



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

Strong Foundation, Stronger Future

2022-23

ANNUAL REPORT



Improving Foundational Literacy At Scale






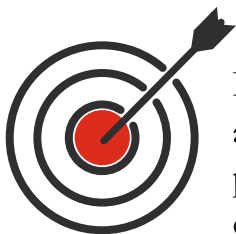
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VISION

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.



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 Founder's Desk



Eight years ago, when we embarked on our journey to improve foundational learning outcomes, little did we know that we would have come so far in a short span of time. We are thrilled to share that our Haryana Early Literacy Development Bond, India's first domestic CSR-funded DIB, has come to fruition. Not only did it achieve 3.5 x learning gains over the targets, but it is also among the top 3 programs globally on Oral Reading Fluency and Reading Comprehension by evaluation partner Educational Initiatives. We are also pleased to share that the learnings from the program have been adapted into the NIPUN Haryana program by the government of Haryana. LLF has also partnered with M3M Foundation to implement the FLN program in 16 districts of the state. With this, LLF is now working in

almost all districts of Haryana, along with various stakeholders, to improve foundational learning outcomes. The encouraging results of the program motivated us to collaborate with corporates and governments to implement programs on a similar model in Chhattisgarh and Uttar Pradesh. Fortuitously, we won a grant from Prevail Fund to implement a foundational literacy program in Chandauli. This one-year project aims to improve literacy and numeracy outcomes for approximately 93,000 students by strengthening the teaching-learning process in classrooms and enhancing the capacity of Academic Resource Persons (ARPs) to support teachers.

Similarly, in Shravasti, a project funded by TATA Trust has also been kickstarted, which aims to improve foundational literacy in 3 blocks. LLF also signed two important MoUs with Samagra Shiksha Abhiyan, the Government of Rajasthan and SCERT, Chhattisgarh, to implement the foundational literacy programme in Rajasthan and Chhattisgarh, respectively.

In a significant boost to provide technical support to state governments, LLF collaborated with the state governments of Assam, Chhattisgarh, Haryana, Odisha and Uttar Pradesh to develop teaching-learning materials consisting of workbooks, textbooks and other materials and training material modules for the 2023-24 session.

LLF has always advocated for the inclusion of children's familiar language for teaching children of primary grades. In an encouraging move, we conducted India's first largest school education language mapping exercise in Chhattisgarh. The study has shown that many children will face a learning disadvantage if the instruction medium differs from their home language. The report also made several recommendations, such as adopting mother tongue-based multilingual education in schools, relooking the appointment process of teachers to ensure the inclusion of home language and so on. A comprehensive review of our Multilingual Education (MLE) program called 'Ajuvaroo' was also conducted in the Dungarpur district. The results have shown that we are on track to ensure a multilingual education-based approach to FLN. Moreover, structured and meaningful use of the first language in

the classroom is the way forward to ensure the development of basic language skills and higher-order thinking among children.

Our efforts to promote a multilingual approach to FLN also received a shot in the arm with the expansion of the MLE program to all 1524 schools in 7 blocks of Bastar district, up from 200 schools in 2 blocks earlier. LLF also organised a series of webinars to sensitise the audience on the use of children's home language in FLN. The webinar also explored the linkages of multilingual education with NEP 2020 and NIPUN Bharat and was well received by various stakeholders.

In line with our commitment to ensure the capacity building of teachers, two courses on Developing Children's Writing Skills and Comprehension and Solution of Word Problems were implemented under the Nikelani Philanthropy Grant. LLF also completed the development of 5 new courses under the UNICEF grant for the DIKSHA platform. In Assam, a new course was launched with the aim of building the capacity of the Academic Coordinators and enabling them to render academic support to the teachers.

As we continue to scale up our efforts to promote FLN, our agenda will be to strengthen systems and processes to improve outcomes in the ensuing financial year. A lot of good work has been done on-ground in the past seven years, which needs to be highlighted to encourage more people to join our mission of strengthening FLN in the country. Devising a comprehensive communication roadmap with targeted messaging for key stakeholders will be the priority for this financial year. LLF has onboarded three communication agencies this year to facilitate this process. These agencies will be working in tandem with our in-house communication team to develop a cohesive brand communication plan for the next three years.

Technology will play a critical role in our efforts to scale with impact. Hence, we have onboarded a technology consultant to develop the IT strategy, recommend process improvements, and facilitate the deployment of technological solutions wherever needed. Capacity building of our finance team is also underway with the support of the Rippleworks Foundation. Technology will also be vital to structuring our approach in Research, Monitoring and Evaluation and disseminating learnings.

Attracting top talent and enhancing their management process will be critical to improving organisational outcomes. LLF intends to institutionalise Objectives and Key Results (OKRs) and Gender-responsive talent management practices to ensure inclusive recruitment strategies. We will be onboarding an HR consultancy to introduce and streamline the talent management process, which will not only enhance transparency but also help us attract top talent in the development sector.

As we continue our journey into our eighth year, I take this opportunity to express sincere thanks to the governments of Assam, Chhattisgarh, Haryana, Odisha, Rajasthan, Uttar Pradesh and all our partners for their unwavering support. LLF is committed to its vision of emerging as a leading resource organisation for FLN using a multilingual education and evidence-driven approach to improving the effectiveness of our programs in the next five years.



Warmly,

Dhir Jhingran,

Founder & Executive Director

Journey So Far

Language and Learning Foundation (LLF) is an education nonprofit dedicated to improving the foundational learning of students in primary grades at scale in collaboration with national and state governments in India. Foundational learning, more commonly called FLN (foundational literacy and numeracy), includes the ability to read fluently with deep comprehension and write independently and numeracy skills of addition, subtraction, and multiplication. India faces 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. We believe that since the learning crisis is huge, LLF's interventions should be impact-driven and system-focused, creating change at scale through a strong emphasis on improving the capacity of the government education systems to design and implement high-quality state-wide FLN programs. Thus, strengthening the public education system is a core belief and underpins all our strategies.

Our Approach

Continuous Professional Development of the entire ecosystem: With the objective of transforming classroom teaching and learning practices, LLF designs and implements courses and workshops - long and short-duration, online and blended - 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 online as well as in a blended mode.

Improving Student Learning Outcomes at Scale Through School-Level Intervention Programs: We collaborate with the government education system to design and implement ELL and MLE projects that demonstrate transformative changes in teaching-learning of early literacy and numeracy, resulting in

improved student learning. The main components of a school demonstration project include the creation of a print-rich environment in the classrooms, children's reading materials and workbooks, teacher training, regular academic support and mentoring for teachers.

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 the development of children's workbooks, teacher handbooks, in-service training of teachers, school-based assessments, academic support, and teacher mentoring mechanisms, etc. This state-level technical support arm of our work helps to influence the FLN program throughout the state.

LLF's Key Domains of Work

The National Education Policy (NEP) 2020 has brought Foundational Literacy and Numeracy (FLN) to centre stage with the target of ensuring all children achieve foundational skills by 2025. Several large studies have concluded that investments in early childhood education and primary education provide the highest rates of return on investment compared with other school stages. However, in India, there is a huge learning crisis during these crucial school years, which has been



First ever state level workshop in Rajasthan on Multilingual Education-Inclusion of Children's Home Languages

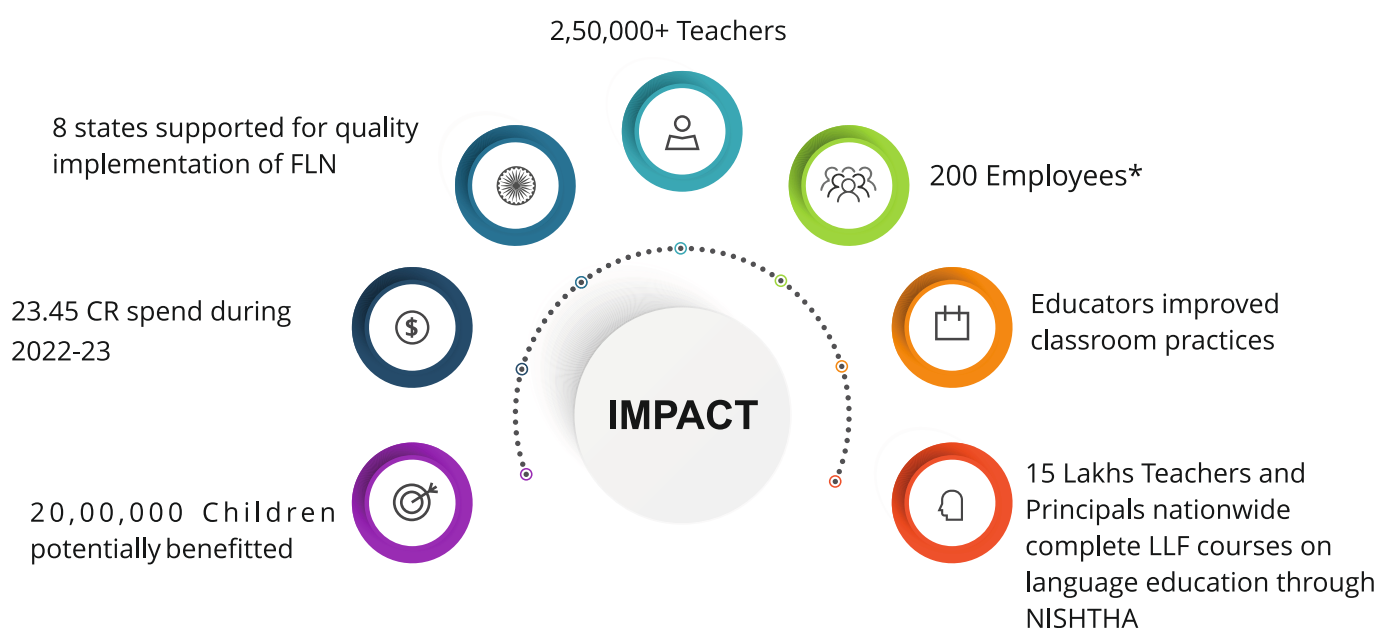
further aggravated since the COVID-19 pandemic. Improving foundational literacy and numeracy (FLN), outcomes requires a transformational change in teaching and learning practices, including formative assessment of literacy and numeracy in early-grade classrooms. A shift in teaching and learning practices is, in turn, dependent on the continuous professional development of teachers, availability of high-quality children's learning materials, effective academic support to teachers, and school monitoring, among others.

Balvatika(Early Childhood Education)

The NEP, under Early Childhood Education (ECE), introduced programs like the Balvatika (class before Grade 1) and Vidya Pravesh (3-month school preparatory module at the beginning of Class 1). LLF will engage with Balvatika at the state level, in places where the Balvatika project is implemented by the states in the primary school (through co-located aanganwadis or Balvatika/Pre-school/Nursery class) as well as support states to integrate Vidya Pravesh programs within Grade 1 Instruction Design.

Multilingual Education

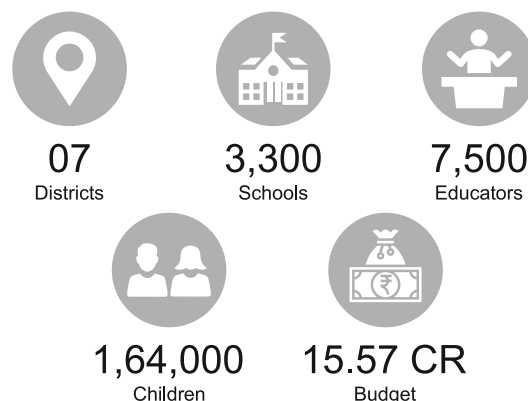
Research studies indicate that around 35% of children in India's primary schools face moderate to severe learning disadvantages due to a gap between their home and school languages. Through Multilingual Learning, a mode of school education where two or more languages are used as the medium of instruction across subjects, LLF aims to reduce the widening gap between the prescribed school curriculum and actual mastery of learning outcomes by children.



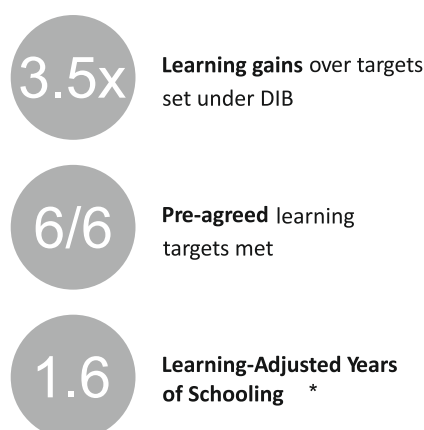
Key Highlights

Results for Haryana Early Literacy Development Impact Bond released

The results of India's first domestic CSR-funded Haryana Early Literacy Development Impact Bond were declared in November 2022. This project was implemented by Language and Learning Foundation in collaboration with the Haryana government in 7 districts of Haryana-Ambala, Fatehabad, Jind, Hisar, Kurukshetra, Sirsa and Yamuna Nagar. It aimed to improve foundational literacy outcomes for students in Grades 1 and 2 in 7 districts of Haryana as well as enhance the capacity of the state government to improve foundational learning outcomes at scale. This model had IndusInd Bank as the Outcome Funder, Central Square Foundation as the Risk Guarantor and Educational Initiatives (Ei) as Outcome Evaluator.



Significant Gains in Literacy Outcomes



According to a third-party evaluation by Ei, Haryana DIB achieved 3.5 x learning gains over the pre-agreed target, with the lowest performing children reporting the highest gains in learning. The intervention was able to achieve learning gains of an additional 1.61 years in schooling over business-as-usual schooling (using oral reading fluency as the indicator for the acquisition of foundational literacy skills), with girls performing better than boys in 12 out of 14 tasks. When compared with the Global Minimum Proficiency equivalent standard of Oral Reading Fluency for Hindi (as defined in NCERT's Foundational Learning Study 2022), it is seen that 65% of students in the intervention group met or exceeded the Global Minimum Proficiency Standards of being able to read more than 35 words per minute at the end of Grade 2. Compared with similar

programs in Egypt, Nigeria, Kenya, Mali, Uganda, Liberia, Jordan, Tonga, Krygyz Republic, Congo Republic, Papua New Guinea and South Africa, its impact was greater than all programs in these countries. It is also among the top 3 programs worldwide in terms of Oral Reading Fluency and Reading Comprehension.

The Haryana Early Literacy DIB program paved the way for improving foundational learning at a scale. Its design has now been incorporated into the state-wide Foundational and Literacy programme called NIPUN Haryana. LLF, LLF and CSF have now formed a coalition with a numeracy partner, Sampark Foundation (self-funded), to deliver Foundational Literacy and Numeracy in Haryana. Its scope expanded from a literacy program in 7 districts to overall Foundational Literacy and Numeracy delivery in all 22 districts (numeracy, literacy and enabling reforms).

Results declared for Rajasthan Multilingual Survey

LLF has implemented a Multilingual Education (MLE) program called 'Ajuvaroo' in 40 schools in the Dungarpur district of Rajasthan since 2019. This MLE – based Early Language and Literacy (ELL) program designed and implemented by LLF aims to develop basic reading, writing, speaking, and listening comprehension skills in L2 (Hindi) while building oral expression and higher-order thinking of children in their primary language (L1), Wagdi.

A review of the MLE Program in Dungarpur, Rajasthan, implemented by the Language and Learning Foundation,

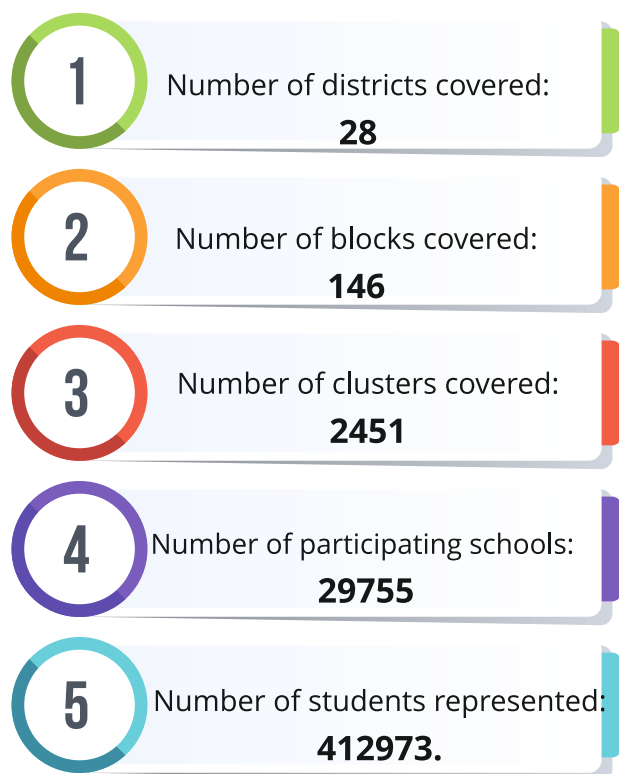
was conducted in a selected sample of intervention and comparison schools to explore various aspects of the program. This study aimed to examine how the program's theoretical principles and inputs on MLE – based early language and literacy instruction are reflected in classroom practices. The research objectives included examining curricular and pedagogic practices used by teachers, beliefs of teachers regarding MLE and ELL, the language used by students and teachers inside classrooms and the engagement of students with curriculum, materials and pedagogic practices.

Study shows that about 79% of the students in the intervention schools are 'on-task' compared to the comparison schools, where about 61% are 'on-task' on average. The quality of engagement of students with classroom tasks seems to be better in intervention schools than in comparison schools. Teacher belief that higher-order thinking is directly correlated to language instruction and development is 28 times higher in intervention schools as compared to control schools. Teacher belief that a balanced literacy approach is beneficial in L2 classrooms is 23 times higher in intervention schools than in control schools.

Overall, the study suggests that LLF's MLE – based ELL program shows a good translation of theoretical practices into the classroom and has had a positive impact on teachers' beliefs and practices as well as student engagement. However, training of teachers on principles of early language and literacy seems like a key area where the programme has a scope for improvement. Structured and meaningful use of L1 in the classroom has emerged as one of the effective strategies for supporting the development of basic language skills and higher-order thinking.

Language Mapping of Schools concluded in Chhattisgarh

Coverage of the Language Survey in Chhattisgarh



India's first largest schools' education language mapping exercise was concluded successfully in Chhattisgarh. The survey conducted in 29,755 schools was based on the premise that children whose home languages are different from the language of the school often bear the burden of incomprehension, especially in the early years of schooling and face multiple language-related disadvantages. Thus, approaches to multilingual education (MLE) have often proved to be beneficial in certain situations where both the home language and the school language are carefully included in the teaching-learning processes. The language survey aimed to capture the nuances of the number and diversity of children's home languages present in the early-grade classrooms of Chhattisgarh, with the intention of designing appropriate multilingual education models for the schools. The survey shows that in about 75% of the schools (classified into the Type II, III, and IV of the typology), students are likely to face moderate to severe learning disadvantages due to the difference between their home language and the school language used as MoI. It also shows that about 95% of students at the time of entry to primary schools speak a home language that is different from Hindi. The maximum proportion of these schools in the state falls into the Type II of the typology, wherein more than 90% of the grade 1 students speak the same home language, which is different from Hindi and where the students have minimal to functional proficiency in Hindi upon entry into the school. The report made the following recommendations:

- ◆ Include children's home language in formal teaching-learning processes to achieve the goal of foundational literacy and numeracy.
- ◆ Adopt Mother Tongue-Based Multilingual Education in the schools of these districts.
- ◆ Use of children's home languages in an oral domain where school language will be the formal medium of instruction and children's home language will be used extensively and strategically in the oral domain.
- ◆ Organise district-wise meetings to make aware and sensitise the district-block-cluster level officials, teachers, and community on the use of children's home languages in formal teaching-learning processes.
- ◆ Children's L1 should be used in teaching English. English should be taught from Grade-1 by meaningful words/sentences/conversation in the oral domain, and formal teaching should be started from Grade-3.
- ◆ Attention should be paid to the process of appointment of teachers in the state, and quotas should be imposed for the appointment of teachers according to the language. Along with this, teachers should also be redeployed according to the language of the children.

Technical Support

LLF collaborated with the state governments of Assam, Chhattisgarh, Haryana, Odisha and Uttar Pradesh to develop teaching-learning materials consisting of workbooks, textbooks and other materials and training material modules for the 2023-24 session. These materials are aligned with state textbooks and are being used by 2,50,000 teachers and 13,00,000 students from these 5 states.

LLF partners with Prevail Fund to launch the FLN program in Chandauli

LLF has inked an MoU with Prevail Fund on 10 March 2023 to launch the FLN program in Chandauli, UP (2023-24) which is proposed to benefit 93,000 children. The \$8,45,000 grant will be utilised for program implementation, strengthening organisational processes, and preparing the organisation for scale-up.

This will help

- i) improve literacy and numeracy outcomes for students,
- ii) improve the teaching-learning process in classrooms
- iii) Enhance the capacity of Academic Resource Persons (ARPs) to support teachers in transforming the teaching-learning processes of a classroom. The following approaches are proposed under the project:
 - 1) Improving the quality of teacher training
 - 2) Increasing knowledge, skills and capacities of Academic Resource Persons (ARPs) on FLN and providing constructive feedback to teachers
 - 3) Increasing the capacity of ARPs to conduct classroom observations and provide constructively feedback to teachers
 - 4) Improving the quality of Sankul (cluster) level teacher meetings supportive of continuous professional development of teachers:
 - 5) Improved monitoring systems through structured district and block-level review meetings

LLF achieves almost full coverage in Haryana

LLF has now achieved almost full coverage of Haryana state, operating in 21 districts except Jind. Godrej will support projects in 5 districts (2023), B2OS (2022) in one district, while M3M will cover 16 districts (2022), thus collectively covering the entire state. LLF also signed an MoU with M3M Foundation on 1 December 2022 for a period of 5 years. The project SAKSHAR will cater to 4.90 lakh children in 5639 government schools to improve their foundational literacy levels. Some of the outcomes proposed to be achieved under the project include:

- ◆ Improved quality of teacher training
- ◆ Enhanced knowledge, skills and capacities of ABRCs on FLN and provision of constructive feedback to teachers
- ◆ Improved quality of classroom observations and teacher feedback by ARPs/ ABRCs
- ◆ Increased quality cluster meetings supportive of continuous professional development of teachers
- ◆ Improved monitoring systems through structured district and block-level review meetings

FLN Project kickstarted in Shravasti with the help of TATA Trusts

The FLN project was kickstarted in Shravasti, Uttar Pradesh. This project is funded by TATA Trusts and aims to improve the foundational literacy skills of students in three blocks of the Shravasti district. This 3-year project (2022-2025) will enhance the capacity of government education professionals and improve the teaching-learning process, and support system change at the district and state levels. The following are the salient features of the project:

Introduction of one-year professional development course on foundational literacy: This one-year blended course on Foundational Literacy has been revised and implemented for building the capacity of 200 government education stakeholders (DIET faculties, SRGs, ARPs, MTs and Sankul Shikshak) in the 3 blocks of Shravasti district of Uttar Pradesh for improving their understanding, skills and beliefs around foundational literacy.

Follow-up activities for the course pass outs: The program will support and strengthen the capacity of 50 -60 DTG members (selected from the Course participants) around academic support, improve the quality of teacher training, regular and structured review meetings at block and cluster and effective classroom observation & feedback protocols. It will also aim to improve the teaching-learning practices of around 900 primary teachers around the foundational literacy of the 6 selected blocks.

Implementation of the pre-service course on early language and literacy: The program will aim at continuous capacity building and support to the language faculty of the 2 DIETs - Varanasi and Shravasti in the implementation of the pre-service course on early language and literacy, enhancing the content and improving the teaching and learning processes of the pre-service teacher training program.

Alumni Mentor Extension Cascade Model: Alumni Mentor Extension Model of the long-term course on Foundational Literacy through a group of motivated Alumni Mentors ,who will run the 1 year course with 250 primary teachers across the 3 blocks . Thus helping in improving their understanding, skills ,beliefs and classroom practices around foundational literacy.



A FLN materials development workshop being conducted.

Continuous Professional Development

Two thematic courses under the Nilekani Philanthropy grant were implemented for teachers across different states

LLF has implemented two thematic courses under the Nilekani Philanthropy grant. These are fully online, short-duration courses on specific themes related to Early Language and Literacy. These courses would help in the capacity building of government school teachers, self-motivated professionals, academicians, teacher educators, DIET and SCERT faculty.

Themes for the online course

Course 1 - Developing Children's Writing Skills and

Course 2- Comprehension and Solution of Word Problem.

The e-learning modules on these themes were prepared and implemented with approximately 1000 teacher participants (per course) using LLFs Moodle-based Learning Management System (LMS). These courses were implemented between 17 June to 14 July 2022.



Course 1:

Developing children's writing skills

The teaching of writing and its development in children in early primary classes starts with a discussion on the meaning of writing. Writing must follow a balanced approach, i.e., a balance between (a) Lower-level writing skills like the correct formation of letters and handwriting, correct spelling, punctuation and correct structure of sentences, and (b) the process of composition by thinking about the topic and the audience, planning and organising thoughts to make the communication effective, writing a draft, etc. Writing

must be correct, and the content appropriate and meaningful.

Development of Children's Writing Skills



Teachers Enrolled 1516



Completion Rate 60%



Course 2: Comprehension and Solution of Word Problem

Understanding and solving real-life mathematical word problems is a crucial learning objective. It helps understand the meaning of mathematical operations and where and when it needs to be applied in real-life situations to solve the problem. Understanding and solving word problems require reading comprehension and mathematical skills. Teachers need help understanding how to teach word problems so that children learn mathematical operations meaningfully and apply their understanding in solving real-life problems. This course aims to help teachers and educators understand why children face difficulties in solving word problems, what types of word problems are and how to teach word problems so that children become independent word problem solvers.

Comprehension and Solution of Word Problems



Teachers Enrolled 1333



Completion Rate 62%

LLF completed the development of 5 different courses under the UNICEF Grant for the DIKSHA platform.

5 different courses were designed for the capacity building of various educational functionaries of 5 different states. The courses are as follows –

1) Academic Support in FLN

This course is designed for capacity building of academic support personnel working at block and cluster levels. The course aims to develop a strong

understanding of various strategies of academic support at school and cluster levels, such as classroom observations, feedback and working in collaboration with the teachers, cluster-level meetings, etc. It also focuses on developing an understanding of the importance of foundational literacy and numeracy skills as well as effective teaching-learning processes for early grades.

2) Teaching Practices for Foundational Literacy

A 20-hour duration online is designed for capacity building of the primary grade teachers on Teaching Learning strategies and activities of foundational literacy and the ability to use them in the classroom. The course aims to strengthen primary teachers' understanding of structured teaching of language in early grades, strategies, and activities for building strong foundational literacy skills among children in early grades and how and when to assess the basic literacy skills in early grades. It also focuses on developing an understanding of the systematic framework of language teaching and equipping the participants with the skills to prepare lesson plans, instruction design, classroom activities, and Teaching Learning Material (TLM) for early grades.

3) Teaching Practices for Foundational Numeracy

This online course spans 20 hours and targets primary teachers who teach mathematics in grades 1 to 3. Its primary objective is to enhance their understanding of essential foundational skills required in mathematics in primary grades, along with effective classroom strategies and methods to implement them.

It emphasises a comprehensive grasp of vital concepts and skills in foundational mathematics and their significance in primary-level mathematics education. It also covers practical teaching and assessment approaches for these foundational skills. The course aims to develop participants' understanding and proficiency in teaching foundational mathematical concepts, including addition, subtraction, multiplication, division, patterns, shapes and measurement.

Throughout the course, special attention has been given to incorporating mathematical processes such as mathematical thinking, problem-solving, visual representation, estimation and mathematical communication into all classroom-based teaching-learning activities. The course further highlights the efficient use of different Teaching Learning Materials

(TLMs) to teach different mathematical concepts effectively.

4) Use of Children's Language in the Classroom

The course spans 14 hours and is specifically designed for primary teachers who teach grades 1 and 2. Its primary objective is to enhance participants' understanding of the vital role of ensuring the inclusion of children's language in classroom processes and fostering a positive attitude towards this approach. Additionally, the course concentrates on effective strategies for promoting the inclusion of children's language in the classroom while also emphasising the importance of creating teaching-learning material to support this effort and collaborating with the community in a synergistic manner to achieve the goal of children's language inclusion.

The course provides an in-depth exploration of the multilingual situation in Indian classrooms, shedding light on the detrimental impact of excluding children's language on the teaching-learning process, as well as the positive outcomes of embracing children's language inclusion. Further, it delves into constitutional policies and provisions that advocate for the inclusion of children's language. The course further explores the concept of multilingualism, multilingual education and its advantages, including practical and effective methods for implementing a multilingual classroom environment effectively.

5) Teaching of English as a second language

The course spans 10 hours and is designed for primary teachers. Its primary objective is to encourage participants to reflect on the current practices of teaching English as a second language in India and propose effective approaches and strategies specifically

tailored to the Indian context. The course brings attention to the aspirations in relation to 'English as a desirable language' and the challenges associated with its teaching-learning, particularly in our setting.

Furthermore, the course delves into effective teaching strategies for English as a second language covering all the essential language learning skills - oral language development, reading and writing. It also emphasises the significance of establishing a print-rich environment for the target language and provides ideas on how to create such an environment in English language classrooms.

LLF implemented a course on FLN and Learning Principles for DIET faculties and SRGs in Odisha

The course is designed for the capacity building of DIET faculties members of Odisha around FLN and Learning Principles. The course materials were translated from Hindi to Odia and contextualised with a specific focus on the context of Odisha – pedagogical terminologies in practice, examples from textbooks, classroom situations, cultural contexts, and home/local languages of students. The course design aims to help the participants in developing a conceptual understanding of FLN and Learning Principles so that this will equip them with a focused approach to the implementation of FLN-related activities in Odisha state. It also focuses on developing an understanding of the role of appropriate teaching practices in children's learning, factors that affect children learning in primary grades and how children learn, and what are the effective teaching-learning processes that help children learn.

The course was disseminated through a blended approach online Learning Management System (LMS) and face-to-face workshops of one day each in cascade mode with remote mentorship support by experienced mentors to ensure that participants were adequately trained in the various domains of FLN by the end of the course. The course was implemented in 2 batches and completed by 246 DIET faculties from across 30 districts of Odisha.



FLN course module launch for DIET faculties

LLF implemented a course on Academic Support in Assam

The course is designed for capacity building of academic support personnel working at block and cluster levels. The course is aimed at developing a strong understanding of various strategies of academic support at school and cluster levels, such as classroom observations, feedback and working in collaboration with the teachers, cluster-level meetings, etc. It also focuses on developing an understanding of the importance of foundational literacy and numeracy skills as well as effective teaching-learning processes for early grades.

Implementation of the course was initiated in the state of Assam in Feb 2023 with 662 SRGs (SRG- State Resource Group for FLN) and DACGs (District Academic Core Group) from across 31 districts of the state. The course is being implemented through the LMS platform of LLF. After the successful completion of Phase 1, the course shall reach approximately 6000 cluster-level coordinators of the state under Phase 2 in the year 2023-24.

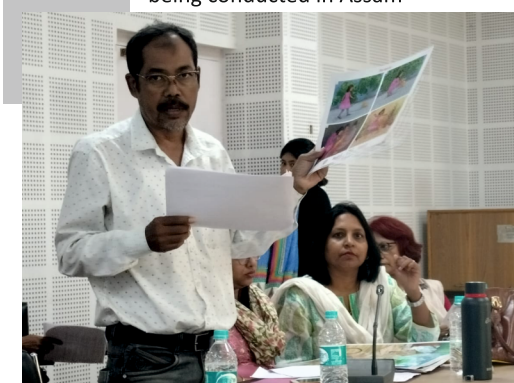


FLN (Literacy) materials review workshop being conducted in Assam

Orientation workshop for SRG (Literacy and Numeracy) members on NIPUN Axom.



FLN materials development workshop being conducted in Assam



Joint meeting between Samagra Shiksha, Assam and SCERT on FLN in Assam



State Resource Group orientation workshop on NIPUN Axom being conducted in Assam

Multilingual Education

State Level MLE Workshop held to disseminate the findings of Language Mapping in Chhattisgarh

To share the key results of Language Mapping (LM) and develop a state-wide plan for the implementation of Multilingual Education, a two-day workshop was organised in Raipur, Chhattisgarh. Representatives from SCERT, Samagra Shiksha, Districts, and many teachers participated in the workshop. The workshop was also addressed by the Hon'ble Minister of School Education, Govt. of Chhattisgarh, Dr Prem Sai Singh Tekam and Secretary of School Education, Govt. of Chhattisgarh, Dr S Bharathidasan. It was recommended in the workshop that the state will organise district-wise meetings to sensitise the district-block-cluster level officials, teachers, and community on the use of children's home languages in formal teaching-learning processes. These district-wise meetings were conducted in August-September 2022.

State-Level MLE Workshop concluded in Rajasthan

The first-ever state-level workshop in Rajasthan on multilingual education focussing on the inclusion of children's home languages--was held in Jaipur. 50 participants from SCERT, Samagra Shiksha, DIETS, DEOs, ADPCs and teachers attended the workshop conducted by LLF with support from UNICEF. Over two days, the participants developed a strong awareness of multilingual education and strategies to include children's languages in primary education, especially for FLN. In the end, state and district-level plans were presented by the participants. Under the follow-up of this workshop, State decided to conduct the Language Mapping Exercise in 9 districts and further workshops to conduct the Language Mapping exercise were organised in RSCERT, Udaipur.

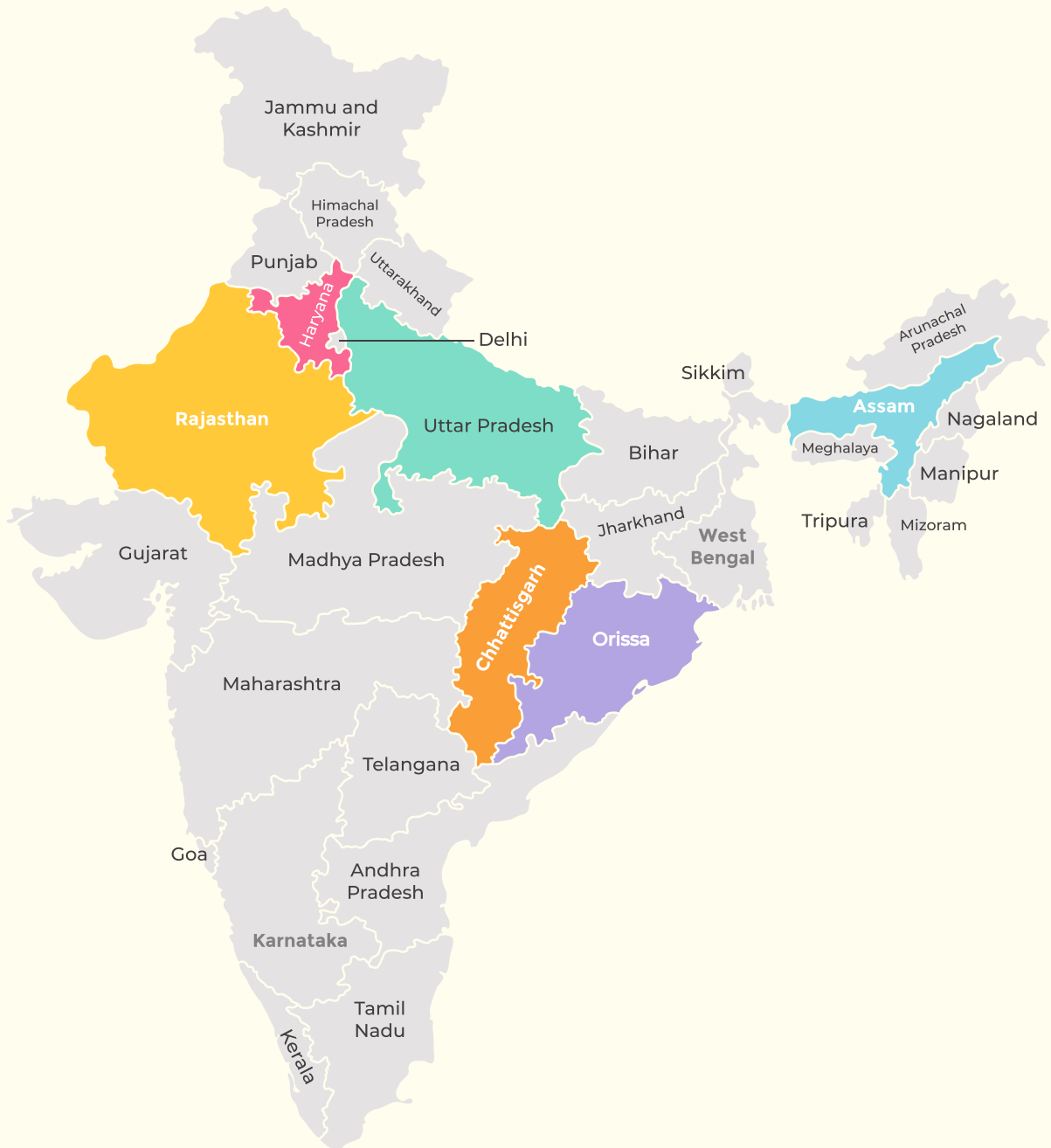
Three National Level Webinars were organised focusing on the significance of home language in education

Under a series of webinars on Multilingual Education, three webinars were conducted on Understanding the importance of including children's home language for Foundational Literacy, Language Mapping - An instrument for adopting varied Multilingual Education Strategies, and Multilingual Education in the Primary Years: Approaches Around the World. This webinar series was organised to discuss the complexities of the Indian linguistic context considering the National Education Policy 2020 and NIPUN Bharat guidelines and to understand the global perspective of Multilingual Education in the Primary Years.

Expansion of the Bastar MLE Program

The Bastar MLE Program has been expanded to cover the whole district by including 1524 schools in all 7 blocks of the district, up from 200 schools in two blocks. In upcoming years, the expansion will also introduce two additional home languages, Bhatri, and Gondi, alongside Halbi. Under this expansion, the quality of the developed MLE materials is ensured by adhering to rigorous step-by-step processes, including curriculum review, LOF finalisation, ID finalisation, Scope and Sequence, and its alignment with teachers' training.

FROM THE STATES



Rajasthan



Chattisgarh



Haryana



Uttar Pradesh



Assam



Odisha

FLN Roadmap Finalised, SRG Formed, Vikramshila onboarded as numeracy partner

In Assam, the foundational literacy and numeracy roadmap has been finalised by SmSA with the support from LLF and other partners. A 3-day workshop was conducted from 7th to 9th September 2022 by Samagra Shiksha Assam and the State Council of Educational Research and Training (SCERT) to finalise the learning outcomes for NIPUN Axiom Mission. The objective of this workshop was to analyse the existing state and NIPUN learning outcomes and align them in a single framework according to the key components of Language and Mathematics.

In collaboration with UNICEF, Samagra Shiksha Assam and SCERT organised a 5-day training workshop on the NIPUN Axiom Mission for Literacy and Numeracy at Don Bosco Institute, Guwahati from 19th to 23rd September 2022. This workshop was conducted for 65 literacy State Resource Group (SRG) members by the central and state team members of Language and Learning Foundation.

Vikramshila is on board as a numeracy partner

In 2022, Vikramshila Education Resource Society (VERS) was onboarded as a numeracy partner. VERS has joined the state project monitoring unit for foundational literacy and numeracy in Assam to support the numeracy component.

As part of the development of the Foundational Literacy and Numeracy (FLN) academic package, SCERT and Samagra Shiksha Assam conducted a series of workshops for the State Resource Group (Literacy & Numeracy). During the literacy workshop, 48 members of the SRG (which included DIET faculties, teachers, and CRCCs) actively participated. The primary outcome of these workshops were development of draft FLN (Literacy) materials which were afterwards finalised for printing by a small group consisting of LLF and SRG members. These materials encompassed a wide range of educational resources such as worksheets designed for Grades 1, 2, and 3; conversation charts; big

books; poem posters; letters- Akshar grids; sentence cards; picture stories; and teacher guides (TGs) tailored for Grades 1, 2, and 3. The workshops also incorporated the development of Vidyapravesh materials (Worksheets and Teachers' Handbook). To fortify the initiative, the team from LLF Delhi offered valuable resource support. Furthermore, the state LLF team played an instrumental role in providing academic facilitation throughout the program. After thoroughly reviewing and updating the learning materials developed in the workshop, the final materials have been handed over to SCERT.

Launch of Course for Academic Coordinators

A four-week Academic Coordinators' Course, Xahayogi Xamal, was launched on 24 February 2023. The objective of the course was to build the capacity of the Academic Coordinators of the government ecosystem to provide academic support to the teachers. This course has been launched by Samagra Shiksha Abhiyan and the State Council of Educational Research and Training (SCERT) for the academic coordinators in the Learning Management System platform. This course has been launched to build the capacity of academic coordinators-Block Resource Persons (BRPs), State Resource Groups (SRGs), District Resource Groups (DRGs) the District Institute of Education and Training (DIET) faculties, DPO TTs, CRCCs, State Project Management Unit, and District Programme Management Unit members.



State Level training being conducted for Resource group (SRG)

MoU signed between LLF and the SCERT, Chhattisgarh, for three years

LLF has signed an MoU with State Council for Educational Research and Training (SCERT), Chhattisgarh, for three years. Both parties have identified the crucial role of supporting the state government in implementing the Foundational Literacy and Numeracy (FLN) mission in Chhattisgarh so that every child achieves the desired learning competencies in reading, writing, and numeracy at the end of Grade III by 2026-27. They have also identified the need to address the early language learning needs of children with different home language backgrounds.

Key approaches for improving foundational learning skills of students and teaching-learning processes in government primary schools with the inclusion of the Multilingual Education (MLE) approach will consist of the following i) providing continuous professional learning opportunities to all key stakeholders, i.e. teachers, Cluster Academic Coordinators (CACs), block and district officials who involve in providing academic support and ii) demonstration of FLN & MLE activities in schools and create models. iii) building and sharing knowledge by developing and disseminating resource material for FLN and multilingual education at scale.

LLF rendered support to the state government on Foundational Literacy and Numeracy

LLF continued to provide academic support to the State Council of Educational Research and Training (SCERT) and Samagra Shiksha in implementing the state's Foundational Literacy and Numeracy (FLN) activities. We have supported the development of workbooks for Grades 1 and 2 and the teacher guide "Shikshak ki Kitab", which were printed by Samagra Shiksha and distributed to primary schools across the state.

Samagra Shiksha developed a design to conduct training of teachers on FLN, cascading from the District Resource Groups (DRGs) to teachers. We have provided support in developing session plans and

related materials to conduct training. We have also provided support in facilitation sessions in regional training of DRGs in Raipur, Durg, Bilaspur, Bastar, and Sarguja. In Durg and Balod, we conducted training for teachers in all primary schools. Additionally, LLF has assisted SCERT in developing training modules for school readiness and has participated in the development of a state curriculum framework on school education and teacher education at the state-level workshop.

In October 2022, a week-long online course on reading comprehension was conducted for teachers as per Samagra Shiksha's requirements. A total of 16,549 teachers of the state are registered in this course.

A 2-Day Workshop organised on Language Mapping and Multilingual Education Strategy Planning for Chhattisgarh

LLF and UNICEF organised a 2-day workshop on 7th and 8th July 2022 in collaboration with Samagra Shiksha and the State Council of Educational Research and Training (SCERT), Chhattisgarh. This workshop was conducted to find ways to address the complexities of linguistic situations in education. In this workshop, on the basis of language mapping data, options for working with children of early grades were explored, and some planning was done. Honourable Dr Premsai Singh Tekam, Education Secretary, Chhattisgarh, also participated in the workshop.



Teachers Training session in progress, Balod

Chhattisgarh is the first state to conduct language mapping at a larger level. LLF has provided technical support to the state governments in developing tools and guidelines and conducting surveys in the state. There have been many commendable works done in the past regarding the use of children's language in education in Chhattisgarh, of which linguistic surveys have been an integral part. This survey and its results indicate that children's home languages must be included in teaching-learning processes and that a strong policy document on MLE is needed for Chhattisgarh.

Our Founder, Dhir Jhingran, in his session, highlighted the results from the linguistic survey. According to the survey, there is a wide gap between the languages spoken by children and the medium of instruction (Hindi) of the state, and children's understanding of Hindi is very limited. To improve the learning levels of children in the state, the language of the children, which is their medium of understanding, must be integrated into the teaching-learning process. Having conducted a state-wide linguistic survey, Chhattisgarh has become the first state to implement a multilingual education project by adopting various strategies.

This workshop brought together state, district, and block-level officers, DIET principals, lecturers, multilingual education resource persons, cluster academic coordinators, and teachers to develop strategies and plans for MLE. Further appropriate actions will be taken, including preparing a roadmap to make home languages a formal part of the state's children's home languages.

LLF assisted Samagra Shiksha in sensitising district and block-Level officials on Language Mapping findings

After the completion of the language mapping survey, sensitisation of the district and block-level officials on the findings of language mapping was one of the key follow-up action points. LLF conducted sessions on the findings of the language mapping surveys and familiarised the participants with the language situation of their respective districts and blocks. This orientation was conducted by Samagra Shiksha for Assistant Project Coordinators (APC) and Block Resource Centre Coordinators (BRCC)

The APC and BRCC have been oriented to make a decision on the integration of the multilingual

education (MLE) approach in teaching processes. A total of 28 APCs and 146 BRCCs from all 28 districts of Chhattisgarh participated in the orientation.

LLF implemented activities within the Demonstration Project in schools across four districts of Chhattisgarh

To improve students' learning outcomes, LLF is implementing demonstration projects in four districts (Durg, Balod, Sukma, and Bastar) of Chhattisgarh. LLF provided grade-appropriate reading materials to 70,371 students in 1652 schools, conducted training of 3163 teachers for improving their classroom teaching practices, and capacity building of 444 Cluster Academic Coordinators (CACs) on supportive supervision.

Throughout the year, we provided grade-appropriate reading materials to 70,371 students in 1652 schools, trained 3163 teachers on improving their classroom teaching practices, and did capacity building of 444 Cluster Academic Coordinators (CACs) in supportive supervision.

A multilingual education (MLE) demonstration project focusing on students' home language (Halbi) was launched in 200 schools in the Bastar district of Chhattisgarh in July 2022. In this demonstration project, 3679 community members were impacted by storytelling sessions during the community engagement activities.

A 3-day Workshop for State Resource Group Members on Foundational Literacy and Numeracy and Multilingual Education held in Raipur, Chhattisgarh

LLF, in collaboration with UNICEF, the State Council of Educational Research and Training (SCERT), and Samagra Shiksha Chhattisgarh, conducted a 3-day workshop with the language and multilingual education State Resource Group (SRG) members. The objective of this workshop was to develop the understanding of State Resource Group (SRG) members on foundational literacy and numeracy, language learning principles, balanced approach for language teaching, oral language development, phonological awareness, and decoding, reading and writing strategy, on the usage of MLE during language teaching. It was conducted in SCERT,

Raipur, from 24 November to 26 November 2022.

The SCERT workshop commenced with a warm welcome from SCERT Assistant Director, Mrs Bhambhari, emphasising participant engagement and knowledge sharing. Facilitated by LLF Delhi, these sessions incorporated diverse methodologies over three days; Mrs Chhaya Kanwar from UNICEF and Dr Yogesh Shivhare's motivational presence on the second day encouraged the district-level application of acquired insights.

Children working on their workbooks



Storytelling Festival Community Engagement was held



Classroom observation by UNICEF team



Teacher trainer doing demo on a picture story

Children's materials printed and distributed to schools

The Government of Odisha organised 6 weeks of workshops from October to December 2022 to develop learning materials (Bhasha workbooks, Big Books, Picture Posters, Conversation Charts, Poem Posters, Story Card, Teacher Handbook, and Vidya Pravesh) for Grades 1,2 and 3. The literacy kit was revised to develop children's listening and speaking skills and reading engagement. LLF supported the Education Department of Odisha in printing and distributing learning materials for the academic year 2023-24. About 50,000 primary schools in Odisha received the learning materials.

LLF developed teacher training modules on the usage of Foundational Literacy and Numeracy (FLN) skills



Teachers Training Session, Nuapada

A 4-day teacher training module on the usage of foundational literacy and numeracy (FLN) skills was developed in collaboration with Language and Learning Foundation. The State Council of Educational Research and Training (SCERT) also organised 3 workshops to develop this teacher training module with session instructions for trainers, reading handouts, PowerPoint presentations, videos, and a session summary for each session.

LLF, SCERT, and other technical partners jointly

oriented 80 literacy resource groups and about 300 District Institute of Education and Training (DIET) faculty members on the Prarambh module over the period of May to July 2022.

From July to September 2022, the Community Resource Cluster Coordinators (CRCCs) were oriented on the Prarambh module. The CRCCs further oriented the teachers on the usage of the foundational literacy and numeracy materials.

From February to March 2023, 50,000 teachers were oriented on the Prarambh training module. We provided support to the state in developing pre-post tests, feedback forms, and training monitoring forms. We also visited 12 training venues and submitted our observations to the government to bring necessary improvements to the training.

3 Week blended course on FLN for DIET, SRGs, and CRCCs launched

LLF developed a 3-week blended course on Foundational Literacy and Numeracy (FLN) for District Institute for Education and Training (DIET) faculties, State Resource Groups (SRGs), and Community Resource Cluster Coordinators (CRCCs). In the first phase, from August to September 2022, the course was implemented with 34 DIET faculties in a mentorship model. We provided mentor support.

In the second phase, from January to March 2023, this course was implemented with 208 DIET faculties. These 208 participants were mentored by the 34 DIET



Virtual orientation of 3 week FLN course participants

faculties from the first phase.

In the third phase, from July to September 2023, 4500 CRCCs will be trained on a 3-week course on FLN on the DIKSHA platform.

4 Week Course on Supportive Supervision and Academic Support launched

With an aim to strengthen the classroom observation and feedback procedure, a 4-week course on supportive supervision and academic support has been developed and is ready to be implemented in 2023. This course is tailored for District Institute for Education and Training (DIET) faculties and Community Resource Cluster Coordinators (CRCCs).

Foundational Literacy Programme implemented in 200 schools in Nuapada

The foundational literacy program in Nuapada was implemented in 200 schools. Learning materials,

including poem posters, picture posters, story cards, and story books, were provided to the schools. Under this program, 245 teachers were oriented on foundational literacy, language teaching pedagogy, and oral language development for 2 days. As a result of the provision of materials and the capacity building of the teachers, a print-rich environment was created for classrooms for Grades 1, 2, and 3. Further, this resulted in a more interactive classroom and more student involvement in teaching-learning. The storybooks provided under this program allowed teachers and students to share their stories in the classroom.

In addition to this training, 17 Community Resource Cluster Coordinators (CRCCs) received a one-day session on language pedagogy and classroom observation and feedback processes.

A classroom session in Nuapada



Workshop for Teachers training



Teachers training workshop in progress



LLF has been working in Uttar Pradesh since 2019 to support NIPUN Bharat Mission. LLF provides support at the state level in developing academic strategies, teacher guides, workbooks for children, TLMs, training packages for teachers and ARPs, and supportive supervision tools.

Apart from providing support to the state, we are implementing field-level programs in Varanasi, Fatehpur and Shravasti districts to support NIPUN Bharat program activities at the district level and to ensure improved SLOs. This year (2022-23), we have touched on various milestones and successes. The details of major activities held in the year 2022-23 are mentioned below.

Support to NIPUN Bharat Mission at State Level

Material Development

Teacher guides and workbooks of literacy from Grades 1 to 3 had been developed for the academic year 2022-23 and shared with SPO. These materials were printed and distributed to approximately 1.4 crore students of FLN grades. Various workshops with SCERT, SIE, Rajya Hindi Sansthan and Quality Cell were organised to design and develop literacy materials for FLN grades. School Readiness (Vidya Pravesh) Calendar of 12 weeks and teacher guides were prepared for Grade 1. Apart from this, two new TLMs for literacy - picture story posters and big books were also developed. LLF has also rendered support in developing NIPUN Talika,

NIPUN Soochi, supportive supervision checklists, NAT question papers, Sankul meeting agenda etc.

Capacity Building

Modules and manuals for FLN grade teachers' capacity building and training were provided to Master Trainers of SIEMAT. Similarly, modules, manuals and facilitation guides were developed for the capacity building of teachers and mentors. We have also provided support to SIEMAT in delivering the training to SRGs.

Preparation for Academic Year 2023-24

Academic strategies for the academic year 2023-24 were designed and discussed with SPO, and material development work was initiated.

Demonstration Program initiated in Fatehpur and Shravasti districts

A demonstration program in all the blocks of the Varanasi district has been on since 2019, where LLF is supporting by improving the quality of interventions related to the FLN/NIPUN Bharat Mission. We are providing support in capacity building of academic resource persons, structuring review systems, making cluster meetings effective, coaching teacher mentors, providing resource materials etc.

In 2022, LLF started demonstration programs in Fatehpur and Shravasti districts. A District training group (DTG) has been constituted in every district to improve the quality of teachers' training. Other activities done by LLF include organising a learning session at the DIET level for continuous capacity building every month, providing hand-holding support to ARPs by joint school visits, initiating data-driven discussions in district and block level review meetings, providing resource materials (Bhasha Pitara, Course Modules) to ARPs, organising a mentored online course for ARPs and conducting face-to-face training of ARPs and Sankul Shikshaks for their capacity building.



ARP Workshop being held at Varanasi

DGSE Visit to Sewapuri, Varanasi

Director General of School Education, Mr Vijay Kiran Anand, visited Sewapuri in September 2022 and observed the support provided by LLF in Sewapuri schools to enhance learning outcomes under the NIPUN Bharat Mission. He appreciated the work of LLF and further shared his experience in various state/national level platforms.

Media Coverage from UP

डीजी ने छात्रों से पूछे सवाल और जवाब भी दिए

सेवापुरी हिस। महानिदेशक स्कूल शिक्षा विजय किरन आनंद व पूर्व सचिव मानव संसाधन विकास मंत्रालय बुंद स्वस्व ने गुरुवार को सेवापुरी ब्लॉक के बेसहपुर एवं मटुका कंपोजिट विद्यालय का निरीक्षण किया। डीजी ने इस दौरान क्लास रूम में 1 से 3 तक के बच्चों से सवाल-जवाब किए।

डीजी स्कूल शिक्षा विजय किरन आनंद ने शिक्षकों से पूछा कि नई शिक्षा नीति के तहत जो पाठ्यक्रम तैयार किए गए हैं उसे पढ़ाने और बच्चों को सरलता से समझने में कोई दिक्कत तो नहीं आ रही है। शिक्षकों ने पाठ्यक्रम को सरल बताया और कुछ सुझाव भी दिए। निरीक्षण में उनके साथ राज्य सरकार की अत्याधुनिक संस्था एलएलएफ की टीम भी थी। कम्पोजिट



डीजी स्कूल शिक्षा विजय किरन आनंद व पूर्व सचिव मानव संसाधन विकास मंत्रालय बुंद स्वस्व ने गुरुवार को सेवापुरी में कंपोजिट विद्यालय में का निरीक्षण किया।

विद्यालय बेसहपुर के प्रधानाचार्य एवं शिक्षकों ने एलएलएफ टीम को प्रतीक चिह्न देकर सम्मानित किया। इस मौके पर संस्था के डॉ. डी. धीरान, गुप्ता चटर्जी, रवीश शर्मा और रवि श्रीधरन, बेसिक शिक्षा अधिकारी वाराणसी डॉ

लर्निंग लॉस को कम करने की जरूरत

वाराणसी। डीजी स्कूल शिक्षा विजय किरन आनंद ने शिक्षा नीति के तहत जो पाठ्यक्रम तैयार किए गए हैं उसे पढ़ाने और बच्चों को सरलता से समझने में कोई दिक्कत तो नहीं आ रही है। शिक्षकों ने पाठ्यक्रम को सरल बताया और कुछ सुझाव भी दिए। निरीक्षण में उनके साथ राज्य सरकार की अत्याधुनिक संस्था एलएलएफ की टीम भी थी। कम्पोजिट

अरवि पाठक, खंड शिक्षा अधिकारी संजय पाठक, प्रधानाध्यापक बेसहपुर संतोष दुबे, सहायक अध्यापक आकाशदीप और प्रदीप गुप्ता, शिवकुमार मिश्र, आनंद दुबे व अन्य कुमार पाण्डेय रहे।

Partners' Visits to Varanasi

Representatives from various national and international agencies visited the Varanasi demonstration program to understand the low-touch model of work. Mr Benjamin Piper, Director, Global Education at Bill & Melinda Gates Foundation and Dr Asyia Kazmi, Global Education Policy Lead, UNICEF, David Hylden, Founder, Prevail Fund and representatives of TATA trusts visited and reviewed the program.



Sankul Meeting in progress on Oct 22 in Sewapuri

‘बताइए, बच्चों को पढ़ाने की क्या है शैली’

महानिदेशक बेसिक ने पाठ्यक्रमों में बदलाव को जाना

पूछ तटीका

एलएलएफ बोर्ड में हुए लर्निंग लॉस को कम करने की आवश्यकता

जनसंदेश न्यूज

वाराणसी। स्कूल शिक्षा के महानिदेशक विजय किरन आनंद का गुरुवार को वाराणसी दौर पर थे। उन्होंने मॉडल ब्लॉक सेवापुरी के दो विद्यालयों का भ्रमण करने के बाद विकास भवन सभागार में अधिभारियों के साथ बैठक की। बैठक में उन्होंने नई शिक्षा नीति के तहत बेसिक शिक्षा के पाठ्यक्रमों में हुए बदलावों की जानकारी दी। इसके बाद तैयार पाठ्यक्रमों के तौर तरीकों के बारे में बात।

इस दौरान पूर्व सचिव बेसिक शिक्षा व एलएलएफ बोर्ड में हुए लर्निंग लॉस को कम करने की आवश्यकता



विकास भवन सभागार में विजय किरन आनंद के साथ अधिभारियों

आवश्यकता है। इसके अलावा सेंट्रल ब्रकवार फाउंडेशन, एलएलएफ, विक्रमशिला से आए सभी सदस्यों ने बैठक में बारी-बारी अपने विचार रखे। सीटीओ अभिषेक गोयल ने यह बताना कि जगदल में शिक्षकों का प्रशिक्षण इस प्रकार कराया जा रहा है कि एक वर्ष में कम से कम 100 घंटे का शिक्षण एक शिक्षक अवश्य करें, जिसमें रीट रोयटी, बाल संस्कार, सामाजिक सहयोग, जेंडर

इकट्टी सहित तमाम मुद्दों पर प्रशिक्षण कराया जा रहा है। मंडल अत्युक्त दोषक अग्रवाल ने निर्देशित किया कि शहरी क्षेत्र के विद्यालयों को क्याकल्प को हटि से और भी सुदृढ़ करने की आवश्यकता है। जिसमें सामाजिक सहयोग लिया जाना अपेक्षित है और विद्यालयों को सामाजिक मदद से फाउंडेशन सहयोग पहुंचाने की जरूरत है, जिससे विद्यालय

और भी आगे विकसित हो सके। मंडलीय सहायक शिक्षा निदेशक अवध किशोर सिंह ने मार्च 2023 तक जगदल और मंडल के समस्त जिलों को प्रेरक जगदल बनाने की प्रोत्साहना व्यक्त किया। बैठक में कोऑरिनेटर अरवि पाठक सहित सभी जिला सचिव, एसआरजी, सीटीओ सहित और पूर्व एलएलएफ, विक्रमशिला, सेंट्रल ब्रकवार फाउंडेशन के सदस्य मौजूद रहे।



DGSE Board Members Visit to Sewapuri

अवलोकन | निपुण भारत कार्यक्रम के अंतर्गत चल रही शिक्षण व्यवस्था समझी, दो ब्लॉकों का किया दौरा

अमेरिकी शिक्षाविद ने देखे बनारस के स्कूल

वाराणसी, हिन्दुस्तान टाइम्स | बिल एंड मिलिंडा गेट्स फाउंडेशन के शिक्षा निदेशक बेजामिन पाइपर ने शनिवार को सेवापुरी और आरजी लाइन ब्लॉक में स्कूलों का दौरा किया। प्रारंभिक विद्यालय नोनखरा व टौनहापुर में निपुण भारत के अंतर्गत संचालित शिक्षण प्रक्रिया को समझा। उन्होंने बच्चों और शिक्षकों से बातचीत की। बीएसए से भी योजनाओं का फीडबैक लिया। बेजामिन पाइपर ने दोनों विद्यालयों में भाषा और गणित की कक्षाएं देखने के बाद एससीआईटीए एवं एलएलएफ की विकसित शिक्षण सामग्री की

जानकारी ली। कक्षा एक से तीन तक के बच्चों के बीच भी उन्होंने समय बिताया, उनसे पढ़ाई के संबंध में कई तरह के सवाल पूछे। विद्यालय भ्रमण के बाद बेजामिन पाइपर ने बीएसए डॉ. अरविंद कुमार पाठक और एसआरजी डॉ. रविश सिंह, डॉ. कुंवर भगत और अधिवेश्वर प्रसाद गुप्त से मुलाकात की। विद्यालय भ्रमण के दौरान खंड शिक्षाधिकारी सेवापुरी संजय कुमार यादव सेवापुरी और आरजीलाइन अधिकारी श्रीवास्तव, एसपी दिनेश चंद्र, शिवकुमार मिश्र, परमा विरवार, सोएसएफ के प्रतिनिधि राघव सागर



राजेश (सित विद्यालय में बच्चों की पढ़ाई प्रक्रिया को समझने बैठक फाउंडेशन के प्रतिनिधि। और अनुभूत नायक, एलएलएफ के प्रतिनिधि बंकेट रमना, सुप्रिया घोष, मंजु मोहनदास, दीपक जोशी, विमलेश कुमार, संजीव श्रीवास्तव, सोन्या सिन्हा, अंकेत वर्मा और चिन्ती अग्रवाल उपस्थित रहे।

LLF has partnered with Samagra Shiksha Abhiyan and the Government of Rajasthan

LLF signed a Memorandum of Understanding (MoU) with Samagra Shiksha Abhiyan and the Government of Rajasthan on 23 August 2022 to drive the foundation literacy and numeracy mission in Rajasthan. The main activities entrusted to LLF under the MoU are as follows:

- ◆ To operate various courses on Foundational Literacy and Numeracy (FLN) and Multilingual Education (MLE) for capacity building of teachers and teacher educators (KRPs, DIET and SCERT faculty) in language teaching and teaching-learning processes in elementary grades in association with RCSE/SMSA.
- ◆ To operate School Demonstration Program in selected schools (40+100 respectively) of Dungarpur and Jaipur districts to improve conceptual understanding of teachers and learning outcomes of the Hindi language among children by the end of class 3 as per the plan of NIPUN Bharat Mission.



MoU Signing with Samagra Shiksha Abhiyan and the Government of Rajasthan

The two-day workshop was organised focusing the comprehensive discussion on multilingual education (24 and 25 August 2022)

Under Nipun Bharat Mission, in collaboration with RCSE, SMSA and UNICEF, LLF organised a 2-day workshop on Multilingual Education. The inaugural session of the workshop was addressed by Mr Pawan Kumar Goyal, Additional Chief Secretary,

Government of Rajasthan, Mr Mohan Lal Yadav, State Project Director, Samagra Shiksha Abhiyan and Mr Dhir Jhingran, Executive Director, LLF. Functionaries of RSCERT and SMSA, CDEOs, ADPCs, DIET and principals of 9 districts of Rajasthan-Dungarpur, Banswara, Pratapgarh, Udaipur, Jaipur, Pali, Sirohi, Chittorgarh, Rajsamand and officials of Tribal Area Development participated in the workshop.

The workshop focussed on the following:

- ◆ Efforts made by the State Education Department on multilingual education and NIPUN Bharat Mission to date
- ◆ Different dimensions of language teaching, linguistic diversity in India and Rajasthan, the importance of children's home language, the strategy to use it in the classroom etc. At the end of the workshop, an upcoming plan was prepared by state and district officials jointly.

Outcome: A detailed plan was prepared by the participants for their districts and state in the context of multilingual education.

LLF helped in tool development for language mapping in 9 districts of Rajasthan (21 to 23 November 2022 and 5 to 6 December 2022)



Language Mapping Class being conducted in Udaipur

In collaboration with SMSA, RSCERT, UNICEF and LLF, a series of two workshops were organised to develop the tool for Language Mapping on 21 to 23 November 2022 and 5 to 6 December 2022. The plan for Language Mapping in 9 districts was conceptualised

and developed in the state-level workshop, which was further executed by RSCERT. This tool is being implemented in Dungarpur, Banswada, Pratapgadh, Udaipur, Jaipur, Pali, Sirohi, Chittorgarh, and Rajsamand. Data collection under language mapping is in process, and its analysis will be done soon. This data will help the districts to understand their language situation and adopt the appropriate MLE strategies.

LLF rendered technical support in the preparation of the module on Multilingual Education (September, October and November 2022)

As per NIPUN Bharat Mission, RSCERT is preparing the module for the training of teachers. The representatives from Language and Learning Foundation (LLF) participated in the workshops to provide technical support in module development. We supported creating the framework for the module and designing the sessions.

LLF rendered technical support in Prototype Content Development Workshop (September, November and December 2022)

Mother tongue-based children's literature is being developed for elementary classes by RSCERT. In this, representatives of the LLF participated in providing technical support in developing guidelines under the instructions of the NIPUN Bharat Mission, shared the process of content development on various genres and provided feedback on the created content.

Session conducted on Multilingual Education in the workshops organised by RSCERT and UNICEF for the dissemination of the FLS (Foundational learning study)

A 6-day workshop was organised in Udaipur by RSCERT in two phases. These workshops witnessed the participation of representatives of DIETs from all districts of Rajasthan. A member from LLF conducted a session on the importance of children's first language and the importance of bridging the home and school language to achieve the FLN goals.

Activities at District and Block level: School Demonstration program in Dungarpur and Jaipur:

Multilingual Education Program Dungarpur (2 blocks,

40 schools)

LLF has been supporting multilingual education programs in 40 schools of the district to create a bridge between children's home language and school language - Wagdi is the home language of children in the interior areas of the Dungarpur district, and at the time of admission of children in class 1, exposure to Hindi has been negligible. Therefore, work will be done to develop competencies in Hindi by strategically using their home language in classes 1-3. The activities carried out in the program so far are as follows:

Training of language teachers associated with the project – Two 6-day training was conducted for the language teachers at the project schools on strategies for multilingual education and instructional design. In this training, attention was paid to the learning loss suffered by the children this year and the use of children's home language strategically in the language classroom. A total of 40 teachers participated in this workshop.

Training of PEEOs and Headmasters - All PEEOs and Headmasters of the project schools were trained on the project design and objectives. This will help them review teachers' work while providing necessary academic support to them in their schools.

Distribution of teaching-learning material in the respective schools – For the schools under the project, relevant teaching-learning materials were developed, printed and distributed in all the schools associated with the project. This material was developed in the local context and language of teachers and children. The material includes 16 Big Books, 6 Poem Charts, 6 Picture Charts, 4 Story Charts, 1 Activity Booklet, 1 Local Poem-Story Collection Book, Grid Cards, Alphabet Cards, Workbooks for Class 1, 2 & 3, Reading Books etc.

Academic support at the school level –LLF has appointed one field facilitator for every ten schools. The objective of this initiative is to provide on-site academic support. Each field facilitator visits one school at least four times a month, observes the work being done by the teachers with the children, provides feedback to them, and, if required, demonstrates the activities.

Participation in block execution group meetings – The progress of the program was shared by participating in the block execution group meetings organised under the chairmanship of the SDM at the block level. Its objective is to disseminate the learning to

other schools also.

Establishment of school museums in schools – School Museums have been established in two schools of the project to connect children with an experience-based learning process. In these museums, the materials used by the elders of the local community (which are now extinct) have been collected for the showcase. Meetings were held to inform the community and teachers about its utility.

Storytelling Workshop - Storytelling plays an important role in children's learning. Therefore, the teachers at the project school were trained in the method of storytelling according to the local context. For this workshop, multilingual education experts were invited as facilitators.

Data collection for the research study – The model being used for bridging the gap between children's home language and school language in the local context of Dungarpur. To understand its impact and effectiveness, a team of researchers was appointed to conduct a research study in these schools. The team collected the data by making observations from the field. Currently, the team is working on analysing the data and preparing the final report.

Baseline and End-line Study – Baseline and end-line study was conducted on a sample basis with children of classes 2 and 3 to understand the progress of work done with the children. The results of the improvement in student learning outcomes are as follows:

LLF is implementing Learning Enhancement Project in two blocks of Jaipur district

LLF is implementing the project in the two blocks- Jhotwara and Jhotwara City of Jaipur, in 100 schools to bridge the learning gap in foundational literacy with classes 2 and 3. The following activities were conducted under the program.

Preparation and implementation of the program at the field level – For the implementation of the program, the objectives, outline and activities of the program were shared by organising a meeting with the district and block-level officials. During field visits,

interacted with the teachers and checked the current learning level of the children of classes 2 and 3. Based on the field experience and understanding of the learning gap, the program design and strategies were reviewed.

Orientation of PEEOs and UCCEOs – In the meetings held with PEEOs and UCCEOs of Jhotwara and Jhotwara city blocks, the objectives and outline of the program and the support needed from them were discussed.

Development and distribution of teaching-learning materials - Teaching-learning materials were developed for the children of classes 1, 2 and 3 in line with the goals of the Nipun Bharat Mission. This material includes 6 Big Books, 6 Rhyme Charts, 6 Picture Charts, 4 Storytelling Charts, 1 Activity Booklet, 1 Local Rhyme-Story Collection Booklet, Grid Cards, Character Cards, Workbooks for Classes 1, 2 & 3, Reading Booklets etc. These learning kits for children and teachers were made available in all 100 schools.

Volunteer selection, training and placement in schools – 47 volunteers were selected and appointed to provide academic support and to work with children on learning gaps in the schools associated with the project. These volunteers were trained for 6-days each in two phases to help achieve the program's goals efficiently.

Teacher training – A 2-day teacher training was conducted in 2 batches for the language teachers associated with the project. In this training, they were oriented on the instructional design and the use of materials in language teaching.

On-site academic support at the school level – Each volunteer visits the school three days a week to work with children in classes 2 and 3 on learning gaps. Along with this, observation and academic support are also provided by the district academic coordinators while visiting at least two schools a day.

Baseline and midline study – To check the progress of the program, a sample size-based baseline study was conducted in 24 schools with grades 2 and 3 in December 2022. In the last week of March 2023, a midline assessment was conducted in the same schools with the same children. In July 2023, a study will be conducted again to assess the impact of the program.

This year (2022-23) has been significant in the State Project Management Unit (SPMU) under the NIPUN-Haryana mission, the FLN program in Haryana. It has been a continuous journey of LLF after the remarkable success of the Development Impact Bond (DIB) program in intervention districts of Haryana.

During district support under NIPUN Haryana, from April-22 to March-23, the LLF team was instrumental in rendering multi-level district support, which positively impacted the state initiative and our program. Direct support to the district administration, DIET and block administrative & academic staff by the LLF team has helped set a strong foothold in districts.

The program works with a 360-degree approach and aims to work continuously for early-grade children's development through.

- ◆ Capacity building of teachers
- ◆ Learning and Development
- ◆ On-site academic support
- ◆ Print-rich resources

Major Interventions:

Strengthening Review Meetings

Review meetings are critical activities at district and block levels to check the progress and make decisions to bridge the gaps in our programs. These reviews have been one of the driving factors at the district level, which has helped state and district administrators maintain the momentum on the field. LLF team has tried at each level to contribute and effectively implemented direct support to stakeholders in some identified areas like understanding data, data-based strategy making, presentations, etc., as the authorities relied on a few staff members and remained disconnected from the process. With our continuous school visits, joint or individual, we captured real-time status from the ground and shared it at the block and district levels. We also supported connecting other education bodies like DIET and oriented them about their role and support required under FLN. With our time-to-time assessment process, we ensured the

correct data and pictures were available at all block levels in the district to discuss where we stand in the students' learning outcomes. We also participated in cluster-level meetings to properly align teachers with the block and district officials.

Important decisions or highlights of the review meetings (District-wise) -

Ambala:

- ◆ DIET Principal Shri Param Punia instructed that our communication with every teacher and school head should be clear.
- ◆ BPIU and CPIU meetings should be of good quality, and new ideas during the meeting should be exchanged.
- ◆ Grade teachers according to their best work and find star teachers at the block level so they can share their best practices and help inspire other teachers.
- ◆ There should be a one-day orientation for the newly appointed teachers to build capacity and understand the FLN program.
- ◆ Pay special attention to weekly assessments during the school shift and ensure the same in all schools.
- ◆ Need-based support should be ensured for children lagging in learning to join the mainstream of reading and writing.
- ◆ Organise Mentor meetings every 15 days at the block level.
- ◆ Feedback given by the mentor during the school visit must be constructive and recorded in the register.
- ◆ One person from the mentor may be appointed as the FLN coordinator in each block to provide proper messaging and updates regarding FLN.

Giving priority to maximum joint visits in the district, plan inter-block visits to check FLN-based activities in schools. DIET Faculty, DEOs, Block Education Officer, LLF team, mentors, and CRC will be included in these visits as per their availability.

Yamuna Nagar:

- ◆ The monthly visit plans will be shared by BRP/ABRCs at the district level for joint visits.
- ◆ The cluster head should agree that the CPIU meeting should be organised every month.
- ◆ In each meeting at the cluster, block and district level, 1- hour will be allowed for academic cooperation.
- ◆ A team will be formed from the district for the mega visit

Hisar:

- ◆ NIPUN scorecard reviewed.
- ◆ Discussion on the classroom print rich.
- ◆ Discuss teacher training and plan of action.
- ◆ Getting the skill passbook filled based on periodic assessments.

Jind:

- ◆ A letter was issued to all BEOs focusing on the operation and implementation of the program.
- ◆ For monitoring the program, a committee has been constituted at the district level, in which the LLF team has been included. This team will work for the better operation of the program by setting up schools in all the blocks.
- ◆ All CRC heads at the school level were deputed to conduct monthly review meetings for monitoring the FLN program. All CRCs will attend BPIU meetings and share the progress data of their block.
- ◆ All CRC heads at the school level were deputed to conduct monthly review meetings for monitoring the FLN program.

Kurukshetra:

- ◆ LLF team got a key role in the Planning & Execution of FLN on the district and block levels.
- ◆ Prepared a plan for field support to achieve the defined goals.
- ◆ Involvement and support of BRPs/ABRCs in teachers training on FLN were shared.
- ◆ District status was updated, and future initiatives were discussed and made at block and district levels.

Sirsa:

- ◆ Understanding the situation at the block, cluster, and school levels by seriously discussing the activities of FLN with district-level officers in the meeting.
- ◆ In the meeting, the FLN coordinators of all the blocks share the reports, achievements, challenges, and work done by their two blocks in the meeting.
- ◆ To increase the educational level of the children through the activities of FLN in the monthly meeting, to improve the classroom processes, to get some activities done in campaign mode at the district level, planning and implementing them at the school level, and monitoring.

Mentor Training under FLN



Mentor Training being conducted under FLN

If BRPs/ABRCs get clarity on their role and functions, they will be able to cooperate more and more in FLN and visit schools regularly. Also, by developing a good understanding of the classroom observation process, the quality of observation will improve so that they can give constructive feedback to the teacher. Getting constructive feedback will improve the teaching process of the teacher and enhance the learning level of the children.

During this training, it was seen in the discussion and post-test that the mentors had a superficial understanding of the above topics. But to meet the challenges of the classroom and provide academic support to teachers through demos, work needs to be done on the understanding of mentors on issues such as better understanding of pedagogy for mentoring, prioritisation of support tailored to the school/classroom situation and constructive feedback that is useful to the teacher.

Phase-1 (May-June 2022)

A 10 day-KRP training was organised by Education Department, Panchkula at Manav Rachna Mahavidyalaya, Faridabad, and SCERT Gurugram, in which 442 KRP participants from almost all districts received training. The training was given by the members of STG. In the role of technical support, the District Managers of the Language and Learning Foundation team and District Academic Coordinators cooperated in the sessions and gave necessary suggestions in daily review meetings.

Phase – 2 (Nov 2022)

A 2-day KRP training was organised at SCERT Gurugram & DIET Panchkula. This time all the KRPs were personally trained by the Language and Learning Foundation team. In this phase, 15 weeks of planning and decoding were especially focused, and detailed discussions and demos were given.

After the training and fieldwork for a few days, one need-assessment tool has been developed to help find which subjects the mentors need to be trained in in the upcoming days. It is a Google form; its questions cover three main topics. 771 participants participated in the survey, including 599 ABRCs and 172 BRPs. Based on this analysis, a further plan of action is made for the ABRCs/BRPs training in March.

Teacher Training under FLN

LLF team continuously supported all the 3-phases of the teacher training at district and block levels in the academic year. During the training process, LLF team members co-facilitated along with KRPs for the qualitative delivery of sessions, and a proper

understanding of the concept must be ensured. We conducted demos, activities, use of TLMs and kits and how the participation of students can be increased.

The training focused on topics like:

- ◆ Goal and mission of FLN, under NIPUN-Haryana
- ◆ Role and support expectations from BRP/ABRC
- ◆ Capacity building on classroom observation, feedback process, and spot assessment importance
- ◆ The amalgamation of technology for better field support and creating universal feedback for teachers

School Support

To ensure the implementation of all initiatives of FLN, it is important to reach and get practical experience at the field level. LLF team members continuously visit their block's primary schools with ABRCs to assess the accurate picture. Mentors have been able to give constructive feedback to teachers. During the school visits, we follow a certain checklist for each school:

Teacher following FLN teaching approach.

- ◆ Classroom management of classes are according to FLN guidelines
 - ◆ Use of practice Hindi workbooks along with TLMs and kits
 - ◆ The print-rich environment inside the classroom should be according to the student level of study
- Mentors support their teachers through demonstrating teaching, spot assessment, and feedback on their classroom observations which should be recorded at the school level.

Mentor Training under FLN

Mentors play a vital role in the FLN mission because they are directly connected with the teachers and support and guide the teacher in activities under the new approach from time to time. Keeping this important aspect in mind, a three-day mentor workshop was organised. Sessions conducted in training include:

- ◆ Skilled Haryana Mission, FLN Mission, all-round development of children & class-wise target set
- ◆ Role, Capabilities, and Qualities of BRPs/ABRCs in the Context of FLN Mission



Glimpses of Teacher Training under FLN

- ◆ Need for classroom observation and process and importance of observation
- ◆ Constructive Feedback: what, why, and how?

School Support

To ensure the implementation of FLN initiatives, LLF team members continuously visit their block's primary schools with ABRCs to access the on-ground situation. Mentors have been able to give constructive feedback to teachers. During the school visits, we have certain checklists in each school:

- ◆ Teacher following FLN teaching approach.
- ◆ Classroom management of classes should be according to FLN.
- ◆ Use of practice Hindi workbooks along with TLMs and kits
- ◆ The print-rich environment inside the classroom should be according to student level.
- ◆ Mentors support their teachers through demonstrating teaching, spot assessment and feedback on their classroom observations which should be recorded at the school level.



Children working on their workbooks during School

Mid-Term Assessment

A mid-term assessment of selected schools was done in the second week of February 2023. The assessment tool measured two competencies: word recognition and reading fluency. In the month of October, children were assessed in selected schools based on the same

parameters. Based on the analysis of the assessment data done in October and February, the progress in the learning level of children in the districts was seen, and it will be used in the upcoming plan.

Reasons for increased learning of children:

- ◆ Progress was discussed with the mentor continuously at the block and cluster level, and plans were made based on that.
- ◆ BRP/ABRC/LLF team visited the school from time to time, and the teacher was given suggestions as well as help in making plans.
- ◆ Academic discussions and thematic sessions were conducted in the CPIU meeting.
- ◆ BRP/ABRC prepared assessment sheets from time to time, and based on that, the teachers were informed about the progress of the children.
- ◆ Surprise maintenance of the school by the CRC head in a planned manner with the ABRC/BRP.

District	% Of schools with an average of 14 or more in Word Recognition		% Of schools with an average of 14 or more in oral reading fluency	
	October 2022	February 2023	October 2022	February 2023
Ambala	46%	54%	33%	52%
Yamuna Nagar	38%	46%	30%	44%
Hisar	29%	32%	39%	58%
Jind	60%	60%	39%	64%
Kurukshetra	40%	60%	32%	61%
Sirsa	11.81%	15.8%	12.87%	21.9%

Partners' Visit

Relationships between partners and the project management team (LLF) play a vital role in any project in achieving significant targets. Our partner Godrej Foundation has played a key role in nurturing this FLN mission. Their important visits at the district level keep us motivated and encouraged to keep up the good work. Various members of the Godrej team visited the Ambala district time-to-time and reviewed their project.

Monitoring and Evaluation

In the academic year of 2022-23, the key organisational priorities for monitoring and evaluation were:

Introducing technology into monitoring processes for internal tracking of school-based programs and standardising indicators across all demonstration projects in Haryana, Uttar Pradesh, and Chhattisgarh.

Evaluation of students' learning outcomes in Chhattisgarh and Uttar Pradesh, including evidence generation and documentation of the adoption of appropriate foundation literacy practices by teachers and academic mentors in the LLF demonstration programs.

Technology integration has revamped Monitoring and Evaluation, streamlining processes and automating certain tasks. Platforms like SurveyCTO enable real-time data collection, expediting accuracy, while Zoho's visualisation tools convert intricate data into comprehensible insights. This synergy empowers efficient decision-making by offering timely project progress evaluation and trend identification, revolutionising project management through data-driven insights.

The standardisation of outcome indicators across multiple projects stands as a significant accomplishment within our organisation's monitoring and evaluation framework. This strategic endeavour ensures consistency and comparability in assessing project outcomes, enriching the depth of our annual report insights. By aligning indicators, our evaluations gain credibility and depth, enhancing the accuracy of impact assessment. This practice also facilitates cross-

project analysis, offering a comprehensive view of our collective efforts. The harmonised approach reinforces our commitment to evidence-based practices, enabling us to present a unified and compelling narrative of our achievements.

An external agency conducted an impact evaluation of a 3-year FLN Program (High Touch) called "NEEV: Learning Enhancement Program" in Durg district, Chhattisgarh, in March 2023 to assess the improvement in foundational Literacy & Numeracy skills among grade 2 students that can be attributed to project implementation. About 25 schools were taken as samples from the treatment and control groups. The primary finding indicates that the average score for all six skills (Mentioned in the table below) is notably higher among students from demonstration schools than those from control groups. This disparity holds true for all six skills and is statistically significant.

In the program supported by Bill and Melinda Gates Foundation in Uttar Pradesh, the baseline assessment took place in September 2022, involving Grade 1 students from 5 districts - 1 from the intervention district and four from comparison districts. A total of 3242 students were assessed, with 1090 from comparison and 1990 from intervention schools. The process evaluation endline assessment was completed in the same project in March 2022. This assessment included a teacher survey and interviews with academic mentors (ARP). Educational Initiatives (EI) conducted this process evaluation to comprehend the level of program implementation fidelity and identify factors that influenced implementation.

Media Coverage



Awards & Recognitions



LLF has contributed to developing the strategy for Foundational Literacy and Numeracy in the National Curriculum Framework, Foundational Stage (2022).

Dr Dhir Jhingran participated in panel discussions at the Comparative and International Education Society (CIES) 2023 Annual Conference in Washington DC, where he was a panellist in the session "The Role of Non-State Actors in Education in South Asia."



The new NCERT textbooks have adopted LLF's balanced approach to Foundational Literacy and Numeracy.

Dr Dhir Jhingran conducted a session on "Working with government at scale" at the University of Pennsylvania



Dr Mahendra Kumar Mishra, our Trustee and Advisor-MLE, has been awarded the UNESCO International Mother Language Award 2023, making him the first Indian to win the prize for language dissemination. He is an early advocate for including local knowledge in classroom instruction for critically endangered languages.

Dr Dhir Jhingran, was invited to deliver a Module, Deconstruction: Transforming Education, on the 1st and 2nd of September, at Lal Bahadur Shastri National Academy of Administration for over 500 Officer Trainees from IAS, IPS, IFS, IRS, IFoS & other central services during the 97th Foundational Course. The session discussed India's Learning Poverty and its impact and the importance of foundational learning. Dhir also highlighted the urgency for young trainee officers to focus on early childhood education and the foundational years in primary education.



Language and Learning Foundation won an award under a scheme run by the Research on Improving Systems of Education (RISE) Programme to support activities in RISE's Community of Practice as part of a collective campaign to bring attention to the learning crisis and the need to use systems thinking to improve learning outcomes. RISE is a global research endeavour that aims to overcome the learning crisis by improving learning outcomes. The focus is on bridging research and policy and catalysing reforms in the space of education. LLF also organised a two-day reading festival as part of the campaign in the Kurukshetra district of Haryana on 12th and 14th November 2022 from the £1000 award grant. This activity was supported by the RISE Programme through funding from UK Aid, Australian Aid, and the Bill and Melinda Gates Foundation.

Dhir Jhingran was one of the panellists in the recent Make in Odisha Conclave 2022. The panel discussion focused on transforming school education for the future-ready Odisha. The discussion highlighted the modern-day challenges in education and the possible solutions. Dr Dhir Jhingran talked about the urgent need for transformation in the education system to suit the fast-changing learning requirements of the 21st century. He also stressed the following crucial points in this context:

- A) Education should be seen as a long-term investment in human capital
- B) Focus on learning outcomes
- C) Building a purpose-driven education system
- D) The education system should be more responsive to parents and students

Voices From the field



Since the introduction of LLF's intervention in schools, we, as teachers, are fully aware of how to teach step by step. The Teacher's Guide (TG) of LLF is a valuable tool that saves time and energy while providing clear direction for various tasks and activities for engaging children. Our efficient use of time and energy leads to better learning outcomes. Devoting 6 hours in schools, teachers are involved in various activities. Hence, the teaching-learning material of LLF serves as this guide, optimising efforts and results, ultimately leading to effective time management.

LLF intervention has also helped us engage children in learning through play-based activities. Children remember the fun they have in school, which makes them attend school more regularly. For instance, when we start a poetry story in class, children listen to it as if it is a song, and they connect it to their own experiences. They might say, "We hear this song at home, too." This creates a connection, and they respond to it instantly.



Neeru Tripathy
Assistant Teacher, Primary
School Block - Kashi
Vidyapeeth, Varanasi



LLF's intervention has been a part of our school since 2021. Its role involves bringing in educational content that is highly demanded by students and has proven quite effective. Even in our classrooms, we can observe that the community is learning effectively. Their approach is engaging, and the model in place has been greatly beneficial to society. Looking ahead, we hope to continue receiving their support. Together, we strive to achieve success as soon as possible for the school.



Ajay Kumar Pandey
Composite Vidyalaya,
Basahupur, Sevapuri, Varanasi



The way LLF has changed the teaching of language is really effective. Following their plans helps us get the best results. Their teaching learning materials are well conceptualised considering everything-how to connect with students, teaching words step by step, blending and segmenting, and writing. It is everything in a clear order, which is much better than how we used to teach before. The classes are now interesting, and you can see how well the students are learning.



Ajit Kumar
Assistant Teacher, Primary
School Rameshwar 1st,
Sewapuri, Varanasi



I have been a part of the NIPUN Axiom Literacy material (FLN) development process, and this has enhanced my understanding of various pedagogical aspects of foundational literacy. I have also undergone the 'Xabayogi Xamal' course, prepared by Language and Learning Foundation. The course helped me in carrying out effective school support activities as a Community Resource Cluster Coordinator (CRCC).

The course further helped me to understand the relevance of FLN and NIPUN Bharat Mission and I have been implementing the action points from the course in capacitating and supporting FLN teachers in my cluster. The online course has really been an eye-opener for all categories of academic coordinators.



Mizanur Rahman
Community Resource Cluster Coordinator
(CRCC), Dhubri District, Assam



I have had a good learning experience being a participant in the NIPUN Axom literacy material development process. I had the opportunity to get exposure to various pedagogical approaches and supplementary materials for effective literacy intervention in foundational classroom processes. The materials have been the outputs of a series of lively discussions and brainstorming by selected teachers and teacher educators across the state. I was a part of preparing the workbook, Teachers Handbook, Reading Book, and other Literacy Teaching Learning Materials. I am quite convinced that the approach that has been undertaken to teach foundational literacy will bring bright results in transforming the traditional classroom processes into NCF FS 2022-aligned ones.

In the meantime, I have also undergone the online 'Xabajyogi Xamal' course (Online CAC Course) that has been prepared by Language and Learning Foundation for the academic coordinators (State Resource Groups, District Resource Groups, Block Resource Persons, etc.). The course has built my capacity to provide school support as an SRG member and in upgrading teaching-learning processes in my own school and my professional development. It also has developed my understanding of the relevance of FLN for children in the foundational stage and the ongoing NIPUN Bharat Mission. The course helped me resolve doubts and clear some concepts. I firmly believe that this course will help our teachers too.



Angarag Kumar Bhuyan,
Post Graduate Teacher,
Rangadaria Higher
Secondary School,
Morigaon



The Foundation Learning Enhancement Program is being run in Durg district by Language and Learning Foundation (LLF) in collaboration with SCERT. This program is important for the holistic development of children, with its four-part framework encompassing activities related to oral language development, decoding, reading, and writing. Children engage with teaching materials provided by the program, including picture charts, poem posters, story charts, letter/ letter cards, grids, big books, and more. These materials not only facilitate learning but also spark a greater interest in reading.

When it comes to teaching children, our approach involves working with them systematically. In the first week, we focus on one alphabet for two days, and then we move on to the next alphabet for two days, progressing in this manner with the children. We seamlessly integrate these activities so that the children are actively engaged without necessarily recognizing that they are being taught. As children acquire knowledge of four to six

letters, they are encouraged to read words formed from these letters. This approach not only enhances their alphabet recognition but also cultivates their ability to read new words, thus sustaining their enthusiasm for reading. In our teacher training, we were instructed on various methods of working with children, including word reading and the use of decodable texts. This training has equipped us with the necessary tools to effectively engage with the children and integrate these methods into our teaching, ensuring a cohesive and impactful learning experience.

We have found that teaching children through activities and incorporating sports activities into the process has helped alleviate the children's hesitations. It has also strengthened the mutual relationship between teachers and students, fostering an environment where children feel comfortable expressing their views without hesitation. One noteworthy aspect of our program is the inclusion of the Big Book, which is provided in the Chhattisgarhi language, the native language of the children. This has not only improved the children's verbal expression but has also introduced them to new concepts in the Hindi language, enriching their vocabulary.

The Foundation Learning Enhancement Program, by Language and Learning Foundation, has played a pivotal role in the comprehensive development of the children in the Durg district. For this, I wholeheartedly commend the efforts of LLF.



Mrs. Santoshi Nishad,
District Mission
Coordinator, Samagra
Shiksha, Durg



In Durg district, the program started in 200 primary schools under the leadership of LLF for the promotion of linguistic ability, giving character to the saying 'Neev'. This program brought very promising results. There were some obstacles due to Covid-19, but by making arrangements like 'Har Ghar School', it was successful in removing the obstacles to a great extent. The most important feature of this program has been accepting the importance of the local language and the needs of the area. Reading material was developed and its use was ensured. Seeing the results achieved and the use of 'Neev' in 200 schools, it was later implemented in 585 schools of Durg district. The importance of the reading material related to this can be gauged from the fact that today in every school in the entire state of Chhattisgarh, big books, exercise book, picture charts, and other materials related to NEEV are available by Samagra Shiksha and State Educational Research and Training Council, Raipur. It can definitely be said that the NEEV program will prove to be a 'milestone' in achieving the goals of FLN in the National Education Policy 2020. Work on developing material on numerical efficiency has also been started. It can be said that the Neev program is proving to be an ambitious program for enhancing the linguistic ability of schools and students as per today's needs.



Mr. Surendra Pandey,
District Mission
Coordinator, Samagra
Shiksha, Durg



The multilingual education program was started in 200 schools in the Bastar district in July 2022 by Language and Learning Foundation. Various tribes and communities live in the Bastar district whose culture, traditions, and language are different from each other.

Initially, while working in multilingual education, we identified Halbi-speaking schools through a linguistic survey of the state. Understanding the local environment, Language and Learning Foundation prepared language subject material for Grades 1st and 2nd, which included a picture chart, a big book, a story and poem chart, a practice book in the local language, and a teacher's guide.

The teacher training was structured into four sections, focusing on prepared materials and a balanced approach to language teaching. The central objective of this training was to teach educators how to effectively use a child's native language as the primary medium of instruction in the classroom.

Following the teacher training, cluster academic coordinators received training on how to support students in their multilingual program. Right after these training sessions, classroom activities started. When I observed the multilingual classes, we saw increasing participation of the children in the class as well as the children giving expressions in their home language without any fear. From the discussion with the teachers, it was found that by talking to the children in their own language, the children are taking active participation.

Looking at the experiences of last year, we have started multilingual education in 1526 schools of all the development blocks of the district with the help of Language and Learning Foundation from the academic session 2023-24. We hope that positive results will definitely be seen in the schools and in the education of the children.



Mr. Akhilesh Mishra,
District Mission
Coordinator, Samagra
Shiksha, Bastar

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



Ms. Vrinda Sarup

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



Ms. Amrita Patwardha
Member

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.

Our Advisory Board



Dushyant Singh
Private Equity and
M&A at McKinsey & Co

Dushyant comes with 20+ years of experience in strategy, merger and acquisition, and business development and is an IIM Calcutta alumnus. He is Co-lead in the private equity practice at McKinsey in India, serving leading buyout and growth funds and their portfolio companies. He also co-leads the M&A competency, serving Indian business houses on topics related to acquisitions, divestitures, and corporate finance. He previously established and led the Commercial Due Diligence practice at Deloitte and led the M&A strategy practice at PwC. He has also served as a solution leader in the IT industry and a corporate planning manager in the media industry. His specialties include due diligence, M&A and growth, private equity, communications & media, and education.

Nishi is the Founder and CEO of BrandCross Consulting whose mission is to enable young talent and organizations to build better brands, because a better brand means better marketing. With high profile international business experience of over 35 years in developing brands for Fortune 500 companies such as Unilever, Coca-Cola, British Petroleum, Danone, Kraft Foods, YUM!, Asian Paints and others, Nishi has held C-Level leadership roles in global brand management and general management based in the U.S., China and India. She has deep knowledge and understanding of BRIC markets and cultures gained through on-site work and life experiences in the U.S., Latin America and Asia. While building brands all along, several of which have won international and domestic creative and effectiveness recognition, Nishi also had the opportunities to develop initiatives including CSR programs such as Lifebouy India's Hand Washing program, setting up Lowe India's Rural Communications Group for Unilever's brands and leading the development of Goli Ke Hamjoli - an USAID funded program - to promote the use of oral contraceptives in India. Nishi has served on the juries of effectiveness and content marketing awards in India and the U.S. and was part of the Visiting Faculty at the Miami Ad School, Miami.



Ms. Nishi Suri
Founder and CEO of
BrandCross Consulting



Shaveta Sharma-Kukreja
CEO & Managing Director
at Central Square Foundation

Shaveta is the CEO & Managing Director at Central Square Foundation. She has been part of the founding team at CSF since 2012 and leads CSF's work on FLN (Foundational Literacy & Numeracy), Early Childhood Education (ECE) and EdTech, and oversees the organization's institution building. She is passionate to bring to life CSF's vision of quality learning for all children and government-led system reform for scale and sustainability. Prior to CSF, she worked at The Boston Consulting Group and Citibank. She has also been a visiting faculty member in the Human Resources and Organizational Behaviour disciplines at many business schools. Shaveta earned her bachelor's degree in economics from Shri Ram College of Commerce, University of Delhi, and holds an MBA in Management from IIM, Bangalore. Shaveta is also on the advisory board of Madhi Foundation and Saarthi Education. She is also on the advisory board of India Leaders for Social Sector (ILSS) in line with her commitment for high-quality leadership for the social sector.

Our Global Advisors



Carol Benson is an independent researcher in the field of multilingual education rendering technical assistance in low-income countries. She conducted 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



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. Davidson was 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



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

Our Global Advisors



DR. PAOLA UCCELI
Professor,
Harvard Graduate
School of Education

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. Uccelli's current projects focus on describing individual trajectories of school-relevant language development; on the design and validation of a research instrument to assess school-relevant language skills in elementary and middle school students; and on understanding how monolingual and multilingual speakers and writers learn to use a variety of discourse structures flexibly and effectively for diverse communicative and learning purposes. Uccelli studied linguistics at the Pontificia Universidad Católica del Perú and subsequently earned her doctoral degree in Human Development and Psychology at the Harvard Graduate School of Education. Being a native of Peru, she is particularly interested in Latin America where she collaborates with local researchers and often participates in research conferences and workshops.

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



MR. SAKIL MALIK

Senior Business Development Advisor at Childhood Education International

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.

Our Collaborators

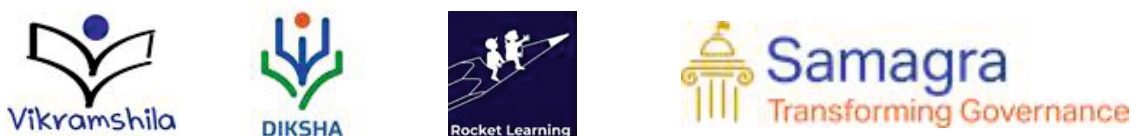
Strategic and Financial Partners



Program Partners - State Governments



Technical Partners



The Annual Accounts 2022-23

Language and Learning Foundation
D-26, Front Ground Floor, N.D.S.E Part-II, New Delhi, 110049
Balance Sheet as at 31st March 2023

Particulars	As at 31st Mar 2023			As at 31st Mar 2022			Amt. in (₹)
	Local Contribution	Foreign Contribution	Total	Local Contribution	Foreign Contribution	Total	
SOURCE OF FUNDS:-							
<i>Project Funds:-</i>							
Earmarked Funds	1,21,46,807.00	2,80,49,342.00	4,01,96,149.00		1,48,90,942.00	1,48,90,942.00	2,59,87,945.00
<i>General Funds:-</i>							
General Fund	24,22,978.00	73,36,994.00	97,59,972.00	22,78,734.00	31,73,423.00	54,52,157.00	54,52,157.00
<i>Corpus Funds:-</i>							
Corpus Funds	33,25,000.00	1,05,82,605.00	1,39,07,605.00	32,15,000.00	90,82,605.00	1,22,97,605.00	1,22,97,605.00
<i>Assets Funds:-</i>							
Assets Funds	72,83,534.00	33,06,861.00	1,05,90,395.00	31,34,843.00	6,78,526.00	38,13,369.00	38,13,369.00
<i>Staff Welfare Funds:-</i>							
Staff Welfare Funds	3,25,879.00	7,60,443.00	10,86,322.00				
Total	2,55,04,198.00	5,00,36,245.00	7,55,40,443.00	1,97,25,580.00	2,78,25,496.00	4,75,51,076.00	4,75,51,076.00
APPLICATION OF FUNDS:-							
Fixed Assets	1,31,92,830.00	47,60,616.00	1,79,53,446.00	69,60,777.00	13,42,770.00	83,03,547.00	83,03,547.00
Less: Accumulated Depreciation	59,09,296.00	14,53,755.00	73,63,051.00	38,25,934.00	6,64,244.00	44,90,178.00	44,90,178.00
Net Block	72,83,534.00	33,06,861.00	1,05,90,395.00	31,34,843.00	6,78,526.00	38,13,369.00	38,13,369.00
Investments	37,97,674.00	2,74,35,616.00	3,12,33,290.00	35,63,131.00	2,53,69,766.00	2,89,32,897.00	2,89,32,897.00
<i>Current Assets, Loans and Advances</i>							
Current Assets	1,88,59,829.00	2,26,53,547.00	4,15,13,376.00	1,77,90,750.00	39,42,123.00	2,17,32,873.00	2,17,32,873.00
Total Assets	1,88,59,829.00	2,26,53,547.00	4,15,13,376.00	1,77,90,750.00	39,42,123.00	2,17,32,873.00	2,17,32,873.00
<i>Current liabilities and Provisions</i>							
Current liabilities and Provisions	44,36,839.00	33,59,779.00	77,96,618.00	47,63,144.00	21,64,919.00	69,28,063.00	69,28,063.00
Total Liabilities	44,36,839.00	33,59,779.00	77,96,618.00	47,63,144.00	21,64,919.00	69,28,063.00	69,28,063.00
Net Assets	1,44,22,990.00	1,92,93,768.00	3,37,16,758.00	1,30,27,606.00	17,77,204.00	1,48,04,810.00	1,48,04,810.00
Total	2,55,04,198.00	5,00,36,245.00	7,55,40,443.00	1,97,25,580.00	2,78,25,496.00	4,75,51,076.00	4,75,51,076.00

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

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

For Language and Learning Foundation,

Dr. Dhirvir Jhingran
Managing Trustee

Place: New Delhi
Date: 28th July, 2023

R. Govindraj
Director Finance

Dr. Uddalak Datta
Trustee



The Annual Accounts 2022-23

Language and Learning Foundation
D-26, Front Ground Floor, N.D.S.E Part-II, New Delhi, 110049
Statement of Income and Expenditure Account for the Period Ended on 31st March 2023

Particulars	Note	For the year ended 31st March, 2023			For the year ended 31st March, 2022			Amt. in (₹)
		Local Contribution	Foreign Contribution	Total	Local Contribution	Foreign Contribution	Total	
Income:								
Grant Income	10	13,76,56,909.00	11,12,32,705.00	24,88,89,614.00				
Earmarked Funds								
Other Income								
Donations	11	5,32,071.00	9,10,112.00	14,42,183.00	12,97,03,438.00	32,99,398.00	13,30,02,836.00	
Interest Income	12	7,75,486.00	19,20,448.00	26,95,934.00	5,99,857.00	9,59,372.00	15,59,229.00	
Other Income	13	216.00	-	216.00	9,49,979.00	19,52,534.00	29,02,513.00	
Total Income		13,89,64,682.00	11,40,63,265.00	25,30,27,947.00	13,12,94,344.00	62,22,285.00	13,75,16,629.00	
Expenditure:								
Grant Expenditure	10	12,48,86,872.00	8,25,67,115.00	20,74,53,987.00	12,32,38,653.00	4,45,91,401.00	16,78,30,054.00	
Establishment and Other Expenses	14	47,05,857.00	44,28,151.00	91,34,008.00	34,31,166.00	8,77,650.00	43,08,816.00	
Administrative expenses	15	63,51,782.00	70,02,757.00	1,33,54,539.00	63,19,012.00	49,90,952.00	1,13,09,964.00	
Expenses on employment	16	16,77,628.00	27,14,711.00	43,92,339.00	7,13,334.00	28,86,556.00	35,99,890.00	
Fund Raising Cost	6	20,83,362.00	7,89,511.00	28,72,873.00	11,58,205.00	4,09,186.00	15,67,391.00	
Depreciation								
Less transfer to Assets Fund								
Other Expenses	17	1,48,495.00	28,559.00	1,77,054.00	5,18,251.00	19,616.00	5,37,867.00	
Total Expenditure		13,77,70,634.00	9,87,41,293.00	23,45,11,927.00	13,42,20,416.00	5,33,66,175.00	18,75,86,591.00	
Excess of Income over Expenditure/ (Excess of Expenditures over Income)		11,94,048.00	1,73,21,972.00	1,85,16,020.00	(29,26,072.00)	(4,71,43,890.00)	(5,00,69,962.00)	
Transferred to General Fund/ from General Fund		1,44,244.00	41,63,572.00	43,07,816.00	(9,96,550.00)	17,89,591.00	7,93,041.00	
Transferred to Project Fund		10,49,804.00	1,31,58,400.00	1,42,08,204.00	(19,29,522.00)	(4,89,33,481.00)	(5,08,63,003.00)	

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

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Annexed to our report of even date

For S. Sahoo & Co.

Chartered Accountants

FRN: 322952E

CA. (Dr.) Subhajit Sahoo, FCA, LLB

Partner

M No. : 057426

Place: New Delhi

Date: 28th July, 2023

UDIN:23057426BC1JNK7287

For Language and Learning Foundation,

[Signature]
Dr. Dhirvir Jhingran
Managing Trustee

Place: New Delhi

Date: 28th July, 2023

[Signature]
Dr. Uddalak Datta
Trustee

[Signature]
R. Govindraj
Director Finance

Language and Learning Foundation

Consolidated Financial 2022-23

Income and Expenditure Account

The Annual Accounts 2022-23

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 31st March, 2023

Particulars	Note	For the year ended 31st March, 2023		For the year ended 31st March, 2022		Amt. in (₹)
		Local Contribution	Foreign Contribution	Local Contribution	Foreign Contribution	Total
Opening Balance:						
Cash in Hand						7,89,27,902.00
Cash at Bank		1,69,43,712.00	36,97,121.00	2,06,40,833.00	6,27,19,688.00	1,74,40,676.00
Fixed Deposits		34,55,423.00	2,46,00,000.00	2,80,55,423.00	1,40,11,000.00	9,63,68,578.00
Add: Receipts	A	2,03,99,135.00	2,82,97,121.00	4,86,96,256.00	7,67,30,688.00	14,42,26,649.00
Donations & Grants		13,44,52,319.00	11,21,42,817.00	24,65,95,136.00	42,58,770.00	22,000.00
Other Receipts		216.00	-	216.00	-	24,52,039.00
Interest		6,98,009.00	13,51,318.00	20,49,327.00	15,50,507.00	11,00,000.00
Corpus Donation		1,10,000.00	15,00,000.00	16,10,000.00	10,00,000.00	12,07,970.00
Increase in Current Liabilities/ Decrease in Current Assets		14,89,846.00	12,23,074.00	27,12,920.00	38,928.00	14,90,08,658.00
Less: Payments	B	13,67,50,390.00	11,62,17,209.00	25,29,67,599.00	68,48,205.00	51,87,608.00
Decrease in Current Liabilities/ Increase in Current Assets		15,12,696.00	2,01,070.00	17,13,766.00	19,31,022.00	11,91,658.00
Purchase of fixed assets		62,32,053.00	34,17,846.00	96,49,899.00	4,41,515.00	41,78,606.00
Grant Refunded		25,49,556.00	-	25,49,556.00	-	16,66,20,598.00
Expenses for the year and other utilities						43,08,816.00
Grant Expenditure		11,66,74,495.00	7,83,88,826.00	19,50,63,321.00	4,41,37,947.00	2,83,840.00
Administrative expenses		47,05,857.00	44,28,151.00	91,34,008.00	8,77,650.00	1,13,09,964.00
Other Expenses		1,48,495.00	28,560.00	1,77,055.00	16,130.00	35,99,890.00
Expense on employment		63,51,782.00	70,02,757.00	1,33,54,539.00	63,19,012.00	18,61,23,108.00
Fund Raisings Cost		16,77,628.00	27,14,711.00	43,92,339.00	28,86,556.00	19,66,80,980.00
		12,95,58,257.00	9,25,63,005.00	22,21,21,262.00	5,29,09,235.00	4,86,96,256.00
		13,98,52,562.00	9,61,81,921.00	23,60,34,483.00	5,52,81,772.00	
Closing Balance	C (A + B - C)	1,72,96,963.00	4,83,32,409.00	6,56,29,372.00	2,82,97,121.00	
Cash in Hand						2,06,40,833.00
Cash at Bank		1,36,82,672.00	2,22,32,409.00	3,59,15,081.00	36,97,121.00	2,80,55,423.00
Fixed Deposits		36,14,291.00	2,61,00,000.00	2,97,14,291.00	2,46,00,000.00	4,86,96,256.00
		1,72,96,963.00	4,83,32,409.00	6,56,29,372.00	2,82,97,121.00	

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

For S. Sahoo & Co.
Chartered Accountants
FRN: 322952E

For Language and Learning Foundation,

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

Dr. Dhirvir Jhingran
Managing Trustee

Place: New Delhi
Date: 28th July, 2023
UDIN: 23057426GTJNK7287

Dr. Uddalak Datta
Trustee

R. Govindraj
Director Finance





LLF

Language and Learning

f o u n d a t i o n

Strong Foundation, Stronger Future



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