



Children's LoveCastle Trust

The Innovation at Scale

Our interventions are designed for the underserved communities where 70% of mainstream Indian schools or state-run schools are in rural or remote India and parents are low-income. The classroom intervention was set up in schools with zero internet connectivity and electricity, with the help of solar powered systems and robust devices, independent of the internet, CLT has created 4,200 village access points to deliver the content.

Students from underserved communities have little to no access to educational resources, with non-availability of low-cost digital resources in regional languages.

CLT e-Patashale low-cost innovation addresses the massive challenges children face in underserved communities to complete school education with good learning



outcomes, with no access to quality schools, good teachers and learning resources. To solve a problem at scale, CLT created a Hub-Spoke model, where Master Teachers designed in-house innovative digital STEM pedagogy for the local practitioners for 5th-10th in regional languages. CLT designed multiple low-cost technology delivery models for remote areas with no connectivity.

In addition to directly setting up and working with 4,200 e-learning STEM labs, impacting 2.6 million students across 9 States, CLT has open sourced the entire Kannada and Hindi suite on the MHRD portal and Pratham e-learning platform to facilitate QR codes on textbooks at the State level and online access for teachers and students. Our multiple



Creating opportunities encourage become lifelong learners



apps on Google Playstore have played a key role in multiplying our efforts to provide access. This is the impact at scale CLT has been able to achieve post the MA grant 2013.



Pre-MA

Before Millennium Alliance's funding, CLT had identified the gaps in the teaching learning environment within the classroom which they wished to address, and they had narrowed down their interventions to two main areas; 1. Develop curricula aligned digital content in regional languages, 2. Design low-cost technology delivery models for no connectivity areas. However, working in villages had many challenges for digital intervention, such as frequent power cuts, lack of internet connectivity and first generation technology users. Hence the technology at schools had to be simple and light and navigation friendly.

The content was hosted on an android mini-PC - a Plug & Play for Televisions. Over the years, CLT's technology has evolved for online, offline and mobile apps.

In 2013, CLT had infrastructure partners who were willing to provide the technology to schools, but due to a lack of funds the volume of their content creation was very low.

When CLT's innovation began, CLT had partnered with CISCO for distance-education that would connect many villages for online teaching. This was not a scalable model and many dependencies,

including internet connectivity etc. In parallel, they were directly working in around 60 schools in Karnataka, for two grades, and created content in two languages. Till 2013, before the MA funding, the organization had come out with 118 short videos, and 1560 modules of flash slides. Their total investment was 2 crores over 4 years. Their previous partners were INTEL, CISCO, and Microsoft Research Foundation - to support different technology interventions of CLT.

With MA funding, CLT managed to not only expand their reach, but also managed to scale up their innovation to provide the product in more languages so that it would be accessible to more government schools around the country.

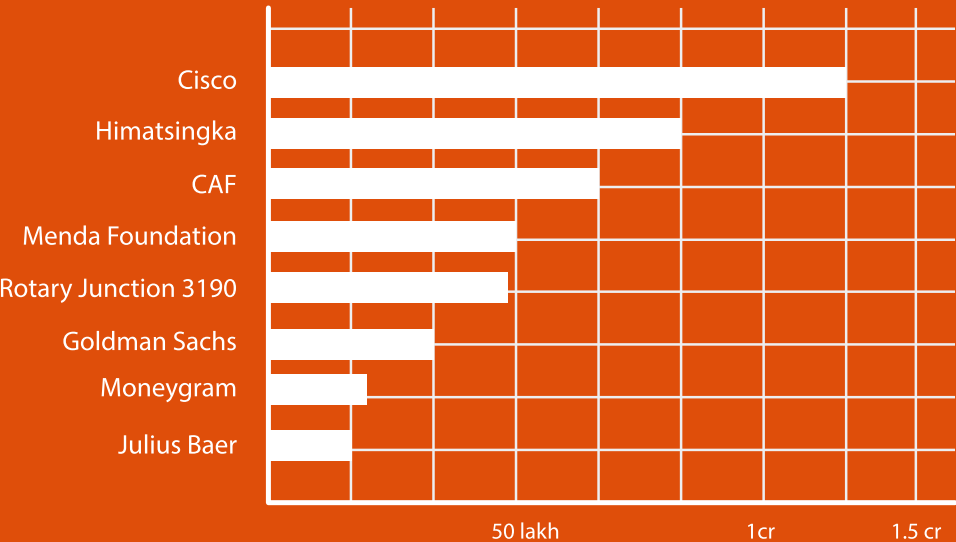
Millennium Alliance Funding

CLT was part of MA Round 1 funding in 2013, which funded Stage 2 of their innovation development. This implied that a working model was already in existence and its expansion was needed. Their product, e-Patashale, is a social innovation and service where 'master teachers' design low cost, localized curriculum-aligned e-content for school children, which is aligned with the NCERT curriculum. They received a total of about INR 1.4 crores in four tranches.

With the MA funding, CLT was able to use the money to create more e-content, and managed to expand to about 3000 schools in 10 states of India. They started producing content for 6 grades, in three languages- English, Kannada, and Hindi. Further, they managed to come out with more than 19,000 videos, 40 e-books, and 4,000 pdfs for teachers, using the MA funding. The grant also allowed CLT to hire a team with experience and expertise who could aid in pedagogy development and technology design.

Michelle Bearings, British Engines, Rotary, Moneygram, Right to Live Foundation, Lenovo Foundation and American-India Foundation (AIF). CISCO provided CLT with funding and infrastructure to implement their program in three districts in Rajasthan, Selco foundation funded their expansion to Bihar and provided solar systems for the schools in Karnataka. Goldman Sachs supported to take e-Patashale program to Maharashtra. Julius Baer supported the creation of Marati content for three grades. Menda Foundation was instrumental in scaling the implementation of e-Patashale in Karnataka.

Other organisations used CLT e-Patashale content to help them with their own interventions. These partnerships can be attributed to MA, as it was through the networking and recognition of CLT that the partners came on board.



Financial Partnerships

Further, through MA workshops, events, and assistance, CLT was able to form partnerships, as well as generate funding. This further helped them with their content creation and implementation. A few of their partnerships include Julius Baer, CISCO, Menda Foundation, Selco Foundation, Goldman Sachs, Himatsingka, Grammonati, Catalysts for Social Action, Nokia, SRK's, Hippocampus, NextGen Healthcare,

In 2016, when their MA award period finished, they had partnered with 14 organisations, as well as a few state governments. They also managed to leverage 5.7 crores from various organisations, as well as expert contributions, as CLT. Further, another 26 crores were leveraged for the E-Pathshale programme specifically. Some of the funding leveraged by CLT has been mentioned below.

Donor Name	2013-2021
Cisco	₹₹13,119,992.00
CAF	₹₹5,698,795.00
Himatsingka	₹₹6,339,025.00
Menda Foundation	₹₹5,077,500.00
Rotary Junction 3190	₹₹4,987,500.00
Goldman Sachs	₹₹3,421,367.00
Moneygram	₹₹3,132,446.00
Julius Baer	₹₹2,500,000.00
Next Gen Healthcare	₹₹1,245,000.00
SRKS Enterprises	₹₹1,512,000.00
Alcatel	₹₹1,308,900.00
Lenovo	₹₹1,068,938.00
Sarvodya IRDS	₹₹283,470.00
Grammonati Trust	₹₹453,000.00
Kote Foundation	₹₹671,000.00
GIVE Foundation	₹₹510,391.00
CLT International	₹₹679,383.00
CLT Revenue: SELCO and other organizations	₹₹22,741,233.00
Rotary West	₹₹90,000.00
Boond Engineering	₹₹75,565.00
Hippo Campus	₹₹18,480.00
Sofya Foundation	₹₹15,000.00
Others	₹₹662,271.00

NOTE: The above funding was mobilized directly to CLT. However, CLT also mobilized funds directly to government schools for e-Patashale infrastructure, implementation and training close to INR 28 cr for 4,200 schools.

Non-Financial Partnerships

CLT has also partnered with institutions for research purposes. Some of these include IIT Roorkee, BITS Pilani, and Christ University. They have also partnered with State and District level governments, corporates, NGOs and local communities, and have tried to make their model more and more sustainable along the way. CLT's work is also available on the Ministry of Human Resource Development's (MHRD) DIKSHA portal and is available for anyone to use.

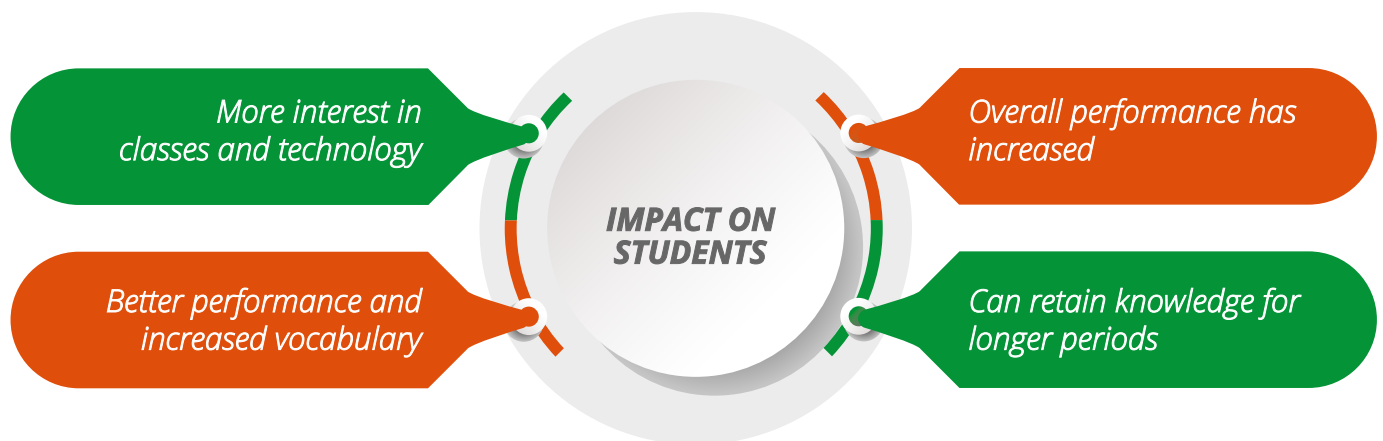
Before MA	Due to MA
<ul style="list-style-type: none"> Present in 1 state Grants: Rs. 1 crore Schools reached: 150 Students benefitted: 55,000 Teachers empowered: 2500 3 Partnerships 	<ul style="list-style-type: none"> Present in 10 state Funds to CLT: Rs. 6 crores Funds to the innovation: Rs. 26 crores Schools reached: 4100 Students benefitted: 2.6 million Teachers empowered: 80,000 14+ partnerships

Impact

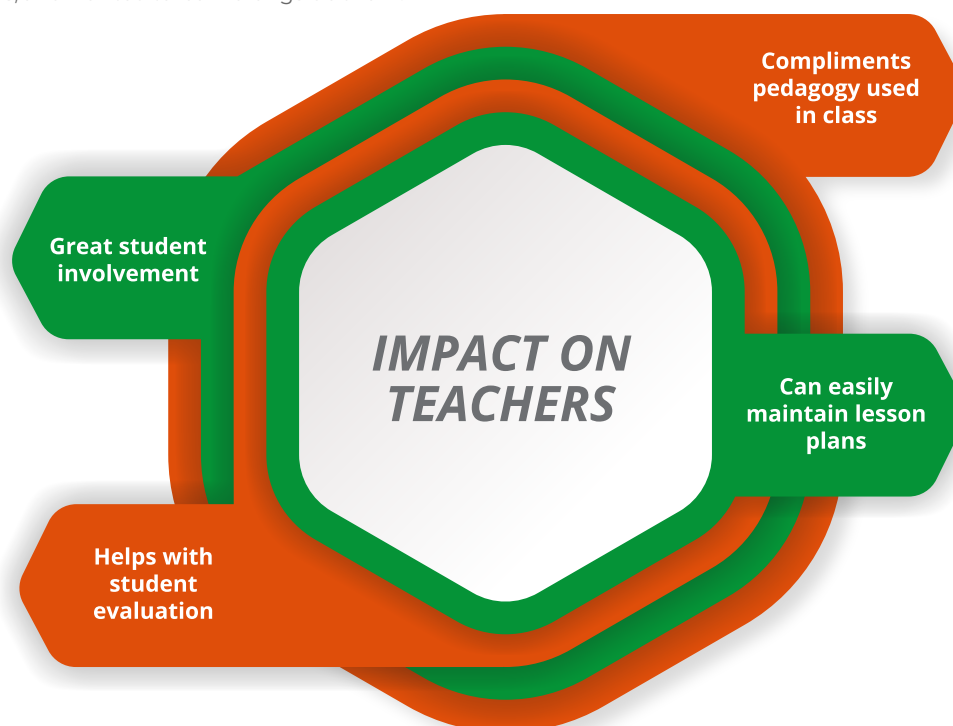
An impact assessment report by Christ University conducted in 2019, shows that CLT has impacted students, teachers, and parents in numerous ways. For students, there is a change in their attitude as they are more enthusiastic about lessons and find them more interesting than just blackboard teaching. It was also found that it was easier for students to retain knowledge for a longer period of time, and a significant improvement in their vocabulary and knowledge of technology was seen. Further, children's performance increased, attendance increased, and the school dropout rate came down.

Mr Shiva kumar, the Headmaster of Hulikal Goverment School, is excited about the changes e-patashale is bringing. Dropout rates have dropped 92% from 5% to 0.04% since the implementation of e-patashala. He attributes this achievement to the transformation in the learning environment from passive to collaborative. The digital content is developed by expert teachers and the interactive and engaging content is aligned to state-board curriculum. The continuous usage increased the teaching capacities of the teachers as well as learning outcomes of students.

Mr. Prabhudeva, the Headmaster of jakkur Government High School, is very supportive of the CLT e-Pathshale 'Smart Class, that was implemented three years ago. Since then, there has been good improvement in the learning outcomes of his 9th and 10th graders. This is despite the fact that his school did not have teachers to teach Physics and Maths for the last two years. Facilitations, and even the Headmaster himself, are able to teach these subjects even if they do not have subject expertise. In rigorous scientific evaluations, e-Patashale has led to a two-fold learning improvement in English test scores and increased engagement between student and teachers.



For teachers, the lesson plans were easier to maintain, and the system made the process of evaluation of children a lot easier. It complimented the pedagogy system used in classes, and assisted teachers instead of acting as a completely separate mode of teaching. Indirectly, the e-pathshale innovation impacted the parents as it was found that parents took more interest in their children's classes, and wanted to learn alongside them.



Sustainability

CLT currently has a repository of 15,000+ videos in 4 regional languages apart from English, 2,000+ digital workbooks for teachers, 80,000 teachers up-skilled, having impacted 2.6 million students in 12,600 classrooms learning from e-Patashale STEM. They have also signed a contract with Menda Foundation and Rotary International who had previously funded infrastructure for about 3000 schools, for another 1000 schools, to implement their innovation in the future. With the second MA award, CLT is well on its way to include Early Grade Reading from 1st-4th grades for its product suite. The organization has also come up with another project which covers early grade reading. CLT believes that it is essential children become proficient in reading before they enter middle school. This will impact the way they perform in higher grades and their motivation to continue learning.

CLT's future plan is to expand its reach to above 10 million in the next five years with multi-pronged approaches, collaborations and partnerships.

