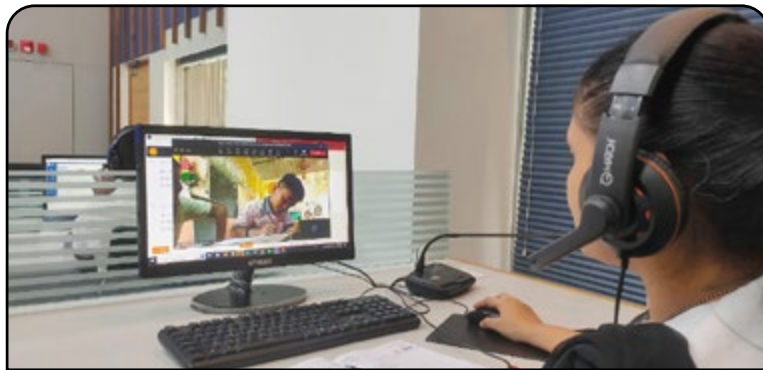
CSF conducted a study on the **Periodic Assessment Test (PAT)** in September 2023, a formative assessment conducted fortnightly in government schools from Grade 3 to 12. The objective of the study was to evaluate the effectiveness and awareness of PAT from the perspectives of teachers and principals. The study aims to identify strengths and areas for improvement in PAT to enhance student learning outcomes, teacher practices and parental engagement.

Furthermore, the state introduced a new scholarship scheme for students involving a Common Entrance Test (CET) to provide scholarships and residential school opportunities to deserving government school students. For this, CSF provided recommendations to enhance participation of students from the private sector to ensure a comprehensive learning analysis. We supported communication collaterals and a media strategy for CET information dissemination to ensure outreach to all parents to encourage participation of students from both government and private schools, from January to March 2024.

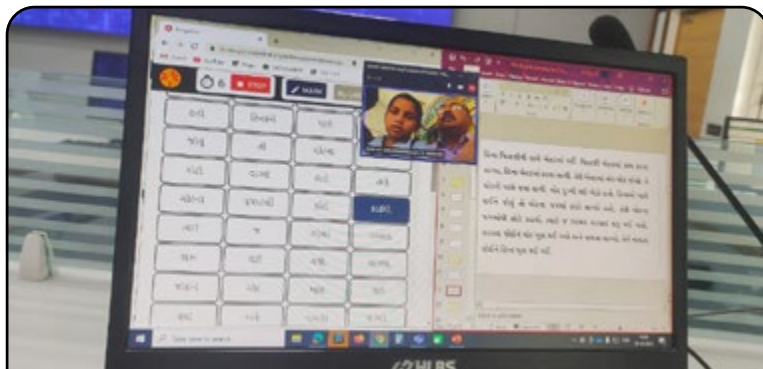
* UDISE 2021-22



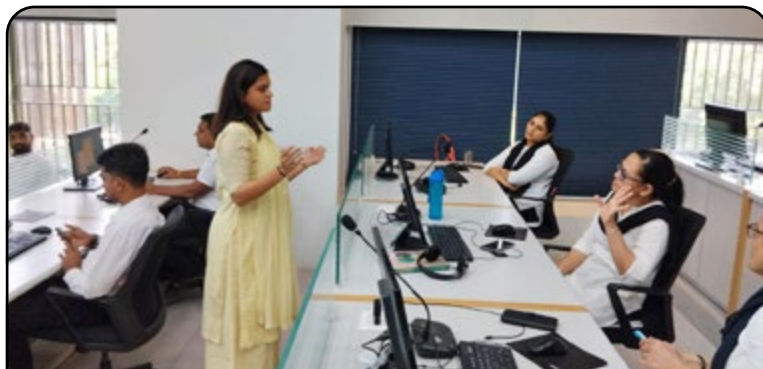
Child presenting numeracy calculations during video-based assessments



Video-based assessment set up



Child performing oral reading fluency test in a video-based assessment



Training of facilitators of video-based assessments



Haryana



8,600
Schools with
FLN Grades



35,900
Primary
Teachers



6,69,300 *
Students Enrolled
in FLN Grades

Present since 2021

CSF has been working with the Department of School Education, Government of Haryana, since 2021 and has managed to accomplish significant reforms in the last three years.

For a third consecutive year, CSF supported the state in ensuring delivery of FLN materials to classrooms. In June 2023, a six-day in-person training was conducted for **35,000 primary school teachers** to orient them on these materials. Alongside this, the state commenced another six-day in-person training in August for Balvatika teachers on Balvatika material. To supplement in-person teacher training, the CSF project management unit (PMU) supported the launch of monthly literacy and numeracy courses from May 2023 onwards on the DIKSHA portal, developed by the Ministry of Education.

The mission progress on critical indicators like material availability and usage, academic questions, timetable usage and student performance is tracked through the **NIPUN Mentor** application, launched in May 2023. So far, **1,497 mentors** are mapped to the application along with district, block and cluster level functionaries, where mentors are assigned targets, conduct classroom observations and student spot assessments. Key features of this application for teachers include student assessment, attendance recording, training, maintaining a content repository, daily child progress being shared with parents and chatting with mentors and parents. On average, CSF reported **1,06,916 spot assessments** on the application every month.

In May 2023, CSF supported an annual sample student assessment, conducted under the NIPUN Haryana Mission, to assess the learning levels of students across FLN competencies. A pool of **550 education volunteers** were trained as Field Investigators (FIs) for the research. The data collection for this began in May 2023, with each FI visiting two to three schools, assessing **10 students** per day, per grade. **24,033 students** (Grades 1 to 3) from **1,173 schools** across **22 districts** were tested using Tangerine, an open-source software for data collection, classroom observations and surveys. This was followed by an in-depth analysis of competency-wise performance, conducted at both the district and state level, leading to target setting for AY 2023-24.



“The state is advancing well on its FLN goals and we hope to see a transformative impact in student learning outcomes as a result of this mission. We appreciate the collaboration with CSF on the mission.

— **Kuldeep Mehta, Assistant Director,
Department of School Education,
Government of Haryana**



“Haryana has made good progress on the FLN mission. Our inputs are working well and now we are moving towards outcome orientation. The CSF team has been very diligent and swift in providing support to the state and we look forward to making Haryana NIPUN together.

— **Parmod Kumar, Programme Officer,
Department of School Education,
Government of Haryana**

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Activity-based learning




Teacher performing student evaluation





G20 activations



Madhya Pradesh


79,200
Schools with
FLN Grades


1,74,400
Primary
Teachers


25,38,200 *
Students Enrolled
in FLN Grades

Present since 2019

CSF has been closely working with the Government of Madhya Pradesh (MP) since 2019.

In this year, the state prioritised TLM delivery tracking by overhauling its textbook delivery application **Text Book Vitran Tracking**. The application is accessible to district and block officials, as well as headmasters to drive delivery, diagnose gaps and report material shortages. The CSF-led coalition also supported the state in training teachers to strengthen their understanding of pedagogy, drive material adoption and build better understanding of key classroom practices. Over the year, over **91,000 teachers** of Grade 1 and 2 received a five-day refresher programme and **72,000 Grade 3 teachers** received a five-day training and a three-day refresher programme. Overall, the state saw digital teacher professional development (TPD) gain momentum, with a special focus on micro-practices impacting student learning. Nine teacher training videos were uploaded on the official YouTube channel of the School Education Department of MP (Rajya Shiksha Kendra), focusing on essential early literacy and numeracy practices.

The **Shiksha MP** application was launched in August 2023 to track the state's progress on critical indicators like material availability and usage, academic questions, timetable usage and student performance. The application collected data on classroom observations and student learning outcomes and provided regular feedback to teachers. So far, **5,124 mentors** are mapped to the application, including district, block and cluster level functionaries. In October 2023, mentors were assigned a target of **16 school visits per month**; as of January 2024, **~54,000 classroom observations** and **1,48,000 spot assessments** were conducted across the state.

In February 2024, a round of sample assessments for Grade 2 and 3 was conducted through the state's Shiksha application. The assessment was conducted by trained District Institute of Education and Training (DIET) teachers in training, who acted as independent field investigators. In addition to sample assessments, spot assessments among students saw a significant spike. While December 2023 recorded **1,12,712 assessments**, February 2024 saw an upward trend with **1,47,863 assessments**.

Madhya Pradesh NIPUN Professionals Program

In August 2023, the CSF PMU supported the state in launching the Madhya Pradesh NIPUN Professionals Program, which aims to strengthen the implementation of Mission Ankur by enlisting 52 young and dynamic professionals to work with the district administration.

CSF engaged with the state for over 10 months to design various aspects of the fellowship, including hiring, induction, knowledge partnership, payroll and project management, unlock necessary budgets and obtain administrative permissions. The hiring process was anchored in partnership with the TATA Institute of Social Sciences (TISS) and indexed on hiring best quality inter-disciplinary talent across India, with the CSF team receiving over **3,600 applications**. After a three-fold rigorous screening criteria, **52 applicants** were selected for the fellowship. CSF followed a rigorous screening process to hire fellows, which was followed by a **10-day induction session** in Bhopal. The programme catalysed better understanding of the educational landscape and responsibilities and expectations from the fellowship to drive FLN goals in their districts.

These fellows work with bureaucrats in their respective districts and engage with state- and block-level PMUs to drive key aspects of FLN implementation including:

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- **Ensuring efficiency** of Mission Ankur implementation through monitoring of reform initiatives and facilitating effective feedback loops.
- **Building capacity at the district and block levels** through reinforcement of key messages and setting up support structures to effectively implement mission initiatives.
- **Strengthening the monitoring and accountability systems** in the districts through streamlining regular data collection and data-based planning.



MP NIPUN Professionals (MPNP) Program launch



NIPUN fellow observing a spot assessment



District review meeting in action



MPNP session by Smt. Rashmi Arun Shami (Former Principal Secretary, School Education, MP)



NIPUN fellow supporting annual sample assessment




Madhya Pradesh has a long history of teaching and learning materials which are being created by teachers. In Mission Ankur, we have created very structured teaching and learning materials like teacher guides and workbooks. Teachers are happy and do not hesitate to use these materials as they are comfortable with them.


— Rashmi Arun Shami, Former Principal Secretary, School Education, Government of Madhya Pradesh



Maharashtra


64,800
Schools with
FLN Grades


1,87,200
Primary
Teachers


26,25,500 *
Students Enrolled
in FLN Grades

Present since 2021

CSF has been supporting Leadership for Equity (LFE) in Maharashtra to lead the state's FLN programme since 2021. In Maharashtra, LFE works with a two-pronged approach of state and district PMUs to drive the FLN mission. Along with Maharashtra State Council of Educational Research and Training (MSCERT) and Sarva Shiksha Abhiyan (SSA), the FLN programme is being implemented in seven districts in close association with Zilla Parishad CEOs and DIET officials.

In this year, the FLN mission in Maharashtra made significant strides across three key workstreams: **mentoring, teaching and learning material and teacher professional development.**

For mentoring, LFE in collaboration with The World Bank, launched a structured classroom observation pilot with MSCERT across eight districts (Nashik, Nagpur, Pune, Chatrapati Sambhaji Nagar, Ahmednagar, Nanded, Sindhudurg and Wasim) in November 2023. The **Teach Primary** tool was adopted by **114 teacher mentors** who were selected from the cadres of block resource persons, cluster heads and DIET officials. These mentors conducted over **2,200 classroom observations** with **699 unique teachers**. The identified gaps from the observations were used by the district officials to create an annual teacher support plan.

To improve access and usage of TLM, LFE supported the Pune district to create a teaching and learning material - learning outcomes (TLM-LO) mapping document, capturing state-wide TLMs available for literacy and numeracy student learning outcomes. This document brings coherence for teachers to understand which TLM components they can use to teach a particular learning outcome. Nearly **11,000 teachers across** the Pune district were oriented on using the document via a district-wide in-person training. In addition to this, a NIPUN summary document, created by LFE, was distributed to **1,100 schools** by the Tribal Development Department. This document summarises the NIPUN Bharat guidelines in Marathi and has been used by ICDS supervisors in conducting training of Anganwadi Sevikas.

Collaborative efforts between LFE and Centre for Learning Resources (CLR) supported three districts of Nagpur, Nashik and Pune to conduct training for Anganwadi Sevikas and primary school teachers from August to December 2023. This was in line with the MoE guidelines to concentrate foundational learning efforts in an integrated way between pre-primary and primary education departments. Success of LFE's integrated efforts in Maharashtra garnered visibility with the Integrated Child Development Services (ICDS) department of the Chandrapur district collaborating with DIET to conduct training sessions for **400 Anganwadi Sevikas** and primary teachers, in September 2023. They also conducted orientation of ICDS supervisors and extension officers together to set expectations for teacher support. Apart from this, **40,000 teachers were trained across five districts (Chandrapur, Nagpur, Nashik, Pune and Sindhudurg)** on FLN competencies using a teacher training progression plan, created in partnership with DIET officials. Additionally, LFE's collaboration with the ECE department of MSCERT to develop diploma courses for Anganwadi Sevikas highlighted their strong commitment to invest in teachers across pre-primary and primary grades.

Additionally, LFE conducted independent **assessments of 10,000 students** on foundational competencies across six jurisdictions, covering Grades 1 to 5, from January to March 2024. Across LFE's intervention districts, the assessment analysis shows an average growth of 10% in literacy and 19.3% in numeracy over the last three years (2021-24).

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Launch of teaching and learning material - learning outcomes' (TLM-LO) mapping guidelines by Pune DIET



अध्ययन निष्पत्तीनिहाय संसाधन पुस्तिकेचे प्रकाशन

पुणे : शाळांमध्ये प्रत्येक शैक्षणिक संसाधनाचा विवेकानुसार वापर करून त्या वातावरणीय शिक्षणात यशस्वी बनण्यासाठी पुणेकरांच्या अर्थशास्त्रातून शिक्षित करणाऱ्यांनी या पुस्तिकेचे प्रकाशन करून शिक्षण क्षेत्रात प्रगत शिक्षण यंत्रणेसाठी हेतूने वापर करून घ्यावे असे संकेत देण्यात आले.

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Media coverage of TLM-LO mapping guidelines' launch



Teacher training for FLN action plan



NIPUN Saransh : Summary document of NIPUN guidelines in Marathi



District review meeting in action



Everything is done on the basis of data. It tells us where learning outcomes are low and also helps us identify the possible programmes that could solve this challenge. And this is what we focus on. If a teacher gets guidance on what to teach and where the student is lacking right at the beginning, good results can be achieved. This is not just my belief, but that of all officers, the LFE team and everyone else involved in this programme.

— Dr. Shobha Khandare (DIET Principal, Pune, Maharashtra)



LFE has been a trusted thought partner of SCERT for the FLN mission since the beginning of the mission. Their team continues to provide insights and act as our planning partner for various aspects of the mission. Their support to us in teacher capacity building and contextualising the NIPUN documents for Maharashtra has ensured that these are timely available for officers and teachers in the districts. We look forward to continuing close association with LFE in the coming years.

— Dr. Kamladevi Awate, NIPUN Nodal Officer and Deputy Director, MSCERT, Government of Maharashtra





As governments, we work a lot on inputs and this is where LFE's focus on driving outputs and outcomes in improving quality learning becomes extremely important for our efforts in education delivery. I ensure LFE's presence in our quality education discussions as much as possible because they provide perspectives on making interventions sustainable and impactful. Together, LFE & Nashik Zilla Parishad can do much more in the coming years!


— Ashima Mittal (IAS), CEO, Nashik Zilla Parishad, Government of Maharashtra



Odisha


45,400
Schools with
FLN Grades


1,47,500
Primary
Teachers


15,96,300 *
Students Enrolled
in FLN Grades

Present since 2021

CSF has been working with the Department of School and Mass Education, Government of Odisha, as the FLN Project Management Unit since 2021. So far, the partnership has enabled the introduction of many academic and governance interventions for ensuring foundational learning of all children in the state.

This year, CSF and its technical partners closely supported the state in designing a high-quality TLM package for classroom instruction. The TLMs are mapped to learning outcomes and are based on a 28-week instructional design, with each week having four days of instruction, one day of revision and one day of assessment. As inputs around FLN material design stabilised, the focus pivoted towards timely material delivery and adoption.

In Odisha, **~90% of cluster resource centres (CRCs)** received all FLN materials by the end of the second quarter, two months earlier than the previous year. The cluster centre is the penultimate step before materials reach schools. CSF led the efforts to set up a state-owned system for tracking TLM dispatch and receipt at all levels and addressed operational gaps through real-time tracking and regular reviews. Dipstick studies conducted in quarter four across districts showed that materials were available in **96% of schools** visited.

As the state wrapped up teacher training for **94,074 teachers** by May 2023, a need arose to rethink the provision of continuous and timely teacher professional development in Odisha. This year, Odisha instituted a capsule TPD at the cluster level, whereby starting in July 2023, CRCCs conducted monthly meetings for headmasters and primary grade teachers. The monthly cluster meetings were held in over **4,800 clusters** and enlivened structured pedagogy in practice through academic-focused agendas, concise modules, live demos and rich discussions. In addition to agenda and content design, CSF anchored monitoring of the meetings. On average, **~600 venues** were monitored monthly, where state officials and NGO partners observed training quality utilising tools to assess facilitation, participant engagement, content delivery and infrastructure. **4,847 venues** were visited over eight months across **30 districts**, of which **2,700 were unique clusters**.

To structure on-site academic support for teachers, CSF led a pilot for mentoring through classroom observations. The observations were conducted for two quarters by **351 DIET officials** and helped establish the tools and processes of mentoring for the CRCC mentor cadre. **1,182 classroom observations** were undertaken in **114 unique schools** across **17 districts**.

CSF collaborated with the state to set up monitoring of the FLN programme implementation and establish processes for data collection from various sources. Data on several key interventions, including TLM delivery, teacher training, monthly sharing meetings and mentor visits, is regularly reviewed in state PMU meetings, chaired by the education leadership. CSF is now working with the state on setting up a unified automated monitoring system for all data of the Department of School and Mass Education to be integrated on one platform. In addition to this, the CSF PMU in Odisha made **148 visits to classrooms** across the state to observe the quality of programme implementation. The findings from classroom visits conducted by CSF were presented to the state leadership and used to inform the academic and programmatic plan for AY 24-25.

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Teaching and learning material usage among students



Shared reading session in a classroom



Mothers' group meeting



Teacher-student engagement in an FLN classroom





“ The capsule-based format of the monthly cluster meetings, focused on strengthening FLN implementation at the school level, has effectively adapted to the needs of the headmasters, teachers as well as the priorities of the School and Mass Education Department. Being the first cycle of the initiative, adaptation and evolution were key for setting up a quality process. The agenda, content design (session plan) and approach of delivery that was earlier demonstration-based in the first monthly cluster meeting, changed to hands-on practice-based, which saw a change in approach towards the evolution of the process.


— **Manoj Kumar Padhy, Director, Teacher Education [TE] and SCERT, Government of Odisha**



Punjab


12,900
Schools with
FLN Grades


43,400
Primary
Teachers


6,53,600 *
Students Enroled
in FLN Grades

Present since 2021

CSF has been working with the Department of School Education, Government of Punjab since 2021. The partnership has seen the launch of key academic and governance interventions for ensuring foundational learning of all children, including **Mission Samrath** in 2023. Mission Samrath adopted an evidence-based **Teaching at the Right Level (TaRL)** approach to enhance foundational learning outcomes among students. Phase 1 of the mission was implemented from mid-2023 across Grades 3 to 8 for Punjabi, English and Math.

In partnership with the state, CSF facilitated the collection and analysis of data from baseline (August to September 2023), midline (December 2023) and endline assessments (February to March 2024) for over **11 lakh students across** Grades 3 to 8. This comprehensive data analysis informed programmatic decisions and interventions, including subject-wise benchmarks for Phase 2 of the mission, slated to begin in April 2024. CSF supported the state in creating dashboards at the state, district, block and cluster levels for analysing assessment data. These dashboards provided insights into student performance and allowed for effective data-based reviews and targeted interventions at various administrative levels. CSF actively supported the steering committee meetings at the state level with key insights and data, in an effort to institute data-backed review meetings.

To monitor the process fidelity, CSF collaborated with the state to collect data from over **10,000 school visits** from November 2023 to February 2024, focusing on key pedagogical indicators. Additionally, CSF designed daily nudges to reinforce academic and administrative components of Mission Samrath, reaching over **70,000 teachers on a daily basis**.

In Phase 2 of the mission in early 2024, based on the previous year's learnings and feedback, CSF designed the monitoring framework of the mission. Over **1,500 officials** were trained at district, block and cluster levels on effective monitoring in a cascade model.

In March 2024, Punjab undertook a textbook revision exercise to design textbook-cum-teacher guides and textbook-cum-workbooks aligned with the National Curriculum Framework for Foundational Stage (NCF-FS) for pre-primary to Grade 3 for Punjabi, English and Math. CSF is managing this multi-stakeholder project with the state, State Council of Education Research and Training (SCERT), Punjab Development Commission (PDC) and other technical partners.



The sad part was that our children were coming to schools, yet remained distanced from learning. This highlighted a huge gap. We pledged to provide quality education to all our children. That's why we have introduced Mission Samrath, so not even a single child is left behind from achieving the basic skills in English, Math and Punjabi.

— **Harjot Singh Bains, Hon'ble Minister of School Education, Government of Punjab (at the state conference 'Journey to Excellence: Foundational Skills for All Children, convened by Department of School Education, Punjab', in collaboration with the Punjab Development Commission and CSF on 26 February 2024)**

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Education module finalisation workshop



Monitoring training in action



TLM revision workshop



Tamil Nadu



31,400
Schools with
FLN Grades



83,900
Primary
Teachers



11,58,000 *
Students Enroled
in FLN Grades

Present since 2021

In Tamil Nadu, Madhi Foundation supports the state government as chief management partners of Ennum Ezhuthum, the state's FLN mission, since 2021. This mission focuses on solving the FLN crisis in the state by advocating radically different approaches to teaching and learning, based on the child's learning levels. CSF has a long-standing partnership with the Madhi Foundation and has been funding Madhi's work on the Ennum Ezhuthum Mission since its inception.

In this year, Madhi Foundation collaborated with the state to create an inter-connected package of materials using a level-based classroom instructional design approach. In this, students are placed into Arumbu (level 1), Mottu (level 2) and Malar (level 3) based on mastered competencies. Madhi emphasised the inclusion of questions for teachers in all lesson plans to check student understanding across competencies. The state collected regular feedback from the field to update the materials with specific learning outcomes and contextual activities. Classroom observations by mentors and the Madhi team demonstrated that teachers adopted the materials well.

Tamil Nadu adopted a three-layered TPD cascade for the academic year 2023-24 for **80,000+ teachers** across 38 districts of the state. Two-term training sessions were conducted at the state level, along with a monthly cluster-level CRC training. Madhi supported the state in creating the training plan, agenda and training resources. The post-training quiz conducted after term 2 training showed an **average score of 70%** among teachers. To supplement the state training and provide targeted support-based classroom observation data, cluster-level training was instituted across **3,500 clusters**. Emerging as a community practice, cluster meetings enabled teachers to collaborate and co-create learning designs based on real classroom situations.

Over **12,34,000 students** in the state underwent formative and summative competency-based assessments through the year. Formative assessment completion rates averaged at **87% for quarter two** and **96% for quarter three**. These assessments played a crucial role in guiding teachers' instructions and assessing student learning levels. Madhi Foundation assisted the SCERT in developing rigorous, scaffolded questions to ensure a reliable measure of student learning.

Madhi Foundation supported the state in establishing targeted communication strategies for teachers in Grades 1 to 3. Utilising Telegram groups, three distinct communities were created to share communication from the state, highlight teaching learning practices and feedback collection on material usage. The state engaged with 89,300 teachers through structured communication throughout the academic year 2023-24; these efforts led to a **12.6% increase** in teacher participation.



For an educator like myself, it is crucial to adapt to different teaching techniques and teaching-learning material in the classroom. This adaptation is made easy with the Ennum Ezhuthum Teacher's Handbook. It is an invaluable tool in the Ennum Ezhuthum (EE) classroom and provides comprehensive guidance that supports effective teaching, eventually enhancing student learning. Along with a structured framework and ready-to-use resources, it also provides guidance on how to adapt and create additional materials tailored to the specific needs of my classroom.

— Christina Sara, Assistant Teacher, Secondary Grade, Panchayat Union Middle School, Melcowhatty, Ooty Block, The Nilgiris, Tamil Nadu

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Children engaging with FLN material



FLN classroom at a glance



Telangana



24,100
Schools with
FLN Grades



58,600
Primary
Teachers



8,50,000 *
Students Enrolled
in FLN Grades

Present since 2021

CSF has been working closely with the Department of School Education, Government of Telangana, since 2021.

In this year, the state developed a comprehensive learning outcomes' framework and restructured TLMs to include micro-competencies for each lesson. CSF facilitated workshops for the state resource group to design teacher guides with lesson plans for all units **across four subjects (English, Math, Telugu and Urdu)** and align them with student workbooks. Following positive feedback from piloting two sample teacher guides as well as the teacher needs analysis, Telangana adopted a structured pedagogy approach, with five days of instruction and one day for assessment and remediation. In another win, Telangana ensured that new materials were available to most teachers before training sessions.

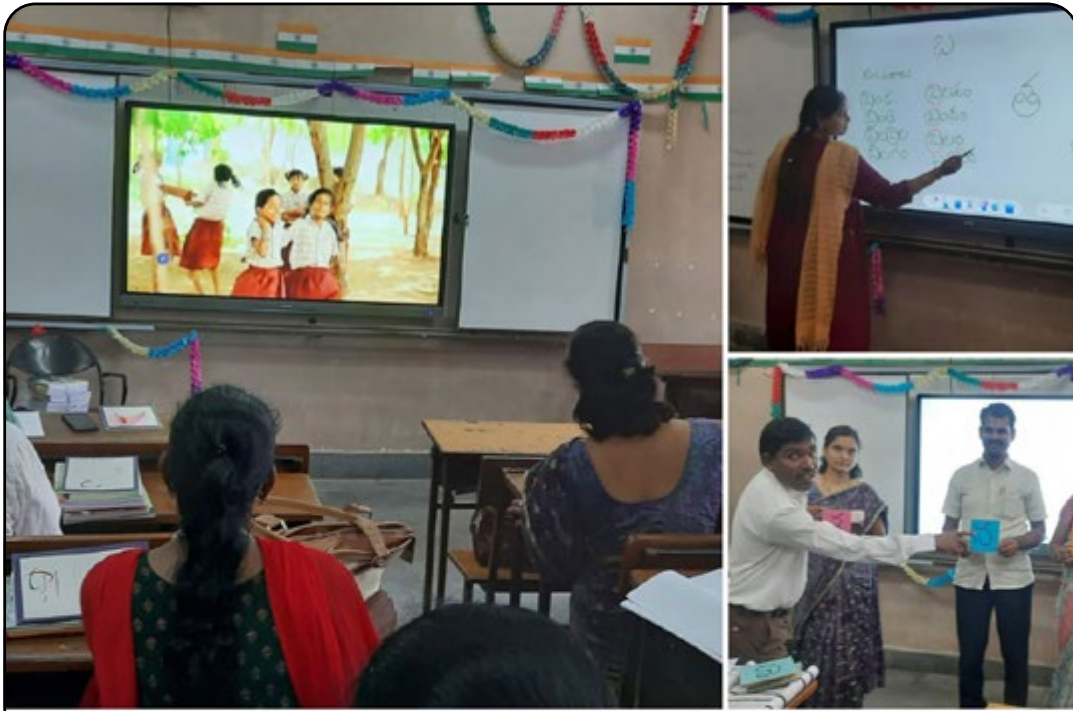
CSF collaborated with the SCERT to train over **48,000 teachers** through a robust training of teacher trainers in July 2023. As a part of this effort, a comprehensive trainer package was made available to each trainer that constituted presentations, materials, demonstration videos and pre and post-training assessment tools. As a result, **67% of the teachers** showed improvement in post-training test scores.

In Telangana, over **10,00,000 FLN grade students** were assessed monthly by teachers in all subjects throughout the year. In this period, the percentage of students achieving grade-level competencies increased by 10 points in five months. Significant improvements were noted in students meeting state FLN benchmarks in word reading, word writing, number identification and number comparison. In addition, a second round of the sample-based FLN assessment survey of over **8,700 Grade 3 students** showed positive gains in learning levels, as compared to the baseline conducted in 2022. Measures to maintain result integrity included field observations by CSF teams to monitor test administration, forensic analysis by a third-party agency and re-testing in three selected districts (Bhadradri Kothagudem, Mancherial and Medak) shortly after the assessment, which validated the accuracy of the collected data with no deviations in test and re-test. The assessment also provided insights into the effects of background factors such as gender, socio-economic status, home environment, parent engagement and school-related factors on the students' learning outcomes.

CSF made significant strides in the continuous professional development (CPD) of teachers throughout the year by setting up the architecture for it, identifying online courses, developing a CPD master application and kickstarting the course development process with the state resource group (SRGs). The SRGs were also trained on effective coaching and mentoring by CSF as a part of their capacity building.

Additionally, CSF supported the state in revising the existing classroom observation tool as well as designing new dashboards for monitoring the FLN programme. Over **770 mentors across the state were trained** on the monitoring tools and protocols.

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Teacher training in action




Mentoring workshop in action



Uttar Pradesh


1,12,400
Schools with
FLN Grades


4,74,100
Primary
Teachers


80,15,600 *
Students Enroled
in FLN Grades

Present since 2019

CSF has been working with the Government of Uttar Pradesh since the launch of Mission Prerna in 2019.

UP has been an exemplar state for innovative FLN practice. This year, we worked towards integrating NCF's four-block approach into the existing programme, while maintaining the effectiveness of current instructional strategies for literacy and numeracy instruction.

To strengthen mission implementation, the state institutionalised the NIPUN Lakshya application for student assessments and the **NIPUN Prerna Gunvatta** application for mentoring visits. In December 2023, mentors displayed impressive coverage and visited a total of **1,79,000 schools**. The ongoing efforts are directed towards enhancing compliance with unique school visits and elevating the quality of these visits by adhering to established protocols. On average, nearly **20% teachers** use the application on a monthly basis (with a monthly active user count of **1,05,000 teachers**). **1.3 crore spot assessments** were conducted on the NIPUN Lakshya App from September to November 2023. To sustain this, CSF focuses on driving stabilisation of these applications to achieve further adoption among teachers.

CSF facilitated DIET-led sample assessment for **68,352 schools** from December 2023 to January 2024. The results of this assessment are currently being widely disseminated and are being used in facilitating decisions and setting accountability. Out of the schools assessed, **24% were declared NIPUN**, where each of Grade 1, 2 and 3 had more than 80% of the students meeting Lakshya grade-level competencies. In terms of students assessed, **67%** of the students were found to be proficient in grade-level competencies for numeracy and literacy, respectively.

Additionally, CSF has been collaborating with the Centre for Social and Behaviour Change (CSBC) at Ashoka University, to identify, design and evaluate scalable and effective behaviour change interventions for teachers. A significant component of the two interventions is effective communication with teachers using a chatbot and micro-practice videos. So far, several elements such as leveraging credible voices, timely reminders with clear call to action and staggered information on practices have been adopted for all communications in the state DPMUs.



The state is working really hard to convert the education system from a largely input-based system, where we are monitoring data and delivering utilities. We are transforming our classrooms into energised classrooms where teachers have been trained to work very closely with students and parents. We are seeing activity-based and experiential learning happening, which is very encouraging for us.

— Vijay Kiran Anand, Ex Director General, Primary Education,
Government of Uttar Pradesh

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NIPUN Samman Samaroh



District taskforce meeting in action



G20 activations

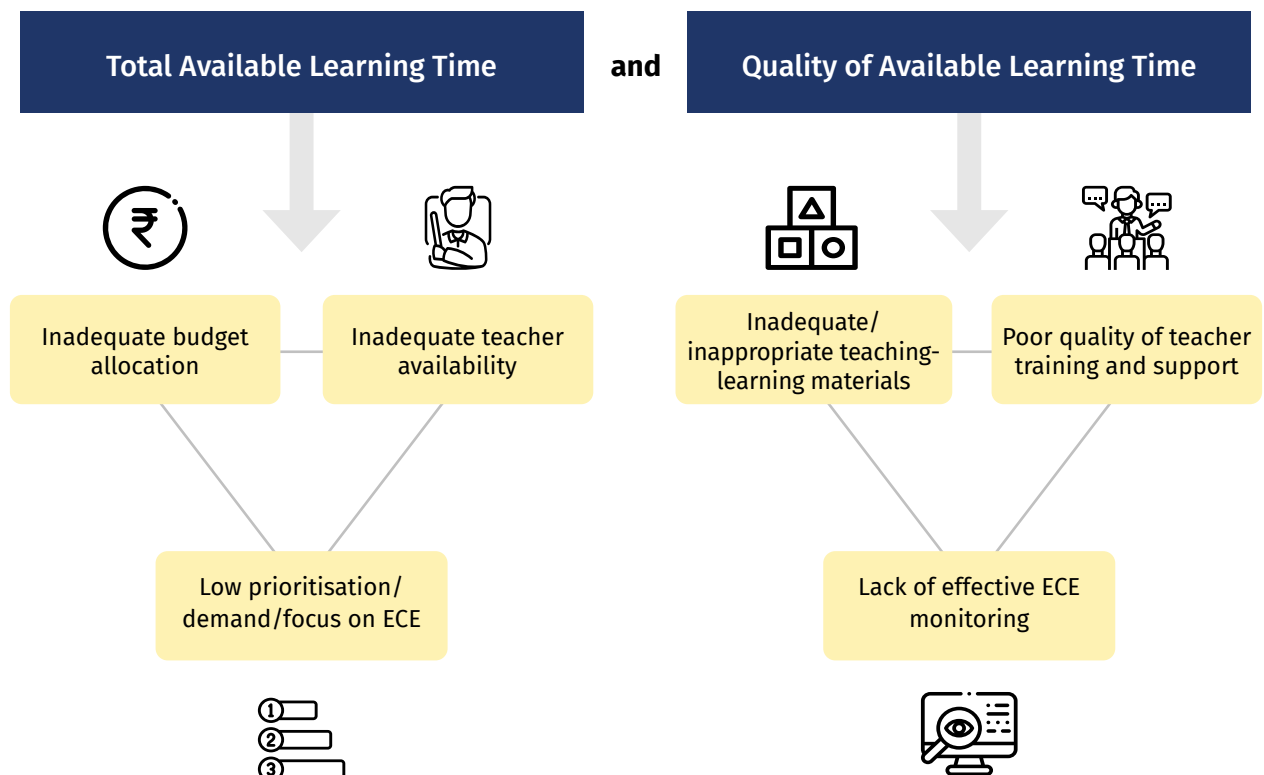


FLN workshop in action

Early Childhood Education (ECE)

Early Childhood Education (ECE) refers to a quality pre-primary education programme that enables children between ages 3 to 6 to advance skills across all five developmental domains. It plays a pivotal role as step zero in advancing foundational literacy and numeracy for children. India is home to nearly eight crore children aged 3 to 6 years. Extensive multi-disciplinary research has firmly established the long-term positive impact of investing in high-quality ECE programmes for children, their families and society. While the National Early Childhood Care and Education (ECCE) Policy 2013 and National Education Policy (NEP) 2020 are progressive and far-reaching, children's learning outcomes continue to be suboptimal.

Poor outcomes in ECE may be attributed to the absence of system-level enablers (provision, budgets and teachers), aside from programme-quality challenges that existed for FLN in India before the NIPUN Bharat Mission. The causes for the breakdown in service delivery can be categorised as a function of our ECE classrooms' total adequate learning time and the quality of learning time available.



CSF aims to catalyse the systemic reform of ECE by focusing on three priorities:



Priority 1 Generate Insights and Evidence on What Works in ECE	Priority 2 Support States to Design and Implement Exemplar ECE Models at Scale	Priority 3 Generate Salience for Quality ECE and Enable Progressive Policy Reforms Nationally
<ul style="list-style-type: none">• Strengthen our understanding of the current ECE landscape in India• Pilot and demonstrate effective early learning solutions that are scalable, feasible and fit for context• Build evidence on ECE programmes, including innovative models around pedagogical and governance components	<ul style="list-style-type: none">• Provide setup and advisory support to states in designing ECE programmes• Enable states to strengthen academic inputs on ECE, ensuring linkages to FLN• Provide implementation and monitoring support towards effective programme execution	<ul style="list-style-type: none">• Provide technical, advisory, planning, research and evaluation support to central government institutions• Unlock effective utilisation of government funds for ECE• Build and accelerate interest in ECE for India and disseminate key insights and learnings from research and evidence

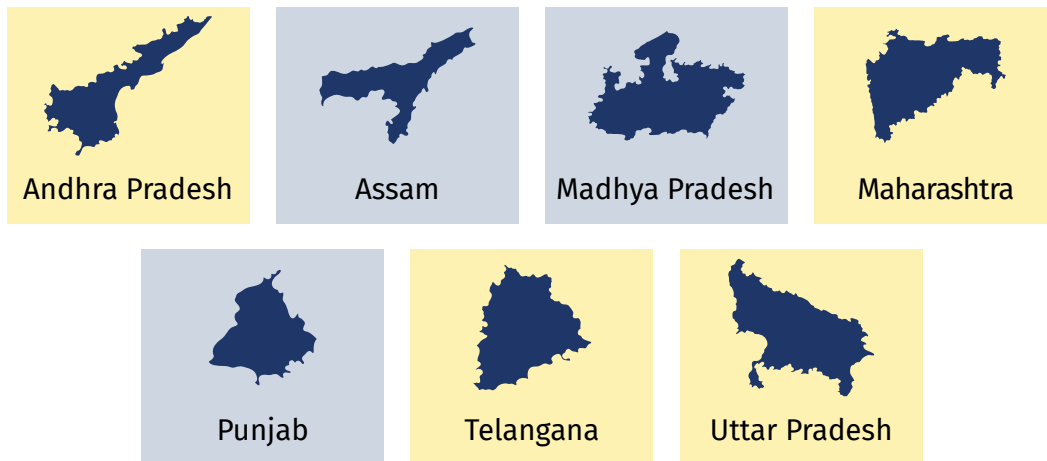
Research

CSF conducted a situational analysis of ECE in India across seven states, covering **200+ Anganwadis** and government pre-primary classrooms and released the report **Building Strong Foundations: Examining Early Childhood Education in India**, in December 2023. The study thoroughly examined existing literature, classroom activities and stakeholder interviews to identify gaps and opportunities for improving ECE in India.

Scan the QR code to access full report



Study states



■ Provision through Anganwadis only ■ Provision through Balvatika and Anganwadi

Key Findings

(a) Effective learning time is alarmingly low in ECE classrooms

- On average, only **35 minutes** were spent on ECE activities (13 minutes per activity).
- Only **13.8%** of ECE activities happened in student-led, small-group instruction.
- **Teacher training** is poor with only **50%** of teachers being able to **show the lesson plan** for the day.
- Parents' perception of quality ECE is misinformed with over **45%** of parents wanting their child to speak in **English**.¹

(b) ECE curriculum and materials need to be made more usable and contextual

- Play as a powerful medium for children to learn is recognised and its implementation could be strengthened by specific guidance on organising the learning environment to facilitate free play effectively.
- Early literacy instruction is hindered by the choice of language (home language and English) and the teaching approach. Script introduction is accorded precedence over exposure to print and building pre-reading skills.
- Teacher resources need to be user-friendly to promote their usage.

Catalysing ECE Reforms in States

CSF closely worked with two states to implement quality Balvatika programmes through co-located Anganwadis and pre-primary sections in government schools, focussing on the five- to six-year old cohort.

Haryana

As per NEP 2020 guidelines, Haryana increased the Grade 1 entry age to six years over two academic calendars and strengthened provision for Balvatikas.

¹ Building Strong Foundations: Examining Early Childhood Education in India, Central Square Foundation, 2023

In this year, CSF provided academic and strategic support to the state in designing the Balvatika curriculum and conducted training for **440 key resource persons** (master trainers) in the first cascade (August to September 2023) to train **~8,500 teachers** in the state.

Uttar Pradesh

CSF provides project management support to the Department of Basic Education, Government of Uttar Pradesh, to implement the Balvatika programme and the department's interventions with co-located Anganwadis in the state. Our work focusses on:

- **Governance**

CSF supported Uttar Pradesh in securing approval under Annual Work Plan and Budgets 2023-24 to hire ECE educators in **1,684 schools** in the state. We helped the state with the educator hiring, monitoring and governance of the Balvatika programme.

CSF also works with the Department of Basic Education, Government of Uttar Pradesh, to support all **52,836 co-located Anganwadis** in the state, supporting convergence with the Integrated Child Development Services under the Department of Women and Child Development.

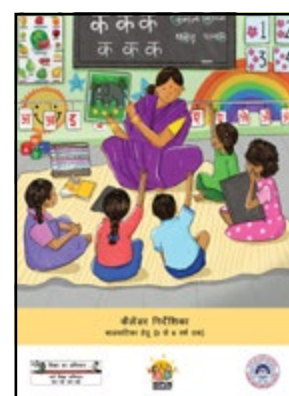
- **Academic Design**

CSF provides technical support in reviewing the state materials, designing and executing training and developing curricular materials and TLMs.

This year, we developed the **Calendar Nirdeshika** to improve the usability and adoption of curricular materials provided to Anganwadi workers. CSF led the training for **300 master trainers** from the Department of Basic Education, Government of Uttar Pradesh, on the Nirdeshika from September to October 2023.

Additionally, CSF developed a teacher guide and workbook, from January to April 2024, as part of the **12-week School Readiness Phase 1 programme**. The materials were used in **12,008 co-located Anganwadis** across **18 districts**, with the objective of preparing five to six-year-olds for Grade 1.

Scan the QR code to access the Calendar Nirdeshika



Calendar Nirdeshika



Master trainers' training on the Calendar Nirdeshika, Uttar Pradesh

Pilots and Innovations

In this year, CSF conducted district pilots to test solutions in order to generate evidence and test the scalability of academic and governance inputs.

In early 2023, CSF ran a pilot in **50 Anganwadis** in Gorakhpur to test two features:

- A model for primary school teachers to mentor/support Anganwadi teachers on ECE
- Usage and efficacy of the Calendar Nirdeshika (now designed and disseminated to all co-located Anganwadis in UP) as a supporting academic material for Anganwadis. Qualitative data proved that creating linkages in the current TLM, through the Calendar Nirdeshika improves usability, understanding and adoption.

Under the 12-week School Readiness Phase 1 programme (February to May 2024), CSF conducted a pilot in **50 Anganwadis** in Aligarh to test videos to increase material usability, adoption and learning time. As part of this, Anganwadi workers will also be mentored to improve learning time and quality.

Partner Quote



The Department of Basic Education, Government of Uttar Pradesh, has been making significant efforts to strengthen ECE through various programmes and interventions and CSF has been one of the significant contributors in the planning and implementation of pre-primary programmes at the state level. The state is looking forward to CSF's continued active participation in strengthening the pre-primary programme and integrating it with the NIPUN implementation model in the coming year.

— **Shikha Shukla, Pre-primary Unit, Samagra Shiksha, Government of Uttar Pradesh**

EdTech

Educational technology (EdTech) refers to technology that can be used to facilitate teacher-led learning in schools and enhance student learning both in school and at home.

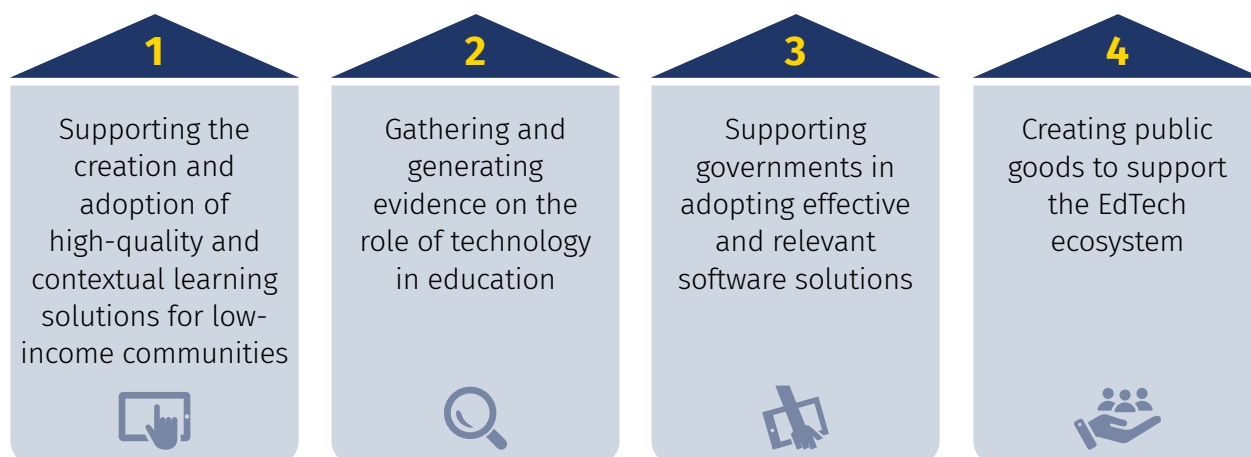
Technology can play a crucial role in providing innovative solutions to learning challenges, such as variability in teacher quality, varied student learning levels within classrooms and limited student access to quality instructional time and materials in schools. High-quality and pedagogically sound EdTech interventions have the potential to shape the learning outcomes of children. Technology can not only support teachers in enhancing how education is delivered to students, but can also allow parents to supplement their children's learning at home by providing access to additional learning resources, tracking their progress and doing engaging activities with their children.

There is now a growing supply of EdTech solutions in India, however, only a small proportion focuses on foundational learning and even fewer cater to low-income users. While it remains clear that nothing can replace the teacher and the school, it is promising to see that the central and various state governments have made innovative plans to introduce personalised learning and establish digital classrooms in government schools.

Despite rising interest and innovation in the EdTech ecosystem, the adoption and scaling of EdTech in India faces several challenges. To address these challenges, CSF focuses on shaping the supply of contextually relevant and pedagogically sound solutions, generating evidence on the efficacy of EdTech solutions, galvanising widespread adoption of proven EdTech solutions for teaching and learning and generation of public goods for the wider ecosystem.

Four Pillars of EdTech

As early believers in the potential of EdTech to democratise the quality of education in India, particularly for low-income communities, our work focuses on four strategic pillars to build a vibrant EdTech ecosystem in India:



Pillar 1



Supporting the Creation and Adoption of High-quality, Contextual Learning Solutions for Low-income Communities

India has a vibrant EdTech market with optimistic growth projections. The EdTech industry is predicted to grow massively in the coming years and reach a valuation of USD \$4 billion (~INR 34,000 crores) by 2025 at a CAGR of 39.77%¹.

However, despite the steady growth of the EdTech market, high digital penetration and increased awareness for EdTech usage, the EdTech opportunity for low-income communities remains untapped. Current EdTech solutions are being built for India 1, with the content being primarily in English, unaffordable for most of the Indian population. Despite a vibrant ecosystem of ~15,000² EdTech products across K-12 and higher education, ~7,000³ are focused on K-12 EdTech products as of February 2024, of which only a small percentage focus on foundational learning, and even fewer cater to the low-income segment.

Hence, CSF works with mission-aligned EdTech solutions for the low-income segment while uncovering new pathways for scale and engagement for learning at home.

At-home Learning

LiftEd EdTech Accelerator

The LiftEd EdTech Accelerator, launched by CSF along with a consortium of funders, aims to significantly shape the future of tech-based learning at home for FLN in India, by reaching **25 lakh** children by 2025. The accelerator is working towards catalysing the supply of pedagogically sound and contextually relevant solutions while galvanising demand for at-home learning.



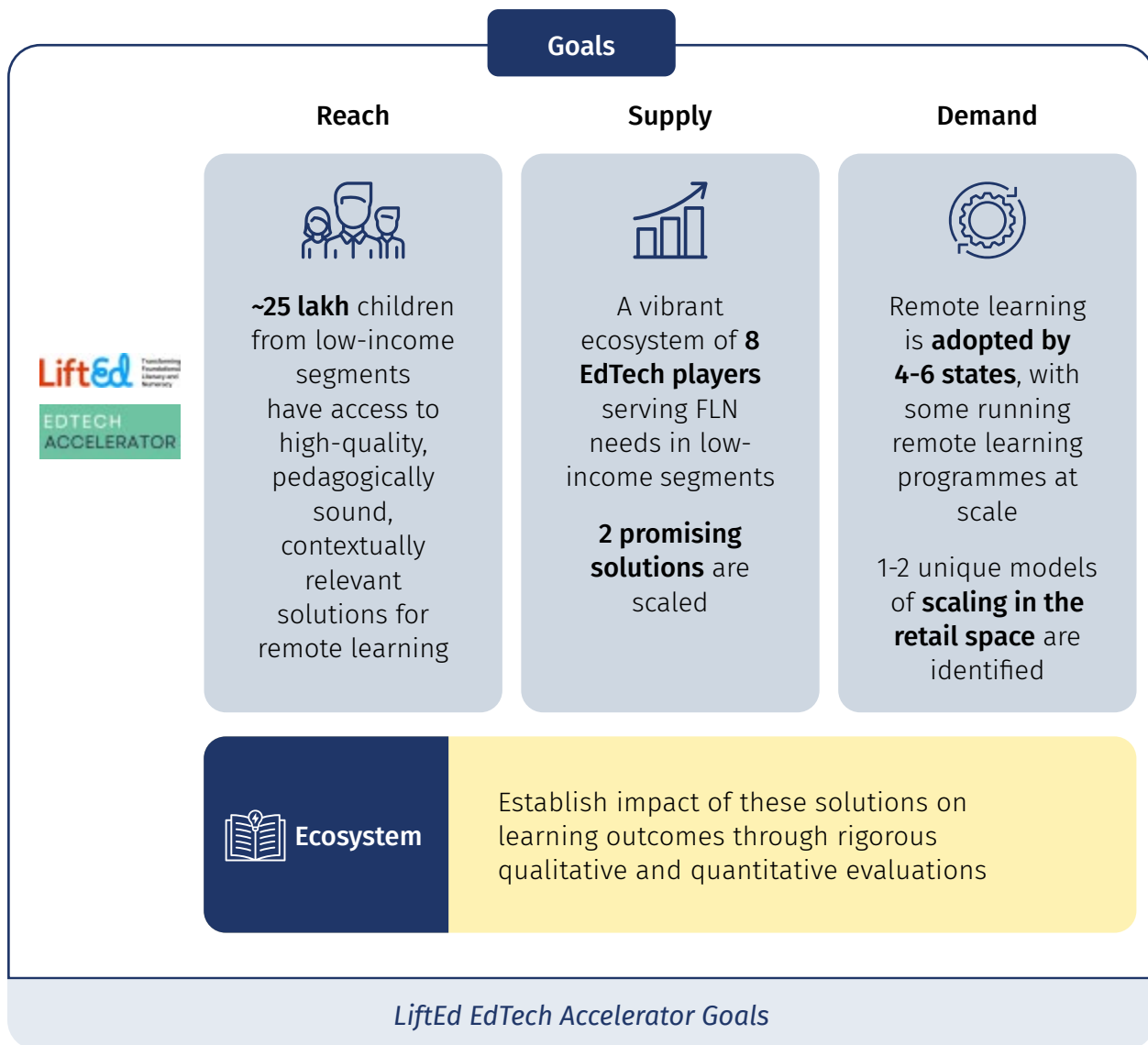
A coalition of partners across the private sector and civil society have come together to launch LiftEd, an initiative that will impact the lives of 40 lakh children in India across five years. Acting as an ‘impact multiplier’ to strengthen foundational learning for every child, LiftEd operates through a dual approach of the Development Impact Bond to improve in-school learning outcomes and the EdTech Accelerator to improve at-home learning outcomes. British Asian Trust is the Programme Leader for LiftEd and CSF is the Design and Implementation Partner on the EdTech Accelerator leveraging collective action, finance and innovation to meaningfully contribute to achieving NIPUN Bharat’s learning goals.

— Bharath Visweswariah, Executive Director India, British Asian Trust

1 [Financial Express, 2023](#)

2 [Tracxn 2024](#)

3 [Tracxn 2024](#)

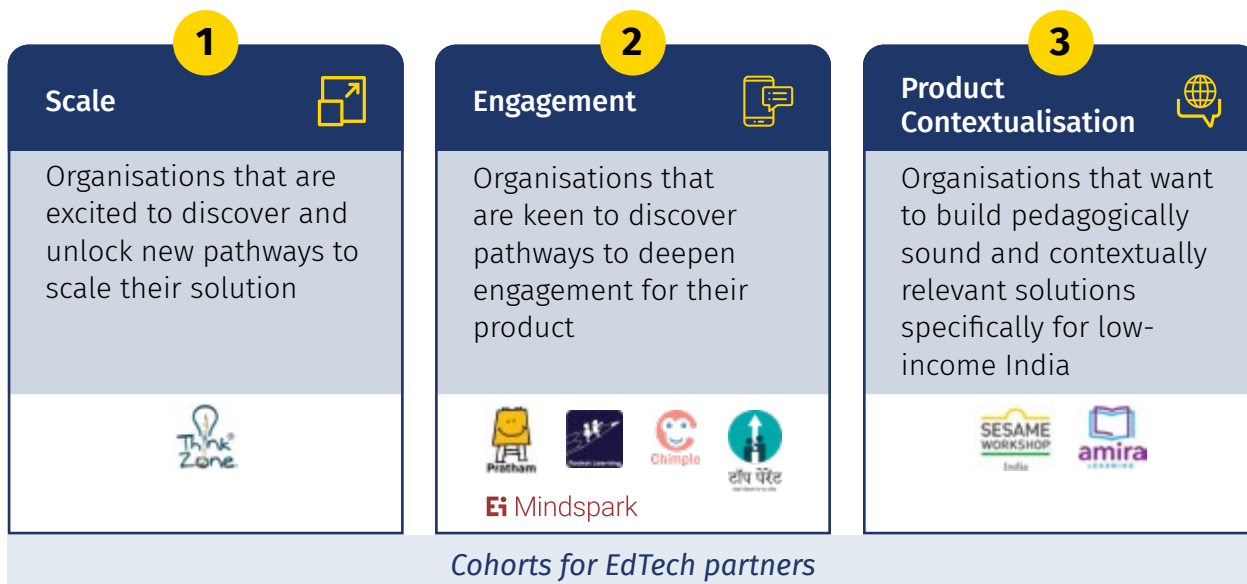


LiftEd EdTech Accelerator is anchored by a consortium of philanthropic organisations that came together for a collective mission to transform education and support the Government of India’s NIPUN Bharat Mission. Specific roles of the consortium organisations include:

- **Founding Partners:** Michael & Susan Dell Foundation, Reliance Foundation, UBS Optimus Foundation and U.S. Agency for International Development (USAID)
- **Programme Leader:** The British Asian Trust
- **Design and Technical Partner:** Central Square Foundation





EdTech Partner Overview

A vibrant portfolio of eight EdTech Partners was identified after a rigorous selection process and placed in three acceleration cohorts, based on the anchor challenge each partner was aiming to solve. Anchor challenges were identified based on experience with the most sticky problems in the EdTech ecosystem in India. Each partner works on unique strategies to unlock their specific anchor challenges as per their cohort.



The eight EdTech organisations selected as part of the accelerator portfolio included Amira Learning, Chimple, Ei Mindspark, Pratham, Rocket Learning, Sesame Workshop India, ThinkZone and Top Parent.

About Partners

<p>Amira Learning</p> 	<p>Amira is the world’s first artificial intelligence (AI) powered coach, proven to accelerate English reading mastery with Grade K to 6 students. In the U.S., they work through a business-to-business (B2B) model directly working with schools. As part of the accelerator, Amira is placed in the product contextualisation cohort, working towards scaling in India through a teacher-directed home learning programme, wherein Amira will contextualise its product by enabling the selection of a state-specific content bank, along with creating a contextualised parent report card.</p>
<p>Chimple</p> 	<p>Chimple is a gamified, personalised learning Android application that guides a child from absolutely no knowledge of the alphabet to read to learn and perform basic arithmetic. As part of the accelerator, Chimple is placed in the engagement cohort, working towards enhancing product and programmatic features of the accelerator and releasing a WhatsApp chatbot.</p>
<p>Ei Mindspark</p> 	<p>Ei Mindspark is a personalised adaptive learning (PAL) solution that creates an individualised learning path for students. In their current model, Ei Mindspark has deployments both through direct as well as community models. As part of the accelerator, Ei Mindspark is placed in the engagement cohort, aiming to improve the engagement and efficacy of Mindspark for early grades by strengthening its FLN content and adaptive logic.</p>
<p>Pratham</p> 	<p>Pratham’s programme actively involves a network of mothers, school teachers and volunteers and uses WhatsApp groups for the holistic development of children. As part of the accelerator, Pratham is placed in the engagement cohort, working towards building a responsive chatbot that seamlessly integrates into these WhatsApp groups and automates the delivery of content and assessments.</p>

Rocket Learning



Rocket Learning catalyses learning through WhatsApp communities and leverages existing government infrastructure to engage parents and teachers in their children's learning journey. As part of the accelerator, Rocket Learning is placed in the **engagement cohort**, focusing on increasing engagement through personalised nudging and automated worksheet correction through use of Artificial Intelligence/ Machine Learning.

Sesame Workshop India



Sesame Workshop India (SWI) reaches over six crore children and families to engage for over 1.2 lakh hours annually through its YouTube Hindi channel with early childhood and foundational learning content. As part of the accelerator, SWI is placed in the **product contextualisation cohort**, working towards building a low-cost, scalable tech platform in the form of a wraparound application that will house SWI educational content with built-in interactive assessments.

ThinkZone



ThinkZone's PRAKASHAK (Parent's Remote Assistance and Knowledge Support for Holistic Advancement of Kids) uses low-cost technological solutions such as voice calls, SMS, Interactive Voice Response System (IVRS) and WhatsApp to involve parents from low-income segments in their children's learning journey. The programme currently runs through a community model. As part of the accelerator, Thinkzone is placed in the **scale cohort**, working towards unlocking a pathway to scale through government channels through a teacher-directed, at-home programme in Odisha.

Top Parent



Top Parent is a B2C mobile solution, designed to support parents from low-income communities to help prepare their children (3 to 8 years) for success in school and life. As part of the accelerator, Top Parent is placed in the **engagement cohort**, working towards introducing an AI chatbot and live streaming classes for blended learning and spoken English to increase engagement.

Mentorship and Capacity Building

The accelerator works on providing need-based support through personalised mentorship, masterclasses and capacity-building workshops to unlock the full potential of all EdTech partners:

- **Personalised Mentorship:** individual domain-specific mentors for EdTech portfolio partners were identified after a careful matchmaking process, based on the partners' unique challenges and context. Mentors provide regular personalised support to each EdTech partner through a regular schedule of monthly meetings.
- **Capacity Building Workshops and Masterclasses:** masterclasses and capacity building workshops are conducted on specific by industry experts and thought leaders for the portfolio organisations to support the EdTech partners in a targeted manner and help realise their full potential.

Pillar 2



Gathering and Generating Evidence on the Role of Technology in Education

A growing body of evidence from around the world shows that EdTech has the potential to support learning for all stakeholders in the teaching and learning process. However, the effective implementation of high-quality EdTech products, particularly for low-income populations is hampered by the lack of evidence for this context. While many studies have shown positive impact of EdTech products on learning outcomes for older age groups, there exists very little evidence of its efficacy for earlier grades, particularly in the Indian context.

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

- **Product evidence** helps to establish efficacy for high-quality EdTech products, designed around specific hypotheses/use-cases of EdTech (i.e. *what works*).
- **Programme evidence** builds knowledge around processes and models that can be taken to scale and helps establish efficacy for EdTech in native environments such as government or low-income schools (i.e. *how it works*).
- **At-scale evidence** helps to uncover essential product/programme design elements to determine and enhance scalability and sustainability (i.e. *will it work everywhere and for everyone*).

At-home Learning

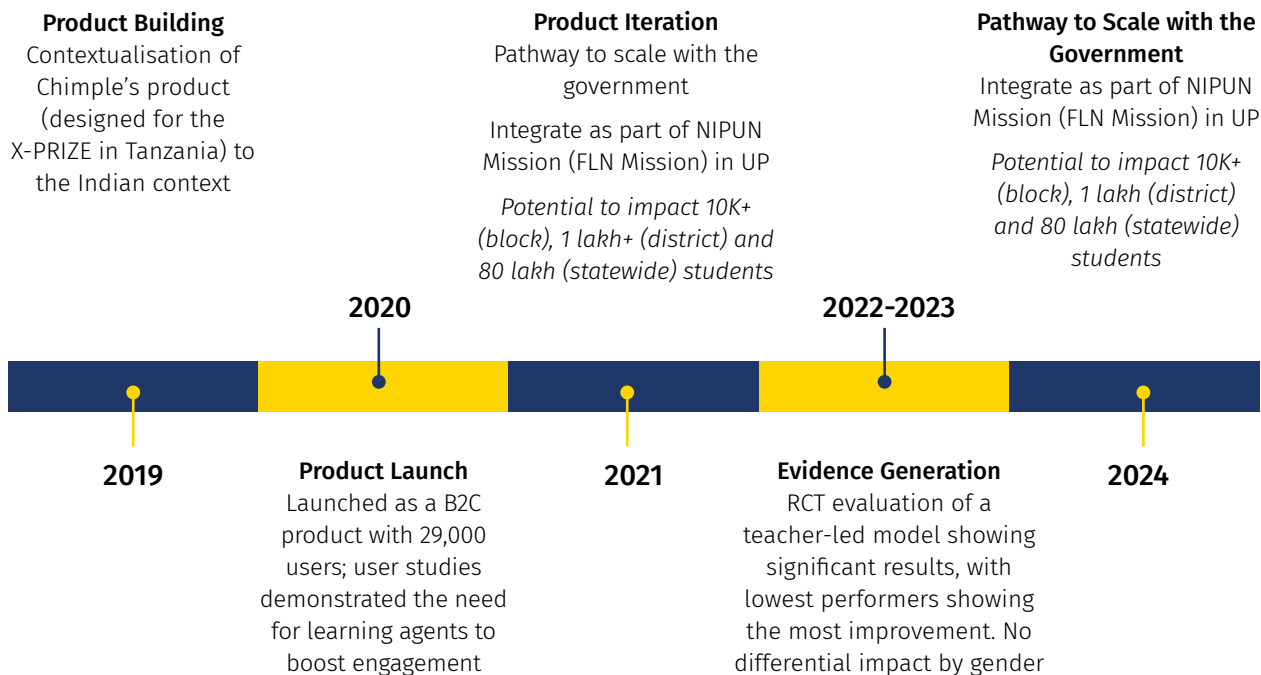
Chimple - Randomised Controlled Trial (RCT)

Chimple, a Global Learning X-PRIZE finalist, is a game-based and personalised mobile application for foundational learning, designed to provide learners with an engaging and playful learning experience. CSF has partnered with Chimple since 2019 to contextualise their product for the low-income segment in India.

Scan the QR
code to access
Chimple



In this year, Chimple's teacher-led at-home learning programme was implemented in Grades 1 and 2 across 34 schools in Haryana, in partnership with Bharti Airtel Foundation's Satya Bharti School Programme. The intervention was evaluated via a randomised controlled trial, led by principal investigators Sheetal Sekhri (University of Virginia), Kartini Shastry (Wellesley College), Divya Pandey (3ie), and Ramiro Burqa (Acumen), supported by CSF. This marks an important milestone in our journey with Chimple as illustrated below.



Tracking Chimples' journey from product building to evidence of impact and integration

While analysis is still underway, early results from the RCT as of March 2024 are promising with students in the treatment group showing an **improvement of 0.25 standard deviations in Math skills** in Grades 1 and 2, with the largest gains being among the lowest-performing students in the classroom. As one of the first studies on EdTech for FLN, it provides robust evidence on how EdTech can be meaningfully leveraged at home to supplement in-classroom instruction in an effective manner.

EdTech Accelerator Evaluation

In the dynamic landscape of EdTech, continuous and rigorous evidence generation allows for continuous innovation and progress. Within the EdTech Accelerator, CSF's emphasis on evidence includes understanding the impact of EdTech on learning outcomes, experiences of end-users with using the EdTech solution and the efficacy of interventions deployed under the accelerator.

To generate practice-oriented, actionable evidence on the impact of EdTech solutions on FLN learning outcomes, the accelerator started a comprehensive evaluation in 2023 that will continue on to 2024:







- **Learning outcomes evaluation**, to establish the impact of EdTech on learning outcomes.
- **Insights on user experience study**, a qualitative analysis with end users (e.g. teachers, students and parents), aimed at capturing feedback on key aspects of the EdTech programme lifecycle.
- **Impact of Acceleration study**, a qualitative study, aimed at capturing the effectiveness of the strategies deployed as part of the accelerator.

The evaluation under the EdTech Accelerator is being anchored by the Principal Investigator, Prof. Tarun Jain from IIM Ahmedabad. The qualitative evaluation is being conducted by Sambodhi Research and the quantitative evaluation is being conducted by Educational Initiatives.

Understanding EdTech Usage at Home using Dedicated Devices

CSF concluded the **Understanding EdTech Usage at Home using Dedicated Devices** project in May 2023, which included piloting device distribution and was an action research study to identify behaviours leading to adoption and engagement on EdTech solutions.

The study aimed at identifying best practices of EdTech-seeking behaviour at home, where dedicated devices were made available to children with programmatic nudges to encourage EdTech usage.

	Project Design	Tablets, installed with learning solutions and mobile device management (MDM) software, were distributed to 600 students in 83 government schools in Almore, Uttarakhand, for learning at home.
Hardware and MDM Software	Funded by	
Beneficiaries	600 students (Grade 4 and 8) in 83 government schools of Almore, Uttarakhand	
Learning Solutions	BYJU'S	
Implementation Partner		Almore district, Uttarakhand
Researcher		Prof. Tarun Jain Associate Professor of Economics, IIM Ahmedabad (Ph.D., University of Virginia)
Programme Management and Evaluation	 CENTRAL SQUARE FOUNDATION	

Project design



An RCT on Chimple was conducted last year, in partnership with CSF, Bharti Airtel Foundation and researchers from the University of Virginia and Wellesley College, to understand the impact of game-based solutions on learning outcomes for FLN. We are very excited by the early results from the study showing improvement in Math and language skills as it shows the impact of EdTech on learning outcomes for FLN skills.

— Srikanth Talapadi, Founder, Chimple Learning

Insights from the study are collated in a two-part report to disseminate to the ecosystem:

Part 1 includes an implementation playbook that provides learnings relating to procurement, provisioning, distribution and maintenance of devices.

Scan the QR code to access the report



Part 2 includes a learning report which describes the programme that was deployed to encourage the use of EdTech on dedicated devices.

Scan the QR code to access the report



In School

Personalised Adaptive Learning (PAL)

Andhra Pradesh (AP) became the first state in India to adopt PAL in government schools in 2019. CSF is supporting a two-year study that attempts to establish the impact of the PAL implementation in more than **500 schools in the state**. A reputed research team from Development Innovation Lab, University of Chicago, led by Nobel Laureate Prof. Michael Kremer was onboarded as a research partner for this project. As for Year 1 of the study, CSF helped the researchers secure permissions to conduct an RCT across various programme modalities. This entailed the deployment of new hardware and software licences in additional schools by the state which has been successfully completed in AY 2023-24. The endline assessment is planned for AY 2024-25.

In this year, dipstick assessments were conducted as a process monitoring tool to provide direction to prepare for AY 2024-25. Pilot studies were concluded to establish the Item Response Theory (IRT) model for endline assessments. CSF helped in stabilising the programme implementation, resulting in the usage numbers increasing by seven times, benefiting over **1,50,000 students** in Grades 6 to 9.

Smart Classroom

CSF is supporting a research study, aiming at understanding the programmatic factors that facilitate or challenge teacher and student engagement in the Smart/Digital Classroom (DCR) programme in more than **200 government schools** in Madhya Pradesh. Centre of Excellence in Teacher Education (CETE) at Tata Institute of Social Sciences (TISS) was onboarded as a research partner for this project. The study embodies a descriptive mixed method design that combines both quantitative and qualitative tools, including in-person interviews, focus group discussions, classroom observations and survey tools for data collection. CSF supported the data collection for all schools, which was concluded successfully by March 2024. The insights and findings from the study, slated to be disseminated in AY 2024-25, will be crucial to making investments in smart classrooms effective.

Pillar 3



Supporting Governments in Adopting Effective and Relevant Software Solutions

CSF has been supporting the **Government of Telangana** to institutionalise home learning as part of public education delivery. This entails supporting the state to leverage its capacity in academic and programmatic dimensions across different levels of the state hierarchy. Broad alignment on the home learning institutionalisation framework, articulated by CSF, was achieved with both the product company and the state. Steady progress on key elements of the framework including dedicated budgets, academic integration and strengthened monitoring was unlocked in Telangana.

The home learning institutionalisation framework and the experience from its implementation in Telangana are currently being shared with other state governments as well. The **Department of Education in Madhya Pradesh** has given in-principle approval to partner with CSF to strengthen its ongoing home learning programme implementation.

CSF has been supporting the **Department of Education in Himachal Pradesh** to improve the planning, procurement, programme design and implementation of its EdTech interventions in government schools.

Himachal Pradesh has been a pioneer in adopting technology to improve school education and this partnership with CSF aims to improve the effectiveness of their efforts. As part of this partnership, CSF designed a tool to understand the current landscape of technology deployment in the state. Extensive field visits were conducted using the tool and detailed consultations were held to discuss the findings.



Student learning at home, Sangareddy, Telangana



By being data and evidence-driven, Andhra Pradesh has focused on improving the implementation of PAL, resulting in a five-fold increase in usage. This has benefited more than 150,000+ students in the state to improve their Math skills.

— **Srinivas Singh, Assistant Director, IT Cell, Commissionerate of School Education, Government of Andhra Pradesh**

Pillar 4



Creating Public Goods to Inform the EdTech Ecosystem

Despite the steady growth and increased awareness for EdTech in India, opportunities for the low-income segments remain untapped due to a lack of quality standards to drive informed EdTech adoption, limited data on EdTech usage in Bharat and the unaffordability of quality EdTech solutions. Given these challenges, our work aims to:

- Reduce information asymmetry in the EdTech ecosystem through **EdTech Tulna**, to unlock quality-based demand and eventually enable the supply of high-quality EdTech solutions.
- Bring out the voice of end-users (from low-income segments) on the state of EdTech through a pan-India household survey, **Bharat Survey for EdTech (BaSE)**, to provide critical insights to stakeholders in the EdTech ecosystem for informed decision-making.
- Solve for availability and access to high-quality, contextual, pedagogically sound digital content in vernacular languages through an open-source content repository like **TicTacLearn** to cater to the needs of over 200 crore Indian students from public and affordable private schools.

EdTech Tulna



With 15,000 products across K-12 and higher education in the market today, the vast and growing Indian EdTech ecosystem presents a complex landscape for users across government and private spheres when making EdTech-related decisions.

Jointly developed through a partnership between CSF and IIT Bombay, **EdTech Tulna** is an evaluation index that helps governments and private adopters of EdTech in India make quality-led, evidence-informed decisions. Its three-part solution is based on:

- Defining a set of standards to arrive at a research-based understanding of what good EdTech looks like.
- Creating exhaustive yet user-friendly toolkits to enable decision-makers to apply these standards and evaluate EdTech.
- Conducting expert reviews and publishing evaluations of existing EdTech products in the market to directly address the information gap on the effectiveness of EdTech solutions.

Institutionalisation

To support its vision of unlocking adoption within and outside India, EdTech Tulna found its long-term institutional home in IIT Delhi's Centre of Excellence, within the Department of Management Studies. IIT Bombay will continue to build the product offering for international adoption, build capacity for the IIT Delhi team and provide strategic support to steer Tulna.

Product

EdTech Tulna standards are available across five use cases for K-10 learning including personalised adaptive learning (PAL), digital classrooms (DCR), interactive audio-visual (IAV), games-based learning and practice and doubt solving (PDS).

This year, the first four frameworks were validated through nine new independent product evaluations, while six new evaluations are currently underway. Additionally, EdTech Tulna aims to widen its coverage to other key users of EdTech products and will soon have a framework to evaluate products for teacher professional development.

Adoption

International Adoption

The Ministry of Communications, Innovation and Digital Economy, Republic of Nigeria, signed an MoU with CSF at the Nigeria-India Presidential Roundtable and Conference, held in September 2023. The MoU was signed for the adoption of EdTech Tulna in Nigeria and for the cooperation between the two nations in sharing successful and scalable EdTech interventions to support digital economic transformation.



Nigeria-India Presidential Roundtable and Conference, New Delhi

National (India) Adoption

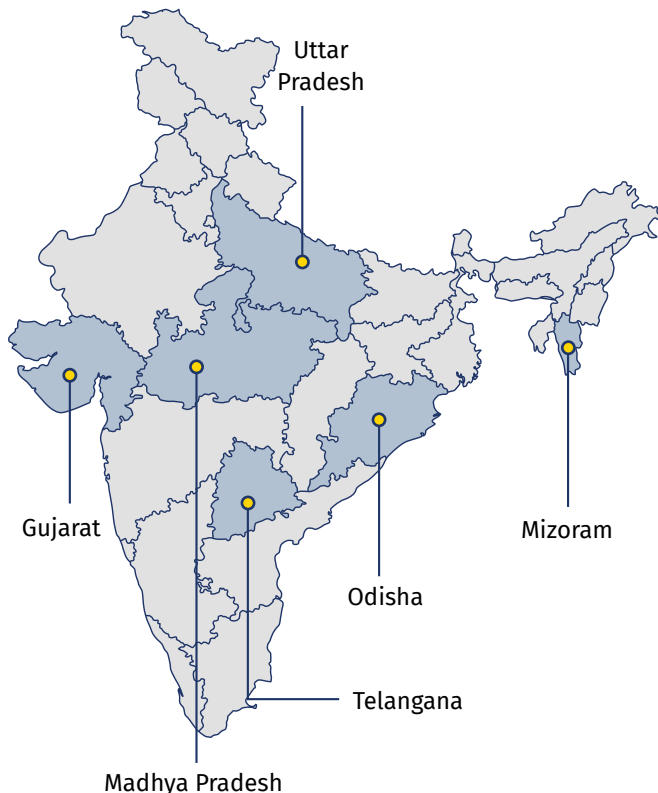
EdTech Tulna was leveraged by two state governments, in addition to four adoptions previously, for EdTech procurements.

- It was adopted by the **Government of Uttar Pradesh** as part of a smart classroom procurement, impacting **~40 lakh students** and **18,000+ classrooms**. Tulna quality standards were added in the request for proposal (RFP) as a part of the content evaluation criteria to strengthen the technical evaluation process for this procurement.
- It was adopted by the **Government of Gujarat** as part of their initiative on a single sign-on portal for EdTech use in the state, impacting **1.1 crore students** across **54,000 schools**, providing a first-of-its-kind choice and transparency to end-users of EdTech. The Tulna quality standards were adopted by the state to select vendors for integration with the portal.

Bharat Survey for EdTech (BaSE)

CSF conducted the **Bharat Survey for EdTech (BaSE)** to bridge information asymmetry in the EdTech ecosystem, where the needs and barriers of low-income families are vastly overlooked. BaSE is a first-of-its-kind household survey that aims to answer key questions on the state of EdTech in India.

BaSE was undertaken between November 2022 and January 2023 and launched at the CSF Education Conclave in April 2023. The survey tool creation, data collection and analysis were carried out by Development Solutions and Professor Ambrish Dongre from IIM Ahmedabad, who also provided support as the academic advisor on BaSE.



6 states selected based on the extent of internet penetration and population size

6,000+ (urban/rural) households surveyed

~10,000 children (male/female) covered, enrolled in either government or private schools

Trends explored across 3 key thematic pillars:

(1) Access to Technology

- Device penetration
- Shared and dedicated access to devices

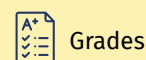
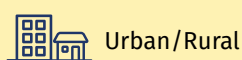
(2) User Sentiment around EdTech Adoption

- Involvement of caregivers in children's learning
- Awareness of technology for learning

(3) EdTech Usage

- Usage of household devices for learning
- Enablers of engagement

Provides Insights Across



Noteworthy insights on access and usage of EdTech emerged:

- **85%** households owned more than one smartphone
- **72%** children had access to smartphones
- **86%** parents/guardians were aware of tech as a learning medium
- **70%** children received at-home learning support from parents/caregivers, out of which, **40%** received support from mothers and **23%** from fathers
- **63%** children used smartphones for learning

The Bharat Survey For EdTech (BaSE) report was launched at the CSF Education Conclave in April 2023. Since then, 300+ reports have been disseminated among government stakeholders, multilateral organisations, product companies and other key stakeholders in the EdTech ecosystem.

Scan the QR code to access full report



TicTac Learn

In India, where 90% of school students attend government or low-income private schools, access to paid EdTech learning solutions is limited due to financial constraints. This challenge is compounded by the scarcity of high-quality content in Indian languages, which are the primary medium of instruction for most students. Hence, the creation of public goods becomes crucial in addressing the digital learning challenge at scale, ensuring affordable access to vernacular digital learning content for students.



Content Creation

In partnership with Google.org in 2019, CSF developed TicTacLearn (TTL), a comprehensive repository of curriculum-aligned Mathematics (Grades 1 to 10) and Science (Grades 3 to 8) video content. By 2020, over **10,000 videos** were created in five Indian languages namely English, Hindi, Marathi, Odia and Telugu. In 2021, the Dr. K.R. Shroff Foundation collaborated to translate these videos into Gujarati. Later, in 2023, Tamil Nadu SCERT supported the translation of these videos into Tamil. This expansion has made TicTacLearn content available in six Indian languages, covering the medium of instruction for 80% of Indian students.

Platform Distribution

TicTacLearn's openly licensed content is widely distributed through platforms like YouTube and DIKSHA, contributing to widespread dissemination, availability and usage. Its YouTube channels have garnered over **14 crore plays, 40,00,000 hours of play duration** and **~5,00,000 subscribers**, since 2020. Additionally, the content has accumulated **~1.2 crore plays** on DIKSHA. In the second half of AY 2023-24, TicTacLearn Hindi YouTube channel garnered over **5 crore plays**, accounting for ~40% of its total plays and gained **~2,00,000 new subscribers**, constituting about 50% of its total subscriber base.

State Programme Outreach

TicTacLearn content has been adopted by over 11 Indian states for home learning and linked to DIKSHA in over 25 Indian states/UTs. We continue to aid interested states in running the programme, providing progress reports for review and informed decision-making to sustain usage and impact the education ecosystem.



The Government of Telangana leveraged technology to support students learning at home. We designed a well-integrated home learning programme that can be accessed through the parents' mobile phones. Currently, quality education resources in an easy-to-use chatbot format are being used by students from close to 4,000 schools across all blocks in Telangana.

— Professor Tehseen Sultana, Head of Department, Curriculum and Textbooks, SCERT, Government of Telangana

School Governance

The National Education Policy 2020 suggests establishing an independent body, the State School Standard Authority (SSSA), to emphasise learning outcomes and address the lack of regulatory focus on their achievement. It also recommends a reliable assessment, to be conducted by an appropriate authority in all schools, to address the need for a uniform measure of learning outcomes, enabling regulation based on these assessments.

To support these governance-level reforms, CSF is supporting states in institutionalising:

State School Standards Authority (SSSA)



An independent regulator to enforce learning outcome-based regulation for all schools

Competency-based census assessment (CCA)



A standardised assessment of learning outcomes at the school level, with results disclosed publicly and transparently to inform parental school choice and drive quality improvement

State and Programmatic Highlights

Setting up State School Standards Authority (SSSA) in Assam, Rajasthan and Uttar Pradesh

CSF partnered with the Department of Education in Assam in 2021, Rajasthan in December 2023 and Uttar Pradesh in July 2023, to provide evidence-based academic and technical support in forming SSSA as per NEP 2020. All three states are now geared to establish new bodies separate from their respective Departments of Education, as recommended by the NEP 2020.

The Assam Education Department notified an interim SSSA earlier in 2023 to drive its crucial functions while the legislation process is underway. CSF continued to provide academic guidance for the SSSA's processes around school accreditation, learning quality measurement and public disclosure of school quality data.

One of the SSSA's primary functions is to grant accreditation to schools based on quality standards. Recognising the absence of a system-wide standardised school accreditation system in many states, CSF collaborated with the Government of Rajasthan and Government of Assam in December 2023 to develop a School Quality Assessment and Accreditation Framework (SQAAF). Aligned with the guiding principles of NEP 2020 and its implementation plan Students' and Teachers' Holistic

Advancement through Quality Education (SARTHAQ), SQAAF offers a standardised approach to school accreditation by establishing quality standards relevant to all schools. Once SQAAF is piloted in these states, their respective SSSAs will use this framework to accredit all schools.



Third interim Assam State School Standards Authority meeting with Shri Nani Gopal Mahanta (Advisor to Education Minister)



CSF team with Shri Ranoj Pegu (Education Minister, Assam)

Implementing Competency-based Census Assessment (CCA) in Assam

CSF is working with the Government of Assam to transform its existing assessment, Gunotsav, into a competency-based assessment. We took a scaffolded approach to reform the assessment by making some percentage of questions competency-based each year. This gives the system time to align its teaching and learning to be competency-based.

The aim is to make the assessment fully competency-based in the next few years and extend it to the uncovered (private) schools. This strategic shift of modifying existing assessments to serve the CCA vision not only optimises resources for the state but also avoids over-assessment among students.

Aligning Assessments and Learning in Rajasthan

The Rajasthan examination board conducts formal assessments for all students in Grades 5 and 8 across public and private schools. While these exams can serve the purpose of a CCA, there is a misalignment between the state's current assessment blueprints and curriculum objectives. To result in learning quality improvement, competency-based assessments need to complement teaching methodologies.

CSF has been working with the Government of Rajasthan since December 2022 to align assessment blueprints with curriculum objectives, ensuring coherence between pedagogy and assessments. As part of this initiative, we are re-articulating learning outcomes to ensure alignment with the revised assessment blueprints and competency-based education principles. Additionally, we are conducting comprehensive training sessions for the Department of Education, including teachers, trainers and assessment teams, to equip them with the necessary skills for developing and implementing competency-based assessments effectively.



CSF-led workshop at SCERT, Udaipur



CSF with Rajasthan representatives and educators to craft Grade 9 and 11 blueprints and assessment items



CSF team with district representatives at SCERT, Udaipur to refine holistic progress cards for schools

Partner Quote



“ The establishment of our State School Standards Authority (SSSA) in Assam is truly a game-changing reform in our pursuit of delivering high-quality education to all students. With support from CSF, we have instituted a robust regulatory framework that allows for continuous monitoring, assessment and enforcement of minimum standards across schools. This reform promises to drive transformative improvements in school quality in government and private schools.

— **Narayan Konwar, IAS, Secretary to the Government of Assam, Department of School and Higher Education, Government of Assam**



“ Chapter 8 of the National Education Policy (NEP) 2020 looks at school education reform in three clear parts: assessment, accreditation and regulation. As far as the implementation plan of the Ministry is concerned, we recognise that the SSSA has to be set up and our attempt is to frame a system which encourages participation from schools. We aim to bring schools on board with the ideas of assessment and accreditation, keeping the child at the centre of all reform.

— **Jai Prakash Pandey, Director, Department of School Education and Literacy, Ministry of Education, Government of India**



“ In my experience over the last 20 years, I have seen a fundamental shift in how assessments are viewed. We have moved from saying that they should not be done, to a stage where we realise that assessments are needed to identify whether learning is actually taking place, as opposed to just schooling. The current challenge in the system is a lack of capacity for conducting the right kind of assessment. The purpose of assessments is to diagnose and they can be useful to give feedback to students, teachers, schools, districts and even the nation. The NEP is a step in the right direction, but there is scope for a lot more to be done to build this capacity.

— **Vyjayanthi Sankar, Founder-Executive Director, Centre for Science of Student Learning**

Branching Out: Reaching Far and Wide

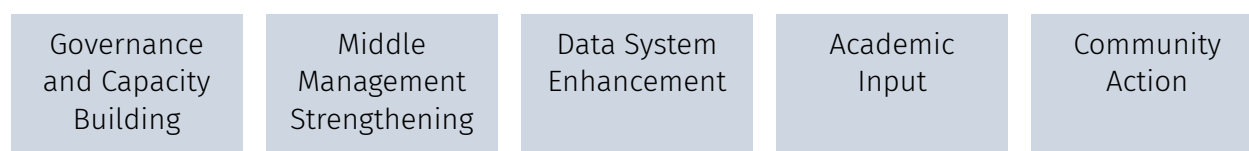
In this section, we delve into our new initiatives to improve foundational learning while driving impact at scale. These innovative projects underscore our commitment to a holistic approach, strengthening the education landscape at different levels across India.



District Project Management Units (DPMUs)

In India's governance structures, districts play a critical role in driving last mile reform implementation in our classrooms. Focussing on districts as the unit of change, CSF's DPMUs have emerged as a key catalyst in driving the district level implementation of the FLN mission.

CSF aims to demonstrate impact on student learning outcomes (SLOs) and scalability of programmes with moderate resourcing and external support through DPMU programmes. CSF's work at the state and the district levels follows certain common pathways for bringing about change, which are an illustration of CSF's premise of supporting and supplementing government programming. CSF-led DPMUs focus on five key change pathways including:



These pathways, through various inputs, lead to the achievement of student learning milestones over the years, resulting in improved student learning outcomes at both district and state levels. Outcomes encompass widespread attitude, behavioural and perception shifts in teacher practices, seamless integration of data practices in the state's education ecosystem, standardised and scalable communication channels, heightened interest and accountability in deriving meaningful insights from data and increased demand for quality education from government schools among parents and the community.

Bihar

In Bihar, CSF works in the **Jehanabad**, **Sheohar** and **West Champaran** districts (in specific schools), to support effective implementation of the state FLN mission.

	Jehanabad	Sheohar	West Champaran
Present Since	December 2022	January 2023	April 2023
Schools	100	100	400
Teachers	300	280	1,323
Students	21,000	13,645	50,000

	Jehanabad	Sheohar	West Champaran
Focus Areas	School-level goal setting, capacity building for district and block officials, teacher support through in-school coaching, governance support and community engagement	School-level target setting, on-site support to teachers' school visits, capacity building of the district and block officials, governance and institutional strengthening and community engagement	Setting measurable student learning targets, regular classroom visits to support teachers, salience building for FLN at the district and block level, professional development of headmasters and teachers and community-led interventions to drive parent engagement

Highlights

- Conducted the FLN baseline learning assessment survey for **~1,000 students** across **100 schools** in the Jehanabad district
- Conducted two rounds of training on the FLN programme and capacity building for **100 headmasters** and **50 teachers** in the Jehanabad district and **400 headmasters and teachers** in the West Champaran district
- Conducted an FLN learners' assessment for **~1,000 students** in the Sheohar district
- Conducted capacity building sessions on mission objectives and effective teaching and learning practices for **100 headmasters** and **50 teachers** in the Sheohar district
- Conducted **70+ classroom visits** in the Sheohar district
- Conducted an FLN baseline assessment survey of **~3500 students** in **400 intervention schools** in the West Champaran district
- Supported the district administration to organise parent-teacher meetings (PTMs) across the West Champaran district
- Conducted **10+ NIPUN Gram Sabhas** across districts to sensitise parents on FLN and importance of school attendance, in collaboration with the Panchayati Raj Institution (PRI)



Headmasters' orientation, Sheohar



NIPUN Gram Sabha, Jehanabad

Haryana

Since 2021, CSF has served as the State Project Management Unit partner for implementing the NIPUN Haryana Mission. In 2024, this team expanded further, with each team member mapped to two districts, to provide dedicated support on district-level mission delivery.

Districts	Schools	Teachers	Students
22	8,600	35,900	6,69,300

Key projects in Haryana include:

Improving Data Quality

This involves refining decision-making through the integration of accurate and actionable classroom data. To do this, a district-level supervision team was identified and trained by CSF DPMU members, on top of the existing mentor cadre (primary data collection cadre in Haryana). The goal of this was to get this collected data triangulated with mentor data for integration into decision making.

Middle Management Capacity Building for NIPUN

This involves strengthening capacities of district, block and cluster officials through strategic joint school visits, personalised engagements and KPI-centric review meetings. The PMU tracks various metrics for district and block officials and mentors to assess their levels of awareness, compliance, ownership and data proficiency.

Review Meeting Sharpening

This involves streamlining and enhancing the impact of district and block review meetings, through data-backed planning and tools for actionable meetings. It helps in creating a robust process for tracking meeting effectiveness and generating significant actionable outcomes for DPMUs.



DPMU members conducting an orientation session with mentors in Hisar, Haryana



DPMU meeting in Rewari, Haryana

* UDISE 2021-22

Odisha

In Odisha, CSF works in the **Dhenkanal** district to support effective implementation of the state FLN mission.

Present Since September 2023		
Schools	Teachers	Students
1,100	3,700	45,100

Focus Area
Teacher support through school visits and cluster meetings, building capacity of district officials and mentor cadres, community and parental engagement

Highlights

- Conducted a **situational analysis** to understand teaching and learning processes in classrooms, quality of monthly cluster meetings, roles and capacity of district functionaries and student learning levels
- Conducted **small group workshops** to build mentor capacity on conducting effective classroom observations and providing actionable feedback to teachers
- Conducted in **monthly review meetings** to ensure FLN becomes priority at the district and block level



Cluster resource centre coordinators' training, Dhenkanal



Monthly cluster meeting, Dhenkanal

* UDISE 2021-22

Telangana

In Telangana, CSF works in the Bhadradi Kothagudem, Medak and Medchal-Malkajiri districts, to support effective implementation of the state FLN mission.

	Bhadradi Kothagudem	Medak	Medchal-Malkajiri
Present Since October 2023			
Schools	1,200	700	400
Teachers	2,700	1,900	1,400
Students	30,100	28,900	29,900
Focus Areas			
Ensure teachers follow the right teaching-learning processes, ensure consistent and quality supportive supervision processes across all mentoring cadres, ensure structured review meetings to drive data-backed implementation			

Highlights

- Conducted a situational analysis, drawing insights from **~300 classroom observations**, **30 review meetings** and **five PTMs**, across districts
- Curated the best practices handbook in the Medak district to address classroom challenges faced by teachers through contextual solutions shared by their peers
- **20 to 45% point gain** in mentoring KPIs in the Medchal-Malkajiri district
- Conducted end of year assessments for **240 students** in the Medak district and **315 students** in the Medchal-Malkajiri district, using ERGA EGMA tools to establish a baseline for formulating district plans



Classroom observation, Bhadradi Kothagudem



FLN assessment workshop, Medak

* UDISE 2021-22

Uttar Pradesh

In Uttar Pradesh, CSF works in the Aligarh, Ghaziabad and Gorakhpur districts, to support effective implementation of the state FLN mission.

	Aligarh	Ghaziabad	Gorakhpur
Present Since	November 2023	November 2023	December 2022
Schools	1,700	400	2,100
Teachers	7,200	2,200	9,400
Students	1,17,900	44,800	1,65,500
Focus Areas	Strengthen mission implementation at district and block levels by ensuring data focused decision making in review meetings, provide support to mentors in building teacher capacity through joint visits and district level academic innovations		

Highlights

- Conducted a baseline diagnostic to understand current FLN student learning outcomes, teaching-learning processes and stakeholder effectiveness in the Aligarh and Ghaziabad districts
- Facilitated **eight data-driven review meetings** at the district level and **14 review meetings** at the block level in the Aligarh district
- Collaborated with the district administration on a five-week campaign to increase teacher guide usage and reduce the number of struggling learners. By leveraging mentor cadres and creating remediation tools, **868 school visits** resulted in a **7% decrease in struggling learners** in the Aligarh district.
- Supported middle management cadre in providing effective coaching support to teachers in Aligarh and Ghaziabad districts
- Facilitated **six data-driven review meetings** at the district level and **ten review meetings** at the block level in the Ghaziabad district



District taskforce meeting, Gorakhpur



Basic Shiksha Adhikari (BSA) - Block Education Officer (BEO) review meeting, Gorakhpur

* UDISE 2021-22

- Collaborated with the district administration on a five-week campaign to increase teacher guide usage and reduce the number of struggling learners. By leveraging mentor cadres and creating remediation tools, **75 school visits** resulted in a **15% decrease in struggling learners** in the Ghaziabad district.
- Developed and implemented a comprehensive standard operating procedure to standardise and enhance the efficiency of district-level review meetings in the Gorakhpur district
- Facilitated **seven district task force meetings** and **46 weekly Basic Shiksha Adhikari - Block Education Office (BSA-BEO) review meetings** in the Gorakhpur district.

Demonstration Sites

CSF defines a **demonstration site** or **demo** as a district or region where CSF or its partners place staff for a direct academic intervention. FLN demos are designed with three main objectives:







1. Ensure better fidelity in operationalising state FLN missions by placing additional resources at the district and block levels and studying its impact
2. Create a bluebook, i.e., a collection of what works and what does not work, along with our partners
3. Create showcase sites to engage, learn and replicate at scale for state governments, researchers and potential donors

Additionally, FLN demos are intended to deliver accelerated results. While the mission at the state level aims to achieve the NIPUN Mission Goals by 2026-27, the demo aims to deliver these outcomes by 2025.

Currently, demos are being run in three districts: Sehore and Shajapur in Madhya Pradesh and Varanasi in Uttar Pradesh. Through extensive relationship-building and adherence to protocol in the previous years, CSF is excited about a good level of compliance in all three districts. Classrooms in these districts have adequate availability of teaching learning material, with students being seen to make fruitful use of it as well.

Madhya Pradesh

Demonstration sites in Madhya Pradesh were introduced to ensure strong implementation fidelity of the state FLN mission by providing support to and building capacity of government officials in the districts. In Madhya Pradesh, our partner Room To Read (RTR) established the demos in Sehore and Shajapur districts in 2021. CSF is a key stakeholder in the MP demo programme and acts as a proactive reviewer and advisor in implementing critical interventions in districts. Some of our work includes conducting regular field visits and providing support for monitoring and strengthening district salience through district review meetings.

SEHORE	SHAJAPUR
 5 blocks	 4 blocks
 57 clusters	 40 clusters
 1,302 schools	 775 schools

A snapshot of our demo programme in MP

This year, some of our work highlights included:

- Strengthening salience with the district leadership through monthly review meetings around FLN student learning outcomes and teacher and Cluster Academic Coordinator performance

- Conducting monthly student assessments for Grade 2 from a sample of MP schools. Data from this helped to inform interventions and create awareness on student learning among teachers and officials.
- Launching the **Sahayak Seedhi** initiative to facilitate an improved protocol for teachers to identify struggling students and guide remediation practice



Cluster academic coordinator (CAC) observing a classroom



State-level master trainer training

Uttar Pradesh

Demonstration sites in Uttar Pradesh were introduced to ensure strong implementation fidelity of the state FLN mission by providing support to and building capacity of government officials in the district. In Uttar Pradesh, Language and Learning Foundation (LLF) established the demos in the Varanasi district in 2021.

CSF plays the role of a thought partner to LLF in Varanasi to implement and strengthen the programme, ensuring that there is consistent exchange of best practices and learning. We conduct regular joint field visits to the district to help triangulate data and trends.

High Touch

1 block
111 schools
330 teachers

Low Touch

8 blocks
903 schools
2,600 teachers

A snapshot of our demo programme in UP



Block-level teacher training

This year, LLF expanded its presence in the low-touch blocks of Varanasi by placing a person per block. The district currently has a team of 12 members, striving towards strengthening the mission implementation to improve student learning.

The spot assessments conducted by LLF through the year have shown consistent, significant growth in both literacy and numeracy.

Stems of **Support**

In this section, we showcase our efforts to bolster branding and outreach to connect with all our stakeholders. Via our media collaborations, participation at key events and campaigns, we aim to inspire at the last mile.



Outreach

Our outreach strategy focuses on building salience around CSF's work by leveraging different channels to highlight our work towards improving access to quality school education for young learners across India.

Knowledge Assets

The EDge

What is it?

Monthly newsletter that brings to readers bold ideas and new perspectives on education reform.

Highlight

Some of the key themes covered this year include tracking ground-level progress on the NIPUN Bharat Mission, exploring the role of parents in a child's learning and FLN journeys of states like Bihar and Odisha.

Reach: **16,000+** readers



Access The EDge here

The screenshot shows the cover of 'THE EDGE' newsletter from March 2024, published by Central Square Foundation. The cover features the title 'THE EDGE' in large white and yellow letters on a dark blue background. Below the title, there is a preview of an article titled 'Enabling Teachers & Headmasters to Improve Learning Outcomes in Odisha - In Conversation with Shri. Manoj Kumar Padhy (Director, TE and SCERT)'. The article preview includes a small photo of Shri. Manoj Kumar Padhy and a 'Read More' button.

EDge Talks



What is it?

Long-form video interview series hosted on CSF's YouTube channel, featuring in-depth conversations with leading education experts from India and globally.

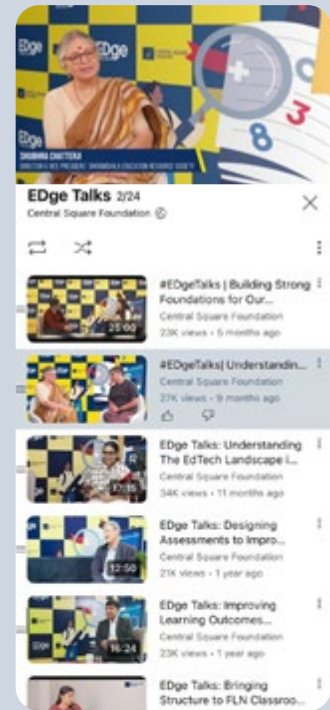
Highlight

Some of the key themes covered this year include understanding how EdTech can be leveraged for parental and community engagement, scoping India's ECE landscape and identifying ways of building strong foundations at early ages and deep-diving on the art of designing learning assessments at scale.

Total Views: **1,27,000+** video views



Access Edge Talks here



EDuBytes



What is it?

Monthly short-form, explainer video series that aims to break down complex terms and concepts commonly used in the education sector in India and globally for our larger audience.

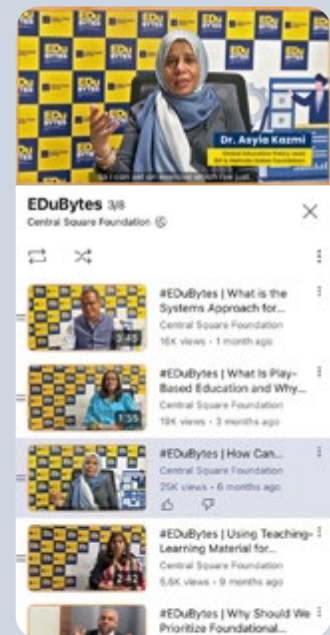
Highlight

Some of the key topics covered this year include play-based education, personalised adaptive learning, teaching and learning material and leveraging EdTech for at-home learning.

Total Views: **66,000+** video views



Access EDuBytes here



EdMonitor

What is it?

Fortnightly newsletter on the latest developments in India's education ecosystem.

Reach: **16,000+** readers



Access EdMonitor here



Online Campaigns

CSF rolled out two marquee campaigns, **#ClassroomHeroes** and **#KhelKhelMein**, through the year. Additionally, we carried out short-burst activations on several national and international observance days to catalyse relevant digital conversations on different facets of improving quality school education in India.

#ClassroomHeroes

Launched strategically on Teachers' Day (5 September 2023), this digital campaign aimed to showcase real impact from the field using a creative storytelling approach. A celebration of the tireless efforts of teachers to strengthen FLN delivery at the last mile, the campaign captured real stories to showcase the progress of Mission Ankur through the teachers' lens.

Stories of six teachers from Madhya Pradesh's Sehore and Shajapur districts were amplified on CSF's social media handles; it was also converted into a physical booklet which was handed over to them as a token of appreciation.

Total Social Media Reach: **1,06,000+**

Total Engagement (likes, comments, shares, etc.): **3,800+**



Glimpses from the #ClassroomHeroes campaign and its dissemination

#KhelKhelMein

Launched in November 2023, the #KhelKhelMein social media campaign was built on two key objectives:

1. Generating awareness and interest around the critical importance of quality ECE for every child.
2. Laying the groundwork for sharing key findings and recommendations from CSF's first situational analysis study across seven states.

The digital campaign featured a mix of diverse content formats - from short videos, GIFs to online polls. #KhelKhelMein garnered support and appreciation from renowned organisations and professionals from within the education ecosystem.

Total Social Media Reach: **1,01,000+**

Total Engagement (likes, comments, shares, etc.): **7,700+**

The collage features four distinct digital assets from the #KhelKhelMein campaign:

- Top Left:** A report cover titled "CHECK OUT OUR LATEST REPORT! → BUILDING STRONG FOUNDATIONS: EXAMINING EARLY CHILDHOOD EDUCATION IN INDIA". The cover image shows children and an adult engaged in a learning activity.
- Top Right:** A bar chart titled "WHAT DO PARENTS THINK 'GOOD ECE' MEANS?". The chart shows the following data:

Skill/Action	Percentage
Child can sing rhymes or songs	83%
Child can do activities such as sorting, counting, reading, etc. independently	63%
Child can speak in English	46%
Child gets homework everyday	45%
Child does copy-writing in notebook	35%
Child has regular tests	6%
- Bottom Left:** A photograph of three children (two boys and one girl) sitting on the floor, focused on a hands-on learning activity involving sand and small objects.
- Bottom Right:** A yellow graphic with the text "#KhelKhelMein Using a play-based approach to support early learning" and "Follow for more!". The background is decorated with various educational icons like a globe, pencil, and books.

Snapshots of our digital #KhelKhelMein campaign

Driving Conversations on Observance Days

This year, we focussed on expanding CSF's digital footprint as a global thought-leader in education and generating public interest by marking relevant days observed at global, national and ecosystem levels.

We supported key stakeholders in the political and education ecosystems to build salience around the importance of FLN at the national level on important days.

A marquee activation this year was CSF's first Twitter Chat in over ten years, which was hosted on the occasion of World Children's Day (20 November). The timely digital dialogue received significant online engagement:

108+ Tweets **376+** Likes **47** Retweets

Total Social Media Reach: **2,22,000+**

Total Engagement (likes, comments, shares, etc.): **9,500+**



Highlights from our digital activations on observance days

Events

CSF-led Events

This year, the landmark event for us was the first edition of CSF's annual conference held in New Delhi. Apart from this, we anchored several other events including dedicated report launches, ecosystem forums etc. to relay the impact of our work in the right circles.

Here are some highlights from the year:

CSF Education Conclave 2023

In April 2023, we hosted the inaugural edition of the CSF Education Conclave 2023, wherein we brought together a passionate group of education sector experts and professionals to collectively share and discuss the 'how' of improving foundational learning outcomes for all children in India.



Glimpses from the CSF Education Conclave 2023

Our objective behind the conference was to create a forum for sharing wins and best practices towards NEP 2020's vision of improving the quality of school education in India - especially at the early learning stages. The event was attended by over **200 key stakeholders**, including policymakers, state government officials, bureaucrats, educators, tech innovators, nonprofit leaders and most importantly - children.

09

sessions

25+

speakers

1,26,000+

reach across
social media
channels

52+

media stories

Through a series of panel discussions and curated conversations with experts on themes ranging from **Moving the Needle on FLN, Imperatives for EdTech in India** and **Improving Early Childhood Education in India**, the conference brought together diverse perspectives on these critical levers for improving foundational learning outcomes at scale.

Kids Connection, our special session with India's most popular audio storyteller **Neelesh Misra**, was among the key highlights of the event. His engaging 'classroom reading'-styled session with six Grade 3 students from Uttar Pradesh won the hearts of all attendees.

CSF's Bharat Survey For EdTech (BaSE) report, a first-of-its-kind national survey on EdTech usage behaviour, was also launched at this forum.

Buniyadi Shiksha: Ek Vimarsh

This year, we conceptualised and kicked off 'Buniyadi Shiksha: Ek Vimarsh', a series of events envisioned across Uttar Pradesh, to galvanise and energise the community involvement around FLN and NIPUN. This platform convenes district-level stakeholders and community-level influencers such as members of parliament (MPs), members of the legislative assembly (MLAs), district-level bureaucrats and education officials, with the goal of facilitating discussions and knowledge-sharing to improve awareness of FLN in UP.

The first बुनियादी शिक्षा: एक विमर्श events were conducted in Agra and Kasganj, on 16 July and 8 October 2023, respectively, and witnessed the participation of over **200 local stakeholders** in the education ecosystem. These events garnered hyperlocal coverage and were featured in prominent regional media outlets.



Attendees at the event, Agra



Chief guests with awardees, Agra



Dignitaries at the event, Kasganj



CSF's Romonika D Sharan addressing the convening, Kasganj

Release of the 'Building Strong Foundations: Examining Early Childhood' Report

We brought together key ecosystem partners for the release of CSF's first report in the domain of early childhood education, **Building Strong Foundations: Examining Early Childhood Education in India**, in December 2023. The event helped in fostering dialogue on the way forward for early childhood education reform in India among practitioners, academics, funders and government stakeholders.

Dr. Rita Patnaik (Joint Director, National Institute of Public Cooperation and Child Development), Prof. Venita Kaul (Professor Emerita, Ambedkar University, Delhi), Dr. I V Subbarao (Retired IAS and Advisory Board Member, CSF) and Delhi-based Anganwadi teachers Smt. Sangeeta Mishra and Smt. Suman unveiled the report at the gathering.



ECE report release, New Delhi



Panel discussion on ECE

Visioning Exercise for the LiftEd EdTech Accelerator

In December 2023, we held a special convening to foster discussions around the vision of the EdTech Accelerator and create a space for collaboration and engagement among all participants. The closed-door event featured a panel discussion where partners powering the LiftEd initiative shared insights around how the Accelerator will play a catalytic role in solving critical issues for encouraging tech-based learning for FLN at home.



Glimpses from the EdTech Accelerator Visioning Exercise

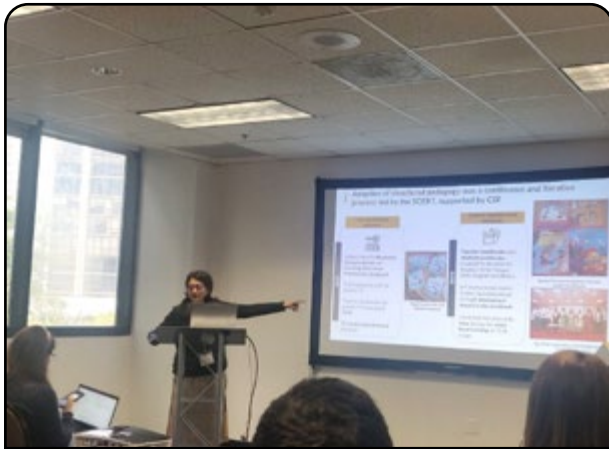
CSF Representation in External Events

CSF offered thought-leadership and representation in prominent global and national events through the year. Some of the highlights include:

- EducationWorld's online panel on 21 December 2023, focusing on 'Early Childhood Education in India and roadmap for the future'
- Expert panel at Rocket Learning's Udaan '24 (Delhi) on 4 March 2024 focusing on 'Future-Proofing ECCE through investments for long-term impact'
- Comparative and International Education Society (CIES) conference held in Miami on 12 March 2024 focusing on 'Effective implementation of teacher support: Cross-context evidence and multidisciplinary synthesis on how to support teaching to improve learning'
- Comparative and International Education Society Conference held in Miami on 13 March 2024, focusing on 'Where the system meets the school: The role of middle tier leadership in supporting improved FLN'
- Comparative and International Education Society Conference held in Miami on 13 March, focusing on 'Unlocking the potential of quality EdTech to support learning at home'
- Bett Asia Leadership Roundtable held in Malaysia on 4-5 October 2023, focusing on 'How can we bridge the equity gap in education in Southeast Asia?'
- FICCI Arise 23 School Education Conference held in New Delhi on 12-13 December 2023, focusing on 'Innovative solutions embracing AI's potential to personalise learning, enhance critical thinking and prepare students for an AI-driven future'
- Digital Inclusion Summit 2024 by Global Digital Alliance and Muskaan Dreams held in New Delhi on 2 February 2024, focusing on 'Leveraging AI and emerging tech to improve learning'
- UKFIET - The Education and Development Forum held at University of Oxford, UK in September 2023, focusing on 'Education for social and environmental justice: diversity, sustainability, responsibility'
- Assessments Reform in India: Panel Discussion in July 2023 at FLAME University, organised by Leadership For Equity, focusing on 'Rethinking educational transformation - a systems change for a better future'
- Keynote on 'Significance of Foundational Learning in the 21st Century' in May 2023, organised by Leadership for Equity and Centre for Learning Resources on 'Strengthening public systems for foundational education In Maharashtra'
- BMGF Global Education Partner Convening in Addis Ababa, Ethiopia, from 10 - 13 July 2023, focusing on 'Improving teaching and learning at scale'
- IIEG Together: All Systems Go Conference in Edinburgh, from 22 - 24 May 2023, focusing on 'Exploring and engaging with systems change'
- Charcha 2023, hosted by The/Nudge Forum, at ISB Hyderabad, from 22 - 23 August 2023, focussing on 'Rethinking education for 21st century skills'
- Leaders for a Better World: Rethinking Social Sector Strategies' summit held on 14 September 2023, hosted by Arthan, focusing on 'Strengthening human capital: charting a succession roadmap for the future of social impact organisations'
- Inclusive Philanthropy for Inclusive Development conference, hosted by Indian School of Development Management (ISDM), on 20 September 2023, focusing on inclusive philanthropy

- India@2030: Transforming Public Education Systems, hosted by Michael & Susan Dell Foundation, India on 13 December 2023, focusing on the public education system in India

CSF Voices



Dr. Jayshree Oza at the Comparative and International Education Society (CIES) Conference 2024 in Miami, Florida



Dr. Parthajeet Das at UKFIET 2023



Anustup Nayak at EducationWorld's Facebook live on ECE in India



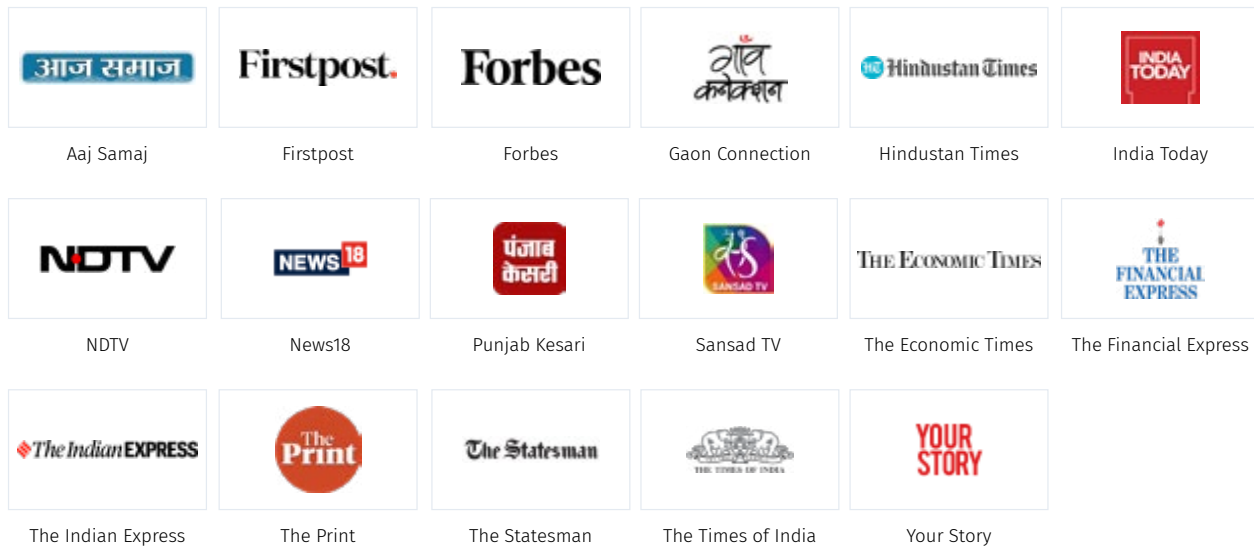
Shaveta Sharma-Kukreja at Charcha 2023



Gouri Gupta at the 6th FICCI Arise School Education Conference

CSF in the Media

This year, we secured over **40 media mentions**, in the form of opinion pieces, news articles, interviews and quotes from CSF thought leaders. Top publications that featured us include:



In the Spotlight

1. In an exclusive interview with leading daily **The Financial Express**, our CEO & MD Shaveta Sharma-Kukreja spoke about the pivotal role that FLN plays in the life outcomes of students, progress so far on NIPUN Bharat Mission goals and how EdTech can enhance student learning.



Scan the QR code to access the full article



2. CSF's Harish Doraiswamy (Project Director - EdTech) was part of **NDTV's** online panel discussion on smartphone usage and digital divide and gender. He highlighted the importance of well-designed, contextual EdTech solutions for young learners of all genders, especially in low-income communities.



Access the video here



- Our stories of impact from the field, captured as part of the #ClassroomHeroes campaign, received visibility and attention as they were featured by **YourStory** and **Gaon Connection**, which are among India's biggest rural and community media platforms. CSF's teacher stories were also featured on Gaon Connection's Twitter handles, which reach ~95,000 people.



Media Collaborations

- To mark the occasion of International Literacy Day (8 September 2023), we collaborated with leading digital news portals **News18** and **FirstPost** to highlight the various academic and governance reforms being introduced as part of Mission Ankur in Madhya Pradesh. The 10-minute video has garnered 3,50,000+ views across digital platforms.
- We forged a content partnership with **NDTV**, one of India's leading news channels, as a part of their special digital series called 'India@100'. As part of an exclusive interaction, our CEO & MD Shaveta Sharma-Kukreja highlighted the importance of universal acquisition of foundational learning skills as the bedrock for India's economic growth. The series was in partnership with DCM Shriram Foundation and The Indian School of Development Management.
- We secured a partnership with **SANSAD TV** (The official media outlet of the Indian Parliament) and supported them with research and creation of two features, namely '[Education@9](#)' on 7 June 2023 and '[NIPUN Bharat Anniversary Feature](#)' on 5 July 2023.



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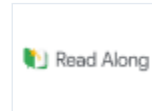
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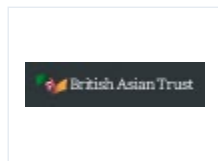


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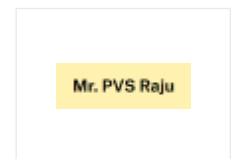
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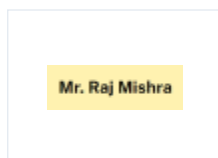
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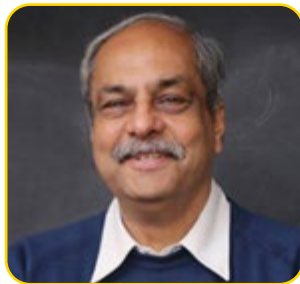
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Full Name	Job Title	Department	Location
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Full Name	Job Title	Department	Location
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Mridula Kumari	Project Manager	Strategic Support States	Bihar
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Shivangi Singh	Project Manager	State Reform	Uttar Pradesh
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Shreyan Acharya	Project Manager	State Reform	Delhi
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Sparsh Kumar	Project Manager	Policy and Communications	Delhi
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Sunita Boro	Project Manager	Strategic Support States	Bihar

Full Name	Job Title	Department	Location
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Tanuj Kapoor	Associate Director	Human Resources	Delhi
Tarendra Kishore	Project Manager	Strategic Support States	Madhya Pradesh
Tushar Goel	Project Lead	Early Childhood Education	Uttar Pradesh
Tushar Singh Bodwal	Consultant	State Reform	Haryana
Udayan Sanyal	Project Manager	State Reform	Haryana
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Vedika Vyas	Project Manager	State Reform	Madhya Pradesh
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Vinod Karate	Project Director	State Reform	Delhi
Vipul Falor	Project Manager	State Reform	Haryana
Vishakha Tiwari	Project Lead	State Reform	Delhi
Voolla Eswar Gokul	Project Lead	Strategic Support States	Telangana

Financials

Expenses	FY 2021-22	FY 2022-23	FY 2023-24
Personnel	₹ 21.54 cr	₹ 26.77 cr	₹ 30.74 cr
Grants	₹ 9.64 cr	₹ 8.55 cr	₹ 10.98 cr
Project Expenses	₹ 14.98 cr	₹ 25.37 cr	₹ 30.27 cr
Admin Expenses	₹ 4.20 cr	₹ 5.59 cr	₹ 3.67 cr
Total Expenses	₹ 50.36 cr	₹ 66.28 cr	₹ 75.68 cr

As per audited income and expenditure statement

Location: Madhya Pradesh



“ When a flower doesn't bloom, you fix the environment in which it grows, not the flower. ”

—Alexander Den Heijer

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