

LLF

Language and Learning
foundation

Strong Foundation. Stronger Future.

Annual Report

2023-24



9 years of strengthening FLN ecosystem



गिलहरी और गौरैया



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The Founder's Desk



Our effort in the last year has been focused on reflection and consolidation of all our system-oriented programmes. We devoted considerable time and energy towards deepening and enhancing each of our interventions to increase the effectiveness and impact of our programmes.

LLF's Foundational Literacy and Numeracy (FLN), Balvatika, and Multilingual Education (MLE) programmes that are implemented in collaboration with state governments helped improve Foundational learning outcomes of 1.1 million children across 8 states. LLF's technical support and system strengthening initiatives in 8 states included development of new textbooks and children's workbooks, teacher professional development programmes, assessment guidelines, supportive supervision protocols and training programmes, etc. had an outreach of 16.2 million students, 1.08 million teachers and 236,748 schools during 2023-24.

The expansion of our work during the past year to promote foundational learning beginning with children's first languages through a bi/multilingual approach has been most satisfying for us. The FLN programme in Bastar district in Chhattisgarh is showing significant changes in multilingual teaching practices. Most importantly, we have begun work in collaboration with the Government of Jharkhand to include five children's first languages in 1000 schools in seven districts. This initiative of the state government called 'PALASH' has the potential of transforming the quality of education in the state where over 90 per cent of children do not speak Hindi at home. The Tripura World Bank supported project also has Multilingual Education as a focus and has continued to drive improvement in learning outcomes through outcome-based financing projects. During 2023-24, we initiated a Development Impact Bond (DIB) for 144,303 children under the LiftEd Consortium project and in 2 districts, 95,758 children through the Prevail Fund.

I look forward to the coming year (2024-25) to prioritize strengthening the data culture within LLF. We aim to build robust data collection, analysis, and utilization systems across all programs. We are also committed to undertaking strong documentation and learning sessions for our major programs. Additionally, we are preparing to launch a National Teaching and Learning Practices Survey (TLPS) across 9 states, 21 districts, 1050 schools and 5 partners. Staff capacity-building programs will be implemented to enhance skills and expertise across various domains. We also plan to strengthen the gender-focus of our programs and build a gender-responsive culture within the organization. Furthermore, we will enhance and deepen our focus on equity and promoting learning of marginalized children in all classrooms.



Dhir Jhingran,
Founder & Executive Director,
Language and Learning Foundation

LLF at a glance

Our Mission and Vision

Strong Foundation, Stronger Future.



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 2027, we will impact 35 million children by influencing classroom practices of more than 2 million teachers and teacher educators working in 10 States, 8 Languages and 50 Districts and reduce learning poverty from 56.1% in 2022 to 25%.

Who We Are and What We Do

Early language, literacy and numeracy skills are the basis of all future learning in schools. If these are not developed well in early years, children will not be able to catch up in later grades with school texts becoming more dense and abstract. Therefore, strengthening teaching-learning for developing foundational skills among students is crucial.

Language and Learning Foundation (LLF) believes that a large-scale transformation in the teaching and learning process is required to address this crisis, therefore we work in collaboration with the Indian public education system. We collaborate with governments for sustainable impact on children's foundational learning outcomes at scale. Our long-term partnerships with the government helps strengthen the system to implement high-quality FLN programs.

LLF is a catalyst for change, dedicated to ensuring that every child, irrespective of their background, possesses the essential building blocks for lifelong learning. We are a force for transformation, working relentlessly to equip children with strong foundational skills in reading, writing, and arithmetic, not just in the school language but also in their home languages. Our approach is systemic and impactful, reaching millions to create a future where education is accessible and effective for all.

Our Core Competencies

Improving FLN Ecosystem at scale

Continuous Professional Development of Teachers

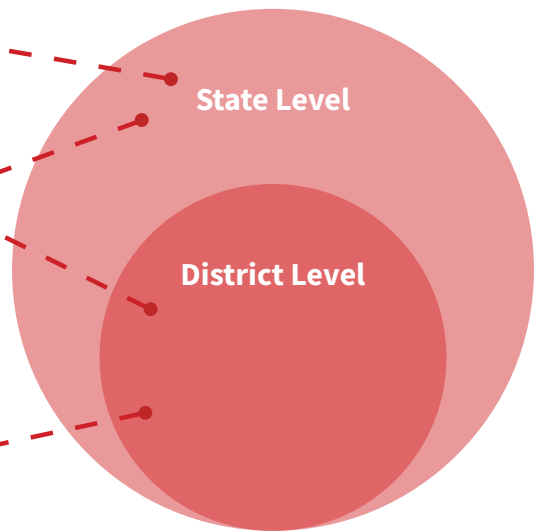
Building capacity within the system to sustain foundational learning programs

Driving Systemic Reform Country-wide

Collaborating with state governments to develop and implement high-quality FLN programs and also build capacity in the system to sustain them independently

Demonstrating strong teaching and practices at the district level

Co-design and develop an easily replicable strategy that demonstrates clearly defined, tangible outcomes



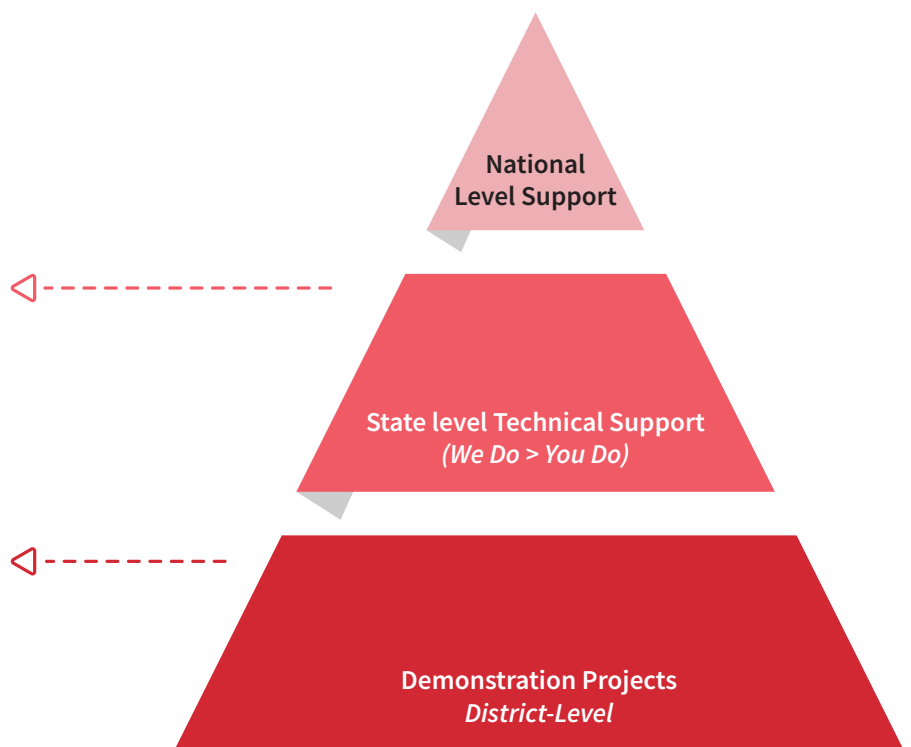
Solving the Problem, Our Way

State level Technical Support

- Build capacity of State Resource Groups (SRG)
- Co-create instructional design, materials, teacher handbooks
- Orient state level resource groups for training of teachers and mentors
- Institutional capacity building
- State LLF team of 5-6 persons

Demonstration Projects at District-Level

- District level Demonstration Projects
- Training of teachers
- Effective supervision by mentors
- Effective cluster meetings
- Data analysis and follow-up action
- One LLF person for 100-120 schools working with the government education system



Our Reach and Impact

We have been partnering with state governments to transform the teaching of FLN in classrooms at scale.

5 Languages

undertaken to support FLN and Multilingual Education reforms and initiatives

1.2 Million

Children Improved Foundational Learning Outcomes

16.2 Million

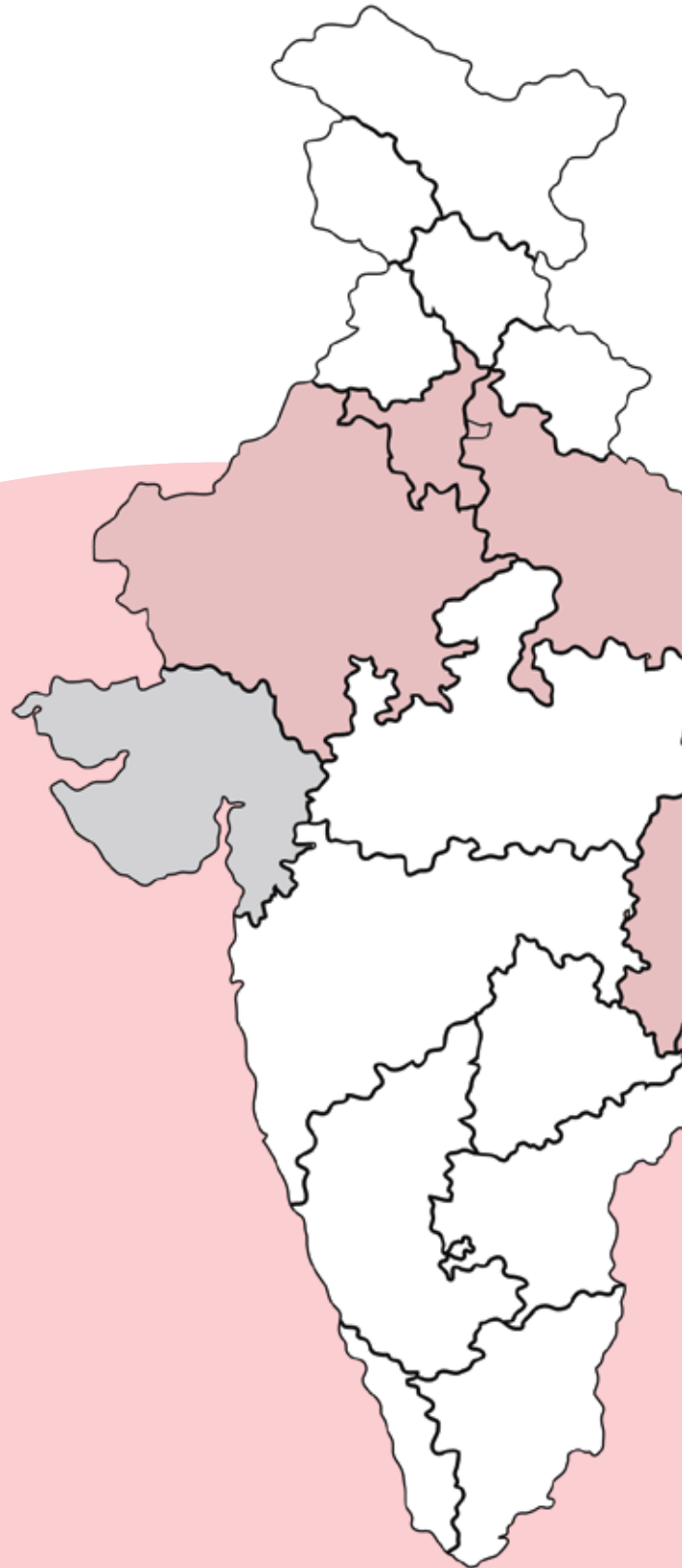
Children reached in **236,748** Schools through our programs

1.08 Million Teachers



and Teacher Educators have improved classroom practices



1,132 Government

officials engaged and supported to effectively implement NIPUN Bharat Mission




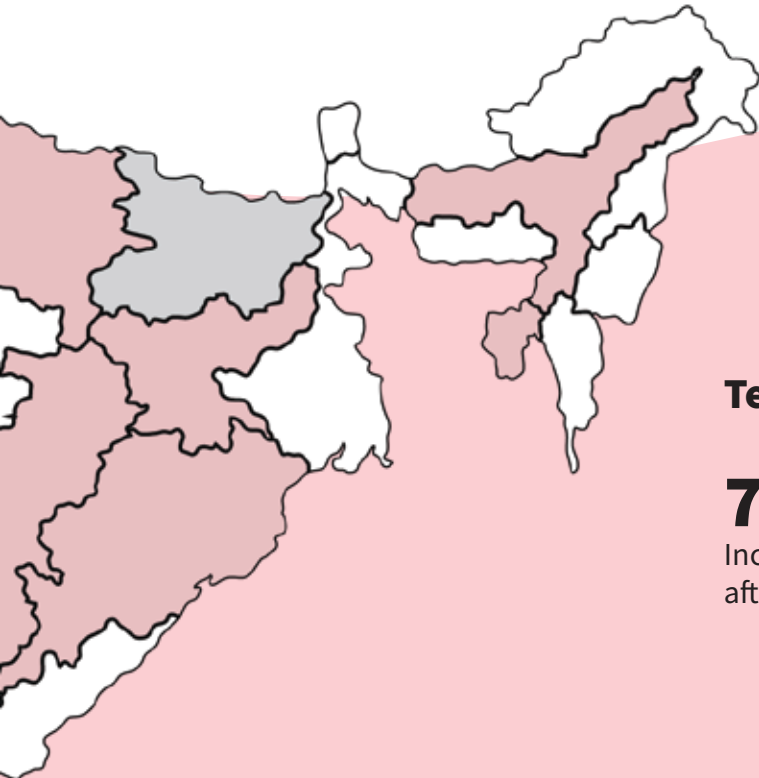
Student learning

1.5x  **Improvement in Oral Reading Fluency** and **1.6x**  **Improvement in subtraction competencies** in Educational Initiatives Study Report in Varanasi, Uttar Pradesh (Dec 2023 - Mar 2024)

10%  **Improvement in literacy outcomes** and **9%**  **Improvement in numeracy outcomes** in Impacts Study Report Neev Program in Chhattisgarh Districts' Durg and Balod (Mar 2023 - Apr 2024)

3.5x  **Learning gains** achieved compared with targets of Development Impact Bond in Haryana (2022)

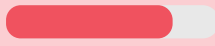
2x  **Improvement in literacy learning outcomes** of students in MLE Action-Research project as compared to non-intervention group (2022)

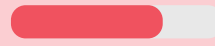


Teaching & learning process

70%  Increase in **Check for Understanding (CFU)** during and after the instruction (Ei, 2022)

System strengthening

80%  of Block & District Level review meetings **discuss FLN agenda** Including data related to teaching practices and Student Learning. (LLF MIS 2023-24 - Uttar Pradesh, Chhattisgarh, Haryana)

70%  **Mentors follow** classroom visit Protocols (LLF MIS 2023-24 - Uttar Pradesh, Chhattisgarh, Haryana)

Revisiting 9 years of LLF

Strong Foundation, Stronger Future.

Major Milestones and our Path Ahead



Introduced Demonstration Programs - School demonstration programs in 175 schools impacting 3500 children

2018

2016

Began with 8-month professional development courses for 200 teachers and teacher educators. Spawned a variety of other professional development courses



2019

Haryana DIB - Launched India's first-ever CSR funded Development Impact Bond (DIB) with the support of IndusInd and SBI Foundation. Initiated in 3,300 schools, impacted 164,000 children, 7500 teachers and teacher educators across 7 districts in Haryana





Added State Level Technical Support and Systemic Reform for curriculum, materials, assessments and professional development in 5 states

2020



Support 10 states for state-wide FLN implementation
Improve learning outcomes of 3.5 Million children in early grades
(Outreach: 35 Million)

2027



2023

Scaling up Demonstration Programs - We scaled to 33 districts, covering 14,726 schools, impacting 1.2 Million children and 250,000 teachers and teacher educators



A Year of Progress

Highlights from 2023-24



Dr. Dhir Jhingran leading workshops on Education at LBSNAA

Dr. Dhir Jhingran, Founder and Executive Director of LLF, led 3 workshops in April 2023, June 2023, and February 2024 at the Lal Bahadur Shastri National Academy of Administration (LBSNAA) in Mussoorie, India. Through these enriching sessions on Education conducted for hundreds of IAS Officer Trainees and seasoned IAS Officers with decades of experience, Dr. Dhir shared and discussed crucial aspects of education, challenges, and potentials, highlighting the critical importance of early education and the intricate dynamics involved in implementing educational reforms. The workshop fostered a collaborative approach with bureaucrats who collectively represent the backbone of our administrative system towards addressing the complexities of education.



LLF at Charcha 2023 session 'Rethinking Education for 21st-century skills'

Our Founder and Executive Director, Dhir Jhingran, was among the panellists at the session 'Rethinking Education for 21st-century skills' at Charcha 2023, organized by The/Nudge Forum and Reliance Foundation in Hyderabad, Telangana. The session focused on disruptive strategies and innovative models of delivering education to ensure scale. It also discussed how skill development will evolve in formal institutions.

Dr. Jhingran highlighted the critical role of early childhood education as a cornerstone for future learning, including 21st-century skills. He advocated for equity in education, emphasizing the need for learning improvement programs to address disparities. Dr. Jhingran also stressed the importance of human-centred change, emphasizing the need for dialogue and consultation in educational reforms.

As part of Teachers' Day celebrations, we invite you to

An International Symposium on Teacher Professional Development in the Global South

Featuring speakers from 11 countries

31 August and 1 September 2023
Prof. S. Parasuraman Conference Hall
Tata Institute of Social Sciences, Mumbai

Link to online registration
https://bit.ly/CETE_TPD_S

Projects Supported by SPARC
Connected Learning: Innovation Diffusion of EdTech for quality at scale
Re-imagining Teacher Education: A comparative study of initial teacher education in BRICS countries

Teaching partner
CETE | TATA TRUSTS



Panel Discussion on: 'Innovations in Teacher Professional Development: Networks and Partnerships' at TISS Mumbai

LLF played a significant role at the International Symposium on Teacher Professional Development in the Global South, held at Tata Institute of Social Sciences, Mumbai, on August 31 and September 1, 2023. The event focused on examining and enhancing teacher professional development policies across BRICS countries, South Asia, and Sub-Saharan Africa. LLF's Executive Director, Dr. Dhir Jhingran, contributed to the panel on "Innovations in Teacher Professional Development: Networks and Partnerships," highlighting LLF's efforts in equitable and effective partnerships. Ramesh Chandra, Director of Academics, and Shveta Lall, Associate Director for CPD, also attended, gaining insights into global practices and sharing LLF's impactful work in India. The symposium provided a platform for exchanging knowledge and strategies, emphasizing equity and quality in teacher education.

LLF Makes a Global Impact at the 7th International Conference on Language and Education

Dr. Dhir Jhingran, Founder & Executive Director of LLF, took center stage at the 7th International Conference on Language and Education in Bangkok, Thailand. His panel discussion focused on the powerful influence of position papers and research evidence on national policies and programs. Dr. Jhingran emphasized the importance of collaboration between organizations in the Global North and South. He advocated for exchanging evidence and learning from each other to address critical issues in language education and multilingual education (MLE). LLF's commitment to using evidence-based advocacy was highlighted, with Dhir citing key position papers like "The World Bank's Loud and Clear" Report and the British Council's "English-a Multilingual Approach" as valuable resources for shaping advocacy efforts and program designs.



LLF at Dialogues on Development Management for Social Change

Dialogues on Development Management witnessed our Founder & Executive Director, Dr. Dhir Jhingran, as a distinguished panellist. This groundbreaking conference, spearheaded by the Indian School of Development Management (ISDM), aimed to foster Management for Social Change.

In the session, "Matching Capital with Causes: Innovative Finance's Landscape and Instruments," Dr. Jhingran shed light on India's pioneering domestic CSR-funded Development Impact Bond (DIB) in education, the Haryana Early Literacy DIB. This initiative, backed by IndusInd Bank, SBI Foundation, and Central Square Foundation, aimed to revolutionize learning outcomes.

Dr. Jhingran recounted his journey of navigating the system to achieve scale, resulting in a remarkable 3.5 times improvement in learning outcomes compared to the initial target. His insights offered invaluable lessons for those seeking to leverage innovative finance for social change.



Multilingual Education: From a Research Lens

LLF convened two significant events in 2023 to delve into the complexities of multilingual education in India. The first, held on August 2nd at the Indian Habitat Centre, Delhi, explored various facets of multilingual literacy acquisition, qualitative research, and language mapping. Our Founder, Dhir Jhingran, emphasized the importance of integrating children's home languages into early education to foster foundational literacy and numeracy. A subsequent informal consultation on August 22nd at LLF's Delhi office aimed to address the challenges and opportunities presented by multilingual education in India. Participants highlighted the need for scalable teaching approaches, the shortage of qualified teachers and learning materials, and the difficulties faced by children learning unfamiliar languages. The consultation underscored the importance of collaborative efforts among NGOs, government agencies, foundations, and academics to tackle these challenges, enhance the educational experience for non-proficient language learners, and promote the sharing of best practices and innovations.



LLF anchoring National MLE Consortium in India

LLF has taken the lead in establishing a national consortium dedicated to addressing the challenges of mother-tongue-based multilingual education (MLE) in India. This collaborative effort brings together organizations and individuals to explore, develop, and implement strategies that improve educational outcomes for children who are not proficient in the language of instruction used in schools. Through seminars, webinars, and regular meetings, the consortium is working to deepen understanding of MLE principles and practices. A key initiative involves the development of a comprehensive document outlining the "Why, What, and How" of MLE, which will serve as a valuable resource for policymakers, educators, and administrators. Over the past year, the consortium has met regularly to discuss progress, refine strategies, and explore avenues for wider dissemination of MLE knowledge. An interim steering committee has been formed to oversee the consortium's activities and ensure ongoing momentum and expansion through outreach initiatives.

LLF at The G20 Education Conference in Pune

LLF made a significant impact at the G20 Education Conference in Pune, India. Our organization was among the selected NGOs invited to exhibit our innovative foundational literacy and numeracy programs. The conference, hosted by the Ministry of Education, brought together state governments, NGOs, and educational stakeholders to showcase their work. At our booth, we highlighted the scale and success of our initiatives, offering hands-on demonstrations of classroom activities that engage teachers, students, parents, and state representatives. This event provided a valuable platform to expand our reach and strengthen our role in advancing education nationwide. Our Founder, Dhir Jhingran, also participated in the G20 National Conference on Foundational Literacy and Numeracy. He emphasized the importance of mother tongue instruction in elementary education, aligning with national education policies. Dhir's session addressed the challenges faced by teachers who do not know their students' home languages and presented potential solutions for effective classroom learning.

Program Implementation and Results

Continuous Professional Development



2,50,000
Teachers and
Teacher Educators



86.6%
Academic Resource Person
Trained in Uttar Pradesh,
Chhattisgarh, and Haryana
(9959 out of 11499)

Introduction

Starting in 2015, The Continuous Professional Development (CPD) program by the Language and Learning Foundation (LLF) is committed to advancing the capabilities of teachers, academic staff, and administrators, to improve teaching-learning practices and classroom experience for Foundational Literacy and Numeracy (FLN) grades. In collaboration with state governments, the program spans across eight states, delivering courses in four languages through a blend of online and in-person learning. LLF emphasizes mentoring, collaborative practices, and adaptive learning paths through CPD. By refining classroom practices, LLF seeks to enhance student learning outcomes and reach 35 million children by training over 2 million educators by 2027.



One-year course workshop in Shravasti: Our mentors lead interactive sessions with course participants

Key Interventions

Course Design and Delivery

- Comprehensive Curriculum: Blend of theory and practice with diverse learning resources.
- Flexible Learning Options: Online, in-person, and hybrid formats to cater to various needs.
- Customizable Course Duration: From short, bite-sized courses to longer, in-depth programs.



Support and Collaboration

- Mentoring Support: Personalized guidance and feedback from experienced mentors.
- Peer Learning: Opportunities for collaboration, sharing, and discussion among participants.
- Online Platforms: Facilitated interaction and support through virtual platforms.



Teacher-Focused CPD

- Training Workshops: Specialized workshops on specific topics or skills.
- Blended Courses: Combination of online and in-person learning experiences.
- Peer Learning Communities: Regular meetings for sharing and professional growth.
- Mentoring and Feedback: Regular visits and support from mentors.
- Bite-Sized Resources: Accessible and convenient learning materials.



Key Highlights

LLF has made significant strides in enhancing foundational literacy and education across India. In Uttar Pradesh, a year-long course was conducted under the Tata Trusts initiative, engaging 200 participants from various educational roles. Certified by SCERT UP and TISS, this course represents a key achievement in professional development. To further support teaching-learning practices, a situation analysis of DIETs in Varanasi and Shravasti was conducted, leading to an upcoming action research project. LLF is also collaborating with SCERT UP to develop an FLN module for the D.El.Ed curriculum.

In Assam, LLF launched a course on Academic Support and Supervision, attracting a large number of participants from different educational stakeholders. Despite challenges in completion rates, the course demonstrated growing interest in academic support and supervision.

In Haryana, LLF successfully built the capacity of 189 ABRCs in five districts through a 4-week online course on foundational numeracy. With a completion rate of 93%, this initiative highlights DST's commitment to advancing foundational education at the grassroots level.

In March 2024, LLF organized a workshop with United Way Delhi staff to strengthen the FLN ecosystem. The workshop focused on deepening participants' understanding of FLN, emphasizing the importance of FLN skills, learning outcomes, and the pedagogical approaches recommended by the NCF for the foundational stage.

Demonstration Program



1.4 Million
Children



12,142
Schools



5
States



32
Districts

Introduction

The District Level Demonstration Projects are designed to enhance educational outcomes through a multifaceted approach. By providing targeted training to teachers, ensuring effective mentorship, and facilitating productive cluster meetings, these projects aim to drive improvements in teaching and learning.

A key strategy involves the deployment of LLF representatives to work closely with government education systems (1 LLF person for every 100-120 schools), analyzing data and implementing targeted interventions. This data-driven approach ensures that follow-up actions are focused and effective. The ultimate goal is to create a replicable model that empowers teachers and improves student learning across the district.



Teacher Training at Chandauli, Uttar Pradesh



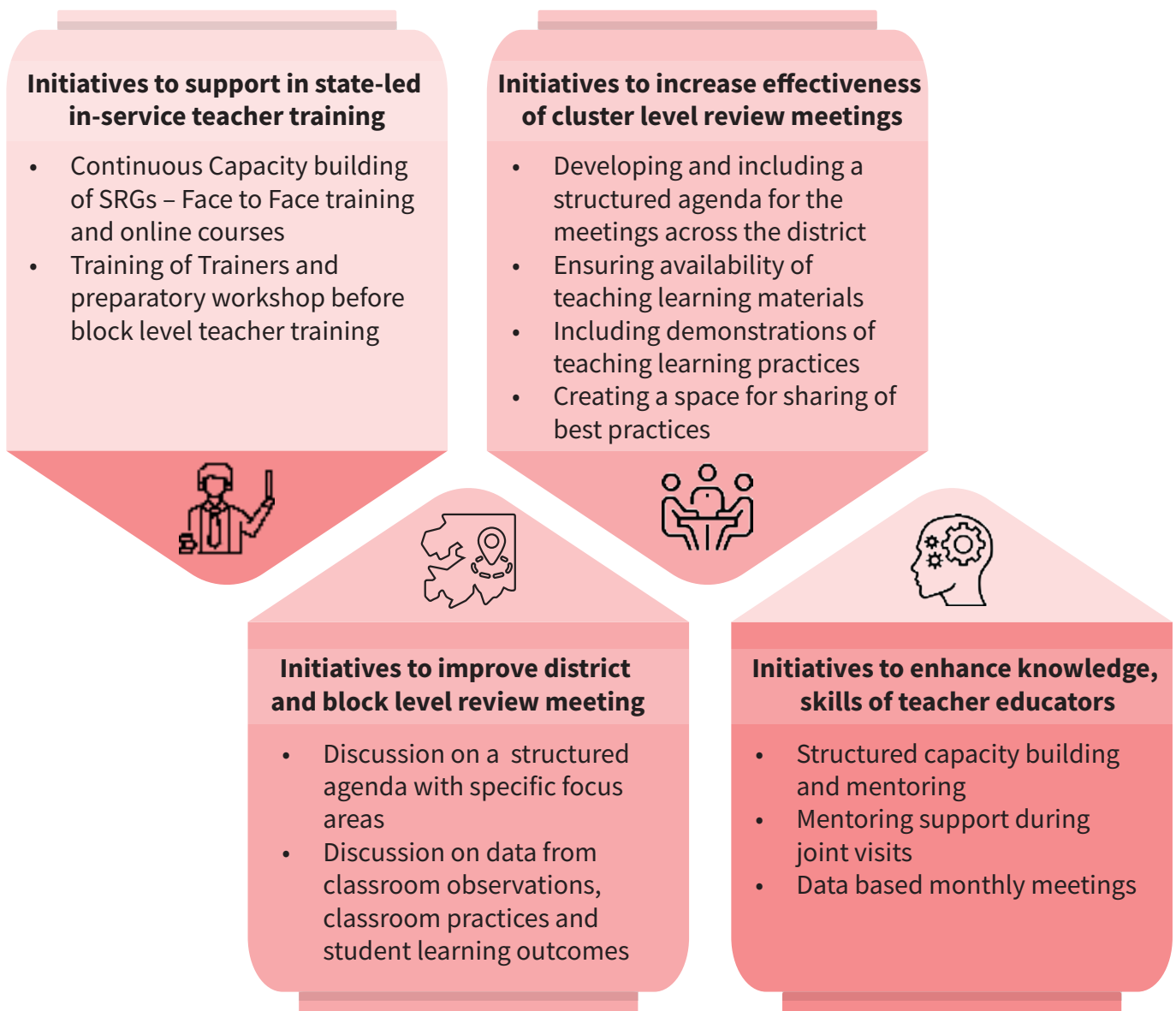
Teacher Training at Varanasi, Uttar Pradesh



District Resource Group Training at Bastar, Chhattisgarh

Key Interventions

To improve the student learning outcomes and teaching learning practices, LLF has undertaken the following initiatives in the past year-



Key Highlights

Started demonstration programs in 2 new districts in Uttar Pradesh; Chandauli and Bhadohi and 1 district in Chhattisgarh; Balod funded by Prevail and Founders Pledge respectively.

Started demonstration program and technical support in Jharkhand

LLF, in partnership with Thinkthrough Consulting and Vikramshila Education Resource Society, is collaborating on a World Bank project in Tripura's 12 aspirational blocks. The project focuses on enhancing the skills of pre-primary and primary school teachers in tribal areas to effectively manage multilingual classrooms and tailor teaching to individual student needs, aiming to achieve FLN goals under NIPUN Bharat.

Systemic Reforms



16.2 Million
Children



86,00,000
Teachers



8
States

Introduction

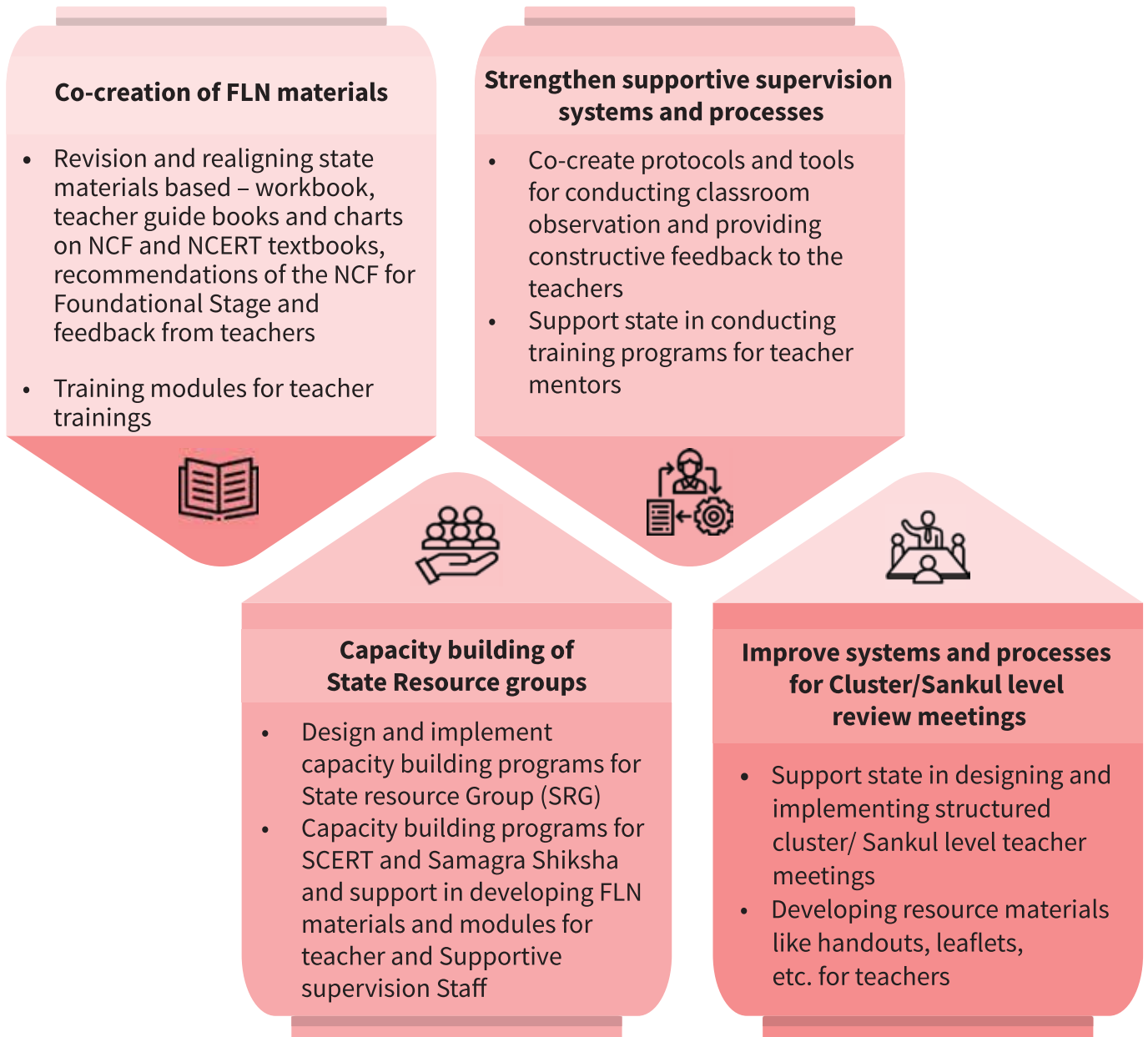
Through systemic reforms and technical support, LLF empowers government institutions to develop and implement effective foundational learning solutions following a structured pedagogy approach. LLF provides technical support to the government in three key areas: curriculum and materials, teacher professional development and mentors' capacity building. By working closely with state academic bodies, LLF helps develop unified learning frameworks, create instructional resources for teachers and children. These materials include comprehensive teacher guides, skill-based workbooks, storybooks and other TLMs like big books, charts, posters, grids, maths kits, etc. LLF co-creates comprehensive training professional development modules, empowering state resource groups and teacher mentors with effective FLN strategies.

LLF's efforts have led to significant impact, benefiting millions of children across the country. Key initiatives in 2023-24 included the development of high-quality instructional materials aligned with NCF-FS 2022, upgraded teacher professional development materials, NCF-FS aligned assessment framework, resources for teacher mentors and state resource groups. LLF's commitment to continuous improvement in FLN ensures that its resources remain upgraded, relevant and effective for systemic reform at states.



Teaching Learning Material review workshop at Bastar

Key Interventions



Key Highlights

- LLF supported 5 states – Assam, Chhattisgarh, Haryana, Odisha and UP in developing NCF-FS aligned instructional materials for foundational literacy
- LLF supported 5 states in developing modules and resources for teacher professional development on foundational literacy
- LLF supported Chhattisgarh state in developing numeracy instructional materials for grade 1, 2 and 3
- LLF supported Assam state in developing new textbooks for Grade 1 and 2 to ensure alignment with NCF FS.
- LLF supported in developing the Supportive Supervision tools and guidelines across 5 states
- LLF supported Haryana state in development of workbooks and teacher resources for grade 4 and 5

Multilingual Education



76,571
Children



1,835
Teachers



1,713
Schools



417
Government
Officials

Introduction

LLF's Multilingual Education (MLE) program has expanded rapidly across India. In Chhattisgarh, the program reached 1,524 schools in Bastar, training 30,000 teachers statewide to support MLE initiatives. In Jharkhand, LLF initiated a comprehensive MLE program, including language mapping and material development.

LLF anchored a National Consortium for MLE to address challenges and promote MLE initiatives. The consortium organized seminars and learning sessions to share knowledge and experiences. LLF also gained global recognition by participating in the Bangkok MLE Conference where Language Mapping of Chhattisgarh and Rajasthan were presented.



**Community awareness on MLE at
Dungarpur, Rajasthan**



Meeting of the National Consortium for Multilingual Education - India at UNICEF Office New Delhi

Key Interventions

MLE Advocacy

- Partnering with NCERT and MoE to shape the national policy on MLE (Formulating the NIPUN guidelines and National Curriculum Framework for Foundational Stage).
- Research, documentation and knowledge creation.
- Conducting Webinar series and Seminars on MLE



Continuous Professional Development

- Designing a range of capacity building programs and courses on MLE for various education stakeholders.
- Developed a MLE course for NISHTHA in partnership with NCERT and the MoE.
- Providing technical support to states on MLE.



Demo Programs

- Supporting Chhattisgarh and Rajasthan Government in conducting a state-wide Language Mapping.
- Language Mapping Exercise in 7 districts.
- Material development in 5 tribal languages.
- School demonstration programs on MLE (Rajasthan, Chhattisgarh and Jharkhand).



Key Highlights

National Consortium for MLE: LLF conceptualized and established this consortium to address challenges and foster collaboration in MLE.

Jharkhand MLE Program: LLF was invited by Jharkhand Education Project Council (JEPC) to sign a long-term MOU for a large scale MLE intervention in the state beginning academic year 2024-25.

Expert Interaction: Prof. Lina Mukhopadhyay conducted a session on reading development using translanguaging pedagogy, providing valuable insights to educators.

Research Seminar: A seminar explored MLE from a research perspective, featuring presentations from Dr. Pooja Nakamura, Ms. Aparna Dixit, and others.

International Conference: LLF participated in the International MLE Conference in Bangkok, presenting its work and engaging with global experts.

Knowledge Dissemination: LLF published three articles in leading publications, including Language and Language Teaching, Dainik Bhaskar, and Amar Ujala, to promote its MLE approach.

Balvatika



924
Children



100
Teachers



100
Schools



900
Parents

Introduction

Balvatika Program is a foundational literacy and numeracy (FLN) program designed by LLF to prepare young learners for school. It aligns with national education goals and supports the NIPUN Bharat Mission. Through Balvatika, LLF focuses on structured 1-year school readiness program for children as part of the early childhood education initiative, providing a stimulating environment for children to develop essential skills before entering Grade 1. It aims to provide a stimulating learning environment for children's age-appropriate language, cognitive, socio-emotional and physical development through a play and activity-based program.

Currently, LLF's Balvatika program is implemented in Haryana, Assam, and Uttar Pradesh through innovative teaching methods and community involvement, contributing to curriculum development, teacher capacity building, and observation and monitoring tools for statewide implementation.



Children engaged in free play, assembling puzzles together

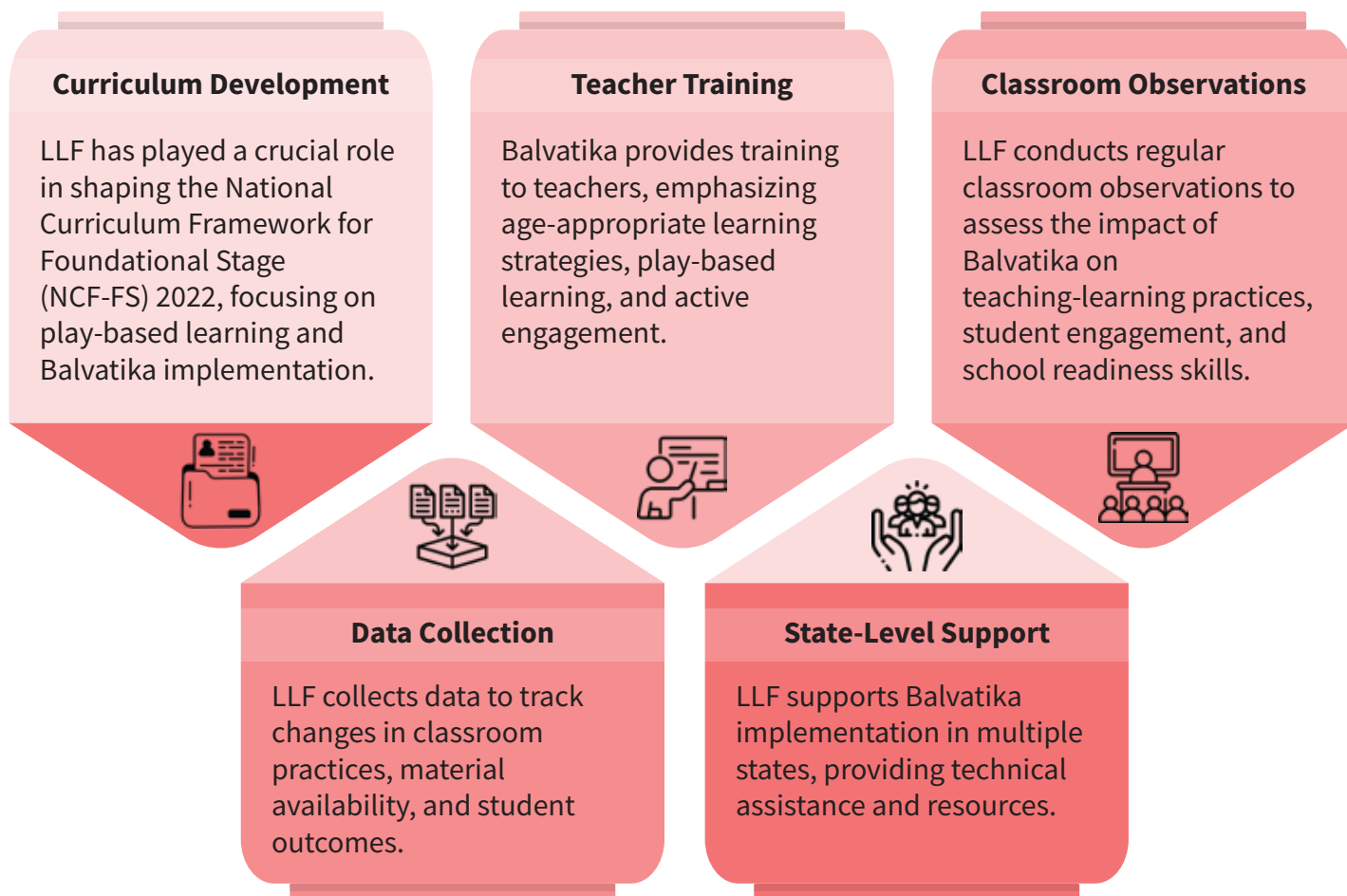


A child explores creativity and self-expression through puppet play

Key Interventions

in Varanasi, Uttar Pradesh after Educational Initiatives Study.

LLF's Balvatika program has significantly contributed to the foundational literacy and numeracy (FLN) ecosystem. Started as a pilot project in 2021-22, Balvatika has expanded from 45 to 100 schools in Haryana. LLF is now the official technical partner to the state for Balvatika.



These initiatives have led to improvements in classroom practices, increased access to age-appropriate materials, and enhanced school readiness skills for young learners.

Key Highlights

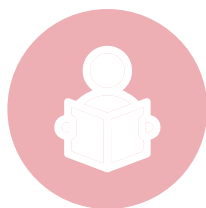
In Haryana, we supported the state in phasing in Balvatika classes for children aged 5 to 6 years, aligning with the National Education Policy 2020. Key interventions included developing a 22-week instructional and curriculum framework, designing age-appropriate play kits, and training Key Resource Persons (KRPs) on the play-based learning approach. Additionally, we provided continuous monitoring and mentoring support to ensure effective classroom implementation.

In Uttar Pradesh, we focused on reviewing and revising curriculum materials, developing a teacher training module, and supporting state-led training activities. This holistic approach is designed to ensure children are school-ready, fostering a smooth transition from pre-school to primary education.

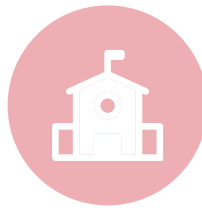
In Assam, we supported the state in developing a student workbook to initiate Pre primary phase in the state.

Empowering System: Our reach across states

Assam



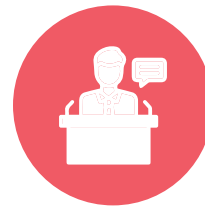
16,85,974
Children



39,100
Number of
Schools



1,17,811
Teachers



1,121
Government Officials
trained

 Indirect  Direct

Beyond the Monolingual

Abul Kasim Tapadar, an assistant teacher from Karimganj, Assam, faced a dilemma. His students spoke Sylheti, but the school's normative practice was to use Bengali as the medium of instruction. Despite his belief in the importance of children's home languages, he was unsure how to address this issue.

Then, NIPUN Axom was launched, and LLF's workshops on foundational literacy and numeracy (FLN), literacy materials preparation, capacity building, and language textbook development provided the guidance he needed. The workshops and orientation sessions on multilingual education (MLE) helped Tapadar understand the benefits of incorporating students' home languages into classroom practices.

Inspired by these learnings, Tapadar began to use Sylheti in his classroom during oral language development activities. This simple change had a profound impact on his students' participation and engagement in learning.



System Strengthening In Assam

Since 2021, LLF in academic partnership with Vikramshila Education Resource Society (VERS) has been a core academic partner in Assam, working with Samagra Shiksha and SCERT to implement the FLN mission. With support from reputed partners like Central Square Foundation (CSF) and UNICEF, LLF has facilitated significant changes in the quality of FLN classrooms across the state.

By building the capacity of over 1 lakh FLN teachers in 39,000 primary schools and using 8 languages as mediums of instructions, LLF has helped to improve teaching practices and create a more inclusive learning environment for students from diverse linguistic backgrounds across 34 districts and 145 blocks in the state. This work has had a positive impact on the lives of countless children in Assam, empowering them to reach their full potential.

Key Interventions

- Literacy Materials Development:** Created literacy materials for grades 1 & 2, distributed to 39,000 schools.
- Teacher Capacity Building:** Developed a training module and conducted sessions to strengthen language teacher skills.
- Teaching Methodology:** Trained teachers adopted the balance approach and four-block model in language classes.
- Structured Meetings:** Developed meeting agendas for CRC-level teachers meetings and district/-block academic core groups.
- New Language Textbooks:** Development of new textbooks for grades 1 & 2, provided to children in 2024-25.
- Multilingual Education:** Conducted a state-level workshop on multilingual education.
- Online Course:** Implemented an online course on FLN for academic coordinators.

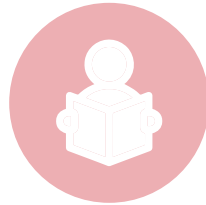
Key Highlights

- Curriculum Development:** Development of FLN materials (workbooks, teachers' handbooks, etc.) in collaboration with SCERT, Assam, for grades 1 and 2.
- Teacher Capacity Building:** Training over 1 lakh FLN teachers on FLN concepts and new materials.
- Textbook Development:** Leading the process of developing language textbooks for grades 1 and 2.
- Support for District and Block Level Teams:** Providing meeting agendas, handouts, and PPTs to strengthen understanding of FLN strategies and materials.
- Online Courses:** Developing and implementing online courses for academic coordinators on FLN concepts.
- MLE Workshop:** Conducting workshops on basic MLE concepts for key resource persons.
- Language Strategy Paper:** Contributing to the development of the state's language strategy paper.

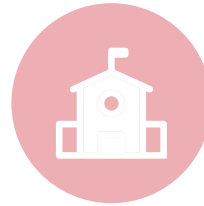
Donors:



Chhattisgarh



11,16,512
Children



31,105
Number of
Schools

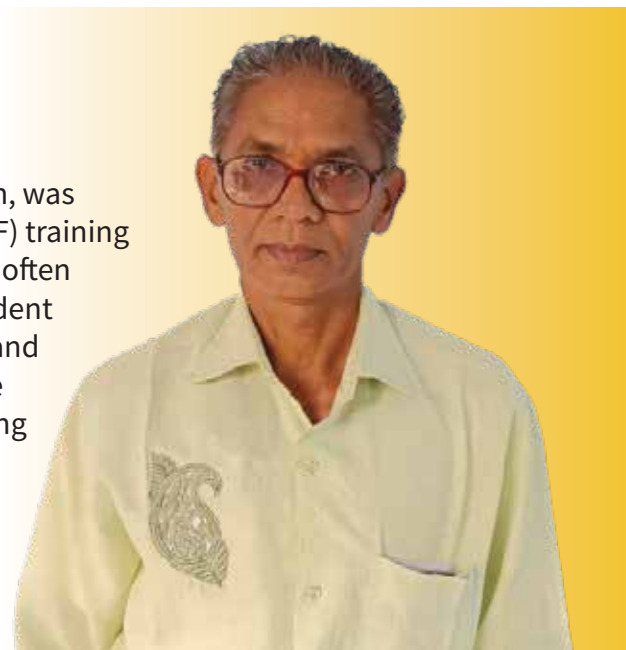


81,831
Teachers

 Indirect  Direct

Beyond the Familiar

Mr. Gangber, a seasoned teacher from Balod district, Chhattisgarh, was initially skeptical of the Language and Learning Foundation's (LLF) training programs. He believed that government-initiated programs were often burdensome and did not lead to significant improvements in student learning. However, after attending an orientation on workbooks and teachers' guides, Mr. Gangber's perspective shifted drastically. He found the materials to be valuable, aiding in better lesson planning and enhancing student engagement. Inspired by the positive impact, he actively participated in subsequent training sessions and began implementing the LLF approach in his classroom.



LLF's Impact in Chhattisgarh

Since 2016, LLF has been working tirelessly in Chhattisgarh to improve foundational literacy and numeracy skills in primary school children. Through collaborations with the SCERT and Samagra Shiksha, LLF has implemented programs in four demonstration districts. With the support of various foundations, LLF is actively contributing to the state-level rollout of the FLN Mission and MLE activities. By empowering teachers like Mr. Gangber, LLF is making a significant difference in the educational landscape of Chhattisgarh, fostering a brighter future for its young learners.

Key Interventions

State Level:

- **FLN Material Development:** Provided academic support for the creation and distribution of FLN materials to all primary schools and teachers.
- **Teacher Capacity Building:** Developed a FLN training module for SRGs, DRGs, and teachers to enhance their understanding and use of FLN materials.
- **Supportive Supervision Training:** Developed a training module for CACs to strengthen their understanding of academic support.
- **MLE Orientation:** Conducted a one-day orientation for 30,000 primary school teachers to sensitize them about the linguist status of their schools and the importance of MLE.

District Level:

- **FLN Implementation:** Implemented FLN activities in 583 schools in Durg and 819 schools in Balod.
- **MLE Implementation:** Implemented the MLE program in 1524 schools in Bastar and 60 schools in Sukma, focusing on Halbi language in 703 schools.



Teacher Training at Balod

Key Highlights

Curriculum Development: LLF collaborated with SCERT and Samagra Shiksha to develop FLN materials for classes 1-3, including workbooks and teacher guides. These materials have been widely distributed across primary schools.

Teacher Training: LLF supported SCERT in developing training modules for FLN, equipping teachers with the necessary skills.

Capacity Building: LLF provided training modules and supportive supervision to Cluster Academic Coordinators (CACs), fostering their understanding of FLN and effective supervision practices.

MLE Implementation: LLF participated in SCERT-organized workshops for developing the State Curriculum Framework (SCF) and supported Samagra Shiksha in conducting teacher orientations on MLE. A 3-day workshop for SRG members in Bastar district was a significant milestone.

Project Support: LLF continued its support to demo project districts and introduced a classroom observation tool for CACs.

Donors:

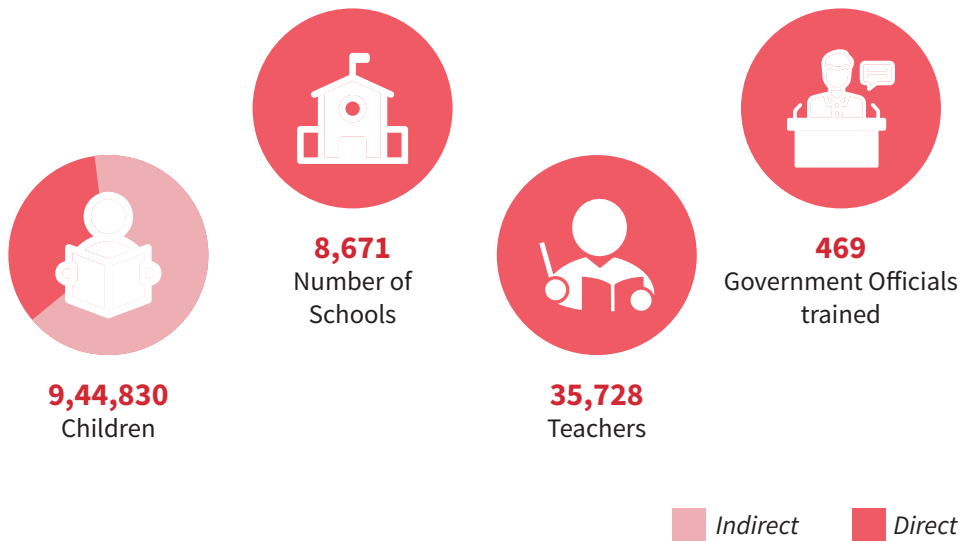


Deloitte.

HCLFoundation



Haryana



Beyond the Norm

Manpreet Singh, a dedicated educator in Chhachhrauli, Haryana, has been a beacon of change for countless young minds. As an Assistant Block Resource Coordinator and Key Resource Person, Manpreet has tirelessly guided teachers in implementing foundational literacy and numeracy (FLN) practices. Through his unwavering commitment, he has transformed classrooms into nurturing environments where children can thrive. His passion for education shines through in his interactions with teachers, as he provides constructive feedback and empowers them to become better educators. Manpreet's journey is a testament to the power of mentorship and the positive impact it can have on the lives of



LLF's Impact in Haryana

Language and Learning Foundation (LLF) has been a driving force in Haryana's educational landscape since 2017. Over the past few years, LLF has implemented a range of projects aimed at improving foundational literacy and numeracy (FLN) skills. In the 2023-24 academic year, LLF's efforts were concentrated in the districts of Kurukshetra, Jind, Sirsa, and Hisar. These initiatives encompassed early childhood education, community engagement, teacher training, and the development of innovative instructional materials. Through its comprehensive approach, LLF has been instrumental in enhancing the quality of education and empowering young learners in Haryana.

Key Interventions

Early Childhood Care and Education: Implemented in 100 government primary schools in Kurukshetra, focusing on curriculum revision, teacher training, and ongoing support.

Community-driven Learning: Enhanced community engagement in Jind through visits, meetings, and training programs, strengthening school-community bonds.

Outcome-focused FLN: Provided comprehensive teacher training and high-quality materials in Sirsa district to improve FLN and align educational content.

Strengthening FLN Delivery Systems: Supported strategic meetings, technical support, and implementation across 16 districts to enhance FLN delivery.

Catalytic Support for Learning Outcomes: Focused on strengthening the mid-tier approach in Ambala, Hisar, Kurukshetra, and Yamunanagar.

State Academic Support: LLF provided consistent technical support to the state in areas like textbook design, content revision, mid-tier capacity building, assessment design, and training content.

Key Highlights

Khel Mela:

Organized in 99 out of 100 Kurukshetra schools from February 20-22, 2024.

Focused on engaging parents in understanding the importance of play for children's development.

Featured interactive activities and shared reading.

District-level Community Event:

Held in Jind on February 28, 2024, to showcase educational achievements.

Attended by over 240 stakeholders, including teachers, parents, and community members.

Included cultural performances and exhibitions.

Teacher Training:

Conducted in Sirsa from June 1 to 30, 2023.

Involved over 2,100 teachers and 93 mentors in 53 training batches.

Focused on foundational literacy and numeracy.

Future Planning:

Capacity-building workshops for school administrators in April 2023.

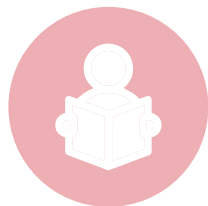
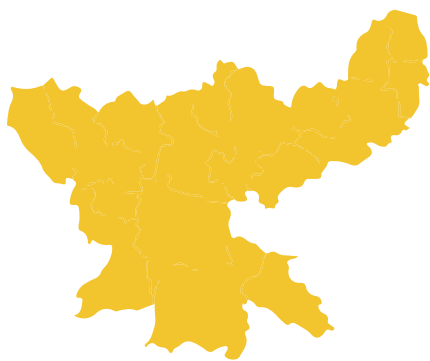
Development of integrated textbooks for Grades 1-3 aligned with the National Curriculum Framework.

Support for the development of the Grade 4 and 5 FLN curriculum.

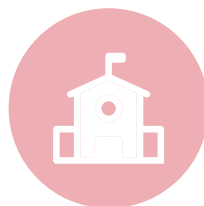
Donors:



Jharkhand



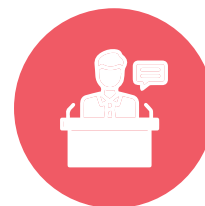
7,92,599
Children



39,100
Number of
Schools



1,17,811
Teachers



1,121
Government Officials
trained

Indirect Direct

LLF Beyond the Usual

Within Jharkhand, foundational learning is undergoing an impactful transformation. Over the past two years, the "Mother Tongue Based Multilingual Education Program" has ignited a spark of hope in 259 schools across six districts. Led by the passionate Dr. Avinav Kumar, State Quality Incharge at JEPC, the program has witnessed remarkable early learning outcomes.

Recognizing the program's immense potential, the Jharkhand government sought to partner LLF for its deep-rooted experience in MLE to impactful programs in Rajasthan and Chhattisgarh.

With its deep-rooted experience across eight states, LLF brought a wealth of knowledge to the table. LLF's expertise in the NEP and NCF frameworks, coupled with a shared vision, has strengthened the program's foundation.

This partnership marks a pivotal moment in Jharkhand's educational landscape. As LLF's technical support takes root, the state envisions a future where every child can thrive, nurtured by the power of their mother tongue. It's a testament to the belief that education is not just about learning, but about unlocking the boundless potential within each individual.



LLF's journey begins in Jharkhand

LLF has established a 5-year partnership with the Jharkhand Education Project Council (JEPC), Jharkhand Council of Educational Research and Training (JCERT), USAID, Maitri Trust and UNICEF to implement the Promotion of Appropriate Language & Academic skills for Holistic Development (PALASH) project in Jharkhand. Launched in January 2024, the project focuses on improving foundational literacy and numeracy (FLN) through Multilingual Education (MLE). Key components include integrating MLE and FLN across all districts and spreading MLE awareness statewide, expanding the Mother Tongue-Based Multilingual Education (MTB-MLE) program to 1,000 schools in 7 districts and providing continuous professional development for educators. The project aims to integrate children's primary languages into teaching, enhance teacher training, and develop educational policies to improve FLN outcomes.

Key Interventions

Mother Tongue Based Multilingual Education:
Implemented in 259 schools across 6 districts.
Positive outcomes in early learning.

Expansion of Multilingual Education:
"Palash" program initiated for 2024-25.
Coverage expanded to 1,000 schools in 7 districts.

Key Initiatives:
Linguistic survey conducted.
Academic model finalized.

Key Highlights

Linguistic Survey: Conducted across seven districts to gather data from over 1,000 schools.

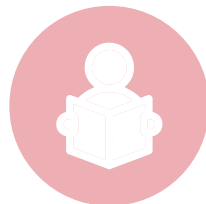
Program Expansion: Planned to expand the program to 1,000 schools in 2024-25.

Academic Model Finalization: A three-day workshop at JCERT, Ranchi, led to finalization of the academic model and instructional design, emphasizing basic literacy and numeracy (FLN) in children's mother tongues.

Donors:



Odisha



15,00,017
Students



44,945
Number of
Schools



85,000
Teachers

 Indirect  Direct

Beyond the Conventional

In the heart of Odisha, a beacon of educational transformation shone through the dedication of Dr. Tapas Kumar Nayak, Principal of the District Institute of Education and Training (DIET) in Khordha. Under his leadership, the Foundational Literacy and Numeracy (FLN) program underwent a remarkable revival. Dr. Nayak, with unwavering passion and innovative approaches, rallied teachers, parents, and community members to embrace FLN, creating a supportive environment for students to thrive. His tireless efforts, from organizing TLM Melas to facilitating virtual training sessions, have left an indelible mark on the district's educational landscape. Dr Tapas expresses that the progress and changes towards improving the local FLN ecosystem have been supported and catalyzed by LLF's key initiatives aimed at systemic reform.



System Strengthening In Odisha

LLF has been a steadfast partner in Odisha's educational journey since 2020. Collaborating closely with the Department of School and Mass Education, Odisha School Education and Programme Authority (OSEPA), and SCERT, LLF has been instrumental in enhancing the quality of foundational literacy and numeracy (FLN) education.

Through the development of Teaching-Learning Materials (TLM) and the provision of comprehensive training programs, LLF has empowered teachers, State Resource Groups (SRGs), District Resource Groups (DRGs), and DIET faculty to effectively implement FLN strategies. LLF's support has reached over 44,945 FLN grade schools, benefiting countless teachers and students across the state.

Key Interventions

- Teaching-Learning Material Development:** Revised and updated workbooks distributed to approximately 15 lakh students in 44945 schools.
- Teacher Capacity Building:** Developed and implemented a 4-day training module for 300 DIET faculties and 4500 CRCCs.
- Continuous Professional Development:** Worked closely with DIET faculties, CRCCs, and SRGs through workshops and trainings.
- Monthly Cluster Level Meetings:** Led in content development (academic calendar, lesson plans, videos, PPTs) and facilitated sharing and discussion during MSM meetings.
- Assessment Tracker:** Developed an assessment tracker for implementation across 44945 FLN grade schools.

Key Highlights

- Prayog Training Modules:**
 - 1-day module for 100,000 teachers: Balanced literacy and CRA approach.
 - 3-day module for 4500 CRCCs and 300 DIET faculty: Curriculum-instruction-resources alignment.
- Literacy Materials Effectiveness Diagnostic Study:**
 - Examined teacher perspectives on textbooks, workbooks, and literacy kits.
 - Focused on teacher usage and informed material improvements.
- FLN-Compliant Classrooms:**
 - Equipped classrooms with literacy and numeracy corners, display boards, and print-rich materials.
 - Fostered foundational literacy and numeracy skills.
- 3-Week FLN Course:**
 - Trained 300 DIET faculty, 280 SRGs, and 4500 CRCCs.
 - Blended learning approach: Online modules and face-to-face workshops.
- Language Resource Book - Bhasha Kuhuk:**
 - Adapted "Bhasha Kuhuk" to local needs for the state.
 - Created handouts and activity books for teachers.
 - Provided practical strategies and conceptual clarity for literacy instruction.

Donors:



Rajasthan



7,373
Children



140
Number of
Schools



140
Teachers

Indirect Direct

Beyond the Language Barrier

Dipika Katara, a teacher in a rural primary school in Rajasthan, faced a challenge: her students, whose native language was Wagdi, struggled with Hindi, the medium of instruction. Despite her initial belief in strict adherence to Hindi, Dipika realized the importance of integrating the local language into her teaching.

The introduction of the Ajuvaru Multilingual Education Program by LLF provided a platform to showcase a new approach for Dipika. Through training and support, she learned to use a variety of language strategies, making Hindi more accessible and engaging for her students. This experience not only improved her teaching skills but also deepened her understanding of the importance of multilingual education.



LLF's Impact in Rajasthan

LLF launched the Ajuvaru Multilingual Education Program in Dungarpur district, Rajasthan, in April 2020. The program focused on enhancing Hindi language skills in Grades 1-3 by integrating Vagdi, the local language. Targeting 40 schools in Simalwada and Sagwada blocks, Ajuvaru aimed to improve language and literacy while aligning with state curriculum.

Through teacher training, material development, and classroom support, Ajuvaru sought to create a more inclusive and effective learning environment. The program's success has paved the way for scaling up the multilingual approach and sharing its impact at state and national levels.

Key Interventions

Teacher Capacity Building:

- Comprehensive training on multilingual education (MLE) and FLN for teachers.
- Training of field facilitators for effective support.

Curriculum and Materials:

- Development and distribution of aligned teaching materials incorporating local language and culture.

Community Engagement:

- Implementation of community awareness programs to increase parental involvement and school participation.

Monitoring and Support:

- Regular classroom observations and assessments to track student progress and provide timely support.

Collaboration:

- Strong partnerships with the government and other stakeholders to enhance program impact.

Key Highlights

- Language Mapping Survey:** Conducted by RSCERT in all districts.
- Multilingual Education Pilot Program:** Designed based on survey data in 100 schools in Dungarpur and Sirohi.
- Instructional Materials:** Workbook, teacher guide, and teaching material provided for classes 1-3.
- Teacher Training:** One-day orientation for PEEOs/HMs and a 3-day mother tongue teacher training in Dungarpur.
- FLN Teacher Training:** Academic and technical support for the first three days of each training phase.
- Community Awareness Program:** Conducted in Sagwada and Simalwada blocks, involving stakeholder contact and community meetings.

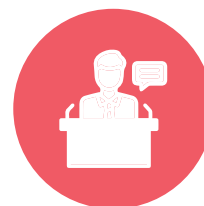
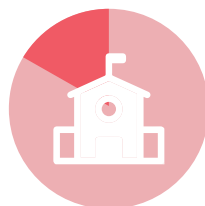
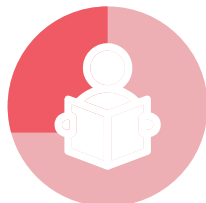


Teacher Training at Seemalwada, Rajasthan

Donors:



Uttar Pradesh



Indirect Direct

Beyond the Curriculum

Vandana Dubey, an assistant teacher in Varanasi, Uttar Pradesh, experienced a profound shift in her teaching approach after encountering Language and Learning Foundation's (LLF) resources. The Aadharshila Implementation Guide and Workbook, developed by LLF, provided her with clear guidance and engaging activities that motivated her students to learn. Vandana found that the materials aligned with her students' context, making learning more meaningful and accessible. The playful activities in the workbooks encouraged her students to actively engage with the material, fostering a love for learning.



LLF's Impact in Uttar Pradesh

Since 2019, LLF has been working tirelessly to support the NIPUN Bharat Mission in Uttar Pradesh. Through a comprehensive approach that encompasses curriculum development, teacher training, and material creation, LLF aims to improve student learning outcomes in foundational literacy and numeracy. The School Demonstration Program, implemented in multiple districts, serves as a model for replicating effective practices across the state. LLF's work in Uttar Pradesh is making a significant contribution to enhancing the quality of education for young learners.

Key Interventions

- State Curriculum Framework:** Participated in developing the Uttar Pradesh State Curriculum Framework for classes 1 and 2.
- NCERT Textbook Contextualization:** Contributed to textbook analysis and modification workshops to align NCERT textbooks with state needs.
- Material Development:** Led the development of workbooks and teacher guides for classes 1-3 to support classroom instruction.
- Capacity Building:** Contributed in training master trainers and state resource groups to strengthen SCF implementation and improve teaching practices.
- Remedial Program:**
 - Implemented in four districts for grades 1-3 students.
 - Combines teacher-led decoding and volunteer-led literacy and numeracy camps.
 - Includes assessments and materials for teachers and volunteers.

Key Highlights

School Demonstration Program:

- Launched in Bhadohi and Chandauli districts.
- LLF's role includes capacity building, material development, and monitoring.

One-Year Professional Development Course:

- Launched in Shravasti district to enhance teacher foundational literacy skills.
- Expanded to cover all blocks.

Course Orientation on Foundational Reading and Writing Skills:

- Partnered with SCERT to develop and deliver a course for D.El.Ed students in Varanasi.

AB Testing Pilot Study:

- Conducted in Sewapuri to assess the effectiveness of phone-based tutoring.
- Involved volunteers working with students in grades 2 and 3.



A school visit by our donor BMGF at Varanasi



Training of District Trainer Group Members

Donors:

BILL & MELINDA
GATES foundation

Founders
Pledge

IndusInd Bank

LiftEd
Transforming
Foundational
Literacy and
Numeracy

Prevail Fund

New Initiatives

Expansion To Tripura



LLF in partnership with Thinkthrough Consulting and Vikramshila Education Resource Society, is implementing a World Bank project focused on foundational learning in Tripura. Launched in December 2023, the project aims to provide in-service professional development support to pre-primary and primary school teachers in 12 aspirational blocks. The primary goal is to enhance teachers' ability to tailor instruction to individual student needs and manage multilingual classrooms effectively. The project also emphasizes achieving the foundational literacy and numeracy (FLN) goals set under the NIPUN Bharat initiative, ensuring every child attains the necessary skills for a strong educational foundation.

Key Interventions

- **State Curriculum Framework Development:** LLF actively participated in the creation and revision of the SCF, which was ultimately approved by SCERT.
- **3-Month Course Development:** LLF is currently developing a comprehensive 3-month course designed to equip teachers with the skills needed for multilingual and multigrade teaching.
- **Focus on Inclusive Education:** The course aims to enhance teachers' abilities to manage diverse classrooms and meet the individual learning needs of all students, promoting a more inclusive and effective learning environment.

Donors:



Play-based Learning

Introduction

The Language and Learning Foundation's (LLF) Play-Based Learning (PBL) Project in Haryana was a groundbreaking initiative that leveraged educational games to enhance foundational literacy and numeracy (FLN) skills in early grades. By aligning with the curriculum and focusing on specific learning outcomes, the project developed innovative games that complemented traditional textbook exercises.

Key Interventions

The PBL project followed a structured approach, starting with the creation of a detailed framework. Educational games were designed to target multiple learning outcomes, be adaptable to different grade levels, and minimize teacher dependence. LLF developed 35 game prototypes, including adaptations of traditional games like Snakes and Ladders and Tambola.

To ensure effectiveness, the games underwent rigorous review and piloting processes. Teachers in Haryana provided valuable feedback, leading to refinements in the game design and instructional manuals. The project also included the creation of short videos to support teachers in implementing the games.

Key Highlights

- **Innovative Game Design:** The PBL project developed educational games that aligned with the curriculum and targeted specific FLN skills.
- **Teacher Empowerment:** The project provided teachers with instructional manuals and videos to support the implementation of the games.
- **Engaging Learning Environment:** The games fostered an engaging and effective learning environment for students.
- **Data-Driven Approach:** The project used a research-based approach to gather data on game implementation and student engagement.
- **Collaborative Development:** The project involved teachers and experts in the design and refinement of the games.

Towards a Gender Perspective

Introduction

Working towards equity through improving language education in early grades, which we believe sets the foundation for all future learning and opportunities, is one of the core values of LLF. Guided by this core value, LLF envisages to be a more gender-inclusive organization and equip its teams to promote gender equality in the design and implementation of FLN programs, including the development of gender-responsive teaching and learning materials and professional development programs and a demonstration of the adoption of gender-inclusive classroom practices. Further, with our experience and evidence from the field, we would act as a catalyst to fast-track improvements in FLN outcomes for young children and cultivate a robust ecosystem for girls' education by creating an enabling and inclusive classroom environment.

During 2023-24, an endeavour was conceptualised to adopt a comprehensive gender lens that will have an overarching impact on the organizational culture, classroom practices, learning-teaching material, and capacity building of key stakeholders, starting from the organizational leadership to the young learners in the classroom. The Objectives of the endeavor are:

- To build a gender-responsive perspective in organizational culture and governance that also equips and encourages staff to adopt a proactive approach to inclusive programming.
- To support academic institutions at the state level in 3 states to develop gender-responsive learning and teaching materials and training programs for teachers and academic support staff.
- To demonstrate a scalable model of gender-inclusive classroom culture and pedagogy that promotes girls' active engagement, and improved FLN outcomes for girls and other children belonging to marginalized groups.

A grant MoU was signed with Echidna Giving in February 2024 for a 3-year long endeavour.





Impact and Future

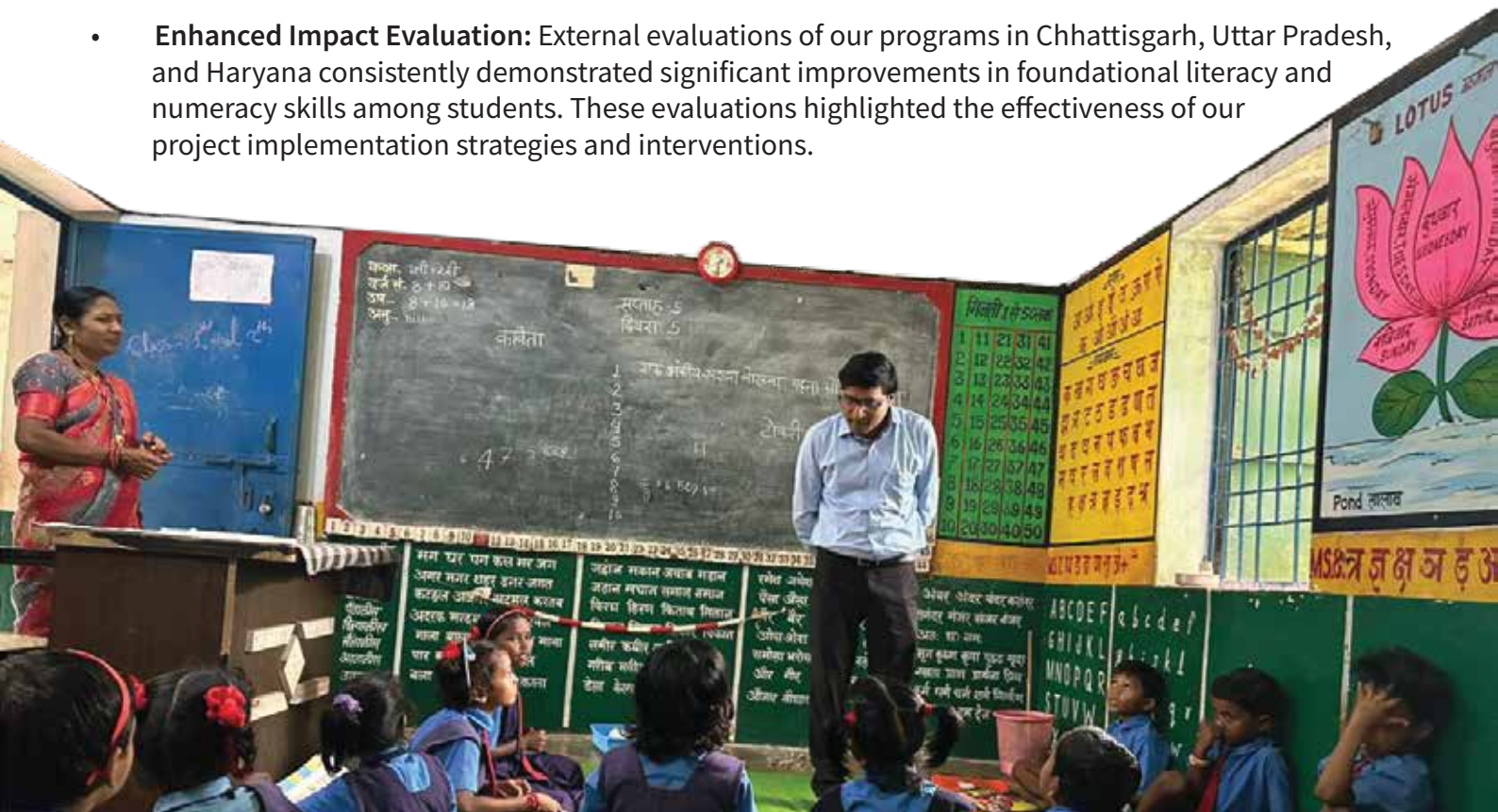
Monitoring & Evaluation

A Year of Data-Driven Impact

In the academic year 2023-24, the Language and Learning Foundation (LLF) reinforced its dedication to data-driven decision-making and technological innovation. By introducing innovative technology solutions, we streamlined monitoring and evaluation processes, standardised indicators across key projects, and transformed raw data into actionable insights.

Key Achievements:

- **Technological Integration:** The transition to tablet-based assessments transformed data collection, improving data quality through audio audits and real-time feedback mechanisms. This expedited data collection and empowered our enumerators with enhanced skills and knowledge.
- **Standardisation of Indicators:** We successfully standardised outcome indicators across multiple projects, ensuring consistency and comparability in impact assessments. The indicator standardisation process enriched our depth and facilitated cross-project analysis and impact reporting.
- **Enhanced Impact Evaluation:** External evaluations of our programs in Chhattisgarh, Uttar Pradesh, and Haryana consistently demonstrated significant improvements in foundational literacy and numeracy skills among students. These evaluations highlighted the effectiveness of our project implementation strategies and interventions.



Data-Driven Culture and Capacity Building:

- **Data-Driven Meetings:** We fostered a data-driven culture by making mandatory and structured data discussion meetings an integral part of our organization.
- **Capacity Building:** We provided comprehensive training to our team on Survey CTO, data dashboards, data insights, and KPIs, empowering them to utilize data for informed decision-making effectively.



Conducting monitoring and evaluation for a student in Varanasi, Uttar Pradesh

Looking Ahead

The objective of the Monitoring, Evaluation and Learning team is to develop and implement data-driven decision-making practices.

We will continue to enhance our (MEL) system by embracing technology, standardising indicators, monitoring frameworks, evaluations and research and fostering a data-driven culture.

This approach will enable us to deliver tangible results for the teaching and learning practices and improve student learning outcomes across our program areas.

Processes and Protocols

Our commitment to data accountability and transparency is underpinned by:

- Data Governance Framework
- Data Sharing Protocols
- Regular Reporting

Legalities and Compliances

We adhere to relevant legal and regulatory requirements, including:

- Data Protection Laws
- Ethical Guidelines
- Government Mandates



Conducting monitoring and evaluation for students in Varanasi, Uttar Pradesh

Strategy & Learning

Introduction

LLF's Strategy and Learning Unit plays a pivotal role in shaping the organization's growth trajectory and fostering a culture of continuous improvement. Over the past year, the unit has focused on optimizing internal systems, enhancing capacity building, and strengthening inter-unit coordination.

Through strategic partnerships and collaborations, the unit has successfully introduced innovative processes and learning opportunities that align with LLF's mission. These initiatives have not only improved operational efficiency but have also empowered staff to develop their skills and contribute more effectively to the organization's goals.

Key Interventions

Systemic Refinement: A standout initiative, McKinsey and Co engaged with LLF in a pro-bono partnership and provided strategic insights to optimize internal processes, improve cross-unit coordination, and enhance governance. Their support helped LLF establish more effective governance mechanisms across our decentralized structure, facilitating improved coordination and project planning.

Leadership Capacity Building: Partnerships with industry experts such as Equist and ISDM (Indian School of Development Management) led to targeted initiatives to enhance leadership skills, personal productivity, and strategic thinking for the team.

Collaborative Project with Learning Equity Initiative (LEI): The Strategy and Learning unit led the collaboration between Learning Equity Initiative (LEI) and LLF on the 'Teacher Professional Development for Learning Equity (TPD4Equity)' project in India, which aims to assess and improve the alignment of educational programs to promote equity, particularly focusing on marginalized populations and providing actionable recommendations for enhancing learning equity. This project is a positive step in actioning LLF's core belief that equity in learning is a pathway to foundational learning for all.

TLPS Initiative: The Teaching and Learning Practices Survey (TLPS) is a large-scale initiative aimed at addressing the critical need for improving foundational literacy and numeracy (FLN) outcomes in India's early-grade classrooms. Conducted by the Language and Learning Foundation (LLF) in collaboration with partners such as Quest Foundation, Madhi Foundation, Vikramshila Education Resource Society, and Centre for Microfinance, the TLPS seeks to study the state of teaching and learning practices across over 1,050 early-grade classrooms in 21 districts across nine states. In Year 1, 2024-25, TLPS will be conducted across Uttar Pradesh, Haryana, Maharashtra, Rajasthan, Jharkhand, Assam, Meghalaya and Tamil Nadu.

Since the inception of the FLN Mission, a large focus has been on the learning outcomes of children in early grades. By focusing on the teaching-learning processes, the TLPS aims to shift the emphasis from material inputs to sustainable, systemic changes in instructional practices. The results will be disseminated at both national and state levels to foster discussions and drive advocacy for improved pedagogical and administrative changes.

Developing LLF

Empowering Our Team

At LLF, we believe that our greatest asset is our people. To foster a high-performing and inclusive organization, we've embarked on a comprehensive organizational development initiative.

Streamlining our OKR Process

We've conducted a thorough review of our existing Objective and Key Results (OKR) framework. By identifying gaps and inefficiencies, we've developed a more streamlined and effective process. This ensures that every team member is aligned with our strategic goals and can contribute meaningfully to our mission.

Investing in Professional Development

To equip our staff with the skills and knowledge they need to excel, we've partnered with leading organizations like Colabx and Equist. Through tailored training programs and workshops, we're providing opportunities for professional growth at all levels. Our aim is to create a dynamic and learning-focused environment where employees can continuously develop their capabilities.

Embracing a Gender-Responsive Culture

We recognize the importance of fostering a gender-responsive organizational culture. By initiating preparatory processes and equipping our staff with the necessary tools, we're working towards creating an inclusive and equitable workplace. Our goal is to empower our employees to adopt a proactive approach to inclusive programming and ensure that our work benefits everyone in the communities we serve.

Taking the next leap for Administration

LLF has taken a significant step towards organizational development by establishing a standalone Admin Unit. This new unit, staffed by a dedicated two-member team, aims to streamline and efficiently manage the growing procurement and logistical needs of the organization. This separation from the HR & Admin Unit is a strategic move to enhance operational efficiency and focus on the specific requirements of the administrative function.

Mrs. Smita Chaturvedi,
Assistant Teacher,
Primary School Koirajpur, Harhua, Varanasi



What our Partners Say

“I'm not just a teacher anymore; I'm a facilitator of learning” - Kamlesh Kumar, Academic Resource Person (Ikauna Block, Shravasti District, Uttar Pradesh)

"LLF has been a game-changer for me. Before joining the program, I felt like I was just going through the motions as a teacher. But LLF's course gave me a new perspective on language teaching. I learned about techniques that truly engage students and help them understand the material deeply.

Now, when I observe other teachers, I can offer specific feedback on how they can improve. I'm not just a teacher anymore; I'm a facilitator of learning. I'm more confident in my own abilities and feel empowered to lead teacher training sessions. The LLF team has been incredibly supportive, always there to offer guidance and encouragement. Their passion for education is influential, and it inspires me to work even harder to make a difference in my students' lives."

“LLF's guidance has not only elevated my own skills but has also empowered me to inspire and support countless teachers and students”- Sonu Rani, Assistant Block Resource Coordinator /Key Resource Person, Barara Block, Ambala District, Haryana

"As an ABRC, I witnessed firsthand the challenges our teachers faced in delivering effective instruction. LLF's training and resources were a game-changer. With their support, we shifted from outdated methods to a more inclusive approach, tailored to each child's unique needs. The TLM kits provided invaluable tools, sparking enthusiasm and improving student outcomes. LLF's guidance has not only elevated my own skills but has also empowered me to inspire and support countless teachers and students. I am grateful for their partnership in shaping a brighter future for education in India."

“LLF has significant impact on improving outcomes for children because it combines deep technical rigour on how to improve the teaching and learning of literacy with the knowledge of how to work with government to reach scale.” - Asiya Kazmi, Policy Lead, Global Education, Bill and Melinda Gates Foundation

In conjunction with other actors, LLF's results through independent evaluation both in Haryana and Uttar Pradesh show significant impact and prove that in the global education space we can, in a relatively short time, improve learning outcomes for underserved children.

I also value the attention LLF pay to gender equality in their work, the deep thinking on how to skill up the district and block level officials, and am looking forward to seeing how they build the numeracy structured pedagogy work so that it equals the impact of the literacy work."

“LLF's expertise in multilingual education has been invaluable in this context, leading to the recent approval of a contextualized MLE-based teacher training course by the SCERT, designed to address these challenges.” - Dr. Ambika Nag, Manager, Thinkthrough Consulting

As a Manager in the Development Sector Advisory at Thinkthrough Consulting Pvt Ltd, I have had the privilege of collaborating with the Language and Learning Foundation (LLF) and Vikramshila Education Resource Society on the World Bank-funded 'Tripura Rural Economic Growth and Service Delivery Project' (TRESP). Our partnership focuses on supporting the Tripura State Council of Educational Research & Training (SCERT) in strengthening foundational learning across 12 aspirational tribal blocks. Tripura's diverse linguistic landscape, with children speaking languages such as Kokborok, Chakma, and Mizo, presents unique challenges in classrooms. LLF's expertise in multilingual education has been invaluable in this context, leading to the recent approval of a contextualized MLE-based teacher training course by the SCERT, designed to address these challenges. This program is set to commence in October and aims to build teachers' capacity to create inclusive, linguistically responsive classrooms.

I am grateful to the dedicated team at LLF for their collaborative spirit and support in developing this course structure, which reflects the specific needs of Tripura's educators and students. Their commitment has been instrumental in shaping a training program that recognizes the importance of students' home languages in learning. I deeply appreciate the Language and Learning Foundation for this opportunity to work together, and I look forward to witnessing the positive changes that this partnership will bring as we move forward with the training.

In the News



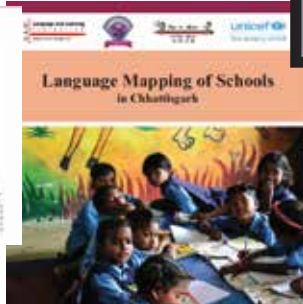
200+ media
coverages at national
and regional level

Awards and Honors

Awarded **ICC Social Impact Award 2024 in the Education category (Large Project)** at the prestigious 6th ICC Social Impact Summit & Awards (2024)



Fitch Solutions India Advisory Limited
 Rating: IRR NGO 2
 “NGO with very good operational and financial performance” (2023)



LLF successfully designed and supported the implementation of **India's first-ever Language Mapping survey** in almost 30,000 schools with state government of Chhattisgarh (2022)

Winner of prestigious **HCL Grant Edition VII in Education Category** after a rigorous selection process among 15K+ applications (2022)



Founder-Director, Dr. Dhir Jhingran is a member of the **‘National Steering Committee for the Development of National Curriculum Frameworks’** formed by the Ministry of Education, Government of India (2021)

Awarded **Best NGO in Education and Literacy** at Global NGO Expo Award 2021



Received **2B Grading (strong delivery capability)** from CRISIL (2021)



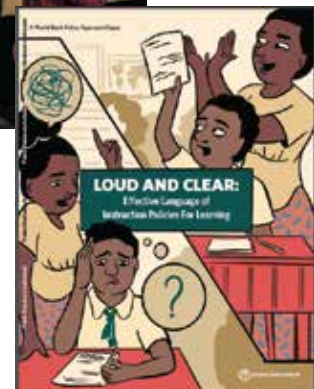
Awarded **Best Field Initiative 2019** for our work in Haryana by CIES's South Asia Special Interest Group (SA-SIG)



Received **Platinum Award for social contribution at the Masters Transformation Conference (MTC) 2021** organized by FGnC Consulting



Won the prestigious **GNE Award of Excellence for one of the best NGOs** in setting up and promoting impactful social practices (2021)



Contributed to **World Bank's policy approach paper 'Loud & Clear'** on effective language of instruction for learning (2021)

Way Forward

Building on Success and Expanding Impact (2024-25)

The Language and Learning Foundation (LLF) is committed to continuous improvement and innovation. Building on the strong foundation laid in 2023-24, our focus for 2024-25 will be on:

Strengthening existing programs and systems: We will prioritize quality assurance measures, enhance staff capacity, and streamline internal processes for greater efficiency. This includes a strong documentation and learning agenda, coupled with robust data collection and analysis.

Deepening our commitment to FLN: We will support state-wide revision of textbooks and curriculum materials in alignment with the National Education Policy (NEP) 2020. Additionally, we will focus on enhancing the capacity of teachers in our demonstration districts through a comprehensive Continuous Professional Development (CPD) model, including action research on Multigrade Teaching (MGT) strategies and differentiated remediation techniques.

Expanding our reach and impact: We plan to introduce several new initiatives in our demonstration districts. These include establishing model schools showcasing best practices, conducting volunteer-led winter learning camps, and strengthening the existing remediation program.

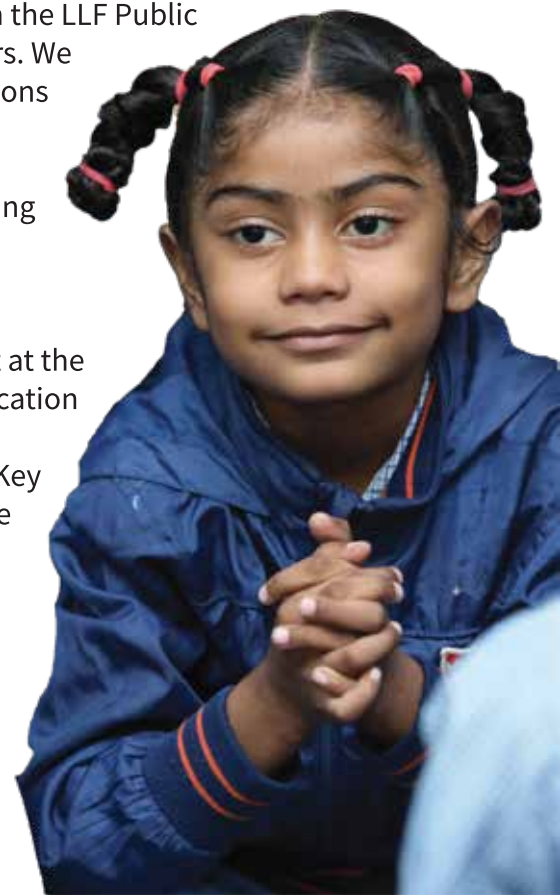
Fostering equity and inclusivity: We will sharpen our focus on gender issues within FLN programming and collaborate with organizations working with Children with Special Needs (CWSN) to ensure inclusive classrooms.

Promoting knowledge sharing and collaboration: We will launch the LLF Public Goods Platform, a comprehensive resource repository for educators. We will also actively partner with national and international organizations to build capacity and foster excellence in the FLN ecosystem.

Building a data-driven culture: We will prioritize consistent learning assessment data collection and analysis, facilitating data-driven decision making.

Building a stronger LLF: We will invest in leadership development at the deputy level and conduct a comprehensive Training Needs Identification exercise to ensure our staff has the skills required for continued success. We will also implement streamlined OKR (Objectives and Key Results) and IKR (Individual Key Results) processes for performance management.

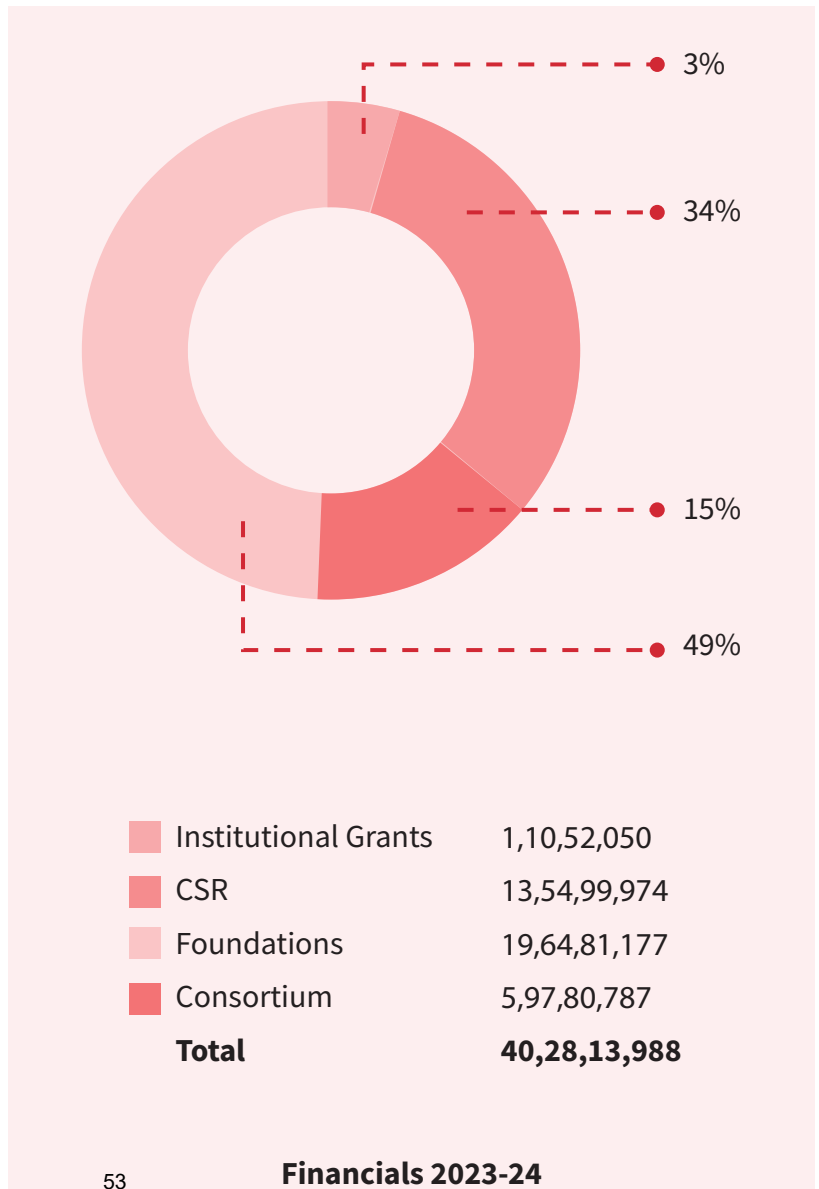
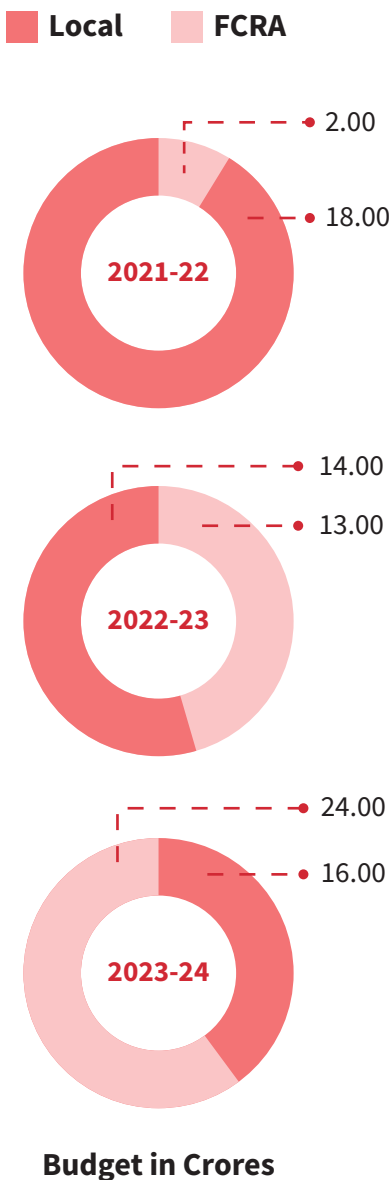
Strengthening fundraising: We will diversify our funding sources, focusing on unrestricted grants and building relationships with a wider range of donors. We will also implement robust internal processes and structures for fundraising and communications.



Governance and Support

Financial Transparency and Accountability

LLF demonstrated strong fiscal management and transparency during the financial year 2023-24. The department successfully maintained a balanced budget, optimized resource allocation, and strengthened financial controls, resulting in a sustainable cash flow, timely fund disbursement for projects, and improved compliance with regulatory requirements. Strategic cost-saving measures were implemented while ensuring continued support for core programs. This robust financial health positions the foundation for future growth and long-term impact, enabling it to fulfill its mission effectively and efficiently.



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Awarded national and
international awards for
community initiatives

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Tanvi

Bikhchandani
Co-Founder Tamarind
Chutney

Scan to know more



Partnerships for Impact

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Strategic & Financial Partners (Philanthropic Foundations and Institutional Partners)



Technical Partners



Pogram Partners





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Kalkaji, New Delhi, Pin -110019