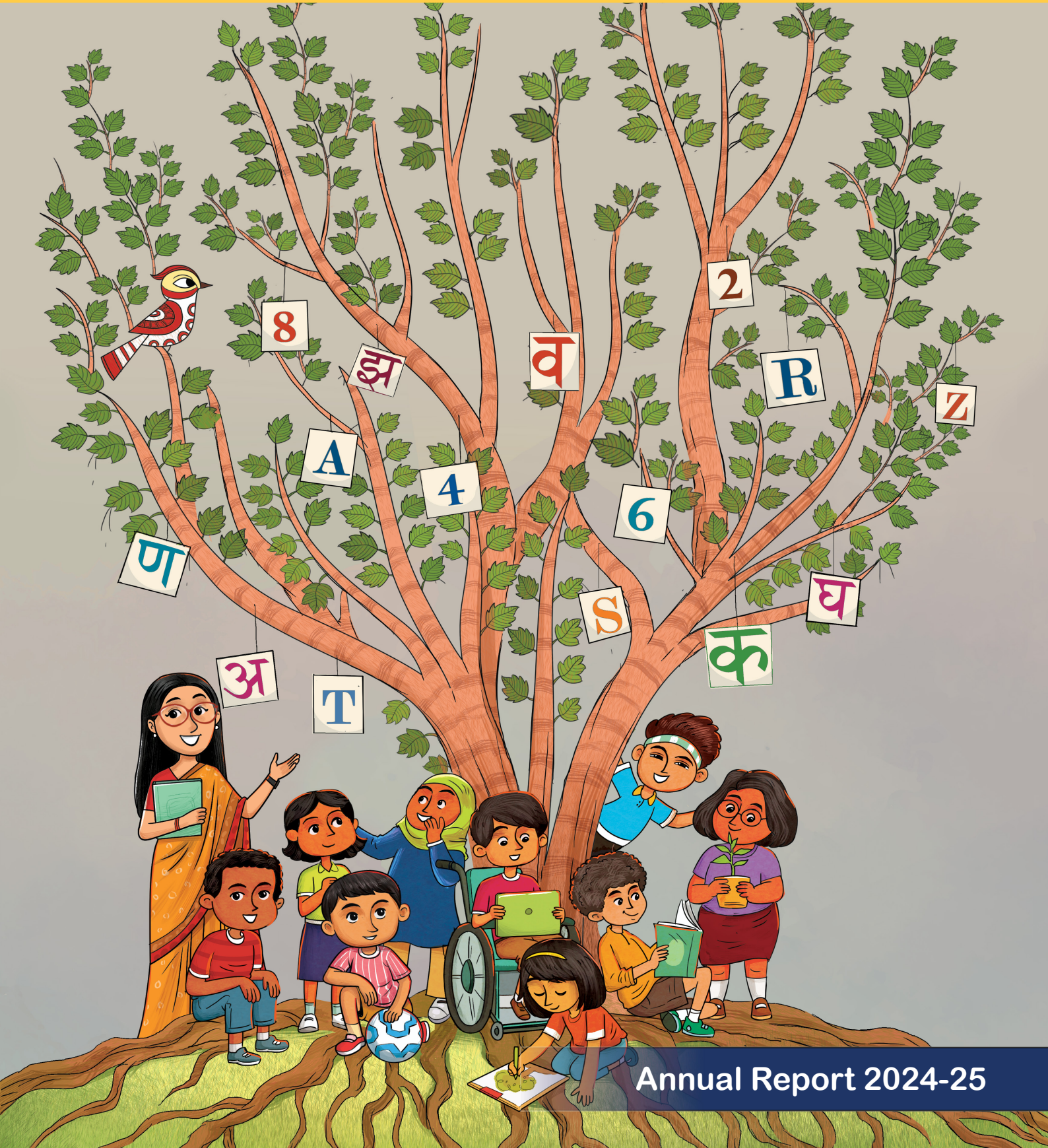




CENTRAL SQUARE  
FOUNDATION

# Harvesting Impact

Strengthening the Roots of Foundational Learning



Annual Report 2024-25





Location: Madhya Pradesh



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# Nurturing Growth

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



**E**ducation is more than just a right; it is the bedrock of a thriving society. While progress has been made in enrolling children in schools, the real challenge is ensuring they leave with the skills and knowledge that empower them. In a country like India, with its youthful demography and immense potential, education is the key to unlocking pathways to prosperity. By investing in quality learning, we are not only giving every child a fair chance but also setting the stage for an educated workforce that can fuel India's economic growth. Over the next few decades, this could translate into a demographic dividend that strengthens our economy and lifts millions out of poverty. The climb may be steep, but the view from the top, a generation equipped to shape India's future, is worth every effort.

The recently released national assessment results are a powerful testament to the progress we have made in strengthening foundational learning across the country. **PARAKH Rashtriya Sarvekshan (PRS) 2024** results show real green shoots of progress with children in early grades learning better than the previous round. Grade 3 students, shaped by three years of the NIPUN Bharat initiative, have outperformed older cohorts, with the gap between government and private schools and urban and rural India evidently narrowing. Akin to this, the **Annual Status of Education Report (ASER) 2024** shows remarkable progress among young children in over two decades. Grade 3 students have shown improvement in foundational literacy with **~3 percentage points (pp)** gains and foundational numeracy with **~7 percentage points (pp)** gains from 2018 to 2024.

This progress means so much; each percentage point represents more children stepping confidently into a brighter future.

While the Government of India and state governments have contributed significantly, much of the progress is driven by the dedication of teachers and ecosystem players, working tirelessly on the ground. NEP 2020 prioritised early childhood education (ECE) and foundational literacy and numeracy (FLN), leading to the launch of the NIPUN Bharat Mission in July 2021 as a focused effort to ensure every child acquires essential reading and arithmetic skills by the end of Grade 3, by 2026-27. Unless they master these basics in the first few years of schooling, children will remain behind for life. A well-educated and proficient workforce is needed for accelerated, sustained and equitable economic growth.

Given that it is 'step zero' of FLN, ECE must now follow a similar trajectory. Presently, India invests only roughly half the world average for lower-middle-income nations on ECE, a mere 3% of the education budget. The increase in allocation and promoting more convergence between the Ministry of Education (MoE) and Ministry of Women and Child Development (MWCD) would be instrumental in the strengthening of early childhood education in India. Having a Balvatika pre-primary section in every primary school and staffing Anganwadi Centres with an additional worker trained in early learning could be impactful steps forward. Research from international



studies indicates that such investments pay dividends of long-term educational and economic returns. Improved early childhood care not only enhances learning, it also allows more women to enter the labor market — adding to family incomes as well as national prosperity.

As we look ahead, CSF remains focused on strengthening system reform for FLN, especially by expanding district-level efforts to improve student learning outcomes. We are energised to build on our early work in artificial intelligence (AI) for education through partnerships with leading academic and private institutions. We look forward to strengthening the adoption of AI Samarth's AI Literacy Curriculum Framework in classrooms to promote its responsible usage among students and educators.

This year, we are also excited to launch a promising stream of work in education — **High Potential Students**. Our aim is to identify and nurture **1 lakh** bright young minds from under-privileged backgrounds in India to support them in realising their full potential.

Clearly, we have a long way to go. But the green shoots we are seeing today indicate that we are heading in the right direction. If India is to realise its vision of **Viksit Bharat** in 2047, quality education for all children must be non-negotiable. NIPUN Bharat Mission has set the foundation solidly. As we move into its next innings, the focus must shift from design to scale, with intensified implementation across states and districts.

The road ahead requires collective resolve from policymakers and educators, to civil society and the community. It is only through such shared ownership that we can ensure every child has the opportunity to learn, thrive and unlock their full potential.



Warmly,  
**Ashish Dhawan**  
Founder-Chairperson  
Central Square Foundation



# Message from the CEO



2024-25 has been a year of tangible gains, green shoots of impact and accelerated momentum in our work. At CSF, this year we brought our mission to life in new and powerful ways and for that, I am deeply thankful.

At the heart of CSF is a belief that runs deeply personal for me and for every member of our team. We believe in the transformative potential of education, especially early learning, for all our children to contribute to and gain from the shared dream of a Viksit Bharat.

Literacy and Numeracy are not simply skills to be learned; they are the gateway to opportunity, confidence and agency for every child. This belief has shaped CSF's journey over the past 13 years and it continues to fuel our work today.

This year, our team grew to ~270 committed professionals working across 14 states and 30 locations. Together, we have deepened our partnerships with governments and built stronger institutional capacity for our work across **Foundational Literacy and Numeracy (FLN), Early Childhood Education (ECE), EdTech and School Governance**, to improve student learning outcomes at scale.

In **Foundational Literacy and Numeracy**, we saw remarkable gains across India, especially among children in government schools, an encouraging first in two decades. The recently released **PARAKH Rashtriya Sarvekshan (PRS) 2024** results signal a strong shift; children in early grades are learning better and long-standing gaps between government and private schools and rural and urban India are beginning to narrow. Grade 3 students who have benefitted from the three years of NIPUN Bharat performed the strongest, scoring **64%** in Language and **60%** in Math, outperforming their peers in Grades 6 and 9. The **Annual Status of Education Report (ASER) 2024** also reaffirmed this progress, with India seeing a positive trend in foundational literacy with **~3 percentage points (pp)** gains and foundational numeracy with **~7 percentage points (pp)** gains from 2018 to 2024, respectively. This is a major milestone in India's adoption of the National Education Policy (NEP) 2020.

To take NIPUN Bharat's vision to all teachers, students and classrooms, we strengthened our work at both the state and district levels. At the state level, through our State Project Management Units (SPMUs), we supported the education department leadership across key FLN levers, from academic strengthening of teaching and learning materials, capacity development and mentorship to governance reforms of reviews, monitoring and assessments. Recognising districts as key to ensuring last-mile adoption, our District Project Management Units (DPMUs) in Bihar, Odisha, Telangana and Uttar Pradesh drove high-quality FLN implementation by strengthening academic focus, mentor capacity, district FLN reviews and embedding data-led decision-making. We supported **seven** statewide assessments across Assam, Bihar, Haryana, Madhya Pradesh, Odisha, Punjab and Telangana, for **~1.47 lakh** students across FLN grades, contributing to large-scale learning diagnostics. Together, these efforts moved us closer to the goal of making every child NIPUN.



In **EdTech**, strategic partnerships enabled tech-based education to move from ideas to tangible pathways for improved learning. In partnership with Google.org, we launched **AI Samarth**, a pioneering AI Literacy initiative aimed at creating awareness and promoting responsible AI use among students, educators and parents across Bharat. As part of this, we introduced the **AI Samarth - AI Literacy Curriculum Framework**, developed by CSF with the Wadhvani School of Data Science and AI, IIT Madras, to empower middle and high school students to engage with AI safely and meaningfully. In collaboration with Chimple and the Bharti Airtel Foundation's Satya Bharti Schools, we deployed a teacher-led home learning programme in 2023-24. Promising results from the Randomised Controlled Trial (RCT) study of the programme released in 2024-25 showed that 10 minutes of Chimple usage a day, six days a week, over a nine-month intervention period, was equivalent to one additional year of schooling. The **LiftEd EdTech Accelerator** significantly progressed toward impact, reaching over **55 lakh** children, with more than **30 lakh** benefiting directly from features built through the Accelerator. Partnering with eight EdTech organisations, we engaged users across **20+ states**, with an average weekly engagement of **~60 minutes per learner**.

In **Early Childhood Education (ECE)**, increasingly recognised as the essential 'step zero' of FLN, we took critical steps to strengthen early learning and ensure children are better prepared for future success. In Uttar Pradesh, the state pioneered a large-scale educator cadre dedicated to Early Childhood Care and Education (ECCE), deploying over **10,684 educators** across 75 districts, addressing the historic lack of qualified early childhood educators and setting a model for other states. In Odisha, we witnessed strong political will for early learning with the launch of the **NIPUN Odisha Mission** in September 2024 and the **Shishu Vatika** initiative in April 2025, aiming to establish pre-primary sections across **~45,000 primary schools**.

In **School Governance**, we were encouraged by the announcement from the Government of Assam on the formation of the **State School Standards Authority (SSSA)** — a significant step toward strengthening school accountability and accreditation.

I am pleased to share that from 2025, CSF is launching a new workstream, **High Potential Students**. We aim to identify and support nurturing **1 lakh** bright young minds from underprivileged backgrounds in India to support them in realising their full potential. We will be working with ecosystem experts to design and deliver high-quality nurturance programmes in Science, Technology, Engineering and Mathematics (STEM) and Social and Emotional Learning (SEL). We also plan to work closely with model schools to generate actionable insights, benchmark best practices and enable public systems to nurture exceptional talent at scale.

To our government partners, thank you for your unwavering leadership and trust. To our funders and collaborators, your belief in CSF's mission has been instrumental in driving this progress. And to my team at CSF, you are both the head and heart of our organisation and none of this would be possible without your dedication and passion.

This year, we are finally beginning to see green shoots of learning gains. While the road ahead is still long, we are starting to harvest the early impact of our collective efforts, offering hope for what lies ahead. These signs of change remind us that systemic transformation is possible when we work together with vision, humility and determination.



With gratitude,  
**Shaveta Sharma-Kukreja**  
CEO & MD  
Central Square Foundation

# Foundational Learning Gains in National Assessments

PARAKH Rashtriya Sarvekshan and the Annual Status of Education Report (ASER) 2024 results show encouraging progress in foundational literacy and numeracy, signalling that India is steadily moving forward on its learning journey. The findings reveal upward trends in student learning, especially in early grades.

## Annual Status of Education Report 2024

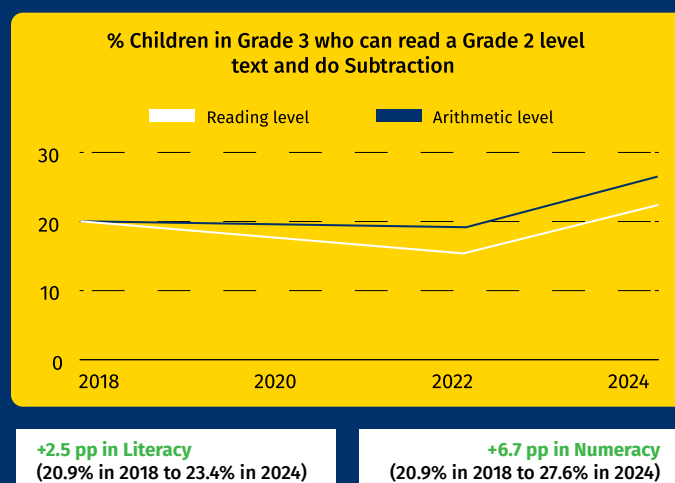
The Annual Status of Education Report (ASER) is a large-scale, citizen-led, national household survey that provides a snapshot of children's schooling and learning in rural India. It is conducted by the **ASER Centre**, an autonomous research and assessment unit of the **Pratham Education Foundation**.

ASER 2024, released in January 2025, reached over **6.5 lakh children** across more than **600 districts** in **26 states** and **2 union territories (UTs)** in India. The survey assesses the basic reading and arithmetic abilities of 5- to 16-year-olds. For young children, the survey tracks participation in early childhood education. For older children aged 14-16, for the first time, the survey generated representative estimates of digital access, usage and skills.

Key trends for Grade 3 from ASER 2024 include:

- **Learning outcomes:** strong recovery in government schools, driving all national-level learning gains.
- **Attendance:** consistent rise in student and teacher attendance in government primary schools.
- **Teaching-learning material (TLM):** greater availability of teaching-learning material in schools; access to books beyond textbooks up by 14.4 percentage points (pp) i.e. 36.9% in 2018 to 51.3% in 2024.
- **Early childhood education (ECE):** more children in pre-school; Anganwadi enrolment for three-year-olds up by 10 percentage points i.e. 57% in 2018 to 67% in 2024.
- **EdTech:** 10 percentage point jump in smartphone access (2018 to 2024); near universal access for ages 14 to 16.

## National Findings (Grade 3)





## PARAKH Rashtriya Sarvekshan 2024

PARAKH Rashtriya Sarvekshan, released in July 2025, is a landmark large-scale national assessment, led by **PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development)** the national assessment centre established under **NCERT (National Council of Educational Research and Training)**, as mandated by the National Education Policy (NEP) 2020. This survey comprehensively evaluates students' learning progress across the Foundational (Grade 3), Preparatory (Grade 6) and Middle (Grade 9) Stages. It assesses end-of-stage competencies in key subjects such as Language, Mathematics, Environmental Awareness ('The World Around Us'), Science and Social Science.

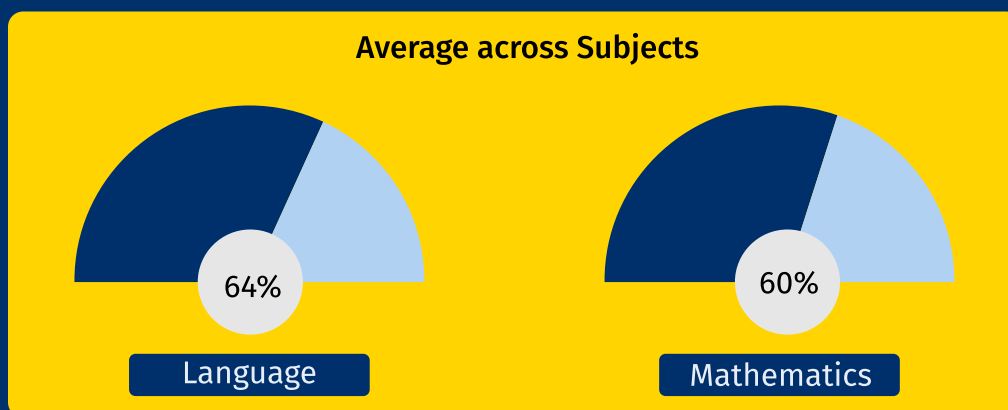
The 2024 survey covered **74,229 schools** and assessed **over 21 lakh students**, across Grades 3, 6 and 9, in **781 districts** across **36 states / union territories (UTs)**.

Key elements of PARAKH Rashtriya Sarvekshan 2024 include:

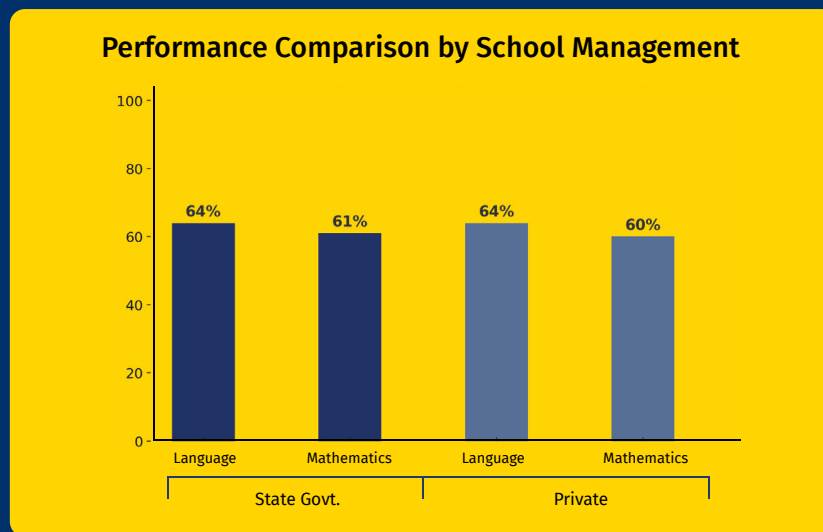
- **System-level reflection:** it offers a system-level view of the effectiveness of school education, helping identify critical learning gaps. The data serves as a vital resource for evidence-based decision-making, informing policy, strengthening instructional practices and guiding capacity building for teachers and administrators.
- **Holistic comparison:** it enables meaningful comparisons of student performance across states and districts, broken down by key variables such as gender, school management type, social group and school location.
- **Scaled scores:** it uses scaled or standardised scores that account for differences in test difficulty across years or locations, enabling fair and consistent comparisons, even when test items vary. This ensures student performance can be measured reliably over time and across contexts.
- **Learning outcomes to competencies:** it measures competencies, which are broader and more holistic abilities, as compared to learning outcomes defined in the NCERT curriculum. Competencies include not just knowledge but also the ability to apply it in real-life or unfamiliar contexts, combining skills, understanding and reasoning. This shift is more aligned with the competencies stated in the National Curriculum Framework (NCF).

### National Findings (Grade 3)

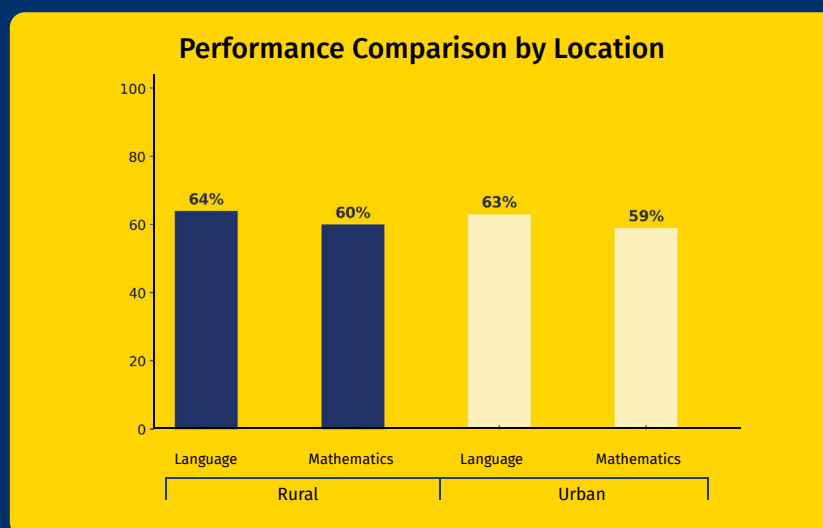
- **Language recorded a higher average score at 64% than Mathematics at 60%.**



- State government schools performed better or at par with private schools, in both Language and Mathematics.



- Rural areas performed better than urban areas, in both Language and Mathematics.



The findings of the PARAKH Rashtriya Sarvekshan (PRS) 2024 present encouraging evidence of the progress being made under the NIPUN Bharat Mission. At Grade 3, the assessment reveals a measurable improvement in foundational literacy and numeracy skills across states. This positive trend signifies the growing effectiveness of targeted interventions, teacher training and structured pedagogical support implemented under NIPUN Bharat. The data suggests that children are not only meeting grade level competencies more consistently, but also demonstrating greater conceptual understanding, which marks a significant step towards achieving FLN goals nationwide.

**Indrani Bhaduri, Professor of Education, CEO and Head, PARAKH, NCERT, Ministry of Education, Government of India**



# Who We Are

## About Central Square Foundation

Established in 2012, Central Square Foundation (CSF) is a non-profit working to enhance learning outcomes for all school-going children in India through system-level reforms. As a catalytic enabler, our work spans innovation and policy to practice, driving learning impact at scale across 14 states. We have collaborated with 11 state governments to design and execute state-wide **Foundational Literacy and Numeracy (FLN)** missions. Additionally, we focus on integrating **EdTech** for in-class and at-home learning, building evidence-based practices and exploring artificial intelligence (AI) to improve learning outcomes. We are deeply committed to strengthening **Early Childhood Education (ECE)** as the step zero of FLN and work to enhance **School Governance** in both government and private schools to improve India's education system.

Our work is focussed on four impact areas:



Foundational Literacy  
and Numeracy



Early Childhood  
Education



EdTech



School  
Governance

## Our Approach

1

### Scale

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

2

### Collaboration

**Integrated coalition approach** in partnership with ecosystems organisations

3

### Data

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

## Our Values



Mission Driven



Thrive on  
Excellence



Bias to Action



Collaboration



Integrity



Positive  
Workplace

# Green 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.



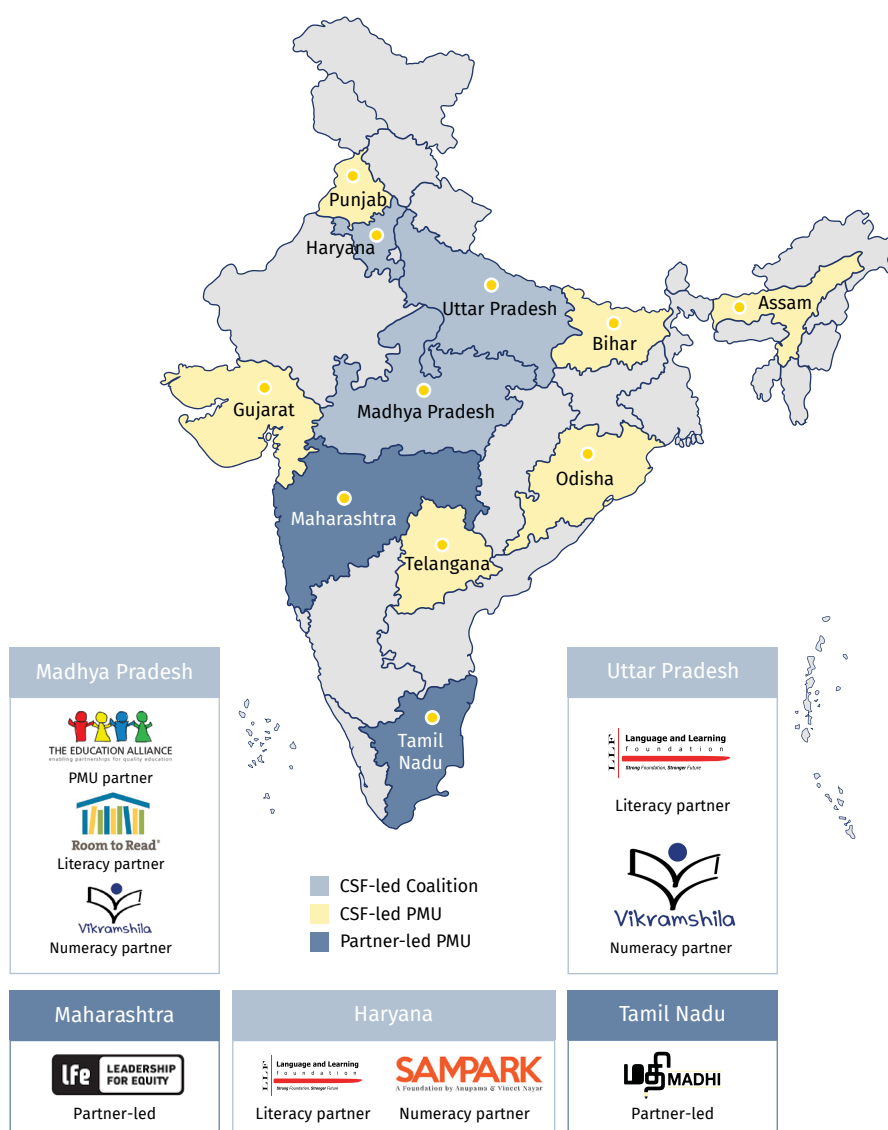


# Foundational Literacy and Numeracy (FLN)

CSF supports FLN in **11 states** through **State and District Project Management Units (SPMUs and DPMUs)**.

At the **state level**, CSF partners with the Departments of Education, Sarva Shiksha Abhiyan (SSA) Office and State Council of Educational Training and Research (SCERT) to design, roll out and monitor FLN missions. At the **district level**, CSF works closely with officials, mentors and teachers to drive implementation fidelity of the State FLN Missions.

## CSF's FLN Footprint in India



# 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 systemwide 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 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 at the National Level

CSF has been supporting the central government in driving strategic educational reforms.

In line with the National Education Policy (NEP) 2020, the Central Board of Secondary Education (CBSE) introduced **Structured Assessment for Analyzing Learning (SAFAL)** in 2021 to promote competency-based assessments in Grades 3, 5 and 8. With CSF's continued technical and implementation support, SAFAL has evolved into a robust system, moving beyond rote memorisation. It now uses scaled scores and proficiency levels to provide schools with meaningful, competency-aligned insights to strengthen data-driven decision making. In 2024, CSF supported CBSE to scale SAFAL to **~9,000 CBSE-affiliated schools**, assessing students in Grades 5 and 8 while covering key competencies in Mathematics, Language and EVS/Science. The assessment was conducted in two cycles, July 2024 and September 2024, to ensure maximum participation.

Building on this progress, CSF partnered with CBSE to conceptualise and pilot **SAFAL Foundational** for Grade 3. The pilot, conducted in February 2025, tested innovative modalities suited to early learners, including oral administration, one-on-one FLN-focused assessments and the use of the digital tool Tangerine. Conducted across 12 schools in both Delhi and Bangalore (six each) and involving **~120 students**, the pilot aimed to evaluate feasibility in real classroom environments. CSF played a hands-on role — designing assessment tools, supporting implementation, gathering classroom insights and analysing results — to provide CBSE with a scalable, context-sensitive framework for the future rollout of **SAFAL Foundational**.

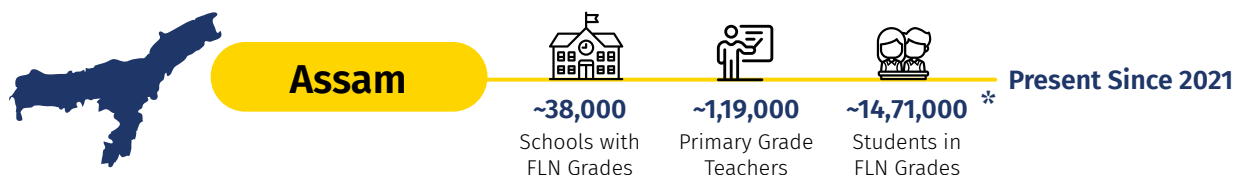
Another key area of CSF's support is the **PARAKH Rashtriya Sarvekshan** (formerly the National Achievement Survey or NAS) — a nationwide initiative designed to assess and strengthen student learning across the foundational, preparatory and middle stages of education. It serves as a vital system-level pulse check on the effectiveness of school education, offering critical insights that inform national education policies and drive evidence-based interventions. The 2024 edition of the survey was conducted at scale — administered in **~88,000 schools, across 23 languages and 781 districts**, assessing **~23 lakh students** in Grades 3, 6 and 9. With a sharp focus on foundational learning, the Grade 3 assessment reached **~6.64 lakh students in 28,361 schools**, offering critical insights to support the goals of the NIPUN Bharat Mission.

CSF supported CBSE in streamlining execution by designing a Standardised Appointment Process that enabled the onboarding of **~1 lakh functionaries**. In parallel, CSF also developed seven multilingual capacity-building modules to ensure quality training. These were disseminated through offline workshops, CBSE and the National Council of Educational Research and Training (NCERT) YouTube channels and dedicated WhatsApp groups. A real-time dashboard tracked training progress across districts, enabling swift and targeted follow-ups. This approach led to over **3.3 lakh module completions**, achieving a **99.81% completion rate** with **~90% knowledge retention**.

On the day of the survey, the Ministry of Education appointed CSF as National-level Observers for Tripura and Chandigarh — further affirming our role in strengthening the delivery and integrity of large-scale student assessments.

Looking ahead, CSF will continue to play a key role at the national level in advancing India's foundational literacy and numeracy goals — working towards the vision of every child becoming FLN-competent. Our steadfast partnership with CBSE has been instrumental in transforming assessment practices and embedding a strong focus on foundational learning. The successful rollout of **SAFAL** and the **PARAKH Rashtriya Sarvekshan 2024** demonstrates the potential of collaboration to catalyse system-wide reform. As these initiatives scale and deepen, CSF remains committed to supporting inclusive, data-driven and learner-centred education across India.

## Our Work in States



CSF has been closely supporting the Samagra Shiksha Axom (SSA), Government of Assam, since 2021.

This year, in close collaboration with SSA and the State Council of Educational Research and Training (SCERT) Assam, we worked to strengthen systems and practices that support the goals of **NIPUN Axom**. Over the years, our focus has been on creating contextual, classroom-ready tools, ranging from academic support to feedback, to empower teachers and system leaders.

A key milestone was supporting the first-ever **State FLN Survey** under NIPUN Axom. This sample-based assessment reached **~12,000 students** across **1,500 schools**, collecting real-time data through the Tangerine application. We worked closely with the state to design the survey tools and implementation protocols, ensuring that the data generated would offer clear, actionable insights into student learning levels, enabling more targeted academic interventions.

We supported the state in institutionalising **formative assessments (FAs)** through a well-defined structure of daily, weekly and quarterly assessments. The introduction of a **standardised FA calendar** from June to February 2024 helped streamline classroom practices and establish consistent feedback loops. We also contributed to the refinement of the **Holistic Progress Card (HPC)**, which continues to serve as a reliable and accessible instrument for communicating student learning and progress to parents.

To ensure that teachers have access to easy-to-use and contextually relevant teaching-learning materials (TLMs), this year saw the **rollout of updated academic planners, student workbooks and reading books**. The **TLM Melas** in Assam have evolved into a statewide platform for recognising and scaling teacher-led classroom innovations. Conducted across all **4,609 clusters** and culminating in a State-level Mela, they spotlight the creativity and contextual expertise of educators. CSF contributed to this initiative by developing implementation guidelines, facilitating seamless execution and supporting the evaluation process at the state level.

Recognising that empowered teachers drive better learning outcomes, we supported the state in implementing a **three-tier training cascade** that prioritised teaching quality at scale.

Over **1.19 lakh teachers** were trained through this model, with **150 KRPs (Key Resource Persons)** training **~3,000 master trainers**, who then led sessions in smaller, focused batches (1:40) across the state.

CSF played a key role in shaping the training content, covering FLN pedagogy, integration of TLMs, formative assessments and HPC usage.

Assam continued to scale and institutionalise the use of the **Classroom Observation Tool (COT)** across **36 NIPUN model blocks**. Building on the initial success of the pilot conducted in two districts (Kamrup Metro and Kamrup Rural), the state expanded COT coverage to over **900 Cluster Resource Centre Coordinators (CRCCs)**, with each assigned a monthly target of

\* UDISE 2023-24

**eight structured observations.** This marks a significant step toward building a culture of academic support rooted in evidence and regular feedback. Data from observations is regularly discussed during **fortnightly block reviews**, especially in the 36 model blocks, helping system leaders identify trends, provide targeted support and ensure timely follow-ups.

Assam sustained its progress in driving improvement in FLN outcomes through **data-driven reviews.** Grounded in classroom observation data, these forums help diagnose challenges, share best practices and enable timely, evidence-based academic support. Review meetings are held regularly at the state, district and block levels, following a well-defined monthly schedule: **two** at the state level, **35** at the district level and **147** at the block level. These meetings are systematically tracked through a state-owned application, ensuring real-time monitoring; this promotes accountability and enables informed, data-driven academic decision making.

## PARAKH Rashtriya Sarvekshan 2024

Percent Correct Score (Subject-wise)	National Average	State Average	By School Management	
			Private	State Govt.
Language	64%	61%	64%	60%
Mathematics	60%	59%	61%	58%

## State FLN Assessment

In March 2025, Samagra Shiksha Axom, Government of Assam, conducted the **Student Learning Outcome Assessment for Grade 2.** The assessment was implemented across all **35 districts**, focusing on Grade 2 students in Assamese, Bengali, Bodo, English and Mathematics. **~9,000 students were assessed for Assamese, ~1,000 for Bengali, ~900 for Bodo, ~9,300 for English and ~11,000 for Numeracy**, ensuring wide representation and robust insights across districts. To streamline data collection and ensure quality, the digital Tangerine application was used statewide.



State-level teacher training, Guwahati, Assam, August 2024



Three-day, block-level teacher training, Kamrup Metropolitan, Assam, December 2024



“

Under NIPUN Axom, Assam has made strong progress in strengthening foundational learning through deeper classroom support, quality teacher training and improved teaching learning materials. With support from CSF, we introduced the Classroom Observation Tool and conducted the state's first FLN survey- all aimed at improving learning outcomes.




As we move into 2025-26, let this be the year of quality education, driven by collective action and a shared commitment to ensure every child learns with understanding and confidence.


**Dr. Om Prakash, Mission Director, Samagra Shiksha, Government of Assam**


”



## Bihar

  
~69,000  
Schools with  
FLN Grades

  
~2,73,000  
Primary Grade  
Teachers

  
~45,63,000 \*  
Students in  
FLN Grades

Present Since 2021

CSF has been closely supporting the Department of Primary Education, Government of Bihar, since 2021.

This year, CSF supported the State Council of Educational Research and Training (SCERT) Bihar in conducting the second round of sample-based State FLN Assessments, in February 2025, covering **~14,000 Grade 2 students** from **1,602 schools** across all **38 districts**, for Hindi and Mathematics. The objective of these assessments was to measure the progress on student learning outcomes as compared to the baseline assessment to further inform FLN interventions. CSF partnered with SCERT on all key steps of the assessment, ranging from tool development and training of field investigators for data collection to data analysis in order to consolidate assessment findings.

CSF collaborated with the Department of Primary Education, Government of Bihar, and developed a digital mechanism for **tracking and reviewing the delivery** of FLN textbooks, workbooks and school readiness modules, ensuring that TLMs reached all schools by April 2024 in time for the beginning of the academic year.

To strengthen implementation of **Mission NIPUN Bihar**, CSF supported the Department of Education in convening state-level FLN Steering Committee meetings, held quarterly and chaired by the senior government officials, including the Additional Chief Secretary. CSF played a key role in highlighting the progress of Mission NIPUN Bihar during the Bihar Foundation Day celebrations in March 2025.

The FLN-themed exhibition stall featured key elements such as the TLM Kit, home-learning handouts and low-cost teaching-learning materials, offering a glimpse into the state's efforts

To celebrate local achievements and promote knowledge sharing, the Department of Education, supported by CSF, launched **NIPUN Samvaad**, a monthly e-magazine. This publication is widely circulated among district officials, block coordinators and teachers via WhatsApp and e-mail, serving as a platform to showcase best practices and success stories from the field.

To strengthen parental engagement in foundational learning, CSF partnered with the Department of Education to design an **annual calendar for parent-teacher meetings (PTMs)**, complemented by clear implementation guidelines for head teachers and teachers. These efforts aim to institutionalise regular monthly PTMs and foster meaningful, structured conversations around each child's learning progress.

## Driving Impact through District-level FLN Implementation

In Bihar, CSF works in the Jehanabad, Sheohar and West Champaran districts to strengthen the implementation fidelity of the state's FLN programme, pilot contextually relevant interventions at the state and district levels and feed evidence and outcomes back into the state-level design. To support this effort, CSF is piloting interventions in **600 schools** across these three districts.

\* UDISE 2023-24

## Focus Areas

- **Governance and Salience Building:** institutionalise FLN reviews at district and block level and build salience for the Mission through awareness events.
- **Academic Inputs:** continuous and targeted support to teachers through in-person refreshers, monthly academic meetings and digital modules.
- **Community Engagement:** focus on ensuring regular attendance and sensitise about the child's learning by leveraging Panchayati Raj Institutions (PRIs) and parent-teacher meetings.

## Highlights

- Conducted the **midline FLN assessment** in October 2024, in **35 intervention schools**, on a sample basis, as a follow-up to the baseline FLN assessment conducted for all **600 interventions schools** in October 2024. The findings of the midline assessment indicated a **~10%** increase in the weighted average for key competencies such as reading comprehension in literacy and numeracy (Addition and Subtraction) across all three districts.
- Provided structured support to teachers and head teachers through bi-annual in-person refresher sessions on pedagogy and classroom practices to complement state-level training(s).
- Launched a **digital capacity building initiative** to supplement in-person trainings. **11 curated videos** (1 video per week) on FLN pedagogy were shared directly with **600 head teachers** and **1,200 teachers** during a three-month duration.
- Conducted **1,100 classroom observations** across the three districts. To promote sharing of practices and address teaching-learning gaps, monthly academic block-level meetings with teachers were also facilitated.
- Collaborated with the District Education Office to **enhance the frequency and quality of FLN reviews** at district and block levels. Monthly review meetings were institutionalised across the three districts, with quarterly meetings at the block level.
- Strengthened community engagement by working with district administration to orient *mukhiyas* on their role in Mission NIPUN Bihar. **20 NIPUN Gram Sabhas** were held to boost student attendance and parental awareness. DPMUs also ensured effective implementation of monthly PTMs for FLN grades as per state directives.



## PARAKH Rashtriya Sarvekshan 2024

Percent Correct Score (Subject-wise)	National Average	State Average	By School Management	
			Private	State Govt.
Language	64%	61%	64%	60%
Mathematics	60%	59%	61%	58%

## State FLN Assessment

In February 2025, the Department of Primary Education, Government of Bihar, conducted the **second round of Student Learning Outcome Assessment for Grade 2**, covering all **38 districts**. The assessment focused on Hindi and Mathematics and assessed **~13,000 students**, across **~1,500 schools**, ensuring wide representation and robust insights. To streamline data collection and ensure quality, the digital Tangerine application was used statewide.



Sunil Kumar, Hon'ble Education Minister, Government of Bihar, at the NIPUN Bihar stall



Classroom observation in action, West Champaran, Bihar



Delivering quality education in the foundational years is at the heart of Mission NIPUN Bihar. This year began on a strong note with the launch of the school readiness programme for students of Grade 1. To boost FLN outcomes, textbooks, workbooks and TLM kits were delivered timely to all schools, in April 2024, ensuring every child gets the support they need from day one. Achieving the goals of NIPUN Bihar requires seamless coordination from state to school and together, we are making it happen.



**Sahila (IAS), Director, Primary Education, Government of Bihar**





## Gujarat



~32,000  
Schools with  
FLN Grades



~1,12,000  
Primary Grade  
Teachers



~7,94,000 \*  
Students in  
FLN Grades

Present Since 2018

CSF has been working with the Government of Gujarat since 2018.

In early 2025, CSF partnered with Samagra Shiksha Abhiyan (SSA) Gujarat to conduct a **diagnostic study** at the state level and in the Dahod district to assess the effectiveness of FLN interventions and design recommendations, in partnership with the state, to inform the next phase of the FLN Mission.

The study covered **100 schools** across all **nine blocks** of the Dahod district and involved classroom observations as well as discussions with over **100 teachers, head teachers** and **key government officials** at the state, district and block level. CSF developed the study design, built survey tools, collected and analysed data and synthesised it into clear actionable insights. The findings and recommendations were presented to the State Project Directorate; a detailed implementation plan is now under development.

We worked closely with state experts to finalise the specifications of teaching-learning material (TLM) and facilitate content development workshops for Balvatikas and Grades 3 to 5 to ensure alignment with learning outcomes.

CSF also undertook an exhaustive review to understand the implementation of the National Education Policy (NEP) 2020 in the state, with respect to FLN; this includes identifying gaps and proposing targeted strategies for implementation. In addition, the team supported contextualisation for a NIPUN mobile application (not launched yet), provided technical guidance for its rollout and established monitoring trackers for e-content and TLM distribution to enhance data-driven decision making. A detailed implementation plan, based on these integrated efforts, is now under development with government stakeholders.



Community engagement, Dahod, Gujarat, February 2025




Classroom observation, Dahod, Gujarat, February 2025


\* UDISE 2023-24



## Haryana

  
~8,000  
Schools with  
FLN Grades

  
~35,000  
Primary Grade  
Teachers

  
~4,69,000 \*  
Students in  
FLN Grades

Present Since 2021

CSF has been working with the Department of School Education, Government of Haryana, since 2021, supporting the state in accomplishing significant reforms.

This year, CSF anchored the implementation of the **NIPUN Haryana Mission**, in collaboration with the Language and Learning Foundation (LLF) and Sampark Foundation.

CSF supported the creation and timely delivery of FLN materials, developed experiential learning packets to be used during school vacations and enabled the procurement of TLM kits across **8,646 schools**. We also contributed to the NEP-aligned Holistic Progress Card and led the timely rollout of NCF-aligned materials for students in Grades 1 to 3.

We supported the state-level rollout of in-person training for over **31,000 primary teachers** and **900 mentors** to strengthen classroom teaching-learning practices. This helped design and implement targeted modules for **8,664 Balvatika-III teachers** and **1,117 mentors**.

With facilitation support from CSF, the monthly DIKSHA courses saw an average enrolment of **14,690 participants**. In addition, expert-led sessions on Child Rights and Inclusive Education were conducted and weekly Academic Cue Cards were introduced to support more structured and effective classroom instruction.

Developed with support from CSF, the NIPUN Haryana Mentor mobile application has enabled over **1,500 mentors** and **200 officials** to conduct classroom observations and track school visits seamlessly. This year, alone, more than **1,400 Classroom Resource Coordinator (CRC) heads** and **250 officials** were successfully onboarded. Complementing this, the NIPUN Haryana Teacher application facilitated two rounds of student assessments, reaching over **four lakh students**. Both applications now integrate with real-time dashboards, enabling data-driven reviews and informed decision-making at all levels.

To assess the health of the mission, we supported a third-party state-level assessment in August 2024, covering **22,708 students** across **1,187 schools**. In parallel, monthly spot assessments conducted by mentors covered **1.5 lakh students**, with insights visualised through dashboards to guide targeted interventions at the state and district levels.

The Mission gained strong visibility through initiatives such as NIPUN Reporter, Ramleela and Raftaar competitions. Research papers based on NIPUN Haryana were showcased at prestigious national and international forums, including Azim Premji University (India), the World Bank, George Mason University (United States), the mEducation Alliance and the University of Glasgow (Scotland).

To ensure that NIPUN Haryana Mission reaches the last mile, CSF supported the tracking of critical mission reforms and problem-solving across all **22 districts**. Key initiatives included strengthening fidelity of state reforms at the district and block level, building middle management capacity through KPI-driven reviews and technology orientation and improving state reported data quality across **3,000+ schools** and **6,600 classrooms** through a dedicated data supervision team.

\* UDISE 2023-24



## Driving Impact through District-level FLN Implementation

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

### PARAKH Rashtriya Sarvekshan 2024

Percent Correct Score (Subject-wise)	National Average	State Average	By School Management	
			Private	State Govt.
Language	64%	62%	63%	62%
Mathematics	60%	58%	58%	57%

### State FLN Assessment

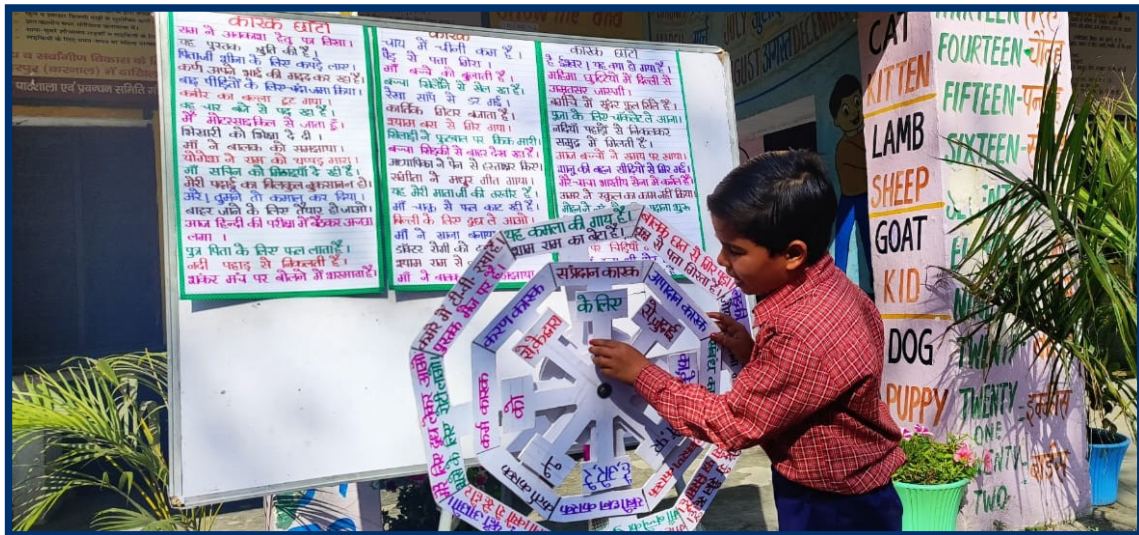
In August 2024, the Department of Education, Government of Haryana, conducted the **Student Learning Outcome Assessment for Grades 2, 3 and 4**. The assessment was implemented in all **22 districts**, focusing on Grade 2, 3 and 4 students in Grade 1, 2 and 3 competencies respectively, in Hindi and Mathematics. **~20,000 students** were assessed across **~1,100 schools**, ensuring wide representation and robust insights across districts. To streamline data collection and ensure quality, the digital Tangerine application was used statewide.



*App-based student assessment in action*



*The rise of NIPUN Reporters — an innovative Information, Education, and Communication (IEC) initiative, highlighting the role of students as digital storytellers*



Competency-based student learning with low-cost teaching-learning material



Over the last year, our teams at the state, district and school level have come together with renewed focus to drive this mission forward through structured pedagogy, timely delivery of academic materials and data-driven classroom support. We are grateful to our academic and programme partners, especially Central Square Foundation, whose support as a Programme Management Unit has been instrumental in translating our vision into action. From strengthening monitoring systems and enabling technology tools to capacity building of mentors and designing implementation frameworks, CSF's role has helped us scale with quality. Notably, our collective efforts have also received national and international recognition — whether through the Haryana State Good Governance Award, the Global Forum 2025 in Bengaluru or the Comparative and International Education Society (CIES) Conference 2025 in Chicago, among others. These milestones affirm that the work happening in Haryana is both scalable and inspirational, setting a benchmark for foundational learning reforms across India.



**Dr. Parmod Kumar, State Programme officer, NIPUN Haryana Mission**





## Madhya Pradesh



~79,000  
Schools with  
FLN Grades



~ 1,93,000  
Primary Grade  
Teachers



23,00,000\*  
Students in  
FLN Grades

Present Since 2019

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

Mission Ankur, launched in 2022, continues to align with the national NIPUN Bharat Mission to improve Foundational Literacy and Numeracy (FLN) outcomes in Madhya Pradesh. This year, CSF and its partners supported the state in advancing the adoption, implementation and stabilisation of the Mission across key workstreams.

CSF played a pivotal role in supporting the state's adoption of National Council of Educational Research and Training (NCERT)-aligned numeracy content for Grades 1 and 2. Simultaneously, it assisted Subject Resource Groups (SRGs) in developing Grade 3 materials. Collaborative efforts with the Textbook Corporation helped streamline material tracking and distribution processes, resulting in over **85% of FLN materials** being delivered to schools by October 2024.

Teacher professional development (TPD) remained a major focus in MP.

CSF helped organise a **five-day face-to-face training** at the block level, reaching more than **1.6 lakh teachers** to strengthen pedagogical practices and ensure effective usage of academic materials.

Complementing this, four digital courses and nine short videos focusing on TLM usage and misconception correction were released via the DIKSHA platform, benefiting over **56,000 teachers**.

The mission's monitoring and mentoring mechanisms were strengthened through the MP Shiksha mobile application, launched in August 2023. By AY 2024-25, over **6,500 mentors** were using the application to track key FLN indicators, conduct structured classroom observations and support teacher improvement. Mentors collectively visited over **60,000 schools** each month, conducting an average of **1.5 lakh student spot assessments**. The year also saw improvements in compliance and quality, with **75%** of schools being covered through mentoring visits and **65%** of monthly mentoring targets being achieved.

CSF supported **two rounds of sample-based assessments** for children in Grades 2 and 3, conducted between February and March 2024 by District Institute of Education and Training (DIET) trainees acting as independent field investigators. Results released in June 2024 showed that **27% of Grade 2 and 39% of Grade 3 students became NIPUN in literacy, while the corresponding figures in numeracy stood at 11% and 22%, respectively.**

CSF also supported scaling up the state's community engagement and district implementation efforts. The state organised its second **FLN Mela** in January 2025 and continued initiatives like **Fun Saturdays** and **Bal Sabhas**.

CSF continued to anchor the MP NIPUN Professional (MPNP) Fellowship, launched in August 2023 with one FLN Fellow per district, which bolstered implementation quality and drove a rise in review meeting participation — **64%** at the district level and **61%** at the block level.

\* UDISE 2023-24



## Demonstration Sites

Demonstration sites or demos in Madhya Pradesh were introduced to ensure strong implementation fidelity of the state FLN mission by supporting and building the capacity of government officials in the districts. In Madhya Pradesh, our partner Room to Read (RTR) established demos in the **Sehore** and **Shajapur** districts in 2021.

CSF is a key stakeholder in the Madhya Pradesh demo programme and plays the role of a proactive reviewer and advisor in implementing critical interventions at the district level. Our work includes conducting regular field visits, providing support for monitoring and strengthening district review meetings.

## Highlights

- To address the challenge of children's lack of procedural fluency, RTR launched **Practice Time**, a programme dedicated to solving the same among students. As part of this practice, right after lunch, the teacher solved one Math problem on the board to model the method. Students then had 8 to 9 minutes to solve nine similar problems independently. This quick, consistent drill boosted accuracy in mathematical operations across the district and significantly reduced errors from miscounted lines.
- To support the rollout of Practice Time and other academic initiatives, a dedicated district-level call centre was established. This introduced a new monitoring mechanism that captured real-time insights from teachers and Cluster Academic Coordinators (CACs) on their understanding of learning goals, remediation strategies and the implementation of Practice Time in classrooms.
- Teachers were trained and guided to maintain monthly assessment records for students in Grades 2 and 3. This data enabled them to identify specific learning gaps for each child, allowing for more targeted and effective remediation strategies.
- Assessment data was gathered by cluster academic coordinators, monthly, during school visits and compiled into a central dashboard. This enabled the field team to categorise schools into A, B and C tiers, based on student performance, allowing for timely identification of underperforming schools and targeted academic support tailored to their specific needs.

## Demonstration Evaluation

To evaluate the effectiveness of FLN interventions in MP, CSF commissioned a third-party (Educational Initiatives) evaluation in the demonstration districts to understand the progress on student learning outcomes. The evaluation study spanned three academic years (2022–2025), with baseline in October 2022, midline in March 2024 and endline in February 2025.

A total of **578 schools** and **2,524 students** were assessed in the endline evaluation in demonstration sites in Madhya Pradesh. The findings reveal that the intervention group outperformed the control group, indicating a positive impact of the FLN initiatives.

Results reveal:

- The intervention demonstrated strong impact across all areas, with a particularly **high effect on lower-order competencies**.
- Oral reading fluency (ORF) improved substantially, with demo group students progressing from **~1 word correct per minute (wcpm) to 39 wcpm** and non-demo group students to **31 wcpm** — showing greater gains in the demo group.
- In numeracy (Subtraction up to 20), the demo group improved from **13% to 73%**, while the non-demo group improved from **17% to 68%**, underscoring the intervention's positive effect.

## PARAKH Rashtriya Sarvekshan 2024

Percent Correct Score (Subject-wise)	National Average	State Average	By School Management	
			Private	State Govt.
Language	64%	66%	65%	70%
Mathematics	60%	62%	62%	65%

## State-level FLN Assessment

In February 2024, the Department of Education, Government of Madhya Pradesh, conducted the **Student Learning Outcome Assessment** for Grades 2 and 3. The assessment was implemented in **52 districts**, focussing on **Hindi** and **Mathematics**. Data was collected from **72,179 students** in **4,526 schools**, ensuring wide representation and robust insights across districts. To streamline data collection and ensure quality, the digital **Tangerine** application was used statewide. Results reveal:

### Literacy (Grade 2)

- While **84%** of students scored above **75%** in Letter Naming without *matra*, **55%** achieved the same with *matra*.
- While **42%** of students could read more than **75%** of words and sentences correctly, **23%** to **38%** of students scored zero in these areas.
- **47%** of students scored zero in Oral Reading Fluency.
- **54%** of students scored zero in Reading Comprehension.

## Numeracy (Grade 2)

- While **56%** of students scored above **50%** in Number Identification, **28%** scored above **75%** in Addition with carryover.
- **56%** to **72%** of students scored zero in Addition with carryover and Subtraction with borrowing.

## Literacy (Grade 3)

- **90%** of students scored above **75%** in Letter Naming without *matra* and **68%** of students did so with *matra*.
- While **49%** of students read more than **75%** of words correctly, **53%** read over **75%** of sentences correctly.
- In Oral Reading Fluency, while **45%** of students recorded **35 words correct per minute (wcpm)**, **31%** of students scored zero.
- In Reading Comprehension, while **49%** of students scored above **50%**, **38%** of students scored zero.

## Numeracy (Grade 3)

- While **39%** of students scored above **75%** in Number Identification, **45%** achieved the same in three-digit Addition.
- **30%** to **37%** of students scored zero in both three-digit Addition and Subtraction.



The partnership with Central Square Foundation and its partners has been instrumental in strengthening our foundational learning efforts across Madhya Pradesh. From building the capacity of our academic teams to streamlining implementation at the ground level, CSF's support has brought both clarity and momentum to our FLN mission. The Madhya Pradesh NIPUN Professionals Program, which has placed one dedicated fellow in each district, has further enabled targeted on-ground support to district administrations, accelerating the pace of implementation.

**Harjinder Singh (IAS), Director, Rajya Shiksha Kendra (RSK), Madhya Pradesh**





Block-level monthly review and planning, Ichhawar, November 2024

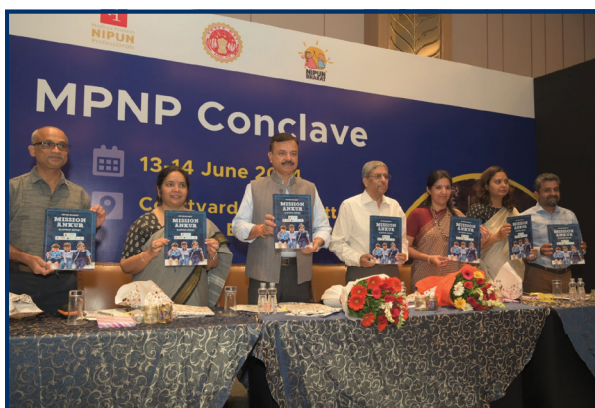


Anjali Ramesh, CEO Zila Parishad, District Shahdol, MP FLN Mela, January 2025



I commend NIPUN Professional Yogesh for his dynamic contribution to the FLN mission in Narmadapuram. His leadership in forming and activating the FLN Quick Response Team (QRT) has ensured swift support to schools in need, boosting real-time problem-solving. His strength lies in coordination, regular updates and hands-on engagement through school visits, review meetings and data-driven planning. Whether it is the FLN War Room or the award-winning ‘सीटी बजाओ, बच्चे बुलाओ’ campaign, Yogesh brings vision and action together seamlessly.

**Sojan Singh Rawat (IAS), CEO Zila Parishad, Narmadapuram, Madhya Pradesh**



Madhya Pradesh Assessment report release by Uday Pratap Singh, Hon'ble Minister of Education, Madhya Pradesh, June 2024



Teaching-learning material usage for Literacy, Kalapipal block, Madhya Pradesh, October 2024





## Maharashtra



~64,000

Schools with  
FLN Grades



~1,77,000

Primary Grade  
Teachers



~24,90,400 \*

Students 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. LFE works closely with the State Council of Educational Research and Training (SCERT), Ministry of Women and Child Development (MWCD) and district-level education leaders across seven districts (three high-touch with intensive engagement and allocation of resources and four low-touch), focussing on three key areas — student assessments, teacher professional development and mentoring.

LFE conducts independent third-party FLN assessments, annually, to measure student learning outcomes for FLN grades across all focus districts. Based on the 2024 assessment results, targeted FLN interventions were launched in Nagpur, Nashik and Pune districts for a duration of 10 to 12 weeks. The inputs included weekly plans and digital orientation sessions for teachers to help them in effectively facilitating activities in classrooms. In March 2025, assessments were conducted in Chandrapur, Nagpur, Nashik and Pune for **~2,520 students** in Grades 1 and 3.

LFE collaborated with District Institute of Education and Training (DIETs) in Nagpur, Nashik and Pune to plan and implement monthly teacher training sessions, **Shikshan Parishads**, aligned with the annual progression plan developed by respective districts. These sessions reached **~17,165 teachers** each month. The team also created classroom demonstration videos on effective use of teaching-learning materials, which were integrated into the training sessions.

To strengthen in-classroom mentoring support for teachers, LFE co-designed a classroom observation tool with SCERT, adapted from the global Teach Tool. After a successful pilot, the tool was rolled out in eight districts. LFE trained **540 observers** who met certification standards and began visiting schools to provide feedback. This year, **7,584 classroom observations** were conducted, covering **3,223 teachers**. To enhance the quality of the visits, LFE conducted joint school visits and shared progress with SCERT through a live dashboard.



'Teach Tool' training for classroom observations, Aurangabad, Maharashtra, October 2024



As part of the NIPUN Bharat Mission's focus on improving foundational learning, a Taluka Quality Cell has been established to enhance the work review process at the block level. The Cell actively addresses student-related challenges and explores effective ways to implement FLN mission-aligned activities. Over the past year, representatives from LFE have been consistently supporting and guiding this initiative, contributing meaningfully to strengthening our students' learning. We now actively use data for conducting our review meetings.



**Ajinkya Kharat, Block Education Officer, Indapur, Pune, Maharashtra**





\* UDISE 2023-24



## Odisha

  
~44,000  
Schools with  
FLN Grades

  
~1,37,000  
Primary Grade  
Teachers

  
~15,08,000 \*  
Students 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.

A key milestone this year was the formal launch of **NIPUN Odisha** by the Hon'ble Chief Minister, **Mohan Charan Majhi**, on 5 September 2024 (Teachers' Day), followed by district-level events led by Collectors. CSF supported the state in designing and executing **NIPUN Melas**, a statewide awareness campaign at the cluster, block and district level to drive community engagement and stakeholder commitment to early learning.

To strengthen learning assessments, CSF supported the **annual sample-based survey**, in March 2025, using Early Grade Reading Assessment and Early Grade Mathematics Assessment (EGRA-EGMA) tools. The survey assessed **12,100 students** across **1,700 schools** through the **Tangerine** application.

At the classroom level, CSF supported the use of **Sikhyana Sopana registers** for competency tracking.

CSF continued to work closely with Odisha School Education Programme Authority (OSEPA) to strengthen **academic material design and delivery**. Since their introduction in 2021, FLN materials, including teacher guides, student workbooks and TLM kits, have followed a structured 28-week pedagogy.

This year, CSF supported the integration of a **month-wise academic planner**, aligned with grade-wise learning outcomes. Improvements in last-mile delivery systems led to **cluster-level availability** rising from **93%** (AY 23-24) to **99%** (AY 24-25).

To support continuous **teacher professional development**, CSF has been working with the state to institutionalise **Monthly Cluster-level Meetings (MCMs)** across **4,500+ clusters**. This year, MCMs were conducted consistently for nine months, supported by **6,960 monitoring visits**.

**83,677 teachers** (98% of target) were trained on the **Prayog** module, covering National Curriculum Framework (NCF) 2022, multi-grade teaching and the preparatory stage.

CSF also supported the scale-up of **classroom observation tools** and **mentoring protocols**, piloted with District Institute of Education and Training (DIETs). This year, Cluster Resource Centre Codinators (CRCCs) conducted over **57,000 school visits**, with 75% including observations longer than 30 minutes. District and block-level FLN reviews were institutionalised with dedicated budgets and standard operating procedures (SOPs) to improve accountability.

## Driving Impact through District-level FLN Implementation

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

\* UDISE 2023-24

## Focus Areas

Support teachers through school visits and cluster meetings, build capacity of district officials and mentor cadres and ensure community and parental engagement.

## Highlights

- Institutionalised **monthly FLN review meetings** post-NIPUN Odisha launch, leading to improved ownership and structured KPI-driven discussions.
- Boosted classroom observation compliance from **20%** in October 2024 to 98% in January 2025, directly linked to regular monitoring through FLN review forums.
- Activated district-wide mentoring through **94 joint visits** with **50 CRCCs** (~37%), launched targeted capacity building on observation and data usage and drove **90% school coverage** via a real-time performance dashboard.
- Achieved **99% FLN material distribution** by August 2024; introduced a district-level tracking system ensuring last-mile delivery to every school.
- Revamped Monthly Cluster Meetings with DIETs to ensure CRCC-led, practice-driven teacher training, resulting in **88% teacher** and **85% head teacher participation, 78% high-engagement sessions** and **85% translating into classroom action**.
- Launched a **four-week parent-led FLN Summer Course** with ThinkZone to mitigate learning loss and strengthen home learning for Grades 1 to 3. Pilot success catalysed a statewide scale-up of the FLN Summer Course for AY 25–26; Dhenkanal now seen as a model district for rollout. For this, we shared short videos and nudges via WhatsApp with parents of children in Grades 1, 2 and 3; received over **33,000 views, reaching 18,000 parents** and **16,000 children**.

## PARAKH Rashtriya Sarvekshan 2024

Percent Correct Score (Subject-wise)	National Average	State Average	By School Management	
			Private	State Govt.
Language	64%	65%	68%	64%
Mathematics	60%	61%	62%	61%

## State FLN Assessment

In March 2025, the Department of School and Mass Education, Government of Odisha, conducted the **second round of Student Learning Outcome Assessment for Grade 2**. The assessment was implemented across all **30 districts**, in Odia and Mathematics. **~12,000 students** were assessed across **~1,700 schools**, ensuring wide representation and robust insights across districts. To streamline data collection and ensure quality, the digital Tangerine application was used statewide.



Children engagement at the NIPUN Mela, Odisha, September 2024



NIPUN Odisha Mission launch by Mohan Charan Majhi, Hon'ble Chief Minister of Odisha, September 2024



Data-driven decision making, informed by ground-level monitoring, has been instrumental in fine-tuning our strategies and ensuring that FLN implementation is responsive and impactful.


**Manoj Kumar Padhy, Director, Teacher Education and State Council of Educational Research and Training (SCERT), Odisha**






## Punjab

  
**~12,000**  
Schools with  
FLN Grades

  
**~47,000**  
Primary Grade  
Teachers

  
**~3,98,000 \***  
Students in  
FLN Grades

Present Since 2021

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

To measure student learning outcomes, CSF supported the State Council of Educational Research and Training (SCERT) Punjab in conducting the second round of FLN assessment for **~12,000 students** of Grades 1 and 2 in **1,045 schools** across **23 districts** of Punjab in February 2025. Using the EGRA and EGMA frameworks, we supported the assessment tool development for subjects including English, Punjabi and Mathematics. Additionally, after piloting and refining the questions, we also facilitated the training of students from District Institutes of Education and Training (DIETs) to administer the assessment tool using the Tangerine application.

This year, CSF supported the Punjab Development Commission (PDC) and SCERT Punjab to **revise textbooks and teacher guides** for Punjabi and English for Grades 1, 2 and 3 and Mathematics for Grade 1. We worked with subject-matter experts to draft a structured framework, aligned with the National Curriculum Framework (NCF), to redesign textbook-cum-workbooks and embed structured pedagogy across FLN grades. Over a six-week pilot in **27 classrooms**, we conducted teacher surveys, student assessments and classroom observations. The insights gathered were used to refine and improve subsequent drafts of the materials. To reinforce consistent, high-quality instruction, CSF also facilitated the development of teacher manuals/guides for FLN grades.

CSF partnered with SCERT Punjab to co-create a comprehensive teacher-training programme for both in-person and online delivery. The team co-designed modules, evaluation rubrics and hands-on activities for the training, in alignment with the content of the revised textbooks. CSF along with SCERT co-facilitated a three-day training session for **110 state-level master trainers**, with a focus on group activities, demonstrations and practice sessions. Following this, master trainers trained **104 district resource persons (DRPs)** and **885 block resource persons (BRPs)** who further trained teachers of Grades 1, 2 and 3.

We facilitated data collection, analysis and review for **Mission Samrath** — a three-month remedial FLN programme initiated by the Department of School Education, Government of Punjab, for Grades 3 to 8. We integrated real-time dashboards into the state's e-Punjab portal, thereby enabling all relevant stakeholders ranging from the Education Minister to block-level coordinators to track student outcomes, school visits and classroom observations.

Across two cycles of Mission Samrath (2023 and 2024), our partnership strengthened district review and planning processes, enabling officials at every level to identify strengths, close gaps, set priorities and make data-driven decisions that boost programme effectiveness.

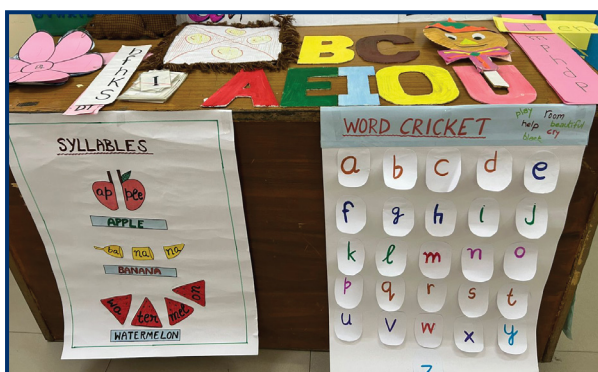
\* UDISE 2023-24

## PARAKH Rashtriya Sarvekshan 2024

Percent Correct Score (Subject-wise)	National Average	State Average	By School Management	
			Private	State Govt.
Language	64%	82%	81%	88%
Mathematics	60%	78%	76%	85%

## State FLN Assessment

In February 2025, the Department of School Education, Government of Punjab, conducted the **Student Learning Outcome Assessment for Grades 1 and 2**. The assessment was implemented across all **23 districts** in English, Punjabi and Mathematics. **~5,700 (Grade 1)** and **~5,699 (Grade 2)** students were assessed across **~1,000 schools**, ensuring wide representation and robust insights across districts. To streamline data collection and ensure quality, the digital Tangerine application was used statewide..



Teaching-learning material at the state-level training of master trainers, January 2025



Training of master trainers on the FLN assessment tool, February 2025



As the NIPUN State Coordinator, I take immense pride in our collective strides toward foundational literacy and numeracy through Mission Samrath and National Curriculum Framework (NCF)-based revised textbooks. These initiatives represent our deep commitment to ensuring every child in Punjab thrives in their early learning journey. I would like to acknowledge the valuable support and expertise of CSF, whose partnership has strengthened our efforts with evidence-based tools, strategic guidance and on-ground capacity building. Together, we are shaping a brighter, more equitable future for every learner in the state.

**Gurtej Singh, Coordinator, Mission Samrath, Punjab**



## Tamil Nadu



~31,000

Schools with  
FLN Grades



~81,000

Primary Grade  
Teachers



~17,03,000 \*

Students 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. 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.

We continued this close collaboration with the State Council of Educational Research and Training (SCERT) in Tamil Nadu, working to shape a stronger foundation for early learning. To ensure learning progress translates to meaningful outcomes, the state established an **Evaluation Cell**, which used video-based tools to assess over **4,000 students** in AY 2024-25. Madhi also supported a third-party impact and process evaluation, with midline findings informing both content improvements and governance strategies.

Madhi supported SCERT in revisiting the **FLN academic package**, using insights from classroom observations and a third-party FLN process evaluation survey (an independent survey conducted in Tamil Nadu to assess the implementation and effectiveness of the FLN programme). Recommendations focused on simplifying the teacher handbook, making workbooks more student-friendly and incorporating bilingual strategies to support fluency and comprehension. Additionally, Madhi advocated for the inclusion of key FLN competencies as anchor outcomes for teachers.

To encourage classroom use of the revised materials, Madhi created **digital scribe videos** with subject experts and facilitated peer learning through community calls and recognition platforms.

For delivery, the state piloted an **EMIS** (Education Management Information System)-**based tracking system** for teaching-learning material distribution. With Madhi's support on planning and reviews, **90%** of schools received materials on time in Term 3, which began in January 2025.

Teacher training saw new depth with the **introduction of the TAEI (Training Alignment and Effectiveness Level) score**, developed by Madhi, to track training quality and guide mid-course corrections.

Recognising the limitations of 'one-size-fits-all' training, Madhi also proposed a differentiated **hybrid model** with short, focused modules. This was piloted in the Krishnagiri and Sivagangai districts, where teacher coaches now provide personalised feedback to teachers.

Madhi used state-level meetings to push for decentralised monitoring and helped design pilot review structures, which are now being tested in demonstration districts. A segmentation and rating framework is also being trialled in Thiruvannamalai, helping the state target support where it is needed most.

\* UDISE 2023-24



Student engagement for numeracy operations, Tamil Nadu



State-level teacher training, Tamil Nadu

“



The Ennum Ezhuthum Mission is redefining the future of primary education in Tamil Nadu. With a focus on foundational literacy and numeracy, children are now learning to read, write and count with newfound confidence and joy. Teachers are no longer just instructors — they are facilitators of active, child-centred learning, equipped with effective, modern strategies. Every child receives the attention they deserve, creating an environment of equity and inclusion. The mission thrives on strong collaboration among teachers, administrators and monitoring officials, who use data and shared insights to guide continuous improvement. More than just a programme, Ennum Ezhuthum is a statewide movement paving the way for brighter, stronger futures

**Dr. P. A. Naresh, Director, Elementary Education,  
Government of Tamil Nadu**

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## Telangana



~24,000  
Schools with  
FLN Grades



~60,000  
Primary Grade  
Teachers



~10,34,000 \*  
Students in  
FLN Grades

Present Since 2021

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

This year, the state focussed on enabling teachers and setting up structures that can sustain impact over time. From academic material design to classroom mentoring and large-scale assessments, the work was driven by a shared commitment to improving learning outcomes for every child.

The state maintained quarterly census assessments, capturing responses from over **6.3 lakh students** through the year. These were complemented by sample-based evaluations, conducted across six districts, including a comprehensive state wide **end-of-year assessment** in March 2025 that spanned all 33 districts, reinforcing the role of data in driving classroom action.

To ensure **classroom materials** were both accessible and instructionally sound, revised student workbooks were developed and distributed across Grades 1 to 5 in English, Mathematics, Telugu and Urdu. These were aligned with the state's 5+1 instructional model, offering teachers a consistent and supportive framework. While physical teacher guides were not printed this year, their digital counterparts continued to serve as important planning tools for educators on the ground.

A significant push was made in teacher professional development, particularly with the onboarding of **6,277 newly appointed primary teachers**. A structured induction programme was designed and delivered, following a cascade model where district resource persons (DRPs) were trained beforehand to ensure consistency. At the same time, **Complex Level Meetings** evolved into platforms for academic exchange and peer learning, giving teachers regular spaces to reflect, share and grow.

The state formalised its support system by appointing senior school leaders as **FLN nodal officers**. Equipped with the Telangana School Education mobile application, these mentors conducted over **61,000 classroom visits**, spanning **81%** of government schools over the year. This helped embed a culture of regular **academic monitoring** and **feedback**.

The year saw renewed efforts to strengthen **communication** between schools, teachers and families. **Mentor training videos** were developed between October to December 2024 and monthly **parent-teacher meetings** became important touch points for dialogue. District teams also began testing ways to involve parents and school management committees (SMCs) more meaningfully, recognising that sustained learning outcomes depend on collective ownership.

## Driving Impact through District-level FLN Implementation

In Telangana, CSF works in the Bhadrachalam, Medak, Medchal-Malkajgiri, Vikarabad and Narayanpet districts, to support effective implementation of the state FLN mission.

\* UDISE 2023-24

## Focus Areas

Ensure teachers follow the right teaching-learning processes, consistent and quality supportive supervision processes across all mentoring cadres by building capacity and structured review meetings to drive data-backed implementation.

## Highlights

- Established **two new District Project Management Units (DPMUs)** under **the KADA<sup>1</sup> region** (covering parts of Vikarabad and Narayanpet, including the Chief Minister's constituency) in September 2024 to improve FLN outcomes in the region.
- Increased unique school coverage by mentors from ~40% in the previous academic year to nearly **100% in Medak, Medchal and Bhadradri**. The newly formed KADA DPMU also surpassed the state average on this metric.
- Conducted over **290 joint school visits** and **classroom observations** to enhance the effectiveness of mentor-led supportive supervision and improve the quality and reliability of field-level data.
- CSF-supported DPMUs ranked among the top five districts in Telangana for mentor school coverage and maintained over **95% completion rates** in uploading baseline, midline and endline teacher-led assessments in the School Education application.
- Enabled sustained governance mechanisms by institutionalising monthly district-level FLN review meetings. **31 meetings**, chaired by the District Commissioner (DC) or the District Education Officers (DEOs), were conducted across DPMU districts to drive data-informed decision making.
- Strengthened over **four rounds** of complex meetings across over **180 clusters** by aligning agendas and meeting structure across the district with FLN priorities. In Medchal, **learning corners** were introduced — dedicated sessions within complex meetings to identify and address specific teacher needs.
- Supported the design and delivery of induction training for **~830 newly recruited FLN teachers**, focussing on structured pedagogy and classroom implementation.
- Conducted a pilot on parent engagement leading to parent attendance in Parent-teacher Meetings (PTMs) improving by up to **30 Percentage Points (PP)** in pilot schools, in Bhadradri.

<sup>1</sup>KADA or Kodangal Area Development Authority comprises of parts of Vikarabad and Narayanpet districts that form the Chief Minister's constituency in Telangana)

## PARAKH Rashtriya Sarvekshan 2024

Percent Correct Score (Subject-wise)	National Average	State Average	By School Management	
			Private	State Govt.
Language	64%	58%	58%	59%
Mathematics	60%	54%	53%	56%

## State FLN Assessment

In February 2025, the Department of School Education, Government of Telangana, conducted the **third round of Student Learning Outcome Assessment for Grade 2**. The assessment was implemented across all 33 districts, focusing on English, Telugu, Urdu and Mathematics. While **~7,000 students** were assessed for Telugu, **~550** students were assessed for Urdu, across **~1,600 schools**, ensuring wide representation and robust insights across districts. To streamline data collection and ensure quality, the digital Tangerine application was used statewide.



Student assessment in action



Achieving FLN outcomes is not possible without strong middle leadership. That's why we invested deeply in training Mandal and cluster-level teams — not just in pedagogy, but in data analysis and classroom observation. Now they act as mentors to teachers and problem-solvers on the ground. Their confidence and ownership have transformed the way learning is supported at the last mile.




**I. Vijaya Kumari, District Education Officer, Medchal-Malkajgiri, Telangana**






## Uttar Pradesh

  
**~1,12,000**  
Schools with  
FLN Grades

  
**~4,73,000**  
Primary Grade  
Teachers

  
**~58,80,000 \***  
Students in  
FLN Grades

Present Since 2019

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

In Uttar Pradesh, the implementation of the NIPUN Mission is being led by the Director General School Education (DGSE), with strategic support from CSF. We work in close partnership with Samagra Governance, Language and Learning Foundation (LLF) and Vikramshila Education Resource Society (VERS) to drive foundational learning reform across more than **1.1 lakh schools** in the state.

To ensure timely access to learning resources, CSF supported the end-to-end development, printing and distribution of textbooks, workbooks, teacher guides and print-rich materials worth 160 crore. With the help of Vidya Samiksha Kendras (VSKs) and district teams, last-mile tracking and verification mechanisms were institutionalised, with regular nudges being made to the education cadre. As a result, schools received their academic materials on time, alongside strong communication, highlighting their role in improving learning outcomes.

We supported the rollout of a four-day face-to-face training for **300 master trainers** at State Institute of Educational Management & Training (SIEMAT), **4,400 mentors** at District Institutes of Education and Training (DIETs) and **4.76 lakh teachers** at block resource centres. Additionally, more than **40,000 Shikshak Sankuls** were enabled to lead peer learning through monthly meetings, fostering continuous professional development.

Academic mentoring and supervision were strengthened through a structured support system that deployed five academic resource persons (ARPs) and one DIET mentor per block, along with three subject resource group (SRG) members per district. This enabled over **one lakh school visits** every month, with more than **80% focussed on FLN grades**. These visits prioritised classroom observations, student spot assessments and one-on-one feedback to teachers to reinforce structured pedagogy.

CSF enabled the state to conduct system assessments, including monthly spot assessments by mentors covering **4.5 lakh students**, which were used to inform instruction and remedial strategies. The third-party NIPUN Vidyalaya Assessment (NVA) conducted in December 2024 and February 2025 evaluated **64,688 schools**, with **48,061 schools** being declared NIPUN for academic year (AY) 2024–25.

Mission monitoring was driven by the NIPUN Bharat Monitoring Centre (NBMC), which tracked over **30 key performance indicators** in real time. Governance structures also showed strengthened compliance with **55 out of 75 districts** holding district task force meetings (68% compliance) and Basic Shiksha Adhikari (BSA) and Block Education Officer (BEO) weekly reviews recording a **77% compliance rate**.

To energise the education system, the NIPUN Samman Samaroh recognised outstanding schools in the presence of Sandeep Singh, Hon'ble Education Minister, Uttar Pradesh, in December 2024. While the **Super 150 Block initiative** provided focussed mentoring support to block education officers (BEOs), **37 district-level NIPUN workshops** helped reinvigorate the academic cadre.

\* UDISE 2023-24



To ensure high-fidelity implementation, each project management unit (PMU) member supported three districts through regular field visits and monthly review meetings with chief development officers (CDOs) and district education officers (DEOs). In 2024–25, we conducted **53 district** visits and facilitated **29 virtual cadre orientations** across Uttar Pradesh.

ASER (Rural) 2024 recognised Uttar Pradesh as the best improvement state on early grade student learning outcomes. **Key improvements since 2018 include:**

Literacy (Grade 3): ▲ +15.6 percentage points  
Numeracy (Grade 3): ▲ +20.6 percentage points

## Demonstration Sites

Demonstration sites or demos 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 districts. In Uttar Pradesh, Language and Learning Foundation (LLF) established the demos in the **Varanasi** district in 2021. CSF works with LLF in Varanasi by playing the role of an advisor to the programme. This includes conducting regular check-ins and joint visits.

LLF runs two intervention models in Varanasi:

- **High-touch Model:** in this, three block academic coordinators are placed in Sewapuri.
- **Low-touch Model:** in this, one block academic coordinator is placed in each block in the district.

## Highlights

LLF and CSF conducted a joint field visit to Varanasi in September 2024. During the visit, we

### Demonstration Evaluation

To evaluate the effectiveness of FLN interventions in UP, CSF commissioned a third-party (Educational Initiatives) evaluation in the demonstration districts to understand the progress on student learning outcomes. The evaluation study spanned three academic years (2022–2025), with baseline in October 2022, midline in March 2024 and endline in February 2025.

A total of **626** schools and **6,277** students were assessed in the endline evaluation in demonstration sites in Uttar Pradesh. The findings reveal that the intervention group outperformed the control group, indicating the positive impact of the initiative.

Results reveal:

- In the UP Low-touch (LT) model, intervention showed a strong impact, with demo groups consistently **outperforming non-demo groups**.
- **Literacy:** both LT-demo and non-demo groups showed significant gains in oral reading fluency (ORF), surpassing state benchmarks. The demo group improved from **4 words correct per minute (wcpm) to 80 wcpm**, while the non-demo group improved from **2.6 wcpm to 57 wcpm**. Reading comprehension also improved markedly in both groups, with stronger gains in the demo group.

- **Numeracy (Subtraction up to 20):** both groups showed substantial improvement, but the LT-demo group's performance was notably higher, increasing from **24% to 93%** compared to the non-demo group's rise from **20% to 80%**.

## Driving Impact through District-level FLN Implementation

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

### Focus Areas

- **Governance and Salience Building:** establish district-level structures for FLN implementation, build capacity of district officials, foster ownership to develop and disseminate district-wide plans and conduct regular review meetings led by district and block leaders.
- **Strengthening Middle Management:** train mentoring cadres in effective teaching-learning practices, supportive supervision, conduct joint visits to model feedback delivery and ensure ongoing communication and regular nudges to reinforce effective mentoring and supervisory practices.
- **Strengthening Data Systems and Data Validation:** support the collection of state-owned and sample-based data through observations and student learning outcome (SLO) spot checks, conduct annual CSF-led assessments with representative samples, ensure data flow from DPMUs to SPMUs and promote data use through clear reports shared with district education officers and FLN coordinators.
- **Academic inputs (direct to teacher):** conduct teacher trainings on the teacher guide usage and effective teaching-learning practices based on proven structured pedagogy methods, provide refresher trainings and implement additional school-based programmes for teachers and head teachers.
- **Community action:** establish communication channels with teachers and parents to share updates on parent-teacher meetings (PTMs), student progress and school activities and ensure PTMs are conducted regularly and effectively.

### Highlights

- Conducted over **1,600 joint visits** with **354 unique academic resource persons (ARPs)**, spread across our six districts, providing targeted feedback to improve supportive supervision quality.
- Conducted over **9,500 student spot assessments** across all DPMU districts to gain a broader understanding of student learning levels and devise targeted strategies (academic collaterals) to improve student learning outcomes.
- Facilitated **332 review meetings** to enhance communication, motivate leadership and improve meeting effectiveness.

- Collaborated with District Institute of Education and Training (DIET) and State Resource Group (SRGs) to conduct **district-level FLN training** for over **300 ARPs** and subsequently organise cascaded training at the block level for all FLN-grade teachers, from July to September 2024.
- Organised regular **workshops** in all districts for ARPs to foster greater engagement and build their capacities, with sessions focussed on clarifying their roles, responsibilities and enhancing their skills
- Conducted large-scale, structured parent-teacher meetings (PTMs) across all six districts to enhance parental involvement and student attendance, with nearly **40% parental participation** recorded by the end of AY 2024-25.
- Developed a structured roster system for the visit of Academic Resource Persons (ARP) in July 2024 to ensure **100% unique school coverage** in Gorakhpur. An innovative rotation plan was introduced to ensure every school was visited by all ARPs over time.
- Conducted a **multivariate analysis of school-level factors** influencing student learning, in Jhansi, from September to December 2024. The insights were used to prioritise and advocate for targeted interventions from January 2025 onwards, with the goal of improving learning outcomes across the district.
- Designed and developed a set of **13 capsule workshops** in Aligarh in June 2024, aimed at enhancing data-handling and academic capacities of block-level middle managers, with the objective of strengthening review mechanisms at the block level.
- Activated regular **BSA-led teacher engagement sessions** at the block level, in Ghaziabad, to foster connections between teachers and district leadership.
- Established a dedicated **call centre** at the BSA office in Sitapur in Dec'24, enabling monitoring, information sharing and regular follow-ups with schools on key NIPUN key performance indicators (KPIs).

## PARAKH Rashtriya Sarvekshan 2024

Percent Correct Score (Subject-wise)	National Average	State Average	By School Management	
			Private	State Govt.
Language	64%	68%	64%	74%
Mathematics	60%	59%	59%	71%



Ravi Kisan (Member of Parliament, Gorakhpur) at a parent-teacher meeting, Gorakhpur, Uttar Pradesh, February 2025



NIPUN workshop, Ghaziabad, Uttar Pradesh, November 2024



Review meeting to track NIPUN Assessment Test (NAT) progress, Agra, Uttar Pradesh, November 2024



NIPUN Action Plan launch by Avinash Kumar, District Magistrate, Jhansi, Uttar Pradesh, January 2025



Central Square Foundation's State PMU has played a key role in strengthening foundational learning across Uttar Pradesh. Their support in the effective implementation of the NIPUN Bharat Mission — through structured pedagogy-based teacher guides, print-rich materials, timely delivery of resources, teacher capacity building, data-driven monitoring and focused Sankul meetings — has eased the process on the ground and significantly contributed to improving learning outcomes

**Ekta Singh, Additional State Project Director,  
Samagra Shiksha, Uttar Pradesh**



# Anita Devi: Redefining Learning with Creative Teaching

At a government primary school in Bihar, teacher Anita Devi is reshaping foundational learning with energy and innovation. Her classroom reflects the impact of NIPUN Bihar, the state's flagship initiative aligned with the National Education Policy (NEP) 2020, aimed at ensuring all children across Grades 1 to 3 achieve basic reading and numeracy skills.

Teaching in a rural setting where children often juggle domestic or farm responsibilities, Anita makes learning joyful and relevant to keep them engaged in school. With NIPUN Bihar's training, she began using activity-based teaching-learning materials (TLMs) to simplify concepts and drive experiential learning. She creatively crafts TLMs from locally available materials — even designing a saree printed with letters and numbers to make learning fun.

Anita integrates playful, inclusive strategies to build reading, writing, oral language, comprehension and basic Math skills. Her classroom ensures that every child, regardless of their learning needs, feels supported.

“

Earlier, children used to stay outside, playing or helping in the fields. But when learning became more playful and interactive, they started coming to school on their own. Now they do not want to miss a day.

”

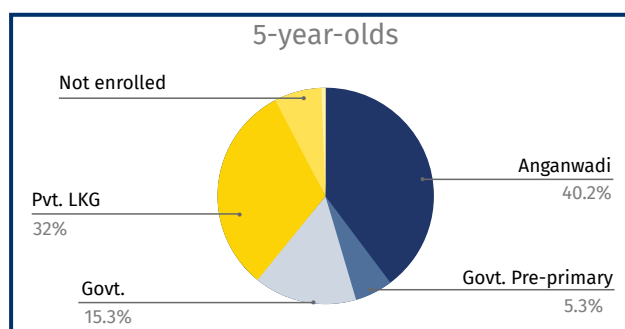
Location: Bihar



# Early Childhood Education

Early Childhood Education (ECE) is widely recognised as the ‘step zero’ of foundational literacy and numeracy. Scientifically proven, **90%** of human brain development occurs before the age of six. Children who participate in high-quality early learning programmes are four times more likely to earn higher incomes and three times more likely to own a home as adults.<sup>2</sup>

Despite the strong evidence, India’s ECE system continues to face critical gaps — particularly for children in the five- to six-year age group. While pre-primary enrolment among five-year-olds has improved from **62.2%** in 2022 to **71.4%** in 2024, enrolment is fragmented across Anganwadis, emerging Balvatikas in government schools and private preschools. **~30% children** at age five are either pushed directly into Grade 1 without adequate school readiness or are not enrolled at all.<sup>3</sup>



*Student enrolment break up in India*

Learning outcomes for this age group also remain alarmingly low — only **25% of five-year-olds** can complete a basic listening comprehension task and only 17% can complete a simple pattern recognition exercise<sup>4</sup>. The absence of dedicated early childhood educators, lack of lack of developmentally appropriate teaching materials and a historical fragmentation between the Ministry of Women and Child Development (MWCD) and Ministry of Education (MoE) continue to weaken system readiness for this critical age group.

**CSF focuses its ECE work on closing this critical gap.** Our approach supports states in institutionalising structured Balvatikas inside government schools, creating a seamless bridge between early learning and formal education. We partner with Departments of Education and State Councils of Educational Research and Training (SCERTs) to build dedicated **ECE educator cadres**, develop state curriculum frameworks for the foundational Stage (aligned to the NCF-FS 2022), design play-based teaching-learning materials and build master trainer ecosystems for training head teachers and frontline educators. By focussing on systemic, scalable solutions, CSF aims to ensure that every five-year-old in India enters Grade 1, equipped with the cognitive, language and socio-emotional foundations necessary for lifelong learning success.

<sup>2</sup> Center for Economics of Human Development 2017

<sup>3</sup> ASER 2024

<sup>4</sup> Indian Early Childhood Education Impact Study



In 2024–25, CSF’s partnerships with state governments demonstrated that large-scale, systemic ECE reform is both feasible and essential to realising the NEP 2020 vision for foundational learning.

## Catalysing ECE Reforms in States

### Haryana

In Haryana, CSF supported the Department of School Education in launching Balvatikas across all primary schools, establishing dedicated spaces for five-year-olds within the formal schooling system. CSF contributed to the creation of a new academic package aligned with national frameworks and supported the training of Key Resource Persons (KRPs) across the state. These efforts laid a strong foundation for structured early childhood instruction, providing valuable learnings for future scale-ups.

### Odisha

Odisha demonstrated strong political will by announcing the **Sishu Vatika** initiative, in April 2025, aiming to establish pre-primary sections across **45,000 primary schools**. While operational challenges around teacher time and curriculum quality remain, CSF is working closely with the Department of School and Mass Education to support the development of academic resources and operational blueprints for implementation.



Mohan Charan Majhi, Hon'ble Chief Minister of Odisha, at the launch of Sishu Vatika, Odisha, April 2025

### Uttar Pradesh

- **Creation of a Large-scale ECE Educator Cadre**

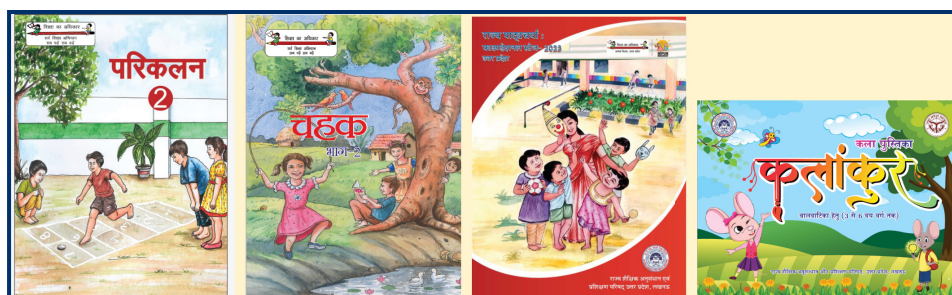
Uttar Pradesh pioneered a large-scale, state-led educator cadre, dedicated to early childhood education. Recruitment was initiated across all **75 districts**, targeting deployment of dedicated Early Childhood Care and Education (ECCE) educators in over **10,684 primary and composite schools**. This systemic breakthrough addresses a historic bottleneck — the absence of qualified educators for the three to six age group, establishing a replicable model for states nationwide.



Onboarding of early childhood educators, Uttar Pradesh

- **Development of State Curriculum Framework for the Foundational Stage**

Recognising the need for structured pedagogy, Uttar Pradesh developed its State Curriculum Framework for the Foundational Stage (SCF-FS), aligned to the National Curriculum Framework for Foundational State (NCF-FS) 2022. This framework underpins all academic work — from teaching-learning materials to training modules — ensuring early learning is rooted in principles of play, exploration and holistic development.



*Newly introduced teaching-learning materials, Uttar Pradesh*

- **Strengthening Governance and Programme Delivery**

At the governance level, the state issued a landmark government order in April 2024, formally declaring **~60,000 co-located Anganwadi centres** as Balvatikas. CSF also supported the development of regulatory guidelines for the affiliation of private pre-primary schools, strengthening the broader ECCE ecosystem. Programmatically, Balvatikas were enriched through the distribution of wonder boxes, big books, outdoor play materials, BaLA elements and child-friendly furniture, creating joyful and developmentally appropriate learning environments.



*Making Balvatikas joyful and developmentally-appropriate learning spaces*

- **Building Academic and Training Infrastructure**

CSF partnered with SCERT Uttar Pradesh to develop a full suite of academic resources including educator manual, trainer and participant manual and children workbooks (currently under final review). A cascading training model was designed to capacitate **300 master trainers**, who will lead educator and head teacher orientation programmes statewide.





*State and district-level trainings for ECE academic material*

## • Early Signs of Impact

Early field results from Aligarh are encouraging with the doubling of classroom learning time for developmental activities, **60% of Anganwadi Workers** being appreciated for structured daily routines and **73%** reporting greater student engagement with the new workbooks. These early outcomes validate the importance of structured academic support, dedicated educators and well-equipped learning environments in driving quality ECE at scale.



The department of basic education is taking pioneering steps towards strengthening early childhood education in the state. More than 60,000 co-located Anganwadis in the states have been declared as Balvatikas, the largest such initiative in the country. This has enabled the department to support these Balvatikas with state of the art teaching-learning material (TLM) kits, infrastructure upgrades, capacity building programmes and community outreach campaigns. ~11,000 of these Balvatikas are also in the process of onboarding additional qualified ECE educators, signalling a leap forward in strengthening pre-primary education in the state. Central Square Foundation has supported us with both operational and academic support to make this ambitious vision a reality.

**Madhav Tiwari, Unit Incharge, Pre-primary Unit,  
Samagra Shiksha, Uttar Pradesh**



# निधि शर्मा: एक आंगनवाड़ी कार्यकर्ता की प्रेरणादायक यात्रा

निधि शर्मा, जो पिछले 17 वर्षों से अलीगढ़ जिले के किशनपुर-4 आंगनवाड़ी केंद्र में सेवा दे रही हैं, न केवल बच्चों के जीवन में शिक्षा की ज्योति जला रही हैं, बल्कि कई परिवारों में सकारात्मक बदलाव भी ला रही हैं।

निधि ने 2007 में एक आंगनवाड़ी कार्यकर्ता के रूप में अपना सफर शुरू किया। शादी के बाद उन्होंने ग्रेजुएशन और पोस्ट-ग्रेजुएशन की पढ़ाई पूरी की। इससे पहले भी वह बच्चों को पढ़ाया करती थी, और इस भूमिका ने उन्हें अपने इस शौक को आगे बढ़ाने का एक सुनहरा अवसर दिया।

निधि के लिए आंगनवाड़ी कार्यकर्ता होना केवल पढ़ाने का काम नहीं है, यह बच्चों के साथ गहरे भावनात्मक संबंध बनाने का अवसर भी है। उनके काम का सबसे सशक्त और संतोषजनक पहलू वह अनमोल बंधन है, जो वह बच्चों के साथ साझा करती हैं—यह बंधन पारंपरिक शिक्षक-छात्र संबंध से कहीं अधिक है।

संसाधनों की कमी के बावजूद, निधि यह सुनिश्चित करती हैं कि कक्षा का वातावरण बच्चों के लिए सजीव और आकर्षक रहे। शैक्षिक सामग्री की कमी को पूरा करने के लिए वह अक्सर अपनी निजी कमाई से सामग्री खरीदती हैं या खुद उन्हें खुद बनाती हैं। निधि के लिए नया “स्कूल रेडीनेस मैनुअल” उनके शिक्षण दृष्टिकोण में एक महत्वपूर्ण बदलाव साबित हुआ है। यह नया मैनुअल पाठों को इस तरह से संरचित करता है कि बच्चों के लिए विषयों को समझना और भी सरल हो जाता है, जिससे उन्हें एक स्पष्ट और सहज रूप से सीखने का अनुभव मिलता है।

निधि अपने कुछ सबसे पुरस्कृत अनुभवों को याद करती हैं, जो एक आंगनवाड़ी कार्यकर्ता के रूप में उन्हें मिले। एक उदाहरण है एक लड़की का, जिसे उन्होंने जन्म से लेकर सभी टीकाकरण और पोषण संबंधी मदद दी। यह लड़की जन्म से ही सही टीकाकरण और पोषण प्राप्त कर रही थी, लेकिन बाद में पता चला कि उसे दिल की बीमारी है। उसके माता-पिता इलाज का खर्च नहीं उठा सकते थे, तब निधि ने उनकी आयुष्मान कार्ड बनाने में मदद की, जिससे उसका इलाज संभव हो सका। अब वह पूरी तरह से स्वस्थ है, और उसके माता-पिता हमेशा निधि को धन्यवाद देते हैं।

“

पहले हम बिना किसी निर्धारित योजना के पढ़ाते थे, लेकिन अब इस मैनुअल की मदद से हम अगले दिन के पाठ की योजना महज दस मिनट में बना लेते हैं। इससे हमारे समय प्रबंधन में काफी सुधार हुआ है।

”

स्थान: उत्तर प्रदेश



# EdTech

CSF has been a strong believer in the power of technology to transform education. Since 2012, we have worked across demand, supply and evidence to support the effective adoption of Educational Technology (EdTech) within India's public education system. Today, with favourable policy tailwinds, a growing supply of EdTech, rising smartphone penetration, growing evidence of impact and advances like Artificial Intelligence (AI), the moment is ripe to scale technology-based learning solutions that can drive system-wide change.

While there is a growing supply of EdTech solutions, with India's EdTech market projected to grow from ₹750 crore in 2024 to ₹2,900 crore by 2030<sup>5</sup>, only a small fraction focus on foundational learning and even fewer cater to low-income users. Moreover, the adoption and scaling of these solutions remain limited due to challenges in quality, contextual relevance and integration within public education systems.

On the **demand** side, EdTech presents a critical opportunity to accelerate progress towards the goals of the NIPUN Bharat Mission. Personalised, curriculum-aligned technology can be an effective tool for supporting teaching and learning, both in school and at home. Through EdTech, we can address key challenges such as widening learning gaps, diverse learning levels within classrooms, limited time for remediation, lack of quality learning materials at home and low levels of parental engagement.

Emerging **evidence** from India and across the Global South indicate the promise of leveraging parents' smartphones for learning at home. In classrooms, Personalised Adaptive Learning (PAL) software has also shown promise in addressing learning heterogeneity, offering tailored support for students in multi-grade classrooms, helping raise overall learning levels.

Through **Generative AI** and other emerging technologies, we see a first-of-its-kind opportunity to create high-impact teaching-learning experiences that were previously out of reach, especially for low-income students. Early evidence also points to its potential to personalise learning to each child's level and to support teachers with pedagogical resources and continuous guidance.

CSF's EdTech work focuses on supporting the creation and adoption of high-quality, evidence-backed technology solutions that enhance learning outcomes — particularly for low-income learners, both in school and at home.

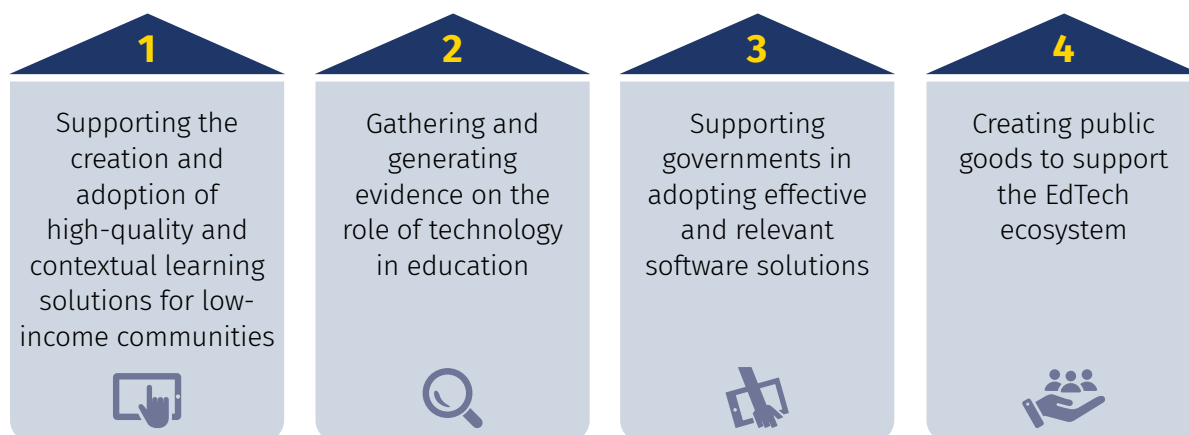
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<sup>5</sup> THE FUTURE OF EDTECH IN INDIA: Decoding The \$29 Bn Market Opportunity



## CSF's Pillars for EdTech

Our work focuses on four strategic pillars for EdTech:



### CSF's Journey with Chimple - Innovation, Evidence and Systemic Integration

Founded in 2015, Chimple is a game-based, personalised mobile application improving FLN for Grades 1 to 2. A 2017 Global Learning X-Prize finalist, it won USD \$1M (₹8.6 Cr) to build and test its solution in Tanzania through a field trial led by UNESCO<sup>6</sup> which showed **~17% literacy and ~18.2% numeracy gains**.

Scan the QR code to access Chimple



In 2019, CSF onboarded Chimple as part of its **supply** portfolio to contextualise it for low-income communities. The COVID-19 pandemic underscored the need for EdTech to supplement classroom learning, leading to the launch of the revamped Chimple 2.0 in 2021 with parent and teacher consoles, reinforcing the critical role of learning agents in ensuring learning continuity at home.

To build evidence on technology-based home-learning solutions, particularly in low-income contexts, a Randomised Controlled Trial (RCT) was carried out in 2022 on Chimple's teacher-led, at-home learning model led by Principal Investigators Sheetal Sekhri (University of Virginia), Kartini Shastry (Wellesley College), Divya Pandey (3ie) and Ramiro Burqa (Acumen), supported by CSF. Chimple's teacher-led at-home learning programme was implemented in Grades 1 and 2 in **34 Satya Bharti schools** in Haryana from 2022-23. Results reveal **+0.25 standard deviation improvement in Math for Grades 1 and 2, with the lowest-performing learners at baseline benefitting the most** (~0.45 standard deviation) with 10-minutes of Chimple usage a day.

These results are promising for EdTech in India and created a compelling case for **institutionalisation** of effective technology solutions into the education system. To further this endeavour, in 2024, Chimple and CSF launched a home-learning pilot in **75 schools** across Bhojpur and Ghaziabad, reaching **~2,100 students** across Grades 1 and 2. The pilot aimed to identify key programmatic and product levers to strengthen Chimple's home learning model for government schools, while laying the groundwork for unlocking adoption for a

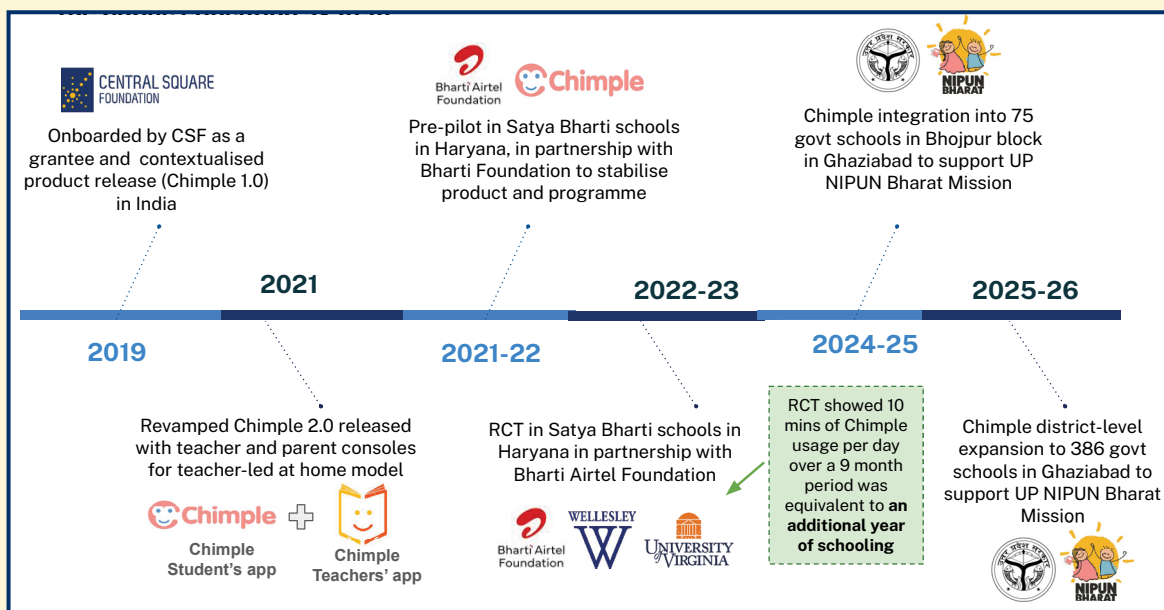
<sup>6</sup> Global Learning X-PRIZE, Executive Summary Report (2019)



potential scale-up and continued research to understand Chimple's impact in the government pathway.

To institutionalise Chimple within the state NIPUN programme in Uttar Pradesh, it was critical to align Chimple's learning games with the state's NIPUN Learning Outcomes and teacher guides, secure senior leadership buy-in and cultivate government champions for tech-enabled home learning. Teacher training was embedded as part of the official FLN training sessions and programmatic initiatives such as regular school visits, monthly parent-teacher meetings, school reviews and recognition initiatives helped drive student activation and engagement. Low parental involvement emerged as a key barrier to adoption of the home-learning programme which was addressed by community engagement, led by Panchayati Raj, which resulted in **73% mobile application downloads and 40% weekly engagement within five months**. District and block-level reviews were the key drivers of success, with regular monitoring ensuring accountability and sustained leadership focus. Based on the pilot's strong results, district authorities approved the expansion of the home learning programme to all five blocks, aiming for full saturation across Ghaziabad in AY 2025–26.

CSF's journey with Chimple offers a compelling example of how long-term philanthropic support helps in building high-quality products for the underserved in India, creating impactful evidence for tech-based home learning for FLN and unlocking effective integration within the public education system.



CSF's journey with Chimple



### Supporting the creation and adoption of high-quality and contextual learning solutions for low-income communities

India has one of the largest education systems in the world. To accelerate progress towards achieving foundational literacy and numeracy, there is an opportunity to leverage technology to support learning in school with additional practice and learning at home.

A recent survey<sup>7</sup>, conducted by CSF, indicated that **85%** of the **surveyed households** in India owned at least one smartphone and among those who have access to smartphones, more than **70% of children** use the devices for more than **30 minutes** a day. Growing smartphone penetration, availability of low-cost data and India's position as the largest mobile data consumer in the world make it an ideal ground for using technology to support learning.

The EdTech sector in India is also experiencing catalytic growth with over **18,400 EdTech companies** as of April 2025. However, current solutions overwhelmingly cater to high-income, English-speaking users, making them inaccessible to a vast section of the population.

To ensure equitable opportunities for all students, CSF works with mission-aligned EdTech solutions to build high-quality, pedagogically sound solutions for the low-income segment, while uncovering new pathways for scale and engagement for learning at home.

### LiftEd EdTech Accelerator

In 2023, the LiftEd EdTech Accelerator was launched by CSF, along with a consortium of funders to shape the future of tech-based learning at home for foundational literacy and numeracy (FLN) in India by reaching **2.5 Mn (25 Lakh)** children by 2025. Over the past two years, the Accelerator has worked towards catalysing the **supply** of pedagogically sound and contextually relevant solutions while galvanising **demand** for at-home learning. It has also created a robust body of **evidence** of at-home learning.

LiftEd EdTech Accelerator was 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. These included **Michael & Susan Dell Foundation, Reliance Foundation** and **UBS Optimus Foundation**, which were the Founding Partners. **The British Asian Trust** was the Programme Leader and **Central Square Foundation** was the design and technical partner, leading the end-to-end design and implementation of the Accelerator.

### EdTech Partner Overview

The EdTech Accelerator portfolio had a diverse mix of organisations working on unique strategies to unlock their specific anchor challenges as per their cohort — Chimple, Ei Mindspark, Pratham, Rocket Learning, Sesame Workshop India, ThinkZone and Top Parent<sup>8</sup>. These organisations were divided across three cohorts, which were identified based on the most sticky problems in the EdTech ecosystem in India — **Scale, Engagement** and **Product Contextualisation**.

<sup>7</sup>Bharat Survey for EdTech 2023

<sup>8</sup>The LiftEd EdTech Accelerator's consortium after careful review and consideration made a programmatic decision to not continue with Amira Learning as an innovation partner in Year 2.



Cohorts for EdTech partners

Along with grant funding, the Accelerator also worked on providing need-based support through multiple interventions to unlock the full potential of EdTech partners.

- **Masterclasses:** masterclasses on specific need-based topics, providing partners with in-depth learning opportunities.
- **Capacity building workshops:** tailored interactive workshops, led by experts, to enhance partner knowledge and provide practical tools.
- **1:1 Mentorship:** personalised 1:1 mentoring, through carefully selected domain-specific mentors, to align with each EdTech partner's unique problem statements.

## Progress

- **Reach:** as a portfolio, cumulative Accelerator reach across AY 2023-25 recorded **55 Lakh+** users overall with **30 Lakh+** users directly benefiting from features built as part of Accelerator.
- **Engagement:** **~52% of activated users engaged monthly**, forming a solid base of active users. Of these monthly active users, **~55%** became weekly active users, indicating that sustained usage of EdTech products was driven by users who engaged for at least two weeks per month. **~60% of the weekly active users** spent more than **30 mins/week** on average, with an overall average engagement time across the portfolio of **~60 mins/week**.
- **Supply-side progress:** all seven EdTech partners worked on the aligned goals and deliverables for their respective cohorts to unlock key milestones such as unlocking new scale pathways, creation of new innovative features and the launch of a new contextualised product. **ThinkZone and Top Parent** were selected as scale-up partners for Year 2 (2024-25). **Chimple, Ei Mindspark, Pratham, Rocket Learning and Sesame Workshop India** were selected as innovation partners for Year 2 (2024-25).

## Key achievements across EdTech partner cohorts include:

- Scale:** unlocked new scale pathway by pivoting from a community to a Business to Government (B2G) model.
- Engagement:** created innovative features like WhatsApp chatbots, live streaming, automated worksheet correction, among others, to enhance engagement.
- Product contextualisation:** launched a vernacular learning application and contextualised product features for low-income segments.

- **Capacity building workshops and masterclasses: eight capacity-building workshops and masterclasses** were conducted for the portfolio partners across the year. These included workshops on 'Unlocking scale through B2G pathways' with GDi partners, 'Digital safety for children while using EdTech' with Space2Grow and a cross-learning workshop across portfolio partners on the themes of running effective B2G programmes and unlocking engagement and retention. There were also masterclasses held on 'Effective fundraising strategies' by Sriram V, 'Data-driven decision-making for EdTechs' by Prof. Ryan Baker, 'Effective monitoring and evaluation for EdTechs' by Noam Angrist and 'Leveraging Gen AI for education' by Rahul Kulkarni. A few partners were also supported to be a part of the Indian Leaders for Social Sector (ILSS) Fundraising Course.



*Cross-learning workshop across portfolio partners*

- **Demand:** a retail partnership was unlocked with **Hand in Hand India** in February 2024, a non-profit organisation spread across 22 states in India, that taps into institutional networks of Self-Help Groups (SHGs) to empower women. Through this partnership, the EdTech solution Top Parent is being provided to children of SHG members studying in primary grades (1 to 5) across over 5 states.
- **'LiftEd EdTech Accelerator: Reflections and Beyond' event held in Delhi in February 2025:** a closed-door event was held to bring together the funders, mentors, evaluation partners and EdTech organisations to reflect on the two-year journey of the Accelerator, launch two qualitative reports on 'Impact of Acceleration' and 'Insights on User Experience' and discuss the pathways beyond.



*EdTech Accelerator's 'Reflections and Beyond' event, New Delhi, February 2025*

## Leveraging AI in Education

In the last two years, unprecedented capabilities enabled by Generative AI have disrupted multiple sectors, including EdTech. While this presents a significant opportunity to improve learning outcomes, it is crucial to ensure that the use of this technology does not further exacerbate existing inequalities.



At CSF, we believe that AI will play a key role in strengthening the EdTech ecosystem to help our children learn better. To ensure that the use of AI in education does not exacerbate existing inequalities, CSF has built its AI strategy on foundational principles of equity, access and quality. These include:

- **Focus on learning for the low-income:** the focus remains on the goal i.e. making sure that students from low-income backgrounds have access to high-quality education in school and at home.
- **Innovate and integrate with existing systems:** the potential of AI presents an exciting opportunity, but it needs to be used meaningfully and thoroughly by meeting the system where it is.
- **Strong contributions from the Global South:** there is a need for the Global South to contribute more strongly, including investing in building blocks that bolster ecosystem players.
- **Keep humans in the loop:** involve relevant stakeholders in the build of the solution, and skill them to use the solutions effectively by building awareness to work with AI responsibly.

With these principles in mind, CSF is working on two AI-in-education experiments with the intent to support the build and contextualisation of AI-integrated EdTech for low-income school segments in India:

## AI Personal Tutor

Evidence<sup>9</sup> for personalised tutoring shows that personalising learning to the level of the child and providing targeted instruction are proven ways of improving learning. Given AI's capability to have human-like interactions, it can be a powerful tool to deliver personal tutoring at scale. AI-powered personal tutors can engage with the child at their learning level, clear specific doubts in their understanding and create/suggest remedial resources.

Given our focus on creating pedagogically aligned and contextually relevant solutions for low-income segments, CSF is supporting pilots of AI personal tutors in the government and affordable private school segments. In March 2025, we partnered with Khan Academy India to contextualise **Khanmigo**, Khan Academy India's AI-powered personal tutor for low-income contexts. Currently, the focus of the pilots is to understand user experience and training needs along with product enhancement/contextualisation requirements for deployment in the low-income context.

## AI Teacher Coach

High-quality teaching is a critical driver of student learning. There is strong global evidence<sup>10</sup> that structured pedagogy programmes — which combine high-quality teaching-learning materials with consistent, reflective and supportive in-classroom coaching — can significantly improve foundational learning outcomes. However, teachers in India often lack access to personalised, timely feedback and practical resources to strengthen their classroom practice.

New advancements in Generative AI, including natural language processing and voice capabilities, present an exciting opportunity to address this gap by enabling non-judgemental,

<sup>9</sup> Disrupting Education? Experimental Evidence on Technology-Aided Instruction in India, American Economic Association

<sup>10</sup> Identifying the essential ingredients to literacy and numeracy improvement: Teacher professional development and coaching, student textbooks, and structured teachers' guides

on-demand feedback for teachers at scale. CSF partnered with **Shikha Labs** in December 2024 to build an **AI-powered Teacher Coach** for government school teachers. Through a series of pilots, we aim to develop a tool that provides meaningful, actionable feedback to teachers and identifies effective levers for driving teacher adoption, engagement and measurable improvements in classroom practice.

CSF has also been working on the creation of public goods that can allow the EdTech ecosystem to operate more effectively. In 2024-25, CSF contributed to the development of the AI in Education ecosystem by synthesising, generating and publishing knowledge resources on relevant (digital public goods) topics. These include:

**AI in Ed: Building for Bharat:** in May 2024, CSF released a framework to understand key elements of the Generative AI stack and the landscape of initiatives in India building indic-centric datasets and models. This resource was built using a combination of secondary research from publicly available resources and primary research with experts to consolidate information on the initiatives in this space. The framework helps organisations understand the key building blocks required to advance innovative solutions in education that are accessible, useful and work at scale, especially for children from low-income backgrounds.

**Benchmarks for evaluation of AI models:** in October 2024, CSF released a video breaking down the concept of benchmarking AI models and how benchmark datasets can advance model capabilities for teaching and learning. This was accompanied by a landscape of the existing benchmark datasets built using publicly available data summarising publication dates, publishers and the AI models that have achieved the highest scores on the benchmarks.

Scan the QR code to access the video



The LiftEd EdTech Accelerator proves that when governments, EdTech innovators, funders and researchers come together, big shifts can happen. It is a blueprint for how structured collaboration can help scale cost-effective, contextually relevant FLN solutions through EdTech and offers practical learnings and insights for others looking to do the same.

**Anushree Parekh, Associate Director, Social Finance, British Asian Trust**



### Gathering and generating evidence on the role of technology in education

There is emerging evidence on the use of EdTech for supporting learning at home globally and in India, which creates a compelling case for integrating effective technology solutions into the education system to advance the goals of the NIPUN Bharat mission. However, the successful implementation of high-quality EdTech products, especially for low-income communities, continues to face challenges due to a lack of context-specific evidence.

CSF has been working on the continuum of EdTech evidence on ‘what works’ (and more importantly, ‘what does not’), how it works in different contexts and what it would take to scale in low-income segments. Hence, CSF’s evidence generation agenda works across the ‘product-programme-scale’ continuum, enabling informed decision-making at all levels:

- **Product-level evidence** helps validate the effectiveness of high-quality EdTech products designed around specific hypotheses or use cases (i.e., what works).
- **Programme-level evidence** sheds light on implementation models and processes that can be scaled, demonstrating how EdTech performs in real-world settings like government or low-income schools (i.e., how it works).
- **At-scale evidence** identifies critical product/programme design elements, necessary to ensure the scalability and long-term sustainability of EdTech solutions (i.e. will it work everywhere and for everyone).

Some interesting evaluations that CSF supported include the randomised control trial (RCT) on Chimple and building evidence on home learning for FLN through our EdTech Accelerator portfolio partners on the **product** front, the action research on ‘Understanding EdTech Usage at Home Using Dedicated Devices’ on the **programme** side, the evaluation of the Personalised Adaptive Learning (PAL) Lab programme in Andhra Pradesh and the research study on the usage of Smart Classroom Infrastructure in Madhya Pradesh to build at-scale evidence. Through these studies, CSF aimed to create robust evidence for EdTech interventions that are cost-effective, impactful and scalable in improving teaching and learning outcomes for both **at-home learning** and **in-school learning**:

#### At-home Learning

### EdTech Accelerator Evaluation

While numerous studies highlight the positive impact of EdTech on learning outcomes for older students, there is still limited evidence supporting its effectiveness in early grades, particularly within the Indian context. Hence, CSF’s evidence agenda within the EdTech Accelerator included understanding the impact of EdTech on learning outcomes for FLN, the experiences of end-users across the EdTech lifecycle and the effectiveness of interventions deployed through the Accelerator.

In furthering this agenda, the EdTech Accelerator had undertaken three comprehensive studies, aimed at generating practice-oriented, actionable insights on the impact of EdTech solu-

tions, anchored by Principal Investigator, Professor Tarun Jain (Professor of Economics, IIM Ahmedabad and the Reserve Bank of India Chair in Finance and Economics). This includes:

- **User Experience Study**

The User Experience study captures the voices of end users — children, parents and teachers — across various stages of the EdTech programme lifecycle: acquisition, onboarding, engagement and retention. The final report was launched at the **Reflections and Beyond** event, in February 2025, which brought to light critical user feedback and provided deep insights to inform the design and implementation of future EdTech interventions.

Scan the QR code to access the report



- **Impact of Acceleration Study**

This study presents a holistic view of the support mechanisms to create a thriving EdTech ecosystem for improving learning outcomes in low-income contexts. The final report was launched at the **Reflections and Beyond** event, in February 2025, which reflects on the strategies employed within the Accelerator and provides valuable learnings that can inform future ecosystem-building efforts.

Scan the QR code to access the report



*Report launch of the 'User Experience' and 'Impact of Acceleration' studies at the EdTech Accelerator's 'Reflections and Beyond' event, New Delhi, February 2025*

- **Learning Outcomes Evaluation Study**

This study, aimed to rigorously evaluate the impact of EdTech solutions on student learning outcomes using a quasi-experimental design, having individual treatment and comparable control groups for each EdTech solution, contributed to crucial evidence for guiding policy and programmatic decisions. The baseline and endline assessments for the study were completed for three partners by March 2025.



## Understanding EdTech Usage at Home using Dedicated Devices

Access has often been quoted as an impediment to equity with respect to EdTech and hence governments across the world have run device distribution programmes to provide children with access to digital devices. However, it is important that such programmes have high-quality educational softwares and well-defined structures to encourage sustained usage, retention and engagement among students.

CSF's project on **Understanding EdTech Usage at Home Using Dedicated Devices** aimed to identify best practices for implementation of a programme where dedicated devices were given to children and there were programmatic nudges to encourage EdTech usage at home. For this programme, devices installed with Mobile Device Management (MDM) software, an internet package and learning solutions (BYJU's and Mindspark) were distributed to **600 students** (Grades 4 and 8) in **83 government schools** in Almora, Uttarakhand, for learning at home.

Under the guidance of Prof. Tarun Jain (Professor of Economics, IIM Ahmedabad and the Reserve Bank of India Chair in Finance and Economics), this action research was conducted from November 2022 to May 2023 across four groups. Insights from the action research were collated by CSF in a two-part report, launched in May 2024:

**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 playbook



**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 Learning

## Personalised Adaptive Learning (PAL) Evaluation

**Personalised Adaptive Learning (PAL)** is a tech-enabled, pedagogy-driven approach that tailors learning to each student's needs. While global evidence shows PAL's potential to improve learning outcomes, rigorous evidence from Indian public schools remains limited, especially at scale.

In Andhra Pradesh, the Personalised Adaptive Learning (PAL) programme was scaled to an additional **700 schools** this year, including residential and PM SHRI schools — bringing the total number of **schools implementing the PAL solution to 1,224**. As part of the capacity-building efforts, approximately **3,000 teachers** were trained on PAL during this period.

Additionally, this year marked the completion of endline assessments in **140 research schools** as part of a two-year study, conducted by the Development Innovation Lab at the University of

Chicago, in collaboration with DAI Research and Advisory Services. These assessments aim to evaluate the impact of the PAL intervention on student learning outcomes. The results are currently awaited.

## Smart Classroom Research

Smart classrooms are teacher-led digital learning spaces that use audio-visual tools — like large-screen displays and multimedia content — to enhance in-class instruction. With growing investments by both state and central governments in smart classroom infrastructure, there remains limited evidence on how such technologies are actually being used in schools and under what conditions they meaningfully support teaching. Current research suggests that the mere presence of digital tools does not guarantee adoption or impact. This highlights the urgent need for programme-level research to understand the enablers and barriers to effective implementation.

To address this, CSF, in partnership with the Centre of Excellence in Teacher Education (CETE) at TISS, concluded a mixed-methodology research study across **64 government schools** in Madhya Pradesh to understand what enables meaningful use of smart classroom infrastructure. The study focussed on a non-profit-led **Digital Shaala** programme — a digital classroom initiative with curriculum-aligned high-quality content delivered through Smart TVs installed in government school classrooms.

CSF supported the data collection for all schools by April 2024. The final report, **Studying Engagement with Digital Classrooms in Secondary Government Schools in Madhya Pradesh**, was launched at TISS in March 2025, along with policy recommendations aimed at improving the effective use, sustainability and engagement of teacher-led technology programmes, such as smart classrooms, across states.

Scan the QR  
code to access  
the report



Findings reveal:

- **~50% of schools** continued using the smart classroom setup after the exit of Muskaan Dreams<sup>11</sup>, underscoring the importance of long-term institutional integration and sustainability planning.
- Schools with secured classrooms, reliable electricity and ergonomic setups showed significantly higher usage, indicating that infrastructure readiness is critical for adoption.
- Teacher engagement and effective usage were strongly linked to ongoing pedagogical support; one-time trainings were found to be insufficient.
- Among schools that used the **Digital Smart Panel (DSP)**, over **75%** integrated it into subject teaching and nearly **60%** used it at least once a week, showing that frequency and instructional alignment drove effective usage.
- Data showed that teacher confidence and classroom integration were significantly higher in districts where cluster officials and school leaders played an active role in monitoring DSP usage and providing consistent on-ground encouragement.

<sup>11</sup> Muskaan Dreams is a non-profit organization working to bridge the digital divide in government schools through tech-enabled learning solutions. Its flagship initiative, the Digital Shaala Project, equips classrooms with Smart TVs and curated digital content to enhance teaching and learning in underserved communities.



*Launch of the 'Studying Engagement with Digital Classrooms in Secondary Government Schools in Madhya Pradesh' report, March 2025*

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The policy recommendations identify key barriers to digital education in government schools. Many challenges are structural and administrative and addressing them is crucial for sustainability and impact. New technology's novelty fades over time — building a strong ecosystem is essential to keep digital interventions relevant and effective.

**Dhanaraju S., Commissioner, Commercial Taxes & SGST and former Director, Rajya Shiksha Kendra, Madhya Pradesh**

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The Personalised Adaptive Learning (PAL) initiative in Andhra Pradesh is a research-driven, transformative step in foundational education. By delivering multi-grade, multi-level content in both online and offline modes, we have enabled personalised learning at scale. Over the past year, our focus was on driving adoption and engagement. Now, we are shifting our efforts towards improving learning outcomes using PAL's data-driven insights to ensure every child progresses meaningfully and reaches their full potential.

**Kishore Kumar Bade, Personalised Adaptive Learning Coordinator, Andhra Pradesh**

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### Supporting governments in adopting effective and relevant software solutions

CSF continues to support state governments in strengthening policy, implementation and monitoring frameworks to enable the effective adoption of educational technology. In 2024–25, CSF partnered with four states including Himachal Pradesh, Madhya Pradesh, Telangana and Uttar Pradesh to drive home learning programme institutionalisation, establish technical support units, institutionalise monitoring systems and align digital initiatives in states with larger academic priorities. These efforts focussed on integrating EdTech into mainstream education delivery through structured capacity building, data dashboards, structured reviews and strategic communications — ensuring that technology not only reaches classrooms and homes, but is meaningfully adopted, regularly tracked and aligned with student learning goals.

### Home Learning Institutionalisation

With an aim to make home learning a strong pillar of the education system, CSF has been working since 2022 to institutionalise technology-based home learning programmes at the state level. In 2024–25, we continued to collaborate with both Madhya Pradesh and Telangana to embed home learning support as part of each state’s broader educational offerings, with the goal of improving student outcomes through regular at-home practice and parental engagement.

#### Madhya Pradesh

In Madhya Pradesh (MP), the existing **Swayam Siddhi** home learning programme had very little engagement post-pandemic and lacked a structured approach. To deepen its impact, CSF partnered with the state in 2023 to operationalise key elements of institutionalisation including driving senior leadership buy-in, ensuring alignment across administrative levels, establishing pedagogical alignment, appointing nodal officers, conducting regular reviews and monitoring, developing targeted communication and enabling data-driven decision-making through live dashboards. Swayam Siddhi was also leveraged to provide practice at home for students to prepare for the PARAKH Rashtriya Sarvekshan (National Achievement Survey 2024).

CSF collaborated with academic teams to identify critical learning outcomes and developed an **18-week remedial preparatory calendar** for target grades. This was reinforced by capacity-building efforts, including training over **2,500 master trainers, 320 district and block management information system (MIS) coordinators** and **52 state coordinators** in government hostels — ensuring training on content delivery, home learning bot usage and platform monitoring and dashboards. Along with consistent implementation support, strategic communications, co-developed with the state, were shared through the state’s official social media channels, contributing to widespread visibility and awareness. Swayam Siddhi currently operates in all **52 districts**, registering over **19 lakh students** — ~20% of the enrolled learners in Grades 1 to 10 — and has consistently sustained over **4 lakh weekly users** for eight consecutive weeks.

#### Telangana

In Telangana, we worked towards institutionalising the state’s home learning programme. The State Council of Educational Research and Training (SCERT) allocated funds for content creation and assessment-item vetting, achieving pedagogical alignment before the academic year. This alignment ensured that home-learning content was in sync with classroom instruction



— an important milestone for institutionalisation. The home learning programme was also integrated into the monthly agenda of parent-teacher meetings (PTMs) to build awareness and drive registrations for weekly assessments in the home learning programme.

By integrating technology-based home learning programmes into state priorities, both states are making strides toward system-wide adoption of home learning, guiding our broader work on integrating EdTech for NIPUN in FLN grades and laying the foundation for more sustainable, impactful educational outcomes.

## EdTech Technical Services Support

A **Technical Support Unit (TSU)** plays a key role in enhancing the effectiveness of state EdTech initiatives by providing strategic inputs and implementation support and ensuring efficient resource utilisation aimed at improving student learning outcomes. Partnering with states through such units uniquely positions CSF to drive meaningful shifts in the use of EdTech to improve student learning outcomes.

As part of CSF's partnership with the Education Department of **Himachal Pradesh**, to strengthen the state's EdTech strategy and support its implementation, an EdTech diagnostic study was conducted across multiple districts in Himachal Pradesh, in 2024, evaluating existing Information, Communication and Technology (ICT) deployments across various school categories and identifying critical implementation gaps. Based on the findings of this study, targeted recommendations were provided to the state to improve the utilisation of existing EdTech resources. Additionally, recognising the state's growing emphasis on data-driven monitoring through the **Vidya Samiksha Kendra (VSK)**, the TSU collaborated with the state's education department teams and various EdTech vendors to integrate **district - and state-level EdTech dashboards** into the VSK. **This positioned Himachal Pradesh as a pioneer in real-time EdTech monitoring, serving as a strong reference case for the national VSK framework.** Furthermore, to promote evidence-based EdTech interventions, CSF shared evidence demonstrating the effectiveness of **Personalised Adaptive Learning** on student outcomes, as well as key learnings from Andhra Pradesh's experience with PAL implementation. Encouraged by these insights, Himachal Pradesh has expressed interest in implementing PAL solutions within ICT Labs across the state.



Himachal Pradesh is at the forefront of using real-time data to monitor EdTech usage in schools. CSF has supported the integration of EdTech dashboards with the Vidya Samiksha Kendra, enabling the state to track both the deployment and usage of Information, Communication and Technology (ICT) labs and smart classrooms. This helps identify where technology is underutilised, allowing for targeted actions to improve adoption and effectiveness. These efforts position the state to make more informed, data-driven decisions to advance equitable and effective use of EdTech across schools.

**Rajesh Sharma (IFS), State Project Director (Samagra Shiksha), Himachal Pradesh**



“ We need to strengthen the demand for EdTech and build evidence of its impact to institutionalise it as policy. Early results from the Chimple programme in Ghaziabad are promising — leveraging existing government stakeholders like *Pradhans*, village secretaries and Self Help Groups (SHGs) has driven downloads to 60% within just two months. Moving forward, we need concrete district-level evidence that can be shared with government functionaries and teachers to, in turn, drive parent engagement and position EdTech as a vital supplement to in-school learning. This is exactly what we are working toward with the Chimple programme in Ghaziabad.

**Abhinav Gopal (IAS), Chief Development Officer, Ghaziabad, Uttar Pradesh**

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## Pillar 4



### Creating public goods to support the EdTech ecosystem

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

- Drive evidence-based, quality-led EdTech adoption through **EdTech Tulna**, an evaluation index that enables governments and other buyers of EdTech to inform their decisions on what ‘good’ EdTech looks like.
- Building an AI-literate India through initiatives like **AI Samarth**, India’s first large-scale initiative focussed on integrating AI literacy into mainstream education to foster responsible and ethical AI use among middle school students, teachers and parents across India.
- Solve for lack of adequate and accessible high-quality, contextual and pedagogically sound digital content in vernacular languages through **TicTacLearn**, an open-source content repository aimed at catering to the needs of over **200 crore Indian students** from public and affordable private schools.

### EdTech Tulna



EdTech Tulna is a pioneering EdTech evaluation index designed to foster evidence-based and quality-led adoption of education technology in India and globally. EdTech Tulna was founded in 2021 by CSF as the founding strategic partner, in collaboration with **Indian Institute of Technology Bombay** as the founding academic partner. The initiative is now institutionalised at the **Indian Institute of Technology Delhi**, leading the growth of EdTech Tulna.

CSF is supporting the scale-up of EdTech Tulna by expanding its product offerings to better support government adoption, as well as updation and creation of new frameworks. **Tulna 2.0** was launched in March 2025 to align better with industry and policy trends and strengthen objectivity in the evaluation process. It builds on the existing foundation with three key updates:

#### Emerging Expectations and Trends

Evaluation frameworks were updated to align with industry and policy trends; new criteria like digital protection, screen anxiety management and parental engagement were incorporated.

#### Enhanced Characterisation

EdTech solutions are now assessed across 10 intuitive clusters, providing a more granular characterisation of product strengths and gaps, hence delivering a deeper, more meaningful evaluation summary.

#### Strengthened Objectivity

Refined rubrics introduce granular, easy-to-interpret indicators, ensuring greater consistency and reliability in assessments across diverse contexts.

In the backdrop of the proliferation of AI-integrated EdTech solutions in India and globally, CSF is working towards the creation of Tulna standards to effectively evaluate AI-integrated EdTech. Given its focus on the output of the EdTech solution, EdTech Tulna is well-placed to design comprehensive standards that holistically evaluate AI-integrated EdTech on dimensions of content quality, pedagogical alignment, technology and design. However, few standards evaluate the quality of AI-integrated solutions. Given the dynamic nature of Generative AI and its tendency to make errors or produce biased output, there is a crucial need to establish such standards to effectively evaluate AI-integrated EdTech before use in real-world settings. CSF is building EdTech Tulna AI Standards, in partnership with **IIT-Madras**, a premier academic institute, to ensure quality-led adoption of AI solutions.

## AI Samarth

As AI becomes increasingly prevalent in daily life and education, empowering citizens with AI literacy is critical to responsibly harness its potential. The AI Samarth initiative, launched by CSF, with support from Google.org, in October 2024, aims to equip over **50 lakh students, parents and teachers** from underserved communities in India with the requisite knowledge and tools needed to leverage AI meaningfully and responsibly.

The envisioned **outcomes** of AI Samarth include:

- Enabling middle and high school students with a **foundational understanding of AI**, and to use it effectively and responsibly while ensuring critical thinking and human judgment remain central to their interactions with AI.
- Empowering teachers with **AI awareness** and the capacity to **apply AI meaningfully in classrooms** to enhance teaching and learning outcomes. Teachers will also be equipped to cascade AI literacy modules to students.

The initiative aims to cultivate deeper knowledge, attitudes and practices regarding AI and its responsible use among teachers, parents and students through a holistic **approach**:

- Developing an **expert-reviewed comprehensive AI literacy curriculum framework**, tailored for both students and teachers, in partnership with the **Wadhvani School of Data Science and Artificial Intelligence at the Indian Institute of Technology, Madras**.
- Developing a high-quality, open-source **content library** in English and four Indian languages to make **AI literacy accessible, engaging and understandable for students, teachers and parents across India**.
- Enabling **large-scale dissemination of AI Samarth's AI Literacy content stack** through credible, mission-aligned partners to build **AI awareness and capacity for practical application** for over 5 Mn (50 lakh) students, parents and educators.
- Building **salience for AI literacy** across the AI and education ecosystem to enable its **widespread adoption and integration into mainstream education**.



## AI Samarth Conclave

CSF, with support from Google.org, and in collaboration with the Wadhvani School of Data Science and AI (WSAI) at IIT Madras, officially launched the **AI Samarth AI Literacy Curriculum Framework for Students**, at the AI Samarth Conclave, held in New Delhi, in May 2025.

The curriculum framework designed for middle and high school students, aims to build awareness and capacity among learners to engage with AI meaningfully and safely. The framework offers a holistic, structured and relevant learning pathway, balancing conceptual understanding, ethical awareness, critical thinking and practical applications, equipping students to become informed contributors in an AI-powered world.

Scan the QR code to access the curriculum



*Launch of the 'AI Samarth AI Literacy Curriculum Framework for Students',  
AI Samarth Conclave, New Delhi, May 2025*

The curriculum framework was formally launched by **Abhishek Singh** (CEO, IndiaAI Mission and Additional Secretary, Ministry of Electronics and IT, Government of India), **Dr. I.V. Subba Rao** (Retired IAS Officer; Distinguished Fellow, NITI Aayog and Senior Advisor, Central Square Foundation and Former Principal Secretary, School Education, Government of Andhra Pradesh), **Prof. B. Ravindran** (Head, Wadhvani School of Data Science and AI, IIT Madras), **Prof. Karthik Raman** (Professor, Wadhvani School of Data Science and AI, IIT Madras), **Shaveta Sharma-Kukreja** (CEO and Managing Director, CSF) and **Gouri Gupta** (Project Director, EdTech, CSF).



At IIT Madras, we believe that AI awareness must begin early. Students need the knowledge and skills to understand, engage with, and use AI responsibly. Equally important is building the capacities of teachers and parents, who play a pivotal role in guiding students in navigating the evolving world of AI. The AI Samarth initiative, in collaboration with the Central Square Foundation, represents a significant step towards this mission, aspiring to empower millions of learners across India with a foundational understanding of AI and its real-world applications. The AI Literacy Curriculum marks the beginning of a movement to democratize AI literacy for Bharat. I urge education departments and school boards across India to adopt and mainstream AI literacy in the formal education system.



**Professor B. Ravindran, Head,  
Wadhvani School of Data Science and AI, IIT-Madras**



## TicTac Learn

Rooted in the principles of equity, scale and quality, **TicTacLearn** provides engaging, animated and curriculum-aligned content in six languages (Hindi, English, Odia, Marathi, Gujarati and Telugu). It continues to grow as one of India's most accessible and inclusive digital learning initiatives, reaching **~5 crore learners** across geographies, languages and learning contexts.

Covering subjects including Mathematics (Grades 1 to 10), Environmental Studies (Grades 3 to 5), Science (Grade 6 to 10) and Early Childhood Education (ages 3 to 8), it has a growing repository of over **12,000 educational videos** and over **15,500 practice questions**. TicTacLearn is designed to build both foundational understanding and sustained engagement. Its content is freely available across platforms such as YouTube, DIKSHA and Instagram, enabling wide usage in homes, classrooms and community-based learning spaces.

As of March 2025, TicTacLearn reached **47.6 crore views** across all its **seven Youtube** channels and **1.2 crore views** on **DIKSHA**.

The project's YouTube presence strengthened this year, with TicTacLearn Senior Hindi receiving the YouTube Silver Button for surpassing **1 lakh subscribers**.

The TicTacLearn Hindi channel garnered **18 crore views** and the TicTacLearn Senior Hindi channel garnered **14.1 crore views** in 2024-25. Adding to this momentum, TicTacLearn Senior Telugu was launched in January 2025, offering high-quality Math learning content for Grade 10 in Telugu. This marks a continued commitment to expand TicTacLearn's multilingual footprint and reach among students.



*YouTube silver play button for the 'TicTacLearn Senior Hindi' channel for crossing 1 lakh YouTube subscribers in 2024*

In a standout moment of global visibility, TicTacLearn was selected as **one of the 100 most impactful** and **scalable innovations in education** by **HundrED**, as part of its Global Collection of 2025. Featured at the HundrED Global Innovation Summit held in November 2024 in Helsinki, TicTacLearn was chosen from submissions across more than 100 countries. The academy comprised 150 education experts (innovators, academics, teachers, students and leaders in education) from **50 countries**. This recognition reinforced the project's ability to not just serve India's learners, but inspire education systems globally with its scalable, inclusive and high-impact design.



Over the past four years, our journey with TicTacLearn has been transformative. Teachers consistently praise the content for making Science and Math concepts clearer, more visual and engaging—bringing classrooms to life and positively impacting learning outcomes.

**Abhishek Dubey, Founder and CEO, Muskaan Dreams**



# Anita Devi: Transforming Classrooms Through Technology

At Bharti Airtel Foundation's Satya Bharti school in Karoda, Anita Devi is not just a teacher, she is a catalyst for change. With a radiant smile, she recounts her journey of blending technology into her teaching practices, bringing new energy and effectiveness to education.

One of the key tools in this transformation has been the Chimple app. For Anita, it was more than just an app; it was a bridge between learning and fun. The app was incredibly engaging for students. It included sounds, written exercises, tracing activities, matching games and even colouring tasks.

The app became a part of the school's teaching strategy, with teachers like Anita assigning daily tasks that students could complete at home.

The impact extended beyond the classroom, fostering a deeper connection between parents and their children's education. The Chimple app also brought out hidden talents in students, with some children who are usually shy and hesitant to participate in class excelling on the app. These same children secured top ranks, often surprising their parents and teachers.

For Anita, the integration of technology is about more than academic success. It is about creating an environment where child feels supported, joyful and motivated to learn.

“

Just like we use technology in everyday life, through mobile phones and other devices — incorporating it into education has been a game-changer. It benefits not just the children but also their parents in so many ways.

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Location: Haryana

# School Governance

In India, education falls under the Concurrent List, meaning both the Centre and states share policymaking responsibilities. However, the on-ground delivery of education lies primarily with state governments, making them central to how education is implemented and monitored.

Good governance in education requires that parents, its primary consumers, have clear, reliable insights into school performance. Yet, there is a lack of simple, comparable data on learning outcomes, leaving parents unable to make informed choices or engage meaningfully with the system.

Current statewide assessments like the Grade 10 and 12 board exams come too late and cover only ~20% of schools<sup>12</sup>, excluding most students from any formal benchmarking. Meanwhile, school regulation still emphasises inputs like infrastructure and teacher ratios over actual learning outcomes.

To improve education quality, governance must shift its focus to what truly matters — whether children are learning. **This calls for robust, school-level data on learning outcomes**, made transparent and used for action.

At CSF, we work with states to build the systems needed to drive this transparency and accountability. Our approach focuses on two key areas:

## **Reliable school learning quality measurements through Competency-based Census Assessments (CCA)**

We partner with state and national academic bodies to implement standardised, large-scale competency-based census assessments that generate reliable, comparable data on student learning outcomes at the school level. These assessments enable evidence for school quality and help stakeholders track progress.

## **Independent oversight of school quality uniformly for all government and private schools through the State School Standards Authority (SSSA)**

We support the states in establishing a State School Standards Authority (SSSA) as a specialised, independent regulator, in line with the vision of National Education Policy (NEP) 2020. Designed to be neutral and evidence-driven, the SSSA holds all schools accountable for learning outcomes by enforcing quality standards and publicly disclosing school performance data. This transparency empowers parents and drives continuous improvement across the system.

A core function of the SSSA is to accredit schools based on defined quality standards.

<sup>12</sup> UDISE 2024-25



However, most states currently lack a standardised accreditation framework based on common parameters for all schools. To address this, CSF supports the development of a nimble School Quality Assessment and Accreditation Framework (SQAAF), a practical tool that enables objective school evaluation, integrates learning outcomes and promotes transparency.

Alongside implementation support, we also develop knowledge products to guide states on effective approaches to implementing SSSA and CCA.

Together, SSSA and CCA form the pillars of a governance system that can move India from inputs to outcomes, ensuring that every child is empowered with the agency to demand a high-quality education, regardless of the type of school they attend.

## State and Programmatic Highlights

### Assam

The interim State School Standards Authority in Assam has laid important groundwork toward institutionalising an independent school regulator. A key milestone this year was a review meeting chaired by the Hon'ble Education Minister, Dr. Ranoj Pegu, in October 2024, to discuss the draft SSSA Bill. To begin operationalising its mandate, the interim SSSA developed a prototype website to publicly disclose school quality — a foundational step toward transparency in governance.

CSF supported State Council of Educational Research and Training (SCERT) Assam in strengthening **Gunotsav 2025** by building the capacity of the state resource group (SRG) for subject-specific item development. This marks a continued effort to make the state's flagship assessment more competency-based, aligning it with NEP 2020. To complement this, field visits to low-performing districts, identified through Gunotsav 2024, gave contextual insights into assessment practices.

In May 2024, CSF also partnered with the interim SSSA and SCERT to co-develop a state-contextualised SQAAF. In September 2024, a three-day workshop was held to adapt national frameworks and define state-relevant quality parameters. The workshop was attended by national experts from institutions such as National Institute of Educational Planning and Administration (NIEPA) and Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH), along with senior state-level officials.

CSF is also working with **Adarsha Vidyalaya Sangathan, Assam**, to role out a school improvement programme through public disclosure of school quality, as envisioned in NEP 2020.



*Dr. Ranoj Pegu, Hon'ble Education Minister of Assam, at Consultative meet on developing School Quality Assessment and Accreditation Framework (SQAAF), September 2024*

## Uttar Pradesh

The Secondary Education Department in Uttar Pradesh has progressed steadily in formalising the Uttar Pradesh School Standards Authority (UPSSA), since August 2023. The draft Bill has been through several rounds of consultation — including with the Departments of Minority Affairs and Sanskrit Shiksha — and is currently under departmental review. CSF is supporting the department in building the execution architecture, including the development of a draft SQA-AF, design of implementation workflows for the schools and piloting of self-assessment tools.

The SQA-AF, initially piloted in 20 schools, was scaled across all 1,35,000 government schools. The preliminary results, gathered from more than 35,000 of those schools, were analysed into a reporting mechanism and actionable insights for both schools and administrators, laying the foundation for a data-driven model across the schools statewide.

CSF is also supporting SCERT Uttar Pradesh to establish an assessment cell to institutionalise the design and delivery of competency-based assessments. This includes support on organisational structure, project planning and staff capacity building. Two item development workshops were conducted by CSF, in August 2024 and March 2025, to strengthen the internal expertise in developing high-quality, curriculum-aligned questions.

## Rajasthan

CSF's partnership with the Government of Rajasthan is focussed on embedding learning outcomes into the core of curriculum, assessment and accountability structures. In 2024-25, CSF worked closely with SCERT to align syllabi for Grades 1 to 5 with the National Curriculum Framework (NCF-FS and NCF-SE) and to clearly articulate grade-wise learning outcomes and competencies. For Grades 6 to 12, a repository of Higher Order Thinking Skills (HOTS)-based questions was developed to support deeper classroom assessments.



*Workshop with the State Council of Educational Research and Training (SCERT) on developing a new English syllabus, Rajasthan*

CSF provided expertise in the creation of Rajasthan's census assessment, formerly Rajasthan Ke Siksha Me Badhte Kadam (RKSMBK) and now **Mukhyamantri Shikshit Rajasthan Abhiyan (MSRA)**, with CSF providing technical support to transition the assessment into a competency-based format. As a part of this shift, a pilot Oral Reading Fluency (ORF) tool was introduced for Grades 3 to 8 to strengthen foundational learning measurement.

To institutionalise quality assurance, CSF supported SCERT in drafting Rajasthan's SQA-AF, including the design of field-testing instruments and implementation guidelines. The framework is now being readied for internal rollout, with ongoing support on applying rating criteria across field offices.

To enhance transparency for parents, CSF is co-developing a parent-facing school report card with the Department of Education, Government of Rajasthan, and supporting its dissemination strategy. Designed to be intuitive and actionable, the report card aims to make school quality data accessible to parents, build shared understanding of quality education and enable informed decision-making at the local level. The report card will be disseminated through schools and made available in accessible formats to ensure widespread parent engagement.

## Gujarat

CSF has been a partner with the NEP 2020 implementation committee (since January 2025) and has contributed to design a SQAACF that integrates robust benchmarks for CCA, establishes measurable performance indicators and anchors accreditation in student learning outcomes. The framework is designed to support transparency, continuous improvement and accountability across government and private schools.



*National Education Policy (NEP) implementation committee meeting to design School Quality Assessment and Accreditation Framework (SQAACF), Gujarat*



Assam has laid groundwork for effective functioning of the State School Standards Authority (SSSA) for once it is established. The state has also developed a contextually relevant School Quality Assessment and Assurance Framework (SQAACF). By placing learning outcomes at the centre of its reforms, Assam is strengthening school processes, building institutional capacity and advancing a more accountable and learning-focused education system.



**Narayan Konwar (IAS), Secretary to the Government of Assam,  
Dept. of School and Higher Education**



Gujarat's School Quality Assessment and Assurance Framework (SQAACF) is a significant step toward strengthening learning and school quality. By promoting self-assessment, public disclosure of school performance and community participation, it enables a more transparent, informed and collaborative approach to continuous improvement in education.



**Prakash K Trivedi, Director, Gujarat Council of Educational Research and  
Training (GCERT), Department of School Education, Gandhinagar, Gujarat**





# तालत बेग: सहज और भरोसेमंद शिक्षा की ओर

मध्य प्रदेश के सीहोर जिले के बुधनी ब्लॉक में स्थित सरकारी प्राथमिक विद्यालय में, पढ़ाई का माहौल अब पहले से कहीं ज़्यादा सहज और सकारात्मक हो गया है। इसका एक अहम कारण है यहां की शिक्षिका तालत बेग, जो बच्चों के साथ गहरा और भरोसेमंद रिश्ता बनाकर उन्हें सीखने के लिए प्रेरित करती हैं।

तालत को बचपन में अपने शिक्षकों से जो सीख और प्रेरणा मिली, उसने उन्हें भी शिक्षा के क्षेत्र में आने के लिए प्रेरित किया। ”

तालत का मानना है कि बच्चों को सीखने के लिए पहले एक ऐसा माहौल चाहिए जहाँ वे सहज महसूस करें। इसलिए वे कक्षा की शुरुआत बच्चों से बात करके करती हैं—“आज क्या खाया?”, “घर पर सब कैसे हैं?” जैसे सवालों से। इससे बच्चों के साथ उनका जुड़ाव बनता है और वे अपनी बात खुलकर कह पाते हैं।

मिशन अंकुर मध्य प्रदेश सरकार की एक पहल है, जिसका उद्देश्य है कि कक्षा 1 से 3 तक के सभी बच्चे बुनियादी साक्षरता एवं संख्या ज्ञान (Foundational Literacy and Numeracy - FLN) हासिल कर सकें। यह मिशन राष्ट्रीय स्तर पर चल रहे निपुण भारत मिशन से जुड़ा हुआ है।

तालत बताती हैं कि मिशन अंकुर शुरू होने के बाद शिक्षण में काफी मदद मिली है। अब उन्हें हर विषय और कक्षा के लिए एक स्पष्ट शिक्षक गाइड और पाठ योजना मिलती है, जिससे पढ़ाई की तैयारी आसान हो जाती है।

सरल सामग्री से प्रभावी सीखना

तालत कक्षा में शिक्षण सहायक सामग्री (TLMs) का प्रयोग करती हैं—जैसे रंगीन चार्ट, कार्ड्स, चित्र या साधारण खेल। ये चीजें बच्चों को विषय को बेहतर समझने और याद रखने में मदद करती हैं।

तालत बच्चों की ज़रूरत के अनुसार पढ़ाने का तरीका अपनाती हैं—जो बच्चे तेज़ हैं उन्हें पहले काम देती हैं और फिर उन बच्चों पर ध्यान देती हैं जिन्हें अतिरिक्त मदद की ज़रूरत होती है। तालत बताती हैं कि मिशन अंकुर ने उनके खुद के काम करने के तरीके में भी बदलाव लाया है, अब कक्षा 1 और 2 के बच्चे आसानी से हिंदी बोल और पढ़ पा रहे हैं, और गणित में भी पहले से बेहतर प्रदर्शन कर रहे हैं।

“

मैं कोशिश करती हूँ कि स्कूल में बच्चों को घर जैसा माहौल मिले, ताकि वे स्कूल आना पसंद करें।

”



स्थान: मध्य प्रदेश



# High Potential Students



India's school education system serves ~25 crore<sup>13</sup> children. A significant number of these students possess the potential to become future innovators and leaders of the country. Many of these students come from underserved communities and face systemic gaps in identification and support. With most interventions beginning only after Grade 10, much of this potential remains untapped and underdeveloped.

**To bridge this gap, CSF is introducing a new workstream in 2025, High Potential Students (HPS), to support India's bright young minds from underprivileged backgrounds in becoming future innovators, researchers and leaders. By 2030, we aim to transform the learning journeys of 1,00,000 students by equipping them with the skills, support and exposure needed to thrive in higher education and high-growth careers. Through this work, we are committed to advancing equity and excellence, empowering young minds from every corner of India to realise their full potential.**

## Shaping Supply

We are partnering with ecosystem experts to design and deliver high-quality nurturance programmes in Science, Technology, Engineering and Mathematics (STEM) and Social and Emotional Learning (SEL), starting as early as Grade 7, tailored for high-potential students. Through these programmes, we aim to not only foster academic excellence but also integrate

<sup>13</sup> UDISE 2024-25

socio-emotional learning to build essential life skills like resilience, critical thinking and collaboration. At CSF, we aim to measure impact and scale these interventions by strengthening government capacity and support.

## **Strengthening Institutions**

Our work aligns with the National Education Policy (NEP) 2020's focus on early identification and support for high-potential students. CSF is partnering with state governments and government school chains to embed dedicated Programme Management Units (PMUs) to scale nurture, exposure and scholarship interventions. We are also collaborating to expand access to Olympiads and prestigious competitions, enabling more students to pursue excellence in STEM.

In 2024-25, CSF supported the Ministry of Education, Government of India, as part of an expert committee, in designing Mission Dhruv (the Pradhan Mantri Innovative Learning Programme), the national programme for gifted students.

## **Generating Evidence**

Through our national landscape study, we aim to map existing efforts and identify key levers for supporting high-potential students. In collaboration with model schools and states, we plan to generate actionable insights to benchmark best practices and enable government school systems to nurture talent effectively. Our goal is to ensure that high-potential students from all backgrounds can succeed in higher education, access high-growth careers and contribute meaningfully to India's progress.

**CSF is committed to expanding opportunities and building a future where academic talent from every corner is recognised and nurtured.**



# Sujata Panda: Strengthening Foundational Learning



At Government Upper Primary School in Dhenkanal, Odisha, education is a shared mission led by Head Teacher Sujata Panda. Inspired by her uncle — a President's award-winning educator — Sujata entered teaching with purpose and resilience. Though she faced early doubts as a young woman in the profession, she steadily built trust within the village and rallied the community around the cause of quality education.

Under her leadership, classrooms have become welcoming spaces where student-teacher relationships are stronger and learning is more joyful. This shift, aligned with Odisha's focus on Foundational Literacy and Numeracy (FLN), has improved student participation and attendance, especially in early grades.

Her school follows a weekly system to track student progress, documenting when each learning outcome is achieved. This data-driven approach helps address learning gaps early. Over 27 years of service, Sujata has seen dropout rates decline and student learning improve — proving that compassionate, structured leadership can transform schools. Her journey reflects Odisha's systemic commitment to foundational learning and student success.

“

Earlier, children were hesitant to talk to their teachers,' she recalls. Now, they are more interactive, more open. That fear has vanished.

”

Location: Odisha

# Roots of Resilience

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

We leverage CSF's theory of change via different channels to showcase the progress in our work across thematic areas.

## Knowledge Assets

Digital knowledge products or assets offer readers/ viewers an understanding of CSF's work as well as new ideas emerging in the school education ecosystem.



Monthly updates with expert opinions and perspectives exploring ways to improve school education in India.

Reach: **15,000+** readers



Short explainer videos breaking down complex terms commonly used across the primary education sector.

Reach: **90,000+** Video Views



Long-form, video-based interview series, featuring in-depth conversations with education experts and practitioners.

**New this year:** #NIPUNKiNeev series featuring conversations with young district administrators from Madhya Pradesh, Odisha, Telangana and Uttar Pradesh.

Reach: **1,27,000+** Video Views



## Digital Engagements

CSF rolled out three digital engagements this year: **#FoundationHaiSahi** to spotlight the 'why' of FLN, **#ClassroomHeroes** to celebrate educators and **#LearningForTomorrow** to rally community support for quality learning for every child. We amplified CSF's digital voice by anchoring campaigns around key national and global education milestones like NIPUN and NEP anniversaries (July), Teachers' Day (September) and World Children's Day (November).

Total Reach: **3,70,000+**



Total Engagement: **15,000+**

## Events

This year, CSF hosted **two events** to catalyse conversations around the importance of foundational learning, early childhood education and role of AI in advancing EdTech solutions.

### Fireside Chat: Prof. James Heckman

CSF hosted celebrated Economist and Nobel Laureate Prof. James Heckman for a thought-provoking fireside chat in New Delhi. In conversation with Shaveta Sharma-Kukreja (CEO and MD, CSF), Prof. Heckman shared insights from his globally-recognised work on human capital, where he emphasised the high return on investment from quality ECE interventions. Prof. Heckman also underscored the need for investment from quality interventions, which integrates efforts across sectors like education, health and social welfare.



*Glimpses from the fireside chat with Prof. James Heckman, New Delhi, September 2024*

### AI Samarth Conclave

The AI Samarth Conclave held in New Delhi marked the official launch of the 'AI Literacy Curriculum Framework for Students', developed by CSF in partnership with the Wadhvani School of Data Science and AI at IIT Madras.

The event opened with a keynote address by Abhishek Singh, CEO of the IndiaAI Mission and Additional Secretary, Ministry of Electronics and Information Technology (MeitY). Through engaging sessions, the panellist explored the transformative potential of AI in education, the urgency of adopting foundational AI literacy and the need for contextualised, inclusive approaches to ensure equitable access and adoption of AI across Bharat.

A common thread across all discussions was the shared commitment to ensuring that AI literacy is widely adopted, integrated and scaled for every learner in India.



*Abhishek Singh, CEO of the IndiaAI Mission and Additional Secretary, Ministry of Electronics and Information Technology (MeitY), addressing the attendees.*

## CSF in the Media

This year, we secured over **30** media mentions in the form of opinion pieces, news articles, interviews and quotes from CSF thought leaders. Some of the top publications where CSF was featured in included **Business Standard, CNBC TV 18, Dainik Bhaskar, Financial Express, Hindustan Times, Mint, The Hindu, The Indian Express, The Ken, The Print, The Times of India** and **The Week**.

### Highlights

- **'AI Samarth' backed by Google.org aims to spread AI literacy across India, aspires to teach 5 million**  **The Indian EXPRESS**

Exclusive interview with Shaveta Sharma-Kukreja (CEO and MD, CSF) at the launch of the AI Samarth initiative.



- **A New Classroom**  **The Indian EXPRESS**

Ashish Dhawan (Founder-Chairperson, CSF) and Shaveta Sharma-Kukreja (CEO and MD, CSF) highlighting the green shoots of progress for FLN reflected in ASER 2024 findings.



- **Print media mentions for Model-PTMs organised in CSF's six DPMUs in Uttar Pradesh**

30+ clips highlighting community mobilisation interventions being conducted in the district and the impact it has created.

- **Association with Sansad TV (July 2024)**



CSF was represented by Shaveta Sharma-Kukreja, CEO & MD of CSF in a six-part series with SansadTV titled "Decoding the NEP," aimed at unpacking the transformative vision and impact of the National Education Policy (NEP) 2020.

Total Reach:  
**1,80,000+**  
Views

- **Partnership with '3 Things' podcast (September 2024)**  **The Indian EXPRESS**

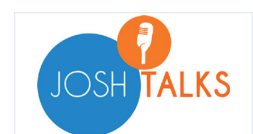
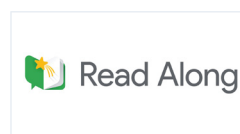
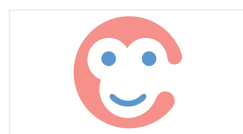
An engaging five-episode podcast series with The Indian Express on '3 Things', their daily news podcast.

Featuring conversations with experts as well as CSF leaders, the series underscored the importance of foundational learning in children's education through multiple facets like ECE, EdTech and more.

Total Listens:  
**1,20,000+**  
(across Spotify, YouTube, Apple Podcast JioSaavn and Audible)

Social Media Reach:  
**16,000+**

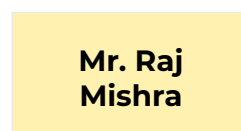
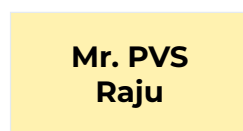
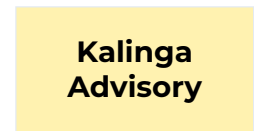
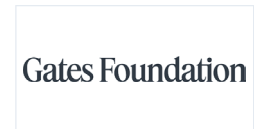
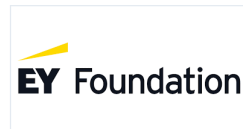
# Our Partners







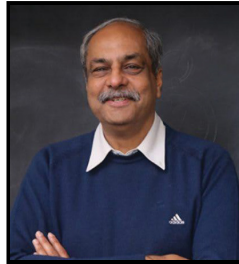
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# Financials

Expenses	FY 2022-23 (in INR)	FY 2023-24 (in INR)	FY 2024-25 (in INR)
Personnel	₹ 26.77 cr	₹ 30.75 cr	₹ 40.47 cr
Grants	₹ 8.55 cr	₹ 10.99 cr	₹ 10.57 cr
Project Expenses	₹ 25.22 cr	₹ 28.78 cr	₹ 38.85 cr
Admin Expenses	₹ 4.76 cr	₹ 5.15 cr	₹ 6.01 cr
<b>Total</b>	<b>₹ 65.30 cr</b>	<b>₹ 75.67 cr</b>	<b>₹ 95.90 cr</b>





Scan the QR code to know more about the CSF Team





**Content Editors:** Radhika Israni, Debesh Banerjee and Romonika D Sharan (CSF)

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**Cover Illustrations:** Eleven Arts (Creative Agency) and Radhika Israni (CSF)

**Photo Credits:** CSF Teams, Giloy Ghar Collective and Ofred Studios

Note: images used in the report are honest representations and safeguard the dignity of children.




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