



NANRITAM EDUCATION FOR ALL (EFA)

ANNUAL IMPACT REPORT 2025-26

Equity with Excellence • Opportunity for Every Child • Impact for a Nation



INCLUSION
FOR ALL



EXCELLENCE
IN EDUCATION



OPPORTUNITY
FOR EVERY CHILD



IMPACT
FOR A NATION



BUILDING EQUITABLE, QUALITY EDUCATION SYSTEMS ACROSS INDIA



EXECUTIVE SUMMARY

Educational inequality remains one of the most significant barriers to India's social and economic transformation. While the National Education Policy 2020 provides visionary framework, the true test lies in ensuring that high-quality learning reaches children in remote villages, tribal settlements, government schools, and low-resource communities with the same rigour and ambition as it does urban centres.

Nanritam's Education For All (EFA) initiative addresses this challenge through a unique educational ecosystem approach that combines curriculum innovation, teacher development, competency-based assessment, digital monitoring, and sustained academic mentoring resulting in academic leadership. During 2025-26, EFA reached more than 150,000 students and 8,000 teachers across Ladakh, Meghalaya, Karnataka, and West Bengal, creating one of the most diverse educational partnership networks in the country.

The strength of the initiative lies not merely in its scale but in the diversity of stakeholders it brings together. Government education departments, DIETS, mission schools, private institutions, community learning centres, tribal organisations, school leaders, teachers, parents, and civil society partners collectively contribute to a shared vision of educational equity. This collaborative architecture enables knowledge transfer across regions that are geographically distant yet united by similar educational challenges.

The programme's emphasis on foundational learning is strongly supported by the work of Nobel Laureate James Heckman, whose research demonstrates that investments in early childhood and foundational education generate the highest social and economic returns over a lifetime. EFA operationalises this insight by prioritising literacy, numeracy, teacher quality, and competency development during the earliest years of schooling.



When excellence is combined with inclusion, educational transformation becomes a powerful instrument for both social justice and national development.



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The significance of this work extends beyond education. By strengthening learning systems in frontier regions such as Ladakh, historically marginalised tribal communities in Purulia, and underserved populations across multiple states, EFA contributes to social cohesion, inclusion, and long-term human capital development. In a world increasingly shaped by knowledge economies and geopolitical competition, educational equity is not merely a social imperative; it is a strategic national investment.

EFA demonstrates that when excellence is combined with inclusion, educational transformation can become a powerful instrument for both social justice and national development.

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About Nanritam



Founded in 2002 by a group of socially committed professionals inspired by Swami Vivekananda's vision of nation-building through service, Nanritam has grown into a dynamic institution dedicated to transforming lives through integrated social development. Over the past two decades, it has evolved into a multidimensional organisation working across four critical sectors- health, education, child nutrition, and agricultural livelihood development.



Through the Lokeswarananda Eye Foundation, a 100-bedded super-speciality eye hospital, Nanritam provides high-quality and affordable eye care to thousands of patients every year. In education, Filix School of Education and the Education For All (EFA) initiative are pioneering innovative, child-centred approaches that have reached over 1,50,000 students and trained more than 8,000 teachers across India. Community-based nutrition programmes support vulnerable children, while livelihood initiatives empower rural families through sustainable agricultural practices and capacity building.



Located in Purulia, West Bengal, the Nanritam campus serves as a hub for innovation, implementation, training, and research. It is a place where ideas are translated into action, partnerships are nurtured, and scalable solutions are developed for some of India's most pressing challenges.



Guided by compassion, excellence, and service, Nanritam continues to demonstrate that meaningful and lasting change occurs when communities are empowered, opportunities are expanded, and human potential is nurtured. Its journey is not merely one of institutional growth, but of transforming lives and building a more equitable future for all.



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✓ Education at Nanritam



Education occupies a central place within Nanritam's vision of social transformation. At the heart of this vision lies a unique educational ecosystem comprising two interconnected institutions: Filix School of Education and Education For All (EFA). Together, they represent a model that combines research, innovation, implementation, and scale to address one of India's most pressing development challenges—ensuring equitable access to high-quality learning.



Located in Para, Purulia, Filix School of Education functions far beyond the mandate of a conventional K-12 school. It serves simultaneously as a pedagogical research centre, curriculum innovation laboratory, teacher training hub, demonstration school, and centre of excellence in experiential learning. Educational innovations are first developed, tested, refined, and validated within Filix before being scaled through EFA.



Education For All was established to take these innovations beyond the boundaries of a single institution and into diverse educational contexts across India. During 2025-26, the EFA ecosystem reached more than 150,000 students and trained over 8,000 teachers across Ladakh, Meghalaya, Karnataka, West Bengal, and multiple partner institutions. Its work spans government schools, mission schools, tribal communities, rural learning centres, and first-generation learners, demonstrating a commitment to both excellence and equity.



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The EFA model is grounded in contemporary research on learning and human development. It integrates experiential and competency-based foundational literacy and numeracy, continuous professional development, educational leadership development, curriculum innovation, and the NEP- aligned Holistic Progress Card (HPC). Rather than relying on one-time workshops, EFA adopts a long-term implementation framework comprising training, mentoring, observation, reflection, assessment, and leadership development.



A defining contribution of the initiative has been the creation of a comprehensive curriculum ecosystem, including the Sparkle literacy series, Journey Through Numbers, My World of Words-Numbers-Exploration, Wings and Flight, and Science Explorers. These resources promote inquiry, creativity, communication, critical thinking, and conceptual understanding while remaining rooted in local classroom realities.



The HPC framework further advances assessment reform by tracking learner growth across five core skills-communication, creativity, collaboration, critical thinking, and citizenship-and seven developmental competencies. Together, Filix and EFA demonstrate how educational innovation can move from laboratory to landscape, creating scalable pathways towards quality, inclusion, and lifelong learning for every child.

FIVE CORE SKILLS



Communication Creativity Collaboration Critical Thinking Citizenship

SEVEN DEVELOPMENTAL COMPETENCIES



150,000+

STUDENTS REACHED



8,000+

TEACHERS TRAINED



MULTIPLE STATES

LADAKH, MEGHALAYA,
KARNATAKA, WEST BENGAL
& MORE



**QUALITY, INCLUSION
& LIFELONG LEARNING
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Educational Projects

Ladakh

Educational transformation in geographically remote regions requires more than resources—it requires trust, continuity, and local ownership. Among all Education For All (EFA) initiatives, Ladakh represents one of the most compelling examples of how sustained partnership can strengthen educational systems in challenging contexts.

The EFA journey in Ladakh began in October 2022 with a foundational literacy and numeracy workshop in Leh attended by 93 teachers from government and private schools. The enthusiastic response to activity-based and experiential learning approaches laid the foundation for a long-term partnership with the education ecosystem of the Union Territory.

Over the subsequent years, EFA expanded its engagement through workshops on foundational mathematics, science, inquiry-based learning, and experiential pedagogy. Strong support from educational administrators led to formal collaborations with DIET Leh, DIET Kargil, and the School Education Department, UT Ladakh. By 2025-26, the initiative had trained approximately 600 teachers, connected with over 350 schools, and directly impacted nearly 15,000 students across the region.

Key Highlights: 2025-26

Indicator	Impact
 Schools Connected	350+
 Teachers Trained Since Inception	600+
 Students Reached	15,000+
 Master Trainer-Led HPC Training Participants	223
 Government Partners	DIET Leh, DIET Kargil, School Education Department, UT Ladakh



REACHING
REMOTE
COMMUNITIES



BUILDING
TEACHER
CAPACITY



STRENGTHENING
LEARNING
OUTCOMES



PARTNERSHIPS FOR
SUSTAINABLE
IMPACT



EQUITY IN
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EQUITY WITH EXCELLENCE

• OPPORTUNITY FOR EVERY CHILD

• IMPACT FOR A NATION





Impact at a Glance



The most significant achievement during the reporting year was the emergence of local educational leadership. Teachers who had previously participated in EFA programmes evolved into Master Trainers capable of independently conducting large-scale training initiatives.



During 2025-26, Ladakhi Master Trainers conducted Holistic Progress Card (HPC) and Foundational Learning programmes across Nyoma, Nubra, and Durbuk zones, training 223 teachers. The sessions focused on competency-based education, foundational learning, five core skills, seven competencies, and effective implementation of Holistic Progress Cards.



The significance of this milestone extends beyond training numbers. It demonstrates the successful transfer of knowledge, ownership, and leadership to local educators. Teachers report increased student participation, greater classroom engagement, stronger confidence in activity-based teaching, and improved understanding of competency-based learning.



Perhaps the most powerful measure of success is that the system is increasingly sustaining itself. With continued government support, active Master Trainer networks, and ongoing use of Nanritam's foundational learning resources, Ladakh has emerged as a model of how educational innovation can be adapted, institutionalised, and led from within the community itself.



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Meghalaya

Educational transformation is most sustainable when it is embedded within strong institutions and supported by networks of empowered educators. The Education For All (EFA) initiative in Meghalaya exemplifies this approach through its long-standing partnership with Ramakrishna Mission schools across the state. Operating in geographically dispersed and often difficult-to-access regions, the programme demonstrates how educational innovation can be scaled through trusted institutional relationships and sustained teacher development.

Over the years, EFA has collaborated with 53 Ramakrishna Mission schools, creating one of the most extensive school-improvement networks within the region. Through multiple phases of training, mentoring, classroom support, and leadership development, the initiative has reached more than 300 teachers, strengthening educational quality across diverse learning contexts.



Key Highlights: 2025-26

Indicator	Impact
 Ramakrishna Mission Schools Supported	53
 Teachers Trained	300+
 Training Model	Residential Workshops & Continuous Mentoring
 Assessment Reform	Holistic Progress Card (HPC) Implementation
 Leadership Development	Master Trainer Network Established



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Impact at a Glance



A central pillar of the Meghalaya initiative has been teacher capacity building. Educators participated in intensive residential workshops focused on experiential learning, foundational literacy and numeracy, competency-based education, classroom management, assessment practices, and child-centred pedagogy. The emphasis was not merely on transferring knowledge but on transforming classroom practice and nurturing reflective educators capable of adapting learning to local contexts.



The implementation of the Holistic Progress Card (HPC) represented another significant milestone. Teachers received extensive support in moving beyond examination-centred evaluation towards competency-based assessment aligned with the principles of the National Education Policy 2020. This enabled schools to monitor children's growth across academic, social, emotional, and developmental dimensions.



One of the most significant achievements has been the development of a robust Master Trainer network. Selected educators underwent advanced academic and leadership training at Filix School of Education, Purulia. These educators now function as academic leaders within the Ramakrishna Mission ecosystem, mentoring colleagues, supporting curriculum implementation, and strengthening instructional quality across schools.



Teachers across the network report increased classroom participation, greater student engagement, stronger confidence in activity-based learning, and improved integration of competencies into everyday teaching.



Beyond these immediate outcomes, the initiative has created something more enduring: a community of educational leaders committed to continuous improvement.



The Meghalaya experience demonstrates that when institutional partnerships are combined with sustained teacher empowerment, educational change becomes both scalable and self-sustaining. Today, a growing network of trained educators continues to carry forward the vision of equity, excellence, and holistic learning across the state, ensuring that transformation is rooted not in external intervention alone but in local leadership and ownership.



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Karnataka

The Karnataka intervention represents an important milestone in the expansion of Education For All (EFA) into large institutional educational systems. Through its partnership with Navkis Educational Centre, Bengaluru EFA demonstrated how curriculum innovation, teacher development, assessment reform, and academic leadership can be integrated into a coherent framework for school transformation.



The collaboration was implemented through a phased approach, enabling educational philosophy to be systematically translated into classroom practice.



The partnership focused on strengthening curriculum implementation, building teacher capacity, and integrating the Holistic Progress Card (HPC) framework aligned with the National Education Policy (NEP) 2020.

Key Highlights: 2025-26

Phase	Focus Area	Timeline	Impact at a Glance
I	Curriculum Orientation & NEP Alignment	December 2025	- Introduced NEP 2020 principles and EFA educational philosophy - Built shared understanding of holistic education and HPC framework
II	Academic Planning & Curriculum Mapping	February 2026	- Strengthened curriculum mapping and academic planning - Enhanced alignment with competencies and learning outcomes
III	Kindergarten Capacity Building	March–April 2026	- Focused on foundational learning, activity-based pedagogy, and classroom strategies - Strengthened early childhood education practices
 Institutional Partner	Navkis Educational Centre, Bengaluru	 Ongoing	- Continued mentoring, support, and academic leadership - Building a sustainable culture of educational excellence

Impact at a Glance | The Karnataka initiative marks a strong step toward building a scalable model of school transformation, integrating curriculum, pedagogy, assessment, and leadership aligned with NEP 2020 and the vision of holistic, competency-based education.





Impact at a Glance

1

The first phase introduced teachers, coordinators, heads of departments, and academic leaders to the Nanritam curriculum framework, experiential learning methodologies, competency-based education, Holistic Progress Cards, and the principles of NEP 2020 and the National Curriculum Framework. This created a common understanding of educational goals and implementation strategies across the institution.

2

The second phase deepened the partnership through an immersive academic planning programme. Three academic coordinators from Navkis visited the Nanritam campus in Purulia, where they engaged in curriculum mapping, classroom observation, assessment integration, implementation planning, and academic review processes. The objective was to bridge the gap between educational vision and day-to-day classroom practice.

3

The third phase focused on intensive Kindergarten teacher training. Teachers participated in hands-on workshops covering chapter-wise implementation, activity demonstrations, evidence collection, student progress tracking, and HPC documentation. The training strengthened confidence in delivering experiential learning and competency-based assessment within early childhood classrooms.

4

The Navkis partnership illustrates the value of sustained institutional collaboration. Rather than isolated training interventions, the programme integrated curriculum, pedagogy, assessment, and leadership development into a unified model of school improvement. It demonstrates how educational ecosystems can be strengthened when school leaders and teachers work together within a shared framework of excellence, innovation, and continuous professional growth.



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Prerana, West Bengal

Educational transformation requires strong schools, capable teachers, and sustained academic support. Through its partnership with Prerana Schools, Nanritam's Education For All (EFA) initiative works to strengthen foundational learning opportunities for children from rural, tribal, and economically disadvantaged communities. The partnership focuses on improving classroom practice, building teacher capacity, supporting school leadership, and ensuring that every child develops strong foundations in literacy, numeracy, and lifelong learning skills.

During 2025-26, the Prerana network continued to serve as an important platform for educational inclusion across Purulia and adjoining regions. Working through a network of partner schools and learning centres, EFA provided curriculum support, teacher training, mentoring, assessment guidance, and digital learning resources to improve learning outcomes and classroom engagement. The emphasis remained on experiential learning, activity-based pedagogy, competency development, and continuous teacher support.

A major focus during the year was professional development. In June 2025, EFA organised a two-day intensive offline training programme at Filix School of Education for teachers from Prerana schools. The workshop focused on foundational literacy and numeracy, classroom activities, curriculum implementation, teaching-learning materials (TLMS), assessment preparedness, and effective use of the FilixEFA digital platform. Teachers participated in demonstration lessons, hands-on activities, collaborative problem-solving, and curriculum walkthroughs designed to strengthen both confidence and classroom effectiveness.



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IMPACT FOR A NATION



Beyond training programmes, EFA maintained regular academic monitoring and mentoring support. Teachers were encouraged to document classroom practices, share evidence of implementation, and engage in reflective discussions around student learning. This ongoing support helped create a culture of continuous improvement across partner institutions.

Key Highlights: 2025–26

Indicator	Progress
 Partner Schools & Learning Centres	19
 Students Reached	3,345+
 Teachers in Network	158+
 Teachers Trained in June 2025 Workshop	38
 Grades Supported	KG I, KG II, Grade 1 & Grade 2
 FLN Curriculum Support	Ongoing
 Digital Platform Integration	FilixEFA App Introduced
 Classroom Monitoring & Mentoring	Continuous



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IMPACT AT A GLANCE



The prerana partnership has contributed to strengthening foundational literacy and numeracy across multiple schools vulnerable communities. Teachers reported increased confidence in implementing activity-based learning and using low-cost teaching-learning materials. The integration of digital tools, structured curriculum support, and ongoing mentoring has improved classroom preparedness and instructional quality.



The programme has also enabled EFA to identify areas requiring additional support, particularly among newly recruited teachers, ensuring targeted interventions where they are needed most.



The impact extends beyond academic achievement. By empowering teachers and strengthening school systems, the initiative is creating classrooms that are more engaging, inclusive, and child-centred. Thousands of children are benefitting from improved learning experiences that encourage curiosity, participation, communication, and confidence.



As Nanritam's Education For All initiative continues to expand, the Prerana partnership remains a powerful example of how sustained investment in teacher development can transform educational outcomes. Together, these efforts reaffirm EFA's commitment to educational equity, quality, and opportunity for every child, regardless of geography or socio-economic background.



CREATING LASTING IMPACT



STRONGER FOUNDATIONS
Improving literacy and numeracy outcomes



EMPOWERED TEACHERS
Building confidence through training, mentoring and support



SMARTER CLASSROOMS
Integrating digital tools and activity-based learning



INCLUSIVE LEARNING
Creating engaging and child-centred learning environments



TARGETED INTERVENTIONS
Identifying gaps and providing the right support



THE HOPE PROJECT



Educational transformation cannot occur in isolation from the broader social realities that shape a child's life. Access to quality learning is deeply influenced by health, nutrition, family circumstances, community support systems, and opportunities for social inclusion. The Hope Project works among some of the most socially and economically marginalised communities of Purulia, with a special focus on children from the Sabar community.



Despite being recognised as a Particularly Vulnerable Tribal Group (PVTG), many Sabar families continue to face the consequences of generations of exclusion, poverty, limited access to education, and social stigma rooted in colonial-era prejudices. These barriers often deny children equal opportunities to learn, grow, and participate fully in society. Through education, community engagement, teacher support, and child-centred interventions, The Hope Project seeks to break this cycle of marginalisation, restoring dignity, confidence, and hope while creating pathways toward inclusion, empowerment, and lifelong learning.



During 2025-26, the EFA-HOPE collaboration continued to expand its reach across underserved communities, supporting children who face multiple barriers to learning. Through community-based learning centres, teacher development programmes, foundational literacy and numeracy interventions, and regular mentoring support, the partnership sought to strengthen both educational outcomes and child wellbeing.



A significant focus during the year was capacity building of grassroots educators. In August 2025, a dedicated two-day training programme brought together teachers from three EFA-HOPE centres for intensive professional development. The training focused on activity-based literacy and numeracy pedagogy, classroom engagement strategies, and effective use of learning resources. Teachers were introduced to hands-on approaches using locally available materials, innovative mathematics tools, and structured literacy activities designed to improve foundational learning outcomes.



Beyond classroom instruction, the partnership contributed to a broader ecosystem of social inclusion and community empowerment. Children enrolled in EFA-HOPE centres benefited from safe learning environments, regular educational support, and opportunities to participate in creative and collaborative activities that build confidence, communication skills, and social awareness.



CREATING HOPE. BUILDING FUTURES.



COMMUNITY FOCUSED
Working with the most vulnerable communities



TEACHER EMPOWERMENT
Building the capacity of grassroots educators



FOUNDATIONAL LEARNING
Strengthening literacy and numeracy for lifelong learning



CHILD WELLBEING & INCLUSION
Creating safe, inclusive spaces for every child to thrive



STRONGER TOGETHER
Partnering for lasting impact and social change



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★ Key Highlights: 2025-26

- Supported learning interventions across multiple EFA-HOPE centres.
- Conducted structured teacher training programmes focused on experiential pedagogy and foundational learning.
- Strengthened literacy and numeracy delivery through activity-based methodologies. Enhanced teacher mentoring through regular feedback and evidence-sharing mechanisms.
- Promoted community engagement in children's learning journeys.
- Integrated wellbeing, inclusion, and educational support within a holistic child development framework.



Impact at a Glance

Indicator	2025–26 Progress
 Teachers trained through EFA-HOPE initiatives	6+
 Community learning centres supported	3
 Children benefiting from educational support	185
 Teacher mentoring and review sessions	Conducted monthly
 Literacy and numeracy interventions	Ongoing throughout the year



The impact of these interventions extends beyond measurable academic outcomes. Teachers reported greater confidence in delivering interactive lessons, while children demonstrated increased participation, curiosity, and engagement. The emphasis on evidence-sharing and reflective practice also helped build a culture of continuous improvement among educators.



As Nanritam's Education For All initiative continues to scale nationally, partnerships such as The HOPE Project remain critical to its vision of educational equity. By combining academic support with social inclusion, community engagement, and child-centred development, the collaboration is helping create sustainable pathways for long-term educational success.



Together, these efforts reaffirm a central belief of the EFA movement: when communities, educators, and institutions work together, education becomes not merely a service, but a transformative force for changing lives across generations.



INCLUSION
Reaching the most marginalised communities



QUALITY EDUCATION
Strengthening foundational literacy and numeracy outcomes



TEACHER EMPOWERMENT
Building capacity and confidence of grassroots educators



COMMUNITY ENGAGEMENT
Working with families and communities for children's learning



CHILD WELLBEING
Promoting holistic development and protection



SUSTAINABLE IMPACT
Creating pathways for long-term educational transformation





CONCLUSION



NANRITAM



The journey of Education For All during 2025-26 has reaffirmed a simple yet powerful truth: educational transformation begins with teachers, flourishes through strong institutions, and ultimately belongs to children.



From the high-altitude classrooms of Ladakh to the mission schools of Meghalaya, from government-supported learning centres in West Bengal to progressive private schools in Karnataka, EFA has demonstrated that quality education need not be limited by geography, language, resources, or circumstance.



Across diverse educational contexts, one common thread has emerged—teachers who are empowered with the right pedagogy, tools, and support become catalysts of change. When classrooms shift from rote learning to exploration, from content delivery to competency development, children begin to discover confidence, curiosity, creativity, and purpose.



The impact of EFA cannot be measured solely through the 1,50,000+ students reached or the 8,000+ teachers trained. Its true success lies in the thousands of moments of transformation witnessed every day:

- A child asking questions with confidence.
- A teacher facilitating learning through activity and discovery.
- A school leader using evidence to support student growth.
- A community recognising education as a pathway to opportunity and dignity.



As Nanritam enters the next phase of growth, the vision remains clear:

To build an educational ecosystem where every child, irrespective of geography or socio-economic background, has access to meaningful learning experiences; where every teacher becomes a reflective practitioner; and where every school evolves into a centre of excellence, innovation, and human development.



The road ahead will involve deeper partnerships, stronger research, wider geographical reach, AI-enabled monitoring, enhanced teacher capacity building, and continued alignment with the aspirations of NEP 2020.



The mission continues—not merely to educate children, but to nurture capable, compassionate, creative, and responsible citizens who will shape the future of India.



Education For All is not a programme. It is a movement. And the movement has only just begun.



To ensure that every child, regardless of geography or circumstance, has access to **joyful, meaningful and high-quality education** through **empowered teachers and transformed classrooms**.



EQUITY
For every child



QUALITY
In every classroom



EMPOWERMENT
For every teacher



INCLUSION
In every community



IMPACT
For every future