Connecting The Dots
Annual Report 2018
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In the last six years, Central Square Foundation has worked very hard to develop a better understanding of the Indian education sector. We never shied away from experimenting and trying out new and different approaches; all with a common belief that change is possible. We worked with the mission of transforming the education system and focused on improving the quality of school education for all children in India.

We have worked closely with our partners, like-minded individuals and the government to build an ecosystem that will collaborate to provide excellent education to our children. In the course of our work, we developed a greater appreciation for one of the biggest challenges our government faces when it comes to education – translating intent, data and knowledge into actionable insights and policy interventions. This led us to intensify our work with the central and a few state governments to create systemic impact.

In this annual report, we have tried to capture all of our learnings in the areas that we worked closely on – Early Childhood Education, Technology in Education, Learning Standards and Assessments, Governance and High Quality Affordable Schools. We have also reflected on the role that CSF played in supporting initiatives by social impact organisations that are aimed at bringing about sustainable impact in the lives of the underserved youth.

However, during the last one year, we all have been asking ourselves a simple question. How can we consolidate all our learnings from the past six years, invest them into something more targeted, more ambitious and get the desired return? Coming from the investment background, my mind has been trained to think scale and return on investment.

At present, one of the biggest priorities for the Indian education system is to improve the low learning levels of our children. While the government spend on education and school enrolment numbers are increasing every year, unfortunately they are not making any impact on the learning levels. Several data sources, including the National Achievement Survey (NAS), Annual Status of Education Report (ASER) and others, tell us that India continues to perform poorly in learning outcomes. This challenge has motivated us to sharpen our focus and become more outcome-oriented in our scope. What should the education sector focus on, that will make sure that children are indeed getting better quality education?
And somewhere in the process, this question has led us to become flexible yet more focused. We are open to external ideas and are even taking a stab at reorienting our strategy towards a more specific goal. To further our vision, we have narrowed down on our outcome goal as – ensuring all children attain foundational learning in the early years. It is an ambitious goal, but work has begun and teams are energised.

Let me share with you some recent updates that have emerged from this realignment. To begin with, we have made certain changes in the organisation – we have added to our already strong and diverse team by hiring experienced senior professionals and have moved into a new bigger office. We have entered into some really exciting partnerships, such as the recent one with Google.org and YouTube Learning. Co-funded by CSF, the project aims to create bite-sized, curriculum-aligned resources that can be freely used by both teachers and students to supplement classroom learning.

Starting January 2018, CSF also received external funding from Steadview Capital, an Asia-focused hedge fund based out of Hong Kong. This additional fund will bring more momentum to our work and will give us room to think more strategically towards making scalable, sustainable and deeper impact. We are now more open to external partners and engagements that will enable us to generate more public goods and knowledge.

We have taken these steps with a stronger than ever sense of confidence and commitment towards bringing transformational change in the school education system of our country. The fact that we have been able to narrow down on the goal of solving foundational learning and have received encouragement from the CSF board as well as our external partners gives us the reassurance that we are moving in the right direction.

We believe effective foundational learning is an essential building block to improved learning outcomes of all children. As mentioned above, despite increasing number of children going to schools in India over the last few years, more than half of them leave school unable to read, write or perform basic mathematics. Research from all around the world indicates how in the absence of a strong foundation in early literacy and numeracy, the learning trajectory of students flattens over time and they perform poorly in school.

Foundational learning skills, i.e., reading with comprehension and being able to do simple math calculations by class 3, is important because students who do not achieve them find it difficult to catch up later. Class 3 is a key inflection point when children are expected to “read to learn”, and this is where children who have not made it essentially get left behind. This lack of foundational literacy and numeracy prevents millions of children from taking advantage of the extensive benefits of education in later years. Studies have also proven that a few low-performing countries have actually improved their performance by ‘shifting their tail’ – ensuring that there are very few students who have not mastered these foundational skills.

For students from low-income communities, where the home environment may not be able to supplement school education, depriving them of quality teaching and learning in early classes is a huge injustice. Equitable access to opportunities underpins the concept of inclusive growth. In the current scenario, it is imperative to invest in foundational skills to ensure that all students, in spite of their socio-economic background, are given equal opportunity to perform well in schools and are better prepared to improve their quality of life.

Internationally it has been demonstrated that the relationship between foundational learning and human capital outcomes remains significant. Countries like Vietnam and Brazil have proven that, and the results have been captured in different research documents.

In this regard, we look forward to policy support and encouragement to education reforms in India. We will play our part by trying to bring more innovation in education in all areas, including technology, teaching and learning practices, and early childhood learning. Education reforms, strategies or programmes must be assessed primarily on their effectiveness in achieving learning, and CSF will continue to strive for bringing systemic changes in that direction. All arguments point in the direction of the urgent need for focused and collaborative efforts towards solving for this, and we hope that this vision of ours will resonate with yours.

Ashish Dhawan
Our 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.

Our Mission

Our endeavour is to achieve transformational standards of excellence for the Indian school education system.

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 Approach

Grant Making
Supporting exceptional social entrepreneurs with innovative models and building evidence on the ground

Research & Ecosystem
Generating evidence and establishing collaborative platforms for knowledge building and sharing

Government Engagement
Strategic and implementation support to facilitate quality improvement at scale

Levers of Change

1 Human Capital Development
Equipping teachers, school leaders and education functionaries with tools and knowledge to drive high student achievement

2 Technology in Education
Harnessing the power of technology to improve student learning and build teacher capacity

3 School Systems
Setting new standards of excellence in affordable private schools, early childhood education, life skills and school to workforce transition

4 Accountability and Governance
Using data on student learning to increase accountability of schools and education officials

Issue Areas across Key Levers

- Early Childhood Education
- EdTech
- System Leadership
- Learning Standards, Curriculum and Student Assessments
- Employability and Life Skills
- Private Schools
- Systems Transformation
3.2.1 Education Foundation

India School Leadership Institute

3.2.1 Education Foundation uses innovative practices to run a teacher training and school strengthening programme for affordable private schools.

ISLI conducts city-based training programmes for school leaders of both affordable private schools and government schools.
16 works of in-house research

**Life Skills in India: An Overview of Evidence and Current Practices in our Education System**
This 2015 report aimed to contribute to the growing discussion around the development of life skills education in India, and proposed that life skills should be explicitly woven into school education.

5 external research partnerships

**Pre-Primary Sections in Government Schools: Current Landscape and Recommendations**
This 2016 study included an analysis of national trends, current programmes and perspectives on pre-primary sections (PPS) in government schools.

**State of the Nation: RTE Section 12(1)(c)**
CSF and IIM-Ahmedabad co-authored this report that analyses the implementation of RTE Section 12(1)(c) across the country. We also supported Centre for Civil Society (CCS) in building the portal www.rte25.in, with information for different stakeholders.

12 ecosystem products

**EdMonitor**
The EdMonitor is a weekly compilation of developments in Indian school education. The newsletter captures news, policy developments and research in the education sector.

3 partner learning groups

**Round Table on Assessments**
CSF convened experts and organisations focused on assessment-led reform to drive knowledge sharing, research and collaboration. The group deliberated on initiatives and strategies to improve the assessments architecture of the country.

7 central government projects

**DIKSHA**
CSF and EkStep Foundation worked closely with the Ministry of Human Resource Development (MHRD) and National Council for Teacher Education (NCTE) to introduce DIKSHA, a customisable platform with resources for teachers such as training content, materials for in-class use and assessment aids.

10 state government projects (both directly and via partners)

5 multi-purpose engagements
Early Childhood Education

Early childhood education (ECE) lays the foundation for a child’s overall development and lifelong learning. Multi-disciplinary research from economics, neuroscience and education has effectively demonstrated that maximum brain development occurs between the ages of 0 to 5, and that quality ECE is critical in determining a child’s life outcomes far beyond the school, in terms of health and income levels. Further evidence has also linked ECE to social returns such as lower crime rates and better citizenship.

More specifically in the Indian context, the India Early Childhood Education Impact (IECEI) study, conducted by the ASER Centre and the Centre for Early Childhood Education and Development (CECED), indicates that children who were exposed to high quality ECE were more ‘school ready’ than those who were not. The five-year longitudinal study tracked close to 14,000 children across 3 states in India, and shows that building children’s cognitive, pre-literacy and pre-numeracy skills during the ECE stage improves their learning outcomes in early primary classes.

CSF Approach

• Supporting the delivery of high quality ECE through pre-primary sections attached to government primary schools and in affordable private schools
• Improving the effectiveness of preschool education through the levers of assessments and parent engagement
The major channels for the provision of early childhood education in India are the government-run Integrated Child Development Services (ICDS), and stand-alone playschools as well as kindergarten sections of private schools in the private sector.

**Government Focus:**

**Pre-Primary Sections (PPS) and School Readiness Camps**

The largest coverage of 3- to 6-year-olds in India is by the Integrated Child Development Services (ICDS) programme of the Ministry of Women and Child Development (MWCD), which caters to approximately 3.7 crore children through 13.4 lakh anganwadis (child care centres). In each anganwadi, a single anganwadi worker (AWW) is required to manage six different services; as a result, there is insufficient focus and training of the AWWs around ECE, which is not a prioritised area. The ICDS has, therefore, largely been unable to deliver quality ECE at scale. This has led to diminishing enrolments in the ICDS system, especially in the 4- to 5-year age group – data from the Rapid Survey of Children reveals that only 32% of 5-year-olds are in anganwadis. Further, the lack of an attached pre-primary section (PPS) in most government primary schools also results in a large number of underage children in class 1. 49% of 5-year-olds in rural India are attending class 1 without exposure to ECE, which consequently leads to sub-par learning outcomes in early primary grades.

We identified government pre-primary sections as a promising alternate model of delivering ECE. This model has the potential to simultaneously address the twin problems of dwindling market share of the government, as well as low learning outcomes in early primary grades. To better understand this model, we conducted a research study on government pre-primary sections in 2016.

This study:

- Provided a national perspective on pre-primary sections in government schools through an analysis of current provisions and trends, and interviews with experts
- Gave an overview of current pre-primary programmes in select states/corporations with respect to access, quality and funding
- Identified highlights and challenges associated with this model of ECE, and laid out opportunities for different stakeholders

Based on the findings from this report, CSF believes that the implementation of a quality PPS model nationally will be a positive step in improving learning outcomes across levels.
We have been engaging with states as well as reputed non-profit organisations around the PPS model of ECE provision. Through our efforts, we have learnt that the PPS model works well in states where the following conditions are met:

- Presence of a network of consolidated/model schools (K12, K10 or K8) to ensure high quality implementation and sufficient enrolment to warrant a separate teacher, where provision for PPS should be made
- Dedicated teacher for PPS, preferably from a different cadre than primary
- Additional budget and fiscal room (keeping in mind that one year of PPS costs approximately INR 10,150 per child)

Additionally, we began exploring other low-cost models to strengthen early learning specifically for 5- to 6-year-olds. One innovative model we came across was an accelerated school readiness programme, conducted at the beginning of or immediately before class 1, and aimed at providing a transition from the home or anganwadi environment to formal schooling. An accelerated school readiness programme involves 8-12 weeks of developmentally appropriate instruction designed to bolster a child’s pre-literacy and pre-numeracy skills, with additional modules on motor skills and social skills. Apart from teacher training, other elements of the programme can include classroom kits, student worksheets and assessments.

Together with Akshara Foundation, CSF is partnering with the Government of Karnataka to pilot a school readiness programme for students entering class 1. The pilot will be conducted in 100 schools from June to September 2018. Multiple delivery models will be tested, including a summer camp and a boot camp at the beginning of class 1. We are also partnering with a monitoring & evaluation agency to evaluate the programme. Based on learnings from the evaluation, the programme could be scaled to the entire state as well as in other states in India.

Private Schools: Improving the Quality of Preschool Sections

With the perception of the anganwadis as more of a day-care centre rather than a preschool, especially in urban areas, there has been increasing enrolment in private unaided preschool education services, such as nurseries, kindergartens and pre-primary classes/sections in private schools.
Apart from engaging in research and investments that were tied to specific delivery channels in ECE, we also attempted to analyse the policy and non-profit landscape around different levers, including curriculum, teacher training, technology, assessments and parent engagement.

There is a clear need for reliable, easy-to-use assessment tools to measure the quality of ECE. Broadly, tools of two types are needed – centre-level and child-level.

- Centre-level tools provide a comprehensive indicator of the quality of the ECE delivery channel, taking into account infrastructure, staff, pedagogy, curriculum, etc.
- Child-level ECE tools capture outcomes along multiple domains of child development – physical, socio-emotional, cognitive, pre-literacy, pre-numeracy, etc.

Both centre-level and child-level tools would need to be adapted to local contexts and environments. Currently, there are no widely used or accepted tools that have been contextualised for India.

CSF supported FSG, a development consulting organisation, in its initiative called Program to Improve Private Preschool Education (PIPE) to improve the quality of ECE in the affordable private schools space.

FSG interviewed 4,300 low and middle-income families across 8 cities. The results showed that:

- Almost 80% of children were accessing some form of ECE.
- 87% of those families accessing ECE were sending their children to private providers.
- 70% of parents were sending their child to a provider that was attached to a primary or secondary school.

FSG is now working with 6-8 ECE service providers to improve their offerings and scale high quality services to improve the quality of preschool education. CSF is helping to strengthen the supply side through the PIPE programme.

We are also supporting Key Education Foundation, a non-profit organisation working to strengthen the delivery of preschool education in affordable private schools. Key Ed offers high quality classroom materials, teacher training and ongoing programme management support. They currently work with 1,000 students and 40 teachers across 5 low-fee schools in Bangalore.

The Lever Cut

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Assessments

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Parent Engagement

Research has shown that a child’s family and community play a significant role in his/her development. In fact, for the 3- to 8-year age group, a child’s home and family environment has a higher impact on academic outcomes than school. However, despite a strong body of research in favour of parent engagement, there exists little evidence on the most effective models and interventions. Further, there are only a handful of organisations that work with parents, though some non-profits working with students have a parent component as part of a larger programme. Given this context, CSF is exploring different models of parent engagement.

We have incubated Saarthi, an organisation working to enable parents, especially mothers, to contribute to their child’s academic, health and socio-cognitive development. Saarthi provides do-it-yourself activities and support to deliver the same through phone calls and home visits, currently working with 300 parents across Delhi-NCR. In 2017, Saarthi observed 90% cohort retention and 67% call completion rates in their pilots, thereby pointing towards high engagement of parents with the programme.

CSF supported Centre for Early Childhood Education and Development (CECED), Delhi to begin a multi-year project focusing on standardising their existing assessment tools (used previously for research) and making them relevant and usable for the wider ecosystem. The project is still underway, and has since also received support from UNICEF and the World Bank. It aims to test the usability of these tools among government functionaries and other practitioners as part of the standardisation process. Other project outcomes aiming at systemic impact include developing training material to ensure appropriate and efficient use of the tools, and formulating and implementing a strategy for dissemination and increased adoption of these tools.
Going Forward

**We believe** in the importance of quality early childhood education offered by both public and private systems. A quality ECE programme must focus holistically on all domains of child development, and must design its curriculum and pedagogy accordingly.

**We aim** to find and support innovations enabling adoption of such developmentally appropriate elements in programmes across delivery channels. We also hope to generate evidence on innovative models of improving school readiness within the existing fiscal and policy constraints.

**We intend** to push for greater policy focus on ECE, including tighter integration of ECE with the primary school system and a pragmatic outcome-oriented regulatory framework for ECE providers.
EdTech

The Indian education system comprises over 26 crore children and 90 lakh teachers using multiple languages as the medium of instruction. However, issues of quality and scale continue to plague the system. Learning levels are low across government and private schools – The 2013 Annual Status of Education Report (ASER) showed that 52% of children in class 5 cannot read a class 2-level text, while 74% cannot do basic arithmetic. There is huge disparity in learning levels even within a classroom. According to a study done by Educational Initiatives in 21 government schools in Gujarat from 2011 to 2016, 90% of students in class 8 are below their grade levels. On the other side, 34% of elementary schools do not have the required number of teachers as per Right to Education (RTE) norms [Unified District Information System for Education (U-DISE) 2016-17], either due to shortage or poor allocation of teachers. Those teachers who are in the classrooms often lack requisite capacity or training.

Most students and teachers rely mainly on textbooks as teaching-learning material. However, given the increasing role of technology as a tool for learning and its ability to reach a large number of users, we at CSF are exploring ways in which education technology (EdTech) can improve learning outcomes for all children. Technology can deliver consistent and quality teaching to millions of learners even in areas that are difficult to access. Adaptive personalised learning tools can enable differentiated learning for students, while for teachers, digital modules can provide individualised, competency-linked training and lesson planning resources. Thus, we believe education technology has the potential to address some of the problems facing India’s education system at scale.

CSF Approach

• Using technology to provide access to personalised education and cater to the diversity of learning styles of students in a non-discriminatory and cost-effective way
• Supporting teachers with pedagogically-sound technology solutions to build their capacity and empower them with teaching-learning materials to improve education delivery
Despite the potential of EdTech for disruptive change, the use and implementation of technology solutions so far has led to limited impact on student learning. To explore this field further, we initially funded various organisations with innovative products aimed at students.

**Mindspark Centres**

In partnership with CSF, Educational Initiatives launched Mindspark Centres in 2012 to offer a technology-based learning programme to children enrolled in Delhi’s government and affordable private schools. One of our first EdTech grants, the project aimed to develop blended learning models – those using a combination of technology-based learning and teacher instruction – to tackle the remedial learning challenge. Five after-school learning centres were set up in low-income neighbourhoods of Delhi, working with students to remediate learning gaps in mathematics and language. By 2014, they had introduced more than 30 innovative learning and outreach-related processes and systems, and demonstrated positive learning growth in mathematics.

**Moinee Foundation**

We funded Moinee Foundation in 2015 to scale Quiz Academy, with the aim of demonstrating effective integration of EdTech products in the government school system in Rajasthan. Quiz Academy is a quiz-based online learning platform for enhancing student learning in schools through ICT. The platform has practice questions for classes 9 and 10 in mathematics and science. Teachers and students can use these quizes to learn, revise and assess a particular unit or chapter, either in a one-to-one or many-to-one format. By March 2018, this programme had reached 1,523 schools in 10 districts across three states (Rajasthan, Uttarakhand and Maharashtra).

**Nalanda Project**

We also supported the Nalanda Project in 2016, run by Motivation For Excellence Foundation. An in-classroom, personalised learning programme, the project uses the offline version of Khan Academy (KA Lite) on tablets. It recommends that teachers divide their classroom teaching time between whole-class instruction, to teach concepts, and individual student practice on a customised, offline platform called Kolibri. Now in its fifth year, the project is impacting 10,000 children in over 200 classrooms in Mumbai, Pune, Delhi and Rajasthan.

These grants showed us the importance of individualised learning that allows students to learn at their own level and progress at their own pace. Our work now also aims to take these innovations to scale.
**Khan Academy India**

In 2015, we also collaborated with Khan Academy, a US-based non-profit organisation, to localise and launch their Hindi platform with NCERT-mapped mathematics content for classes 5 to 8. In order to facilitate the contextualisation of the KA content into more Indian languages and drive adoption in the country, CSF helped set up KA India. KA India is now partnering with multiple state governments and civil society organisations to contextualise their vast library of high-quality videos and exercises into regional Indian languages, as well as drive adoption in schools.

In addition to blended learning models, we have also looked at blended classrooms, where technology such as projectors and smartboards is used to teach the whole class and improve the quality of teaching and learning. This model is of interest to many state governments given the low cost per student.

We supported the Government of Andhra Pradesh’s flagship Digital Classroom initiative in 2015, through which they provisioned over 2,400 blended classrooms using funds raised from Telugu diaspora in the US. We are working closely with Department of Education in Andhra Pradesh to help them utilise this hardware more meaningfully by using a content solution and training the teachers.

**Chhattisgarh Virtual Education Project**

We have partnered with the Chhattisgarh Infotech Promotion Society (CHiPS) to improve student learning outcomes in science and mathematics for classes 8 and 9. For this, CHiPS has collaborated with Funtoot, a personalised adaptive learning platform, and Designmate, a company providing animated video content. Research agency Sambodhi will create a playbook on how to integrate technology in schools to drive content adoption. The project started with pilots in 26 schools in 3 districts in 2017. We are now working closely with CHiPS and the Department of Education in Chhattisgarh to incorporate the learnings from this pilot to do a large-scale EdTech intervention in 1,246 schools in the next academic year.
India faces an acute shortage of qualified and competent teachers. According to U-DISE 2016-17, there are 18 lakh untrained teachers in the country. Most teacher education programmes lack rigorous and relevant training for both pre-service and in-service teachers. The government recommends at least 21 days of refresher training for all in-service teachers every year; however, U-DISE data for 2015-16 shows that only 15% of government school teachers received any training. Moreover, teacher training is not need-based and is often of poor quality.

Technology-based teacher training has the potential to improve teacher knowledge, skills and mindsets at scale – by providing democratised access to quality courses that teachers can access based on their needs. Our grantees look at providing competency-linked training programmes to make professional development more personalised for teachers.

**Firki**

We supported Teach For India in 2013 to create Firki, an online training programme aligned to the B.Ed. curriculum, that prepares teachers with the requisite mindsets and pedagogical skills to ensure learning for all students. Firki combines webinars, face-to-face facilitation and peer learning with an online portal that contains modular courses featuring readings, assessments and videos of classroom practice. With over 65 courses and 2,000+ users on its platform, Firki aims to provide a wide audience of teachers with access to high quality resources.

**The Teacher App**

The Teacher App was incubated by CSF and Millennium Alliance in June 2015 to explore the best way to connect teachers with continuous conceptual knowledge anytime, anywhere, at zero cost. The mobile application provides digital learning content on mathematics, language teaching and pedagogy concepts in an engaging manner – the courses are audio-visual, interactive, in Hindi, consume less than 50 MB data, and work offline.

In their very first year, The Teacher App successfully designed a MOOC (Massive Open Online Course) format that was suited for the Indian context and piloted it with 600 teachers. In August 2017, they went live and have since seen rapid organic use of their application – close to 90,000 users registered, with very promising finishing rates. They are currently working with the education departments in Chhattisgarh, Himachal Pradesh and Uttarakhand to embed the content for teacher support.

They also focus on developing a community of practice to create open source digital learning experiences for teachers. Currently they are partnering with and supporting six well-known organisations, including the Homi Bhabha Centre for Science Education and Eklavya, to accelerate their digital ambitions. The aim is to create 1,000 hours of content and connect to 10 lakh teachers. For this, they have got an additional grant of $1 million from Google.org.
In addition to teacher training, technology can be used to support teachers by providing the correct pedagogical tools to strengthen everyday classroom instruction. There is growing evidence that curriculum-aligned resources for teachers can lead to an increase in the effectiveness of the teacher-learner interaction and hence improve the quality of teaching and learning within classrooms. Evidence also shows that high quality, pedagogically-sound resources have better adoption and impact across different geographies. In this context, we have supported organisations working to develop easily accessible and comprehensive teaching resources, including lesson plans, activities, assessments and teaching strategies for syllabus-aligned topics.

Quality Education Support Trust (QUEST)

In 2015, we funded QUEST, a Maharashtra-based non-profit working in the field of early childhood education and elementary education, to pilot an online course on elementary mathematics pedagogy for teachers and teacher educators. Named ‘Shikshak’, the course comprises practical work and online assignments hosted on Moodle. A group of teachers is also assigned a mentor, who interacts with the teachers and conducts weekly face-to-face sessions. QUEST is currently training close to 100 teachers through long-term (32-week) and short-term (12-week) courses. Their target is to train 200+ teachers by end of this academic year, and reach 5,000+ teachers over the next three years.

Million Sparks Foundation

We funded Million Sparks Foundation (MSF) in 2016 to further develop their Android-based mobile application called ChalkLit. The platform hosts bite-sized, curriculum-aligned resources and topic-based trainings for teachers. ChalkLit enables teachers to plan lessons better, by giving them easy access to an annual planner, high quality concept videos, teaching methodologies, activities and classroom resources such as worksheets. MSF tested the application with over 100 teachers in 2015-16.

In their efforts to build partnerships for dissemination, MSF has received funding from Google.org and entered a partnership with the Delhi government as the state’s online capacity-building platform partner. The organisation currently trains 3,000 teachers every month on its platform – and this number is expected to grow significantly as they work to get all 60,000 government teachers in Delhi on their ChalkLit platform. MSF is also looking to expand beyond Delhi, and has conducted pilots in Haryana as well as signed a partnership with the Goa government.
As EdTech continues to reach larger number of users, a number of states are interested in enhancing their textbooks with digital content mapped via QR (Quick Response) codes. Hence, a special focus is needed to create and provide high quality content that can suit the diverse needs of educators and learners.

**Video Content Accelerator Project**

There is a paucity of high quality open educational resources, especially in vernacular languages. While CSF believes that addressing the content gap is high priority, the problem is too large and diverse to be solved by one organisation alone. There is need for a collaborative effort between philanthropic foundations and organisations and individuals creating content, as well as school systems.

We have partnered with [Google.org](https://google.org) and [YouTube Learning](https://youtubelearning.org) for a $2.5-million accelerator project to create bite-sized resources that can be freely accessed by teachers and students. The accelerator will directly support more than 20 educators with the funding and training they need to produce more than 200 hours of quality educational content in Hindi and other vernacular languages. This content could be used either inside the classroom, to aid the teacher’s delivery of instruction, or outside the classroom, to supplement in-class learning and as a resource for preparation by teachers or students.

The project will also work to scale its reach within the sector at large by developing a hub to share best practices, such as tips on how to create engaging videos and guidance for aligning lessons with curriculum and standards. It will strengthen the educational content creation ecosystem in the country by building capacity of the content creators involved.
DIKSHA - Digital Infrastructure for Knowledge Sharing

Through our engagements with multiple state governments, we saw a growing demand and desire from the states and the teacher community to leverage technology for teacher development. There have also been various instances of teachers adopting technology organically, demonstrating an appetite for greater use of technology as a learning aid. However, traditional methods of teacher training and sporadic support are not enough – both for teachers and students. In place of the disaggregated efforts by multiple states, MHRD, along with the National Council for Teacher Education (NCTE), launched DIKSHA – a national digital infrastructure to enable, accelerate and amplify solutions in the realm of teacher education.

DIKSHA hosts resources for teachers and enables states to build solutions ranging from high quality curriculum-linked resources, materials for in-class use, teacher training content and assessment aids, to teacher profile, teacher communities and announcements. It is a constantly evolving and demand-driven platform, giving states and other educational organisations the power to co-design and co-develop solutions for their needs. Thus, DIKSHA presents a unique opportunity to leapfrog EdTech solutions for the benefit of teachers. It has the potential to provide a support mechanism for the professional development of teachers across the country.

Verticals of DIKSHA

- **Profile and Registry**
  - Framework for authorised publishing and consent-based access to data
  - Enables authorised authorities to update, maintain and use data in an easy manner

- **School Leadership Platform**
  - Provides access to tools and content for school leaders
  - A registry of school leaders can also be created using the DIKSHA registry framework

- **Teacher Professional Development**
  - Includes a profile for teachers with:
    - Updated data
    - Courses for need-based consumption
    - Notification and assignment of new courses
    - Course completion certificates and badges

- **Teaching and Learning Content**
  - Comprises various kinds of assessments, including student assessments

- **Assessments**
  - Enables sharing of best practices among the teacher community and innovative organisations

- **Platform for Teachers to Create Content**
  - Tools for teachers to create contextual content or modify existing content to suit their requirements

- **Communication**
  - Enables the centre and states to make announcements and issue news, circulars, directions, regulations and other official notifications to teachers

- **Innovation**
  - Framework for authorised publishing and consent-based access to data
  - Enables authorised authorities to update, maintain and use data in an easy manner

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  - Includes a profile for teachers with:
    - Updated data
    - Courses for need-based consumption
    - Notification and assignment of new courses
    - Course completion certificates and badges

- **Teaching and Learning Content**
  - Comprises various kinds of assessments, including student assessments

- **Assessments**
  - Enables sharing of best practices among the teacher community and innovative organisations

- **Platform for Teachers to Create Content**
  - Tools for teachers to create contextual content or modify existing content to suit their requirements

- **Communication**
  - Enables the centre and states to make announcements and issue news, circulars, directions, regulations and other official notifications to teachers
CSF and EkStep Foundation have been working closely with the MHRD and NCTE to support the development and implementation of DIKSHA by various state governments. States such as Andhra Pradesh, Maharashtra, Tamil Nadu, Rajasthan and Uttar Pradesh are championing the implementation of different aspects of the digital platform. They have already started integrating DIKSHA's infrastructure into their respective teacher initiatives and are publishing Energised Textbooks (embedded with QR codes).
The idea of including technology in education is often met with skepticism from both academic and practitioner communities. At CSF, we believe that using technology for certain teaching tasks is critical for advancing the education system’s ability to serve all students. There is a need to create and disseminate more knowledge and insights to help inform different stakeholders in the EdTech ecosystem in India. For this, we have undertaken a number of projects and initiatives to build and share EdTech-related knowledge, evidence and insights.

**EdTech Promise**

Recognising the policy emphasis on digital education, we prepared a report in 2015 that highlighted the role of technology in improving student learning, teacher training and instruction, and school governance. The report analysed EdTech innovations from India and abroad to demonstrate how technology-based models are evolving in different contexts to produce higher learning outcomes and raise administrative efficiency. We also conducted a survey to analyse availability, usage, perceptions and challenges with technology adoption among teachers across the country.

Key Learnings:

- There is a correlation between education technology and improved learning outcomes in reading, writing and mathematics
- Growing number of entrepreneurs are developing products and services that cater to school education
- Market forces and government policy are coming together to create an enabling environment for the widespread adoption of low-cost technology solutions

**Teaching and Technology**

We collaborated with the British Council in 2017 to publish case studies that illustrate how teachers are using various types of tools and tech-supported innovation in India. From over 440 applications received, the top 22 teachers and organisations working with teachers were featured, highlighting a broad range of hardware and software amalgamation to improve student learning and the professional development of teachers.

**EdTech Lab**

In the last decade, multiple models of EdTech have been deployed, including personalised learning solutions and one-to-many, projector-based smart class models. At CSF, we are now looking to identify promising EdTech solutions that can be contextualised to cater to students from government schools and affordable private schools. As part of this project, we will create robust evidence around the efficacy of these products through rapid-cycle evaluations. The goal is to facilitate market entry and large-scale implementation for proven EdTech solutions from other segments.
Going Forward

We believe that with the increasing adoption of low-cost computing devices, smartphones and internet connectivity in India, technology will play an integral role in scaling innovative, high quality learning tools for students as well as building capacity for educators.

We aim to promote a coordinated effort among various stakeholders to leverage the transformative potential of technology by building knowledge and evidence of the impact of the use of technology on learning outcomes.

We intend to support entrepreneurs and school systems experimenting with innovative solutions in this space, as well as work with governments pushing for the use of digital technology to implement these programmes at scale in both government schools and affordable private schools.
System Leadership

The overall quality of a school almost never exceeds the quality of its leadership and management. In fact, a 2009 study by New Leaders for New Schools found that over 25% of the impact on student gains can be attributed to the principal. Hence, overlooking school leaders severely limits the potential impact of all other school quality interventions. However, global experience also increasingly shows that school leaders alone cannot fulfill this role. It is equally important to look at leadership beyond the school, at a system level, to build accountability as well as to provide academic support.

In India, education leaders provide critical leverage to drive education reform, with around 6 lakh school leaders and 1 lakh education leaders in the country, as compared to 90 lakh teachers. The landmark Justice Verma Committee advocated that the decentralised structures of block and cluster officers (BRCs and CRCs) be strengthened, with provisions for human and physical resources to enable them to perform effectively. For this purpose, the Committee also highlighted the need to strengthen existing academic institutions imparting in-service training and professional development, such as State Councils of Educational Research and Training (SCERTs), District Institutes of Education and Training (DIETs) and State Institutes of Educational Management and Training (SIEMATs). Thus, given the importance of these key stakeholders and the corresponding institutions at all levels, it is crucial to find ways to leverage their position to create impact inside the classroom.

CSF Approach

- Supporting merit-based selection, training and continuous professional development of school leaders to enable them to develop skills and mindsets to lead their schools effectively.
- Understanding and strengthening the role of middle management in education, namely block and cluster officers, in improving the quality of teaching practices in classrooms.
Evolution And Learnings

School Leadership

Evidence over decades indicates that school leaders play a critical role in impacting school improvement, instructional excellence and student achievement. In fact, after teacher quality, school leadership is found to be the most significant variable contributing to student learning levels. They influence students, teachers, parents and communities by fostering conditions that support effective teaching and learning. Recognising the value of school leadership, we attempted to test out different models for increasing the capacity of school heads.

We incubated the India School Leadership Institute (ISLI), which focuses on building the skills and capacity of school heads through a two-year, city-based fellowship programme. Established in 2013, ISLI is one of the first initiatives in India providing management training to those school heads who have had limited exposure but are currently leading public schools and affordable private schools that serve low-income students. The programme includes both offsite training and monthly school support visits by trained ISLI staff.

Today, ISLI works with 768 school heads across 5 cities. They are now looking to scale their model within the government system and initiated engagements with state governments and partner organisations in 2017-18.

In 2014, we invested in Creatnet Education, a collaborative network that aims to augment learning and facilitate growth for educators. Working closely with the Delhi government on training all their Directorate of Education (DoE) school heads, Creatnet’s highly leveraged model focuses on building capacity from within the system. This is done by training a group of core facilitators, typically existing principals and DIET faculty, who then facilitate and support school heads in professional learning groups of 10 each.

So far, Creatnet has completed the training of 1,024 school heads in Delhi and built capacity of 62 core facilitators, who can assist in taking the programme forward. They are working to train 135 school heads in Sikkim, and are increasingly looking to expand their programme to other states as well.
Middle Management

Working with programmes that were embedded in the government system pushed our thinking around looking at the system as a whole, as well as at key stakeholders beyond the school leader that play an integral role in supporting him/her.

Effective strategies at the system level have been shown to work across three levels:

1. Through coaching of teachers, which has been found to have a hugely positive impact on both classroom instruction and learning outcomes
2. Through enabling school-to-school support and lateral learning, through networks and clusters managed by education leaders in high-performing systems like Singapore and Ontario
3. Through strengthening accountability, which entails setting goals with schools and supporting them over the course of the year to achieve these goals through various monitoring mechanisms

With this in mind, we initiated some work around understanding the academic leadership and middle management layer (district, block and cluster officers), in an effort to build perspective on other human capital in the system that has a bearing on student learning.

We gave an innovation grant to Kaivalya Education Foundation to learn the intricacies of this layer and understand what it takes for middle managers and coaches to fulfill their role more effectively. Having traditionally worked on training school leaders, the foundation pivoted their model in 2015 to design programmes for cluster and block officers, who play a critical role in coaching and supporting teachers and maintaining a high quality of education delivery.

We also undertook a six-month research study in 2017, with overall guidance from Professor Vimala Ramachandran, on understanding the entire value chain of block and cluster officers, from when they are recruited in the system to when they progress to other roles. To leverage the existing momentum that was being created in the ecosystem around understanding this issue, CSF, in partnership with Accountability Initiative, played a convening role and brought together practitioners, academicians and government stakeholders. The group weighed in on the various challenges of middle management in India today, and aimed to create a collective voice around how some of these issues can be addressed.

Working with stakeholders across different levels made us delve deeper into the institutions that carry these people – cluster and block resource centres, DIETs and SCERTs. We partnered with Leadership for Equity in 2015, an organisation working to transform the Maharashtra SCERT and helping it transition to a strong academic body to lead training, research and curriculum development in the state. This association showed us the need for all states to strengthen their academic institutions, which led us to create a ready-to-use playbook for states that included a phase-wise approach for strengthening SCERTs.
At the same time, we furthered our work to sharpen our perspective around teachers as one of the most critical stakeholders in the system. In this regard, we partnered with the Chennai-based Madhi Foundation in 2016. Their flagship Transformational Academic Programme (TAP) aims to expose teachers to best practices in pedagogy on a daily basis, through a tool kit comprising of bilingual scripted lesson plans for all subjects and supplementary teaching-learning material, as well as through workshop-based training and regular on-site coaching. Based on internal data, their initial pilots saw a six-fold growth in reading fluency and a four-fold growth in reading comprehension. Over the past year, Madhi has worked directly with 65 classrooms in schools across Chennai Corporation, and indirectly as a monitoring partner for close to 50 classrooms with the Tamil Nadu government. They are now looking to build on the TAP model and scale their programmes to reach 3,500+ teachers directly.

CSF has been collaborating with Language and Learning Foundation (LLF) right from its inception in 2015. LLF’s mission is to enable all children to develop strong foundational skills and abilities by building capacity of teachers and teacher educators in early language and literacy (classes 1 to 3). For this, they have adopted three major strategies:

- **Providing continuous professional learning**
  through courses designed for all key stakeholders, including teachers, teacher educators and B/CRPs (Block/Cluster Resource Persons)

- **Building and sharing knowledge**
  by developing resource packages for teachers and trainers, and conducting research

- **Providing direct technical support to states**
  through comprehensive engagements as well as focused pilots

LLF started out with 100 participants for their blended course in 2015. Today, they have a presence in five states – Haryana, Rajasthan, Chhattisgarh, Bihar and Uttar Pradesh – and are on track to reach 2.7 lakh teachers by 2020.
Leveraging some of the perspective gained over time through these on-the-ground projects and the momentum being generated nationally around whole school evaluation, we recently engaged in an initiative with the Delhi Commission for Protection of Child Rights (DCPCR) that involved looking at the school as a whole, studying the processes, people and systems that allow for a school to function well. This entailed looking at various aspects of schools, from infrastructure, child security, teaching, learning and community involvement, to understanding how to build a developmental pathway for schools to improve learning outcomes over a period of time.

By engaging in projects that involved understanding the different stakeholders in the system over the last five years, CSF has now been able to build a nuanced perspective around human capital in the system and the various institutional mechanisms that enable and disable these people from performing in their roles.

We also partnered with Centre for Teacher Accreditation (CENTA), a teacher assessment and certification organisation, for a joint publication called Chalk and Challenges.

**CHALK AND CHALLENGES**

“for the teachers, by the teachers”

- Collection of perspectives on teaching practices written by a group of winners of the CENTA Teaching Professionals’ Olympiad 2015 and 2016
- Offers ideas and inspiration to the teaching community by sharing strategies and techniques that have been successfully used in classrooms and can be replicated across the country
- Covers pedagogy, classroom management, role of technology and student-centred learning

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Going Forward

We believe that the right tools, resources and accountability structures for the human capital in the education system, coupled with development support and strong institutional backing, can improve quality of instruction in the classroom.

We aim to support interventions for provision of effective resources and professional development for both teachers and instructional leaders. Simultaneously, we also want to look at models that build teacher motivation to drive demand.

We intend to work at a systemic level to drive scalable and sustainable solutions by empowering institutions at the cluster, block and district level. We also intend to test out different models that look at improving teaching-learning practices within the classroom, with the aim of driving adoption and impact.
As India’s focus shifts from ensuring students are in school to making sure they are learning, establishing high quality learning standards assumes greater significance. Having well-defined learning standards helps set clear expectations across stakeholders on what all students, irrespective of their socio-economic background, should know and be able to do at the end of each grade. It can guide classroom instruction and shift the focus from the process of transaction of the curriculum and completion of syllabus, to the goal of ensuring that students acquire the necessary skills and knowledge. Learning standards provide a common framework to align the curriculum, instructional material, teaching-learning process and student assessments.

A holistic student assessments system that measures and reports learning against these standards is essential as it holds the system accountable. It also provides administrators and educators with diagnostic data to make the right decisions. Recognising this, CSF aims to continue to support the government to improve the learning standards and student assessments systems in India.

CSF Approach

- Building technical capacity within the government to conduct and use student assessments
- Working within the ecosystem to reach a common understanding of challenges and co-develop potential solutions through research and impact studies
Evolution And Learnings

Developing the Ecosystem

Over 135 countries participate in international and national large-scale assessments. These standardised assessments help education systems monitor trends in learning, measure effectiveness of existing education policies, set the reform agenda and ensure accountability. However, the field of student assessments is still at a nascent stage in India.

Recognising the need to develop and support the assessments ecosystem, CSF, in collaboration with Michael & Susan Dell Foundation (MSDF) in 2014, set up the Student Assessments Network. This collaboration of experts, researchers, practitioners and philanthropic foundations acts as a catalyst for driving relevant research and further consolidating learnings, sharing best practices and addressing common challenges. The group’s capacity-building efforts are continuously aligned with the government’s policy to strengthen the design, implementation and use of student assessments in India.

Experts from the Australian Council for Educational Research, ASER Centre, Centre for Science of Student Learning, Educational Initiatives, Language and Learning Foundation, J-PAL and RMSA-TCA regularly participated in discussions. The network worked together to create knowledge products, including a policy brief on Census - National Achievement Survey (C-NAS), research on State-Level Learning Achievement Surveys (SLAS), and EdKnowledge, a paper consolidating research, opinions and resources on large-scale assessments.

National Achievement Survey (NAS)

To strengthen national assessments, CSF supported the National Council of Educational Research and Training (NCERT) to work on the National Achievement Survey (NAS). This is the central government’s national survey of student learning outcomes, a comprehensive tool designed and conducted by the NCERT.

Started in 2001, NAS is carried out by the NCERT every 3 years. It is a school-based sample survey that assesses the competency attainment by students of classes 3, 5, 8 and 10 in government and government-aided schools. Class 10 NAS is also administered in private schools.

<table>
<thead>
<tr>
<th>NAS 2017-18</th>
<th>Students</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes 3, 5 &amp; 8</td>
<td>~22 lakhs</td>
<td>~1,10,000</td>
</tr>
<tr>
<td>Class 10</td>
<td>~15 lakhs</td>
<td>~44,400</td>
</tr>
</tbody>
</table>
As India’s ‘Report Card’ on school education, NAS has the potential to shape public discourse on school education, inform policy making, help plan interventions, and hold stakeholders accountable to improvements in learning outcomes. It feeds into NITI Aayog’s School Education Quality Index (SEQI), which benchmarks states on performance in the school education sector and can be used to determine the central government’s financial support to states.

Given its importance, CSF worked with the government to set up a dedicated Programme Management Unit (PMU) at NCERT to support the roll-out of NAS. Along with UNICEF, American Institute of Research (AIR) and World Bank, the PMU has been involved in assisting the NCERT at key stages of the process.

**PMU supported the NCERT in the following activities:**

- Review and finalisation of tests and questionnaires
- Development of NAS administration guidelines
- Training of district-level officials
- Development of a management information system (MIS) for data collection and reporting of results
- Development of District-level Report Cards for classes 3, 5, 8 and 10
- Drafting of the Elementary NAS National/Technical Report

**Positive Outcomes**

- Improved quality of test items
- Setting up of Comprehensive Administration Protocols
- Quick turnaround time for generation of reports - in a record time of 3 months for 2017-18

To strengthen the survey and improve its quality, efficiency and utility in the long run, CSF recommends strengthening the technical capacity of the team, including private schools in the NAS sample for all classes, and outsourcing test administration to third-party survey organisations for higher quality of data.

**Strengthening State Capacity**

Apart from NAS, all other student assessments are developed, conducted and reported by state academic institutions such as State Councils of Educational Research and Training (SCERTs) and state examination boards. In spite of a comprehensive assessments calendar of end-of-term or end-of-year summative assessments and high-stakes public examinations, research shows that the level of conceptual understanding among students is low. The pressure to score high marks in exams that predominantly test for recall or procedural skills has led to to a rote-based learning culture in classrooms.
To better understand current assessment practices and capacity at the state level, CSF visited leading states and interacted with decision makers, assessments practitioners and field staff. We found that states:

- Are centralising summative assessments and improving the design of the paper
- Are more focused on strengthening examinations than large-scale assessments
- Have a strong interest in building dedicated, in-house assessments teams and capacity
- Want to use assessments data to inform their remediation programmes
- Recognise the need to support teachers to conduct and use formative assessments

We have been working with multiple states in this regard:

- To undertake a holistic diagnostic of their assessments system
- To define the state assessments architecture, team design and functions
- To identify assessment partners to build state technical capacity

In Andhra Pradesh, the Commissionerate of School Education (CSE) is focused on improving the use of learning data to push systemic reforms. CSF, in collaboration with MSDF, Centre for Science of Student Learning (CSSL) and Samagra Development Associates, has been supporting the government to establish a dedicated 16-member assessments cell with top-notch technical capacity to design, conduct and use student assessments. The team will be trained through a three-year postgraduate-level programme on student assessments conducted by CSSL.

The Directorate of Education, Government of Delhi has identified examinations as a key lever for reform and is revamping the design of summative assessments to test for higher-order skills. The objective is to enable teaching-learning that is focused on developing strong conceptual understanding rather than just factual or procedural knowledge. The government has established a ‘Central Academic Unit’ to drive examination reform and use insights from assessments to inform policy decisions, curriculum materials and classroom instruction. CSF has been supporting the state to define the scope, mandate, functions and design of the assessment unit.
Innovation through Digital Assessments

Research shows that regular, teacher-led formative assessments have a strong positive impact on student learning and reduce inequity in the classroom. In the Indian context, where variation in student learning levels in any given classroom is very high, data from assessments can help teachers undertake differentiated instruction and identify students for remediation.

In one such initiative, the School Education Department of Tamil Nadu conducted formative and summative assessments on the Tamil Nadu Pilot App, by which students were assessed digitally against the intended learning outcomes. The insights generated from these assessments were used to aid teachers in remediating student learning gaps. The state envisaged that tech-based, rapid cycle assessments could be used to achieve this goal by providing teachers with timely, targeted and actionable reports.

CSF partnered with EkStep Foundation, Educational Initiatives and Madhi Foundation to design and implement high-frequency, tablet-based student assessments in Tamil Nadu in the 2017-18 academic year. The programme aimed to enable targeted remediation strategies for students and courses for teachers by promoting better support to teachers in remediating learning gaps. This initiative was piloted in 173 schools with close to 9,000 students across the state. It is now being extended to 3,000 schools for the 2018-19 academic year.

Students of primary and upper primary classes would take weekly, monthly and summative assessments for each subject on paper and on tablets. The digital tests on tablets were linked to the paper-based tests through QR codes.

Results, remediation and feedback aligned to each learning objective would be shared on the tablet as soon as students finished taking the test.

Results generated from these assessments would be shared with teachers, school leaders, experts and parents.
Going Forward

We believe that regular, credible student learning data from large-scale assessments, examinations and formative assessments is critical for the government to take evidence-based decisions and promote an education system conducive to quality learning.

We aim to support government and non-government stakeholders to define evidence-based learning standards and curriculum that are relevant to the 21st century and appropriate for the Indian context, and build a high-quality student assessments system that measures and reports against these standards.

We intend to support initiatives focused on improving technical capacity and understanding of assessments, building cutting-edge research on learning standards and curriculum, and introducing innovations around assessments.
Employability and Life Skills

The students of today will form the workforce of tomorrow; and meaningful employment after education is a step towards their socio-economic and personal development, independence and growth. The 2017 ASER Beyond Basics report found that 60% of the Indian youth aspires to study beyond class 12. However, only 29% of students who enrol in class 9 go on to receive any form of tertiary education – the enrolment rate declines by about half between classes 11 and 12 and college, as per District Information System for Education (DISE) 2014-15. Out of those who complete class 12, only 43% continue studying further. A large number of the others remain unemployed or are pushed into the informal sector, which accounts for about 90% of the workforce.

Students are also faced with the complexity of choosing from among various options in secondary school, where wider curriculum choice results in more diverse routes to later stages of education, employment, or both. An Organisation for Economic Co-operation and Development (OECD) paper points to evidence of the high impact of career counselling on motivational and attitudinal changes in students in terms of participation in learning, student retention and achievement. As such, there is a need for a holistic approach to improve the school to higher education and workforce transition of 14- to 17-year-olds.

CSF Approach

- Incorporating life skills into the secondary school curriculum to boost employability and support student transition from school to work
- Providing career guidance and counselling so that children can be better prepared for educational and future outcomes

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Evolution And Learnings

General Employability Skills

Cognitive abilities, typically measured by IQ and academic achievement, have been the primary focus of public policy in India. However, increasingly there is strong evidence that cognitive skills and life skills are complementary in influencing socio-economic outcomes, and that building such skills can be life-changing for children from low-income backgrounds.

Young people need both high level cognitive and non-cognitive skills to successfully navigate the transition from school to workforce. Studies suggest that non-cognitive skills, such as perseverance, self-control and motivation, are strongly predictive of positive life outcomes for the youth. The India Hiring Intent Survey (2016) found that 71% of employers listed non-domain skills (communication, interpersonal skills and integrity) as critical for new hires. A Wadhwani Foundation survey of 433 organisations identified communication, self-management and problem solving as key areas of interest to potential employers.

Based on these findings, we at CSF began exploring effective ways to integrate these skills into the curriculum for secondary school students. We held a round-table discussion with different stakeholders in partnership with the ASER Centre in December 2015. We also launched our report, “Life Skills in India: An Overview of Evidence and Current Practices in our Education System”. The discussion served as a step towards understanding and sharing innovative efforts taking place in India, addressing common challenges, and driving conversation towards targeted life skills, common quality indicators and questions of scale. The report and event established CSF as a thought leader in this emerging area, and many organisations have subsequently cited our report in their studies.

In 2017, we began a partnership with Learning Curve Life Skills Foundation, an organisation that works with children studying in low-income private schools in Hyderabad. They use a multi-pronged approach, equipping teachers with the right mindset and providing them with lesson plans and tool kits to run sessions in the classroom. In the 2018-19 academic year, Learning Curve will be working with around 13,500 children and 435 teachers across 59 schools in Hyderabad and Chennai.

We also started working with the Delhi government in 2016 to strengthen the relevance and effectiveness of the National Skills Qualifications Framework (NSQF)-aligned vocational scheme that they are running in around 250 schools. We advocated setting aside 25% of the total instructional time for delivering a general employability module that had four broad buckets of skills – English communication, internet literacy, life skills and work readiness. We partnered with Quest Alliance for the development of the modules and teacher training.
We are now looking at 20 of these schools as part of a pilot to study the implementation of these modules in greater detail, in order to eventually scale the learnings to all schools in Delhi. Through this pilot, we hope to:

- Understand the nuances of crucial elements such as content, student engagement, trainer capacity building and ongoing trainer support
- Use the pilot as a lab that will help design the programme for scale, initially for the Delhi government next year, and potentially for other state governments over time
- Demonstrate the impact of the general employability programme

We are also working with the Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE) to integrate general employability skills into the national curriculum for all job roles under the NSQF scheme in secondary schools.

**Career Guidance and Counselling**

Often, students’ choice of streams in secondary school and college is constrained by a variety of factors, including lack of information and parental pressure. Students are largely unaware about what career options exist and what they are best suited for. Career guidance can fill this gap and enable students to make informed decisions on their future academic and professional path. Well-organised career information and counselling services are important both for education systems and the labour market, laying the foundation for lifelong career development.

Recognising this need, CSF conducted a landscape study of the career guidance ecosystem in 2017 with a special focus on the low-income segment. We have joined hands with iDreamCareer (IDC), who were interested in adapting their product for the government school space, to implement a career guidance programme in secondary and senior secondary schools run by the Directorate of Education in Delhi. UNDP India is also involved the project as part of their larger initiative called ‘Disha’. The Delhi government was chosen to run the pilot keeping in mind the high smartphone penetration among all stakeholders in the state and the availability of a cadre of in-house guidance counsellors as part of the Educational and Vocational Guidance Bureau (EVGB) in Delhi.

The pilot involves:

- Assessing students on their aptitude, interest and personality by means of psychometric tests
- Generating personalised career recommendations based on the assessments
- Giving students access to a career portal that is a repository of information on careers, courses, colleges, entrance exams, scholarships, etc. relevant to Delhi
- Training Delhi’s in-house cadre of guidance counsellors on using the portal
- One-on-one counselling sessions for students by the in-house cadre of guidance counsellors

Tests have been administered for all students of classes 10, 11 and 12, covering approximately 4 lakh students across 1,029 government schools run by the Directorate of Education, Delhi. Counselling of class 12 students is underway.
Going Forward

We believe that it is critical to adopt measures to improve the labour market integration of young students in secondary school.

We aim to better understand the multiple pathways taken by students from school to the workplace, and therefore design and target better interventions to enable a smoother transition.

We intend to generate evidence on the efficacy of different models and interventions in this space to equip students with employability and life skills through various projects.
Private Schools

Private schools are playing an increasingly important role in providing access to and enabling choice in schooling. As per District Information System for Education (DISE) 2016-17, 32.9% of students study in approximately 2 lakh private unaided schools. A 2014 report by EY and FICCI has estimated that more than 50% of children will be in private schools by 2030.

Although private schools exist across a vast spectrum – with significant variation in category, size, fees and quality – a majority of these schools tend to be ‘affordable’ or ‘budget’ private schools, charging anywhere between INR 150-1500 tuition fee, per child, per month. However, multiple studies have concluded that the absolute learning levels of students in these affordable private schools (APS) are very low, and that few children achieve grade-level competency. There is, thus, an urgent need to raise the quality of education provided in these affordable private schools, especially in urban markets where the density of private schools and their enrolment is highest. There are also continued issues relating to the supply, demand and governance of these schools.

**CSF Approach**

- Raising the quality of education in affordable private schools by addressing supply-side issues and supporting innovative best practices in the ecosystem
- Working with the government to frame pragmatic regulations to make private schools more transparent and accountable
Evolution And Learnings

Social Inclusion: Implementation of RTE Section 12 (1)(c)

We began our engagement with private schools as a part of our work on Section 12(1)(c) of The Right of Children to Free and Compulsory Education Act (RTE Act, 2009). This section mandates that all non-minority, unaided private schools reserve at least 25% of seats in class 1 or pre-primary sections for students from economically weaker sections of society and disadvantaged groups.

As one of the world’s largest programmes for public funding and private provision in education, this policy presents multiple opportunities to improve the school system:

• It allows parents to send their children to a school they consider to be of better quality, regardless of financial ability or background
• It puts students from economically weaker sections and disadvantaged groups in the same class as relatively privileged children, promoting inclusive education that makes children more socially aware
• It requires private schools to submit data on enrolment and fees in order to be reimbursed, thus providing more reliable information about this sector
• It aims to improve the learning outcomes of children from marginalised sections

Unfortunately, there has been uneven implementation of this policy – only 10 states/union territories have notified this provision (Project Approval Board 2017-18). In 2014-15, the national seat fill rate was a low 15.12%, with only 3.46 lakh seats out of 22.9 lakh available seats getting filled.

Uttar Pradesh was one of the most recent states to convert to an online admissions model. Bharat Abhyudaya Foundation (BAF), an organisation based in Lucknow, has consistently been working in the state, taking its enrolment numbers from 54 in 2013-14 to 17,209 in 2015-16. CSF partnered with BAF for the 2016-17 academic year, for which the final enrolment was over 30,000. This year, BAF, now known as RightWalk Foundation, is seeking to institutionalise the mechanism within the government. Additionally, it will attempt to route reimbursement through the online portal and start child tracking.

From 2015-18, CSF, along with Indian Institute of Management - Ahmedabad, Accountability Initiative and Vidhi Centre for Legal Policy, co-authored the yearly State of the Nation report (SoTN), which was an analysis of the implementation of Section 12(1)(c) across the country. Most recently, the SoTN focused on states implementing Section 12 through an online system, and how such a model improves access and efficiency.
CSF was one of the early supporters of **Indus Action**, an NGO working for better implementation of Section 12(1)(c). We worked with them in 2013 to create awareness about this provision in Delhi, where it was estimated that the awareness level among the targeted population was less than 4%. Indus Action is now actively working in states like Karnataka, Gujarat and Chhattisgarh.

CSF also funded a child-tracking project in Ahmedabad, Gujarat from 2016 to 2017. While this study is still undergoing, valuable insights have come forth on the characteristics of those who applied, parental experience, the admission process and the school experience for the child. However, only time will tell if, and how, this provision can drive social inclusion and better learning outcomes.

Following this, we expanded our scope to focus on improving quality in affordable private schools (APS) by supporting the government as well as the larger ecosystem. With the government, we worked on creating regulations based on the principles of autonomy, accountability and transparency. We attempted to galvanise the market by supporting service providers catering to our target segment and sharing best practices around the APS space.

**Government Focus: Private School Regulations**

All the regulations that apply to private schools are derived from the RTE Act, subsequent state rules, court judgments and intermittent government orders. In addition to this, schools may have to follow other guidelines for affiliation to certain boards. As a result, the current regulatory framework is complex, convoluted and, in some cases, even contradictory.

Moreover, the myriad regulations tend to not be enforced. Despite laws to the contrary, several private schools are for-profit in every way except on paper. Overburdened block education officers have neither the time nor the resources to monitor so many schools. In cases where actual verification is conducted, these schools are found to be lacking not only in infrastructure and facilities, but also in academically important aspects such as qualified teachers and age-appropriate curriculum.

The government has a role both as a provider and regulator of education. We believe that there should be a pragmatic regulatory framework for private schools to ensure quality, transparency of information, accountability and data-driven decision-making. A holistic set of model regulations that work for all private schools is needed. Additional primary research as well as contextualisation of international best practices can help inform the broad structure of such a law. Further refinement can be based on state-specific characteristics.

We aim to engage with a few states to work on such a regulatory framework that improves the quality of learning in private unaided schools. Using the World Bank’s SABER-EPS Framework as a starting point, we have identified the following policy goals:
Various studies, including one each in India and Pakistan, have shown that dissemination of learning data from private schools not only increased test scores but also decreased fees on average. CSF is attempting to improve learning outcomes through information provision, by building a school choice portal in one state.

Another major area of concern is the exorbitant fees and unjustified fee hikes in private schools, which have been highlighted in the media and even drawn responses from the Supreme Court. In this context, CSF and Vidhi Centre for Legal Policy worked with the Delhi government to draft a fee regulation bill.

The policy will provide for a legal structure (through an amendment) as well as address systemic issues (by creating a streamlined process) to remove barriers to entry for new entrepreneurs.

The policy will allow the government to demand information from schools, and for relevant data to be publicly shared.

CSF will perform data analysis and work with the state to frame new rules to regulate fees and control arbitrary fee hikes, while Vidhi Centre for Legal Policy will provide a legal basis for the law to enable smooth implementation and functioning.

Once information is put in the public domain, NGOs, proactive parents and other concerned stakeholders can use it to flag discrepancies and hold schools accountable to learning outcomes.

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Improving Quality of Affordable Private Schools (APS): Supply-Side Interventions

There is a ‘perception of quality’ around private schools, especially among illiterate parents who use proxy markers such as English-medium teaching and use of technology to evaluate schools. However, in reality there is no significant quality premium in most private schools.

The proliferation of private schools has not gone unnoticed by the market. There has been a burgeoning of players that supply products and/or services to private schools. These range from manipulatives for particular subjects to a whole-school intervention that includes textbooks, curriculum and teacher training. While all these organisations position themselves as school improvement services/products, in some cases the evidence of impact is circumspect at best. In fact, in pre-primary sections, it is possible that developmentally inappropriate content may actually do more harm than good. Keeping all this in mind, CSF has supported some exceptional, impact-focused service providers that target the APS space.
The Education Alliance (TEA)

TEA aims to build and sustain an ecosystem for public-private partnerships (PPP) in government schools. It works to develop a strong pipeline of quality non-profit private operators to operate government-owned schools, and to ensure PPP schools deliver higher quality education than comparable municipal schools at the same per child cost. TEA supports 30 South Delhi Municipal Corporation (SDMC) schools, taking the help of 12 other NGOs for teacher training, community engagement and co-scholastic activities.

3.2.1 Education Foundation

3.2.1 Education Foundation is a Mumbai-based organisation that runs a teacher training and school strengthening programme for affordable private schools based on best practices. The programme, called Sustained Mastery Programme, incorporates adult behaviour change theory, and entails workshops followed by classroom observations to provide feedback and coaching support. As of 2017, they had partnered with 93 schools across Mumbai, Bangalore and Hyderabad.

iTeach Fellowship

This one-year programme places high potential teaching graduates in private English-medium schools catering largely to students from low-income backgrounds. Through regular coaching and support, it provides aspiring teachers an opportunity for professional development by accelerating their learnings. The third batch of the programme in 2017-18 saw 41 fellows serving 23 affordable private schools, going up from 29 fellows in 16 APS last year.

Working in the low-income sector is a challenging prospect with minimal margins, if at all. To better understand the state of the market from school leaders, we piloted a newsletter in 2016 for private school leaders, called **SLATE (School Leaders’ Avenue To Excellence)**. This was an attempt to share best practices around aspects school leaders cared about, such as collecting school fees, and later add quality-related aspects such as providing support to teachers.

We believe that there are several market failures that prevent private schools from improving their quality. School owners need to be both incentivised towards and made capable of doing this. We plan to conduct test beds and pilot interventions that will alleviate these constraints to maximise student achievement.
Going Forward

We believe that the private sector will continue to play an important role in school education. As more than half of our children move to private schools, it is imperative to ensure that they receive quality education without being exploited. For this, the government needs to pass and implement pragmatic regulations.

We aim to enable industry bodies, government agencies and other relevant stakeholders to work collectively towards raising the quality of learning in private schools.

We intend to raise the learning outcomes of students in private schools by supporting research-based interventions at the ecosystem and school level.
In India, we have achieved near universal access to primary education – A 2015 study by Social and Rural Research Institute–Indian Market Research Bureau (SRI-IMRB) found that the number of out-of-school children in the age group of 6-13 years had decreased from 6.94% in 2006 to 2.97% in 2014 [National Sample Survey of Estimation of Out-of-School Children in the Age 6-13 in India]. The gender barrier in education has also drastically reduced, with girls in primary and upper primary classes comprising more than 48% of the enrolment [U-DISE 2016-17]. However, improvement in access and equity has not been accompanied by an improvement in quality, as has been consistently shown by several data sources – Only 47.8% of class 5 students in rural areas could read class 2-level text, according to the 2016 ASER.

To improve learning outcomes, many state governments have initiated a variety of independent initiatives, often in collaboration with various organisations, but these have so far been unable to achieve sustained gains. Additionally, a variety of disruptive forces have upended the traditional education delivery model. The rapid growth of low-cost private schools, renewed emphasis on assessments, and the advent of big data and education technology have created new variables for governments to consider.

We believe that efficient systems and processes form the bedrock of any successful reform initiative. Recognising their unmatched potential for widespread impact, we aim to support state governments to bring about systemic transformation. By collaborating with relevant stakeholders at the central, state and local levels, we can identify the challenges in the education system, set a vision for quality improvement and undertake reform initiatives that can be scaled.
Evolution And Learnings

An early example of such work in the education space comes from Minas Gerais in Brazil, where the efforts of an ambitious state governor improved the reading proficiency of 8-year-old children from 45% in 2006 to 89% in 2010. He was able to achieve this goal because the education department took a systems approach by reforming pedagogical materials, ensuring effective implementation and closely tracking key performance metrics.

Inspired by the results in Brazil, the Chief Minister of Punjab in Pakistan launched the Punjab Schools Reform Roadmap in 2010. By 2013, an additional 15 lakh children were enrolled in schools, there was a narrowing of the gender gap, and daily attendance was over 90%.

In India, one of the first attempts at a comprehensive systems reform in the education sector at a statewide level was made in Haryana through a collaboration between the Michael & Susan Dell Foundation (MSDF) and the Boston Consulting Group (BCG). CSF founder Ashish Dhawan served as an advisor for the initiative, termed the Quality Improvement Programme (QIP). BCG’s focus went beyond providing inputs, such as distribution of textbooks and teacher training, to working with the government of Haryana on achieving the core goal of enabling at least 80% children to achieve grade-level competency by 2020. Over their three-year engagement, BCG built a systematic statewide road map that entailed scalable solutions and institutionalisation of these solutions within the government. The project was implemented from 2014 to 2017 and achieved some key milestones, especially across governance and pedagogical reforms. The state also underwent many systemic interventions, notably teacher rationalisation and school consolidation.

Haryana’s example has inspired a number of other states to take up systems transformation. A typical systems transformation engagement involves the creation of a small Project Management Unit (PMU) comprising senior state education officials and a team of external consultants. The PMU works within the education department to identify the underlying root causes and develop a single comprehensive road map to change. The state government owns the design and implementation of all interventions, and every intervention is designed for scale.

To date, eight states are engaged in systems transformation with various partners. CSF has been providing expertise and financial support to projects in Rajasthan and Madhya Pradesh, in collaboration with BCG, and in Himachal Pradesh, with Samagra Development Associates. Together, these initiatives have helped us build a strong foundation of learning, allowing us to venture into working with state governments directly, beginning with Gujarat.
In Rajasthan, the Adarsh Yojna initiative, spearheaded by the Chief Minister, aims to get 75% of students at grade level by 2018. The initiative focuses on 10,000 schools, which constitute 41% of the public school population, and hopes to achieve its goal through a combination of high level governance reforms, improved classroom pedagogy and community engagement. With BCG as a consulting partner, the initiative has assisted the government in building strong data systems to promote accountability, and in experimenting with various innovative partners to further classroom learning outcomes.

In Himachal Pradesh, the government is partnering with the consulting firm Samagra Development Associates to design and implement a systems transformation plan that includes 21 unique initiatives. These efforts include an initiative to ensure on-time delivery of textbooks and introduce an online school development plan and an optical mark recognition tool for school monitoring.

With support from the Gujarat government, CSF has signed a five-year MoU and placed a PMU in the state education department to work on a targeted reform programme to improve classroom outcomes.

We are still at a relatively early point in our work in systems transformation, although we have learnt some critical lessons that will guide our way forward. We believe reform efforts must be championed by leaders within the system. Institutionalising change can enable sustained and effective impact over time. We aim to assist governments as their efforts shift to a focus on outcomes rather than only inputs such as infrastructure and teacher training. Adopting an outcome-focused vision for a state’s entire school system can help define clear goals and targets, and guide the process to achieve these outcomes and impact student learning. To build focus and accountability for these goals and targets, the government needs to establish and maintain a process to review progress, led by the champion leaders within the system and involving all stakeholders. There is also a need to bring together different stakeholders who are working in the education system to create an integrated approach for reform. In this way, the numerous ongoing efforts focused on strengthening different levers of the system can be aligned to achieve the common, defined goals.
Going Forward

We believe that a holistic, top-down approach is critical to tackle the problem of quality education in India. Building the technical and human capacity of the education system will lead to positive learning outcomes for all children.

We aim to encourage more research to build evidence on the impact of targeted systems reform. We also aim to build a powerful ecosystem where systems transformation is seen as an important tool for all stakeholders.

We intend to engage with a small portfolio of states to provide financial, strategic and other support for systems transformation work. We also intend to create more public goods to help stakeholders identify root causes and develop a road map for change.
At Central Square Foundation, we have always believed that reform in education cannot be achieved by one organisation alone. To bring about change, there is a need for effective collaboration between governments, philanthropic foundations, social entrepreneurs and other stakeholders. Since our inception in 2012, we have attempted to bring together relevant organisations and leaders in the education space through several roundtable discussions and convenings, on issues such as assessments, life skills and system leadership. These events help build a unified platform to address common issues, facilitate knowledge sharing, and promote collaboration on research, advocacy and policy efforts.

Events And Activities

Building the Ecosystem

Ashish Dhawan (Founder, CSF) moderating a session on ‘Education and Skills’ in the Champions Of Change programme organised by Niti Aayog (2017)

Bikramdaulet Singh (Managing Director, CSF) at the sixth Global Education and Skills Forum (GESF) in Dubai (2018)

Launch of the second edition of the State of the Nation: RTE Section 12(1) (c) report, jointly produced with the Indian Institute of Management - Ahmedabad, Accountability Initiative and Vidhi Centre for Legal Policy (2016)

Launch of Khan Academy Hindi with Khan Academy (2015)

Shaveta Sharma-Kukreja (Managing Director, CSF) at the AVPN India Summit 2017, ‘Investing for Impact in Education’

Ashish Dhawan (Founder, CSF) moderating a session on ‘Education and Skills’ in the Champions Of Change programme organised by Niti Aayog (2017)

Ashish Dhawan giving a TEDx talk (2013)

One of our major highlights was hosting EduSquare, a two-day residential convening for all our partners in November 2016. A first-of-its-kind event, EduSquare brought together all of CSF’s partners to learn, interact and collaborate with each other. Sessions were held on a wide range of themes such as vision setting, fundraising, government engagement and building organisational culture. The event was well-received and helped our partners engage with each other and create a community of learning going forward.
Over the last six years, we have supported organisations and entrepreneurs through grant commitments of varied sizes and durations. We have invested in over 30 organisations, where our grant amounts have ranged from INR 10 lakh to INR 3 crore per year. As we follow a venture philanthropy approach, our engagement is not restricted merely to grant making. 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. We also enable our grantees to link their programmes with policy objectives and facilitate engagements with policy makers, 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. We aim to use our learnings from the on-ground efforts of our grantees and our own research efforts to advocate for key reform initiatives and support governments in transforming the education system at the municipal, state and central levels. We have been gradually increasing our work with governments by playing the role of a strategic thought leader and implementation partner on several key initiatives.

**Statement of Activities**

<table>
<thead>
<tr>
<th>Programs</th>
<th>FY 2018 (all figures in INR crores)</th>
<th>FY 2017 (all figures in INR crores)</th>
<th>FY 2013-18 (all figures in INR crores)</th>
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<tbody>
<tr>
<td>Grants</td>
<td>15.89</td>
<td>6.16</td>
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<tr>
<td>Research &amp; Operational Projects</td>
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<td>2.31</td>
<td>17.18</td>
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<td>Grant Support, Internal Research &amp; Administrative Expenses</td>
<td>2.10</td>
<td>5.12</td>
<td>18.05</td>
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<td></td>
<td>28.93</td>
<td>13.59</td>
<td>65.98</td>
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## List of External Grants

<table>
<thead>
<tr>
<th>Name of Grantee Organisation</th>
<th>Focus of Grantee Organisation</th>
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</thead>
<tbody>
<tr>
<td>3.2.1 Education Foundation</td>
<td>Teacher training and school strengthening for affordable private schools</td>
</tr>
<tr>
<td>Aasman Foundation</td>
<td>Career guidance project in Delhi</td>
</tr>
<tr>
<td>Akanksha Foundation</td>
<td>Strengthening public-private partnership (PPP) schools</td>
</tr>
<tr>
<td>Akshara Foundation</td>
<td>Quality preschool and primary education through school readiness and other programmes</td>
</tr>
<tr>
<td>ASER Centre</td>
<td>Capacity building of government officials on using data for improving learning outcomes</td>
</tr>
<tr>
<td>Avanti Fellows</td>
<td>Blended open online courses for pre-service teacher education</td>
</tr>
<tr>
<td>BCG (for Rajasthan)</td>
<td>Systems reform in Rajasthan through the Adarsh Yojana Programme</td>
</tr>
<tr>
<td>Bharat Abhyudaya Foundation (now RightWalk Foundation)</td>
<td>Implementation of RTE Section 12 (1)(c)</td>
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<tr>
<td>Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi</td>
<td>Developing India-specific tools to assess quality of ECE</td>
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<tr>
<td>Centre for Civil Society (CCS)</td>
<td>Information portal on the RTE Act</td>
</tr>
<tr>
<td>Centre for Science of Student Learning (CSSL)</td>
<td>Building capacity for high quality assessments and research into the science of student learning</td>
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<tr>
<td>Creatnet Education</td>
<td>School leadership training</td>
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<tr>
<td>Educational Initiatives</td>
<td>Personalised remedial learning centres</td>
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<tr>
<td>EduPosse (Million Sparks Foundation)</td>
<td>Mobile-based teacher support</td>
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<tr>
<td>Firki (Teach For India)</td>
<td>Online teacher training portal for skill development of in-service teachers</td>
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<tr>
<td>FSG</td>
<td>Enabling affordable ECE service delivery in urban India</td>
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<tr>
<td>India Leaders For Social Sector (ILSS)</td>
<td>Leadership for the social sector</td>
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<tr>
<td>Indian Institute of Technology Delhi</td>
<td>Operations research for school consolidation</td>
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<tr>
<td>Indian School of Business</td>
<td>Improving performance management systems within the education sector</td>
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<tr>
<td>Indus Action</td>
<td>Research on implementation of RTE Section 12(1)(c)</td>
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<tr>
<td>India School Leadership Institute (ISLI)</td>
<td>Training existing and aspiring school principals</td>
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<tr>
<td>Organization</td>
<td>Description</td>
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<tr>
<td>IT for Change</td>
<td>Open Educational Resources for teachers of government schools in Karnataka</td>
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<tr>
<td>iTeach Fellowship (Villgro)</td>
<td>Teacher induction and training through fellowships for aspiring teachers</td>
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<td>Kaivalya Education Foundation (Gujarat)</td>
<td>Capacity building of district officials</td>
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<tr>
<td>Key Education Foundation</td>
<td>ECE and school readiness programmes for children from low-income communities</td>
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<tr>
<td>Khan Academy India</td>
<td>Personalised math learning platform in Hindi for students of classes 5 to 8</td>
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<tr>
<td>Language and Learning Foundation (LLF)</td>
<td>Training teachers and teacher educators in language and literacy</td>
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<td>Leadership For Equity</td>
<td>Restructuring of Maharashtra SCERT</td>
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<tr>
<td>Leap For Word</td>
<td>Tech-based English language teaching</td>
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<td>Learning Curve Life Skills Foundation</td>
<td>Life skills curriculum and training</td>
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<tr>
<td>Madhi Foundation</td>
<td>Teacher training and in-classroom resources</td>
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<tr>
<td>Moinee Foundation</td>
<td>Improving student learning through quiz-based modules</td>
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<tr>
<td>Nalanda Project (Motivation For Excellence Foundation)</td>
<td>In-classroom personalised learning programme</td>
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<tr>
<td>Quality Education Support Trust (QUEST)</td>
<td>Blended learning course to train teachers in elementary mathematics content and pedagogy</td>
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<tr>
<td>Saajha (includes Pratham Delhi)</td>
<td>Strengthening School Management Committees (SMCs) in government schools</td>
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<td>Saarthi</td>
<td>Parent engagement for early learning</td>
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<tr>
<td>Sajeeuta Foundation</td>
<td>Enabling social inclusion in classrooms with children from diverse backgrounds</td>
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<tr>
<td>Samagra Development Associates Pvt. Ltd.</td>
<td>Systems reform in Himachal Pradesh and Andhra Pradesh</td>
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<tr>
<td>Science Education Initiative (SEI)</td>
<td>Quality science and math education</td>
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<tr>
<td>Teacher Observation App (with Linkstreet)</td>
<td>Classroom observation application</td>
</tr>
<tr>
<td>Teacher App</td>
<td>Delivering digital content for teachers through a mobile application</td>
</tr>
<tr>
<td>The Education Alliance (Network for Quality Education Foundation)</td>
<td>Building an ecosystem for public-private partnerships in government schools</td>
</tr>
<tr>
<td>Vidhi Centre for Legal Policy</td>
<td>Research on regulation of private schools</td>
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Saurabh Gupta
Saurabh Kumar Karn
Shally Makin
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Siddharth Pillai
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