



UnLtd  
India

# EDUCATION INDUSTRY WHITEPAPER

*Path Towards Quality and Inclusive Education*



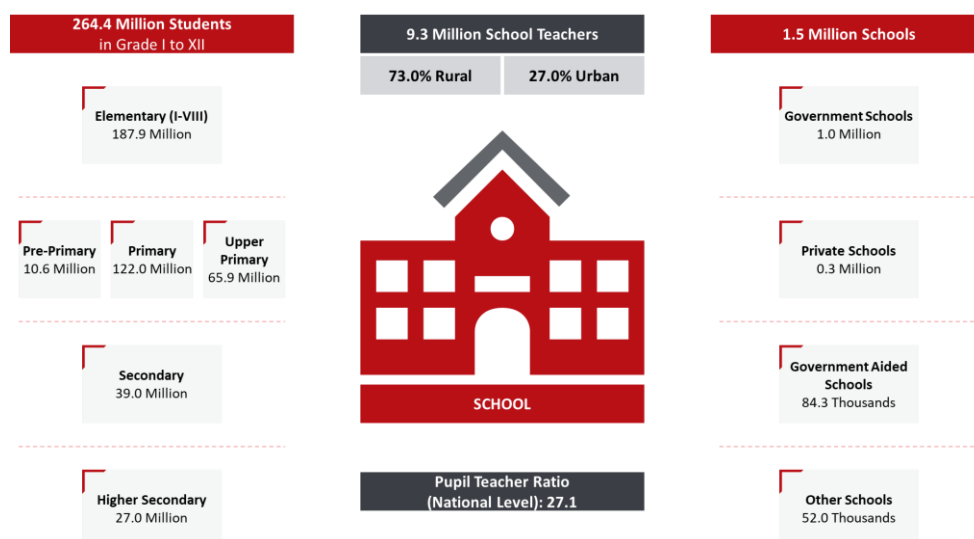
## Table of Contents

<b>1. Educational Space in India</b> .....	<b>3</b>
<b>2. Educational Value Chain</b> .....	<b>7</b>
Different Stages of Formal Education in India .....	7
<b>3. Schools in India</b> .....	<b>9</b>
<b>4. Key Policies and Initiatives</b> .....	<b>10</b>
Right to Education .....	10
Impact of the RTE Act .....	11
NEP 2020 .....	13
NEP 2020: Key Considerations for Various Stakeholders .....	14
<b>5. Other Policies and Initiatives</b> .....	<b>16</b>
Launch of Diksha Platform .....	16
Focus on Mental Health: Initiatives like Manodarpan, Sahyog, Happiness Curriculum .....	16
Fit India School Week .....	17
Mission Buniyad .....	17
Entrepreneurship Curriculum .....	18
<b>6. UnLtd India's Incubation Program</b> .....	<b>19</b>
An Entrepreneur's Journey with UnLtd .....	19
<b>7. How UnLtd India Alums are Making a Difference?</b> .....	<b>20</b>
LeapForWord .....	20
Code to Enhance Learning .....	22
Vowels of the People Association (VOPA) .....	24
Urmi Foundation .....	26
Tatvagyan Thinkzone .....	28
Slam Out Loud .....	30
Masoom .....	32
Saaras Foundation .....	34
<b>8. Appendix</b> .....	<b>37</b>
References .....	37

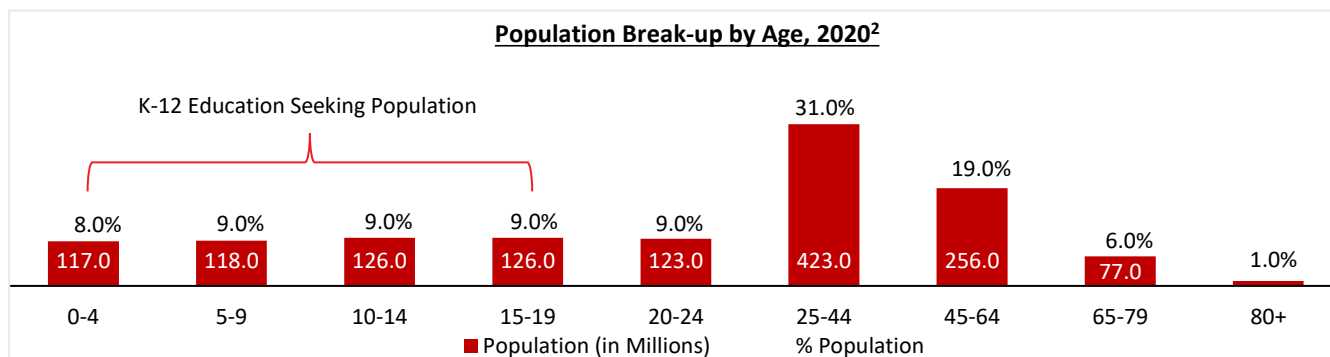
*“Education’s purpose is to replace an empty mind with an open one.” — Malcolm Forbes*

## Educational Space in India

India holds a significant place in the global education space. The country is home to one of the youngest populations in the world, with more than half of the population aged below 25. The country’s economic development is critically linked to the social infrastructure and the schooling system act as one of the most critical social engines for driving that growth. The Indian government has implemented policies and initiatives to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. India has made significant progress in universalizing primary education.



With over 1.5 million schools, 9.3 million teachers, and nearly 264.4 million enrollments, India has the second largest schooling system in the world, after China.<sup>1,2</sup> The K-12 sub-segment constitutes more than half of the overall size of the growing education industry in India. India has a large population base, young demographics, increasing trends in urbanization, and rising disposable income, among the key growth factors driving the educational space in the country. The Indian education industry was worth \$117.0 billion in 2020 and is expected to reach \$225.0 billion in 2025, growing at a tremendous CAGR of 14.0%.<sup>3</sup>

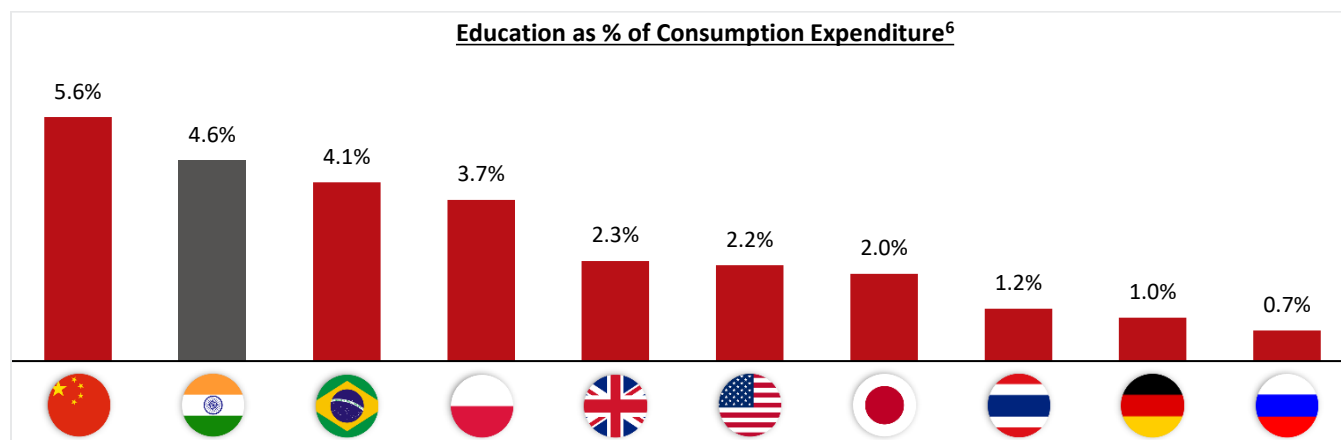


<sup>1</sup> [UDISE+, Centre Square Foundation](#)

<sup>2</sup> [InvestCorp - India Education Infrastructure Opportunity](#)

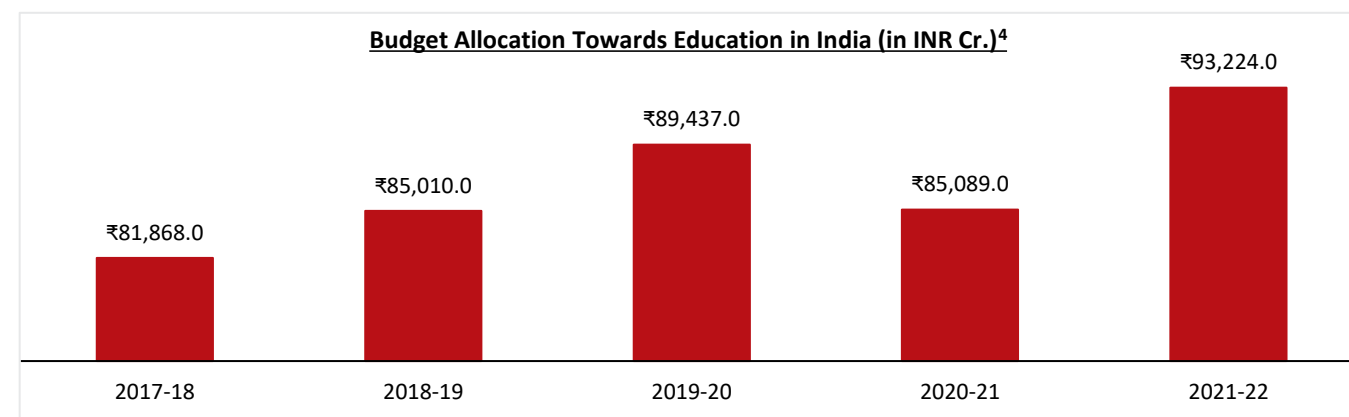
<sup>3</sup> [IBEF – Education and Training](#)

India spends more on education compared to advanced economies and comparable emerging economies. The union budget for 2022-23 allocated Rs. 59,819.4 crores towards the Department of School Education and Literacy, an increase of 11.6% from 53,603.2 crores in the previous year<sup>4</sup>. The Samagra Shiksha<sup>5</sup> Scheme budget has also increased to Rs 37,383.4 crore, an increase of 20.3% compared to last year.<sup>4</sup>



In 2021-22, the Ministry has been allocated Rs 93,224 crore, the 8th highest allocation among all Ministries, which is an annual increase of 2.1% over the actual expenditure in 2019-20. The allocation constitutes 2.7% of the central government's estimated expenditure for 2021-22. In 2021-22, the Department of School Education and Literacy has been allocated Rs 54,874 crore (59.0%) and the Department of Higher Education has been allocated Rs 38,351 crore (41.0%).<sup>4</sup>

NEP 1968 recommended that about 6.0% of GDP should be spent on education, while the latest Economic Survey suggests that the current expenditure on education has been around 2.8%-3.1% between 2019-20 to 2021-22. National Education Policy, 2020 (NEP) reaffirms the recommendation of increasing public investment in education to 6.0% of GDP.<sup>7</sup>



<sup>4</sup> [JBEF – Education and Training](#)

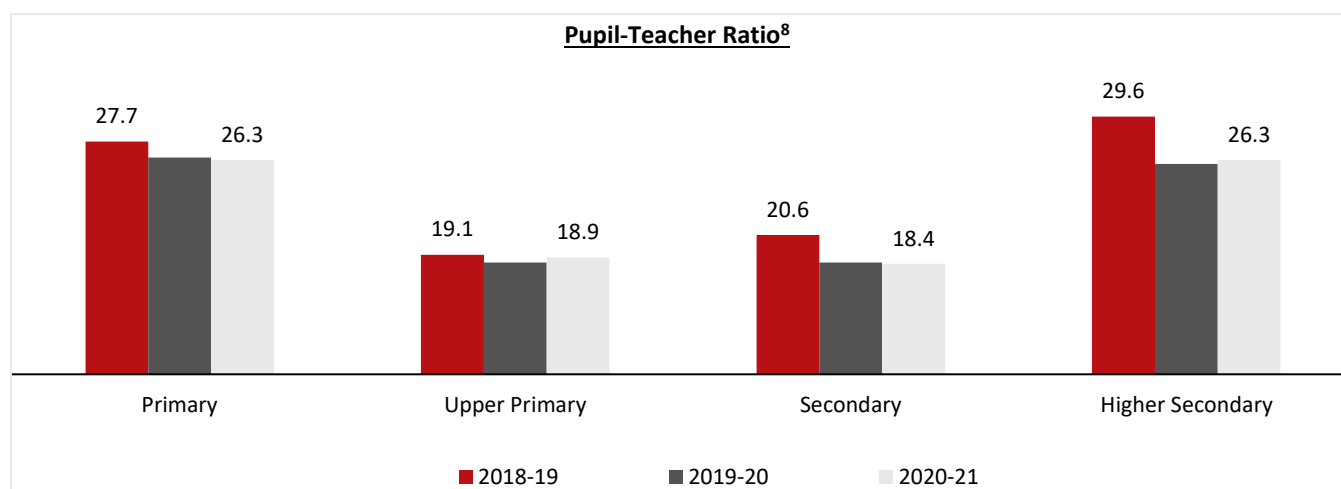
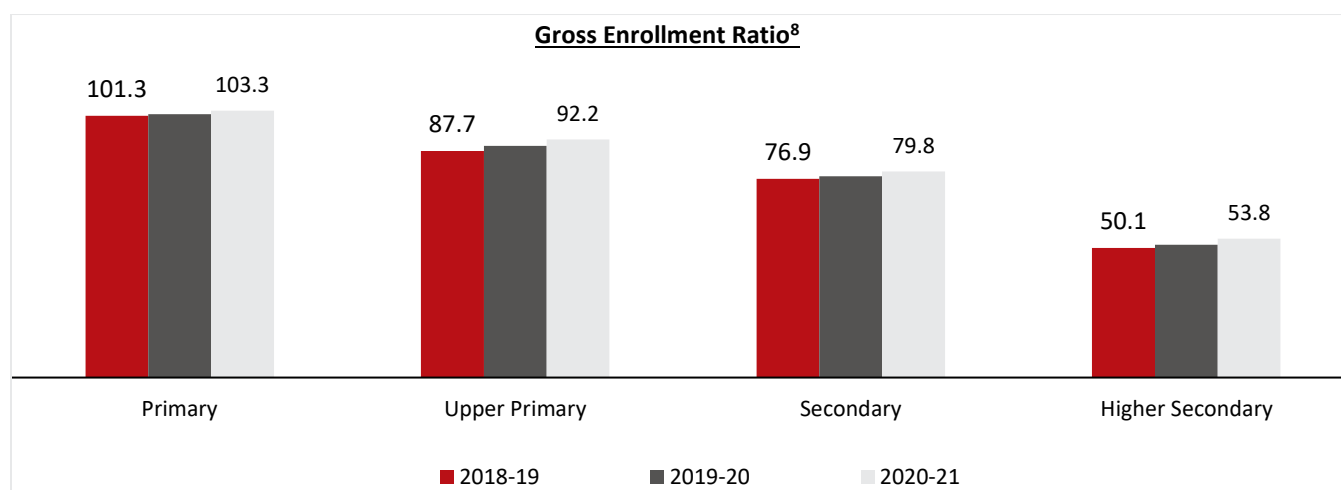
<sup>5</sup> Samagra Shiksha Scheme: An overarching programme for the school education sector extending from pre-school to class 12 with the vision to ensure inclusive and equitable quality education and enhancing learning outcomes of students

<sup>6</sup> [InvestCorp - India Education Infrastructure Opportunity](#)

<sup>7</sup> [India Today](#)

The Indian education system and the respective government policies have made substantial strides in all levels of education along with steady progress towards bridging gender and social category gaps. The National Education Policy 2020 seeks to transform India's education system and emphasize providing quality education to all, irrespective of their socio-economic status. It places the highest priority on achieving universal foundational literacy and numeracy in primary schools by 2025. The Gross Enrollment Ratio<sup>8</sup> improved for all levels of education in 2020-21 compared to the previous year, along with the Pupil Teacher Ratio.

***“A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education—including vocational education - from preschool to Grade 12”***  
**— NEP, 2020**



<sup>8</sup> Gross Enrolment Ratio (GER): Total enrolment in a particular level of school education, regardless of age, expressed as a percentage of the Population of the official age-group which corresponds to the given level of school education in a given school year. Sourced from [UDISE+](#). For example: GER primary = Enrolment in class 1 to 5 ÷ projected population in age group 6-10 years

## Impact of the COVID-19 Pandemic on the Enrolment<sup>9</sup>

The impact of Covid-19 around the world has been both unanticipated and significant. The Government took various steps to check the negative impact of the pandemic, for example, education was transitioned to remote learning and tech-enabled solutions. The ministry took efforts to create a repository of learning content and implement EdTech solutions (in partnership with NGOs) to increase access to digital learning. However, challenges like lack of digital and e-learning skills, unavailability of digital tools, inability to reach all students, etc. caused hindrances and created a digital divide in the country.

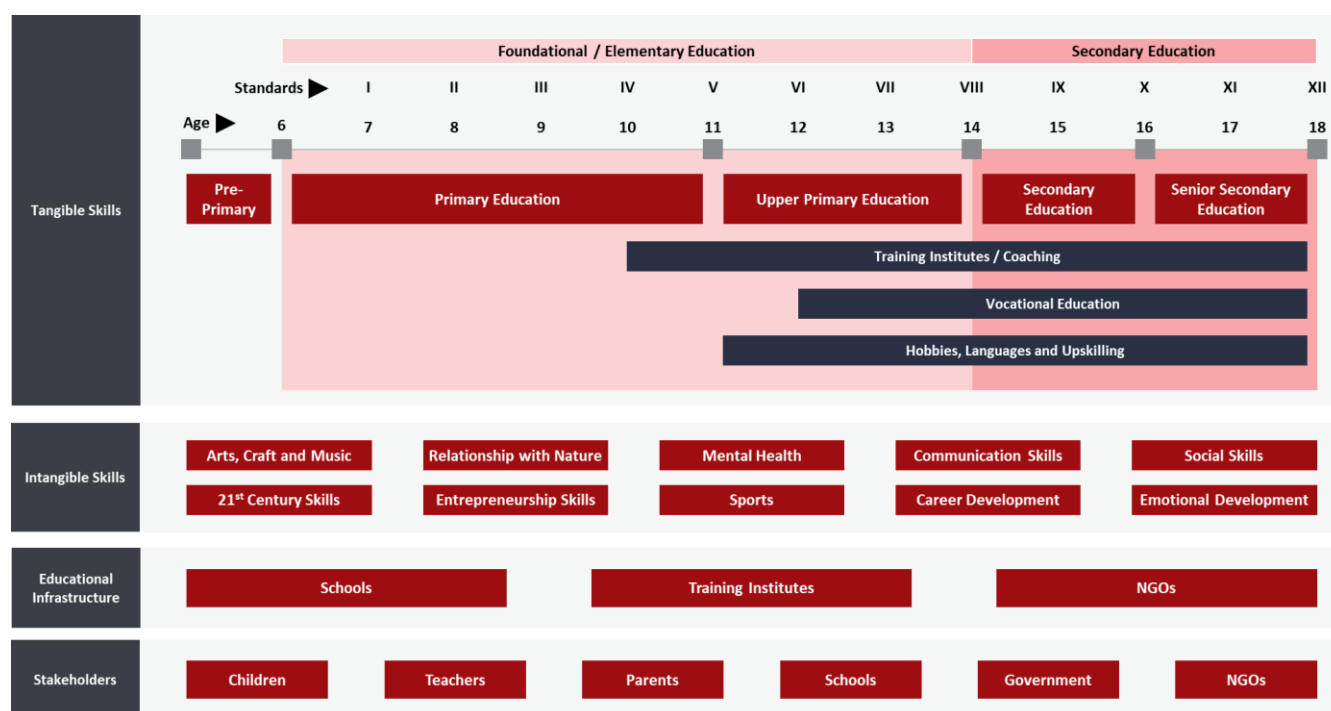
The impact of covid-19 was reflected in the gross enrollment rates of the students. In 2020-21, enrolment of students in school education from primary to higher secondary is around 25.4 crore which was higher by 28.3 lakhs as compared to the enrolment of students in 2019-20. However, enrolment of students in pre-primary level and class 1 has reduced by 29.1 lakhs and 18.8 lakhs respectively in 2020-21 as compared to 2019-20. This may also be due to the postponement of school admission of young children during the pandemic.

Total enrolment of Children with Special Needs (CWSN) in 2020-21 stands at 21.7 lakhs as compared to 22.5 lakhs in 2019-20 showing a decrease of 3.6% during 2020-21 as compared to the previous year. More than 82.0% schools conducted a medical check-up of students in 2019-20; the percentage of the same reduced significantly to 50.0% in 2020-21.

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<sup>9</sup> [UDISE+](#)

## Educational Value Chain



## Different Stages of Formal Education in India

**Primary Education:** Primary or elementary education is typically the first stage of formal education, coming after Preschool/kindergarten and before secondary school.

### ■ Pre-primary Education

Pre-primary education is the initial stage of organized instruction, designed primarily to introduce children of 3 to 6 years of age to a school-type environment, providing a bridge between home and a school-based atmosphere. Preschool education is provided by private schools, government ICDS (Anganwadi) centers, and ECCE schools running under Sarva Shiksha Abhiyan. India's gross enrolment ratio in pre-primary education was 62.8 % in 2019, up from 60.7 % in 2018<sup>10</sup>

### ■ Primary education

Primary education in India or elementary education lasts eight years. Children aged 6 to 14 complete the following two stages: primary stage, grade I to V, and upper primary stage, grades VI to VIII. Nearly 80.0% of the schools offering an elementary level of education are either run by the government or supported, making it the most extensive education provider in India. In 2021-22, the gross enrolment ratio in primary education for India was 103.4%, up from 103.2% in 2020-21<sup>11</sup>

<sup>10</sup> [Knoema](#)

<sup>11</sup> [The Hindu](#)

### ■ Upper Primary Education

Upper primary education, also called the second cycle of primary education, includes all students between the age of 11 and 14, studying in grades VI to VIII. Education's objective remains the same but operates at a higher level of complexity. Children gain greater knowledge, deeper understanding, and principles during this period. In 2021-22, the gross enrolment ratio in upper primary education in India was 94.7%, up from 92.1% in 2020-21<sup>12</sup>

**Secondary Education:** Secondary education serves as a bridge between elementary and higher education and prepares young children between the ages of 14-18 for entry into higher education.

### ■ Secondary Education

Secondary education includes children aged 14 to 16 years for standards IX and X. It develops formal reasoning, problem-solving, and critical thinking skills and occupationally relevant content in adolescents. In 2021-22, the gross enrolment ratio in secondary education for India reached 79.6%, down from 79.7% in 2020-21<sup>12</sup>

### ■ Senior Secondary Education:

Higher secondary education covers children aged 16 to 18 and refers to the education imparted in grades XI and XII, preparing students for higher education. This is the transition stage where students shift from education to the world of employment and strengthen their skills and talents. The gross enrolment ratio in 2021-22 for higher secondary education increased to 57.6% from 53.7% in 2020-21<sup>12</sup>

### **Vocational Education:**

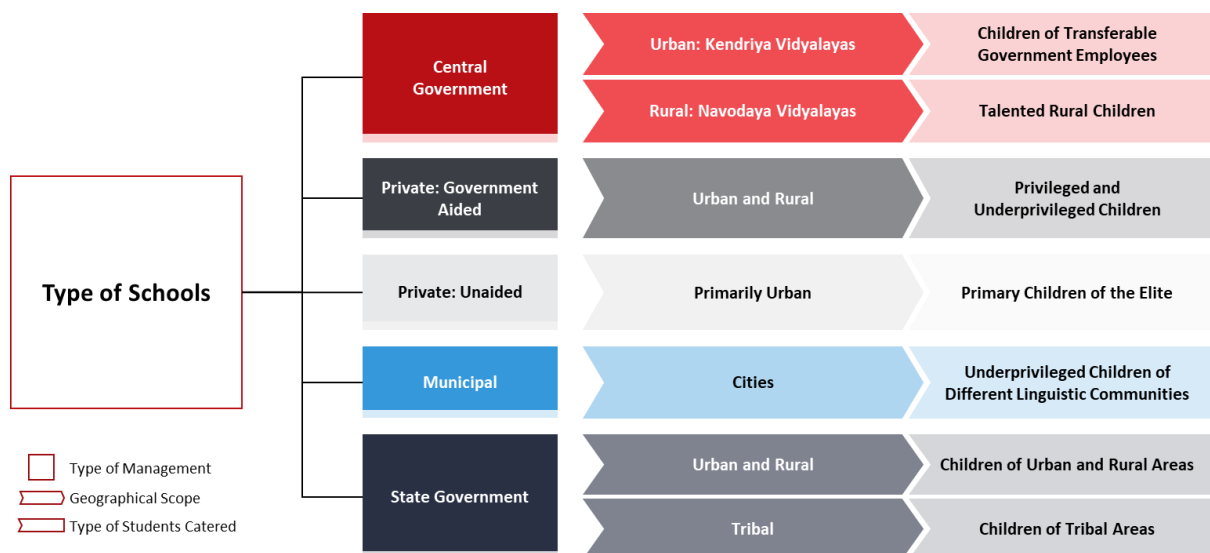
The Ministry of Education implemented the Vocationalisation of School Education scheme under the umbrella of 'Samagra Shiksha' - an integrated scheme for school education. The plan aims to integrate vocational education with academic education to prepare students for employability and competitiveness and covers students from grade VI to senior secondary education.

Different courses include hands-on training, field visits, and on-the-job training for students in an industrial setup, and arrangements are also being made for providing apprenticeship training to the students passing out with vocational subjects. Currently, the scheme covers various job roles in about 19 sectors like agriculture, automotive, banking, finance and insurance services, IT, beauty, and wellness, among others.

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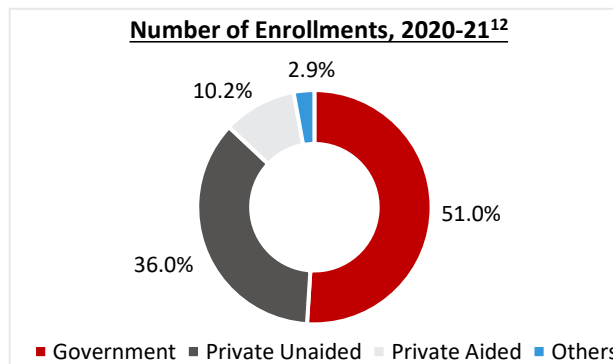
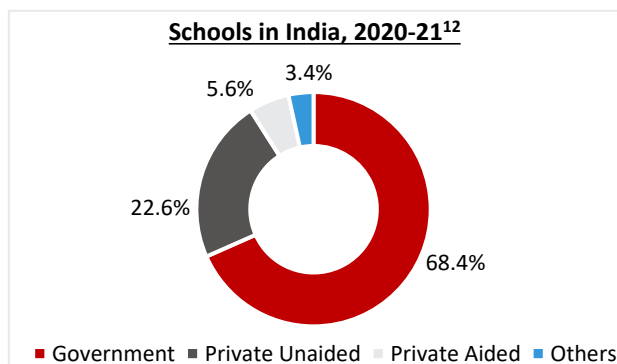
<sup>12</sup> [The Hindu](#)

# Schools in India



K-12 schools in India can be broadly classified as Government owned, Private Unaided, and Private Aided. Most students study in government schools where free education is provided to poor and vulnerable students who study for free until the age of 14. These include schools run by the state and local governments and the central Government. For example, Kendriya Vidyalaya has been established for children of urban areas, Jawahar Navodaya Vidyalaya for the gifted students in rural areas, Kasturba Gandhi Balika Vidyalaya for girls belonging to vulnerable SC/ST/OBC classes, Indian Army Public Schools run by the Indian Army for the children of soldiers. Some of the schools are run by charitable trusts that receive partial funding from the Government. Examples include DAV Public Schools, the largest system of aided schools run by the DAV College Managing Committee. Most middle-class and affluent families send their children to private schools owing to the parent’s demand for better quality education. There is a rising trend of an increasing share of private schools in total enrollments within the K-12 space in India.

Private (unaided or aided) schools tend to perform relatively better than government schools in most infrastructural indicators such as functional electricity, playground, internet, and computer facilities. Government schools perform better than private schools on certain indicators like libraries, ramps, handrails, and medical check-ups.



<sup>13</sup> UDISE+

## Key Policies and Initiatives

*'The roots of education are bitter, but the fruit is sweet' — Aristotle*

### Right to Education

Education is an effective social tool used for learning and acquiring knowledge, skills, beliefs, and habits while helping lift socially and economically marginalized sections of society. Various evidence suggests that investments in the early childhood stage yield maximum return compared to later childhood and education stages.

The Right to Education Act (RTE) mandates the Government to provide free and compulsory elementary education to children aged between 6-14. No child is liable to pay fees or any charges that may prevent them from completing elementary education. It requires private schools to reserve 25% of seats for children, to be reimbursed by the state as part of the public-private partnership plan. Free education also includes the provisions of textbooks, uniforms, stationery items, and special educational materials for children with disabilities to reduce the burden of school expenses. The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance, and completion on the Government vs. Parents in other countries like the US.

Children are admitted into private schools based on economic status or caste-based reservations. The Act provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance, and completion on the Government vs. Parents in countries like the US.

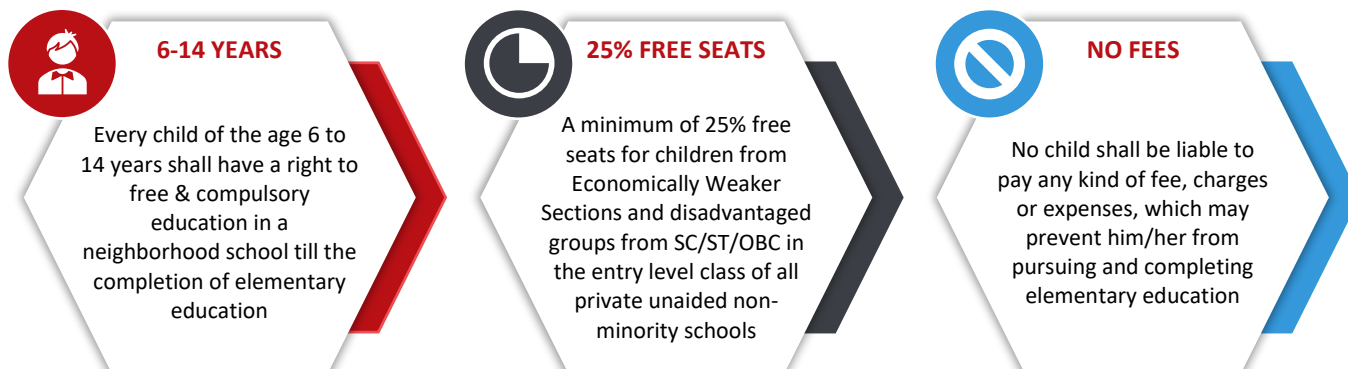
The RTE Act 2009 provides for the development of a curriculum that would ensure the all-round development of every child. There is also a provision for special training for school dropouts to bring them up to par with students of the same age. The RTE Act lays down norms and standards regarding the Pupil-Teacher-Ratios, classrooms, separate toilets for girls and boys, drinking water facility, number of school-working days, working hours of teachers, etc.

To improve the performance of children in schools, the RTE Act introduced the Continuous Comprehensive Evaluation (CCE) system in 2009 to ensure grade-appropriate learning outcomes in schools as well as to evaluate every aspect of the child during their time in school so that gaps could be identified and worked on well in time.

All schools covered under the Right are obligated to constitute a School Management Committee (SMC) comprising of a headteacher, local elected representative, parents, community members, etc. who are empowered to monitor the functioning of schools and to prepare a school development plan.

### Right to Education

*Build a child's knowledge, human potential, and talent*

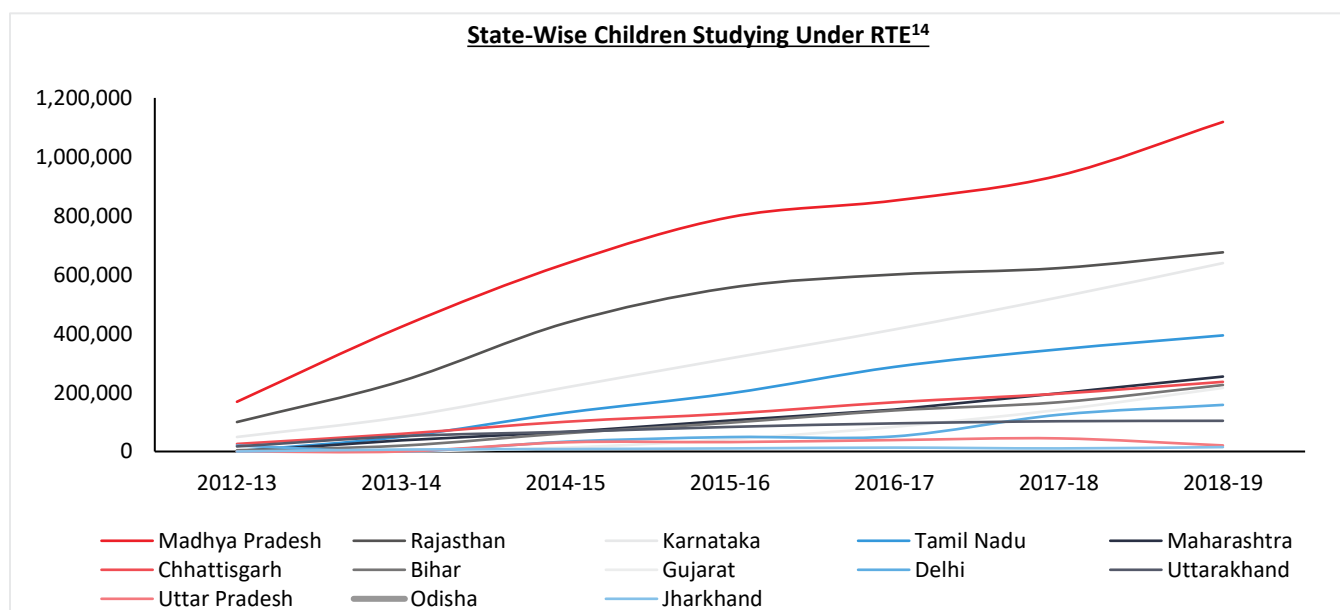


Under Section 12(1)(c) of the RTE Act, all schools—private, aided, unaided, or special-category—must reserve at least 25 percent of their seats at the entry-level (class one) for students from economically weaker sections (EWS) and disadvantaged groups (DG). Though this section is undoubtedly important, its implementation remains a problem till date. Other than resistance to follow rules from private schools, it was found in a research that the parents of the other 75% students as well as the school administrators tend to have a prejudice against people from marginalized communities. A report by IIM Ahmedabad also found that there were problems with clarity and enforcement, especially of the rules regarding eligibility criteria and admissions. It was found that several schools do not adhere to the 25% quota and overall, the window for the admission process for RTE Act vacancies is very narrow.

The Indian government allocates over 7% of its GDP on welfare services. But there’s still a huge gap in the demand and supply, resulting in unspent funds. For this, information asymmetry is the major reason. The gap in policy implementation is pretty evident, for instance in UP, for a population of 19.9 Cr there are only 6 lac seats available for children to attend a high-quality free education. Out of the 6 lac, only 9% actually go to the underprivileged children they are intended for.

### Impact of the RTE Act

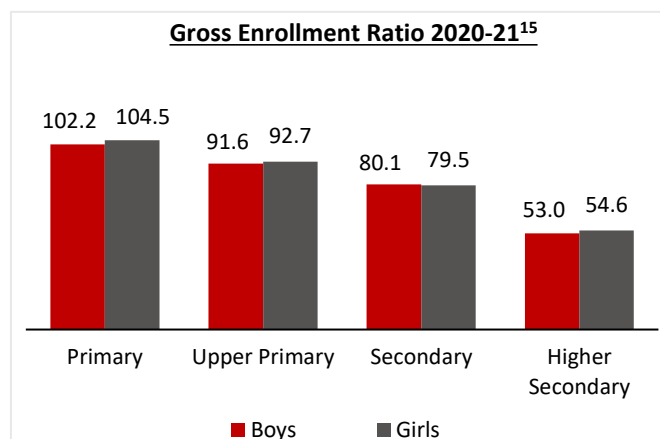
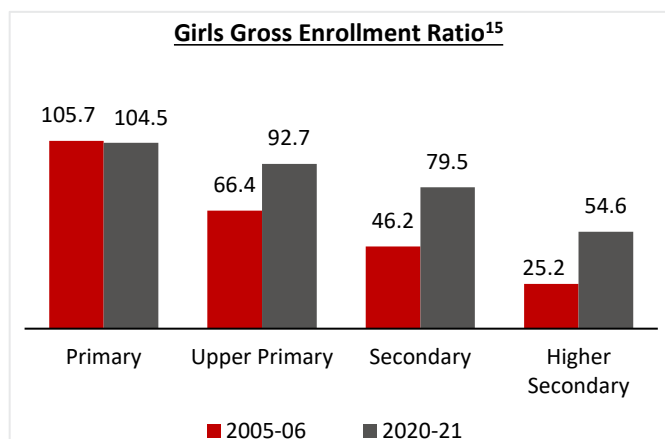
The RTE Act has proven to be quite fruitful in increasing enrolment in the country. GER for upper primary education has improved from 87.4% in 2013 to 92.2% in 2021. As many as 4.1 million students enrolled under the Right to Education (RTE) Act 2009 in 2018-19 in comparison to 3.5 million students in the previous year. This leap has contributed to a 19% growth year-over-year in school enrolments admissions since 2015-16. About 68.0% of these children hail from Madhya Pradesh, Rajasthan, Karnataka, and Tamil Nadu.<sup>14</sup>



GER for girls appears to have improved across all education levels and is at par or higher than boys at all levels of education. There is a striking improvement in GER for upper primary, secondary, and higher secondary schools. Bridging gender and social gaps in the country is one of the significant goals of the Samagra Shiksha and the various

<sup>14</sup> [Bright Spots Report 2021](#)

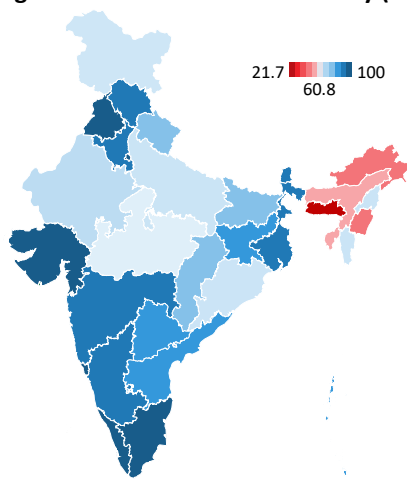
initiatives are undertaken to ensure that these goals are met.



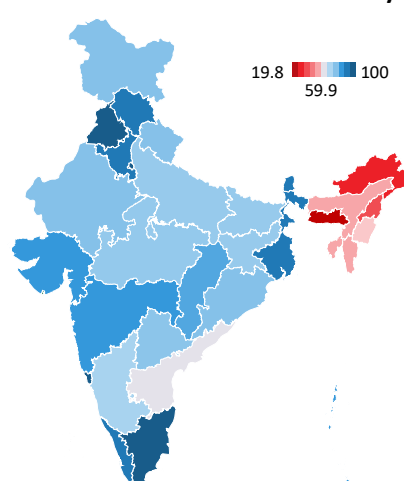
Various interventions have been targeted including the opening of schools in the neighborhood to make schools accessible for girls, free uniforms and textbooks, additional teachers including women teachers and residential quarters for teachers in remote/hilly areas, stipend to CWSN girls from class I to Class XII, separate toilets for girls, teachers' sensitization programs to promote girls participation, gender-sensitive teaching-learning materials including textbooks, etc. that have resulted in the growth of girls enrollment.

The infrastructure has been steadily improving; the total number of primary and upper primary schools stands at 7.7 lakhs and 4.4 lakhs respectively. Schools with functional separate toilets have shown improvement from 92.1% in 2014-15 to 95.1% in 2018-19. In terms of WASH (water, sanitation, and hygiene) facilities, most states perform higher than the national average of 80.0%. UTs like Chandigarh, Delhi, Lakshadweep, and others reported 100% access to WASH facilities, closely followed by states like Punjab, Tamil Nadu, Kerala, West Bengal, Gujarat, and Maharashtra. Most states perform higher than the national average of 80.0% in terms of access to functional electricity.<sup>16</sup>

**Percentage of Schools with WASH Facility (2019-20)<sup>16</sup>**



**Percentage of Schools with Functional Electricity (2019-20)<sup>16</sup>**



<sup>15</sup> UDISE+, Centre Square Foundation

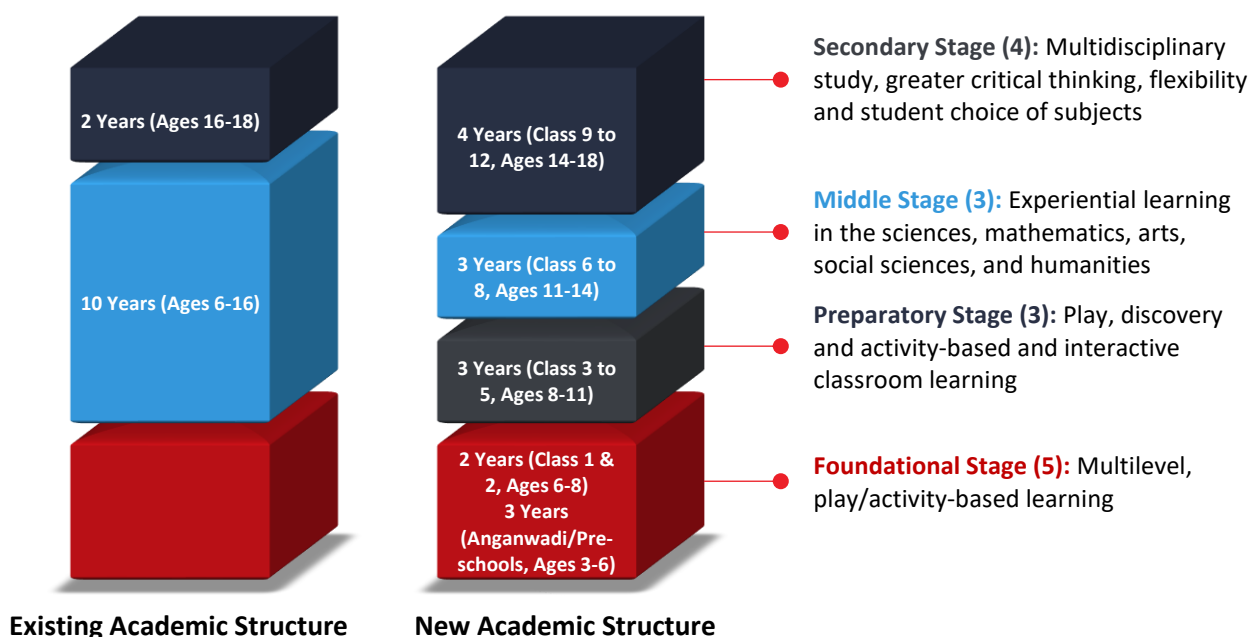
<sup>16</sup> Factly

School Infrastructure has improved as a result of stricter infrastructure standards, particularly in rural areas. As per UDISE+ data, government schools are shown to perform better than private and aided schools on certain indicators like libraries, ramps, handrails, and medical check-ups.

For most of the states, the Pupil Teacher Ratio has been well below or close to the ideal PTR (30:1) as stated by the Right to Education Act<sup>17</sup>. Smaller classes enable teachers to focus more on the needs of individual students and reduce the amount of class time needed to deal with disruptions. The elimination of the “no detention policy” has resulted in more accountability in the elementary school system and will ensure the achievement of learning outcomes.

## NEP 2020

New Education Policy 2020 seeks to develop an education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all. It imposes great stress on achieving universal access to high-quality Early Childhood Care and Education (ECCE) and attaining Foundational Literacy and Numeracy in primary schools. The present 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering age groups of 3-18 years.



The curriculum and assessments will cover core essential subjects, critical thinking, interactive and experiential learning with minimum focus on rote learning to ensure holistic development. The new system will focus on strengthening the regional language and mother tongue as a medium of education for grades I to V. All students will be encouraged to participate in a 10-day bagless period during grades VI-VIII to encourage various types of enrichment activities like arts, quizzes, sports, and vocational crafts. Vocational education is also a part of the policy that will be included in the curriculum from grade VI onwards to enhance students’ employability by learning new skills.

<sup>17</sup> [Centre Square Foundation](#)

One of the primary areas the new policy seeks to address is leveraging technology for improving learning outcomes and providing quality education. The policy focuses on providing quality education to disadvantaged sections as well as improving digital access and technology-assisted learning access for specially-abled students.

The policy supports Divyang students or children with special needs by integrating them into the regular schooling process from elementary to higher education levels, developing high-quality modules to teach Indian Sign Language, and enabling access to tech-enabled assistive devices or tools for CWSN and orientation of tools for parents/caregivers. In order to preserve the alternative pedagogical styles, alternative forms of schools will be encouraged.

The policy proposes various measures in the process of teachers' recruitment to improve the quality of teaching, such as mandatory teacher eligibility tests, teacher professional development programs, and teacher education programs at the elementary, secondary, and tertiary levels. The policy offers merit-based scholarships for studying quality 4-year integrated B.Ed. programs and various plans to improve teachers' career growth trajectory.

## NEP 2020: Key Considerations for Various Stakeholders

### Students

- Increased focus on skill and competency development, and building of higher order cognitive, social emotional skills and 21st century skills, which will build skills required for future work
- Greater choice in subjects and ability to focus on both academic and non-academic pursuits
- Students seeking a career in vocational education and related jobs will get a better preview of the same during their secondary school
- The Policy aims to establish a "Gender-Inclusion Fund" to build the nation's capacity to provide inclusive quality education to all girls, including vocational education
- NEP seeks to reduce the disparity in access to education for children and across socio-economically disadvantaged groups

### Government

- Development of curriculum, assessment framework, school quality accreditation and assessment framework with implementation plan, timelines, capacity building requirements
- Rationalization of school infrastructure to develop school clusters or complexes that will drive efficiency and increase collaboration, teachers to be rationalized across schools
- Teacher training plan and calendar to be rolled out aligned to National Curriculum Framework for Teacher Education and Teacher Professional Standards; digital and other methods used to disseminate required teacher training; anganwadi workers to be certified
- Building child tracking systems, efficient EMIS system with real-time data analytics; identification of Special Education Zones and development of alternate methods of schooling

## Teachers

- Introduction of professional standards for teachers will clearly outline roles and responsibilities of teachers, competencies required and necessary pre-service training
- Reduction in time spent on non-academic tasks, and increase in time spent on core academic and teaching responsibilities
- Increased demand for trained vocational instructors and master trainers: the NEP mandates an adequate number of teachers in schools across subjects – particularly in subjects such as vocational education
- Minimal career gap and learning opportunity for trainers
- Introduction of NEP will provide teachers with a clear process through which recruitment, tenure and promotions take place within the state, incentivizing teachers to perform better and increasing teacher motivation

## School Management

- Schools will have the autonomy and flexibility to adopt student-friendly curriculum and pedagogical methods
- Activity-based and experiential learning pedagogy will require upgradation of both physical and digital infrastructure
- NEP allows philanthropic contributions to the education sector, recommending the use of volunteer and civil society contribution towards development of foundational skills in students to increase the overall effectiveness of schools
- The implementation of multi-language teaching up to Grade 5 will require significant change in school's resources
- Textbooks, learning materials will need to be available in local languages; teacher capacity will need to be built for local language and bilingual instruction; assessments will need to be conducted in local languages

## Education Technology Players

- Opportunity to collaborate with schools for skilling courses starting from class six. With a certain degree of autonomy, the liberty to run short-term certificate courses and the mandate of multidisciplinary and new-age courses complemented by ODL and online delivery channels, HEIs have a great opportunity to create new streams of revenue
- Opportunity for Edtech players to collaborate with higher educational institutions offering vocational programs to offer joint degree/certificate programs
- Opportunity for players operating in assisted technology space: Assistive devices, technology-based supportive tools and language-appropriate teaching learning materials will be made available to assist specially abled students to integrate more easily into classrooms

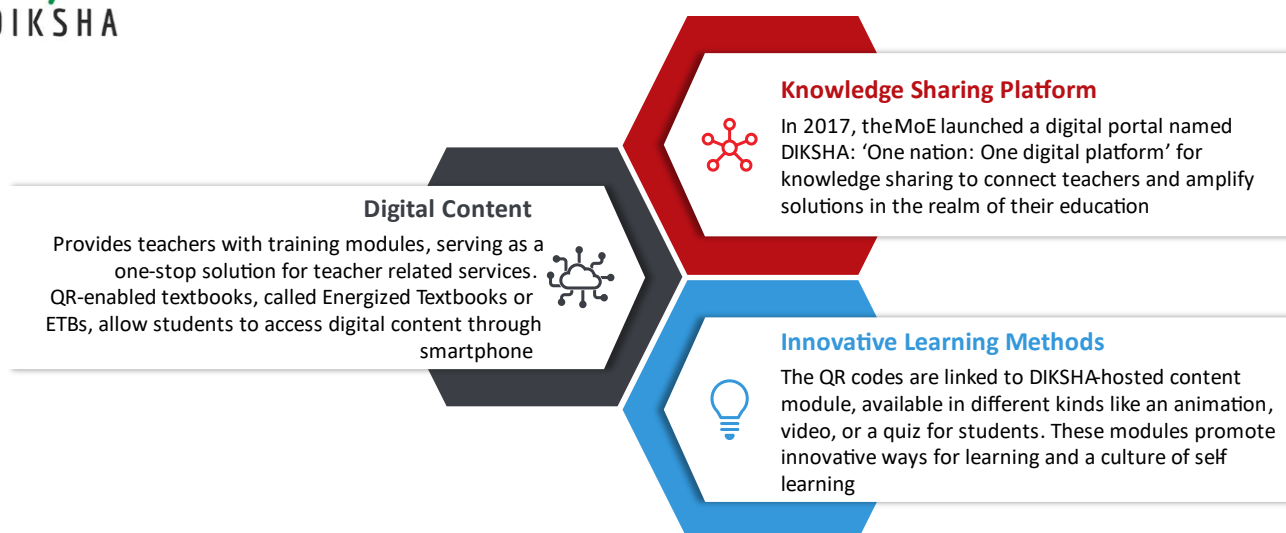
## Industry Players

- Develop fund pool for contribution towards research and development of foundational skills
- Collaboration opportunity for industry players in blockchain, AI, predictive analytics with focus on monitoring and evaluation
- Opportunity for industry participation in research, co-delivering short-term skill certificates, co-partnering in creation of online universities
- Develop textbooks, learning materials and provide to students in local languages
- Develop teaching and learning material to develop teacher capacity suitable for local languages and bilingual instruction

## Other Policies and Initiatives

Right to Education and NEP are the major pillars supporting education in India which aims at universal access to quality education and attaining foundational literacy and numeracy. There are various other initiatives and policies in place as well to ensure the holistic development of children with a focus on learning 21st-century skills.

### Launch of Diksha Platform



### Focus on Mental Health: Initiatives like Manodarpan, Sahyog, Happiness Curriculum

#### Manodarpan

- The initiative provides Psychosocial Support for mental health & well-being of students
- The minister launched a national helpline number, a website and a handbook on 21st century life skills, for the students of school, college and universities

#### SAHYOG

- Live interactive sessions 'SAHYOG: Guidance for Mental Well-Being of Children' are telecast to deal with guiding handling stress and related concerns of students. These sessions are held by school counsellors and Experts

#### Happiness Curriculum

- To provide young minds with happiness and confidence, the Delhi government had launched the 'Happy Curriculum' initiative. It was introduced in over 1,000 government schools in Delhi for classes nursery to 8
- The students had a happiness period for 45 minutes. It focuses on holistic education by including meditation, value education, and mental exercises in the conventional education curriculum from nursery to grade 8 in all Delhi government schools

## Fit India School Week




Fit India School Week was started with an aim to integrate fitness as an essential part of school education where physical fitness is taught and practiced, apart from homes



Schools have welcomed this concept of celebrating 4 to 6 days of a week dedicated to fitness to instill the importance of fitness not only in students but also amongst their families, teachers, and school staff



Various virtual/online activities like yoga, free hand exercises, painting, debates, symposiums, brain games like Chess, Rubik cube etc. are organized by the schools

## Mission Buniyad



The mission was originally launched in 2018 in Delhi with an aim to ensure that students of classes 3 to 8 studying in government or MCD schools were able to fluently read letters and solve basic mathematical problems



It focuses on strengthening foundation and basics, instead of burdening the kids with syllabus and periodic assessment



From learning mathematics tables through the game 'Tippi tippi tap, which colour you want', to learning about angles by flexing one's biceps, to teachers helping students solve sums through the game of snakes and ladders, the schools are involving kids in different activities to make learning fun

## Entrepreneurship Curriculum

Implemented in 1,000+ government schools of Delhi from grade 9 to 12 to build awareness and knowledge of various aspects of entrepreneurship amongst students

The program is based on an activity-based curriculum developed by SCERT and includes interaction with Delhi-based entrepreneurs where the students are provided seed money by the government, and they identify and pursue real world opportunities either for making profit or for creating social impact

Research and experience of various universities around the world have confirmed that immersive real-world projects like this accelerate developing entrepreneurial abilities

Government through various acts, initiatives, and policies in place is making its way in enrolling and retaining children in school, especially from the disadvantaged sections of society. However, there are many roadblocks to achieving the goal of universal education in the country. There is a need for seamless collaboration between the government, the public, businesses, and social organizations to enroll every eligible child in school. This makes the role of non-profit institutions very important in improving and uplifting those at the grassroots level.

India is a country with diverse demographics where social organizations or NGOs play a significant role in education, equality, and sustainability. **There are about 4 NGOs for every 1,000 people in urban areas and 2.3 for every 1000 people in rural areas<sup>18</sup>** providing a solution for various challenges like education, women empowerment, child rights, and poverty among others. Education is the most powerful sword which can be used to change the world and effectively break the cycle of poverty and socio-economic differences. The role of NGOs to complement the formal education system in the country and reach out to the excluded, underprivileged, and challenged sections of society is critical. **There are total 1,059,008 NGOs in the country out of which 84,462 (8.0%) are focused on the cause Education & Literacy.**

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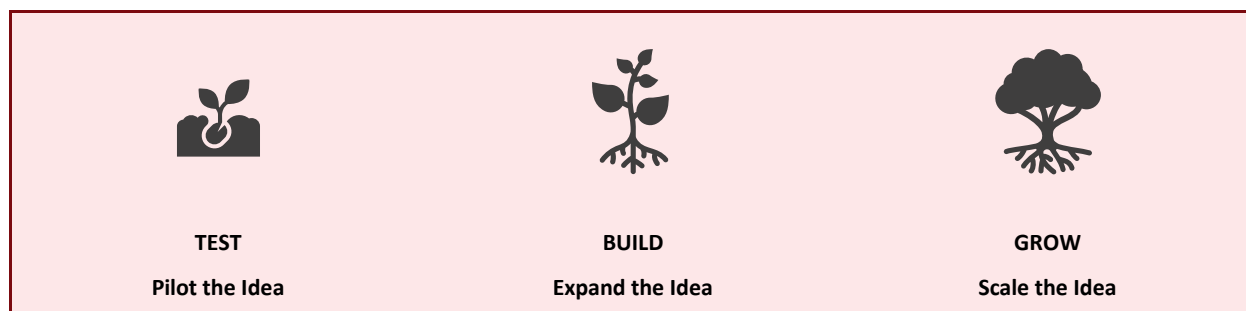
<sup>18</sup> [Global Governance Initiative](#)

## UnLtd India's Incubation Program

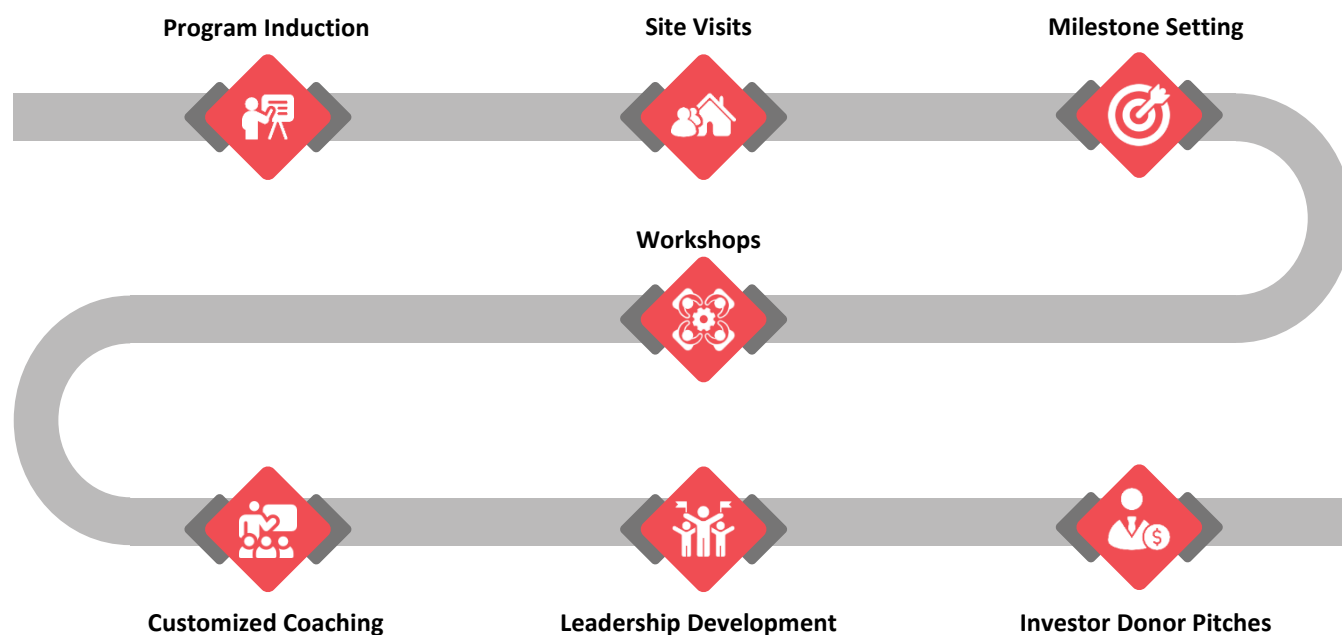
UnLtd India serves as a canvas for early-stage social entrepreneurs in India to nurture their ideas and grow as true artists of change. UnLtd India was one of the first incubators to support early-stage social entrepreneurs and NGO founders. Over the last 14 years, it has incubated 314 social enterprises, including Phool, Arpan, FUEL, and many others. Its incubates have impacted 19.5 million lives and raised Rs. 30.7 billion until now.

Their Incubation Program provides one-on-one coaching, access to mentors and funders, and peer learning. At the core of the Incubation Program are early-stage social entrepreneurs. UnLtd provides social entrepreneurs with opportunities to maximize their potential as leaders, accelerate the growth of their organizations and deliver high-impact.

The Incubation Program is divided into 3 levels based on the stage of the business. UnLtd helps its social entrepreneurs escalate their work through stage-appropriate coaching and inputs.



### An Entrepreneur's Journey with UnLtd



## How UnLtd India Alums are Making a Difference?

### LeapForWord

<b>Founder</b>	Mandar Gite and Pranil Naik	Goregaon, Mumbai	
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#### **Mission:**

LeapForWord aims to solve the problem of English illiteracy by developing effective, easy-to-use, economical teaching or learning techniques for teachers and students from regional language schools across India. Their long-term vision is to provide children of underserved communities with higher education opportunities of their choice, which they could not avail of due to poor English capabilities.



#### **Model:**

The English Literacy Program is LeapForWord's flagship initiative for bringing English proficiency to students from regional language backgrounds. The English Literacy Program enables teachers to use simple teaching techniques in their mother tongue and take their respective students from complete English illiteracy to a stage where they can read, write, comprehend & structure grammatically correct sentences.

- **Elementary Reading:** A child is taught how to read and spell simple English words using simple techniques in the mother tongue in about 40 hours
- **Advance Reading:** It helps children to read and spell any English words through instructions in the mother tongue in about 80 hours
- **Elementary Comprehension:** It provides some innovative yet simple techniques for teachers & parents to teach their children to understand & structure grammatically correct simple English sentences
- **Advance Comprehension:** It provides the easiest & fastest way to learn to comprehend & frame English sentences

## Work and Impact:

Percent of class that can read...						
	3 Letter Words	Conjoints	2 Vowels Together	Tail Words	Muti Syllable	Long Words
Before LFW	2%	1%	1%	0%	1%	1%
After LFW	50%	32%	23%	22%	21%	17%

**Years of Field Experience: 16**

**Teachers: 315,000**

Percent of class that can spell...						
	3 Letter Words	Conjoints	2 Vowels Together	Tail Words	Muti Syllable	Long Words
Before LFW	1%	1%	0%	0%	1%	1%
After LFW	36%	23%	16%	16%	13%	11%

**Students: 2,329,578**

**States: 9**

## Code to Enhance Learning

<b>Founder</b>	Irfan Lalani	Ahmedabad, Gujarat	<a href="#">Code to Enhance Learning</a>
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### Mission:

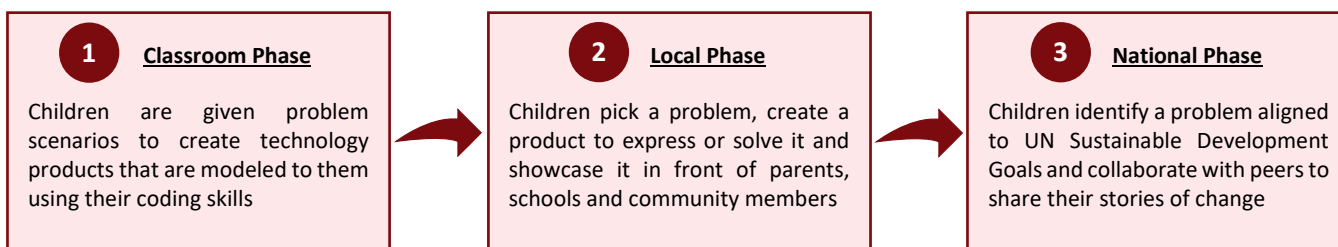
Code to Enhance Learning aims at empowering schools and organizations to build coding skills in the younger population. The non-profit organization uses coding as an effective tool to instill critical thinking, creativity, collaboration, and perseverance in children studying in grades IV – IX.



### Model:

The NGO imparts coding skills to children to enable them to be equipped for the twenty-first century. The children are taught to use coding platforms to come up with creative solutions to problems they observe around them. It motivates the children to be aware of the issues in society and guides them towards a computational mindset that will prepare them for the future.

### The NGO's model has three phases:



The non-profit organization offers three programs:



### Student Coding Program

CEL Student Coding Program is a well-structured program designed for students. The programs empower students to use coding as a medium of self-expression and problem solving. The Expert Facilitator of Code to Enhance Learning works directly with students to create meaningful learning experiences for children



### Teacher Coding Program

CEL Teacher Coding Program is a well-crafted program designed for teachers. The objective is to empower them to facilitate coding sessions for children in grade IV-IX. The teachers get access to researched curriculum and engaging pedagogies and are trained to deliver them effectively and efficiently to children



### CEL Kids Hackathon

CEL Kids Hackathon is an annual collaborative coding event for students in grades V-IX to help them start their coding journey and showcase their coding talent. The children are given a problem statement aligned to UN Sustainable Development Goals for which they build a project to be reviewed by the expert panel

### Work and Impact:



Students



Schools



Teachers

## Vowels of the People Association (VOPA)

<b>Founder</b>	Prafulla Shashikant	Kothrud, Pune	
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### Mission:

Vowels of the People Association (VOPA) is an NGO that works with schools, teachers, and students to provide quality education to disadvantaged communities. It aims to pave the way for undeserved school children to have access to meaningful education with self-respect and equal opportunity.



### Model:

VOPA works on different educational projects to enhance and improve the learning experience of underprivileged students. The NGO provides an online application that offers well-curated learning content and activity-based learning to children. The application is user-friendly and offers features like minimum clicks, no advertisement, free content, zoom-in, and auto reading among others. The NGO mainly works on two projects:

#### V-School – Free Online Education

VSchool is a free online platform and an application build for addressing the challenges faced by underprivileged children. It provides free online educational resources to students studying in the local language medium. It provides a platform that can be replicated for any district, state or syllabus

#### School Transformation

In order to improve learning outcomes, teachers in the school system need to focus on developing their skills and knowledge. VOPA provides for customized teachers' training. The non-profit uses collaborative, constructive, and democratic facilitation to conduct teacher training sessions

## Work and Impact:

### Collaboration

The NGO collaborates with Zila Parishad education departments and is officially working with 4 districts in Maharashtra

### Training

VOPA trains the teachers with VSchool pedagogy, and technical skills. We have trained 1800+ ZP teachers under VSchool


### Curation

The educational content is created and approved by expert Zila Parishad teachers. 2200+ Chapters are built till date

### Reach

VSchool website was visited by more than 17 lakh users till date. Now, VSchool Free Android App is used by 11 lakh students

## Urmi Foundation

<b>Founder</b>	Sonalee Shyamsunder	Parel, Mumbai	
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### Mission:

Urmi Foundation is a non-profit that works with special children around different communities in Mumbai and provides academic & social skills through its curriculum. The organization aims to integrate the population with developmental disabilities into mainstream society by providing adequate resources and policy support.







### Model:

The foundation implements therapeutic, academic, and capacity-building-based interventions having sound measurement and evaluation tools. The NGO assesses the child's personal, social, recreational, academic, and prevocational areas for designing the programs. It designs customized teaching tools to implement the program. The program is evaluated and assessed via qualitative and quantitative methods to address challenges in its implementation. The NGO offers the following programs:


<b>Art Therapy</b>	Art Therapy is a therapeutic technique that incorporates different fine art forms like music, coloring, paper craft and performance art leading to academic foundation creating interesting and engaging activities, such as eye hand coordination, attention span, among others
<b>Special Education</b>	The academic curriculum for special education facilitates special children to receive an effective education. The program is a collaborative effort of Urmi Foundation's trained RCI registered special educators and BMC school teachers, who have jointly designed a curriculum covering significant areas of learning
<b>Speech Therapy</b>	Speech therapy program helps in improving speech and comprehending abilities of the special children that enables them to understand and express verbal and nonverbal communication
<b>Behavioral Modification</b>	The behavioral modification program aims at encouraging socially acceptable behavior in children. This program has improved special children's participation in social events, supporting their inclusion in the society and academic learning

<b>Occupational Therapy</b>	The occupational therapy builds gross motor, visual perceptual and cognitive skills among special children to improve their ability to function and perform day-to-day activities like bathing, eating, dressing, etc. This program makes the children gain physical independence to support their daily routines
<b>Capacity Building Workshops</b>	The capacity building workshops build skills needed to handle and nurture special children in a more effective way. These workshops help parents gain access to significant information about how to provide care for their special children taking account of their external environment
<b>Parent's Counselling</b>	Parents counselling is a psychological intervention that helps with emotional and social concern of the parents having a special child. The counselling provides parents with the opportunity to handle their concerns in an effective way, so that it doesn't impact their children's growth and development

### Work and Impact:

<p><b>5000+ Special Children</b></p>  <p>Gained Access to Quality Special Education</p>	<p><b>3000+ Children</b></p>  <p>Received Therapeutic Intervention Resulting in their Social Inclusion and Physical Independence</p>
<p>Created a Special Education Hub Through <b>17 Special Schools in Last 7 Years</b> by Partnering with BMC Special Schools and Urmi Community Special Schools</p>	<p><b>Released 2 Self Publications</b> Designed for Special Kids in Mumbai</p> <ul style="list-style-type: none"> <li>• Sexuality Education of Special Children</li> <li>• Toilet Training Manual</li> </ul>
<p><b>5000+ Parents</b></p>  <p>Received Capacity Building Workshops Leading to Better Special Child Care</p>	<p><b>638+ Children</b></p>  <p>638+ Severely Disabled Children Prevented from Degeneration</p>

## Tatvagyan Thinkzone

<b>Founder</b>	Binayak Acharya	Cuttack, Odisha	
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### Mission:

Tatvagyan Thinkzone is a social enterprise that provides quality learning opportunities to children from low-resource backgrounds by implementing high-quality education programs. The NGO believes in providing equal opportunity to every child to pursue their dreams.



### Model:

ThinkZone utilizes mobile application solutions for training and equipping youth to become educators. The NGO provides data-driven technology and research-based methodology to children between the age of 3-10 years to develop their foundational literacy and numeracy skills.



#### ThinkZone Fellowship

- The fellowship aims at upskilling youth to become educational leaders. The program trains youth to teach young children of their communities. The fellows implement intensive learning camps for the younger population
- Using ThinkZone's data-driven mobile technology and activity-based teaching pedagogy, the fellows focus on improving the foundational language and arithmetic skills of children. The youth get pocket allowances and certification for teaching children for few hours in a day
- The NGO uses accessible technology to assess and motivate youth to implement various processes of the program




#### Home Based Learning

- ThinkZone uses accessible technology including simple text messages and interactive WhatsApp chatbot along with automated voice calls to engage children in the age of 3-10 years in activity-based learning content
- The modules are user-friendly and can be understood and used by parents irrespective of their literacy levels
- The cost of the content is free for the parents. The program motivates parents to work towards developing the skills of children from an early age

## Work and Impact:

2019-20 Impact Evaluation			
Improvement in Languages Scores – Primary Grade		71%	
Improvement in Arithmetic Scores – Primary Grade		63%	
Children Made a Jump of 1 Learning Level – Primary Grade		61%	
Children Developed Age-Appropriate Skills – Early Childhood		55%	
Improvement in Educators’ Skills Via Blended Learning Method		28%	
2019-20 Control Group Study - Students Enrolled in ThinkZone Programs Significantly Outperformed Control Group by:			
In Number Recognition & Counting	44%	In Comparison Skills & Shape Knowledge	58.0%
In Division Skills	46%	In Reading and Writing	41.0%
2021-22: Significant Impact of the ThinkZone Program on Mathematics and Odia Scores			
Improvement in Math Scores (in 5 months)	12.3% - 21.6%	Improvement in Odia Scores (in 5 months)	13.8% - 24.9%

## Slam Out Loud

<b>Founder</b>	Jigyasa Labroo, Gaurav Singh	Delhi	
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### Mission:

Slam Out Loud focuses on using the transformative power of performance and visual arts to help build creative confidence (life) skills like communication, critical thinking, and empathy in children from disadvantaged communities.



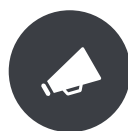
### Model:

Slam Out Loud uses art as a medium to build creative confidence skills including communication, critical thinking, and empathy in younger children. The non-profit organization provides three programs:



#### The Jijivisha Fellowship

The Fellowship places professional artists directly into classrooms, who help build essential life skills to children from low-income backgrounds through the art forms of poetry, storytelling, theatre, visual arts, and photography. It uses arts as a tool for building creative confidence, a combination of 21st century skills and SEL skills, including creativity, communication, collaboration, critical thinking, self-esteem and empathy



#### Voice For All

Voice For All enables access to art education resources through digital platforms and facilitator training. The e-learning content is interactive, vernacular, free of cost, and adaptable to context. Children create and share their art upon completion of courses through community gatherings or on digital platforms. End-of-program art fairs give an opportunity for children to showcase their art to friends, family and the larger community



#### Arts For All

Arts For All uses the arts along with multiple low-tech platforms to deliver support for arts-based socio-emotional learning and mental well-being to the most vulnerable children at scale. By offering localized, need-sensitive and engaging at-home audio, video, text, and print resources for learners who have limited access to the internet, it aims to lead children towards creative outcomes and building mental resilience during the covid based school closure period

## Work and Impact:

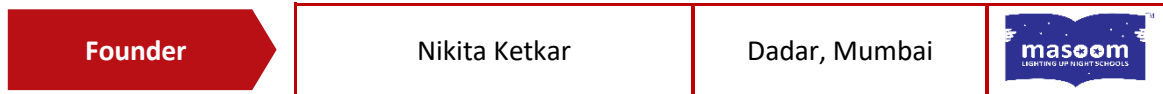


**Learnings**

- 95% children who take Slam Out Loud courses, feel motivated to learn new art forms
- 83% respondents strongly agree / agree that the resources are building social-emotional skills in children
- 96% of artists who engage with Slam Out Loud, feel that they are contributing positively to the society
- 75% children who are part of Jijivisha classes for a year, grow at least 1 level in the Creative Confidence rubric



## Masoom



### Mission:

Masoom empowers and strengthens night schools to accelerate learning in the youth. The organization enables night schools student to achieve their full potential through education and policy support resulting in better skills and job opportunities.



### Model:

Masoom is dedicated to facilitating quality education in night schools. It partners with the Education Department of the Maharashtra Government to bring greater change to night school education in India.

#### Night School Transformation Program (NSTP)

Masoom helps night school students by strengthening their academics and by providing them with the better career opportunities. The program is designed for the children from poor socio-economic backgrounds, who work during the day and support their families. Masoom project to reach out to 170 night schools by 2025, thereby impacting 25,000 night school students in Maharashtra.

#### Career Cell (CC)

The career cell supports children aged above 18 years to complete their higher education, gain vocational skills, helping them gain employment in organized sectors. The Career Cell of the NGO provides for career guidance, short term skilling courses, long term courses, and Student Entrepreneurship Program to night school students.

<b>Tech on Wheel (TOW)</b>	<p>Tech on Wheel program provides exposure to IT related courses. The Tech on Wheels bus provides access to computers, online resources and innovative educational programming that will provide better opportunities for future and will act as a unique platform for students' learning. The courses comprise of graphic designing, web designing and basic computer, with the plan to introduce robotics.</p>
<b>Evening Learning Center (ELC)</b>	<p>The program is designed for the dropout students to clear class 10 examinations to support students, especially in the areas where there are no alternative models like night schools or other platforms. The ELCs mainly focus on catering to the social needs of the students by helping them learn life skills, soft skills and vocational skills where education will be a byproduct.</p>

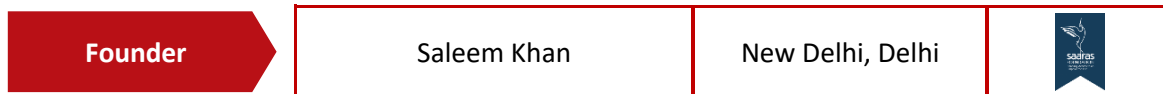
### Work and Impact

Night School Transformation Program Impact	2008-09	2021-22
Schools	2	85
Attendance Percentage	34%	57%
SSC Pass Percentage	36%	96%
Students Secure First Class	5%	47%

2021-22: Career Cell Impact	
Career Guidance Provided	6108+ Students
Interest Mapping Provided	2000+ Students
Short Term Courses Has Reached Out	2381 Students
Long Term Courses Has Reached Out	174 Students
Students Entrepreneurship Program Reached Out	28 Students
Mentorship Provided	5 Students
Placements	931 Students

2021-22: Tech on Wheels Impact	
Tech on Wheels Has Reached Out	2000+ Students
2021-22: Evening Learning Center Impact	
Average Results of ELCs in Maharashtra	94%
Average Results of ELCs in Gujarat	61%
Students Appeared For Exams	315
Students Passed the Examination	255
Average Attendance Recorded	70-80%

## Saaras Foundation



### Mission:

Saaras Foundation focuses on the lives of disadvantaged communities by increasing their access to welfare policies. It tries to bridge the gap in access by collaborating with all the stakeholders involved including the community, civil society, and government. It uses technology, research, advocacy, and data analytics as levers to provide access to welfare schemes and policies.



### Model:

Since its beginning in 2017, Saaras has been working on the implementation of the Right To Education Act in Uttar Pradesh through campaigns, training, a helpline, and a technology support model. In 2020, the NGO received permission to partner with the SIFPSA government department to implement the Right To Food Pradhan Mantri Matru Vandana Yojana Scheme (PMMVY) in ten districts of Uttar Pradesh. It operates two projects namely:

#### Project: Eklavya

Saaras is instrumental in providing free education to underprivileged children in private schools, by supporting families and the government to overcome various challenges in implementing the Right to Education 12 (1) (c)






#### Project: Maa

Saaras Impact Foundation has secured a partnership for Project Maa from the Uttar Pradesh government in February 2020 for implementation of Pradhan Mantri Matru Vandana Yojana (PMMVY) in 10 districts of Uttar Pradesh.




## Work and Impact:

**Project: Eklavya**

		
<b>62,243+</b>	<b>22,000+</b>	<b>1,700+</b>
Citizens made aware of their rights. 16,343 citizens were supported to gain access to their benefits	Drivers employed with Ola and Rapido made aware of their benefits through successful partnership with these ride sharing companies	Children secured admission in private schools under RTE 12 (1) (c), through the 12 partner NGOs supported

**Project: Maa**

The project is currently in its first phase of implementation



**2,000+**

Pregnant mothers received support relating to pending instalment of Pradhan Mantri Matru Vandana Yojana

UnLtd India has been working for ~13 years and has empowered visionary leaders and changemakers to build and grow their social ideas, providing an enabling ecosystem to facilitate constant growth. UnLtd India has supported over 300 social entrepreneurs, across various sectors like Agriculture, Education, Livelihoods, and Environment. The majority of the SEs supported work in the Education sector (26.0%), followed by Livelihoods (18.0%), Environment (15.0%), Agriculture (13.0%), and others. The organization has helped SEs raise funds through grants, revenue, equity & debt and has raised ₹11.5B till date.

The nonprofits working towards the cause of Education & Literacy strengthens the educational ecosystem built by the Central and State Government along with the key initiatives, like RTE Act and the NEP 2020, brought into action. NGOs work at the grassroots level to help extend access of quality education to underprivileged sectors. Combined efforts of government, private players, and NGOs have led to key structural reforms in the Indian education system; however, a lot is yet to be done.

Key areas of improvement like infrastructure, transformation to technology, teacher training, school supplies, etc. are required to be addressed. Higher budgetary allocation, amendments in the RTE Act to encourage NGOs in remote areas, timely allocation of funds to NGOs, addressal of mental health issues to ensure holistic development, among others are some of the areas that require intervention. Lack of funding along with capacity building is the major stumbling block hindering the foundational objectives of these NGOs. A certainty regarding sources of funding is significant for NGOs to plan their programs and industry players can play a role in this through its Corporate Social Responsibility initiatives.

The need of the hour is a strengthened partnership between the government, key industry players, and non-profit organizations working towards the common goal of making quality education accessible to all irrespective of social and economic differences. It is rightly said 'Padhega India, tabhi toh badega India', i.e., the future of the country depends upon the quality of education children receive today.

## Appendix

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