CENTRAL SQUARE FOUNDATION

Learning to Build Tomorrow

Pehle Shikshit, Phir Viksit



ANNUAL REPORT 2025-26



Location: Shajapur, Madhya Pradesh

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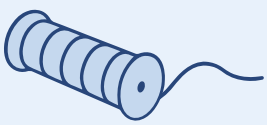
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MESSAGE FROM CHAIRPERSON, ADVISORY BOARD



Over the years, CSF has grown in scale, depth and influence. From a small, focused team, it has become an organisation of **over 300 committed people**, working with governments and partners across the education sector. What is encouraging is that this growth has not come at the cost of clarity. CSF continues to be anchored in its core purpose: **helping ensure that every child in India has access to quality education**.

The organisation's work has also become more layered over time. CSF today works across Foundational Literacy and Numeracy (FLN), Early Childhood Education (ECE), EdTech and AI, School Governance and High Potential Students. On the surface, these may look like separate areas of work. In reality, they are deeply connected. A child's learning is shaped by what happens in the classroom, but also by curriculum, teacher support, assessments, governance, technology, parents, community expectations and the wider public system around the school.

This ability to see the connections between different parts of the system has been central to CSF's evolution. The organisation has never seen education reform as a set of isolated interventions. Instead, it has tried to understand how **policy**, **evidence**, **implementation capacity** and **system behaviour** come together to shape outcomes for children. That orientation has allowed CSF to engage with governments and partners not just as a programme partner, but as a thought partner in strengthening the larger education system.

As CSF has matured, its work has moved closer to where policy meets practice. This is an important evolution. Ideas and policy frameworks are essential, but they ultimately have to travel through states, districts, blocks, clusters, schools and classrooms. That is where reform becomes real and also where its limits become visible. CSF's deeper engagement with implementation has helped the organisation learn from this reality rather than stay removed from it.

The District Project Management Units (DPMUs) reflect this shift well. Working alongside governments at the district level, these teams support **planning**, **capacity building**, **mentoring, monitoring** and **problem-solving**. They also help create a valuable feedback loop between what is designed at the state level and what is experienced in the field. This makes CSF's work more grounded, its insights sharper and its support to governments more practical.

This closeness to implementation has also shaped the way CSF approaches innovation. The organisation has been willing to engage with emerging opportunities, including the responsible use of AI, at-home EdTech, early childhood education, school governance and pathways for high-potential students. But, it has not treated innovation as a substitute for rigour. In education, new ideas have to answer practical questions. Will they improve learning? Will they work for children from underserved communities? Will they support teachers and parents? Can they be adopted by public systems in a responsible and sustainable way?

That balance between ambition and discipline is one of the reasons CSF has earned trust across the sector. Governments, funders, researchers, implementation partners and civil society organisations increasingly turn to CSF for support, evidence and collaboration. This trust has been built over time through consistent work, careful listening and a focus on outcomes rather than activity.

As CSF looks ahead, the opportunity is not only to expand its work, but to deepen its usefulness to the system. India's education challenge requires organisations that can combine policy understanding with field insight, evidence with execution and ambition with patience. CSF is well placed to play that role.

I am grateful to the **CSF team**, **our government partners**, **funders**, **collaborators** and the **broader education community** for making this work possible. With Ishmeet and the team leading the next phase, CSF has the opportunity to keep strengthening the systems that help children learn, grow and build the foundations for a stronger India.



Warmly,
Vivek Gambhir
Chairperson, Advisory Board
Central Square Foundation

MESSAGE FROM THE FOUNDER



Education is the foundation on which any progressive society is built - where every learner is provided with the tools and skills to shape and not passively participate, in their world. Global and Indian evidence alike tells the same story - the rise of Asia's fastest-growing economies has been underwritten by sustained, deliberate investment in education and skills. With nearly 25 crore students currently in India's school education system, today's learners will form a significant share of the country's workforce over the next decade. Foundational learning is critical to unlocking their potential and enabling India to realise its demographic dividend.

India's school education system reached a quiet but profound inflection point in 2025–26: for the first time in over two decades, **national assessments showed improvement in Grade 3 learning outcomes**. It was a small number with an outsized meaning — proof that a nation can bend its own learning curve when it chooses to. The National Education Policy (NEP) 2020 places Foundational Literacy and Numeracy (FLN) at the heart of this effort, setting a target that every child should be able to read with meaning and do basic Maths by the end of Grade 3. The NIPUN Bharat Mission, launched in 2021, has turned that promise into practice — reshaping government classrooms through sustained focus on every domain of a child's development, structured teacher training, robust multi-tier implementation, **data-driven decision-making** & **growing community-parental partnership** in the learning journey.

The progress driven by this Mission is indeed transformational for India. With every child having stronger FLN skills, they move a step closer to becoming confident, capable citizens who not only have the zeal, but also the capability to take the country to newer heights. This change requires hard work, patience and collaborative action in mission mode. The progress achieved in five years of the NIPUN Bharat Mission needs to be strengthened. This rests on an extension of the Mission timeline to at least 2030 and scope extended to Grades 4 and 5, providing states and districts with the opportunity to deepen the impact already achieved in the first phase of NIPUN.

Early childhood education is '**step zero**' of the learning journey and it needs deliberate attention if we are to sustain India's recent gains. Research by **Nobel Laureate James Heckman** shows that returns on investment in human capital are highest in the earliest years, which means that investments in preschool education can set children up for success even before they enter the formal primary education system. For India, this means moving steadily towards universalisation of pre-primary (Balvatika) to Grade 3, hiring dedicated early years educators with age appropriate materials and setting clear markers for school readiness.

It is also impossible to ignore how fast Artificial Intelligence is reshaping the world our children are growing up in. The question is no longer whether AI will enter classrooms, but whether we can deploy it in equitable and responsible ways that support students, teachers and parents. Through AI Samarth – an AI literacy initiative backed by Central Square Foundation and

Google.org – we are working across 10 states to help users engage with AI in a more meaningful way.

As India seeks to realise its demographic dividend, our education system must secure both - foundational competencies for every child and nurturance for exceptional talent wherever it is found. Guided by this belief, we expanded our work last year to include support for high-potential students in STEM. This builds on our foundational learning agenda by creating opportunities for bright young minds from disadvantaged backgrounds to grow into the future leaders, innovators and problem-solvers India needs.

The road ahead demands sustained commitment and collective action. India's educational transformation cannot be driven by a single institution and needs the convergence of **'Samaaj, Sarkaar, Sansthaan' (Society, State and Institutions)**. It requires governments that prioritise learning outcomes, educators who are supported and inspired, researchers who generate actionable evidence, civil society and implementation partners who deliver with fidelity and philanthropic partners who stay the course. Above all, it rests on the daily efforts of school leaders, administrators and frontline practitioners who ensure children learn and thrive.

As I look ahead I remain optimistic about what we can build together. **Viksit Bharat by 2047** will not be measured only in GDP terms, it will be measured in the millions of children who were given a fair chance to learn, to grow and to lead. If we strengthen the foundations now and keep building pathways for excellence, we will not just educate a generation — we will unlock one.



Warmly,
Ashish Dhawan
Founder
Central Square Foundation

MESSAGE FROM THE CEO



As I reflect on my first year as CEO of Central Square Foundation, I am struck by a very simple, yet powerful truth: optimism in education is not an ideal. It is a lived reality among teachers, administrators and partners, who refuse to give up on the idea that every child can learn. While the past year has reinforced this belief, it has also marked a historic moment for India's education system, five years of the NIPUN Bharat Mission. Not only has it placed foundational learning at the centre of national education reform, it has fundamentally reshaped how states, districts and schools think about early learning. The evidence of this shift is also visible year on year.

The **ASER 2024** and **PARAKH Rashtriya Sarvekshan (PRS) 2024** results point to sustained improvements in foundational literacy and numeracy (FLN), particularly in early grades. Children in Grade 3, who have spent their entire schooling journey under NIPUN Bharat are now demonstrating some of the strongest learning outcomes, with **64% in Language** fluency and comprehension and **60% in Numeracy**. The subsequent state assessments every year have shown further improvement in the learning levels. These gains signal a structural shift in how India is approaching early learning, with government schools reflecting on progress and narrowing long-standing gaps with private schools.

Given the strong response from states, we have expanded our implementation muscle to work deeper on the ground. As we do so, translating **policy into practice** and developing effective implementation playbooks for state programmes will continue to be a key engine of growth and impact for CSF. Today, our team has grown to **over 300 people**, working across **16 states and union territories** and more than **30 locations**.

In our work in **Foundational Literacy and Numeracy**, this has meant strengthening the full implementation ecosystem, from curriculum and teacher support to assessments and data usage. Through our continued strategic collaborations with National Council of Educational Research and Training (NCERT) and Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH), we supported the dissemination and stakeholder engagement for PARAKH Rashtriya Sarvekshan (PRS) 2024, including creating training modules and videos for state and district-level officials and field investigators. Beyond national assessments, we continued to generate deeper evidence on what drives learning outcomes at scale. Our studies in Madhya Pradesh and Uttar Pradesh in 2025, alongside seven statewide assessments across Assam, Bihar, Haryana, Odisha, Punjab and Telangana, covering **~1.5 lakh students**, reinforce a consistent finding: when classrooms are supported with clear learning goals, high-quality teaching-learning materials and structured assessments, children learn and they learn well.

Our work in **Early Childhood Education (ECE)** has reinforced its position as the '**step zero**' of FLN, laying the foundation for children's lifelong learning journey. In Uttar Pradesh, we supported the deployment of **5,000 ECE educators** across more than **45 districts**, addressing a long-standing gap in trained ECE personnel. Through our work in Telangana, our support to the State government enabled the integration of early childhood education across more than **1,300 government schools**, ensuring a seamless transition from pre-primary to primary education.

While 2025 marked a pivotal year for **EdTech and AI**, 2026 presents an opportunity to sustain this momentum and translate technological promise into meaningful learning outcomes at scale. At CSF, this has meant a decisive shift from experimentation to evidence-backed scale. The **LiftEd EdTech Accelerator expanded** its reach to more than **55 lakh children** across **20+ states**,

with over **30 lakh learners** directly benefiting from product improvements shaped through the programme. A landmark Randomised Controlled Trial (RCT) in personalised adaptive learning (PAL) across **120 government schools** in Andhra Pradesh, covering **~20,000 students** demonstrated learning gains equivalent to **1.9 additional years of schooling over a 17-month period**. Earlier this year, we hosted the EdTech and AI Convening – Education Dialogues, the official satellite event of the India AI Summit 2026, bringing together leaders from government, philanthropy and technology to build a shared vision for AI in education. The event culminated in the launch of **ShikshaNext**, a **₹170 crore multi-donor initiative** to scale AI-enabled learning solutions. Together, these milestones reflect CSF's commitment to advancing responsible, evidence-based innovation that is aligned with the needs of public education systems.

As we continue to strengthen foundational learning, we are also expanding our focus to support **high-potential students** beyond the early grades. Through the **TARANG STEM Accelerator**, implemented across **five** Jawahar Navodaya Vidyalayas, we demonstrated measurable gains in scientific reasoning, Mathematical problem-solving and communication skills, alongside high student engagement and early scale signals, including a national Robotics championship win.

With our work in **School Governance**, we saw encouraging evidence of how transparency in learning data can strengthen accountability. Rajasthan's public disclosure initiative, beginning with **54 Mahatma Gandhi Government Schools** in Jodhpur and expanding to **over 1,300 schools across the district**, demonstrated how sharing school-level learning data with parents can transform engagement and create pressure for improvement from the ground up.

Finally, much of this work came together at the second edition of the **CSF EDuConclave**, held in April 2026. Bringing together nearly **300 attendees**, **33 speakers** and **nine power-packed sessions**, the conclave convened leaders from government, philanthropy, academia and the wider education ecosystem to deliberate on the future of foundational learning, early childhood education, EdTech and AI, district-led implementation, school governance and philanthropy's role in strengthening school education. It reflected our belief that lasting systems change is built through collective action, shared evidence and sustained dialogue.

As we reflect on the five years of the **NIPUN Bharat Mission**, one insight stands out clearly: systemic change happens only when policy intent becomes classroom reality. The architecture of reform including curriculum, materials, assessments, governance systems is necessary but not sufficient. The true determinant of success lies in the last mile, which is the teacher in the classroom, the system leader in the field and the child at home.

As we look ahead, my focus for CSF will rest on three priorities: strengthening systems for long-term, durable impact; deepening our role as a trusted knowledge and evidence partner to governments; and enabling innovation across foundational learning, EdTech and AI and talent development. Alongside these institutional priorities, I have also been reflecting deeply on the idea of *Sewa Bhaav* — the spirit of selfless service and the intent that underpins it. It is a reminder that how we show up for others matters just as much as what we do for them.

I remain deeply grateful to our government partners for their trust and leadership, to our funders and collaborators for their unwavering belief in our work and to every member of the CSF team, whose commitment and *Sewa Bhaav* continue to make this journey possible. As we plan for the next phase of FLN reforms, I remain hopeful and convinced that we are building not just an education system, but the foundations of a Viksit Bharat, where every child who learns today has the opportunity to lead tomorrow.



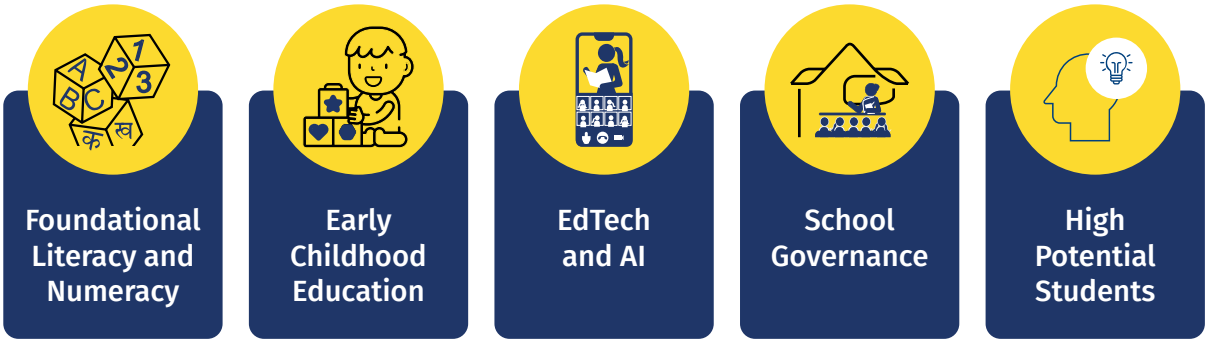
Warmly,
Ishmeet Singh
Chief Executive Officer
Central Square Foundation

WHO WE ARE

Established in 2012, Central Square Foundation (CSF) is a non-profit organisation dedicated to enhancing the learning outcomes of all school-going children across India through system-led reforms. As a catalytic enabler, our initiatives span innovation and policy to practice and focus on learning impact at scale across 16 states and union territories.

Vision: To ensure quality school education for all children in India

Our work is focussed on five impact areas:



At the heart of our mission is our strategic focus on **Foundational Literacy and Numeracy (FLN)**, which drives our collaborative efforts with 11 state governments to design and execute statewide FLN missions. We are deeply committed to **Early Childhood Education (ECE)** reforms, recognising the critical role it plays in laying a strong groundwork for children's learning journey, thereby augmenting FLN outcomes. Additionally, we prioritise **EdTech** integration, aiming to deploy digital solutions for in-class and at-home learning and establish evidence-based practices while also tapping into the potential of **Artificial Intelligence (AI)** to augment learning outcomes. We also work for **School Governance**, extending our system-level approach to children in both private and government schools, to strengthen the country's education landscape and **High Potential Students** to support India's bright young minds from underprivileged backgrounds in becoming future innovators, researchers and leaders.

Our Approach

1

Scale

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

2

Collaboration

Integrated coalition approach in partnership with ecosystems organisations

3

Data

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

Our Values

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



Location: Ghaziabad, Uttar Pradesh

STRENGTHENING THE WEAVE



**माधवी गौर,
शिक्षिका,
पीएस पहाड़खेड़ी,
सीहौर, मध्य प्रदेश**

माधवी गौर, पीएस पहाड़खेड़ी, सीहौर की समर्पित शिक्षिका हैं, जो बच्चों के लिए सीखने को रोचक, अर्थपूर्ण और आनंददायक बनाने में विश्वास रखती हैं। 12 वर्षों के शिक्षण अनुभव के साथ, वे कक्षा में स्वयं निर्मित टीएलएम, गतिविधि-आधारित शिक्षण और संवादात्मक तरीकों का उपयोग कर बच्चों में पढ़ने-लिखने के साथ-साथ जिज्ञासा, रचनात्मकता और आत्मविश्वास विकसित करती हैं। उनका मानना है कि शिक्षा केवल अकादमिक उपलब्धियों तक सीमित नहीं, बल्कि बच्चों की सोच, अभिव्यक्ति और जीवन मूल्यों को आकार देने का माध्यम है। उनकी प्रतिबद्धता और नवाचारपूर्ण दृष्टिकोण बच्चों के समग्र विकास की मजबूत नींव तैयार कर रहे हैं।

Scan to read
the full story

CSF Impact 2025–26

One year, woven across India

~15.9 Lakh
Teachers and ECE Educators from our 16 states and union territories

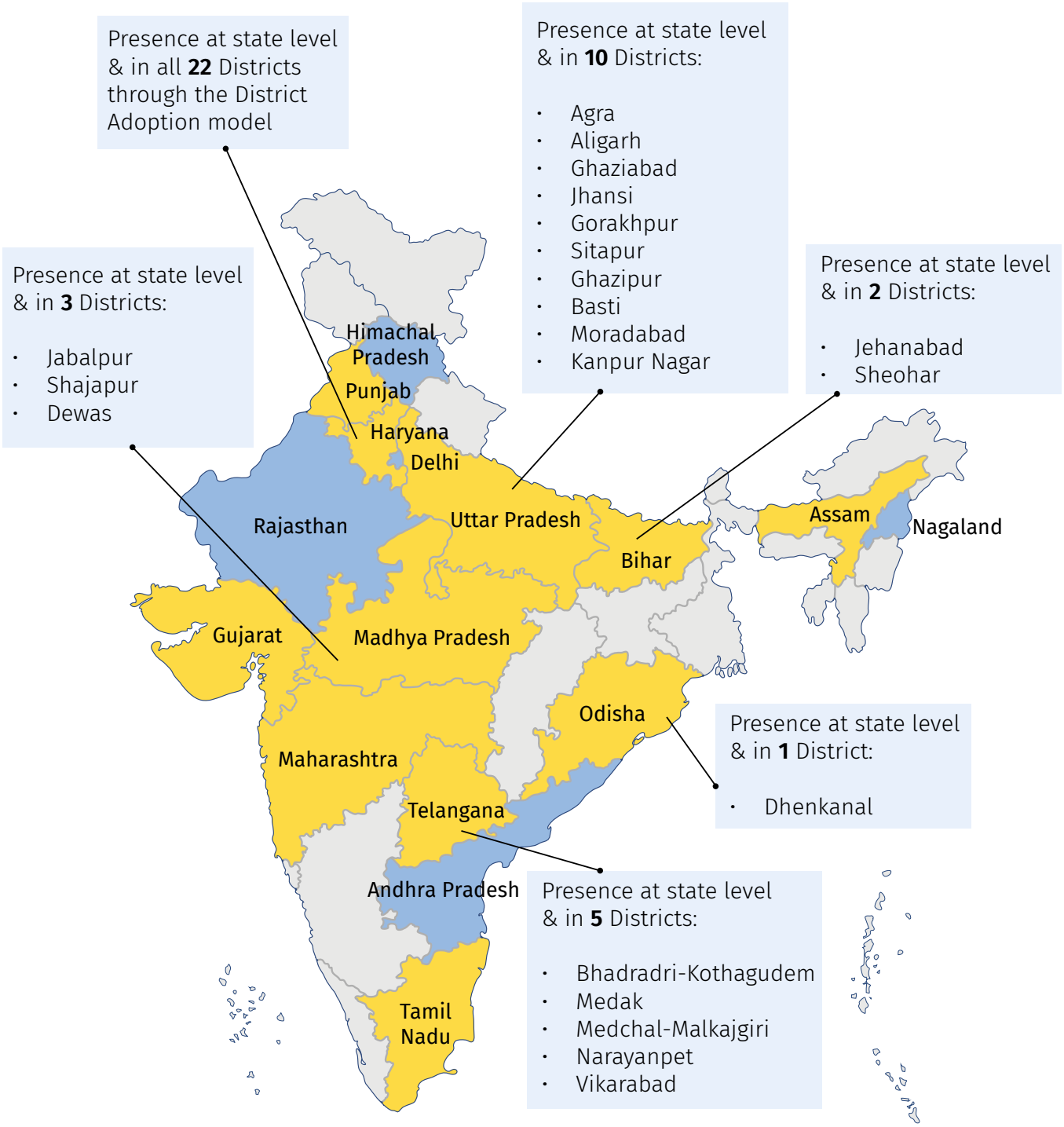
~4.5 Lakh
Schools

Working across
16
States and Union Territories

~2.85 crore
Students

~52,000
Balvatikas

CSF's Footprint in India



Impact Beyond FLN	
ECE	Haryana, Odisha, Telangana, Uttar Pradesh
EdTech and AI	Andhra Pradesh, Himachal Pradesh, Madhya Pradesh, Telangana
School Governance	Assam, Bihar, Gujarat, Nagaland, Odisha, Rajasthan, Uttar Pradesh
High Potential Students	Delhi, Telangana

FLN States

States with impact beyond FLN (EdTech, ECE, School Governance, High Potential Students)



FOUNDATIONAL LITERACY AND NUMERACY

CSF works in partnership with national and state governments to institutionalise Foundational Literacy and Numeracy (FLN) inside government systems. We support FLN implementation across **11 states** through **State and District Project Management Units (SPMUs and DPMUs)**. At the **state level**, CSF partners with Departments of Education, Sarva Shiksha Abhiyan (SSA) offices and State Councils of Educational Research and Training (SCERTs) to support the design, rollout and monitoring of FLN missions. At the **district level**, CSF works closely with district administrations, mentors and teachers to strengthen implementation fidelity and build long-term institutional capacity for foundational learning improvement.

Impact at a Glance

Assam
Rank 27 → 12
Largest leap on the Performance Grading Index (PGI) of any state or union territory

Bihar
1.78 lakh
Primary teachers trained in Foundational Literacy and Numeracy

Gujarat
~20,000 / month
Classroom observations by the mentoring cadre.

Haryana
11.6 lakh
student assessments via teacher-led cycles

Madhya Pradesh
85,000+
Mentoring visits (up from 65K yearly average) after FLN was re-anchored as a state priority

Maharashtra
41,000+
teachers supported across 5 districts with LFE

Odisha
~30,000 / month
classroom observations by CRCCs

Punjab
+18%
above national average in Grade 3 learning

* as per Parakh Rashtriya Sarvekshan (PRS) 2024

Tamil Nadu
8–15 pp
Grade 3 gains in Tamil and Maths, State Learning Achievement Survey (SLAS) 2025

Telangana
9% → 35%
Grade 2 Telugu sentence reading, ~4x increase in 3 years

Uttar Pradesh
4.33 lakh
teacher trained through 5 day training

CSF's FLN System Reform Approach

FROM STRATEGIC PATHWAYS TO STUDENT LEARNING OUTCOME GAINS

A connected strategy driving system change and better outcomes for every learner

THE PATHWAYS

Strengthen FLN & Balvatika implementation

Strengthening classroom practices and instruction-al delivery with evidence backed solutions

Strengthen systems for durable, long-term impact

Build state systems' capacity to implement policy & programmes to the last mile with fidelity

Build national and state-level salience for NIPUN

Position NIPUN as a high priority agenda across states and districts till permanent capacity shifts are achieved at system level

THE SEVEN STRATEGIC LEVERS



OUR NORTH STAR

SLO 2030

SUSTAINED STUDENT LEARNING OUTCOME GAINS

- All children proficient in foundational literacy and numeracy
- System capability institutionalised
- Equitable outcomes across states and districts

Our Work in States

Assam



~38,000 schools (Grades I–V)

~1.24 lakh primary-grade teachers

~22.0 lakh students enrolled

Present Since 2021

CSF has supported Samagra Shiksha Axom and the State Council of Educational Research and Training (SCERT), Government of Assam, since 2021 and the trajectory is now decisive: in the **Performance Grading Index (PGI 2.0, 2024–25)**, Assam leapt 15 places, from **rank 27 to rank 12 nationally**, the largest climb of any state or union territory.



Creation of low-cost teaching and learning materials, Assam, October 2025

- Supply-chain discipline ensured 82% of **Foundational Literacy and Numeracy (FLN)** toolkits reached schools a full month before the session opened, ensuring classroom readiness from day one.
- The first statewide **Student Learning Outcomes (SLO) survey** was turned into district-specific intervention plans through workshops with Additional Deputy Commissioners (ADCs), Inspectors of Schools, District Elementary Education Officers (DEEOs), District Project Officers (DPOs) and FLN District Project Management Unit (DPMU) teams.
- The state ran its first census-based, teacher-led Periodic Assessment Test (PAT) for FLN grades via the Vidyalaya Samiksha Kendra (VSK) platform in October 2025.
- Through NIPUN Sarathi mentoring, **18,436 cluster meetings** reached around **1.03 lakh teachers** across nearly **38,000 schools** between December 2025 and March 2026.
- Monitoring deepened with **15,972 school** visits and **65,500 Grade 2 Spot Assessments** across all 35 districts, alongside a **15-percentage-point** gain in effective workbook use.
- A visual guide to **35 low-cost FLN** and Early Childhood Care and Education (ECCE) teaching-learning materials (TLMs) anchored TLM Melas at cluster, block and district levels that showcased school-made materials developed with mothers' groups and students.

* (Source: UDISE+ 2024-2025)



Two-day consultative meeting with State Resource Group (SRG) members, Assam, August 2025

Two-day workshop on Classroom Observation Tool with Cluster Resource Centre Coordinators (CRCCs) and FLN Consultants, Assam, October 2025

Bihar



~66,890 schools (Grades I–V)

~3.34 lakh primary-grade teachers

~67.9 lakh students enrolled

Present Since 2021

Bihar conducted its State-level FLN Annual Achievement Survey 2026 across all **38 districts, covering 2,255 schools, over 66,000 student assessments** in literacy and numeracy for **Grades 2 and 3** and engaging **5,617 teachers** and **2,916 head teachers**. Using Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tools contextualised for Bihar, it generated evidence on learning outcomes, classroom practice and teaching-learning material (TLM) usage to guide system-level reform.

The findings underscored the basics: a child who reads stories to someone at home was 2.43 times more likely to meet the literacy benchmark and one receiving homework support 1.28 times. Teacher Guide (TG) use mattered too — without it, children were only 0.34 times as likely to meet literacy and 0.38 times numeracy benchmarks, as did parent engagement, with higher parent-teacher meeting (PTM) participation linked to up to 1.73 times greater odds of meeting numeracy benchmarks.

CSF also strengthened TLM delivery, a structured mentorship programme through Cluster Resource Centre Coordinators (CRCCs) and timely distribution of textbooks, workbooks and FLN TLM kits by April 2025 for an uninterrupted start to the academic session.

District-level FLN implementation

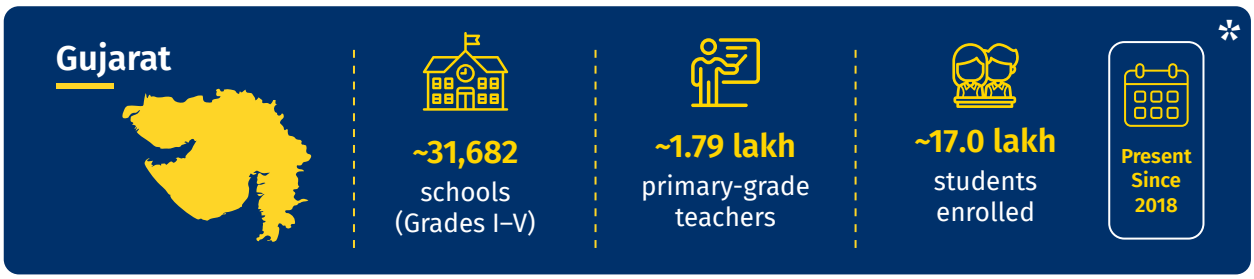
In focus: Jehanabad and Sheohar



State-level FLN assessment, Bihar, February 2026

- Revitalised Guru Goshthi into an FLN-focused academic review platform in Jehanabad, strengthening instructional leadership, assessment discussions and school governance.
- Piloted the Grade 1–3 Assessment Tracker and Classroom Observation Tool in Jehanabad, both of which informed state-level adoption under Mission NIPUN Bihar.
- Supported focused school interventions in Sheohar through teacher mentoring, classroom observations and improved use of workbooks, Teaching-Learning Materials (TLMs) and assessment trackers.
- Promoted parent engagement in Sheohar through regular Parent-Teacher Meetings (PTMs) and awareness initiatives, reinforcing foundational learning support beyond the classroom.

* (Source: UDISE+ 2024-2025)



CSF has been closely supporting Samagra Shiksha and the Gujarat Council of Educational Research and Training (GCERT), Government of Gujarat, to strengthen NIPUN Bharat implementation and improve foundational learning from Balvatika to Grade 2.

- The year's biggest push was on the quality of what reaches the classroom. To standardise reading materials, CSF developed a comprehensive review tool with over 12 quality parameters and conducted a nine-part review of the Pustak Sangrah collection, covering approximately **200 stories**.

- Samagra Shiksha organised a three-day state-level workshop in August to revise existing stories and develop over **150 new NIPUN-aligned stories**. The team also reviewed workbooks (Grades 1-8), charts and flashcards (Grades 1–5), co-developed the multilingual 'Bahubhashi Vanchanpothi' (provided as part of the Teaching-Learning Materials (TLM) package for students in Grades 3–5 to promote reading fluency, comprehension and exposure to multiple languages) for Grades 3–5 and supported GCERT in PARAKH Rashtriya Sarvekshan (PRS) - type question bank design for Grades 3–8, especially in Mathematics.

- CSF strengthened mentoring through data-driven workshops. In October 2025, a two-day workshop for **~250 Block Resource Persons (NIPUN) and more than 20 Key Resource Persons** focused on using observation and dashboard data to guide classroom support. In January 2026, a two-day workshop for over **450+ mentor-cadre** members, Block Resource Coordinators, Cluster Resource Coordinators and Urban Resource Centre Coordinators from seven South Zone districts, strengthened academic guidance and understanding of PARAKH 2024, with CSF and Samagra Shiksha's **Management Information System (MIS)** team using July–October 2025 data to present tailored Key Performance Indicator (KPI) dashboards on observations, assessment coverage and mentoring consistency.

- On assessment, CSF added a layer of verification to GCERT's teacher-led annual census FLN assessment (Balvatika to Grade 2) through an independent external validation using Tangerine across 1,260 sampled schools in all 33 districts.

- Convened the first state-level FLN review since the launch of NIPUN Bharat, co-facilitated a National Council of Educational Research and Training (NCERT)-led consultation, "**A Study of Foundational Literacy and Numeracy Initiatives in India**," with the Department of School Education & Literacy and the Samagra Shiksha academic task force and provided end-to-end support for a state-level NIPUN audit.

* (Source: UDISE+ 2024-2025)



Independent validation of the state census assessment, Kheda, Gujarat, March 2026



Block Resource Persons attending NIPUN workshop, Anand, Gujarat, October 2025

Haryana



~8,654
schools with FLN grades

~32,000
primary-grade teachers

~3.97 lakh
students enrolled

Present Since 2021

In the academic year 2025-26, CSF anchored implementation of the NIPUN Haryana Mission, in collaboration with the Language and **Learning Foundation (LLF) and Sampark Foundation**.

- CSF supported the creation and timely delivery of FLN materials, experiential vacation learning and procurement of teaching-learning material (TLM) kits for **8,654 schools**. Between April and May 2025, three Cluster Resource Person (CRP) modules were developed for a six-week remediation programme focused on joyful, experiential learning.

- Trained over **31,000 primary teachers** (44 hours) and more than **1,400 mentors** through a three-tier cascade, complemented by six DIKSHA courses and sessions on the PRASHAST-1 tool and Adobe Express.



Student engagement with print-rich Teaching Learning Materials (TLMs), Gurugram, Haryana, July 2025

- Strengthened the NIPUN Haryana Mentor App for classroom observations, real-time dashboards and data-driven reviews; redesigned **Classroom Observation (CRO)** tools and a three-day refresher for over 1,400 mentors improved observation quality and the monitoring of NIPUN Lakshyas. The Mentor and Teacher Apps enabled 1,400-plus active mentors to support **8,646 schools**, with nearly **19,500 classroom** observations a month and over **11.6 lakh student assessments** through **22,932 teacher-led assessments**. Additionally, **45,000 school visits** were conducted by more than **1,800 mentors**.

- The mission's visibility grew sharply: social-media presence rose over 70% to nearly **72,000 subscribers** across six channels, supported by initiatives such as the SAUS Kit Video Competition, Print-Rich Environment Competition, NIPUN Ramleela, International Mother Language Day and five play-based and Student Learning Outcome (SLO)-based parent-teacher meetings (PTMs). The statewide **#MaiBhiNIPUN campaign**, involving the Education Minister, senior officials and key stakeholders, built awareness of NIPUN Lakshyas and roles, seven NIPUN Haryana magazines supported documentation and **6,44,720 children** were screened through the Pre-Assessment Holistic Screening Tool (PRASHAST) tool on the NIPUN Teacher App on Children's Day.

* (Source: UDISE+ 2024-2025)



Inauguration of a NIPUN Vatika by Mahipal Dhanda, Hon'ble Education Minister, Government of Haryana, Rohtak, Haryana, November 2025



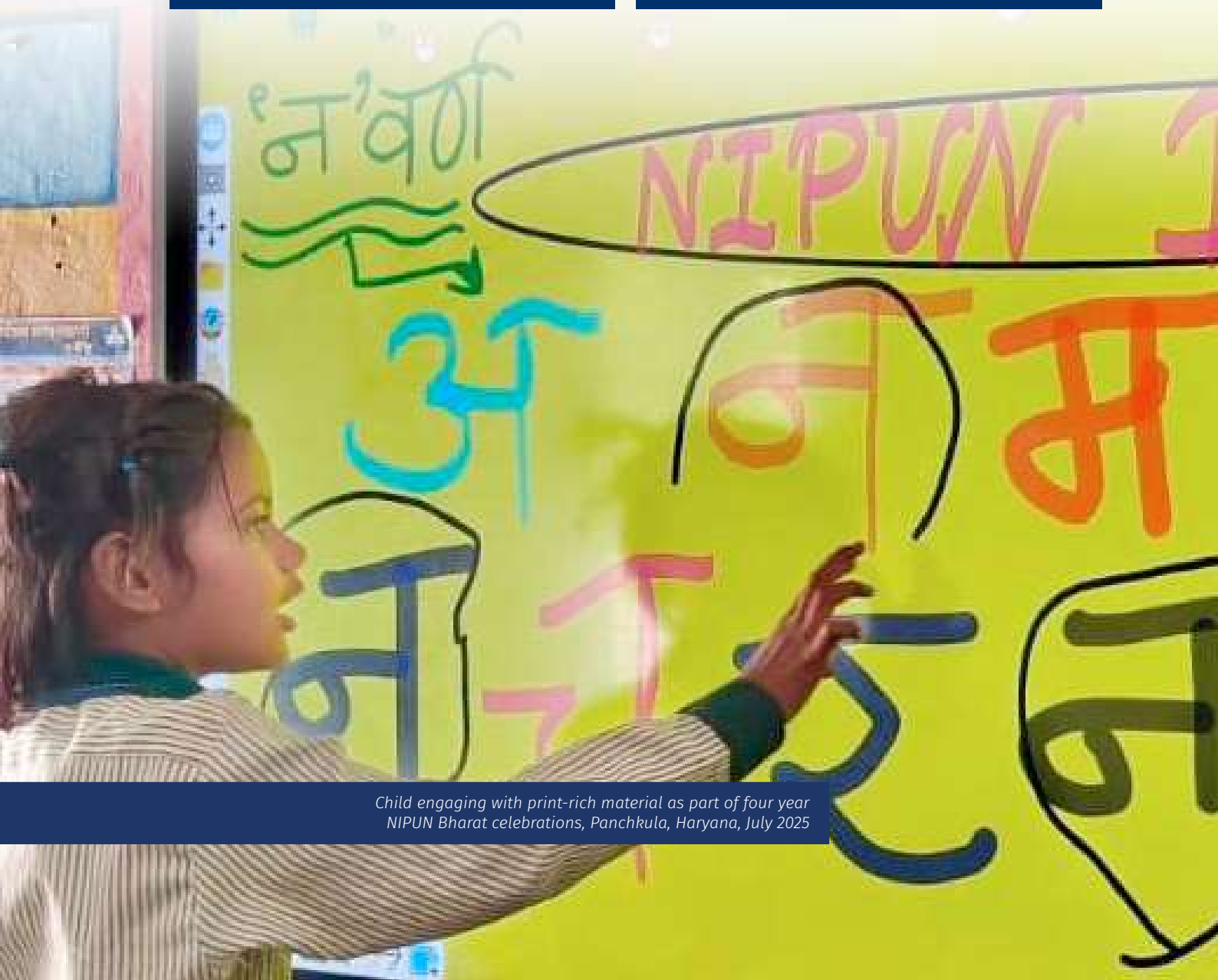
Play-based learning with the SAUS kit, Gurugram, Haryana, September 2025



State Review Meeting under the leadership of Vivek Aggarwal, Ex Director General of Elementary Education (DGEE), Panchkula, August 2025



Learning through performative arts at NIPUN Ramleela, Faridabad, October 2025



Child engaging with print-rich material as part of four year NIPUN Bharat celebrations, Panchkula, Haryana, July 2025

Madhya Pradesh



~78,444
schools with FLN grades

~1.78 lakh
primary-grade teachers

~18.2 lakh
students enrolled

Present Since 2019

In the academic year 2025-26, Madhya Pradesh made strong progress on the NIPUN Bharat Mission. By August 2025, **80.78%** of TLMs had been delivered to classrooms, ensuring the timely availability of Foundational Literacy and Numeracy (FLN) resources. A two-day numeracy refresher reached more than **77,000 FLN-grade teachers** during May-June 2025. The state also concluded the first cohort of the MP NIPUN Professionals Programme, recognising **52 NIPUN Professionals** who completed two years of service supporting district-level implementation and building salience for FLN across the state.

In September 2025, Madhya Pradesh conducted the third cycle of its statewide FLN assessment across nearly 3,300 schools, covering approximately **25,000 Grade 2** and **29,000 Grade 3 students**, through the dedicated FLN application developed by CSF. The findings showed that 29% of Grade 2 students achieved NIPUN proficiency in literacy and 18% in numeracy, rising to 40% and 22%, respectively, in Grade 3.

District-level FLN implementation

In focus: Jabalpur, Dewas and Shajapur

- Established three District Project Management Units (DPMUs) in July 2025, in Jabalpur, Dewas and Shajapur, all demonstrating above-state-average engagement across classroom observation visits and review meetings.
- Built strong working relationships with District Collectors and Chief Executive Officer - Zila Panchayat, across the three districts, leading to dedicated NIPUN Task Forces that plan and review progress towards Student Learning Outcome (SLO) goals.



FLN review meeting with district officials, Jabalpur, Madhya Pradesh

* (Source: UDISE+ 2024-2025)

Maharashtra



~13,960 schools with FLN grades

~41,779 primary-grade teachers

~8.84 lakh students enrolled

Present Since 2021

In Maharashtra, CSF's partner **Leadership For Equity (LFE)** worked with SCERT, DIETs and Zilla Parishads across Ahilyanagar, Nagpur, Nashik, Pune and Palghar to strengthen the systems that support teachers under the NIPUN Bharat framework. The approach paired teacher and mentor professional development with direct classroom support, TEACH-Tool-based observations, demonstration lessons and on-ground mentoring, so that training translated into classroom practice.

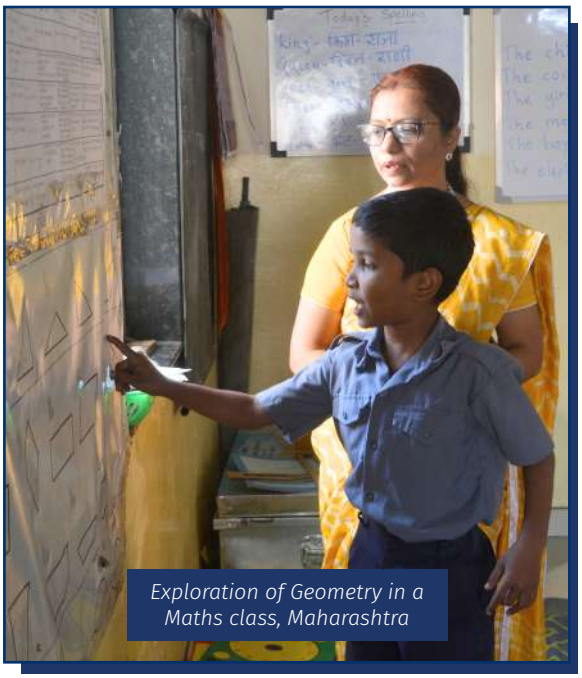


Filming of a classroom demonstration video, Maharashtra

Governance was strengthened through structured District and Block Quality Cells that made academic reviews more regular and data-driven, while district-wide initiatives such as Nashik's **100 Days Reading Campaign** and Ahilyanagar's 'Dyanostav' built a culture of reading, peer learning and recognition around foundational learning.



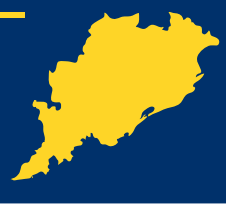
End-of-year teacher felicitation session, Nagpur, Maharashtra



Exploration of Geometry in a Maths class, Maharashtra

* (Source: UDISE+ 2024-2025)

Odisha



~44,885 schools with FLN grades

~86,000 primary-grade teachers

~17.1 lakh students enrolled

Present Since 2021

Odisha deepened and institutionalised its foundational learning reforms in 2025-26 through the NIPUN Odisha Mission, building a statewide ecosystem focused on student learning outcomes.



Mohan Charan Majhi, Hon'ble Chief Minister of Odisha, engaging with Shishu Vatika children, Bhubaneswar, Odisha, April 2025

- Strengthened early childhood education through the launch of Shishu Vatika across government primary schools, alongside a revised Grade 1 entry age of 6+ years and the introduction of Shishu Sebikas from local communities to support school readiness. Community drives such as **Pravesh Utsav and Khadi Chhuan** *(annual, state-level celebratory programme held in Odisha to welcome young children into their formal schooling journey)* built awareness around age-appropriate enrolment and smooth transition into the foundational grades.

- By July 2025, 99% of materials had been dispatched at the state level and were available in 96% of sampled clusters, with Monthly Academic Calendars, Sikhyan Sopan competency-tracking registers, workbooks, lesson plans, literacy and numeracy kits and multilingual materials integrated into everyday teaching.

- Mentoring and monitoring became routine across the state. Over **3,100 unique clusters** and more than **4,300 Monthly Cluster Meetings (MCMs)** were monitored during the year, around **85,000 teachers** received structured training and Cluster Resource Centre Coordinators (CRCCs) have conducted nearly **30,000 classroom observations** every month since October 2025.

District-level FLN implementation

In focus: Dhenkanal



Engagement with Teaching Learning Materials (TLMs), Cuttack, Odisha, February 2025

- Implemented a district-wide remediation programme across nearly 150 NIPUN Vidyalayas in eight blocks to improve FLN outcomes.

- Institutionalised regular district-led, data-driven FLN review meetings and supported DIET Dhenkanal in building the capacity of 136 teacher mentors, with a local digital resource ecosystem, a DIET YouTube channel and WhatsApp networks, providing contextualised teaching-learning resources.

* (Source: UDISE+ 2024-2025)

Punjab



~12,853 schools (Grades 1–5)

~51,970 primary-grade teachers

~5.2 lakh students (Grades 1–3)

Present Since 2021

With the State Council of Educational Research and Training (SCERT) Punjab, CSF strengthened assessment and monitoring for competency-based learning under Mission Samrath, the State's FLN mission.

- From August 2025, monthly Student Progress Observation Tool (SPOT) assessments tracked Grades 1-2 learning in Mathematics and Punjabi: between August and December 2025, the Academic Support Group, comprising Block Resource Coordinators (BRCs) and District Resource Coordinators (DRCs), assessed **27,512 students** across **5,624 government primary schools**, using competency-level data to guide classroom interventions.

- CSF supported the statewide annual FLN assessments across all **23 districts**, in February 2025. Using Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) frameworks contextualised for Punjab, Field Investigators assessed around 1,142 schools, nearly **7,000 responses per grade**, via the Tangerine application. The results have shown improved learning levels among FLN grade students.



Mock assessment by District Institute of Education and Training (DIET) students, Kapurthala, Punjab, February 2026

- On materials and capacity, CSF revised the Grade 2 Mathematics textbook in line with the National Curriculum Framework for the Foundational Stage (NCF-FS), developed the accompanying teacher manual and reached around **29,000 primary teachers** through a co-developed training programme.

- Under Mission Samrath 4.0, Punjab's remedial programme for Grades 3–8, a State Compendium was launched on 9 April 2026 by Harjot Singh Bains, Hon'ble Education Minister, Government of Punjab, capturing best practices from **38 exemplary 'Samrath' schools which were showcased during the state launch event**.

* (Source: UDISE+ 2024-2025)



Development of Teaching Learning Materials (TLMs) for Mission Samrath, Punjab, October 2025

Launch of the Mission Samrath Compendium by Harjot Singh Bains (second from the left), Hon'ble Education Minister, Government of Punjab, April 2026

Tamil Nadu



~35,062 schools with primary grades

~53,500 teachers in FLN grades

~17 lakh students in FLN grades

Present Since 2021

*

During 2025-26, the Ennum Ezhuthum mission shifted from implementation compliance towards instructional quality, learning outcomes and accountability. Building on timely access to Teacher Handbooks (THBs), Student Workbooks (SWBs) and Teaching Learning Materials (TLMs), the year centred on three anchors: stronger teaching practice, outcome fidelity and robust feedback loops.

Outcomes improved. In the statewide State Learning Achievement Survey (SLAS) 2025, Grade 3 students gained roughly 8–12 percentage points in Tamil foundational comprehension and 10–15 points on several Mathematics items, benchmarked against Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH) 2024. Comparable Critical Learning Outcome (CLO)-aligned questions enabled reliable trend tracking.



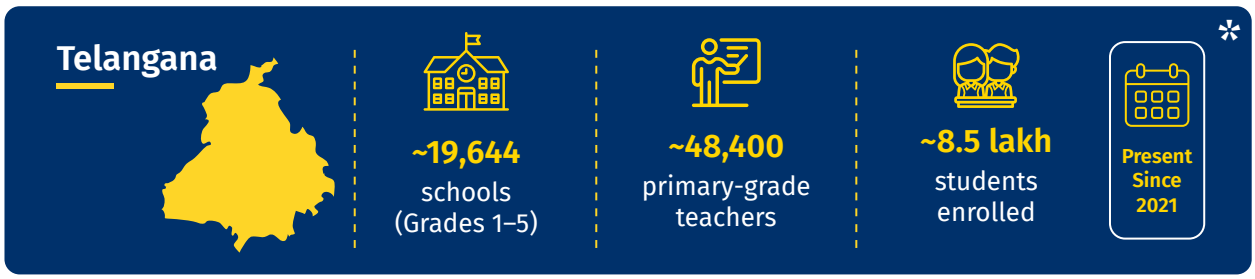
Children engaging in a literacy activity, Tamil Nadu

The Project Management Unit (PMU) strengthened the question bank and CLO-alignment standards, while Key Performance Indicator (KPI)-driven reviews were institutionalised across districts with dashboards and regular reports: **76%** of districts now run KPI-based academic reviews once every two months and **88%** of parents received report cards.



Children during a reading session, Tamil Nadu

* (Source: UDISE+ 2024-2025)



Telangana's 2025-26 was the year foundational learning became a visible, system-wide priority, captured in the slogan "Breathe in FLN, Breathe out FLN." With CSF's Project Management Unit (PMU) supporting Samagra Shiksha, the State Council of Educational Research and Training (SCERT) and district teams, senior-leadership reviews shifted from checking task completion to probing actual learning gaps.

The year started strong: over **48,000 teachers** received five days of summer training and more than 90% of students had their Teaching Learning Materials (TLMs) within ten days of school reopening. Classroom support tightened too: nearly **1.5 lakh classroom observations** and a rise in state-level reviews. CSF helped SCERT revise the Grades 1-5 workbooks in Telugu, English and Mathematics.

Most striking was the multi-year learning trajectory. In the state's annual Grade 2 assessment, Telugu sentence reading rose from **9% (2022–23)** to **35% (2025–26)**, nearly four-fold; English from 4% to 29%; and subtraction-with-borrow from 10% to 30%. CSF is also anchoring the drafting of Telangana's State Education Policy, keeping FLN and pre-primary education a priority.

District-level FLN implementation

In focus: Medak, Medchal-Malkajgiri, Narayanpet and Vikarabad

- District-led innovations were implemented to strengthen FLN outcomes through targeted remediation, focused learning campaigns, teacher motivation and recognition mechanisms and strengthened academic monitoring systems. Several of these practices demonstrated strong impact and scalability, with initiatives such as Medak's remediation programme being recognised by the State and informing broader system-level adoption.

- District-level reviews became more regular and structured, with participation from District Collectors and Additional Collectors and were actively supported by DPMU teams through quality-focused review mechanisms.

- Student enrolment in primary grades in Medchal-Malkajgiri district increased by nearly 24%, growing from approximately **33,000** to **41,000 students**.

- Supportive supervision by Mentors to schools saw a significant increase across all DPMUs, with the average number of visits per school rising from two in the previous year to six.

* (Source: UDISE+ 2024-2025)



Classroom visit by Sai Reddy, Complex Head Master with CSF District Project Management Unit (DPMU) members, Medak, Telangana



Launch of 'FLN Ready' by Rahul Raj P.S, IAS, District Collector, Medak, Telangana

Uttar Pradesh



~1.11 lakh schools with FLN grades

~4.56 lakh primary-grade teachers

~74.5 lakh students enrolled

Present Since 2019

*



Capacity-building workshop for Academic Resource Persons (ARPs) chaired by Junaid Ahmed, IAS, Jhansi, Uttar Pradesh, January 2026

CSF has worked with the Government of Uttar Pradesh since Mission Prerna launched in 2019 and the results are visible.

- The Annual Status of Education Report (ASER) Rural 2024 named Uttar Pradesh as the best-improvement state nationally on early-grade learning, with Grade 3 literacy up **15.6 percentage points** and numeracy up **20.6 percentage points** since 2018. 2025-26 was about consolidating those gains: the state's push on FLN at the 2025 Chief Secretary's Conference helped prompt the Ministry of Education to extend the NIPUN goal through Grade 5.
- The year's defining challenge was averting a collapse in classroom mentoring, with the tenure of about **3,900 Academic Resource Persons (ARPs)** ending across 880 blocks, CSF supported **re-hiring 3,397 ARPs** across **75 districts**, a revised mobility allowance (INR 2,500 to INR 4,500) plus an INR 500 teaching-material grant and professional-development training for **2,755 ARPs** that lifted **competency scores by 16.1%**. In parallel, around **4.33 lakh teachers** received structured five-day FLN training.
- CSF Piloted three technology innovations: the NIPUN Teacher App (**over 2.19 lakh sign-ups**, 1.70 lakh completions); NIPUN Shikshak Saarthi (24–26 coaching touchpoints a year, against the usual two to three); and Kitab Vitran, a QR-based track-and-trace system across all **75 districts and ~20,500 schools** that gave the state real-time visibility of last-mile textbook delivery for the first time.
- On governance, a Government Order of 28 July 2025 established DC-NIPUN roles across all 75 districts, unlocking roughly **Rs 10-14 crore from state budgets** (35 positions filled by year-end). Underpinning these, the NIPUN+ App, launched by Yogi Adityanath, Hon'ble Chief Minister, Government of Uttar Pradesh, shifted assessment to competency-based, real-time diagnosis across Grades 1-8.

* (Source: UDISE+ 2024-2025)

District-level FLN implementation

In focus: Agra, Aligarh, Basti, Ghaziabad, Ghazipur, Gorakhpur, Jhansi, Kanpur, Moradabad and Sitapur

- Expanded District Project Management Unit (DPMU) operations into four new divisions, Basti, Ghazipur, Kanpur and Moradabad, taking CSF's presence to 10 of Uttar Pradesh's 18 divisions.
- Conducted over 1,900 joint mentoring visits with 487 Academic Resource Persons (ARPs) and facilitated 741 district- and block-level review meetings, sharpening classroom supervision and academic decision-making.
- Trained over 400 ARPs with the District Institutes of Education and Training (DIETs) and State Resource Groups (SRGs), followed by cascade FLN training for teachers across blocks (July–September 2025).
- Piloted and scaled district-led innovations including Model parent-teacher meetings (PTMs), NIPUN chatbots, academic call centres, teacher-recognition systems and structured remediation campaigns.



Display of NIPUN winter holiday homework, Ghazipur, Uttar Pradesh, December 2025



Human capital is our top priority; education is not just a sector, but the most powerful lever for Assam's development, with strong foundations in early learning shaping the citizens of Viksit Bharat 2047.

Dr. Ravi Kota, IAS, Chief Secretary, Government of Assam



Improving foundational literacy and numeracy demands an unrelenting focus on what children learn in the earliest grades. Assam is building that core through structured pedagogy, rigorous low-stake assessments via PAT and TLMs that reach classrooms on day one. NIPUN Sarathi's and CRCC mentors ensure teachers are supported where it matters most — in the classroom. With CSF as a partner, we are turning data into teaching decisions at the school level.

Dr. Om Prakash, IAS, Mission Director, Samagra Shiksha, Assam



The landscape of education in Bihar is undergoing a profound transformation, with Foundational Literacy and Numeracy at its core. We envision classrooms where every child reads with understanding and confidence and learns with joy. Through sustained reforms in curriculum, teacher support, assessments, and community engagement, Bihar is laying the foundation for a future where quality learning reaches every child, everywhere.

Dr. Snehashish Das, Head of Department, School Education, SCERT, Bihar



Teachers want to understand what the system expects from them; clear goals make all the difference. Clarity, coupled with the right guidance and resources, empowers teachers to teach with greater confidence and purpose.

Riju Bafna, IAS, District Collector, Shajapur, Government of Madhya Pradesh



From PM to MP, from Prime Minister to Mummy-Papa, education reform is driven by national vision and state action, but its success ultimately depends on what happens at home, where parents become the first enablers of a child's learning journey.

Dr. Parmod Kumar, State Programme Officer, Department of School Education, Government of Haryana



The Teach Primary tool has transformed how I view school visits. In our busy schedules, support like this is essential for improving both student learning and our own effectiveness.

Reshma Shaikh, Block Education Officer, Nagpur Rural, Maharashtra



The Madhi Foundation–District Accelerator FLN project has significantly strengthened foundational literacy and numeracy in Villupuram through teacher training, structured classroom resources and continuous assessment. The project has improved students' language, mathematics and classroom engagement while enhancing teachers' instructional practices. Its strong district-level support, school visits and data-driven approach have made a meaningful contribution to improving the quality of education

Mr. R. Arivazhagan, Chief Executive Officer, Villupuram, Tamil Nadu



A class-8 student from Ropar told me, 'I passed class 5 but knew nothing. Thanks to Samrath, I can now talk to you with confidence.' Punjab has surpassed the national average in foundational learning by 18% in grade 3 and 26–28% in grade 6. That is our real medal.

Harjot Singh Bains, Hon'ble Education Minister, Government of Punjab



Districts don't need to implement something new, they need to improve how faithfully they implement what the state has already set.

Prateek Jain, IAS, District Collector, Narayanpet, Government of Telangana



Teacher recruitment needs to be transformed across states. How we look at teacher qualification needs to be relooked.

Partha Sarthi Sen Sharma, IAS, Additional Chief Secretary, Basic and Secondary Education, Government of Uttar Pradesh



Early Childhood Education

Impact at a Glance

~4 lakh
students received access to pre-primary education for the first time ever

~1.5 lakh
schools to receive a comprehensive academic package for pre-primary

~8,000
dedicated pre-primary educators hired and trained

Early Childhood Education (ECE) is widely recognised as the 'step zero' of foundational literacy and numeracy. Scientific* evidence shows that nearly 90% of brain development occurs before the age of six, making the early years critical for cognitive, language and socio-emotional development (Basics of Brain Development, National Library of Medicine, 2010)*.

Despite growing policy attention, India's ECE ecosystem continues to face critical gaps, particularly for children in the five- to six-year age group. While pre-primary enrolment among five-year-olds has improved from **62.2%** in **2022** to **71.4%** in **2024** (ASER, 2024), learning outcomes remain concerning, with only 25% of five-year-olds able to complete a basic listening comprehension task and only 17% able to complete a simple pattern recognition exercise (IECEI, 2017). These gaps reflect longstanding systemic challenges, including the absence of dedicated early childhood educators, limited access to developmentally appropriate teaching-learning materials and the historical fragmentation between the Ministry of Women and Child Development (MWCD) and the Ministry of Education (MoE).

CSF partners with state governments and SCERTs to support the institutionalisation of developmentally appropriate pre-primary education within government school systems through curriculum, teacher preparation, classroom resources and implementation support.

In 2025–26, state-led efforts across Uttar Pradesh, Odisha and Telangana reflected growing momentum towards operationalising large-scale Balvatika and Sishu Vatika reforms. The year also highlighted the importance of sustained implementation support, teacher preparation and institutional capacity-building in translating policy intent into meaningful classroom experiences for young children.

Catalysing ECE reforms in States

Uttar Pradesh

70,000+ Balvatikas across the state	**5,000+** ECCE educators were deployed across 45 districts	**4,000+** educators trained (6-day programme)

ECE Reforms in Uttar Pradesh

Uttar Pradesh continued to operationalise Balvatika at scale during AY 2025–26, with technical support from CSF, strengthening school readiness for children in the five- to six-year age group. Anchored in the vision of NEP 2020, the reform now spans more than 70,000 Balvatikas across the state.

Educator Recruitment

Over **5,000 ECCE-qualified educators** were deployed across more than **45 districts**, with plans to recruit approximately 19,000 educators statewide.

Academics

SCERT developed an NCF-aligned Balvatika academic package comprising teacher guides, child workbooks and classroom print materials for all **70,000+ Balvatikas**, with technical support from CSF. The package was launched by the Hon'ble Chief Minister and State Education Minister on Teachers' Day.



Balvatika print-rich Teaching Learning Materials (TLMs), Uttar Pradesh

Training

More than **4,000 educators** underwent intensive training on classroom transaction, TLM use and child engagement strategies across developmental domains, with technical support from CSF.

System Strengthening

Balvatika enrolment was incorporated into the School Chalo Abhiyan government order for the first time, alongside Navarambh. The state also introduced Balvatika modules on the Prerna Portal, supportive supervision dashboards and SPOT assessments to strengthen implementation.

Emerging Findings from the ECE Programme in Uttar Pradesh

A dipstick study across **134 Balvatikas** in Sitapur and Basti showed encouraging early evidence of improved learning outcomes in classrooms with dedicated ECE educators. Across all domains, children in these classrooms consistently outperformed those in Balvatikas without educators.

Domain	Task	Indicator	ECE Educator Balvatikas	No Educator Balvatikas
Cognitive	Shape & Colour Classification	Children correctly classifying both shape and colour	53.78%	37.83%
Cognitive - Numeracy	Number Identification	Children identifying both numbers correctly	51.90%	38.10%
Language	Letter Writing	Children writing both letters (म and च) correctly	32.80%	19.44%
Language	Letter-Word Association	Children unable to recall any word from a given letter	24.62%	42.00%
Social-Emotional	Socio-Emotional Learning	Children appropriately identifying or expressing anger	55.43%	42.04%

The findings provide encouraging early evidence that dedicated educators and strengthened classroom processes contribute to improved school readiness. They will inform priority areas for academic support in the coming year.

Odisha

~45,000 government schools with Sishu Vatika

~3.2 lakh children enrolled

44,000+ teachers trained (5-day programme)

Odisha continued to operationalise Sishu Vatika across approximately 45,000 government schools during AY 2025–26, with technical support from CSF, strengthening school readiness for children aged five and above. Nearly 3.2 lakh children were enrolled statewide.

Enrolment and Community Participation

The state conducted a statewide enrolment drive through Pravesh Utsav and Khadi Chhuan, launched by the Hon'ble Chief Minister with participation from parents and community leaders across all 30 districts.



Play-based learning at a Sishu Vatika, Odisha

Academics

In partnership with SCERT Odisha, CSF sup-

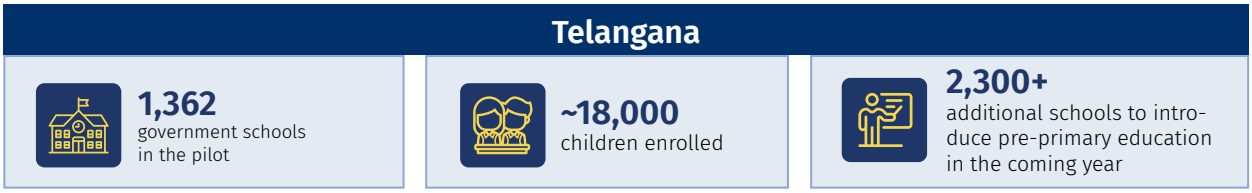
ported development of a Play-Based Activity Handbook and rollout of the Jaadu Pedi TLM kit to strengthen play-based learning and child engagement.

Training

More than 44,000 teachers underwent intensive training on play-based pedagogy, foundational learning and child engagement strategies, with technical support from CSF.

System Strengthening

Two situational studies informed key implementation decisions, including approval of Sishu Sebikas as classroom helpers and PAB recommendations for AY 2026–27, strengthening teacher support and classroom processes.



Telangana initiated large-scale pre-primary reform during AY 2025–26, with technical support from CSF, by introducing pre-primary grades across 1,362 government schools. The initiative marks an important step towards integrating early childhood education within the public school system and strengthening children's transition into Grade 1.

Educators and Classroom Support

Dedicated educators and helpers were deployed across participating schools. Classrooms were equipped with child-friendly furniture, TLMs, outdoor play materials and learning spaces.

Academics

With support from CSF, the state developed a comprehensive pre-primary academic package comprising teacher handbooks, Literacy and Numeracy workbooks, story cards and aligned classroom resources.

Training

Educators underwent intensive training on pre-primary pedagogy, classroom routines and activity-based learning. Sample classroom videos were also developed to support classroom implementation.

System Strengthening

The initiative enrolled approximately 18,000 children during its first year. Building on this momentum, the state plans to expand pre-primary education to more than 2,300 additional schools, with continued focus on strengthening academic resources, teacher support and implementation systems.



We started with only three children and today the strength has grown to more than twenty. Seeing parents trust the programme and send their children regularly has been our biggest success.

Kalavena Shirisha, Pre-Primary Instructor, Peddapalli District, Telangana



Telangana has taken a strong step in strengthening Early Childhood Education by focusing on the foundational years through a structured pre-primary programme. The Teacher Handbook and Student Workbook have helped bring consistency, joyful learning and age-appropriate activities into classrooms. Through teacher trainings and continuous support, we are seeing children come to Grade 1 with better school readiness, confidence and foundational competencies, making their transition to primary classes much smoother.

Dr. Sircilla Chandana, Faculty, SCERT, Hyderabad, Telangana



The state has prioritised early childhood education as a foundational reform area and has worked towards building sustainable systems for Balvatika implementation. From enabling large-scale educator recruitment and integrating Balvatika within government campaigns to strengthening digital monitoring systems, Uttar Pradesh is building a comprehensive pre-primary framework. CSF's support in training and implementation planning has contributed meaningfully to this effort.

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



3 EdTech and AI

Impact at a Glance

2.35×
faster learning
Students in PAL classrooms learn faster than those in non-PAL classrooms

25 lakh
learners reached
by AI Samarth across 10+ states

55 lakh
users reached
through the LiftEd EdTech Accelerator

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

Pillars of EdTech



1. Supporting the creation and adoption of high quality, contextual learning solutions for low income communities

CSF partners with mission-aligned organisations to build pedagogically sound solutions for low-income learners. Between 2023 and 2025, the LiftEd EdTech Accelerator worked with eight organisations and reached over 55 lakh users, including more than 30 lakh learners who directly benefited from accelerator-driven innovations; CSF continued to support partners including Sesame Workshop India, ThinkZone, Top Parent and Chimple.

On AI, CSF prioritised high-impact use cases and piloted two initiatives: an **AI Teacher Coach (Sakhee)** with Shikha Labs that gives government-school teachers non-evaluative, pedagogy-aligned feedback from classroom recordings, piloted with **50 government school teachers across three blocks in Uttar Pradesh (Bangra, Gursarai and Jhansi Urban)**; and an **AI Personal Tutor (Khanmigo)** with Khan Academy tested in low-income school settings to learn how children and teachers actually use such tools.

2. Gathering and generating evidence on the role of technology in education

CSF's evidence agenda spans the **product–programme–scale** continuum, generating insights on what works, how it works and how it can scale in low-income contexts. This year marked a breakthrough in demonstrating the power of EdTech to improve learning outcomes.

In-school Learning

Personalised Adaptive Learning (PAL) evaluation in Andhra Pradesh was done through a randomised controlled trial (RCT) across **120 government middle schools**, covering **~20,000 students in Grades 6-9**, led by **Nobel Laureate Prof. Michael Kremer** with the Development Innovation Lab at the University of Chicago. **Over 17 months, students in PAL-enabled schools achieved 2.35 times higher learning gains than control schools, equivalent to roughly 1.9 additional years of learning, with higher usage associated with greater gains**, placing PAL among the most effective education interventions evaluated in similar contexts.

At-home Learning

The LiftEd EdTech Accelerator generated evidence on at-home EdTech for primary grades through the **Learning Outcomes Evaluation Study**, released on 23 April 2026, in collaboration with ThinkZone, Ei Mindspark and Top Parent. Using quasi-experimental designs across varied geographies and deployment models, the study demonstrated positive impacts of at-home EdTech on foundational learning outcomes.

A complementary study on **User Experience** and the **Impact of Acceleration** was also launched FY 2024-25, deepening understanding of how families and children engage with these solutions in real-world contexts.

3. Supporting governments in adopting effective and relevant software solutions

Through Technical Support Units (TSUs) in **Andhra Pradesh**, **Himachal Pradesh**, **Odisha** and now **Uttar Pradesh**, CSF supports states to adopt and scale effective EdTech with clear accountability and data visibility.

- **Andhra Pradesh**: supported PAL expansion from **524 to 1,502 schools**, reaching **3.82 lakh students** in Grades 6-9, with the PAL dashboard integrated into the state's Learning Enhancement in Andhra Pradesh (LEAP) application for real-time visibility.
- **Himachal Pradesh**: supported the inte-



Nara Lokesh, Hon'ble Human Resources Development Minister, Government of Andhra Pradesh and Prof. Michael Kremer, during PAL research presentation, Andhra Pradesh, September 2025

gration of multiple EdTech programmes into the Vidyalaya Samiksha Kendra; enabled the roll out of PAL across 143 PM SHRI schools (~50,000 students) and enabled the launch of Abhyaas Himachal home-learning programme reaching 1.58 lakh students (35% of Grades 1-10).

- **Odisha**: established a second TSU to support the Department of Education in advancing key EdTech priorities through structured technical assistance and initiated a diagnostic study across **10 percent of PM SHRI schools** to assess the EdTech landscape. From the findings, PAL was identified as a key priority for which we supported end-to-end PAL procurement, with the Request for Proposal (RFP) floated for **762 PM SHRI schools**. We also supported the establishment of the **SIOS web portal** for out-of-school children and facilitated the setup of the **VSK**.

- **Uttar Pradesh**: initiated support to the Government of Uttar Pradesh through the establishment of a Technical Support Unit, focusing on ICT capacity-building efforts and exploring pathways to scale evidence-backed EdTech solutions within the state.

CSF supported the scale-up of the **Chimple Digital Home Learning (DHL)** programme across all five blocks in **Ghaziabad, UP**, across 387 schools and 11,000+ Grade 1-2 students. The programme was embedded within district systems through the District Project Management Units (DPMUs), aligned with **NIPUN Bharat** and integrated into teacher training, review structures and WhatsApp-based homework dissemination. This approach resulted in **97% teacher onboarding, ~73% parent coverage and ~62% student activation with sustained weekly engagement (~30-35 minutes)**.

4. Creating public goods to support the EdTech ecosystem

CSF created open, high-quality public goods to strengthen the wider EdTech ecosystem. This included:



Launch of the Bharat Survey for EdTech (BaSE) 2025, New Delhi, February 2026

- **Bharat Survey for EdTech (BaSE) 2025:** a first-of-its-kind national survey of technology access and use among low-income parents, children and teachers, administered to **15,000 respondents** across **10 states**.

- **EdTech Tulna:** now used by governments across 10 states in procurement, having influenced over USD 200 million of EdTech spend and benefited **56 lakh students**; **73 products** evaluated to date, with an AI framework developed with IIT Madras.

- **AI Samarth:** an AI-literacy curriculum and content library (now in six languages) scaled across 10 states, reaching over **25 lakh learners**.

- **TicTacLearn:** a structured Mathematics diagnostic toolkit (Grades 6–10) with 500+ competencies, 2,500+ misconceptions and 1,500+ diagnostic questions, to be released as a public good.

ShikshaNext



Launch of ShikshaNext by Dharmendra Pradhan, Ex Union Minister of Education, at the EdTech and AI Convening, the satellite event of the India AI Impact Summit 2026, New Delhi, February 2026

The ShikshaNext, a ₹170 crore multi-donor initiative, consolidating CSF's EdTech and AI work into a single strategic effort to improve learning outcomes for children from low-income communities, was launched by **Dharmendra Pradhan, Ex Union Minister of Education, Government of India,** at the EdTech and AI Convening, a satellite event of the India AI Impact Summit 2026 on 20 February 2026.

Building on a portfolio of around five rigorously tested primary-grade solutions now poised for scale, ShikshaNext brings CSF's supply, evidence, government-adoption and innovation work under one cohesive approach, across three interconnected programmes: **EdTech ScaleX**, to scale solutions with proven learning gains through state systems and community programmes; the **EdTech Accelerator**, to develop high-quality solutions aligned to India's diverse classrooms; and the **EdTech and AI Innovation Hub**, to discover, test and validate emerging, India-centric innovations across languages, grades and learning contexts, all underpinned by rigorous evidence generation.



> Under the leadership of PM Modi, Digital India has truly come alive as a powerful means of empowerment. Rapid adoption of technology is part of India's DNA. Our commitment is clear, technology must connect to every aspect of life and be integrated into everyday living so that it delivers ease, opportunity, employment and empowerment.
>
> If you look at the BaSE (Bharat Survey for EdTech) report launched today by Central Square Foundation, you will see how deeply digital access has expanded across India, smartphones have proliferated, internet access has grown significantly and AI preparedness is steadily rising. The foundation of this transformation is education. When technology is anchored in education, it becomes far more than an infrastructure upgrade, it becomes a powerful equaliser because it enables broad participation and makes education more democratic. I can say with confidence that we are moving in the right direction, building pathways for the next generation of India and for the world.
>
> **Dharmendra Pradhan, Ex Union Minister of Education, Government of India**
> *at the EdTech and AI Convening, the satellite event of the India AI Impact Summit 2026, New Delhi, February 2026*



In Dhenkanal, TicTacLearn anchors the District Education Office's FLN Summer Course: a smartphone-delivered initiative for Grade 1–3 children to retain language and numeracy gains across the two-month summer vacation, ensuring students return to school in June ready to engage, not having to relearn what they already knew.

Sasmita Sahoo, Additional District Education Officer (ADEO), Dhenkanal, Odisha

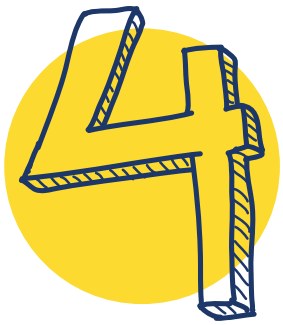


Through its partnership with NagaEd in Nagaland, TicTacLearn's content has reached 6 districts, 28 schools, 1,800+ teachers, 4,000+ students, impacting 15,000+ learners in one of India's most remote states.

Shiroi Lily S, Co-founder, NagaEd



Location: Kaithal, Haryana



School Governance

Impact at a Glance

2,700+
schools across Rajasthan and Odisha sharing school-level report cards with parents

~1 lakh students
covered by first-time competency-based assessments

6 states
advancing SSSA / SQAAF; 35,000+ UP schools in accreditation

NEP 2020 marks a shift in how school quality is envisioned; Section 4.4 of the NEP 2020 Policy document recommends public disclosure of learning outcomes and Chapter 8 calls for independent State School Standards Authorities (SSSAs) to regulate quality and publish school performance transparently. The challenge is a missing layer of information: India has UDISE+ and national assessments, but a district-average score tells a parent nothing about the school their child attends every day.

CSF's approach for School Governance:

1
Supporting large-scale competency-based assessment and public disclosure of school-level outcomes;

2
Co-developing School Quality Assessment and Accreditation Frameworks (SQAAF)

3
Supporting states establish independent SSSAs

Programmatic Highlights

Parent-facing Public Disclosure

- **Rajasthan** emerged as a leader in advancing public disclosure of school quality. Following a successful pilot in **54 Mahatma Gandhi Government Schools (MGGS) schools in Jodhpur, between September 2025 and March 2026**, where school-level learning reports were shared directly with parents, the initiative expanded to **1,339 schools** across all **15 blocks** of the district, reaching approximately **70,000 students in Grades 6-9**. The reform combines AI-enabled assessment, parent-friendly report cards and community engagement to strengthen parental participation and school accountability. CSF also supported the National Curriculum Framework for School Education (NCFSE)-aligned Teacher Manuals (Grades 1-5) and competency-based item banks.

- **Odisha** pioneered public disclosure of school quality through the SAKSHAM assessment programme in Angul district, where school-level report cards were

shared publicly with parents for the first time. Parent-teacher Meetings were conducted across **1,362 government schools** in all eight blocks of the district, reaching approximately **30,000 students in Grades 5 and 8**. To support parent understanding and engagement, CSF also developed Odia-language explainer videos and an awareness film on the report cards. Together, these efforts strengthened transparency, parental participation and accountability for learning outcomes.

Building the Institutional Foundations

CSF supported states across India in strengthening school governance and quality assurance systems through the following initiatives:

- **Assam:** SCERT notified as interim SSSA; finalised draft School Quality Assessment and Accreditation Frameworks (SQAAF) and shared with PARAKH; piloted SQAAF across 57 Adarsha Vidyalaya model schools; enabled endorsement of simplified Gunotsav report cards for public dissemination from 2026-27 in all government schools, by Hon'ble State Education Minister.

- **Bihar:** Developed consensus-driven SQAAF with SCERT and piloted across 1,150 government and private schools through self-assessment.

- **Gujarat:** Gujarat State Quality Accreditation Council (GSQAC) designated interim SSSA; supported the development of SQAAF and enabled adaptation for government and private schools; initiated a public-disclosure portal from a CSF prototype.

- **Odisha:** Piloted the SAKSHAM census assessment in Angul (1,362 schools, ~30,000 students in Grades 5 and 8), with approval secured for public disclosure of school-level reports; a second pilot underway across ~700 PM SHRI schools.

- **Nagaland:** Signed an MoU between CSF and Government of Nagaland, an interim SSSA formally notified with its composition and a preliminary budget framework developed for SSSA and SQAAF.

- **Uttar Pradesh:** SCERT notified as SSSA; CSF co-led a large-scale school quality accreditation exercise involving over 35,000 government schools. Signed an MoU to extend our engagement in UP from Balvatika to Grade 12.

Must Watch

CSF published a video series on YouTube featuring leading voices in Indian education, including Karthik Muralidharan, Rukmini Banerji, R. Subrahmanyam, I.V. Subba Rao and Shaveta Sharma-Kukreja, exploring how disclosing school quality can strengthen parent engagement and system-wide improvement.

Scan to watch



The first step toward accountability is always information. In Jodhpur, we shared school report cards with parents for the first time, showing not just scores, but how their child's school compares with the best in the block. Once parents see that gap, they begin demanding better quality. That is exactly the kind of influence that prompts systems to act.

Gaurav Agrawal, IAS, Former District Collector and District Magistrate, Jodhpur, Rajasthan



Through the SAKSHAM Assessment, Angul was able to generate school-level learning data across a large number of schools in a structured manner. With CSF's technical support, this initiative helped strengthen the district's approach to competency-based assessment and created the foundation for future efforts around transparency, parent engagement and accountability for learning outcomes.

Abdaal M. Akhtar, IAS, District Collector and District Magistrate, Angul, Odisha



Community discussion on school report card prototypes, Jodhpur, Rajasthan, November 2025



SAKSHAM assessment, Angul, Odisha, December 2025

5 High Potential Students

Impact at a Glance

Year 1 Pilot: 5 Jawahar Navodaya Vidyalayas (JNVs), ~400 students

TARANG STEM Accelerator



Jawahar Navodaya Vidyalaya (JNV) Palghar National Robotics League 2025 Victory, IIT Bombay

India's school system serves around **25 crore children**, many of whom have exceptional potential but limited access to opportunities that nurture their talents. Recognising that such potential often goes unidentified until the later years of schooling, CSF introduced the High Potential Students workstream in 2025 to help bright children from under-resourced backgrounds become future innovators, researchers and leaders, with a goal of transforming the learning journeys of **one lakh students by 2030**.

The approach is evidence-driven and three-pronged: shaping the supply of high-quality STEM and life-skills nurturance from as early as Grade 7; strengthening institutions by embedding programme units within state and school systems; and generating evidence to identify what works and inform policy.

Programmatic highlights

CSF launched the HPS workstream and the TARANG STEM Accelerator in August 2025. Implemented across five Jawahar Navodaya Vidyalayas with five partner pilots, selected from over **300 applicants** and anchored by institutional approval from the Navodaya Vidyalaya Samiti, the Accelerator produced measurable gains in scientific reasoning, mathematical problem-solving and communication, high sustained engagement and early scale signals including a national robotics championship win.



Launch of the TARANG STEM Accelerator, New Delhi, August 2025

Other highlights from Year 1 include:

- **State partnerships:** established with the state governments of Delhi and Telangana, to support and enrich the states' efforts to identify and nurture high potential students by setting up and strengthening the model school system. In Delhi CM SHRI Schools, we are working to map, inform and enable future career pathways (including internship exposure and higher education) to improve students' life opportunities. In Telangana, we are supporting the transformation of Kasturba Gandhi Balika Vidyalayas (KGBVs) into Institutes of Excellence, with a long-term vision to nurture around one lakh high-potential girls by 2030.

- **Altius CSR initiative:** designed and piloted a STEM enrichment programme across **25 government model residential schools**, including Jawahar Navodaya Vidyalayas, Eklavya Model Residential Schools, Sainik and Prayas schools in Maharashtra and Chhattisgarh, in collaboration with ISPF and funded by Altius.

- **Avasara Academy:** delivered two pilots at Avasara Academy, coding with Code.org and hands-on science with Tinker Village, demonstrating strong student engagement and teacher adoption of experiential learning models. We also re-designed Avasara's student identification process to shift from recall-based testing to competency-based assessment, improving equity and accuracy in identifying high-potential learners.

- **Public goods:** developed and published two sector-facing publications, ***The Long Bet*** (best practices from nine Indian organisations working with high potential students) and ***The Constant & the Variable*** (insights from 15 shapers of India's mathematical Olympiad ecosystem).



I think the STEM accelerator is very exciting because we are not looking in just one direction of pedagogy, curriculum, or selection processes. There are multiple partners bringing in their knowledge and learning from their work with younger children, along with different models to test. I'm very excited to see how the STEM accelerator pilots will bring that out (nurture diverse forms of talent) through their studies of students in control and treatment groups.

Rohini Kaul, Senior Consultant, Kantar India Foundation



As long as we make sure that gifted education does not become a gilded cage for the elite and there is also a pragmatic argument for nurturing gifted individuals — people of exceptional talent become bored in normal schools, they become disengaged, they develop behavioural problems.

Gurcharan Das, Distinguished Author,
Public Intellectual and Former CEO P&G India

Strengthening Assessment Systems

Across every theme in this report, one capability quietly underpins the rest: the ability to measure learning well and to act on what it shows. The challenge is familiar, assessment that signals pass-or-fail rather than diagnosing where a child actually is and that nudges the system towards positive reporting over honest, usable data. CSF's response, across states, is to move assessment towards competency-based, diagnostic and increasingly AI-assisted approaches.

Our work at the national level

PARAKH Rashtriya Sarvekshan (PRS) 2024: We supported the successful implementation and dissemination of findings from PARAKH Rashtriya Sarvekshan (PRS) 2024, India's flagship large-scale national assessment covering **Grades 3, 6 and 9 across government, government-aided and private schools**. CSF contributed to developing training videos for State- and District-Level Coordinators and Field Investigators to strengthen administration and, after the results, partnered with NCERT on regional dissemination workshops and district-level stakeholder engagement in states including Delhi and Karnataka, helping translate findings into concrete system-improvement discussions.

Foundational Learning Study (FLS) 2026: Following the landmark Foundational Learning Study (FLS) conducted by the Ministry of Education and NCERT in 2022, which established baseline benchmarks for learning levels of students by the end of **Grade 3**, CSF supported PARAKH and NCERT in the implementation of FLS 2026. Our support included participation in expert consultations for tool review and finalisation, development of awareness videos covering foundational literacy and numeracy competencies assessed through the study and capacity-building support for Master Trainers and Field Investigators across states and districts. CSF also observed field administration and contributed to post-assessment data analysis to generate insights for policymakers.

Our work at the state level

CSF's work at the state level is rooted in several layers of measurement, increasingly strengthened by AI.

Three layers of measurement

System Signal
Large-scale census and sample surveys (Assam's PAT, Bihar's Annual Achievement Survey, Telangana's DIET-administered FLN assessment, Tamil Nadu's SLAS) that show how foundational learning is moving.

Independent Validation
Sample-based checks using Early Grade Reading Assessment (EGRA)/Early Grade Mathematics Assessment (EGMA) frameworks and the Tangerine tool (Gujarat, Punjab) that add reliability to census data.

Classroom Diagnosis
Teacher-facing tools (Spot Assessments, Assessment Trackers, SPOT) redesigned around micro-competencies, so teachers see exactly where each child needs help.

AI-enabled assessment

Three developments this year point to where assessment is heading:

- **Uttar Pradesh:** The NIPUN+ App (launched by the Chief Minister) moved Spot Assessments from a binary judgement to competency-based, real-time diagnosis across Grade 1–8, alongside **Video-Based Assessments** in the direct-teacher-support pilot.
- **Rajasthan:** AI-enabled scoring of subjective responses in the **Jodhpur public-disclosure programme**, cutting teacher burden and generating personalised remediation insights.
- **Odisha:** Competency-based census assessments such as **SAKSHAM**, explicitly designed for public disclosure.

State	Assessment	Scale / focus	Tools
Assam	Periodic Assessment Test (PAT) + Grade 2 Spot Assessments	Census, teacher-led via VSK; 65,500 spot assessments	VSK platform
Bihar	Annual Achievement Survey 2026 + Assessment Trackers	38 districts, 66,000+ assessments; classroom trackers (Grades 1–3)	EGRA / EGMA
Gujarat	Census FLN assessment + independent validation	Balvatika–Grade 2; 1,260 sampled schools	Tangerine
Haryana	Census assessments + third-party check	11.6 lakh student assessments; 21,630 in third-party round	NIPUN Teacher App
Madhya Pradesh	Statewide FLN assessment (3rd cycle)	~3,300 schools; Grades 2 & 3	CSF-built FLN app
Punjab	Monthly SPOT + annual FLN assessment	5,624 schools; ~7,000 responses/grade validation	EGRA / EGMA, Tangerine
Telangana	Annual FLN assessment (4th consecutive year)	DIET-student administered; Grade 2	Teacher-led B/M/E
Uttar Pradesh	NIPUN+ competency-based assessment	Grades 1–8; real-time capture	NIPUN+ App, Video-Based Assessment
Odisha	SAKSHAM census assessment	Angul + ~700 PM SHRI; Grades 5 & 8	For public disclosure
Rajasthan	Public-disclosure assessment	~70,000 students, Grades 6–9	AI-scored subjective responses
Tamil Nadu	SLAS 2025	Grade 3; benchmarked to PARAKH 2024	CLO-aligned items



Conducting student assessments to measure learning outcomes

THE LOOM OF SUPPORT



Arpandeep Singh, Grade 4, Government Elementary School Student, Rattoke, Punjab

Arpandeep Singh, a Grade 4 student at Government Elementary School, Rattoke, is making steady progress in learning despite hearing and speech challenges. Through the dedicated support of his teachers, personalised attention, and an inclusive classroom environment, he has strengthened his foundational numeracy skills and confidence. His journey reflects the impact of committed educators and supportive schools in helping every child succeed.

Scan to read the full story

Outreach

Taking the work to the ecosystem

32 lakh+
views of the Brut India collaboration

3.7 lakh+
people reached by digital campaigns

276+
media stories in national publications

2 lakh+
podcast listens across 5 platforms

Campaigns & partnerships

4 campaigns — #FoundationHaiSahi, #ClassroomHeroes, #BuniyaadKalKi, #SabkaEdTech	**3.7 lakh+ reach**
'3 Things' podcast series with The Indian Express — 5 episodes	**2 lakh+ listens**
The Better India reel — Rahat, Grade 2 student teaching her mother	**1 lakh+ views**

Knowledge assets

EDge Talks — expert video interviews, including #NIPUNKiNeev	**1.27 lakh+ views**
EDuBytes — short sector explainers	**90,000+ views**
The EDge — monthly expert newsletter	**13,000+ readers**

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CSF EDuConclave 2026

We hosted the **CSF EDuConclave** on 24 April 2026 at the India International Centre, New Delhi to mainstream conversations on Foundational Literacy and Numeracy (FLN) and Early Childhood Education (ECE) while reflecting on the journey of the last five years under the NIPUN Bharat Mission; leveraging EdTech and AI to strengthen teaching and learning in the classrooms; exploring the role of districts as last-mile drivers of NIPUN Mission fidelity, examining the role of philanthropy for system support in education and strengthening school governance for better learning for all children in India.

~300
Attendees

33
Speakers and Panellists

110
Donors and Partners

10+
Senior Government Dignitaries

Key Dignitaries

- **Shri Sanjay Kumar**, IAS, Secretary, Department of School Education & Literacy, Ministry of Education
- **Dr. Vinod Kumar Paul**, Hon'ble Member, NITI Aayog
- **Smt. Archana Sharma Awasthi**, Additional Secretary, Department of School Education & Literacy, Ministry of Education
- **Shri Dheeraj Sahu**, IAS, Additional Secretary, Department of School Education & Literacy, Ministry of Education
- **Shri Rakesh Bharti Mittal**, Vice-Chairman, Bharti Enterprises
- **Shri Partha Sarthi Sen Sharma**, IAS, Additional Chief Secretary, Basic & Secondary Education Department, Government of Uttar Pradesh



Lamp-lighting at the CSF EDuConclave 2026, New Delhi, April 2026



Rapid Fire with Dr Rukmini Banerji (CEO, Pratham Education Foundation) and Dr Parmod Kumar (State Programme Officer, Department of School Education, Haryana) facilitated by CSF's Sambhrant Srivastava, New Delhi, April 2026

Scan to know more

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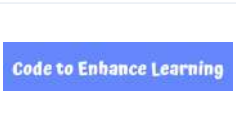


















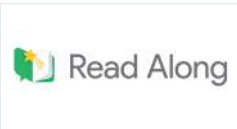



























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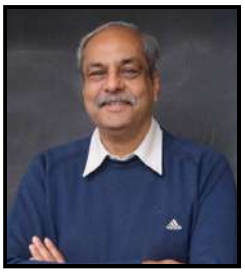
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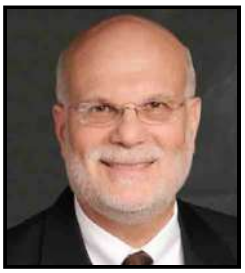
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Shaveta Sharma-Kukreja
Ex-CEO,
Central Square Foundation



Swathi Kantamani
Head CSR,
NATCO Pharma

Financials

Expenses	FY 2023-24 (in ₹ cr)	FY 2024-25 (in ₹ cr)	FY 2025-26 (in ₹ cr)
Personnel	30.75	40.47	48.28
Grants	10.99	10.57	5.35
Project Expenses	28.78	38.85	43.07
Admin Expenses	5.15	6.01	8.34
Total	**75.67**	**95.90**	**105.04**



Location: Sewapuri, Uttar Pradesh



Scan the QR code to know more about the CSF Team



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