

# REIMAGINING FOUNDATIONAL LEARNING DURING THE PANDEMIC



Language and Learning Foundation

# VISION & MISSION

## Our Vision

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

## Our Mission

By 2024, influence classroom practices of 8,00,000 teachers and teacher educators in collaboration with State Governments. This will potentially improve the learning outcomes of 3 crores children by 2024. This is almost 46% of all children in grades 1-3 in government schools who are at the risk of not learning foundational skills.





# FROM THE DESK OF THE FOUNDER

*About 83,000 children in Grades 1 to 3 are learning foundational literacy skills through Har Ghar School program. Results from the first 8-month phase that ended in March 2021 have shown significant learning gains of children.*

2021-22 was a difficult year for everyone, especially for children who completely missed out on school. Young children in the age group of 5-9 years who are the focus of LLF's work suffered the most because they had very limited access to digital content appropriate for early learning. Several studies have shown that children have suffered significant learning losses in the past year.

LLF's approach was always focused on classroom instruction, and we had to quickly reorient our work in April 2020 to design and implement a program that focused on home and community-based learning for the children in our school demonstration programs. This hybrid learning program, called Har Ghar School (HGS, meaning "every home is school") has a structured curriculum using low-tech digital content as well as face-to-face classes run by community volunteers and parents, thus ensuring that the digital divide does not constrain the learning of children from more deprived backgrounds. About 83,000 children in Grades 1 to 3 are learning foundational literacy skills through this program. Results from the first 8-month phase that ended in March 2021 have shown significant learning gains of children. The most satisfying part of the internal evaluation was the finding that children at the bottom of the learning pyramid (lowest 20% at baseline at the beginning of the program) made the highest learning gains, clearly showing LLF's focus on equitable learning is working at the field level.

Another big, and successful change that we implemented during 2020-21 was to develop and implement a variety of online courses for teachers, block and cluster coordinators and administrators. These courses were completed by almost 1,75,000 government education personnel last year with an overall completion rate of about 75%. We have

developed a course on MLE which has been included as a part of the country wide NISHTHA training program for teachers that will be implemented by NCERT from September 2021. We are now collaborating with EkStep Foundation and others to develop a wide range of online and blended learning courses for professional development on early language and literacy and multilingual education (MLE).

The Board of Trustees and the Advisory Board of LLF have been really active over the past year guiding the organization during the difficult period of the pandemic. We are also now beginning to interact with and receive inputs from our highly respected group of global Advisors. Our most sincere appreciation is reserved for our strategic partners and funders who have been sincerely engaged with our programs and supported us strongly during the pandemic by not only continuing the committed grants, but also agreeing to major reorientation in the focus of the programs and budgets necessitated by the unprecedented crisis. We are happy that the Bill and Melinda Gates Foundation is now supporting us for our efforts with several state governments (including Uttar Pradesh, Haryana, and Chhattisgarh) to implement the Foundational Literacy and Numeracy (FLN) Mission that is likely to be launched soon.

We look forward to the next year with great expectation to be deepening our work on FLN including multilingual education in existing geographies and also increasing our outreach to additional states through state level technical support and professional development programs.

Warmly,  
Dhir Jhingran  
Founder & Executive Director

# THE JOURNEY SO FAR



# THE GENESIS

The World Bank has estimated more than half the children in India at late primary age cannot read and understand grade appropriate short sentences, also defined as learning poverty. Similar findings have been reported by the National Achievement Survey (NAS) and Annual Status of Education Report (ASER). India could lose 100 million children to illiteracy over the next few years if the action is not taken soon.

Foundational skills such as reading with comprehension, writing independently and doing simple subtraction are gateway skills that must be acquired and mastered for all future learning in schools. 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 the foundational skills is crucial.

With this conviction, LLF came into existence in the year 2015 with the aim to transform the teaching and learning process for foundational learning in primary grades. At LLF, we believe that large-scale transformation in the teaching and learning process is required to address this crisis and therefore we work in collaboration with the national and state governments in India. With the focus on learning at the bottom of the pyramid, LLF works in educationally disadvantaged areas where children come from families with low literacy levels, deprived social groups and where home languages are different from school language.

The National Education Policy (NEP) 2020 has brought Foundational Literacy and Numeracy (FLN) to the center stage with the target of ensuring all children achieve foundation skills by 2025.

Through years of working within the system, implementing programs and conducting in-depth research, we have been able to understand the key factors that lead to poor classroom practices.



Figure-1

## Our Approach

LLF is uniquely positioned to play a critical role in driving the FLN Mission in India over the next 5 years by working in collaboration with national and state governments. We follow a hybrid model of (a) supporting state governments by providing technical assistance on curriculum and materials, capacity building strategies and assessment etc and (b) implementing demonstration programs in 200-500 schools.

The model gets implemented through our three-pronged approach:

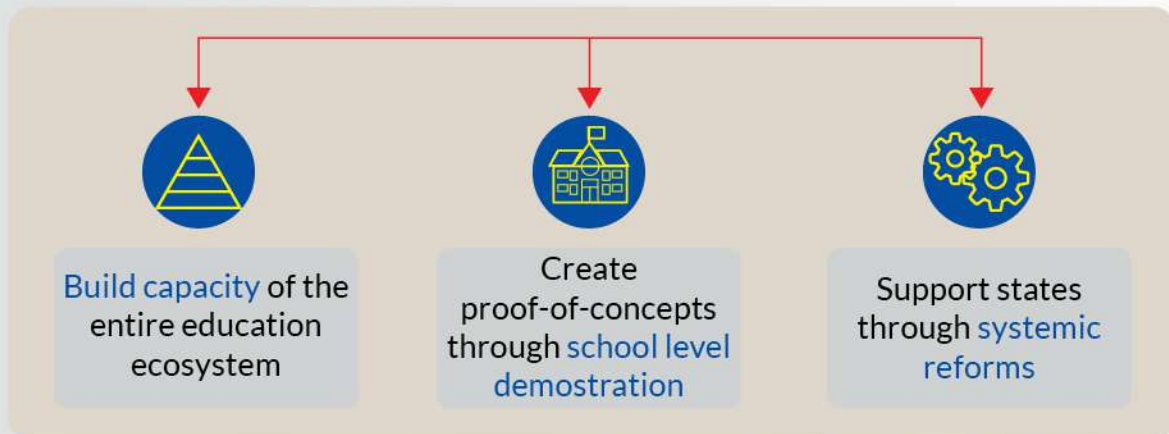


Figure-2

LLF focuses on 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 demonstration projects in schools that include teacher training, 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.

## LLF's Hybrid Implementation Model



Figure-3

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).



Teacher using picture chart in the classroom - 21st March 2021, Kurukshetra District, Haryana

# HIGHLIGHTS FROM THE PAST YEAR

*Over the last five years, LLF has attained several milestones.*

*The following are the highlights of milestones achieved during FY 2015-16 and FY 2019-20.*

- LLF has Signed MoUs with five State Governments: Bihar, Chhattisgarh, Haryana, Rajasthan and Odisha.
- The 9-month distance learning course on ELL Prarambhik Bhasha Shikshan has been recognised as a Diploma Course by Pandit Sundarlal Sharma Open University, Chhattisgarh.
- The 3-month distance learning course on ELL has been recognised as a Diploma Course by Lalit Narayan Mithila University, Bihar.
- LLF participated in the review and strengthening of pre-service teacher education in the states of Chhattisgarh and Uttar Pradesh.
- LLF rolled out the Development Impact Bond (DIB) project in Haryana, covering more than 3,000 schools over two years in the state.
- The government of Chhattisgarh deputed government school teachers, who were alumni of the 9-month ELL Course, as Local Mentors for a 3-month Course on ELL.
- LLF was conferred the Best Field Initiative Award by the South Asia Special Interest Group of Comparative and International Education Society (CIES) for its Haryana initiative.
- LLF has been registered under the Foreign Contribution Regulation Act (FCRA) and is now eligible to receive foreign funding.
- As a response to requests by some State Governments to adopt an in-depth state-focused approach, LLF has included the school-based programme component and has now articulated a more state-focused methodology.
- Technical support emerged out of consistent effort to support the government system as in a third dimension. LLF has been responsible for technical support in the literacy component.

## Budgets so far (in INR)

2015-16	25,90,502
2016-17	1,20,55,131
2017-18	2,86,84,303
2018-19	4,24,56,104
2019-20	8,47,88,752.54

Table - 1





# REPORTING YEAR 2020-2021



## HOW DID LLF RESPOND TO THE COVID-19 CRISIS?

The FY 2020-21 was a year of crisis management. COVID-19, a matter of grave concern across the globe, has been critical - not only from a health perspective but also from an economic purview. As a natural process, the priorities of all donor agencies have shifted to pandemic-related matters, leading to a diversion of funds. Additionally, in non-health domains like education, the skewed funding availability is due to donors being compelled to take measures like postponing or cancelling committed grants due to impact on their revenue generation process.



***LLF was prompt to respond to the emerging need of the hour. We rolled out the following two key activities within a short period.***

- LLF initiated an online course for teachers at short notice in Chhattisgarh. We scaled up capacity to cover 43,000 teachers in full collaboration with the State Government.
- To ensure minimum learning loss for children during the closure of schools, we developed an app-based programme in Chhattisgarh involving parents to keep children engaged in activities.

Eventually, a home learning programme '**Har Ghar School**' was launched to address the challenges of children's learning losses due to the onset of the pandemic.

'**Har Ghar School**,' which means, 'a school in every home,' ensures solid foundational literacy skills for every child. The programme facilitates constant student-teacher interactions and parent-teacher interactions to engage in literacy development during the pandemic. The programme began in August 2020 with 16,087 students to enable learning at home and scaled to an estimated 83,000 students in Haryana, Chhattisgarh, and Rajasthan in December 2020.



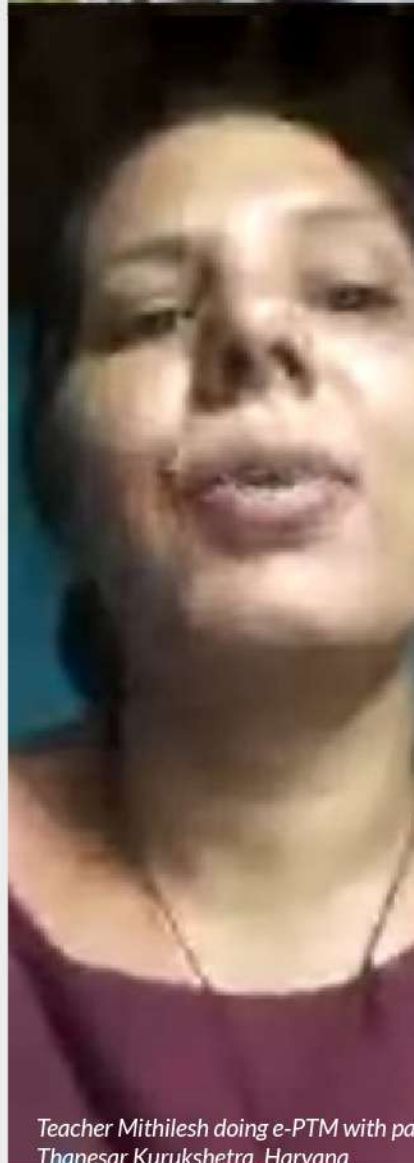
***Online transformation of our Continuous Professional Development Courses***

### ***Quick adaptability to online mode***

Lockdown of the education system in March 2020 and its continuous extension led to the loss of valuable instructional time in the classroom. Children, especially ones from marginalised backgrounds, are at the risk of losing all learning gains made in the past year. We recognised the urgent need to prepare the education community and utilise the lockdown period effectively. As we anticipated upcoming challenges of accelerating

learning for each child, building the capacity of Education Functionaries to deal with this unprecedented crisis was vital. LLF, being committed to the continuous professional development of government Education Functionaries, designed a series of special Online Professional Development Courses. These courses intend to build the capacity of teachers, teacher educators and academic resource personnel on ELL and provide academic support in ELL. The eventual aim is to prevent the sharp drop in children's learning curves by empowering teachers.

Over the period 2020-21, LLF developed and implemented online courses of different durations - each one targeting varying groups with differing models. We have used various platforms to host our courses: Moodle-based Learning Management System, Proprietary LMS, and the National DIKSHA platform. New learnings and experiences emerged with every new course. The insights helped us evolve the design and development of these online courses and improve their implementation and processes.



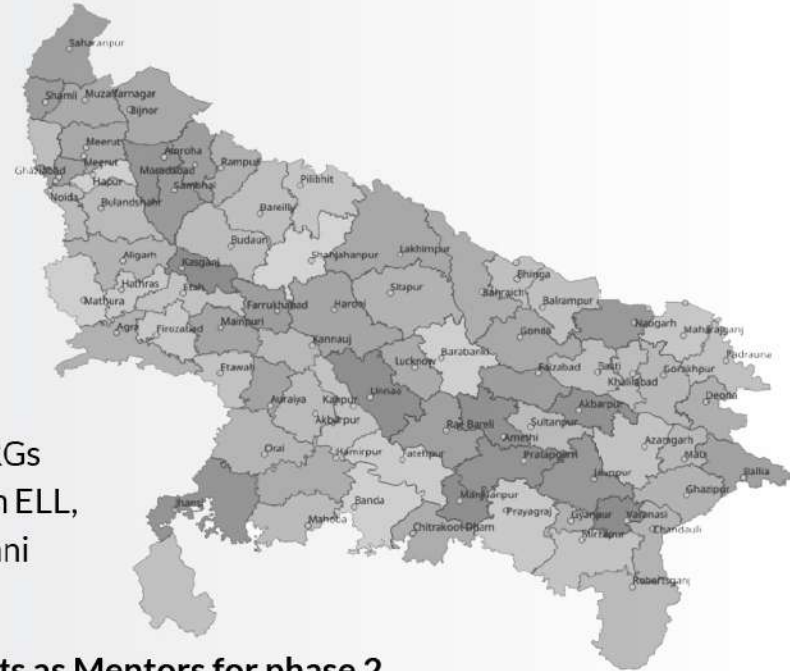
Teacher Mithilesh doing e-PTM with parents - 10th September 2020, Thanesar Kurukshetra, Haryana





## Uttar Pradesh

LLF conducted a course for the capacity building of all Academic Resource Person (ARP), State Resource Group (SRG) members, and DIET Mentors. We achieved this with the support of Samgra Siksha and SCERT Lucknow and project funding by CSF.



### The course happened over 2 phases.

- Phase 1 : 232 selected teachers, some SRGs and ARPs attended the 5-week course on ELL, under the full mentorship of our 17 Alumni from the 9-month course.

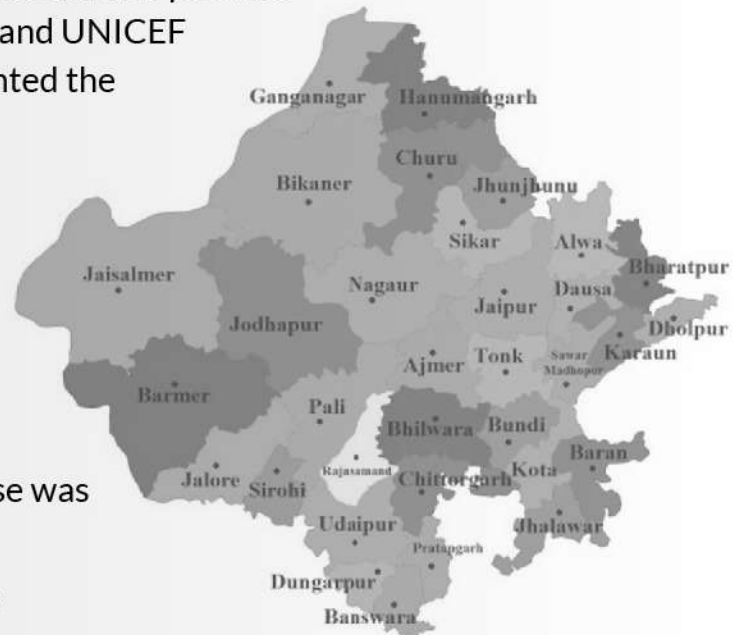
### Out of this group, we selected 75 participants as Mentors for phase 2.

- Phase 2: All 4,393 SRGs, ARPs and DIET Mentors participated in the 5 Week Online course on Academic Support in ELL. The programme took place in 2 batches (July to Aug 2020 and Dec 2020 to Jan 2021) under the mentorship of 75 Mentors from phase-1. The completion rate was 91%.

## Rajasthan

LLF developed a 5-week ELL online course for the capacity building of all 1.4 lakh primary teachers in the state. The launch was possible with the support of SAMSA Rajasthan, RSCERT, and UNICEF Rajasthan. It was also the first time we implemented the course using the DIKSHA portal.

We also supported UNICEF to implement a mentored model in four blocks (Barmer, Baytu, Khamanor, and Bargaon) of three Rajasthan districts (Barmer, Udaipur, and Rajsamand). However, the model did not work well due to several reasons:



- The mentoring model started late. The course was first launched on the DIKSHA portal
- Course modules did not have fixed timelines
- Multiple courses ran parallel in the state
- Lack of support from the District and Block officials
- Gaps in the coordination between district officials and the UNICEF team

*The completion rate was approximately 74% as of February 2021.*



The onset of the COVID-19 pandemic predicted severe learning losses in children all over the world. We observed that the existing learning barriers in disadvantaged communities, such as the lack of access to reliable digital learning infrastructure, exacerbated the severity. With schools remaining shut for an extended period, there was an immediate need to re-imagine education. While student-teacher interaction, classroom processes, and peer learning support were the foundations to ensure quality learning in classrooms, the education system had to ensure that children continued to learn in the absence of these factors. Thus, the importance of developing foundational literacy skills in young children has never been more significant. The initiative 'Har Ghar School', meaning 'a school in every home', ensures that every child can build strong foundational literacy skills by facilitating constant student-teacher interactions and parent-teacher interactions to engage in literacy development during the pandemic. Assessments are conducted through home visits. Thus, creating a possibility for every child to learn as if they were still in school. Over the past few months, the 'Har Ghar School' initiative has garnered the community's widespread support, the teachers, and the education stakeholders in the Government.

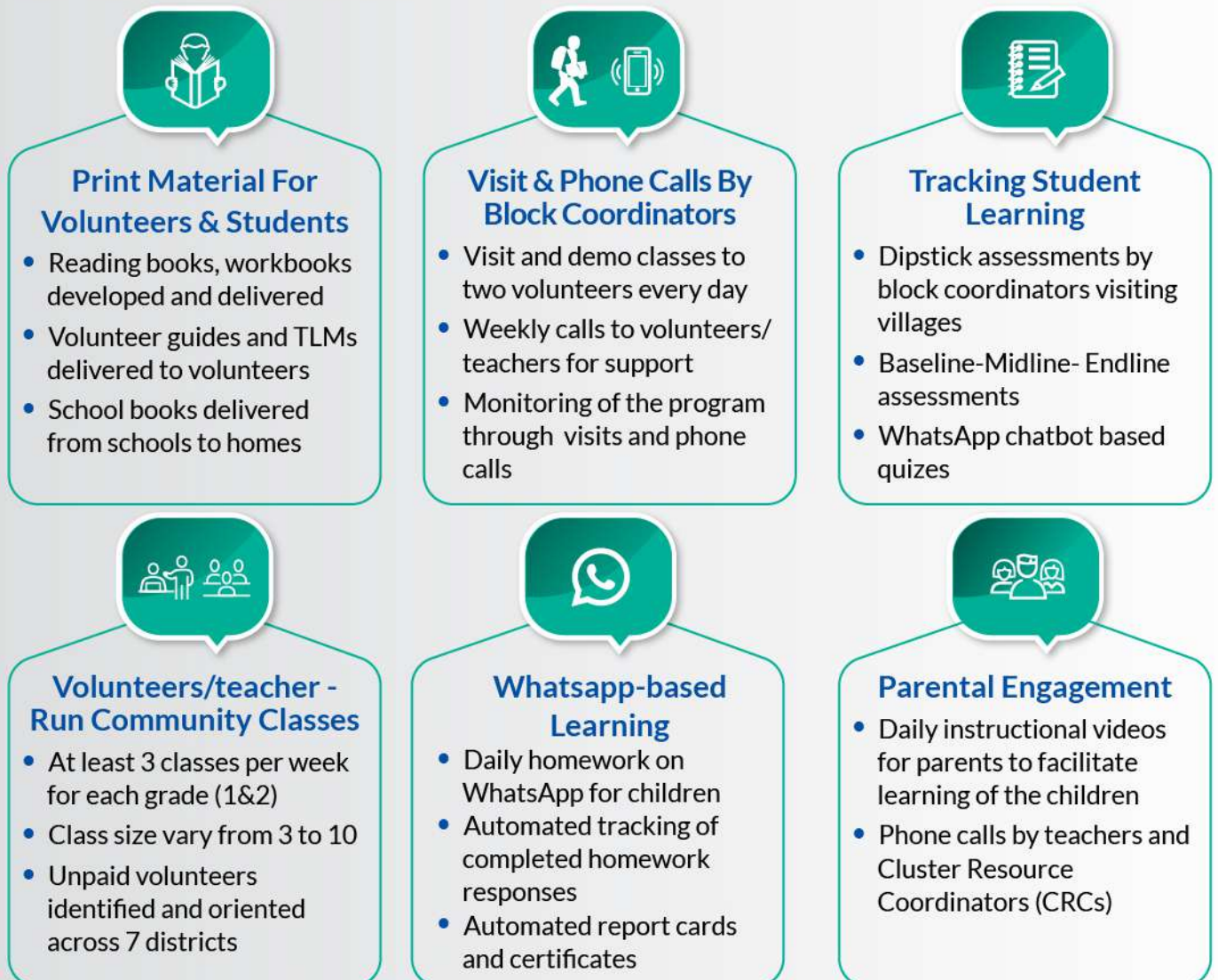


Figure 4: Key activities in 'Har Ghar School'

The programme began in August 2020 with 16,087<sup>[1]</sup> students to enable learning at home and scaled to an estimated 83,000 students in Haryana, Chhattisgarh, and Rajasthan in December 2020. The programme is ongoing with volunteer support, parental engagement, structured instructional design, delivery and development of materials, and assessments to keep track of student learning.

**[1] Programme Monitoring Database**

3 States
Haryana, Rajasthan, Chhattisgarh
<b>83,000</b> Students in Grades 1-3
<b>3,650</b> Schools
<b>5,214</b> Teachers
<b>800</b> Govt. Officials

Figure 5: LLF Impact

Success Indicators	
<b>Volunteers :</b>	3,600+
<b>Community Classes :</b>	~90% schools conduct classes
<b>Attendance :</b>	~71% students attend at least thrice a week
<b>Parent Engagement :</b>	~74% of parents on WhatsApp groups respond with completed activities.

Figure 6: Har Ghar School Success Indicators

**Highlights**

- a) A focus on equity and ensuring that we reach struggling learners beyond the digital divide in the programme through home visits, community classes, and phone calls.
- b) Ensuring a reach of high-quality materials (textbooks, workbooks) and resources (videos, audio) reach students and parents.
- c) Ensuring students' tracking and assessments (formal and informal) during the COVID-19 pandemic and constant follow-up through field teams.
- d) Ensuring a minimised loss of learning outcomes during the pandemic.



Teacher helping children do reading and writing work in a mohalla class. 29th August, 2021 Village Mahmara, Chhattisgarh.



# B

## Cost-saving measures

Preparing alternative budget scenarios to look at the impact of delays in the release of tranches by the funding agencies at an organisational level, the following are the steps taken up:

- Freezing of salaries during FY 20-21. Reduced salary in equitable proportion (15% - 20%) for May
- No promotions during FY 20-21
- No new additional staff during FY 20-21



# C

## Work from home mode

LLF adopted a fully functional work from home mode through technology-based communications and protocols decided before the lockdown. Regular interactions have been the backbone of both programmatic and non-programmatic operations. Interactions encompass collaborations with various units across central and state teams and weekly interactions with all staff. Apart from regular work-related conversations, we organised consultative conversations with all team members. The team banded into groups (such as the central team, state teams, and field teams) to conceptualise effective strategies with the trustees.



Home Visit by Teacher & LLF Staff-15th October 2020, Jind District, Haryana

**DEVELOPMENT IMPACT  
BOND- HARYANA**



# PRARAMBHIK BHASHA SHIKSHAN KARYAKRAM

## An Overview

LLF instituted a large-scale foundational literacy programme in 2018 in the state of Haryana, involving Government actors (teachers, teacher educators, district officials, and local leaders) and CSR partners. In 2019, this programme became the first-of-its-kind Development Impact Bond (DIB) project based on an outcomes-based financing model. These outcomes align with the 'Foundational Literacy and Numeracy Mission' initiated by the Ministry of Education whose goal is to achieve foundational literacy for all grade 3 learners by 2025 (NEP 2020).

Under DIB, LLF works with 3,404 schools across seven districts: Ambala, Fatehabad, Kurukshetra, Jind, Hisar, Sirsa, and Yamunanagar. In session 2020-21, LLF expanded to grade 1 of 46 blocks and grade 2 of 11 blocks in these districts. LLF is also working in Grade 3 of 5 blocks of Kurukshetra.

Since the last year was one of expansion, it was particularly challenging at the implementation and strategic execution levels. The pandemic obstructed face-to-face capacity-building sessions and direct academic support to students through school-level teaching and support. As a result, we designed alternative strategies and implemented them for students' capacity building and home-based learning.



## Online Capacity Building of Teachers

Phase -I of online capacity building of teachers started on 13th July 2020 and ended on 12th August 2020. The 3-week course covered principles of ELL and topics delivered through an online learning management system.

During this course, LLF members, BRPs, and ABRCs acted as resource persons and facilitated discussions during the conference call. In addition, reading material, animated videos, enrichment activities, assignments, and quizzes were integral components of the online course to engage teachers effectively.

The structure and timeline of the course were as follows:

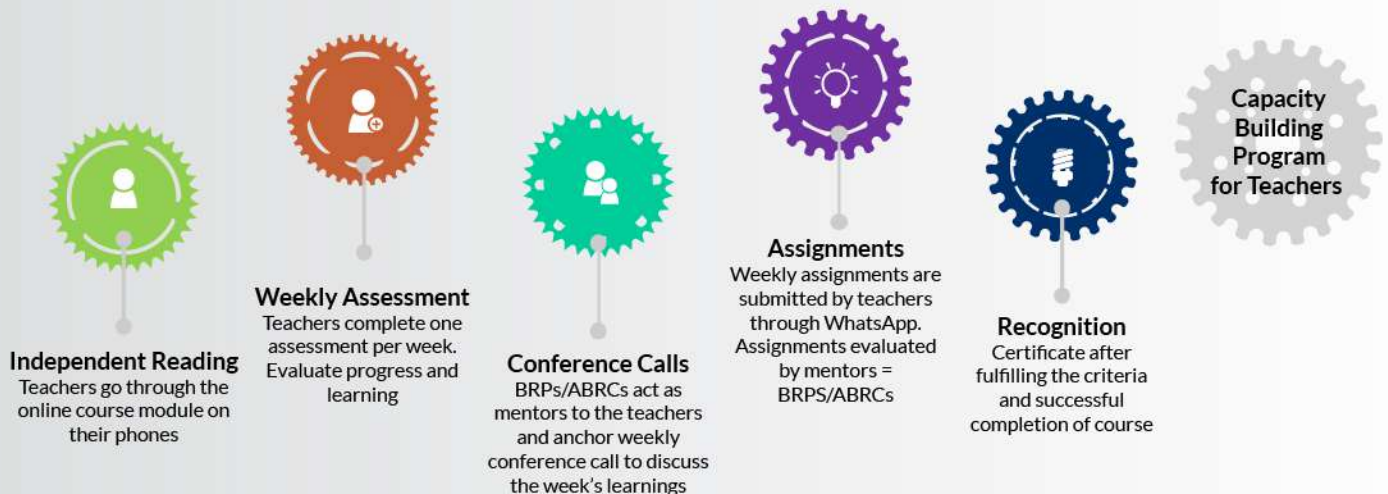


Figure - 7

Teachers started with the registration and login process to access reading material uploaded on the online portal. A total of 3,623 teachers enrolled for the online course conducted as a part of the COVID-19 response. Module-wise conference calls were scheduled with participants to discuss specific questions and components of the particular module. Teachers submitted assignments and quizzes at the end of each module. In addition, we organized regular review meetings and feedback sessions with team members and mentors to lead the program efficiently.

The seven districts witnessed a course completion rate of 92.96% even during the pandemic, with 3,368 teachers completing the course.

We also conducted face-to-face teacher orientations in March 2021 to focus on oral language development activities and decoding. The orientation also covered using assessment data to support struggling learners and strategies to divide the students into groups for classroom instruction.

### Impact

- Teachers developed an understanding of four block models and a balanced approach to be used for language teaching.
- The learning gained during capacity-building sessions helped teachers lead home-based learning programmes with students and volunteers in their respective schools/communities.

## Capacity Building of BRPs/ABRCs

LLF, along with Haryana School Shiksha Pariyojna Parishad (HSSPP), started an online engagement plan to build capacities of Block Resource Persons (BRPs) and Associate Block Resource Coordinators (ABRCs). The programme covered resources in 7 districts of Haryana: Kurukshetra, Ambala, Yamunanagar, Jind, Hisar, Sirsa, and Fatehabad.

<b>Objective</b>	To equip BRPs/ABRC's in providing academic support on Early Language Learning (ELL) and effectively monitor their allocated blocks/schools.
<b>Duration</b>	Seven weeks
<b>Mode</b>	Blended, i.e., online course with mentorship from Block Coordinators
<b>Components</b>	Online course material, assignments, quizzes, weekly mentor calls, and certifications.

Table - 3

We created block-wise WhatsApp groups for ABRCs and BRPs to post regular updates. Block coordinators also went through a capacity-building programme so that they, in turn, can mentor and support ABRC/BRP members in completing the course. Participants explore a new theme each week. The first three days focus on reading material and submission of tasks. After that, BRPs and ABRCs participated in conference calls during the next three days and submitted the quiz. A total of 633 BRPs/ABRCs registered for our course, out of which 626 participants completed the course making the completion rate 98.89%.

### Impact

- ABRC/BRP's completed the online capacity building programme and developed an understanding of early language and literacy.
- They could efficiently support teachers and community members through phone calls or home visits to implement the home-based learning programme.

## Home & Community-based Learning Program

Har Ghar School program was implemented to ensure home-based learning. The following activities were undertaken to implement the program:

- Identification and orientation of volunteers on LLF pedagogy and instructional techniques
- Orientation of teachers and ABRC/BRP to support during home visits and phone calls to parents and volunteers
- Printing and delivery of grade-appropriate workbooks and reading books to support home-based learning of students
- Distribution of material kits to volunteers containing stationery, TLM, and COVID-19 essentials like sanitizer, masks, etc
- Organizing and participating in community-level meetings to create awareness around the home-based learning programme and generate community ownership
- District and State-level review meetings to discuss programme updates and develop implementation strategies
- Partnership with the organization Rocket Learning to implement WhatsApp based learning intervention

A total of 3,194 volunteers supported the Har Ghar School, which covered around 77% of the schools in the intervention districts. As a result, 69,213 students were reached through our community classes which saw an average attendance of 71% from August 2020 to March 2021, before the second COVID-wave hit the country.

REPORTING YEAR 2020-2021

**TECHNICAL SUPPORT TO  
STATE GOVERNMENTS**



# UTTAR PRADESH

In Uttar Pradesh, LLF is an academic partner as part of the Mission Prerna for FLN where we have partnered with Vikramshila to support us in numeracy. In this regard, we have completed the activities as given below.

## Developing Materials for Children and Teachers

We developed the materials given below with the support of the State Academic Core Group of the state government-

- Conversation charts – 10 in number
- Rhymes & Story posters – 5+5 in number
- Sahaj Reading books – 1 for each grade (Grade 1 to 3)
- Aadharshila Kriyanvayan Sandarshika (Teacher Guide) – Literacy-1 for each grade (Grade 1 to 3)
- Aadharshila Kriyanvayan Sandarshika (Teacher Guide) – Literacy-1 for each grade (Grade 1 to 3)

We also developed the Package (Samardh Program) as

- Teacher Guide – Grade: 1
- Teacher Guide – Grade: 2 & 3
- Teacher Guide – Grade: 4 & 5
- Workbook Literacy Level -1
- Workbook Literacy Level -2



Children with Reading Books and WorkBooks - Sewapuri District, Uttar Pradesh



ARP Training on Foundational Literacy and Numeracy-18th March, 2021 Uttar Pradesh

## Planning and Execution of Training of Trainers (ToT) for Remedial Package

To help teachers make the best use of the remedial material, we planned a one-day ToT for SIEMAT members in December. The aim was to train teachers in the state for two days in a cascade mode and effectively use the remedial package.

## 12-Day Workshop for (ToT) for Internal Staff and Consultants

The workshop aimed to prepare consultants and internal staff for an 8-day training for ARPs and Sankul Shikshak in 29 demo blocks.

35 participants joined the workshop to learn about literacy, numeracy, and the Samridh Programme. The LLF central team and Vikramshila team facilitated the workshop and closed it with the planning of ARPs & Sankul Shikshak training.

## 8-Days Training (ToT) for ARPs & Sankul Shikshak (Selected 29 Blocks)

The outcome of this training was to build understanding around the concepts of literacy, numeracy and the Samridh Programme. 324 participants attended this training. Following this training, the team conducted two days of training for 10,032 teachers on Remedial (Samridh) in 29 blocks in March 2021.



## GUJARAT

In Gujarat, LLF is a technical partner as part of a coalition that includes the Central Square Foundation and the Education Alliance to improve Foundational Literacy and Numeracy. LLF works as a technical partner for Early Language and Literacy.



Virtual Workshop Session by Dhir Jhingran - 19th February 2021

### Technical Support Provided to the State

- Development and translation of material for an online course on language teaching in primary grades
- Material and video development for the PRAGNA teacher training
- Support in the monitoring of the PRAGNA teacher training

#### **Capacity building of DIET faculties, BRCs, CRCs and BRPs**

Prioritising the NEP 2020 and FLN mission, LLF planned the 5-week online course on ELL and academic support over 3 phases in collaboration with GCERT and Samagra Shiksha, Gujarat. The first phase of implementation started with 45 participants who will be providing mentoring support to the workshop's incoming batches. 80% of the participants (20 DIETs and 15 BRCs and CRCs) completed the course and received orientation for providing mentoring support.

LLF, along with the Odisha State Education Planning Authority (OSEPA), Department of School and Mass Education, has entered into a formal technical partnership for a school-based instruction programme to develop Foundational Literacy Skills among children of grades 1, 2, and 3.

The programme's central design runs around the crucial role of foundational learning in language and literacy skills to improve student learning while addressing the learning needs of children with a different home language background. The partnership also entails the need for enhanced capacity building of the SRGs, DRGs, Teachers and Teacher Educators. As part of technical assistance by LLF, this involves strengthening institutional capacities at the state level and below.

LLF acts as the primary resource in supporting several design components at the state level that involves: creating the FLN Mission, making recommendations to develop the FLN roadmap, facilitate strategy building on FLN implementation strategy including ECE, teacher training and professional development, re-imagining of the curriculum, textbook revision and creating simple, graded reading-writing materials. The Foundational Learning program for Grades 1, 2 and 3 will help ensure that all students can achieve foundational literacy and numeracy by the end of grade 3.

## Project Components

1. Develop a simple programmatic framework and set of materials such as workbooks and parent guides for home-based student outreach
2. Develop the instructional design for continued learning when schools reopen with a strong remediation and bridging component
3. Develop a repository of materials including programmatic resources for online capacity building of teachers in the school closure period and support training in the first phase
4. Develop the instructional strategy for explicit and systematic language instruction in classrooms using a balanced instructional approach with a set of resources
5. Creating and building capacity of a pool of State Resource Group, District Resource Group, and State level Mentors in early language and literacy
6. Teacher professional development through enhanced resources and strengthening of academic support structures
7. Suggesting strategies for family and community engagement, sensitisation and awareness building
8. Enhancing the monitoring structures for supportive supervision for improved school support
9. Book promotion - a revival and creation of authentic children's literature in the state.
10. Undertake direct demonstration of the model to implement a more contextualised intervention focused in one district, showcasing the effectiveness of in-classroom elements and key system enablers.

## Project Expected Outcomes

1. The State has a model programme design for systematic Language and Literacy development in children (in Odia and a home language variant) with a set of rich resources and activities for classroom instruction on a large scale. In addition, the State will have a condensed design and set of materials for delayed school opening, including home-based outreach and an online repository of materials for teacher capacity building and strengthening on-site academic support structures.
2. The State has a pool of well-trained resources with an improved understanding of the importance of teaching-reading, different components of the programme involved in strategy and material development, teacher professional development, supportive supervision, and on-site academic support.
3. The State has a dedicated cadre of FLN teachers and HMs trained in each Primary level school, with increased effectiveness of reading and writing instruction and effective on-site academic support by school supervisors and administrators.
4. Teachers encourage parent/family and community member participation at school and community-based literacy events with increased participation and understanding of the importance of literacy.
5. Monitoring personnel and supervisors show an increased understanding of the importance of language and literacy development activities in schools and provide on-site support to teachers.
  1. Listening comprehension and oral expression in a home language and simple functional Odia
  2. Read and understand very simple texts in Odia
  3. Writing a few words and simple sentences with understanding

## Scale and Outreach

1. State-wide intervention across 30 districts in over 45,000 schools with 58,000 dedicated teachers
2. Covering nearly 16.5 lakh children in grades 1, 2 and 3



Material development workshop conducted for grade 1, 2 and 3 in February 2021, Odisha

## Status

<b>INSTRUCTIONAL STRATEGY AND MATERIALS</b>	<ul style="list-style-type: none"> <li>• Truncated strategy and instructional materials developed for 28 weeks including 15 weeks of home learning support</li> <li>• Work initiated on condensed strategy for the next 2-3 years for continued learning</li> </ul>
<b>SUPPLEMENTARY RESOURCES</b>	<ul style="list-style-type: none"> <li>• Comprehensive set of supplementary reading resources developed with big books, picture posters, story cards, and poem posters</li> <li>• Work to start on developing new set of materials based on the condensed strategy</li> </ul>
<b>TEACHER RESOURCES</b>	<ul style="list-style-type: none"> <li>• Teacher handouts and story-poem resources developed for home learning support, teacher guides for school reopening under revision</li> <li>• Work to start on new teacher resources and handbooks based on condensed design</li> </ul>
<b>CAPACITY BUILDING</b>	<ul style="list-style-type: none"> <li>• SRG workshops, need analysis, and visioning exercises conducted</li> <li>• Module on general understanding of ELL developed</li> <li>• Module on home-based learning under development</li> <li>• Blended training of SRG to be rolled out</li> </ul>

Table - 4



Big Book



Picture Poster



Workbook



# CHHATTISGARH

LLF has been working closely with the SCERT and Samagra Shiksha Chhattisgarh since 2016. LLF is focusing on strengthening foundational learning through various capacity building programmes on ELL and MLE. We are also demonstrating projects at the school level to improve the language learning outcomes of class 1 and class 2 students. LLF is also supporting the State government in the implementation of the FLN Mission in Chhattisgarh. This year, we signed an MoU with the SCERT and Samagra Shiksha Chhattisgarh to provide technical support to implement the FLN Mission and MLE in Chhattisgarh.



Teacher Training-15th February 2021 Durg District, Chhattisgarh

## **Critical Academic and Administrative Components for the FLN Mission in Chhattisgarh**

*The following are crucial components for academic and administrative initiatives under the State FLN Mission:*

1. Development of a state-specific FLN learning outcome framework with effective communication throughout the education system
2. Development of a strong pedagogical framework that includes structured instructional design, teaching-learning materials, student workbooks, regular school-based assessment and revision/remediation to support learning
3. Continuous teacher professional development with diverse strategies (online, blended and face-to-face)
4. Regular academic support for teachers at district, block and cluster levels
5. FLN monitoring with reliable data, evidence-based reviews and decisions for corrective action
6. Materials for FLN: libraries, graded reading materials, print-rich materials, Math manipulatives
7. Parent and community engagement for children's learning
8. Research and evaluation

## **Activities to be Implemented This Year with the Collaboration of the State Government**

- Setting up a steering committee for Foundational Literacy and Numeracy by the State Government
- Notification of academic and implementation organisations
- Convening the first meeting of the steering committee
- Workshops to develop FLN roadmap and design
- Workshops to develop SRG training of modules
- Design of FLN goal setting and CM-led campaign
- SRG selection, one for Literacy and one for Numeracy - dedicated SRG for training the DRGs and provide continuous support through the year
- Train the group of consultants along with SRG (ToT) to train further DRGs
- DRG selection – one for Literacy and one for Numeracy
- Training of DRGs – Literacy and Numeracy
- Review and revisions to the literacy programme design, materials/TLM, training modules (grades 1 to 3), and designing materials.
- Development and design of Numeracy materials/TLM (grades 1 to 3) and training modules for the CACs and teachers
- Design assessment system and tools

REPORTING YEAR 2020-2021

## OTHER HIGHLIGHTS



## **Organisational Development**

LLF constantly endeavours to learn from recommendations, interactions, advice and reviews received from various quarters. As a next step, LLF has been following up on the recommendations shared by Dasra through their organisational diagnostic exercise. These recommendations include enhancing LLF's capabilities towards optimised internal processes, strengthened advisory board and governance, strategic fundraising and donor management.

### ***Talent Management***

LLF participated in an organisational diagnostic exercise with the Central Square Foundation and Dasra that highlighted the need to strengthen its second-in-line leadership and fill in critical skill gaps within the organisation. Following this, LLF has recruited for the following positions: Director - Fundraising, Development & Communication Officer, Programme Manager - HR and Director - Finance and Product Manager. As LLF programmes and geographies expand, these roles will strengthen our capacity to implement and sustain programming.

To strengthen Talent Management processes, LLF has undertaken a goal-setting and an Objectives and Key Results (OKR) planning exercise. The goal-setting exercise includes identifying 4-year directional goals and annual goals. In turn, these goals aim to further cascade to objectives and key results for LLF's functional teams. The aim is to create clearly defined roles and responsibilities for LLF staff. Further, the process will inform the need for internal resourcing and hiring. An additional outcome is the implementation of structured reviews and improved processes in performance appraisal for LLF employees.

### ***Programme Management***

LLF has also begun recruitment for Senior Programme Manager - State Programmes, Programme Manager - State Programmes and Programme Manager - FLN (Advocacy and Policies). Their recruitment will create a 4-5-member Programme Implementation Team. We believe that the team's efforts will go a long way in strengthening programme management and implementation at LLF. Increased team strength will also result in increased efficiency on deliverables related to LLF programme implementation. Additionally, LLF has also revised the Standard Operating Procedures for improved efficiency in the execution of tasks.

### ***Financial Management***

LLF has recruited a Director - Finance as part of the organisational development process for ensuring improved and strengthened internal systems and processes.



## Technology Support

LLF responded to the COVID-19 crisis and adapted its programming by leveraging digital alternatives wherever possible. The activities included LLF's professional development programming, which is presently in a blended format. Due to this, LLF significantly enhanced the capacity of its web-based Learning Management System. Further, we also developed an app that has been a dedicated platform for the engagement of teachers. To support the development of digital components of programming, we initiated the recruitment of a Product Manager who will work with LLF's programme teams to strengthen digital aspects.

## Strengthening LLF's Advisory Board and Governance

Following the feedback from the organisational diagnostic, LLF has prioritised a strengthened engagement with the Advisory Board. Towards this, LLF has implemented revised processes and formats for Advisory Board meetings, with a strong focus on high-level strategic discussions and key organisational priorities. LLF has also engaged its Advisory Board members individually for guidance and support in areas of their expertise. These cover aspects like fundraising, organisational development, early childhood education programming, numeracy and professional development.

## Support from the Bill and Melinda Gates Foundation

One of the critical attainments during the reporting year is securing a multi-year grant from the Bill and Melinda Gates Foundation (BMGF). Largely, the grant supports LLF interventions in Uttar Pradesh, our national-level resource support to the Government-facilitated National Mission on Foundational Literacy and Numeracy (FLN), and LLF's own Organisational Development with strengthened human resources, systems and processes.

## Budget Summary (in INR)

<b>Program</b>	<b>10,32,07,776.30</b>
<b>Personnel</b>	
Program	1,92,63,562.00
Admin	76,00,291.00
	<b>2,68,63,853.00</b>
<b>Overhead</b>	<b>33,12,464.35</b>
<b>Total</b>	<b>13,33,84,093.65</b>

Table - 5

REPORTING YEAR 2020-2021

# THE IMPACT



## Monitoring & Evaluation Process Designed for COVID-19 Response Programme 'Har Ghar School'

*LLF adopted the following approach for M&E during the reporting year*

**Monitoring-** LLF designed a technology-enabled monitoring system to evaluate the functioning of community classes under 'Har Ghar School' and student attendance in these classes. The system also reinforced the importance of fortnightly informal assessments and remediation based on these assessments. Teachers and volunteers conducted assessments while LLF Block Coordinators entered data on a fortnightly basis. The skills assessed include literacy skills such as letter recognition, word reading and sentence reading. Additionally, data analysis took place on dashboards available to all stakeholders. We shared assessment results with the parents and conducted discussions with the teachers to identify struggling learners.

**Evaluation-** We conducted a baseline-end line assessment as part of the 'Har Ghar School' programme in Haryana in August 2020 and March 2021. The skills assessed during the pandemic include letter recognition, word reading, passage reading, reading comprehension and writing. The differential analysis of the baseline-end line results shows a considerable improvement in the learning outcomes through 'Har Ghar School'. The assessments took place in Haryana, Rajasthan and Chhattisgarh.

### ***Adopting a Skills-based Approach to Impact Assessment***

LLF completed student assessments for literacy learning outcomes in the homes and communities. The evaluation was with randomly sampled students across seven districts in Haryana amongst 1,000 students in Grade 2 and Grade 3. The skills assessed during the assessment include core literacy skills such as Varn-Akshar Pehchaan, Word Reading, Text Reading, Reading Comprehension, and Writing Skills. The effectiveness of the home learning programme 'Har Ghar School' was determined by the difference in the performance of the same sample of students assessed within a finite time (start and end of 'Har Ghar School'). The same students were evaluated to ensure a robust analysis of the impact. The following observations illustrate the impact of the large-scale foundational literacy interventions that re-invented and adapted its approach during the COVID-19 pandemic. Here, we summarise the impact by analysing the change in learning outcomes at the end of the programme.

## Key findings

- The 'Har Ghar School' programme successfully minimised learning losses during the COVID-19 pandemic by intervening with academic support to students during school closures. The assessment demonstrated increased levels of proficiency in the skills assessed amongst students in Grade 2 such as Letter Recognition (by 21%), Word Reading (by

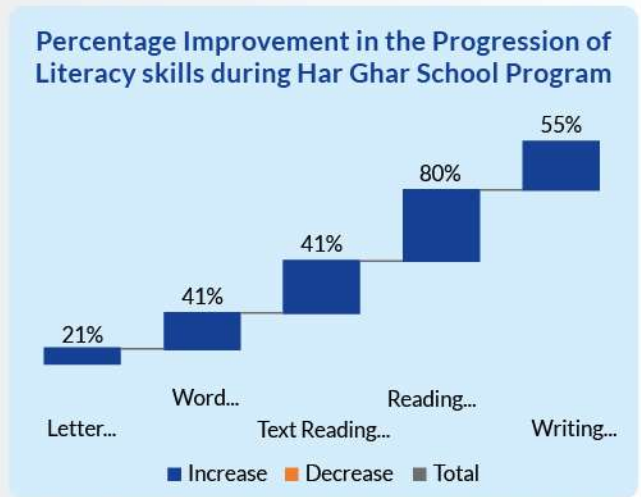


Figure - 8

- 44%), Text Reading (by 60%), Reading Comprehension (by 80%), and writing (by 55%). Similarly, in Grade 3, skills such as Oral Reading Fluency (by 41%), Reading Comprehension (by 28%), and Writing (by 41%).

- There is a decrease in the proportion of students scoring zero in each of the skills – Word Reading (by 4%), Text Reading (14%), Reading Comprehension (by 18%), and Dictation (by 11%) (Figure 9: Percentage of students with Zero Scores)

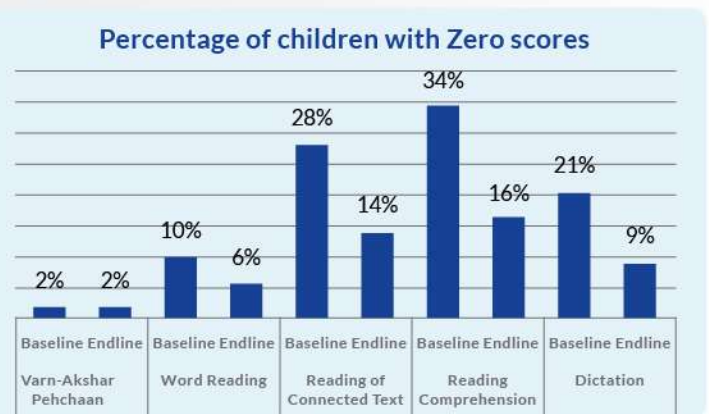


Figure - 9

- Within 8 months of the intervention, the Oral Reading Fluency Rates among

100 students in Grade 3 increased from 35.63 correct words per minute to 50.32 correct words per minute.

- A survey of the same households indicated a positive correlation between parental education, parental occupation, and the learning outcomes in 'Har Ghar School.'
- We found that the presence of technology at home, the presence of radio/television, the number of family members, and the presence of other learning materials did not affect 'Har Ghar School,' thus emphasising the bridge to inequity in the programme.

## LLF's Focus on Struggling Learners (20<sup>th</sup> Percentile of the Learning Pyramid)

LLF's approach is equity-focused, catering to the needs of struggling learners or those children at the bottom of the learning pyramid. Our school programmes aim to reach children who are at the bottom 20th percentile in the population.

- In the baseline assessment in August 2020, the students at the 20th percentile recognised lower than 19/40 Letters in Hindi and read 4/20 words in Hindi. The average score of the bottom 20th percentile students was 11.9 letters recognised and 1.36 words read. During the end line assessment conducted in March 2021 with the same

sample of students, the 20th percentile scores in letter recognition and word reading were 29/40 and 14/20, respectively, clearly demonstrating an improvement in the abilities of learners who were struggling. In the end line assessment, the average score of the bottom 20th percentile students was 25.74 letters recognised and 9.77 words read accurately. The data shows that the average of the bottom 20th percentile students has more than doubled in the 'Har Ghar School' programme.

At the 20th Percentile	Letter Recognition (Out of 40)	Word Reading (Out of 20)	Reading of Connected Text (Out of 20)	Reading Comprehension (Out of 3)	Dictation (Out of 5 words)
Average Score in Baseline	11.9	1.36	0	0	0
Average Score in Endline	25.74	9.77	9.57	1.5	2.5
Percentage increase in Baseline-Endline	116%	618%	NA	NA	NA

Table - 6

b) The table here shows a decreased distance between the 25th percentile and the 50th percentile suggesting inclusive learning.

Percentile Scores	Letter Recognition (40)		Word Reading (20)		Reading of Connected Text (20)		Reading Comprehension (3)		Dictation (5)	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
25th Percentile	20	31.75	5	14	0	12	0	1.75	1	3
50th Percentile	31	38	12	18	11	18	1	3	3	5

Table - 7

## Key Takeaways

- The effectiveness of the programme is due to strengthened parent-student-teacher relationships during the pandemic.
- Teacher motivation and willingness to support learning at home were crucial in minimising losses.
- A combination of volunteer support, grade-level reading books and workbooks, monitoring and assessments, volunteer and teacher-led community classes, and the help of the local leaders, School Management Committees led to the programme's success.
- The access and usage of grade-level materials to students proved crucial in minimising learning losses.
- Volunteer support helped in the continuation of community classes. Volunteer retention could help in bridging the gap between the teacher and the communities.
- Parental involvement and engagement in education are vital to ensure that students learn at home and in school.

## Beneficiaries of LLF from 2020-21 and Segregated into the Following Categories

### A) Direct and Indirect Beneficiaries of LLF in 2020-21

Year	Direct beneficiaries	Indirect beneficiaries
Teachers and teacher educators	1,66,010	3,000
Students	83,622	-
<b>Total</b>	<b>2,49,632</b>	<b>3,000</b>

Table - 8

### B) Programme-Wise Beneficiaries of LLF in 2020-21

Programmes	Teachers and teacher educators	Students
FLM-CPD	1,67,330	-
MLE-CPD	200	-
FLN - School Support Programme	1,440	82,513
MLE-School Support Programme	40	1,109
<b>Total</b>	<b>1,69,010</b>	<b>83,622</b>

Table - 9

### C) State-Wise Beneficiaries of LLF Programs in 2020-21

Programmes	Teachers and teacher educators	Students
Chhattisgarh	37,874	9,600
Haryana	5,330	72,913
Rajasthan	1,16,808	1,109
Uttar Pradesh	4,504	-
Bihar	4,494	-
<b>Total</b>	<b>1,69,010</b>	<b>83,622</b>

Table - 10

Below are the Cumulative Beneficiaries of LLF Programmes for the Period Ending 31st March 2021

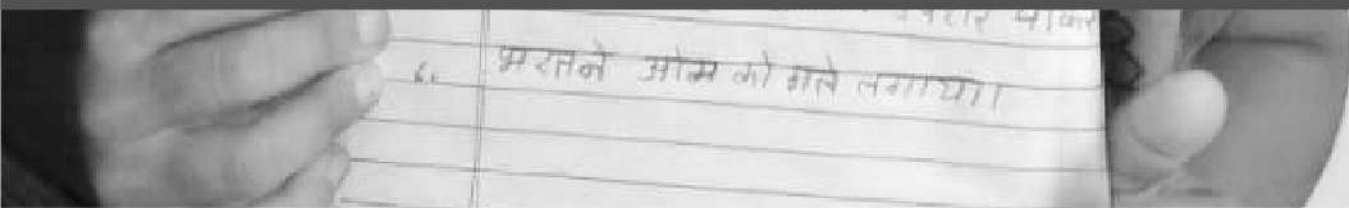
Cumulative beneficiaries for the period 2016-17 to March 31st 2021				
Category	Direct	Indirect	Outreach	Total
Teachers and teacher educators	1,71,100	21,075	NA	1,92,175
Students	1,05,413	65,800	14,75,636	16,46,849

Table - 11

## VOICES FROM THE FIELD



It has been a year of resilience, passion and commitment to helping children learn safely at home in these unprecedented times. We are immensely pleased to highlight a few stories from the field where *our young volunteers, dedicated teachers and government officials* have made a tremendous contribution to strengthening foundational literacy beyond the digital divide for children from underprivileged communities.



# VOICES OF COMMUNITY VOLUNTEERS

## **ROHIT,** FATEHABAD, HARYANA

Since the global outbreak of COVID-19, individuals worldwide have shown their compassion and dedication to ensure children continue learning during school closures. One of those individuals is Rohit, a 19-year-old boy who lives in Tohana, a block located in district Fatehabad, Haryana.

“I wanted every child in my community to keep studying,” says Rohit. Since children couldn’t go to class, Rohit decided to join the #HarGharSchool initiative, where classes would come to them. “I decided to teach them with the help of LLF personnel at my home,” he says. The ‘Umang’ workbook has given children a lot of confidence and learning support with numerous activities. Such dedicated community volunteers have brought a ray of hope in these challenging times.



## **NARESH,** JIND, HARYANA

With the recent surge of COVID it has become extremely difficult and challenging for volunteers to take community classes. But with the strong network of motivated volunteers, continuous support to students is being provided through community classes taken by volunteers. Naresh is one such volunteer who is working in GPS Alipura community in Uchana block of Jind. He is continuously taking classes in Ambedkar library of his village by following proper social distancing and hygienic measures with students. He believes that foundational literacy is the pillar of child’s learning and should not be comprised in the present situation. Engaging in continuous discussion with teacher and block coordinator Jitendra Somber, he tries to find out solutions and explore ways in which learning could be ensured for students in the current situation. Naresh carefully makes it a point that he should teach 5-6 students of his nearby homes at the centre and meet their parents to discuss the weekly plan.





## MEENA, YAMUNANAGAR, HARYANA

Meena Sharma is a volunteer at GPS Govindpuri at Jagdhari in Haryana's Yamunanagar. She has been supporting children to learn varn, matra and akshar. She works closely with school teacher Mamta Kumari and helps children complete their homework.

LLF's graded workbooks and reading books focus on improving children's literacy skills. The books include additional activities for improving reading through comprehension and oral language skills. Since children's literacy skills in early grades are limited, we used pictorial instruction and content in the early-grade package. LLF's #HarGharSchool initiative has played a significant role in engaging children safely at home through various fun-filled activities.

We are thankful to volunteers like Meena for devoting their time and minimising the learning loss of children due to the ongoing pandemic.



## MADHU, AMBALA, HARYANA

There has been a great sense of uncertainty, fear, and anguish due to the deadly second wave of COVID-19 in India. Despite the overall fearful environment, Madhu seized the day and started volunteering at GPS Panjola, Ambala - 2. Before the second wave of COVID-19, Madhu had attended LLF's 'Volunteer Orientation Programme' to develop a good understanding of the 'Prarambhik Bhasha Shikshan Karyakram' (PBSK) content and teaching techniques.

By strictly implementing COVID-19 protocols, Madhu won the trust of parents and the community. Soon, they began sending their children to her 'mohalla class.' She not only helped children complete their homework but also implemented workbook-based activities and poems.

Madhu conducted many reading and oral activities, encouraging children to express themselves. Her efforts made a positive impact on children's well-being in these trying months. She regularly shares her work on LLF's WhatsApp group.

Moreover, Madhu diligently works on the feedback provided to her by LLF's block coordinator and teacher. She communicates with parents regularly to help accelerate the learning process at home.

"Madhu didi helps me in finishing my homework and I like her poem reading class very much," says 7-year-old Abha, who is in grade 1 at GPS Panjola, Ambala - 2, Haryana.



## **PRIYA & RENU, AMBALA, HARYANA**

The COVID-19 pandemic has been threatening to reverse hard-won gains made in education. Community volunteers across the Ambala district in Haryana have shown exceptional resilience in handling the 'learning crisis' caused due to closure of schools.

Priya, who works at GPS Dhurala in Ambala's Sha block has shown keen interest in teaching. She has been brilliant in these unprecedented times. Nominated by the school teacher, Priya is closely associated with the teaching-learning processes of LLF's flagship programme 'Prarambhik Bhasha Shikshan Karyakram' (PBSK). She implements the PBSK techniques in her community classroom, where she first divides her teaching time into oral activities and decoding. She seamlessly follows the prescribed sequence for teaching akshar/varn to her students.

Since there are no community learning spaces, Priya has been using her own house as a classroom for children from underprivileged communities. Following all the mandatory COVID-19 protocols, she allows only 8-10 students at a time. During her classes, she assists them in completing their homework and engages them in a fun-filled, safe and secure environment.

She understands the importance of parent-student communication. Priya regularly communicates with parents to offer insights into their child's learning progress. She devotes extra time to any child who lags. Community members and parents are pleased to see Priya's commitment and determination to help children learn safely at home.

Taking a leaf out of Priya's book, another volunteer Renu Darbar is also leading the home learning initiative by teaching Grade 1 and Grade 2 students of GPS Sountli, Ambala - 2. Renu constantly engages the students through LLF's workbook and helps them develop foundational learning skills.



## BAPULAL JI ROT, DUNGARPUR, RAJASTHAN

बापूलाल रोट धुवेड पंचायत के रहने वाले हैं। वह अभी राहदोर पंचायत में ही रहते हैं। यह सर्वप्रथम हमारे कार्यक्रम पठन मेले से दिसंबर 2020 में जुड़े थे। दुर्भाग्यवश एक दुर्घटना हो गई और इनका पैर टूट गया।

जब लॉकडाउन हुआ तब ये हर घर स्कूल कार्यक्रम के माध्यम से पुनः हमसे जुड़े। चूँकि यह पहले हमारे साथ काम कर चुके थे अतः हमारे द्वारा बच्चों के साथ किये जाने काम की प्रक्रिया व उसके उद्देश्य को कुछ-कुछ समझते थे।

इन्होंने हर घर स्कूल कार्यक्रम के तहत हमारे साथ काम शुरू किया। सर्वप्रथम इन्होंने स्कूल शिक्षिका के साथ समुदाय का विजिट कर बच्चों के अभिभावकों के साथ मुलाकात की। जिसमें सभी बच्चों को वर्कबुक देने के अलावा बच्चों के साथ लॉकडाउन में किये जाने वाले काम की प्राथमिक जानकारी देने के लिए अभिभावकों के साथ एक मीटिंग भी तय की।

यह मीटिंग उनके ही घर रखी गई, इस मीटिंग में अधिकतर अभिभावकों ने भागीदारी की।

इसमें हर घर स्कूल कार्यक्रम के तहत बच्चों के साथ किस तरह काम किया जाना है, कोरोना से बचाव के क्या तरीके हो सकते हैं, बच्चों के सीखने में अभिभावकों की क्या भूमिका मुख्य होगी, आदि बिन्दुओं पर बात की गई। इस बातचीत में अभिभावकों को यह विश्वास दिलाया गया कि इस कार्यक्रम में बच्चों की पढाई से जुड़ी सभी प्रकार की सामग्री उपलब्ध होगी और अगर आप सभी का भी इसमें सहयोग रहा तो ऐसे समय में भी हमारे बच्चों को पढाई का नुकसान नहीं होगा। इन्होंने अपने घर के आँगन में ही बच्चों के अध्ययन के लिए सेंटर बनाया, जहाँ बच्चे समयानुसार आकर शिक्षण से जुड़े रहे।

इस चर्चा के बाद बच्चे इनके सेंटर पर आने लगे। प्रारंभ में सप्ताह में दो दिन (सोमवार और मंगलवार) सुबह का समय बच्चों के पढने के लिए तय किया गया। शुरू में बच्चों के समय पर आने में कुछ परेशानियाँ हुईं जो धीरे धीरे कम होती गईं। प्रारंभ में कक्षा दो के 10 बच्चों को ही सेंटर पर बुलाया गया। कक्षा 1 में नामांकन शुरू होने के बाद कक्षा एक के बच्चों को भी बुलाया जाने लगा। फिर बच्चों को दिन में दो बार सेंटर पर बुलाना शुरू हुआ। इसमें शुरू कुछ परेशानियाँ शुरू में आईं जिनमें – सभी बच्चों का एक निश्चित समय पर एक साथ नहीं आना, मास्क भूल जाना, वर्कबुक साथ ना लाना, वर्क बुक फाड़ देना या उन्हें खो देना। बापूलाल जी द्वारा इन सभी बिन्दुओं पर अच्छे से काम किया गया। इसके लिए इन्होंने बच्चों के साथ-साथ उनके अभिभावकों के साथ भी सतत संवाद किया। इसके साथ ही भाषा शिक्षिका को भी नियमित इन सभी बातों से सतत अवगत करवाते रहे। इस सब का परिणाम यह रहा कि धीरे-धीरे यह सभी व्यवस्थाएं सुचारु होती गईं।

इन्होंने शुरू से ही कक्षा दो के बच्चों के साथ बिगबुक, चित्र चार्ट, वागडी भाषा की कविताओं, खेल के आदि के माध्यम से मौखिक भाषा विकास के तहत कार्य प्रारंभ किया। शुरू में नए बच्चे यहाँ चल रहे शिक्षण से सहज नहीं हो पाए, लेकिन बापूलाल जी ने उन्हें वागडी भाषा की कविता-वार्ताओं और खेल के माध्यम से हमेशा जोड़े रखा। इससे कुछ ही दिनों में अधिकतर बच्चे इनसे सहज होते गए। छोटे बच्चों के साथ बड़ी कक्षा (3, 4 व 5) के बच्चे भी सेंटर पर आने लगे तो बापूलाल जी ने उनको भी शिक्षण में सहयोग किया। धीरे-धीरे इन्होंने उन बड़े बच्चों से भी सेंटर पर चलने वाले शिक्षण में सहयोग लेना शुरू किया, इसमें नए आने वाले बच्चों के साथ खेल खेलना तथा कविता गायन का काम आदि प्रमुख था। अब इनके सेंटर से 20 से 22 बच्चे जुड़े हुए हैं।

इस सेंटर पर नियमित आने वाले बच्चों ने इस कोरोना काल में भी अपनी पढाई ठीक से की है या इन बच्चों की पढाई उतनी बाधित नहीं हुई है। इस सेंटर पर आने वाले कक्षा दो के बच्चे स्वयं कविता पाठ के लावा 20 से अधिक वर्ण, वर्कबुक के अधिकतर शब्द व सरल वाक्य सहज पढ़ लेते हैं। इन बच्चों में कक्षा दो की रितिका, काजल, युवराज, निशा व रिशिका तो सहज यह सब कम कर लेते हैं बल्कि यह बच्चे यह सब श्रुतलेख का काम भी अच्छे से कर लेते हैं। इस सेंटर पर बच्चे बापूलाल जी के साथ किसी चित्र आदि पर चर्चा भी सहज कर लेते हैं। यहाँ आने वाले कक्षा एक के बच्चे भी कविता पाठ में भागीदारी में सहज रहते हैं, तथा इनमें से कई बच्चे 5 से अधिक वर्ण पहचानने लगे हैं, इनमें से कुछ बच्चों के नाम कुछ इस प्रकार हैं – अनीता, जगदीश, आरुशी, संगीता व विरमल हैं।





“I always wanted my students to be affectionate towards their language and I really liked the way the course emphasised 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.”

**Priyanka Singh**

Assistant Teacher, Shaskiya Prathmik Shala,  
Kanya Ashram Sivpur, Ramanuj Nagar,  
Surajpur, 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.

**Ravi Dongre**

Assistant Teacher Prathmikshala,  
Badradeeh, Kawardha, Chhattisgarh





“The daily activities for the children shared during the course were interesting and I shared them regularly with the parents. Parents appreciated these activities and made the children do it. They also shared the children’s work.”

**Neelam Verma**

Assistant Teacher

LB, Primary school Darchura, Block: Sigma,  
Distt: Balodabazar, Chhattisgarh

“Some themes in the course were insightful, such as oral language development. I understood that conversation inside the classroom plays a crucial role in the language development of the children, and hence it should be promoted. Another area that impressed me was the importance and role of a print-rich environment in the classrooms. The TLM section, collection of activities on different topics, and the classroom videos were very helpful. Big Book and its uses were new to me, and I will surely use it in my classroom.”



**Karnal Tiwari**

Assistant Teacher Shaskiya Rathmik Shala Pouni,  
Kawardha, Chhattisgarh



I joined this course so that I can help improve the teacher training programme in my area. I felt enriched after completing the course. The reading materials and videos in the course made me understand the various strategies that can help us in improving the learning levels of the children in our schools. I also learnt how to develop good TLMs and activities for the students.”

**Goutam Kumar Sharma**

Assistant Teacher Sashkiya Prathmik Shala  
Jharpaara, Ramanujnagar, Surajpur, Chhattisgarh



“This course was different, as it focuses on improving the learning of children at different learning levels. It helped me understand what type of activities should be done with the children at the beginning of the session. Not only did I get to know new activities, but the attached videos helped me understand the way they should be transacted in the classroom. In language classrooms, we mainly focus on the skills of listening, reading, writing and speaking. LLF helped me understand that thinking is the most important skill that we need to focus as it forms the basis of all learning.”

**Kiran Banjare**

Assistant teacher (LB), Bemetra, Chhattisgarh

“This online course on Language is very useful for all the teachers as it discusses different strategies of language teaching that are new to many of them. The resource materials and ideas shared during the course period were of practical use, like the TLMs on different concepts and the pool of classroom activities. I really liked the way the course addressed the current need of the teachers by providing them with ready-to-use activities for children learning at home. Also, the different apps and weblinks shared to help the self-learning of the students were very interesting.”

**Alpa Nigam**

Principal

Primary School Tilouli, Sardar Nagar,  
Gorakhpur, UP Mentored a group of 15 teachers in UP



“As a Nodal Mentor, I realized that most of the teachers want to learn new things to improve their teaching process. Through the course they got to know about many language strategies and activities, which were new for many of them. The activities suggested and shared in the course are easy to understand and use in the classrooms, which make them feel more prepared.”

**Pushpa Shukla**

Nodal Mentor,

CG 5 Week Online Course





कोर्स के साप्ताहिक डिजाइन में जहाँ प्रत्येक सप्ताह एक अवधारणा को प्रस्तुत किया जाता है। ने अवधारणाओं को अच्छी तरह से समझने में मदद की है। मैंने सीखा कि प्राथमिक कक्षाओं में कक्षा शिक्षण को बालकेंद्रित कैसे बनाया जाता है। एक सीएसी के रूप में मेरा उत्तरदायित्व अपने संकुल के शिक्षकों की क्षमता वर्धन करना है और इस कोर्स के माध्यम से मैंने अपने प्रशिक्षणों को बेहतर करने के नए तरीके सीखे हैं। कोर्स में उपयोग की गई विभिन्न स्रोत सामग्री जैसे मॉड्यूलए वीडियोए टीएलएम और गतिविधियाँ वास्तव में बहुत अच्छी हैं और मैं उन्हें अपने प्रशिक्षण में उपयोग कर सकता हूँ।

### राकेश कुमार कौशिक

संकुल समन्वयक करताला ब्लॉक,  
जिला कोरबा, छत्तीसगढ़

इस कोर्स ने मुझे समझने में मदद की कि शुरुआती कक्षाओं में केवल 'वर्ण अक्षर' का शिक्षण ही सब कुछ नहीं है। बच्चों के लिए यह सीखना भी जरूरी है कि स्वयं को अभिव्यक्त कैसे करें। उन्हें सोचना और अर्थ निर्माण करना आना चाहिए। इस कोर्स में 'ध्वनि जागरूकता' की अवधारणा मेरे लिए नई थी।"

### नंदनी राजपूत

सहायक शिक्षक, प्राथमिक विद्यालय,  
नानपुलानी, कोरबा, छत्तीसगढ़



मुझे इस बात पर गर्व है कि मैंने एल.एल.एफ. के ऑनलाइन कोर्स के लिए सामग्री निर्माण और एक मेंटर के रूप में कार्य किया। एल.एल.एफ. ने मुझे लाखों बच्चों को बुनियादी साक्षरता हासिल करने में मदद देने का अवसर दिया। ये बच्चे अपने कक्षा स्तर का साधारण पाठ भी नहीं पढ़ सकते थे। ऐसे में एल.एल.एफ. एक चमत्कार के रूप में हमारे सामने आया। उनकी कोर्स सामग्री वैज्ञानिक शोध, विधियों और रणनीतियों पर आधारित है। यह कोर्स शिक्षकों को समझने में मदद करता है कि प्रत्येक बच्चा सीख सकता है शिक्षकों को बस केवल अपने तरीकों में बदलाव लाने की जरूरत है। इस महामारी के दौर में भी एल.एल.एफ. ने संकुल समन्वयकों के लिए बुनियादी साक्षरता और संख्या ज्ञान पर केन्द्रित ऑनलाइन कोर्स के माध्यम से सराहनीय कार्य किया है। उनके काम से लाखों बच्चों को बुनियादी साक्षरता हासिल करने में मदद मिलेगी। मैं खुशी से एल.एल.एफ. के कार्यों में अपना सहयोग देना चाहूँगी।

### रागिनी गुप्ता

प्रधानाध्यापक, काकोर घाना, जौनपुर, उत्तर प्रदेश



## VOICES OF GOVERNMENT OFFICIALS



The New Education Policy-2020 adheres to the idea that foundational literacy and numeracy are critical prerequisites for schooling and education and requires immediate attention. With the support of LLF and UNICEF, the 5-week online course 'Prarambhik Bhasha Shikshan evam Academic Sahyog,' and 2-week 'Foundational Numeracy' course for Cluster Resources Centre Coordinators (CRCCs) of Bihar were conducted. The courses aim to improve the conceptual understanding and classroom practices of language literacy and numeracy teaching in early grades. I hope it will build our teachers' capacity to create and develop instructional strategies to provide quality education to the children of Bihar.

**Mr. Sanjay Kumar,**  
State Programme Officer,  
Bihar Education Project Council,  
Patna



प्रारंभिक भाषा शिक्षण कार्यक्रम बच्चों के भाषाई विकास के लिए विभाग द्वारा एक अच्छा प्रयास सिद्ध हुआ है। कोरोना कालखंड में भी स्वयं सेवकों। अध्यापकों /PBSK टीम के अच्छे प्रबंधन के कारण बच्चों तक पहुंच सुनिश्चित हो पाई है। जिला फतेहाबाद में मेरे 6 माह के कार्यकाल के दौरान एल.एल.एफ. टीम का कार्य बहुत ही शानदार व प्रशंसनीय रहा है।

**श्री नरेंद्र भाटिया**  
ए. पी. सी-2, फतेहाबाद





The government teachers from the Primary schools of Chhattisgarh have shown immense interest in the online course conducted by Language and Learning Foundation. In two batches around 22,772 teachers are doing this course. I personally had enrolled in the course and I found it to be nicely structured and simple.

And the course is presented in such a way that teachers find it easy to do. The self-assessment questions for the teachers are prepared nicely and good quality videos are available to help build understanding on concepts. I believe that teachers enrolled in this course will adequately support & guide their students to develop their language skills. I also believe that they will be able to discuss concretely among themselves the concepts, theories and techniques that help in the development of early language skills.

**Dr. M. Sudhish**

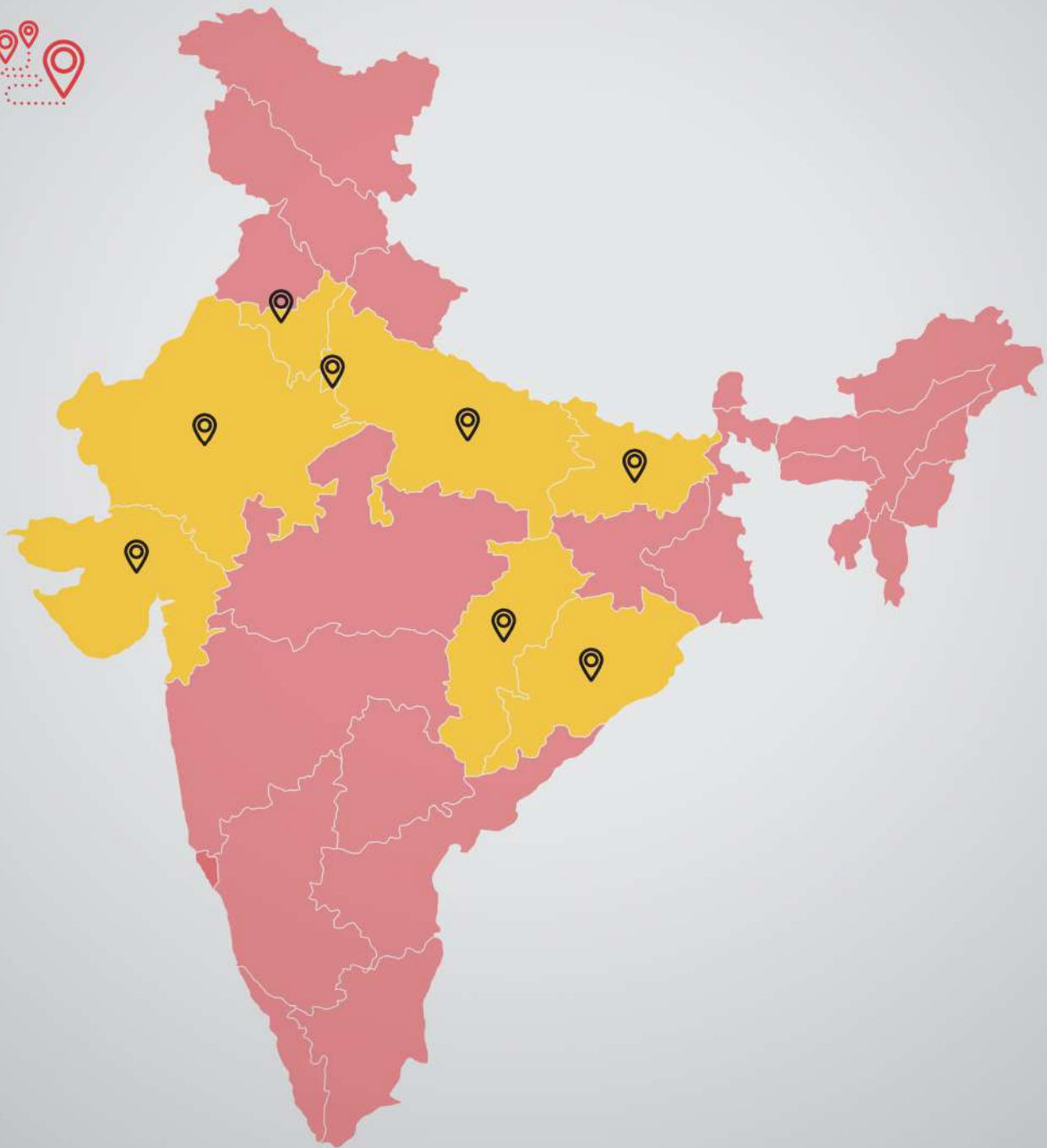
Assistant Director, Pedagogy

Samgra Shiksha, Chhattisgarh



# OUR PRESENCE

- Haryana
- Chhattisgarh
- Rajasthan
- Uttar Pradesh
- Gujarat
- Odisha
- Bihar
- Delhi



## 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 seminar 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

## 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.

## 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.

## 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.

## 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.

## 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.



■ 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.



■ Dr. Dhir Jhingran ■

**Founder and Managing Trustee of Language and Learning Foundation**

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



## 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 longspanning career, including the Padmashree conferred upon him by the Government of India in 1987.



### ■ Dr. Paola Uccelli ■

Dr. Paola Uccelli 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. Uccelli'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.



### ■ 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. 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.



### ■ 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 Chudgar ■

Professor Amita Chudgar 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, 1st Floor, Green Park Extension, New Delhi 110016  
Balance Sheet as at 31.03.2021

Particulars	As at 31st Mar 2021			As at 31st Mar 2020			Amt. in (₹)
	Local Contribution	Foreign Contribution	Total	Local Contribution	Foreign Contribution	Total	
<b>SOURCE OF FUNDS:</b>							
<i>Project Funds-</i>							
Earmarked Funds	1,30,26,525.86	6,38,24,423.12	7,68,50,948.98	87,97,079.68	10,58,202.72	98,55,282.40	
<i>General Funds-</i>							
General Fund	32,94,873.02	13,83,832.15	46,78,705.17	27,57,323.24	51,64,382.00	79,21,705.24	
<i>Corpus Funds-</i>							
Corpus Funds	31,15,000.00	80,82,604.63	1,11,97,604.63	15,000.00	-	15,000.00	
<i>Assets Funds-</i>							
Assets Funds	36,15,701.63	7,05,047.00	43,21,748.63	28,02,531.63	66,500.00	28,69,031.63	
<b>Total</b>	<b>2,30,52,100.51</b>	<b>7,39,96,906.90</b>	<b>9,70,49,007.41</b>	<b>1,43,71,934.55</b>	<b>62,89,084.72</b>	<b>2,06,61,019.27</b>	
<b>APPLICATION OF FUNDS:</b>							
Fixed Assets	63,56,613.63	9,71,255.00	73,27,868.63	43,61,623.63	70,000.00	44,31,623.63	
Less: Accumulated Depreciation	27,21,321.00	2,65,208.00	29,86,529.00	15,30,909.00	3,500.00	15,34,409.00	
Net Block	36,35,292.63	7,06,047.00	43,41,339.63	28,30,714.63	66,500.00	28,97,214.63	
Investments	34,29,675.62	1,43,51,897.00	1,77,81,572.62	16,67,506.00	-	16,67,506.00	
Current Assets, Loans and Advances	2,26,27,078.26	6,28,03,100.90	8,54,30,179.16	1,63,45,511.92	1,10,50,263.72	2,73,95,775.64	
Total Assets	2,26,27,078.26	6,28,03,100.90	8,54,30,179.16	1,63,45,511.92	1,10,50,263.72	2,73,95,775.64	
Current liabilities and Provisions	66,39,946.00	38,64,138.00	1,05,04,084.00	64,71,798.00	48,27,679.00	1,12,99,477.00	
Total Liabilities	66,39,946.00	38,64,138.00	1,05,04,084.00	64,71,798.00	48,27,679.00	1,12,99,477.00	
Net Assets	1,59,87,132.26	5,89,38,962.90	7,49,26,095.16	98,73,713.92	62,22,584.72	1,60,96,298.64	
<b>Total</b>	<b>2,30,52,100.51</b>	<b>7,39,96,906.90</b>	<b>9,70,49,007.41</b>	<b>1,43,71,934.55</b>	<b>62,89,084.72</b>	<b>2,06,61,019.27</b>	

Significant Accounting Policies, Notes referred to above form an integral part of Balance Sheet

16

Annexed to our report of even date  
For Sahoo & Co.  
Chartered Accountants  
FRN: 322952E



*Sahoo*

Dr. Dilvir Jhingran  
Managing Trustee

Dr. Oddalak Datta  
Trustee



Place: New Delhi  
Date: 30 AUG 2021



Language and Learning Foundation

Financial 2020-21

Balance Sheet



Language And Learning Foundation  
V-19, 1st Floor, Green Park Extension, New Delhi 110016  
Statement of Income and Expenditure Account for The Period Ended on 31.03.2021

Particulars	Note	For the year ended 31st March, 2021			For the year ended 31st March, 2020			Amt. in (₹)
		Local Contribution	Foreign Contribution	Total	Local Contribution	Foreign Contribution	Total	
<b>Income:</b>								
Grant Income	9	9,78,30,699.00	10,21,12,417.12	19,99,43,116.12	8,39,19,684.26	64,96,201.00	9,04,15,885.26	
Earmarked Funds								
Other Income	10	22,88,510.01	6,25,654.08	29,14,164.09	21,200.00	50,25,746.00	50,46,946.00	
Donations	11	6,03,802.95	7,75,677.00	13,79,479.95	2,83,154.85	1,43,336.00	4,26,490.85	
Interest Income	12	-	-	-	4,32,667.00	-	4,32,667.00	
Other Income								
<b>Total Income</b>		<b>10,07,23,011.96</b>	<b>10,35,13,748.20</b>	<b>20,42,36,760.16</b>	<b>8,46,56,706.11</b>	<b>1,16,65,283.00</b>	<b>9,63,21,989.11</b>	
<b>Expenditure:</b>								
Grant Expenditure	9	8,83,38,514.30	3,41,32,824.00	12,24,71,338.30	6,84,92,320.32	61,42,003.00	7,46,34,323.32	
Establishment and Other Expenses								
Administrative expenses	13	17,90,854.82	14,19,345.48	32,10,200.30	37,27,631.95	3,15,104.00	40,42,735.95	
Expenses on employment	14	36,54,067.00	39,46,224.00	76,00,291.00	42,93,831.00	15,02,442.00	57,96,273.00	
Depreciation	5	11,90,412.00	2,65,208.00	14,55,620.00	8,01,256.00	3,500.00	8,04,756.00	
Less transfer to Assets Fund		11,81,820.00	2,65,208.00	14,47,028.00	7,88,750.00	3,500.00	7,92,250.00	
Other Expenses	15	8,592.00	-	8,592.00	12,506.00	-	12,506.00	
		63,987.88	29,684.17	93,672.05	2,98,668.99	4,245.28	3,02,914.27	
<b>Total Expenditure</b>		<b>9,38,56,016.00</b>	<b>3,95,28,077.65</b>	<b>13,33,84,093.65</b>	<b>7,68,24,956.26</b>	<b>79,63,794.28</b>	<b>8,47,88,752.54</b>	
<b>Excess of Income over Expenditure</b>		<b>68,66,995.96</b>	<b>6,39,85,670.55</b>	<b>7,08,52,666.51</b>	<b>78,31,747.85</b>	<b>37,01,488.72</b>	<b>1,15,33,236.57</b>	
Transferred to General Fund		26,36,969.78	12,19,450.15	38,56,419.93	1,60,465.79	26,43,286.00	28,03,751.79	
Transferred to Project Fund		42,30,026.18	6,27,66,220.40	6,69,96,246.58	76,71,282.06	10,58,202.72	87,29,484.78	

Significant Accounting Policies, Notes referred to above form an integral part of Statement of Income and Expenditure

16

Annexed to our report of even date  
For Sahoo & Co.  
Chartered Accountants  
FRN: 322952E

For Language and Learning Foundation,

Dr. Dhirvir Jhingran  
Managing Trustee

C.A. Subhajit Sahoo, FCA, LLB  
Partner  
M No. : 057426

Dr. Uddalak Datta  
Trustee



Place: New Delhi  
Date: 30 AUG 2021

**Language And Learning Foundation**  
V-19, 1st Floor, Green Park Extension, New Delhi 110016  
Receipts & Payments Account For The Period Ended on 31.03.2021

Particulars	Note	For the year ended 31st March, 2021			For the year ended 31st March, 2020			Amt. in (₹)
		Local Contribution	Foreign Contribution	Total	Local Contribution	Foreign Contribution	Total	
<b>Opening Balance:</b>								
Cash in Hand		1,21,38,871.25	45,47,762.72	1,66,86,633.97	23,54,032.51	25,21,096.00	25,79,128.51	48,75,128.51
Cash at Bank		16,67,506.00	-	16,67,506.00	20,05,750.00	-	20,05,750.00	20,05,750.00
Fixed Deposits		1,38,06,377.25	45,47,762.72	1,83,54,139.97	43,59,782.51	25,21,096.00	68,80,878.51	68,80,878.51
<b>Add: Receipts:</b>	A							
Donations & Grants		9,77,39,288.01	10,92,34,272.20	20,69,73,560.21	8,43,61,690.00	50,25,746.00	8,93,87,436.00	8,93,87,436.00
Other Receipts		-	-	-	4,32,667.00	-	4,32,667.00	4,32,667.00
Interest		5,54,017.33	4,07,529.00	9,61,546.33	2,80,896.00	1,43,336.00	4,24,232.00	4,24,232.00
Corpus Donation		10,00,000.00	30,82,604.63	40,82,604.63	-	-	-	-
Increase in Current Liabilities/Decrease in Current Assets		8,25,227.84	1,42,740.00	9,67,967.84	18,51,423.00	48,27,679.00	66,79,102.00	66,79,102.00
<b>Less: Payments</b>	B							
Decrease in Current Liabilities/ Increase in Current Assets		10,01,18,533.18	11,23,67,145.83	21,29,85,679.01	8,69,26,676.00	99,96,761.00	9,89,23,437.00	9,89,23,437.00
Purchase of fixed assets		2,39,210.32	11,56,143.00	13,95,353.32	6,47,281.00	6,300.00	6,53,581.00	6,53,581.00
Grant Reimbursed to UNICEF_CG		19,94,990.00	9,01,255.00	28,96,245.00	23,17,615.00	70,000.00	23,87,615.00	23,87,615.00
Expenses for the year and other utilities		2,19,377.00	-	2,19,377.00	-	-	-	-
Grant Expenditure		8,63,43,524.30	3,32,31,569.00	11,95,75,093.30	6,61,76,063.32	60,72,003.00	7,22,48,066.32	7,22,48,066.32
Ad ministrative expenses		17,71,864.82	14,19,345.48	31,91,210.30	37,46,621.95	3,15,104.00	40,61,725.95	40,61,725.95
Other Expenses		63,987.88	29,684.17	93,672.05	2,98,668.99	4,245.28	3,02,914.27	3,02,914.27
Expense on employment		36,54,067.00	39,46,224.00	76,00,291.00	42,93,831.00	15,02,442.00	57,96,273.00	57,96,273.00
<b>Closing Balance</b>	C (A + B - C)	9,18,33,444.00	3,86,26,822.65	13,04,60,266.65	7,45,15,185.26	78,93,794.28	8,24,08,979.54	8,24,08,979.54
Cash in Hand		9,42,87,021.32	4,06,84,220.65	13,49,71,241.97	7,74,80,081.26	79,70,094.28	8,54,50,175.54	8,54,50,175.54
Cash at Bank		1,96,37,889.11	7,67,30,687.90	9,63,68,577.01	1,38,06,377.25	45,47,762.72	1,83,54,139.97	1,83,54,139.97
Fixed Deposits		1,62,08,213.49	6,27,19,687.90	7,89,27,901.39	1,21,38,871.25	45,47,762.72	1,66,86,633.97	1,66,86,633.97
		34,29,675.62	1,40,11,000.00	1,74,40,675.62	16,67,506.00	-	16,67,506.00	16,67,506.00
		1,96,37,889.11	7,67,30,687.90	9,63,68,577.01	1,38,06,377.25	45,47,762.72	1,83,54,139.97	1,83,54,139.97

This is the Receipts and Payments account referred to in our report of even date

For Sahoo & Co.  
Chartered Accountants  
FR N: 322952E

For Language and Learning Foundation,

Dr. Dhirvir Jhingran  
Managing Trustee

Dr. Uddalak Datta  
Trustee

CA. Subhajit Sahoo, FCA, LLB  
Partner  
M. No.: 057426

Place: New Delhi  
Date:

**30 AUG 2021**



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**Language and Learning Foundation**

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