



Towards Equitable Foundational Learning for All



Annual Report

2019-20

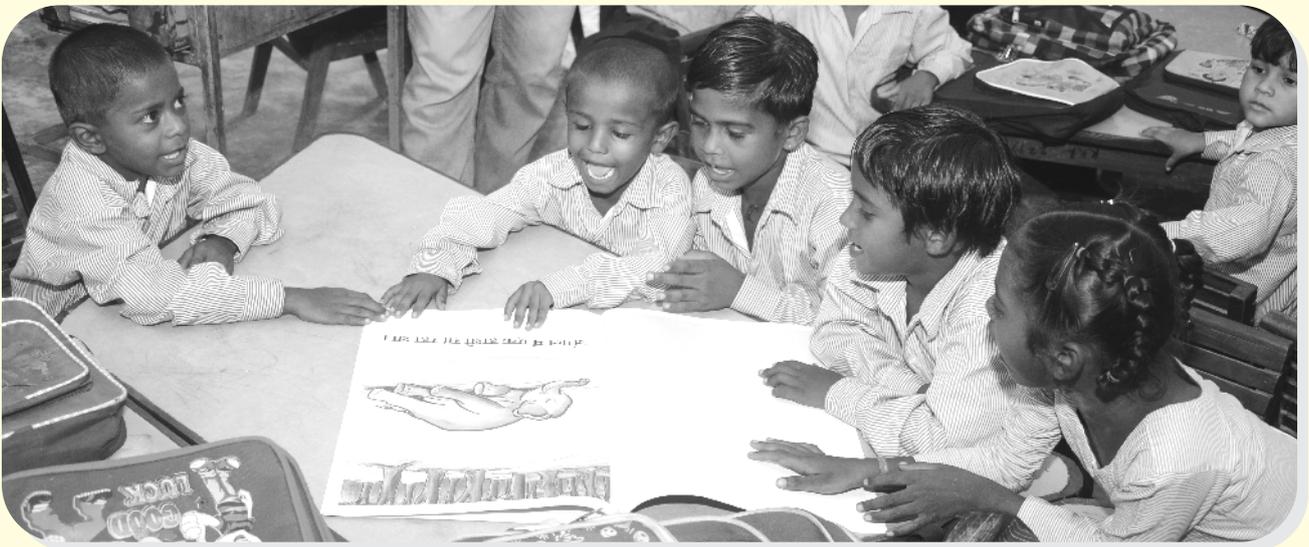


Language and Learning
foundation

Strong Foundation, Stronger Future

VISION

All children will have strong foundational skills and abilities of language and literacy, thinking and reasoning in their home and school languages. Based on this strong foundation, all children will learn and grow to their full potential.



MISSION

By 2023, influence classroom practices of 8,00,000 teachers and teacher educators in collaboration with State Governments.

This will potentially benefit the learning experiences of 30 million children.

FROM THE DESK OF THE FOUNDER

Language and Learning Foundation (LLF) turned five in February 2020. Like earlier years, 2019-20 has been a year of significant expansion of our existing work as also addition of some new dimensions to our portfolio. We continue to be focused, as before, on improving the teaching-learning process of early language and literacy through a multilingual approach in government primary schools to help improve learning outcomes. We work for promoting the use of children's home languages in the teaching-learning process in a formal manner. The most prominent development in the past year was the launch of the Development Impact Bond (DIB) in Haryana that aims to improve learning outcomes of 1,10,000 children in 3,500 government primary schools over the years 2019 to 2022. This is primarily an initiative of the Government of Haryana which intends to implement the programme throughout the state in the coming years. We believe this is the first-of-its-kind DIB in India that is funded through CSR grants. We are happy to have IndusInd Bank, State Bank of India Foundation, Central Square Foundation and Social Finance India as our partners in this ambitious project.



We are really excited about the new initiatives in the states of Gujarat, Uttar Pradesh and Odisha where LLF is providing technical support to the state education departments for development and implementation of new instructional designs, children's materials like graded reading books and workbooks, materials for making the classroom rich in print, teachers' guides and training modules for cluster and block resource persons and teachers. This has been a great learning experience for us because in Gujarat and Uttar Pradesh we are collaborating with other organizations like Central Square Foundation, Samagra and Vikramshila to provide this technical support.

Our impact and sphere of influence has grown significantly over the past few years. By March 2020, about 22,000 teachers and teacher educators have either completed our blended learning courses or have benefitted indirectly. Our professional development programmes and school level interventions have the potential of improving language learning experiences of almost 950,000 children in grades 1 to 3 in government schools.

There were also some challenges during the year. For example, we could not begin a new batch of our flagship one-year course on early language and literacy during the past year owing to lack of resources. Schools were closed suddenly in mid-March 2020 owing to the Covid pandemic and children could not complete the year's curriculum. As I write this note, schools continue to remain closed and children's education has been adversely affected. However, in the past few months LLF has been able to reorient its work for professional development and for supporting children's learning at home and in the community.

We are really looking forward to the coming year to reorient our strategies and selected programmes to address the situation arising out of the pandemic. We hope to collaborate with Central Square Foundation, UNICEF, several CSR partners, state governments and other organizations to learn from their experiences and strengthen our work.



Dhir Jhingran

THE JOURNEY SO FAR

THE GENESIS

As revealed by findings of National Achievement Survey (NAS) 2017 conducted by the National Council for Educational Research and Training (NCERT), in grade III, students averaged 63% - 67% marks in environmental science, language, and mathematics. In grade V, average scores fell by about 10 percentage points to 53% - 58%, and in grade VIII, the fall was even sharper. Early literacy and numeracy are the foundation for future learning. If these are not developed fully and equitably in the early years, children will not be able to catch up in later grades, with school texts becoming denser and more abstract. Therefore, strengthening teaching-learning of early literacy skills is crucial.

With this conviction, LLF came into existence in the year 2015 with the aim to develop and implement a variety of professional development opportunities for teachers, teacher educators, and other stakeholders in the area of early grade student learning with a specific focus on language and literacy. The rationale behind placing priority focus on early grade literacy development can be understood in the following problem statements presented in a logical sequence:

LLF is committed to improving language learning outcomes of children in primary school.

Lack of continuous teacher professional development

- Just 5-6-day training annually
- Teachers unequipped to promote active learning in the classroom

Inappropriate classroom practices

- Focus on repetition and rote-learning

Low learning levels

- Focus on rote memorization
- Students unable to use language for higher order thinking, reasoning, and communication

Poor foundational skills

- Lack of oral expression, reading with comprehension, and independent writing skills

Our Approach

LLF's core area of expertise is Continuous Professional Development of teachers and teacher trainers in the government system through a variety of long and short duration distance learning programmes and workshops on Early Language and Literacy, and Multilingual Education. This is aimed at influencing classroom practices to facilitate learning among students in early grades. LLF supports selected states through the implementation of comprehensive projects in schools that include teacher trainings, resource material for teachers, as well as classroom monitoring of teaching practices. LLF works closely with states to support systemic change by providing in-service training to teachers, reviewing textbooks etc.

In initial three years, LLF's work was focused on professional development courses for teachers and teacher educators. Responding to requests from some state governments for adopting a more in-depth state-focused approach, LLF included the school-based program component. LLF has now articulated a more state-focused approach through three components: continuous professional development courses, school-level interventions, and systemic reforms. Figure 1 represents the strategic approach.

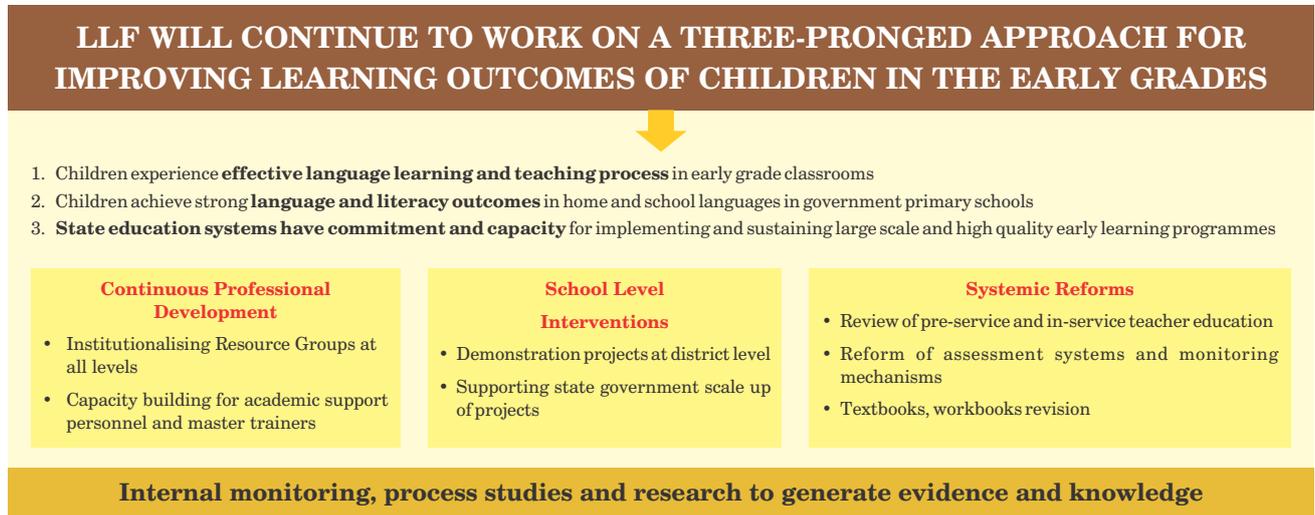
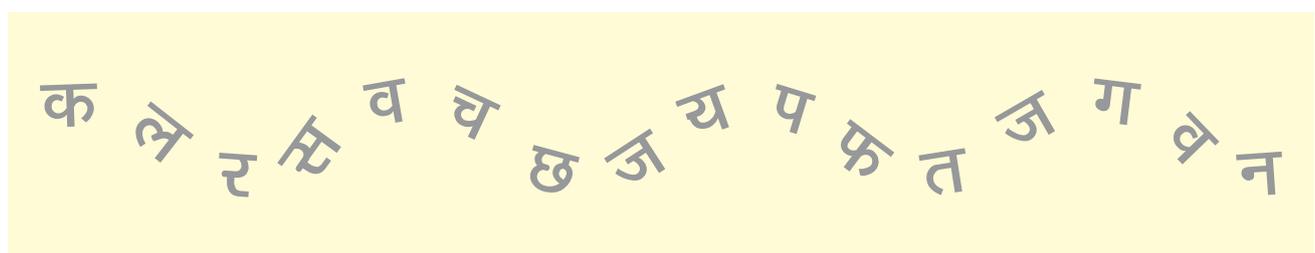


FIGURE 1

To build sustainability and scalability of the program, LLF has been particular about the following aspects:

- Signing of MoUs with state governments, along with commitment of resource sharing from the respective Government
- Setting up state and district resource groups of teachers and teacher educators, and their capacity building
- Resource Groups champion the agenda and processes for ELL and keep the messaging going even after LLF reduces its engagement.
- Collaboration with state governments towards a sustainable systemic reform for:
 - ✓ In-service training of teachers (Chhattisgarh, Haryana, and Uttar Pradesh)
 - ✓ Review of pre-service teacher education curricula run by State Councils for Education Research and Training (Chhattisgarh and Uttar Pradesh)
 - ✓ Revision of state textbooks
 - ✓ Review and reform of assessment system
 - ✓ Improving academic monitoring and support to schools

LLF is committed to improving the teaching-learning of language and literacy development in Early Grades as well as multilingual education (MLE).



ACTIVITY HIGHLIGHTS

Professional Development Courses

- 9-month Distance Learning Course on Early Language and Literacy (ELL)***
 A nine-month Certificate Course in Early Language and Literacy for government teachers, teacher educators, and academic support staff associated with the teaching and learning of Hindi language in grades 1 to 3. This course has been recognized as a Diploma Course by an Open University in the state of Chhattisgarh. This is a blended distance-learning course aimed at developing knowledge and skills of teaching language and literacy.
- Short-term Distance Learning Courses on Reading Comprehension and Teachers' Beliefs and Attitudes***
 Specialized one-month courses (about 20 hours of study and field work) for teachers and teacher educators. This course has been custom designed for participants who were stretched for time and might be interested in a specific aspect of learning – for instance a course on Reading Comprehension which was completed by 100 participants. or another course called “Changemakers” addressing beliefs and attitudes among teachers and teacher educators which introduced in Chhattisgarh.
- 3-month Distance Learning Course on Early Language and Literacy (ELL)***
 This is a certificate course on ELL and academic support. In 2017-18, it is specially designed for Cluster Academic Coordinators (CACs). CACs have the prime responsibility of supporting schools academically. It has all the components of the long term 9-month course with a special focus on academic support for primary schools.

IMPACT OF PROFESSIONAL DEVELOPMENT COURSES												
Courses	2016-17				2017-18				2018-19			
	Target	Direct Impact	Indirect Impact		Target	Direct Impact	Indirect Impact		Target	Direct Impact	Indirect Impact	
			Students	Teachers			Students	Teachers			Students	Teachers
9 months	102	87	1450	500	204	181	7150	1370	166	161	13850	1770
3 months	-				-				300	284	5000	1840
1 month	-				100	74	2950	210	400	186	8700	390

TABLE-1

State Projects

LLF supports selected states through implementation of comprehensive projects in schools. This includes teacher trainings, resource material for teachers, as well as classroom monitoring of teaching practices. Following interventions were initiated over the last three years:

- Capacity Building and Learning Improvement Project in Haryana***
 Language and Learning Foundation (LLF) and Haryana School Shiksha Pariyojna Parishad (HSSPP) signed a Memorandum of Understanding (MoU) in 2017 for mobilizing Resource Persons in teaching of Hindi language in primary schools. A situational analysis was completed to formulate the program design.

- *Early Literacy Project (MLE) in Rajasthan*

A project was initiated to support the Ma-badi Centers in 2016-17 which continued through 2017-18. From our situational analysis, it was found that in Udaipur district children's home language is a mix of Wagdi and Mewari. As the intervention was envisaged with a focus on Wagdi-speaking children, it was decided to drop Udaipur district and 10 additional centres were taken up from Dungarpur district to maintain the target number of Ma-badi Centres at 30.

To take the initiative forward, an MoU was signed between the Government of Rajasthan and LLF in February 2018.

Technical Support

- *Review of Pre-service Teacher Training Curriculum*

LLF Formulated a module on Early Language and Literacy (ELL) for Basic Training Certificate (BTC) course curriculum of Uttar Pradesh and D.Ed. curriculum of Chhattisgarh

- *Early Language and Literacy Framework*

The Ministry of Human Resource Development (MHRD), Government of India in collaboration with UNICEF decided to develop an early learning framework/package to serve as guidance for states and Union Territories for designing their own early learning enhancement programs. The framework had two sections: Guidelines for Implementation of Early Learning Program and Manual for Pre-primary Classes. Language and Learning Foundation (LLF) was MHRD-UNICEF's implementing partner in this project. The final resource document was developed by LLF and is being published by the UNICEF.

BUDGETS

Year	Budget (INR)	Overhead
2015-16	25,90,502	20%
2016-17	1,20,55,131	15%
2017-18	2,86,84,303	12%
2018-19	4,24,56,104	13%

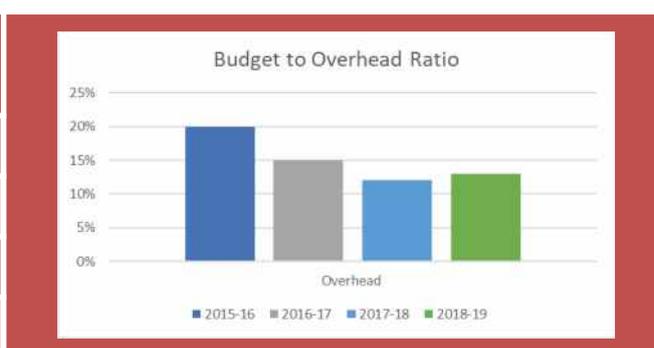


TABLE-2



2015-19 HIGHLIGHTS

- Signed MoUs with four state governments – Bihar, Chhattisgarh, Haryana, Rajasthan
- The 9-month distance learning course on ELL Prarambhik Bhasha Shikshan has been recognized as a Diploma Course by Pandit Sundarlal Sharma Open University, Chhattisgarh
- LLF was involved in review and strengthening of pre-service teacher education in the states of Chhattisgarh and Uttar Pradesh.
- Strengthening of state resource groups and district resource groups for better teacher support on teaching Hindi and implementation of a demonstrative project covering 200 schools over 2 years in Haryana
- The 3-month distance learning course on ELL was recognized as a Diploma Course by Lalit Narayan Mithila University, Bihar
- Government of Chhattisgarh deputed government school teachers, who were alumni of the 9-month Course on ELL, as Local Mentors for 3-month Course on ELL.
- LLF was conferred with the Best Field Initiative Award by South Asia Special Interest Group of Comparative and International Education Society (CIES) for its Haryana initiative.
- State of Haryana decided to scale up the Learning Improvement program to 7 districts in a phased manner by 2021-22
- LLF was registered under the Foreign Contribution Regulation Act (FCRA) and is now eligible to receive foreign funding.



THE REPORTING YEAR: 2019-20

In previous years, LLF's work in the five states was focused on professional development courses for teachers and teacher educators. Responding to requests from some state governments for adopting a more in-depth state-focused approach, LLF included the school-based program component. LLF has now articulated a more state-focused approach.

OVERVIEW

In the reporting year, a third dimension out of government system. LLF mandated to support the improving the foundational LLF has been responsible literacy component. An evolving in Uttar Pradesh as initiated ground works for on early language and literacy

1. Build capacity of State Resource Groups (SRG), co-create instructional design, materials
2. Orient state level resource groups for training of teachers
3. Support implementation of program
4. Analyze the impact of the program for taking corrective action and revision of the literacy package.

technical support emerged as a consistent effort to support became a part of a coalition Government of Gujarat in literacy and numeracy. for technical support for similar initiative started well. In Odisha, LLF has providing technical support development (ELL).

The other value-addition has been converting the school-based initiative in new districts of Haryana in Development Impact Bond (DIB) mode. The key objectives of the initiative are:

- Improve Literacy Outcomes for 12,000 grade 1 and 2 students in 3,300 schools
- Ensure large scale systemic change in literacy by building capacity of government officials in early literacy across 7 districts of Haryana

This is the first-ever DIB in India for an innovative impact guarantee model for outcomes-based financing by CSR

- Unlike traditional Grants, CSR pays only for Outcomes-achieved
- Philanthropic money acts as a catalyst to bring a focus on outcomes and bearing performance risk
- Establish benchmark for pricing outcomes for future DIBs in early literacy

In October 2018, LLF secured the FCRA registration and is now qualified for receiving foreign funds. After working hard through FY 2018-19 with limited bandwidth connecting with CSRs and Foundations, LLF could raise fund in FY 2019-20 almost double the amount raised in FY 2018-19; around 40% of fund raised was from CSRs.



The Story of Haryana

LLF rolled-out a demonstration project in Haryana in early 2018-19. In FY 2019-20, the program was expanded to cover 11 blocks in 7 districts in 2019-20

As it was mentioned in earlier section, the new schools were to be covered under school-based program in Haryana which was proposed to be implemented in Development Impact Bond (DIB) mode. IndusInd Bank and SBI Foundation came forward to support this project. Central Square Foundation (CSF) agreed to be the guarantor. Following were the Expected Outcomes of the Program:

Expected outcomes at the system level

- The state of Haryana adopts and implements a well-defined Early Language and Literacy (ELL) Framework, thereby prioritizing early learning.
- A skilled, robust and dynamic group of resource personnel is created at the state level and in each of the districts to ensure the continuous and sustainable process of professional development of early grade language teachers of the state

Expected outcomes at the school level

- Improvement in classroom practices in early grades in the government schools of the state (enabled by the programme and enhanced by the above two outcomes)
- Improvement in learning outcomes of more than 1,20,000 students in grades 1 and 2.

The Strategy

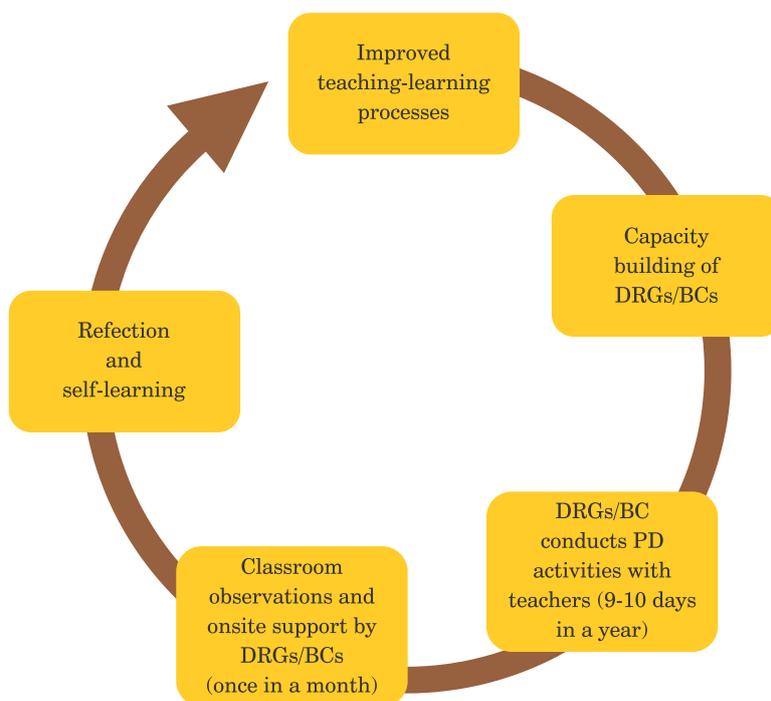
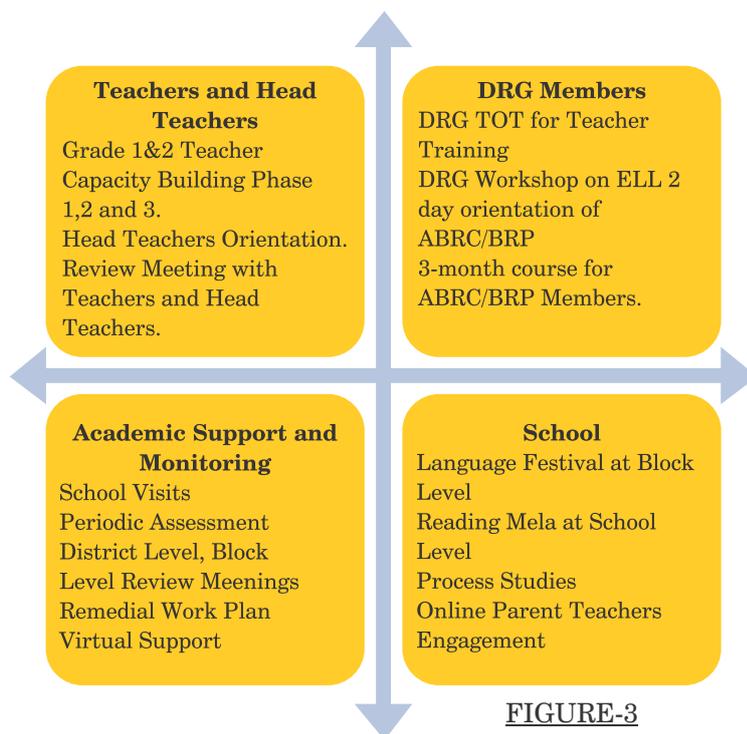


FIGURE-2

Key Interventions

The activities conducted during the reporting period can be categorized under the following four sub-heads



Major Activities

- Staff recruited for new blocks (3500 schools)
- 2 rounds of teacher training
- More than 3000 visits to schools by LLF team
- 438 Head Teachers have been oriented on ELL
- 76 members of District Resource Groups and 34 members of State Resource Groups have been trained in ELL framework.
- *Reading Mela* (Reading Festival) was celebrated across 791 schools in all 7 districts of Haryana. Students from 1 to 5 participated in activities related to language promotion and enrichment in schools. Community members also participated in the events.

The Coverage

DISTRICT	BLOCK	NO. OF SCHOOLS	NO. OF TEACHERS	NO. OF STUDENTS
Ambala	Ambala-2	69	71	1064
Fatehabad	Fatehabad	103	124	2223
Hisar	Barwala	58	70	1281
Jind	Uchana	66	70	1482
Sirsa	Sirsa	103	122	2491
Yamunanagar	Saraswati Nagar	76	76	516
Kurukshetra	All 5-blocks	491	688	9257
	11 Blocks	966	1221	18314

TABLE-3

Partners

- ✓ Haryana School Siksha Pariyojna Parishad (Government of Haryana)
- ✓ State Council of Educational Research and Training (SCERT), Haryana
- ✓ Central Square Foundation
- ✓ IndusInd Bank
- ✓ SBI Foundation
- ✓ Info Edge
- ✓ Swaraj Balraj Foundation



The Story of Chhattisgarh

In Chhattisgarh, LLF has signed an MoU to collaborate in efforts to improve the teacher capacity in Early Literacy and Language Development (ELL). Several initiatives have been taken up by LLF in this state.

NEEV: Learning Enhancement Program

Apart from the Continuous Professional Development Courses, “NEEV: Learning Enhancement Program” with the aim of enabling children to read and write independently is being implemented since 2019 in 200 Government Primary schools of Durg District with the support of Samagra Shiksha and State Council of Education Research and Training (SCERT), two key arms of Department of education, Government of Chhattisgarh. The envisaged outcomes are:

At Children-level

- Children are confident to express their experience, opinion, reasoning and thoughts.
- Children are able to read and understand appropriate texts.
- Children write simple sentences.

At School-level

- Improvement in learning outcomes of around 20,000 students in 400 government primary schools across 3 years
- Improved teaching-learning practices in the project schools

At System-level

A District Resource Group (DRG) created at the district level with resource persons who develop the knowledge, skills and motivation to sustain the implementation of the early learning agenda after the project ends.

Partners

- ✓ State Council of Educational Research and Training (SCERT), Government of Chhattisgarh
- ✓ Rajiv Gandhi Siksha Mission (RGSM), Government of Chhattisgarh
- ✓ UNICEF-Chhattisgarh
- ✓ New India Assurance
- ✓ General Insurance Corporation of India



Honorable Chief Minister of Chhattisgarh inaugurating the Neev Program

The Story of Rajasthan

A project was initiated to build capacity of the Facilitators of *Ma-badi* Centers (run by Department of Tribal Affairs, Government of Rajasthan) in addressing the issue of gap between home language and textbook language during 2016-17, which continued through 2017-18. To maintain the momentum gained through the project with *Ma-badi* Centres implemented in 2017-18 with support from UNICEF, the Government of Rajasthan signed an MoU with LLF in February 2018 to extend the initiative in government schools and identified 40 government schools in Dungarpur district to roll-out the initiative. The objective of the initiative has been to develop a thoughtful approach and design for early language and multilingual education along with teaching-learning material including big books, poem posters flash cards, grids, workbooks for children, activity handbook, and teacher guide books in children's local language and Hindi for grade 1. Following activities have been completed so far during reporting year.

Analysis of Language Situation in 25 project schools

This exercise tried to understand the situation in terms of perspectives on language teaching and use of home language of children during classroom transactions, home environment of children in terms of print exposure and use of Hindi, and, how children and teachers use Wagdi and Hindi in the school environment.

Sensitization of language teachers on MLE and early Language development

A sensitization workshop was organized with language teachers in Seemalwada block of Dungarpur district. It was helpful for teachers to understand program approach and pedagogy and they were sensitized about using home language of children in language teaching.

Revision and development of Early Language Development and MLE approach, design, and instructional material for grade 1

This exercise had two components.

- A workshop was organized to brainstorm what could be done to develop an effective program / strategy for Wagdi-speaking children.



- Two subsequent workshops were organized in tandem to understand aspects such as what knowledge is available in Wagdi culture and how this could be included in creating teaching learning material for children, followed by a review of existing material, including textbooks

Reading Mela (Reading Festival)

Four community-level and 40 school-level Reading Melas have been organised. In these *Melas*, around 1140 children, 60 teachers and 250 community members had participated. Apart from that, Chief Block Education Officer, Resource persons, local public representatives and Village Heads participated and observed these events.

Partners

- ✓ Rajasthan Council of Secondary Education (RCSE), Government of Rajasthan
- ✓ UNICEF-Rajasthan

TECHNICAL SUPPORT

Chhattisgarh

Review of D. El. Ed. Curriculum

A review of the papers related to language teaching in the 2-year Diploma Course on Elementary Education (D.El Ed) was undertaken to include conceptual understanding and practices for teaching-learning of language and literacy in early grades. This was started in May 2018 in collaboration with Early Literacy Initiative (ELI) a Unit of Tata Institute of Social Sciences (TISS), Hyderabad. During reporting year, three workshops have been conducted with the support of State Council of Educational Research and Training (SCERT). Core group was formed, comprising of members from the selected District Institute of Education and Training (DIET)s and SCERT. This core group was oriented on the approaches and theories of early language and literacy. Feedback tool was developed and shared with DIET members to collect feedback from DIET students. The Report on review of curriculum has been shared with SCERT.

Partners

- ✓ State Council of Education, Research and Training (SCERT), Chhattisgarh
- ✓ UNICEF- Chhattisgarh



Uttar Pradesh

Development of Early Grade Reading Paper under the Basic Training Certificate (BTC) Course

The State Council of Educational Research and Training-Uttar Pradesh requested LLF to develop a module on Early Grade Reading for the BTC Course. This module has been developed and introduced in D.El.ED course during 2019-20, which has 10 units and 32 chapters, and it covers all key aspects of language and literacy instruction for early grades. To help DIET faculty for better classroom process and ensure engagement of students, a teacher copy of the same has been also developed with additional input given for them.

Technical Support for Improving Foundational Literacy and Numeracy

An MoU has been signed with Central Square Foundation to collaborate in the following initiatives in Uttar Pradesh w.e.f April 2020:

- To provide technical support to the state in implementing an effective early learning program for Literacy and Numeracy
- To develop an instructional package – teaching learning material, teacher guides and student workbooks for all classrooms in UP
- To build capacity of system officials, including SRG and ARPs
- To support collection of monitoring data to improve program design on an ongoing basis

Partner

- ✓ State Council of Education, Research and Training (SCERT), Uttar Pradesh

Gujarat

In 2019, LLF partnered as one of the technical partner for language pedagogy, content development, training and classroom observation under the Gujarat Education Coalition (GEC) for the Foundation Literacy. GEC is the coalition of four partner organizations (Central Square Foundation, Reach to Teach, Akshara Foundation, and LLF) working with the Gujarat govt. Education Department with the objective to improve the Foundation Literacy and Numeracy across the state in government schools.

So far, following activities have been carried out by LLF as part of ground-work.

- Supported GCERT (Gujarat Council of Education Research and Training) for revision of **Teacher handbook, Workbook, and creating new material like Big books, Conversation charts** for grade 1 and 2, which were being used in on-going project *Pragna*, for upcoming academic year through series of workshops with the SRG members and officials from the GCERT and *Samagra Sikhsha Abhiyan* (SSA).
- The team from Gujarat Education Department visited the LLF, Haryana program for 2 days where they got understanding of the work and impact LLF has been creating through classroom visits, interaction with district officials and resource person.
- LLF has reviewed the two papers focused on language learning from the Gujarat, D.El.Ed. syllabus and led the organized two workshops with the D. El. Ed. Professors and Resource persons for capacity building on Early language learning and process of curriculum revision.
- LLF has actively participated in the process of content creation and field visits for *Bhasha Deep* – a reading campaign launched by GCERT for reading skill development of the children from grade 1 to 8 across the state.
- LLF supported in the pre-piloting of the research study on reading speed and reading comprehension of children from grade at designing level as well as field implementation

Partners

- ✓ Gujarat Council of Education, Research and Training (GCERT)
- ✓ Central Square Foundation

The Odisha Early Reading Program was jointly designed by the Odisha School Education Program Authority (OSEPA) with technical support from Language and Learning Foundation. The program encompasses understanding the current context of Language and Literacy instruction in grades 1 and 2 in the State, analyzing existing gaps and addressing them through the following components:

1. Strategy for explicit and systematic Language Instruction in grades 1 and 2 using balanced instructional approach
2. Extended Oral language development activities for home language variant classrooms using children language as a classroom resource
3. Teacher Professional development through enhanced resources and strengthening of academic support structures
4. Designing materials and classroom resources for improved language instruction in classrooms
5. Capacity building of the SRG and DRG pool in the State
6. Enhancing the monitoring structures for supportive supervision for improved school support

With a full-fledged intervention, it was expected that students after completion of grade 2 (that is two years of instruction) would begin to develop from transition readers to more fluent readers who can read simple Odia text appropriate to their age-grade level and construct meaning from it. They would also be able to express their feelings, experiences and ideas in simple sentences through writing. The signing of MoU between ODESHA and LLF for technical support in implementing the program was in process.

Partners

- ✓ Odisha School Education Program Authority (OSEPA)
- ✓ Gopalpur Port Trust



3-Months Course on ELL

This is a certificate course on ELL. In 2017-18, it was specially designed for Cluster Academic Coordinators (CACs) in Chhattisgarh on demand from the Government of Chhattisgarh. CACs have the prime responsibility of supporting schools academically. It has all the components of the long term 9-month course with a special focus on academic support for primary schools. Apart from ELL, this Course has been envisaged to help CACs in providing more effective academic support to teachers. By 2020, LLF is committed to cover 1800 CACs of the State with support from UNICEF.

During reporting year, following batches of 3-months Course were conducted.

- Four batches of 801 Cluster Academic Coordinators (CAC) were enrolled in the 3-month Course in Chhattisgarh. Out of them 730 have completed the Course

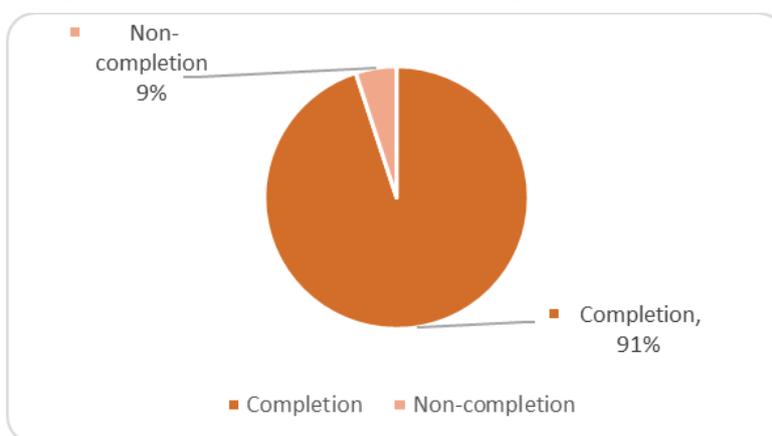


FIGURE-4

- In Haryana, this course was conducted for the Block Resource Persons, who paly almost a similar role that of the CACs in Chhattisgarh. In 2019-20, two batches were conducted with 94 participants. Completion rate has been 92%.

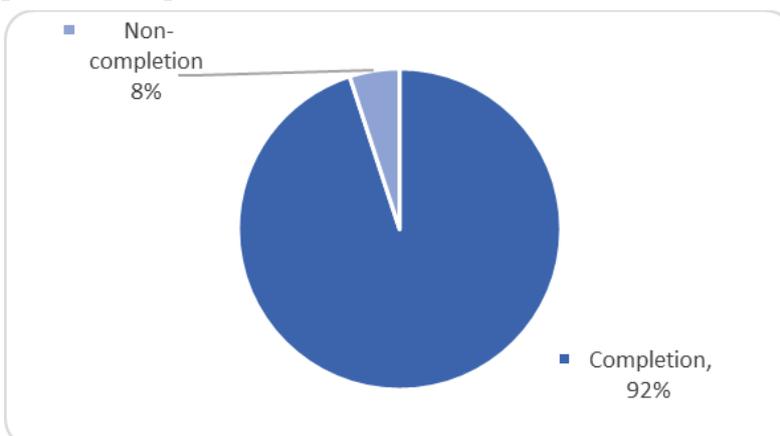


FIGURE-5

- A special batch was conducted for Pratham Education Foundation which is a non-profit organization with a focus on improving the quality of education in India through high-quality, low-cost, and replicable interventions to address gaps in the education system. To contribute to the capacity building effort of their team who work with the government school teachers, Pratham Education Foundation and LLF had come

forward for a collaboration where LLF conducted a 3-month Course on ELL for 24 Pratham team members. These team members were from the 7 different states where the Pratham works intensively.

6-Month Course on Early Language and Literacy (ELL)

On request from Samagra Siksha Abhiyan (SSA), the ELL Course was abridged to a 6-months course for teachers. Out of 100 participants from the districts of Purnea and Gaya, 89 had completed the Course. the course was recognized by Lalit Narayan Mithila University, Darbangha, Bihar as a Certificate Course.

Multilingual Education

Two workshops were conducted with the selected District Resource Group (DRG) members of Dantewada and Bastar districts. The DRG members were from SCERT, DIET and SSA.

Objective of the first workshop was to build conceptual understanding on MLE, the situations of language in classrooms, sensitize on the factor to create deep disadvantage for tribal children in schools, critical role of mother tongue in education and key strategies that work in a multilingual classroom.

Objective of the second workshop was to build understanding on classroom practices on MLE, discussed on Effective Model of Early – Literacy includes 4 blocks model of teaching Literacy in classroom ((oral language development, phonemic awareness, emergent literacy, decoding, vocabulary development, fluency, reading comprehension, writing), processes of transition from L1 (Home language) to L2 (School language).

The 9-month Course on ELL has been upgraded to a 1-year Course and will be rolled out in subsequent years. The course has been recognized by Lalit Narayan Mithila University, Bihar as a Diploma Course.



Responding to Covid Crisis...

LLF has adopted a fully functional work from home mode through technology-based communications and protocols decided before the lock-down was enforced in late-March 2020. Regular interactions among various units and across central team and state teams and weekly interactions with all staff have been the backbone of both programmatic and non-programmatic operations. Apart from regular work-related conversations, consultative conversations have been done with entire team in groups (like central team, state teams, field teams) with participation of Trustees to come up with effective strategies.

Before the announcement of complete lockdown, LLF had developed a 4 weeks online professional development course to engage and build the capacity of teachers on Early Language and Literacy for the Neev Project Schools in Chhattisgarh. The course was started from 23rd March. Certificate has been given to teachers after successfully completion of course. This was one of the earliest response to Covid situation in Education sector in India.

As schools are closed for longer duration, an initiative to help children continue their learning process at home itself has been launched in Haryana and Chhattisgarh. To minimise the issues in regard to on-line transactions, printed material are being provided along with home-visits by teachers for on-site support. Parents are being looped in the process in a significant way. This initiative has also been highly appreciated by many for its unique approach.

Evidence of Impact

Informal Assessment

In the informal assessment conducted in the monthly monitoring visits in Haryana, on an average, children can recognize 3.5 letters and read 3 words (out of 4 questions) showing a steady rise until February. (The number of schools visited in March 2020 was low due to onset of Covid crisis)

Informal Assessment											
October Mean		November Mean		December Mean		January Mean		February Mean		March Mean	
Letter Recognition	Word Reading	Letter Recognition	Word Reading	Letter Recognition	Word Reading	Letter Recognition	Word Reading	Letter Recognition	Word Reading	Letter Recognition	Word Reading
2.92	1.89	3.96	3.07	3.55	2.97	3.5	3	3.61	3.16	3.59	3

TABLE-5

Periodic Assessment

The periodic assessment is a formative assessment that aims to gauge learning outcomes for all students who are a part of school intervention programs. The children are assessed on the skills pertaining to language and literacy namely Letter Recognition, Blending, Reading Fluency and Comprehension, and Writing. The periodic assessment was conducted in 3 States namely Haryana, Rajasthan, and Chhattisgarh as shown below.

In Haryana, at mid-year:

- a) **54%** of the students are able to read more than **30 correct words per minute**.
- b) **83%** of our students are able to answer **4/5 questions in listening comprehension**
- c) **75%** of the students are able to **write at least one sentence on a picture**

In Chhattisgarh, at mid-year:

- a) **80%** of the students can **recognize 8 Letters** in Hindi
- b) **65%** of the students **can read fluently** at least 5 words in Hindi.

In Rajasthan, at mid-year:

- a) **50%** of the students are able to recognize **7-8 Letters** in Hindi
- b) **53%** of the students **can read** in Hindi fluently at mid-year.

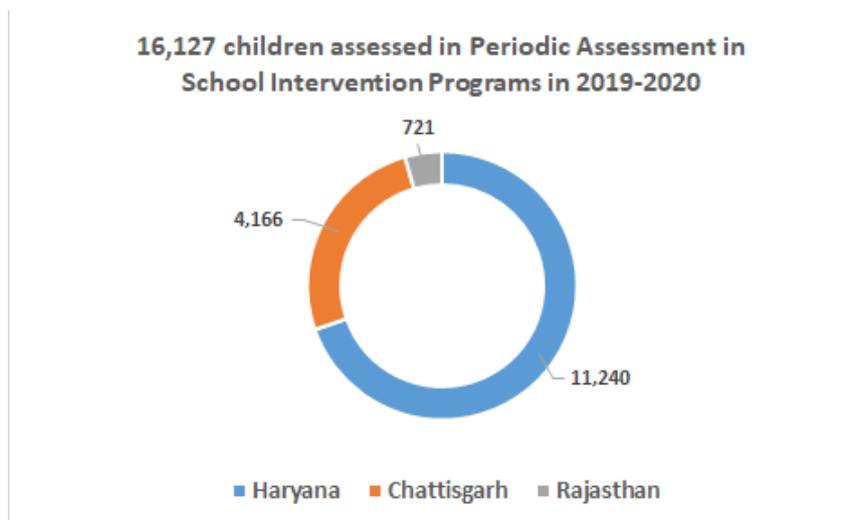


FIGURE 6



Program

- Presence in seven states of India. Signed Memorandum of Understanding (MoU) with five state governments – Bihar, Chhattisgarh, Haryana, Odisha, Rajasthan
- School-based initiative in new districts of Haryana in Development Impact Bond (DIB) mode. Expansion to 966 schools in April 2019 and preparations for further expansion to 3500 schools from April 2020.
- Haryana Program visited by State Government Teams from Gujarat and Odisha and representatives from Bill and Melinda Gates Foundation.
- The 3-month distance learning course on ELL recognized as a Diploma Course by Lalit Narayan Mithila University, Bihar
- State-level Technical Support initiated in Gujarat, Uttar Pradesh and Odisha. LLF is technical partner in collaboration with other organizations.
- LLF has worked to review and strengthening of pre-service teacher education in the states of Chhattisgarh and Uttar Pradesh.
- Timely and effective response to Covid Crisis.

Budget

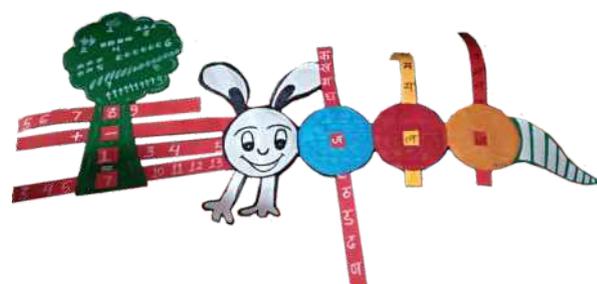
Head	Actual Cost	Budget to Overhead Ratio
Program	6,34,03,336.13	
Personnel		
Program	1,18,38,637.00	
Administrative	49,64,468.00	
Overhead	45,82,311.41	
Total	8,47,88,752.54	

TABLE-6

Impact

Category	Direct	Indirect	Outreach	Total
Teachers and teacher educators	4625	18075	NA	22,700
Students	21,800	65,800	8,60,000	9,47,600

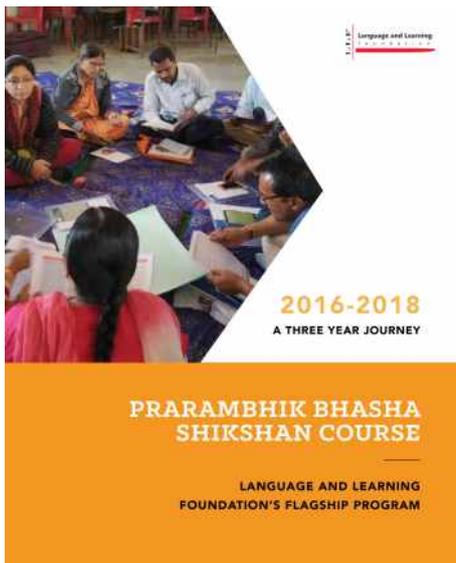
TABLE-7



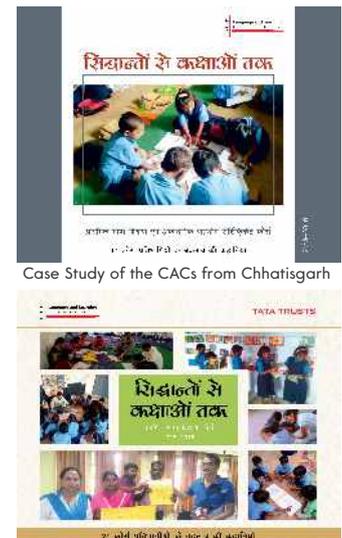
Key Learning

- Need for greater alignment of LLF program strategies with state initiatives to strengthen government partnership and engagement.
- More internal process studies and research needed to strengthen our programs.
- Need to formulate strategies to increase parent and community participation in school implementation programs including the Dungarpur MLE Program.
- Engagement of alumni of different professional development courses as mentors or guest speakers or for any other academic support is crucial for enhancing the Courses.
- Need for strengthening the model for technical support to state governments for foundational literacy and numeracy, especially working in partnership with other organizations
- Need for diversification of fundraising adding more CSR partners, foreign foundations and HNIs.

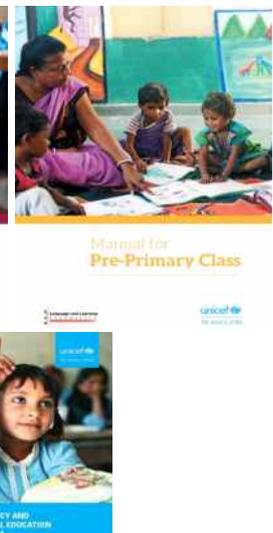
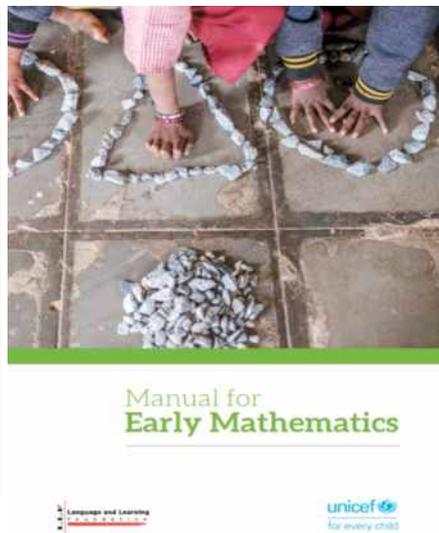
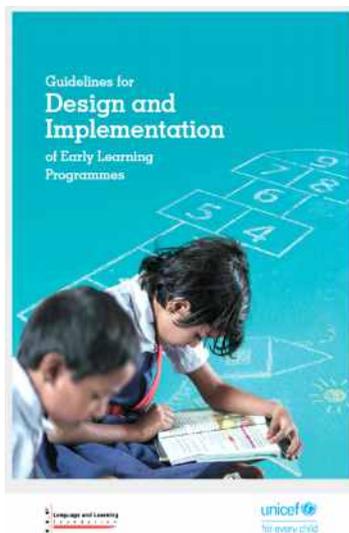
Publications



3 month course in Chhattisgarh- 2018 -19



Case Study 9 month Course participants – Siddhanton Se Kaksha Tak – 2016-17



FEEL OF THE FIELD

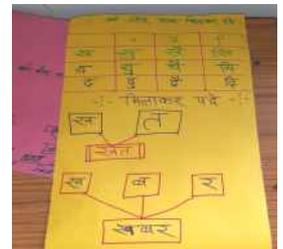
TRANSFORMING LEARNING TO INNOVATIONS

In Chhattisgarh, Mr, Pekharam Sahu, Cluster Academic Coordinator (CAC), Rajnandgaon recently took a noble initiative. He has trained a total of 54 teachers of 3 clusters - Kandadi, Baseli, Sitagaon using LLF's Bhasha Pitara. This was a commendable effort from an individual who believed in the usefulness and result oriented methodology of Language and Learning Foundation. Mr. Sahu mobilized his peer community and contributed towards spreading the knowledge. As a pro-active initiative, LLF would like to congratulate him and wish his more success and a long-lasting relationship with us.



The Sessions were conducted by him using Bhasha Pitara on the following topics:

1. Oral Language Development
2. Phonological Awareness
3. Letter Recognition
4. Vocabulary
5. Discussion on Reading Strategies



A SUCCESS STORY OF DIFFICULT TIME

The current pandemic has badly affected the education of children, specially the closure of government schools has reduced the scope of teaching-learning. The expectation of resuming schools in near times had been also very less. Though the teachers were interested to conduct classes through online mode, but non-availability of mobile phones among most of the students had been a big hurdle. Amid such a despair situation, Mr. Vinod Sahu, a teacher from Primary School in Albaras in the district of Durg has made an inspirational effort to help children continue with their learning process amidst lack resources and other circumstantial challenges.

Mr. Sahu started as a contract teacher for last 20 years and is currently serving in primary school, Albaras. He had always taught Class 5; but for the session of 2019 – 20, he was asked to teach Class 1. By that then, “NEEV” program of LLF was started and Mr. Sahu was asked to undergo phase-1 & phase-2 trainings. He completed the trainings successfully; however, initially he was not very positive about all this. Gradually, he noticed that students started

performing better. This came to him as a pleasant surprise and started reflecting what had changed suddenly which he could not find in the last 20 years. He realized that techniques learnt in NEEV trainings were the main factors for improved teaching and learning results. This conviction made him taking more interest in teaching and children were also performing better. However, with the advent of Covid-19 pandemic, the schools had been closed and consequently process of teaching also came to a halt.

During the lockdown he got the chance to take the first online training of his life. This was a four weeks course conducted by LLF. This course helped to develop a new vision towards his profession. After completing the 4-week course, he got an opportunity to work as Mentor to the teachers participating in subsequent two courses. He learnt new tasks like group registration, getting quiz and assignments completed and many other activities which were not only challenging but also engrossing. He learnt about new TLMs which were very informative and useful. He also learnt how to teach children through WhatsApp and SMS. Everything was indeed fresh and interesting.

It was tough to ensure teaching – learning of children during this crisis period as schools were closed. Nevertheless, LLF guided to establish connection with students and parents over the mobile phones. It was ensured that Practice Books were distributed to each student. At the same time, started sharing daily/weekly work to students through WhatsApp and SMS. Students without phones were motivated to approach someone nearby with phones for completing the tasks and feedbacks. Volunteers were appointed, who were ready to help students in this noble cause with their mobile phones. Mr. Sahu went on recharging mobile phone of volunteers for two months so that they could go to children and help them in completing their assigned daily/ weekly tasks. He went on to engage parents in the process, which had been a great success. In fact, he was the first who started online classes of LLF, which was very motivating to the other teachers and they also started taking interest in conducting online classes.



TESTIMONIALS

“Foundational learning is what India needs to prioritise at this point in time. LLF has picked an extremely important area of work and has already, in a short period of time, proven that states are willing to engage, and is really building serious capacity. LLF has a rigorous programme, is very methodical, and detail and depth-oriented in its work.”

*Mr. Ashish Dhawan
Chairman, Central Square Foundation*

“The kind of instructional design we have for the Prarambhik Bhasha Shikshan Programme, coupled with appropriate training materials have led to marked changes in the way teachers are engaging with their students. We would say the project has been quite successful in Haryana.”

*Dr. Rakesh Gupta
Former Secondary Education and State Project Director, SSA, Haryana*

Language is the base for all learning and therefore the major focus of primary grades should be to develop strong language skills in children. LLF provides teachers with many ways to develop language and literacy skills without a prescriptive design. It is left to teachers to decide which strategies and activities are best suited to their classroom children and situation”

*Dr. M. Sudhish
Assistant Director, Rajiv Gandhi Siksha Mission
Government of Chhattisgarh*

“I always wanted my students to be affectionate towards their language and I really liked the way the course emphasized the use of children's language in the classroom. I found this course an opportunity to learn new things and the pedagogy of teaching language. The resource materials shared in the course are useful for my classroom. There are good readings and videos. I liked the self-evaluation part in the modules which helps to evaluate myself and confirm my understanding.”

*Ms. Priyanka Singh
Assistant Teacher, Government Primary School Kanya Ashram Sivpur, Chhattisgarh*

“I've been a primary school teacher for the past 7 years and this course was a good opportunity for me to improve my teaching skills. I learned some good techniques and strategies from the course that will help me in making my classroom teaching more effective. During the course, I learnt and prepared some good TLMs for my students. The balanced approach of teaching language is something I would like to implement in my classroom. I find this course very useful for my personal growth”.

*Mr. Ravi Dongre
Assistant Teacher, Badradeeh Primary School, Kawardha, Chhattisgarh*

“My students are reading with fluency, expressing themselves without hesitation and are generally more engaged in class. Most times, the creativity in their answers to my questions leaves me awestruck!”

*Ms. Sweety Sharma, Teacher
Government Primary School Ajrana Kalan
Kurukshetra, Haryana*

BOARD OF TRUSTEES

Dr. Dhir Jhingran, the Founder and Managing Trustee of Language and Learning Foundation, has worked in the primary education sector for almost three decades. He has led programs like DPEP and SSA both at state and national levels and has conceptualized and implemented early literacy programs in India and other countries in Asia and Africa. He has authored two books based on empirical researches in primary education and contributed to many books and journals. He is on the Advisory Boards of several reputed organizations in the education sector in India and outside.

Dr. Mahendra Kumar Mishra, Trustee, is a well-known folklorist with a passion for work with tribal groups in India and is recipient of Sahitya Academy Award in 1999. He has conceptualized, designed and implemented multilingual education programs in Odisha and Chhattisgarh. He has been part of many seminars and conferences on Folklore and Multilingual Education in China, South Korea, Thailand, and Nepal.

Mr. Sushant Verma, Trustee, has got over eighteen years of intensive experience in managing social development programs within areas such as education, public health, livelihood promotion, community development, disaster management, corporate social responsibility and women's empowerment. He has been awarded various National and International awards for outstanding contribution in the field of community initiatives.

Dr. Uddalak Datta, Trustee, has been working in the field of elementary education for last two decades - both for government programs and for non-profit sector- across India. His focus has been predominantly on quality of education with emphasis on issues with regard to disadvantaged communities through strategic planning, capacity building and research initiatives.



ADVISORY BOARD



1. Ms. Vrinda Sarup, Chairperson, Former Secretary, Ministry of Human Resource Development

Ms. Vrinda Sarup is a retired IAS officer of the 1981 batch, who has served as Secretary to Government of India in the Dept. of School Education and Literacy, Ministry of Human Resources Development and in the Department of Food and Public Distribution. Ms. Sarup is the Chairperson of the Advisory Board. Ms. Sarup has worked in the sector of Education for over 23 years both at the Central and State Governments, where she has experience both as an implementer and policy maker.



2. Prof. Venita Kaul, Professor Emerita (Ambedkar University Delhi)

Prof. Venita Kaul is Professor Emerita (Education) Ambedkar University Delhi and Chairperson of the Advisory Committee of Center for Early Childhood Education and Development (CECED) at the university



3. Mr. Ravi Sreedharan, Founder and Director of Indian School of Development Management

Mr. Ravi Sreedharan is an Engineer from IIT-BHU (1985) and an MBA from IIM Ahmedabad (1988). He is the Founder and Director of Indian School of Development Management.



4. Ms. Subhra Chatterji, Founder and Director, Vikramshila Education Resource Society

Mrs. Subhra Chatterji has been working in the space of School Education since 1986. She is founder Director of Vikramshila, a resource organization that works across the country on issues of educational quality and equity.



5. Mr. Ashish Dhawan, Founder and Chairman of Central Square Foundation (CSF)

Mr. Ashish Dhawan is Founder and Chairman of Central Square Foundation (CSF) and a Founding Member of Ashoka University. He is on the Chair of India Advisory Board of Harvard Business School and a member of Yale's Development Council.



6. Ms. Amrita Patwardhan Heads of Education and Sports portfolio of the Tata Trusts.

Ms. Amrita Patwardhan heads the Northern Zone of the Tata Trusts. She has been with the Trusts since 2003. She was recipient of Edberg Foundation, Sweden's fellowship in 2001 and also completed Harvard summer course on 'Improving quality of education systems', Harvard University in 2007.



7. Dr. Dhir Jhingran, Founder and Managing Trustee of Language and Learning Foundation

Dr. Dhir Jhingran is Member Convener of the Advisory Board.

Date of Advisory Board Meeting	Place
17 September 2019	Kurukshetra, Haryana
5 March 2020	New Delhi

Glimpses of visit of Advisory Board Members to Haryana in September 2019

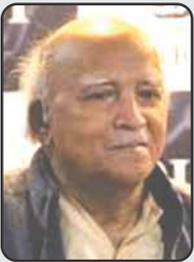


THE GLOBAL ADVISORS (HONORARY)



Dr. Carolyn J. (Carol) Benson

Carolyn J. (Carol) Benson, is Associate Professor in International and Comparative Education at Teachers College, Columbia University. From 1998 to 2011, Dr. Benson was based at Stockholm University, first at the Centre for Research on Bilingualism and later at the Centre for University Teaching and Learning. Her current work focuses on educational language policy and practice, gender and language, and multilingual curriculum development.



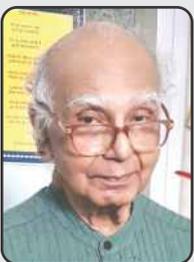
Dr. Debi Prasanna Pattanayak

Dr. Debi Prasanna Pattanayak is a noted linguist, educationist and activist who has contributed tremendously to the field of languages in India and abroad. Dr. Pattanayak served as the first Director of the Central Institute for Indian Languages (CIIL) apart from serving as Language Advisor to the NCERT and as committee member for many education related initiatives. Dr. Pattanayak has been decorated with numerous awards over his long-spanning career, including the Padmashree conferred upon him by the Government of India in 1987.



Dr. Paola Ucceli

Dr. Paola Ucceli is the professor at the Harvard Graduate School of Education. Her research focuses on how different language skills (at the lexical, grammatical, and discourse levels) interact with each other to either promote or hinder advances in language expression and comprehension in monolingual and bilingual students. Ucceli's current projects focus on describing individual trajectories of school-relevant language development; and on understanding how monolingual and multilingual speakers and writers learn to use a variety of discourse structures flexibly and effectively for diverse communicative and learning purposes.



Dr. Abul Khair Jalaluddin

Dr. Abul Khair Jalaluddin (A.K. Jalaluddin) served as the former Joint Director at NCERT and held senior faculty and technical advisory positions at Directorate of Adult Education. He assisted the Ministry of Human Resource Development, Government of India in framing the National Education Policy (NPE 1986) and led the NCERT team in revising the National Curricular Framework for Elementary and Secondary Education and examination reforms. He is a former international adviser to the Government of Bangladesh and provided technical assistance to BRAC's innovative Chandina Learning Improvement Project (CLIP). His "accelerated literacy" model has become a household name in United Nations educational projects. In 1999 he formed his own charitable public Trust, NEEV (Network of Enterprising Educational Ventures) which is actively engaged in promoting educational change through innovation, research.



Dr. Susan E. Malone

Dr. Susan E. Malone is a Senior Literacy and Education Consultant at SIL International. She has worked extensively in the field of language and provided technical support in formulation of educational policies in many countries such as Thailand, Myanmar, Vietnam, Timor Leste, Laos, Liberia etc. Dr. Malone also has many publications on multilingual and mother tongue-based education to her credit.



Mr. Sakil Malik

Mr. Sakil Malik is the Senior Global Practice Leader for Education. In Development Initiatives Inc. (DAI). He has 25 years of experience working in international development and project management, focussed on education and education in conflict-affected areas. Most recently, he served as World Learning's Vice President for Global Development. Mr. Malik served as Director for the Reading within Reach Project, funded by the U.S. Agency for International Development, and he led the Global Reading Network Community of Practice, which worked to improve the literacy of primary school children around the world.



Dr. Marcia Davidson

Dr. Davidson is the Senior Technical Advisor in Reading in the FHI360's Global Education Division. Before coming to FHI360, she held the position as the Team Lead for the Reading Team in the E3 Office of Education at USAID. Earlier, she was a senior consultant in literacy where she provided support for and contributed to the design on projects funded by USAID and the World Bank in early literacy in countries in Sub-Saharan Africa, S.E. Asia, and the South Pacific. She designed one of the first USAID/World Bank early grade reading interventions in Liberia in 2008. She served as the Global Director of Reading Instruction for Room to Read and led the classroom reading interventions in nine countries in South and South East Asia, and Sub-Saharan Africa.



Prof. Amita Chugdar

Professor Amita Chugdar is teaching Education Policy at Michigan State University. Prior to joining Michigan State, she was trained in economics (Mumbai University), development studies (Cambridge University) and economics of education (Stanford University). Through the analysis of diverse, large-scale, national (India), regional (South Asia and Sub-Saharan Africa) and cross-national data sets, she explores the role of policy-relevant variables in ensuring equal educational opportunities for disadvantaged children and youth. She is the founding chair of South Asia Special Interest Group at the Comparative and International Education Society and has served as elected board member at the Comparative and International Education Society.

ANNUAL ACCOUNTS

LANGUAGE AND LEARNING FOUNDATION
V-19, First Floor, Green Park Extension, New Delhi - 110016
Balance Sheet as at 31.03.2020

Particulars	SCHEDULE	<i>AMOUNT IN INR</i>	
		F.Y. 2019-20	F.Y. 2018-19
SOURCES OF FUNDS			
I. FUND BALANCE			
a> Corpus Fund	[01]	15,000.00	15,000.00
b> General Fund	[02]	79,21,705.24	51,17,953.45
c> Project Fund	[03]	98,55,282.40	11,25,797.62
d> Asset Fund	[04]	28,69,031.63	12,85,266.63
		2,06,61,019.27	75,44,017.70
II. LOAN FUND			
a> Secured Loans		-	-
b> Unsecured Loans		-	-
		-	-
TOTAL RS	[I + II]	2,06,61,019.27	75,44,017.70
APPLICATION OF FUNDS			
I. FIXED ASSETS			
a> Gross Block	[05]	44,31,623.63	20,44,008.63
b> Less: Accumulated Depreciation		15,34,409.00	7,29,653.00
c> Net Block		28,97,214.63	13,14,355.63
II. INVESTMENTS			
	[06]	16,67,506.00	20,05,750.00
III. CURRENT ASSETS, LOANS & ADVANCES			
a> Loans & Advances	[07]	8,99,511.00	3,97,025.00
b> Cash & Bank Balance	[08]	1,66,86,633.97	48,75,128.51
c> Other Current Assets	[09]	96,98,780.67	35,72,510.56
	A	2,72,84,925.64	88,44,664.07
LESS: CURRENT LIABILITIES & PROVISIONS			
b> Current Liabilities	[10]	1,11,88,627.00	46,20,752.00
	B	1,11,88,627.00	46,20,752.00
NET CURRENT ASSETS	[A - B]	1,60,96,298.64	42,23,912.07
TOTAL RS	[I + II + III]	2,06,61,019.27	75,44,017.70

Significant Accounting Policies and Notes to Accounts [35]
The schedules referred to above form an Integral part of the Financial Statement.

For & on Behalf :
S.SAHOO & CO.
CHARTERED ACCOUNTANTS
FR. No.: 322952E



A. SUBHAJIT SAHOO, FCA, LLB
PARTNER
M. No.: 057426

Date : 15.09.2020
Place : New Delhi

For & on behalf:
LANGUAGE AND LEARNING FOUNDATION



Dr. Dhirvir Thingran
Managing Trustee


Dr. Uddalak Datta
Trustee

LANGUAGE AND LEARNING FOUNDATION
V-19, First Floor, Green Park Extension, New Delhi - 110016
Receipts & Payment Account for The Period Ended on 31.03.2020

Particulars	SCHEDULE	AMOUNT IN INR	
		F.Y. 2019-20	F.Y. 2018-19
RECEIPTS			
Cash & Bank Balance b/d:		48,75,128.51	18,38,941.95
FDs with Bank		20,05,750.00	48,99,177.00
Receipts during the year			
Grants	[31]	8,43,40,490.00	3,62,09,213.00
Donations		50,46,946.00	27,32,500.00
Course Fees		4,32,000.00	-
Interest Income	[32]	4,24,232.00	3,28,978.00
Other Income		667.00	
Loan & Liabilities (Increase in CL)	[33]	65,67,875.00	34,60,291.00
		10,36,93,088.51	4,94,69,100.95
II. PAYMENT			
Expenses out of grant funds:			
National Projects:			
Project CSF - Improving the Quality of School Education	[14]	4,13,226.00	3,63,477.00
Project CSF - Support for Early Language and Literacy	[15]	1,96,10,637.00	1,81,15,092.00
Project CSF - Foundation Literacy & Numeracy Project	[16]	67,38,214.00	-
Project HT Parekh Foundation: Neev Project in 150 Schools	[17]	3,15,250.00	-
Project IndusInd Bank: Language Learn Improve Progrm	[18]	1,57,09,921.00	-
Project NIA: NEEV Early Learning Improvement Programme	[19]	14,18,872.00	-
Project SBIF: Improving early Literacy Outcomes in Haryana	[20]	8,54,258.00	-
Project SBF: Language Learning Outcome Improvement	[21]	5,35,000.00	-
Project TATA - Support for Early Language and Literacy	[22]	36,94,023.94	98,59,750.24
Project RGSM - Capacity Building on Early language	[23]	38,415.00	6,71,130.00
Project RGSM - Preparatory	[24]	-	5,44,483.00
Other Programme Expenditure	[25]	2,71,97,566.33	1,28,78,317.56
Foreign Projects:			
Project CSF - Foundation Literacy & Numeracy Project Gujarat	[27]	28,67,263.00	-
Project CSF - Support for Early Language and Literacy	[28]	29,90,280.00	-
Project CSF - Foundation Literacy & Numeracy Project (UP)	[29]	6,38,658.00	-
Other Programme Expenditure	[30]	14,67,543.28	-
Administrative Expenses	[30]	2,98,718.99	23,851.64
Other Advances & Deposits	[34]	5,51,102.00	1,32,121.00
Cash & Bank Balance c/d:		1,66,86,633.97	48,75,128.51
FDs with Bank		16,67,506.00	20,05,750.00
		10,36,93,088.51	4,94,69,100.95

Significant Accounting Policies and Notes to Accounts [35]
The schedules referred to above form an Integral part of the Financial Statement.

For & on Behalf:
S.SAHOO & CO.
CHARTERED ACCOUNTANTS
FR. No.: 322952E



CA. SUBHAJIT SAHOO, FCA, LLB
PARTNER
M. No.: 057426

Date : 15.09.2020
Place : New Delhi

For & on behalf:
LANGUAGE AND LEARNING FOUNDATION

Dr. Dhirvir Jhingran
Managing Trustee



Dr. Uddalak Datta
Trustee

LANGUAGE AND LEARNING FOUNDATION
V-19, First Floor, Green Park Extension, New Delhi - 110016
Income & Expenditure Account for The Period Ended on 31.03.2020

Particulars	SCHEDULE	AMOUNT IN INR	
		F.Y. 2019-20	F.Y. 2018-19
I. INCOME			
Grants	[11]	9,04,15,885.26	3,97,35,823.56
Donations	[12]	50,46,946.00	27,32,500.00
Course Fees		4,32,000.00	-
Interest Income	[13]	4,26,490.85	3,02,313.00
Other Income		667.00	-
		9,63,21,989.11	4,27,70,636.56
II. EXPENDITURE			
Expenses out of grant funds:			
National Projects:			
Project CSF - Improving the Quality of School Education	[14]	4,13,226.00	3,63,477.00
Project CSF - Support for Early Language and Literacy	[15]	1,96,10,637.00	1,81,15,092.00
Project CSF - Foundation Literacy & Numeracy Project	[16]	67,38,214.00	-
Project HT Parekh Foundation: Neev Project in 150 Schools	[17]	3,15,250.00	-
Project IndusInd Bank: Language Learn Improve Progm	[18]	1,57,09,921.00	-
Project NIA: NEEV Early Learning Improvement Programme	[19]	14,18,872.00	-
Project SBIF: Improving early Literacy Outcomes in Haryana	[20]	8,54,258.00	-
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Other Programme Expenditure	[29]	14,67,543.28	-
Administrative Expenses	[30]	2,98,718.99	23,851.64
Depreciation	[04]	8,04,756.00	3,14,698.00
Less: Transferred to Asset Fund		7,92,250.00	2,95,305.00
		12,506.00	19,393.00
		8,47,88,752.54	4,24,75,494.44
III. EXCESS OF INCOME OVER EXPENDITURE	[I - II]	1,15,33,236.57	2,95,142.12
IV. EXCESS OF INCOME OVER EXPENDITURE			
TRANSFERRED TO GENERAL FUND		28,03,751.79	33,69,963.36
TRANSFERRED TO PROJECT FUND		87,29,484.78	(30,74,821.24)

Significant Accounting Policies and Notes to Accounts [35]
The schedules referred to above form an Integral part of the Financial Statement.

For & on Behalf :
S.SAHOO & CO.
CHARTERED ACCOUNTANTS
FR. No.: 322952E



S. Sahoo
CA. SUBHAJIT SAHOO, FCA, LLB
PARTNER
M. No.: 057426

Date : 15.09.2020
Place : New Delhi

For & on behalf:
LANGUAGE AND LEARNING FOUNDATION

Dr. Dhirvir Jhingran
Dr. Dhirvir Jhingran
Managing Trustee

Dr. Uddalak Datta
Dr. Uddalak Datta
Trustee



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A silent revolution

VRINDA SARUP

Former Secretary School Education and Literacy, Government of India. Views are personal

Hararyana, in association with Language and Learning Foundation, is using a new model to redefine primary education

CRITICAL TO A good foundation is a grip on the language. This is less complicated when the local language is the medium of instruction. It is for this reason that the draft New Educational Policy lays a strong case for early foundational learning in language and maths. This is well recognised amongst educationists, academia and practitioners. Numerous methods exist for achieving this objective, both in the government and private-run schools. Yet, there is no mandated common comprehensive design or methodology to ensure a strong foundation in language and mathematics by Class 3. This situation exists across all government schools. The National Achievement Studies of the NCERT or ASER shows poor performance of children in language learning and simple mathematics. This is alarming, as the bulk of enrolments (70-75%) are in government-run schools.

A government primary school in Mirzapur village of district Kurukshetra, Haryana seems to be following a different approach. Five-seven year olds in Class 1 and Class 2 can read stories from their textbooks and storybooks with fluency (in their dialect, which is a form of Hindi). These children are from deprived backgrounds and are first-generation learners. There are taught by young teachers, who are earmarked teachers for Class 1 and 2, and have been intensively trained by the Language and Learning Foundation (LLF), an NGO working closely with the government of Haryana to build a strong foundation of language and learning in seven districts of the state.

Haryana seems to have demonstrated a resolve to tackle the quality learning challenge by going to its very root—ensuring sound language learning at the base

The Haryana Education Department appears committed to sustain the methodology that has emerged, to ensure that language learning foundation of Class 1 to 3 students is strong. The local education administrators are confident that by the time of the next National Achievement Studies, ASER or the state's own assessment of student learning, their

Class 3 children will score better. To ensure better results, educational administrators have themselves gone through training and have developed a sense of understanding to use this methodology.

The LLF instructional design seems to have brought a complete transformation in the teachers' approach towards teaching local language, which is Hindi in this case. The teachers gradually and progressively help children develop an understanding of Hindi words, sentences, followed by stories, poems and writing skills. The workbooks are well-crafted and are used by the children to develop writing skills. These can also be used as colouring books or material for augmenting motor skills. There is compatibility between the prescribed class textbook, Jhilmil, and a comprehensive Teacher Guide, which reminds the teacher of the scope and variety of classroom transactions that she has been trained for, including the way in which she can move forward.

The block level supervisors and the LLF support staff are regular visitors to the school. They hold periodic reviews to reinforce the teaching methodology as well as to assess learning outcomes.

Haryana seems to have demonstrated a resolve to tackle the quality learning challenge by going to its very root—ensuring sound language learning at the base of schooling. They have also, unhesitatingly, invested in the best expertise to build a system of teacher training and supervisory management, which will help attain this objective. If the Mirzapur village primary school is anything to go by, then both the government of Haryana and LLF are showing a way forward to a new young India.

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Language and Learning
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