

Annual Report

LLF

Language and Learning
f o u n d a t i o n



2016-17

LANGUAGE AND LEARNING FOUNDATION

VISION

Our vision is that all children will have strong foundational skills and abilities of language and literacy, thinking and reasoning. Based on this strong foundation, all children will learn and grow to their full potential.



MISSION

By 2020, our goal is to influence classroom practice of more than 8000 teachers and teacher educators directly, and 40000 teachers indirectly.

We believe this will impact learning of more than 500000 children in government primary schools in grades 1-3.

FROM THE DESK OF THE EXECUTIVE DIRECTOR

Within a short span of two years, the Language and Learning Foundation is being recognized for its high quality, professional development programs, especially the 9 month blended course on early language and literacy – 'Prarimbhik Bhasha Shikshan'. The new course was launched in February 2017 and is a highly enriched version of the earlier course of 2016. We have been greatly encouraged by the enthusiastic response of teachers and teacher educators participating in the course. Every day, I receive multiple Whatsapp messages and videos shared by the participants about what they have read and learned from the course and how they are applying some of the strategies in early grade classrooms. By the year end, there will be almost 300 teachers, Block and Cluster Resource persons, master trainers and DIET and SCERT faculty who would have completed this rigorous course in early literacy.



Within this short span, we've also been able to forge sustainable partnerships with SCERTs and SSA in 5 states of Bihar, Chhattisgarh, Haryana, Rajasthan and Uttar Pradesh. These government agencies and institutions are integrally involved in all the LLF activities within their state. We hope that the Rajasthan MLE (multilingual education) project with 30 'Mabadi' schools with Wagdi speaking children would provide some good strategies for improving the learning outcomes of children who come from a different home language background.

We have an ambitious plan for next year (2017-18). We've begun work on developing short courses (one month) in specific aspects of early literacy. We are planning to develop and implement a 4 month course on Multilingual Education during the year on a similar blended model. We will be creating new content and resources in the form of classroom practice videos, handouts and activity handbooks for widespread dissemination to teachers and teacher educators. We will further strengthen the 'learning and practice' community called 'Bhasha ki Duniya' that is already quite active to make it a knowledge hub on language, literacy and multilingual education.

It all started with the faith that the Central Square Foundation (CSF) reposed in LLF to give a generous unrestricted grant. CSF's continued support on strategic issues has really helped us think big. Equally important is the contribution of our partnership with Tata Trusts; their institutional grant and strategic support has been instrumental in planning with a 3 year perspective. The support and backing that we received from the state governments have served as pillars for us to scale up our programs quickly. Lastly, we've had the benefit of advice and regular interactions with thought leaders in the field of language, literacy and multilingual education. We will continue to draw upon their expertise in the future.

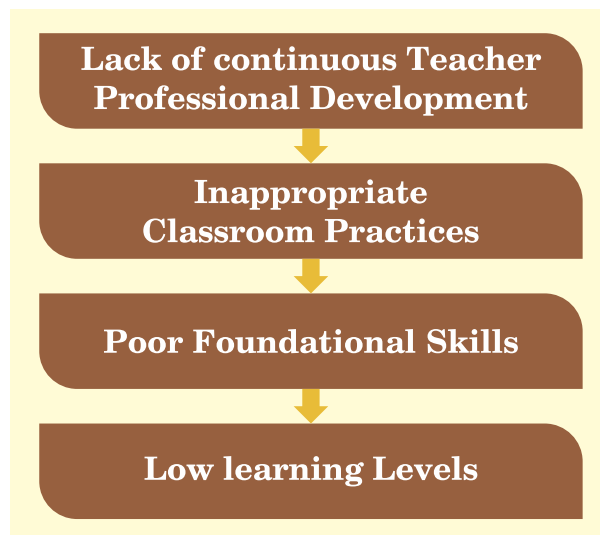
Our small team is fully committed to create and work with change makers in the government system and bring about lasting change in teaching-learning of language in early grade classrooms.


Dhir Jhingran

THE JOURNEY SO FAR

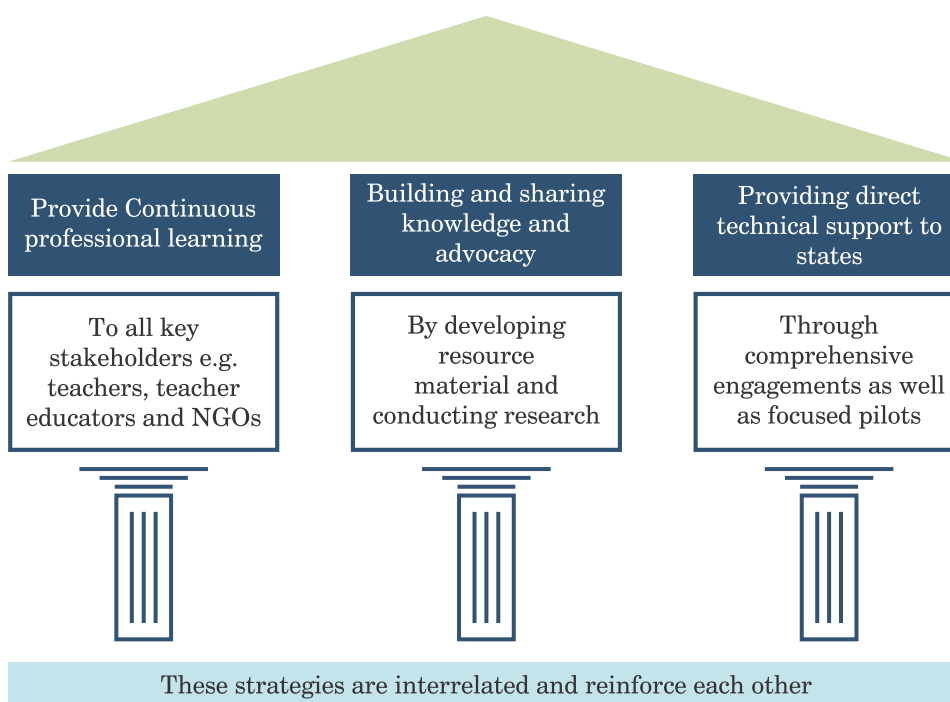
THE GENESIS

The National Achievement Survey (NAS) conducted by the National Council for Educational Research and Training (NCERT) in 2014 indicates that only 59 per cent of children in grade 3 could read a passage with comprehension. Similarly, ASER 2016 showed that only 40.3 per cent of children in grade 3 could read a grade 1 level text. Early literacy and numeracy are the foundation for all 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 more dense and abstract in later primary grades. It's been observed that many children come to school with a limited understanding of the school language and struggle to acquire language and literacy skills in the school language. Therefore, strengthening the teaching-learning process of early language and literacy is crucial. With this conviction, LLF came into existence in 2015 with the aim of developing and implementing a variety of professional development opportunities for teacher and teacher educators along with other stakeholders in the area of early grade student learning with a specific focus on language and literacy.



OUR APPROACH

Our approach comprises of three major strategies:



In consonance with our goals and strategic approach, we conduct various programs focused on early language and literacy, which could be further sub-divided into: continuous professional development, knowledge sharing, and providing direct technical support to states. An overview of our interventions is given below:

I. Continuous Professional Development

Long Term Course on Early Language and Literacy (ELL)

Our 9 month (~36 week) distance learning course aims to improve the conceptual understanding and classroom practice of Early Language and Literacy programs. The course is designed for:

- Grade 1-3 Teachers who may also be master trainers or part of a resource group
- Teacher Educators, such as language faculty in DIETs and SCERTs
- Academic Support Staff including CRCs and BRPs

The course uses a blended approach, wherein its components include:

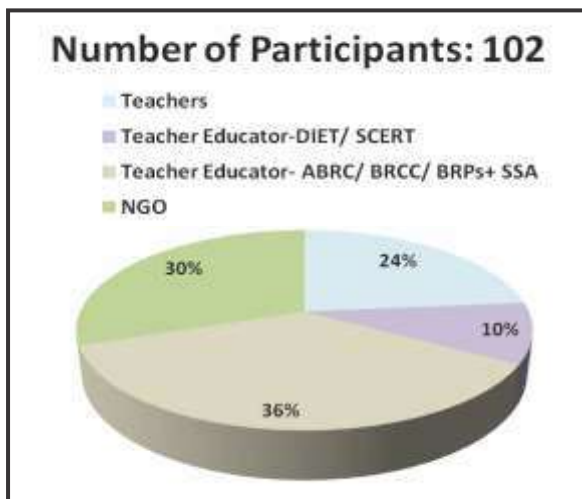
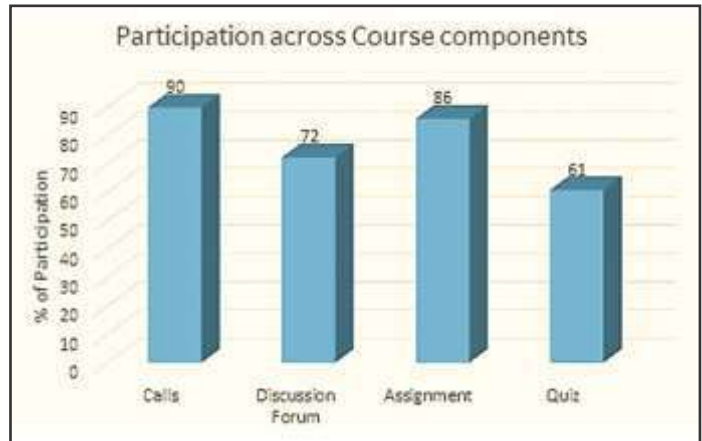


In November 2016, the first batch of the Course with 102 participants was successfully completed, including teacher educators and teachers. The next batch was conducted in February 2017 with 200 government participants from across five states – Bihar, Chhattisgarh, Haryana, Rajasthan and Uttar Pradesh.



LONG-TERM ELL COURSE 2016

State	Total Participants 2016
Bihar	14
Chhattisgarh	16
Haryana	20
Rajasthan	14
UP	7
NGO	31
Total	102



70% of respondents reported high satisfaction with the overall course content

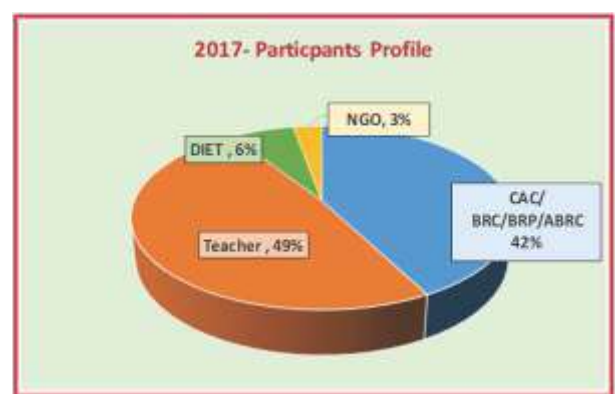
91% of respondents reported that the course content is very relevant to them

100% of respondents reported that they will recommend this course to the other participants

States	% participation in Calls	% participation in DF	% participation in Quiz	% participation in Assignments	% participation in Action Research
RAJASTHAN	87%	46%	53%	89%	100%
CHATTISGARH	83%	84%	80%	83%	80%
BIHAR	85%	60%	60	75%	100%
HARYANA	100%	84%	53%	83%	95%
UTTAR PRADESH	97%	77%	71%	95%	100%
OTHERS	85%	38%	34%	53%	100%

LONG-TERM ELL COURSE 2017

State	Total Participants 2017
Bihar	42
Chhattisgarh	78
Haryana	37
Rajasthan	21
UP	28
Total	206



Meet the Change Makers

Mr. Om Narayan Sharma completed the “Prarambhik Bhasha Shikshan Certificate Course” conducted by LLF in 2016. He has become a great champion of initiatives for bringing changes in the teaching-learning process of language and literacy in early grades in government primary schools in Chhattisgarh. He has been involved with SSA and SCERT as a state-level resource person for various training programs related to early grade literacy. With help from his fellow LLF participants, he has reached out to many teacher groups for a voluntary inter-district initiative looking to improve language teaching. The first workshop was attended by 50 teachers from different districts of Chhattisgarh. The uniqueness of this workshop was that all the participants came forward voluntarily to attend this workshop without any financial support from the government.



Ms. Pushpa Shukla is a teacher in Primary School Karchiya, Deobhog block, Chhattisgarh. She also was a participant of the first batch of “Prarambhik Bhasha Shikshan Certificate Course” conducted by LLF in 2016. After completing the Course, she applied her learning in the classroom. Today, she is known as being the change maker of her state and is invited not only by teachers in her state, but also by NCERT and UNICEF to conduct trainings and to share her experience. Her classroom teaching videos are useful resources.



Ms. Alpa Nigam is the Head Mistress of Govt. Primary School, Tilauli in Gorakhpur district of Uttar Pradesh. She too is a participant of the 1st batch of “Prarambhik Bhasha Shikshan Certificate Course” conducted by LLF in 2016. She is using the course learning not only in her classroom but also sharing her experiences in training programs conducted by SCERT as a resource person. She has been invited by SCERT to prepare a teacher-training module. She is also influencing teachers in and around her district. Recently LLF made video-documentation of her classrooms as well.



What People Say:

"We got a lot of new information from this course. Appropriate assessment and feedback gave us an opportunity to expand our understanding. Discussion forum, project work, self reading and self assessment kept us busy. I felt that behind all this there is an efficient management, thorough research, use of technology and complete dedication of the team. I really thank them for this."

Mr. Akhileswar Prasad Gupta, Uttar Pradesh

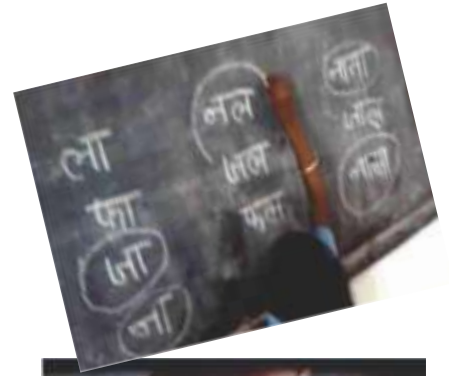
"The most significant change for me has been in my perspective of looking at the contributions of the course in moving from how to teach teachers towards how to prepare schools better for teaching children. I now visit schools not as a Monitoring Officer but as a teacher and spend an hour or two with children in early grades on building their expressive skills through different activities with the use of pictures as my aides. Through these visits I have been able to transfer my learning to 150 other teachers who now use strategies of decoding, scaffolding, reading strategies, etc."

Mr. G. Shankar, Principal, DIET Dumara, Bihar

"I have been benefitted in many ways from the course. Principles of print rich classroom environments, scaffolding, mother tongue based instruction, teaching methods like balanced instruction, contextualized content and concepts like Emergent Literacy etc. More specifically I always intrigued about why children faced difficulties in writing and it is after 14 years that now I have understood the reason after having attended the course. Having participated in the course, I have learnt about different stages of writing development and strategies to develop writing skills in children. My action research project too is rightfully based on writing development in children."

Mrs. Vidya Dange, Lecturer, SCERT, Chhattisgarh

A teacher from Rajasthan wrote in his feedback that he learnt about the use of different visual aids with children for developing oral language and reading skills and used pictorial books and materials with children in class. He narrates the development he witnessed in a 6 year old girl, Pinky who never spoke in class and took no interest in the processes and always remained aloof. This teacher used different strategies of interactive reading aloud with her; after a few sessions of using pictorial materials while recounting stories, Pinky has started responding and participating in the process and engages better with classroom processes now.



Revision and development of new professional development programs

The following initiatives have been additionally taken up towards program development:

1. ELL Course Revision

This has been a three-fold process:

- a. Revision in course structure- based on the feedback from the participants of 2016 and others, changes have been incorporated while designing the course.
- b. Course Content Instructional design - this involved review and modification of presentation, language and engagement quotient, and was done with external consultations.
- c. Course Content- simplification in presentation of concepts, sequencing and adding more tasks to make the approach more deductive in nature rather than stating all principles upfront.

The Development process is currently on-going, and this time around, the Modules are being printed in a proper book format.

Videos for the Course

6 instructional videos showing good teaching-learning practice of language and literacy developed with teachers from Chhattisgarh and Uttar Pradesh.

Monitoring and Evaluation (M&E)

- a. The M&E for the 2016 course includes a compilation of the participants' perceptions along with a change in knowledge and skills.
- b. In 2017 for the ELL course, a baseline has been conducted in February-March 2017 in order to assess knowledge, skills and attitudes. A baseline of classroom practices of a selected sample of teachers has also been conducted in March 2017.

2. Short term Course Development

- Three short term courses, namely, Reading Comprehension, Assessments for Language and Literacy and Writing skills of children in early Grades have been identified for next year. Course outlines have already been developed for one of them.

3. Course development on Multilingual Education (MLE)

An outline of the 4 month MLE course has been developed after due consultation with a core team of experts.

II. Technical Support to States

LLF has also provided direct technical support to states mainly through focused pilots; these interventions have been designed based on specific requests from states.

Rajasthan

The Ma-badi Centers (MBCs) have been set up by the Tribal Area Development Department (TAD) of the Rajasthan Government to bring the tribal children inhabiting in remote areas into mainstream education. The proposed intervention thereby intends to enable the children in MBCs in developing a strong foundation of literacy skills in early grades. Since these children have a different home language, they face a strong disadvantage in learning through Hindi, which is an unfamiliar language to them especially in the early years. This project intends to develop a strong language and literacy approach, which will actually include the children's first language in early grade classrooms and will follow a systematic second language teaching pedagogy to help them gain at least the oral language fluency and literacy in the state language (Hindi) in early grades. The initiative covers 30 MBCs from across two districts on a pilot basis – Dungarpur, and Banswada.

The project includes the following components:

- I. Situation analysis
- ii. Baseline
- iii. Development of Instructional Design
- iv. Development of story instructional material (cards, grids, work-books, books, poem posters, activity handbook, teacher guide, book in children's local language and Hindi)
- v. Teacher Training and follow-up

Chhattisgarh

LLF had successfully completed the first 9 month course in Chhattisgarh with active support from SSA, and UNICEF. There were 16 government participants from the State of Chhattisgarh in 2016, comprising of teachers who serve as master trainers and teacher educators from SCERT and SSA. The current support initiative was envisaged as a continuation to the 2016 program, helping in creating an active community of learners, skilled in nuances of teaching strategies for Literacy and Language in Early Grades, as well as equipping Cluster Academic Coordinators (CACs) to support teachers in improving their classroom practices. The key objectives of the project include:

- Capacity of the nominated Teachers and CACs (from 2016 cohort and a fresh group of 2017), in terms of their conceptual knowledge, understanding of activities for language teaching is enhanced.
- Cluster academic Coordinators are equipped to provide effective support to teachers to improve the teaching-learning process of language and literacy.
- Support to Education Department and Rajiv Gandhi Shiksha Mission in the area of Policy and academic reform being provided.

In addition, 71 government nominated participants have enrolled for the 2017 batch of the 9-months Course on ELL.

III. Other Initiatives

Community of Learning and Practice (COLP)

A notable component of the Chhattisgarh initiative is the promotion of the Community of Learning and Practice, in short COLP. In alignment to LLF's conviction of continuous professional development, it was envisaged that there should be mechanism to continue our association with our participants even after the completion of the course. This helps in the continuation of the learning journey that LLF started with its participants, as the members of the community were expected to help, support and enrich each other's learning by creating new knowledge with experimentation, innovation and also sharing their learning and practices on different aspects of education. A Portal has been established through which we can continue to be connected with the 2016 participants, which is named as Bhasha ki Duniya (The World of Language); state-wise Whatsapp Groups have also been created to help in instant communication and sharing. Some state groups, like Chhattisgarh, Uttar Pradesh and Haryana have been quite active.

Networking Activities

- LLF collaborated with Deshkal Society in organizing a national conference on Factors of poor learning: challenges, opportunities and practices for learning improvement in socially diverse elementary schools of India on 2,3,4 September 2016 at India International Centre, New Delhi. As a follow up, a Policy Brief formulated out of the deliberations of the conference was shared with the Ministry of Human Resource Development, Government of India.



- LLF has been regularly interacting with experts and thought leaders in the area of language, early literacy and multilingual education. In the past year, we have got immensely benefitted from advices from Dr. A.K. Jalaluddin (renowned expert in language education and founder of NEEV), Dr. Shailaja Menon (Tata Institute of Social Sciences), Ms Keerti Jayaram (Organization for Early Literacy Promotion) Ms S. Gayathri (CARE) among several others. These interactions have deepened our understanding and helped to improve the quality of our programs.

THE JOURNEY AHEAD (2017-18)

I. Continuous Professional Development

A. Short term courses on Early Language and Literacy (ELL)

Short term courses aim to give practice-based specialized knowledge and in-depth understanding of key components of early language and literacy development. These are designed as follow-up courses and are offered to participants who have successfully completed the long term course.

Each course comprises of one module to be completed over a period of 4 weeks. This module involves elements of core reading, a workshop, fieldwork, expert call, conference call and regular support through various mediums. The module would also be accompanied with an audio guide to better understand the content and encourage the participants to think critically on relevant topics.

B. Course on Multilingual Education (MLE)

Our 3 month long Multilingual Education (MLE) course is designed for teachers, teacher educators, and state resource persons. The course aims to develop effective literacy practices in early grades for children from diverse linguistic backgrounds. Participants may take up this course even if they have not completed the long-term or short-term ELL courses.

The MLE course will be delivered in a blended mode. Most of the course will be run through a distance mode using a learning management system (LMS), WhatsApp and conference calls acting as a medium of communication. This is similar to the technology solutions used in the nine month course. Apart from these, there will be two face-to-face workshops at the beginning and at the end of the course.

The course is divided into 4 modules and each module is spread over 3 weeks comprising of core module reading, a workshop, and fieldwork

C. Professional Development Support to TEIs

LLF proposes to work with TEIs like SCERT and DIETs for professional development of faculty members (i.e. teacher educators) in early language, literacy and multilingual education. Teacher educators in these institutions are not included in any regular capacity building exercise. Apart from the 9 month course, additional workshops would be held for selected TEIs.

Another dimension of work will be to improve or include the component of early language and literacy in the pre-service D.Ed. program. We will work with two SCERTs in the coming years for influencing the D.Ed curriculum and resource materials for the early language, literacy and multilingual components.

II. Building and Sharing Knowledge

Collecting and making available research-based evidence for early literacy and multilingual education is key to influencing the larger education system. Evidence-based research can be a powerful tool for advocacy. In this context, LLF's research and knowledge sharing work comprises of

- Research and Dissemination
- Resource Pack

A. Research and Dissemination

LLF proposes to conduct original research in partnership with state governments, and develop simplified summaries of research findings of existing external research on language, literacy, and professional development. Research around the following topics has been planned for the next 3 years:

- Diversified strategies for continuous professional development including evidence from distance learning programs.
- Role of pre-service and in-service teacher education in Early language, literacy and multilingual education.
- Diverse language situations in India and local practices employed by teachers to address issues of difference between home and school language.

B. Resource Pack

The resource package will consist of a collection of handouts, video recordings, activity booklet and a resource guide. Details are given below:

Handout topics focus on early literacy and language related concepts with the theory written in a simple, conversational style, mainly with large focus on practical activities. The handouts contain simple to read practical suggestions for teachers / trainers that they will be required to understand and also apply through a suggested exercise in the end to get a better understanding of the concept in question.

Videos will be created specifically to help the participants observe, analyze and learn various strategies by seeing them practically being done in appropriate government school settings and being guided through the background voice explaining its nuances.

Activity booklet is a collection of activities arranged in a systematic manner – skill wise and level wise – to provide the practitioners with ideas on how best to work towards specific skills in a fun filled manner.

III. Direct Technical Support to States

We believe that working comprehensively with states is critical to have our individual interventions reinforce each other and scale our impact at a systemic level. SCERT, SSA, DIETs along with the education department are enthusiastic to support improvement in the teaching-learning process of language and literacy in early grades.

We will use all the interventions available to LLF, e.g. long term course on ELL, 3 month condensed course on ELL, 3 month MLE course, resource materials and workshops for developing capacity at state and district levels in early literacy, support TEIs to develop pre and in-service training programs on literacy and MLE. In addition, we will support the state level master trainer group to design and implement a training program for teachers. If needed, we will support the implementation of training and regular academic support in one unit like block or district to show demonstrable results at the school and classroom level. The exact nature of the comprehensive engagement will differ from one state to another depending on the need and demand from a particular state. It is proposed to initiate such an engagement with 2 states during 2017-18 and add a third state in 2019-20



THE BALANCE SHEETS

LANGUAGE AND LEARNING FOUNDATION
193, Anupam Apartment, Saket, New Delhi-110017

BALANCE SHEET AS AT 31/03/2017			
Particulars	SCHEDULE	2016-17 Amount (RS)	2015-16 Amount (RS)
SOURCES OF FUNDS			
I. FUND BALANCE			
a> Corpus Fund	[01]	15,000.00	15,000.00
b> General Fund	[02]	13,72,898.15	10,79,949.15
c> Asset Fund	[03]	4,79,666.63	9,308.63
		<u>18,67,564.78</u>	<u>11,04,257.78</u>
II. LOAN FUND			
a> Secured Loans		-	-
b> Unsecured Loans		-	-
		<u>-</u>	<u>-</u>
TOTAL RS	[I + II]	<u>18,67,564.78</u>	<u>11,04,257.78</u>
APPLICATION OF FUNDS			
I. FIXED ASSETS			
a> Gross Block	[04]	8,00,917.63	36,597.63
b> Less: Accumulated Depreciation		2,40,447.00	10,979.00
c> Net Block		<u>5,60,470.63</u>	<u>25,618.63</u>
II. INVESTMENTS		5,62,161.00	2,60,050.61
III. CURRENT ASSETS, LOANS & ADVANCES			
a> Loans & Advances	[05]	1,13,476.00	2,80,300.31
b> Cash & Bank Balance	[06]	61,77,451.15	10,37,305.15
c> Other Current Assets	[07]	60,040.00	1,08,735.45
	A	<u>63,50,967.15</u>	<u>14,26,340.91</u>
LESS: CURRENT LIABILITIES & PROVISIONS			
a> Unspent Grant Balance	[08]	54,43,435.00	4,12,715.37
b> Current Liabilities	[09]	1,62,599.00	1,95,037.00
	B	<u>56,06,034.00</u>	<u>6,07,752.37</u>
NET CURRENT ASSETS	[A - B]	<u>7,44,933.15</u>	<u>8,18,588.54</u>
TOTAL RS	[I + II + III]	<u>18,67,564.78</u>	<u>11,04,257.78</u>

Significant Accounting Policies and Notes to Accounts

[25]

The schedules referred to above form an Integral part of the Balance Sheet.

For & on Behalf :

S.SAHOO & CO.
CHARTERED ACCOUNTANTS
F.R. No.: 322952E



[CA.SUBHJIT SAHOO, FCA]
PARTNER
M. M. No.: 057426

For & on behalf:

LANGUAGE AND LEARNING FOUNDATION



Dr. Dhirvir Jhingran
Managing Trustee



Uddalak Datta
Trustee

Date : 27.05.2017

Place : New Delhi

LANGUAGE AND LEARNING FOUNDATION
193, Anupam Apartment, Saket, New Delhi-110017

INCOME & EXPENDITURE ACCOUNT FOR THE PERIOD ENDED ON 31/03/2017			
Particulars	SCHEDULE	2016-17 Amount (RS)	2015-16 Amount (RS)
<u>I. INCOME</u>			
Grants	[10]	108,35,988.37	24,87,284.63
Donations	[11]	5,00,000.00	4,90,000.00
Course Fees		7,52,000.00	6,68,000.00
Interest Income	[12]	80,092.39	25,166.61
Other Income		1,80,000.00	
		123,48,080.76	36,70,451.24
<u>II. EXPENDITURE</u>			
<u>Programme Related Expenses</u>			
Project CSF - Distance Learning on Early Language and Literacy	[13]	25,18,431.87	24,81,864.63
Project CSF - Support for Early Language and Literacy	[14]	54,52,882.00	-
Project TATA - Support for Early Language and Literacy	[15]	30,52,182.00	-
Project UNICEF - Early Literacy and MLE Program	[16]	5,85,199.00	-
Project RGSM - Capacity Building on Early language and Literacy	[17]	1,07,293.00	-
<u>Administrative Expenses</u>			
	[18]	2,17,937.89	1,01,647.46
Depreciation	[03]	2,29,468.00	10,979.00
Less: Transferred to Asset Fund		1,08,262.00	3,989.00
		1,21,206.00	6,990.00
		120,55,131.76	25,90,502.09
<u>III. EXCESS OF INCOME OVER EXPENDITURE</u>		2,92,949.00	10,79,949.15
Significant Accounting Policies and Notes to Accounts		[25]	

The schedules referred to above form an Integral part of the Income & Expenditure Account.

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

[CA.SUBHJIT SAHOO, FCA]
PARTNER
M. M. No.: 057426

Date : 27.05.2017
Place : New Delhi

For & on behalf:
LANGUAGE AND LEARNING FOUNDATION

Dr. Dhirvir Jhingran
Managing Trustee

Uddalak Datta
Trustee

LANGUAGE AND LEARNING FOUNDATION
193, Anupam Apartment, Saket, New Delhi-110017

RECEIPTS & PAYMENT ACCOUNT FOR THE PERIOD ENDED ON 31/03/2017			
Particulars	SCHEDULE	2016-17 Amount (RS)	2015-16 Amount (RS)
RECEIPTS			
Cash & Bank Balance b/d:		12,97,355.76	15,000.00
Grants	[19]	158,66,708.00	29,00,000.00
Donations	[20]	5,00,000.00	4,90,000.00
Course Fees		7,52,000.00	6,68,000.00
Interest Income	[21]	81,056.00	24,203.00
Other Income		1,80,000.00	-
		173,79,764.00	40,82,203.00
Loan & Advances	[22]	3,47,246.87	
		190,24,366.63	40,97,203.00

II. PAYMENT

Programme Related Expenses

Project CSF - Distance Learning on Early Language and Literacy	[13A]	25,18,431.87	22,89,527.63
Project CSF - Support for Early Language and Literacy	[14]	54,52,882.00	-
Project TATA - Support for Early Language and Literacy	[15]	30,52,182.00	-
Project UNICEF - Early Literacy and MLE Program	[16]	5,85,199.00	-
Project RGSM - Capacity Building on Early language and Literacy	[17]	1,07,293.00	-
Administrative Expenses	[23]	1,19,366.44	1,97,518.91
Non Recurring Expenses		1,85,700.00	23,300.00
Other Advances & Deposits	[14]	2,62,736.56	2,90,464.31
Cash & Bank Balance c/d:		61,77,451.15	10,37,305.15
FDs with Bank		5,62,161.00	2,60,050.61
		67,39,612.15	12,97,355.76
		190,23,403.02	40,98,166.61

Significant Accounting Policies and Notes to Accounts

[25]

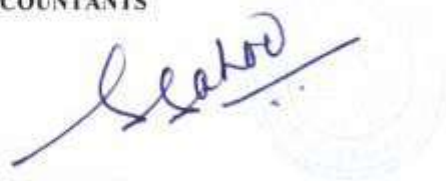
The schedules referred to above form an Integral part of the Receipts & Payment Account.

For & on Behalf:

S.SAHOO & CO.

CHARTERED ACCOUNTANTS

F.R. No.: 322952E



[CA.SUBHJIT SAHOO, FCA]

PARTNER

M. M. No.: 057426

For & on behalf:

LANGUAGE AND LEARNING FOUNDATION



Dr. Dhirvir Jhingran
Managing Trustee



Uddalak Datta
Trustee

Date : 27.05.2017

Place : New Delhi

THE 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 also the 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.

Mr. 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.



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