

Think ★ Learn ★ Grow



Language and Learning
foundation

Strong Foundation, Stronger Future

LANGUAGE AND LEARNING FOUNDATION

ANNUAL REPORT

2021 - 2022



LANGUAGE



LITERACY



MULTILINGUAL EDUCATION



Our Vision

All children will have strong foundational skills and abilities of language, literacy and numeracy, 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 2026, influence classroom practices of more than 2 million teachers and teacher educators in collaboration with State Governments. This will potentially improve the learning outcomes of approximately 35 million children across 140,000 schools of 10 states in 7 languages.

Through Demonstration projects, directly impact and ensure Learning improvement of 3 million children across 25,000 schools.

From the Desk of the Executive Director

During the past year, we were able to reflect on our work and take stock of what we were doing well and where we needed some changes or improvement and develop a five-year Strategic Roadmap for 2022-2026. It became quite clear to us that our vision of improving children's foundational learning (foundational literacy and numeracy, viz. FLN) outcomes in collaboration with governments will continue to be our lodestar for the next five years. Our clear articulation that we are an impact-driven and a system-focused organization is helping us create an organizational culture that is focused on outcomes and for strengthening the government education system. These twin objectives inform all our programming.



Also, our alignment with the goals, processes and structures identified under NIPUN Bharat is really strong. As we have emphasized earlier, the three broad strategies of LLF are **(a)** continuous professional development of teachers, teacher educators and administrators on FLN and inclusion of children's first languages in the formal teaching and learning, **(b)** demonstration projects at block and district level that result in improved learning and **(c)** system strengthening and reform on identified academic aspects.

The past year was a watershed for us in at least five different dimensions which have helped us in developing our three-pronged strategic approach further.

First, the results of a third-party evaluation from the first-of-its kind Impact Bond in India supported by CSR—The Haryana Early Literacy Development Impact Bond (DIB) in 7 districts in Haryana have been astoundingly good. For example, children from sample schools in the project had an average oral fluency reading rate of **42.4** compared with **30.3** in control schools. Almost two of the three years of this DIB were implemented during the period of school closure owing to the pandemic. The Rajasthan **multilingual education (MLE)** programme for improving learning of children who speak Wagdi at home was also evaluated by an external evaluator and has shown huge gains in the treatment schools in language and literacy skills compared with control schools. This has further strengthened our belief in working with an outcome-focused approach for all our programs and we are finalizing agreements to implement more such programs.

Second, our approach to bridging the learning for children in the post-Covid years found support with the governments of Haryana, Odisha and Uttar Pradesh. In these 3 states, an instructional design for learning recovery and accelerated learning with a focus on the teaching and learning of previous grades' competencies was developed in collaboration with the states' academic institutions/resource groups for the academic year 2022-23. Children's materials, teacher guides, assessments, training modules etc. were finalized during the past year. This focus on a year-long 'bridging' will help

children move towards grade-equivalent learning in the next 1-2 years.

Third, LLF received a grant from the Bill and Melinda Gates Foundation (BMGF), becoming one of only two organizations in India to receive a grant for education from BMGF. This grant has been instrumental in initiating state-wide academic reform in Uttar Pradesh using a structured pedagogy. This comprehensive reform that includes children's materials, formative assessment strategies, teacher guides, teacher professional development and academic support is likely to become a model for other states like Haryana, Assam, Odisha and Chhattisgarh during 2022-23. This grant has also helped LLF start a demonstration program for FLN in Varanasi district.

The BMGF grant has also helped us strengthen our work on FLN in other states and the quality of our online and blended continuous professional development programs for teachers, teacher educators and administrators.

Fourth, we have been able to concretize our model of comprehensive support for FLN in selected states. We call this a 'hybrid model' with one strand of state level technical support for academic reform and the other of demonstration projects at block or district level. We work with two kinds of demonstration projects-one with a somewhat more intensive field-level support (which we call a high touch project) and the other type where we have a lean team at the district level to work with the government education system to help improve the effectiveness and efficiency of implementation of the state-wide FLN activities. **This comprehensive model will be implemented in Haryana and Uttar Pradesh for 2022-23 onwards.**

Fifth, our work on inclusion of children's familiar languages as part of a multilingual approach to FLN is gaining momentum. We were awarded the prestigious HCL grant for a multilingual education (MLE) program in Bastar district in Chhattisgarh. We are looking to add other MLE demonstration projects while we work on working with state governments for operationalizing the National Education Policy's (NEP 2020) emphasis on inclusion of children's home/familiar languages through the NIPUN Bharat Mission.

We are grateful to the Ministry of Education, State governments of *Assam, Chhattisgarh, Gujarat, Haryana, Uttar Pradesh, Rajasthan & Odisha* and all our partners who have supported our work during the difficult COVID period and continue to do so. We are totally committed to reducing the extent of 'learning poverty' in the country through large scale high quality FLN interventions in collaboration with state governments.

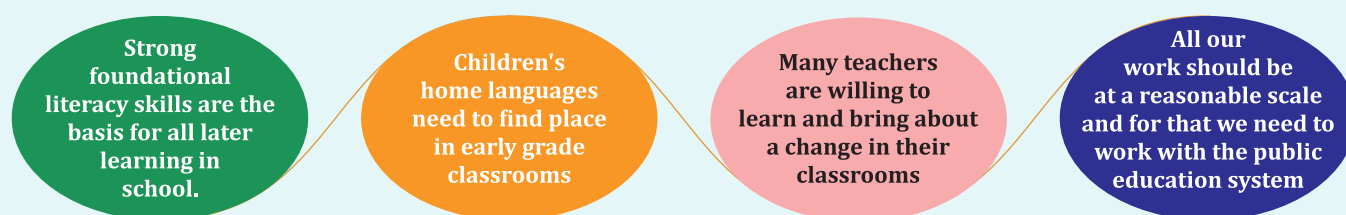


Warmly,

Dhir Jhingran
Founder & Executive Director

JOURNEY SO FAR

The Language and Learning Foundation (LLF), founded on 2015, is an education non-profit dedicated to improving foundational learning of the students in primary grades at scale, in collaboration with the national and state governments in India. India is facing a severe foundational learning crisis as evidenced by several national surveys like the National Achievement Survey (NAS) and ASER (Annual Status of Education Report). The World Bank has called this the '*learning poverty*', viz. the inability of a 10-year child to read a simple text with understanding. The early learning crisis in Indian primary schools is severe and 55% of children in the age group 6 to 10 years are '*learning poor*'. Foundational learning, more commonly called FLN (Foundational Literacy and Numeracy), include the ability to read fluently with deep comprehension and write independently as well as numeracy skills of addition, subtraction, and multiplication. Our narrow focus on FLN has helped us develop highly effective program designs and create impact at scale. LLF's work is based on 4 core beliefs:



The Approach

System focused approach: We believe that since the learning crisis is huge, strengthening of the public education system is a core belief and underpins all our strategies. We work with the state governments and other partners to support crucial system level academic reforms.

Committed to working at scale: All our programs are designed for implementation at scale. Even for the school level demonstration programs, we work with all schools in a block or a district to create evidence of change in the classroom teaching and learning process and student learning outcomes while working with the government education system. The continuous professional development programs (CPD) also attempt to include all teachers, mentors and administrators in a district, and often in an entire state.

Focus on equitable learning: FLN skills are gateway skills to all future learning in school and need to be mastered by every child, at least by the end of Grade 3. LLF program designs, that later get incorporated in the state-wide FLN programs, focus on all children learning. The materials, teacher professional development, assessments and remedial instruction are all aligned to promote equitable learning to ensure that no child gets left behind.

Inclusion of children's home or familiar languages: This core belief that young children would learn best if their familiar or first languages are formally used in the teaching and learning process informs all our work. Our school demonstration programs, professional development courses and workshops and advocacy work at the national and state level has been instrumental in bringing the approach of multilingual centre stage in FLN programming in at least 3 states.

Structured pedagogy approach: LLF's academic approach includes development of children's learning materials, teacher's handbook and training programs that follows structured pedagogy approach. This includes weekly or daily lesson plans that define the nature of classroom activities, methodology for the activity, materials to be used, formative assessment and remedial work.

Teachers are central to any change process: Teachers alone can bring about classroom level change and help improve student learning. Therefore, teacher adoption of changed teaching practices is the key to improving student learning.

Three Major Strategies

LLF has a three-pronged approach for implementing early language learning programs at scale. Following is a brief description of the three strategy pillars of our work:

LLF's three-pronged approach to improve student learning outcomes at scale

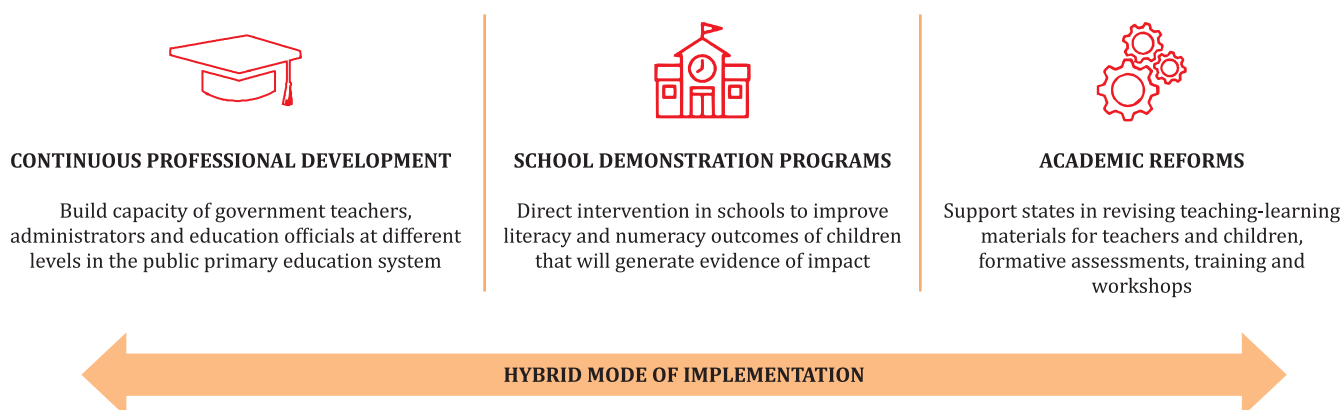


Figure 1- Three Pillars of our Work

- I. Continuous Professional Development:** With the objective of transforming classroom teaching and learning practices, we design and implement long and short duration, online and blended courses and workshops on Early Language and Literacy (ELL) and Multilingual Education (MLE) for various stakeholders. These include teachers, teacher educators, administrators, block and cluster level mentors etc. The courses range from the 1-year long flagship course (300 hours) on ELL to short 5-7 hour courses on specific topics which are run in online as well as blended mode.
- II. School Level Interventions:** We collaborate with the government education system to design and implement ELL and MLE projects that demonstrates transformative changes in teaching-learning of early literacy and numeracy and improved student learning. The numeracy component has been added in the year (2021). The main components of a school demonstration project include creation of a print-rich environment in the classrooms, children's reading materials and workbooks, teacher training, regular academic support and mentoring for teachers. This is done in two models of implementation:

High-Touch Model

- Professional Development program for State and District level education staff
- Sequenced (not scripted) instructional design
- 10 days of teacher training over the year; review meeting
- Print rich environment in the classroom
- Children's instructional materials and reading/writing books
- Variety of graded reading materials and storybooks
- Regular assessment and support to students who are below grade level
- Regular mentoring for teachers through 1 Coordinator per 50-60 schools



Low-Touch Model

- Focus on Systemic Changes to build fundamental level capacity of FLN implementation in the district education ecosystem to ensure long lasting impact
- Fidelity to State Design to ensure improved efficiency of implementation of the existing state mandated FLN design
- Create innovations within the state design to catalyse its impact on students and teachers rather than starting a new intervention
- District as a Unit improving processes at district, block and cluster levels
- Runs on a low budget as the intervention operates with strategically placed resources at a district and block level.
- Designed to be replicated by the state in more districts

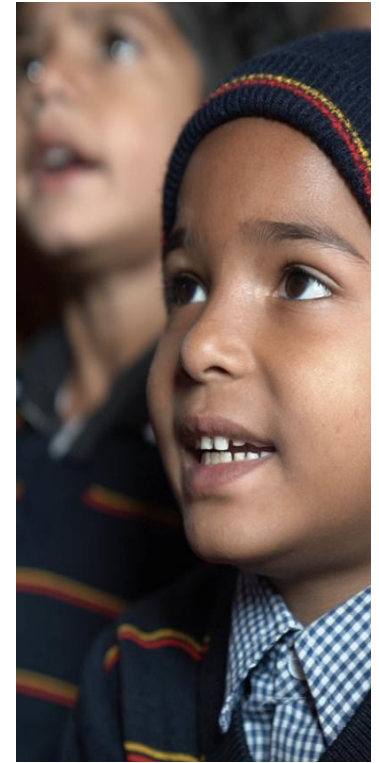
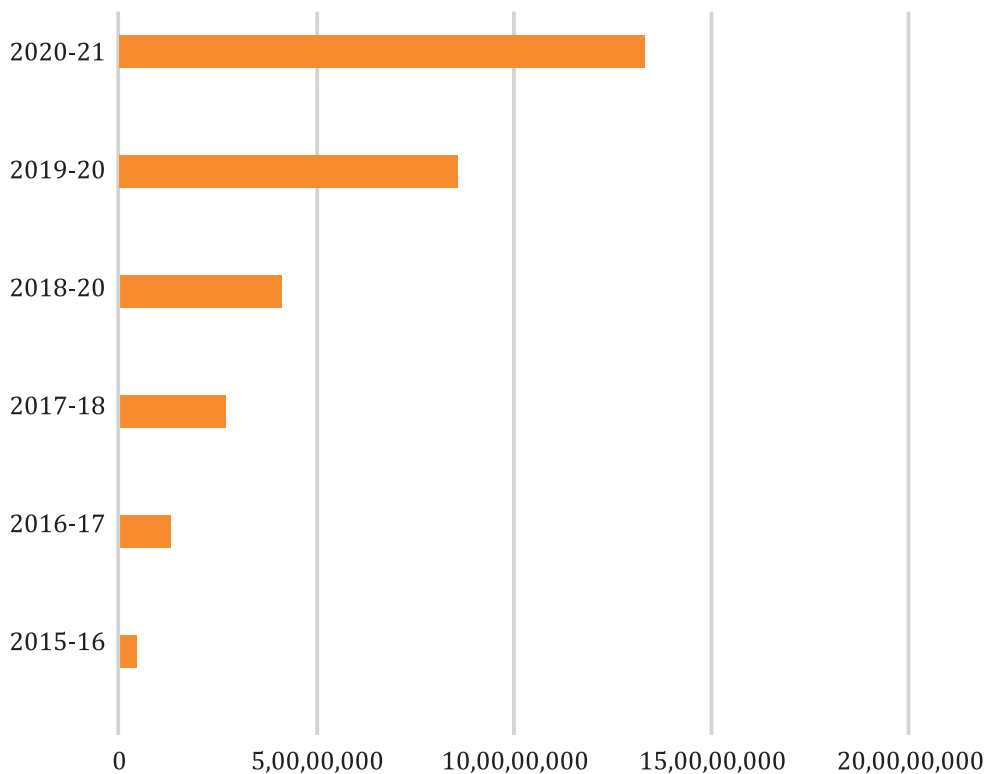


III. Technical support for system strengthening and state-wide reforms: LLF works as a technical (academic) partner to strengthen state-level inputs and processes for FLN like development of children's workbooks, teacher handbooks, in-service training of teachers, school-based assessments, academic support and teacher mentoring.

2015-20 Highlights

<p>1</p> <p>Signed MoUs with six state governments – Bihar, Chhattisgarh, Haryana, Rajasthan, Odisha and Assam</p>	<p>2</p> <p>The long-term distance learning course on ELL Prarambhik Bhasha Shikshan has been recognized as a Diploma Course by Pandit Sundarlal Sharma Open University, Chhattisgarh</p>	<p>3</p> <p>The 3-month distance learning course on ELL has been recognized as a Diploma Course by Lalit Narayan Mithila University, Bihar.</p>	<p>4</p> <p>LLF has been conferred with the Best Field Initiative Award by South Asia Special Interest Group of Comparative and International Education Society (CIES) for its Haryana initiative.</p>
<p>5</p> <p>State of Haryana has decided to scale up the Learning Improvement program to 7 districts in a phased manner by 2021-22 covering 3000 schools</p>	<p>6</p> <p>LLF received grant to implement first of its kinds Development Impact Bond (DIB) program in Haryana</p>	<p>7</p> <p>Re-designed online courses and community-based student support to adapt to COVID-19 situation</p>	<p>8</p> <p>86000 children impacted through Har Ghar School program—access to printed materials, volunteer-run small group classes and by reaching out to parents through multiple channels</p>

Annual Budgets



LLF's Impact Since 2016

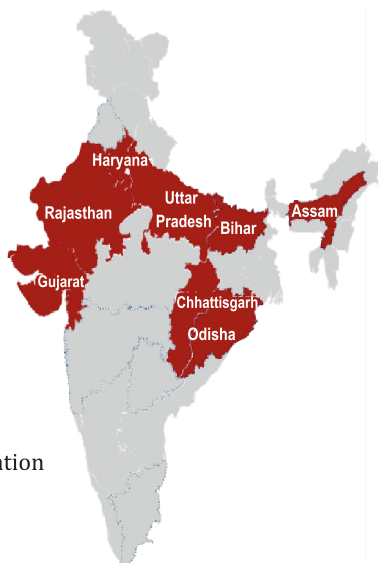
LLF's work at scale...

8 states supported for quality implementation of FLN

200,000+ teacher and teacher educators improved classroom practices

Learning of **2 Million+** children impacted

1.5 Million teachers nationwide complete LLF course on language education



with high-quality interventions

3.5x

Learning gains achieved compared with targets of Development Impact Bond in Haryana

2x

Improvement in literacy learning outcomes of students in **MLE Action-Research project** as compared to non-intervention group

2x

Covid-19 response project:
The average score of lowest-performing 20% children **more than doubled** from baseline to endline.
(Har Ghar School Impact Report, 2020)



78%

of Grade 1 students in Haryana achieved **advanced levels in reading comprehension vs. 54%** of the non-intervention group
(Independent evaluation by Gray Matters India, 2019)

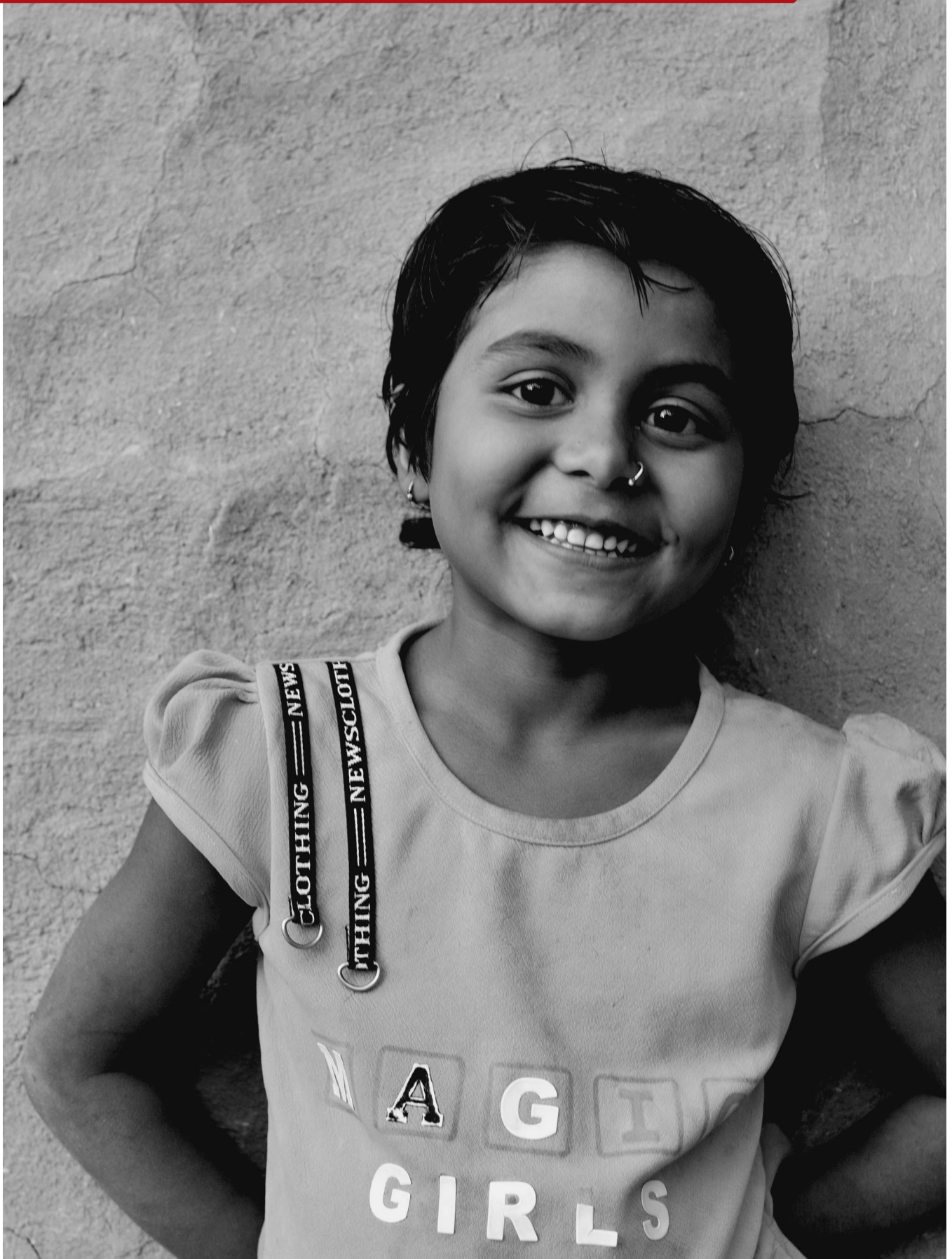


85%

Average score improvement across LLF course participants in the endline as compared to the baseline.
(Third-party evaluation by CERP, 2019)

Figure 2

THE REPORTING YEAR : 2021-22



CONTINUOUS PROFESSIONAL DEVELOPMENT

In the year 2021-22, we developed and adapted 13 short duration online courses on themes related to foundational literacy, foundational numeracy, academic support and multilingual education in Hindi Language. These courses were developed in partnership with BMGF, UNICEF and Nilekani Philanthropy.

Courses that have been developed and implemented	Courses that have been developed and to be implemented
<ul style="list-style-type: none">• 5-week online course on ELL and Academic Support (Bihar)• 2-week online course on Numeracy (Bihar and CG)• 3-week Course on FLN and Learning Principles (CG and Bihar)• 2-week course on Academic Support in FLN classrooms on Diksha platform (CG)• 2- week course on Multilingual Education (MLE) – (CG)• 20-hour course on Reading Comprehension (CG and Haryana)	<ul style="list-style-type: none">• 10-hour course on Emergent Literacy• 12-hour course on Academic Support in FLN classrooms on Diksha platform (DIKSHA platform)• 20-hour course on strategies and activities related to Early Language and Literacy (DIKSHA platform)• 20-hour course on strategies and activities related to Foundational Numeracy (DIKSHA platform)• 20-hour course on Developing Writing Skills in Children• 20-hour course on Comprehension and solution of Word Problems.

Beside the professional development courses we also supported the states of CG and Bihar (Nalanda district) in the capacity building of their SRGs, DRGs and BRGs through our specially designed capacity building workshops around FLN, ELL and MLE.

Most of these courses are online and different platforms are used for the implementation of these courses, like LLF's own Moodle based Learning Management System (LMS), UNICEF's Unilearn platform and the government's DIKSHA platform. A group of trained mentors is engaged for supporting the participants for the courses that are implemented using LMS and Unilearn platform. LLF developed and implemented a course on foundational numeracy.

Continuous Professional Development for Multilingual Education (MLE)

LLF developed and delivered courses for capacity building of teachers, cluster and block academic staff as well as educational administrators to enhance their capacity in MLE. LLF has been advocating for inclusion of children's languages in classrooms for a long time. On this line, LLF launched of a Course for NISHTHA 3.0 on '*Inclusion of Children's Languages for Foundational Learning*' which has been completed by 1.5 million teachers and principals across the country in 15 different languages. Along with this, in Chhattisgarh, in 2021-22, LLF implemented various capacity development programs for teachers and cluster academic coordinators for FLN and multilingual education. These courses varied from short-term to long-term and were done in online and blended modes Some of these courses were done on the DIKSHA portal. As mentioned before LLF is further planning to leverage the DIKSHA platform to scale its impact in the MLE domain in the coming years. A course on MLE Awareness has also been developed in the academic year for District and Block level administrators and this will be launched in coming months.

Sr.	Course Name	Description of Course	State	Audience	Duration	Completion Rate
1	5-week online course on ELL and Academic Support for Bihar	A 5-weeks online course on Early Language & Literacy and Academic Support was implemented with 5225 CRCCs of 38 districts of Bihar state to build their capacity on the concepts and strategies related to ELL and academic support.	Bihar	CRCCs	March-May 2021	88%
2	2-week online course on Numeracy for Bihar	A 2-weeks online course on Foundational Numeracy was implemented with 4353 CRCCs of 38 districts of Bihar state to build their capacity on the concepts and strategies related to numeracy. Out of 4353 participants 4215 participants started the course.	Bihar	CRCCs	June-July 2021	95%
3	3-week Course on FLN and Learning Principles	A 3-week online course on FLN and Learning Principles was conducted with the 35 DIET Language faculty and District Resource Group (DRG) members of Nalanda district to develop their capacity on the concepts and strategies related to FLN. Out of 35 selected participants, 34 participants started the course. Total 31 participants were successfully completed the course.	Bihar	DIET and DRG members	Nov-Dec 2021	91%
4	8 Days F2F workshops on FLN	8 days face-to-face workshops in two phases (4+4 days) with special focus on ELL, to ensuring a focused approach to implementation of FLN in the Nalanda district of Bihar with 35 DIET Language faculty and District Resource Group (DRG) members. Out of 35 selected participants, 33 participants were participated in both workshops.	Bihar	DIET and DRG members	Dec 2021	94%
5	3-week Course on FLN and Learning Principles	The course focuses on understanding the essential skills of foundational literacy and numeracy It was implemented with 70 SRGs on our LMS in a fully mentored model. The course was also followed up by a 3-day face to face workshop of the SRGs on FLN and teaching-learning processes for early language and literacy during November 2021.	CG	SRGs	July-August, 2021 and October-November, 2021	94%
6	3-days capacity building workshop with SRG (CG)	3 days face-to-face workshops with New SRGs (Hindi) of CG state were conducted to build their understanding on FLN, with special focus on ELL. 35 New SRGs of different districts participated in this workshop.	CG	New SRGs (Hindi Language)	Nov 2021	100%
7	2-week course on Academic Support in FLN classrooms	It was a 12 -14 hour online course on Academic Support on FLN for the capacity building of all the CACs of CG. It that was implemented through the DIKSHA platform.	CG	CACs	10 Dec 2021 - 30 Jan 2022	68%
8	2-weeks MLE course	2- week course on MLE for the capacity building of the newly selected MLE SRG members . The course was implemented using our LMS, using mentored model .	CG	MLE SRGs	September 2021	92%
9	Capacity Building of BRGs on FLN – Online workshop	2-week online workshops for the capacity building of 133 BRGs from 7 districts of CG who will in turn support the LN mission in their respective districts. This online training will cover 7 topics - FLN and Nipun Bharat mission -MLE - Balanced Approach of Language Teaching- ral Language Development-Decoding-Reading-Writing	CG	BRGs	13 Jan 2022 - 31 Jan 2022	88%
10	4 weeks online Foundational Numeracy course	4 weeks online course on Foundational Numeracy was implemented with 105 teachers of the 50 pilot schools of Durg district (CG) to build their capacity on the concepts and strategies related to foundational numeracy. Out of 105 participants, 94 participants have been completed the course successfully.	CG	Teachers	March 2022	90%
11	5-week online course on ELL and Academic Support for Gujarat	The 5-week course on ELL and Academic Support was translated and contextualised for Gujarat. The course was implemented in partnership with GCERT and SmSA with a mentor model catering to all the DIET faculties (45), BRCs (286), CRCs and BRPs (3408) in three phases on Learning Management System (LMS) of LLF.	Gujarat	DIET faculties, BRCs ,CRCs and BRPs	1 March-19 June 2021	91%
12	12-hour course on FLN and Learning Principle on DIKSHA platform	The 3-week course on FLN and Learning Principles was translated and contextualised for Gujarat. The course was implemented through the state DIKSHA portal for the professional development of DIET faculties, SRG members, BRCs, CRCs and BRPs.	Gujarat	DIET faculties, BRCs, CRCs and BRPs	17th Feb to 20th March 2022	70%
13	20-hour course on Reading Comprehension (CG and Haryana)	The 20 hour complete online course that was developed as a part of the Nilekani grant was implemented on our LMS for selected group of primary teachers from the state of CG and Haryana. Based on the inputs the course has been modified for the DIKSHA platform. It was for the first time we implemented a complete online course on our LMS without a full time mentor support. There was a helpline centre and weekly mentor availability for any kind of queries and issues	CG and Haryana	Primary School Teachers	July – Aug 2021	83%

ACTIVITIES ACROSS THE STATES

HARYANA

The School-level Initiative

The Prarambhik Bhasha Shikshan Karyakram (PBSK) was rolled out during the academic session of April 2018-March 2019 in collaboration with the Haryana School Shiksha Paryojna Parshad (HSSPP) for demonstration in three blocks of Kurukshetra, namely, Pehowa, Thanesar, and Shahbad, in a total of 175 schools with 185 teachers teaching Grade 1. The school-level intervention involved

- Capacity-building sessions and workshops for the teachers
- Regular school visits by block coordinators and academic support persons for enhanced monitoring and support to early grade teachers in classrooms
- Development of workbooks and materials for use in classrooms.

Subsequently, the program was expanded to cover 11 blocks in 7 districts in 2019-20 and then to all primary schools of seven districts in 2020-21. And in March 2021, the program was shifted to Directorate of elementary Education and merged into NIPUN Bharat Mission. Table X shows the coverage as of 2021-22 under this initiative.

District	Blocks	No. of Schools	No. of Teachers	No. of Students	No. BRP/ABRCs
Ambala	6	477	653	14641	82
Fatehabad	6	384	877	23959	82
Kurukshetra	5	491	913	21670	76
Hisar	9	505	988	30064	141
Sirsa	7	523	1048	29401	122
Jind	7	424	836	24375	78
Yamuna Nagar	6	590	818	19924	77
Total	46	3394	6133	164034	658

Table 2

Student Engagement

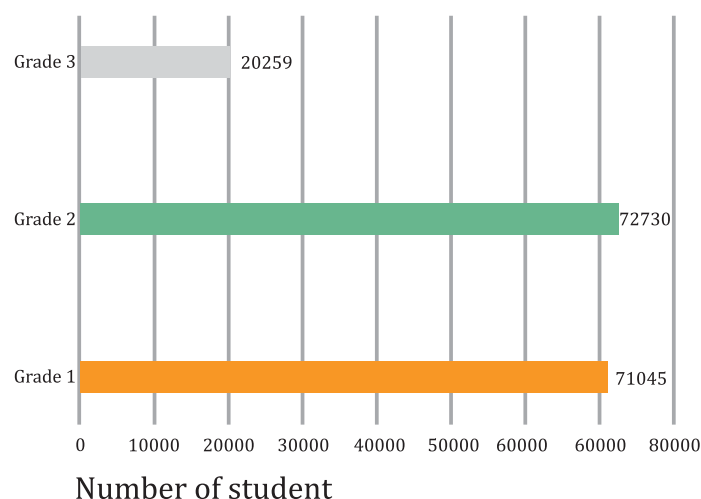


Figure 3



Midline Assessment

To determine the effectiveness of the program, a student assessment for literacy learning outcomes was conducted. The assessment was conducted with students who were selected after a multi-stage sampling process. This was done across 7 districts in Haryana amongst approximately 1115 students in Grade 2 identified for the baseline which took place in Aug 2021, out of which 1022 remained for the Midline which happened in Dec 2021. The analysis was done for the sample that matched both baseline and end line. The results of the analysis are shown in the table below

Skill Assessed	Baseline	Mid-line	% Change
Listening Comprehension (4)	3.3	3.7	12%
Letter Recognition (50)	26.4	37.6	42%
Word reading (50)	11.3	19.3	71%
Non-Word reading (50)	9.8	16.6	69%
ORF (60)	9.4	19.1	103%
Reading Comprehension (3)	1.1	1.9	73%
Dictation (10)	3.5	5.8	66%

Table 3

District	Total Teachers	Teacher Trained
Kurukshetra	887	848
Hisar	999	965
Sirsa	1036	959
Ambala	659	621
Yamuna Nagar	792	723
Jind	836	819
Fatehabad	879	841
Total	6088	5776

Table 4

Capacity Building

Training of Teachers

LLF, in collaboration with the Directorate of Elementary Education Haryana, has trained nearly 5776 teachers in 7 districts just before the reopening of the schools as part of their Continuous Professional Development (CPD) program. Teachers were trained on critical concepts of early language learning and revision strategies to mitigate the learning gap created among students due to prolonged school closure. To ensure learning of teachers best practices were shared and regular resolution of challenges, fortnightly review meetings were organized at the cluster level led by Additional Block Resource Coordinators.



The brief overview of Grade -1 &2 teachers training in Oct -Nov -2021 is as follows:

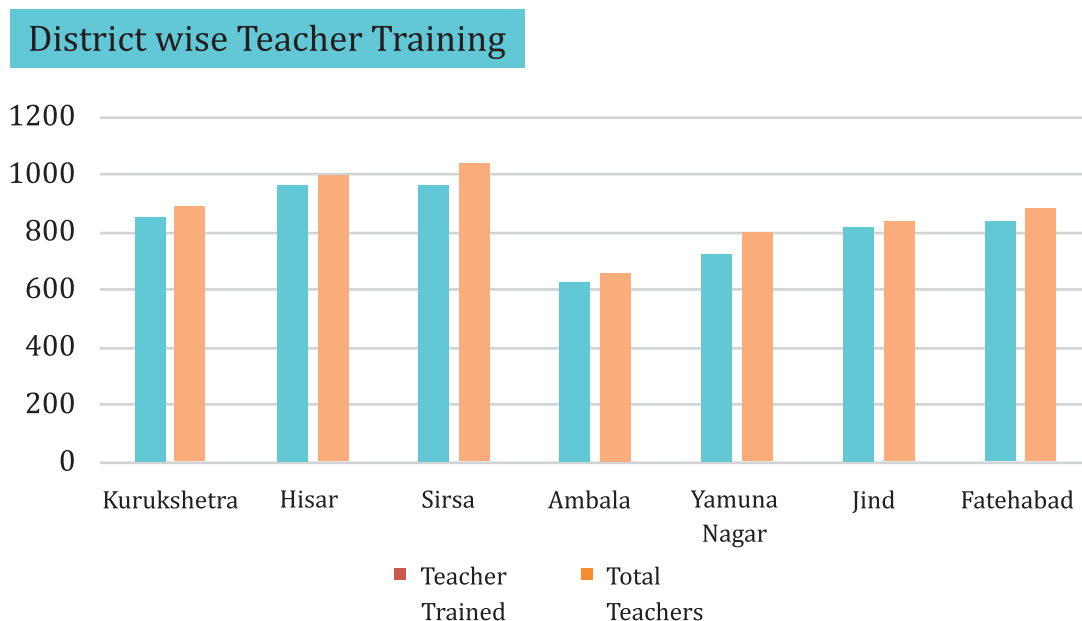


Figure 4

Virtual Support to Teachers, Parents and Students

The Har Ghar School (HGS) program continued for second consecutive year as well. Given the schools were closed and the limited academic support could be expected for the child from their parents, LLF devised a strategy to support parents and children through online means. The major aim behind the same is to bridge the learning gap of Grade 1 and 2 students caused due to the closure of schools. It consisted of sharing a day-wise homework plan with teachers who further shared the same with students.

The home-based learning program helped to support the learning of students even at their homes and significantly helped to improve their performance in endline assessment conducted at the end of March. To ensure children's regular and continuous learning, around 3737 community volunteers were identified and trained. Details of the community volunteers across the districts are as follows:

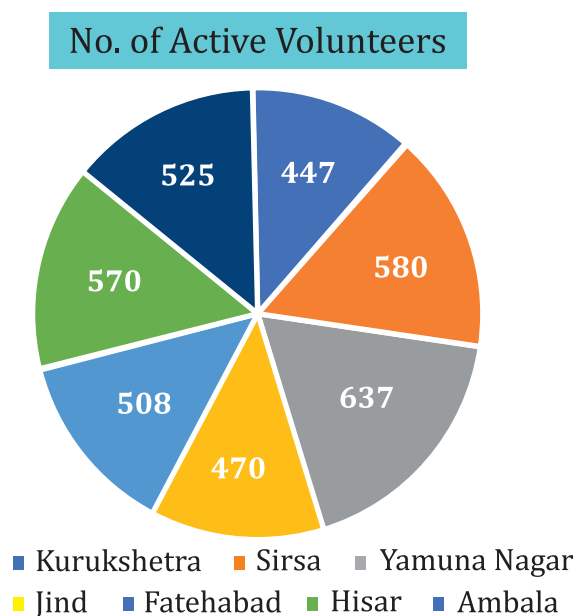


Figure 5



HGS program continued even after the opening of schools where volunteers were teaching students in the community during the evening time.

The Winter Camp

Winter camp was part of *Har Ghar School* program, but it was more focused on students who were lagging behind. It was a 15-day program that involved the community, SMCs members, and teachers. DIET Faculty, BEOs, Cluster Officials, and BRP/ABRC Members extensively participated in the event and visited multiple schools.

Students from Grades 1, 2 and 3 come to the Volunteer Center. Students were given newly designed workbooks and other necessary stationery to understand, learn and engage in various activities. This extensive program was led by community volunteers.

The Reading Mela at the end of the winter camp ensured the participation of 40,032 students, 7469 parents and community members, and 2365 schools in total.

LLF has collaborated with Rocket Learning in Haryana to send automated homework messages in teachers' group and provide regular analysis or auto generated report card showing weekly performance of students (as per their response messages and sharing back of homework in WhatsApp group). Teachers of 7 districts have been oriented on how Rocket Learning would be supporting the program through homework sharing and continuous analysis of each child's performance in groups. BCs were also regularly calling teachers to discuss the child-wise analysis of informal assessments, strategies to work with students lagging behind, and how they can support students and volunteers while assisting them in completing their homework. Each block coordinators called 7-8 teachers on daily basis.

Text messages were also being sent to students highlighting the name of students who have shown low performance during baseline assessments. Teachers further discuss the strategy for low-performing students with parents either through WhatsApp groups or calls.



Language and Learning Foundation (LLF) has been working in Chhattisgarh since 2016 with State Council of Educational Research and Training, Chhattisgarh and Samagra Shiksha, Chhattisgarh with the vision of development of strong foundational skills of language, literacy, thinking and reasoning in primary school children. These skills form the basis of all learning in school. Our aim to support and empower teachers and teacher educators to improve the quality of teaching-learning of language and literacy in government primary schools through continuous professional development programs and implementing language teaching practices through school level programs.

The School-level Initiative

Neev: Early Learning Improvement Program

In 2019 Neev Program was started with 200 govt. primary schools of Durg district, 112 schools were in Durg block and 88 schools of Patan block of Durg district. The objective of this program is to improve learning outcomes of language of class-1 & 2. Following key activities were conducted with the support of state and district government.

Following are the key activities done under this program during reporting year:

Distribution of material and TLM

In addition to the textbook, necessary reading materials which are required for effective language teaching were prepared. \ The material consisted of Abhyas Pustika for students, Chhattisgarhi Big Books, Hindi Big Books, Chhattisgarhi Story and Poems collection, Poem Poster, Picture Chart were submitted to SCERT for review and approval. As per the instruction of SCERT, all the materials have been aligned with learning outcomes and workbooks have been tagged. After getting approval from SCERT, materials have been distributed to the schools.

Capacity building of teachers, CACs and DRG

With the objective of strengthening systemic capacities of teachers, CACs and DRGs to improve language teaching practices and providing academic support by CACs to teachers, phase-wise training were designed. Following capacity building development activities conducted from April 2021-March 2022.

ToT with DRGs

20 DRGs members have been notified by district officials to provide support in conducting training and material development activities. These DRG members are from all three blocks. Before conducting training of teachers, two times of 2 days each, ToT were conducted with DRG members in the month of Sept' 2021 and March 2022. Objective of these Tots was to prepare DRG members as facilitators to facilitate in teachers training. All DRG members participated in preparation of session wise plan, facilitator guide demonstration and practices.



Training of Teachers

Training of teachers is very important component to build capacities of teachers on improving language teaching practices. In a year, 5-6 days training has been designed in two phases. Before conducting training, need of teachers has been assessed and sessions plan were prepared accordingly. The modes of trainings were designed keeping the Covid 19 in mind.

Training of Cluster Academic Coordinators (CAC)

CACs play an important role to make the program successful by conducting regular monitoring visits to the schools and by providing academic support to teachers during classroom observation. To fulfil this objective, following trainings were conducted with CACs.

- Conducted one day face to face orientation of all 177 CACs in the month of August, out of them 98% of CACs participated in the orientation program.
- Two days' face to face orientation of CACs was conducted with all 177 CACs of block- Dhamdha, Durg and Patan during 23rd to 26th Feb 2022 at block headquarters.

The Summer Activities

From the month of April, the Corona cases suddenly increased in the whole district area of Durg, Chhattisgarh. In this situation, the district administrative had taken the decision to complete lockdown in the whole district. Many of the parents, teachers, volunteers, and other govt. officials were infected by coronavirus. All planned activities and Mohalla classes had been closed and children were requested to stay at home only.

With the support of volunteers and teachers, the activities of "Har Ghar School" campaign were continued with grade 1 and 2 children with home-based instructions connected through mobile phones. Online activities have been created from workbooks and other reading material like story books, poems, grid charts and letter cards for the children. We have created a school-wise WhatsApp group with parents and started to share the reading and writing online activities through these groups to mitigate the learning gap of children. As per the plan, we have developed online reading material and ensured to share with teachers and volunteers. Now, the children are constantly practicing on the workbooks and reading books.

To utilize time in Mohalla classes in the month of July, LLF started summer activities with the students of class-2 & 3 to mitigate the learning gap. LLF provided a workbook "Khel-Khel Mein" to all students of class-2 & 3. This allowed students to practice those reading-writing skills that they had learned till earlier session. The workbook focused on activities and exercises on reading & writing and some basic numeracy components related to counting and number identification. These workbooks were distributed to 100% of students of class-2 and 3. Teachers and parents appreciated the content provided in workbooks, which engaged children in doing reading and writing work at Mohalla classes or at home.



Overview of Program Activities Implemented with the Collaboration of Scert and Samagra Shiksha

SCERT has issued a specific guideline of work distribution among NGOs on 24th July 2021. A Cell for FLN was created with representation from LLF. Following activities were implemented with the alignment of order issued by SCERT.

Capacity Building on FLN

Online training of State Resource Group on Language

SCERT has given responsibility to LLF to develop capacity of State Resource Group on FLN and Foundational Literacy. Looking into scenario of COVID-19, it was decided to conduct the training in online mode. LLF has developed 3 weeks online training modules for the orientation of SRG on FLN and Foundational Literacy.

Following modules have been covered under this online training.

- Understanding the FLN Mission, its importance, and the challenges.
- Understanding the purpose and need of the FLN Mission.
- Understanding how children learn and the various Principles of Learning

During the online training, baseline and end line tests were conducted. 93% of SRG members have completed this online training successfully.

Three days face to face workshop with the State Resource Group on Foundational Literacy

Keeping the objectives of Foundational Literacy and Numeracy in mind, 3 days face to face workshop was conducted in SCERT. Objective of this workshop was to develop and finalize sessions plan for conducting 3 days training of Block Resource Groups (DRGs/BRGs) on FLN. Broadly following six sessions were designed for 3 days training of DRGs/BRGs.

Capacity building of members of Block Resource Groups (BRG)

As per the instruction of SCERT, 131 BRG members from allotted 7 districts- Mahasamund, Mungeli, Balod, Korba, Kawardha, Gaurela-Pendra-Marwahi and Durg had undergone 2 weeks online training on Foundational Literacy and Multilingual Education. Module for the training of BRG members were developed with the support of SRG and SCERT. Final training module, sessions plan, ppt. and related handout have been submitted to SCERT with the objective to follow same content and design to conduct training of BRGs across the state.

Capacity building of Cluster Academic Coordinators (CACs)

As per the plan 2 weeks online course for Cluster Academic Coordinators (CACs) on FLN and providing academic support in primary schools was designed. The objective of the course is to build understanding of all 5540 CACs of the state on how to provide academic support in primary schools. Under this course total 4 modules have been developed. These modules were submitted to SCERT for the review and feedback. After getting approval from SCERT, this course was launched on DIKSHA portal on 10th December.

Capacity building on Multilingual Education

Online training of State Resource Group on MLE

As per the circular of SCERT, LLF has been given responsibility to provide support in conducting activities on MLE. SRG for MLE was constituted with representation from all the districts of the State vide a notification of SCERT dated 24 August 2021. Due to prevalence of COVID-19, it was decided to conduct the training in online mode and it was conducted successfully in September 2021.

3 days face to face workshop with State Resource Group

SCERT with the support of LLF conducted 3 days face to face workshop with the state resource group of MLE from 25th to 27th Nov 2021. This workshop was inaugurated by Director SCERT Mr. Rajesh Singh Rana. Mr. Dekeshwar Verma MLE nodal person from SCERT, Dr. Mahendra Mishra MLE Advisor and MLE team from Delhi office have provided guidance to conduct this workshop successfully. Total 36 SRGs members were invited, out of them 32 SRGs were present in all 3 days' face to face workshop. Objective of this workshop was to develop and finalize sessions plan for conducting 2 days training of District Resource Groups/Block Resource Groups (DRGs/BRGs) on MLE. Following sessions were designed.

Capacity building of Block Resource Group on MLE

SCERT has selected common BRG for language and MLE. LLF has conducted online training with BRG members in the month of January and covered both–Foundation Literacy and Multilingual Education.

Language Mapping

In the month of August, LLF has submitted proposal to SCERT and Samagra Shiksha Abhiyan to conduct language mapping as mentioned in the guiding document of Nipun Bharat Mission. Samagra Shiksha Abhiyan and SCERT have accepted the proposal and requested for providing support in developing language mapping tool and guideline. With the collaborating efforts of SCERT, Samagra Shiksha Abhiyan and LLF, tool and guideline have been developed and finalized. To ensure the qualitative data collection of language mapping, LLF has conducted orientation of SRG members on Language Mapping tools in November 2021. The data collection was initiated on the International Mother Language Day, i.e. 21 February 2021

Support in revising D.El.Ed. Curriculum

D.El.Ed. Curriculum review was initiated from May 2018 to provide support to SCERT to design appropriate material to student. Tools were developed to review the existing content on specific areas. Based on the key findings' revision has been made in curriculum and the final D.El.Ed. Curriculum was published by SCERT in July 2021.

UTTAR PRADESH

LLF has been working in UP since 2016 and has established strong institutional and personal relationships with the Education Department, SCERT and Samagra Shiksha Abhiyan. The Government of UP had initiated a high priority education program for improving the quality of primary education led by the Chief Minister in early 2020 called Mission Prerna. Mission Prerna employs an integrated system approach using the four levers of FLN reform viz. setting clear learning goals, structured pedagogy and training, strengthening system enablers and

measurement through gamification. CSF, Samagra, LLF and Vikramshila are the partners under Mission Prerna. Samagra is the PMU partner for supporting program delivery for all the dimensions of the Mission. LLF is the lead academic partner for statewide FLN academic implementation for literacy, providing technical expertise in developing contextualized curriculum and materials, teacher manuals, training modules for capacity building at all levels etc. for strengthening the teaching and learning processes for language and literacy. LLF is also coordinating with Vikramshila, numeracy partner, to align for numeracy aspects of FLN implementation.



Apart from the state level technical support to Mission Prerna, LLF and CSF have co-designed a block and district level program to demonstrate effective implementation of FLN strategies through strong on-ground implementation and working directly and closely with the schools, leading to significant improvement in student learning outcomes. The objective is to create exemplar operating models within the system which will influence other blocks and districts in the state and develop salience at the state/national level. It is being implemented in the Varanasi district with following approach:

- High-touch Demo Block level Intervention in Sewapuri block
- Low-touch district level intervention in remaining 8 blocks

State-level Interventions

The Government of Uttar Pradesh has decided to strengthen the existing State Resource Group (SRG), a 3-member team from each district, instead of forming a separate State Academic Core Group (SACG). This SRG is responsible for

- Providing effective support in building capacity of ARPs and teachers
- Conducting district level review planning meetings to align everyone on the FLN agenda.

During reporting year, following activities were completed:

- SRGs, ARPs and DIET mentors from UP completed online course on foundational Literacy
- Samriddh module (100-day remediation package), materials and instructional design have been developed and training on Samriddhi Module conducted with all primary schools across the state (March 2022). The objective of the training was to understand FLN and implement Samriddh module in the classroom.
- E-worksheets on literacy and numeracy were developed for Grades 1-5 under Mission Prerna's e-pathshala. These sheets were to be filled by students with the support of parents and the community.
- LLF supported SCERT and Basic Education in Uttar Pradesh in implementation of the 100-day Reading Campaign launched by Ministry of Education. As a part of the campaign, 15 week's e-content developed by LLF reached all students in the state.
- A 2-year bridging program is developed with the central and state government to address the learning loss due to school closure. A 15 days workshop was conducted by LLF with SCERT and members of State Resources Groups on development and finalization of literacy workbooks for Grades 1-3.
- Teacher Guides with comprehensive lesson plans for every period of language teaching, tracker for lesson plans, weekly and periodic assessments were developed for the very first time for Grades 1-3
- Vidya Parvesh, a module on school readiness is developed in collaboration with NCERT. Calendar for 12 weeks has been developed for 2022-23. This is shared with SCERT in Feb 2022.
- LLF team have participated and facilitated in 3 state level YouTube live sessions focused on FLN program.

District-level Interventions

A community-based program namely "School se Ghar tak Seekhna" was rolled out in Sewapuri Block as an immediate Covid response to cover the learning loss of the children at some extent. This program was implemented by engaging local volunteer. Following are the highlight activities:

- Development of home-based learning package for children, including materials
- Orientation and training (on-line) of teachers on home-based package and volunteer management
- Engaging and training of the volunteers

- Orientation of ARPs
- Ensure material reach children on time
- Baseline study

Similar intervention was carried out in other low-touch blocks as well.

ODISHA

Our work in Odisha began in 2019 where the intervention was purely focused on providing state-level technical support to develop a foundational literacy instructional design, materials, training manuals, and training of master trainers. LLF has become principal partner to the Government of Odisha on foundational literacy. We are supporting them in the creation of an FLN framework and FLN Mission, developing a roadmap for state-wide FLN program implementation and strategy for state-wide implementation of a revised instructional strategy, materials and training programs.

Development of Materials

A strong bridging curriculum for learning recovery was developed consisting of the following materials:

- Workbooks for Grades 1-2
- Reading Book Grades 1-2
- 20 Big Books
- Poems and Stories for Grades 1-2

Development of a strong cadre of FLN teachers, SRGs, DIET and CRCs

- Workshop on Material Development focused on instructional design, scope and sequence, and activities for the TLMs.
- Visioning Workshops to orient on FLN and selection of SRG members
- Early Language and Literacy Course (a 3-week course) with SRGs, DIET faculties and CRCs. This course was available on DIKSHA in a mentored mode.

FLN Support to Odisha

As per the MoU signed with the Government of Odisha, LLF has initiated working on the following areas for implementation of FLN in 45,000 primary schools across the state:

- Development of state instructional design
- Capacity building of SRG and DIET faculty
- Development of monitoring tools such as assessments and classroom observation format is in progress.



ASSAM

Technical Support – FLN Mission

All Partners Meet on roadmap finalization for the FLN Mission

An event of all partners' meet for FLN Mission under NIPUN Axom was organised by SSA, Assam for the first time. As a technical partner, Language and Learning Foundation (LLF) state team participated in the meeting along with the other partners of the PMU. LLF presented the activity accomplishment update till March'22/Q4 which included project initiation, signing of MoU with SSA and UNICEF, orientation of Govt. education functionaries of the state and district level, workshop with state level academicians from SCERT to align the LOF of the state with that of NIPUN Bharat, tool kit preparation for Language Mapping exercise and course development for the academic coordinators under continuous professional development (CPD) were worth mentioning.



Review of curriculum and materials for Grade 3 in one language

To review the curriculum and learning materials of grade 3, a textbook analysis framework document has been designed and shared with SCERT for initial review in the light of FLN Mission/NIPUN Bharat and NEP 2020 guidelines.

Webinar Series for orientation of Education functionaries on NIPUN Bharat Guidelines

As an advocate of the NIPUN Bharat Mission, a six-day webinar series on “Foundational Literacy & Numeracy and NIPUN Bharat Guidelines” was organized by LLF from 13 December to 20 December 2021 with the support and collaboration of SSA, SCERT and UNICEF Assam. More than 300 Govt. stakeholders including SCERT & DIET faculties, school inspectors, DEEOs, BEEOs from all 33 districts and SSA functionaries participated in 6 different batches.

GUJARAT

Technical Support to State

During reporting year, LLF supported the Gujarat Council of Educational Research and Training (GCERT) in the following areas:

- Translation and review process of NIPIN BHARAT guideline.
- Translation and review of NISHTHA 3.0 in all 12 Modules; also developed best practices videos regarding courses and conducted BISAG sessions.
- Development of the teacher handbook and student worksheets of Balvatika.
- Development of Vidhya Pravesh teacher handbook and student worksheet and training of Key Resource Persons (KRP) for Vidhya Pravesh.
- Development of tool for Reading fluency.
- Development of question bank for NAS (National Achievement Survey).



RAJASTHAN

School Level Support

Schools were reopened in Rajasthan for grade 1 to 5 from 27th September 2021. However, 50 percent students are allowed to present every day. We have oriented the teachers through one day meetings on how to engage children as they are coming to the schools after a long gap and SEL activities. A continuous dialogue with parents and volunteers to orient them why they need to continue the learning process of the children at home.

Onsite academic support by field team – Field Facilitators has observed the classrooms and gave the feedback and required support to the teachers. Program Coordinator and academic coordinator also visited in different clusters and observed the classrooms and given the Inputs to the teachers and field team.

Material printing and distribution – Workbooks for grades 1-3, and teacher's handout for phase 2 were designed, printed, and distributed in all the project schools.

Har Ghar School Program

Due to second wave of corona, cases were on rise in our intervention schools. Therefore, regularity of community classes for was reduced. Summer vacation has been declared by Government. Some strategies were devised in this situation, which were as follows:

- Volunteers, teachers and LLF team members visited children's homes and helped them individually. Parents were instructed to have regular discussions with their children. Also involved the siblings, who were studying in higher classes.
- Parents were instructed to do as many oral activities as they can with the children. They were also asked to do the task assigned in the workbook.
- A different strategy was adopted for the schools with high enrolment. The teachers were given the responsibility to support children who live nearby our intervention schools while volunteers to provide support to children who live far away from the schools. LLF members were constantly in touch with the volunteers to address their challenges.



Technical Support at State Level

Schools were reopened in Rajasthan for grade 1 to 5 from 27th September 2021. However, 50 percent students are allowed to present every day. We have oriented the teachers through one day meetings on how to engage children as they are coming to the schools after a long gap and SEL activities. A continuous dialogue with parents and volunteers to orient them why they need to continue the learning process of the children at home.

Onsite academic support by field team – Field Facilitators has observed the classrooms and gave the feedback and required support to the teachers. Program Coordinator and academic coordinator also visited in different clusters and observed the classrooms and given the Inputs to the teachers and field team.

Material printing and distribution – Workbooks for grades 1-3, and teacher's handout for phase 2 were designed, printed, and distributed in all the project schools.

Engagement with RSCERT

We organized a couple of meetings with different officials at RSCERT Udaipur for advocacy. They have invited us to contribute through our learning on FLN and MLE.

Contribution in the development of Instructional package – RSCERT has designed an instructional package on Multilingual Education for two districts Dungarpur and Sirohi. LLF has contributed to develop the framework and content for this instructional package.

Session in RSCERT – RSCERT Udaipur has organized a 3-days workshop for the pre-primary teachers of Mahatma Gandhi English medium in Rajasthan. They have invited LLF to take a session on importance of children's home language and how teachers and use L1 in classrooms effectively. Our team member has taken a session their and shared the experience of Dungarpur project.

Engagement with SMSA

LLF has contributed to preparing a 5-years roadmap as per the guidelines of NIPUN Bharat mission. SMSA has also organized a 5-days workshops in 2 phases in Jaipur to prepare roadmap for NIPUN Bharat mission in Rajasthan. LLF has provided inputs and shared related experiences.

Continuous Professional Development

Online course - A 4-weeks online course has been completed with all 40 language teachers of our project schools. In the course, we have focused on the following issues:

- Importance and strategies of multilingual education
- how to organize different activities based on the four-block teaching model and project design
- social and emotional needs of children and how to address them
- instructional design for Har Ghar School Program.
- How to ensure the support of the community and parents.

A 3 days' face to face workshop – A 3-days workshops was organized in the month of December 2021 with project school-teachers to orient them on instructional design. 38 teachers out of 40 participated in this workshop.

One-day block wise teacher's training – In February 2022, one day trainings were organized in Simlwada and Sagwada block. We have discussed about how they can plan and work with the children, who are lagging. Total 38 teachers participated out of 40. We have individually oriented those teachers, who did not attend the training.

MONITORING & EVALUATION

In the academic year of 2021-22, the organizational priorities for monitoring and evaluation were:

- *Reinstating monitoring processes for internal tracking of school-based programs*
- *Evaluation of students' learning outcomes in Haryana - for the Development Impact Bond program - and Rajasthan MLE program.*
- *Evidence generation and documentation of the adoption of appropriate foundation literacy practices by teachers in the LLF demonstration programs.*

The pandemic in 2020-21 had led to structural changes in design, components and delivery of programs in LLF, where the primary objectives were to ensure learning of children through community learning programs (Har Ghar School) and capacity development of teachers and academic support persons for meeting this requirement. The monitoring and evaluation processes adopted during the year reflected the need for meeting this objective. In 2021-22, with possibilities of school-based programs resuming, the focus was placed once again on the monitoring and evaluation activities which had been put on hold due to the pandemic.

1) As a first step towards reinstating monitoring processes for school programs, the logical frameworks for all demonstration programs were revisited and discussed with the State teams. *Internal baseline assessments were conducted in the demonstration schools in Chhattisgarh, Haryana, Rajasthan and Uttar Pradesh to understand where students were at the beginning of the academic year. For tracking of improvement in these learning outcomes, internal endline assessments were conducted in Uttar Pradesh and Chhattisgarh, while in Haryana and Rajasthan, a midline assessment was conducted in December 2021, followed by external evaluation of learning outcomes in these projects in March 2022.*

LLF's monitoring app for classroom observations was revised and piloted in Chhattisgarh. However, the recurring waves of the COVID-19 pandemic in multiple states and the ensuing lockdowns affected the continuity of the monitoring exercises.

2) External evaluation for measuring improvement in students' learning outcomes (SLOs) in DIB Project in Haryana and Rajasthan MLE project was conducted in 2021-22. *In both the evaluations, the Difference-in-Difference (DiD) approach was adopted for measuring the improvement in the SLOs. The evaluations were designed and implemented by reputed external evaluation partners.*

In Rajasthan, the baseline assessment for the evaluation was conducted in 2019 with Grade 1 students in intervention and comparison schools selected from the blocks of Simalwara and Sagwara where the project was being implemented. The tool comprised 9 sub-tasks of foundational literacy, with proficiency levels progressing from Grade 1 to Grade 3 and was adapted from Multilingual Assessment Instrument for Narratives (MAIN) and Early Grade Reading Assessments (EGRA) tool.

In the Haryana DIB program, the baseline assessment was conducted in August 2021 with Grade 1 students from 10 districts - 7 districts from intervention and 3 from comparison districts. A total of 2306 students were assessed in the baseline assessment - 893 from comparison 1413 from intervention schools. The endline assessment was completed in March 2022 at the end of Grade 2 with 2514 students - 983 in comparison schools and 1531 in intervention schools. The students were assessed over 14 sub-tasks adapted from the EGRA tool.

3) For evidence generation and documentation of the adoption of appropriate foundation literacy practices by teachers in the LLF demonstration programs, a study on teaching and learning practices (TLP) was conducted in schools covered under the Haryana demonstration program in March 2022. *The study was designed to understand the extent of the adoption of appropriate TLP practices in Grade 2 in classrooms where the teacher has undergone more than 2 years of capacity development and continued support from the LLF team. 40 schools were sampled in the districts of Kurukshetra and Sirsa for the study. The study was designed and implemented by an external partner.*

KEY HIGHLIGHTS – YEAR 2021-22

The Emergent Dimensions

Guided by the changing scenario due to Covid and new policies of government, LLF's strategic vision could envisage the following emerging dimensions in its approach.

LLF's Contribution to India's FLN Mission

LLF got a great opportunity to support the MoE and NCERT during 2021-22 owing to the development of the FLN mission and its launch. We could contribute to the development of learning goals, pedagogical approaches and formative as well as large scale assessments under the FLN Mission (NIPUN Bharat). The country-wide teacher and head teacher orientation program developed by NCERT called NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) was also launched this year and LLF supported state governments in its implementation. LLF also developed one of the courses for NISHTHA on multilingual education for FLN. There was an increased demand from MoE and other state governments to build capacity of administrators to provide academic support on FLN. Based on this demand, LLF developed mentored courses on FLN and MLE for Academic Resource Persons, Block Coordinators and Cluster Coordinators. These courses were implemented through LLF's own Moodle-based Learning Management System (LMS) and DIKSHA platform.



Multilingual Education under FLN

LLF developed and delivered courses for capacity building of teachers, cluster and block academic staff as well as educational administrators to enhance their capacity on MLE. LLF has been advocating for inclusion of children's languages in classrooms for a long time. On this line, LLF launched a course for NISHTHA 3.0 on 'Inclusion of Children's Languages for Foundational Learning' which has been completed by 1.5 million teachers and principals across the country in 15 different languages.

Along with this, in Chhattisgarh in 2021-22, LLF implemented various capacity development programs for teachers and cluster academic coordinators for FLN and multilingual education. These courses varied from short-term to long-term and were done in online and blended modes. Some of these courses were done on the DIKSHA portal. As mentioned before LLF is further planning to leverage the DIKSHA platform to scale its impact in the MLE domain in the coming years.

A course on MLE awareness has also been developed in the academic year for District and Block level administrators and this will be launched additionally.

Early Childhood Education

In order to meet LLF's aim to support states in implementation of successful FLN programs, it is crucial to develop interventions and provide systemic support at every stage of foundational learning. To accomplish this aim, LLF established an ECE Unit through which we have begun our work for Balvatika (a class before Class 1) and Vidya Pravesh (3-month preparatory module at the beginning of Class 1) Programs. These programs aim at developing children's school readiness skills, which are crucial for meeting learning outcomes in Grades 1 to 3.

Following preparatory activities completed during reporting year:

Internal Capacity Building

LLF team members from state and central team attended a 3-day workshop on basic conceptions of ECE organized by a resource agency in Jan 2022.

Nanhe Kadam Program

Nanhe Kadam is an exploratory project initiated on the lines of Balvatika Program designed for young children (pre-primary) in Haryana. Program planning and development was initiated in December 2021.

Development of ECE Kit

This kit would be provided in the Balvatika classrooms to encourage a stimulating and print-rich learning environment.

Technical Support to State Governments

LLF team members have provided in various state activities such as material review and development, curriculum development, and conducting trainings.

Numeracy

Numeracy emerged as an opportunity as well as a need for FLN programming. A strategic decision has been taken to include a numeracy component in our core programming, initially in the demo projects and through technical support at the state level over the 5 years wherever possible based on the conditions and context.

LLF integrated the Numeracy component in Uttar Pradesh, the learnings from this project helped us develop our confidence in entering the Numeracy domain. We further realized that most state governments are asking for integrated support for Literacy and Numeracy.

The Bridging Program

The impact of the COVID-19 pandemic has been disproportionately felt by children in early primary grades. Almost two years of crucial foundational learning has been lost for children in grades one through three, LLF developed a four-step bridging program to help children overcome the learning loss. This approach uniquely focuses on spreading the learning over multiple years and grades to allow them time to catch up and learn at their own pace.

The COVID-19 pandemic also led to graduation of many students to the next grades without gaining the requisite foundational skills from the previous grades. A remediation program for Grade-4 and Grade-5 students to build their foundational skills would be necessary. While this is not the core focus, LLF has initiated ground-work to support state governments (who request for support) to prepare relevant instructional designs and interventions to support these students, also equipping the teachers to bridge the learning loss.

The Guidelines for the 'Learning Recovery Program' following the pandemic issues developed by the Ministry of Education, GoI has been drawn extensively from LLF's bridging approach

MLE Demonstration Projects

BMGF has enabled LLF to strengthen its MLE unit, a resource person was recruited through the grant, who contributed towards strengthening of the MLE domain beyond the grant outcomes, through a demonstration project in Dungarpur. Moving forward, MLE Demonstration Projects will be extended to more states, districts and schools. Along with this, we will be working towards scaling up and adoption by the state for including children's languages.

Language Mapping

LLF has supported Chhattisgarh State in conducting Language Mapping in accordance with NEP-2020 and NIPUN Bharat mission. LLF has developed tools for this exercise and oriented or will also orient the State Resource Group on filling the tool.

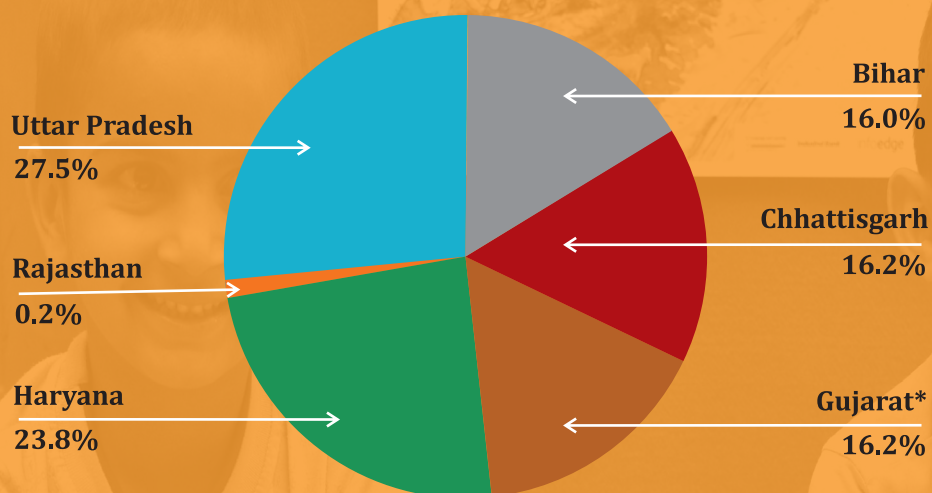


The Impact

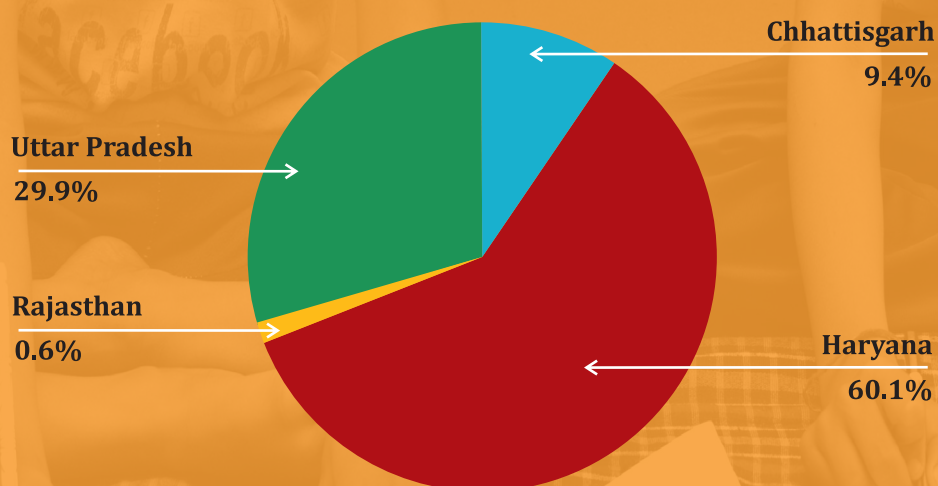
CUMULATIVE BENEFICIARIES TILL MARCH 2022

BENEFICIARY TYPE	DIRECT	INDIRECT	OUTREACH
Teachers + Academic support	1,85,282	23,940	15,00,000
Students	2,92,480	1,00,550	20,36,646

Teachers+Teacher Educator Beneficiaries in 2021-22

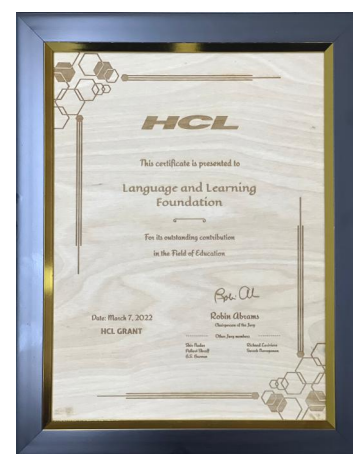


Student Beneficiaries in 2021-22



Awards and Recognitions

- LLF won the prestigious **HCL Grant - The Fifth Estate** to work towards inclusion of children's home languages in teaching and learning in primary classrooms. This project will be implemented in one of the tribal areas of *Chhattisgarh* with the coverage of **9,000** students across **200 schools**.
- Founder-Director, Dr. Dhir Jhingran is a **member** of the '*National Steering Committee for the Development of National Curriculum Frameworks*' formed by the Ministry of Education, Government of India (2021)
- Awarded **Best NGO** in Education and Literacy at *Global NGO Expo Award 2021*
- Received **Platinum Award** for social contribution at the Masters Transformation Conference (MTC) 2021 organized by FGnC Consulting
- Contributed to World Bank's policy approach paper '**Loud & Clear**' on *effective language of instruction for learning* (2021)



The Budget

Actual Utilization of Fund During FY21-22 (INR in Lakhs)

PROGRAM	Amount	%
Program Expenditure	1,663	88%
Program Operation Costs	15	1%
NON-PROGRAM		
Administrative expenses	48	3%
Personnel Costs	113	6%
Fund Mobilization Costs (FRC)	36	2%
TOTAL	1,875	

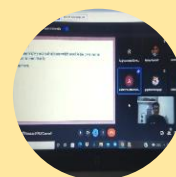
VOICES FROM FIELD



Shri Nirbhay Kumar
CRCC
Beldour, Bihar

During the 2-week online course on Numeracy, I came across different concepts along with the principles of counting, which was very interesting for me. I also learnt in detail about various activities related to the teaching of place value. Along with these I learnt a very important concept of teaching different operations starting with concrete items, followed by using local language then images and then using symbols. I will try to share my learnings and experience of the course with teachers in the cluster meeting and during our academic support visit to schools. I will also try to support teachers by providing them a platform to share their challenges of teaching strategies and availability of relevant TLMs.

3-week online course on FLN was one of the most engaging online courses I have gone through. This course helped in refining my thoughts about various aspects of foundational learning and FLN mission. I am glad that I am a member of the DRG which is going to play a vital role in implementation of the FLN activities in the Nalanda District. I will surely try to share my learnings and experience of the course with student teachers so that they will get to know about the FLN mission as early as possible.



Smt. Archana Nath
Lecturer-DIET
Nalanda, Bihar

Story of a teacher from Haryana

The "Har Ghar School" program proved to be very effective during the Covid-19 pandemic. During this program, the children got an opportunity to work with the innovative methods of teaching and learning. Activity-based teaching showed great improvement in the learning level of the children. I also got to improve my teaching skills which had a lasting impact on my students.

LLF's training gave a new experience to the learning activities of the children. The kind of strategies and better planning according to which work is being done has ensured that learning remains a fun and joyful process for our kids. But learning can only happen when our behaviour and energies are dedicated to our work. I learned how to channelize my hard work from LLF's training programs.

I have about 51 kids enrolled in the class right now and will try to work with them with better strategies. I also believe as a teacher if I get the opportunity to participate in more such training, it will be very helpful for me.

Story of Teacher – Kiran Balaji



This story is of the school GPS Maujgarh School in Block Barara District Ambala. The total enrolment of the school is 29 led by a single teacher, Kiran Balaji. After Covid-19 in September, when the school opened, the teacher told the difficulty of not giving enough time to the children due to being in charge and teaching the children of classes 1-5. Volunteer Kajal is asked by the teacher to come to the school regularly and teach the children.

Regular language period classes were taken by the volunteer and the teacher also guided the Volunteer in demonstrating various language-related activities. Simultaneously, the decoding activity consists of regular work using reading cards and library books. The students who were lagging were given additional practice opportunities.

As a result, skills like letter recognition, word recognition and listening comprehension were increased by 27%. Orientation by LLF from time to time has been the source of constant motivation.

Story of a Volunteer of Har Ghar School Program, Haryana

I am Karamjeet Kaur. I am associated with LLF's "Har Ghar School" program since November 2021. During this program, I had the opportunity to attend one-day training. It gave me the opportunity to work with children. It taught me how to get acquainted with different ways of teaching. During this time, I began to work with children using various language-related activities. It provided the required impetus to the children's learning level and innovation.

What I liked best about this training was the material provided by the organization. It facilitated my work with children, and they started learning easily. With easy decoding activities, children started participating with interest in reading, identifying, and mixing alphabets, etc. All the children started taking interest in working with each other's cooperation thereby enabling peer learning.



I worked very carefully due to the spout of Covid-19 cases in my village, but the parents were very disappointed that the work is affected due to the fear of the epidemic. However, Har Ghar school program and LLF's learning material came to the rescue. Activities mentioned in workbooks helped children understand the basic concept of language which improved their overall learning outcome.

Story of the Volunteer from Haryana



My name is Aisha. I am 21 years old, and I was born in a rural area of Haryana. My mother is illiterate and a victim of early marriage. My father works as a laborer. Pandemic has altered the way we live, eat and work.

I am the only one in my village to have reached college. All my other friends in my village either got married at an early age or never got to study. My own grandparents have stopped visiting our house because they were upset because my parents were letting me pursue education.

The long Lockdown for covid-19 has shut down our school in the village and e-learning posed a huge challenge for the students. All the kids who used to go to school suddenly left with nothing.

I don't know if it was God or my instinct, I felt somewhat responsible for these kids. And as a student, I knew early childhood education plays important role in student development. So, I decided to teach those kids who were willing to come to me to study during the pandemic. As more and more students started showing up, I also started going door to door to convince parents to allow their kids to study to minimize their learning gap.

LLF and School teacher played a very important role in delivering important TLM, workbook and other stationary material to students which further helped me in teaching those students. Teaching students also helped in developing my confidence and my communication skills. I feel so inspired doing this that I also wanted to be a teacher in the future.

Testimonial from a DIET Faculty

It was a pleasant experience to act as a RP in two programmes conducted by LLF. The programmes were organized effectively with dynamic support offered by the organising team as a whole. The programmes were need based and thus helped the teacher participants a lot.

Looking forward to have the expertise of LLF in all the upcoming academic ventures of FLN mission under NIPUN Axom. Best Wishes.

Ms. Samhita Malini Baruah
Sr. Lecturer
DIET-Morigaon
Assam

THE ANNUAL ACCOUNTS – FY 2021-22

Language And Learning Foundation
D-26, Front Ground Floor, N.D.S.E Part-II, New Delhi, 110049
Balance Sheet as at 31.03.2022

Particulars	As at 31st Mar 2022			As at 31st Mar 2021			Amt. in (₹)
	Local Contribution	Foreign Contribution	Total	Local Contribution	Foreign Contribution	Total	
SOURCE OF FUNDS:							
<i>Project Funds-</i>							
Earmarked Funds							
<i>General Funds-</i>							
General Fund	1,10,97,003.00	1,48,90,942.00	2,59,87,945.00	1,30,26,526.00	6,38,24,423.00	7,68,50,949.00	
<i>Corpus Funds-</i>							
Corpus Funds	22,78,734.00	31,73,423.00	54,52,157.00	32,94,873.00	13,83,832.00	46,78,705.00	
<i>Assets Funds-</i>							
Assets Funds	32,15,000.00	90,82,605.00	1,22,97,605.00	31,15,000.00	80,82,605.00	1,11,97,605.00	
	31,34,843.00	6,78,526.00	38,13,369.00	36,15,702.00	7,06,047.00	43,21,749.00	
Total	1,97,25,580.00	2,78,25,496.00	4,75,51,076.00	2,30,52,101.00	7,39,96,907.00	9,70,49,008.00	
APPLICATION OF FUNDS:							
Fixed Assets	69,60,777.00	13,42,770.00	83,03,547.00	63,56,614.00	9,71,255.00	73,27,869.00	
Less: Accumulated Depreciation	38,25,934.00	6,64,244.00	44,90,178.00	27,21,321.00	2,65,208.00	29,86,529.00	
Net Block	31,34,843.00	6,78,526.00	38,13,369.00	36,35,293.00	7,06,047.00	43,41,340.00	
Investments	35,63,131.00	2,53,69,766.00	2,89,32,897.00	34,29,676.00	1,43,51,897.00	1,77,81,573.00	
Current Assets, Loans and Advances	1,77,90,750.00	39,42,123.00	2,17,32,873.00	2,26,27,078.00	6,28,03,101.00	8,54,30,179.00	
Total Assets	1,77,90,750.00	39,42,123.00	2,17,32,873.00	2,26,27,078.00	6,28,03,101.00	8,54,30,179.00	
Current liabilities and Provisions	47,63,144.00	21,64,919.00	69,28,063.00	66,39,946.00	38,64,138.00	1,05,04,084.00	
Total Liabilities	47,63,144.00	21,64,919.00	69,28,063.00	66,39,946.00	38,64,138.00	1,05,04,084.00	
Net Assets	1,30,27,606.00	17,77,204.00	1,48,04,810.00	1,59,87,132.00	5,89,38,963.00	7,49,26,095.00	
Total	1,97,25,580.00	2,78,25,496.00	4,75,51,076.00	2,30,52,101.00	7,39,96,907.00	9,70,49,008.00	

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

17

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



For Language and Learning Foundation,

Dr. Dhirvir Jhingran
Managing Trustee

Dr. Uddalak Datta
Trustee

R. Govindraj
Director Finance

CA. Subhajit Sahoo, FCA, LLB
Partner
M No. : 057426
Place: New Delhi
Date: 30th July, 2022



THE ANNUAL ACCOUNTS – FY 2021-22

Language And Learning Foundation
D-26, Front Ground Floor, N.D.S.F Part-II, New Delhi, 110049
Statement of Income and Expenditure Account for The Period Ended on 31.03.2022

Particulars	Note	For the year ended 31st March, 2022			For the year ended 31st March, 2021			Amt. in (₹)
		Local Contribution	Foreign Contribution	Total	Local Contribution	Foreign Contribution	Total	
Income:								
Grant Income								
Earmarked Funds								
Other Income								
Donations	9	12,97,03,438.00	32,99,398.00	13,30,02,836.00	9,78,30,699.00	10,21,12,417.00	19,99,43,116.00	
Interest Income	10	5,99,857.00	9,59,372.00	15,59,229.00	22,88,510.00	6,25,654.00	29,14,164.00	
Other Income	11	9,49,979.00	19,52,534.00	29,02,513.00	6,03,803.00	7,75,677.00	13,79,480.00	
	12	41,070.00	10,981.00	52,051.00	-	-	-	
Total Income		13,12,94,344.00	62,22,285.00	13,75,16,629.00	10,07,23,012.00	10,35,13,748.00	20,42,36,760.00	
Expenditure:								
Grant Expenditure								
Establishment and Other Expenses	9	12,32,38,653.00	4,45,91,401.00	16,78,30,054.00	8,83,38,514.00	3,41,32,824.00	12,24,71,338.00	
Administrative expenses	13	34,31,166.00	8,77,650.00	43,08,816.00	9,04,939.00	11,65,261.00	20,70,200.00	
Expenses on employment	14	63,19,012.00	49,90,952.00	1,13,09,964.00	44,01,372.00	35,02,306.00	79,03,678.00	
Fund Raisings Cost	15	7,13,334.00	28,86,556.00	35,99,890.00	1,38,611.00	6,98,002.00	8,36,613.00	
Depreciation	5	11,58,205.00	4,09,186.00	15,67,391.00	11,90,412.00	2,61,708.00	14,52,120.00	
Less transfer to Assets Fund		11,58,205.00	4,09,186.00	15,67,391.00	11,81,820.00	2,61,708.00	14,43,528.00	
Other Expenses	16	5,18,251.00	19,616.00	5,37,867.00	63,988.00	29,684.00	93,672.00	
Total Expenditure		13,42,20,416.00	5,33,66,175.00	18,75,86,591.00	9,38,56,016.00	3,95,28,077.00	13,33,84,093.00	
Excess of Income over Expenditure/ (Excess of Expenditures over Income)		(29,26,072.00)	(4,71,43,890.00)	(5,00,69,962.00)	68,66,996.00	6,39,85,671.00	7,08,52,667.00	
Transferred to General Fund/ from General Fund		(9,96,550.00)	17,89,591.00	7,93,041.00	1,60,465.79	26,43,286.00	28,03,751.79	
Transferred to Project Fund		(19,29,522.00)	(4,89,33,481.00)	(5,08,63,003.00)	67,06,530.21	6,13,42,385.00	6,80,48,915.21	

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

17

Annexed to our report of even date

For Sahoo & Co.

Chartered Accountants

FRN: 322952E

C.A. Subhajit Sahoo, FCA, LLB

Partner

M No. : 057426

Place: New Delhi

Date: 30th July, 2022

For Language and Learning Foundation,

Dr. Dhiviraj Singh
Managing Trustee

Dr. Uddalak Datta
Trustee

R. Govindraj
Director Finance

Place: New Delhi
Date: 30th July, 2022



THE ANNUAL ACCOUNTS – FY 2021-22

Language And Learning Foundation
D-26, Front Ground Floor, N.D.S.E Part-II, New Delhi, 110049
Receipts & Payments Account for The Period Ended on 31.03.2022

Particulars	Note	For the year ended 31st March, 2022		For the year ended 31st March, 2021		Amt. in (₹)
		Local Contribution	Foreign Contribution	Local Contribution	Foreign Contribution	
Opening Balance:						
Cash in Hand						-
Cash at Bank		1,62,08,214.00	6,27,19,688.00	1,21,38,871.00	45,47,763.00	1,66,86,634.00
Fixed Deposits		34,29,676.00	1,40,11,000.00	16,67,506.00	-	16,67,506.00
	A	1,96,37,890.00	7,67,30,688.00	1,38,06,377.00	45,47,763.00	1,83,54,140.00
Add: Receipts						
Donations & Grants		13,99,67,879.00	42,58,770.00	9,77,39,288.00	10,92,34,272.00	20,69,73,560.00
Other Receipts		22,000.00	-	-	-	-
Interest		9,01,532.00	15,50,507.00	5,54,017.00	4,07,529.00	9,61,546.00
Corpus Donation		1,00,000.00	10,00,000.00	10,00,000.00	30,82,605.00	40,82,605.00
Increase in Current Liabilities/Decrease in Current Assets		11,69,042.00	38,928.00	8,25,229.00	1,42,740.00	9,67,969.00
	B	14,21,60,453.00	68,48,205.00	10,01,18,534.00	11,28,67,146.00	21,29,85,680.00
Less: Payments						
Decrease in Current Liabilities/ Increase in Current Assets		32,56,586.00	19,31,022.00	2,39,210.00	11,56,144.00	13,95,354.00
Purchase of fixed assets		7,50,143.00	4,41,515.00	19,94,990.00	9,01,255.00	28,96,245.00
Grant Refunded		41,78,606.00	-	2,19,377.00	-	2,19,377.00
Expenses for the year and other utilities						
Grant Expenditure		12,24,82,651.00	4,41,37,947.00	8,63,43,524.00	3,32,31,569.00	11,95,75,093.00
Administrative expenses		34,31,166.00	8,77,650.00	8,85,949.00	11,65,261.00	20,51,210.00
Other Expenses		2,67,710.00	16,130.00	63,988.00	29,684.00	93,672.00
Expense on employment		63,19,012.00	49,90,952.00	44,01,372.00	35,02,306.00	79,03,678.00
Fund Raising Cost		7,13,334.00	28,86,556.00	1,38,611.00	6,98,002.00	8,36,613.00
	C	13,32,13,873.00	5,29,09,235.00	9,18,33,444.00	3,86,26,822.00	13,04,60,266.00
Closing Balance	(A + B - C)	14,13,99,208.00	5,52,81,772.00	9,42,87,021.00	4,06,84,221.00	13,49,71,242.00
		2,03,99,135.00	2,82,97,121.00	1,96,37,890.00	7,67,30,688.00	9,63,68,578.00
Cash in Hand						-
Cash at Bank		1,69,43,712.00	36,97,121.00	1,62,08,214.00	6,27,19,688.00	7,89,27,902.00
Fixed Deposits		34,55,423.00	2,46,00,000.00	34,29,676.00	1,40,11,000.00	1,74,40,676.00
		2,03,99,135.00	2,82,97,121.00	1,96,37,890.00	7,67,30,688.00	9,63,68,578.00

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

For Sahoo & Co.
Chartered Accountants
FRN: 322952E



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

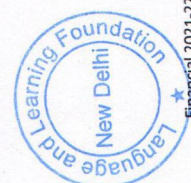
Place: New Delhi
Date: 30th July, 2022

For Language and Learning Foundation,

Dr. Dhruvir Jhingran
Managing Trustee

Dr. Daldak Datta
Trustee

R. Govindraj
Director Finance



Place: New Delhi
Date: 30th July, 2022

Language and Learning Foundation

Financial 2021-22

Receipts and Payments Account

THE BOARD OF TRUSTEES



Dr. Dhir Jhingran
Founder & Managing Trustee

Dr. Jhingran has worked in the primary education sector for three decades, within and outside the government. As a member of India's premier civil service, he served in policy making and program implementation positions at the state and federal levels. He was also Senior Advisor to UNICEF India and Advisor to the Ministry of Education in Nepal. As Asia Regional Director and Chief Program Officer with Room to Read, he has made a significant contribution to the development and implementation of early grade reading programs in several countries in Asia and Africa, and several states in India. He is a highly regarded educationist and practitioner and member of several national level committees on education and Advisory Boards of organizations like Echidna Giving.

Dr. Mishra 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.



Dr. Mahendra Kr. Mishra
Trustee



Mr. Sushant Verma
Trustee

Mr. Verma 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. Datta 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 regarding disadvantaged communities through strategic planning, capacity building and research initiatives.



Dr. Uddalak Datta
Trustee

OUR ADVISORY BOARD MEMBERS



Ms. Vrinda Sarup
Chairperson

Ms. Vrinda Sarup is a retired IAS officer of the 1981 batch, who has served as Secy. to Govt of India in the Dept. of School Education and Literacy, Ministry of Human Resources Development, and in the Dept. of Food and Public Distribution. Ms. Sarup has worked in the sector of Education for over 23 years both at the Central and State Govts, where she has experience both as an implementer and policymaker.

Mr. Ravi Sreedharan (Ravi) is an Engineer from IIT-BHU (1985) and an MBA from IIM Ahmedabad (1988). He worked in the corporate world for 24 years, most of it with the MNC Bank – HSBC in Dubai, Hong Kong, Jakarta and Cairo. At HSBC, Ravi held numerous senior positions including CEO & President Director of Bank Ekonomi (member of HSBC Group), in Indonesia. He quit a successful corporate career in 2011, at the age of 49 to return to India and pursue a career in Social Work.



Mr. Ravi Sreedharan
Member



Prof. Venita Kaul
Member

Prof. Venita Kaul is Professor Emerita (Education) Ambedkar University Delhi. She is currently also working in an honorary capacity as Chief Editor of Children First, a journal on Child's rights brought out by Delhi Commission for protection of Children's Rights. She was till March, 2020 the Chairperson of the Advisory Committee of Center for Early Childhood Education and Development (CECED) at the university. She retired in 2016 as Director of School of Education Studies and Founder Director of Center for Early Childhood Education and Development (CECED), at the Ambedkar University, Delhi, which is a state university.

Ms. Shubhra Chatterji has been working in the space of School Education since 1986. She has worked as a teacher, curriculum developer, pre-school incubation expert, teacher educator, and designer of teacher preparation programmes. She has worked in a variety of socio-economic settings and is the Founder Director of Vikramshila, a resource organization that works across the country on issues of educational quality and equity.



Ms. Shubhra Chatterjee
Member



Mr. Ashish Dhawan
Member

Mr. Ashish Dhawan is Founder and Chairman of Central Square Foundation (CSF) and a Founding Member of Ashoka University. Prior to this, he worked for twenty years in the investment management business and ran one of India's leading private equity funds, ChrysCapital. In June 2012, he left his full-time role at ChrysCapital to start CSF to pursue evidence driven and innovation led system reform in school education.

Ms. Amrita Patwardhan heads the Education and Sports portfolio of the Tata Trusts. She has been with the Trusts since 2003. She has led the design and implementation of two strategic plans, set up and managed teams and programmes working on elementary education across multiple states. Ms. Patwardhan has a Masters in child development from MS University, Baroda, and MPhil in education from Delhi University.



Ms. Amrita Patwardhan
Member

OUR GLOBAL ADVISORS

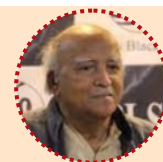


Carol Benson started her career as an elementary school teacher. She conducted research in bilingual education as part of her masters and PhD studies. Carol has combined academic work with technical assistance in Multilingual Education based on non-dominant languages in multilingual countries in Southeast Asia/Pacific, Latin America and Africa regions. She has worked at Stockholm University, Sweden (1998 to 2012) and later was Associate Professor at Teachers College, Columbia University (2014 to 2022).

DR. CAROLYN J. (CAROL) BENSON

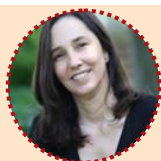
Specialist in L1-based multilingual education (MLE)

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. DEBI PRASANNA PATTANAYAK

Noted linguist, Educationist and Activist



Dr. Paola Uccelli is a professor at the Harvard Graduate School of Education. With a background in linguistics, she studies socio-cultural and individual differences in language and literacy development throughout the school years. 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.

DR. PAOLA UCCELLI

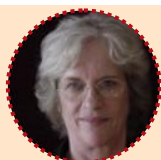
Professor, Harvard Graduate School of Education

Prof. Abul Khair Jalaluddin (A.K. Jalaluddin) is a distinguished educator, educational researcher and thinker, widely known for his contributions to the field of literacy, basic and mass education internationally. He served as the former Joint Director at NCERT, New Delhi and held senior faculty and technical advisory positions at Directorate of Adult Education, as well as several other institutions including the Maulana Azad Centre for Social and Elementary Education,



PROF. ABUL KHAIR JALALUDDIN

Founder, Network of Enterprising Educational Ventures (NEEV)

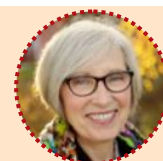


Dr. Susan E. Malone is a Senior Literacy and Education Consultant at SIL International. She has worked extensively in the field of language and provided technical support in formulation of educational policies in many countries such as Thailand, Myanmar, Vietnam, Timor Leste, Laos, Liberia etc. Dr. Malone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

DR. SUSAN E. MALONE

Senior Consultant, SIL

Dr. Davidson was recently awarded an Institute of Education Sciences postdoctoral research fellowship in adolescent and adult literacy at Georgia State University. Prior to this, she was a Senior Technical Advisor in Reading in the Global Education Division at FHI360 in 2018 and led the technical work on the USAID Ghana Partnership for Reading project. Before coming to FHI360, she held the position as the Team Lead for the Reading Team in the E3 Office of Education at USAID.



DR. MARCIA DAVIDSON

Senior Technical Advisor, FHI 360



Mr. Malik is Senior Business Development Advisor at Childhood Education International. He has 25 years of experience working in international development and project management, focused on education and education in conflict-affected areas. Most recently, he served as Senior Global Practice Leader for Education at DAI prior to World Learning's Vice President for Global Development.

MR. SAKIL MALIK

Senior Business Development Advisor at Childhood Education International

Prof. Amita Chudgar is a professor of education policy at Michigan State University. Prior to joining Michigan State, she 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 datasets, she explores the role of policy-relevant variables in ensuring equal educational opportunities for disadvantaged children and youth.



PROF. AMITA CHUDGAR

Professor, Education Policy, Michigan State University

OUR COLLABORATORS

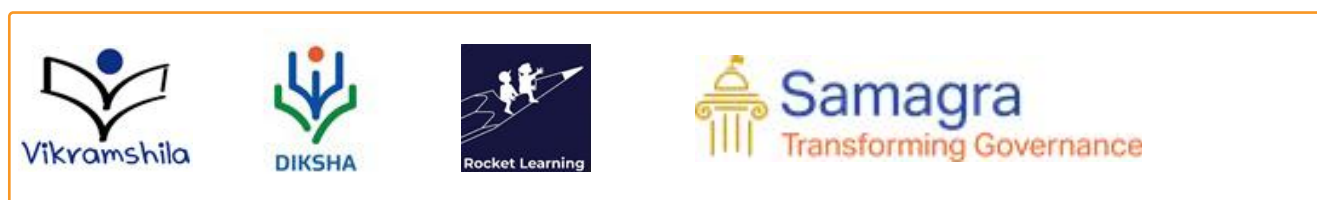
Strategic and Financial Partners



Program Partners - State Government



Technical Partners





Third-party Evaluation of DIB-Haryana

Major Findings

- Children in project schools experienced multi-fold and significantly greater gains in all the sub- skills than children in comparison schools from the beginning of Grade 1 to the end of Grade 2.
 - Oral Reading Fluency at endline was 42.4 for project schools and 30.3 for comparison schools.
 - Letter Fluency at the endline was 66.3 for project schools and 46.2 for comparison schools.
- The effect sizes for the program were high for 11 out of 13 sub-tasks, with the largest effect size of 1.83 observed for letter fluency (LPM) and 1.82 for reading comprehension
- Endline data shows that children in project schools after two years of intervention exceeded the target of study by 3.5 times
- Overall, these results establishes that large positive effect in the project schools was attributable to the Early Literacy Program by LLF



Language and Learning
foundation

Strong Foundation, Stronger Future

📍 D-26, South Extension, Part-II, New Delhi-110049

☎ +91-26267148

✉ Info@languageandlearningfoundation.org

🌐 www.languageandlearningfoundation.org

