LANGUAGE and LEARNING FOUNDATION

Strong Foundation, Stronger Future.





11 YEARS OF CLOSING THE LEARNING GAP

ANNUAL REPORT 2025–2026









A RECAP
OF 24-25

SCAN TO VIEW

LANGUAGE and LEARNING FOUNDATION

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ANNUAL REPORT

2025–2026

CONTENTS

03 Letter from the Executive Director

05 FLN in India

07 About LLF

09 11 Years of Closing the Learning Gap

12 LLF's Equity Lens

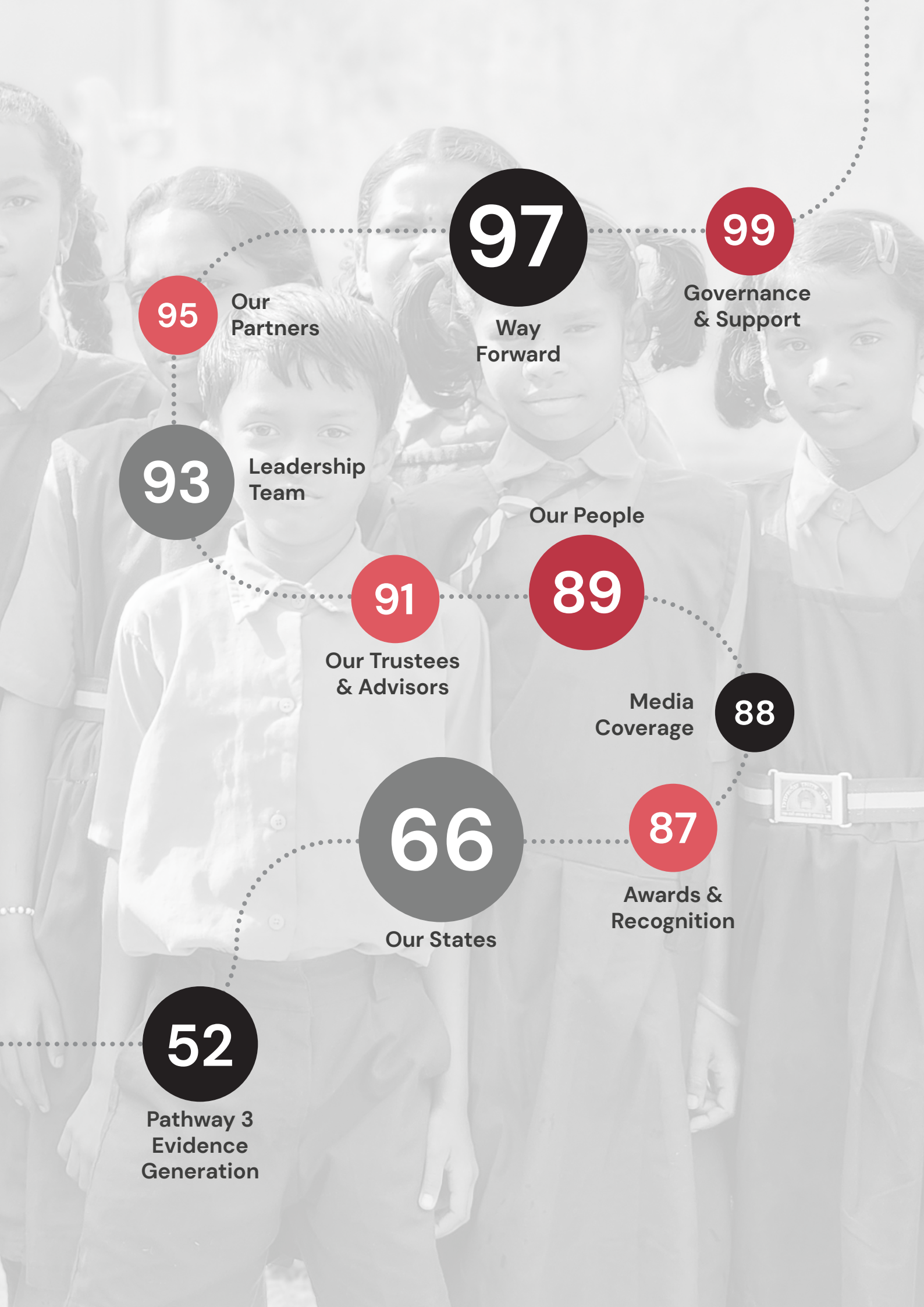
13 Our Impact & Reach Since 2015

15 Organisational Highlights

18 LLF's Strategy 2031

22 Pathway 1 Comprehensive FLN Programme

44 Pathway 2 Strengthening the Middle Tier & Ecosystem


97
Way Forward
99
Governance & Support
95
Our Partners
93
Leadership Team
Our People
89
91
Our Trustees & Advisors
Media Coverage
88
66
Our States
87
Awards & Recognition
52
Pathway 3 Evidence Generation



SCAN TO VIEW THE PODCAST

LETTER FROM THE EXECUTIVE DIRECTOR

Dear Friends,

Eleven years ago, Language and Learning Foundation was founded with the purpose of helping close the learning gap by ensuring that every child acquires strong foundational skills. That purpose continues to guide us today. Working alongside the government system and strengthening the system are the core objectives of LLF.

Over the years, we have learnt that educational progress cannot be measured solely by the progress of the average learning scores. It must also be measured by how effectively we reach those who are most at risk of being left behind. Our work on multilingual education, remediation for struggling learners, multigrade classrooms, and teacher professional development on gender and equity continues to expand how we understand and respond to this marginalisation.

This year gave us several reasons for optimism. Over the years, our work has reached 2.5 crore children and 12.84 lakh teachers across ten states, and we have just begun extending technical support in Bihar. We work across 19 languages, strengthening our commitment to children in linguistically diverse, rural and tribal contexts. Across states, we continued to work with governments to translate foundational learning priorities into stronger classroom practices and more responsive academic systems.

Importantly, independent evaluations across our programmes demonstrate significant improvements in children's learning. The LiftEd Development Impact Bond recorded an overall FLN effect size of 0.76 SD in Sirsa, Haryana, which is equivalent to approximately two additional years of schooling. In Fatehpur, Uttar Pradesh, the effect size reached 0.89 SD, representing more than two additional years of schooling. Meanwhile, our multilingual education programme in Bastar demonstrated gains of 20 percent in literacy and 18 percent in numeracy.

Additionally, FLN interventions in Chandauli, Uttar Pradesh, recorded an effect size of 0.40 SD, corresponding to over one additional year of schooling. These compelling results reinforce our confidence that indirect models, such as district demonstration programmes coupled with state-level academic support, strengthen government FLN delivery systems and substantially accelerate foundational learning outcomes.

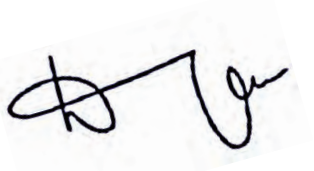
The Teaching and Learning Practices Survey (TLPS) 2025 has brought evidence from 1,050 Grade 1 and 2 classrooms across 9 states into public and policy discussions and sharpened attention on the teaching and learning processes that shape children's outcomes. Our ongoing Learning in the Margins (LITM) study will further deepen our understanding of children who remain underserved by the education system.

We are committed to generating and sharing evidence and knowledge with the wider national and international FLN ecosystem, and to connecting evidence from classrooms and implementation with broader research, policy, and practice.

As we look ahead, LLF's Strategic Roadmap 2031 provides direction for the next phase of our work. It builds on what we have learnt over the past eleven years and renews our commitment to equitable foundational learning, stronger public education systems, deeper state partnerships, and evidence that can inform change at scale.

India has made significant progress towards universal foundational literacy and numeracy, and the next phase of the NIPUN Bharat Mission presents an important opportunity to build on this momentum.

As we mark eleven years of closing the learning gap, we remain hopeful, but also conscious of the distance still to be travelled. We look forward to continuing this work with governments, educators, communities and partners, and to contributing towards an education system in which every child has the opportunity to become NIPUN.



Sincerely,
Dhir Jhingran

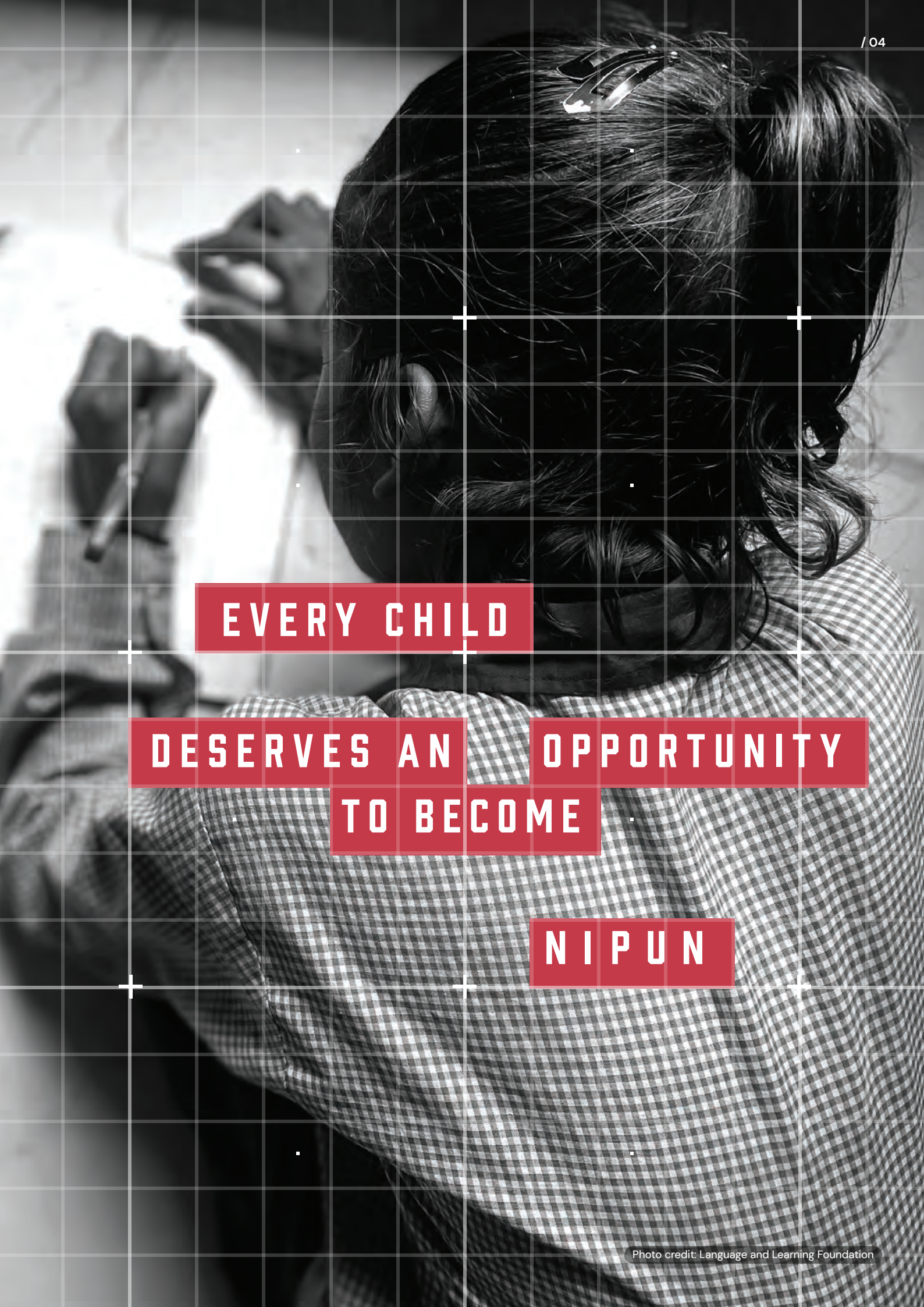


Photo credit: Language and Learning Foundation



MORE THAN HALF OF INDIA'S CHILDREN ARE UNABLE TO READ A SIMPLE TEXT BY AGE 10

70%
of Grade III students in tribal-populated districts of Odisha and Chhattisgarh cannot read a Grade II-level text or perform subtraction
(ASER 2024)

Nearly
20%
of students show minimal learning in the academic year
(LLF sample assessment 2023)

73%
of children in Grade III cannot read Grade II-level text
(ASER 2024)

66%
of children in Grade III cannot perform simple subtraction
(ASER 2024)

Even within the same classrooms, learning disparity can be as high as
70%
(LLF sample assessment 2023)

Photo credit: Anant Singh Pundhir, Manager - Digital Learning Content, LLF

FOUNDATIONAL LITERACY AND NUMERACY (FLN) IN INDIA

Building strong foundations for a stronger future

Foundational Literacy and Numeracy (FLN) refers to children's ability to read with comprehension, write simple text, and perform basic mathematical operations by the end of Grade 3. These skills form the foundation for all future learning, enabling children to engage with increasingly complex concepts across subjects and grades. Yet, access to schooling does not always guarantee meaningful learning.

Across India, many children continue to progress through school without acquiring these foundational skills. According to ASER 2024, 73% of Grade 3 children in rural India could not yet read a Grade 2-level text, while 66% could not solve a basic arithmetic problem. LLF's own assessments also reveal considerable differences in learning levels among children studying in the same classrooms. In a sample assessment conducted in 2023, disparities in learning levels were found to be as high as 70% within classrooms and 30% between classrooms. The assessment also indicated that nearly one in five children made minimal progress in learning over the academic year.

These gaps are often wider among children from marginalised communities, including those from tribal and linguistically diverse backgrounds.

Investing in foundational learning delivers lifelong returns

Strong foundational learning can yield one of the highest returns on investment for a country. Studies have shown that children who acquire foundational skills are more likely to remain in school, learn effectively across subjects, earn higher incomes, enjoy better health, and break intergenerational cycles of poverty.

Conversely, failure to acquire foundational skills carries lasting consequences. The World Bank's Collapse and Recovery: How COVID-19 Eroded Human Capital and What to Do About It (2023) estimates that education disruptions can result in significant losses in future earnings, with broader implications for workforce productivity and economic growth.

At a national level, the returns are equally significant. Estimates suggest that improving foundational learning could contribute 7.4% to India's GDP (State of Foundational Literacy and Numeracy in India, 2021). Global evidence also shows that investments in high-quality early learning programmes can generate annual returns of 7–13%, making foundational learning one of the most effective investments in human capital (*Quality Early Learning: Nurturing Children's Potential,* World Bank, 2022).

11 years of raising the floor and closing learning gaps

For the past 11 years, Language and Learning Foundation has partnered with state governments to strengthen public education systems and ensure that every child has the opportunity to build strong foundational skills. Guided by the belief that improving averages is not enough, LLF works **to raise the floor by closing learning gaps, particularly for children who have historically been disadvantaged.**

Through long-term partnerships with state governments, LLF builds the capacities of teachers, mentors, and middle-tier academic leaders; implements district demonstration programmes; advances multilingual education; and strengthens systems aligned with the National Education Policy (NEP) 2020, the National Curriculum Framework for the Foundational Stage (NCF-FS), and the goals of the NIPUN Bharat Mission.

As India enters the next phase of its foundational learning journey, LLF remains committed to supporting governments in building equitable and sustainable system-led improvements that ensure every child has the opportunity to succeed.

ABOUT
LANGUAGE AND LEARNING FOUNDATION

Language and Learning Foundation (LLF) is an education non-profit established in 2015, working to improve Foundational Literacy and Numeracy (FLN) outcomes in government primary schools across India.

We collaborate with state governments and partners to strengthen foundational learning at scale. We do this by advancing an equitable, comprehensive FLN approach across the state, district and block levels. We strengthen the middle tier to drive effective implementation, mobilise the wider ecosystem around equitable FLN, and generate evidence to address some of the most persistent challenges in foundational learning.

We prioritise working in remote and aspirational districts, with a focus on children who face the greatest barriers to accessing quality education, including those affected by gender, language, geographic isolation and other forms of marginalisation. By designing approaches that respond to the diverse contexts and needs of these children, we strive to create more equitable opportunities to learn and improve learning outcomes for all. Equity, therefore, remains central to all our efforts, ensuring that every child has the opportunity to learn and thrive.

Since its inception, LLF has partnered with governments across 10 states, reaching **2.5 crore children** and **12.84 lakh teachers and educators** through State-Level Technical Support. Through its District Demonstration Programmes, the organisation has improved learning outcomes for more than **17.44 lakh children** and strengthened the teaching-learning practices of over **3.23 lakh teachers and mentors**.

SCAN TO KNOW MORE



VISION

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

MISSION

By 2031, we will improve foundational learning of **6 Crore children** in primary schools, working in collaboration with state governments in 12 states in India, with a strong focus on girls and children from marginalised communities.

Comprehensive and Equitable Foundational Learning at Scale

OUR FOCUS

- Balvatika (5-6 years)
- Grades 1 - 3
- Grades 4 - 5

WHAT WE DO

01

PATHWAY 1

SCALE COMPREHENSIVE AND EQUITABLE FLN

Strengthening classroom instruction and system support to deliver foundational learning at scale, with a focus on children most at risk of being left behind

02

PATHWAY 2

STRENGTHEN MIDDLE TIER & BUILD ECOSYSTEM CAPACITY FOR EQUITABLE FLN

Strengthening the middle tier to improve instructional leadership, while building a shared agenda for equitable foundational learning across the wider ecosystem

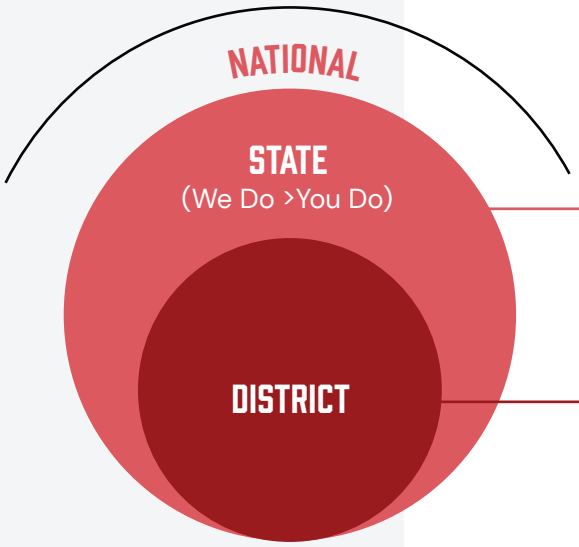
03

PATHWAY 3

GENERATE EVIDENCE TO SOLVE FOUNDATIONAL LEARNING'S HARDEST PROBLEMS

Generate rigorous research, implementation evidence, and system learning that addresses critical and under-explored challenges in foundational learning, informing both LLF's work and broader policy and practice

HOW WE WORK

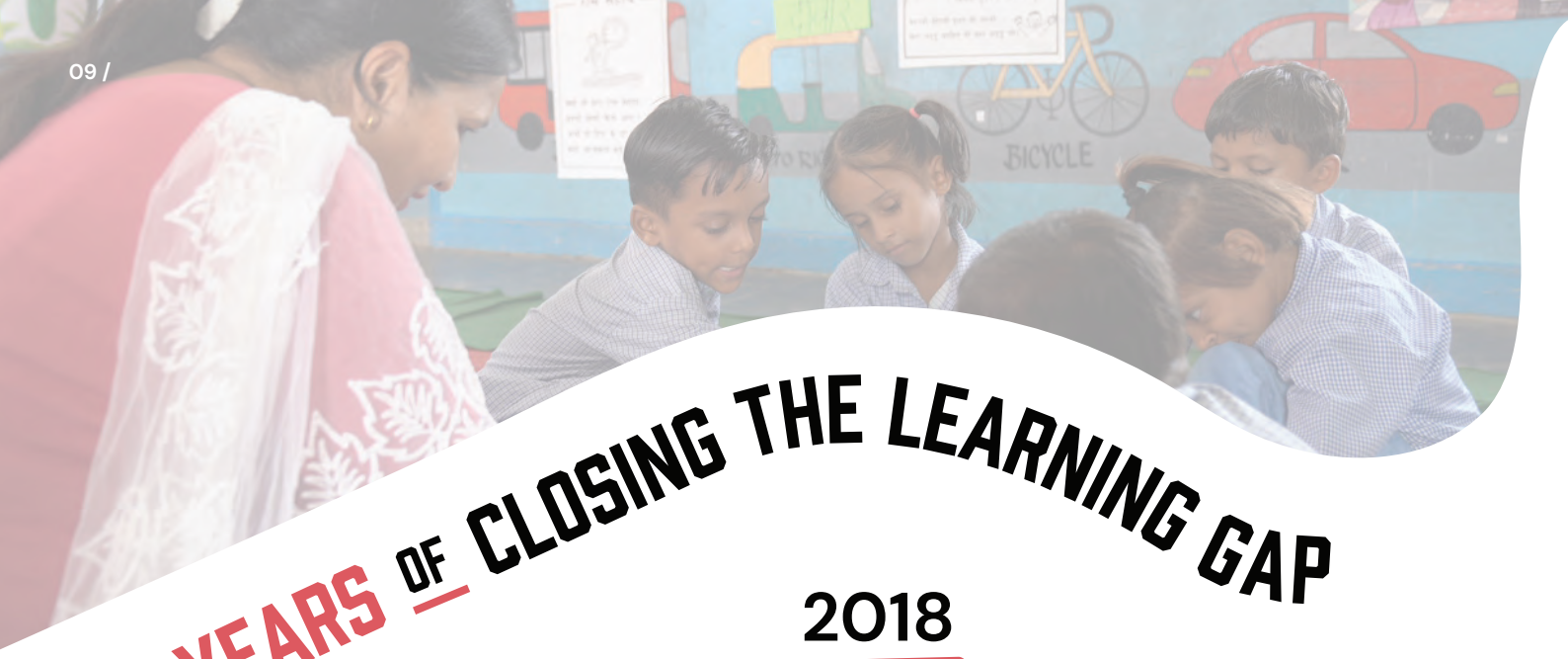


STATE
State-Level Technical Support

DISTRICT
District-Level Demonstration Projects

Photo credit: Jonathan Browning, UK Documentary

Supported by: Cartier Philanthropy



11 YEARS OF CLOSING THE LEARNING GAP

2015

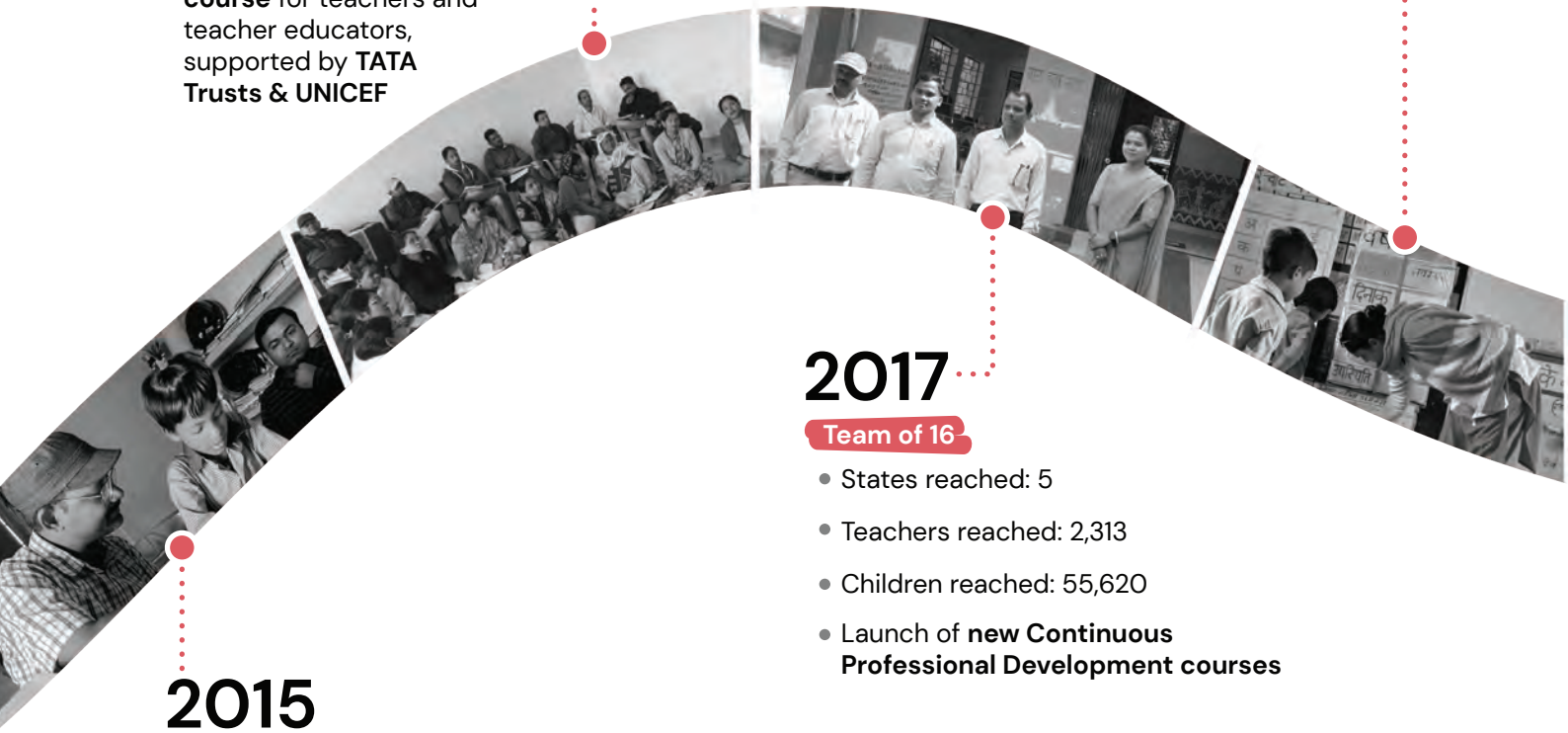
Team of 3

- **Registered as a Charitable Trust**
- **First grant** from **Central Square Foundation** fuelled LLF's growth and impact

2016

Team of 8

- States reached: 5
- Teachers reached: 821
- Children reached: 27,000
- **Launch of 8-month flagship course** for teachers and teacher educators, supported by **TATA Trusts & UNICEF**



2017

Team of 16

- States reached: 5
- Teachers reached: 2,313
- Children reached: 55,620
- Launch of **new Continuous Professional Development courses**

2018

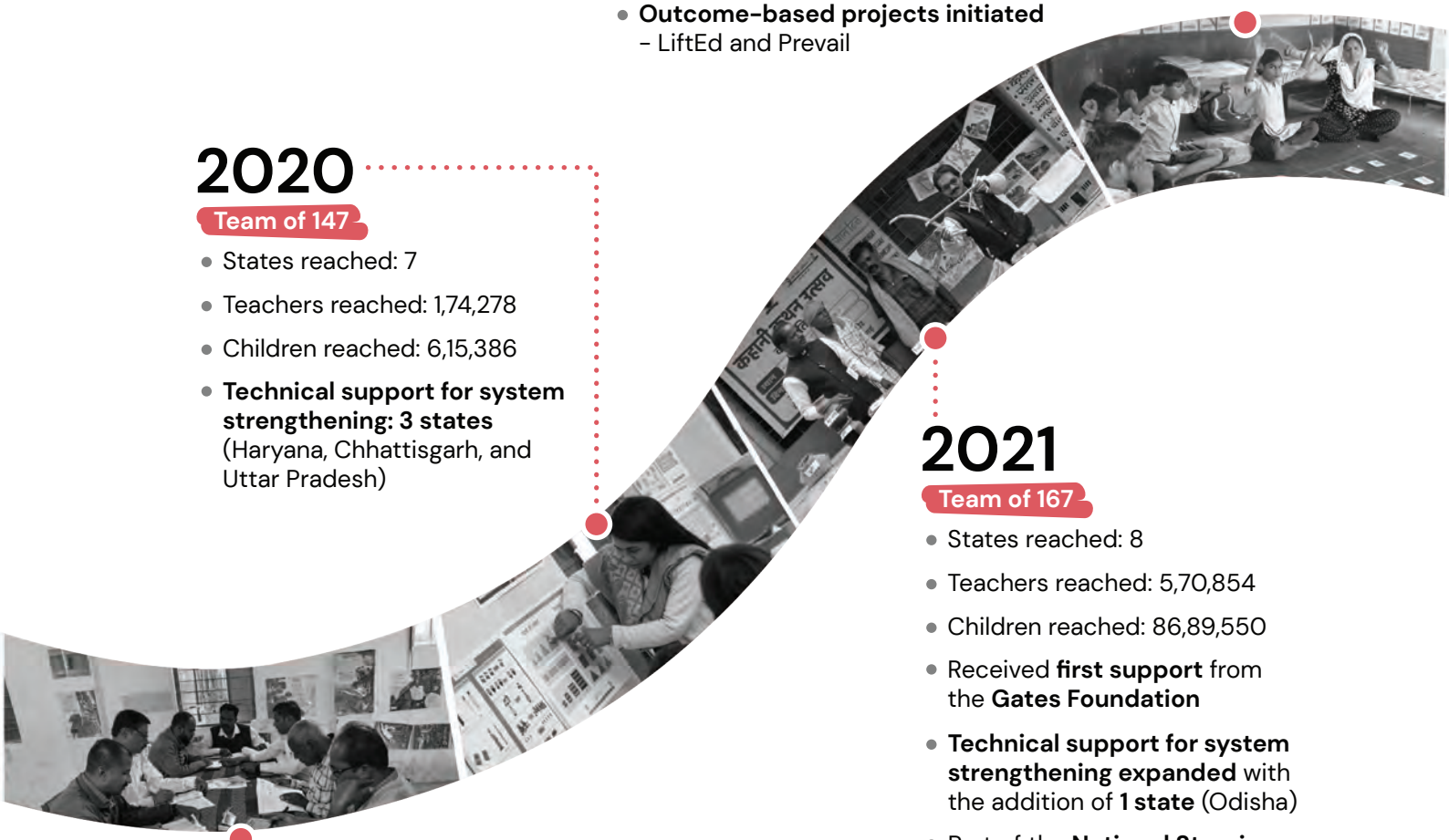
Team of 29

- States reached: 5
- Teachers reached: 6,010
- Children reached: 1,43,100
- **School-based demonstration intervention programmes** in **Haryana in 175 schools, impacting 3,500 children**
- Award: **Best Field Initiative Award** from Comparative and International Education Society (CIES)
- **Advisory board** established

2022

Team of 97

- States reached: 8
- Teachers reached: 7,17,978
- Children reached: 1,02,82,425
- Successful implementation of **India's first-ever Language Mapping survey** of 30,000 schools with the Government of Chhattisgarh
- LLF wins **HCL Grant Edition VII** for Multilingual Education (MLE) programme in Bastar district
- **Technical support for system strengthening expanded** with the addition of **1 state** (Assam)
- **Outcome-based projects initiated** - LiftEd and Prevail



2020

Team of 147

- States reached: 7
- Teachers reached: 1,74,278
- Children reached: 6,15,386
- **Technical support for system strengthening: 3 states** (Haryana, Chhattisgarh, and Uttar Pradesh)

2021

Team of 167

- States reached: 8
- Teachers reached: 5,70,854
- Children reached: 86,89,550
- Received **first support** from the **Gates Foundation**
- **Technical support for system strengthening expanded** with the addition of **1 state** (Odisha)
- Part of the **National Steering Committee** for preparation of the National Curriculum Framework (NCF)
- Awards: **Best NGO in Education and Literacy** by Global NGO Expo; **Platinum Award** at Master Transformation Conference

2019

Team of 116

- States reached: 7
- Teachers reached: 23,474
- Children reached: 5,28,120
- Implementation of **India's first CSR-funded Development Impact Bond (DIB)**, reaching 1,64,000 children and 7,500 teachers in Haryana

2024

Team of 222

- States reached: 10
- Teachers reached: 10,85,789
- Children reached: 1,62,58,020
- **Technical support for system strengthening** in **7 states** (Haryana, Uttar Pradesh, Assam, Chhattisgarh, Odisha, Jharkhand, and Tripura)
- **MLE programme expanded** to the state of **Jharkhand**
- Awards: **3rd Nexus of Good Annual Award** for MLE programme, Chhattisgarh; **BW Disrupt Social Impact Leader Award** to Dr. Dhir Jhingran; **Social Impact Award** 2024, Indian Chamber of Commerce
- **LLF collaborates internationally** with What Works Hub for Global Education (WWHGE), Busara, Ideas42, University of Pennsylvania (UPenn) and Inspiring Teachers



2023

Team of 219

- States reached: 8
- Teachers reached: 8,35,789
- Children reached: 1,45,72,046
- **Scale-up of school demonstration programmes** to **33 districts,** impacting **14,00,000 children** and **2,50,000 teachers**

2025

Team of 281

- States reached: 10
- Languages covered: 19
- Teachers reached: 9,21,857
- Children reached: 1,30,69,127
- **Expanded technical support** to Bihar and **MLE demonstration programmes** in Chhattisgarh and Odisha
- Expanded FLN support to Grades 4-5
- **First large-scale National Teaching and Learning Practices Survey** 2025 report released
- Impact evaluations: 0.89 SD in Fatehpur and 0.76 SD in Sirsa under the **LiftEd DIB**; the **Bastar MLE Programme** - 20% improvement in literacy and 18% in numeracy from baseline
- Deepened evidence: Research on teacher professional development, block-level leadership and multigrade teaching
- Awards: **Best NGO of the Year** 2025 in Education and **BW Disrupt Social Impact Leader of the Year Award**

LLF's

EQUITY LENS



SCAN TO VIEW THE PODCAST

Building equitable foundational learning that works for every child

Improvements in foundational learning can benefit children to varying degrees. A child's learning trajectory can be shaped by multiple, often intersecting factors, including poverty, social identity, gender, migration and language, as well as their experiences within schools and classrooms. Together, these can place some children at greater risk of falling behind.

For over eleven years, equity has been integral to LLF's work to close the learning gap and raise the floor for children most likely to be left behind. Multilingual Education has been a cross-cutting theme of this work, bridging the gap between children's home and school languages, supported by our continuous professional development and system-strengthening efforts. Over time, we have expanded this work through remediation for children who are struggling, Multigrade Teaching pilots that respond to diverse classroom realities, catch-up programmes for children affected by migration and prolonged absence, and gender-responsive FLN approaches that address biases affecting participation and learning.

Evidence has been central to understanding what works, for whom and under what conditions. Evidence from our LiftEd programme in Haryana and Uttar Pradesh and the Bastar MLE programme has demonstrated improvements in children's foundational learning. Alongside programme evaluations, studies including, TLPS, TPD4E, the BEO Diagnostic Study, and Learning in the Margins, are deepening our understanding of classroom practice, teacher beliefs, system leadership and the factors associated with minimal learning.

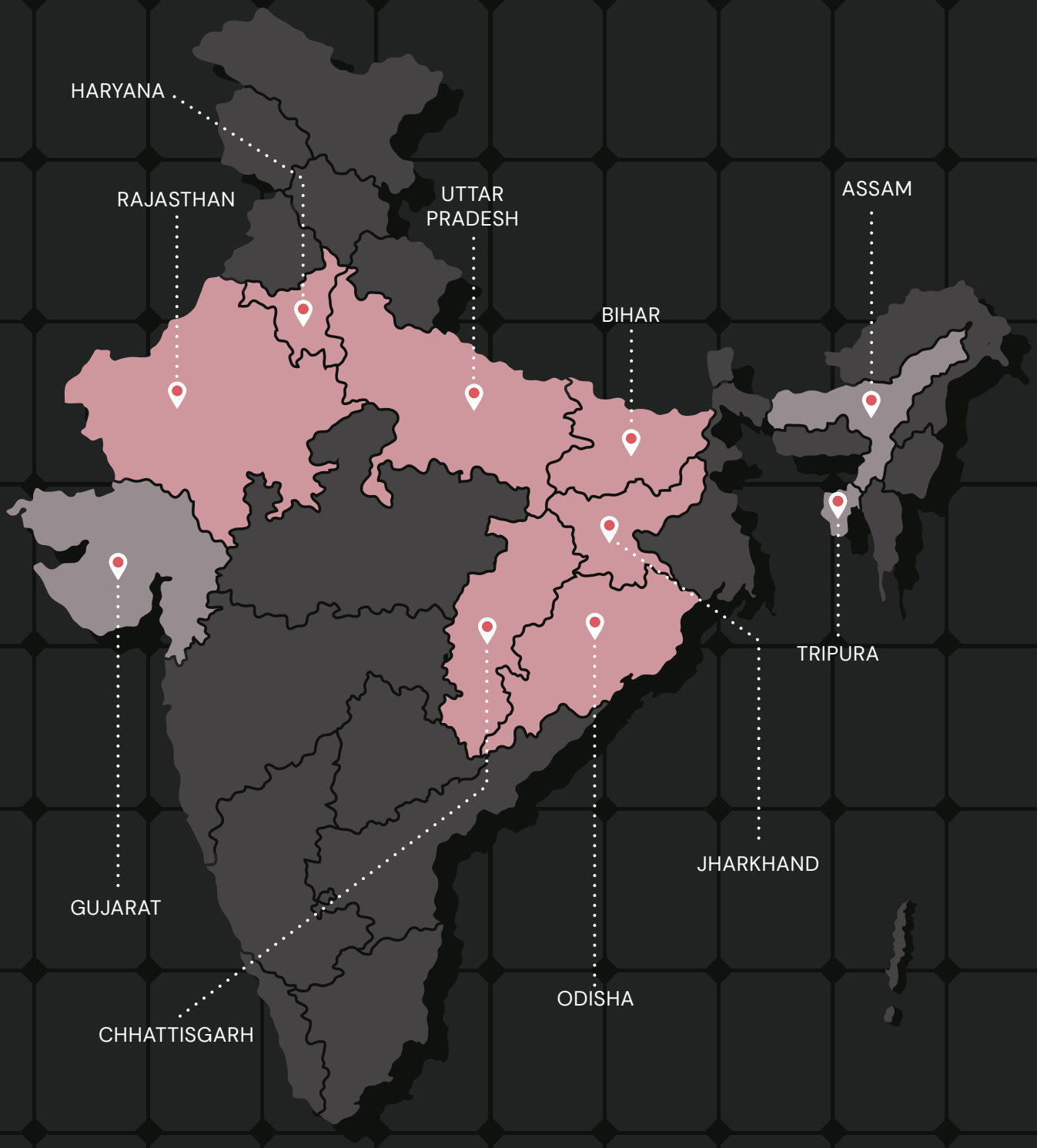
We are strengthening this evidence base through independent evaluations and national and international research partnerships, while taking these insights into the wider FLN ecosystem through policy engagement, knowledge sharing and convenings.

Our purpose, therefore, is not only to improve foundational learning for 6 crore children by the end of this decade, but to ensure that those improvements reach the children who need them most.



OUR IMPACT AND REACH

SINCE 2015*



States where LLF is currently working

States where LLF has worked

*Cumulative data as on 31st March 2026



17.44 Lakh

Children have improved foundational learning outcomes in early grades



12.84 Lakh

Teachers, mentors, and educators reached through trainings and courses by the state governments



2.5 Crore

Children reached in 3,06,621 schools through NIPUN with LLF-supported programmes



19 Languages

for Foundational Literacy and Numeracy (FLN) and bi/ multilingual education



3.23 Lakh

Teachers and teacher mentors have completed our professional development courses on FLN

FY 2025–26

ORGANISATIONAL HIGHLIGHTS

EXPANDING OUR PROGRAMMATIC WORK

LLF expanded its footprint and the depth of its foundational learning work by extending technical support to Bihar, initiating multilingual education demonstration programmes in two districts of Odisha, and continuing to work across **12 languages**.

Our work on school readiness was strengthened through the Balvatika demonstration in Gautam Buddha Nagar, while our engagement with states increasingly extended foundational learning support to Grades 4 and 5, in line with the evolving NIPUN Bharat agenda.



SIGNIFICANT LEARNING GAINS

Independent third-party evaluations provided encouraging evidence of the impact of LLF's programmes. The LiftEd Development Impact Bond found that students in intervention schools in Haryana and Uttar Pradesh achieved learning gains equivalent to approximately two additional years of schooling compared with students in comparison districts.

The Bastar Multilingual Education Programme demonstrated improvements of **20% in literacy** and **18% in numeracy** from baseline, while evaluations in Chandauli, Varanasi and Shravasti also recorded substantial improvements across foundational literacy and numeracy competencies.



TLPS 2025

A major milestone was the national launch of the Teaching and Learning Practices Survey (TLPS) 2025, anchored by LLF and supported by Tata Trusts, the study was based on data from 1,050 Grade 1 and Grade 2 classrooms across 21 districts in 9 states, with support from 5 organisations. The study generated evidence on teaching and learning processes in foundational classrooms and brought together government representatives and ecosystem stakeholders to discuss the implications of these findings for improving FLN implementation and student learning outcomes.

DEEPENING FLN EVIDENCE BASE

Our research projects, like TPD4E, examined teacher beliefs and practices through an equity lens; the BEO Diagnostic Study explored the role of block-level leadership in FLN implementation; and the Multigrade Teaching study in Kurukshetra generated evidence on practical approaches for multigrade classrooms. Together, these studies are helping address critical gaps in FLN knowledge, building a richer evidence base on what works, for whom, and in which contexts.

TECHNOLOGY AND AI FOR EQUITABLE FLN

LLF deepened its focus on technology and AI to make high-quality education support more scalable, efficient and equitable, particularly in multilingual and low-connectivity government school contexts.

This included advancing the **offline-first Multilingual Education App** to support teachers in multilingual classrooms, piloting the Tara App for Oral Reading Fluency assessment, and launching the LLF Analyst Tool to help programme teams interpret data more efficiently. Alongside these initiatives, LLF invested in AI literacy and responsible adoption, worksheet digitisation, and stronger data infrastructure for faster, evidence-based decision-making.



TAKING INDIA'S EVIDENCE TO NATIONAL AND GLOBAL PLATFORMS



LLF strengthened India's contribution to the wider FLN ecosystem through major national and international platforms. We presented papers and hosted knowledge sessions at CIES and UKFIET, sharing evidence and learning from our work with a global audience.

The National Seminar on Strengthening Multilingual Education brought together government leaders, practitioners and experts to advance dialogue on translating multilingual education policy into classroom practice.

The PALASH Conclave in Jharkhand and other sector platforms created further opportunities for exchange between government, practitioners, researchers and partners.

STRENGTHENING OUR PUBLIC VOICE

LLF expanded the reach of its knowledge, evidence and perspectives. Our video series Conversations at LLF and LLF Speaks-Season 2 Podcast brought practitioners and experts together to discuss key questions in foundational learning. Furthermore, media engagement increased LLF's visibility through authored articles and editorial features across national and sector platforms, including The Better India, Observer Research Foundation, Dainik Bhaskar, Mid-day and CSR Mandate.

AWARDS AND RECOGNITION

LLF's work and leadership in foundational learning received continued recognition during the year. LLF was named Best NGO of the Year 2025 (Education) at the Indian Social Impact Awards, while Shveta Lall, Associate Director, Continuous Professional Development, received the BW Disrupt Social Impact Leader of the Year Award for her leadership in foundational literacy, numeracy and teacher development.

GROWING THE ORGANISATION FOR THE NEXT PHASE

As LLF's work expanded, so did the organisation behind it. The year saw growth in the team, strengthening of the Senior Management Team, and deeper engagement with partners, advisors and technical experts.

These investments are building the organisational and technical capacity required to deliver LLF's Strategic Roadmap 2031 and support the next phase of growth and impact.

AS WE LOOK AHEAD, LLF'S STRATEGIC ROADMAP 2031 GIVES DIRECTION TO THE NEXT PHASE OF OUR WORK.

IT BUILDS ON WHAT WE HAVE LEARNT OVER THE PAST 11 YEARS AND RENEWS OUR COMMITMENT TO EQUITABLE FOUNDATIONAL LEARNING, STRONGER PUBLIC EDUCATION SYSTEMS, DEEPER STATE PARTNERSHIPS AND EVIDENCE THAT CAN INFORM CHANGE AT SCALE.

Dhir Jhingran,
Founder & Executive Director



LLF'S STRATEGY 2031

LLF's strategy 2031 is guided by a bold ambition: to improve foundational literacy and numeracy outcomes for 6 crore children across India.

Grounded in the belief that lasting improvements in learning are possible when strong instructional approaches, capable systems, and evidence-informed decision-making converge, the roadmap sets out a clear pathway to accelerating progress at scale. It focuses on strengthening the conditions that enable every child to access high-quality learning opportunities and thrive throughout their educational journey.

The roadmap rests on three connected pathways: implementing and scaling a comprehensive FLN approach; strengthening the middle tier and mobilising the ecosystem for equitable FLN; and generating evidence to solve for gaps in FLN practice.



Photo credit: Pramendra Nage, District Academic Coordinator, Bastar, Chhattisgarh, Language and Learning Foundation



OUR 2031 ROADMAP GIVES DIRECTION TO OUR COMMITMENT TO EQUITABLE FOUNDATIONAL LEARNING

Photo credit: Sana Masroor, Associate Director – Strategic Communications and Outreach, LLF

LLF'S STRATEGY 2031

By 2031,

improve learning outcomes of 6 Crore children* in early childhood and primary grades

Strengthening systems to deliver quality foundational learning for every child



Impact Goals

- Strengthen the system to deliver quality foundational learning for all children
- Strengthen instructional leadership at the middle tier to drive foundational learning at scale
- Enable multilingual education (MLE) in foundational learning approaches and practices
- Build a community of high-quality teaching professionals equipped to enable learning in diverse classrooms
- Advance equitable foundational learning by strengthening the evidence, learning and action needed to address the needs of children most at risk of being left behind

Pathways

Pathway 1
SCALE AN EQUITABLE COMPREHENSIVE FLN# APPROACH

Strengthen classroom instruction and systems to deliver foundational learning at scale, especially for children most at risk of being left behind

- 1.1 Strengthen state systems to deliver a comprehensive FLN model at scale (with MLE)
- 1.2 Implement and demonstrate innovative and equitable FLN models in high-need** districts
- 1.3 Enable high-impact model for early childhood education (Balvatika)

Pathway 2
STRENGTHENING INSTRUCTIONAL LEADERSHIP AND BUILDING ECOSYSTEM CAPACITY

Strengthening the middle tier for stronger instructional leadership, while building a shared agenda for equitable foundational learning across the wider ecosystem

- 2.1 Strengthen the middle tier to drive stronger instructional leadership
- 2.2 Mobilise the ecosystem for equitable foundational learning, including MLE, gender and accelerated learning for learners lagging behind

Pathway 3
GENERATE EVIDENCE TO SOLVE FOUNDATIONAL LEARNING'S HARDEST PROBLEMS

Rigorous evidence on foundational learning's most important and least solved problems

- 3 Generate rigorous research, implementation evidence, and system learning that addresses critical and under-explored challenges in foundational learning, informing both LLF's work and broader policy and practice

Note:
#Comprehensive FLN model refers to deepening our existing model—Continuous Professional Development, state technical support and demonstration districts, with a focus on Foundational Literacy and Numeracy, and MLE where relevant, focused on Balvatika and Grades 1-3, adding Grades 4 and 5 where needed

*For Pathway 1 only, this includes 35 Lakh children with measurable learning gains—outreach vs taking accountability
**in educationally disadvantaged states and districts with significant marginalised populations

IMPROVING FOUNDATIONAL LEARNING AT SCALE REQUIRES MORE THAN A SINGLE INTERVENTION. IT REQUIRES A COHERENT APPROACH THAT CONNECTS POLICY, CLASSROOM PRACTICES AND SYSTEMS THAT ENABLE IMPROVED LEARNING OUTCOMES.

OUR WORK BRINGS THESE ELEMENTS TOGETHER, SUPPORTING GOVERNMENTS TO STRENGTHEN FLN SYSTEMS WHILE INVESTING DEEPLY IN TEACHERS AND ACADEMIC LEADERS. WE ARE BUILDING SOLUTIONS THAT ARE BOTH PEDAGOGICALLY SOUND AND RESPONSIVE TO CONTEXT. ULTIMATELY, OUR GOAL IS TO ENSURE THAT EVERY CHILD ENTERS SCHOOL READY TO LEARN AND HAS THE OPPORTUNITY TO BUILD STRONG FOUNDATIONS FOR LIFELONG LEARNING.

Ramesh Chandra
Director, Academics



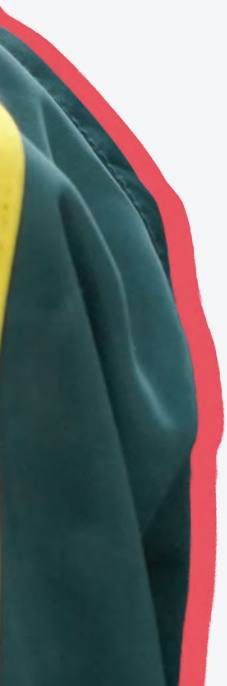
Photo credit: Anant Singh Pundhir,
Manager – Digital Learning Content, LLF

PATHWAY 1

Comprehensive FLN Programme

The first pathway focuses on FLN programme implementation work, anchored in long-term partnerships with state governments. Through state-level technical support, we work alongside state systems to strengthen the design and delivery of FLN, with multilingual education built into this work from the start. Our comprehensive continuous professional development model supports teachers through year round professional learning, mentoring and peer collaboration to strengthen classroom practice.

Through demonstration districts, we test and refine high-quality foundational learning models under real classroom conditions, generating the proof that earns government confidence to adopt them more widely. Through our work on early childhood education, we are building the foundations even earlier, strengthening play-based learning and school readiness before children enter Grade 1.



CONTINUOUS PROFESSIONAL DEVELOPMENT





Teachers are at the heart of our work

Continuous Professional Development (CPD) strengthens the capacities of teachers to improve the way Foundational Literacy and Numeracy are taught and supported in classrooms.

Despite significant investments in training and professional development across the education system, these efforts often remain episodic, with limited continuity and connection to day-to-day practice. Teachers may receive periodic training but have few sustained opportunities to apply their learning and receive feedback and mentoring support.

REACH AND IMPACT IN FY 2025-26

5
States (Uttar Pradesh, Odisha, Chhattisgarh, Haryana, and Tripura)

82.5%
Participants demonstrated improvement in foundational literacy knowledge

3
Languages (Hindi, Odia, and Bengali)

25,000
Teachers reached through CPD Initiatives

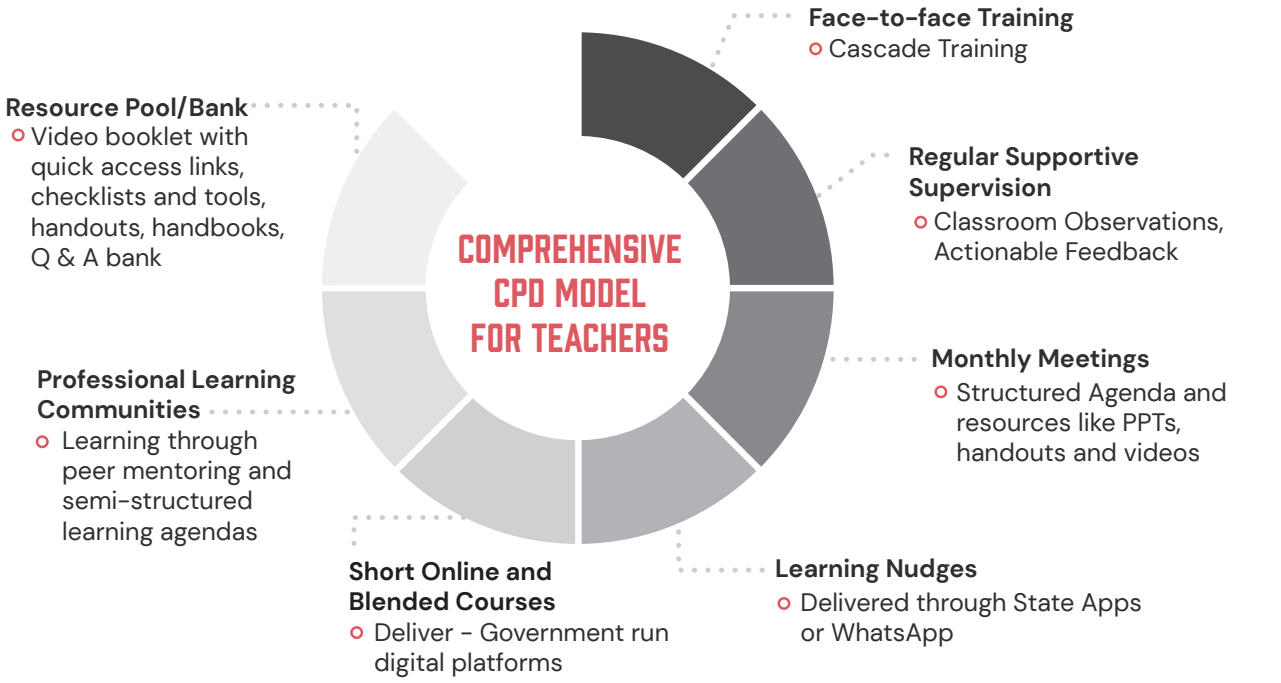
307
Teachers supported through the Alumni Mentor Model

100%
Course completion rate under the Alumni Mentor Model

Our CPD model

LLF's Comprehensive CPD model supports teachers through a year-round professional learning journey that combines face-to-face workshops, structured cluster meetings, weekly learning nudges, short online and blended courses, regular supportive supervision and professional learning communities.

Our courses combine theory and practice through readings, audio-video resources, reflective questions, self-assessment tasks, assignments, quizzes and interactive activities. Collaborative learning is encouraged through peer discussions, learning groups, meetings and digital platforms. Teachers also receive ongoing support from mentors and peers, enabling them to apply new approaches, reflect on their classroom experiences and receive actionable feedback.



Our Work

Highlights from FY 2025-26

- More than 25,000 teachers were engaged in continuous professional learning through courses, cluster meetings, learning nudges, mentoring support, and digital resources, helping strengthen classroom practices and promote reflective teaching throughout the year.
- We developed FLN modules for the Diploma in Elementary Education (D.El.Ed.) programme in Uttar Pradesh, contributing to the professional development of future teachers.
- We disseminated 112 weekly learning nudges and three self-paced courses on FLN for teachers across partner states.
- We implemented the Alumni Mentor Model of LLF's 1-year course on Foundational Literacy, through which 26 volunteer alumni of the course mentored 307 fellow teachers enrolled in the year-long course. The initiative achieved a 100% course completion rate, while 82.5% of participants demonstrated measurable improvement in foundational literacy knowledge.



SCAN TO VIEW THE PODCAST

DISTRICT DEMONSTRATION PROGRAMME

Demonstrating what works & building the evidence to scale it

While policies establish clear FLN priorities, their translation into consistent classroom practice can be affected by gaps in implementation, academic support, monitoring and the use of evidence. Through our District Demonstration Programmes, we generate evidence for scalable solutions to classroom and systemic challenges in foundational learning. By focusing on key thematic areas, these programmes test and refine effective practices in real classroom settings, building evidence on what works and can be adapted at scale.

At LLF, we collaborate with government systems at the district and block levels to improve the quality of teacher training through continuous capacity-building for District Resource Groups, teacher trainers, and teachers. We also strengthen the knowledge and mentoring capacities of supportive supervision staff, including Assistant Block Resource Cordinators (ABRCs), Academic Resource Persons (ARPs) and Cluster Academic Cordinators (CACs), to conduct classroom observations and provide constructive feedback. Simultaneously, we strengthen district and block-level monitoring systems through data-driven discussions, review mechanisms, and follow-up actions.

REACH AND IMPACT IN FY 2025-26

6 States

21 Districts

6,93,822 Students

37,562 Teachers

10,859 Schools



Our approach

Based on programme needs, local contexts and government priorities, we work through two modes of implementation:

01 HIGH-TOUCH DEMONSTRATION

involves direct and intensive engagement with approximately 40 schools allotted to 1 LLF personnel at the block or district level.

02 LOW-TOUCH DEMONSTRATION

works through a lean district-level team that engages intensively with government stakeholders to strengthen FLN systems and processes across a wider geography.

These approaches may also be combined through **a hybrid model**, enabling LLF to respond flexibly to local needs while creating models that can inform wider state-level adoption.

During FY 2025-26, LLF expanded and strengthened its District Demonstration Programme across new and existing geographies, advancing multilingual education, remediation and academic support within government systems. Evidence from demonstration districts showed improvements in both system-level academic support and student learning outcomes.

Our Work

Highlights from FY 2025-26

- **Expanded to new districts:**
  LLF expanded its District Demonstration Programme to two districts in Odisha, initiating multilingual education programmes in Koraput and Nabarangpur.
- **Strengthened academic support and monitoring:**
  LLF continued to build the capacity of middle tier academic personnel to observe classrooms, mentor teachers and provide actionable feedback. Across demonstration districts, effective joint classroom visits increased from 55% in 2024-25 to 65% in 2025-26, strengthening the academic support available to teachers and the use of classroom evidence in review and follow-up processes.
- **Improvement across system-level indicators and student learning outcomes:**
  Evidence from LLF's demonstration programmes indicates progress at both levels of the education system. In Chandauli, Uttar Pradesh, actionable feedback by ARPs increased from 39.7% in 2024-25 to 98.1% in 2025-26. An external evaluation of the Chandauli programme also found that, between 2024 and 2026, students in the LLF programme schools improved by 0.41 SD more in literacy and 0.36 SD more in numeracy than students in matched comparison schools.
- **Strengthened remediation:**
  LLF implemented a two-phase remediation programme across Uttar Pradesh, Chhattisgarh and Haryana, reaching 1,41,950 students in Grades 1-3 to ensure all children acquire grade-appropriate competencies. It also supported the development of state-level guidelines for 20-minute remediation, a tracker to group children by learning needs, and discussion based on remediation data during the district and block-level review meetings for decision-making to support FLN outcomes.



SYSTEM STRENGTHENING

Strengthening government systems and academic structures to improve FLN at scale

Improving foundational learning at scale requires not just classroom interventions but also the strengthening of the systems that govern them.

Government systems must be able to plan effectively, support teachers, monitor implementation, and respond to challenges. Gaps in academic support, institutional capacity, and the use of evidence can prevent policy priorities from translating into effective classroom practice.

Our System Strengthening approach

LLF's System Strengthening approach focuses on building the capacity of government systems to lead, implement, and sustain foundational learning reforms. LLF works closely with states to strengthen existing academic and administrative systems and, in parallel, works with selected districts to demonstrate high implementation fidelity and results on the ground.

Through state-level technical support, LLF works with government education institutions to strengthen curriculum and pedagogy, develop teaching-learning materials and academic resources, build the capacities of teachers and academic support cadres, and strengthen monitoring, assessment and review mechanisms.

This work is carried out in close collaboration with SCERTs, DIETs, education departments and academic functionaries across the system. State-level priorities and technical inputs are carried through district, block and cluster structures, enabling coordinated implementation at scale.

By working through and strengthening existing government systems, our efforts aim to make foundational learning reforms more effective, sustainable, and equity-driven.

REACH AND IMPACT IN FY 2025-26

1,24,68,525
Students

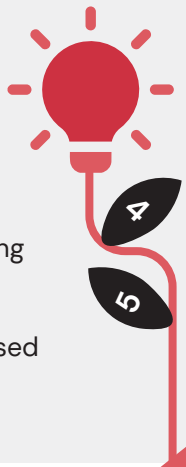
8,82,757
Teachers

6
States

230
Districts

1,56,029
Schools

A NEW AREA OF INTERVENTION & LEARNING



LLF expands into Grades 4-5, strengthening language and mathematics through state technical support and classroom-based demonstration.



Through LLF's System Strengthening work, NIPUN Bharat implementation across partner states is showing greater capacity to plan, monitor, and support instructional processes. Government systems are making greater use of data and evidence in review and planning meetings, enabling more targeted decision-making and problem-solving. LLF-supported academic materials, cluster meeting models, and teacher training designs are also being adopted more widely across districts and blocks, improving consistency in implementation.

Our Work

Highlights from FY 2025-26

During the year, LLF provided technical and implementation support to academic structures in partner states to strengthen foundational learning programmes:

- **Supporting new textbook and workbook development:** Supported the Government of Odisha in developing language textbooks and workbooks for Grades 1, 2, and 3 in alignment with the National Curriculum Framework for Foundational Stage 2022.
- **Refinement of classroom resources:** Revised workbooks and teacher guides in Uttar Pradesh based on feedback from teachers, academic functionaries, and other stakeholders.
- **Support for grades 4 and 5:** Contributed to the development of state-level teaching and learning materials for Grades 4 and 5 in Haryana, Odisha, and Chhattisgarh.
- **Daily instructional planning:** Supported the development of structured daily lesson plans, including strategies for combined Grade 1 and Grade 2 multigrade classrooms in Haryana.
- **Support for struggling children:** Integrated daily remediation plans into teacher guides in Uttar Pradesh and Haryana.
- **Classroom observation:** Refined classroom-observation tools and guidelines in Haryana, Odisha, and Chhattisgarh.
- **Professional development:** Supported the development of training modules for teachers and mentors, along with cluster-meeting agendas, videos, handouts, and WhatsApp-based learning nudges.
- **Academic leadership:** Facilitated capacity building of State Resource Groups on academic and mentoring aspects of FLN in Haryana, Uttar Pradesh, Chhattisgarh, Odisha and Bihar.
- **Ecosystem strengthening:** Supported partner states in strengthening the planning, monitoring, and review of foundational learning priorities.



MULTILINGUAL EDUCATION (MLE)



Building strong foundational learning through children's home language

India is one of the most linguistically diverse countries in the world. Yet many children begin school in an unfamiliar language. This mismatch between children' s home and school language limits comprehension, classroom participation, and the development of foundational literacy and numeracy skills.



REACH AND IMPACT IN FY 2025-26

State-level

4 States

12 Languages

District-level

4 States

11 Districts

12 Languages

2,967 Schools

1,34,227 Children

5,346 Teachers

MULTILINGUAL EDUCATION (MLE)

Using two or more languages in teaching-learning process and a multilingual approach for teaching all subjects.

SCAN TO VIEW THE VIDEO

Our MLE Model

LLF's MLE approach addresses the language barrier for children by using their home languages as a bridge to gradually build proficiency in the school's medium of instruction. We believe that children learn best when teaching begins with what is familiar to them, encouraging meaningful participation, enabling them to understand and express themselves confidently in the classroom.

Key components of the model include language mapping, development of multilingual teaching-learning materials, bilingual textbooks, language progressions, classroom pedagogies that encourage the use of home languages, and continuous teacher professional development.

LLF works closely with governments, teachers, language experts, and communities to create locally relevant resources in children's home languages. Teachers are supported through structured training, mentoring, classroom observation, and ongoing academic support to effectively use children's home languages as a resource for learning.

Together, local language materials, multilingual classroom practices, teacher support systems, and community engagement create an inclusive learning environment where children can understand, participate, and build strong foundations for future learning.

MLE= Home Language (L1) + Medium of Instruction (L2) + Other Additional Languages (L3)

MLE

VALUING HOME LANGUAGES

Embedding home languages and cultural knowledge in the teaching -learning process.

FLUID USE OF LANGUAGES

Moving away from rigid separation to flexible, mixed-language pedagogy.

BRIDGING FOR ADDITIONAL LANGUAGES

Using the home language as a foundation to strengthen the medium of instruction in school.

Through LLF's multilingual education work, state education systems are increasingly recognising and institutionalising children's home languages within foundational learning.

Across Odisha, Rajasthan, Jharkhand, and Chhattisgarh, demonstration programmes, multilingual teaching-learning materials, teacher capacity building and policy engagement have strengthened classroom implementation and created pathways for wider adoption and scale.



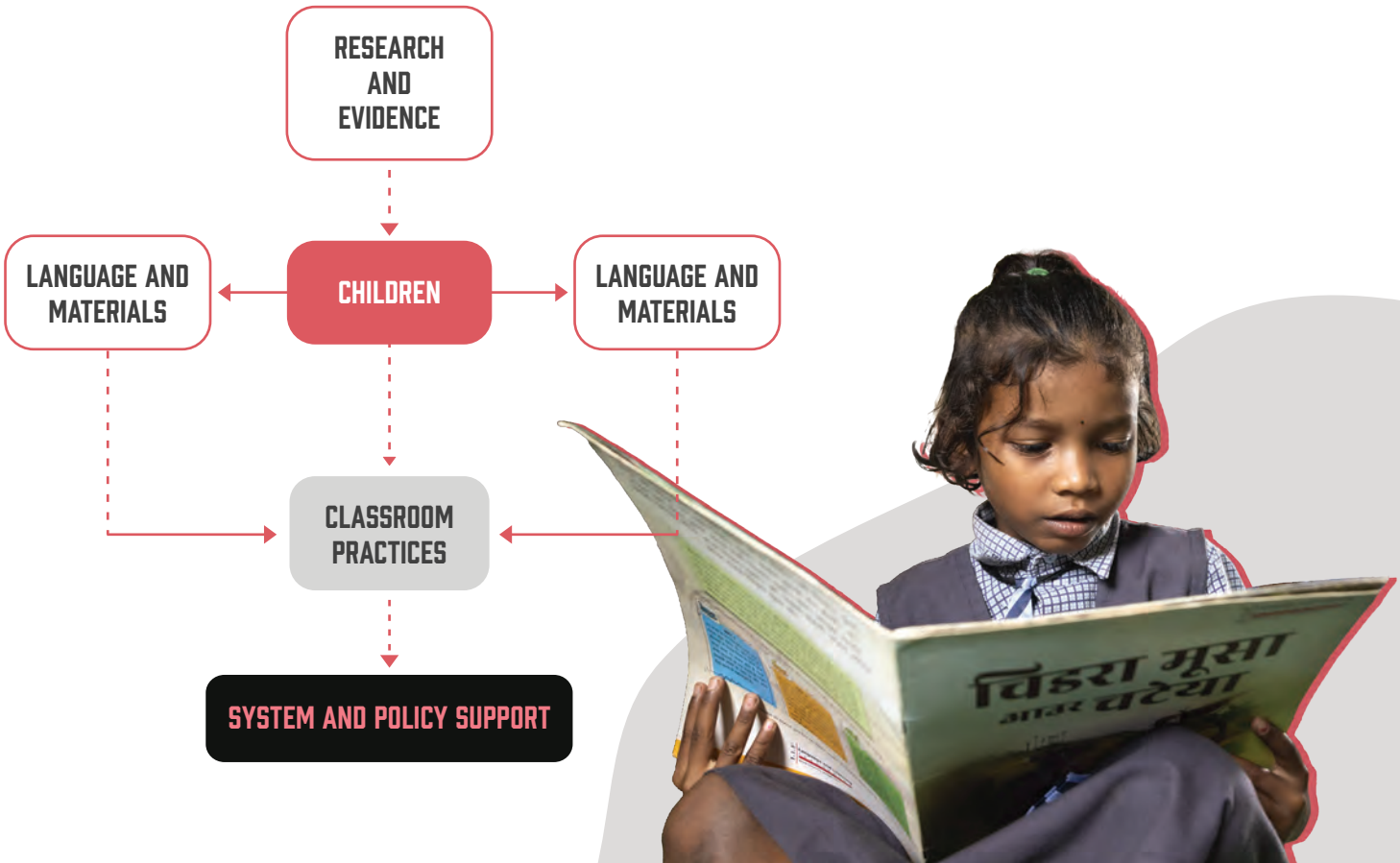
SCAN TO VIEW THE PODCAST

Our Work

Highlights from FY 2025-26

During the year, LLF advanced multilingual education through programme implementation, material development, teacher and system capacity building, research, and policy engagement across Chhattisgarh, Jharkhand, Odisha, and Rajasthan.

- **Odisha:** Initiated MLE demonstration programmes in 117 schools across Koraput and Nabarangpur, supported by language mapping, local-language material development, and capacity building of district, block, and school-level functionaries.
- **Rajasthan:** Supported government planning for the expansion of multilingual education. Approval of the MLE scale-up plan created a pathway for implementation across 24 districts and five languages.
- **Jharkhand:** Supported the State Language Policy process and strengthened the PALASH programme through development of bilingual textbooks, multigrade teaching plans, integration with state FLN initiatives, and community engagement activities.
- **Chhattisgarh:** Strengthened the MLE capacity of programme teams and supported the development of language progressions, workbooks, posters, charts, and other multilingual resources in Gondi, Halbi, and Bhatri.
- **Research and evidence:** Completed the Bastar MLE process study and developed a database covering 50 tribal-majority districts to inform future programme expansion.
- **Policy and knowledge sharing:** Contributed to UNESCO's State of the Education Report 2025: Bhasha Matters, shared MLE approach papers with the Ministry of Education, and strengthened national collaboration through the National Consortium for Multilingual Education-India.
- **National and international engagement:** Shared LLF's evidence and implementation experience through conferences, webinars, consultations, and knowledge products, strengthening wider conversations on multilingual and inclusive education.



LLF'S MLE PROGRAMME PRESENCE ACROSS INDIA

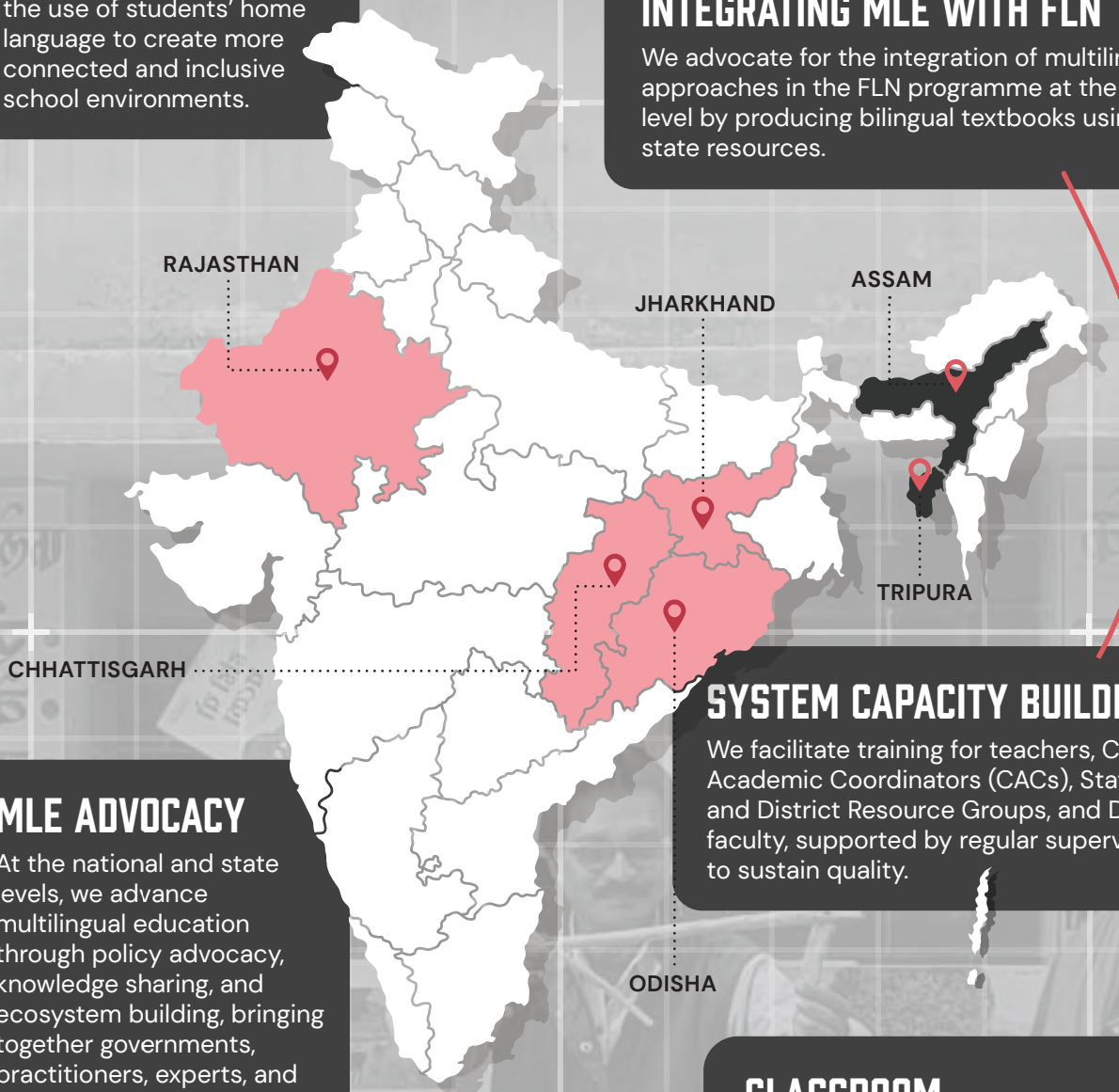
SINCE 2019

LEVERS OF CHANGE

Recognising and celebrating the use of students' home language to create more connected and inclusive school environments.

INTEGRATING MLE WITH FLN

We advocate for the integration of multilingual approaches in the FLN programme at the state level by producing bilingual textbooks using state resources.



SYSTEM CAPACITY BUILDING

We facilitate training for teachers, Cluster Academic Coordinators (CACs), State and District Resource Groups, and DIET faculty, supported by regular supervision to sustain quality.

MLE ADVOCACY

At the national and state levels, we advance multilingual education through policy advocacy, knowledge sharing, and ecosystem building, bringing together governments, practitioners, experts, and partners to strengthen dialogue, collaboration, and action.

CLASSROOM EFFECTIVENESS

We enhance teacher proficiency in tribal languages to ensure access to relevant teaching-learning materials and support their implementation through Cluster and Block Resource Persons.

COMMUNITY ENGAGEMENT

Our initiatives, such as the Storytelling Festival, strengthened school–community relationships, celebrated tribal languages, and encouraged local ownership.

States where LLF is currently working

States where LLF has worked

GENDER



Gender Responsive Foundational Learning

Gender norms and biases can affect girls' participation and learning from the earliest years of schooling. In FY 2025-26, LLF advanced its work on gender-responsive foundational learning through capacity building of teachers and middle-tier functionaries, policy reviews, partnerships with state institutions and classroom-based demonstrations.

Through these efforts, we worked to make gender equity a structural feature of the way foundational learning is designed, supported and implemented. LLF is building on this foundation through sustained classroom support, a cluster-level approach to gender-responsive practice, and continued engagement with state institutions.

Our focus is on deepening ownership, strengthening evidence and contextualising the model for wider implementation.

REACH AND IMPACT IN FY 2025-26

3
States

4,35,728
Teachers

2,245
Mentors

1
District

>650
Teachers trained

Our Work

Highlights from FY 2025-26

During the year, LLF provided technical and implementation support to academic structures in partner states to strengthen foundational learning programmes:

- **Gender-responsive organisational culture**
  - In collaboration with TARSHI, Gender Sphere, and One Future Collective, LLF conducted workplace-specific gender orientation sessions for 291 staff across eight states. Following the programme, role-specific clarity on applying a gender perspective nearly doubled, while awareness of invisible and unrecognised work, such as caregiving, increased from 43.7% to 79.9%. Further, 97.1% of staff affirmed that gender accountability requires institutional processes, not only individual attitude change.
  - Five state and central teams developed their own Gender Charters, and LLF also initiated a review of its HR policies with support from a domain expert.
- **State systems for gender-responsive learning**
  - In Uttar Pradesh and Haryana, LLF worked with state academic institutions to embed gender responsiveness into training and materials. This included reaching more than 2,200 ARPs through SIEMAT's training in Uttar Pradesh, orienting 45 State Resource Group members in Haryana, using a gender review tool to support revision of Grade 1-3 textbooks, and securing approval for two big books and three classroom posters in Uttar Pradesh.
  - Gender-focused learning nudges reached approximately 25,000 teachers across Haryana, Uttar Pradesh and Chhattisgarh through LLF's regular teacher professional development channels.
- **Demo-G: Demonstrating gender-inclusive classroom practice**
  - In Niyamtabad Block, Chandauli, more than 650 teachers were oriented to Gender-Responsive FLN pedagogy. A baseline study across 47 classrooms in 18 government primary schools found segregated seating in approximately 80-85% of classrooms, alongside routine gendered task allocation.
  - Building on these findings, approximately 200 Grade 1 and 2 teachers, supported by five ARPs, co-created a Gender-Responsive Classroom Design focused on equal participation and leadership, gender-equitable routines, mixed seating and gender-responsive communication. The classroom observation tool was also expanded with six gender-specific indicators.

SCAN TO VIEW THE VIDEO



Supported by: Cartier Philanthropy

Photo credit: Jonathan Browning, UK Documentary

BALVATIKA

REACH AND IMPACT IN FY 2025-26*

1,07,757
Schools

4
States supported (Uttar Pradesh, Haryana, Odisha, and Chhattisgarh)

1,07,757
ECCE Educators/ Teachers

41,46,607
Students

Strengthening the bridge to formal schooling

The years leading to Grade 1 are critical for developing language, cognitive, physical and socio-emotional skills. Yet many children enter formal schooling without adequate school readiness. Limited exposure to play-based pedagogy, inadequate teacher preparation and academic support, and the underuse of teaching-learning materials can restrict meaningful early learning experiences.

Balvatika-3 serves as a vital bridge between Early Childhood Care and Education (ECCE) and formal schooling, helping children develop the foundational skills, confidence and readiness needed for a smooth transition to Grade 1. Guided by the National Education Policy (NEP) 2020, NIPUN Bharat and the National Curriculum Framework for the Foundational Stage, LLF's journey with Balvatika-3 has evolved from its early play-based learning work in Haryana.

In **2021**, with support from InfoEdge, LLF launched **Nanhe Kadam** in Haryana, reaching 367 children through play-based learning, and subsequently scaled the programme to **100 schools in Kurukshetra between 2022 and 2024**. Building on these experiences, LLF further strengthened its focus on Balvatika-3 and school readiness. **During FY 2025-26, LLF launched the Balvatika Demonstration Programme in Gautam Buddha Nagar, Uttar Pradesh, in July 2025**, and continued its Balvatika support in Uttar Pradesh, Haryana, Odisha and Chhattisgarh.

OUR BALVATIKA MODEL

- **Co-developed Academic Resources:** Creating relevant and engaging learning materials
- **Demonstration Programmes:** Showcasing effective teaching methods and practices
- **Teacher Professional Development:** Enhancing teachers' skills and knowledge
- **Middle tier Strengthening:** Improving the support systems for schools
- **Classroom & School Readiness:** Ensuring schools are equipped for effective learning

* FY 2025-26 reach figures shown above cover the reported system-level reach in Uttar Pradesh, Haryana and Odisha; Chhattisgarh received light technical support and is included in the state count.

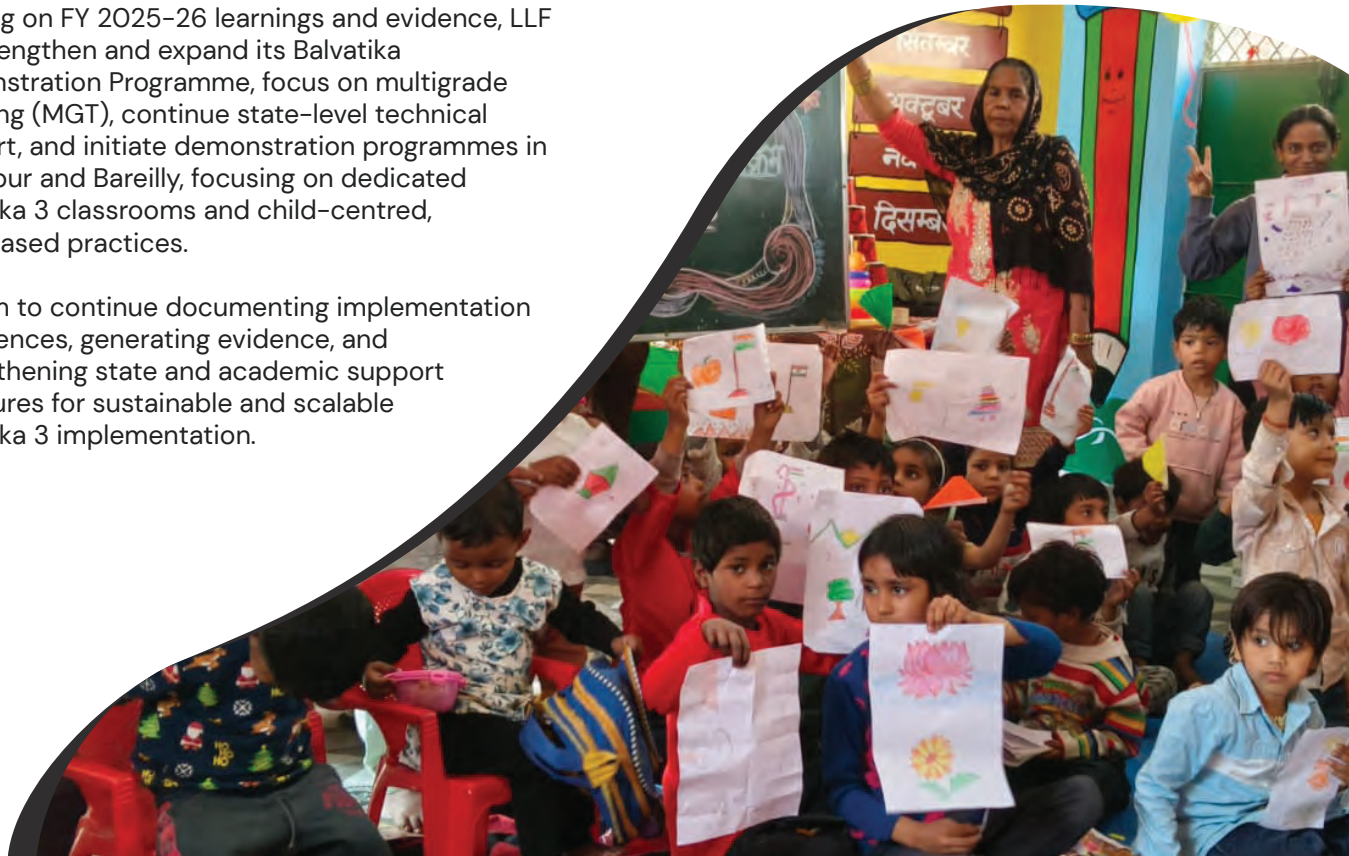
Our Work

Highlights from FY 2025-26

- **Co-developed curriculum and resources:** LLF developed cascade training modules and decks, revised Teacher Guides and workbooks to integrate Social-Emotional Learning in Uttar Pradesh and Haryana, designed a structured 1.5-month Balvatika Classroom Readiness Programme in Haryana, and supported the development of worksheets, storybooks/Storycards, teaching-learning materials and digital resources across Uttar Pradesh, Haryana and Odisha.
- **Strengthened educator and academic cadre capacity:** Multiple batches of State Resource Groups (375 participants) and State Training Groups were trained to support the cascade model in Uttar Pradesh and Haryana. LLF also strengthened the capacities of cluster- and block-level functionaries and supported the departmental training and orientation for ECCE Educators in the Gautam Buddha Nagar (Noida) demonstration programme.
- **Generated evidence on school readiness in Gautam Buddha Nagar (Noida) Demonstration Programme**: Children in intervention schools outperformed those in control schools across all five assessed domains (Social-emotional and Ethical Development, Cognitive Development, Language & Literacy Development, Art & Cultural Development, Physical Development). The largest difference was seen in Language & Literacy Development, where intervention-school children achieved a mean score of 55.91%, compared with 38.99% in control schools. Children in intervention schools scored above 75% in four of the five domains. In March 2026, the School Readiness Assessment covered 332 children aged 5-6 across 37 schools, providing evidence to inform continued programme strengthening.
- **Observed stronger classroom practices in Gautam Buddha Nagar (Noida) Demonstration Programme:** Classroom observations conducted between October 2025 and March 2026 indicated encouraging classroom practices across several areas. Cognitive-development activities were observed in 95% of classrooms, followed by language-development activities in 92%, active child participation in 87%, and socio-emotional development activities in 85%. Storytelling and effective engagement during Sahbhagita Samay were each observed in 80% of classrooms, while lesson plans were followed in 76% of classrooms. Free-play opportunities were observed in 64% of classrooms, highlighting an area for further strengthening.

Building on FY 2025-26 learnings and evidence, LLF will strengthen and expand its Balvatika Demonstration Programme, focus on multigrade teaching (MGT), continue state-level technical support, and initiate demonstration programmes in Hamirpur and Bareilly, focusing on dedicated Balvatika 3 classrooms and child-centred, play-based practices.

We aim to continue documenting implementation experiences, generating evidence, and strengthening state and academic support structures for sustainable and scalable Balvatika 3 implementation.



REMEDIATION

Supporting learners to reach grade-level competencies

Every classroom has children at different learning levels, and when these differences are not addressed early, learning gaps widen over time. While teachers often recognise which children need additional support, they frequently lack practical tools to diagnose specific learning needs, group students effectively, and deliver differentiated instruction within an already demanding schedule.

Although the daily or weekly remediation embedded in Teacher Guides (TGs) provides tools to determine what to teach and how to teach it for remedial learner groups, classroom realities are often far more complex than a simple two-group model. Classrooms frequently contain multi-level learners whose needs vary across individual competencies.

Therefore, beyond adopting daily or weekly remediation through structured pedagogy, a targeted approach to remedial instruction is essential to help teachers navigate this complexity and ensure that struggling students receive consistent, tailored support.



Our model

LLF embeds differentiated instruction within the regular teaching cycle rather than treating remediation as a separate track. Teachers use weekly and periodic formative assessments to identify children who need additional support and group them according to their learning levels. Children scoring below the defined competency threshold receive focused teacher support, while those progressing at the expected level continue with appropriate learning activities.

FLN WEEKLY INSTRUCTIONAL DESIGN

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Teaching of New Skills & Competencies				Structured Weekly Revision	Formative Assessment
20-30 mins			Daily Remediation		

HOW IS FORMATIVE ASSESSMENT DONE?

Week 18 Day 6 — I have learnt (मैंने सीख लिया)

READ

घास	चाय	गाय	तेल	धनी
धान	जीजा	मटकी	जहाज़	काजल

DICTATION

(The teacher should dictate five words from the letters/matras taught so far, and ask the children to write them down.)

"I have learnt" assessment sheet
Weekly assessment on competencies taught so far

Example: Literacy

HOW IS GROUPING DONE AND SUPPORT PROVIDED?

GROUP 1 Children attaining less than 50% need focused teacher attention

GROUP 2 Children attaining 50% or more, moving at an appropriate learning pace

Teacher Guides (TGs) provide structured, day-wise remediation plans across foundational literacy and numeracy competencies, with 20-30 minutes of dedicated remediation time each day. The weekly instructional cycle combines the teaching of new skills and competencies, structured revision and formative assessment, enabling teachers to continually identify learning gaps and respond to them. Together, assessment, grouping and structured instructional support create a cyclical approach that helps struggling learners progress towards grade-level competencies.

Our Work

Highlights from FY 2025-26

LLF strengthened its differentiated instruction model across partner states, including Haryana, Uttar Pradesh, and Odisha, supporting the integration of more structured daily or weekly remediation plans into Teacher Guides for implementation from AY 2026-27.

- Samagra Shiksha Haryana and Odisha issued directives reinforcing the need to provide structured support to children struggling with foundational competencies, strengthening system-level recognition of remediation as an integral part of FLN implementation.
- State-level teacher training incorporated hands-on practice in differentiated instruction, supported by academic resources, including handouts, videos, cluster meeting agendas, and WhatsApp nudges, to help teachers translate the approach into classroom practice.
- In Haryana and Chhattisgarh, academic mentors were supported to review evidence of remediation during supportive supervision, including weekly assessment trackers and children's workbooks. These reviews help mentors understand the nature and quality of remediation being implemented, identify teachers' support needs and provide constructive feedback.

Impact at a glance

- Across Chandauli, Bhadohi, and Fatehpur, teacher-led baseline assessments identified approximately 32% of students requiring targeted learning support out of a total of students from Grade 2 in these districts. Similarly, the students in the remedial cohort were 25% of students in Grade 3. To address these foundational learning gaps, the programme executed a phased, level-targeted intervention delivered over 45 instructional days.
- According to the endline assessment, the intervention successfully transitioned the vast majority of targeted remedial cohort students out of the lowest learning brackets. Grade 2 achieved an 80% remediation exit rate (for reading 5+ words correctly and recognising 6+ numbers). Grade 3 demonstrated an even stronger response to the remediation focus with a 90% exit rate (for reading 5+ words and recognising 6+ numbers).

Over time, greater attention to struggling learners is becoming visible in classroom practice, with teachers increasingly using assessment evidence, grouping and dedicated instructional time to provide targeted support rather than allowing learning gaps to accumulate.



MULTIGRADE TEACHING (MGT)





Making every classroom work for every child

Multigrade classrooms are a widespread reality across India's primary education system. ASER 2024 found that two-thirds of Grade 1 and Grade 2 classrooms are multigrade, while LLF's Teaching and Learning Practices Survey across 1,050 classrooms in nine states, found that nearly 66% of primary schools operate in multigrade settings. Yet, most instructional materials, teacher preparation programmes and classroom processes continue to be designed for single-grade classrooms, creating a significant gap between classroom realities and instructional design.

LLF views Multigrade Teaching as a pedagogical response to classroom diversity rather than merely a classroom management challenge. The approach focuses on equipping teachers with practical strategies to work with children across different grades and learning levels within the same classroom, including differentiated instruction, peer learning, structured independent work and effective teacher rotation. Alongside classroom strategies, LLF works with state governments to strengthen teacher capacity, develop contextually relevant Teacher Guides and learning materials, and generate evidence on what works in multigrade settings.

In FY 2025-26, LLF advanced this work through state-level advocacy, instructional resource development and classroom-based demonstration. The focus was on helping governments recognise multigrade classrooms as a systemic reality and strengthen the academic support, materials and teaching approaches needed to respond to them effectively. Evidence generated through the Kurukshetra demonstration is now informing state-level efforts to integrate Multigrade Teaching into Teacher Guides, professional development and academic support systems.



REACH AND IMPACT IN FY 2025-26

3 states
reached through cascade training programmes

112
State Resource Group (SRG) members

100
government schools covered under the Kurukshetra Multigrade Teaching Demonstration Programme

37
academic mentors (ABRCs/BRPs) trained to support implementation

1,89,000
Teachers

740
Master Trainers

97
teachers oriented on MGT classroom practices

Balvatika, Grade 1 and Grade 2
classrooms supported

20 schools
received intensive demonstration and mentoring support to study the impact of additional play-based learning (PBL) materials and academic mentoring on classroom practices, instructional quality and student engagement in multigrade classrooms.

Our Work

Highlights from FY 2025-26

- **Strengthened state systems:** LLF worked with the governments of Uttar Pradesh, Haryana, Odisha and Chhattisgarh to integrate multigrade teaching into policy discussions, teacher professional development and academic support systems.
- **Developed state-approved instructional resources:** LLF co-developed structured Multigrade Teaching lesson plans for Grade 1 and Grade 2, which have been integrated into Haryana's Teacher Guides for implementation from AY 2026-27.
- **Generated implementation evidence:** We implemented and documented a demonstration programme across 100 government schools in Kurukshetra, Haryana, testing differentiated instruction, peer learning, structured independent work and teacher rotation strategies to generate evidence for state-level scale-up.
- **Strengthened teacher and mentor capacity:** Through LLF's sustained state-level advocacy and engagement, MGT gained greater recognition as a key classroom reality requiring focused academic attention, leading to its integration into teacher and mentor capacity-building efforts across Haryana, Chhattisgarh and Odisha.
- **Improved classroom practice:** Evidence from the Kurukshetra demonstration showed that adherence to Teacher Guides increased by 37%, while student time-on-task in literacy improved from 58% to 78%, demonstrating how structured planning, appropriate learning materials, and ongoing mentoring can strengthen teaching-learning processes in multigrade classrooms.

LLF's continued advocacy, technical support and evidence generation have helped bring multigrade teaching more prominently into state-level discussions in Haryana, Uttar Pradesh and Odisha. At the classroom level, findings from the Kurukshetra demonstration project showed that structured support for multigrade classrooms can lead to significant improvements in teaching-learning processes. States are increasingly recognising multigrade classrooms as a systemic reality that requires dedicated academic solutions, resulting in greater interest in integrating MGT-responsive approaches into teacher professional development programmes, instructional materials and academic support systems.

TECHNOLOGY AND AI

Using technology to strengthen teaching, assessment and decision-making

Language and Learning Foundation has always envisioned artificial intelligence as a tool to augment teachers, not replace them.

In FY 2025-26, our work on technology and AI centred on four priorities: AI-enabled support for teachers, modernising assessment, building AI literacy, and strengthening data systems for evidence-based decision-making.



Our Work

Highlights from FY 2025-26

- **Supporting teachers in multilingual classrooms**

  LLF advanced the design of its Multilingual Education App, an offline-first tool to help teachers learn conversational phrases in children's home languages while strengthening multilingual classroom pedagogy. Product specifications were developed, classroom language corpora were collected to build localised datasets, and interest was secured from Jharkhand and Odisha for pilot implementation. Work also began on infrastructure for AI-assisted translation and audio generation, laying the groundwork for localisation across tribal and regional languages.

- **Modernising assessment systems**

  - Digitising assessment lightens teachers' load and gives faster insight into how each child is learning. The Tara App for Oral Reading Fluency assessment was piloted in Haryana to test digital capture and analysis of reading data as an alternative to paper-based processes. The pilot has created a pathway for phased rollout in Uttar Pradesh and Chhattisgarh.
  - A feasibility assessment undertaken with Eedi also explored the AI-assisted digitisation of handwritten worksheets. The assessment demonstrated the potential to convert student work into structured, competency-level insights, helping to reduce assessment workload, identify learning gaps more quickly and inform timely remediation.

- **Building AI literacy and responsible adoption**

  - LLF began developing an AI literacy programme for teachers, block and district education officers, and academic staff. The programme covers lesson planning, translation of learning materials and the responsible use of AI for classroom and administrative tasks.
  - Internally, teams piloted tools such as NotebookLM and Claude to enable smarter everyday workflows, strengthen research, documentation and knowledge management, and improve productivity across teams. These pilots are helping identify practical and responsible applications of AI for wider organisational adoption.

- **Strengthening data and decision-making**

  The LLF Analyst Tool, an internal AI-assisted platform, was launched to help programme teams interpret data more efficiently, with early testing across Haryana and Uttar Pradesh. Automated data pipelines and real-time dashboards now provide state and national teams with visibility into classroom observations and programme indicators, drawing on data generated by more than 200 field personnel conducting school visits, training and mentoring sessions.

  Work also began on a centralised School Directory and Data Management Platform to consolidate UDISE+ and other datasets into a single, secure repository, reducing manual data compilation and enabling faster evidence-based planning.

Looking ahead, LLF will continue to develop AI-enabled solutions grounded in classroom realities and designed around teachers' needs. The areas of exploration include on-device models for low-connectivity environments, multilingual phrase coaching, teacher feedback, worksheet digitisation and oral reading assessment.

By combining field-based evidence with emerging technologies, LLF aims to extend the benefits of AI to disadvantaged communities while keeping teachers at the centre of every innovation.





BY BUILDING THE CAPACITIES OF TEACHER MENTORS AND MIDDLE-TIER LEADERS, WE ARE WORKING TO MAKE QUALITY TEACHING AND LEARNING A SUSTAINED PART OF THE EDUCATION SYSTEM. AS NIPUN BHARAT ENTERS ITS NEXT PHASE, I BELIEVE STRENGTHENING THESE CAPACITIES WILL BE CRITICAL TO ENSURING LASTING AND EQUITABLE IMPROVEMENTS IN FOUNDATIONAL LEARNING.

Shveta Lall,
Associate Director,
Continuous Professional Development (CPD)



Photo credit: Sana Masroor, Associate Director – Strategic Communications and Outreach, LLF

PATHWAY 2

Strengthening the Middle Tier and Ecosystem

Our second pathway invests in middle tier leadership, building the capacity of the teacher mentors, block and district officials who guide and supervise teachers day-to-day. It also strengthens the wider ecosystem for equitable FLN by working with the institutions and actors who carry this agenda forward, with constant attention to the children and contexts most commonly left behind.



STRENGTHENING THE MIDDLE TIER



Capacitating the academic leadership for FLN reform

The middle tier within the education system, including teacher mentors, block education officers and district officials, plays a critical role in supporting teachers and translating policy into classroom practice.

Despite this, they have had limited access to systematic professional development. LLF addresses this challenge by creating sustained, year-round professional learning opportunities for the academic and administrative staff who support them.



CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHER MENTORS

In-Person Workshops

- Mentoring
- Communication
- Interpersonal skills
- Effective facilitation

Resource Bank

- PPTs
- Videos
- Articles
- Handbooks (effective feedback on prioritised FLN-related practices)

Blended Sessions

- Data analysis
- Digital technology
- Time management
- Feedback strategies
- Demonstration of FLN practices

Online Courses

- Foundational Literacy
- Supportive supervision
- Foundational Numeracy

Behavioral Nudges

- Foster a positive mindset
- Strengthen their role as mentors
- Practical strategies to motivate TMs

REACH AND IMPACT IN FY 2025-26

Up to 5,000
Teacher Mentors and academic functionaries capacitated

411
Cluster Academic Coordinators (CACs) oriented in Chhattisgarh

2,800
Academic Resource Persons (ARPs) supported in Uttar Pradesh

Assistant Block Resource Coordinators (ABRCs) supported in Haryana
1,400+

We strengthen the capacities of Teacher Mentors, academic support staff, and education officials through induction programmes, in-person workshops, learning sessions, online and blended courses, behavioural nudges, resource banks, and practical tools.

The programme equips Teacher Mentors to conduct classroom observations, provide evidence-based feedback and offer supportive supervision to teachers. It also strengthens the ability of Block and District Education Officers to guide academic processes, support FLN implementation, and sustain instructional improvement.

Our Work

Highlights from FY 2025-26

- Nearly 5,000 Teacher Mentors and academic functionaries strengthened their capacities in classroom observation, academic mentoring, facilitation, and evidence-based feedback. This included the induction of 2,800 newly appointed ARPs in Uttar Pradesh, 1,400+ ABRCs in Haryana, and 411 CACs in Chhattisgarh.
- An additional 143 DIET faculty and Teacher Mentors in Odisha and 67 Teacher Education Institution (TEI) faculty across 38 institutions in Bihar enhanced their ability to support FLN implementation through training, observation, and feedback.
- We developed eight bite-sized FLN courses, 18 Teacher Mentor nudges and practical resources, including the Teacher Mentor Feedback Handbook.
- We developed and disseminated 25 structured cluster meeting agendas across partner states. LLF's BEO diagnostic study, The 13-Headed Wrench: India's Block Education Officers' Quest for Purpose, examined the role of BEOs across seven districts in Uttar Pradesh and found that administrative, welfare and compliance responsibilities leave limited space for academic leadership, despite BEOs recognising its importance.
- Building on these findings, LLF has been awarded a grant under the Middle Tier Implementation Research Initiative, funded by the Brink Foundation and supported by the What Works Hub for Global Education and the Gates Foundation, to conduct implementation research across five districts. The research will examine whether structured support can help BEOs better balance administrative responsibilities with instructional leadership and strengthen their role in advancing foundational learning.



SCAN TO VIEW THE PODCAST

ECOSYSTEM BUILDING

Strengthening the ecosystem for foundational learning

Improving foundational learning at scale requires an ecosystem in which governments, practitioners, researchers, funders, and sector partners can learn from evidence, exchange ideas, and collectively strengthen the systems that shape what happens in classrooms. LLF contributes to building this ecosystem by bringing together its experience of working within government systems, evidence from classrooms, and technical expertise in foundational learning.

Through national and global convenings, partnerships, and knowledge platforms, we share what we are learning from implementation while engaging with emerging research and practice from across the education sector. These exchanges help connect classroom realities with larger questions of policy, programme design, and system reform.

During FY 2025-26, LLF convened and contributed to platforms within and outside India on multilingual education, structured pedagogy, teacher and middle-tier support, equitable foundational learning, evidence generation, outcomes-based financing, and sustainable use of technology.







Our Work

SCALING FOUNDATIONAL LEARNING AT THE WORLD LITERACY SUMMIT

At the World Literacy Summit 2025 in Oxford, Ramesh Chandra, Director, Academics and Supriya Ghosh, Lead, Literacy, shared LLF's experience of scaling foundational learning and structured remediation. Their presentations highlighted structured teaching cycles, formative assessment, targeted support for struggling learners and the system-level conditions required to sustain these approaches at scale.





BRINGING MULTILINGUAL EDUCATION FROM POLICY TO PRACTICE

In April 2025, LLF hosted the National Seminar on Strengthening Multilingual Education: Insights, Innovation, and the Way Forward at Bharat Mandapam, New Delhi. The seminar brought together over 126 participants, including government leaders, practitioners, and experts, to examine how multilingual education can move from policy intent to classroom practice.

EXPLORING WHAT IT TAKES TO EMBED STRUCTURED PEDAGOGY AT SCALE

In a What Works Hub for Global Education Community of Practice webinar, Dhir Jhingran joined government and education experts from India and South Africa to discuss how structured pedagogy can be integrated within government systems. With more than 140 participants, the conversation explored government-non-profit partnerships, teacher development and cost-impact trade-offs involved in system-wide implementation.





BRINGING EQUITY, EVIDENCE AND FINANCING TOGETHER AT UKFIET

At the UKFIET Conference 2025, LLF initiated conversations on outcomes-based financing, reading for sustainable futures, and intersectional barriers to foundational learning. LLF also hosted the Invisible Backpacks workshop to explore how overlapping disadvantages shape children's opportunities to learn, at the same time Dhir Jhingran chaired a discussion on how outcomes-based financing can strengthen education systems.

STRENGTHENING KNOWLEDGE EXCHANGE THROUGH NCMLEI

Through the National Consortium for Multilingual Education-India (NCMLEI), LLF continued to create spaces for research and practice to inform each other. Webinars during the year included discussions on findings from a national landscaping study of multilingual education, highlighting gaps in current approaches and priorities for programme design, teacher professional development, materials and research.





MAKING CLASSROOM PRACTICE VISIBLE THROUGH EVIDENCE

In December 2025, LLF launched the Teaching and Learning Practices Survey (TLPS) 2025 at the India Habitat Centre in New Delhi. Bringing together nearly 200 attendees, including senior government representatives, education experts, and partners, the launch shifted attention beyond learning outcomes to what happens inside classrooms and how teaching practice and system support can enable stronger foundational learning.

ADVANCING MLE AT THE INTERNATIONAL STAGE

At the British Council's Language in Education International Conference 2025 in Abuja, Nigeria, Dhir Jhingran participated as a keynote speaker in the plenary session. LLF brought its experience of multilingual education in India into conversations on familiar-language instruction, translanguaging and bilingual strategies, highlighting the need for sustained government investment in inclusive language-in-education systems.





CONTRIBUTING TO THE GLOBAL CONVERSATION ON READING REFORM

At the 2030 Reading Panel in Johannesburg, South Africa, Dhir Jhingran joined South African and international foundational learning specialists to examine what it takes to achieve large-scale improvements in reading with comprehension, bringing perspectives from LLF's experience of working within government education systems in India.

KEEPING TEACHERS AT THE CENTRE OF THE AI CONVERSATION

At the Bharat Bodhan AI Conclave 2026, organised by the Ministry of Education, LLF contributed to discussions on teacher capacity, Foundational Literacy, and Numeracy and systemic reform. LLF emphasised that AI should augment teachers, not replace them, and that its use must respond to the realities of public school classrooms, including multilingual and teacher-led instruction.





EXTENDING LEARNING ACROSS EARLY CHILDHOOD AND READING FLUENCY

At the National Workshop on Governance and Management for Quality Early Childhood Education, organised by NIEPA, LLF's team participated in discussions on the governance and management conditions required for quality early childhood education. Ramesh Chandra, Director, Academics, also represented LLF at the Impact at Scale Labs: Acceleration to Fluency webinar, joining international experts to discuss approaches to accelerating reading fluency at scale.

BRINGING SYSTEMS THINKING TO CIES 2026

At CIES 2026 in San Francisco, LLF hosted three panels and contributed to several others on foundational learning evidence, multilingual education, the education system's middle tier, gender and equity, system strengthening, and sustainable reform. These conversations brought LLF's implementation experience into dialogue with researchers and practitioners working to embed evidence-backed approaches within education systems at scale.



We will continue to strengthen the FLN ecosystem by creating spaces where evidence, policy, and implementation inform one another; deepening engagement with governments, researchers, practitioners, and partners; and bringing learning from state and district implementation into national and global conversations.

Through these exchanges, we remain committed to contributing to a growing body of knowledge on what works, for whom, and under what conditions, while helping effective approaches move from classrooms and programmes into stronger public education systems.

AT LLF, WE SEE OUR ROLE AS CONNECTING EVIDENCE WITH ACTION, BRINGING TOGETHER RESEARCH, FIELD EXPERIENCES AND DIVERSE VOICES TO SHAPE HOW EQUITABLE FOUNDATIONAL LEARNING IS UNDERSTOOD AND ADVANCED. BY NURTURING DIALOGUE, SHARING KNOWLEDGE, AND BUILDING TRUST, WE HOPE TO CONTRIBUTE TO AN ECOSYSTEM THAT LEARNS TOGETHER, INNOVATES TOGETHER, AND DELIVERS BETTER OUTCOMES FOR EVERY CHILD.

Sana Masroor
Associate Director,
Strategic Communications & Outreach



PATHWAY 3

Evidence Generation

The third pathway focuses on generating and sharing evidence. Every demonstration district, every classroom or process study, and every research partnership produces learning that LLF feeds back into its own programmes and shares with the wider field.

We aim to create a knowledge flywheel in which each cycle of evidence sharpens the next cycle of practice, strengthening not only LLF's work but also the policy and practice of governments and organisations well beyond it.



Supported by: Cartier Philanthropy

Photo credit: Jonathan Browning, UK Documentary

TEACHING AND LEARNING PRACTICES SURVEY 2025

Bringing classroom evidence to the centre of India's FLN agenda

9 States	**21** Districts	**6** Partners
1,050 Government primary classrooms	**509** Grade 1 classrooms	**541** Grade 2 classrooms

The Teaching and Learning Practices Survey (TLPS) 2025 is India's first large-scale, multi-state study of teaching-learning practices in the foundational grades. TLPS examined how language and mathematics teaching unfold in Grades 1 and 2. The study serves both diagnostic and developmental purposes: it provides an evidence-based picture of classroom practice while helping governments and partners strengthen teacher professional development, mentoring structures, instructional materials, and academic support systems.

Anchored by Language and Learning Foundation and supported by Tata Trusts, TLPS was implemented in collaboration with Centre for Microfinance, Madhi Foundation, QUEST, and Vikramshila Education Resource Society, with Educational Initiatives as the evaluation partner. Together, the partner organisations covered 1,050 government primary classrooms across 21 districts in Assam, Chhattisgarh, Haryana, Jharkhand, Maharashtra, Meghalaya, Rajasthan, Tamil Nadu, and Uttar Pradesh.

























Selected Findings

The survey moved beyond student assessments to examine the everyday processes that shape foundational learning. It explored how teachers engage children in language and mathematics classrooms; the opportunities children receive to speak, think, practice, and learn collaboratively; the use of children's home languages; differentiated teaching for children at varied learning levels; the use of teaching-learning materials; children's time-on-task; and the academic support available to teachers.

- Print-rich classrooms are now common, though print materials may not be displayed at children's eye level.
- In two-thirds of classrooms, children had few chances to speak and participate in the lesson. Oral work rarely drew on children's own experiences or open-ended questions.
- Although **73%** of teachers knew students' home languages, only **9%** used them consistently to support comprehension.
- In **53%** of mathematics classrooms, children did not use teaching and learning materials. 'Why' and 'how' questions appeared in **19%** of mathematics classrooms.
- Children remained off-task for an average of **27%** classroom time.
- **55%** of teachers checked understanding through whole-class choral answers, leaving individual progress largely unseen.
- Multigrade teaching is a structural reality in **66%** of schools.
- Training reach is strong, but on-site follow-up is not, with **48%** of teachers reporting irregular, inadequate or no support.

TLPS 2025 includes two types of recommendations:

Classroom Level

Grounded in survey findings

- Rebalance classroom time towards more learner-centred practice, with group and independent tasks planned deliberately, especially in multigrade classrooms.
- Shift language teaching towards meaning-making: systematic decoding, interactive read-alouds, guided reading practice, and writing for expression instead of copying.
- Build reasoning into mathematics by putting materials in children's hands, anchoring concepts in their daily contexts and asking 'why' and 'how'.
- Replace whole-group questions with quick individual checks, and give feedback that identifies the missteps and how to change them.
- Encourage children to talk and participate, wait for their responses, and use children's most familiar languages consistently and strategically.

System Level

To enable and sustain effective teaching practices

- Continue and extend policy support for Foundational Literacy and Numeracy (FLN).
- Integrate a strong FLN focus within pre-service teacher education programmes.
- Strengthen on-site academic coaching, with school visits focused on observation, demonstration and concrete feedback.
- Build a coherent, practice-focused system of continuous teacher professional development.
- Address home language use, multigrade teaching, and differentiated instruction systematically.

SCAN TO VIEW THE VIDEO

VOICES FROM

From Evidence to National Dialogue

The TLPS 2025 report was launched on 22 December 2025 at the India Habitat Centre in New Delhi, with support from Tata Trusts. The event brought together representatives from the Ministry of Education, NCERT, SCERTs, participating state governments, academic institutions, funding organisations, civil society organisations, and the wider education sector.

"I am happy to see the release of this study, the Teaching Learning Practices Survey (TLPS). The findings provide a strong evidence base. Given the scale of the sample, the insights emerging from this can be seen as reflective of teaching and learning practices across the country."



Shri Sanjay Kumar, IAS, Secretary, Department of School Education and Literacy, Ministry of Education, Government of India



"TLPS is a significant study for its sharp focus on understanding teaching-learning practices of language and mathematics in grades 1 and 2.

The findings provide vital pointers for improving instruction in early grades by keeping meaning-making at the centre. It is time for us to join hands to support teachers in bringing about the much-needed shifts in classroom practices."

Ms Amrita Patwardhan, Deputy Head of Programs and Head of Education, Tata Trusts

THE LAUNCH

Smt Archana Sharma Awasthi highlighted how the NEP 2020 policy can be brought into action in classrooms through joyful, play-based learning and by using children's most familiar languages for early learning.



Smt Archana Sharma Awasthi, Additional Secretary, Department of School Education and Literacy, Ministry of Education, Government of India

"We are really happy to have completed India's first national survey of teaching and learning practices for foundational learning in partnership with several other organisations. Student learning can improve only when children are actively engaged in learning. We hope this report can trigger a nationwide discourse on the need for transforming teaching and learning for young children in early grades in primary schools in India."



Dr Dhir Jhingran, Founder and Executive Director, LLF



Looking ahead

TLPS is envisioned as more than a one-time survey, with further rounds envisaged to track how teaching and learning practices evolve. Through state-level report launches and continued engagement with governments and partners, LLF will work to ensure that classroom evidence informs the design and implementation of foundational learning programmes across India.

Further analysis of the survey data is also underway, examining aspects associated with stronger classroom practice and the role of teacher preparation and academic support.

Photo credit: Learning and Language Foundation

OTHER RESEARCH STUDIES

Evidence-building for equitable foundational learning



TPD4E

Teacher Professional Development for Equity

Persistent foundational learning gaps are shaped not only by pedagogy but also by teachers' beliefs, classroom practices, and the unequal participation of marginalised children. TPD4E was undertaken to understand these less visible barriers.

The study explores whether targeted professional development and sustained support can help teachers create more inclusive classrooms and improve learning among children performing in the bottom quartile.

During the year, TPD4E moved into its development and intervention phase in selected schools in the Shahaabganj block of Chandauli district, Uttar Pradesh.

A three-day immersive professional development programme was conducted with 29 teachers, combining reflection on beliefs and biases with inclusive pedagogical strategies and Universal Design for Learning. Teachers subsequently received continued coaching through school visits and peer learning circles.

Insights

Early evidence indicates progress in teachers creating warmer, more open classrooms where children feel comfortable participating and using their home languages. Coaching conversations also revealed an emerging awareness of classroom biases and greater reflective capacity among teachers.

Learning data, including improvements in girls' oral reading fluency, suggest that addressing teacher beliefs alongside pedagogy may strengthen both learning and equity. The design now needs to be tested at a larger scale and embedded in government professional development systems.

BEO Study

The Block Education Officers (BEO) Diagnostic Report

Positioned between state-level policy and classroom practice, the middle tier of educational administration remains relatively overlooked in policy and research. LLF undertook a diagnostic study of Block Education Officers in rural Uttar Pradesh to understand their operational realities and examine how middle-tier structures influence the implementation of foundational learning reforms.

Building on fieldwork completed between December 2024 and February 2025, LLF undertook intensive qualitative and quantitative analysis, interpretation and report development during the year. The study drew on a desk review, interviews and surveys with BEOs, full-day shadowing and situated ethnography during a capacity-building workshop. Findings were synthesised into a diagnostic research report and a separate executive summary.

Insights

The study highlights a persistent gap between the policy expectations of BEOs as instructional leaders and the structures within which they operate.

Meetings, administrative processes and travel account for approximately 76% of their working day, leaving limited time for academic support. Expanding responsibilities, limited professional development, and accountability without corresponding autonomy constrain their ability to support FLN, school improvement and instructional leadership.

1 state: Uttar Pradesh

7 districts: Bhadohi, Varanasi, Jaunpur, Chandauli, Fatehpur, Kaushambi, and Shravasti

14 BEOs interviewed across **four districts**

43 BEOs surveyed across **seven districts**

5 BEOs and 1 Master Trainer included in the situated ethnography

3 BEOs shadowed continuously over 3 full working days

HITS Study

High-Impact Teaching Strategies (HITS) Study, Haryana

In Haryana, routine monitoring of existing education practices suggested that only about 30% of Grades 1-3 teachers were implementing the lesson plans and teacher guides with high fidelity. Teachers were often expected to navigate around 55 instructional practices per grade, while around 70% of schools had teachers handling two grades.

To address these challenges, LLF identified a contextualised set of High-Impact Teaching Strategies (HITS) in partnership with Busara, What Works Hub for Global Education (WWHGE), University of Oxford and the Government of Haryana, and studied their adoption in four blocks of Hisar, Haryana. Using a quasi-experimental design, the study compared changes in treatment and control schools from baseline to endline, while also testing whether additional phone-based support produced further gains for adoption of HITS.

Insights

The findings showed encouraging improvements in classroom practice. Of the 9 teaching practices assessed, 7 showed statistically significant positive treatment effects, including open-ended questioning, reading support, fluency assessment, step-by-step explanation of addition and subtraction, student participation, worksheet completion, and worksheet review. Improvements in teaching practice were also associated with greater active student engagement.

The largest effect was in literacy, where the intervention was associated with a 1.06-point gain ($p < 0.001$), followed by numeracy at 0.71 points ($p < 0.001$) and the general index at 0.61 points ($p < 0.001$). While effect sizes diminished from literacy to general practice, the consistency and significance of results across all three domains are notable.

The findings are informing Haryana's teacher training and classroom observation frameworks.

1 state: Haryana

1 district: Hisar

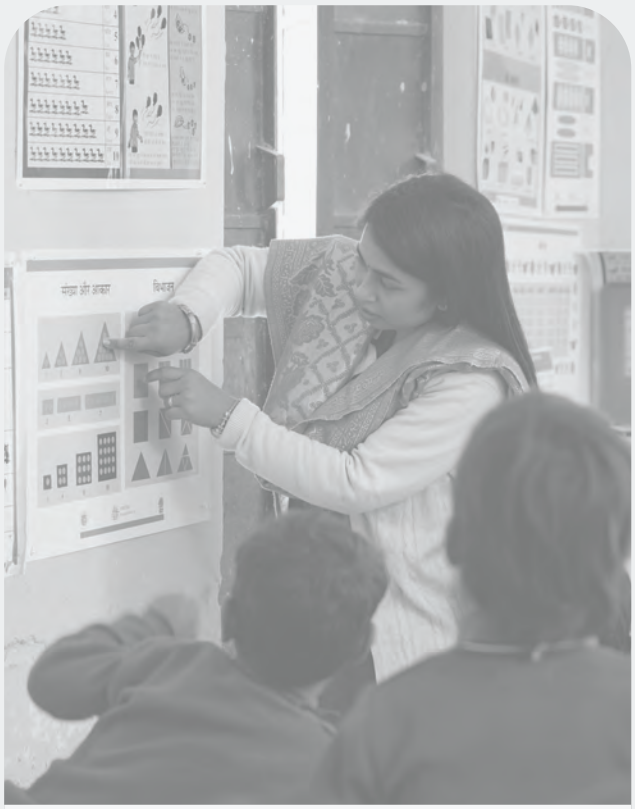
Grade 2

258 Government primary schools

9 Priority HITS

4 Blocks

MONITORING, EVALUATION AND LEARNING



Achieving impact at scale through systematic monitoring, evaluation and learning

For eleven years, LLF's work to close the learning gap has been matched by a sustained commitment to building a rigorous body of evidence around foundational learning. Independent third-party evaluations have further strengthened this evidence base by providing an external assessment of programme effectiveness and demonstrating exceptional improvements in learning outcomes across several interventions.

We have invested in monitoring and evaluation to understand the effectiveness of our work and improve programme quality. Over time, technology and AI-enabled tools have strengthened these systems, enabling more timely and informed decision-making.



SCAN TO VIEW THE PODCAST

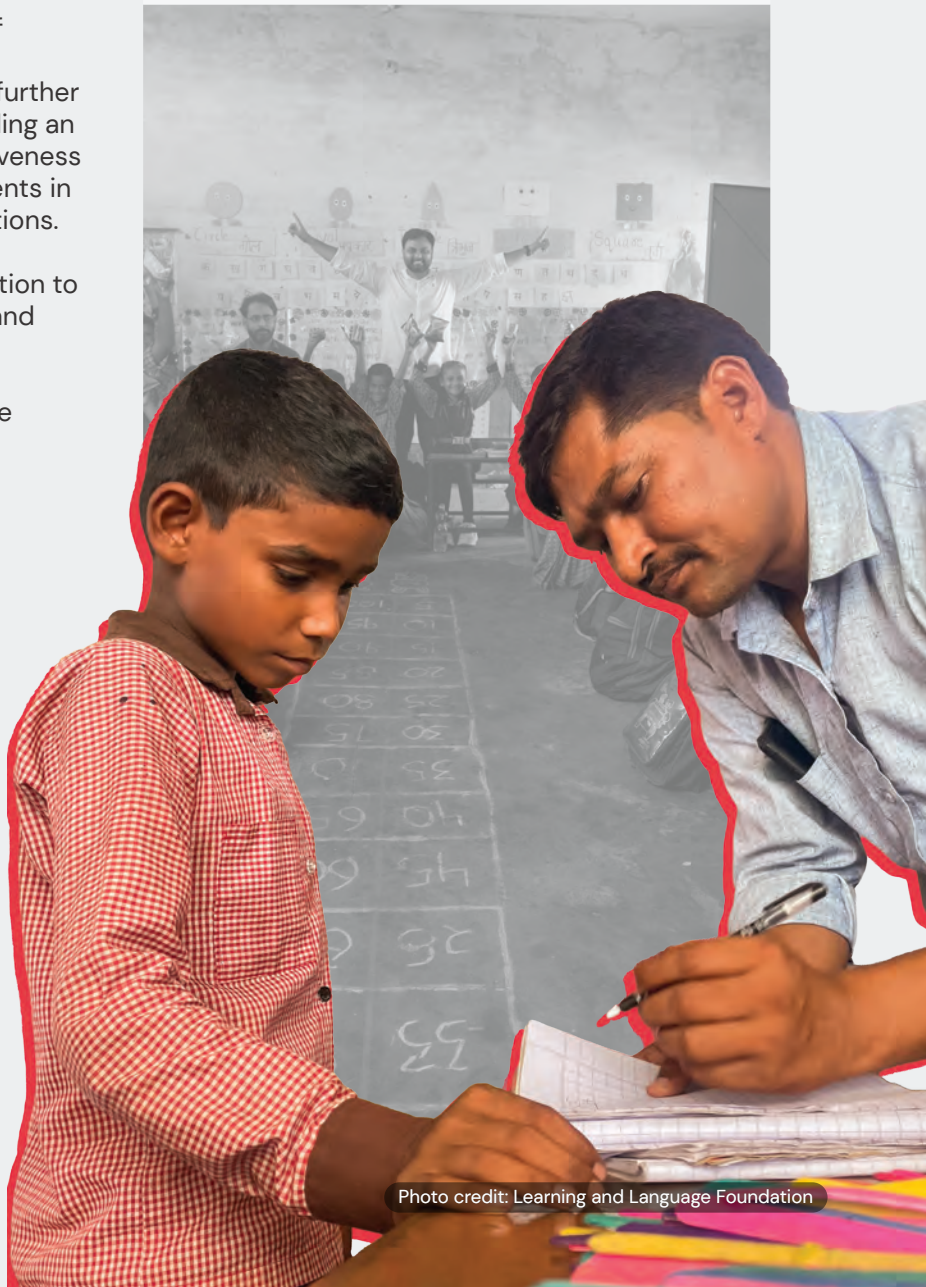


Photo credit: Learning and Language Foundation

EVALUATION STUDIES & MEL

LLF'S MEL APPROACH

LLF builds its programmes on a strong, data-driven culture. We use standardised outcome indicators across projects to ensure that impact assessments are consistent and comparable. A live dashboard and Routine Data Flow enable regular tracking of achievements against targets and support data-driven decision-making. We also track key decisions over time to understand how programmes evolve.

Technology-Driven Data Quality

We utilise mobile application–based assessments and structured classroom observations combined with real-time feedback to ensure data quality, reliability, and strict adherence to protocol. Audio audits are an integral component of our monitoring system to ensure high data integrity. Furthermore, we maintain a structured process to identify students' learning levels and track targeted remedial support through continuous classroom monitoring and feedback.



Targeted Academic Support

Field coordinators and academic teams conduct structured classroom observations. This data helps plan academic support through feedback, identify key shortcomings in teaching practices for targeted interventions through demonstrations, training, and orientations for improving teaching and learning practices.

Evidence-Based Decision-Making

To ensure accountability, we conduct mandatory, structured data review meetings where internal teams analyse performance dashboards and Key Performance Indicators (KPIs)–from Block Academic Coordinators (BACs) to the Senior Management Team (SMT)–to continuously refine operational strategies.

KEY MEL ACTIVITIES IN FY 2025-26

Our primary activity this year was the design and rollout of the National Teaching and Learning Practices Survey (TLPS). Conducted in collaboration with state partners, this large-scale survey observed practices in 1,050 early-grade classrooms across 9 states and 21 districts to assess teaching practices and promote systemic pedagogical changes.

- **Digital Transition & Standardisation**
  We successfully transitioned our field data collection to tablet-based systems and standardised our measurement indicators across different interventions to streamline impact reporting. The real-time dashboards at the block, district, state, and SMT levels led us to strengthen the data-driven decision-making process.

- **Unified Dashboards**
  A major milestone was launching our Unified Dashboards project powered by Power BI. This initiative consolidates data from multiple scattered sources into one real-time platform, empowering data-driven decision-making for both our internal management and external partners.

- **Capacity Building**
  We invested heavily in our team's capacity by conducting comprehensive training sessions on SurveyCTO, and data visualisation, research design, and data insight development.

- **External Evaluations**
  In collaboration with external partners and evaluation agencies, we conducted several rigorous impact evaluations with a strong emphasis on methodological precision and statistical rigour. Documenting and disseminating these findings transforms complex field data into actionable insights–highlighting key achievements while driving continuous improvement in our programme delivery and implementation models.

OUR PROGRAMME IMPACT SINCE 2015

Evidence of impact from independent third-party evaluations of LLF's **Outcome-Based Programmes** and **Development Impact Bonds**

01 DEVELOPMENT IMPACT BONDS (DIB)

1.1

PROGRAMME
LiftEd DIB

GRADE & TIMELINE
Grade 1 Baseline
OCT 2023
Grade 3 Endline
FEB 2026

GEOGRAPHY
Sirsa
HARYANA
Fatehpur
UTTAR PRADESH

EVALUATION AGENCY
ConveGenius

TREATMENT VS COMPARISON
Overall Literacy & Numeracy Effect Size
0.78 SD
for UP & Haryana

Approximately 2 additional years of schooling for intervention children for UP and Haryana combined as compared to comparison children

1.2

PROGRAMME
Haryana Early Literacy DIB

GRADE & TIMELINE
Grade 1 Baseline
SEPT 2021
Grade 2 Endline
APR 2022

GEOGRAPHY
Ambala, Sirsa, Jind, Fatehabad, Yamunanagar, Hisar, Kurukshetra
HARYANA

EVALUATION AGENCY
Educational Initiatives (Ei)

TREATMENT VS COMPARISON
Literacy Effect Size for **DIB intervention in Haryana** was
0.69 SD

Approximately 2 additional years of schooling for intervention children as compared to comparison children

02 FLN THROUGH MLE

2.1

PROGRAMME
FLN through MLE Demonstration Programme

GRADE & TIMELINE
Grade 3 in Baseline
DEC 2022
Grade 3 Endline
MAR 2025

GEOGRAPHY
Bastar,
CHHATTISGARH

EVALUATION AGENCY
Gyandeesha Foundation

PERCENTAGE IMPROVEMENT
Pre and post intervention evaluation
20% **Overall Literacy improvement**
18% **Overall Numeracy improvement**

Approximately 2 additional years of schooling for intervention children as compared to comparison children

2.2

PROGRAMME
FLN through MLE Approach Intervention

GRADE & TIMELINE
Grade 1 Baseline
AUG 2019

Grade 3 Endline
APR 2022

GEOGRAPHY
40 Schools across Simalwara and Sagwara blocks, Dungarpur District
RAJASTHAN

EVALUATION AGENCY
Change Alliance Pvt. Ltd.

OVERALL IMPACT (TREATMENT VS COMPARISON)

Effect Size for Literacy through the **MLE intervention in Rajasthan** was

1.84 SD

Approximately more than 4 additional years of schooling for MLE intervention children as compared to comparison school children

03 REGULAR FLN INTERVENTIONS

3.1

PROGRAMME
LLF's FLN Demonstration Programme

GRADE & TIMELINE
Grade 1 & 2 Baseline
FEB-MAR 2024

Grade 1 & 2 Endline
FEB-MAR 2026

GEOGRAPHY
Chandauli
UTTAR PRADESH

EVALUATION AGENCY
Outline India

OVERALL IMPACT (TREATMENT VS COMPARISON)

Overall Literacy & Numeracy Effect Size for **Chandauli Intervention** was

0.39 SD

Approximately more than 1 year of additional schooling for Intervention children as compared to comparison children

3.2

PROGRAMME
FLN Demonstration Programme (High touch & low touch model)

GRADE & TIMELINE
Grade 1 Baseline
OCT 2022

Grade 3 Endline
FEB 2025

GEOGRAPHY
Varanasi
UTTAR PRADESH

EVALUATION AGENCY
Educational Initiatives (EI)

OVERALL IMPACT (TREATMENT VS COMPARISON)

Literacy & Numeracy Effect Size for **high touch intervention** was

0.40 SD

Literacy & Numeracy Effect Size for **low touch intervention** was

0.37 SD

Approximately more than 1 year of additional schooling for Varanasi Intervention for both high touch and low touch intervention models

3.3

PROGRAMME
Literacy Intervention Programme

GRADE & TIMELINE
Grade 3 Baseline
MAR 2023

Grade 3 Endline
MAR 2025

GEOGRAPHY
Shravasti
UTTAR PRADESH

EVALUATION AGENCY
Impact Private Limited

OVERALL IMPACT (TREATMENT VS COMPARISON)
Literacy and Numeracy for **Shravasti intervention** was
0.40 SD

Approximately more than 2 additional years of schooling for literacy among intervention children as compared to comparison children

3.4

PROGRAMME
FLN Intervention

GRADE & TIMELINE
Grade 2 Baseline
MAR 2023

Grade 2 Endline
APR 2024

GEOGRAPHY
Durg
CHHATTISGARH

EVALUATION AGENCY
Impact Partners in Social Development

PERCENTAGE IMPROVEMENT
Pre and post intervention evaluation

10% **Overall Literacy** (Reading Comp: **17%**)

7% **Overall Numeracy** (Subtraction: **11%**)

Approximately more than 1 additional year of schooling for intervention children

3.5

PROGRAMME
FLN Intervention Programme

GRADE & TIMELINE
Grade 2 Baseline
MAR 2023

Grade 2 Endline
APR 2024

GEOGRAPHY
Balod
CHHATTISGARH

EVALUATION AGENCY
Impact Partners in Social Development

PERCENTAGE IMPROVEMENT
Pre and post intervention evaluation

9% **Overall Literacy** (Reading Comp: **12%**)

8% **Overall Numeracy** (Subtraction: **6%**)

Approximately 1 additional year of schooling for intervention children

3.6

PROGRAMME
FLN intervention in Grade-1

GRADE & TIMELINE
Grade 1
APR 2019

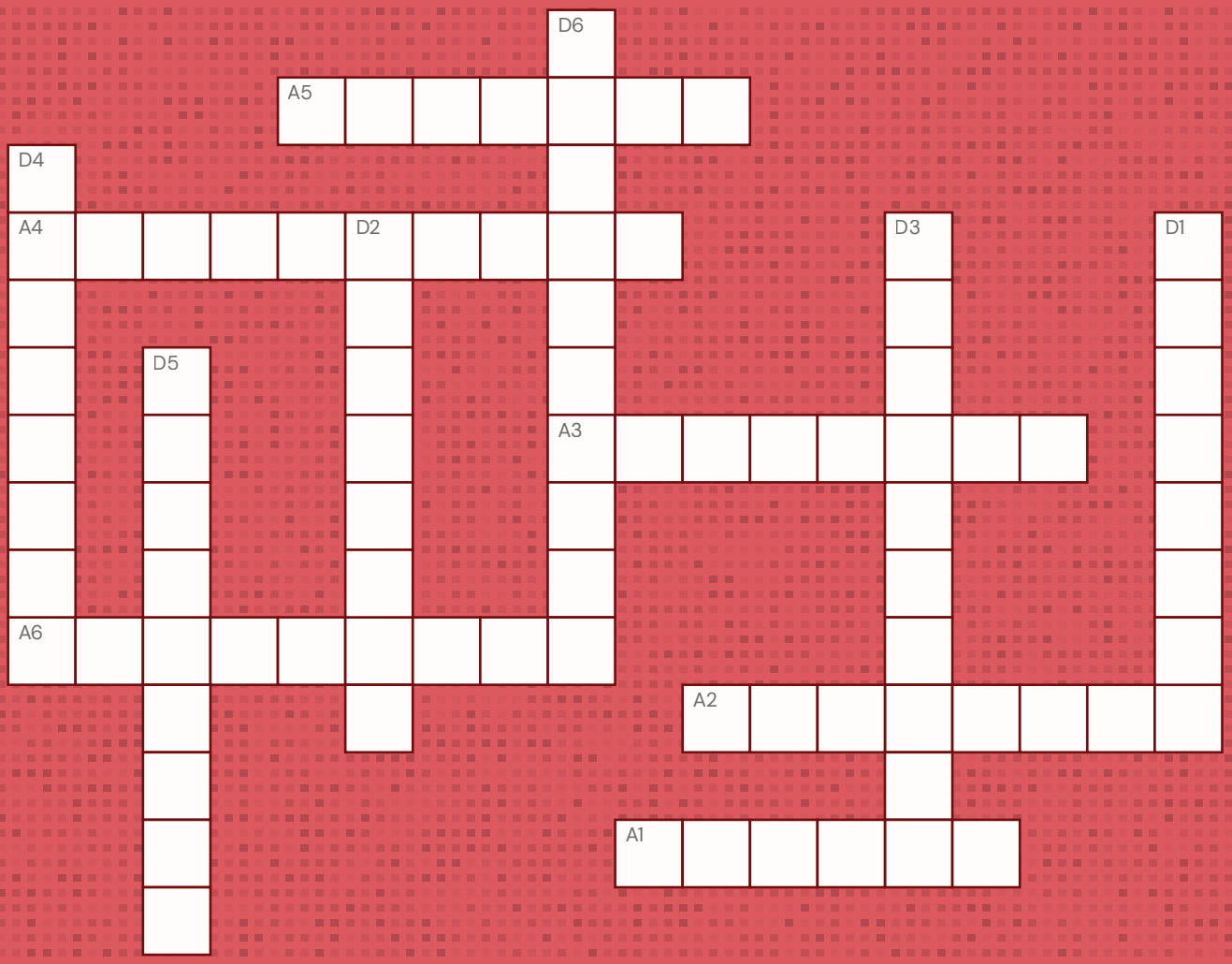
GEOGRAPHY
Kurukshetra
HARYANA

EVALUATION AGENCY
Gray Matters India (GMI)

PERCENTAGE IMPROVEMENT
Post-intervention evaluation of intervention and comparison schools

Approximately more than 2 additional years of schooling for intervention children as compared to comparison children

CAN YOU FIND THE WORDS THAT MAKE EQUITABLE FLN POSSIBLE?



ACROSS →

A1 Ensuring every child has a fair chance to learn and thrive.

A2 The ability to read, understand and use written language.

A3 The people at the heart of classroom learning.

A4 Evidence used to understand what children know and can do.

A5 People who guide and support teachers in their professional learning.

A6 The process of gaining knowledge, skills and understanding.

DOWN ↓

D1 The ability to understand, and work with numbers.

D2 Children who are at the centre of foundational learning.

D3 A key partner in strengthening education systems at scale.

D4 A means through which children learn, communicate, and understand the world.

D5 Ensuring that every learner can participate and benefit from education.

D6 The base on which strong learning and education systems are built.

Across • A1: EQUITY • A2: LITERACY • A3: TEACHERS • A4: ASSESSMENT • A5: MENTORS • A6: EDUCATION
Down • D1: NUMERACY • D2: STUDENTS • D3: GOVERNMENT • D4: LANGUAGE • D5: INCLUSION • D6: FOUNDATION

WE BELIEVE THE PATH TO SCALE BEGINS WITH THE COURAGE TO DEMONSTRATE, THE DISCIPLINE TO LEARN, AND THE COMMITMENT TO INSTITUTIONALISE WHAT WORKS. THROUGH OUR STATE PROGRAMMES, LLF WORKS ALONGSIDE GOVERNMENTS TO TEST AND ADAPT INNOVATIONS IN REAL CONTEXTS, LEARN FROM EVIDENCE, AND PRACTICE, AND STRENGTHEN THE INSTITUTIONS THAT CAN SUSTAIN AND SCALE CHANGE.

WITH GENDER AND EQUITY AT THE CENTRE, OUR AMBITION IS TO MOVE BEYOND PROGRAMME DELIVERY TOWARDS GOVERNMENT-OWNED, SELF-IMPROVING SYSTEMS THAT ENSURE EVERY CHILD, ESPECIALLY THOSE MOST AT RISK OF BEING LEFT BEHIND, HAS AN EQUITABLE OPPORTUNITY TO BUILD STRONG FOUNDATIONS AND THRIVE.

Seema Rajput,
Director, State Programme Team

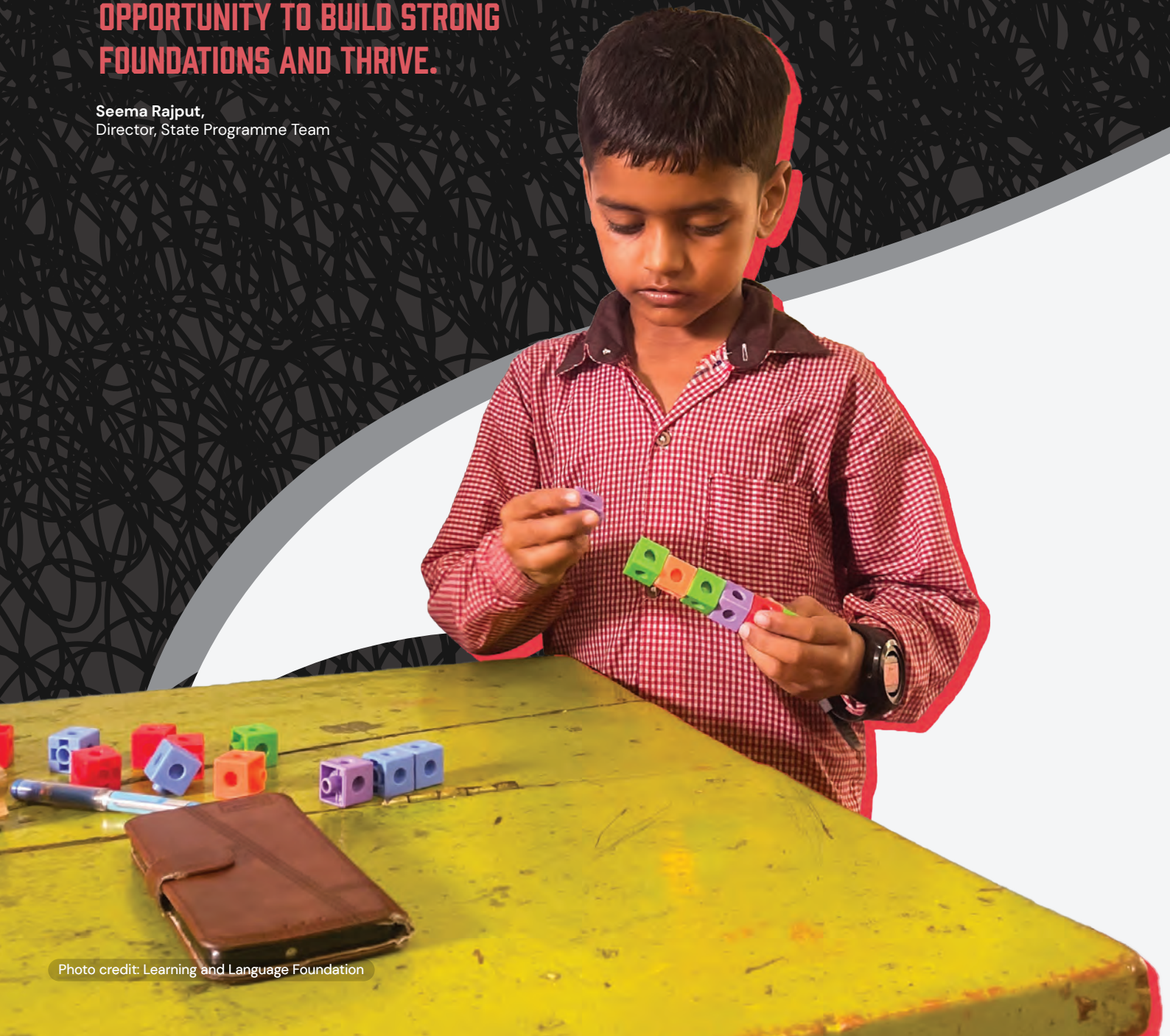


Photo credit: Learning and Language Foundation

OUR STATES

In FY 2025-26, LLF worked with government education departments at the state and district levels in Uttar Pradesh, Haryana, Rajasthan, Jharkhand, Chhattisgarh, Odisha, and Bihar to advance equitable foundational literacy and numeracy.

Through state-level technical support, district demonstration programmes, continuous professional development, research, and robust monitoring and evaluation, we sought to strengthen education systems and classroom practice so that meaningful learning reaches every child.

UTTAR PRADESH



IMPACT

5,598 Schools
6 Districts
23,203 Teachers
4,71,260 Children

OUTREACH

1,12,405 Schools
75 Districts
4,53,155 Teachers
72,79,034 Children

1 LANGUAGE

Uttar Pradesh has India's largest school education system, serving more than 2.4 crore children across approximately 1.6 lakh government and government-aided schools. Its scale, diversity, and socio-economic variations make ensuring equitable foundational learning both a significant opportunity and a complex challenge.

Through Mission NIPUN Uttar Pradesh, the state has strengthened competency-based learning resources, teacher support, academic monitoring, and capacity building. Sustaining these reforms requires continued institutional capacity and academic support to translate policy priorities into effective classroom practices at scale.

LLF partners with the Department of Basic Education, Government of Uttar Pradesh, Samagra Shiksha, SCERT and other state academic institutions to strengthen the implementation of Mission NIPUN Uttar Pradesh.

LLF's work combines state-level technical support with intensive District Demonstration Programmes, strengthening teacher professional development, academic support, and monitoring systems; developing competency-based teaching-learning resources, and generating evidence to inform policy and implementation. Through this approach, LLF works to strengthen classroom practice while building models and institutional capacity that can be sustained within government systems.

Our Work

From FY 2025-26

STATE-LEVEL TECHNICAL SUPPORT

- LLF supported the development and refinement of competency-based teaching-learning resources, including Teacher Guides, student workbooks, classroom teaching-learning materials, print-rich resources, and other pedagogical support materials to strengthen classroom transaction and improve children's foundational literacy and numeracy competencies.
- LLF contributed to the design and delivery of statewide professional development programmes for teachers and academic functionaries through training modules, state-level workshops, mentoring resources, and practice-based professional learning approaches.
- LLF provided technical support to strengthen classroom observation processes, supportive supervision mechanisms and academic mentoring systems, including improved use of classroom observation data for instructional improvement and informed decision-making.
- LLF extended technical support to strengthen Balvatika implementation through curriculum development, teacher orientation programmes, classroom resource development and age-appropriate pedagogical practices that support school readiness and a smooth transition into Grade 1.
- LLF also generated evidence to inform and strengthen implementation through the Teaching Learning Practices Survey (TLPS), classroom observation studies on TPD4E and Gender Inclusion in Chandauli.
- LLF trained 20 Master Trainers at the state level. These Master Trainers, along with LLF, further trained 300 district-level trainers, who subsequently trained 4,200 block-level ARPs and KRPs, contributing to stronger FLN understanding and implementation among teachers.

DISTRICT DEMONSTRATION PROGRAMME

- A structured remediation programme was implemented in Chandauli, Bhadohi, and Fatehpur from September to December, giving children who needed additional support 30 minutes of focused literacy and numeracy practice each day. District and block-level officials worked closely with the team to support regular implementation and ensure that children received the additional learning support they needed.
- Teachers were supported in implementing competency-based, activity-oriented, and child-centred teaching practices, with particular emphasis on reading instruction, language-rich classrooms, foundational mathematics teaching, classroom interaction, the use of teaching-learning materials, and continuous formative assessment.
- District academic teams worked closely with teachers through structured mentoring cycles, enabling them to reflect on classroom practice, identify implementation challenges and strengthen instructional effectiveness.
- Sample assessments in Chandauli, Bhadohi, and Fatehpur showed substantial improvements in Grade 2 and Grade 3 literacy. For Grade 2, the proportion of non-readers in Oral Reading Fluency declined from 24.93% at baseline to 11.57% at endline in Chandauli, from 27.31% to 3.59% in Bhadohi, and from 38.32% to 12.78% in Fatehpur. For Grade 3, the proportion of non-readers declined from 8.52% to 3.57% in Chandauli, from 6.67% to 0.85% in Bhadohi, and from 14.83% to 3.97% in Fatehpur.
- LLF strengthened the capacities of DIET mentors, SRGs, ARPs and head teachers to support instructional leadership, academic monitoring and supportive supervision.
- In UP, field teams have conducted more than 6,000 classroom observations across 3,094 schools. Of these, 3,756 (60%) were joint observations with Academic Resource Persons (ARPs) and 2,414 (40%) were individual visits by LLF team members. Observations were distributed across literacy (55%) and numeracy (45%), creating a substantial base of classroom evidence for academic support and programme monitoring.

- Demonstration schools implemented structured learning recovery approaches to support children with learning gaps through targeted instructional support, differentiated teaching and continuous classroom assessment.

- Effective classroom practices, teacher-led innovations, mentoring models, and implementation learnings were systematically documented and synthesised to generate evidence for state-level policy, programme refinement, and future scale-up.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- LLF designed and facilitated state-level and district-level capacity-building programmes for teachers, Academic Resource Persons, DIET faculty and Block Education Officers.

- Academic resources were developed to strengthen competency-based teaching and support teachers and academic functionaries in applying FLN approaches in practice. During the year, **170 mid-level stakeholders and 6,393 teachers from LLF demo districts registered on the LLF portal to access resources and strengthen their understanding and mastery of FLN**.

- LLF strengthened practice-based professional learning approaches for teachers as well as the academic support structures responsible for mentoring, monitoring and sustaining improvements in FLN implementation.









HARYANA



IMPACT

1,528 Schools	4 Districts
6,174 Teachers	87,317 Children

OUTREACH

8,671 Schools	22 Districts
35,728 Teachers	6,41,403 Children

1 LANGUAGE

Haryana has made strong progress under the NIPUN Haryana Mission, with LLF's demonstration districts consistently outperforming the state average on the share of NIPUN students.

As the state prepares to extend its FLN focus to Grades 3-5 under NIPUN 2.0, strengthening classroom-level instructional support, the academic middle tier, assessment-driven planning, and institutional ownership will be critical to sustaining and building on these gains.

LLF partners with the Government of Haryana to strengthen FLN implementation under the NIPUN Haryana Mission, working closely with the Department of School Education, SCERT Haryana, Samagra Shiksha, DIETs and district and block academic functionaries, including Assistant Block Resource Coordinators (ABRCs).

LLF combines statewide technical support with District Demonstration Programmes in Ambala, Hisar, Sirsa and Kurukshetra. These districts also enable LLF to test and generate evidence on approaches such as High-Impact Teaching Strategies (HITS) and Multigrade Teaching (MGT), with learnings feeding into state-level teacher guides, training design, teaching-learning practices, and classroom observation frameworks.

Our Work

From FY 2025-26

STATE-LEVEL TECHNICAL SUPPORT

- LLF co-developed Teacher Guides for Grades 1-3 grounded in structured pedagogy, incorporating detailed daily lesson plans, a structured 30-minute daily remediation plan, and dedicated Multigrade Teaching plans for Grades 1 and 2, scheduled for implementation from AY 2026-27.
- LLF led the revision of Haryana's classroom observation checklists to strengthen their use for instructional feedback and supported the development of census assessment tools to track learning outcomes at scale. ABRCs were also supported to use these tools for meaningful classroom mentoring and academic support.
- In collaboration with SCERT and State Academic Resource Groups, LLF led the development of Grade 4-5 textbooks and Teacher Guides aligned with NEP and NCF-PS, with Mathematics content developed in coordination with other technical partners. Following the state's decision to adopt NCERT textbooks, LLF is working with the state and CSF to finalise textbooks for classroom use starting from AY 2026-27.
- LLF supported the state to revamp its training design from Balvatika to Grade 5, introducing revised pre and post training assessment instruments and dedicated sessions on remediation and multigrade classroom management.
- Census assessment data from September to December 2025 showed a 15-20 percentage point improvement in FLN linked to the state's structured remediation programme and the daily remediation timetable introduced across grades.



DISTRICT DEMONSTRATION PROGRAMME

- LLF continued intensive implementation across Ambala, Hisar, Sirsa and Kurukshetra, combining classroom observations using GPS-enabled digital monitoring tools, regular mentoring visits by cluster and block academic functionaries, teacher professional development on effective FLN pedagogy and continuous Survey CTO-enabled monitoring.
- Internal learning assessments and baseline-endline studies, including Census Assessment 1 in September 2025 and Census Assessment 2 in December 2025, were complemented by capacity-building for district and block officials in data interpretation and instructional planning.
- The Multigrade Teaching demonstration in Kurukshetra covered 100 government schools across Balvatika, Grade 1 and Grade 2. In the treatment–control study, Teacher Guide adherence in literacy increased from 60% to 97% in treatment schools, compared with a decline from 77% to 68% in control schools. Student time on task in literacy increased from 58% to 78%.
- Across 1,507 schools receiving enhanced mentoring and play-based materials, Teacher Guide adherence reached 93% in literacy and 87% in numeracy, while student time on task reached 84%. Evidence from the demonstration directly informed the integration of Multigrade Teaching plans into Haryana's Grade 1-2 Teacher Guides for statewide implementation.
- In Hisar, a study conducted with Busara, the What Works Hub for Global Education (WWHGE) and the University of Oxford examined whether focusing on a smaller set of High-Impact Teaching Strategies (HITS) and reinforcing them through ongoing teacher support could strengthen their adoption in classrooms. The study found meaningful improvement in 7 of the 9 teaching practices assessed. At endline, treatment classrooms scored 3.12 compared with 1.80 in Literacy and 3.12 compared with 1.75 in Numeracy on a four-point scale, with statistically significant intervention effects. The findings are informing Haryana's teacher training design and classroom observation frameworks.

- Ambala, Hisar, and Sirsa continued to outperform the state average on the share of NIPUN students, demonstrating the potential of intensive district-level implementation to generate evidence and models for wider scale-up. Ambala recorded the strongest overall gain in the state, with its composite NIPUN share rising from 16% to 45%, including a literacy jump from 24% to 50%, the greatest improvement of any district, while numeracy increased from 43% to 71%. Hisar's composite share rose from 19% to 43%, driven by the state's highest numeracy attainment at 80% (up from 52%), alongside a literacy gain from 27% to 45%. Sirsa advanced from 21% to 38% on the composite measure, with literacy rising from 27% to 42% and numeracy from 47% to 71%.



CONTINUOUS PROFESSIONAL DEVELOPMENT

- LLF strengthened the academic support cadre by training 43 state-level STG members in mentoring and monitoring, with this capacity-building cascading to more than 1,400 ABRCs in supportive supervision and academic leadership.
- Haryana institutionalised a dedicated three-day slot for ABRC capacity-building in its academic calendar, embedding professional development for the academic support cadre within state systems.
- Two of LLF's bite-sized FLN courses for teacher mentors were approved by the state for state wide dissemination to more than 1,400 ABRCs, marking a shift from demonstration to state-level adoption.
- LLF shared WhatsApp-based mentoring nudges and an annual CPD calendar with the state to support year-round professional development of teacher mentors.
- An FLN video booklet comprising 161 micro-teaching videos was disseminated as a self-directed reference resource for the middle tier, providing continued access to practical examples of FLN teaching and mentoring.





CHHATTISGARH



IMPACT

2,290 Schools

2 Districts

5,725 Teachers

85,069 Children

OUTREACH

31,105 Schools

33 Districts

81,831 Teachers

11,08,564 Children

3 LANGUAGES

Chhattisgarh's linguistic diversity makes language an important consideration in achieving equitable foundational learning. Many children enter school speaking languages different from the language of instruction.

Bridging this gap, while ensuring teachers have the resources, skills, and academic support to respond to diverse learning needs, is critical to helping every child build strong foundational skills. The state's growing focus on multilingual education, alongside NIPUN Bharat-aligned reforms, presents an opportunity to make foundational learning more inclusive, responsive, and effective.

LLF's work in Chhattisgarh has focused on addressing these challenges by strengthening both classroom practices and the systems that support them. In 2022, LLF, UNICEF and the Government of Chhattisgarh undertook a large-scale Language Mapping Study covering approximately 30,000 primary schools. The study generated evidence on the languages children bring to the classrooms and has since informed LLF's Multilingual Education (MLE) demonstrations, the development of multilingual teaching-learning resources and continued engagement with the state on the use of children's familiar languages in early learning.

LLF has partnered with the Government of Chhattisgarh since 2016, working with SCERT, Samagra Shiksha, and UNICEF to strengthen Foundational Literacy and Numeracy (FLN). Across three MoU periods extending to 2026, the partnership has evolved from state-level technical support to a broader systems-strengthening approach spanning teacher professional development, teaching-learning materials, MLE, academic support systems, and District Demonstration Programmes. LLF combines state-level technical support with intensive demonstration programmes, generating implementation evidence to inform approaches for wider adoption and institutionalisation within government systems.

Our Work

From FY 2025-26

STATE-LEVEL TECHNICAL SUPPORT

- LLF supported SCERT and Samagra Shiksha to develop a comprehensive FLN learning package for Grades 1-3, including Shikshak Sandarshika for literacy and numeracy, workbooks, remedial learning materials, the Teaching Aids Handbook (Khajana), poem and picture posters, and Big Books, strengthening the availability of structured academic resources for teachers and children.
- More than 18,000 teachers participated in a Teacher Training Needs Survey to identify their professional development priorities. The findings provided evidence on teachers' learning needs and classroom realities, informing the design of more relevant, responsive, and practice-oriented capacity-building programmes.
- LLF supported SCERT in strengthening the quality of statewide FLN training through observation tools, review mechanisms, dashboards, and structured feedback processes. Training modules and large-scale capacity-building initiatives were co-designed with the state through State Resource Group and District Resource Group training, thereby strengthening FLN understanding and implementation among 72,000 teachers.
- LLF worked with SCERT, Samagra Shiksha and district administrations to strengthen institutional capacity for FLN implementation, including teaching-learning practices, academic support structures, and monitoring systems.
- To advance multilingual education at the state level, learning materials in 16 languages, including poem charts, Big Books and classroom posters, were developed for distribution across all 33 districts of Chhattisgarh. The resources are designed to strengthen the use of children's familiar languages in early learning and support engagement, comprehension and language development.
- SCERT adopted 13 languages for Balwadi material development, further integrating children's familiar languages into ECCE and creating a pathway to embed multilingual approaches within state-developed early-learning resources.

DISTRICT DEMONSTRATION PROGRAMME

- Two phases of a structured remediation programme were implemented in Balod from September to March, providing children struggling with foundational competencies an additional 30 minutes of literacy and numeracy support. District- and block-level officials supported its continuous implementation.
- Sample assessments in Balod showed substantial improvements in literacy. The proportion of non-readers in Oral Reading Fluency declined from 28.8% at baseline to 0.3% at endline, while the proportion of children reading 30 or more correct words per minute increased from 4.7% to 57.9%.
- Foundational numeracy outcomes also improved in Balod. The proportion of children correctly identifying 16-20 numbers increased from 10.3% to 64.5%. In two-digit addition, zero solvers declined from 73.4% to 10.5%, while children correctly solving three to four problems increased from 16.6% to 79.6%. In two-digit subtraction, the percentage of children correctly solving three to four problems increased from 3.8% to 59.1%.
- In Bastar, BACs and DACs conducted 2,720 classroom observations across 1,203 schools and 266 clusters. Of these, 1,098 (40%) were joint observations with Cluster Academic Coordinators, and 1,622 (60%) were individual visits by LLF team members. Observations were distributed across literacy (53%) and numeracy (47%), creating a substantial base of classroom evidence for academic support and programme monitoring.
- Classroom observation data from Bastar showed adoption of several MLE-aligned practices: teachers followed the lesson plan in 57% of Oral Language Development observations, 80% of Decoding observations and 78% of Reading observations. Children's home language (L1) was used in 63% of observations, while 67% of teachers adopted prioritised literacy lesson-plan strategies using children's home languages.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- In Balod, more than 1,300 teachers participated in a three-day intensive capacity-building programme on the effective use of newly developed instructional materials and classroom practices. A further 155 Cluster Academic Coordinators (CACs) received two days of training in supportive supervision, classroom observation, and actionable feedback, and were equipped with the CAC Feedback Handbook and accompanying guidelines.

- Academic mentoring in Balod showed growing ownership by CACs. They participated in nearly 80% of joint school visits undertaken with the district team and submitted 3,481 classroom observation forms during the year. Of the 155 CACs, 100 completed 14 professional development courses on literacy and numeracy, further strengthening their knowledge for classroom observation and teacher mentoring.

- Intensive orientation for 66 State Resource Group members, 300 District Resource Group members, and 1,300 Master Trainers strengthened the state's training architecture and contributed to cascading FLN capacity-building to approximately 72,000 teachers.





JHARKHAND



IMPACT

1,143 Schools

7 Districts

2,464 Teachers

41,367 Children

OUTREACH

35,592 Schools

24 Districts

83,068 Teachers

7,50,741 Children

5 LANGUAGES

Jharkhand is one of the most linguistically diverse states in India, where many children enter school speaking tribal languages that differ from the language of instruction.

Geographically remote schools, multigrade classrooms and limited teacher support further affect learning outcomes. Strengthening mother tongue-based multilingual education, teacher capacity, and academic support systems is therefore critical to enabling inclusive and equitable foundational learning and advancing the state's NIPUN Bharat goals.

Since 2024, LLF has partnered with the Department of School Education and Literacy and the Jharkhand Education Project Council (JEPC) to implement the PALASH Multilingual Education (MLE) Programme across eight districts. The programme strengthens FLN through a structured, mother-tongue-based multilingual approach, using children's home language (L1) as the foundation for learning while enabling a gradual transition to the school language (L2). LLF works with state, district, and block-level education systems on multilingual curriculum and resource development, capacity-building for teachers and academic functionaries, classroom mentoring, monitoring and assessment, while strengthening institutional capacity for sustainable, government-led implementation.

Our Work

From FY 2025-26

STATE-LEVEL TECHNICAL SUPPORT

- LLF provided technical assistance to the Government of Jharkhand to institutionalise multilingual education within the school system under the PALASH MLE Programme, including support for the development of the Jharkhand State Language Policy and regular programme reviews and strategic planning with JEPC and the Department of School Education and Literacy.
- Supported the development of bilingual textbooks in five tribal languages and provided technical support to JCERT for integrating multilingual pedagogies into state textbooks and strengthening the MLE digital application.
- Strengthened state-level dialogue, knowledge-sharing, and recognition of multilingual education through state-level webinars, the National Conclave on Multilingual Education and the MLE Championship, creating platforms for sharing effective multilingual classroom practices and innovations.



DISTRICT DEMONSTRATION PROGRAMME

- Across 7 districts and 1,143 schools, LLF worked closely with district administrations, CRPs, and BRPs through regular school visits, classroom observations, demonstration lessons and on-site teacher mentoring. Joint monitoring visits with government academic support structures strengthened the quality of classroom support and institutional ownership of PALASH.
- Monthly PALASH teacher meetings provided structured platforms for reviewing classroom practices, analysing assessment data, sharing experiences, conducting pedagogical demonstrations and planning academic support. Regular district review meetings with education officials supported continuous programme monitoring and timely problem-solving.
- Community engagement initiatives, including School Museums, Storytelling Festivals, and Literature Festivals, brought local languages, culture and indigenous knowledge into classroom learning while strengthening community participation and contextualised education.
- An independent third-party evaluation demonstrated strong acceptance and classroom adoption of the multilingual approach. Nearly 89% of teachers reported that using children's home language significantly improved learning, while 72% found it easy to teach using both the home language and Hindi. Among students, 83% preferred classrooms where both languages were used, and 89% reported enjoying school more when taught in their home language. The evaluation also found that 100% of teachers used the PALASH Teacher Guide, with a 17% increase in teachers using the guide as intended.
- Student assessments also showed encouraging learning gains. Average Grade 3 oral reading fluency increased from approximately 17-18 correct words per minute in SA1 to 43 in SA3, while average correct words written in sentences increased from approximately four to around nine. Across academic-year cohorts, the proportion of students scoring above 50% nearly doubled-from 33% to 67% in Grade 1 and from 34% to 66% in Grade 2-with the largest gains observed in word reading and writing.
- Programme evidence also showed an association between stronger classroom practices and student performance. Effective teaching pedagogies were associated with 4-10 point higher student scores, effective use of Teaching-Learning Materials (TLMs) with 5-16 point higher scores, targeted remediation with a 6-point improvement, and regular worksheet completion with a 22-point higher score in Grade 3.

- The inauguration of the first School Museum in Lohardaga and Simdega marks a significant milestone under the PALASH MLE Programme, supported by the Jharkhand Government, LLF, District Education Department, HIL, and ILP. The child-friendly space connects classroom learning with local culture, language, environment, and traditional knowledge through multilingual books and locally relevant resources, promoting FLN, reading, curiosity, creativity, and joyful experiential learning. The initiative was widely appreciated by education stakeholders and covered by local media.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- LLF strengthened the capacities of **teachers, CRPs, and BRPs** in multilingual and multigrade pedagogies, assessment, and mentoring, enabling stronger classroom-level support. LLF also **developed an online MLE course for district, and mid-level academic functionaries** to strengthen their understanding of multilingual pedagogy, classroom practices, and academic support.

- At the state level, LLF contributed to the development of Continuous Professional Development (CPD) modules and conducted state-level Training of Trainers (ToTs) for State Resource Group (SRG) members and academic functionaries.

- Professional development was reinforced through regular classroom mentoring, demonstration lessons, joint observations, and monthly PALASH teacher meetings, creating continuous opportunities for teachers to review classroom practices, analyse assessment data, share experiences, and strengthen multilingual pedagogy. Continuous capacity building of LLF teams further supported consistent implementation across all PALASH districts.





ODISHA



IMPACT

117 Schools	2 Districts
156 Teachers	2,738 Children

OUTREACH

45,327 Schools	30 Districts
1,47,124 Teachers	15,19,386 Children

2 LANGUAGES

Odisha has made significant progress in expanding access to school education, yet foundational learning gaps persist.

Large-scale assessments over the years have highlighted persistent challenges in early reading and numeracy, reinforcing the need for stronger classroom practices, better teaching-learning resources and continuous academic support for teachers. The state's linguistic diversity adds another important dimension, particularly for children from tribal communities who may enter school speaking a language that differs from the language of instruction.

Through NIPUN Odisha, Mother Tongue-Based Multilingual Education and the introduction of Sishu Vatika-3, the state has continued to strengthen its focus on foundational learning, school readiness and equitable classroom participation. LLF supports these priorities through sustained technical assistance, capacity-building for teachers and academic functionaries, multilingual education, and district demonstration.

Since 2021, LLF has partnered with the Government of Odisha through the School and Mass Education Department, OSEPA and SCERT. As a technical partner, LLF supports the development of teaching-learning materials, teacher and CRCC capacity building, structured Monthly Cluster Meetings, classroom observation tools, mentoring processes and assessment systems.

In FY 2025-26, LLF contributed to the Odisha Curriculum Framework 2025, supported the contextualisation of Sishu Vatika-3 workbooks in 21 languages and continued its MLE-focused FLN demonstration programme in Koraput and Nabarangpur. LLF also piloted a blended course on Supportive Supervision with DIET Khordha as part of the state's continuous professional development efforts.

Our Work

From FY 2025-26

STATE-LEVEL TECHNICAL SUPPORT

- LLF contributed to the development of the Odisha Curriculum Framework 2025 and supported the contextualisation of NCERT Foundational Stage learning outcomes to align them with Odisha's educational priorities and classroom realities.
- We played a key role in designing the Shikshyan Prastuti Karyakram (Learning Readiness Programme) for statewide implementation across Grades 1-3, including the development of children's workbooks and Teacher Handbooks for the six-week remedial programme.
- The Shikshyan Sopan assessment register was developed to enable teachers to track children's literacy and numeracy progress monthly and to provide targeted support based on their learning needs.
- In collaboration with SCERT, LLF supported the development of Sishu Vatika resources, including workbooks, Teacher Handbooks, and training modules aligned with NCF-FS 2022 and the Odisha Curriculum Framework 2025. LLF also supported the contextualisation of Sishu Vatika-3 workbooks in 21 languages.
- LLF developed 70 books for the Padhiba Gadhiba Odisha campaign 2025-26, supporting the state's efforts to strengthen children's reading skills and promote a reading culture.
- We contributed to the state-level design of Monthly Cluster Meetings (MCMs) through literacy-specific content and pre- and post-meeting nudges. Feedback from approximately 8,000 teachers was also analysed to strengthen and inform the MCM process.
- Workbooks for Grades 1 and 2 were developed, vetted by SCERT and forwarded to OSEPA for printing. Following this, the state requested LLF's support to develop Grades 4 and 5 workbooks aligned with newly developed textbooks.
- LLF contributed to revising classroom observation indicators for FLN grades and supported reframing the SPOT assessment tools used by Cluster Resource Centre Coordinators, thereby strengthening the use of observation and assessment for academic support.



DISTRICT DEMONSTRATION PROGRAMME

- In Koraput and Nabarangpur, a multilingual instructional package was developed in Kui, Gondi and Odia through a collaborative process with DIET and Samagra Shiksha by LLF. The package included Big Books, Picture Posters, Poem Posters, Teacher Guides, Grid Cards, Letter Cards, Matra Cards and Akshara Cards. The materials were deliberately rooted in local traditions, culture, and community practices to create learning environments that affirm children's identities while supporting foundational literacy.
- The demonstration programme currently covers 117 schools across 2 blocks-Pottangi, and Raighar-reaching 156 teachers and 2,738 children. Through this work, LLF is strengthening multilingual pedagogy, locally relevant instructional resources, and academic support while generating implementation learning for wider adoption.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- LLF designed and piloted a blended course on Supportive Supervision with 132 CRCCs in Khordha district, focused on FLN goals, objective classroom observation, constructive feedback, and academic mentoring.
- The course combined self-paced learning with mentor support, real-time tracking, and weekly virtual sessions, helping CRCCs connect course content with their field responsibilities and transition towards a more supportive mentoring role.
- The course achieved a high completion rate and is now being scaled and integrated into DIKSHA 2.0, creating a pathway towards wider institutionalisation of Supportive Supervision within the state's professional development system.





RAJASTHAN



IMPACT

100 Schools

1 Districts

250 Teachers

1,770 Children

1 LANGUAGE

Rajasthan is a linguistically and culturally diverse state, where many children enter school speaking languages such as Wagdi, Garasia, Bhili, Mewari, Marwari, Hadauti, Dhundhari, and Mewati, while classroom instruction and textbooks in government schools are predominantly in Hindi.

This difference between children's home languages and the language of instruction can affect comprehension, classroom participation, confidence, and early learning. Recognising this challenge, a Language Mapping Survey was undertaken to understand the state's linguistic diversity and generate evidence for context-specific multilingual interventions. The findings informed the Multilingual Education (MLE) Pilot Programme, which uses children's home languages as a bridge to Hindi to strengthen equitable and inclusive foundational learning.

LLF works with the Government of Rajasthan and the Rajasthan State Council of Educational Research and Training (RSCERT) to strengthen multilingual education and Foundational Literacy and Numeracy (FLN). Based on evidence generated through language mapping, LLF has supported the development and implementation of an MLE Pilot Programme in selected government schools, combining multilingual teaching-learning materials, teacher capacity building, classroom mentoring, student assessment, and community engagement.

Alongside school-level demonstrations, LLF provides academic and technical support to state institutions for resource development, teacher support, and planning to support the wider institutionalisation and expansion of multilingual education.

Our Work

From FY 2025-26

STATE-LEVEL TECHNICAL SUPPORT

- LLF provided academic and technical support to RSCERT in developing Grade 2 MLE teaching-learning materials, including the Aao Bhano student workbook, a reading book, and a Teacher's Guide. LLF developed the pedagogical framework for the materials to support children's transition from their home languages to Hindi while strengthening FLN.
- LLF supported the State-Level Core Committee on MLE, convened at RSCERT, Udaipur, in March 2026, with representatives from the Directorate of School Education, DIETs, and REI partner organisations. Following a review of programme progress and evidence, the committee recommended expansion to Dungarpur, Pratapgarh, Banswara, and Sirohi through Wagdi and Garasia, alongside the development of multilingual teaching-learning materials in Mewari, Marwari and Braj.
- Beyond the MLE pilot, LLF extended academic support to the Rajasthan School Education Council, Jaipur, for developing lesson plans for Grades 3-5, and instructional video content to strengthen classroom teaching and the effective use of teaching-learning resources.
- State ownership and monitoring were strengthened through visits by senior RSCERT officials, including the Director, alongside representatives from UNICEF and LLF, to visit MLE pilot schools. The visits enabled state stakeholders to observe Grade 2 multilingual classrooms, interact with teachers and children, and review the implementation of multilingual teaching-learning strategies.



DISTRICT DEMONSTRATION PROGRAMME

- LLF provided continuous academic support to 100 selected government schools in Bichhiwara Block, Dungarpur, through classroom observations, mentoring and follow-up support focused on multilingual teaching strategies and FLN practices. During the year, the team completed 468 first-round and 416 second-round classroom support visits, including 85 joint visits, as well as 97 visits to the BRC/CBEO office and 28 block review meetings.
- The programme strengthened academic ownership beyond individual classrooms by engaging 30 PEEOs and 85 Head Teachers through orientations, review meetings and joint academic support visits. These platforms were used to review implementation, identify challenges and strengthen programme monitoring and field-level problem-solving.
- Community engagement formed an integral part of the demonstration. A Storytelling Festival across 100 schools engaged approximately 5,000 children from Grades 1-5, creating opportunities for children to express themselves, engage with local culture and traditions, and learn through interaction with their communities. Continued community engagement also supported stronger relationships between schools and families and encouraged regular student attendance.
- The MLE project in Rajasthan, implemented by RSCERT with support from LLF and UNICEF, showed encouraging improvements in both learning outcomes and multilingual classroom practices. State-led assessment found that students in intervention schools were better able to respond in both their mother tongue and Hindi than those in control schools, indicating stronger bilingual expression. They also read an average of 24.21 words in 60 seconds, compared with 13.76 words in control schools. Classroom evidence reflected these gains: at Government Primary School, Kotla Fala 1st, the use of children's home language alongside structured multilingual pedagogy led to nearly 90% student participation, greater confidence in expressing ideas, increased use of Hindi vocabulary, and progress in decoding, blending, and reading with comprehension.

- To consolidate implementation learning and generate evidence for future scale-up, an in-depth documentation and learning study was conducted across eight schools.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- RSCERT organised a two-day State Resource Group training for 28 SRG members from the pilot districts, strengthening their understanding of MLE, multilingual classroom transaction and the use of newly developed teaching-learning materials.
- Following the state-level training, SRG members, with technical support from LLF, facilitated four-day district-level training for 98 language teachers from 100 selected government schools. The training covered the conceptual framework of MLE, classroom transaction strategies, use of multilingual teaching-learning materials and implementation processes, with teachers reporting greater confidence in facilitating multilingual classrooms.
- Teacher professional development was reinforced through continuous classroom mentoring, observations and follow-up support, while PEEOs, Head Teachers, and other academic functionaries participated in capacity-building, joint visits, and review processes. This linked formal training with sustained academic support in classrooms rather than treating teacher training as a one-time intervention.





BIHAR



Bihar is home to nearly 60 lakh children in Grades 1-3 in government schools, making foundational learning a critical priority for the state.

While efforts to strengthen Foundational Literacy and Numeracy (FLN) have continued, learning data point to significant gaps. According to ASER 2024, only 26.1% of Grade 3 children can read a Grade 2-level text, against a national average of more than 50%, while 17.9% can perform basic subtraction, compared with a national average of over 37%. UDISE+ 2023-24 records a primary dropout rate of 8.9%, well above the national rate of 1.9%.

Around 70% of primary-age children are enrolled in government schools, with a large first-generation learner population, underscoring the importance of sustained efforts to strengthen foundational learning through the public education system.

A new chapter unfolds

LLF has previously worked in Bihar with SCERT Bihar and BEPC, with support from UNICEF Bihar, to strengthen FLN through teacher and academic capacity building, professional development courses, home-based learning support and the development of the state's FLN Teacher Training Module.

Between 2016 and 2022, this work included a nine-month Early Language and Literacy Course that trained 86 teachers and resource personnel, followed by a six-month Early Language and Literacy Certificate Course that certified 100 more teachers in Gaya and Purnia.

Online courses reached 5,594 Cluster Resource Centre Coordinators, while 35 District Resource Groups in Nalanda received capacity-building support. Through Har Ghar School, home-based learning support reached 25,000 marginalised children. LLF also supported the development of the FLN Teacher Training Module for the state, aligned with NEP 2020 and NIPUN Bharat.

Building on this earlier work, LLF renewed its partnership with SCERT Bihar through a five-year MoU signed in August 2025. The renewed engagement enables more sustained academic and technical support across institutional strengthening, teaching-learning materials, assessment, capacity building and district demonstration, with a focus on strengthening the systems that support FLN implementation across the state.

Our Work

Highlights from August 2025–March 2026

- Supported the constitution and orientation of a 20-member State FLN Core Group, with 16 of the 20 members participating.
- Trained 67 Language and Mathematics faculty from DIETs and TEIs through a five-day intensive programme conducted in two batches.
- Provided technical support to review and revise the FLN Teacher Training Module for the state, sharpening its focus on competency-based outcomes and the four-block lesson-planning approach.

Going forward, LLF will continue to work with SCERT Bihar through the five-year partnership to deepen institutional capacity and provide sustained academic and technical support for strengthening FLN implementation across the state.







AWARDS AND RECOGNITIONS

The year saw LLF's work in foundational learning receive national recognition, bringing greater visibility to the organisation's contribution and the expertise driving its work.

BEST NGO OF THE YEAR 2025 (EDUCATION)

LLF was awarded the Best NGO of the Year–2025 in the Education category at the Indian Social Impact Awards. The award recognises organisations creating positive social impact and contributing to meaningful change at scale.





BW DISRUPT SOCIAL IMPACT LEADER OF THE YEAR

Shveta Lall (Lakhanpal), Associate Director–Continuous Professional Development at LLF, received the BW Disrupt Social Impact Leader of the Year Award from BW Businessworld in December 2025. The award recognised her sustained leadership and contributions to foundational literacy and numeracy, teacher professional development, and the strengthening of educational practice.

MEDIA COVERAGE

IN FY 2025-26
LLF SECURED 250+
MEDIA MENTIONS

LLF

YEAR OF 2025-2026



This Ex-IAS Officer's Simple Teaching Idea is Helping 1.6 Crore Kids Fall in Love With Learning

Better India | 2025

During his term in Assam's Kokrajhar, Dhir Jhingran spotted gaps in foundational literacy. Through the Language and Learning Foundation, he wants to ensure that every child can learn in a way they understand best...



From grant to impact- Financial planning as a catalyst for scalable social change

Hindustan Times | 2025

This article is authored by Meeta Sharma, director, Finance, Language and Learning Foundation.

In the development sector, we often measure success in terms of lives touched, programs delivered, or communities transformed...



दैनिक भास्कर पानीपत 14-07-2025

असर बदलाव की नई शिक्षा नीति के तीन भाषा फॉर्मूले को लेकर देशभर में हो रहे कई प्रयोग

मातृभाषा में पढ़ाई शुरू होने से बच्चों की लर्निंग बेहतर हुई, लिटरेसी में 31% का सुधार दिखा, आत्मविश्वास और क्लास में सहभागिता भी बढ़ी



NEP 2020: Advancing Equity Through Foundational Learning

Observer Research Foundation | 2025

India's NEP 2020 and the FLN mission place foundational skills at the heart of education reform—pushing for real equity as the cornerstone of national development.

India has been steadily tackling one of the toughest education challenges since Independence: getting children into schools...



अमर उजाला

amarujala.com

नई दिल्ली | शनिवार | 13.09.2025

कहानी सुनाने की कला: बच्चों के भाषा विकास का असरदार माध्यम!

Identifying gaps in teaching and learning processes in India's foundational classrooms

Education Times | 2025

Teachers need support for multigrade teaching, and for the intentional use of language that the students are familiar with to drive engagement and learning in the foundational years, write Dhir Jhingran and Shailaja Menon...



OUR PEOPLE

THE PEOPLE ADVANCING EQUITABLE FLN

Our people are central to LLF's ability to strengthen foundational learning at scale. Across teams and geographies, colleagues bring together technical expertise, contextual understanding, and a shared commitment to improving teaching and learning.

In FY 2025-26, we continued to invest in our people through functional and role-based training, leadership development, cross-functional learning forums, twice-yearly ICBs for field teams, structured induction and on-the-job learning.

Opportunities to take on diverse roles and additional responsibilities further supported professional growth, career progression, and internal mobility.













Our Work

Highlights from FY 2025-26

A TEAM ROOTED ACROSS STATES

LLF had 281 employees during the year, with teams across Haryana, Uttar Pradesh, Odisha, Jharkhand, Chhattisgarh, Bihar, and Rajasthan, alongside Delhi, the central unit, with 65 members. **Uttar Pradesh had the largest field team,** reflecting the scale of organisation's operations and programme presence.

RECOGNISED AS A GREAT PLACE TO WORK® FOR THE SECOND TIME

LLF was once again certified as a Great Place to Work® in India for the period January 2026-January 2027, building on its recognition received in the previous year. This certification reflects our continued commitment to creating a positive, inclusive, and people-centric workplace where colleagues feel empowered to contribute to LLF's mission.

LAYING THE FOUNDATION TO LEAD FORWARD

During the year, LLF began designing and preparing for Lead Forward, **a year-long leadership development programme in partnership with Phicus**. The groundwork undertaken in FY 2025-26 has laid the foundation for the programme's rollout in the coming year and for a more structured approach to strengthening leadership capacities.

FROM OUR TEAM

"LLF has given me many opportunities to learn, gain exposure, work closely with children, and most importantly, connect with the realities at the grassroots. Over time, I have seen how our work can make a meaningful difference in the lives of children, teachers, and other stakeholders. What I value most about LLF is its commitment to a cause that truly matters —foundational learning, which forms the basis for a child's future and contributes to the nation's growth. I feel happy and grateful to be part of an organisation that works with purpose, sincerity, and integrity."



NEHA KUMAR
Programme Manager, Early Childhood Education



"My journey with LLF has been one of immense learning, problem-solving, and purpose. It has given me the opportunity to work across different levels of governance, collaborate with diverse partners, and engage with some of the most complex challenges in strengthening foundational literacy and numeracy at scale. More than anything, LLF has deepened my understanding of what it takes to create meaningful, system-level change. The experience has strengthened my connection to the larger FLN mission and is one that I will always value."

TUSHAR PUNDIR
State Manager, Haryana

"Working at LLF has made me see communications differently. It is not just about telling people what we do. It is about making our work, evidence, and voices visible and understood. It reminds me that the work we do today to strengthen Foundational Literacy and Numeracy can shape what becomes possible for children tomorrow. Strong Foundation, Stronger Future."



SIMRAN KAUR
Manager, Creative Communication



"My experience at Language and Learning Foundation has been immensely enriching and professionally rewarding. Beyond managing financial systems and ensuring compliance, I have had the privilege of witnessing how our collective efforts translate into tangible improvements in children's learning outcomes. LLF fosters a culture of collaboration, integrity, and innovation, where every challenge is anchored in meaningful purpose. A particularly fulfilling aspect of my journey has been collaborating across teams to align financial processes with programme objectives, which reaffirms that at LLF, every role is integral to advancing our shared mission."

JEEWAN KUMAR
Senior Manager, Finance and Accounts

OUR TRUSTEES

TRUSTEES



MADHU RANJAN

Trustee
Senior Education Advisor, LLF



DR MAHENDRA KUMAR MISHRA

Trustee
National Advisor, Multilingual Education, LLF



SUSHANT VERMA

Trustee
Asia Regional Director, Trickle Up Inc.



DR UDDALAK DATTA

Trustee
Senior Director of Governance, LLF



VANDITA SHARMA

Trustee
Former IAS Officer & Chief Secretary of Karnataka

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Co-Founder, Delhi Chapter, Each One Teach One Foundation



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Chief Executive Officer,
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LEADERSHIP TEAM



DHIR JHINGRAN

LLF's Founder &
Executive Director

A former Indian Administrative Service (IAS) officer, Dhir spearheads LLF's large-scale FLN programmes. In his 34 years of experience in the primary education sector, he has held significant roles both within and outside the Government of India, including policy-making roles in the Ministry of Education, UNICEF India, the Ministry of Education in Nepal, and Room to Read.

He is also a member of the National Steering Committee for the National Curriculum Framework.



MEETA SHARMA

Director, Finance

Meeta brings over two decades of expertise in finance and grants management, including leadership roles with the National Health Mission. At LLF, she has been instrumental in establishing robust systems and processes that ensure seamless compliance, rigorous financial diligence, and transparent resource management. She has strengthened LLF's ability to scale programmes while maintaining the highest standards of accountability.



DR UDDALAK DATTA

Senior Director,
Governance, LLF

With 30 years of experience in elementary education, Uddalak is a recognised leader in strengthening early-grade reading and multilingual education at scale. His work has focused on improving education for tribal and marginalised communities, shaping policy reforms and programme innovations across India. At LLF, he provides strategic direction on governance and systemic change, guiding the organisation to design models that influence state and national education agendas.



SANA MASROOR

Associate Director,
Strategic Communications & Outreach

With over 17 years of experience in strategic partnerships and communications across India and the UAE, Sana drives LLF's strategic communications and outreach. She shapes the organisation's brand narrative, thought leadership, and external positioning, translating complex educational insights into compelling stories that build visibility, credibility, and influence.



SUNISHA AHUJA

Director, Equity

With three decades of experience in education, policy, early childhood, and foundational learning, Sunisha leads LLF's equity agenda across programmes, research, advocacy, and partnerships. Drawing on her experience with UNICEF India, the Ministry of Education, Room to Read India, and CARE India, she advances gender-responsive and multilingual approaches to ensure foundational learning systems better serve children most at risk of being left behind.



RUPINDER CHAHAL

Associate Director, Strategic Partnerships

Rupinder brings over 18 years of experience in strategic partnerships, CSR, stakeholder engagement, and resource mobilisation across the corporate and development sectors. At LLF, she builds strategic partnerships with donors, corporates and institutions to mobilise resources and advance the organisation's mission, drawing on her experience across education, health, and livelihoods in India.

SHVETA LALL

Associate Director, Continuous Professional Development (CPD)

With nearly two decades of experience, Shveta has led LLF's efforts to make professional development a continuous, system-embedded process. She has designed 38 blended and online courses and strengthened state systems to reach over 2,50,000 teachers and mentors across nine states. Her work focuses on building mentor capacity, supporting the middle tier, and improving classroom practice so that early-grade students receive the strongest possible start to learning.





RAMESH CHANDRA

Director, Academics

With over two decades of experience in foundational education, Ramesh leads LLF's academic vision and strategy, shaping how FLN is taught across multiple states. He has spearheaded the design of state-level curricula, teacher development frameworks, and assessment systems that now guide government programmes at scale. His work bridges classroom realities with policy, ensuring that solutions are evidence-based, scalable, and equity-driven.



SANTOSH MOREY

Director, Monitoring, Evaluation and Learning (MEL)

An expert in monitoring, evaluation, research, and learning, Santosh brings over two decades of experience across education, public health, and development programmes. Having held leadership roles across organisations, including Kotak Education Foundation, Educate Girls, Oxfam India, CRY, CARE India, and the Government of Chhattisgarh, he brings deep experience in building robust data and evaluation systems for measurable impact.

SHANKAR SUBRAMANIAN

Associate Director, People Operations

A seasoned HR strategist with over two decades of experience across corporate and development sectors, Shankar has shaped talent, culture, and leadership systems with a focus on inclusive and equitable workplaces. At LLF, he leads People Operations, driving leadership development and building an organisational culture where people thrive in service of the mission.



SEEMA RAJPUT

Director, State Programmes

Seema brings over two decades of experience in the development sector, with deep expertise in foundational learning, gender equity, and inclusive education. At LLF, she leads state programmes, working with governments and partners to strengthen the design and delivery of foundational learning initiatives. Her work brings together strategic programme leadership, policy engagement, and evidence to build stronger public education systems and improve learning outcomes at scale.



OUR PARTNERS

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Amit Antony Alex
Senior Investment Director,
Dovetail Impact Foundation

"What initially drew Dovetail to LLF was its unwavering focus on improving foundational literacy and numeracy (FLN) at scale by strengthening government education systems. Equally compelling was the passion and commitment of the team to creating lasting change for children. Over time, our partnership has grown into one built on trust and shared ambition. Working with LLF has been collaborative, transparent, and deeply rewarding, and we've seen their approach deliver sustainable, system-wide impact for millions of children."

"Language and Learning Foundation's commitment to improving foundational learning at scale strongly resonates with the vision of the What Works Hub for Global Education and our focus on understanding how evidence can translate into effective implementation. LLF's longstanding expertise in foundational learning and deep engagement with government education systems brings valuable insight into what it takes to turn evidence into meaningful and sustainable classroom practice at scale. We value this partnership and look forward to continuing to learn and collaborate together."



Alison Barrett MBE,
Country Director,
British Council India



"Haryana's commitment to NIPUN is backed by a system that has been willing to do the hard academic work, and the Language and Learning Foundation has been a genuine partner in that effort. Over the past year, they have worked closely with our teams on the academic material our teachers actually use, on training that reaches the classroom rather than ending in the hall, on strengthening our Balvatika by improvising their TLMs and material, and on building the capacity of our ABRCs and block and district officers. That middle tier carries the mission into every school, and today it is among the strongest parts of our system."

Dr Parmod Kumar
State Programme Officer,
Directorate of Elementary
Education, Haryana

WAY FORWARD



SCAN TO VIEW THE PODCAST





We are also deepening our investment in research and evidence generation. We aim to generate fresh insights into how systems can better serve the most vulnerable learners and sustain improvements in teaching over time. Alongside this work, we will continue to build the evidence and tools that strengthen system capacity across the contexts we work in.

Going forward, we will further strengthen our district-level demonstration work on FLN, where new approaches are tested and refined before they earn government confidence to scale.

This will include advancing multilingual education, strengthening middle tier leadership, and improving support for children who are struggling to learn, with a strong focus on gender and equity.









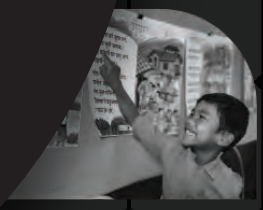






Third, Equity will remain central throughout:
from our demonstration projects, where we test equitable approaches to foundational learning, to our work with the government and the wider FLN ecosystem, ensuring we build structures that support all children in learning.

In 2026-27, our focus is threefold. First, we will keep working closely with governments to embed reforms within existing structures and build the kind of ownership that outlasts any single programme. Second, we are deeply committed to advancing the work we have initiated with the Government of Bihar to co-create a strong, comprehensive FLN package at state level. We also look forward to beginning work in two demonstration districts in Bihar.





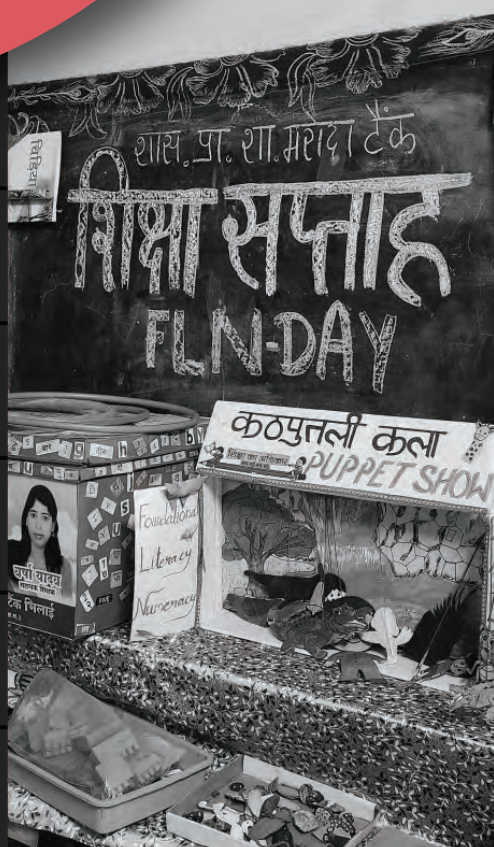












GOVERNANCE AND SUPPORT

Sustaining Financial Transparency and Accountability

Building on our foundation of disciplined financial management, the FY 2025-26 demonstrated sustained operational growth, optimal resource utilisation, and unwavering alignment with our core mission. Our fiscal strategy continues to prioritise direct field impact while maintaining a lean, highly efficient support structure.

In FY 2025-26, the organisation's total expenditure stood at 47.67 crores, reflecting a planned expansion in our reach and operational capabilities.

Demonstrating our deep commitment to direct impact, 85% of this budget, amounting to 40.57 crores, was deployed directly toward core Programme Expenses.

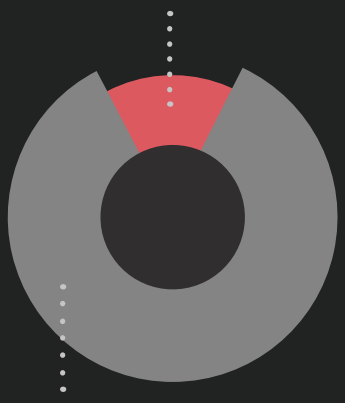
Administrative Expenditure was carefully managed at 7.10 crores, representing 15% of total allocations. This lean operational footprint ensures that our resources are strategically channelled to deliver high-quality initiatives on the ground.

Throughout the year, we further consolidated our internal controls, advanced our digital compliance frameworks, and upheld the highest benchmarks of financial transparency and accountability. By optimising our cost structures, we have ensured long-term organisational resilience and built deeper trust with our stakeholders and partners.

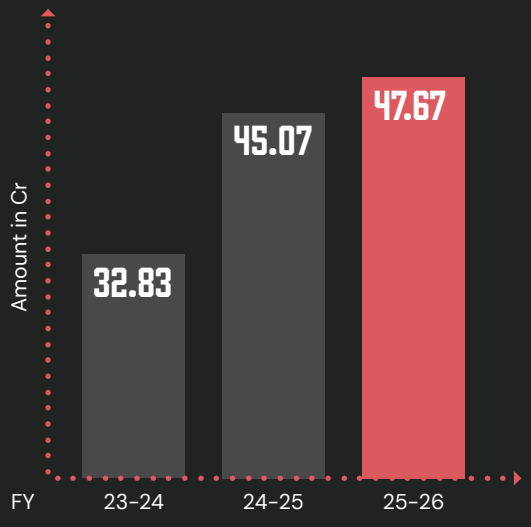
Looking forward, we stand committed to rigorous financial stewardship, ensuring that our expanding fiscal portfolio translates directly into measurable, sustainable, and transformative learning outcomes for children across India.

SCAN TO READ THE AUDITED FINANCIALS

Expenditure FY 25-26



Expenditure in Cr





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