

2025-2026

ANNUAL REPORT

From Intent to Impact

ORGANISATION PROFILE



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REGISTERED UNDER

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The efficacy of any public education system is inextricably linked to the calibre of its teaching workforce. Teacher education serves as the vital bedrock upon which educational equity and improved learning outcomes are constructed. In an era defined by rapid technological advancement and shifting societal paradigms, preparing educators for the rigours of 21st-century classrooms is not merely a strategic policy objective but a profound moral imperative.

High-quality pre-service teachers' preparation ensures that aspiring teachers possess not only subject-matter expertise but also the pedagogical proficiency to foster holistic development encompassing the cognitive, social, and ethical dimensions that equip learners for life.



The Foundation works through three interconnected programmes

that strengthen every layer of the teacher education ecosystem.

Institutional Strengthening Programme

supports state education institutions to transition towards becoming centres of excellence.

Teacher Education Programme

equips aspiring educators with practice-based competencies aligned with national professional standards.

Data Analytics Support Programme

enables evidence-based planning, monitoring, and decision-making.

Together, these initiatives create a robust ecosystem that drives sustainable and systemic improvements in teacher education.

At the heart of this approach lies our Theory of Change, founded on the belief that stronger institutions lead to better teacher education, which in turn develops empowered and practice-ready teachers. These educators foster the holistic development of children and contribute to an education system that is more equitable and capable of delivering quality learning outcomes for every child.

THEORY OF CHANGE



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“

The road ahead is both ambitious and inspiring. Yet our purpose remains unchanged:

to ensure that every child has access to quality learning opportunities through empowered educators and strengthened institutions. This mission continues to guide every decision we make and every partnership we build.

”

Sonakshi Agarwal

Managing Director
Sterlite EdIndia Foundation

As I reflect on our journey since 2019, I am reminded that meaningful change in education is never the work of a single organisation. It is the outcome of a shared commitment, built through partnerships, trust, and the collective efforts of educators, government institutions, academic leaders, and communities working towards a common purpose.

At Sterlite EdIndia Foundation, we have always believed that transforming education begins with strengthening those who shape it every day. Our work has evolved from supporting teacher preparation through our Teacher Education Programme to contributing towards a broader vision of educational transformation through Institutional Strengthening Programme. Along this journey, we have had the privilege of working closely with state governments, teacher education institutions, and local bodies to strengthen systems that have the potential to influence generations of learners.

What encourages me most is not the scale we have achieved, but the direction in which we are moving. We are witnessing a growing recognition that quality education depends on capable teachers, strong institutions, informed leadership, and evidence-based decision-making. These are not isolated elements; together, they form the foundation of a resilient and future-ready public education ecosystem.

Our journey is reflected not only in numbers but in stronger education systems.

We have engaged 20,193 pre-service teachers across 66 TEIs, with our interventions contributing to a 67.4% increase in classroom preparedness confidence among participants.

Today, 926 administrators use our customised dashboards, collectively making over 1,050 data-informed decisions to strengthen student learning outcomes. We have also supported system-level improvements by analysing the FLN assessment data of more than one lakh Brihanmumbai Municipal Corporation (BMC) students and launching a customised monitoring dashboard for RSCERT.

Looking ahead, our ambition extends beyond expanding our presence. We aspire to play a catalytic role in shaping the future of teacher education in India by preparing 1,00,000 teachers by 2030. By strengthening teacher education institutions, fostering innovation, supporting research, and enabling data-informed governance, we aim to contribute to a system that continuously learns, adapts, and improves.

As we continue this journey, I would like to express my heartfelt gratitude to our government partners, academic institutions, technical partners, NGOs, partner organisations and every member of Sterlite EdIndia Foundation team. Your commitment, collaboration, and belief in our shared vision has made this progress possible. Together, we will continue working towards building a stronger, more equitable education system for every child.



Dr Antony Nellissery
Head of the Foundation

“

Together, we will continue to build solutions that are scalable, sustainable, and capable of creating lasting impact.

”

Since our inception, Sterlite EdIndia Foundation has been driven by a singular mission: to empower educators by enhancing teacher capabilities and fostering a culture of data-driven decision-making within the public education system. Today, our presence across six states marks our evolution into a system-shaping institution dedicated to bridging the gap between current and expected learning outcomes.

Our Teacher Education Programme is focused on ensuring that aspiring educators are equipped with the pedagogical skills and professional standards required for the 21st-century classroom. This year alone, we collaborated with 66 Teacher Education Institutions (TEIs), supporting the graduation of over 8,522 pre-service teachers. Central to this success is our proprietary akrava app, a digital learning ecosystem hosting over 1,500 minutes of NPST-aligned content and 1,000+ worksheets.

In the realm of Data Analytics Support, we have processed over 1 billion data points to pivot the public education system toward evidence-based governance. This programme has reached 44,758 schools and engaged nearly 48,000 school-level administrators, enabling over 1,000 systemic decisions based on real-time insights. In Arunachal Pradesh, the Hamara Vidyalaya App achieved 92% usage, significantly improving teacher accountability through real-time monitoring.

Our Institutional Strengthening Programme goes beyond numbers to drive systemic transformation by transforming DIETs as Centres of Excellence. To support the state governments to align with NEP2020, we are working with 46 DIETs and building the capacity of their faculty members. A landmark achievement this year was the co-creation with RSCERT of the Rajasthan Professional Standards for Teachers, a framework that contextualises national benchmarks to meet local geographical and cultural needs.

As we look ahead, our ambition extends beyond programme expansion to driving systemic change through research, innovation, and policy advocacy that shapes the future of teacher preparation in India. Strategic partnerships will continue to be our greatest strength, enabling us to bring together governments, academic institutions, educators, technical partners, and communities to build resilient education systems. I extend my sincere gratitude to all our partners and the dedicated Sterlite EdIndia Foundation team for their expertise, commitment, and shared belief in our mission.

BOARD OF DIRECTORS



JYOTI AGARWAL
Board Director,
Sterlite EdIndia Foundation



SONAKSHI AGARWAL
Managing Director,
Sterlite EdIndia Foundation



RUHIE PANDE
Group Chief Human
Resources Officer,
Sterlite Electric

BOARD OF ADVISORS



Arun C Mehta
Former Professor & Head –
Department of Educational
Management Information
System, NIEPA, New Delhi



Kathleen Naglee
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International School of
Helsinki, Finland



Subir Shukla
Principal Coordinator,
Group Ignus



Dr Graham Thomson
Former Head of
Educational Development
Services, Scotland



Pranati Panda
Professor and Head –
School and Non-formal
Education School Standards
and Evaluation Unit, NIEPA,
New Delhi



Ayan Chatterjee
Consultant CSR,
Altius



A pre-service teacher demonstrating lesson plan during Teaching Plan Competition in Uttarakhand

OUR JOURNEY OF
TRANSFORMING
EDUCATION

2019-20

Laying the Foundation

The foundation was established as an independent organisation and launched its flagship Teacher Education Programme in Rajasthan with in-service teachers.

Introduced the Data Analytics Support Programme in Maharashtra.



2020-21

Learning Without Limits

Enabled uninterrupted teacher professional development through large-scale virtual training during the pandemic.

Reached over 2 lakh teachers across Rajasthan and Maharashtra through technology-enabled learning.



2021-22

Expanding Across States

Expanded the Teacher Education Programme to Chhattisgarh, Tripura and Uttarakhand, strengthening both pre-service and in-service teacher education.

Scaled the Data Analytics Support Programme to Tripura, Arunachal Pradesh and Chhattisgarh.



2022-23

Strengthening Teacher Education

Introduced the Pre-service Teacher Education Programme to private Teacher Education Institutions in Chhattisgarh and Uttarakhand.

2025-26

Innovation & Scale

Expanded the Institutional Strengthening Programme to Uttarakhand.

Launched the Pre-service Teacher Education Programme in government Teacher Education Institutions in Tripura, and extended the programme to Arunachal Pradesh.

Reintroduced the In-service Teacher Education Programme in Uttarakhand.

Transitioned the Community Empowerment Programme in Tripura to community ownership.



2024-25

Institutional Strengthening

Expanded the Pre-service Teacher Education Programme to private Teacher Education Institutions in Rajasthan and launched the Institutional Strengthening Programme with SCERT Rajasthan.

Successfully transitioned the In-service Teacher Education Programme in Uttarakhand to the government.



2023-24

Partnerships for Systemic Impact

Launched the Community Empowerment Programme in Tripura.

Strengthening education systems through the Data Analytics Support Programme in Maharashtra.

Successfully transitioned the In-service Teacher Education Programme in Rajasthan to the government.



ORGANISATION

Established as an independent entity in August 2019, Sterlite EdIndia Foundation was founded with a vision for every child in the country to have access to quality education.

Empowering the people and institutions that shape learning outcomes, EdIndia works at the intersection of strengthening teachers' professional capabilities, educational institution strengthening, and data support to education institutions. The foundation collaborates with pre-service and in-service teachers, school leaders, government administrators, and key education institutions such as SCERTs, DIETs, and private teacher education institutions.

Guided by the principles of the National Education Policy (NEP) 2020 and a commitment to systemic change, EdIndia works to create sustainable impact within the public education ecosystem. What began in two states in 2019 has expanded to six states, reflecting a growing journey towards improving educational quality and opportunity for children in the country.

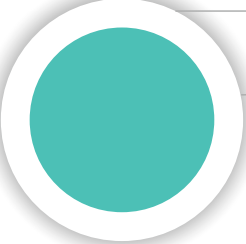


GOALS

-  To support institutional strengthening of teacher education ecosystem.
-  Strengthen teachers' professional capabilities.
-  Reposition teaching as an aspirational profession.
-  Foster a culture of data-driven decision making within the public education system.



VALUES



Innovation

Encourage a culture of innovation; innovation and frugality in ideas and actions.

Perseverance

Hardworking and the spirit of never giving up; consistently striving for continuous improvement of outcomes to be achieved.

Integrity

Ethical behaviour and accountability of responsibility; legal, moral, financial, and data integrity; ownership.

Respect

Respect and compassion for all stakeholders; being open to ideas and perspectives beyond prejudice, respecting diversity and inclusivity.

Collaboration

Collaboration for synergistic outcomes; cross-team collaboration; collaboration within the team members; external collaboration.



VISION

Every child in the country has access to quality education.

MISSION

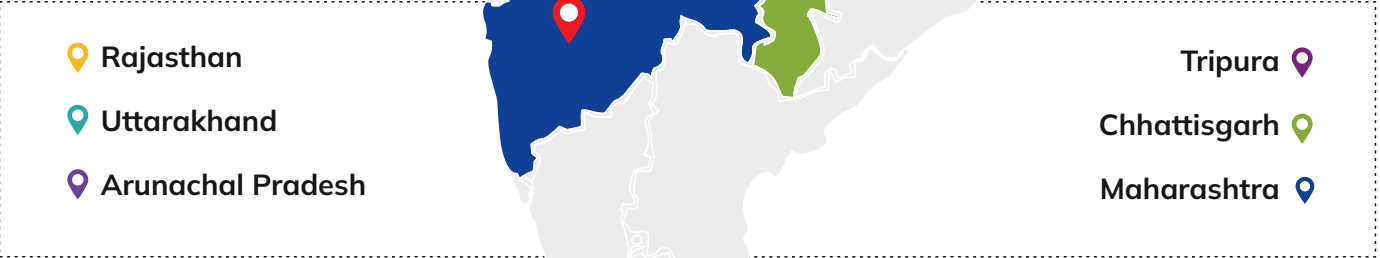
To empower educators by enhancing teacher capabilities and fostering a culture of data-driven decision-making within the public education system.

OUR PRESENCE

Aug 2019- March 2026

Driving impact across states by empowering educators, strengthening institutions and enabling data-driven decisions for better learning outcomes.

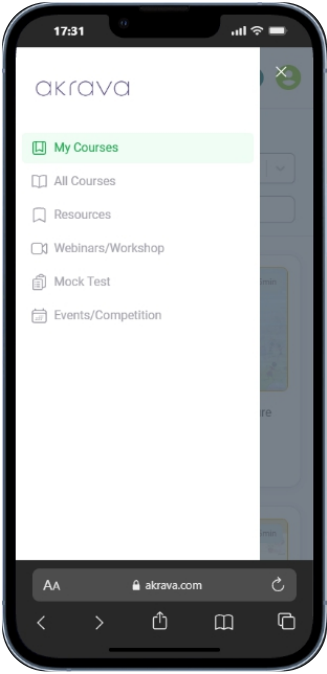
6 STATES
OUR PRESENCE



Teacher Education Programme	Data Analytics Support Programme	Institutional Strengthening Programme
6 States	4 States	2 States
71 Teacher Education Institutions	926 System-level administrators supported	46 DIETs supported
768 Teacher Educators	48,027 School-level administrators engaged	380 DIET faculty engaged
19,793 Pre-Service Teachers	2,500+ Decisions enabled through data systems	

LARGE-SCALE IMPACT

1,93,259 teachers supported	53,000+ schools using our data analytics solutions
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akrava APP

13,000+ learners overall use the app	1,900+ Teaching ideas	1,300+ Worksheets for grades 1-10
120+ hours of video-based self-learning material	80% Registered pre-service teachers are active	

*Data as on June 2026

Free and structured CTET/STET mock tests supporting exam preparation

Story of Change

Tarun Kant Rai

DIET, Nagri, Bikaner, Rajasthan



“130 Kilometres to a Dream”

Most people measure a commute in minutes. Tarun Kant Rai measured his in dreams. Every day, he travelled 130 kilometres, believing that one day the journey would lead him to the classroom he had always imagined.

Teaching was never a second choice for Tarun. Even before enrolling in a Diploma in Elementary Education (D.El.Ed.), he was teaching Classes XI and XII in a private school while conducting coaching classes to support himself financially. His ambition, however, was to become a professionally trained teacher.

After several attempts to secure admission, Tarun earned a place at the District Institute of Education and Training (DIET), Nagri, Rajasthan. The opportunity came at a cost. Attending DIET meant giving up his school job, funding his own education, and travelling 65 kilometres each way every day.

His routine demanded extraordinary discipline. Mornings began before sunrise with coaching classes, followed by a long bus journey to DIET, a full day of learning, another journey home, evening coaching sessions, and late-night study. For two years, this became his everyday reality.

When Sterlite EdIndia Foundation partnered with DIET, Nagri through its Teacher Education Programme, Tarun found the academic support he had been searching for. Workshops on classroom

management, English pedagogy and reflective practice; classroom observations, and self-paced learning through the akrava app strengthened his confidence and sharpened his classroom practice.

The impact was evident. His CTET mock test scores steadily improved from 50–60 to over 90, reflecting not only stronger subject knowledge but also a deeper understanding of effective teaching.

Today, Tarun continues to mentor students through his coaching classes while preparing for a career in public education. His story is a reminder that meaningful change in education begins by investing in those who stand at the front of every classroom. When determination is matched with the right support, aspirations become achievements.



ANNUAL HIGHLIGHTS 2025-26

A year of impact, expansion and transformation empowering educators, strengthening institutions, and shaping better learning outcomes across India



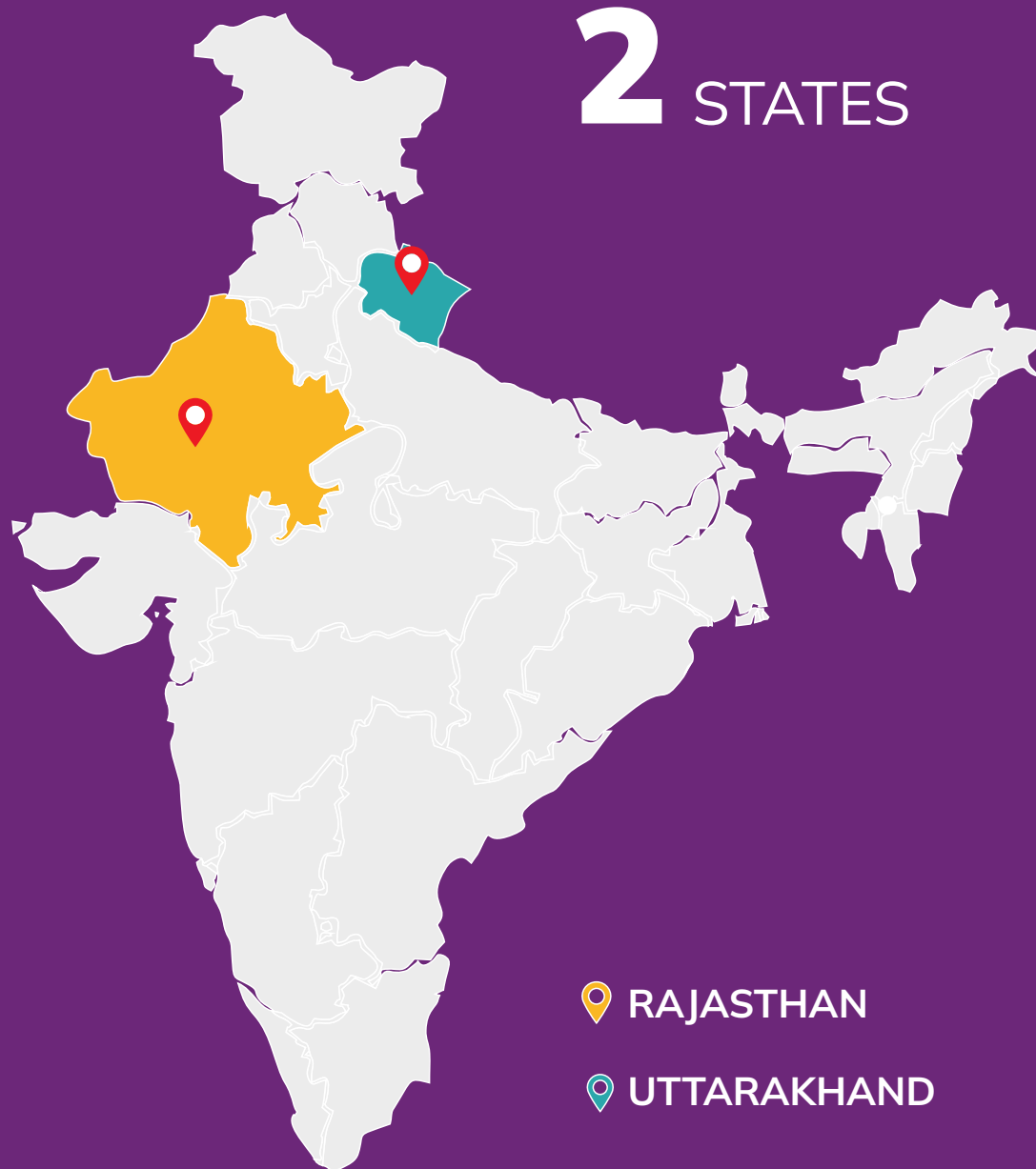
INSTITUTIONAL STRENGTHENING PROGRAMME			
	States	Districts	DIET Faculty Trained
	2	46	380
TEACHER EDUCATION PROGRAMME			
	States	Teacher Educators	Teacher Education Institutions
	6	695	66
			
			Pre-Service Teachers
			8,522
DATA ANALYTICS PROGRAMME			
	States	System-level Administrators Engaged	School Level Administrators Engaged
	3	164	1,014
			
			Schools Using Our Data Analytics Solutions
			1,050



Team EdIndia with SCERT and DIET faculty from Rajasthan, Tripura and Uttarakhand during Shiksha Samvad in Mumbai

01 INSTITUTIONAL STRENGTHENING PROGRAMME

2 STATES



RAJASTHAN

UTTARAKHAND

INSTITUTIONAL STRENGTHENING PROGRAMME

Teacher Education Institutions, specifically SCERTs and DIETs, serve as the foundational anchors of the public education system, responsible for preparing future-ready teachers and driving the implementation of state-level educational reforms. As the apex academic authorities, these institutions are critical in shaping the quality of teaching and learning across the country. However, many institutions continue to face significant systemic challenges related to academic leadership, institutional governance, and the effective use of actionable insights to guide decision-making. These gaps often lead to a disconnect between state-level planning and actual classroom outcomes.

In alignment with the NEP2020, Sterlite EdIndia Foundation's Institutional Strengthening Programme serves as a strategic intervention to reposition District Institutes of Education and Training (DIETs) as Centres of Excellence (CoE). By fostering a culture of data-driven decision-making, the programme aims to bridge existing capacity gaps and streamline institutional processes. This systemic approach ensures that institutional improvements lead to sustained enhancements in teacher preparation and learning quality at scale.



KEY PROGRAMME OFFERINGS

The programme adopts a systemic and iterative approach to transition institutions from foundational structures to excellence across six strategic pillars suggested by Ministry of Education's Concept Note on Empowering DIETs as Centres of Excellence.



Institution Assessment



Visioning Workshops



Roadmap Development



Capacity Building



Digital Systems



Continuous Technical Support



Centre of Excellence



1. Co-creating Institutional Roadmap

A core objective of the programme is to strengthen institutional leadership and vision by facilitating a shared roadmap between SCERTs and DIETs. The programme employs a participatory co-creation model, beginning with visioning exercises to align institutional goals with national and state policy priorities. This year, the Foundation expanded its reach to 46 DIETs in two states- Rajasthan and Uttarakhand and conducted capacity-building workshops for approximately 380 faculty members to ensure systemic alignment and institutional ownership.



In Uttarakhand

the programme commenced with a two-day foundational workshop at SCERT Dehradun, where DIET principals and faculty reflected on institutional effectiveness and academic leadership.



Visioning Exercise workshop conducted at SCERT Uttarakhand



Glimpse from the ISP Dashboard Launch event, Rajasthan



In Rajasthan

a series of capacity-building workshops focused on strengthening the teacher education ecosystem by enhancing the professional capabilities of teacher educators.



RSCERT Education Monitoring Dashboard Launch, Rajasthan

Launch of the RSCERT Monitoring dashboard with 22 DIETs achieving full data completion on the portal and 100% of the planned activities across pillar-wise calendars successfully tracked.

33 DIETs independently implementing annual work plans.

6 DIETs successfully provided pillar-based specialisation strategy to lead excellence in different domains.



Shweta Fagaria

Director, SCERT, Rajasthan

“The SCERT Monitoring Dashboard has been useful in bringing all the DIETs under one platform.”



2. Institutional Archiving Support

To achieve long-term sustainability and continuous improvement, the foundation facilitates the creation of Standard Operating Procedures and benchmarking frameworks. A significant achievement this year was the collaborative development of the Rajasthan Professional Standards for Teachers (RPST), which contextualises national standards to meet state-specific geographical and cultural needs. By defining quality benchmarks for both pre-service and in-service educators, the programme is successfully repositioning teaching as an aspirational profession while ensuring the system remains responsive to the evolving needs of the 21st-century classroom.



In Rajasthan

This enhancement is further supported by a pillar-based specialisation strategy in Rajasthan, where specific DIETs lead excellence in domains such as



Inclusive Education (Bikaner)



Vocational Education (Jodhpur)



ICT (Churu)



Research (Kota)



MLE & FLN (Udaipur)



Teacher Empowerment (Alwar)

The Foundation further supported RSCERT in the preparation of DPSE (Diploma in Preschool Education) curriculum.



3. Effective Monitoring through Dashboards

A critical outcome indicator for the programme is the increased proficiency of administrators in using analytical dashboards for institutional review and improvement. This evidence-based decision-making framework allows SCERTs to monitor budget utilisation, activity status, and faculty performance in real-time for precise systemic monitoring.



In Rajasthan

the launch of the RSCERT Monitoring Dashboard marked a milestone in data-driven governance, with 100% of planned activities across pillar-wise calendars successfully tracked. This led to 22 DIETs achieving full data completion on the portal.



Chenaram Sirvi

Assistant Lecturer, SCERT, Rajasthan

“From designing academic activities aligned with the framework to supporting the development of the SCERT dashboard, the Foundation has played an important role in helping us build systems for better monitoring & review. This has enabled us to take more structured and data-driven decisions at the institutional level.”



Sunil Kumar Sharma

Senior Lecturer at DIET, Alwar, Rajasthan

“Through partnership with EdIndia, we have developed comprehensive CPD guidelines for Rajasthan and created a Standard Operating Procedure (SOP) to ensure the delivery of effective training. We also successfully consolidated diverse training modules from SCERT, NCERT, and SIEMAT into a single, accessible digital platform.”

TESTIMONIALS



Manju Sharma
Principal, DIET Jodhpur, Rajasthan

“EdIndia has been a constant source of support, actively participating in our workshops and providing essential guidance in drafting our vocational modules. Their commitment to our growth, including facilitating national-level exposure, has been exceptional.”



Anil Mohanpuriya
Lecturer, DIET, Shahpura- Rajasthan

“The activities we did during our capacity-building sessions really helped improve learning habits. These activities are useful for my personal and professional growth.”



Dr Ajay Kumar Chaurasiya
Lecturer, SCERT, Uttarakhand

“The ‘institutional software’ (the dashboard) focuses on improving systems and the quality of work culture, ensuring sustenance even after leadership changes.”



Manju Verma
Vice Principal, DIET, Jodhpur

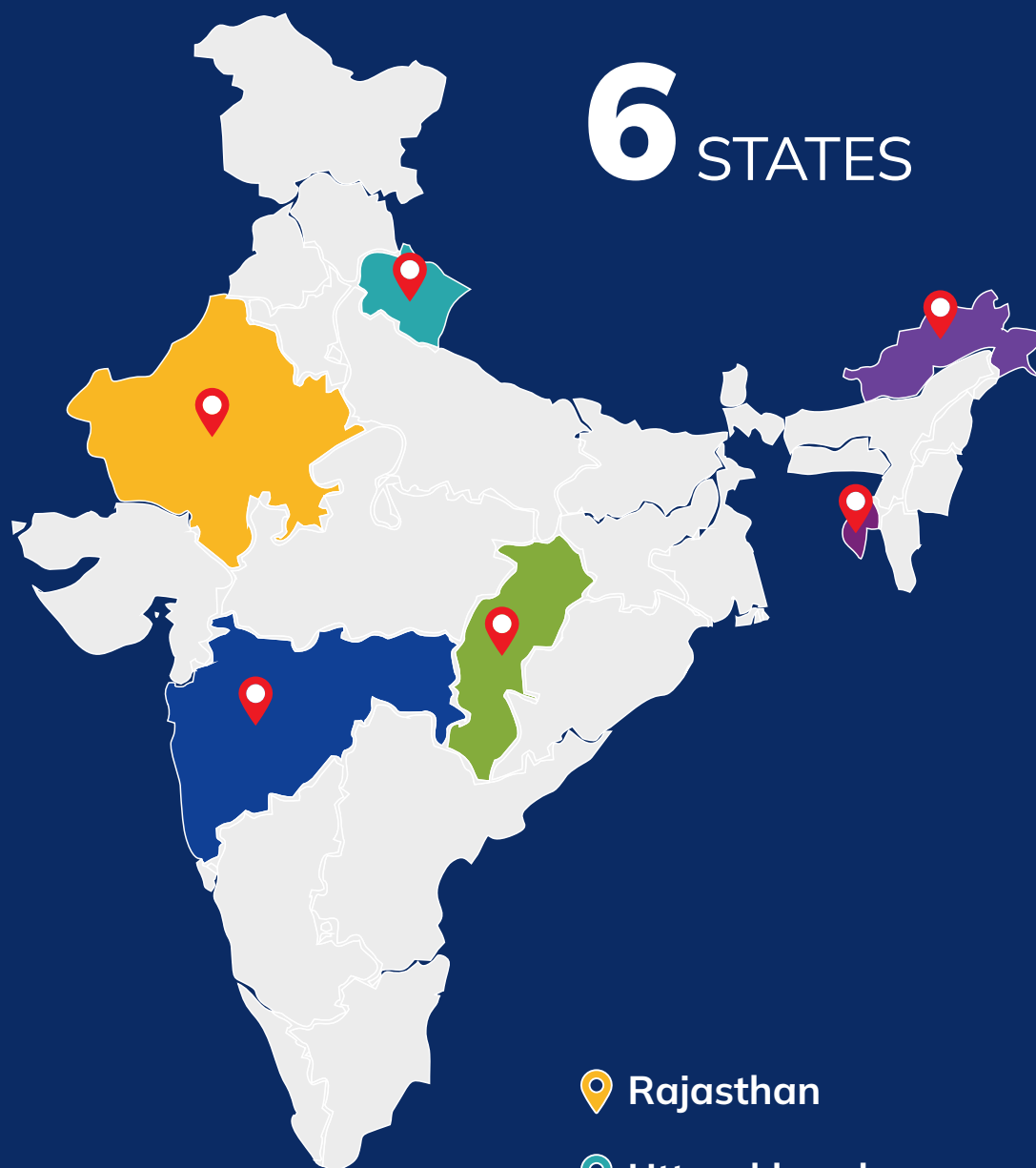
“The experiences were very different, since the Resource group practiced their own strategies and the complete training was experiential in nature.”



A pre-service teacher demonstrating lesson plan during Teaching Plan Competition in Chhattisgarh

TEACHER EDUCATION PROGRAMME

6 STATES



- 📍 Rajasthan
- 📍 Uttarakhand
- 📍 Arunachal Pradesh
- 📍 Tripura
- 📍 Chhattisgarh
- 📍 Maharashtra

TEACHER EDUCATION PROGRAMME

The Teacher Education Programme is Sterlite EdIndia Foundation's most strategic endeavour. Initiated in 2019, it works extensively on strengthening pre-service and in-service teachers' professional capabilities by equipping them with NEP2020 and NPST aligned pedagogical skills, tools and resources to enhance classroom practices and achieve improved student learning outcomes. The in-service teacher training aspect of the project has culminated and has been handed over to the government and from here on, the programme will focus on pre-service teacher training extensively.



Teaching plan competition winners felicitated at SCERT, Dehradun, Uttarakhand

Key Programme offerings

With the goal to reposition teaching as an aspirational and respected profession, the foundation empowers pre-service teachers to hone their professional skills by providing training and support during and post programme.



Digital learning materials & self-paced courses



Workshops & Learning Circles



Support for internship and CTET Preparation



Offline and Online Events and Competitions

(2025-2026)

The teacher education programme reached **8,522** pre-service teachers through

452 hours of Workshops conducted

3 Teaching Plan Competition

138 hours of Learning Circles conducted

4 Question Making Competition

28 hours of Webinars hosted

1 Teaching Learning Material Competition

DIGITAL CONTENT

Courses | Worksheets | Webinars

The digital content initiatives across six states are designed to bridge the gap between theoretical training and classroom practice by leveraging a hybrid model of learning.

These initiatives include self-paced courses aligned with the National Professional Standards for Teachers (NPST), and teaching resources such as printable worksheets and instructional videos made available in Hindi and English.

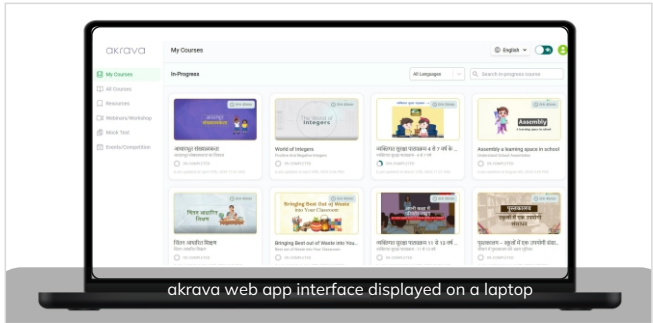
This systemic shift towards technology-integrated pedagogy ensures that pre-service teachers have continuous access to high-quality academic and professional development materials.



Student using the akrava app to access new courses



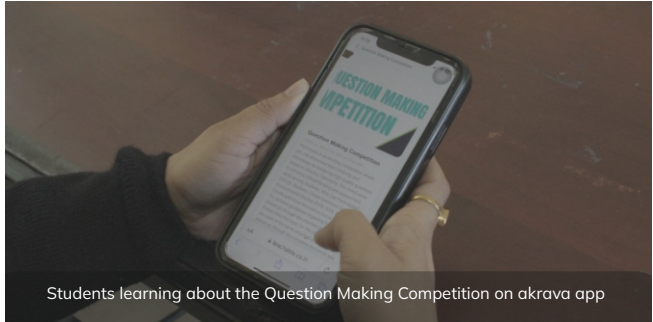
Students using the akrava app for learning



akrava web app interface displayed on a laptop



Distributing Smart TVs to 10 schools in Chamoli, Uttarakhand



Students learning about the Question Making Competition on akrava app



Preety Masih
B.Ed Student, Columbia College, Raipur, Chhattisgarh

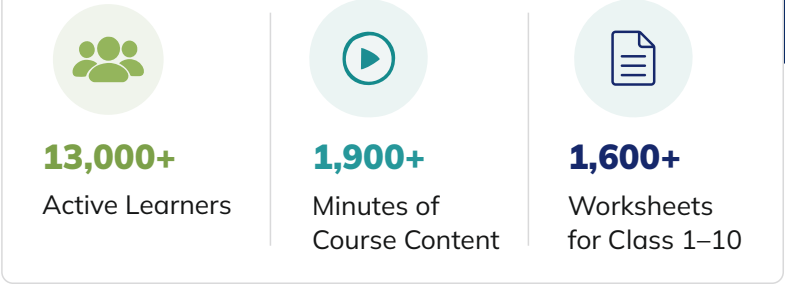
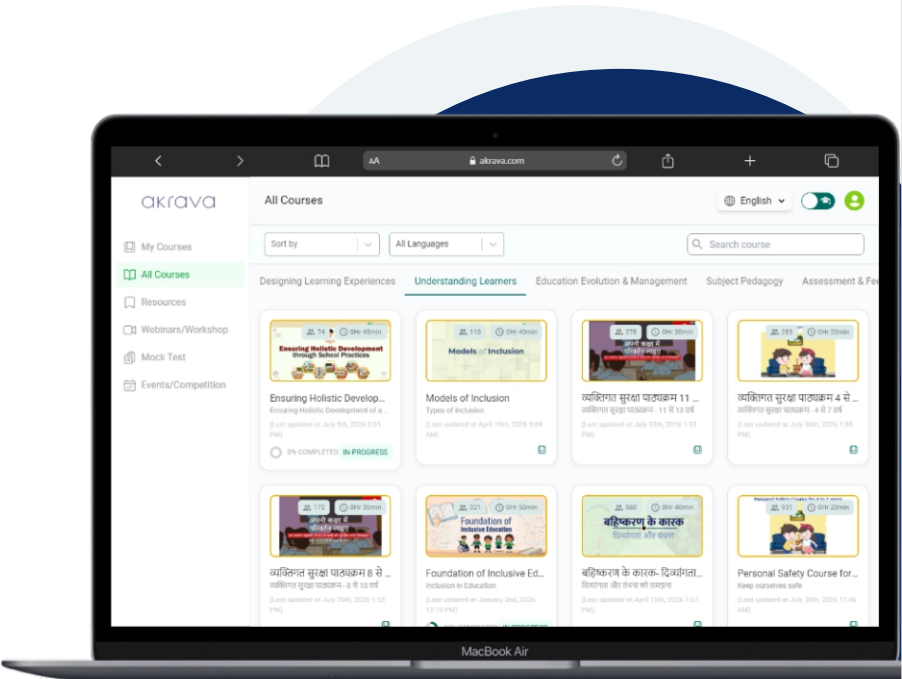
“ I secured the first position in the competition (Teaching Plan Competition). The workshops and academic support provided through the programme helped me learn new teaching approaches and strengthened my overall understanding of classroom practice.”

akrava App

Learning in Motion

The akrava App (formerly known as the Teachable App) is the Foundation's proprietary digital learning app designed to support the continuous professional development of teachers. It acts as a one-stop repository for NPST-aligned self-paced courses, mock CTET/STET exams, and interactive quizzes, enabling learners to engage with content at their own pace.

In addition to its role as a learning platform, the akrava App serves as a vital monitoring tool for the Foundation and education institutions' leaders. It captures data on learners' engagement, course completion rates, activity status and measurable improvements in subject knowledge, which are then shared with college administration through monthly dashboards.



The akrava App empowers teachers to:

- Access NPST-aligned self-paced courses
- Prepare through mock CTET/STET exams
- Engage with interactive quizzes
- Download worksheets and teaching resources
- Apply digital tools in their own classrooms



Sakshi Oyam
B.Ed. Student, Chaitanya Science and Arts College, Chhattisgarh.

“ The akrava app provided an exceptional platform for me to learn and complete detailed courses on AI, TLM, and Microsoft Paint. The well-structured videos and interactive timed quizzes made my entire learning process highly engaging and effective .

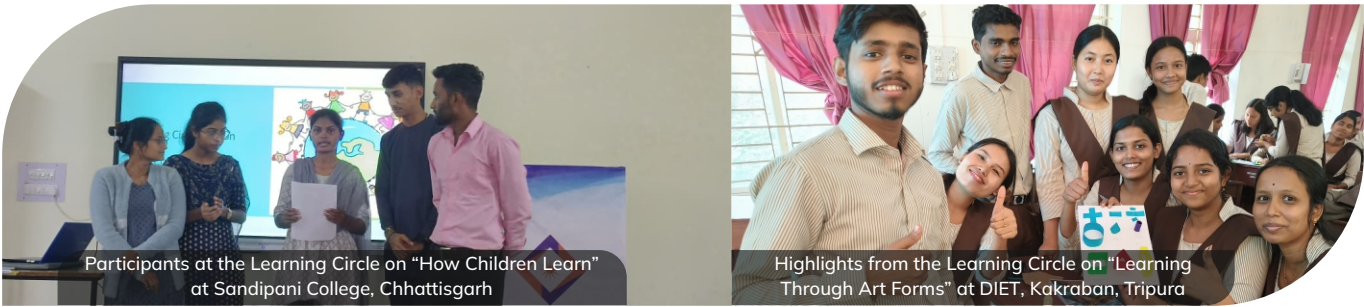
I was thrilled to earn multiple certificates upon successfully submitting my assignments on time. Using the app was a fantastic experience that truly enhanced my skills.”

WORKSHOPS & LEARNING CIRCLES

A teacher never stops learning, and to cultivate the mindset of a professional educator, EdIndia curates a series of activities, including in-person workshops and Learning Circles, throughout the academic journey of pre-service teachers.

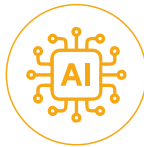


These workshops and Learning Circles strengthen the capabilities of pre-service teachers by promoting reflective practice, collaborative learning, and peer-to-peer knowledge sharing.



Action Research

Enabling teachers to explore classroom challenges and find evidence-based solutions through inquiry.



AI in Action

Introducing practical applications of AI tools to enhance teaching, learning and productivity.



Art Integrated Learning

Using art as a medium to make learning more engaging, inclusive and experiential.



Assessment for, of and Learning

Building assessment literacy to support continuous learning and student growth.



Creating Safe Learning Environment

Equipping teachers to foster inclusive, respectful and emotionally safe classrooms.



Order Matters – 5 Es of Lesson Planning

Applying the 5 Es Framework to plan structured and effective learning experiences.



Pedagogical Approaches

Exploring diverse teaching strategies to address different learning needs and contexts.



Self-Development

Empowering teachers to grow personally and professionally for lifelong impact.



ICT and PPT Making

Strengthening digital skills to create engaging presentations and use technology effectively.



Holyrose Karmakar

D.El.Ed., 2nd Year, DIET Agartala, Tripura

“Through the Teaching Plan Competition conducted with support from Sterlite EdIndia Foundation, I got the opportunity to teach in a real classroom. It helped me understand how to plan lessons, use teaching-learning materials effectively, and engage students better. More than anything, it gave me the confidence to stand in front of a class and teach.”

SUPPORT FOR INTERNSHIP

To bridge the gap between pedagogical theories and classroom realities, EdIndia provides internship support through a combination of virtual sessions and on-ground mentoring. The programme focuses on orienting Pre-Service Teachers towards effective school practice, reflective teaching, and real-world problem-solving.



In states such as Tripura and Uttarakhand, the foundation helped the PSTs in preparing for school visits to observe classroom delivery directly, and prepare them to set expectations for these visits.

These interventions addressed critical areas like time management, lesson consolidation, and the framing of measurable learning objectives.



“EdIndia's internship support programme provides our trainees with a vital support system during their school placements.

Through fortnightly meetings, trainees receive crucial guidance on practical experiences and classroom challenges. These sessions also enable faculty to offer actionable, practical suggestions to aid their development. Overall, this highly beneficial structure effectively prepares our trainees to become great future educators.”

Mr Alakesh Das
Faculty Member, DIET, Kailashahar, Tripura



CTET EXAM PREPARATION AND ANALYSIS

Recognising that qualifying national examinations is a pivotal milestone for aspiring teachers, EdIndia has integrated comprehensive CTET/STET mock tests into the akrava app. These tests are meticulously designed to mirror the actual exam pattern, helping learners manage time effectively and identify specific conceptual inputs required for them to improve their performance.

By providing national and institutional rankings, the platform fosters a competitive yet supportive environment, ensuring PSTs are practice-ready and prepared for the rigours of professional certification.

Institutional Ranking for CTET Mock Test (as on March 2026)

	Institution	Average Performance (%)
1 st	DIET, Dehradun, Uttarakhand	69.8
2 nd	Dayanand Women's Training College, Dehradun, Uttarakhand	64.3
3 rd	DIET Agartala, Tripura	62.64
4 th	Shree Jain Adarsh Kanya TT College, Bikaner, Rajasthan	62.15



2,300+

PSTs participated in these mock tests.



58.45%

PSTs reported mock test analysis significantly improved their exam preparation strategies.



Subject-wise performance analysis

helped administrators identify areas requiring remedial support.



Instant results and detailed performance insights

empowered learners to strengthen weak areas and boost confidence.

CTET/STET Mock Exam Snapshots



Chhattisgarh



Tripura



Uttarakhand



Rajasthan

COMPETITIONS



Teaching Plan Competition

Strengthening Pedagogical Skills

- CHHATTISGRAH
- TRIPURA
- UTTRAKHAND

The Teaching Plan Competition serves as a practice-oriented initiative to foster pedagogical depth, clarity of learning outcomes, and reflective practice. It directly supports the outcome indicator of improving teaching skills and practices by requiring student-teachers to demonstrate classroom-ready methodologies.



Deeper understanding of professional standards reported by participants



Highlights from the Teaching Plan Competition held in Uttarakhand



Practice-Based Learning

The competition typically follows a two-phased approach—commencing with internal selection at the college level and culminating at the state-level with live classroom demonstrations.



943
Participants
from 33 Colleges



Question Making Competition

- CHHATTISGRAH
- UTTRAKHAND
- RAJASTHAN
- TRIPURA

Question Making Competitions were held in four states, held to shift teacher preparation from simple content delivery to competency-based assessment design. Participants were challenged to apply Bloom's Taxonomy to create higher-order thinking questions in subjects like Environmental Science (EVS) and Social Science.



Teaching Learning Material Competition

Scalable Capacity Building

RAJASTHAN

The TLM Competition is designed to strengthen institutional connections and enhance the visibility of innovative teaching practices. It serves as a scalable model for collaborative capacity building within the teacher education ecosystem.



817 PSTs
from 30 DIETs participated
at the institutional level
in Rajasthan.



Dr K.N. Bijalwan
Assistant Director, SCERT Uttarakhand

“While our student-teachers are academically strong, classroom teaching is a skill that develops through practice. Competitions, demonstrations, and the use of teaching-learning materials provide them with real exposure to classroom environments. These experiences (participating in competitions) will help them become more confident and effective educators when they enter schools.”



A student participating during Teaching Plan Competition in Uttarakhand

COMPETITIONS



Teaching Plan Competition, Chhattisgarh



Teaching Plan Competition, Chhattisgarh



Teaching Plan Competition, Chhattisgarh



Teaching Plan Competition, Uttarakhand



Teaching Plan Competition, Uttarakhand



Teaching Plan Competition, Chhattisgarh



Teaching Plan Competition, Chhattisgarh



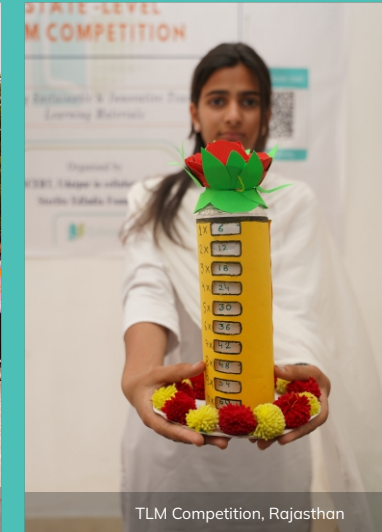
Teaching Plan Competition, Tripura



Teaching Plan Competition, Uttarakhand



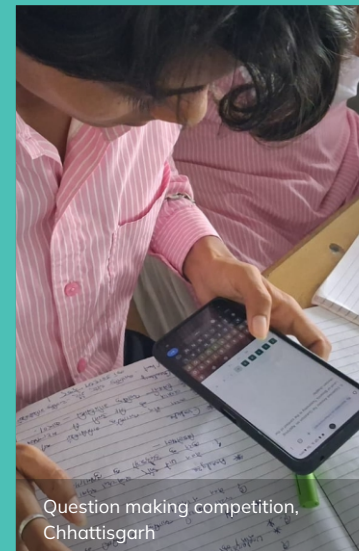
TLM Competition, Rajasthan



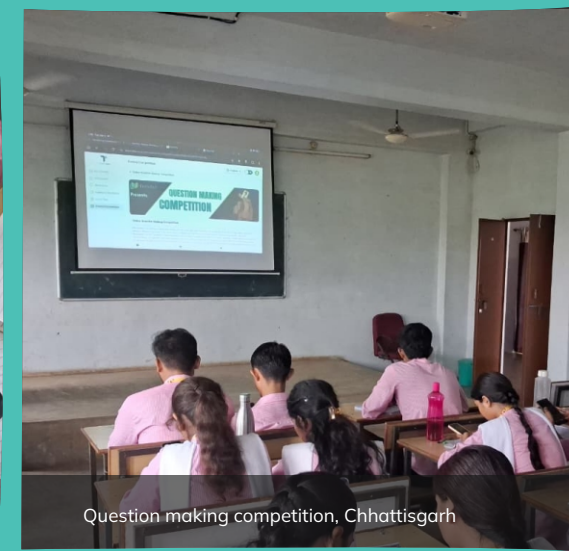
TLM Competition, Rajasthan



TLM Competition, Rajasthan



Question making competition, Chhattisgarh



Question making competition, Chhattisgarh



Question making competition, Tripura



Question making competition, Uttarakhand



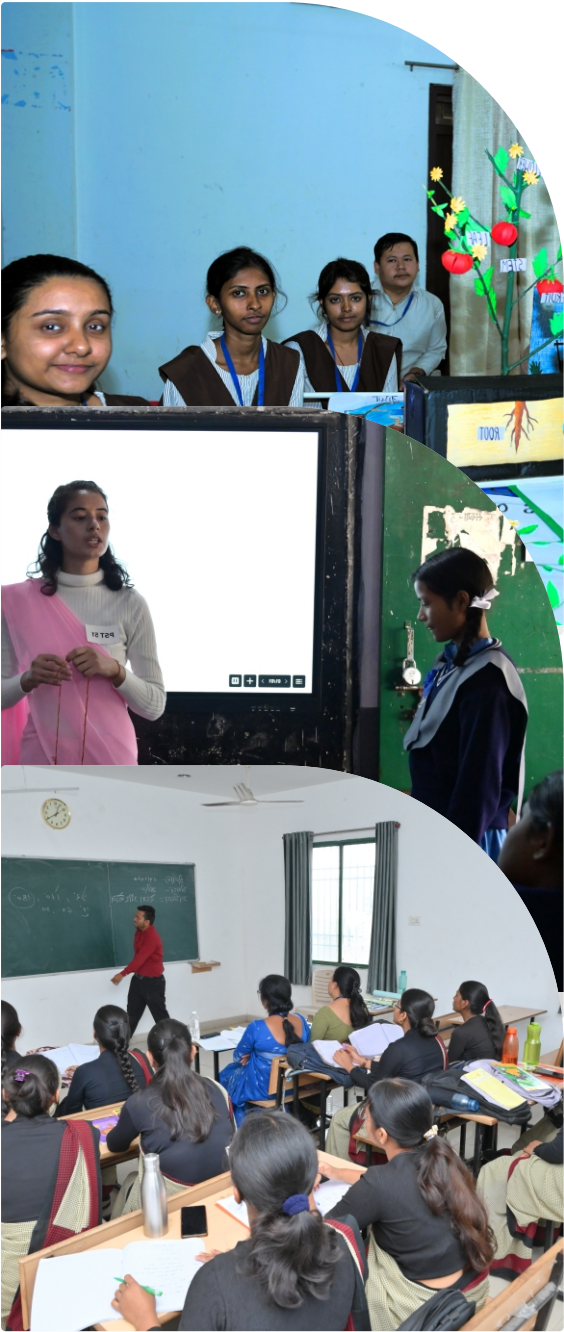
Question making competition, Tripura



Question making competition, Tripura

REPOSITIONING TEACHING AS AN ASPIRATIONAL PROFESSION

In alignment with the goals of Sterlite EdIndia Foundation, our state teams utilise offline and online competitions as strategic interventions to strengthen teachers' professional capabilities. These events are designed to move beyond traditional training by fostering PST engagement and participation and providing platforms for knowledge and skill improvement in line with NPST competencies. By involving teacher education faculty, students and student ambassadors, these initiatives have become a cornerstone for preparing teachers for the future.



Professional Development

Teacher education today has moved beyond course completion. Today's educators require leadership skills, hands-on training and exposure to cater to diverse learners. Equipping the pre-service teachers with the industry specific skills aligned with latest government policies prepares them for the competitive education industry. EdIndia provides training to build their leadership and professional skills through in-person workshops, digital self-paced courses and webinars.

To provide the best of the knowledge to pre-service teachers, the foundation partners with other organisations for knowledge sharing. This year, through **TrubizSol Academy**, Teach English as Second Language (TESOL) sessions were conducted and **Teach2030** Programme by the **Commonwealth Education** provided skill development courses. **Arpan NGO** conducted



Moments from the Teaching Plan Competition event in Tripura

sessions on child sexual abuse and personal safety education programme, and **Saamarthy Teacher Training Academy of Research (STTAR)** provided 100% sponsored participation to our pre-service teachers in the National Teachers' Olympiad.

To support a robust research culture in Uttarakhand, the foundation strengthened institutional capacity by providing 12 desktops to DIET, Barkot, enhancing its digital library for faculty research and student self-learning.

Along with these endeavours, the foundation also trains Student Ambassadors. They are the best performing students from their batches who are trained with leadership development, communication skills, and visioning training, which trickles down to them supporting their peers, and lead with and take on future challenges in education.



PROGRAMME IMPACT

Sterlite EdIndia Foundation's Teacher Education Programme has strengthened the professional readiness of pre-service teachers by improving their pedagogical competencies, reflective practice, classroom preparedness, and teaching confidence.



Students participating in the FLN Mock Test

1 Strengthened Professional Competencies

PSTs reported improvements in key teaching skills:

Classroom Management		71.46%
Lesson Plan		68.09%
Confidence in Teaching		67.44%
Communication Skills		60%
Pedagogical Knowledge		58.83%
Teaching Learning Material Development		56.83%
Assessment Strategies		53.66%
Subject Knowledge		51.07%
Reflective Practices		48.48%



PSTs during the Internship Support Programme

2 Practice-based Learning

- ✓ **83.75%** PSTs rated the workshops as highly practical and relevant.
- ✓ **82%** found the pre-Internship classroom teaching webinars valuable in preparing them for classroom practice.

3 Examination Readiness

- ✓ **58.45%** PSTs reported that the Mock CTET Test Analysis significantly improved their examination preparation strategies.

4 Continuous Professional Learning

- ✓ **58.5%** PSTs found EdIndia's Professional Development Courses extremely useful in improving their understanding of effective teaching practices.
- ✓ **70.3%** reported that the akrava app significantly improved their pedagogical practices.
- ✓ **94%** said they would recommend the akrava App to their peers.

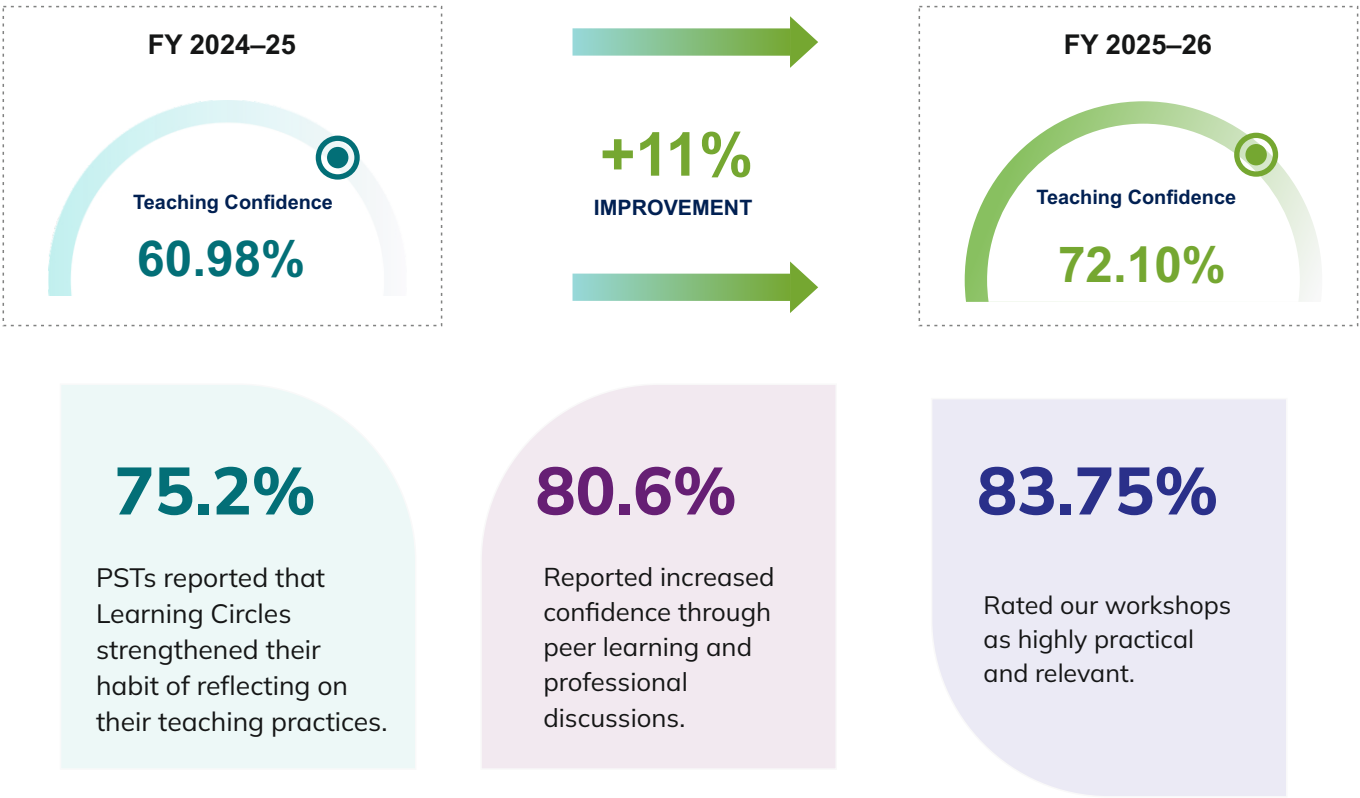
5 IMPROVED TEACHING CONFIDENCE AND READINESS

- ✓ **72.1%** PSTs reported improved confidence in teaching after participating in EdIndia's workshops.
- ✓ Teaching confidence increased from 60.98% (FY 2024-25) to **72.10%** (FY 2025-26) an improvement of **11%**.



PSTs during the Internship Support Programme in Tripura

TEACHING CONFIDENCE GROWTH IN A YEAR



Nibha Jha
B.Ed. student teacher, Hasdev College Of Education, Korba, Chhattisgarh

“Through EdIndia's Teacher Education Programme, they have been organising multiple events, one of them being a teaching plan competition which I had taken part in. Through interventions like these, I have learned to craft concise lesson plans and confidently present them to an audience. These live presentation phases significantly improved my body language and helped me overcome my classroom anxiety.”

Story of change

How Lukesh Found His Confidence as a Teacher



Lukesh Kurre

DIET, Ambikapur, Chhattisgarh

"I always knew I wanted to become a teacher."

As a student in Chhattisgarh, he admired the teachers who made learning meaningful and treated every child with respect. Their classrooms were places of curiosity, encouragement and possibility. Inspired by their example, he enrolled in the Diploma in Elementary Education (D.El.Ed.) programme at DIET Ambikapur, determined to follow the same path. Yet, like many aspiring teachers, Lukesh soon discovered that wanting to teach and knowing how to teach were two very different things.

At DIET, he was introduced to concepts such as child psychology, pedagogy and classroom management. While fascinating, these ideas often felt abstract. The real challenge emerged when he began preparing for classroom practice and competitive examinations such as the CGTET and CTET.

"I was working hard, but I wasn't always sure where I was going wrong," he recalls. "I knew I wanted to improve, but I didn't know how to identify my weaknesses."

That uncertainty became the defining challenge of his teacher education journey. The turning point came when he participated in Sterlite EdIndia Foundation's teacher education programme. For the first time, Lukesh was exposed to a more structured and reflective approach to learning. Through performance dashboards, mock assessments and guided feedback, he gained clear visibility into his strengths and areas for improvement.



Lukesh Kurre presenting a lesson plan during teaching plan competition

What followed was a gradual but profound transformation. Rather than viewing setbacks as failures, Lukesh began treating them as opportunities to learn. His scores improved steadily. More importantly, his confidence grew. Workshops encouraged him to reflect not only on what he was learning, but also on the kind of teacher he wanted to become.

During his internship, that growing confidence was put to the test. Standing before a classroom of young learners, he realised that effective teaching required more than subject knowledge. It demanded adaptability, empathy and careful planning. With support from programme mentors and practical teaching strategies, he learnt how to engage students more effectively and create meaningful learning experiences. The impact remains visible today.

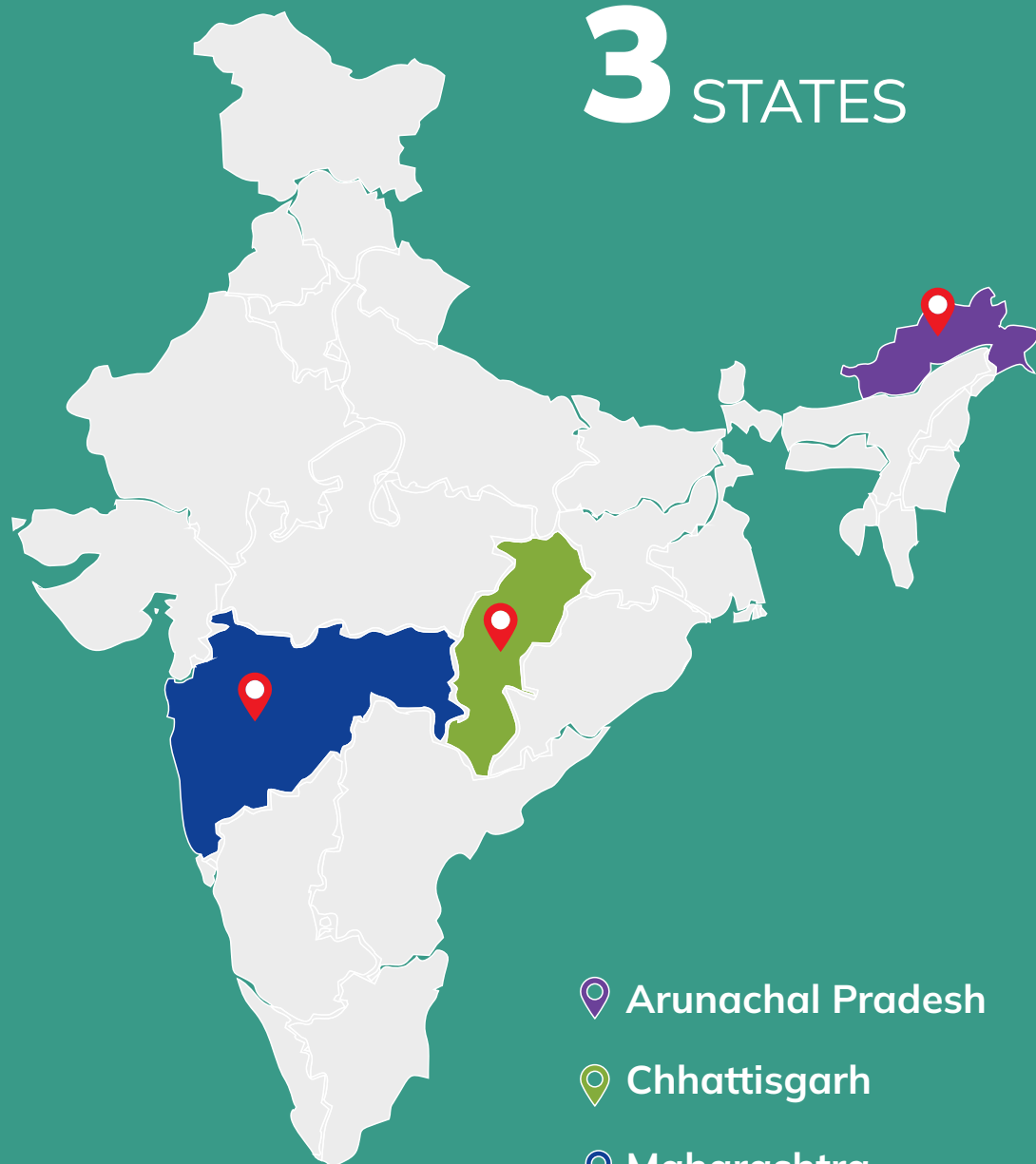
Now a Hindi teacher in a private school, Lukesh brings the same spirit of reflection and continuous improvement into his classroom. He uses technology to design engaging lessons, encourages critical thinking among his students and continues to maintain a reflective journal to refine his practice.

"The biggest change was not in my marks or qualifications," he says. "It was in my mindset. I stopped worrying about whether I could become a good teacher and started focusing on how I could become a better one every day."

For Lukesh, the turning point was not a single moment of success. It was the realisation that growth comes from reflection, perseverance and the willingness to learn continuously. That shift transformed him from a hesitant trainee into a confident educator, one who is now helping shape the futures of countless young learners.

DATA ANALYTICS SUPPORT PROGRAMME

3 STATES



- 📍 Arunachal Pradesh
- 📍 Chhattisgarh
- 📍 Maharashtra

DATA ANALYTICS SUPPORT PROGRAMME

The Data Analytics Support Programme is a strategic initiative of the Sterlite EdIndia Foundation designed to empower education officials and administrators with real-time dashboard to take informed decisions. By pivoting the public education system for evidence-based governance, the programme ensures that policy and operational efficiency are driven by meaningful data.



BMC FLN Dashboard Orientation & Recognition Event

Dashboard analysis of the FLN Test results.



BMC schools being felicitated by Dr Prachi Jambhekar



Glimpse from the Data & AI in Education Conference held in Mumbai

From Data To Better

Learning Outcomes



DATA COLLECTION

Collect data from schools, teachers and students



DATA ANALYTICS

Clean, process and analyse data to generate meaningful insights



REALTIME DASHBOARDS

Real-time dashboards & visualisations for all levels



INFORMED DECISIONS

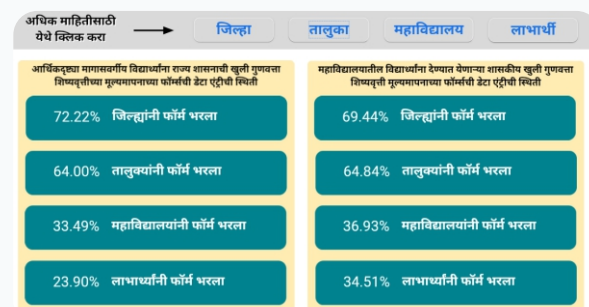
Evidence-based decisions by officials



BETTER LEARNING OUTCOMES

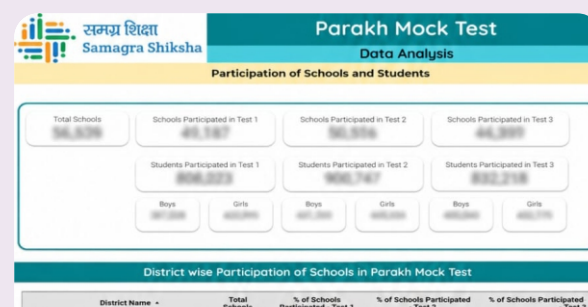
Improved teaching & learning for every child

THE PROGRAMME IS STRUCTURED
AROUND FOUR FOUNDATIONAL PILLARS



01 Data Import & Management

Simplifying large-scale data collection through automated pipelines and systematic data cleaning. To date, the programme has processed over **800 million data points**, including student records and geo-fenced attendance, ensuring accurate and reliable data across public education systems.



02 Visualisation & Statistical Analysis

Raw datasets are transformed into **interactive dashboards** that track critical indicators such as Foundational Literacy and Numeracy (FLN). Statistical analysis identifies learning gaps, while hierarchy-based recommendations provide tailored insights for state, district and school-level administrators.

03 Training & Capacity Building

To ensure long-term adoption, orientation sessions and dashboard-led review meetings that strengthen data-driven decision-making are held. Third-party assessments indicate that 85% of administrators use real-time data for decision-making, while **76% report improved** planning capabilities.

04 Integration & Accessibility

Promoting accessibility through vernacular, mobile-based monitoring integrated with national systems such as UDISE and PARAKH. This systemic approach contributed to a **1,000% increase in scholarship** achievers in Mumbai municipal schools following data-driven academic interventions.

DATA ANALYTICS PROGRAMME



Maharashtra

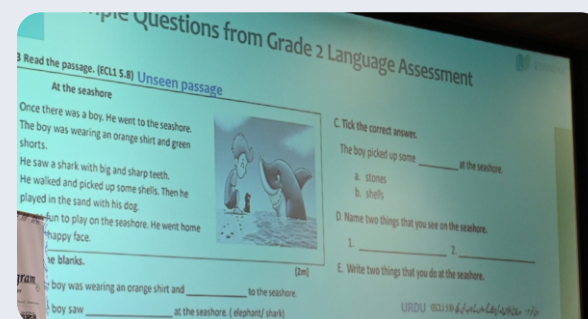
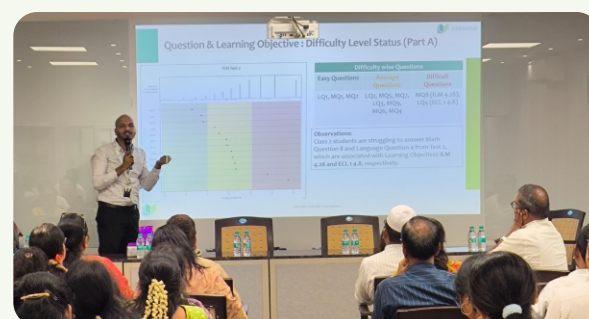
- **2,883** data backed decisions taken.
- Scholarship support has grown consistently through the programme, with beneficiaries increasing from just 3 students in 2021–22 to 131+ students in 2025–26.

2021-22: 3	2024-25: 122
2022-23: 33	2025-26: 131+
2023-24: 75	

- **910 BMC Schools** Supported
- **853 BMC schools** showed **100%** improved **FLN performance**.

Arunachal Pradesh

- Hamara Vidyalaya App – **90%** teachers attendance is now captured on the app.
- **88 decisions** taken by district administration to improve school management.



IMPACT ACROSS STATES

ARUNACHAL PRADESH

Implemented in partnership with the district administration in Arunachal Pradesh, the Hamara Vidyalaya App has emerged as a comprehensive digital platform for strengthening school governance, accountability and data-driven decision-making. The application enables geo-fenced teacher attendance along with other features, replacing manual administrative processes with real-time, evidence-based monitoring. District officials actively utilise insights generated through the platform to undertake targeted supervision, strengthen attendance compliance and improve institutional accountability. By simplifying record-keeping for school leaders and teachers while equipping administrators with reliable, actionable data, the initiative has enhanced operational efficiency and enabled more informed decisions to improve teaching quality and learning outcomes across schools in Namsai district.



Taluk Taji
Principal, GHSS, Namsai, Arunachal Pradesh

“Receiving the Best Performing School Award at the Hamara Vidyalaya Appreciation Programme was a proud moment. Introduced in Namsai by the Sterlite EdIndia Foundation, this initiative has transformed our school ecosystem by boosting Class 10 & 12 academic results, significantly improving teacher attendance, and strengthening the overall classroom teaching-learning process.”

762
Teachers actively using the App

130
Schools actively using the App

92%
App usage among teachers

9,000+
Students registered and tracked

- Achieved **92%** app usage, allowing officials to initiate disciplinary actions and schools visits based on real-time attendance data.
- Successfully registered and tracked more than **9,000 students** through the digital system.



MAHARASHTRA

In Maharashtra, the Data Analytics Support Program functions through a strategic collaboration with the Brihanmumbai Municipal Corporation (BMC), Mira Bhayandar Municipal Corporation (MBMC), and the Directorate of Education (Schemes). The initiative is designed to strengthen data-backed governance and institutional decision-making by transforming complex educational datasets into actionable, real-time insights. Its core work includes the development of interactive dashboards and performance analytics to monitor critical areas such as Foundational

Literacy and Numeracy (FLN) assessments, board examination trends, and school inventory management. Additionally, the programme facilitates the evaluation of state education schemes, providing administrators with the evidence needed for policy-level reviews and targeted academic interventions. By building the capacity of officials to interpret and apply data, the program aims to shift the education system from assumption-based planning to evidence-based management, ensuring more efficient resource allocation and improved student learning outcomes.

1 Lakh+
Students data analysed(Class 1-4 FLN assessment)

800+
BMC schools

Class 10
Mid-term exam evaluation conducted for BMC and MBMC schools

Scholarship Schemes
evaluated and report submitted to Directorate of Education (Schemes), Maharashtra



Sujata Khare
Education Officer, MCGM, Maharashtra

“In collaboration with Sterlite EdIndia Foundation, we are increasingly using data to guide our decisions. In a system as large and diverse as ours, this allows us to move beyond averages and identify specific gaps. It helps us design interventions that are targeted, timely, and equitable, ensuring that support reaches the students who need it the most.”

Class 10 mid-term exam evaluation was conducted and students with low score were given **remedial classes** in **BMC and MBMC schools**.

The **education scholarship schemes** were **evaluated** on the basis of applicability of scheme, impact, effectiveness and usability and a thorough report was submitted to the Directorate of Education (schemes), Maharashtra.

From **3 to 131+** **students secured scholarships** following the data-driven academic interventions in BMC schools.



CHHATTISGARH

In Chhattisgarh, the Parakh Dashboard was implemented in partnership with Samagra Shiksha to strengthen data-informed academic governance in the public education system. The platform enables education functionaries to monitor student learning, identify learning gaps and plan targeted remedial interventions using assessment data. By embedding evidence-based decision-making into academic planning and school monitoring, the programme is fostering a culture of continuous improvement and contributing to stronger learning outcomes across the state.

Dashboard orientation for state officials on PARAKH analysis.

Data-informed Decisions

Targeted Interventions

Improved Accountability

Efficient Resource Allocation

Stronger Learning Outcomes

CASE STUDY

Turning Data into Better Learning Outcomes:

How BMC is Strengthening Foundational Learning

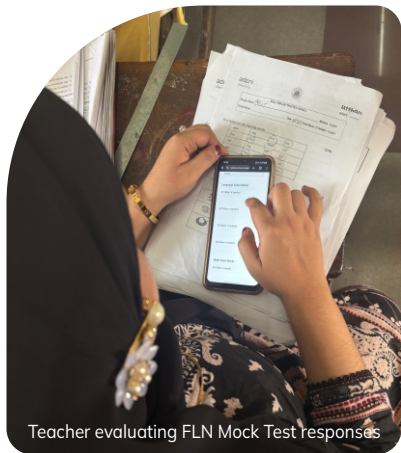
The NIPUN Bharat Mission envisions every child achieving Foundational Literacy and Numeracy (FLN) by 2027.

Supporting this vision, Sterlite EdIndia Foundation partnered with the Brihanmumbai Municipal Corporation (BMC) to strengthen data-driven decision-making through a customised FLN Monitoring Dashboard.



The Challenge

With assessment data being generated across 853 municipal schools and more than 106,000 students, education administrators relied on multiple spreadsheets and manual reporting systems. Consolidating data, tracking student progress and identifying learning gaps was both time-consuming and resource intensive, delaying timely academic interventions.

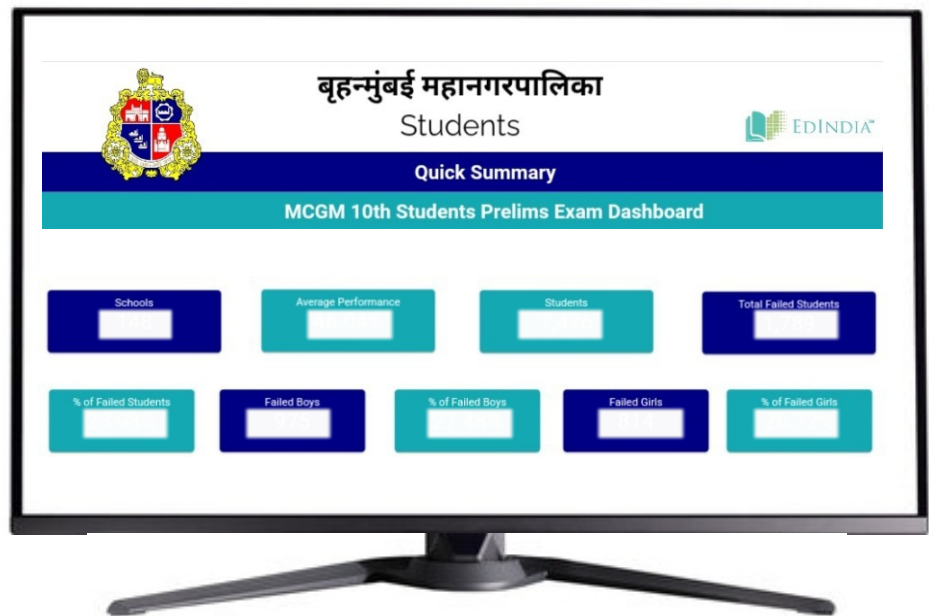


The Intervention

Data-driven Pedagogy

Sterlite EdIndia Foundation designed and implemented a centralised FLN Dashboard that transformed fragmented assessment data into a single, interactive platform.

The dashboard enabled education leaders to monitor learning outcomes across multiple levels, including wards, zones, schools, medium of instruction, gender, Children with Special Needs (CWSN) and individual students. By providing real-time visualisations and reliable analytics, it shifted the focus from data collection to informed academic action.



Data That Drove Decisions

Dashboard insights revealed that while a majority of students had achieved the benchmark score of 70 per cent or above, many continued to require focused support in Language and Mathematics.

Student evaluated	% of Students Scoring 70%+ in Mathematics	% of Students Scoring 70%+ in Language
Class 1	85.83%	79.79%
Class 2	80.71%	74.63%
Class 3	79.72%	71.45%
Class 4	76.36%	73.60%

Using these insights, Dr Pranchi Jambekar, Deputy Municipal Commissioner (Education), Brihanmumbai Municipal Corporation, led evidence-based planning to identify schools and student groups requiring additional academic support. Rather than implementing blanket interventions, BMC introduced targeted remedial classes in Language and Mathematics, ensuring resources reached the learners who needed them most.



“The collaboration with Sterlite EdIndia Foundation has strengthened our approach to foundational learning. Through the FLN initiative, we are now analysing data for over 1 lakh students from Grades 1 to 4 on a regular basis. This has helped us move beyond assumptions and accurately identify learning gaps. The insights generated are enabling focused interventions and better academic planning.”

Dr Prachi Jambekar
Deputy Municipal Commissioner, BMC Education Department, Maharashtra

Impact

Operational Impact

- Centralised monitoring of 853 municipal schools.
- Performance tracking for over 106,000 students.
- Faster data consolidation with significantly reduced manual reporting.
- Standardised and reliable assessment data across multiple assessment cycles.

Academic Impact

- Early identification of students requiring additional academic support.
- School-wise and student-wise performance tracking.
- Targeted remedial interventions based on evidence rather than assumptions.
- Continuous monitoring of learning progress.

Leadership Impact

- Enabled faster, evidence-based decision-making at every administrative level.
- Improved planning and allocation of academic support resources.
- Strengthened governance through data-driven monitoring of FLN outcomes.

Conclusion

The BMC FLN Dashboard demonstrates how technology can strengthen public education systems when combined with informed leadership. By equipping education leaders with timely, actionable insights, Sterlite EdIndia Foundation has helped shift the focus from reporting data to improving learning outcomes.



STRATEGIC PARTNERSHIPS & COLLABORATIONS

Synergising for Systemic Impact

Sterlite EdIndia Foundation operates on the core value of collaboration, recognising that synergistic outcomes are achieved through robust external partnerships. As a technical and knowledge partner to state governments and academic institutions, we collaborate with specialist organisations to equip educators with NPST-aligned professional competencies.

Our partnership ecosystem is categorised into three strategic areas



Sonakshi Agarwal, Dr Antony Nellissery and Prof. Padma M. Sarangapani engaging with EdIndia Scholars



Foundation of Inclusive Education course launch in partnership with Sol's ARC

Knowledge Creation and Policy Research

Pedagogical Innovation and Digital Enablement

Professional Certification and Technical Assessment



KNOWLEDGE CREATION AND POLICY RESEARCH

As a knowledge partner, we collaborate with premier institutes to drive sectoral learning and generate actionable insights.



Sterlite EdIndia Foundation has formalised an MoU with Tata Institute of Social Sciences for collaboration in design and implementation of various short and long-term research studies in the area of teacher education and public education system, with special focus of pre-service teacher education.

Through this collaboration, we aim to improve the quality of teacher education in India by integrating strong academic rigour into state and national policies and advocating issues of national importance.



PEDAGOGICAL INNOVATION AND DIGITAL ENABLEMENT

We partner with leading technical organisations to provide high-quality digital resources and self-paced courses via the akraa app.



British Council: As a technical partner, the British Council delivers English language proficiency and 21st-century skills training. To date, 9 webinars have been published on akraa app, engaging 867 learners since January 2026.



Sol's ARC: Focusing on Inclusive Education, Sol's ARC has shared 9 digitised self-paced courses. Currently, 2 courses are live on our app, with 191 learners successfully completing them.



Sterlite EdIndia Foundation partnered with **ARPAN** to strengthen child safety education by providing teachers with access to digital learning resources and capacity-building content. As part of the collaboration, 188 pre-service teachers from Chhattisgarh and Tripura participated in online sessions, equipping them with the knowledge and skills to create safe, inclusive, and supportive learning environments for children.



Saamarthy Teachers Training Academy of Research (STTAR): We facilitated 100% sponsored participation for approximately 300 PSTs in the National Teachers' Olympiad, providing them with exposure to nationally benchmarked professional development resources.



PROFESSIONAL CERTIFICATION AND TECHNICAL ASSESSMENT

To ensure our educators are practice-ready, we partner with accreditation bodies to benchmark teacher readiness.



Centre for Teacher Accreditation (CENa): We partnered with CENa to conduct the Teacher Professional Outcomes (TPO) assessment for 44 PSTs in a pilot phase to evaluate professional competency.



TrubizSol Academy & Commonwealth Education Trust: To enhance language skills, 10 batches of TESOL sessions by TrubizSol reached 45 students across four states. Additionally, the Teach2030 Programme engaged 22 student teachers from Uttarakhand and Chhattisgarh in professional growth modules.



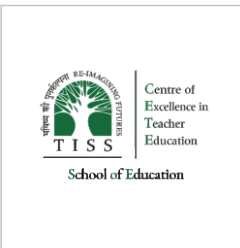
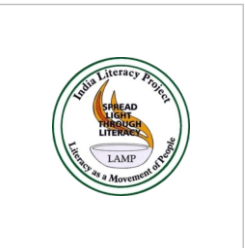
Tech Mahindra Foundation: We hosted a Virtual Roundtable on improving the quality of education in India, engaging B.Ed. colleges and NGOs to foster thought leadership and cross-sectoral collaboration. By leveraging these diverse technical and knowledge partnerships, the Foundation continues to foster a culture of data-driven decision-making and ensures that every child has access to equitable and quality education.

OUR PARTNERS
(2025-2026)

SUPPORTERS



TECHNICAL PARTNERS



AWARDS AND RECOGNITION

Celebrating milestones that inspire us to continue creating impact and transforming lives.



Sterlite EdIndia Foundation received the Outstanding Contribution to Social Consciousness Award at **World CSR Day 2025** in recognition of its impact in the social sector.



Sterlite EdIndia Foundation was honoured with the Best Higher Education Initiative Award at **The Indian CSR Awards & Summit 2025**.



Sterlite EdIndia Foundation received the Excellence in EdTech & Digital Learning Award at the **ET Rajasthan Business Awards 2025** organised by The Economic Times.



Sterlite EdIndia Foundation was recognised with the Community Empowerment and Sustainability Award at the **BSG Excellence in Sustainability Awards 2025**.



The Foundation's Data Analytics Support Programme was recognised with the **Data Conscious Badge by Outline India**.



Sterlite EdIndia Foundation received the Align-FLN Samman (Leader of Change) from **The CSR Universe and DEVI Sansthan** for its contribution to strengthening Foundational Literacy and Numeracy (FLN).

Felicitation by **BMC Education Department** for Remarkable Work in the FLN (Foundational Literacy and Numeracy) Initiative 2026.



THOUGHT LEADERSHIP

Dr Antony Nellissery along with EdIndia members represented the foundation at several national and international forums, contributing to conversations on teacher education, public education systems, CSR, and educational leadership.

Dr Antony Nellissery also represented Sterlite EdIndia Foundation at leading national forums, including the India **CSR Initiatives & Social Impact Awards (National Stock Exchange)**, **National CSR Congress & Awards (World CSR Day)**, **CENTA Inspiring Visitor Series**, **Ed Leadership International Roundtable (Global Education & Training Institute)**, **Lend A Hand India Anniversary Celebration**, **Aus-India Dialogue on Teacher Education**, **IABCA India Summit & Immersion Week**, and the **Great Indian Shipping Company Roundtable**—addressing audiences as a speaker and contributing to discussions on education, CSR, and workforce development.



Neerupama Sharma, Lead – Training & Development attended Western Regional Consultation on Secondary Education, Ahmedabad, Gujarat organised by Department of Education, Government of Gujarat, in collaboration with UNICEF.



Varun Bhamre, Lead – Monitoring, Evaluation & Technology spoke at SRF Foundation's event, "Democratizing Digital: Bridging Access, Equity and Empowerment", New Delhi



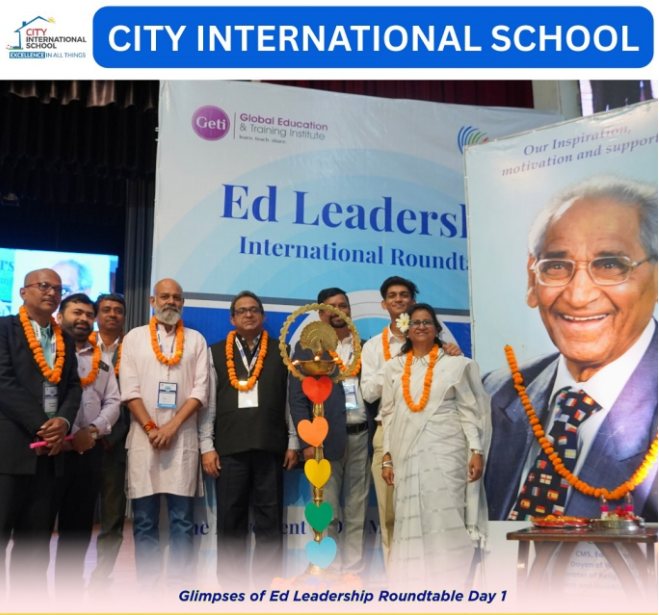
Participation in CSR Conclave 2025 organised by the Bombay Chamber of Commerce & Industry, Mumbai, Maharashtra



Varun Bhamre Delivered a session on "AI in Education" at an event organised by United Way, Mumbai, Maharashtra



At Smile Foundation's Smile Colloquium – Chapter 8 (Online)



At the Ed Leadership Circle: Boost FLN organised by DEVI SANSTHAN, Lucknow, Uttar Pradesh



At the Indian CSR & Sustainability Conference organised by FICCI, New Delhi



At the Impact Roots India – CSR Summit & Awards Series organised by Influence Exchange Group, New Delhi

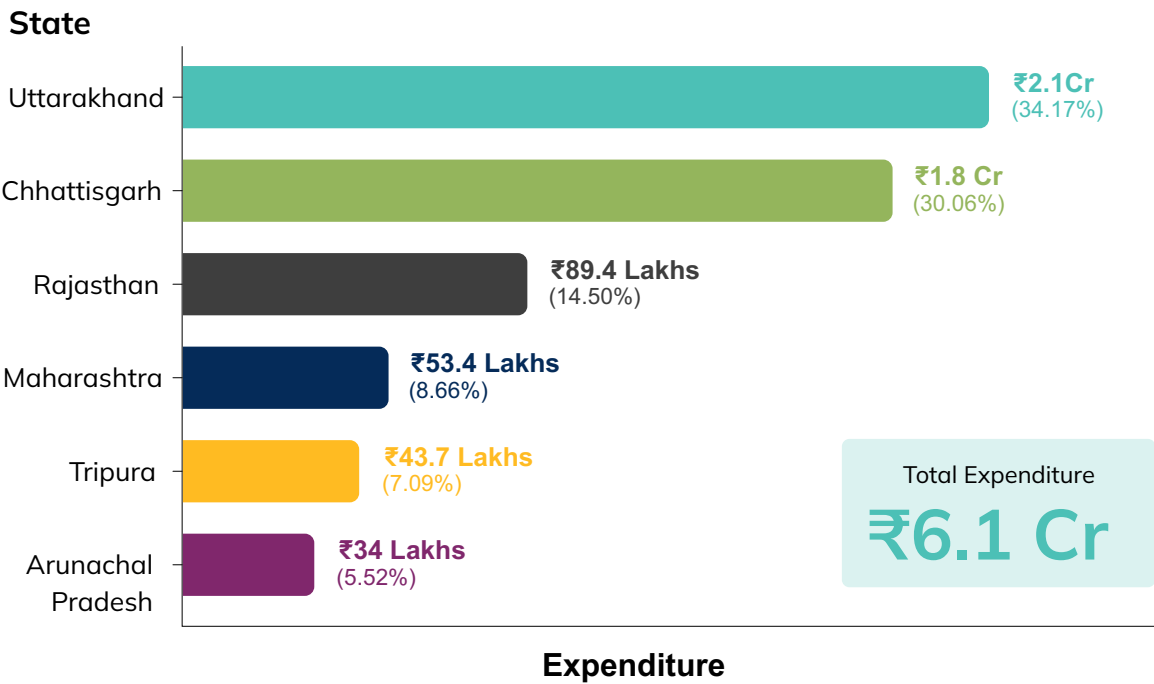
FINANCIAL OVERVIEW

2025-2026



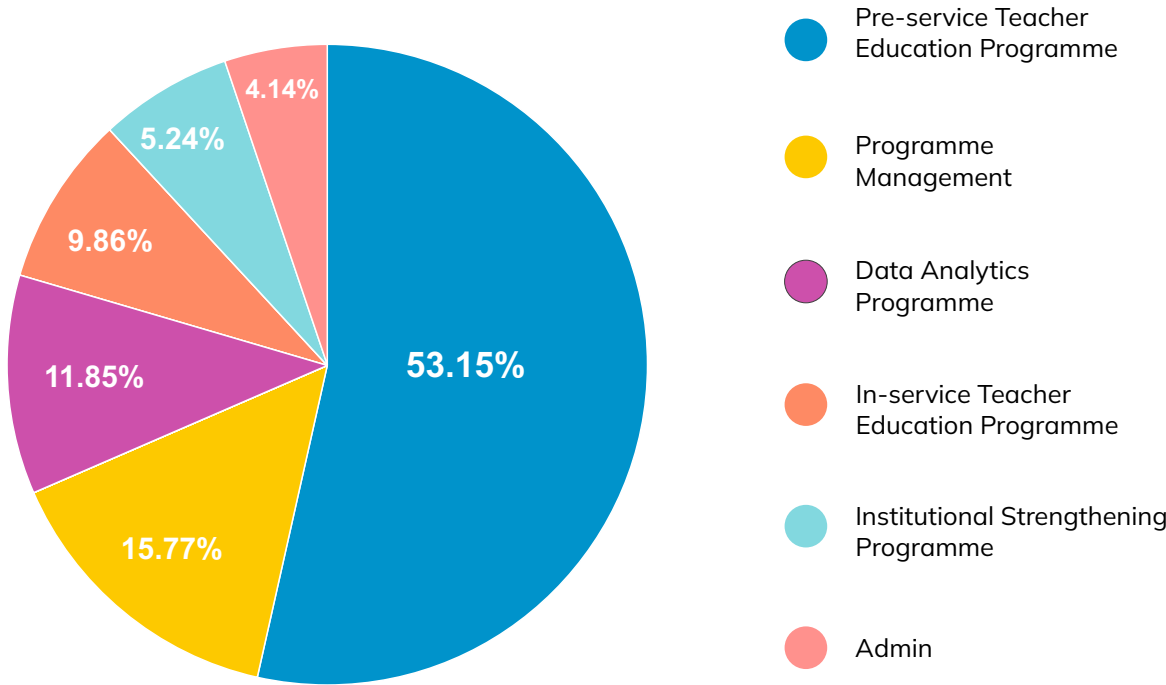
State-wise Expenditure Distribution

(Sorted from highest to lowest)



Programme-wise Expenditure Distribution

(Share of total)



Additionally, beyond the programme expenditure, ₹40.5 Lakhs was spent as part of community outreach in **Vadodara, Haridwar, Jharsuguda** and **Silvassa** as per the needs of the community.

STERILITE EDINDIA FOUNDATION

(A Company Licensed under Section 8 of the Companies Act, 2013)

Balance Sheet as at 31 March 2026

(All amounts in Rs. lakhs unless otherwise stated)

	Notes	31 March 2026 (Rs. in lakhs)	31 March 2025 (Rs. in lakhs)
ASSETS			
Non-current assets			
Property, plant and equipment	3	9.04	3.01
Intangible assets	4	35.05	22.58
Intangible assets under development	4	-	16.85
Right-of-use assets	3	57.02	7.43
Financial assets			
i. Other financial assets	6	6.21	0.34
Income tax asset		0.19	0.15
Total Non Current Assets		107.51	50.36
Current assets			
Financial assets			
i. Trade receivables	5	0.74	8.70
ii. Cash and cash equivalents	7	20.87	13.82
iii. Other financial assets	6	-	11.12
Other current assets	8	15.14	16.20
Total Current Assets		36.75	49.84
Total Assets		144.26	100.20
EQUITY AND LIABILITIES			
Equity			
Equity share capital	9	5.00	5.00
Retained earnings	10	60.97	62.95
Total Equity		65.97	67.95
Non-current liabilities			
Financial Liabilities			
i. Lease liabilities	11	46.85	4.35
Provisions	12	6.49	-
Total Non-current liabilities		53.34	4.35
Current liabilities			
Financial Liabilities			
i. Lease liabilities	11	12.02	3.84
ii. Trade payables	13	-	-
- total outstanding dues of micro enterprises and small enterprises		4.12	11.71
- total outstanding dues of creditors other than micro enterprises and small enterprises		8.81	12.35
Other current liabilities	14	24.95	27.90
Total Current Liabilities		24.95	27.90
Total Equity and Liabilities		144.26	100.20

Summary of material accounting policies

2.2

The accompanying notes are an integral part of the financial statements

As per our report of even date

For GSKA & Co.

Chartered Accountants

ICAI Firm Registration Number 147093W

per Ganesh Gaikwad

Partner

Membership Number 136512

Place Pune

Date 24 August 2026

For and on behalf of the Board of Directors of
Sterlite Edindia Foundation

Sonakshi Agarwal

Director

DIN: 00013011

Place Mumbai

Date 24 August 2026

Ruh Pande

Director

DIN: 07756804

Place Mumbai

Date 24 August 2026

STERLITE EDINDIA FOUNDATION

(A Company Licensed under Section 8 of the Companies Act, 2013)

Statement of Profit and Loss for the year ended 31 March 2026

(All amounts in Rs. lakhs unless otherwise stated)

	Note	31 March 2026 (Rs. in lakhs)	31 March 2025 (Rs. in lakhs)
Income			
Grants & Donation Received	15	657.66	510.72
Other Income	16	5.55	14.43
Total Income		663.21	525.15
Expenses			
Employee benefit expenses	17	375.69	116.46
Other Expenses	18	250.36	350.90
Total Expenses		626.05	467.36
Earning before Interest, Tax, Depreciation and Amortization (EBITDA)		37.16	57.79
Depreciation and amortization expense	19	33.40	24.57
Finance cost	20	5.73	4.02
Surplus/(Deficit) before tax		(1.97)	29.20
Tax expense		-	-
Income tax for earlier years		-	-
Total tax expenses		-	-
Surplus/(Deficit) for the year		(1.97)	29.20
Other Comprehensive Income			
Other comprehensive income to be reclassified to profit or loss		-	-
Other comprehensive income not to be reclassified to profit or loss		-	-
Total comprehensive income/(loss) for the period, net of tax		(1.97)	29.20
Earnings per equity share			
Basic and diluted (Rupees per share)	21	(3.95)	58.39
Computed on the basis of surplus/(deficit) for the year			
Summary of material accounting policies	2.2		

The accompanying notes are an integral part of the financial statements

As per our report of even date

For GSKA & Co.

Chartered Accountants

ICAI Firm Registration Number 147093W

per Ganesh Gaikwad

Partner

Membership Number 136512

Place Pune

Date 24 August 2026

For and on behalf of the Board of Directors of
Sterlite Edindia Foundation

Sonakshi Agarwal

Director

DIN: 00013011

Place Mumbai

Date 24 August 2026

Ruh Pande

Director

DIN: 07756804

Place Mumbai

Date 24 August 2026

GOVERNANCE

Driving Systemic Excellence

We achieve systemic impact by rigorously testing and refining our strategic initiatives through targeted pilots, ensuring every intervention is effective and scalable before broad implementation.

Transparency & Regulatory Compliance

As a Section 8 not-for-profit organisation registered under the Companies Act 2013, the foundation is authorised to undertake CSR activities with a steadfast commitment to legal, moral, financial, and data integrity. We maintain strict adherence to all central, state, and local stipulations, ensuring our operations are consistently aligned with national policy priorities.

Diversity and Inclusion

The foundation is dedicated to fostering an inclusive environment that respects diversity and perspectives beyond prejudice. We believe that holistic development begins within our own team.



WOMEN REPRESENT

more than **50%**

of our senior management positions, reflecting our commitment to equitable leadership and professional representation.

Monitoring, Evaluation, and Review Systems

We have established a robust Monitoring and Evaluation (M&E) plan that utilises integrated monitoring dashboards to track key outcome indicators and "action points". Our structured review system includes:

State and Departmental Reviews

Conducted monthly by the Head of the Foundation to ensure operational efficiency.

Board Oversight

Quarterly presentations are made to the CSR Committee and the Board to guide long-term strategy.

Rigorous Assessment

We employ baseline, point-line, and third-party assessments to validate our impact on teacher proficiency and learning quality.

Leveraging Technology for Scale

Technology is an integral component and a primary "accelerating factor" in our mission to reach maximum beneficiaries with customised support. Through our proprietary digital learning app, akrava and in-person interventions, we deliver high-quality, NPST-aligned digital content. This hybrid approach ensures that technology-integrated pedagogy remains accessible, facilitating large-scale content dissemination and enabling administrators to derive actionable insights for systemic improvement.

Looking Ahead

Our ambition is to prepare 1,00,000 pre-service teachers by 2030 while strengthening DIETs as Centres of Excellence and advancing data-driven, institution-led transformation across India's public education system.



Sonakshi Agarwal and Dr Antony Nellissery with DIET Faculty in Dehradun, Uttarakhand

Glossary

B.Ed	Bachelor of Education
BMC	Brihanmumbai Municipal Corporation
CoE	Centre(s) of Excellence
CTET	Central Teacher Eligibility Test
D.Ed	Diploma in Education
D.El.Ed.	Diploma in Elementary Education
DIET	District Institute of Education and Training
FLN	Foundational Literacy and Numeracy
HM	Headmaster
ICT	Information and Communication Technology
ITEP	Integrated Teacher Education Programme
KRP	Key Resource Person
M.Ed	Master of Education
MLE	Multilingual Education
NCF	National Curriculum Framework
NEP2020	New Education Policy 2020
NPST	National Professional Standards for Teachers
PST(s)	Pre-Service Teacher(s)
REET	Rajasthan Eligibility Examination for Teachers
RPST	Rajasthan Professional Standards for Teachers
RSCERT	Rajasthan State Council of Education Research and Training
SCERT	State Council of Education Research and Training
STET	State Teacher Eligibility Test
TEI(s)	Teacher Education Institution(s)
TET	Teacher Eligibility Test



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Preparing Teachers of the Future