



**Watch
2+ Cr
dreams
come alive**

20 Years
of | **SAMPARK**
Learning Magic | A Foundation by Anupama & Vineet Nayar

We Are 20 Now!



"The value of AI in education will not be defined by its capability, but by how effectively it strengthens teaching and improves learning outcomes."

Vineet Nayar

Founder & Chairman, Sampark Foundation



Can we
make every
child's learning
journey joyful?

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Anupama Nayar

Co-Founder, Sampark Foundation

A Trained Special Educator, Is the Driving Force Behind Sampark Foundation's Educational Breakthroughs. Her Shift from Traditional Grant-Making to Pioneering Tech-Infused Teaching Methods Has Transformed Education in Over 1,00,000 Government Schools. Recognized By Forbes and Harvard for Her Innovative Approach, Anupama's Work Is Reshaping the Educational Landscape, Introducing Groundbreaking Tech Solutions in Classrooms Across Eight States.



Vineet Nayar

Co-Founder, Sampark Foundation

Vineet Nayar's Transition from Leading HCL Technologies To Steering Sampark Foundation Is a Tale of Innovation and Transformation. As A Tech Visionary and Author Of "Employees First, Customers Second", He Has Consistently Championed Disruptive Thinking. His Leadership at HCL And Recognition by Forbes and Foreign Policy Magazine Underscore His Commitment to Leveraging Technology for Large-Scale Social Impact, A Philosophy He Now Applies to Revolutionising Education At Sampark Foundation.

Advisory Board of Sampark



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Dehradun*



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*Harvard Business
School Professor*



Dilip Cherian

Image Guru

From the Founder's Desk



How can we better support our teachers in delivering better learning outcomes?

This question continues to shape our work. Over the past two decades, we have seen that improving learning outcomes at scale is not a function of intent alone, it requires enabling teachers with the right pedagogy, tools, and system support. As education systems begin to engage with Artificial Intelligence, this responsibility becomes even more critical. The role of AI is not to replace teaching but to strengthen it by reducing administrative burden, enabling Sahi Kram, Sahi Dhang Pedagogy at scale.

At the same time, the introduction of AI into education demands both clarity and caution. AI systems are powerful, but they are not infallible. They can mislead and operate without context if left unsupervised. This makes one principle non-negotiable that AI must remain guided by teachers, not independent of them. The opportunity lies in building models where AI works as a teacher's ally: identifying learning gaps, supporting lesson delivery, and enabling real-time action, especially in low-resource classrooms where such support is most needed.

There is also an urgency that cannot be ignored. Foundational learning loss is time bound. If gaps are not addressed in the early years, they become difficult to recover. Technology can support the early identification and timely resolution of learning gaps provided it is aligned with pedagogy and integrated into classroom practice.

As we look ahead, our direction remains firm. AI must operate behind the teacher, not in front of the child. Its role is to make teaching more precise, learning more adaptive, and data-driven decision-making at scale

With regards,

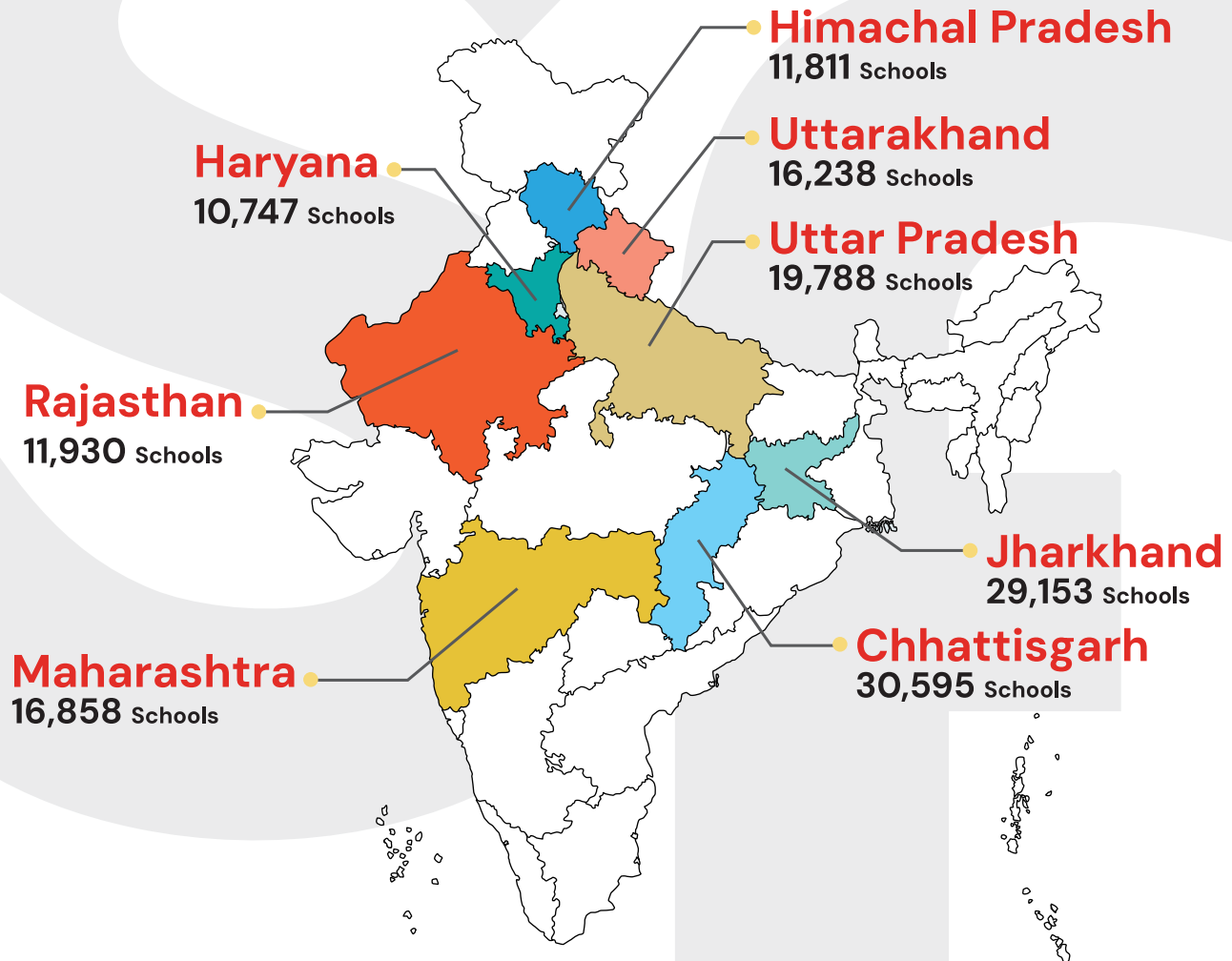
Anupama Nayar

Co-Founder, Sampark Foundation



SAMPARK PROGRAM REACH

Sampark Program Reach



Sampark Program Reach

REACHED

Children: 2+ Cr
Schools: 1.47 Lac
Teachers: 9.12 Lac
Smart Class: 51,564

BUILT

Animated Videos: 3800+
Gamified Assessment Qs: 40,000
Lesson Plans: 720
Worksheets: 4,200

IMPACT

Teacher Feedback: 4.63
Digital Resources used: 13.85+ Cr
LO Increased in FLN: 17.60% – 46.00%
LO Increased in Science: 10.50% – 46.40%

1 Soch. 5 Innovations.

The change began with one simple realisation: Improving learning outcomes at scale revolves around changing what does not work, not about adding more. Classrooms, from time immemorial, have carried the burden of old assumptions.

The assumption that quality needs cost. That innovation belongs to a few. That teachers must adapt to the system, instead of the other way around. This thinking needed to change. And so, a new question emerged:

Can this work for every classroom?

That question became the foundation of innovations. Change, real change, was to begin with teachers. When they are supported, classrooms transform: Learning becomes engaging, outcomes begin to move.

This happened on every level, from simple, scalable solutions to integrated innovations like Sampark AI where pedagogy, technology, and data come together to support teaching in real time.

1 Soch led to 5 Innovations. Together, they created visible change.

From access to outcomes. From limitation to possibility. From effort to impact. This is 20 years of learning magic.

Not built for the system but with it.



VISION

To transform education delivery in the remotest corners of India and ignite the hunger for learning in millions of underserved children, with a special focus on empowering girls in close partnership with state governments.

MISSION

Innovatively use technology to make teaching and learning easy, fostering a future of informed and innovative learners and ensuring that no child is left behind.

Snapshot of Sampark AI transforming learning. Evidence from a state

31.5%

Grade 2 students can read grade-level text with fluency (ORF $\geq$ 45 WPM)



70.5%

Grade 2 students can solve double-digit addition and subtraction problems



35.3%

Grade 3 students can read grade-level text with fluency (ORF $\geq$ 60 WPM)



79.1%

Grade 3 students can solve double-digit subtraction problems



Hindi:

Non-Technology led intervention

Math:

Sampark AI Driven model intervention

State directed Third Party Assessment Conducted In December 2025

Sampark's role: Assistance-led teaching, not instruction-led reform

Within State Curriculum

Works fully within the state curriculum and timetable, aligning support to existing syllabus and schedules to avoid disruption.

Existing Teacher Cadre

Uses the current teacher workforce as the primary delivery channel, enhancing their capacity rather than replacing roles.

No Parallel Structures

No parallel academic structures are created; interventions are integrated into regular school systems and processes.

Minimal Reporting Burden

No additional reporting requirements are imposed; data needs are streamlined and embedded in routine workflows.

Offline-First Design

No continuous internet dependency; tools and resources function effectively in low-connectivity environments.

Design principle

Reduce Effort By 30%, Increase Learning Outcomes By 30%



Bharat Bodhan AI Conclave 2026

**SAMPARK AT
BHARAT BODHAN
AI CONCLAVE 2026
&
INDIA AI IMPACT
SUMMIT 2026**

Bharat Bodhan

AI Conclave 2026

Sampark Foundation participated in the **Bharat Bodhan – AI Conclave 2026**, held at Bharat Mandapam, New Delhi, organised by the **Ministry of Education, Government of India**, in collaboration with **IIT Madras**.

The Honourable Minister of Education, **Shri. Dharmendra Pradhan**, visited the Sampark stall to understand the programme and its AI framework for education. During the conclave, Our Founder Shri. Vineet Nayar presented Sampark's AI framework to senior policymakers and Secretary-level officials from State and Central Government education departments. The engagement provided an opportunity to contribute to the national dialogue on the role of AI in education which is rooted in classroom practice and guided by **Sahi Kram, Sahi Dhang Pedagogy**.



India AI Impact Summit 2026

Sampark Foundation participated in the **India AI Impact Summit 2026**, held at Bharat Mandapam, New Delhi, and organised by the **Ministry of Electronics and Information Technology (MeitY), Government of India**.

At the summit, Our Founder Shri. Vineet Nayar contributed to the national dialogue on the role of AI in education emphasising the need to move beyond foundational literacy and numeracy towards building employability. He highlighted that AI must be integrated thoughtfully into education systems to support problem-solving, strengthen pedagogy, and enable more effective classroom practices.

The discussions reflected a new perspective that AI in education must remain guided, contextual, and aligned with classroom realities. Its role is to support teachers and enable timely and informed decision-making to ensure learning outcome improves at scale.



Panel Session - 2

**TEACHERS FIRST in the
AI ERA: AUGMENTING
NOT REPLACING THE
CLASSROOM**



SAMPARK AI IMPACT SUMMIT

A responsible approach to AI in education

Sampark Foundation's approach to AI is anchored in a distinct principle that AI must accelerate learning, not replace teaching. The Sampark AI Framework is designed around this belief, focusing on three core elements: improving pedagogical precision, enabling adaptive teaching through the teacher, and supporting timely decision-making through real-time insights. Across all three, AI operates as a support layer strengthening the education system.

As AI begins to shape the future of education, the question is not whether it will be used but how it will be applied within classrooms. The approach emphasises that AI must remain guided, contextual, and anchored in pedagogy. Its role is to strengthen foundational learning, reduce the administrative burden on teachers, and support more effective classroom practices while ensuring that the teacher remains central to the learning process.

At the same time, this transition requires careful consideration. While AI systems offer significant capabilities, they are not without inherent limitations. The use of AI in education must be supervised and thoughtfully integrated to avoid unintended outcomes. The opportunity lies in designing models where AI supports teachers, enables informed decision-making through real-time insights, and contributes to improved learning outcomes at scale. In this context, technology serves as an enabler while teaching and learning continue to be led by educators.



Sampark AI Impact Summit – 8 State Dialogues

These dialogues are not standalone events. They represent a structured effort to guide how AI is understood and applied within public education systems. These state dialogues are designed as **follow-on engagements to the India AI Impact Summit 2026 organised by the Government of India**, with a focus on translating national vision into state-level action.

By anchoring the conversation at the state level, the series focuses on execution where policy intent translates into classroom practice. The approach reflects Sampark Foundation's vision to ensure that technology adoption remains grounded in real classroom needs, supports teachers in their daily practice, and contributes to measurable improvements in learning outcomes at scale.

These engagements have reinforced a new direction: AI must be purposeful, guided, and aligned with pedagogy. Its value should be assessed not merely by its capabilities but by its contribution to strengthening teaching, enabling informed decision-making, and improving learning outcomes for every child.



Maharashtra AI Impact Summit 2026

The Maharashtra AI Impact Summit was held in **Mumbai** in collaboration with **Samagra Shiksha Maharashtra**, brought together policymakers, educators, and practitioners to explore how AI can strengthen learning outcomes at scale.

The summit featured key insights from **Shri. Ranjit Singh Deol, IAS (Principal Secretary, School Education & Sports)**, who emphasised the importance of data-driven governance and to ensure scalable use of AI in education systems. Discussions focused on aligning AI with classroom realities, ensuring that technology supports teachers, strengthens pedagogy, and improves learning outcomes.



Rajasthan AI Impact Summit 2026

The Rajasthan AI Impact Summit was held in **Jaipur** in collaboration with the **Education Ministry of Rajasthan** and **Samagra Shiksha Rajasthan**, brought together policymakers, educators, and practitioners to explore how AI can strengthen classroom learning at scale. **Shri. V. Srinivas, IAS (Chief Secretary, Government of Rajasthan)** highlighted the Sampark AI model as a teacher-led adaptive innovation that is enabling AI to reach every school while keeping teachers at the centre.

He emphasised the need to bring AI-enabled school education into the 21st century. The summit focused on AI as a support system for teachers, the importance of data-driven governance, and the need for pedagogy-led implementation to ensure meaningful classroom impact.



Uttar Pradesh AI Impact Summit 2026

The Uttar Pradesh AI Impact Summit held in **Lucknow** in collaboration with the **Government of Uttar Pradesh, NIPUN Bharat and Samagra Shiksha Uttar Pradesh**, brought together policymakers and educators to focus on one question: How can AI translate into real classroom impact at scale? The summit was graced by **Shri. Partha Sarathi Sen Sharma, IAS (Additional Chief Secretary, Basic & Secondary Education)**, he emphasised the role of AI in strengthening foundational learning through thoughtful integration. He also mentioned that we should try to bring AI-based school education into the 21st century.

Smt. Monika Rani, IAS (Director General, School Education), highlighted the need for classroom-centric tools that support teachers and improve effectiveness. Discussions reinforced a new direction that AI must support pedagogy, simplify teaching and enable better learning outcomes.



Uttarakhand AI Impact Summit 2026

The **AI Impact Summit 2026** in Uttarakhand held in **Dehradun** in collaboration with the **Department of Education, Government of Uttarakhand**, brought together policymakers, educators and institutions to explore how AI can drive real classroom impact.

The summit was graced by Honourable **Governor Lt. Gen. Gurmit Singh (Retd.)**, and saw participation from key state leaders including **Ravinath Raman (Secretary, Education)** along with experts from institutions such as IIT Roorkee, IIM Kashipur, Doon University and NIC. Discussions focused on using AI to **strengthen teaching, enable data-driven decision-making, and improve learning outcomes**, while ensuring that technology remains aligned with classroom realities and supports teachers. As part of Sampark Foundation's **AI State Dialogue series**, the summit reinforced a new direction that AI must support teachers and improve learning outcomes at scale.





STATE LAUNCHES

Programme launch by CM, Chhattisgarh

The Honourable Chief Minister of Chhattisgarh, **Shri. Vishnu Deo Sai**, returned to the school where he studied nearly 50 years ago, this time to launch the Sampark Smart School Program. As part of the launch, Sampark TVs, LED TVs, and Maths & English Kits were introduced to strengthen classroom learning. The Chief Minister also interacted with students, visited a Sampark Smart Classroom and observed the programme in action.



Programme launch by CM, Haryana

The Honourable Chief Minister of Haryana, **Shri. Nayab Singh Saini**, launched the expansion of the Sampark Smart Schools Program in Kurukshetra. The initiative will cover **7,000 government schools** directly benefitting over **6.5 lakh children** and supporting **25,000+ teachers in Haryana**. Classrooms will be strengthened with Sampark TV, Maths & English Kits and the Sampark Smart Shala App aligned with **SCERT** and **NIPUN Bharat**.



Programme launch in BMC, Mumbai

In collaboration with the **Brihanmumbai Municipal Corporation (BMC)**, the Smart School–Smart Block Program was launched across 217 municipal schools. The initiative was inaugurated by the Municipal Commissioner & Administrator, **Shri Bhushan Gagrani (IAS)**. Through this program, **3,078 students** will experience interactive learning in **273 smart classrooms**, while **434 teachers** are being equipped with structured training and teaching tools aligned with curriculum and designed for classroom realities.



Programme expansion, Chhattisgarh

The Honourable Chief Minister of Chhattisgarh, **Shri. Vishnu Deo Sai**, launched the expansion of the Sampark Smart Schools Program naming it Shiksha Sathi. The initiative will reach **271 government primary schools** which will benefit **10,682 children** and support **500+ teachers**. A step towards making **पढ़ना और पढ़ाना आसान** at scale.



Programme launch by Education Minister, Nashik

The Sampark Smart Shala Program was inaugurated by the Honourable Education Minister, **Shri. Dadaji Bhuse**, bringing together education leaders and officials committed to strengthening learning outcomes in Nashik. The programme highlighted the role of curriculum-aligned digital content, structured pedagogical approach, and strong classroom implementation. Demonstrations of Sampark TV reflected how the **Sahi Kram, Sahi Dhang** approach supports teachers in daily instruction and reinforces concepts effectively.

13



Programme launch by Education Minister, Rajasthan

The Sampark Smart School Program (Science) was launched by the Honourable Education and Panchayati Raj Minister, **Shri. Madan Dilawar**, at Government Higher Secondary School, Aalod (Kota). As part of the launch, **two smart classrooms were inaugurated** and 113 schools in **Khairabad Block** were equipped with Sampark TVs, with additional Smart TVs provided to select schools. The programme will extend across districts with a focus on improving classroom practice.







01 सोच

05 Innovations





01 Innovation

Sampark TV



INNOVATION 1 – **SAMPARK TV**

The Rule It Broke: Digital learning needs internet.

Digital learning was never the problem. Access was. Year after year, classrooms waited. For connectivity. Signal. Speed. Infrastructure. But learning could not wait. So, Sampark TV removed the dependency. No internet. No disruption. No compromise on quality.

This offline digital classroom is ready to use, built for real conditions. Content aligned to SCERT. Designed for the same classrooms that were once left out. Because access should not depend on geography. Or connectivity. Digital learning is no longer a privilege. It is a classroom reality.

Key Enablers



Offline Digital Classrooms

No internet required.
Learning continues.



Curriculum-Aligned Content

SCERT-based lessons, integrated
with teaching.



Last-Mile Reach

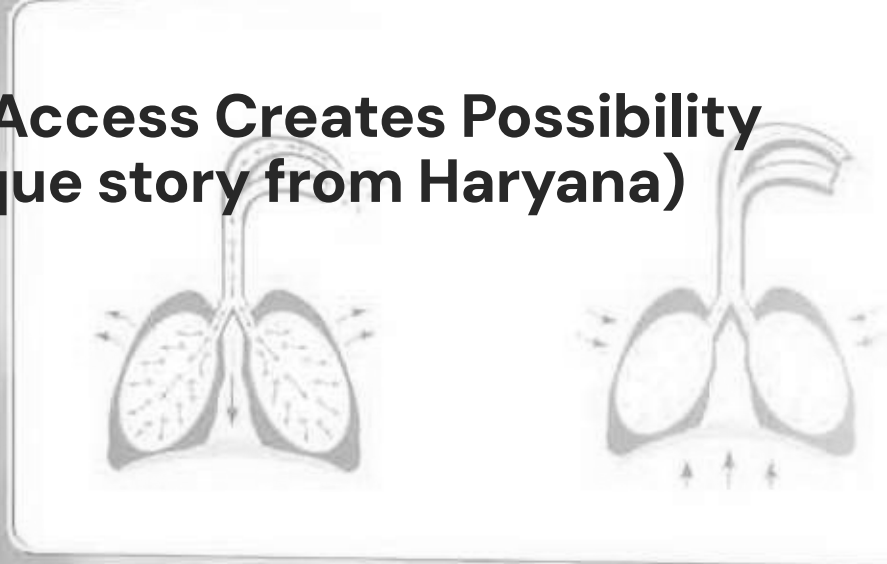
Built for the farthest classrooms.



Equitable Access

Same quality. Every classroom.

When Access Creates Possibility (A unique story from Haryana)



श्वसन

In a brick-manufacturing belt in Haryana, classrooms did not exist. Children stayed near work sites. Parents worked long hours. School was not part of the day. Until someone noticed.

A Spark saw the challenging gap as a starting point. With support from government, a classroom was created. Simple. Functional. Needed. But a room alone does not create learning.

Sampark TV brought the classroom to life. No internet. No delay. Just structured learning available from day one.

Today, children come to a bustling classroom. Parents leave them with assurance. And learning, finally has a place to begin.



02 Innovation

Sampark AI



INNOVATION 2- **SAMPARK AI**

The Rule It Broke: Progress is visible only at year-end.

Learning had long been measured after it was over. By the time data arrived, the classroom had moved on. The gap remained. Unseen. Unaddressed. Sampark AI changed that.

Progress is now visible as it happens. Not months later. Not at the end.
Every classroom interaction becomes insight. Every pattern becomes a sign.
With 10+ lakh data points every month, learning is no longer guessed. It is understood.

Not reports.

Real-time direction.

Not data for records.

Data for action.

Key Enablers



Real-time Monitoring

Visibility into classrooms,
as learning unfolds.



High-Volume Insights

10+ lakh data points, every month.



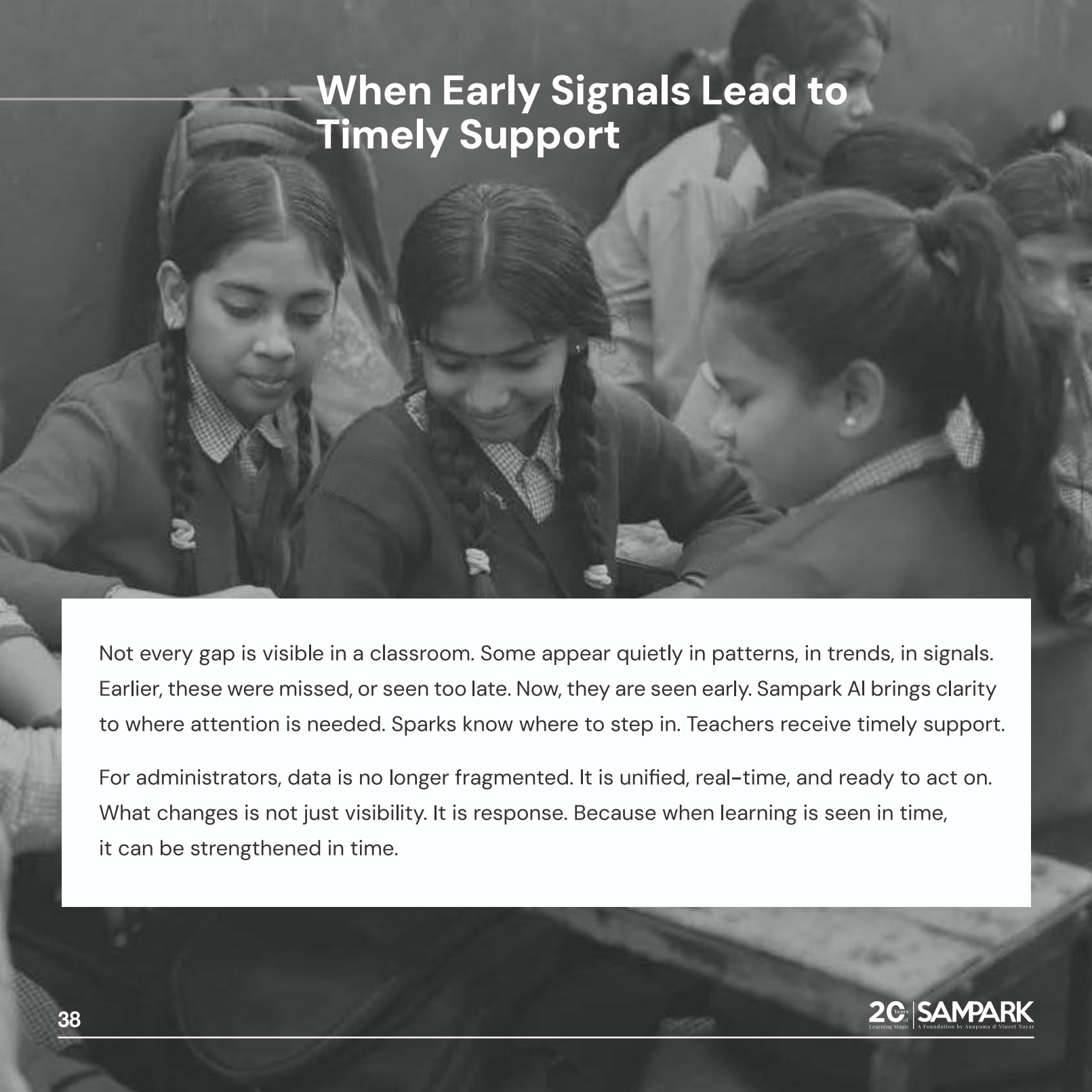
Decision-Ready Dashboards

Clear inputs for system-level action.



Actionable Intelligence

Insights that lead to timely
support.



When Early Signals Lead to Timely Support

Not every gap is visible in a classroom. Some appear quietly in patterns, in trends, in signals. Earlier, these were missed, or seen too late. Now, they are seen early. Sampark AI brings clarity to where attention is needed. Sparks know where to step in. Teachers receive timely support.

For administrators, data is no longer fragmented. It is unified, real-time, and ready to act on. What changes is not just visibility. It is response. Because when learning is seen in time, it can be strengthened in time.



03 Innovation

Teach Easy Kit



INNOVATION 3 – TEACH EASY KIT

The Rule It Broke: Hands-on learning depends on individual effort.

For a long time, activity-based learning depended on the teacher. Time. Effort. Materials. Not every classroom could keep up. Learning became uneven.

Teach-Easy Kit changed that.

Everything needed for hands-on learning is ready, structured, and part of the lesson. No searching. No preparation overload. No inconsistency. Concepts are not just explained. They are experienced. From manipulatives to guided audio, learning becomes active, participative, and consistent.

After all, engagement should not depend on resources or location, it should be built into the classroom.

Key Enablers



Ready-to-Use Materials

Everything required, already available.



Activity-Based Learning

Concepts understood through doing.



Reduced Teacher Burden

Less preparation. More teaching.



Audio-Led Engagement

Learning that speaks, guides, and involves.

When Learning Becomes Experience

In remote parts of Jharkhand and Chhattisgarh, classrooms often begin with limitations. Limited materials. Minimal infrastructure. Diverse learning needs. But somehow, learning continues.

Teach-Easy Kit changes how it happens. A lesson is no longer just spoken. It is touched. Moved. Heard. Experienced. Children respond to instructions, engage with materials, and participate as a group.

The classroom shifts from passive listening to active learning. Teachers do not have to build everything from scratch. They guide what is already designed to work. In these classrooms, engagement is not created by chance. It is built into the experience.





04 Innovation

Sampark Smart Shala App



INNOVATION 4 – SAMPARK SMART SHALA APP

The Rule It Broke: Collaboration ends at the classroom door.

Teaching had remained isolated for ages. One classroom. One teacher. One set of challenges. The learning stayed within four walls.

With Sampark Smart Shala App, classrooms are now connected. Ideas travel. Solutions are shared.

Through Baithak, teachers don't just teach they learn from each other. Preparation is no longer individual effort.

Support is no longer distant. Content, conversation, and collaboration all in one place. Because better teaching does not happen alone.

It grows in communities.

Key Enablers



Teacher Communities (Baithak)

Spaces where teachers connect and learn together.



Preparation Support

Content that strengthens classroom delivery.



Two-Way Feedback

Continuous exchange, not one-way instruction.



Beyond Geography

Ideas shared across districts and states.

When Teachers Learn Together

Challenges in classrooms are not unique. But earlier, they were faced alone. A teacher in one school solved a problem. Another, miles away, faced the same one. There was no bridge. Now, there is.

Through Baithak, teachers share what works. They discuss. They reflect. They adapt. A practice in one classroom becomes a solution in many. What changes is not just communication. It is confidence. Because when teachers learn together, they don't just improve individually. They grow as a system.



05 Innovation

Navachari Shikshak & Top Teacher Award



INNOVATION 5 – TOP TEACHER AWARD

The Rule It Broke: Recognition doesn't drive system change

Recognition was seen as a reward.
An end point. A certificate. A moment.
Then back to routine.

That needed to change.

Recognition can drive behaviour.
Recognition can shape practice.
Recognition can scale what works.

Navachari Shikshak & Top Teacher Awards made recognition visible.

Teachers are not just recognised. Their ideas are amplified. Through Navachari Shikshak, teachers share 1-minute innovations from their classrooms. Simple practices. Real solutions. Proven in action. Through Top Teacher Awards, these practices are acknowledged — at teacher, school, and block levels.

Key Enablers



Multi-Level Recognition

Impact acknowledged across teacher, school, and block.



In-School Champions

Recognised teachers lead by example.



Motivation as Momentum

Recognition drives consistency and effort.



Peer Influence

Practices spread through teachers, not directives.

When Recognition Becomes Catalyst

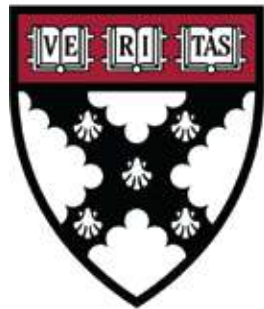
A teacher tries something new in the classroom. A small change. A simple idea. Earlier, it stayed there. Unseen. Unshared. Now, it travels. Through a one-minute video, the idea reaches other teachers. It is seen. It is tried. It is improved.

Recognition follows not just as appreciation, but as validation. Back in schools, others begin to adopt it. Conversations shift. Classrooms evolve. What started as one teacher's idea becomes a shared practice.





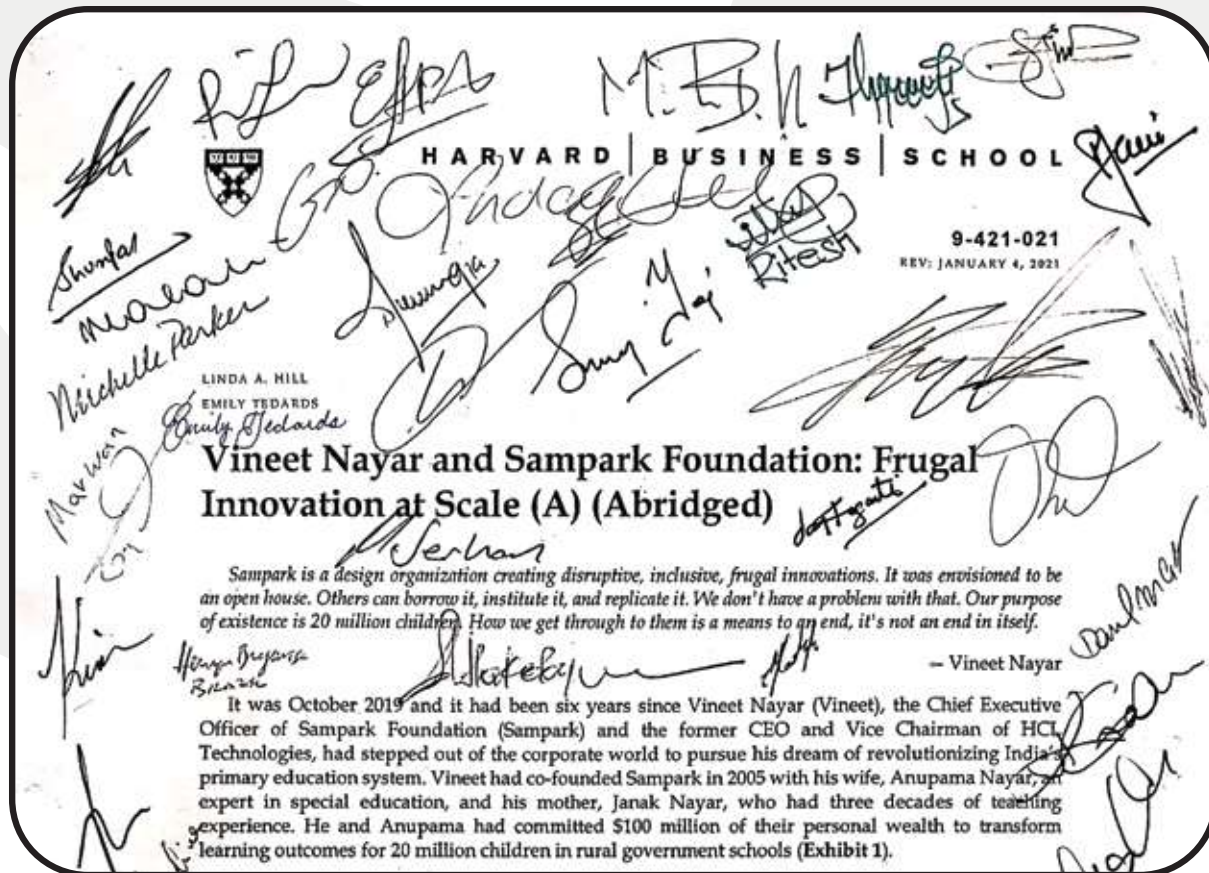
CHANGING GLOBAL MINDSET



Harvard Business School

Changing Global Mindsets

Recognised globally by Forbes and Foreign Policy Magazine and taught as a case at Harvard, our approach of frugal innovation is inspiring new thinking around tech-enabled education innovations and reforms.



* Signatures by HBS class and professors

Cultivating Frugal Innovation at Scale

Harvard Business Press released a new book by Professor Linda A. Hill exploring the nature of innovation at scale. In one of chapter, Sampark Foundation is presented as one of the world's largest examples of frugal innovation in education as a model built not on abundance but on thoughtful design, discipline, and scale.

The book examines how enduring innovation is rarely accidental. It is cultivated through persistence, system understanding and a deep commitment to impact. Sampark's journey, shaped over two decades, is placed within this global dialogue on how institutions can transform complex systems without increasing complexity.

What began as a commitment to improve learning outcomes in rural India is now part of a broader conversation on how innovation can travel across contexts from classrooms in India to classrooms at Harvard.

At Sampark, innovation has always been designed with teachers at the centre. Every tool whether digital, audio-led, or activity-based is accompanied by structured teacher preparation and clear classroom integration pathways. The emphasis has never been on introducing new mechanisms in isolation but on equipping educators with the confidence and clarity to use them effectively.

Training, feedback loops, and continuous engagement ensure that innovation translates into improved classroom practice. When teachers are supported, implementation becomes consistent. And when implementation is consistent, learning outcomes improve. Frugal innovation, therefore, is not only about designing cost-effective solutions. It is about building ecosystems where teachers are empowered to sustain and scale those solutions across diverse contexts.



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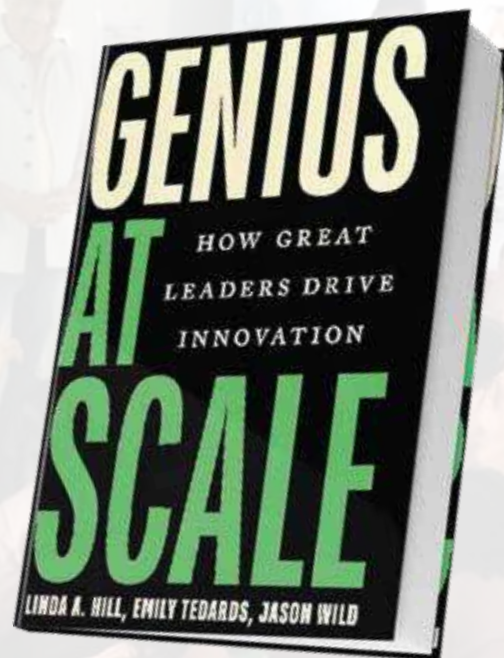
Innovation is not about disruption for its own sake. It is about solving real problems at a scale that matters.

Vineet Nayar

“

When you design for the last child in the last classroom, scale becomes a responsibility, not an ambition.

Anupama Nayar

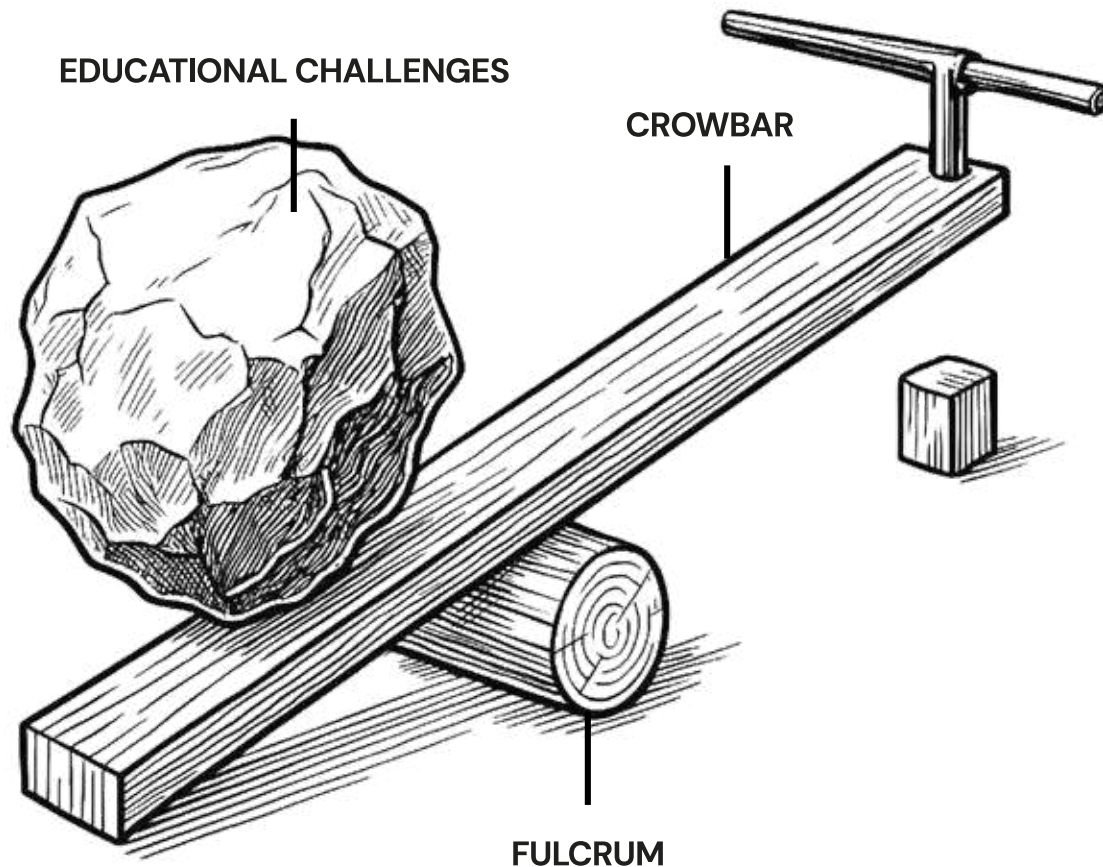




THEORY OF CHANGE

The Crowbar Model of Change

Sampark is transforming education from within



For a long time, learning levels have stayed flat despite more spending. Traditional, resource-heavy methods often lead to dependency, not self-reliance.

Sampark Foundation takes a different route—strengthening the system from within. We act as the crowbar of change, using innovation as the fulcrum to tackle educational challenges. Our approach brings together administrators, teachers, parents, and children to drive change across all levels.

This model is low on disruption, high on impact—driven by patience, persistence, and a strong belief in lasting change.

Our approach is guided by six key principles:

Do:

- Invest innovatively to simplify teaching and learning.
- Collect classroom data extensively to drive systemic awareness and change.
- Reward and acknowledge positive changes at various levels.

Do Not:

- Replace teachers or take over teaching roles.
- Overburden teachers with additional effort-intensive tasks.
- Visit schools to inspect or judge schools' progress.

Implemented in eight states, our model sees strong adoption, teacher engagement, and lasting partnerships across governments. It's state-led, teacher-driven, and runs at zero cost to the state—ensuring ownership, sustainability, and internal transformation. By meeting teachers' needs for effective solutions, it drives systemic change within the existing education structure.

The Crowbar Model of Change

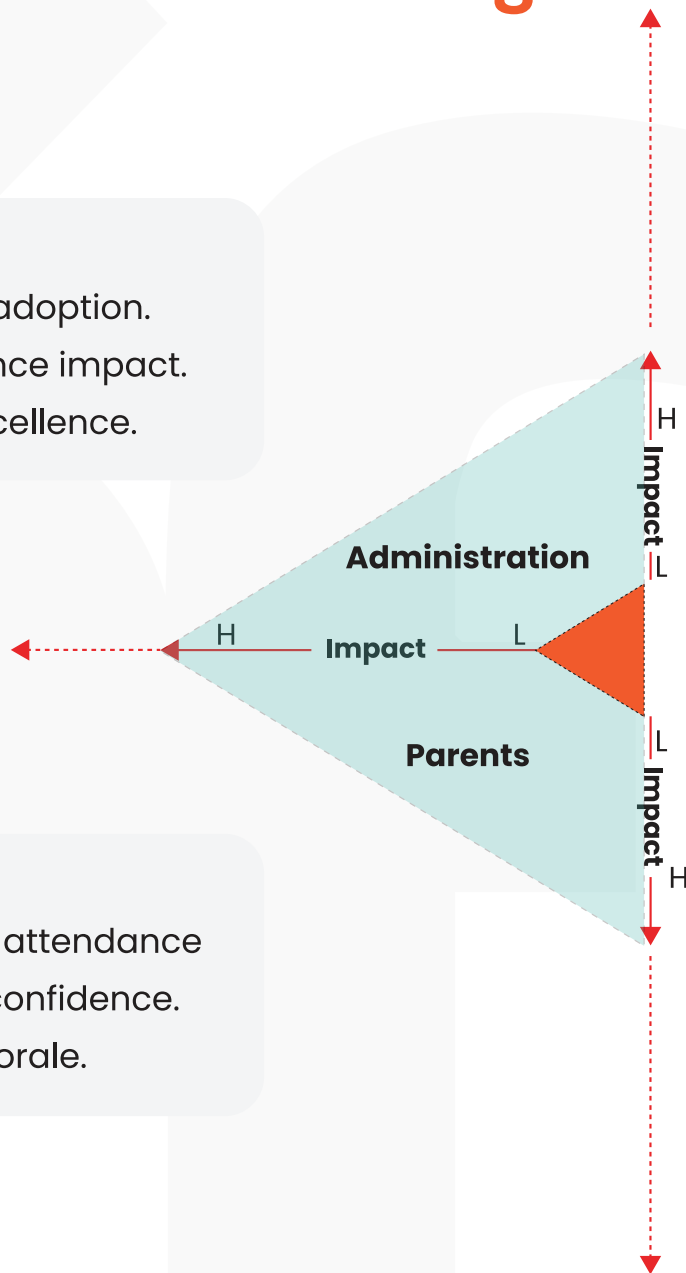
12 Reasons for High Impact

Administration:

1. Zero investment increases adoption.
2. Data-driven insights enhance impact.
3. Reward programs drive excellence.

Parents:

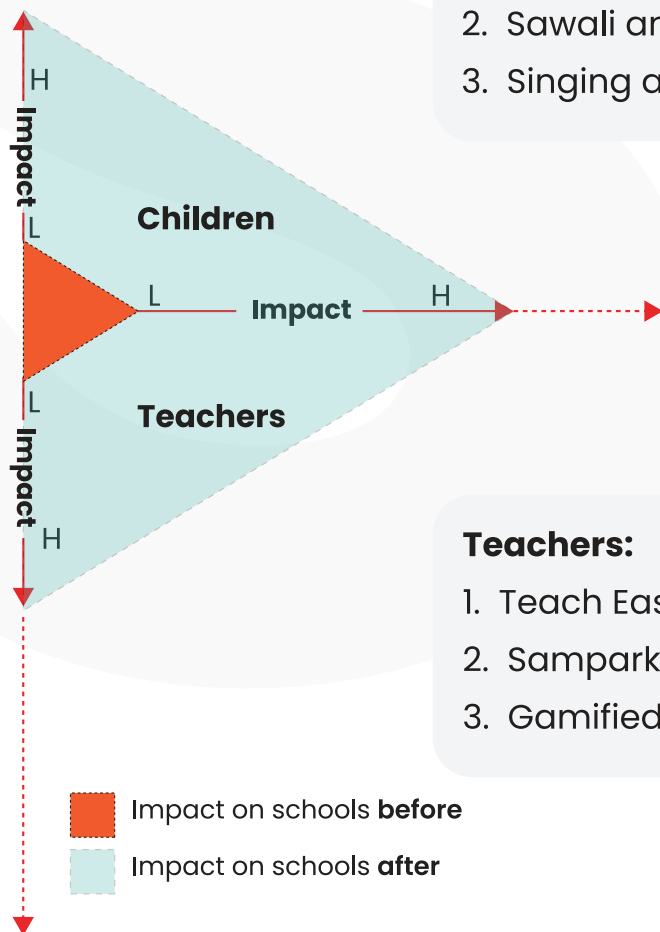
1. Child excitement increases attendance
2. Smart classrooms inspire confidence.
3. English speaking boosts morale.



We see increase in learning outcomes when all 4 stakeholders own and drive the change. Our role is just to be a catalyst enabling this transformation.

Children:

1. Animated Videos /TLMs, simplify learning.
2. Sawali and Khoji, enhance curiosity
3. Singing and dancing make learning fun.



Teachers:

1. Teach Easy Pedagogy, simplify teaching.
2. Sampark Didi, Year-round learning.
3. Gamified assessments ignites classroom.



MONITORING & EVALUATION FRAMEWORKS

Over the years, Sampark’s Monitoring & Evaluation model has evolved to become more real-time, technology-driven, and action-oriented.
The Three Stages of M&E at Sampark:

01

**M&E 1.0
(2015–2018)**

Key Features

Traditional surveys
& teacher
feedback

Impact

Data collection
was time-intensive

02

**M&E 2.0
(2018–2021)**

Key Features

Digital assessments &
sample-based
evaluations

Impact

Faster, more reliable
learning insights

03

**M&E 3.0
(2021–Present)**

Key Features

AI-driven analytics,
real-time dashboards
& automated tracking

Impact

Instant insights for
teachers, schools &
policymakers

* With M&E 3.0, learning outcomes are no longer measured at the end of the year—they are tracked continuously, ensuring timely interventions. *

How we measure learning outcomes at scale

Sampark's M&E framework is built on three key components:

Student Learning Assessments

- Conducted across 8 states to track literacy & numeracy gains.
- Aligned with NEP 2020's focus on Foundational Literacy & Numeracy (FLN).
- Focused on real-world application of knowledge, not just rote memorisation.

Teacher Engagement & Classroom Practices

- Tracking how teachers use Sampark TV & digital tools in their daily lessons.
- Teacher feedback loop—ensuring continuous improvement based on classroom realities.
- Measuring lesson completion rates & student engagement per session.

Real-Time Data Dashboards for Policymakers

- Live dashboard access for state education officials to monitor school progress.
- Insights include attendance trends, teacher engagement, and student performance.
- Enables targeted interventions where schools need the most support.

Monitoring & Evaluation Frameworks

Sampark Foundation's M&E 3.0 framework is a real-time, data-driven system designed to measure learning outcomes, teacher engagement, and system-wide impact. Over the years, our model has evolved from traditional surveys to AI-driven analytics, enabling instant insights for teachers, policymakers, and administrators.

We track student learning through baseline and endline assessments, classroom observations, and concept mastery analysis. Teacher engagement is monitored via lesson completion rates, digital tool adoption, and interactive teaching strategies. Our real-time dashboard empowers government officials with live data on attendance, student progress, and school performance, ensuring faster, evidence-based decision-making.

By continuously integrating teacher feedback and technology, we ensure that interventions are not just effective but sustainable at scale. Moving forward, we aim to leverage AI for predictive analytics, expand real-time tracking across districts, and bridge data with direct classroom action.

In large-scale education reform, measuring impact is as critical as implementing the solution. Without a structured system to track learning gains, interventions remain assumptions, not proven solutions. At Sampark Foundation, our M&E 3.0 framework ensures that:

01

Every innovation is backed by real-time data.

02

Teaching strategies evolve based on ground-level insights.

03

Policymakers receive accurate, actionable information to drive reforms.

Our approach is designed to be practical, scalable, and embedded into the education system itself, ensuring long-term impact.

How Sampark's model aligns with National Education Policies

Our low-cost, high-impact innovation seamlessly aligns with India's key education policies, making it a scalable and sustainable solution for government schools.

NEP 2020 (National Education Policy):

Sampark Smart Shala supports the shift towards interactive, technology-driven learning, emphasising conceptual understanding over rote memorisation.

NIPUN Bharat Mission

Our focus on foundational literacy & numeracy (FLN) directly contributes to the mission's goal of ensuring that every child can read and solve basic math by Grade 3.

EdTech & Digital Learning

Sampark TV makes digital education accessible in rural schools, bridging the learning gap for students with limited resources.

A Game-changer for Policymakers and Government officials

01

The **Sampark Dashboard** provides **instant insights** on learning trends across multiple schools.

02

Officials can track teacher performance & student progress, identifying schools that needed extra support.

03

Decisions are no longer based on outdated reports— action can be taken immediately.

Scaling Impact Beyond One School

This once-forgotten school in Jashpur, Chhattisgarh is now a model for other government schools in the state. Inspired by its transformation, neighbouring schools have started adopting similar methods, and government officials are now scaling the initiative across multiple districts.

Sampark's alignment with SDG4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Sampark's intervention:

Using hands-on Math & English kits and the Sampark TV device—pre-loaded with FLN and Science content aligned to SCERT syllabi across 8 states—we're improving classroom learning and education quality.



By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

Sampark's intervention

Train & empower teachers on the effective use of Sampark Foundation's TLMs in classrooms to ease the teaching-learning process.



Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Sampark's intervention

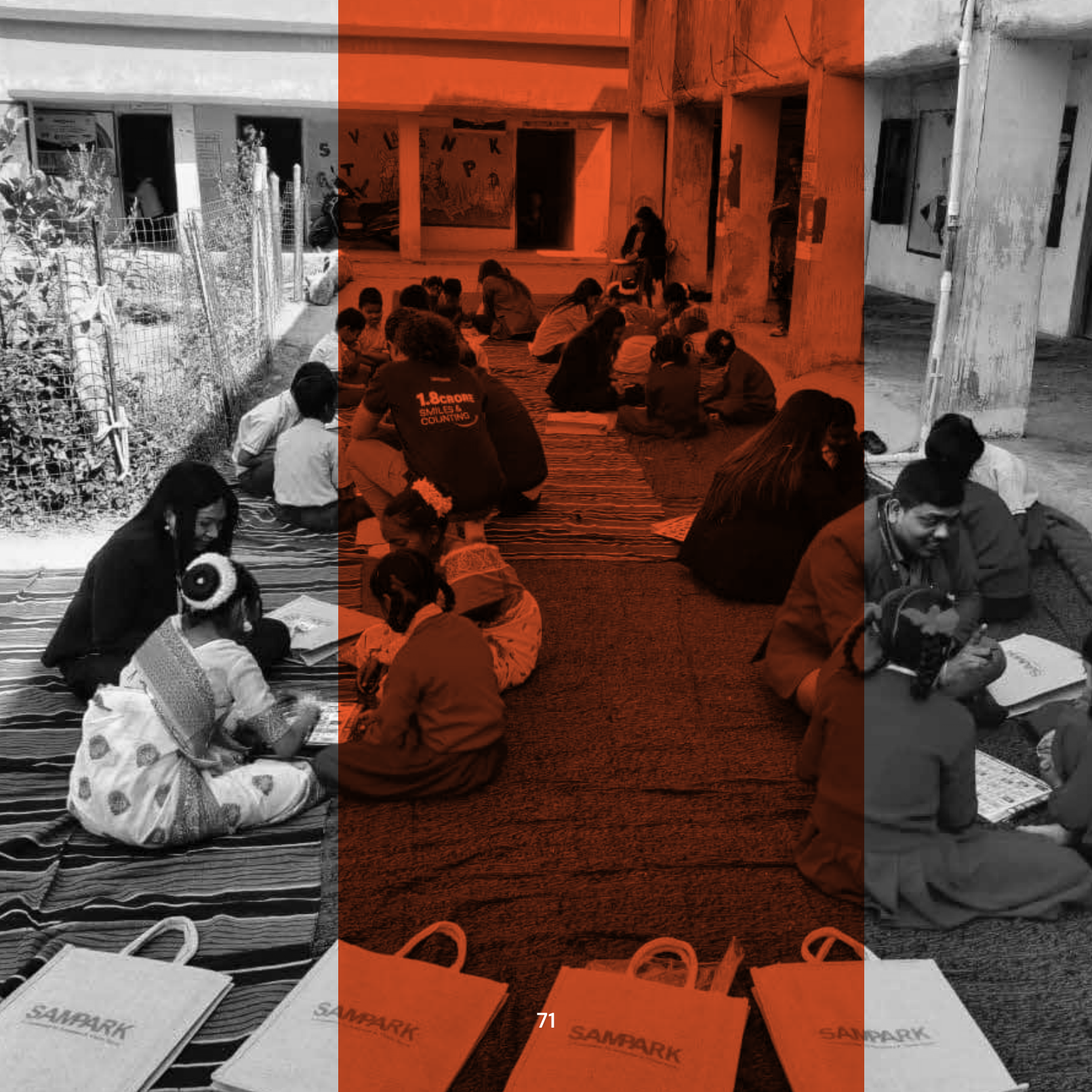
Sampark innovations cater to millions of children. The TLMs are made in an age-appropriate and child-friendly manner creating an inclusive environment for learning for all children in the classrooms.



By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Sampark's intervention:

Widespread impact across government and aided schools in 8 states—HP, Uttarakhand, Haryana, UP, Rajasthan, Jharkhand, Chhattisgarh, and Maharashtra—with focused outreach to aspirational districts and remote areas.



SAHI KRAM, SAHI DHANG PEDAGOGY AT SCALE

Holistic learning: Beyond textbooks

Tez Dimaag

Tez Dimaag is a one-minute video series featuring fun hand exercises designed to boost concentration, focus, and hand-eye coordination. Developed in consultation with senior psychologists from AIIMS, these activities are simple yet powerful brain boosters. Ideal for classroom starts, they help activate young minds for better learning.



Be Fit

Be Fit is a series of one-minute classroom energiser videos featuring easy, child-friendly exercises. These short routines are perfect to kick-start the day or refresh children during lessons. Designed to improve physical well-being and alertness, they promote an active and healthy school environment in just 60 seconds.



Masti ka Pitara

Masti ka Pitara is a vibrant collection of songs, rhymes, audio stories, riddles, and puzzles that make learning joyful and engaging. Carefully curated to spark imagination and curiosity, it supports a child's holistic development—enhancing language, thinking, emotional expression, and listening skills. Whether during classroom transitions or quiet moments, it adds fun and learning to every part of the day.



Sahi Kram, Sahi Dhang Pedagogy at scale

COMPREHENSIVE CONTENT LIBRARY

MATH

Animated explanations, quizzes, and real-life applications.

SCIENCE

Experiments, 3D models, and interactive storytelling.

ENGLISH

Phonics-based learning and conversational practice.

YouTube Impact

Sampark TV's reach extends beyond classrooms, with

40mn+

Views on YouTube

358k+

Watch hours recorded

1.1mn

Teachers and students
accessing content online



20 YEARS OF IMPACT

Timeline – 20 years of expansion step by step

2005

Grant Making
Organisation



2014

Math
Programme



2020

Gamified
Assessment



2022

Sampark TV



2016

English
Programme



2018

Sampark Smart
Shala App



2023

Science, Hindi,
Programme



2024

Be Fit &
Tez Dimaag



Volunteering activity with Partners



Sampark in media



You Can't Start A Fire Without A Spark

Inspired by Bruce Springsteen, we call every SF team member a 'Spark' with an aim to set young minds on fire by enabling them to learn better, faster and greater. Our team of over 500 'Sparks' works together in a symphony using the GPS enabled Spark activity app along with Smart data analytics engine to drive program adoption at a granular level, one school at a time.

2 CRORE
SMILES &
COUNTING

A message from Team Sampark

20 years is not just a milestone.

It is a journey shaped in classrooms and in everyday learning.

At Sampark, impact has never been defined by numbers alone. It is seen in the confidence of a child who raises a hand without hesitation in the determination of a teacher refining a lesson and in the collective effort of partners who believe that public education can and must improve.

This journey has never belonged to us. It belongs to the teachers who implement the programme with passion, to the government leaders who support with conviction, to CSR partners who support with trust and to communities who place their hope in education.

As we mark two decades of learning magic, we remain deeply grateful for the partnerships that make this work possible. The journey continues grounded in classrooms, guided by teachers and sustained by a community committed to better learning outcomes for every child.

2 Crore Smiles and Counting.....

**Smiles,
Team SF**



Sampark's Key Leaders



Dr K. Rajeswara Rao

President, Sampark Foundation

Dr K. Rajeswara Rao is a 1988 batch Senior IAS Officer and last served as Special Secretary (in the rank of Secretary to Govt. of India), NITI Aayog, National Think Tank of Govt. During the long span of 34 years of administrative experience, he had dealt with Six Ministries (Mines, Health, Railways, Food Processing, Women and Child Welfare) of the Government of India for about 16 years. He worked at various levels, i.e. Director, joint Secretary, and Additional Secretary. Dr Rao chaired the National Committee and drafted Reform Oriented National Mineral Policy.



Pradeep Rana

Assistant Vice President and Country Manager



Arti Choubey

Assistant Vice President and Chief Pedagogy Officer



Sandeep Gupta

Assistant Vice President and Chief Technology Officer



Swati Lakhota

Chief Human Resource Officer



Manish Chandak

Assistant Vice President & Chief Financial Officer



Anurag Bansal

DGM & Head of Accounts



Arun Bhatt

Head of Philanthropy & Fundraising



Amit Kumar

DGM & High Impact Initiative



Durga Prasad Yadav

General Program Manager



Yogendra Dadhich

DGM & High Impact Initiatives

State Partners of Sampark



Uttar Pradesh



Government of Rajasthan

Rajasthan



उत्तराखण्ड राज्य

Uttarakhand



Maharashtra



Jharkhand



Himachal Pradesh



Haryana



Chhattisgarh



a b c d e f g
h i j k l m n
o p q r s t u
v w x y z e

IMPACT REPORTS

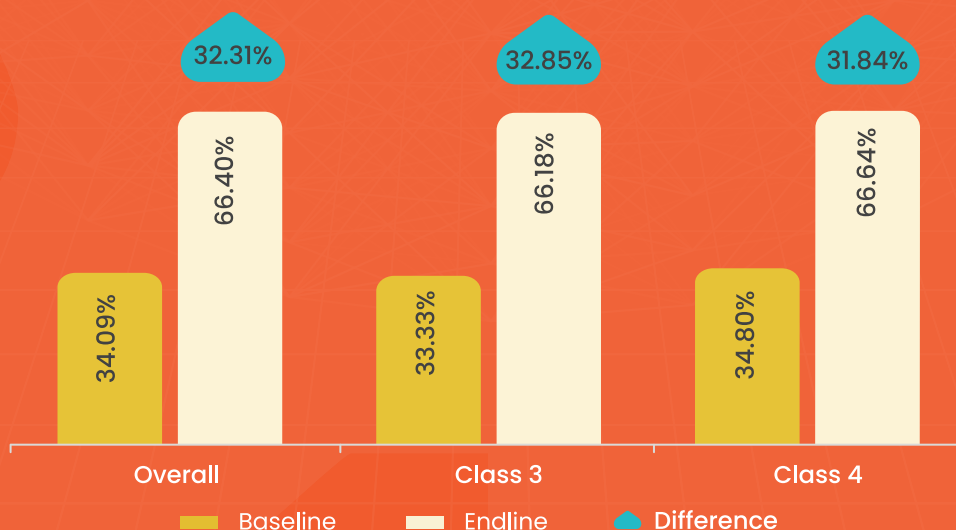
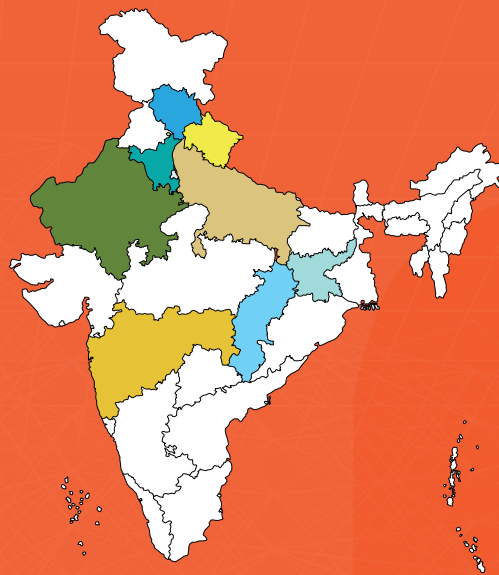
FLN | Learning Outcome across states (2025–2026)

Third party assessment result by:



The coverage of the assessment spanned across **101 districts** for both the Base-level and End-level phases.

During the Base-level assessment, a total of **3,812 Schools** were covered, with over **75,897 English tests** and **75,713 Math tests** conducted. In the End-level assessment, **3,678 schools** were assessed, with more than **67,639 English tests** and **67,579 Math tests** administered.



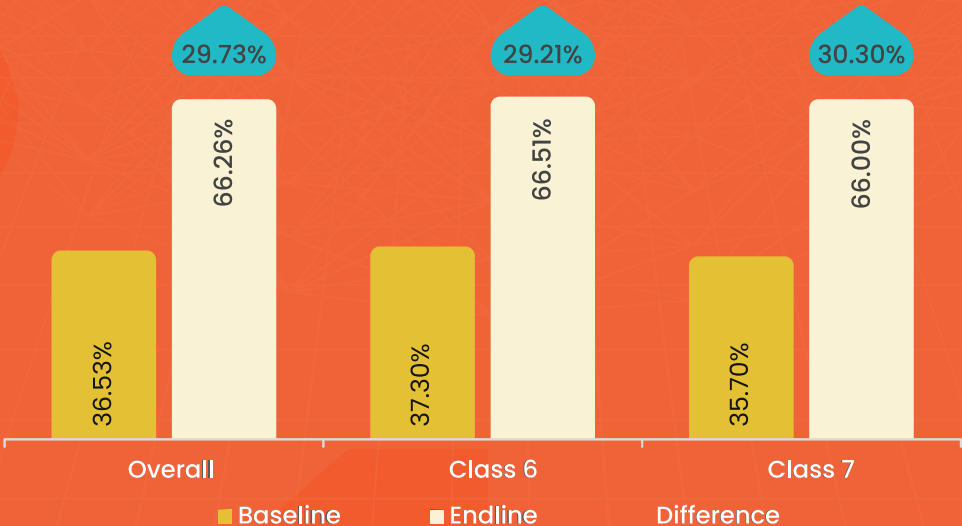
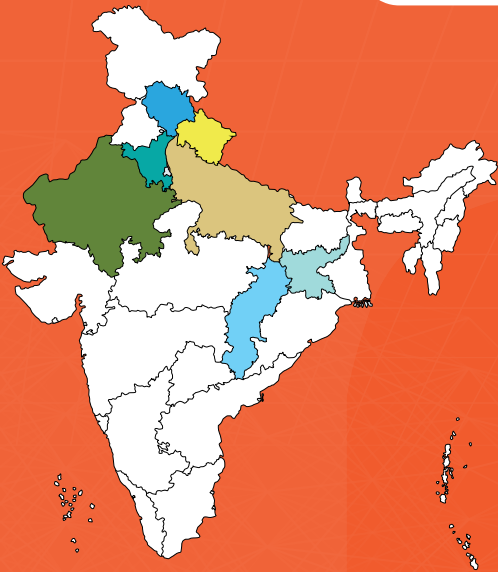
Science | Learning Outcome across states (2025-2026)

Third party assessment result by:



The coverage of the assessment spanned across **60 districts** for both the Base-level and End-level phases.

During the Base-level assement, a total of **1,088 Schools** were covered, with over **12,544 tests** for **class 6** and **12,689 tests** for **class 7** conducted. In the End-level assement, **932 schools** were assessed, with more than **11,126 tests** for **class 6** and **11,207 tests** for **class 7** administered.



FLN | Chhattisgarh Learning Outcome (2025–2026)

Third party assessment result by:



Chhattisgarh students have shown an improvement of 36.1% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **10 districts in Chhattisgarh** for both the Baseline and Endline phases.

During the Baseline, a total of **470 Schools** were covered, with over **8,506 English tests** and **8,546 Math tests** conducted. In the Endline, **515 schools** were assessed, with more than **9,025 English tests** and **8,646 Math tests** administered.

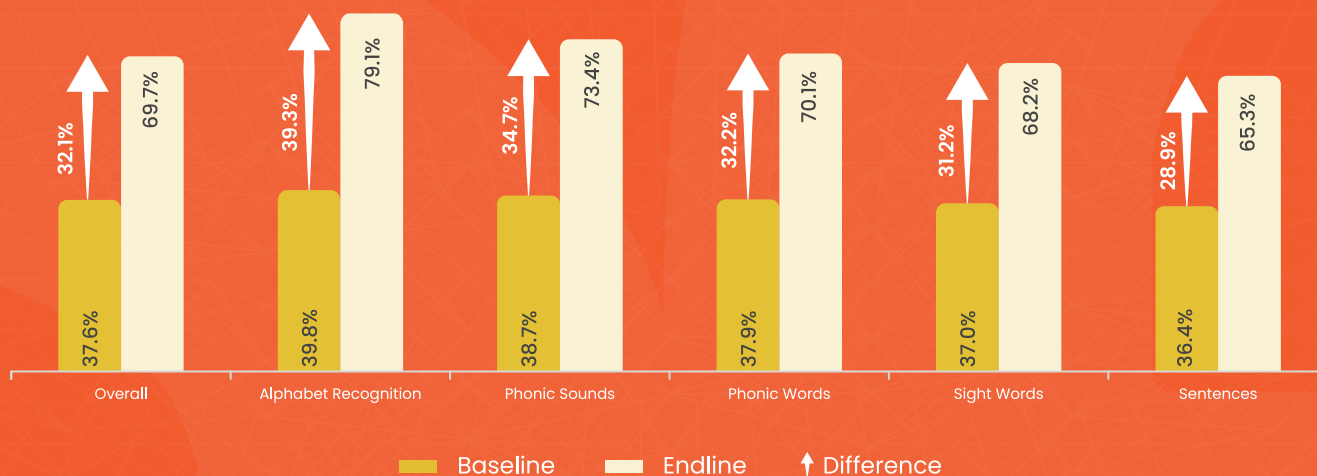


FLN | Chhattisgarh Learning Outcome (2025–2026)

Third party assessment result by:



English: Competency Baseline & Endline for Class 3



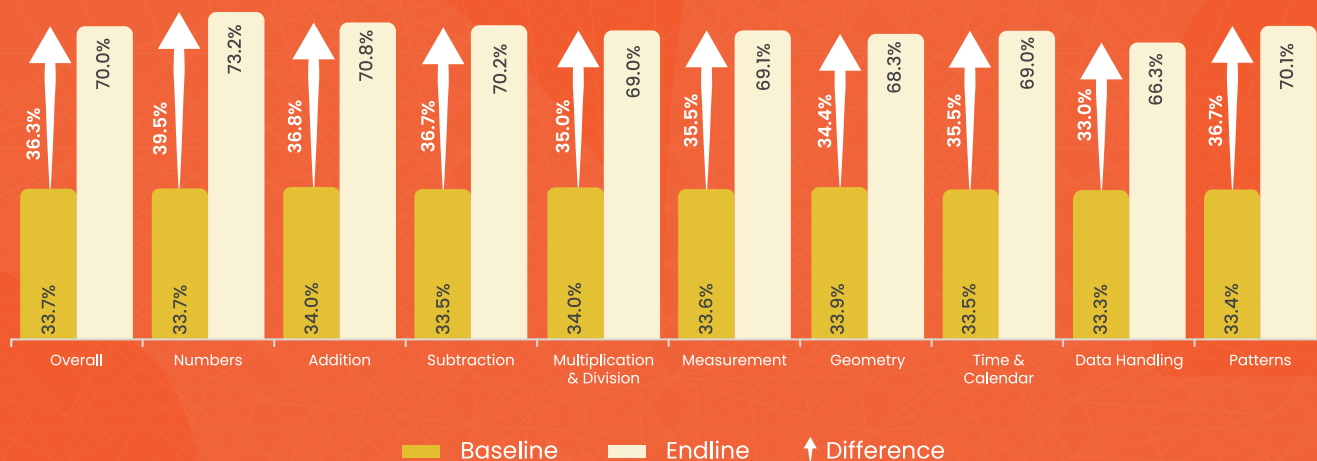
- For Class 3, Alphabet recognition achieved the highest scores in competencies.
- Alphabet recognition demonstrated the highest overall growth in competencies.

FLN | Chhattisgarh Learning Outcome (2025–2026)

Third party assessment result by:



Math: Competency Baseline & Endline for Class 3



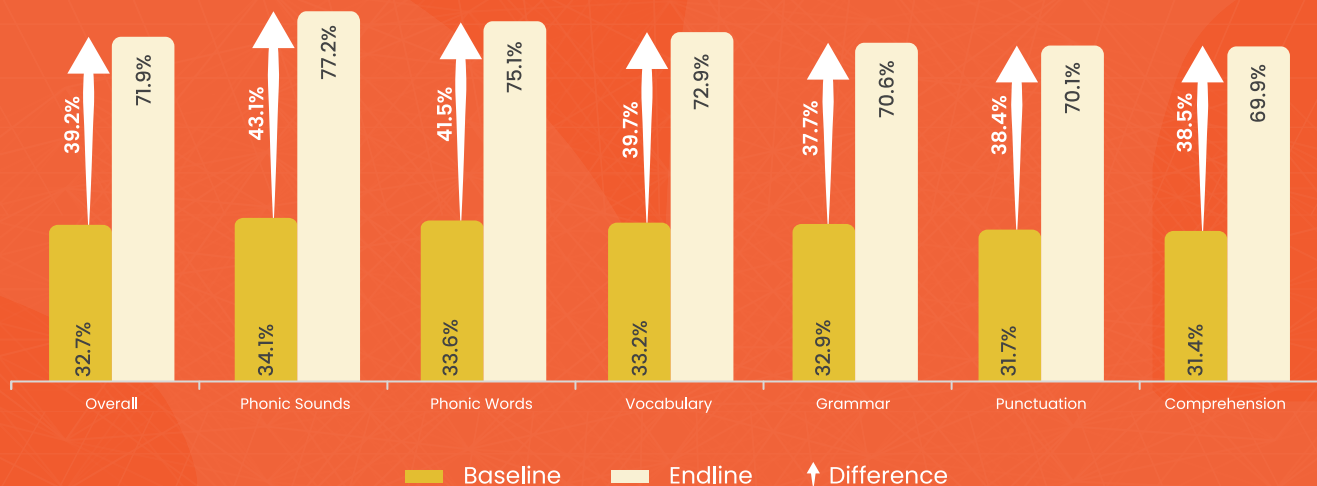
- For Class 3, Numbers achieved the highest scores in competencies.
- Numbers demonstrated the highest overall growth in competencies.

FLN | Chhattisgarh Learning Outcome (2025-2026)

Third party assessment result by:



English: Competency Baseline & Endline for Class 4



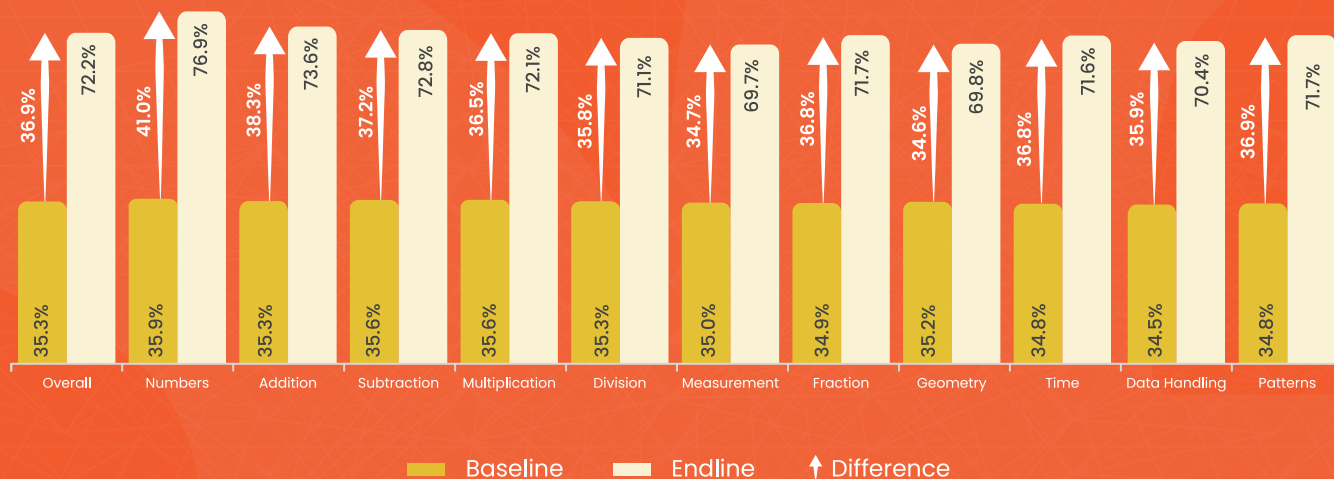
- For Class 4, Phonic sounds achieved the highest scores in competencies .
- Phonic sounds demonstrated the highest overall growth in competencies.

FLN | Chhattisgarh Learning Outcome (2025–2026)

Third party assessment result by:



Math: Competency Baseline & Endline for Class 4



- For Class 4, Numbers achieved the highest scores in competencies.
- Numbers demonstrated the highest overall growth in competencies.

Science | Chhattisgarh Learning Outcome (2025-2026)

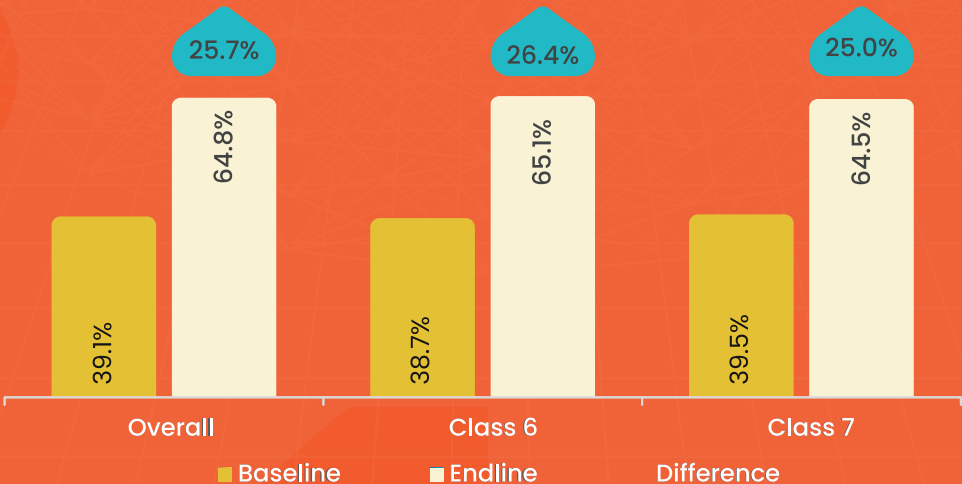
Third party assessment result by:



Chhattisgarh students have shown an improvement of 25.7% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **2 districts** in **Chhattisgarh** and for both the Baseline and Endline phases.

During the Baseline, a total of **112 Schools** were covered, with over **3,396 Science** tests conducted. In the Endline, **107 schools** were assessed, with more than **3,238 Science** tests administered.

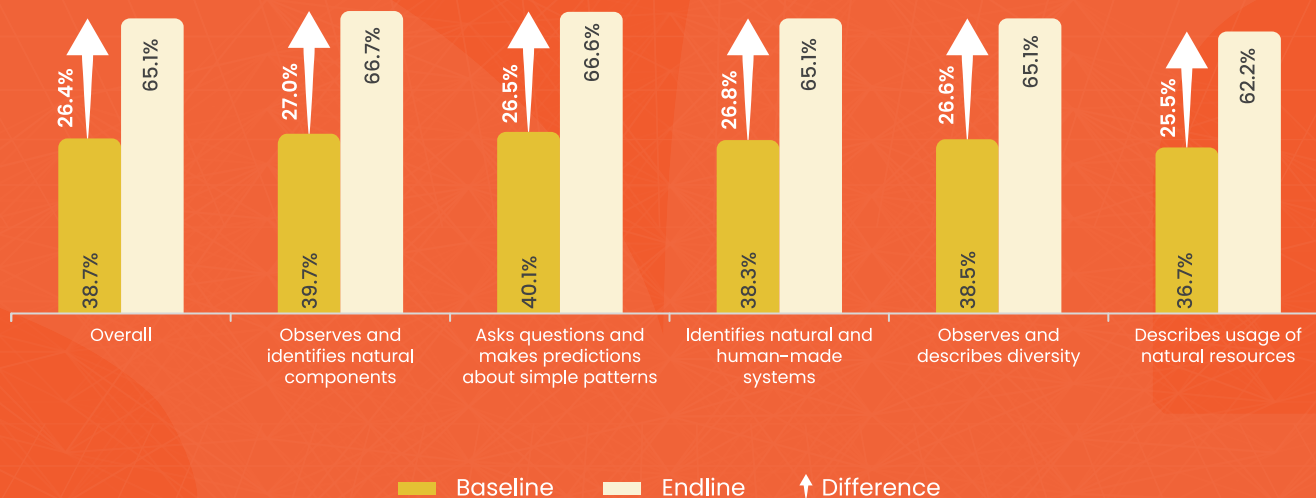


Science | Chhattisgarh Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 6



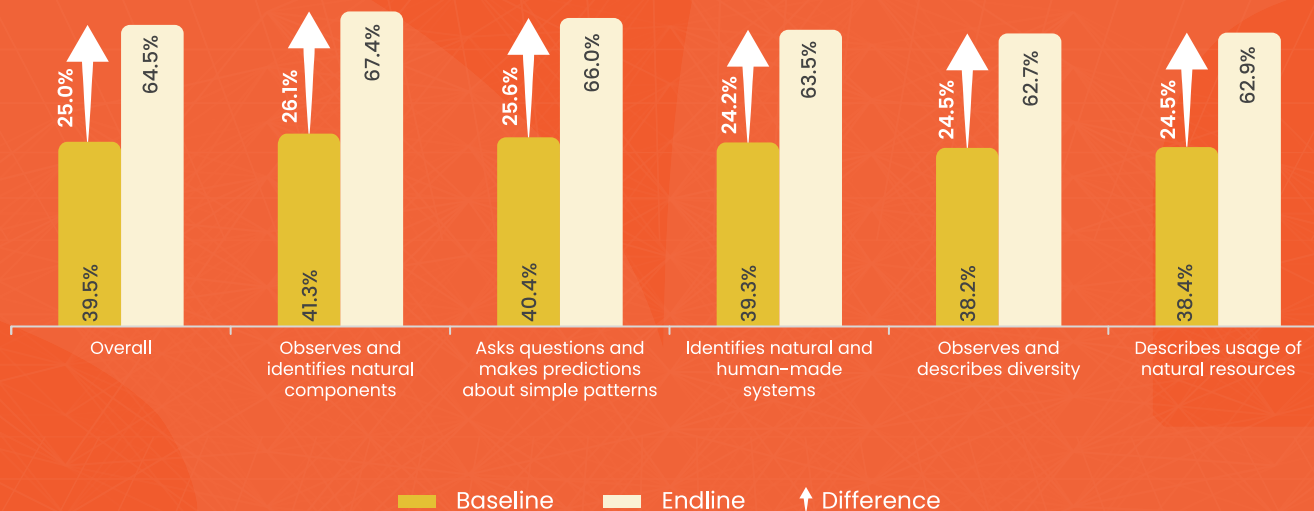
- For Class 6, Observes and identifies natural components competency has been the highest-scoring competency in Endline assessment tests.
- Observes and identifies natural components competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Science | Chhattisgarh Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 7



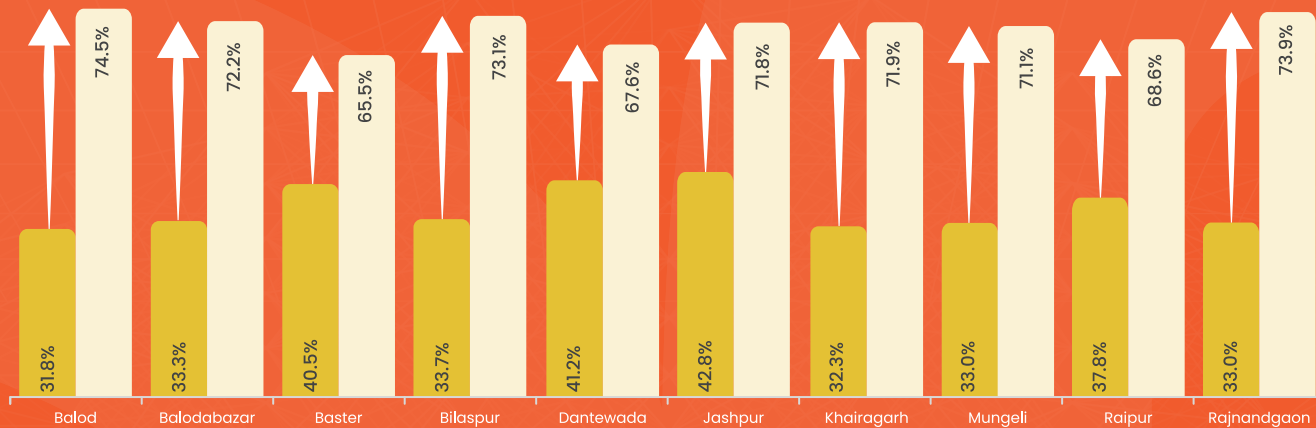
- For Class 7, Observes and identifies natural components competencies have been the highest-scoring competencies in Endline assessment tests.
- Observes and identifies natural components competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Chhattisgarh Learning Outcome (2025-2026)

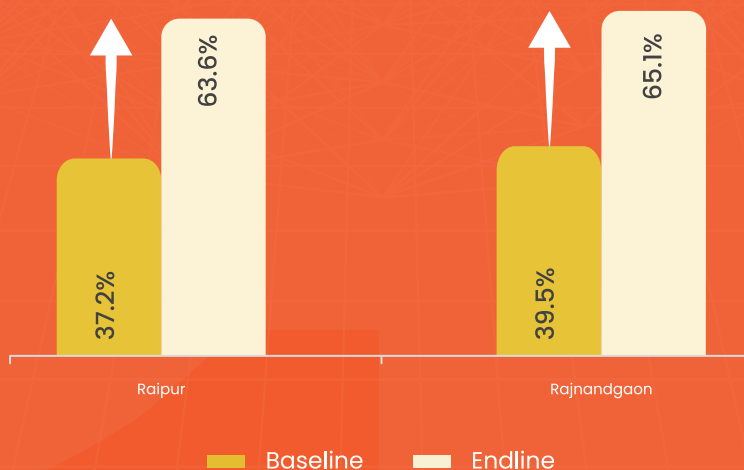
Third party assessment result by:



FLN District Performance – Overall



Science District Performance – Overall



Leading Indicators (2025-2026)

District	Teacher Acceptance Rating (out of 5)	Lessons Taught/Month (Average/school)		Active Schools %	Total Resources Used*		Smart Schools	Teachers Trained
		Class 1-5	Class 6-8		Class 1-5	Class 6-8		
State Average/Total	4.62	5.72	3.27	60.73	1,57,53,349	5,86,853	2,240	3,783
Balod	4.74	6.89	-	63.44	3,75,617	-	64	133
Balodabazar	4.82	6.11	-	64.4	5,51,659	-	153	48
Baster	4.33	4.12	-	52.35	4,92,480	-	310	365
Bijapur	4.50	5.30	-	69.42	1,77,713	-	40	27
Bilaspur	4.73	7.11	-	84.39	11,40,268	-	169	193
Dantewada	4.84	5.69	-	63.31	4,92,101	-	91	89
Durg	4.57	3.28	-	14.44	1,29,026	-	82	10
Jashpur	4.69	7.61	-	88.4	9,17,020	-	77	234
Khairagarh	4.56	5.88	-	69.41	4,61,479	-	104	127
Mungeli	4.61	5.68	-	62.43	1,34,986	-	56	88
Raipur	4.63	4.02	1.98	30.41	4,28,415	65,178	224	464
Rajnandgaon	4.45	6.96	4.56	66.31	10,45,585	5,21,675	870	2,005

Above state average

Below state average

* - All platforms

Lagging Indicator (2024-2025)

District	% of Children achieving Base-level/End-level Competence					
	Math		English		Science	
	Base-level competence	End-level competence	Base-level competence	End-level competence	Base-level competence	End-level competence
State Average	36.42%	71.50%	35.51%	70.38%	38.35%	64.38%
Balod	28.47%	74.25%	35.14%	74.85%	-	-
Balodabazar	30.69%	72.25%	35.92%	72.10%	-	-
Baster	45.60%	67.15%	35.30%	64.20%	-	-
Bijapur	-	-	-	-	-	-
Bilaspur	33.72%	74.10%	34.12%	71.65%	-	-
Dantewada	45.08%	68.50%	37.41%	66.85%	-	-
Durg	-	-	-	-	-	-
Jashpur	45.24%	73.80%	40.32%	67.75%	-	-
Khairagarh	33.60%	71.15%	31.00%	72.65%	-	-
Mungeli	29.58%	71.75%	36.40%	70.70%	-	-
Raipur	42.75%	68.10%	32.92%	69.15%	37.20%	63.65%
Rajnandgaon	29.48%	73.90%	36.56%	73.85%	39.50%	65.10%

Above state average

Below state average

FLN | Himachal Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



Himachal Pradesh students have shown an improvement of 29.6% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **9 districts** in **Himachal Pradesh** for both the Baseline and Endline phases.

During the Baseline, a total of **448 Schools** were covered, with over **8,320 English tests** and **8,174 Math tests** conducted. In the Endline, **438 schools** were assessed, with more than **7,330 English tests** and **6,883 Math tests** administered.

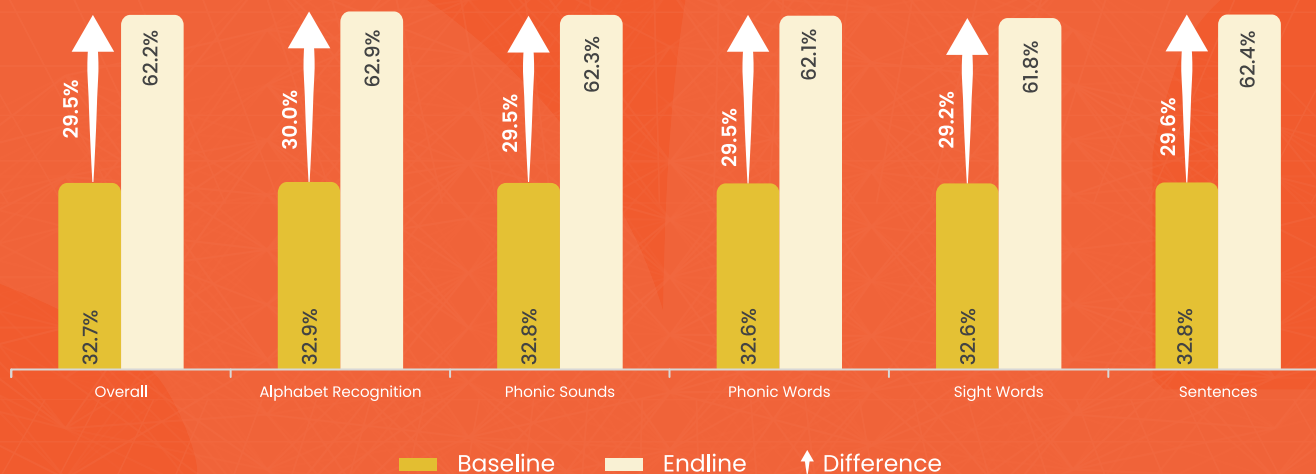


FLN | Himachal Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



English: Competency Baseline & Endline for Class 3



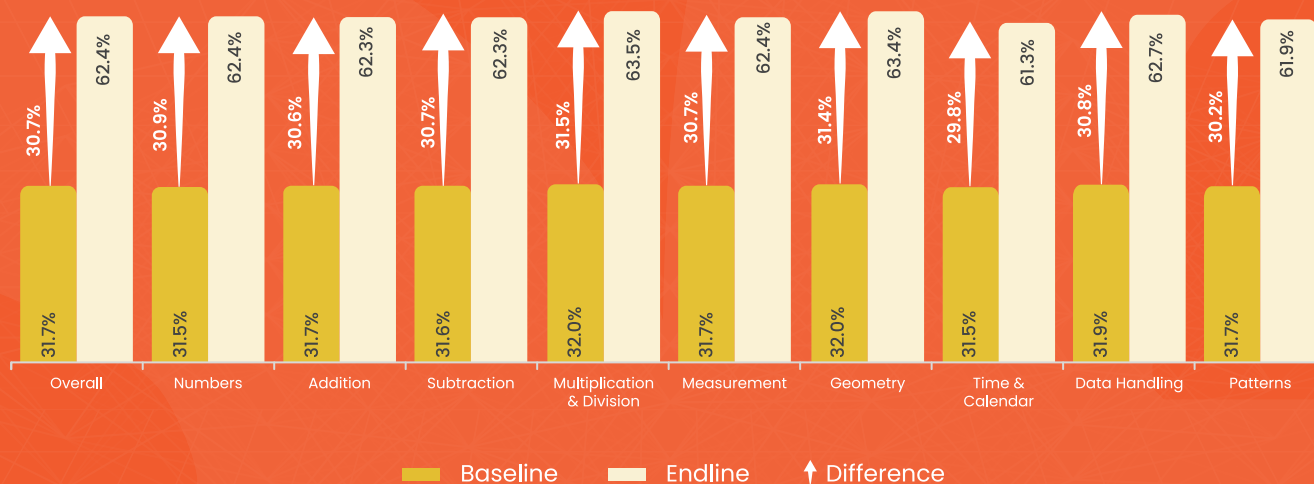
- For Class 3, Alphabet recognition achieved the highest scores in competencies.
- Alphabet recognition demonstrated the highest overall growth in competencies.

FLN | Himachal Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



Math: Competency Baseline & Endline for Class 3



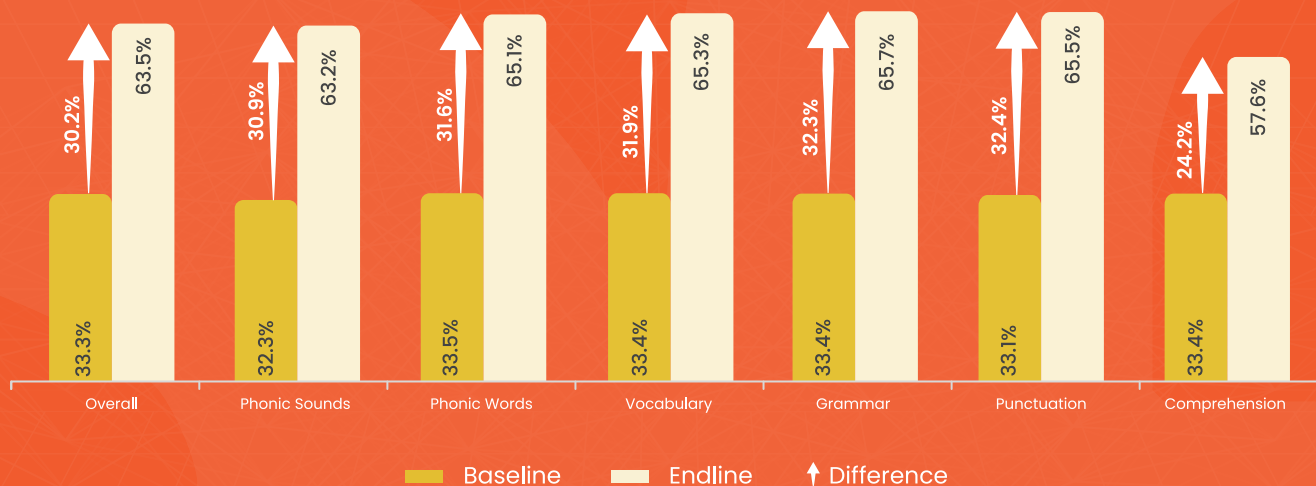
- For Class 3, Multiplication & Division achieved the highest scores in competencies.
- Multiplication & Division demonstrated the highest overall growth in competencies.

FLN | Himachal Pradesh Learning Outcome (2025-2026)

Third party assessment result by:



English: Competency Baseline & Endline for Class 4



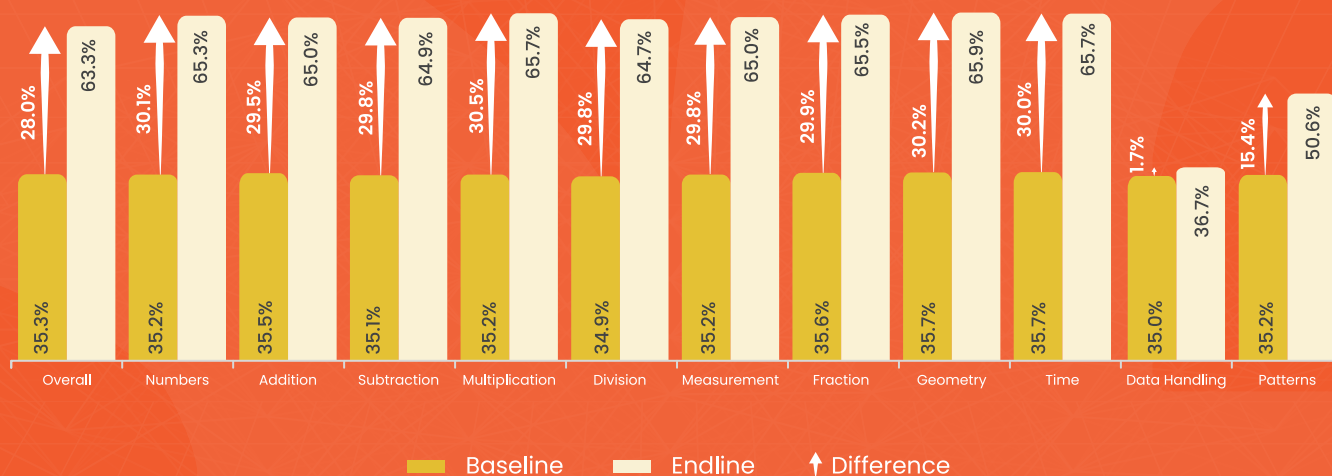
- For Class 4, Grammar achieved the highest scores in competencies .
- Punctuation demonstrated the highest overall growth in competencies.

FLN | Himachal Pradesh Learning Outcome (2025-2026)

Third party assessment result by:



Math: Competency Baseline & Endline for Class 4



- For Class 4, Geometry achieved the highest scores in competencies.
- Multiplication demonstrated the highest overall growth in competencies.

Science | Himachal Pradesh Learning Outcome (2025-2026)

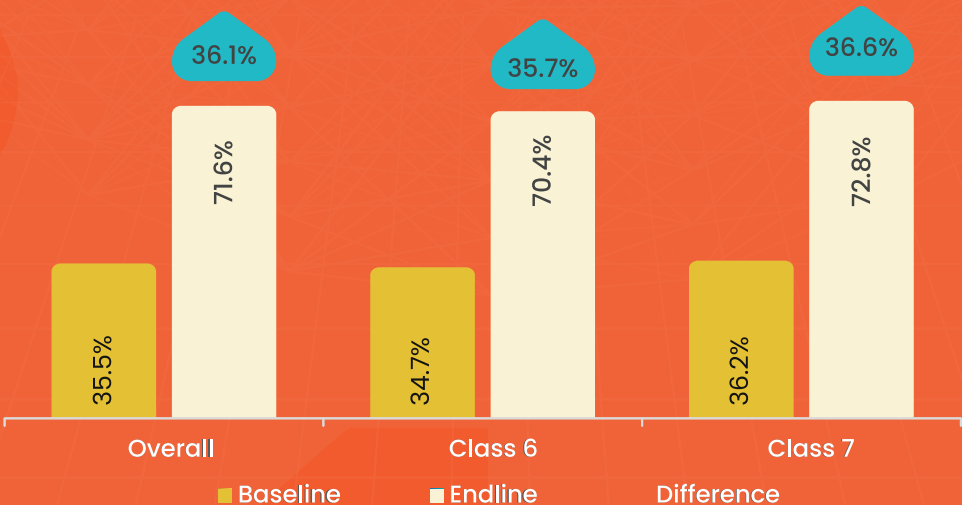
Third party assessment result by:



Himachal Pradesh students have shown an improvement of 36.1% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **8 districts** in **Himachal Pradesh** and for both the Baseline and Endline phases.

During the Baseline, a total of **157 Schools** were covered, with over **5,748 Science** tests conducted. In the Endline, **150 schools** were assessed, with more than **5,583 Science** tests administered.

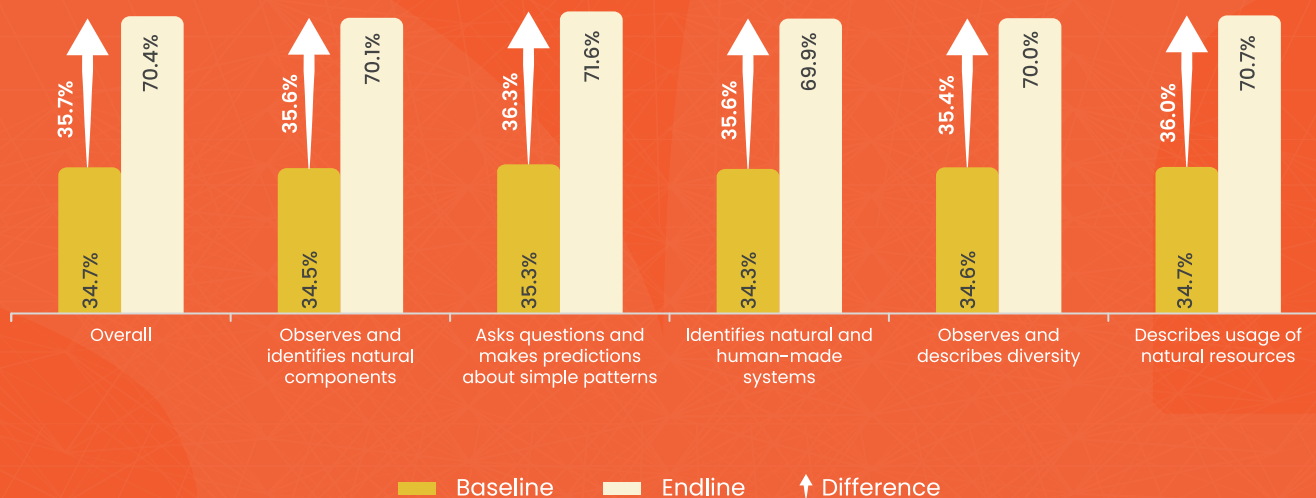


Science | Himachal Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 6



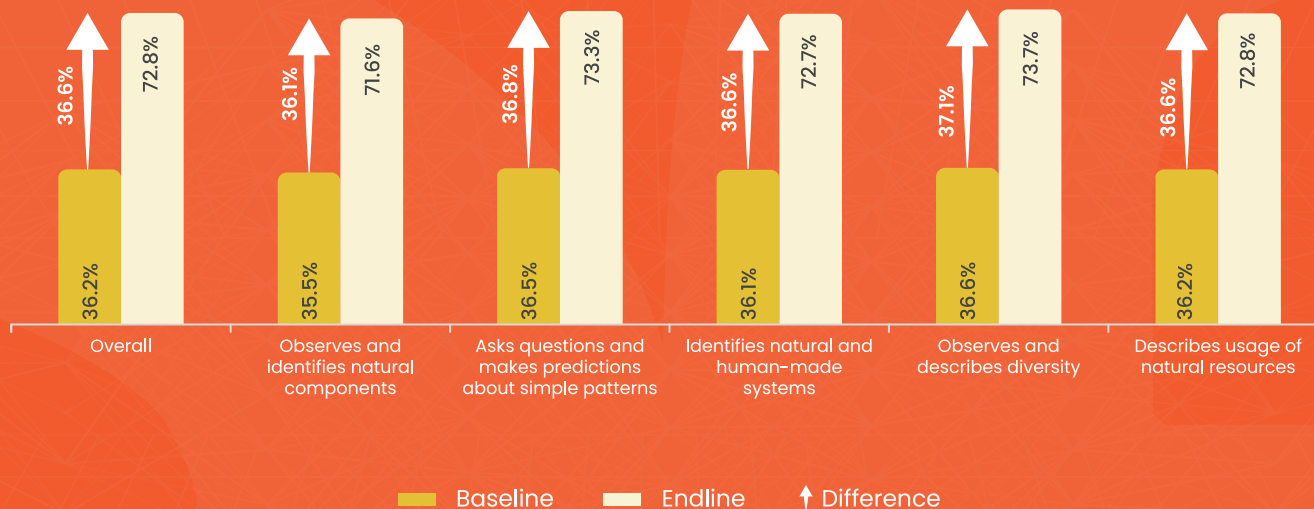
- For Class 6, Asks questions and makes predictions about simple patterns competency has been the highest-scoring competency in Endline assessment tests.
- Asks questions and makes predictions about simple patterns competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Science | Himachal Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 7



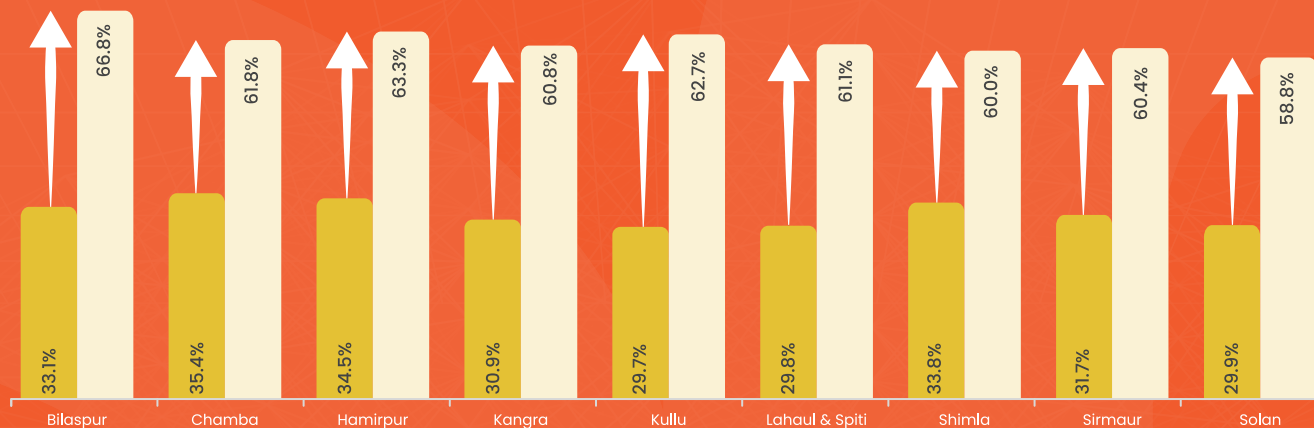
- For Class 7, Observes and describes diversity competencies have been the highest-scoring competencies in Endline assessment tests.
- Observes and describes diversity competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Himachal Pradesh Learning Outcome (2025-2026)

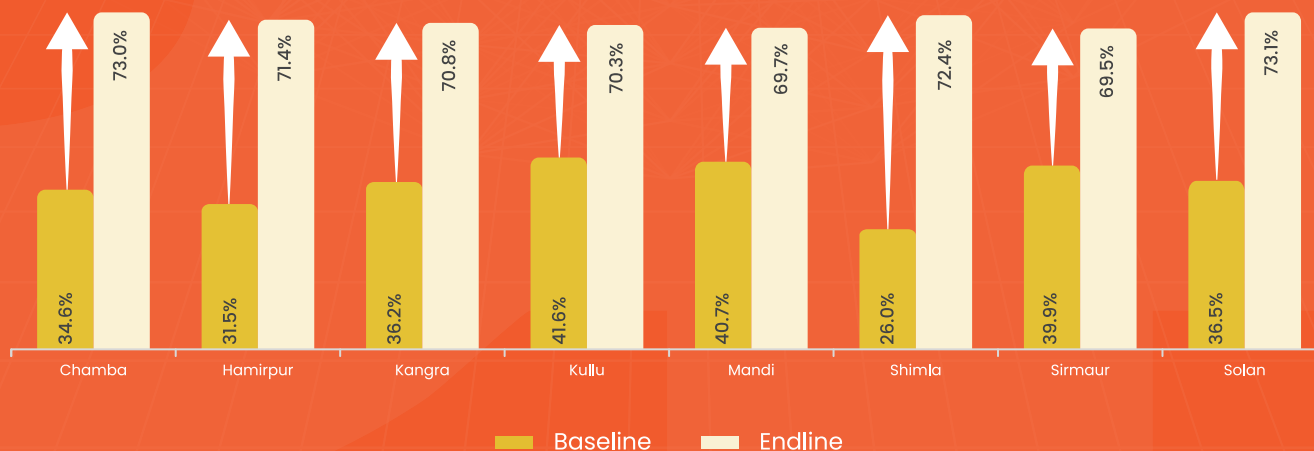
Third party assessment result by:



FLN District Performance – Overall



Science District Performance – Overall



Leading Indicators (2025–2026)

District	Teacher Acceptance Rating (out of 5)	Lessons Taught/Month (Average/school)		Active Schools %	Total Resources Used*		Smart Schools	Teachers Trained
		Class 1-5	Class 6-8		Class 1-5	Class 6-8		
State Average/Total	4.54	3.39	2.04	27.00	8,77,254	27,77,531	1,718	2,141
Bilaspur (H.P.)	4.50	6.09	-	57	1,14,710	-	40	503
Chamba	4.80	3.57	3.15	27	2,47,207	6,39,061	159	702
Hamirpur (H.P.)	4.60	3.90	2.43	23	40,672	2,93,191	182	23
Kangra	4.50	3.43	2.23	4	1,14,163	5,95,024	329	714
Kinnaur	-	0.75	-	0	2,373	-	8	0
Kullu	-	4.16	2.15	17	33,931	1,20,811	139	31
Lahul & Spiti	-	5.27	-	100	2,058	-	25	25
Mandi	4.50	4.65	2.20	15	74,446	3,69,611	155	0
Shimla	4.60	3.13	2.06	31	97,218	3,57,510	263	79
Sirmaur	4.00	1.62	0.89	16	53,948	97,649	145	31
Solan	4.80	2.14	1.22	9	75,739	3,04,674	236	33
Una	4.60	1.95	-	25	20,789	-	37	0

Above state average

Below state average

★ - All platforms

Lagging Indicator (2024-2025)

District	% of Children achieving Base-level/End-level Competence					
	Math		English		Science	
	Base-level competence	End-level competence	Base-level competence	End-level competence	Base-level competence	End-level competence
State Average	31.13%	61.45%	33.01%	62.09%	35.87%	71.25%
Bilaspur (H.P.)	30.55%	68.25%	35.32%	65.65%	-	-
Chamba	37.06%	61.10%	33.82%	62.35%	34.60%	73.00%
Hamirpur (H.P.)	31.07%	62.50%	37.83%	64.05%	31.47%	71.40%
Kangra	38.65%	61.30%	23.10%	60.30%	36.25%	70.75%
Kinnaur	-	-	-	-	-	-
Kullu	26.94%	63.40%	32.29%	62.15%	41.57%	70.25%
Lahul & Spiti	26.10%	59.55%	33.50%	63.10%	-	-
Mandi	-	-	-	-	40.68%	69.65%
Shimla	30.90%	59.85%	36.83%	60.15%	26.03%	72.40%
Sirmaur	25.76%	57.50%	37.81%	63.40%	39.87%	69.50%
Solan	33.11%	59.60%	26.58%	57.70%	36.47%	73.05%
Una	-	-	-	-	-	-

Above state average

Below state average

FLN | Haryana Learning Outcome (2025–2026)

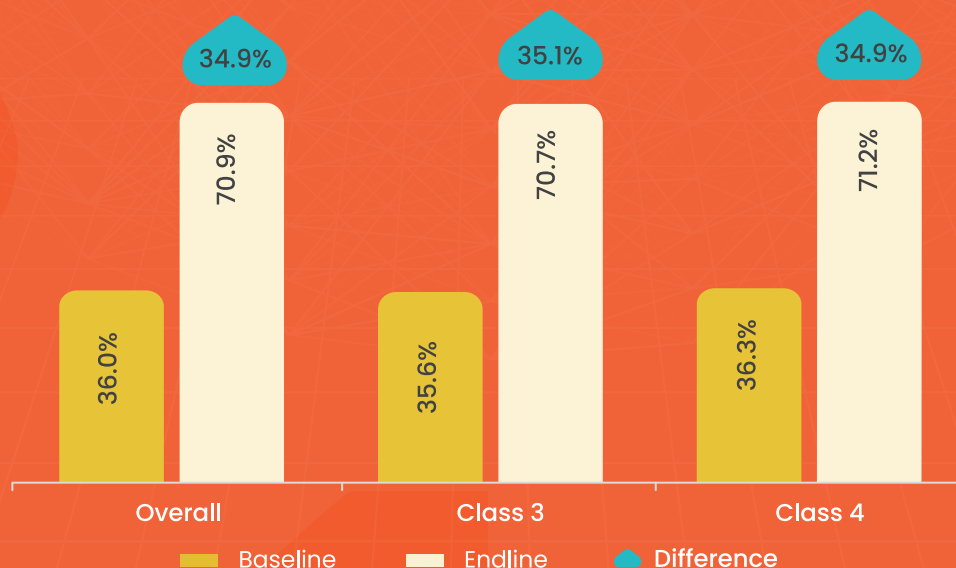
Third party assessment result by:



Haryana students have shown an improvement of 34.9% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **22 districts** in **Haryana** for both the Baseline and Endline phases.

During the Baseline, a total of **184 Schools** were covered, with over **3,595 English tests** and **3,615 Math tests** conducted. In the Endline, **172 schools** were assessed, with more than **2,877 English tests** and **3,234 Math tests** administered.

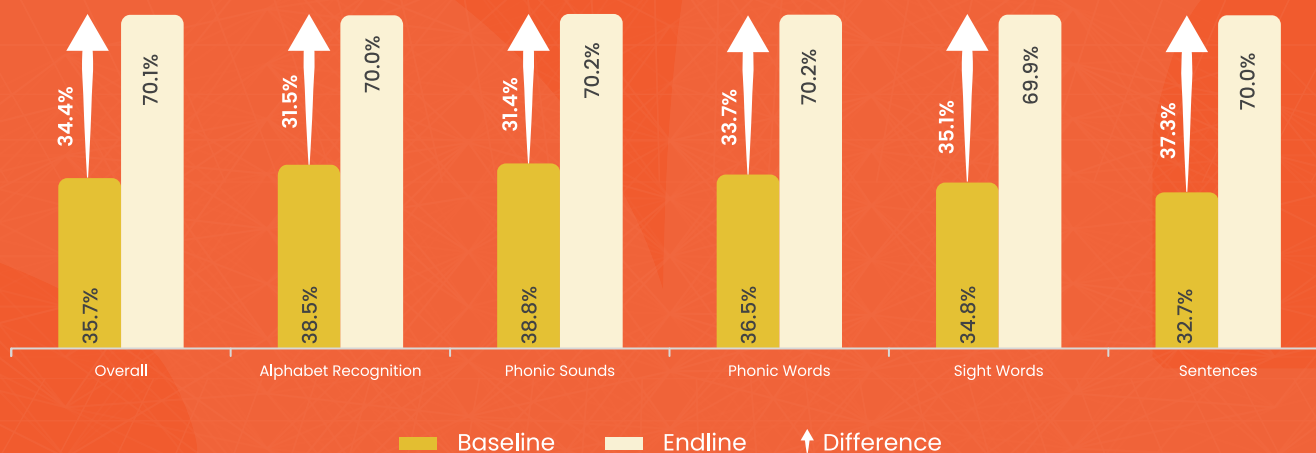


FLN | Haryana Learning Outcome (2025–2026)

Third party assessment result by:

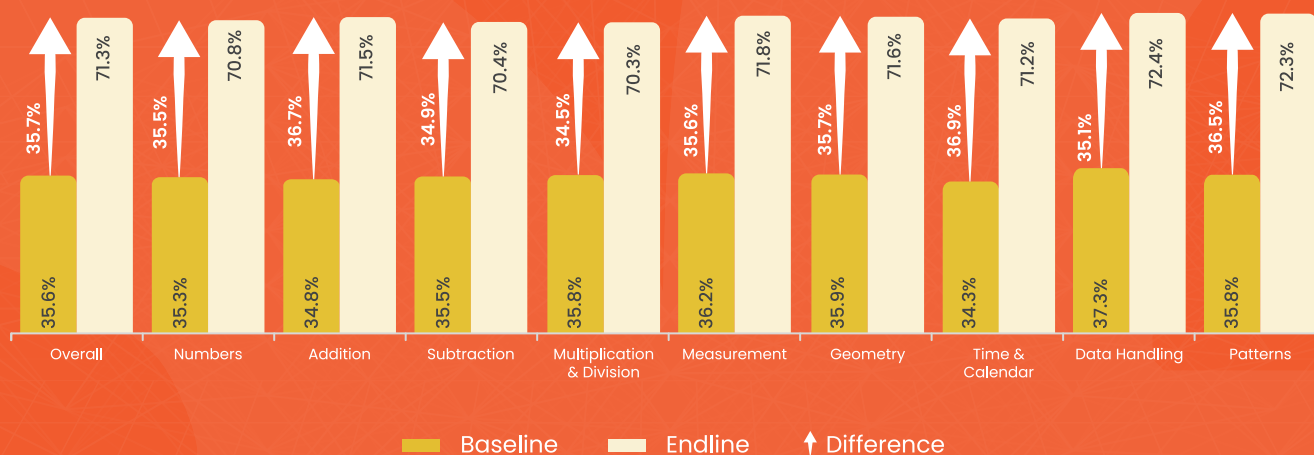


English: Competency Baseline & Endline for Class 3



- For Class 3, Phonic Sounds and Phonic Words achieved the highest scores in competencies.
- Sentences demonstrated the highest overall growth in competencies.

Math: Competency Baseline & Endline for Class 3



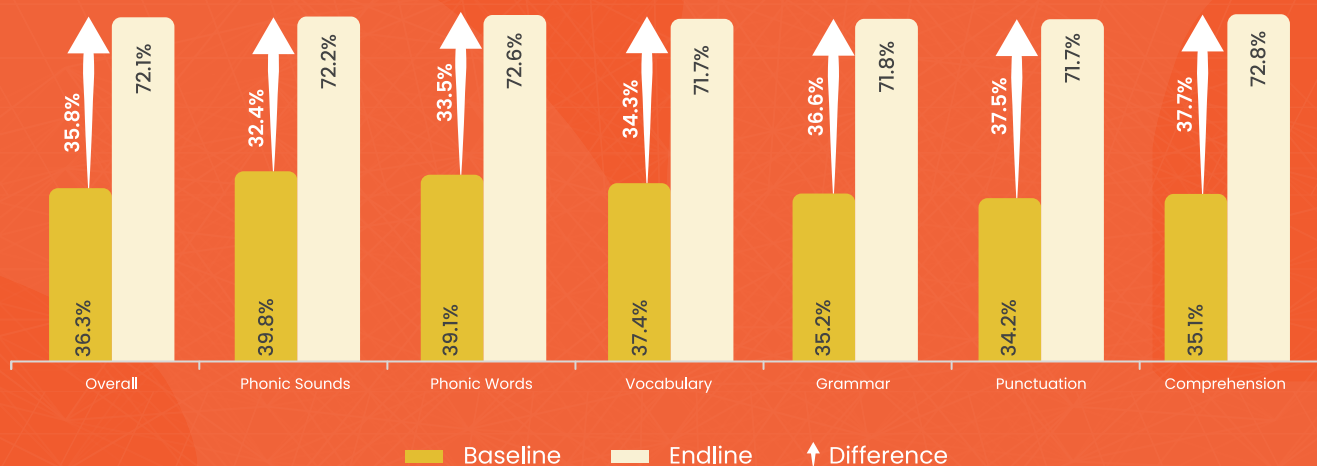
- For Class 3, Data Handling achieved the highest scores in competencies.
- Time & Calendar demonstrated the highest overall growth in competencies.

FLN | Haryana Learning Outcome (2025-2026)

Third party assessment result by:

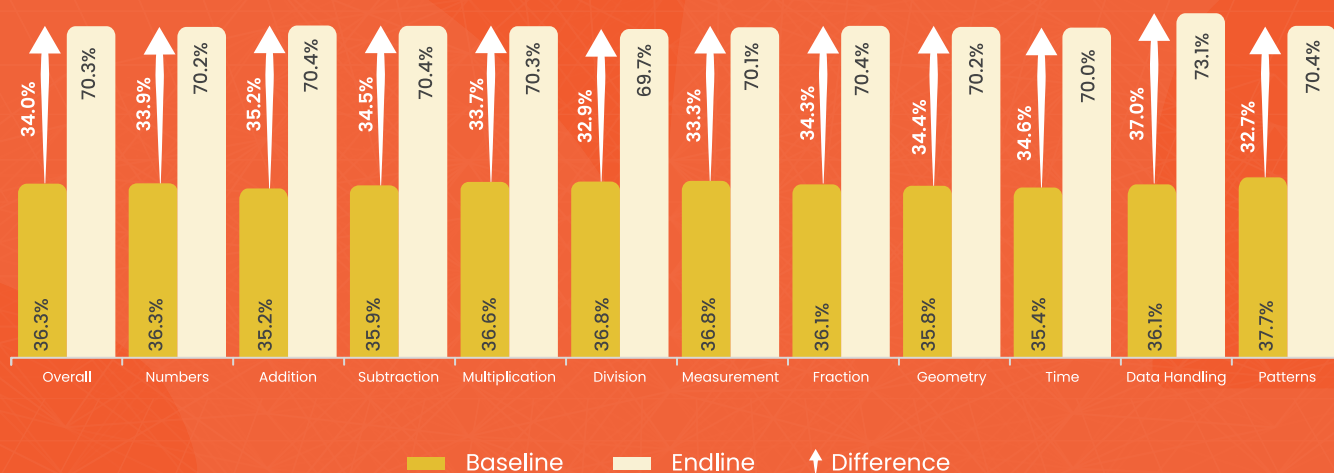


English: Competency Baseline & Endline for Class 4



- For Class 4, Comprehension achieved the highest scores in competencies.
- Comprehension demonstrated the highest overall growth in competencies.

Math: Competency Baseline & Endline for Class 4



- For Class 4, Data Handling achieved the highest scores in competencies.
- Data Handling demonstrated the highest overall growth in competencies.

Science | Haryana Learning Outcome (2025-2026)

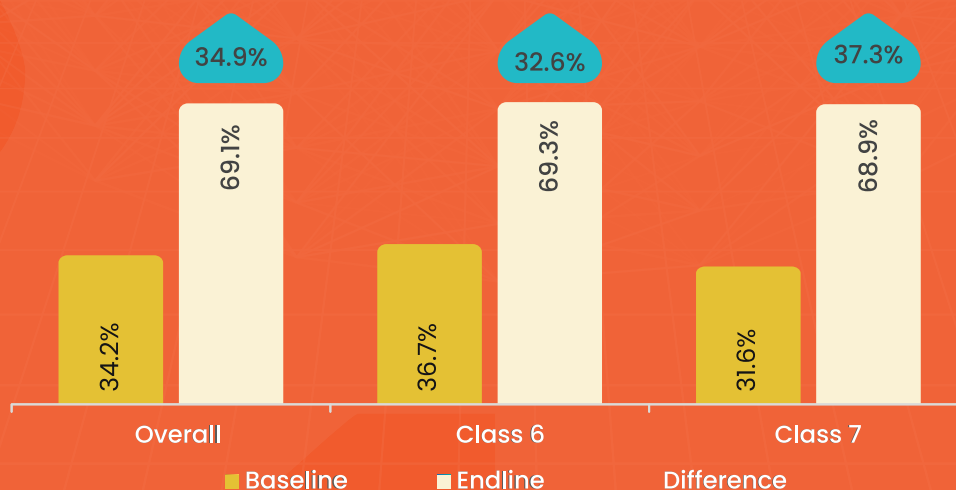
Third party assessment result by:



Haryana students have shown an improvement of 34.9% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **17 districts** in **Haryana** and for both the Baseline and Endline phases.

During the Baseline, a total of **166 Schools** were covered, with over **3,284 Science** tests conducted. In the Endline, **157 schools** were assessed, with more than **3,212 Science** tests administered.

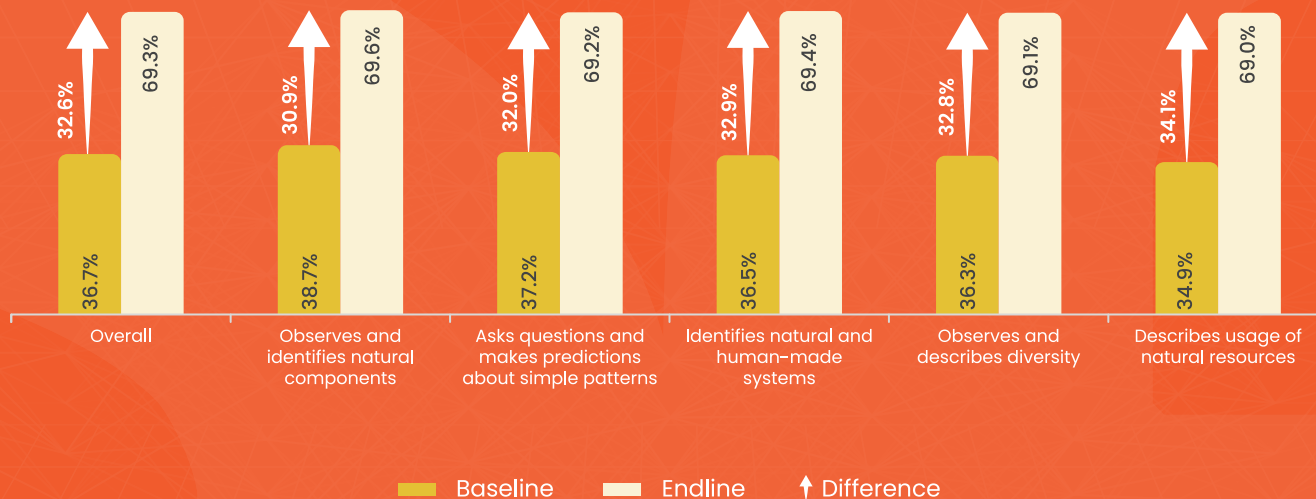


Science | Haryana Learning Outcome (2025-2026)

Third party assessment result by:



Competency Baseline & Endline for Class 6



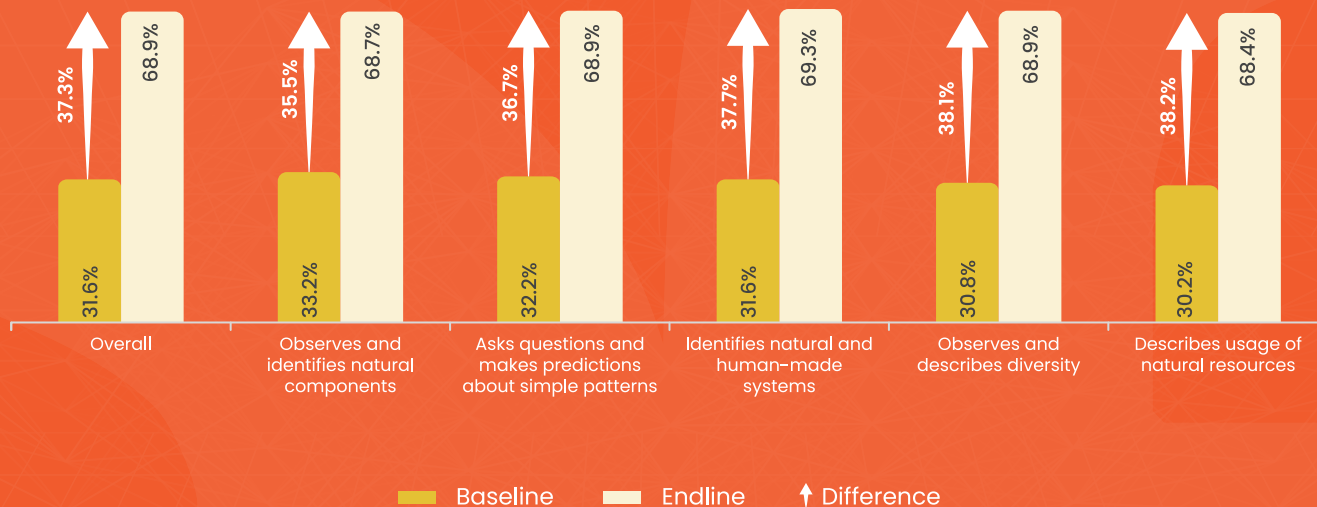
- For Class 6, Observes and identifies natural components competency has been the highest-scoring competency in Endline assessment tests.
- Describes usage of natural resources competency demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Science | Haryana Learning Outcome (2025-2026)

Third party assessment result by:



Competency Baseline & Endline for Class 7



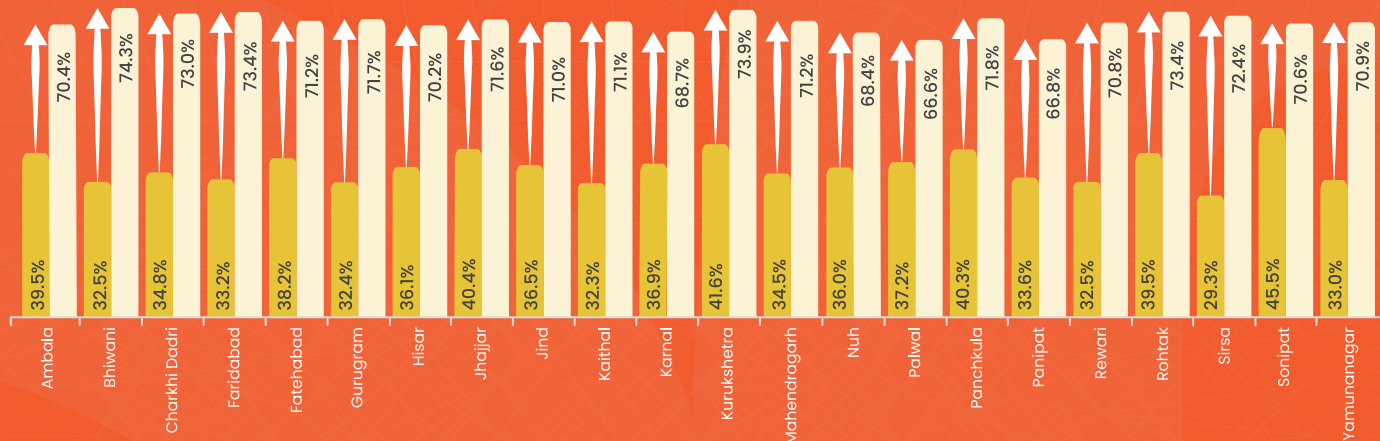
- For Class 7, Identifies natural and human-made systems competencies have been the highest-scoring competencies in Endline assessment tests.
- Describes usage of natural resources competency demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Haryana Learning Outcome (2025-2026)

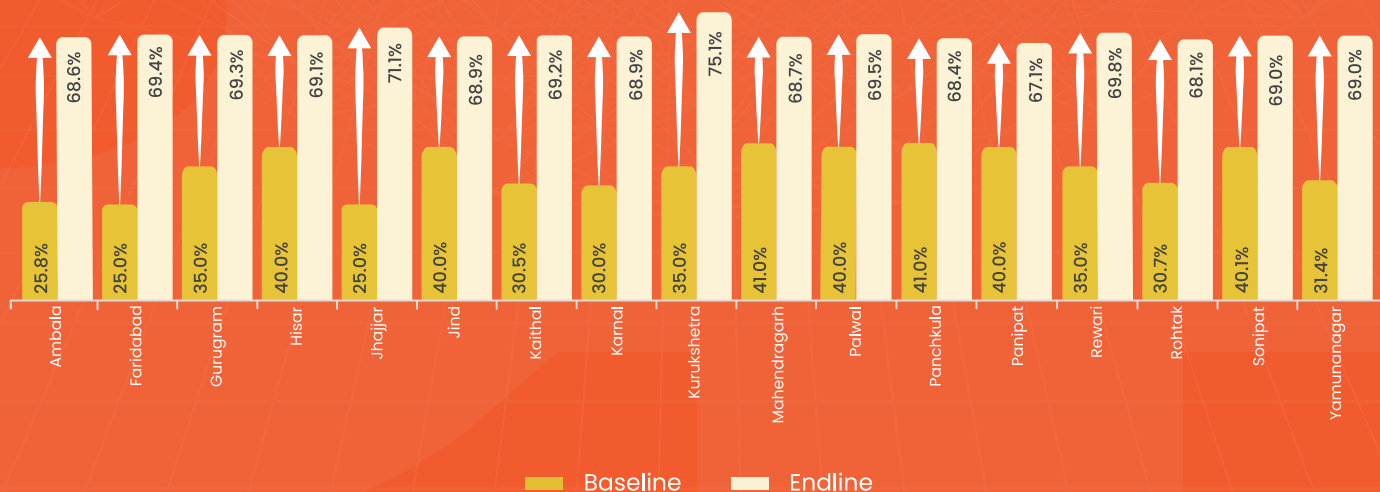
Third party assessment result by:



FLN District Performance - Overall



Science District Performance - Overall



Leading Indicators (2025-2026)

District	Teacher Acceptance Rating (out of 5)	Lessons Taught/Month (Average/school)		Active Schools %	Total Resources Used*		Smart Schools	Teachers Trained
		Class 1-5	Class 6-8		Class 1-5	Class 6-8		
State Average/Total	4.63	5.29	3.08	58.73	1,81,58,394	1,03,99,795	6,560	20,354
Ambala	4.70	5.58	3.52	55	8,16,617	9,08,439	592	1,589
Bhiwani	4.69	6.48	-	67	15,74,282	-	108	499
Charkhi Dadri	4.73	6.11	-	100	4,50,657	-	128	354
Faridabad	4.60	4.78	2.88	42	6,52,815	6,19,405	267	1,199
Fatehabad	4.47	5.78	-	71	6,12,208	-	279	1,329
Gurugram	4.65	5.12	3.02	52	11,89,087	12,75,888	426	1,482
Hisar	4.59	4.51	2.74	69	7,76,178	1,84,441	196	802
Jhajjar	4.66	6.20	3.48	65	4,36,937	2,70,618	236	581
Jind	4.70	5.46	3.24	44	3,65,185	4,09,214	248	559
Kaithal	4.56	4.10	2.26	43	4,89,421	4,58,929	284	923
Karnal	4.73	4.34	2.56	49	13,84,313	11,11,929	463	1,238
Kurukshetra	4.69	7.54	4.40	76	16,49,545	13,39,221	432	1,114
Mahendragarh	4.82	5.91	3.76	59	8,89,785	3,98,854	297	635
Nuh	4.50	4.30	-	41	5,24,360	-	178	692
Palwal	4.45	3.13	2.16	50	1,93,421	1,29,747	270	971
Panchkula	4.62	4.96	2.27	50	4,43,084	1,38,913	292	848
Panipat	4.55	2.46	1.53	29	2,13,481	1,21,883	319	1,374
Rewari	4.81	4.83	3.96	65	4,90,119	6,56,449	238	565
Rohtak	4.66	6.70	2.70	65	11,94,148	2,57,667	250	659
Sirsa	4.48	6.52	-	90	9,02,487	-	204	1,081
Sonipat	4.60	6.50	4.06	58	7,81,240	10,02,689	291	767
Yamunanagar	4.66	5.07	3.86	52	21,29,024	11,15,509	562	1,093

Above state average

Below state average

* - All platforms

Lagging Indicator (2024-2025)

District	% of Children achieving Base-level/End-level Competence					
	Math		English		Science	
	Base-level competence	End-level competence	Base-level competence	End-level competence	Base-level competence	End-level competence
State Average	35.97%	70.89%	36.05%	71.23%	34.44%	69.37%
Ambala	38.72%	71.35%	40.30%	69.10%	25.77%	68.65%
Bhiwani	30.13%	74.45%	34.70%	74.10%	-	-
Charkhi Dadri	33.00%	71.75%	32.00%	74.55%	-	-
Faridabad	36.07%	73.40%	30.23%	73.30%	25.04%	69.40%
Fatehabad	41.80%	71.95%	35.90%	70.30%	-	-
Gurugram	36.17%	70.10%	28.67%	73.45%	34.98%	69.30%
Hisar	37.39%	70.20%	34.24%	70.20%	40.00%	69.10%
Jhajjar	41.15%	70.70%	39.49%	72.75%	25.04%	71.05%
Jind	32.23%	70.10%	40.35%	72.05%	40.02%	68.90%
Kaithal	37.46%	70.00%	29.01%	72.75%	30.50%	69.20%
Karnal	33.08%	69.50%	40.45%	67.90%	30.02%	68.90%
Kurukshetra	37.98%	72.30%	44.83%	75.00%	35.00%	75.10%
Mahendragarh	29.00%	71.05%	41.71%	71.35%	40.96%	68.80%
Nuh	37.04%	68.20%	34.89%	68.70%	-	-
Palwal	34.24%	67.70%	40.07%	65.55%	40.00%	69.45%
Panchkula	40.59%	70.15%	40.64%	73.00%	41.05%	68.45%
Panipat	35.51%	67.90%	33.75%	65.50%	39.97%	67.15%
Rewari	34.30%	70.40%	32.54%	71.35%	35.01%	69.75%
Rohtak	38.59%	73.00%	40.06%	73.85%	30.67%	68.05%
Sirsa	33.28%	72.90%	24.80%	72.15%	-	-
Sonipat	39.11%	70.65%	39.58%	70.55%	40.07%	69.00%
Yamunanagar	34.57%	71.85%	34.89%	69.60%	31.36%	69.00%

Above state average

Below state average

FLN | Maharashtra Learning Outcome (2025–2026)

Third party assessment result by:

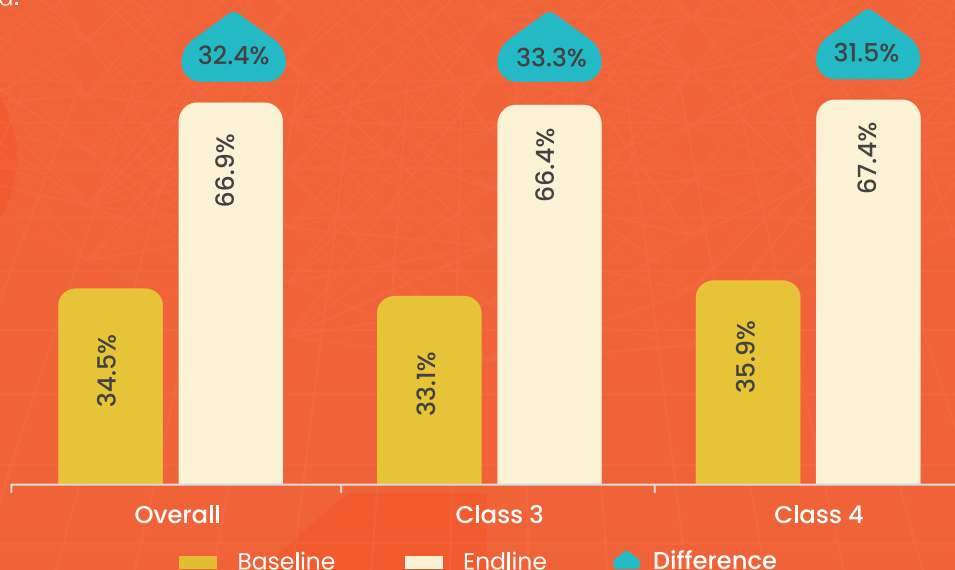


Maharashtra students have shown an improvement of 32.4% in the overall score as compared to Baseline assessment scores



The coverage of the assessment spanned across **15 districts in Maharashtra** for both the Baseline and Endline phases.

During the Baseline, a total of **1,318 Schools** were covered, with over **26,909 English tests** and **26,944 Math tests** conducted. In the Endline, **1,316 schools** were assessed, with more than **25,799 English tests** and **25,334 Math tests** administered.

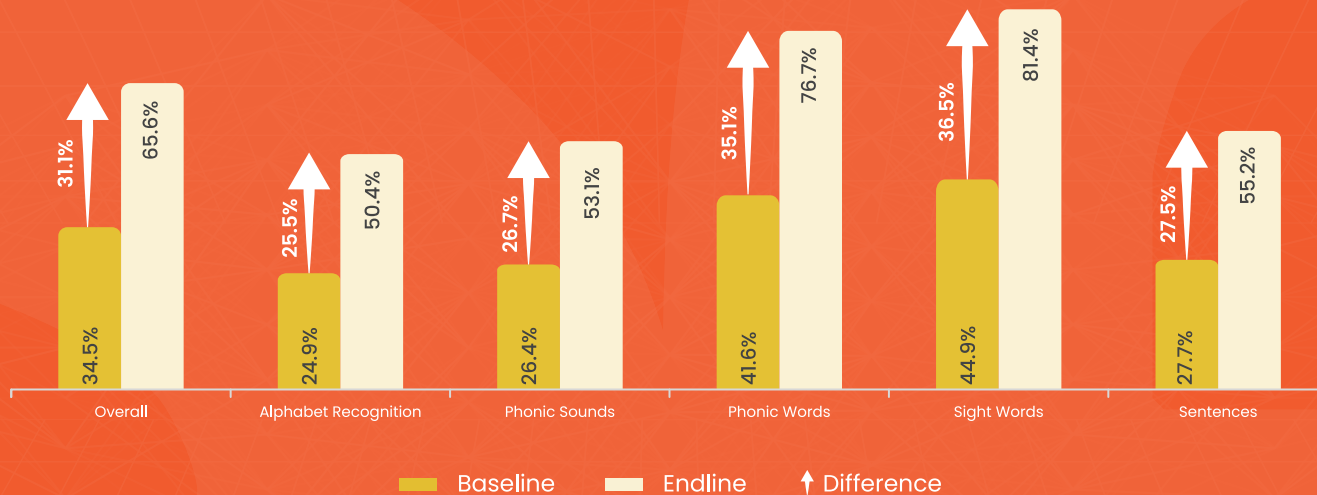


FLN | Maharashtra Learning Outcome (2025-2026)

Third party assessment result by:

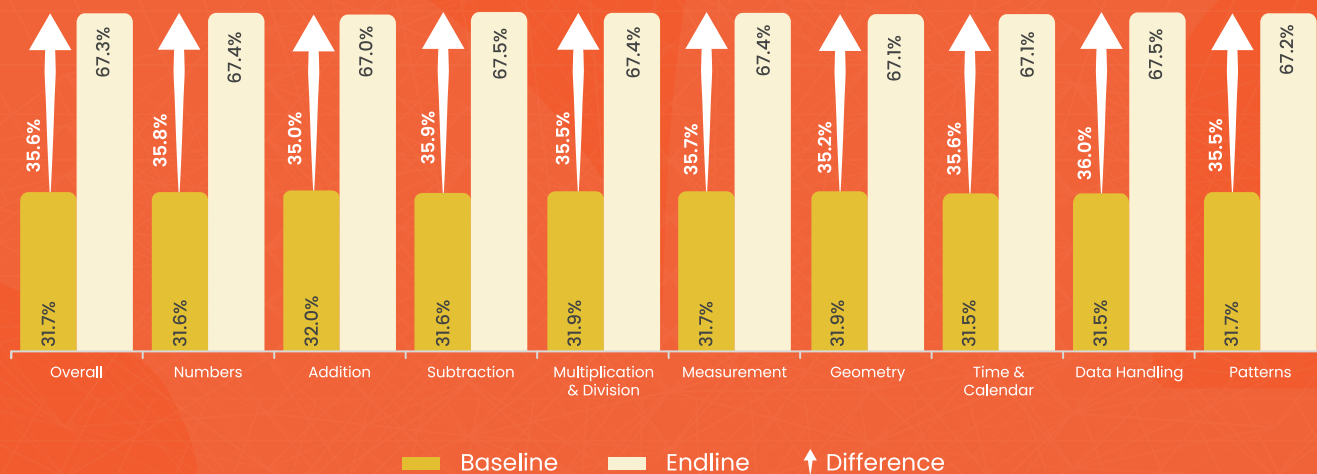


English: Competency Baseline & Endline for Class 3



- For Class 3, Sight Words achieved the highest scores in competencies.
- Sight Words demonstrated the highest overall growth in competencies.

Math: Competency Baseline & Endline for Class 3



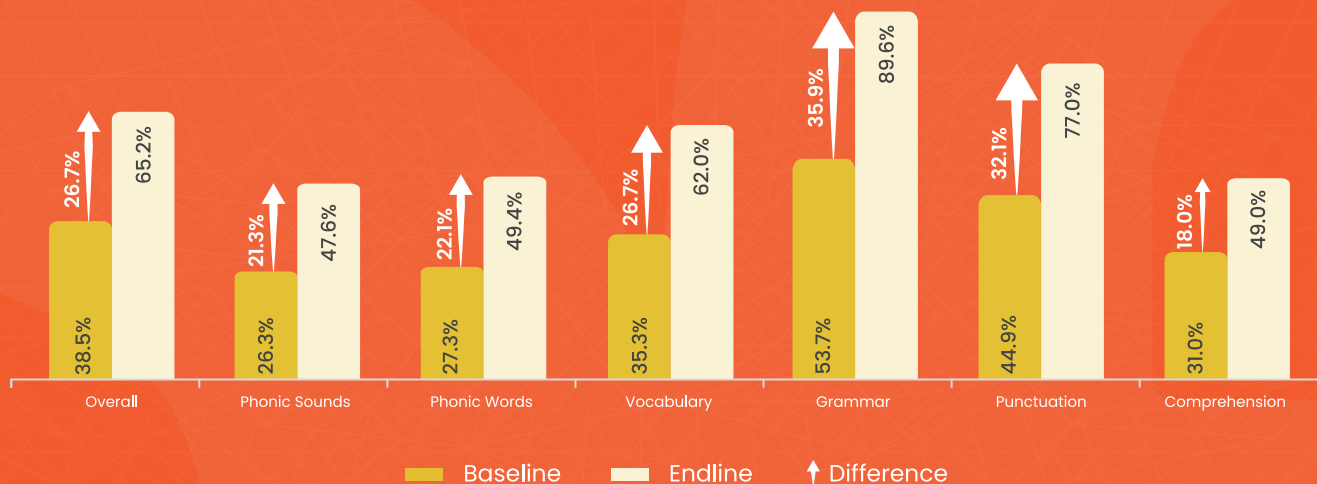
- For Class 3, Subtraction and Data Handling achieved the highest scores in competencies.
- Data Handling demonstrated the highest overall growth in competencies.

FLN | Maharashtra Learning Outcome (2025-2026)

Third party assessment result by:

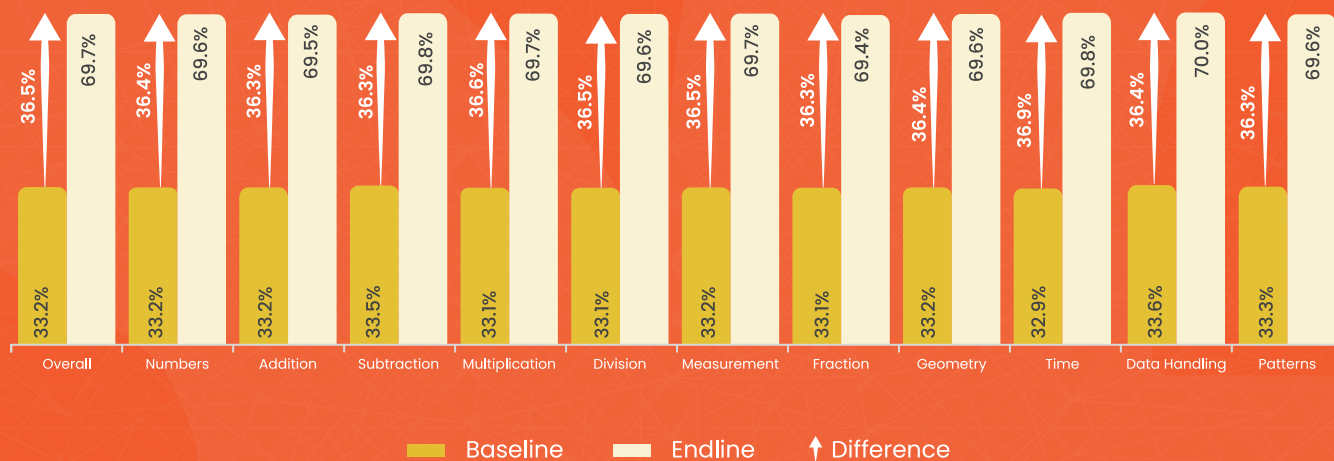


English: Competency Baseline & Endline for Class 4



- For Class 4, Grammar achieved the highest scores in competencies.
- Grammar demonstrated the highest overall growth in competencies.

Math: Competency Baseline & Endline for Class 4



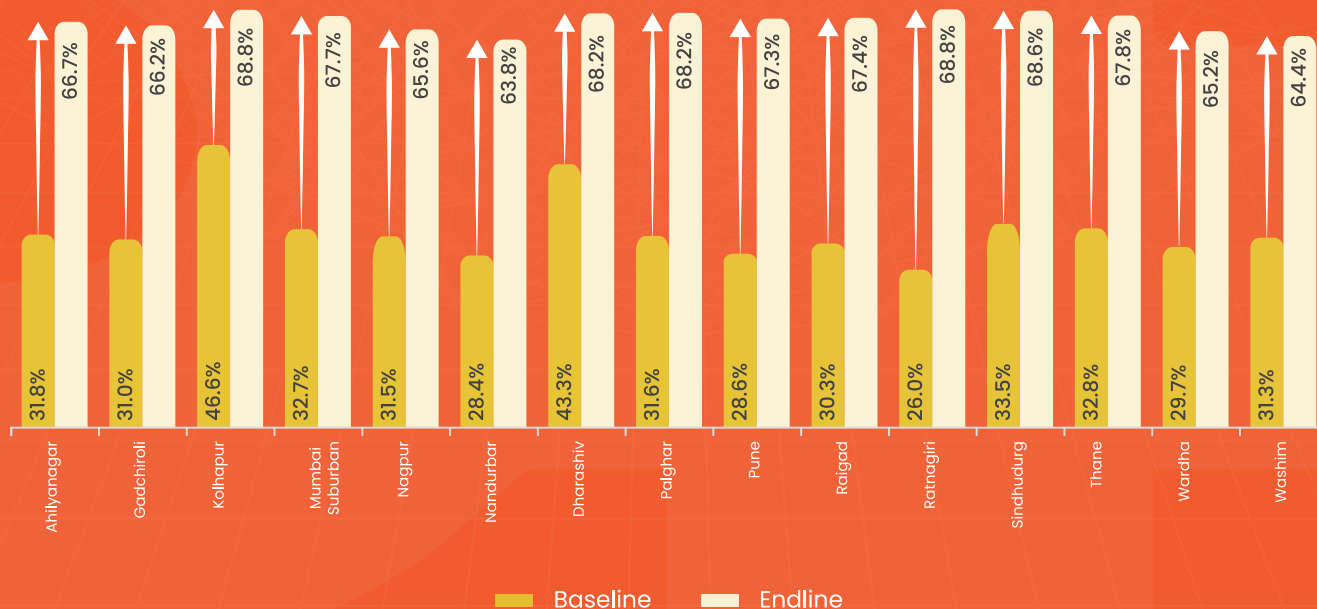
- For Class 4, Data Handling achieved the highest scores in competencies.
- Time demonstrated the highest overall growth in competencies.

FLN | Maharashtra Learning Outcome (2025-2026)

Third party assessment result by:



Overall: District Performance



Leading Indicators (2025-2026)

District	Teacher Acceptance Rating (out of 5)	Lessons Taught/Month (Average/school)	Active Schools %	Total Resources Used*	Smart Schools	Teachers Trained
		Class 1-5		Class 1-5		
State Average/Total	4.70	4.42	46.37	2,51,74,378	12,637	12,601
Ahilyanagar	4.82	2.27	29.10	2,04,401	692	836
Dharashiv	4.73	3.73	13.19	1,02,400	565	516
Gadchiroli	4.70	5.28	53.22	8,33,787	600	1,247
Kolhapur	4.59	3.69	41.96	15,15,353	1,291	1,326
Mumbai Suburban	4.60	3.23	53.00	5,82,797	171	261
Nagpur	4.80	6.03	55.13	36,09,166	1,240	979
Nandurbar	4.50	6.75	66.89	10,35,884	574	503
Nashik	4.97	2.87	31.02	1,98,214	225	412
Palghar	4.71	4.50	40.12	13,75,683	793	665
Pune	4.74	5.25	49.97	75,19,852	2,564	2,429
Raigad	4.50	3.96	33.85	12,32,325	847	407
Ratnagiri	4.70	4.14	60.03	10,55,732	684	705
Sindhudurg	4.83	5.10	57.20	32,49,123	663	582
Thane	4.66	3.14	48.33	14,21,887	1,143	1,061
Wardha	4.63	6.19	73.88	5,20,032	148	115
Washim	4.70	4.59	35.00	7,17,742	437	557

Above state average

Below state average

* - All platforms

Lagging Indicator (2024–2025)

District	% of Children achieving Base-level/End-level Competence			
	Math		English	
	Base-level competence	End-level competence	Base-level competence	End-level competence
State Average	32.37%	68.75%	36.49%	65.32%
Ahilyanagar	34.33%	66.90%	33.75%	66.60%
Dharashiv	36.38%	68.70%	43.19%	67.60%
Gadchiroli	33.12%	68.60%	36.39%	63.75%
Kolhapur	38.84%	68.00%	44.81%	69.60%
Mumbai Suburban	33.97%	70.15%	39.34%	65.25%
Nagpur	31.42%	69.20%	33.03%	62.20%
Nandurbar	33.02%	67.90%	35.73%	60.30%
Nashik	-	-	-	-
Palghar	28.37%	68.00%	38.70%	68.45%
Pune	32.55%	68.00%	36.22%	66.60%
Raigad	31.17%	70.15%	35.49%	64.60%
Ratnagiri	29.48%	67.85%	30.44%	70.05%
Sindhudurg	31.84%	68.45%	34.23%	68.80%
Thane	33.49%	71.90%	39.12%	63.50%
Wardha	28.53%	69.40%	32.46%	61.15%
Washim	29.12%	68.10%	34.49%	61.40%

Above state average

Below state average

FLN | Rajasthan Learning Outcome (2025–2026)

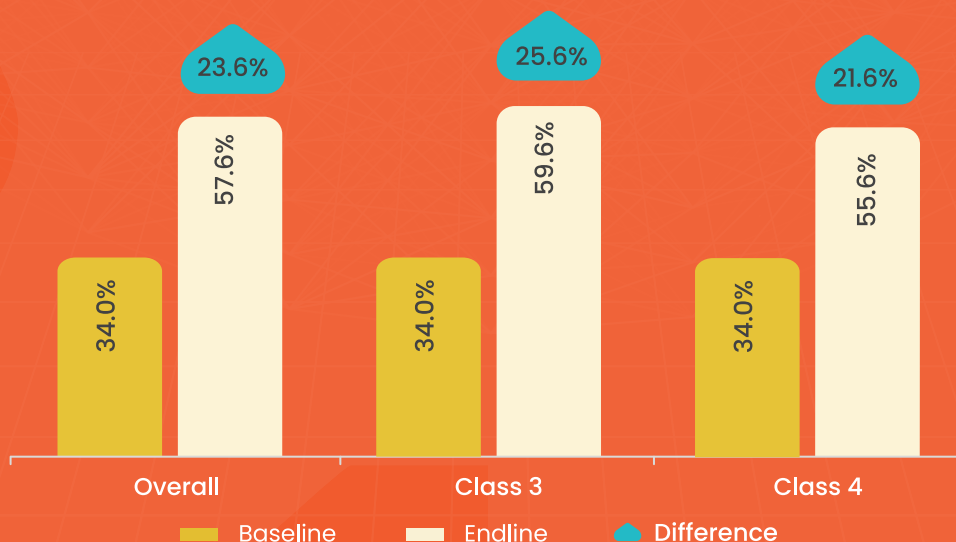
Third party assessment result by:



Rajasthan students have shown an improvement of 23.6 % in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **9 districts** in **Rajasthan** for both the Baseline and Endline phases.

During the Baseline, a total of **215 Schools** were covered, with over **4,496 English tests** and **4,422 Math tests** conducted. In the Endline, **180 schools** were assessed, with more than **3,604 English tests** and **3,720 Math tests** administered.

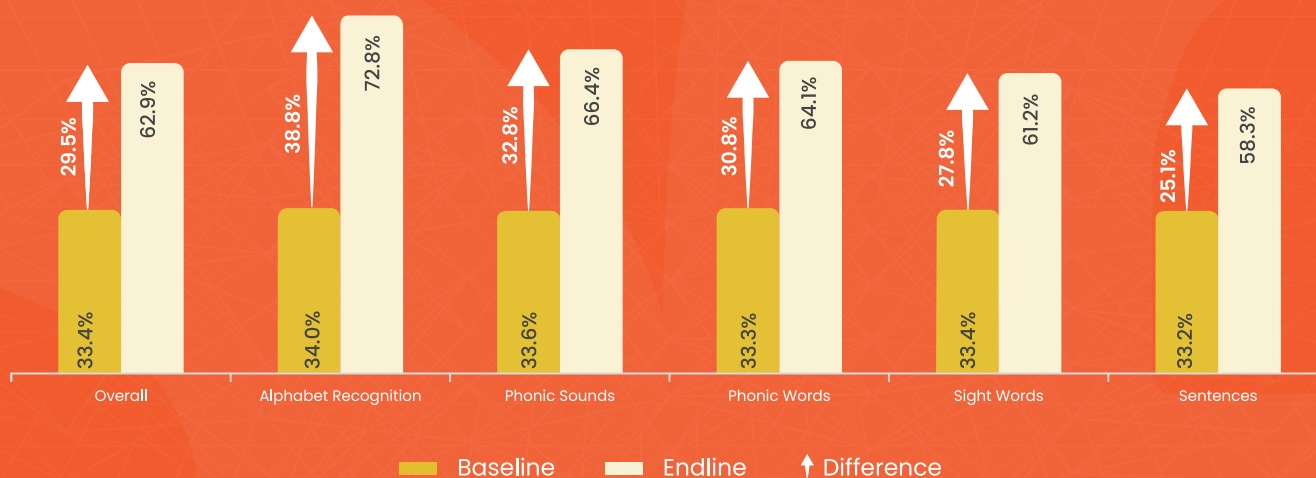


FLN | Rajasthan Learning Outcome (2025–2026)

Third party assessment result by:

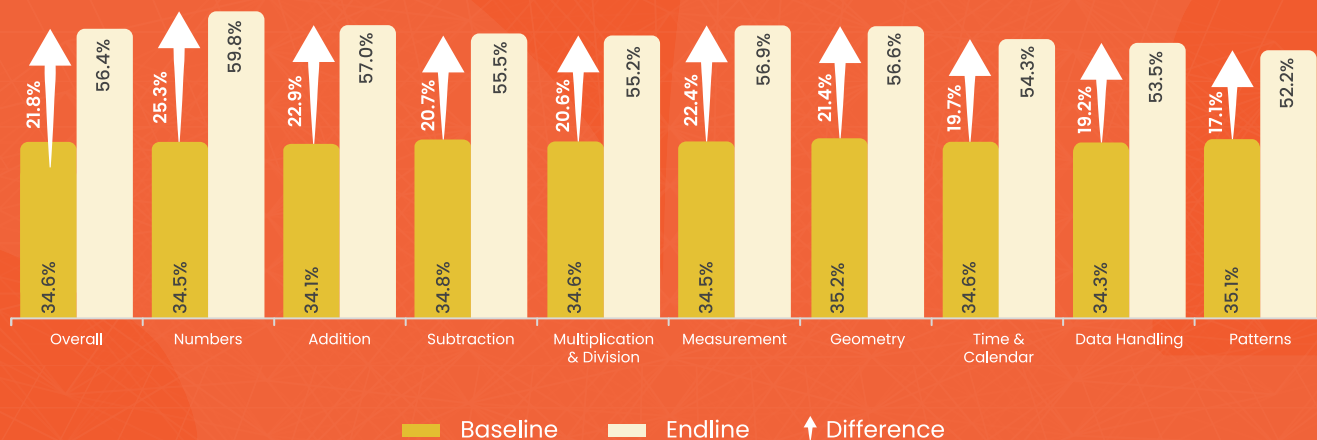


English: Competency Baseline & Endline for Class 3



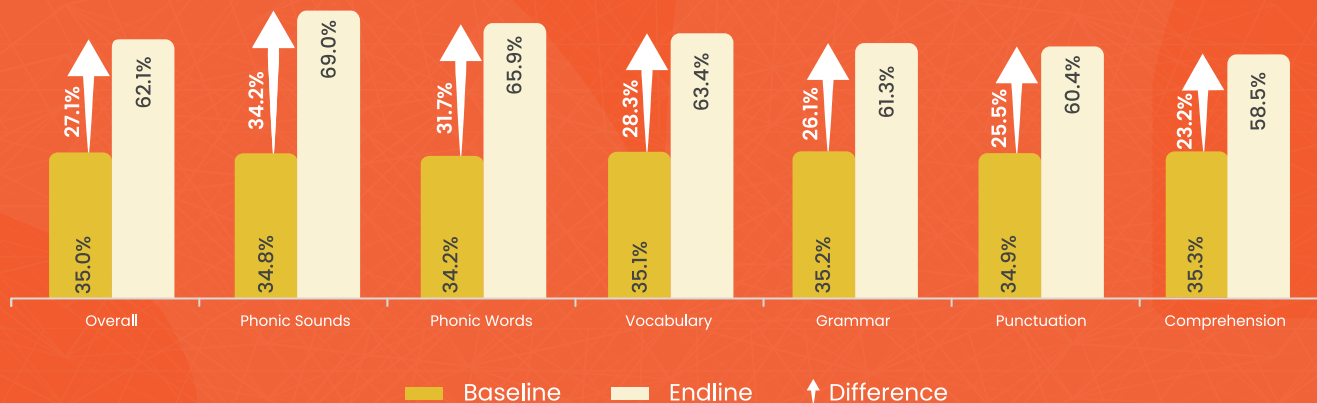
- For Class 3, Alphabet recognition achieved the highest scores in competencies.
- Alphabet recognition demonstrated the highest overall growth in competencies.

Math: Competency Baseline & Endline for Class 3



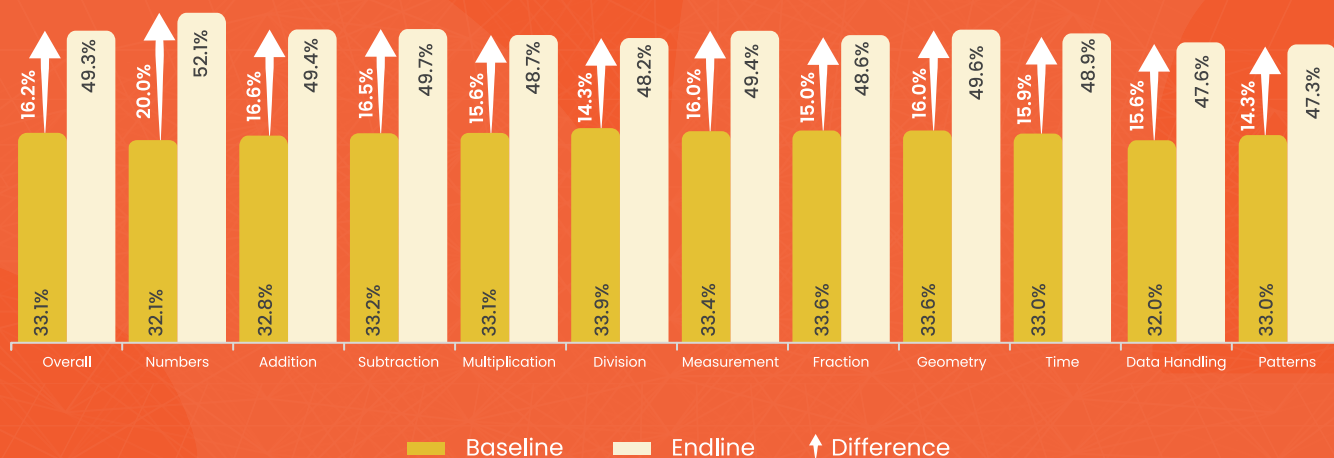
- For Class 3, Numbers achieved the highest scores in competencies.
- Numbers demonstrated the highest overall growth in competencies.

English: Competency Baseline & Endline for Class 4



- For Class 4, Phonic sounds achieved the highest scores in competencies .
- Phonic sounds demonstrated the highest overall growth in competencies.

Math: Competency Baseline & Endline for Class 4



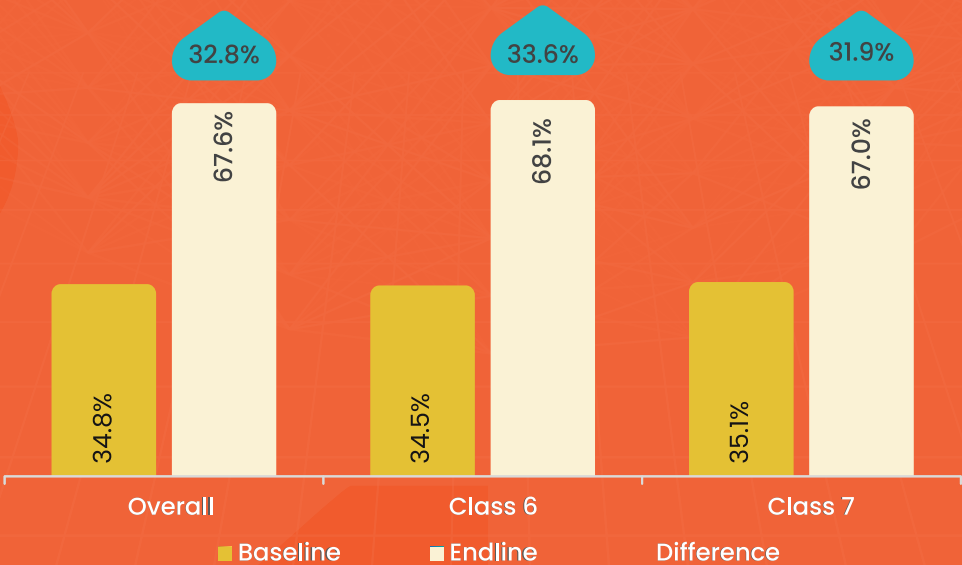
- For Class 4, Numbers achieved the highest scores in competencies.
- Numbers demonstrated the highest overall growth in competencies.

Science | Rajasthan Learning Outcome (2025-2026)

Rajasthan students have shown an improvement of 32.8% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **10 districts** in **Rajasthan** and for both the Baseline and Endline phases.

During the Baseline, a total of **169 Schools** were covered, with over **3,374 Science** tests conducted. In the Endline, **139 schools** were assessed, with more than **2,814 Science** tests administered.

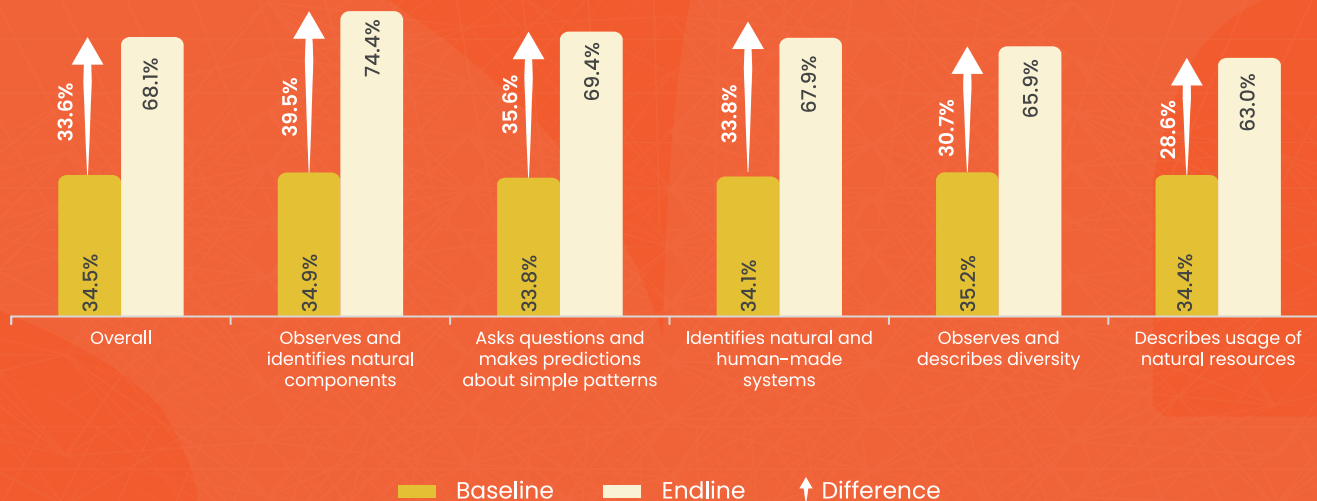


Science | Rajasthan Learning Outcome (2025-2026)

Third party assessment result by:



Competency Baseline & Endline for Class 6



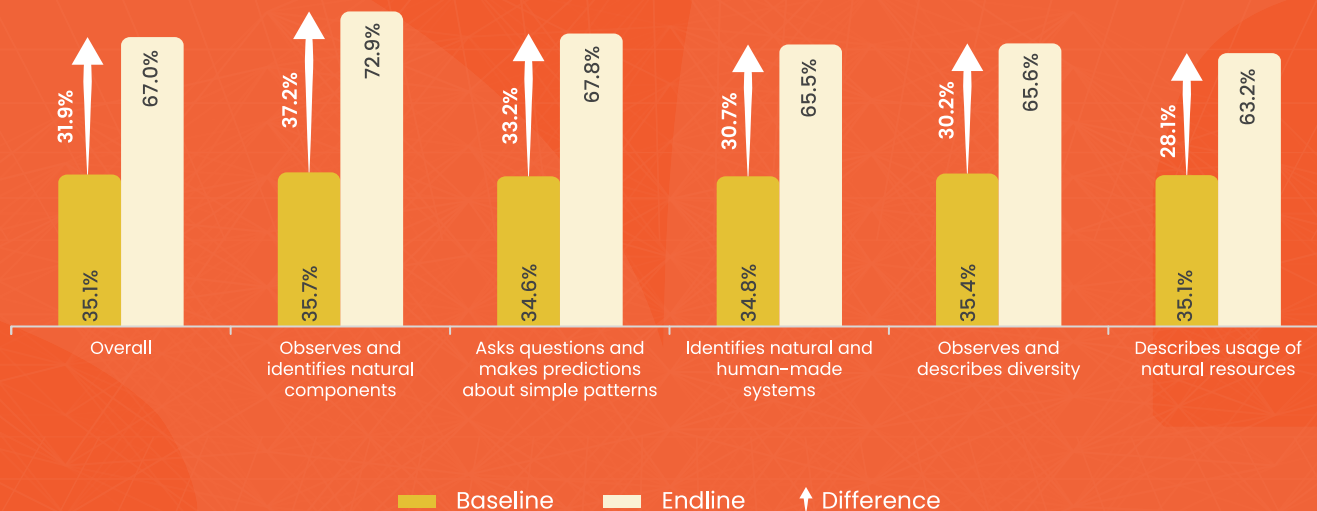
- For Class 6, Observes and identifies natural components competency has been the highest-scoring competency in Endline assessment tests.
- Observes and identifies natural components competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Science | Rajasthan Learning Outcome (2025-2026)

Third party assessment result by:



Competency Baseline & Endline for Class 7



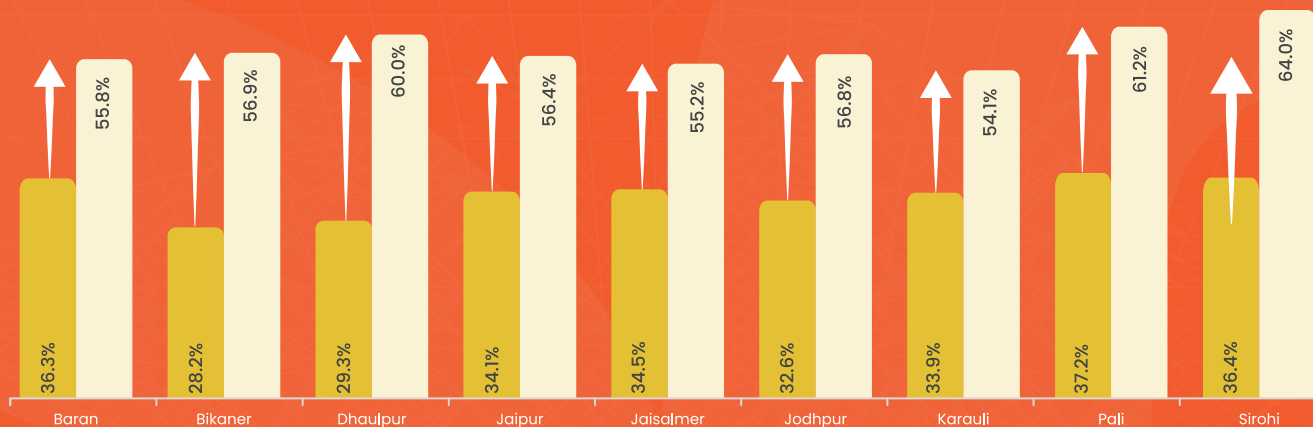
- For Class 7, Observes and identifies natural components competencies have been the highest-scoring competencies in Endline assessment tests.
- Observes and identifies natural components competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Rajasthan Learning Outcome (2025-2026)

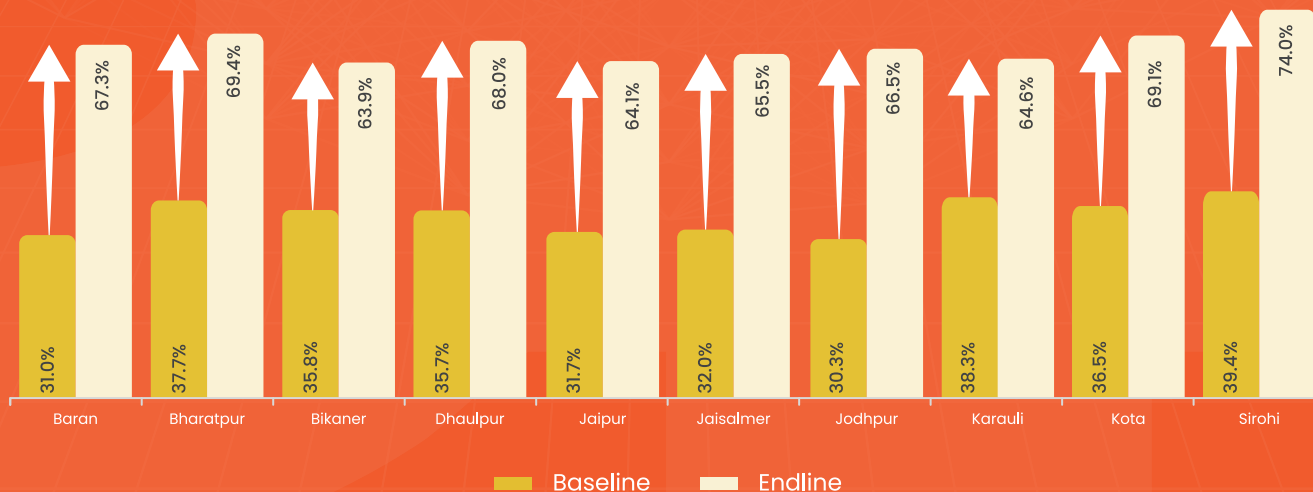
Third party assessment result by:



FLN District Performance – Overall



Science District Performance – Overall



Leading Indicators (2025-2026)

District	Teacher Acceptance Rating (out of 5)	Lessons Taught/Month (Average/school)		Active Schools %	Total Resources Used*		Smart Schools	Teachers Trained
		Class 1-5	Class 6-8		Class 1-5	Class 6-8		
State Average/Total	4.73	3.83	2.87	44.36	41,25,718	97,81,435	4,610	5,365
Baran	4.78	3.26	3.26	32	2,79,684	18,14,922	545	732
Bharatpur	4.81	-	3.46	53	-	5,86,191	273	326
Bikaner	4.65	4.11	1.87	37	12,10,917	11,99,438	807	855
Dhaulpur	4.69	4.54	3.25	52	2,19,683	15,58,787	433	569
Jaipur	4.71	3.64	2.05	46	7,21,514	5,00,264	586	767
Jaisalmer	4.84	2.72	2.40	52	3,05,683	5,12,111	423	445
Jodhpur	4.69	3.53	2.84	34	3,52,162	4,86,444	352	425
Karauli	4.70	1.81	2.02	11	3,48,278	13,34,578	318	413
Kota	4.73	-	3.07	35	-	7,93,066	333	324
Pali	4.68	4.81	-	72	5,34,033	-	155	127
Sirohi	4.70	6.09	4.43	64	1,53,764	9,95,634	385	382

Above state average

Below state average

* - All platforms

Lagging Indicator (2024-2025)

District	% of Children achieving Base-level/End-level Competence					
	Math		English		Science	
	Base-level competence	End-level competence	Base-level competence	End-level competence	Base-level competence	End-level competence
State Average	33.46%	52.97%	33.67%	62.67%	34.84%	67.25%
Baran	36.91%	51.40%	35.66%	60.35%	31.03%	67.30%
Bharatpur	-	-	-	-	37.67%	69.45%
Bikaner	28.76%	52.60%	27.65%	61.45%	35.83%	63.90%
Dhaulpur	29.64%	54.25%	28.93%	65.25%	35.71%	68.05%
Jaipur	34.11%	52.00%	34.03%	61.50%	31.67%	64.10%
Jaisalmer	36.64%	50.55%	32.47%	59.80%	32.05%	65.50%
Jodhpur	28.49%	52.70%	35.84%	60.90%	30.26%	66.55%
Karauli	33.40%	49.75%	34.47%	58.30%	38.25%	64.65%
Kota	-	-	-	-	36.55%	69.05%
Pali	37.37%	55.90%	36.99%	66.15%	-	-
Sirohi	35.83%	57.60%	36.99%	70.35%	39.35%	73.95%

Above state average

Below state average

FLN | Uttar Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



Uttar Pradesh students have shown an improvement of 32.0% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **7 districts** in **Uttar Pradesh** for both the Baseline and Endline phases.

During the Baseline, a total of **558 Schools** were covered, with over **11,240 English tests** and **11,326 Math tests** conducted. In the Endline, **465 schools** were assessed, with more than **8,570 English tests** and **9,269 Math tests** administered.

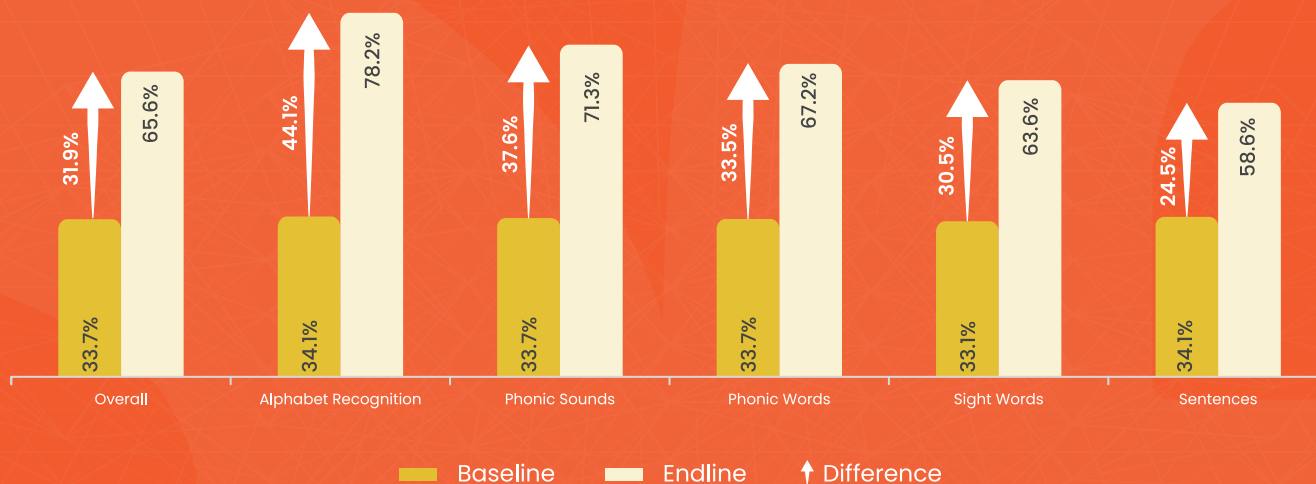


FLN | Uttar Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



English: Competency Baseline & Endline for Class 3



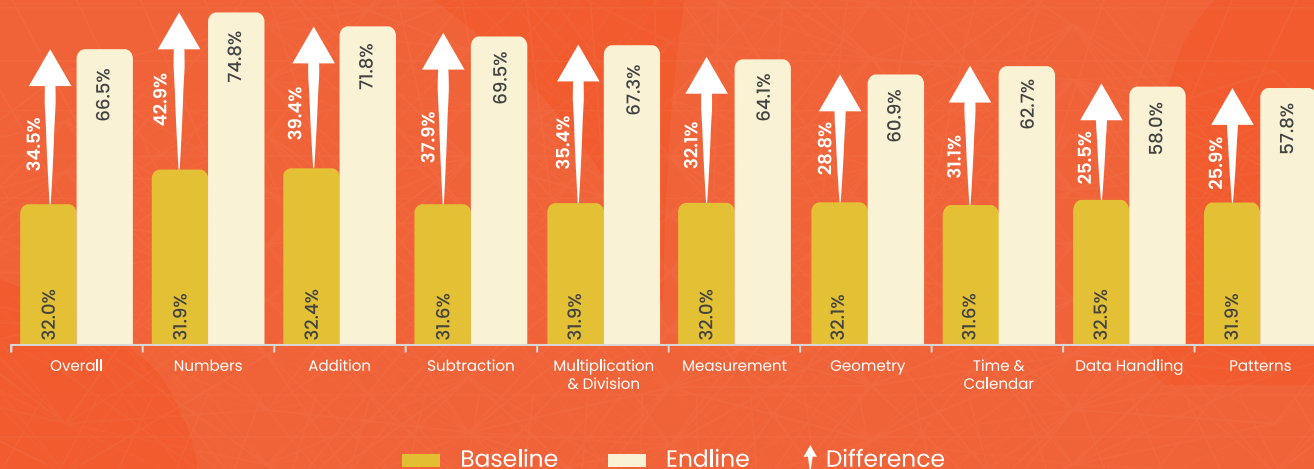
- For Class 3, Alphabet recognition achieved the highest scores in competencies.
- Alphabet recognition demonstrated the highest overall growth in competencies.

FLN | UttarPradesh Learning Outcome (2025–2026)

Third party assessment result by:



Math: Competency Baseline & Endline for Class 3



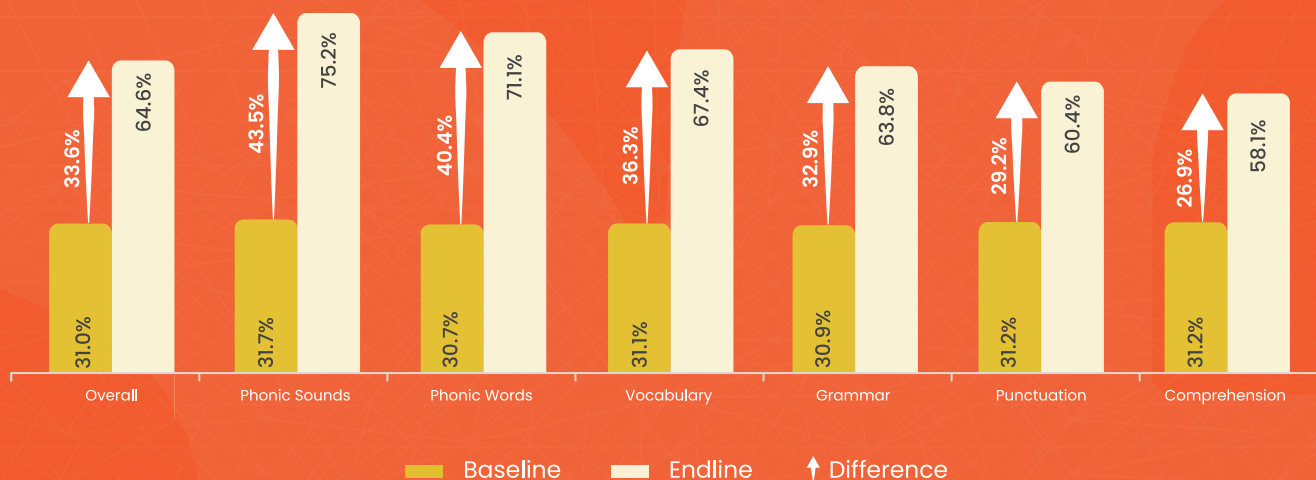
- For Class 3, Numbers achieved the highest scores in competencies.
- Numbers demonstrated the highest overall growth in competencies.

FLN | Uttar Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



English: Competency Baseline & Endline for Class 4



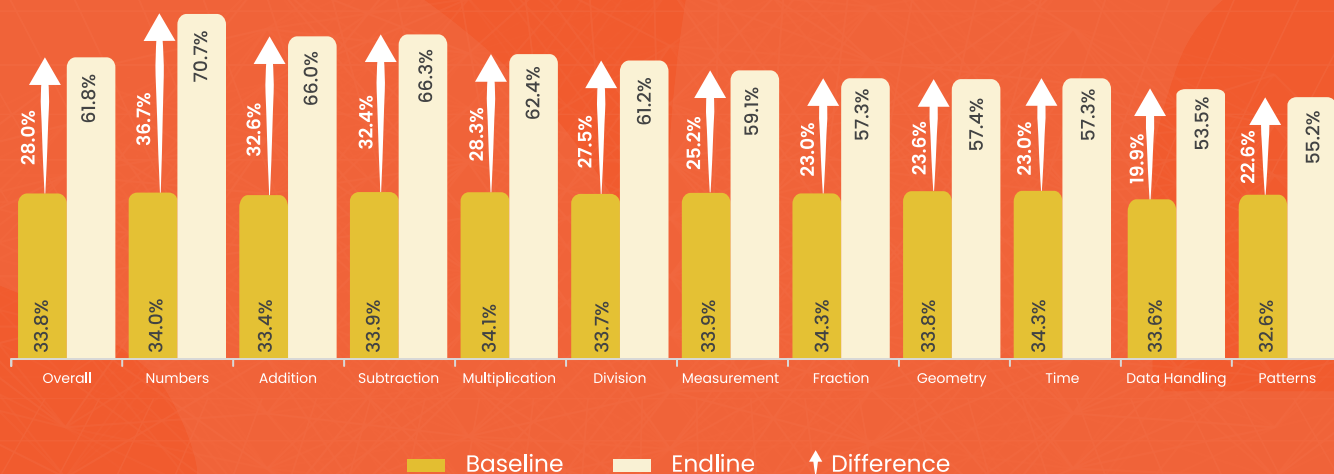
- For Class 4, Phonic Sounds achieved the highest scores in competencies.
- Phonic Sounds demonstrated the highest overall growth in competencies.

FLN | Uttar Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



Math: Competency Baseline & Endline for Class 4



- For Class 4, Numbers achieved the highest scores in competencies.
- Numbers demonstrated the highest overall growth in competencies.

Science | Uttar Pradesh Learning Outcome (2025-2026)

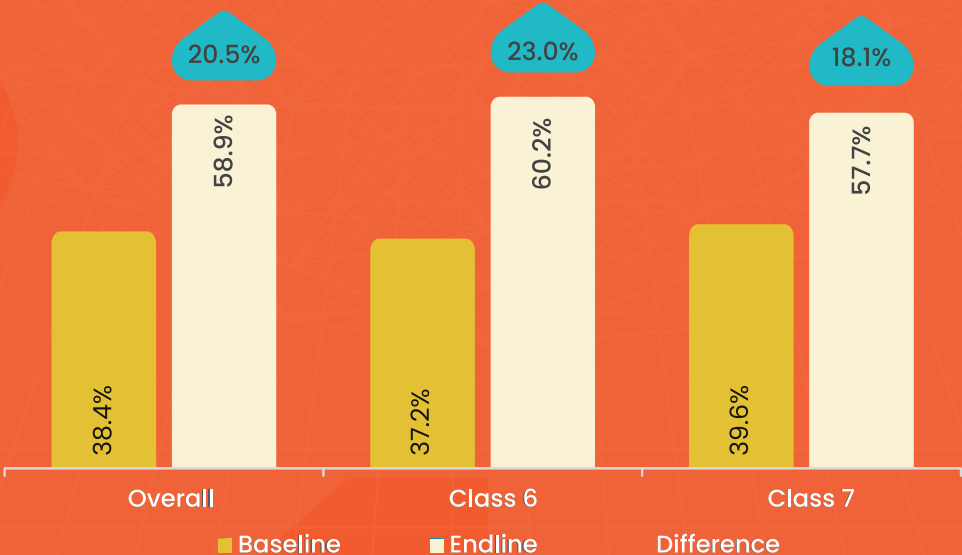
Third party assessment result by:



Uttar Pradesh students have shown an improvement of 20.5% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **7 districts** in **Uttar Pradesh** and for both the Baseline and Endline phases.

During the Baseline, a total of **150 Schools** were covered, with over **3,099 Science** tests conducted. In the Endline, **128 schools** were assessed, with more than **2,560 Science** tests administered.

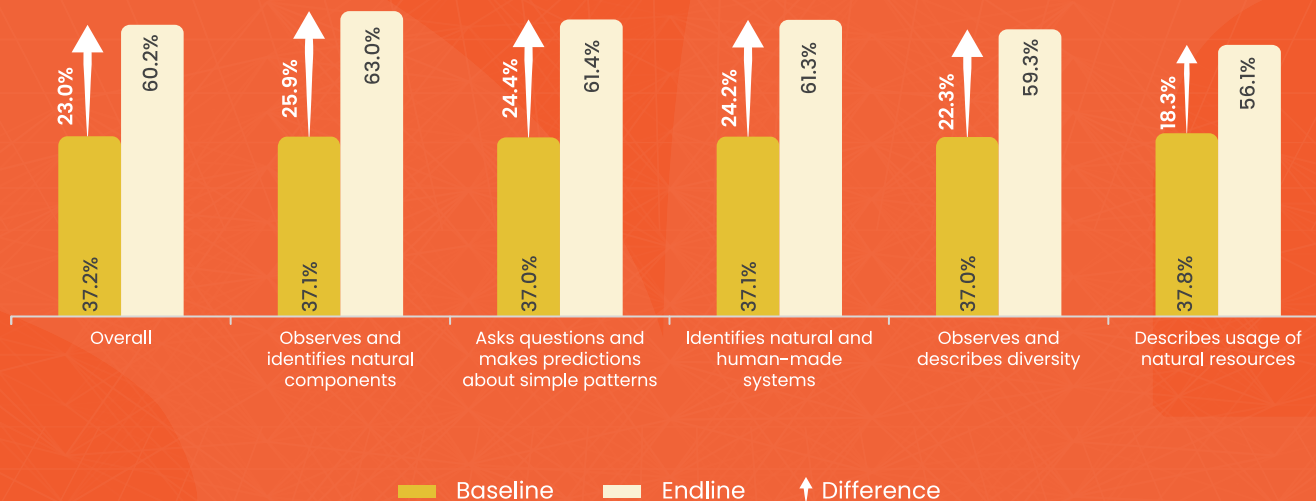


Science | Uttar Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 6



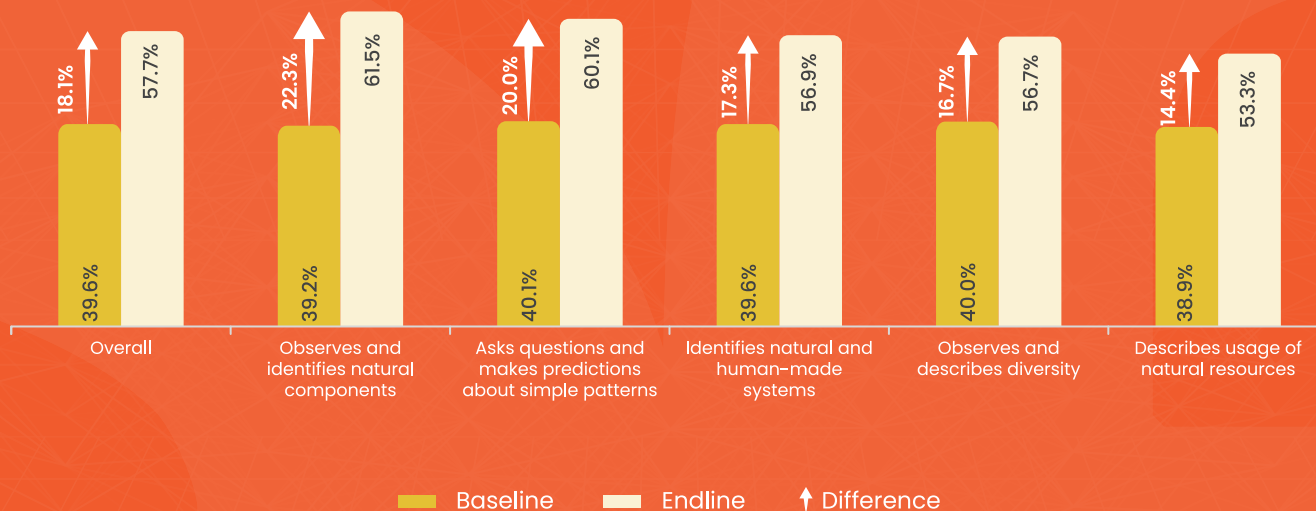
- For Class 6, Observes and identifies natural components competency has been the highest-scoring competency in Endline assessment tests.
- Observes and identifies natural components competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Science | Uttar Pradesh Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 7



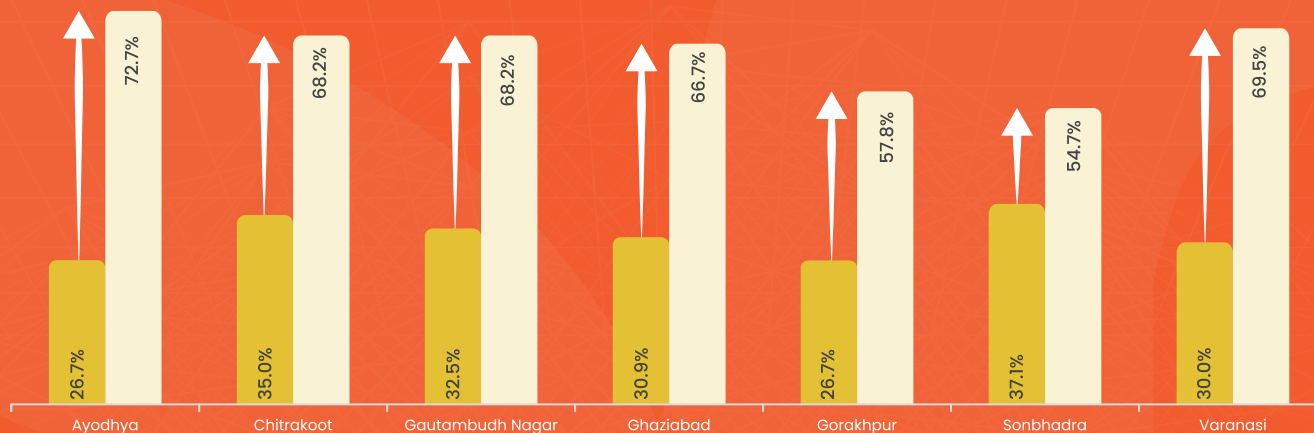
- For Class 7, Observes and identifies natural components competencies have been the highest-scoring competencies in Endline assessment tests.
- Observes and identifies natural components competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Uttar Pradesh Learning Outcome (2025-2026)

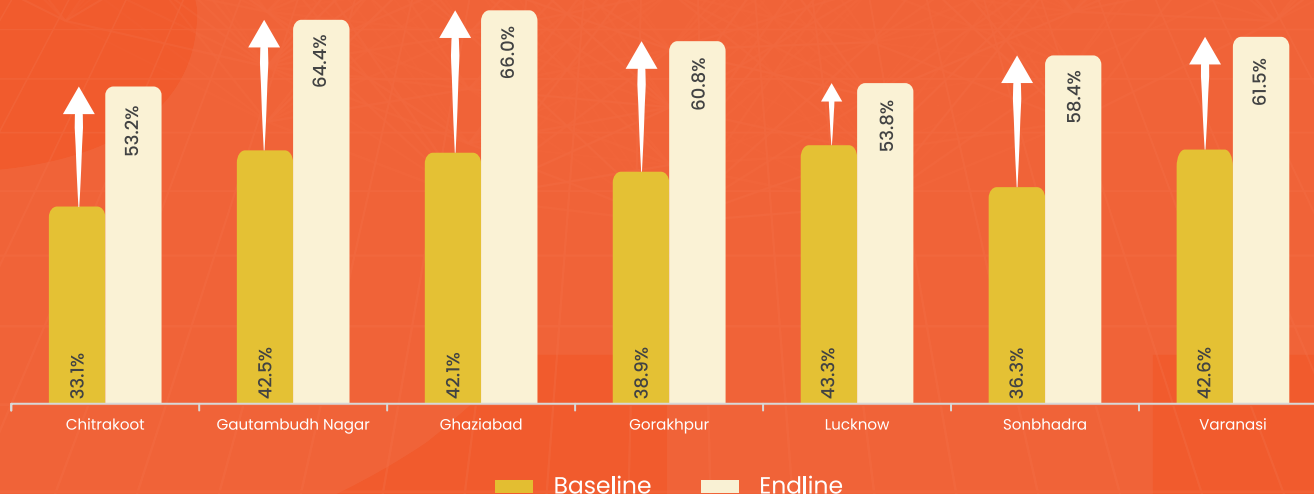
Third party assessment result by:



FLN District Performance – Overall



Science District Performance – Overall



Leading Indicators (2025-2026)

District	Teacher Acceptance Rating (out of 5)	Lessons Taught/Month (Average/school)		Active Schools %	Total Resources Used*		Smart Schools	Teachers Trained
		Class 1-5	Class 6-8		Class 1-5	Class 6-8		
State Average/Total	4.53	4.98	3.07	52.00	1,85,69,840	17,31,868	4,048	4,331
Ayodhya	4.81	7.29	-	85.81	6,64,853	-	120	108
Chitrakoot	4.56	4.33	2.77	57.00	12,28,090	1,43,756	774	799
Gautambudh Nagar	4.45	3.03	3.01	34.34	18,35,761	3,67,838	364	466
Ghaziabad	4.80	3.65	3.75	37.94	14,71,689	3,18,424	369	402
Gorakhpur	4.29	5.97	1.67	57.21	26,19,751	8,300	541	426
Lucknow	-	-	3.13	-	-	7,288	36	0
Sonbhadra	4.48	3.77	3.29	16.02	4,58,355	1,16,722	867	835
Varanasi	4.30	6.83	3.87	75.69	1,02,91,341	7,69,540	977	1,295

Above state average

Below state average

* - All platforms

Lagging Indicator (2024-2025)

District	% of Children achieving Base-level/End-level Competence					
	Math		English		Science	
	Base-level competence	End-level competence	Base-level competence	End-level competence	Base-level competence	End-level competence
State Average	32.03%	65.82%	30.42%	64.76%	39.80%	59.71%
Ayodhya	25.83%	72.8%	27.50%	72.65%	-	-
Chitrakoot	35.83%	67.3%	34.17%	69.20%	32.84%	53.20%
Gautambudh Nagar	26.00%	64.8%	39.00%	71.60%	42.50%	64.35%
Ghaziabad	30.67%	66.5%	31.17%	66.85%	42.08%	65.95%
Gorakhpur	31.00%	62.8%	22.33%	51.45%	38.89%	60.80%
Lucknow	-	-	-	-	43.34%	53.80%
Sonbhadra	39.67%	55.6%	34.50%	53.70%	36.33%	58.40%
Varanasi	35.20%	71.1%	24.31%	67.85%	42.63%	61.50%

Above state average

Below state average

FLN | Uttarakhand Learning Outcome (2025–2026)

Third party assessment result by:



Uttarakhand students have shown an improvement of 32.0% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **13 districts** in **Uttarakhand** for both the Baseline and Endline phases.

During the Baseline, a total of **188 Schools** were covered, with over **3,622 English tests** and **3,652 Math tests** conducted. In the Endline, **163 schools** were assessed, with more than **2,860 English tests** and **2,779 Math tests** administered.

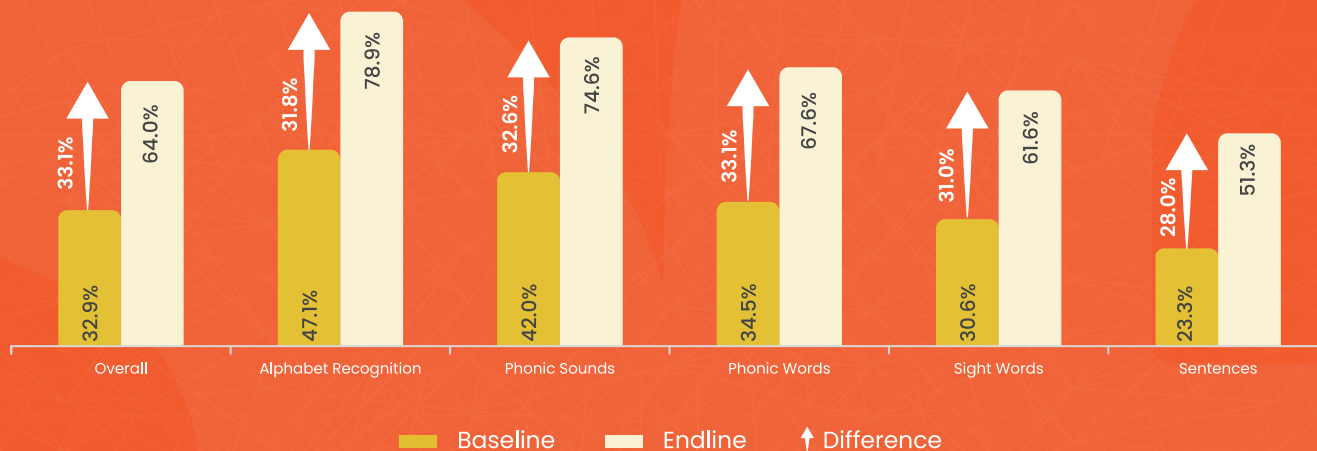


FLN | Uttarakhand Learning Outcome (2025–2026)

Third party assessment result by:

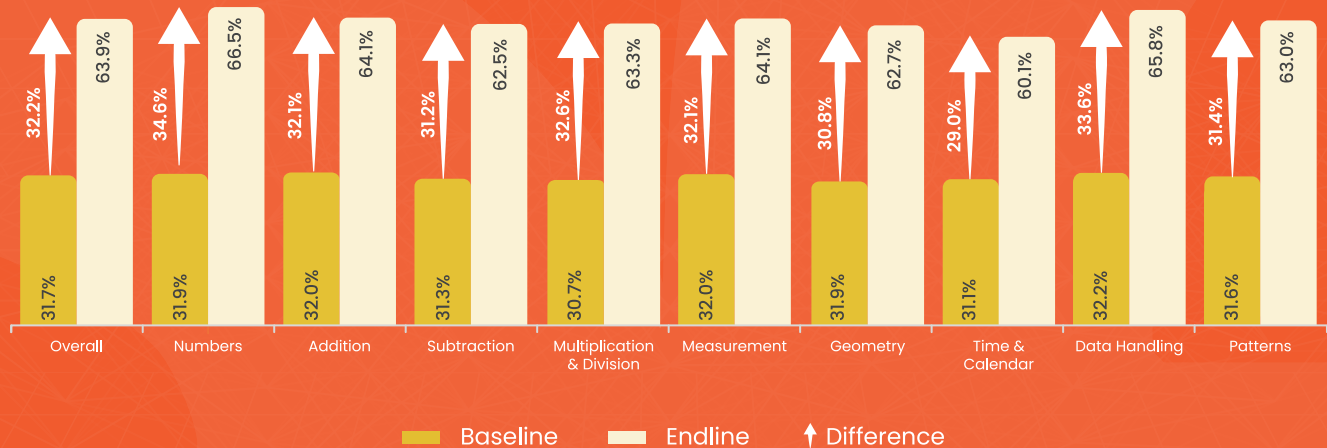


English: Competency Baseline & Endline for Class 3



- For Class 3, Alphabet Recognition achieved the highest scores in competencies.
- Phonic Words demonstrated the highest overall growth in competencies.

Math: Competency Baseline & Endline for Class 3



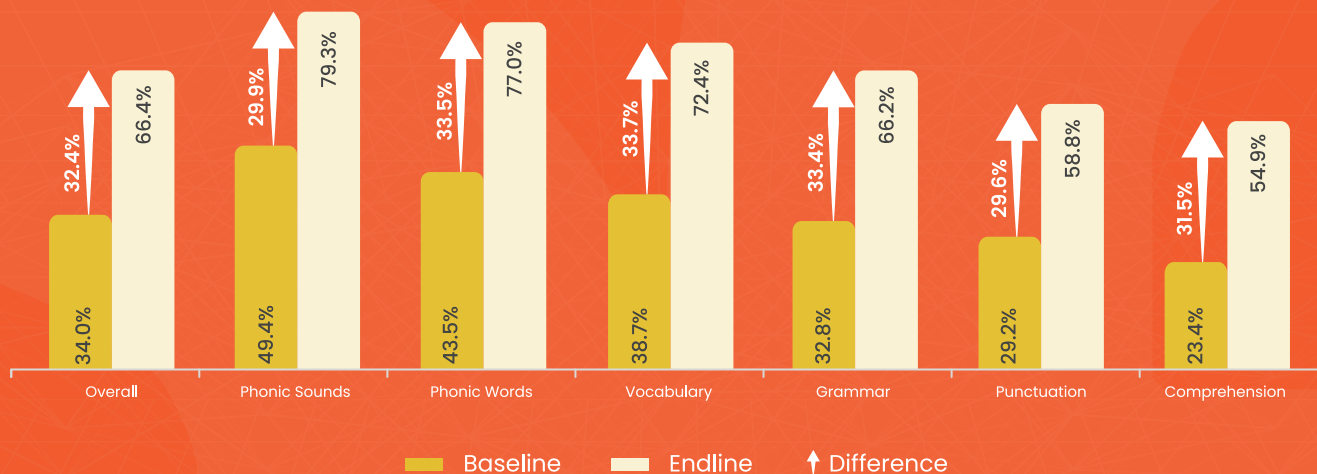
- For Class 3, Numbers achieved the highest scores in competencies.
- Numbers demonstrated the highest overall growth in competencies.

FLN | Uttarakhand Learning Outcome (2025–2026)

Third party assessment result by:

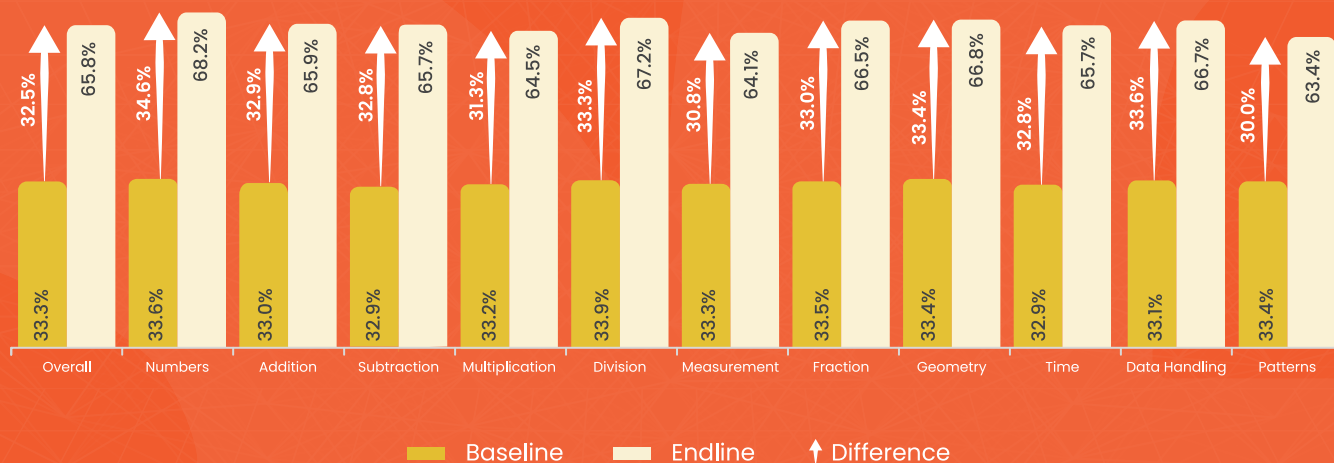


English: Competency Baseline & Endline for Class 4



- For Class 4, Phonic Sounds achieved the highest scores in competencies.
- Vocabulary demonstrated the highest overall growth in competencies.

Math: Competency Baseline & Endline for Class 4



- For Class 4, Numbers achieved the highest scores in competencies.
- Numbers demonstrated the highest overall growth in competencies.

Science | Uttarakhand Learning Outcome (2025-2026)

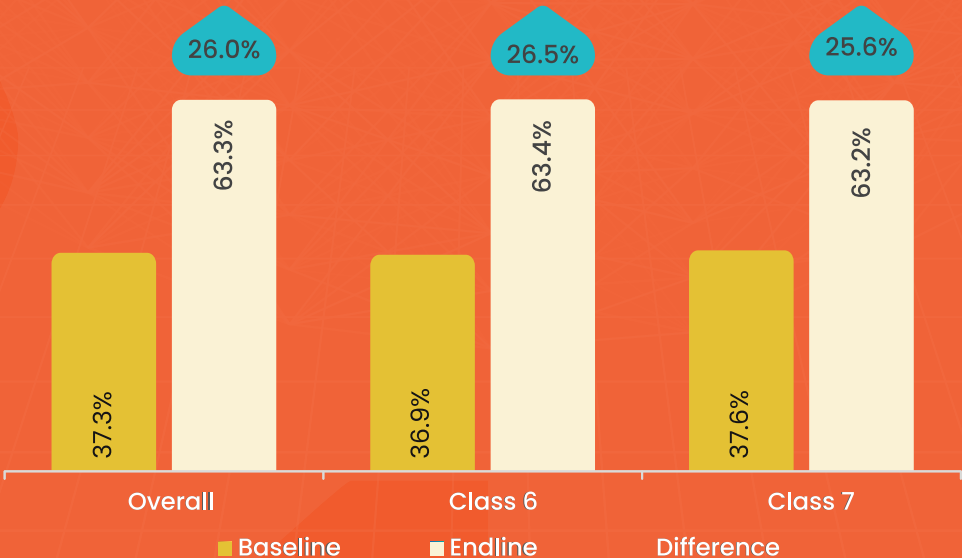
Third party assessment result by:



Uttarakhand students have shown an improvement of 26.0% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **13 districts** in **Uttarakhand** and for both the Baseline and Endline phases.

During the Baseline, a total of **162 Schools** were covered, with over **2,997 Science** tests conducted. In the Endline, **103 schools** were assessed, with more than **2,046 Science** tests administered.

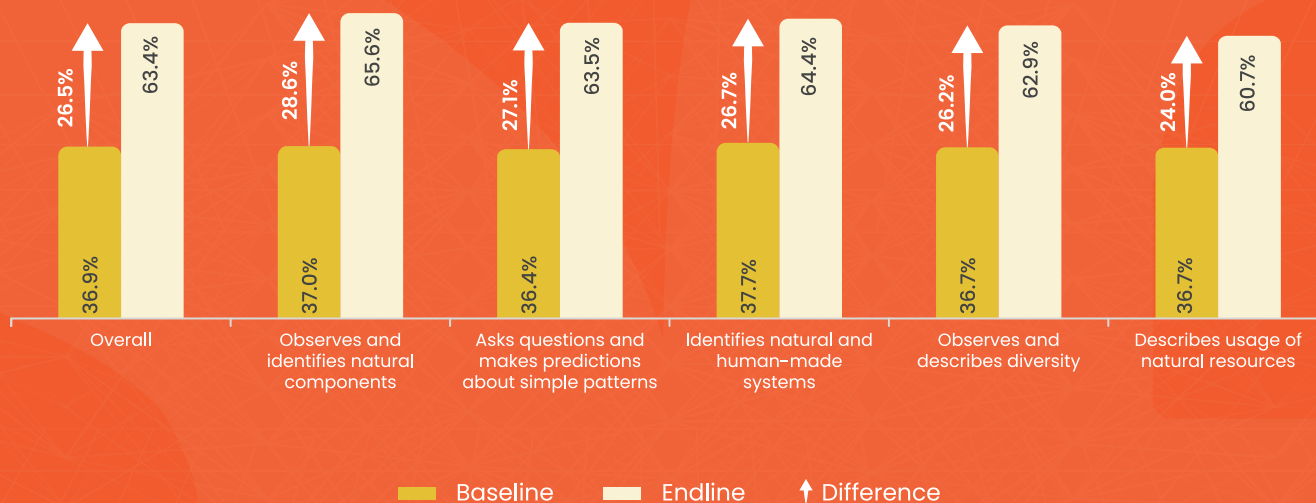


Science | Uttarakhand Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 6



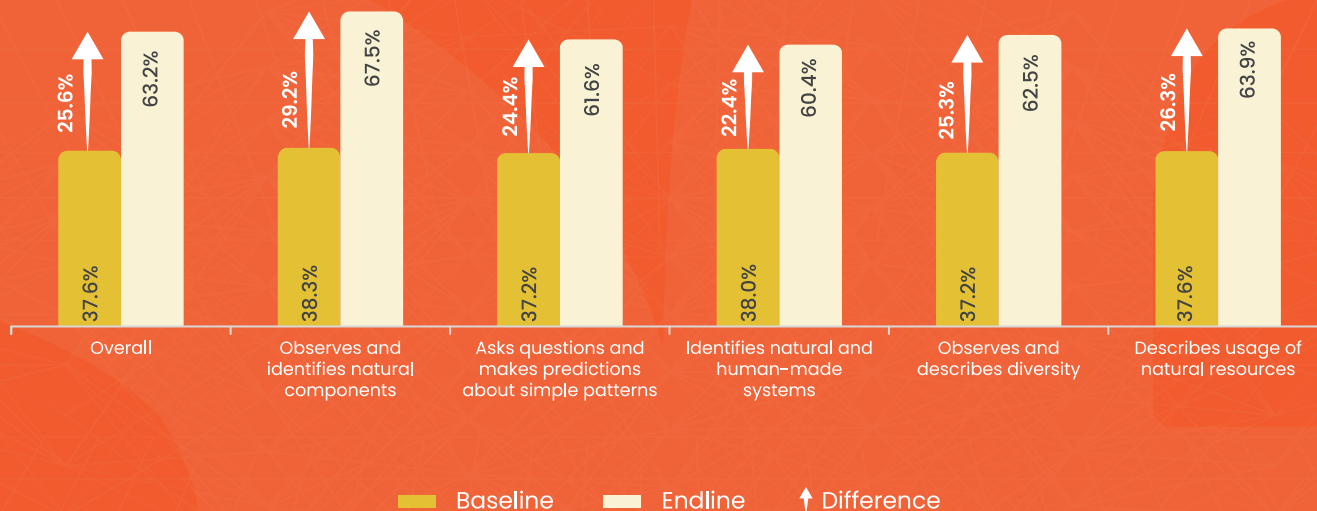
- For Class 6, Observes and identifies natural components competency has been the highest-scoring competency in Endline assessment tests.
- Observes and identifies natural components competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Science | Uttarakhand Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 7



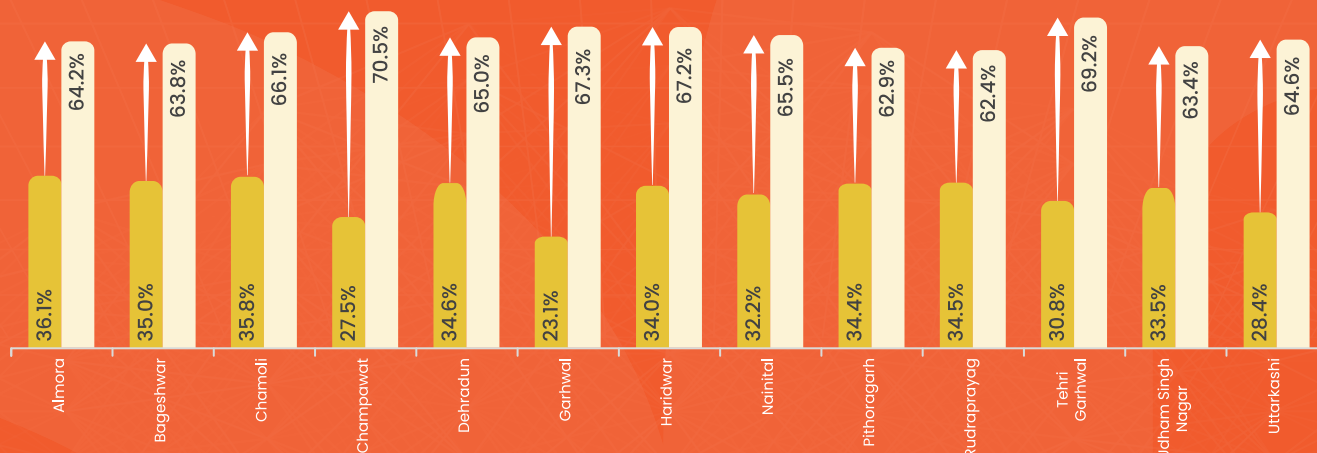
- For Class 7, Observes and identifies natural components competencies have been the highest-scoring competencies in Endline assessment tests.
- Observes and identifies natural components competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Uttarakhand Learning Outcome (2025-2026)

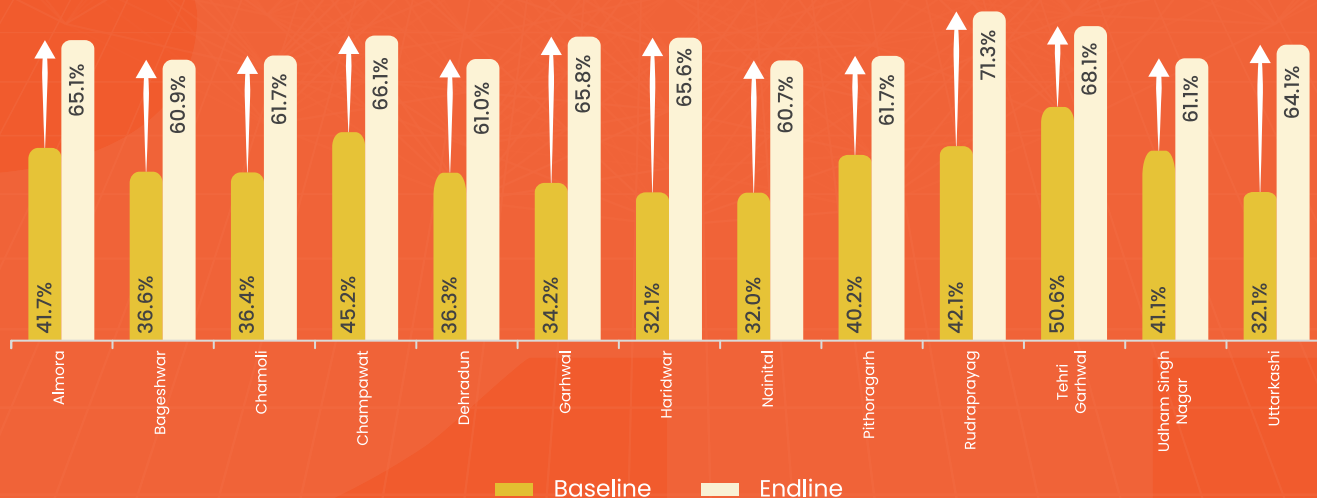
Third party assessment result by:



FLN District Performance - Overall



Science District Performance - Overall



Baseline Endline

Leading Indicators (2025-2026)

District	Teacher Acceptance Rating (out of 5)	Lessons Taught/Month (Average/school)		Active Schools %	Total Resources Used*		Smart Schools	Teachers Trained
		Class 1-5	Class 6-8		Class 1-5	Class 6-8		
State Average/Total	4.59	3.08	1.90	36.80	45,66,008	23,77,254	4,045	3,747
Almora	4.48	3.19	2.25	40.01	84,295	14,771	102	98
Bageshwar	4.75	1.68	1.38	50.44	41,050	30,423	102	100
Chamoli	4.79	3.23	1.23	22.32	30,999	21,917	97	87
Champawat	4.89	5.48	3.55	83.31	10,03,822	2,99,091	410	322
Dehradun	4.50	2.28	1.69	50.37	7,02,176	3,73,557	856	863
Garhwal	4.25	3.00	2.95	72.12	1,99,606	34,966	171	167
Haridwar	4.48	3.95	2.05	39.00	9,90,882	3,42,001	795	794
Nainital	4.65	3.04	0.75	2.99	4,55,811	2,26,023	396	217
Pithoragarh	4.89	4.38	1.89	32.98	11,628	1,370	52	55
Rudraprayag	-	1.19	2.53	20.35	29,802	2,20,715	121	115
Tehri garhwal	-	4.44	2.00	22.07	45,128	25,190	57	56
Udham Singh Nagar	4.38	1.68	0.78	16.14	6,50,348	5,67,390	693	690
Uttarkashi	4.45	2.44	1.62	26.33	3,20,461	2,19,840	193	183

Above state average

Below state average

★ - All platforms

Lagging Indicator (2024-2025)

District	% of Children achieving Base-level/End-level Competence					
	Math		English		Science	
	Base-level competence	End-level competence	Base-level competence	End-level competence	Base-level competence	End-level competence
State Average	34.39%	65.08%	30.22%	66.05%	37.28%	64.11%
Almora	32.62%	64.55%	39.6%	63.90%	41.7%	65.10%
Bageshwar	27.34%	64.40%	42.7%	63.10%	36.6%	61.00%
Chamoli	37.19%	65.60%	34.6%	66.65%	36.4%	61.75%
Champawat	42.25%	69.45%	12.6%	71.70%	45.2%	66.05%
Dehradun	37.46%	64.10%	31.7%	65.90%	36.3%	61.00%
Garhwal	33.20%	65.00%	13.0%	69.50%	34.2%	65.80%
Haridwar	32.39%	66.60%	35.6%	67.85%	32.1%	65.55%
Nainital	27.16%	65.05%	37.2%	65.95%	32.0%	60.70%
Pithoragarh	37.27%	62.95%	31.5%	62.90%	40.2%	61.70%
Rudraprayag	37.20%	61.35%	31.9%	63.35%	36.1%	71.45%
Tehri garhwal	43.47%	68.10%	18.1%	70.35%	42.6%	68.10%
Udham Singh Nagar	27.30%	64.85%	39.7%	62.25%	41.1%	61.15%
Uttarkashi	32.30%	64.00%	24.5%	65.25%	30.1%	64.05%

Above state average

Below state average

FLN | Jharkhand Learning Outcome (2025–2026)

Third party assessment result by:



Jharkhand students have shown an improvement of 37.9% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **16 districts in Jharkhand** for both the Baseline and Endline phases.

During the Baseline, a total of **431 Schools** were covered, with over **9,209 English tests** and **9,034 Math tests** conducted. In the Endline, **429 schools** were assessed, with more than **7,574 English tests** and **7,714 Math tests** administered.

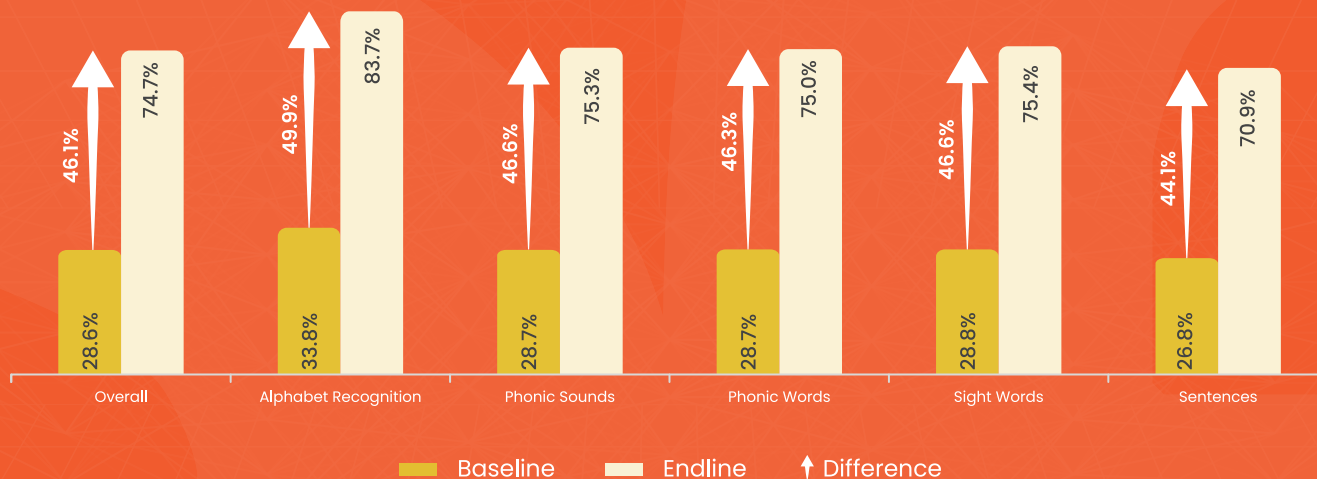


FLN | Jharkhand Learning Outcome (2025-2026)

Third party assessment result by:



English: Competency Baseline & Endline for Class 3



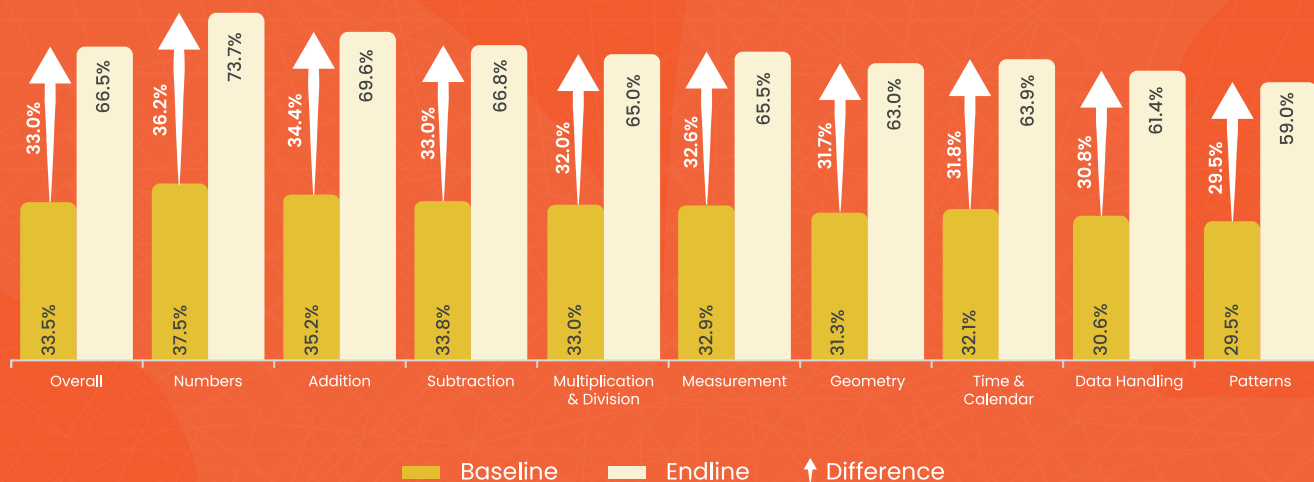
- For Class 3, Alphabet recognition achieved the highest scores in competencies.
- Alphabet recognition demonstrated the highest overall growth in competencies.

FLN | Jharkhand Learning Outcome (2025–2026)

Third party assessment result by:



Math: Competency Baseline & Endline for Class 3



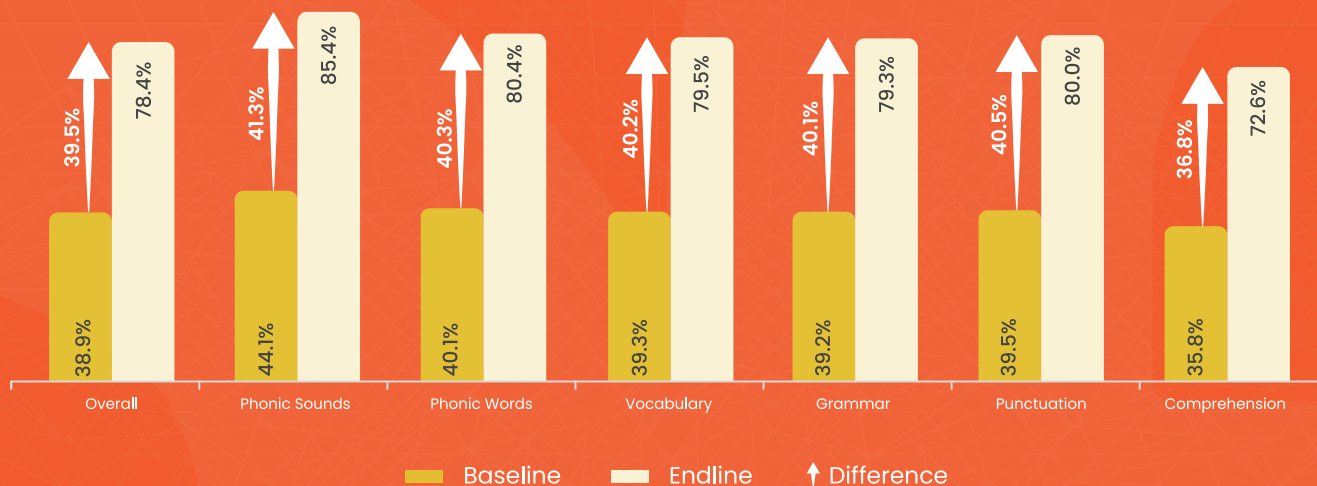
- For Class 3, Numbers achieved the highest scores in competencies.
- Numbers demonstrated the highest overall growth in competencies.

FLN | Jharkhand Learning Outcome (2025-2026)

Third party assessment result by:



English: Competency Baseline & Endline for Class 4



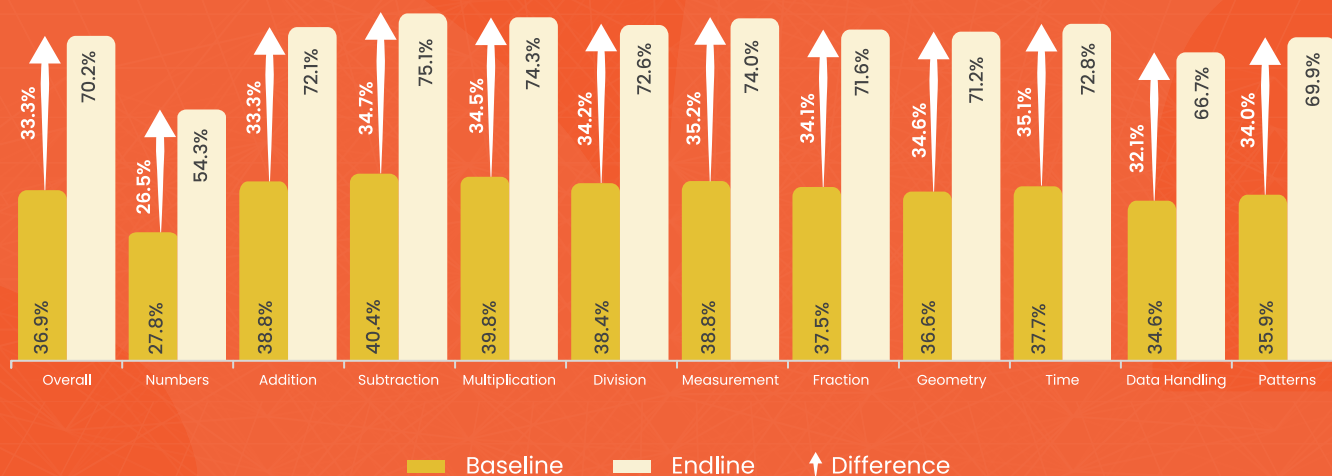
- For Class 4, Phonic sounds achieved the highest scores in competencies .
- Phonic sounds demonstrated the highest overall growth in competencies.

FLN | Jharkhand Learning Outcome (2025-2026)

Third party assessment result by:



Math: Competency Baseline & Endline for Class 4



- For Class 4, Subtraction achieved the highest scores in competencies.
- Measurement demonstrated the highest overall growth in competencies.

Science | Jharkhand Learning Outcome (2025-2026)

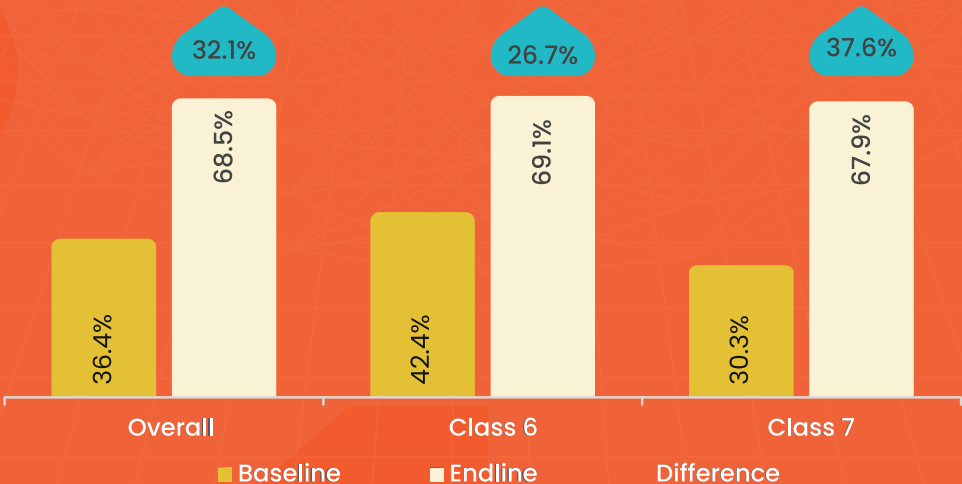
Third party assessment result by:



Jharkhand students have shown an improvement of 32.1% in the overall score as compared to Baseline assessment scores

The coverage of the assessment spanned across **3 districts** in **Jharkhand** and for both the Baseline and Endline phases.

During the Baseline, a total of **172 Schools** were covered, with over **3,335 Science** tests conducted. In the Endline, **148 schools** were assessed, with more than **2,880 Science** tests administered.

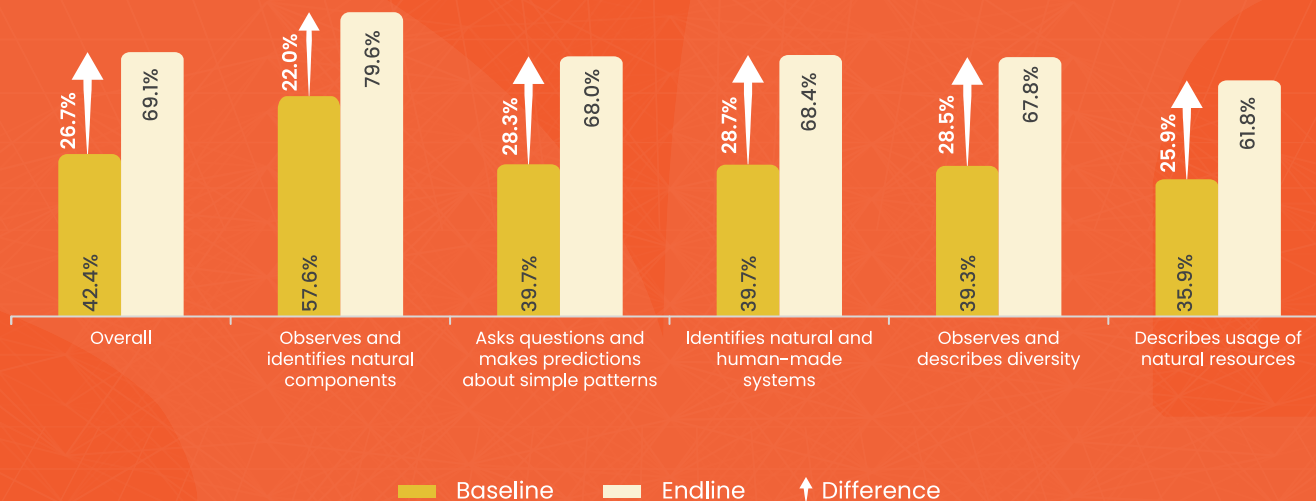


Science | Jharkhand Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 6



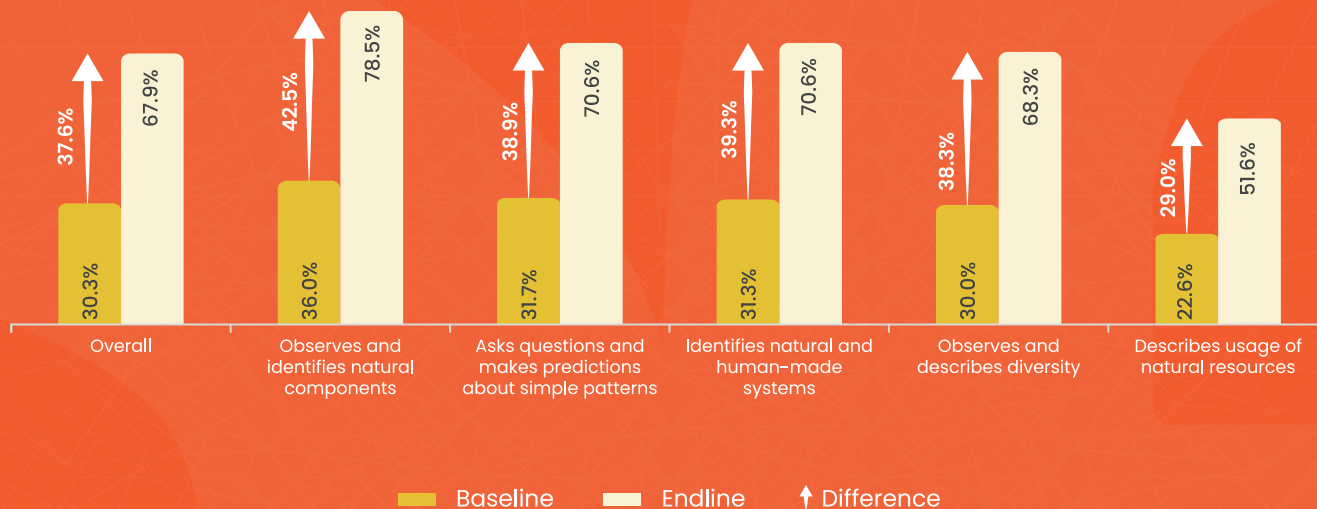
- For Class 6, Observes and identifies natural components competency has been the highest-scoring competency in Endline assessment tests.
- Identifies natural and human-made systems competency demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Science | Jharkhand Learning Outcome (2025–2026)

Third party assessment result by:



Competency Baseline & Endline for Class 7



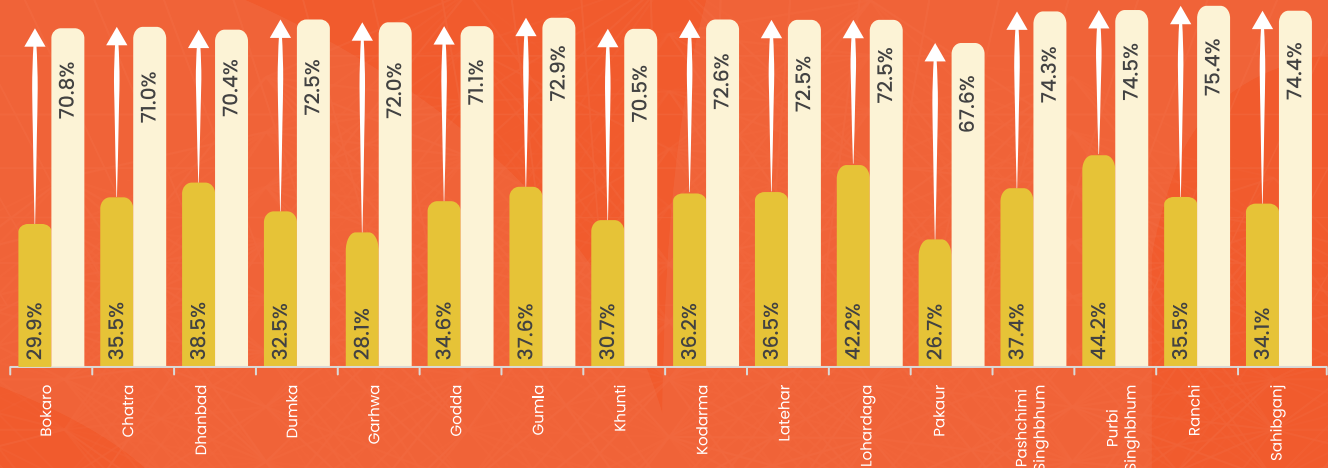
- For Class 7, Observes and identifies natural components competencies have been the highest-scoring competencies in Endline assessment tests.
- Observes and identifies natural components competency also demonstrated the highest overall growth in Endline assessment tests as compared to baseline assessment tests.

Jharkhand Learning Outcome (2025-2026)

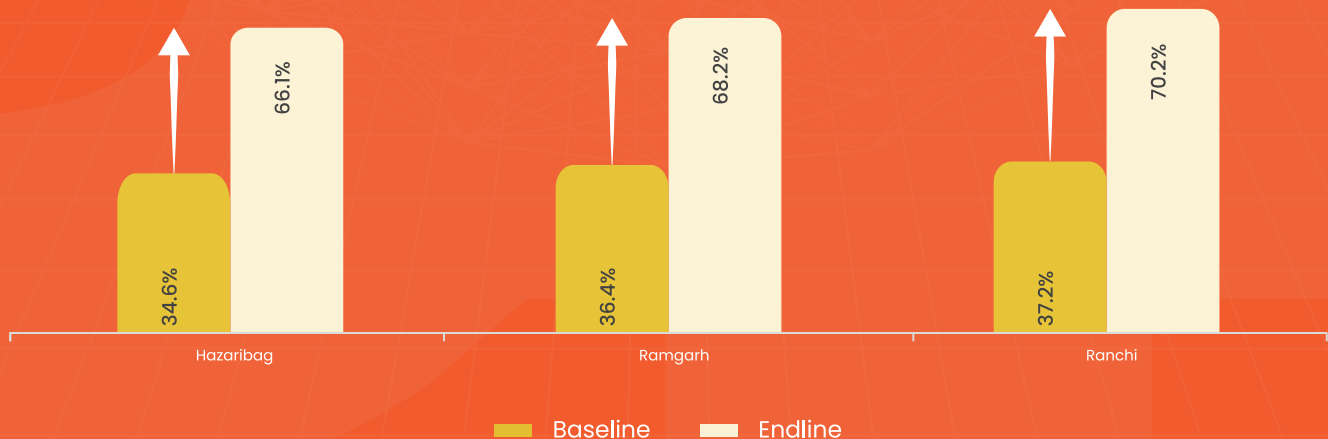
Third party assessment result by:



FLN District Performance - Overall



Science District Performance - Overall



Leading Indicators (2025-2026)

District	Teacher Acceptance Rating (out of 5)	Lessons Taught/Month (Average/school)		Active Schools %	Total Resources Used*		Smart Schools	Teachers Trained
		Class 1-5	Class 6-8		Class 1-5	Class 6-8		
State Average/Total	4.67	3.70	2.91	49.61	1,74,69,744	62,00,078	4,431	11,013
Bokaro	4.81	4.75	-	60.00	37,71,703	-	573	562
Chatra	4.49	3.60	-	33.00	14,41,869	-	452	516
Dhanbad	3.97	4.57	-	61.00	10,55,056	-	240	242
Dumka	-	3.52	-	0.00	32,407	-	70	1,322
Garhwa	4.81	4.18	-	63.00	14,39,099	-	458	448
Godda	4.52	4.62	-	65.00	19,23,082	-	415	402
Gumla	4.70	6.81	-	82.00	29,37,401	-	331	338
Hazaribagh	4.59	0.74	2.55	54.00	2,25,140	13,16,082	410	403
Khunti	4.54	6.22	-	80.00	11,90,961	-	162	162
Kodarma	4.81	6.41	-	63.00	12,80,476	-	171	155
Latehar	4.79	5.52	-	50.00	98,841	-	51	602
Lohardaga	4.66	3.99	-	-	82,172	-	50	316
Pakaur	4.60	2.57	-	6.00	24,600	-	65	586
Palamu	5.01	6.07	-	94.00	1,55,424	-	68	0
Pashchimi Singhbhum	4.59	4.12	-	66.00	46,535	-	68	993
Purbi Singhbhum	4.90	2.87	-	11.00	1,07,603	-	61	1,088
Ramgarh	4.60	1.48	2.94	40.00	3,88,512	12,20,133	190	225
Ranchi	4.60	1.61	3.24	65.00	12,53,786	36,63,863	472	1,774
Sahibganj	5.00	0.22	-	-	5,460	-	71	825
Simdega	4.70	0.16	-	0.00	9,617	-	53	54

Above state average

Below state average

* - All platforms

Lagging Indicator (2024–2025)

District	% of Children achieving Base-level/End-level Competence					
	Math		English		Science	
	Base-level competence	End-level competence	Base-level competence	End-level competence	Base-level competence	End-level competence
State Average	35.20%	68.53%	33.84%	76.43%	36.40%	68.18%
Bokaro	29.84%	66.95%	32.91%	75.20%	-	-
Chatra	38.09%	66.80%	27.97%	75.40%	-	-
Dhanbad	35.85%	66.75%	37.65%	74.65%	-	-
Dumka	33.79%	68.10%	29.83%	77.55%	-	-
Garhwa	34.28%	68.70%	31.39%	76.35%	-	-
Godda	36.86%	68.60%	37.85%	76.05%	-	-
Gumla	38.61%	68.45%	30.11%	77.15%	-	-
Hazaribagh	-	-	-	-	35.60%	66.10%
Khunti	28.09%	68.00%	38.30%	76.00%	-	-
Kodarma	35.69%	67.35%	37.62%	77.75%	-	-
Latehar	35.23%	69.75%	30.30%	79.30%	-	-
Lohardaga	39.16%	69.95%	37.77%	75.10%	-	-
Pakaur	25.70%	66.30%	25.61%	68.40%	-	-
Palamu	-	-	-	-	-	-
Pashchimi Singhbhum	42.06%	68.40%	30.89%	80.05%	-	-
Purbi Singhbhum	42.33%	70.95%	35.43%	77.00%	-	-
Ramgarh	-	-	-	-	34.40%	68.25%
Ranchi	37.17%	70.70%	39.80%	79.15%	39.20%	70.20%
Sahibganj	30.46%	70.80%	37.95%	77.80%	-	-
Simdega	-	-	-	-	-	-

Above state average

Below state average



बाल्या

SAMPARK
A Foundation by Anupama & Vineet Nayar

Address:
16, B Block, Sector 132
Noida, Uttar Pradesh
201304, India
www.samparkfoundation.org