

COREdu SEED Foundation

Empowering Education Excellence | E³ Program

ANNUAL REPORT 2025 – 2026

Inception Year | Laying the Foundation of Change

Rooted in Villages. Driven by Purpose. Measured by Impact.



19

Schools Engaged

2,757+

Students Reached

86+

Teachers Supported

3+

Districts Surveyed

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NAVIGATION

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Message from the Founders

Message from the Founders

It gives us immense pleasure to present the first Annual Report of COREdu SEED Foundation for the year 2025–26.

COREdu SEED Foundation was formally incorporated on **24th February 2025** with a clear purpose—to bring meaningful and sustainable change to rural government primary schools and ensure that every child, regardless of geography or socio-economic background, has access to quality education. Born out of our collective experience in the education sector, COREdu was established with the belief that lasting educational transformation requires strengthening not only learning outcomes but also teachers, school systems, communities, and the overall ecosystem that supports a child's development.

Our inception year was a year of learning, listening, and laying the foundation for long-term impact. We immersed ourselves in the realities of rural schools, engaged closely with teachers and communities, studied proven models of excellence, and developed an approach that is practical, evidence-based, and rooted in the needs of the children and schools we serve. We are deeply grateful to **Ennoble Foundation** for placing their trust in us and providing the opportunity to serve as the implementation partner for 19 government schools. This partnership allowed us to translate vision into action and demonstrate that meaningful change is possible through collaborative effort and committed implementation. We also express our sincere gratitude to **Ware Guruji**, whose pioneering pedagogical practices and unwavering commitment to child-centric education continue to inspire our work and strengthen our resolve to create joyful, engaging, and holistic learning environments.

As we reflect on our first year, we extend our heartfelt gratitude to our donors, supporters, advisory board members, well-wishers, and partners who believed in COREdu even before we had a track record to showcase. We are equally grateful to our dedicated team members, whose passion, perseverance, and commitment transformed aspirations into action. Most importantly, we thank the teachers, headmasters, School Management Committee members, education department officials, and community leaders who welcomed us into their schools and communities and partnered with us in our mission to improve educational opportunities for children.

The encouraging changes witnessed across our partner schools reaffirm our belief that transformation is possible when stakeholders come together with a shared purpose and a commitment to excellence. While we take pride in what has been achieved during this foundation year, we remain conscious that this is only the beginning of a much larger journey.

As we move forward, we remain steadfast in our vision of **Transforming Rural India through Enlightened Education** and our commitment to support schools where every child learns, every teacher thrives, and every community takes ownership of education.

We thank you for your trust, encouragement, and partnership in this journey of change.

Sudhirkumar Gajbhiye, *Founder & Managing Director*

Kanchan Prabhakar Thorve, *Founder & Director*

About COREdu SEED Foundation

COREdu SEED Foundation is a registered non-profit organisation, incorporated in 2025 and headquartered in Karjat, Maharashtra. We exist with a single, uncompromising mandate: to ensure quality primary education in government schools serving rural and tribal communities.

India has over 971,000 rural schools serving more than 124 million children. Yet systemic gaps in teacher support, community ownership, infrastructure, and academic systems continue to limit the potential of millions of learners. COREdu was founded to address these gaps—not through charity, but through transformation.



A COREdu field visit to a rural government school in Raigad district

Vision

“Transforming rural India through enlightened education.”

Mission

To revitalise government primary schools in rural Maharashtra by empowering teachers, engaging communities, strengthening school systems, and ensuring every child learns foundational skills that unlock a lifetime of opportunity.

What We Believe

- Every child deserves quality education, regardless of geography or socioeconomic background.
- Every teacher wants to perform—they need the right support, not more oversight.
- Community participation is the single most sustainable driver of school improvement.
- Change must be evidence-based, field-tested, and locally owned to last.



Our Ambition

300+

Rural Schools by
2030

30,000+

Students Impacted

1,100+

Teachers Empowered

300+

Villages Reached

| **FRAMEWORK**

Our Theory of Change

At COREdu, we believe that sustainable improvement in government school outcomes requires simultaneously strengthening the five pillars of the school ecosystem. No single intervention is sufficient. Only a holistic, community-rooted approach creates lasting change.



Activity-based group learning in a COREdu partner classroom

**PILLAR
1****Teacher Capacity, Motivation & Enhanced Teaching-Learning Processes**

Strengthening classroom effectiveness through FLN-focused and activity-based pedagogical practices, while providing continuous mentoring, professional development opportunities, exposure visits, and recognition platforms that enhance teacher confidence, motivation, and instructional innovation.

**PILLAR
2****School Systems & Environment**

Strengthening routines, cleanliness, displays, safety, and overall school readiness to create enabling environments.

**PILLAR
3****Application of Technology in the Classroom:**

Leveraging Smart TVs with state-board syllabus content, audio-visual learning materials, quizzes, Brain Gym, and brain-stimulating games to enhance student engagement and learning adaptability. The initiative strengthens foundational literacy, numeracy, digital skills, and builds an early foundation for STEM learning.

**PILLAR
4****Student Wellbeing**

Promoting Yoga Nidra, meditation, peer learning, and student leadership to ensure holistic child development.

**PILLAR
5****Community Ownership (SMC)**

Building active School Management Committees that hold schools accountable and sustain improvements beyond program timelines.

04 | PROBLEM LANDSCAPE

The Problem We Are Solving

In 2025–26, COREdu undertook rigorous desk and field research to construct a comprehensive problem tree mapping the root causes, enabling conditions, and downstream effects of underperformance in government primary schools across rural Maharashtra.

India's own Annual Status of Education Report (ASER) has for years documented a persistent learning crisis: children in Class 5 who cannot read a Class 2 text, or solve simple arithmetic. COREdu's field research confirmed that this is not a failure of children. It is a failure of the system that surrounds them.

Key Problem Clusters Identified

Teacher Ecosystem

- Insufficient pedagogical support and mentoring
- Limited professional development beyond formal training
- Isolation of teachers from peer learning networks
- Low motivation due to inadequate recognition systems

School Governance

- School Management Committees (SMCs) largely dormant or unaware of their role
- Weak accountability between school leadership and community
- Limited monitoring and data use for school improvement

Community & Parent Engagement

- Parents—often first-generation literates—unaware of ways to support learning
- Low trust between families and school institutions
- Village influencers rarely connected to school development priorities

Academic Systems

- FLN targets under NEP 2020 not yet operationalised at classroom level
- Lack of structured remedial or multi-grade teaching approaches
- Limited use of locally relevant and joyful learning materials

Infrastructure & Resources

- Critical gaps in WASH, drinking water, and basic facilities in remote schools
- Absent or non-functional digital infrastructure in majority of rural schools
- Learning resource drought despite government provisions

This evidence base became the foundation for designing the Empowering Education Excellence (E³) Program—COREdu's flagship response to these systemic challenges.

05 | YEAR IN REVIEW

Key Milestones: 2025–26

COREdu's inception year was defined by deliberate groundwork—building knowledge, forging partnerships, establishing infrastructure, and generating evidence before scaling. Each milestone was a step in a carefully sequenced journey from understanding to action.



COREdu team during an exposure visit with Ware Guruji at Jalindar Nagar

April – June 2025

Foundation & Research Phase

- Formal incorporation of COREdu SEED Foundation
- Commencement of desk research: national and state education data, policy landscape, existing interventions
- Initial community consultations and stakeholder mapping in Raigad district
- Problem tree construction initiated

**July – September
2025****Program Design Phase**

- Co-design of the Empowering Education Excellence (E³) framework with education experts
- Partnership scoping with Ennoble Foundation for Taloja cluster
- Office establishment in Karjat village to anchor field operations
- Core team recruitment: Program Officers and Field Coordinators hired

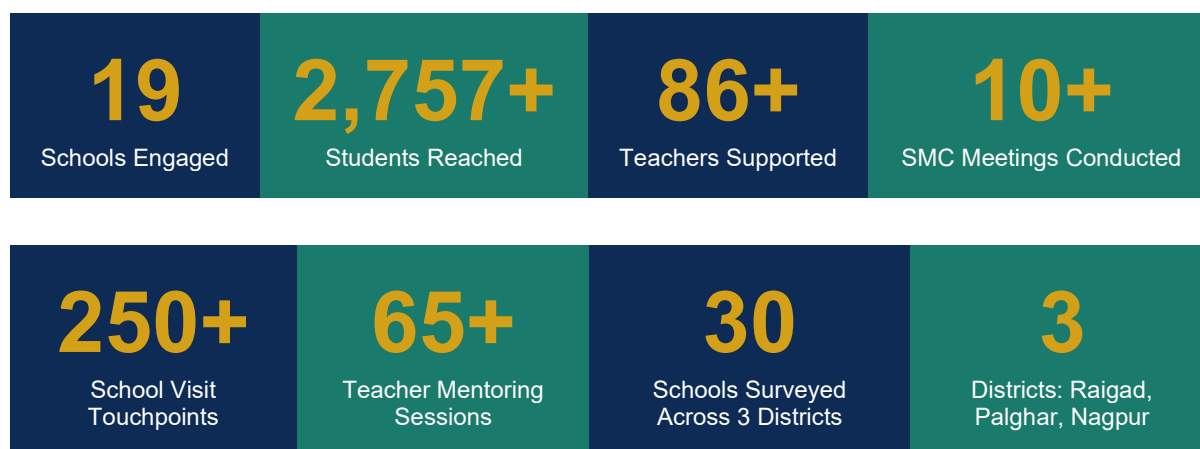
**October – December
2025****The First Leap:****COREdu as Implementation Partner for 19 Government Schools**

- Partnership formalised with Ennoble Foundation: 18 RZP schools in Taloja-Navde cluster activated
- 1 additional school in Nagpur district engaged
- Exposure visit to Jalindar Nagar and Wablewadi schools (Ware Guruji) for replication learning
- Assessment visit: 10 government schools in Palghar district (Boisar) – 1,075 students covered

January – March 2026**Impact Consolidation & Expansion Surveys**

- Survey of 10 schools in Karjat tehsil, Raigad district
- Survey of 10 schools in Khalapur tehsil, Raigad district
- Parivartan Yatra flagship event: school transformation showcase, donor engagement, awards to teachers & SMC members
- Mobilisation of first wave of financial supporters and donor partners
- Resources committed for 2026–27 academic year school empowerment program

Our Reach in 2025–26



Intervention Schools: Taloja-Navde Cluster, Raigad

COREdu, in partnership with Ennoble Foundation, implemented a structured school transformation program across 18 Raigad Zilla Parishad (RZP) schools spanning two clusters—Taloje Pachnand and Navde—from October 2025 to March 2026.



Students engaged in group work at Taloja Pachnand school

07 | FLAGSHIP PROGRAM

Empowering Education Excellence (E³)

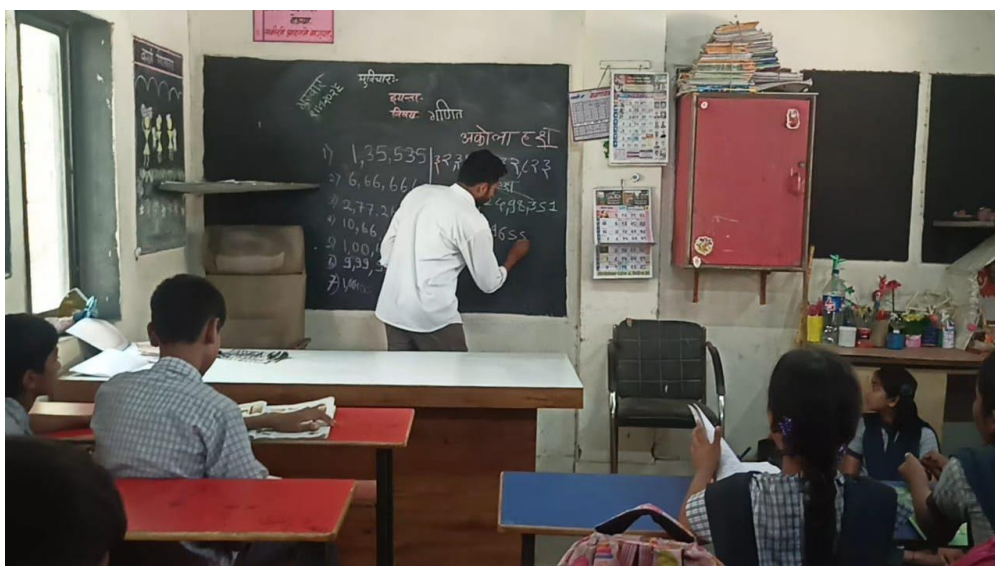
The Empowering Education Excellence (E³) program is COREdu's flagship school transformation model, co-created by Founders Sudhirkumar Gajbhiye and Kanchan Thorve. Drawing on over 45 years of combined experience in education development, E³ is designed to simultaneously transform teaching, learning, school systems, student wellbeing, and community ownership in government primary schools.

E³ is not a one-time intervention. It is a sustained, relationship-based, data-informed school improvement process that builds local capacity at every level—from the classroom to the village.

Program Architecture

► Foundational Literacy & Numeracy (FLN) Support

Structured classroom support aligned with NEP 2020 FLN mandates, including phonics-based language learning, numeracy games, and activity-based instruction.



Foundational numeracy activity as part of the FLN program

► Teacher Mentoring & Capacity Building

Regular one-on-one and group mentoring, exposure visits to model schools, professional development opportunities, and peer learning circles for educators.



One-on-one teacher mentoring session in a partner school

► Application of Technology in the Classroom

Leveraging Smart TVs with state-board syllabus content, audio-visual learning resources, interactive quizzes, Brain Gym activities, and brain-stimulating games to enhance engagement, improve learning adaptability, and build foundational STEM competencies.



Smart TV based STEM and digital learning session

► Student Wellbeing & Holistic Development

Daily Yoga Nidra and meditation sessions, student leadership programs, peer-support (Subject Friend) models, and cultural engagement activities.



Students practising Yoga Nidra and meditation

► School System Strengthening

Support for school routines, cleanliness systems, classroom displays, resource management, and overall learning environment improvement.

► SMC Activation & Community Engagement

Facilitated SMC meetings, parent awareness sessions, village-level engagement events, and skill-based community learning opportunities.



School Management Committee (SMC) meeting at Kolwadi school

► Monitoring, Documentation & Learning

Structured visit protocols, field reports, impact stories, and baseline-endline assessment frameworks to track, measure, and demonstrate change.

Partnership Model

In 2025–26, Ennoble Foundation partnered with COREdu Foundation as the implementation partner for its school transformation initiative across 19 government schools (18 in Taloja-Navde and 1 in Nagpur). Inspired by Ware Guruji's pedagogy, COREdu played a critical role in translating the vision into measurable action on the ground through intensive school engagement, teacher mentoring, system strengthening, monitoring, and continuous handholding—ensuring that the intended outcomes were effectively implemented and visible at the school level.

08 | IMPACT EVIDENCE

Field Outcomes & Impact Evidence

The January 2025 to March 2026 implementation period generated compelling qualitative and observational evidence of change across the five pillars of the E³ framework. The following outcomes were documented through structured school visits, monitoring reports, teacher interactions, and community observations.



Activity-based learning observed during a COREdu field visit

Improved Attendance Awareness

- Increased discussion of absenteeism at SMC meetings in 8 of 10 engaged schools
- Greater teacher follow-up on irregular students, with parents proactively contacted
- Visible improvement in school entry and assembly regularity



Increased Student Participation

- Students demonstrating higher engagement during classroom observations across 14+ schools
- Stronger student voice in school activities, cultural events, and peer-learning circles
- Enhanced student confidence observed during BEO visits and donor showcases



Strengthened Classroom Readiness

- Teachers reporting improved lesson continuity and student attentiveness post-mentoring
- Activity-based and child-centric methods adopted in 60%+ of visited classrooms
- FLN-aligned practices introduced and observed in multiple classrooms

Improved School Environment

- Visible improvements in classroom displays, cleanliness, and school organisation in 15+ schools
- Student-led cleanliness drives observed in schools including Khutari, Khidukpada, and Roadpali
- School routines strengthened across both Taloja and Navde clusters



Deeper Community Ownership

- 10+ SMC meetings conducted; parent attendance improving across clusters
- Community members voluntarily contributing skills: Lathi-Kathi training, Mehendi Art, learning material donations
- Village leaders showing increased alignment with school development priorities



SMC meeting at Kolwadi

A significant external validation came during the Parivartan Yatra event in March 2026, where donor partners, education officials, and community leaders witnessed live demonstrations of school transformation outcomes. The Block Education Officer's visit to Khidukpada School further reinforced the credibility of COREdu's approach.



09 | HUMAN STORIES

Stories of Change from the Ground

Numbers tell part of the story. People tell the rest. The following accounts from our intervention schools in 2025–26 capture the human truth of what school transformation means—for a child, a teacher, a parent, and a community.

RZP School Khidukpada | *A Model of Holistic School Transformation*



From its very first visit, Khidukpada stood apart—a school where the culture of learning, discipline, and student ownership was visibly alive. Teachers consistently sought new ideas. Students independently conducted Yoga Nidra sessions after lunch with minimal supervision. Eight students appeared for the Competitive Manthan Examination, and Master Soham Rajesh Patil qualified for the scholarship examination—a first for the school. When the Block Education Officer and Cluster Head conducted an inspection, they left impressed. External recognition validated what the community already knew: something real was happening here.

Change Observed

- Strong school culture rooted in discipline, responsibility, and student ownership
- Yoga Nidra independently conducted by students—a marker of extraordinary self-regulation
- Academic achievement: 8 students in Manthan Examination; 1 scholarship qualifier
- Formal recognition from BEO and Cluster Head during inspection visit

Why This Matters

Khidukpada demonstrates that holistic transformation—academic excellence, wellbeing, values, and community engagement working together—is possible in any government school when the ecosystem is supported with care and consistency.

RZP School Taloja Pachnand | *From Resistance to Ownership*



Meeting with the Taloja cluster head and Taloja Pachnand school principal

When COREdu began engaging with Taloja Pachnand, teachers were stretched thin—managing multi-grade classrooms, administrative work, and limited time for innovation. Initial hesitation around new practices like Yoga Nidra was natural. The team did not impose. They mentored, encouraged, and returned. One afternoon, the implementation team arrived unannounced to find students from different classes sitting together, peacefully, conducting a Yoga Nidra session without any adult direction. Teachers who had once been hesitant were now facilitating with pride. A simple practice had become a school culture.

Change Observed

- Teachers independently adopted Yoga Nidra, meditation, and peer-learning circles
- Students taking ownership of cleanliness, plant care, and classroom management
- Observable shift in teacher motivation and relationship with students
- Subject Friend (peer learning) model reducing learning gaps between grades

Why This Matters

Taloja Pachnand proves that meaningful change does not require grand resources—only consistent presence, patient mentoring, and genuine respect for the teacher's agency.

RZP School Khutari | *When a Village Becomes a School*



Community engagement and bonding with children at a COREdu partner school

Khutari's transformation began with conversations—SMC meetings that were initially formal and brief, but gradually became platforms for community expression and shared ownership. A parent began conducting Lathi-Kathi sessions for students. A local woman came in to teach Mehendi Art. Community members contributed learning materials. Then came the Parivartan Yatra, where Khutari's story was shared publicly. Inspired, Teacher Rohini Kabadi Madam took on a 30-Day School Transformation Challenge, galvanising students, staff, and parents around a shared improvement mission.

Change Observed

- Community members voluntarily teaching traditional skills—expanding the curriculum beyond four walls
- Parent-driven learning contributions, breaking the boundary between school and village
- 30-Day Transformation Challenge by a teacher generating visible school-wide change
- Parivartan Yatra recognition motivating further community participation

Why This Matters

Khutari shows us that when a community believes a school belongs to them, transformation becomes self-sustaining. COREdu's role is to make that belief possible.

RZP School Roadpali | Small Steps, Meaningful Change



SMC meeting at RZP School Roadpali

Roadpali was a school under pressure—understaffed, overworked teachers, and an environment that needed attention. Yet what emerged from consistent COREdu engagement was something quiet and powerful. Students began decorating classrooms, maintaining cleanliness, and creating educational displays. The Subject Friend peer-learning model brought older students alongside younger ones in a partnership of learning. And then there was the story of one young girl, whose parents had been reluctant to send her regularly. Through the gentle persistence of teachers and a welcoming school environment, she began attending, began learning, and began smiling. Her story became a quiet rallying point for the entire community.

Change Observed

- Peer-learning (Subject Friend) model adopted organically across classrooms
- Student-driven school beautification and maintenance practices
- Successful re-engagement of a previously irregular student
- Increased teacher confidence in innovative pedagogical approaches

Why This Matters

Roadpali reminds us that inclusion is not a policy—it is a practice. And it begins with one teacher deciding that no child will be left behind.

10 | FIELD RESEARCH

Survey Insights: Expanding Our Evidence Base

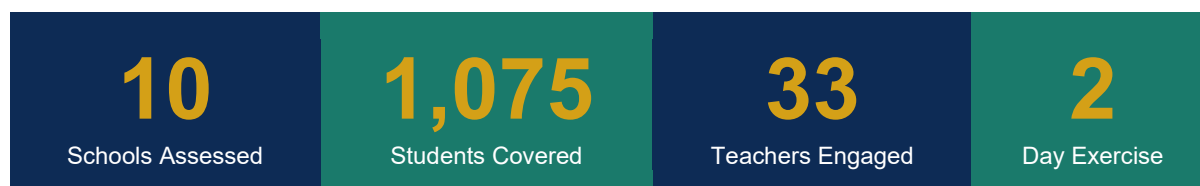
Beyond implementation, COREdu SEED Foundation conducted comprehensive school assessment surveys in three additional geographic areas to evaluate the feasibility and need for future program expansion. These surveys generated critical baseline data for strategic planning and donor conversations.



COREdu team conducting a school assessment visit

Palghar District – Boisar Schools Assessment

30–31 December 2025



Key Findings

- Critical infrastructure gaps: drinking water, toilets, and classroom repair needs prevalent across 7 of 10 schools
- Limited digital learning resources despite government provisioning mandates
- WASH facilities inadequate in majority of assessed schools
- Community participation below potential; SMCs largely inactive
- Strong teacher willingness to adopt new practices where supported

Karjat Tehsil – 10 Schools Survey, Raigad District

January–February 2026

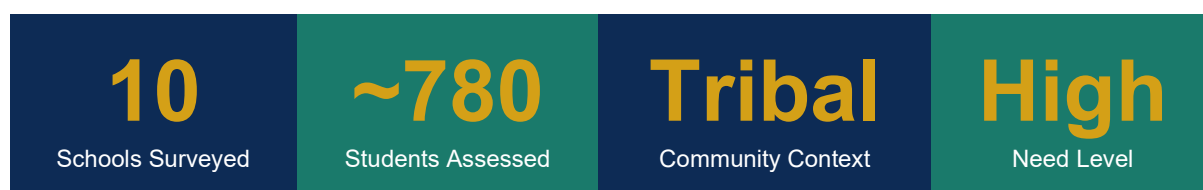


Key Findings

- Strong foundational interest in E³ program among school principals and cluster heads
- Teacher isolation is high—limited access to peer learning or professional development
- FLN practices inconsistently implemented across grades
- Significant opportunity for SMC activation and community engagement model
- Physical proximity to Karjat office provides strong operational advantage for COREdu

Khalapur Tehsil – 10 Schools Survey, Raigad District

February–March 2026



Key Findings

- Tribal and semi-urban school contexts demanding culturally sensitive program design
- High absenteeism and dropout risk among girl students in upper primary sections
- Teacher multi-grade burden higher than district average
- Language barrier (tribal dialects vs. Marathi medium) affecting FLN outcomes
- Significant potential for community engagement model given strong village panchayat structures

These surveys collectively confirm that the need for COREdu's model is acute and widespread. The data gathered will directly inform the program design and school selection for 2026–27.

11 | OUR PEOPLE

Our People & Partners

Founding Team

Sudhirkumar Gajbhiye — *Founder & Managing Director*

26+ years in education development. Co-creator of E³. Expert in FLN, school transformation, and community-driven education models. Has led large-scale government school programs across Maharashtra.

Kanchan Prabhakar Thorve — *Founder & Director*

21+ years in education program management across Maharashtra, Rajasthan, and Gujarat. Co-creator of E³. Expert in teacher training, stakeholder engagement, and program scaling.

Dhananand Panjabrao Nagdive — *Director*

30+ years in social development, including significant work with Tata Trusts. Deep expertise in community development, inclusive education, and NGO governance, particularly in the Vidarbha region.

Swapnil Gaikwad — *Sr. Program Coordinator – Field Operations*

Field implementation leader for Taloja cluster. Led 250+ school visit touchpoints, SMC meetings, teacher mentoring interactions, and the Parivartan Yatra event in 2025–26.

Advisory Board

Pradeep Koppikar — *Chairman, Advisory Board*

B.Tech IIT Kanpur | MBA IIM Ahmedabad | Pradeep Koppikar is a seasoned leader with over 40 plus years of experience across industry and the social sector. He brings deep expertise in strategic leadership, governance, institution building, and organizational growth. As Chairman of COREdu Foundation's Advisory Board, he provides strategic direction and governance support to strengthen the organization's impact and scalability.

Hament Ahuja — *Advisory Board Member*

Hament Ahuja is an engineering and infrastructure professional with over 40 years of experience across India and the Middle East. He provides strategic guidance on systems, operations, and scalable program delivery, while supporting skill development initiatives aligned with COREdu's mission.

Renu Khurana – Advisory Board Member,

Renu Khurana is an education enthusiast and learning specialist with a distinguished academic background in Mathematics from St. Stephen's College and a PGDM from IIM Bangalore. Following a successful leadership career in the IT industry, she transitioned to pursue her passion for education and psychology. Currently undertaking a PhD in Educational Psychology, she contributes deep expertise in child-centric learning, early childhood education, and innovative approaches that nurture a lifelong love for learning.

12 | ACCOUNTABILITY

Financial Snapshot

COREdu SEED Foundation is committed to full financial transparency and responsible stewardship of every rupee entrusted to us. As an organisation in its inception year, 2025–26 was primarily a period of capacity building, evidence generation, and laying operational foundations.

Donor Mobilisation: Key Note

- The primary wave of financial support and donor partnerships was secured in February–March 2026—the closing months of the financial year.
- These funds, committed by our founding supporters, have been designated for school empowerment activities in the academic year 2026–27.
- COREdu is deeply grateful to every individual and organisation that chose to invest in rural education during our foundation year.
- Audited financial statements for 2025–26 are available on request from info@coredufoundation.org.

Fund Utilisation Framework (2026–27 Commitments)

School Empowerment Program (E³)	Direct program implementation in partner schools: teacher mentoring, SMC activation, student wellbeing, and FLN support.
Field Team & Operations	Salaries, field travel, office operations at Karjat, and monitoring infrastructure.
Assessment & Documentation	Baseline surveys, impact measurement, case studies, and research documentation.
Capacity Building	Exposure visits, training, and professional development for field staff and partner schools.

13 | FORWARD VISION

Looking Ahead: 2026–27

The groundwork laid in 2025–26—the problem research, the pilot implementation, the field surveys, the team building, and the donor partnerships—positions COREdu for a transformational leap in 2026–27. We enter the new academic year with clarity of purpose, evidence of impact, and a committed team ready to scale.

Strategic Priorities for 2026–27

✓ Expand E³ Implementation

Scale the Empowering Education Excellence program to 30+ government schools across Karjat, Khalapur, and selected Palghar schools. Prioritise schools identified through 2025–26 surveys with high need and community readiness.

✓ Formalise COREdu's Own Field Program

Transition from partnership-only implementation to COREdu-led direct school engagement in Karjat tehsil, leveraging the newly established Karjat office and field team.

✓ Launch Systematic Teacher Development

Introduce structured teacher capacity-building cycles—including exposure visits to model schools, peer learning clusters, and recognition systems—for all partner school educators.

✓ Build Assessment Infrastructure

Design and deploy COREdu's baseline-endline assessment framework to generate rigorous, comparable data on learning outcomes, school systems, and community engagement.

✓ Activate Government Partnerships

Engage Zilla Parishad education departments and Block Education Officers across Raigad and Palghar districts to position COREdu as a trusted government partner.

✓ Deepen Community Ownership

Strengthen SMC functionality across all partner schools, with quarterly review mechanisms and community-led school development planning.

Our 2030 Commitment

*"By 2030, COREdu SEED Foundation will have transformed
300+ rural government schools,
empowering 60,000 students and 1,500 teachers across Maharashtra."*

Acknowledgements & How to Support

COREdu SEED Foundation is, at its core, a collective endeavour. Everything we have achieved in our inception year—every school visited, every child reached, every teacher mentored—was made possible by a community of believers who gave their time, trust, and resources before there was much to show.



A warm community welcome for the COREdu team at Navde school

We acknowledge with deep gratitude:

- Every teacher in our partner schools who opened their classrooms, shared their challenges, and embraced the possibility of change.
- Every SMC member and parent who showed up for meetings, for their children, and for their village school.
- The students of the 18 RZP schools in Taloja and Navde, whose energy, curiosity, and resilience are the reason we do this work.
- Ennoble Foundation, for their ground-level commitment and support in partnership.
- Ware Guruji, for the inspiration of Jalindar Nagar School—a living proof of what is possible.
- Our founding donors and supporters, who made financial commitments in February and March 2026 to fund the 2026–27 school empowerment program.
- Advisory Board Chairman Pradeep Koppikar, for strategic wisdom and governance support.

How You Can Support

Donate

Your contribution directly funds teacher mentoring, student wellbeing programs, school supplies, and community engagement in rural Maharashtra. Every rupee is deployed with purpose and documented with accountability.

Partner with Us

If you lead an organisation, trust, or CSR initiative aligned with quality education in rural India, we invite you to explore partnership with COREdu.

Volunteer

Join our network of educators, researchers, communicators, and changemakers who contribute their skills to our mission.

Spread the Word

Share our story. Follow us. Amplify the voices of the children, teachers, and communities we work with.

COREdu SEED Foundation

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Every Child. Every School. Every Village.