A Shared Future

A year of Initiatives and Collaboration
Annual Report 2015-2016
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Our work has always been anchored around four key pillars:

- Grants to exceptional early stage social edupreneurs with disruptive ideas
- Research to develop insights on critical issues in school education
- Ecosystem initiatives and platforms for knowledge sharing / collaboration among stakeholders
- Government engagements at the Centre, State and Local levels supporting and advocating for key reform initiatives

Our venture philanthropy approach entails identifying exceptional social entrepreneurs and providing them with financial, strategic and operational support. Over the last year, we expanded our portfolio around our core thematic areas - Human Capital Development, Technology for Teachers and Students, Governance and School Systems. We have made a total of 31 grants since inception and are currently engaging with 20+ grantees.

Our three grants in the area of school leader development have reinforced the importance of capacity building as a key lever for change. We have now initiated a partnership with Kaivalya Education Foundation for a district transformation pilot that involved training the middle management layer above the school level. We recognize the importance of teacher development and have made several grants to new organizations - Teacher App, Eduposse, Language and Learning Foundation - that are developing innovative and scalable blended models.

We understand the limitations of Edtech but have a clear sense that it could be a disruptor given the quality of human capital our education system. Our very first project in this area - the MindSpark center - was evaluated by JPAL and showed remarkable improvements in student learning levels. We have also been working with Khan Academy (KA) for a while and have finally launched the Hindi platform so that KA can become more accessible to learners in India.

During the year we also initiated a conversation with Hello English and started a small pilot to evaluate the effectiveness of the app with upper primary and secondary school students. We think that personalized learning tools are most effective and so will continue to examine additional grants in this space.

We expanded our theory of change by exploring other key thematic areas such as Early Childhood Education and Life Skills/ Employability. To build a nuanced perspective on these issues, we engaged in research studies on Pre-Primary Sections (PPS) in government schools and the life skills landscape in India. We already have a grant with FSG to develop a provider/supplier ecosystem for the pre-primary grades in affordable private schools. In addition, we made a grant to Centre for Early Childhood Education and Development (CECED) to refine their assessment tools that are used to assess pre-school centers and programs.

And, finally, given the government interest in expanding vocational courses in secondary schools we are in discussions with states to review the content and include general employability and life skills in the curriculum.

We continued our efforts toward creating collective impact in our areas of work and convened practitioners, donors, researchers, policymakers and media in various fora. Our roundtable on Large Scale Assessments, release of the second edition of State of the Nation Report around Section 12(1)(c) of the RTE, and a convening on School Management Committees were some of our notable achievements this year.

We also strengthened our engagements with the Central and State Governments, focusing on quality as the cornerstone of education policy and practice in India. We collaborated with MHRD in launching ‘PrashikshaKho’ - India’s first teacher education portal to track and monitor the performance of all District Institutes of Education and Training (DIETs) in the country. The portal will help DIETs make better data-driven decisions, assist policy makers in tracking focus areas for intervention, increase accountability and transparency, and allow aspiring teachers to make informed choices as they can compare and select institutes of their choice.

As we build more partnerships and invest in more early stage organisations, we aim to enhance the strategic and operational counsel we provide to our partners. In this regard, we constantly seek to engage experts who can support us in this endeavor. In this effort, I am pleased to share with you that Sri Rojan (Chairman of Bain and Company, India) and Armita Virmani, (CEO, The Education Alliance) Ashok Chadha (Senior Advisor, Central Square Foundation) have joined our Board and will provide us and our partners with strategic direction to enhance the impact of our work.

Our journey so far has taught us some valuable lessons - a) that we should be supporting innovative work even if it appears to be very risky, b) that our grantee partners have real opportunities to scale and make impact if we can provide the appropriate support and flexibility in the early years, c) that our grants have to connect to a larger policy objective, and d) that government is very open to listening and collaborating with credible partners.

Finally, given the multitude of organisations and individuals working in education in India, we see immense value in creating an ecosystem for these players to learn from each other and build on existing solutions. I would like to thank everyone for their support and contribution in building a collective voice around education reform in India. We called ourselves the Central Square Foundation because we wanted to create that space (the proverbial ‘central square’) for people to meet, interact and collaborate. We eagerly look forward to the next year and hope that it will be as exciting and enriching as the last one.

Ashish Dhawan
Founder and Chairman
Vision

Our vision is that all children in India, regardless of their social or economic status, receive a high quality school education that prepares them to be responsible and productive citizens.

Mission

Our mission is to ensure quality school education for all children in India.

We support exceptional social entrepreneurs with powerful ideas, provide a platform for the sharing of innovation and highlight learning and knowledge that can influence public policy.

Our Values

Our work is driven by 7 core values:

- Collaboration
- Entrepreneurship
- Passion
- True North
- Integrity
- Excellence
- Always Learning
CSF Overview 2015 - 2016

Grant Making

17 Continued Partnerships Till 2016

- ISLI strives to positively impact student learning and has grown to 400 school leaders impacting approximately 95,000 students

6 New Organisations (In 2015-2016)

- Khan Academy Hindi
  - Khan Academy and Central Square Foundation collaborated to localise and pilot the Hindi platform in government and private schools across India

Total No. Of Organisations Supported - 30 (From 2012-2016)

₹ 22.6 Crores Commited (From 2012-2016)

Research & Ecosystem

5 Institutional Partnerships

- State of the Nation Report
  
  CSF, along with partners, launched a national status-check on implementation of RTE Section 12(1)(c). We also supported CCS in building RTE portal www.rte25.in with information for different stakeholders.

4 Convenings

- Large Scale Assessment
  
  CSF convened experts and organisations focused on assessment-led reform. The group deliberated on strategies to improve the assessment architecture of the country by undertaking strategic projects.

Government Engagement

4 National Projects Initiated

- Prashikshak
  
  In a joint initiative of CSF and MHRD, we launched a portal called Prashikshak that will facilitate online reporting and tracking of performance data by all District Institutes of Education and Training (DIETs).

- Maharashtra SCERT
  
  CSF along with a team of consultants, supported the recruitment of 180 SCERT staff members and assisted with establishing new organisation structures with the aim of transforming it into an apex academic body.

4 State Projects Initiated

- Large Scale Assessment
  
  CSF convened experts and organisations focused on assessment-led reform. The group deliberated on strategies to improve the assessment architecture of the country by undertaking strategic projects.
Develop systemic models to train school leaders

Global research shows that school leaders account for 25% impact on improvement in student achievement. Hence overlooking school leaders severely limits the potential impact of all other school quality interventions. CSF focuses on School Leadership as a lever of change. We support innovative models for training school leaders to develop their skills and mindsets necessary for leading their schools effectively. Our policy research and advocacy in this area focuses on merit-based selection and continuing professional development of school leaders.

India School Leadership Institute

Established in 2013, India School Leadership Institute (ISLI) pioneered School Leadership for affordable private schools in India. ISLI strives to positively impact student learning in low-income communities by working on capacity building of school leaders running schools in these communities.

Model of ISLI

ISLI conducts city-based training programmes for school leaders of both affordable private and government schools. The two year programme provides both off-site training and monthly school support visits by trained ISLI staff. They run fellowship programmes in Delhi, Mumbai, Pune and Hyderabad. ISLI measures the impact of its programme through three levers:

1. Growth as a school leader
2. Improvements in school practices
3. Measuring changes in student learning levels

Milestones

- By 2016, ISLI has grown to 400 school leaders impacting approximately 95,000 students
- By 2018-19, ISLI aims to expand to seven cities and impact over 1,000 school leaders
- By 2019, ISLI through its rigorous M&E systems will provide evidence for school leadership in India

City Expansion:
Currently working extensively in four cities in India and plans to expand to Bangalore soon in 2016-17

Programme Design:
Built programmes that raised student outcomes at scale to become one of the most high-quality, cost effective programmes

Alumni Programme:
After graduating, principals become an active part of an alumni network where they are encouraged to form their own study groups and asked to provide mentorship support for other leaders in the programme

Grant Making

India School Leadership Institute
At ISLI, we are developing a scalable model to show how school leadership can drive improvement in learning outcomes for students in schools that serve disadvantaged communities. We use international best-practice contextualised for India to support the principal to develop the motivation and skills to become not only an efficient administrator, but also a leader of learning. These leaders' core responsibility becomes to ensure that teachers, parents, and key stakeholders are all focused on doing what is best for students, their development, and their learning.

Sameer Sapran
CEO, India School Leadership Institute (ISLI)

Inadequate leadership at district levels is significantly limiting the achievement of student learning outcomes of government schools. District level leaders in the education department are not selected based on skills (but on seniority) and are not offered systematic opportunities for professional development. Further, they lack understanding of process improvement and have inadequate technology platforms to support their decisions. We partnered with CSF to solve this problem through the District Transformation Program to help them become better leaders, streamline inefficient processes and deploy appropriate technology.

Aditya Natraj
CEO, Kaivalya Education Foundation

Creatnet Education

Founded in 2012, Creatnet Education (CE) is a collaborative network that aims to augment learning and facilitate growth for educators. CE was convened for school leadership by Delhi SCERT and is working with Delhi government’s Pilot Schools Programme to train educators across 1000 pilot schools. CE’s model focuses on creating systematic capacity from within the programme by ensuring that facilitators for every programme are chosen from previous batches of trained educators.

CE provides support to educators across three levers to improve quality education:

- **School Leaders/ Principals:** Learning programmes help develop their leadership, educational philosophy and competencies
- **Teachers:** Learning Manager Programme develops capabilities within each school to support teacher development
- **Block Resource Coordinator (BRC)/ Cluster Resource Coordinator (CRCs) and Mentor Teachers:** Trained the middle management layer for capacity building and role alignment to support the pilot schools.

By 2018, CE will expand to 270 CRCs, 200 mentor teachers and 800 principals

- Launched a batch of school leader training with 99 principals
- Trained 54 School Leaders, 54 Learning Managers in 8 BRCs in 2015
- By 2018, CE will expand to 270 CRCs, 200 mentor teachers and 800 principals

Kaivalya Education Foundation

Kaivalya Education Foundation (KEF) is a social change organisation, founded in 2008, that aims to create a disproportionate change in the quality of primary education by supporting education leaders in enhancing skills, developing leadership, improving key processes and deploying appropriate technologies.

In 2015, KEF launched the District Transformation Programme (DTP) in Surat, Gujarat to improve capacities, ownership and leadership in the middle and senior management in education. DTP aims to provide Cluster Resource Coordinators (CRCs) with Managerial, Pedagogical and Technological Training, enabling them to train teachers and principals more effectively. This programme aims to create impact across five areas – teacher development, child services, middle management, senior management, and technology.

By 2020, KEF aims to train 100 CRCs
- Impacting over 135,000 children
- Across 1,000 schools
- In 9 blocks

Sameer Sapran
CEO, India School Leadership Institute (ISLI)

Aditya Natraj
CEO, Kaivalya Education Foundation
Research has shown that teachers matter more for student achievement than any other aspect of schooling. It is important to build the capacity of teachers throughout their career starting from preparation to on-going professional development.

At CSF, we believe that teacher training institutions needs to be revamped through independent accreditation as well as improvement in capacity through better recruitment and training of faculty. We are exploring the potential of technology to deliver individualised, competency-linked training and resources at scale. Facilitator workshops combined with self-guided learning on digital modules can be more impactful and scalable for on-going teacher professional development. Similarly, teacher practice can significantly improve if they have better access to bite-size lesson planning resources on their mobile devices.

Language and Learning Foundation, founded in 2015, aims to enhance equitable student learning, especially language and literacy development, through professional learning of key stakeholders and building and sharing knowledge.

LLF has developed an eight-month long course on early language and literacy which is run in blended mode comprising online and field-based assignments, weekly calls, online discussion forums, quizzes and face to face sessions. The course is currently being implemented with 100 teacher educators and teachers. It will soon be available in shorter formats of four months and a completely online format.

LLF envisions setting up India’s first institute dedicated to early language and literacy.

One of the prerequisites of improving student learning outcomes in elementary education is the development of strong foundational skills of language, literacy and thinking in the early grades. This requires a transformational change in the classroom processes and the teaching-learning of reading and writing. Language and Learning Foundation, with support from CSF, is attempting to provide a variety of opportunities for continuous professional learning through distance learning courses, workshops and resource material in print and multimedia formats for accessing online and on mobile phones.

Dhir Jhingran
CEO, Language and Learning Foundation
3.2.1 Education Foundation

3.2.1 Education Foundation is a Mumbai-based organisation founded in 2012. It has been running a training programme for affordable private school teachers based on best practices researched and tested at 3.2.1 school. The programme called Sustained Mastery Programme incorporates adult behaviour change theory, and entails workshops followed by classroom observations to provide feedback and coaching support.

- Trained over 200 teachers in Mumbai and Hyderabad in 2015-16
- By 2017, scale the programme to reach more teachers

Quality Education Support Trust

Quality Education Support Trust (QUEST) is a Maharashtra based organisation working on quality related issues in the fields of Early Childhood Education, Elementary Education and Teacher Education since 2007.

QUEST has developed a course named 'Shikshak' on elementary mathematics pedagogy which is run in ‘blended mode’ comprising of face to face contact sessions, field work and online assignments. The goal of the course is two fold, first to deepen the subject matter knowledge of teachers and the second to strengthen teachers’ understanding of how to deliver the content using effective tools and techniques.

QUEST plans to implement the Shikshak course with around 300 teachers in the current academic year and is exploring various channels for scaling up its impact.

Firki

Firki is Teach for India’s online teacher training platform hosted on EdX with short courses on pedagogy. It trains coaches to implement courses with teachers in blended form. A single course takes four weeks to complete, including one week each of online and offline instruction, and two weeks of classroom observations.

- Impacted 250 teachers in 2015-16
- Plans to partner with several organisations that employ or train teachers

LeapforWord

LeapForWord (LFW), founded in 2006, aims to build competency in English as a way to increase employability and access to higher education. LFW has developed modular courses, which allow for easy adoption and execution. LFW uses these courses to train local youth to start English language tuition centres and train government and affordable private school teachers to improve their English. LFW is now aiming to scale its impact by partnering with community based organisations.

LFW trained 80 teachers through the Thermax Social Initiative Foundation’s LIFT programme in the 2015-2016 academic year.

Million Sparks Foundation

Million Sparks Foundation is an education technology company founded in 2012. Million Sparks Foundation runs an Android-based mobile application called ChalkLit, which hosts curriculum-aligned lesson-planning resources. ChalkLit enables teachers to plan better lessons by giving them easy access to an annual planner, high quality concept videos, teaching methodologies and activities and classroom resources such as worksheets. Million Sparks Foundation tested the application with over 100 teachers in 2015-16 and will continue to develop the product next year whilst building partnerships for dissemination.

Teacher App

The Teacher App was incubated at CSF in June 2015. The Teacher App will deliver high-quality virtual learning content for teachers through an engaging mobile application. The application will be built on the Open EdX platform and will host short general and subject-specific courses, presented in a variety of formats. There will also be multiple engagement products on the application, to motivate teachers and help them connect with each other.

- Application to be launched with 5 courses
- By 2017, it aims to launch 10 courses with a focused pilot to obtain feedback from users.
Maharashtra SCERT

The Government of Maharashtra aims to revitalise Maharashtra SCERT into an ambitious nodal institution leading teacher development and improving quality Education in India. CSF is supporting the initiative by hiring consultants to work directly with the MSCERT leadership team and supporting its restructuring efforts.

The Maharashtra Teacher Education (TE) Portal is an organic outcome of the larger restructuring of SCERT, specifically looking at blended demand-based training for teachers as a means to improving teacher education. This platform aims to serve as a common platform to understand the collective needs of teachers, while fostering a culture of independent and self-paced learning.

Over the last year, the team has supported the recruitment of 180 SCERT staff members and assisted with establishing new organisation structures with the aim of transforming it into a more academic body. Through this restructuring, SCERT aims to become a model for quality education in Maharashtra, strengthening local capacities at the District, Block and Cluster levels.

Research and Ecosystem

Convening on Teacher Development

In April, we invited all our partners working in Teacher Development to share their learning and challenges with each other in a one-day conference. The discussion gave answers to some pertinent questions such as: What motivates teachers? How can organisations keep them engaged? What is the most efficient way of reaching a large number of schools in the fragmented affordable private school market? Can all organisations adopt a common monitoring and evaluation framework? and more. The 11 hour long session discovered bold, powerful talks from diverse, exciting, and influential people with riveting presentations.

Government Engagement

EdTech

Developing personalised learning tools to enrich student learning

At CSF, we are constantly exploring ways in which technology can improve learning outcomes for all children irrespective of their geographical location. Adaptive digital learning tools that allow students to learn at their own level and progress at their own pace enable differentiated learning. With technology, teachers can assign student work which can be done either inside or outside the school hours. Increasing mobile penetration also makes available self-learning tools on children’s own or parents’ devices. Children can go beyond school or teacher instruction and learn on their own. There is a need for building and testing these programmes, as well as help implement them at scale in both government and private school system.
Khan Academy - Hindi

Khan Academy is a US-based non-profit organisation whose mission is to provide free, world-class education for anyone. Khan Academy and Central Square Foundation collaborated to localise and pilot the Hindi platform in government and private schools across India which is similar to Khan Academy’s English platform.

Model of Khan Academy

To empower learners in and outside of the classroom to study on their own/with minimum teacher intervention.

KA - Hindi platform will contain
- Practice exercises
- Instructional videos
- Dashboard analytics
- Teacher tools

KA- Hindi platform
- Adapts to each individual
- Helps set goals and monitor progress
- Creates personalised recommendations
- Motivates one to master the skills they seek

Achievement

Khan Academy Hindi was launched with NCERT-mapped Grade 5 to 8 Math content. The library is expanding to cover up to 10th standard and mission-mode content. Khan Academy - Hindi is in the process of collaborating with Rajasthan Government for launching in government schools in 2016.

Goals

Khan Academy - Hindi plans to partner with the central and state governments and other organisations to implement the platform in schools that specifically target children from low-income communities. While the current Hindi platform is web-based, Khan Academy also plans to customise the Hindi platform to enable access to it on mobile devices.

We think the best kind of education is one that allows students to learn at their own pace. With personalised learning, struggling students spend more time on a subject to master it, and students who are ready to advance can move along at a pace that works for them. Our goal with Khan Academy in India is to reach millions of students and teachers by providing free personalised content relevant to Indian curriculums.

Sal Khan
Founder and CEO, Khan Academy

Motivation for Excellence - Nalanda Project

The Nalanda Project is a program run by Motivation For Excellence foundation. It is an in-classroom, personalised learning program that uses the offline version of Khan Academy (KA Lite) on tablets.

Nalanda uses a laptop loaded with KA-Lite which acts as a local server and broadcasts the content to tablets by creating a WiFi hotspot. The program recommends that the students get access to KA Lite for at least 2-3 hours/week, alongside the regular classroom instruction.

 Implemented the programme with
2000+ students across two cities in 56 classrooms

By 2017, plans to reach out to
6000+ students across three cities in 176 classrooms

Moinee Foundation

Moinee Foundation offers a quiz based learning platform called Quiz Academy for enhancing student learning in schools through ICT. Moinee partners with the local CSR partners and the district administration office to reach out to government schools and set up a computer lab for implementing its programme.

Quiz Academy offers practice questions for grades 9th and 10th in Math and Science. Teachers and students use the quizzes to revise a particular unit or chapter either in a one-to-one or many-to-one format.

Currently, present in
600+ schools

By 2017, aims to reach out to
1500 schools

and Create content
for other grades and subjects
Report on EdTech Promise: Catalysing School Education

EdTech Promise by CSF provides an overview of the EdTech landscape in India and the role that technology can play in improving student learning, teacher training and instruction, and school governance. It also analyses EdTech innovations from India and abroad to demonstrate how technology-based models are evolving in different contexts to produce higher learning outcomes. Challenges in implementation of ICT@School scheme of MHRD have been analysed as well.

Research and Ecosystem

India is close to achieving universal enrolment in the 6-14 year age group. Unfortunately, this dramatic improvement in access has not led to a commensurate increase in student learning levels. Addressing this issue requires regular high-quality assessments to gauge whether educational achievement goals are being met, and accordingly design interventions.

Large Scale Assessments

Increase Capacity to Measure Learning Outcomes

India is close to achieving universal enrolment in the 6-14 year age group. Unfortunately, this dramatic improvement in access has not led to a commensurate increase in student learning levels. Addressing this issue requires regular high-quality assessments to gauge whether educational achievement goals are being met, and accordingly design interventions.

CSF believes that our education system should measure learning to set goals and drive action at the classroom, state and national level. Regular and rigorous assessments can provide a valuable health check of the system and allow educators and policymakers to measure the efficacy of different learning improvement programmes. This feedback loop leads teachers, school principals and administrators to be more responsive and accountable to deliver quality education.
Centre for Science of Student Learning (CSSL) is a hybrid between an assessment training, research organisation and an implementation entity. Its vision is to build high quality expertise in assessments, research in science of learning and enable long-term systemic and institutional capacity for national and state assessments.

CSSL is an advisor to the Central Government on the redesign of learning indicators and roll-out of census assessments. It has also partnered with governments of Andhra Pradesh, Haryana and Rajasthan for capacity building, and has conducted workshops for government of Kerala.

In the short-term, CSSL aims to strengthen its partnership with both the Central and the State Governments and roll-out an assessment course. In the long-term, it plans to institutionalise the assessment capacity in different states by building dedicated teams.

The Centre for Science of Student Learning (CSSL) is working with the Andhra Pradesh (AP) Government to establish a forward-looking, reform-oriented assessment cell for the state through a 3 year certification course programme on large scale assessments. It also aims to improve the learning outcomes of the state by providing diagnostic learning assessments for the state learning achievement survey. In this first of its kind approach to build the state’s institutional capacity, this project is critical to any long term reform of AP on tracking and improving learning, else learning assessments will happen a few times with external support, but may not be sustainable in long term.

Vyjayanthi Shankar
Founder and Executive Director
Centre for Science of Student Learning (CSSL)

CSF and MSDF’s partnerships are growing, and are diversifying in topics ranging from education system transformation in Rajasthan to consolidating and fostering knowledge sharing in assessments. The partnerships are driven by the unity in the objective of improving learning outcomes for children, and necessitated by the complementarity in CSF and MSDF’s areas of expertise of policy driven research and practice respectively.

Prachi Jain Windlass
Director, India Education MSDF

Convening on Large Scale Assessments

Recognising the need to share best practices and consolidate learning related to Assessments, a group of organisations, experts and foundations have formed a working group. These discussions act as a catalyst for driving research, collaboration and sharing of knowledge.

Experts from Michael and Susan Dell Foundation, ASER Centre, Educational Initiatives, CSSL, Learning Links Foundation, Language and Learning Foundation, ACER India, J-PAL, Accountability Initiative and RMSA-TCA regularly participate in this roundtable. The group deliberates on topical initiatives on assessments including status of State Learning Achievement Survey (SLAS), capacity building at Central and State level, and knowledge sharing platform to keep abreast of latest developments.

Government of Andhra Pradesh

The Government of Andhra Pradesh is focused on improving learning outcomes of students and using learning data to drive systemic reforms. CSF and CSSL have created a working document titled Roadmap for Large Scale Assessments in Andhra Pradesh which details vision, organisational structure and planning for assessments. The government has initiated a process of building a dedicated assessment unit in SCERT, which will be responsible for designing and conducting different assessments.

CSF is also partnering with CSSL, MSDF and Samagra Development Associates for the creation and capacity building of an assessment cell and driving the use of assessment data for decision making. We will closely work with the AP government and other partners to ensure that the assessment cell is a success, and learning data is disseminated and used.
Building strong governance structures and processes

As India’s school education priorities shift from increasing access to improving learning, its governance systems and processes must shift to reflect this change. To drive improvement in learning outcomes, India has to set up systems which meet all the basic conditions for success, facilitate innovation and allow for interventions to be scaled.

At CSF, we believe that efficient systems and processes form the bedrock of any successful reform initiative. As the primary responsibility for the delivery of education rests with the States, they should be continuously innovating to find optimal structures which work for them. The role of Central Government must be to build platforms for sharing innovations, best practices and provide incentives to states to improve service delivery.

The Government of Rajasthan has embarked on an ambitious transformation initiative-Adarsh Yojna Programme- to improve the quality of public education system. Rajasthan’s education system is fragmented (with high proportion of ‘small schools’), with large vacancies of critical staff and suffers from inadequate oversight and academic support.

BCG is providing Project Management support to the initiative. This includes strategic restructuring, aligning different stakeholders, and tracking programme effectiveness through online Management Information System (MIS). Successful execution of Adarsh Yojna Programme will result in child-friendly consolidated schools offering Classes 1-12, full staffing, efficient operations and improved learning outcomes. This has the potential to impact 4.6 million children by 2018.

Increased budget allocation for school education has not resulted in commensurate improvement in learning outcomes. One of the key reasons for the underperformance of school education system is a lack of focus on performance management of implementation agencies. In this effort, CSF is engaging with Bharti Institute of Public Policy to establish performance management as a key lever for improving quality of education. They will assist Central and State Governments to develop and implement robust performance management plans for the education sector.

The key goals of the partnership include developing a customisable Education Management and Accountability Toolkit which the State Governments can adopt. It can help in creating a Quality in Education Management Index which measures a state education system’s ability to deliver quality educational outcomes.

Conducted 3 consultations with experts in performance management and education
Aims to place the index as a credible indicator of quality of a state’s education governance system
Developed an initial list of indicators for QEMI
Plan to engage with 6 state governments to implement performance management
While many State Governments have undertaken wide ranging reforms in school education, there is very little research on key themes across these initiatives and their interaction with each other.

In association with researchers from Indian Institute of Management, Ahmedabad and Education Development Trust, United Kingdom, CSF is documenting promising ‘at scale’ school reform initiatives by states. The research would help policy makers in-charge of school systems to better understand critical levers for change. The study will focus on documenting the reform initiatives of Delhi, Gujarat, Haryana, Karnataka and Maharashtra.

Government Engagement

Education Development Trust - IIM Ahmedabad Partnership

Empowering parents and communities

The RTE Act envisages parent participation in school governance through elected bodies at the school level called School Management Committees (SMCs). Citizen involvement through SMCs can help improve the quality of inputs, processes and even outcomes in schools. However, SMCs face significant challenges that prevent effective functioning. Lack of awareness, entrenched social hierarchies, and poor capacity of parents are some factors impacting the effectiveness of SMCs.

Empowering parents and communities with the right knowledge and tools can help them fulfil the role envisaged in the RTE Act. Towards this aim, CSF supports innovative models for SMC formation, training and functioning. Additionally, we document best practices from innovative community engagement models and create platforms for sharing this knowledge and aligning advocacy efforts.
Saajha, founded in 2013, seeks to demonstrate that parents’ meaningful and sustained engagement can improve their participation in the learning process, leading to enhanced student learning outcomes.

Saajha recently worked with the Government of Delhi on modularising the SMC training package and is piloting an app which can aid and improve SMC functioning and monitoring. Saajha hopes to conduct a rigorous impact evaluation to demonstrate the effect of parent empowerment on learning outcomes within the next 3 years.

High Touch Model
- Conduct workshops for SMC members, other parents, and school HMs and teachers
- Refine institution model
- Demonstrate Impact
- Work with 87 schools
- Impact 45,000 children and their parents

Low Touch Model
- Build capabilities of government trainers
- Increase parent involvement
- Leverage government structure
- Scale to state level
- Work with 1,000 schools
- Impact 1,000,000 children and their parents

Convening on School Management Committees

Accountability Initiative (Centre for Policy Research) and CSF co-hosted a convening on School Management Committees (SMCs). The broad theme of the convening was 'Systemic issues influencing the effectiveness of School Management Committees and scope for enhanced community involvement’. The event witnessed speakers from the Delhi Government, NUEPA, and CPR among others.

CSF also launched its report titled ‘Empowering Communities, Enhancing Education: Strengthening School Management Committees in India’, at this event. The report and the convening brought together thought leaders, decision makers and representatives of various NGOs and funders, to discuss issues and solutions pertaining to SMC implementation in government schools.

An issue on which AI has engaged in meaningful and sustained dialogue with CSF is that of strengthening community engagement through SMCs in government schools. For years, AI has been working on highlighting the many policy and political economy constraints to greater community participation in government schools. We were able to pursue this agenda with greater momentum as CSF used its convening power to organise a series of dialogues with stakeholders from a diverse set of backgrounds to share experience and practice. CSF has also put together a directory of case studies based on ground level experience with mobilising and deepening SMC participation.

“Yamini Aiyar
Senior Fellow at CPR or Director of the Accountability Initiative (AI)
In India, there is a severe shortage of Science and Maths teachers at the secondary level. As per DISE 2014-15, only 54% of secondary schools have Science teachers and 57% of secondary schools have Maths teachers. Further, these teachers have insufficient content knowledge, as only 22% of Science teachers and 57% of Maths teachers have studied their subjects beyond high school. In line with these trends, student learning outcomes in these subjects have been poor as well. In the latest National Achievement Survey for class X, 24 States/UTs performed significantly below the expected level for Science, and 21 performed poorly for Maths.

CSF believes that a good quality Science and Mathematics education is critical in fostering 21st century skills among students — these include analytical and conceptual thinking, problem solving, and collaborative working. CSF is exploring Science and Maths as an emerging thematic area, and is examining innovations around content, pedagogy and teachers.

Science and Mathematics

Promoting models that help develop scientific skills in students

In India, there is a severe shortage of Science and Maths teachers at the secondary level. As per DISE 2014-15, only 54% of secondary schools have Science teachers and 57% of secondary schools have Maths teachers. Further, these teachers have insufficient content knowledge, as only 22% of Science teachers and 57% of Maths teachers have studied their subjects beyond high school. In line with these trends, student learning outcomes in these subjects have been poor as well. In the latest National Achievement Survey for class X, 24 States/UTs performed significantly below the expected level for Science, and 21 performed poorly for Maths.

CSF believes that a good quality Science and Mathematics education is critical in fostering 21st century skills among students — these include analytical and conceptual thinking, problem solving, and collaborative working. CSF is exploring Science and Maths as an emerging thematic area, and is examining innovations around content, pedagogy and teachers.

Grant Making

Science Education Initiative

Founded in 2014, Science Education Initiative (SEI) aims to address the severe lack of quality in Maths and Science content among teachers at the secondary level. The organisation works using an in-school ‘Fellowship’ model, wherein undergraduate students are trained to serve as part-time Science and Maths teachers in government schools. Fellows spend 6 hours per week in the classroom (2 hour sessions, 3 days a week). They go through a 20 day training before the academic session starts, and are provided weekly support during the year. Lesson plans are standardised and mapped to the school curriculum. Student learning is measured by regularly conducting formative assessments.

- SEI fellows were placed in 2015 classrooms in Pune Municipal Corporation Schools reached 1000 students
- By 2021, aims to train 2000 fellows and reach 50,000 students
The last few years have witnessed rapid expansion of the private school sector in India. According to DISE 2014, about 42.2% students in India study in private schools and this number is growing at 5.07% per annum. The increase in private school enrolment is across both rural and urban areas, notwithstanding significant geographic differences. Most of the rise can be attributed to the mushrooming of low-cost private schools across the country. The challenge now is to positively impact a large, diverse and multifarious private education system.

Even after controlling for external factors, private schools are more cost-efficient than government schools. Yet there is no significant quality premium in most private schools. Therefore, the need of the hour is to focus on quality, along with encouraging autonomy and innovation. Private schools must be made accountable and transparent, and cooperation with government schools should be incentivised.

Private Schools

Focusing on affordable, inclusive and high quality private schools.

Due to the increasing legal and societal mandate to create more inclusive classrooms, children from low-income backgrounds have opportunities to join private schools under Section 12 (1)(c) of The Right to Education (RTE) Act. Sajeeuta Foundation, founded in 2010, has developed innovative methods to foster inclusive learning.

It is currently working in two high-income private schools in Gandhinagar to create socially inclusive learning environments. Training is imparted to teachers and headmasters that enables them to address the needs of children with varying learning levels and diverse backgrounds. To supplement this engagement, Sajeeuta has also started after-school learning centres in the communities to improve learning levels. Through community interventions, Sajeeuta is encouraging parents to recognise the importance of children’s learning and education.

“

We at RTERC-IIM Ahmedabad have studied the process of policy implementation for Section 12(1)(c) apart from directly working with the beneficiaries. We have also engaged with different stakeholders to increase awareness, clarify government methods and provide feedback to improve the process. In the past 3 years, we have seen the number of applicants rise by around 15,000 in Ahmedabad. We have evaluated communication strategies and are in the process of evaluating the policy’s impact on child and household outcomes. We have also co-authored the State of the Nation Report to assess the national implementation from a legal, financial and policy perspective.

Prof. Ankur Sarin
Public Systems Group, IIM Ahmedabad
The Education Alliance

The Education Alliance (TEA) aims to build and sustain an ecosystem in which non-profit private school operators can thrive and expand, and where governments can hold private partners accountable for delivering high quality education in government-owned schools. The Alliance aims to shape policy by conducting research on the impact of PPPs on education outcomes and facilitate the execution of PPP policies that work for all relevant stakeholders. Further, it works to develop a strong pipeline of quality non-profit private operators available to operate schools, and ensure PPP schools deliver higher quality education than comparable municipal schools at the same per child cost.

TEA also supports 12 schools - using the help of 8 other NGOs for teacher training, community engagement and co-scholastic activities.

RTE Resource Centre - IIM Ahmedabad

RTE Resource Centre, along with researchers from CSF, Accountability Initiative (Centre for Policy Research) and Vidhi Centre for Legal Policy, has launched a State of the Nation Report: Section 12(1)(c). The report compiled and analysed state rules and notifications and data trends. It also presented legal obstacles, financial issues and other implementation challenges along with success stories from selected states. The RTE Resource Centre has also studied the efficacy of different communication campaigns and data systems for Section 12(1)(C) implementation.

Currently researchers from the Centre are collaborating with Centre for Policy Research to undertake a rigorous child-tracking study in Ahmedabad. They are also focusing on studying and improving e-governance systems which different States have implemented.

Vidhi Centre for Legal Policy

Vidhi Centre for Legal Policy has established an Education Initiative to focus on The Right to Free and Compulsory Education Act, 2009 (RTE Act) and private school regulations. As the rising importance of private sector and enactment of RTE Act are recent developments, there is a lot of ambiguity in important legal matters.

In this regard, Vidhi has released a report on Right to Education and Minority Rights. It has also advised the Government of Delhi on a pragmatic framework for fee regulation. Through its work, Vidhi aims to help governments in creating and adopting a framework for effective regulations - on admissions, fees, human resource - and finding opportunities for its implementation. Similarly Vidhi will study legal implications and new developments related to enforceability of the provisions of the RTE Act.

Early Childhood Education

Improving the quality of public and private preschool systems

Early Childhood Education (ECE) is one of the most effective investments in development. In India, the gross enrolment ratio in formal ECE is estimated to be only around 60% as compared to 99.4% in Grade I. The largest provider of ECE is the government-run Integrated Child Development Services (ICDS), with pre-school education being one of its six focus areas. The private ECE sector is rapidly growing across rural and urban India, but it is wholly unregulated and varies widely in quality. Pockets of excellence in ECE, largely managed by civil society organisations, can be found across the country, but none have attained significant scale.

At CSF, we believe in the importance of improving the quality of both the public and private systems of early childhood education. There is a need for tighter integration of ECE with the primary school system, an outcomes-oriented regulatory framework for ECE providers, and more funding for research, innovation and programmes in ECE.
FSG is a mission-driven consulting and project management firm seeking to drive large-scale, long-lasting social change. FSG launched Programme to Improve Private Pre-school Education (PIPE), to improve the quality of Early Childhood Education (ECE) in Affordable Private Schools (APS) by scaling high quality ECE product providers. PIPE attempts to enhance capacity, scalability and the value proposition for existing product/service providers as well as catalyse entry of new offerings.

First phase of the project
- 6 month intensive research study
- Examined ~4,300 low-income families accessing affordable Early Childhood Education (ECE) services in urban India

Phase 2(a)
- Understanding the APS market
- Identifying and refining promising ECE interventions
- Adapting tools to measure quality of ECE

Currently, in Phase 2(b)
- PIPE is piloting 6 ECE interventions in 40 low income schools across 4 cities
- PIPE aims to impact more than 1 million children through 6-8 intervention providers
- Each provider serving 500-3000 APSs with proven high quality ECE products

By 2021,
- PIPE aims to impact more than 1 million children through 6-8 intervention providers
- Each provider serving 500-3000 APSs with proven high quality ECE products

A major factor contributing to low learning levels in children today is that 5-year-olds are coming into schools in India with very low levels of school readiness. (IECEI, 2011-2016). Good quality ECCE with a smooth transition to primary grades has been proven to make a difference. The implication is that we must ensure children are ready for school and schools ready for children. To assess this we require developmentally appropriate and child friendly tools to assess programme quality and children’s readiness levels. CECED, in partnership with CSF and UNICEF, is currently engaged in developing and standardising some instruments for this purpose.

Prof. Venita Kaul
Centre for Early Childhood Education and Development
Ambedkar University Delhi

CECED is a Centre housed in Ambedkar University, Delhi, with a mandate to address issues of quality and inclusion in policies and provisions for the young child. CECED has been carrying out various research projects, including a longitudinal research across three states on the impact of Early Childhood Care and Education (ECCE). CSF and CECED are collaborating on taking up a bouquet of 6 assessment tools for validation/testing/norming over a 3 year period. The project will involve adapting the tools for different users through statistical and consultative processes, and dissemination to drive usage at scale.

The short-term goal of this initiative is to develop new versions of the tools, and refine them through extensive field testing. In the long term, the aim is to gain traction for large scale use of our different tools across different systems (ICDS, government schools, private schools).

Study on Pre Primary Sections in Government Schools

The largest provider of Early Childhood Education in India is the government-run ICDS. However, the ICDS, with its primary focus on health and nutrition has not been able to deliver quality ECE at scale. This has led to increasing enrolment in the private sector, which is mostly unregulated, and often offers developmentally inappropriate instruction. An additional model of ECE provision could address these twin challenges of dwindling enrolment in the government schooling system, and sub-par learning outcomes in early primary grades. State governments could provide Early Childhood Education through pre-primary sections (PPS) in government primary schools.

This report attempts to shine light on this model of provision of ECE from multiple lens, and suggests ways to strengthen the same. Once the report is completed, CSF aims to advocate for policy and funding conducive to quality PPS implementation nationally. CSF will also engage with states and corporations, as well as leading non-profits around the PPS model of ECE provision.
Only 29% of students who enrol in class 9 go on to receive any form of tertiary education. A large number of the others remain unemployed, or are pushed into the informal sector, which accounts for ~90% of the workforce. The Revised Vocationalisation of Secondary and Higher Secondary Education Scheme (2014) recommends the introduction of National Skills Qualifications Framework (NSQF) -aligned vocational education from Class IX onwards. Currently, 22 states are piloting this scheme across almost 3000 schools. However, there are implementation gaps including theoretical curriculum and pedagogy, insufficient focus on industry alignment, and non-standardised teacher training.

At CSF, we believe that 14-17 olds in school should get exposed to four specific buckets of skills - digital literacy, English literacy / fluency, life skills, and career awareness. Further, implementation of the vocational scheme needs to be strengthened with quality control measures, greater horizontal and vertical mobility, and opportunities.

Employability and Life Skills

Equipping secondary school students with relevant skills

The Delhi government has begun offering NSQF-aligned vocational courses in 205 schools under the Directorate of Education. Student response to the vocational roll-out has been positive, with an overall enrolment of 50,000. However, when the scheme was evaluated in early 2016, implementation was found to be unsatisfactory on many counts. Some major levers for improvement were content, assessments, industry alignment, and training. CSF and Delhi government propose to improve the quality of vocational courses through a number of initiatives. These could include strengthening content / pedagogy, integrating elements of employability skills into the programme, conducting teacher training, and streamlining industry exposure.

CSF aims to assess the gaps and then develop an implementation roadmap for the targeted quality improvement initiatives and lead the implementation.

Research and Ecosystem

Convening on Life Skills

The potential for educators and schools to instil life skills and learning mindsets in students has not developed significantly in India, particularly for those children from disadvantaged backgrounds who would benefit the most. In order to broaden our collective impact, we perceived great value and need in bringing together different stakeholders. With this objective, in December 2015, CSF with ASER Centre held a roundtable discussion on life skills in India. We also launched our report "Life skills education in India: An overview of evidence and current practices."

The aim of the roundtable was to bring together isolated efforts and drive the conversation towards targeted life skills, common quality indicators and questions of scale. The discussion served as a step towards understanding and sharing innovative efforts taking place, addressing common challenges and discussing ways in which our children can be prepared for better educational and future outcomes. The report and the event established CSF as a thought leader in this emerging area, and many organisations have subsequently cited our report in their studies.

Government Engagement

Delhi Government Engagement

In line with the national thrust on skilling, the Delhi government has begun offering NSQF-aligned vocational courses in 205 schools under the Directorate of Education. Student response to the vocational roll-out has been positive, with an overall enrolment of 50,000. However, when the scheme was evaluated in early 2016, implementation was found to be unsatisfactory on many counts. Some major levers for improvement were content, assessments, industry alignment, and training. CSF and Delhi government propose to improve the quality of vocational courses through a number of initiatives. These could include strengthening content / pedagogy, integrating elements of employability skills into the programme, conducting teacher training, and streamlining industry exposure.

CSF aims to assess the gaps and then develop an implementation roadmap for the targeted quality improvement initiatives and lead the implementation.
In India, we face significant challenges in education-related data in terms of accessibility, availability of outcome data, quality, and capacity. One of CSF’s top priorities is to push for reforms to create a data-driven decision making culture in school education. In order to build this culture there are two main interventions: creating robust data systems and building capacity to use the data collected through these systems. CSF partners with government both at National and State level to inculcate a culture of data driven decision making and achieving transformative standards of excellence in school education.

**Data Initiatives**

**Building systems and culture for data-driven decision making.**

In India, we face significant challenges in education-related data in terms of accessibility, availability of outcome data, quality, and capacity. One of CSF’s top priorities is to push for reforms to create a data-driven decision making culture in school education. In order to build this culture there are two main interventions: creating robust data systems and building capacity to use the data collected through these systems. CSF partners with government both at National and State level to inculcate a culture of data driven decision making and achieving transformative standards of excellence in school education.

**NCTE Teacher Education Institute Accreditation Study**

CSF collaborated with the National Council for Teacher Education (NCTE) and MHRD on a study to recommend sustainable, workable interventions to strengthen the existing teacher education accreditation scheme. The study analysed the current accreditation system and drew upon best practices in accreditation bodies in other sectors in India as well as teacher education accreditation systems abroad.

The report with recommendations for workable interventions was submitted to the NCTE in September, 2015. The recommendations will aid in the creation of high-performing TEIs that consistently build cohorts of effective, motivated teachers. It will also allow for the rationalisation of existing TEI capacity by realigning TEI capacity with state demand for teachers.

**Government Engagement**

**Shikshadarpan**

Shikshadarpan is the first open data portal in India that centralises various sources of school education data on one common platform to aid in data driven decision making.

Shikshadarpan contains 10+ years of data from 14 government data sets across 3 modules: Expenditure, Learning Outcomes and School Characteristics.

Shikshadarpan will facilitate practical and insightful analysis of school education data to drive policy recommendations for improving the quality and efficiency of the Indian education system. The portal will provide important information on school education to relevant stakeholders in a user-friendly manner and will also help them identify key educational indicators to aid in better planning, thus introducing more accountability in the system.
NCTE Demand and Supply Study

We have collaborated with the National Council for Teacher Education (NCTE) and MHRD to access Current and Projected Demand of teachers across the country for the next ten years. The study analyses the teacher supply/demand gap across each school level i.e. primary, upper primary, secondary and higher secondary at the National and State level. It aims to provide greater insights into the areas of need, thereby increasing the overall efficiency of the teacher education system.

The study will allow for a greater understanding of the current status of teachers in position at different school stages, their vacancies, enrolment of students at different school stages and pupil-teacher ratio as per current norms of RTE Act and RMSA guidelines. The study will examine the capacity of different education programmes, while analysing the demand and supply of teaching manpower at various stages of school education.

Delhi DOE Demand and Supply Study

CSF has partnered with the Delhi Government, to conduct a state-wide analysis to estimate the demand for new schools in Delhi by accessing Current and Projected Demand for the next ten years. It ensures compliance with current Student Classroom Ratio (SCR) norms and conversion of all double-shift schools to single-shift schools. Also, meeting Projected Demand will help the government accommodate the inflow of new students in the next ten years. The first phase of the study, estimating the demand of new schools in Delhi, is complete.
School Leadership

School Leaders play a vital role in school improvement, instructional excellence and student achievement. CSF’s work in this area focuses on expanding the definition of school leadership to a more holistic framework. CSF seeks to -

- Institute a merit based selection process for school leaders based on well-defined roles and responsibilities
- Establish an effective induction programme for newly recruited school leaders to orient them to their role and functions
- Provide continuous professional development for school leaders with well-defined pathways to professional growth
- Understand and strengthen the role of middle management in education, namely block and cluster officers, in improving the quality of teaching practices in classrooms

Teachers

CSF promotes innovative models for teacher education, with the aim of preparing teachers to become capable educators committed to student learning. CSF seeks to -

- Improve the quality of pre-service education by strengthening processes for monitoring and accreditation of teacher education institutes (TEIs)
- Pilot blended models of in-service and pre-service teacher education which can be easily scaled
- Promote the development of high quality, curriculum-aligned digital content which will support teachers to execute better lessons
- Build the capacity of teacher trainers, who are empowered to coach teachers and ensure their continuous professional development

Personalised Learning

Due to the huge diversity of learning levels and styles within a classroom, personalisation in education is very critical. Teachers need to be supported with the correct pedagogical tools to enable personalised learning, and technology can play an important role in solving this problem at scale. CSF seeks to -

- Provide access to personalised learning for all students, alongside their regular classroom instruction so that they learn at their level and at their own pace
- Train teachers to use student achievement data to deliver personalised instruction and provide modules on blended learning pedagogies as part of the teacher training (pre-service and in-service)
Early Childhood Education (ECE)

ECE is one of the most effective investments in development, leading to gains in learning outcomes in the short term, and better health and income levels in the long term. CSF’s efforts focus on advocating -

- State governments should offer 1-2 years of free high quality ECE through pre-primary sections attached to primary schools
- State governments should develop appropriate curriculum and pedagogy addressing multiple domains of child development, in line with the National Early Childhood Care and Education (ECCE) Curriculum Framework
- A registration-evaluation-accreditation process should be set up for all ECE service providers in the country, as envisaged in the National Early Childhood Care and Education Policy using reliable and valid assessment tools

Private Schools

With 43% of all Indian students attending private schools, it is imperative that we work towards improving the standards of all schooling, whether public or private. We need an approach which focuses on quality, encourages autonomy and innovation, mandates transparency and accountability, and incentivises cooperation between government and private schools. CSF advocates that -

- A pragmatic regulatory framework with quality standards, disclosure norms, along with scaffolded penalties, be created and implemented by an independent body in each state.
- Private schools should also be included in student assessment and school evaluation exercises conducted in government schools.
- The government should work as an enabler and incentivise the private sector to enter the education space.
Statement of Activities

As a venture philanthropy fund and policy think tank, our resources are invested primarily in the areas of grantmaking, research and advocacy. We also invest a certain percentage of our time and resources in managerial and other general activities. Over the last four years, we have supported organisations and entrepreneurs through grant commitments of varied sizes and durations. We have invested in approximately 30 organisations, where our grant amounts have ranged from INR 10 lakh to INR 3 crore. As we follow a venture philanthropy approach, our engagement is not restricted to merely grantmaking. We build deep engagements with our partners and provide valuable support in areas such as strategic planning, monitoring and evaluation, senior executive hiring, technical knowledge and internal capacity building, fundraising and communications.

Our mission is to achieve transformational standards of excellence for the Indian school education system. We also enable our grantees to link their programmes with policy objectives and facilitate engagements with policymakers, to achieve systemic change and reform. Our teams are actively involved in policy research and analysing critical education challenges and solutions from Indian and international contexts. Our learning from the on-ground efforts of our grantees and our research efforts to support governments in transforming the education system at municipal, state and central levels. We support exceptional social entrepreneurs with powerful ideas, provide a platform for the sharing of innovation, and highlight learning and knowledge that can influence public policy.

<table>
<thead>
<tr>
<th>Programmes</th>
<th>FY 2016 in INR</th>
<th>FY 2015 in INR</th>
<th>FY 2014 in INR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>4,36,72,999</td>
<td>1,76,69,401</td>
<td>2,08,22,804</td>
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<tr>
<td>Research &amp; Operational Projects</td>
<td>1,90,48,873</td>
<td>45,60,232</td>
<td>10,13,038</td>
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<tr>
<td>Grant-support, Internal Research and Administrative expenses*</td>
<td>3,85,54,056</td>
<td>4,01,30,546</td>
<td>2,12,49,616</td>
</tr>
</tbody>
</table>

(*) # for FY2014 and FY2015 include certain operational projects not separately categorised
<table>
<thead>
<tr>
<th>Thematic Area</th>
<th>Name of Grantee Organisation</th>
<th>Focus of Grantee Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Scale Assessments</td>
<td>Centre of Science for Student Learning</td>
<td>Building capacity for high quality assessments and research into the science of student learning</td>
</tr>
<tr>
<td>System Reform</td>
<td>Bharti Institute of Public Policy- ISB</td>
<td>Improving performance management systems within the education sector</td>
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<td></td>
<td>BCG - Government of Rajasthan</td>
<td>Improving the quality of public education system through Adarsh Yojana Programme</td>
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<tr>
<td></td>
<td>Education Development Trust - IIM Ahmedabad Partnership</td>
<td>Documenting 'at scale' school reform initiatives by States</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>FSG</td>
<td>Enable affordable ECE service delivery in urban India</td>
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<tr>
<td></td>
<td>Centre for Early Childhood Education &amp; Development</td>
<td>Developing India-specific tools to assess quality of ECE at a center-level and a child-level</td>
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<tr>
<td></td>
<td>Study on Pre-Primary Section in Government Schools</td>
<td>Study and analysis of national trends, current programmes and perspectives on PPS in government schools</td>
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<tr>
<td>Private Schools</td>
<td>Sajeevta Foundation</td>
<td>Enabling social inclusion in classrooms with children from diverse backgrounds</td>
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<tr>
<td></td>
<td>Vidhi Centre for Legal Policy</td>
<td>Developing and operationalising a pragmatic regulatory framework for private schools</td>
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<tr>
<td></td>
<td>RTE Resource Centre, IIM Ahmedabad</td>
<td>Research on implementation of Section 12(1)(c) of the Right to Education Act across States</td>
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<td></td>
<td>The Education Alliance</td>
<td>Building an ecosystem for public private partnerships in government schools</td>
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<tr>
<td>Community Investment</td>
<td>Saagha</td>
<td>Strengthening School Management Committees (SMCs) in government schools</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>Science Education Initiative</td>
<td>Providing Quality Science and Maths Education in low-income settings</td>
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<tr>
<td>School Leadership</td>
<td>Creatnet Education</td>
<td>Enhancing leadership capacities of government school principals</td>
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<tr>
<td></td>
<td>India School Leadership Institute</td>
<td>Programme for training existing and aspiring school principals</td>
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<tr>
<td></td>
<td>Kaivalya Education Foundation</td>
<td>Capacity building of administrative officials at district level to hold schools accountable</td>
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<tr>
<td>Teachers</td>
<td>Language and Learning Foundation</td>
<td>Distance learning course for teachers and teacher educators in language and literacy</td>
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<tr>
<td></td>
<td>QUEST</td>
<td>Blended learning course to train teachers in elementary Mathematics content and pedagogy</td>
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<tr>
<td></td>
<td>Firki</td>
<td>Online teacher training portal for skill development of in-service teachers</td>
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</tbody>
</table>

**List of External Grants**

<table>
<thead>
<tr>
<th>Thematic Area</th>
<th>Name of Grantee Organization</th>
<th>Focus of Grantee Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher App</td>
<td></td>
<td>Deliver high quality virtual learning content for teachers through a mobile application</td>
</tr>
<tr>
<td>LeapForWord</td>
<td></td>
<td>Modularised courses for English language learning</td>
</tr>
<tr>
<td>3.2.1 Education Foundation</td>
<td></td>
<td>Teacher training programme for teachers of affordable private schools</td>
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<tr>
<td>Million Sparks Foundation</td>
<td></td>
<td>Mobile based application to support teachers in lesson preparation and act as a resource bank for teachers</td>
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<tr>
<td>MSCERT</td>
<td></td>
<td>Restructuring of MSCERT and transform it into an ambitious nodal institution for teacher education</td>
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<tr>
<td>Moodle</td>
<td></td>
<td>Improving student learning through quiz based modules</td>
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<tr>
<td>Khan Academy Hindi</td>
<td></td>
<td>Personalised Maths learning platform in Hindi for students of classes 5 to 8</td>
</tr>
<tr>
<td>The Nalanda Project</td>
<td></td>
<td>In classroom personalised learning program that uses offline version of Khan Academy</td>
</tr>
<tr>
<td>Prashikshak</td>
<td></td>
<td>Portal to facilitate online reporting and Tracking of performance data by all DIETs</td>
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<tr>
<td>India Education Data Portal</td>
<td></td>
<td>Centralises various education data indicators on one common platform</td>
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</tbody>
</table>
Coinmen Consultants
Consultants for various statutes, financial aspects, book keeping, secretarial and reporting requirements.

Net Prophets
CSF's IT Partner to build data driven culture in education

Hotel Clarks Shiraz, Agra
Amazing hospitality service for our offsite