

# ANNUAL REPORT



LLF

Language and Learning  
foundation



## 2018-19

### LANGUAGE AND LEARNING FOUNDATION

*“Language is not  
everything in education,  
but without language  
everything is nothing  
in education.”*

-Wolff

## FROM THE DESK OF THE FOUNDER



Language and Learning Foundation(LLF) is a little over four years old now. In the first three years, we focused almost entirely on developing and implementing professional development programs for teachers and teacher educators. This past year we've added another dimension to our work, a school-based learning improvement program where we collaborated with the Government of Haryana to implement a demonstration project in 175 schools to transform the teaching-learning process and improve student learning outcomes in language and literacy.

During the past year, we were able to articulate our comprehensive approach of working in a state. A comprehensive state program includes three strands: continuous professional development of resource persons and teachers; school level intervention including both demonstration projects and support to the state government for scaling up; and work for systemic reform relating to pre-service and in-service teacher education, assessments, revision of textbooks etc. In addition, we conceptualized and implemented demonstration and research projects for multilingual education in areas where children face a severe disadvantage because they have very limited understanding of the school language in the early grades.

In the area of continuous professional development, LLF has taken a big step of introducing a 3-month course for Cluster Resource Coordinators (CRCs) during 2018-19. This is being implemented in Chhattisgarh, Haryana, and Bihar. We have seen great enthusiasm for this course among CRCs. In Chhattisgarh and Haryana, graduates of the 9-month course have stepped up to be course mentors for the 3-month course. This is an important step to ensure sustainability of these professional development courses.

Enthused by the early success of the Learning Improvement Program in Haryana that is implemented in 175 schools, the state government has already decided to expand it to 7 districts beginning April 2019. We have just learnt that this program has been awarded the Best Field Initiative in South Asia, an award instituted by the Comparative and International Education Society (USA).

Central Square Foundation, Tata Trusts, and UNICEF continued to provide strategic and financial support to LLF during the past year. With our registration under Foreign Contributions Registration Act (FCRA) coming through in October, we are looking forward to diversifying our fundraising strategy in the coming year.

We are really fortunate to have such a distinguished set of professionals on our Advisory Board which is chaired by Ms. Vrida Sarup, former Secretary, School Education in the Government of India. The Advisory Board has met twice this year and made a strong contribution to the strategic vision of the organization. The Board of Trustees held three meetings during the year.

By March 2019, LLF has been able to impact (directly and indirectly) more than 7000 teachers and teacher educators and influence 308650 children.

Next year we look forward to consolidating our existing programs and seeing positive outcomes from evaluations of school-based learning improvement programs in Haryana, Chhattisgarh, and Rajasthan. We are also hoping to forge partnerships with Central Square Foundation and other like-minded organizations to support transformative changes in early learning in other states.

Dhir Jhingran

# VISION

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



# MISSION

By 2023, influence classroom practices of 4,00,000 teachers and teacher educators in collaboration with state governments. This will impact learning of 45,00,000 government school students.

# THE JOURNEY SO FAR

## THE GENESIS

As revealed by findings of National Achievement Survey (NAS) 2017 conducted by the National Council for Educational Research and Training (NCERT), in grade III, students averaged 63% - 67% marks in environmental science, language, and mathematics. In grade V, average scores fell by about 10 percentage points to 53-58%, and in grade VIII, the fall was even sharper. Early literacy and numeracy are the foundation for future learning. If these are not developed fully and equitably in the early years, children will not be able to catch up in later grades, with school texts becoming denser and more abstract. Therefore, strengthening teaching-learning of early literacy skills is crucial.

With this conviction, LLF came into existence in the year 2015 with the aim to develop and implement a variety of professional development opportunities for teachers, teacher educators, and other stakeholders in the area of early grade student learning with a specific focus on language and literacy. The rationale behind placing priority focus on early grade literacy development can be understood in the following problem statements presented in a logical sequence:

### *Lack of continuous teacher professional development*

- Just 5-6-day training annually
- Teachers unequipped to promote active learning in the classroom

### *Inappropriate classroom practices*

- Focus on repetition and rote-learning

### *Low learning levels*

- Focus on rote memorization
- Students unable to use language for higher order thinking, reasoning, and communication


### *Poor foundational skills*

Lack of oral expression, reading with comprehension, and independent writing skills

### ***Our approach***

Our approach is comprised of three major strategies to address problems faced in Indian classrooms,

- ✓ *Provide continuous professional learning to all key stakeholders e.g. teachers, teacher educators, and NGOs*
- ✓ *Provide technical support to field-based programs for early grade reading and multilingual education in government schools*
- ✓ *Build & share knowledge and advocate by collecting evidence, conducting policy research, and developing and disseminating resource material for practitioners.*



LLF is committed to improving language learning outcomes of children in primary school.

ACTIVITY HIGHLIGHTS

*Professional Development Courses*

- **9-month Distance Learning Course on Early Language and Literacy (ELL)**  
A nine-month Certificate Course in Early Language and Literacy for government teachers, teacher educators, and academic support staff associated with the teaching and learning of Hindi language in grades 1 to 3. This course has been recognized as a Diploma Course by an Open University in the state of Chhattisgarh. This is a blended distance-learning course aimed at developing knowledge and skills of teaching language and literacy.
- **Short-term Distance Learning Courses on Reading Comprehension and Teachers' Beliefs and Attitudes**  
Specialized one-month courses (about 20 hours of study and field work) for teachers and teacher educators. This course has been custom designed for participants who were stretched for time and might be interested in a specific aspect of learning – for instance a course on Reading Comprehension which was completed by 100 participants. or another course called “Changemakers” addressing beliefs and attitudes among teachers and teacher educators which introduced in Chhattisgarh.
- **3-month Distance Learning Course on Early Language and Literacy (ELL)**  
This is a certificate course on ELL and academic support. In 2017-18, it is specially designed for Cluster Academic Coordinators (CACs). CACs have the prime responsibility of supporting schools academically. It has all the components of the long term 9-month course with a special focus on academic support for primary schools.

*State Projects*

LLF supports selected states through implementation of comprehensive projects in schools. This includes teacher trainings, resource material for teachers, as well as classroom monitoring of teaching practices. Following interventions were initiated over the last three years:

- *Capacity Building and Learning Improvement Project in Haryana*

Language and Learning Foundation )LLF( and Haryana School Shiksha Pariyojna Parishad )HSSPP( signed a Memorandum of Understanding )MoU( in 2017 for mobilizing Resource Persons in teaching of Hindi language in primary schools. A situational analysis was completed to formulate the program design.

- *Early Literacy Project (MLE) in Rajasthan*

A project was initiated to support the Ma-badi Centers in 2016-17 which continued through 2017-18. From our situational analysis, it was found that in Udaipur district children's home language is a mix of Wagdi and Mewari . As the intervention was

envisaged with a focus on Wagdi-speaking children, it was decided to drop Udaipur district and 10 additional centres were taken up from Dungarpur district to maintain the target number of Ma-badi Centres at 30.

To take the initiative forward, an MoU was signed between the Government of Rajasthan and LLF in February 2018.

### **Technical Support**

- *Review of Pre-service Teacher Training Curriculum*

LLF Formulated a module on Early Language and Literacy (ELL) for Basic Training Certificate (BTC) course curriculum of Uttar Pradesh and D.Ed. curriculum of Chhattisgarh

- *Early Language and Literacy Framework*

The Ministry of Human Resource Development (MHRD), Government of India in collaboration with UNICEF decided to develop an early learning framework/package to serve as guidance for states and Union Territories for designing their own early learning enhancement programs. The framework had two sections: *Guidelines for Implementation of Early Learning Program and Manual for Pre-primary Classes*. Language and Learning Foundation (LLF) was MHRD-UNICEF's implementing partner in this project. The final resource document was developed by LLF and is being published by the UNICEF.

**IMPACT OF PROFESSIONAL DEVELOPMENT COURSES**

| Courses         | 2016-17 |               |                 |          | 2017-18 |               |                 |          |
|-----------------|---------|---------------|-----------------|----------|---------|---------------|-----------------|----------|
|                 | Target  | Direct Impact | Indirect Impact |          | Target  | Direct Impact | Indirect Impact |          |
|                 |         |               | Students        | Teachers |         |               | Students        | Teachers |
| <b>9 Months</b> | 102     | 87            | 1450            | 500      | 204     | 181           | 7150            | 1370     |
| <b>3 Months</b> | -       |               |                 |          | -       |               |                 |          |
| <b>1 Month</b>  | -       |               |                 |          | 100     | 74            | 2950            | 210      |

**TABLE-1**

| Year           | Budget (INR)       | Overhead   |
|----------------|--------------------|------------|
| <b>2015-16</b> | <b>25,90,502</b>   | <b>20%</b> |
| <b>2016-17</b> | <b>1,20,55,131</b> | <b>15%</b> |
| <b>2017-18</b> | <b>2,86,84,303</b> | <b>12%</b> |

**Budget to Overhead Ratio**

| Year    | Overhead Ratio |
|---------|----------------|
| 2015-16 | 20%            |
| 2016-17 | 15%            |
| 2017-18 | 12%            |

**TABLE-2**

## 2015-18 HIGHLIGHTS

- Signed MoUs with three state governments – Haryana, Chhattisgarh, and Rajasthan
- The 9-month distance learning course on ELL Prarambhik Bhasha Shikshan has been recognized as a Diploma Course by Pandit Sundarlal Sharma Open University, Chhattisgarh
- LLF has been involved in review and strengthening of pre-service teacher education in the states of Chhattisgarh and Uttar Pradesh.
- Strengthening of state resource groups and district resource groups for better teacher support on teaching Hindi and implementation of a demonstrative project covering 200 schools over 2 years in Haryana

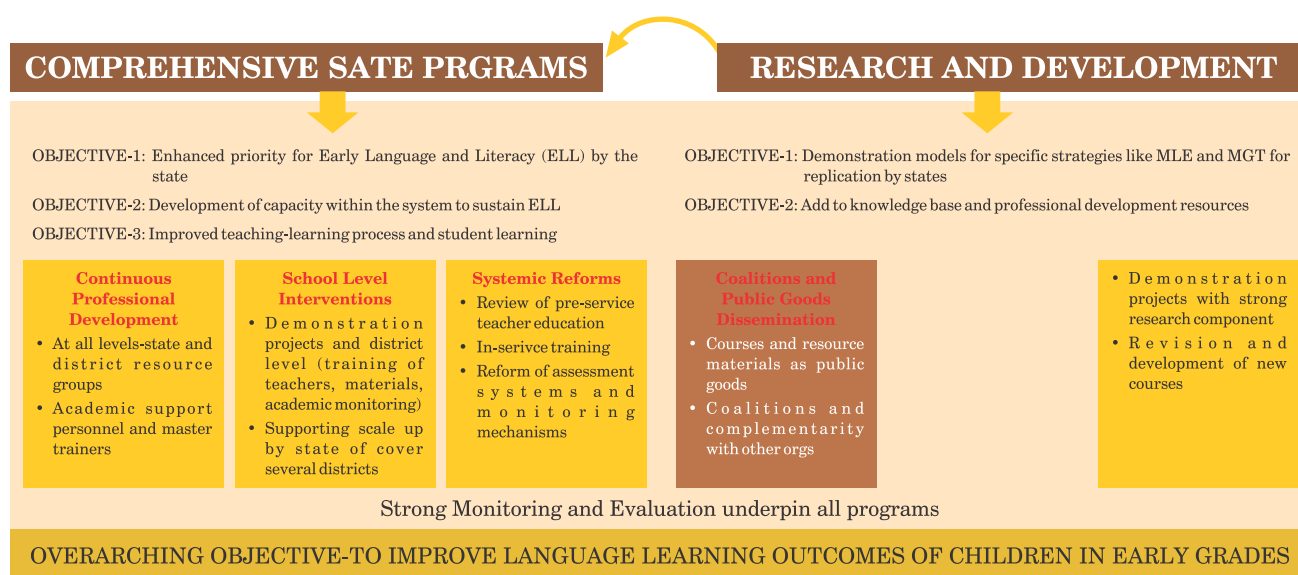




# THE REPORTING YEAR – 2018-19

## COMPREHENSIVE STATE PROGRAMS

In previous years, LLF's work in the five states was focused on professional development courses for teachers and teacher educators. Responding to requests from some state governments for adopting a more in-depth state-focused approach, LLF included the school-based program component. LLF has now articulated a more state-focused approach through three components: *continuous professional development courses, school-level interventions, and systemic reforms*. Figure 1 represents our strategic approach.



**FIGURE-1**

## SCALING UP AND SUSTAINABILITY

To build sustainability and scalability of the program, LLF has been particular about the following aspects:

- Signing of MoUs with state governments, along with commitment of resource sharing from the respective Government
- Setting up state and district resource groups of teachers and teacher educators, and their capacity building
- Resource Groups champion the agenda and processes for ELL and keep the messaging going even after LLF reduces its engagement.
- Collaboration with state governments towards a sustainable systemic reform for:
  - ✓ In-service training of teachers (Chhattisgarh, Haryana, and Uttar Pradesh)
  - ✓ Review of pre-service teacher education curricula run by State Councils for Education Research and Training (SCERT) in Chhattisgarh and Uttar Pradesh
  - ✓ Revision of state textbooks
  - ✓ Review and reform of assessment system
  - ✓ Improving academic monitoring and support to schools

## RESOURCE MOBILIZATION

The Year 2018-19 has been critical from resource mobilization point of view. Just at the threshold of the beginning of FY 2018-19, LLF had completed 3 years of existence, which is the basic qualification for applying for support from the CSR Units. In October 2018, LLF secured the FCRA registration too and became qualified for receiving foreign funds.

## STATE PROGRAMS

### THE STORY OF HARYANA

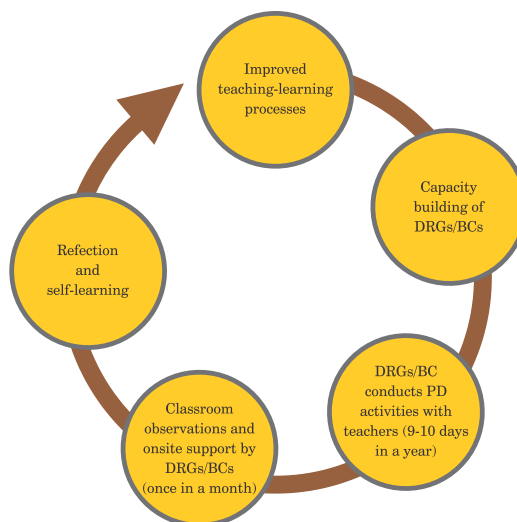
LLF rolled-out a demonstration project in Haryana in early 2018-19. It has been a comprehensive and multi-layered project implemented in collaboration with the Haryana School Sikshsa Pariyaojna Parishad (HSSPP) of the Government of Haryana. The objective of this intervention is to strengthen the academic support that can be provided by the State Resource Group (SRG), which would include the Block Resource Persons (BRP), Assistant BRPs among others, to Hindi teachers, and develop a state specific Early Literacy and Learning Package To achieve this objective, the focus has been on building capacity of state resource persons in terms of conceptual knowledge and classroom practices in order to effectively support teachers in literacy and language development process in early grades and to implement the literacy package developed by LLF in Haryana. Technical support for implementation in one district to demonstrate improved student learning is also being carried out in the Kurukshetra district.

### The Coverage

| District    | Block    | Number of schools | Number of teachers |
|-------------|----------|-------------------|--------------------|
| Kurukshetra | Thanesar | 77                | 86                 |
|             | Pehowa   | 56                | 57                 |
|             | Shahbad  | 42                | 43                 |
|             |          | <b>175</b>        | <b>186</b>         |

**TABLE-3**

### The Strategy



**FIGURE-2**

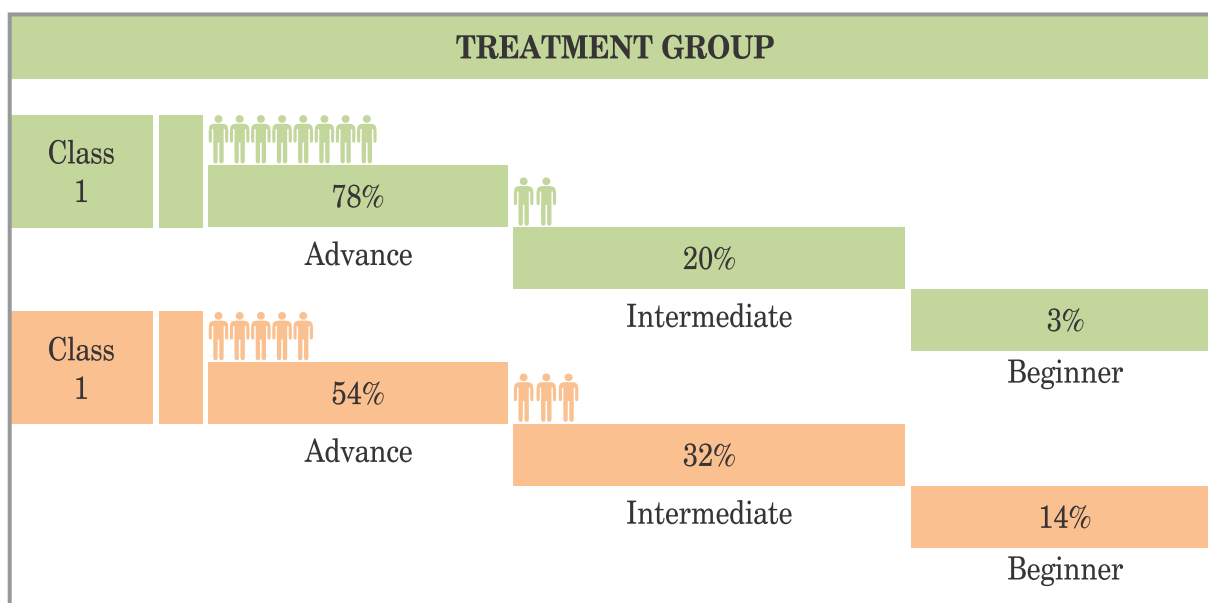
## Key Interventions

- Formulation of the Early Language & Literacy (ELL) Framework with following components:
  - Meaning-making holds central priority among activities
  - Equity in learning is a top consideration in designing strategies
  - Balanced instruction approach (in 4-block model)
  - Cooperative learning activities
  - Week-wise instructional strategies
  - Regular formal assessments and corrective strategies (Every 6th lesson is for children who are not learning as per expectation)
- 34 SRGs & 23 DRGs has been selected & trained on ELL framework
- 25 participants successfully completed the 9-month course in early literacy & language development
- 59 participants are doing the 3-month course on early literacy development & language development
- 186 teachers have been trained in ELL framework
- 785 monitoring and support visits have been conducted by resource persons in grade 1 of pilot schools.
- 3454 students of grade 1 have benefitted from ELL training

## Evaluation of the one year of implementation

|                                 | Treatment Schools | Control Schools |
|---------------------------------|-------------------|-----------------|
| No. of schools ( Sample )       | 24                | 30              |
| No. of students ( Sample )      | 335               | 401             |
| Students Scale Score (Average ) | 394               | 347             |

**TABLE-4**

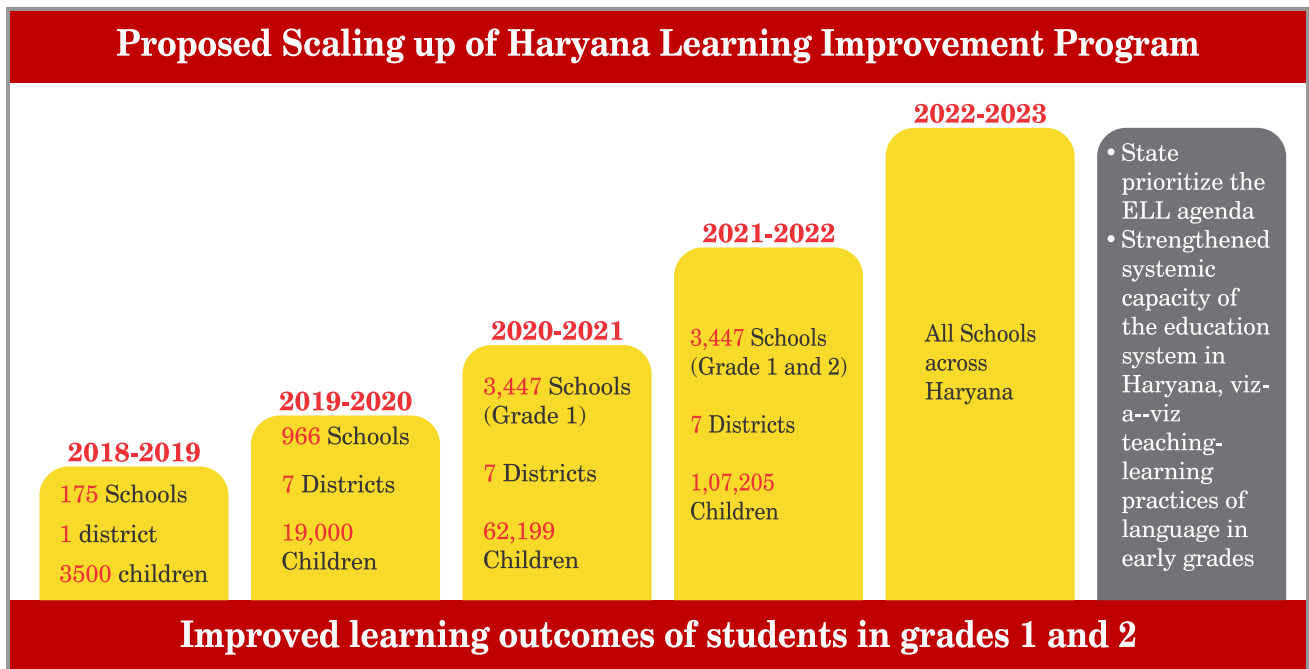


**FIGURE-3**

\* 330 & Above = Advance level / 270 to 329 – Intermediate level / Less than 270 = Beginner level  
 Source: 3rd party assessment by GMI commissioned by Government of Haryana

**Partners**

- Haryana School Siksha Pariyojna Parishad (HSSPP), Government of Haryana
- Central Square Foundation



**FIGURE-3**



*Inauguration of Teachers Manual by Mrs. Dheera Khandelwal, Additional Chief Secretary, Haryana*



*Baseline of classroom practice being taken by a Third Party for the batch 2018*



*Phonetic awareness session is going on in GPS Palwal, Haryana*



*Teacher training session in Haryana*

**LLF and HSSPP have been conferred the Best Field Initiative Award by South Asia Special Interest Group of Comparative and International Education Society (CIES) for the Haryana initiative.**



## THE STORY OF CHHATTISGARH

In Chhattisgarh, LLF has engaged in building capacity of teachers and the middle layer, vis-à-vis the Cluster Academic Coordinators (CAC) of Chhattisgarh. This has primarily been done through professional development courses of varying durations. Government of Chhattisgarh had suggested that a condensed version of the long-term course on ELL would better suit the CACs, who are academic monitors of schools. Committed to cover 1800 CACs in 3 years, LLF enrolled 400 CACs during 2018-19. To strengthen the overall system, an area approach has been adopted. It is proposed that participating CACs should come from 10 identified districts of the state. A comprehensive action plan to follow up with the CACs while in action was outlined which is under consultation process with the Government of Chhattisgarh (GoCG).

### Coverage

10 focused districts for professional development courses are *Raipur, Balod, Balodabazar, Bemetara, Bilaspur, Dhamtari, Durg, Mahasamund, Mungeli, and Rajnandangaon*

### Key interventions

- Launched a 3-month course for CACs. 400 CACs have completed the course
- Establish 'local mentor' system for 3-month courses; 20 local mentors identified from among government school teachers who have LLF's long-term ELL course. The decision taken by GoCG to pay local mentors from the state's kitty is an encouraging indicator towards systemic integration of the intervention.
- The Resource Pack, consisting of a collection of handouts, video recordings, activity booklet, and a resource guide to equip teacher educators (and also teachers) in conducting trainings and in self-improvement in the classroom, was developed.
- The first draft of the 4-month MLE Course formulated.

### Impact

| Impact   |          | Outreach |          |
|----------|----------|----------|----------|
| Teachers | Children | Teachers | Children |
| 368      | 4320     | 518      | 25470    |

TABLE-5

### Partners

- State Council of Educational Research and Training (SCERT), Government of Chhattisgarh
- Rajiv Gandhi Siksha Mission (RGSM), Government of Chhattisgarh
- UNICEF-Chhattisgarh

## THE STORY OF BIHAR

In 2018, a district-based approach was undertaken to implement professional development courses in Bihar. LLF and Bihar Education Project Council signed an MoU for a long-term intervention on Continuous Professional Development (CPD) of teachers and resource persons for improved practices of teaching Hindi in government schools.

### Coverage

Under this intervention, Gaya and Purnia districts were selected for consolidated intervention.

### Key Intervention

LLF implemented professional development courses for teachers and resource persons in two districts.

### Impact

| Impact   |          | Outreach |          |
|----------|----------|----------|----------|
| Teachers | Children | Teachers | Children |
| 193      | 5445     | 241      | 10845    |

TABLE-6

### Partners

- Bihar Education Project Council (BEPC)
- UNICEF - Bihar



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## THE STORY OF RAJASTHAN

To maintain the momentum gained through the project with Ma-badi Centres implemented in 2017-18 with support from UNICEF, the Government of Rajasthan signed an MoU with LLF in February 2018 to extend the initiative in government schools and identified 40 government schools in Dungarpur district to roll-out the initiative. The objective of the initiative was to develop a thoughtful approach and design for early language and multilingual education along with teaching-learning material including big books, poem posters flash cards, grids, workbooks for children, activity handbook, and teacher guide books in children's local language and Hindi for grade 1.



During the reporting year, following key activities were completed:

### ***Analysis of Language Situation in 25 project schools***

This exercise tried to understand the situation in terms of perspectives on language teaching and use of home language of children during classroom transactions, home environment of children in terms of print exposure and use of Hindi, and, how children and teachers use Wagdi and Hindi in the school environment.

### ***Sensitization of language teachers on MLE and early Language development***

A sensitization workshop was organized with language teachers in Seemalwada block of Dungarpur district. It was helpful for teachers to understand program approach and pedagogy and they were sensitized about using home language of children in language teaching.

### ***Revision and development of Early Language Development and MLE approach, design, and instructional material for grade 1***

This exercise had two components.

- A workshop was organized to brainstorm what could be done to develop an effective program / strategy for Wagdi-speaking children.
- Two subsequent workshops were organized in tandem to understand aspects such as what knowledge is available in Wagdi culture and how this could be included in creating teaching learning material for children, followed by a review of existing material, including textbooks

### ***Partners***

- Rajasthan Council of Secondary Education (RCSE), Government of Rajasthan
- UNICEF-Rajasthan

## **THE STORY OF UTTAR PRADESH**

### ***The MLE Project***

In the Mathura district of Uttar Pradesh, LLF was working with the Mathura District Institute of Education and Training (DIET) to help teachers address issues related to the gap between home language and school language. During 2018-19, LLF has initiated the process of developing local language material in home language (L1 - Bundeli) and in school language (L2 – Hindi) for grades 1 and 2 for the benefit of schools in Lalitpur district.

### ***Development of Early Grade Reading Paper under the Basic Training Certificate (BTC) Course***

SCERT-Uttar Pradesh requested LLF to develop a module on Early Grade Reading for the BTC Course. Two units have been finalized and are at the designing stage. The draft module had been submitted to SCERT for review.

## PROFESSIONAL DEVELOPMENT COURSES

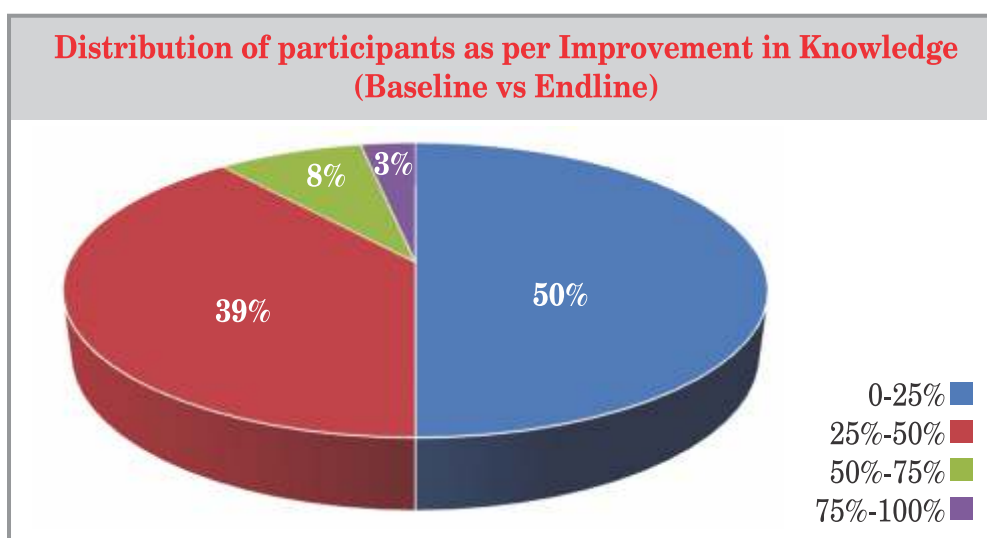
### LONG-TERM COURSE ON EARLY LANGUAGE AND LITERACY (9-MONTH)

#### OVERALL COURSE OUTREACH-

- 192 participants were enrolled in the course from five states- Bihar, Chattisgarh, Haryana, Rajasthan, and Uttar Pradesh.
- Participants' profile ranged from DIET Faculty members, State Resource Group Members, Samagra Sisksha Abhiyan (SSA) Personnel like BRPs , Cluster Academic Coordinators (CAC) , Block Resource Centre Coordinators (BRCC) and ABRCCs , Head Teachers, teachers, and some other candidates .
- This year the course secured affiliation from Pandit Sunderlal Sharma Open University (PSSOU), Bilaspur, Chattisgarh . 26 participants enrolled directly with the university for the course. LLF provided all the course material along with a mentor for these participants. However, the evaluation of these participants was done based on the university's norms.

| Enrolment | Completion | Completion Rate |
|-----------|------------|-----------------|
| 192       | 172        | 90%             |

**TABLE-7**



**FIGURE-4**

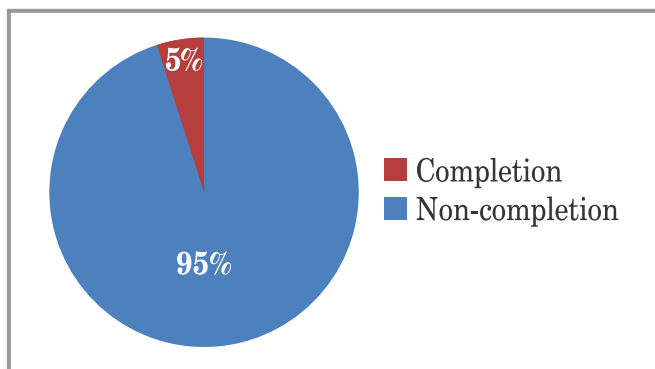
The 9-month Course on ELL has been upgraded to 1-year Course for rolling out in subsequent years and this has been recognized by Lalit Narayan Mithila University, Bihar as a Diploma Course.





### 3-MONTHS COURSE ON EARLY LANGUAGE AND LITERACY (ELL)

- Two batches of 200 Cluster Academic Coordinators (CAC) were enrolled in the 3-month Course in Chhattisgarh. Out of them 379 have completed the Course



**FIGURE-5**



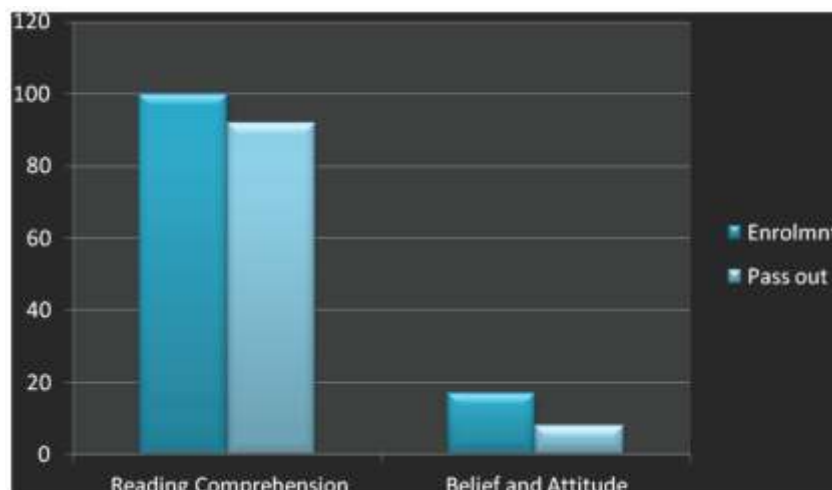
- Apart from ELL, this Course has been envisaged to help CACs in providing more effective academic support to teachers.
- By 2020, LLF is committed to cover 1800 CACs of the State with support from UNICEF.

### 1-MONTH COURSE ON EARLY LANGUAGE AND LITERACY (ELL)

- Following two Courses were completed:

| Course                       | Enrolment  | Graduates  |
|------------------------------|------------|------------|
| <b>Belief and Attitude</b>   | 17         | 8          |
| <b>Reading Comprehension</b> | 100        | 92         |
| <b>Total</b>                 | <b>117</b> | <b>100</b> |

**TABLE-8**



**FIGURE-6**

- Development of three more Courses completed:

**Children's writing:** This course focuses on how to facilitate and scaffold children's writing, especially in primary grades. The course provides conceptual understanding of development of writing, effective strategies, and activities that can be done in classrooms. The target group for this course is primarily teachers and teacher educators.

**Classroom observation:** This course is for resource persons/academic coordinators who observe classrooms and provide academic supports to teachers. The course includes understanding and practice of classroom observation and academic support.

**Word Problem:** This course is for early grade math teachers. with special focus on the role of oral language comprehension in solving wordproblems. The course includes conceptual understanding of word problems, its strategies, and activities. These courses will be implemented from 2019-20 onwards.



## HIGHLIGHTS OF 2018-19

### *Program*

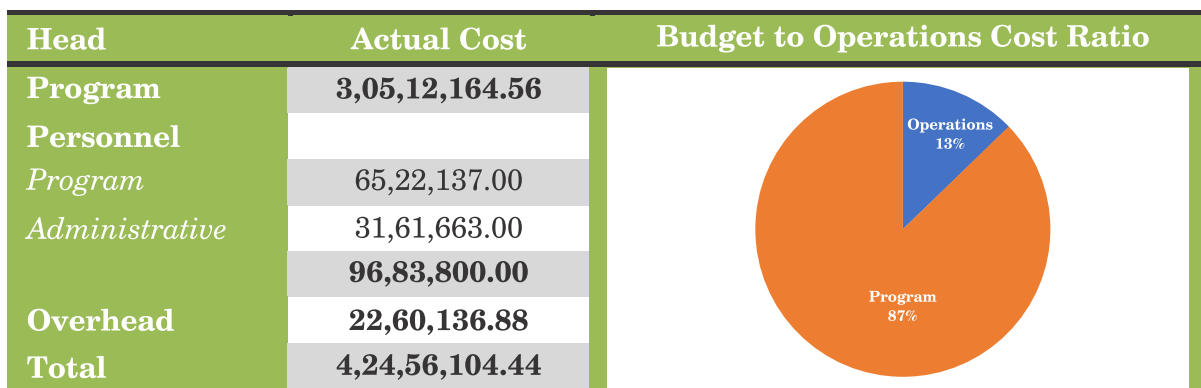
- The 3-month distance learning course on ELL has been recognized as a Diploma Course by Lalit Narayan Mithila University, Bihar
- Government of Chhattisgarh deputed government school teachers, who were alumni of the 9-month Course on ELL, as Local Mentors for 3-month Course on ELL.
- LLF has been conferred with the Best Field Initiative Award by South Asia Special Interest Group of Comparative and International Education Society (CIES) for its Haryana initiative.
- State of Haryana has decided to scale up the Learning Improvement program to 7 districts in a phased manner by 2021-22
- LLF has been registered under the Foreign Contribution Regulation Act (FCRA) and is now eligible to receive foreign funding.

### *Impact*

| Courses                    | 2018-19 |               |                 |          |
|----------------------------|---------|---------------|-----------------|----------|
|                            | Target  | Direct Impact | Indirect Impact |          |
|                            |         |               | Students        | Teachers |
| <b>9 months</b>            | 166     | 161           | 13850           | 1770     |
| <b>3 months</b>            | 300     | 284           | 5000            | 1840     |
| <b>1 month</b>             | 400     | 125           | 8750            | 390      |
| <b>School intervention</b> | 186     | 186           | 3454            |          |

**TABLE-9**

### *Budget*



**FIGURE-7**

**GEOGRAPHIC COVERAGE  
AS OF YEAR 2018-19**



**GLIMPSES OF 2019-20**

- Scaling up of Haryana Program, namely Improving Early Literacy Outcomes in Haryana, to 7 Districts covering 977 schools through a Development Impact Bond in partnership with IndusInd Bank and Central Square Foundation (CSF).
- Rolling out of 'Neev' Project with the objective of learning improvement in early grades in Durg district of Chhattisgarh in partnership with New India Assurance and HT Parekh Foundation.
- Technical support for the initiative on foundational literacy and numeracy (FLN) in Gujarat.

# FEEL OF THE FIELD

**Mr. Jai Shekhar Garg** is an Assistant Teacher in Dhusa Pratham Model Primary School, Balrampur, Uttar Pradesh. The mother-tongue (L1) of the students is *Maghai*, which is close to Hindi. Recently, the school's medium of instruction has been switched to English and this decision had put Jai Shekhar in a professional paradox. He had been working towards creative solutions to problems faced by his students in learning to read and write in Hindi, a language closer to their mother tongue. As Jai Shekhar joined the 2018 batch of the 9-month Course on Early Language and Literacy, he started to find solutions to address issues he faced in the classroom due to this policy learning from the Course, Jai relate to the critical principles alphabetic languages like *phonological awareness and phonological processing*. He now uses the strategy of awareness in Hindi first using scaffold and then moving on to reading and writing easier transition to English by developing phonemic children's first language as a to reading and writing easier transition to English by For this, he charts the route of through a lot of oral language rich classroom environment, sight word reading, vocabulary development, reading, and connected writing instruction through teacher modeled strategies of extended talk, visualization, interactive reading aloud, reading readiness, structured vocabulary development, and comprehension with a common thread of connecting oral work to reading and writing, systematic activities for comprehension building. While undergoing the Course itself, he had developed several Big Books, poem and story posters, word lists and word charts, graphic organisers, as well as a host of material for decoding and reading readiness. Jai Shekhar feels that he has learnt key components of Language Instruction and Learning from the Course and can now confidently deal with the gravest challenge of children not being able to read and write in his classroom and plans to share his experiences with other teachers in his block through *Professional Learning Communities*.



## Professional Learning Communities (PLC)

A workshop was organized in Uttar Pradesh in October 2018 to share activities of alumni of the 9-month Course. One of the highlights was that some of the alumni had formed Professional Learning Communities (PLC) to share knowledge and experiences among teachers. Following are some glimpses:

- Ms. Alpa Nigam (2016 batch), Head Teacher from English Medium Model Primary School, Tilauli, had formed a PLC called Neev . She shared how she had used the course learning at 3 levels: students, teachers, and parents. She also presented the different kind of activities she had done as a learning from the course.
- Mr. Akhileshwar Prasad Gupta (Coordinator) and Dr. Kunwar Bhagat Singh (Assistant Teacher) from Varanasi, both from LLF's 2016 batch, presented their experience of forming the PLC group Utthan and how they shared course learnings with teachers.
- Mr. Mridul Sharma (2017 batch), Head Master from Primary School Babugadh, Mathura, UP talked about his PLC group Kshitij and the various activities he has undertaken based on the course learning.
- Mr. Dilip Kumar Tiwari (2017 batch) shared that he had formed a group of 12 motivated teachers and headmasters and how this group had been conducting various activities in his school.



"The understanding developed through this course is very effective for BRPs. Strategies of teaching, skill and comprehension based approach and activities, initiating critical thinking, ZPD, scaffolding, GRR and the concept of language teaching, with a balanced approach, helps in improving the learning levels of children."

MEENA  
BRP, Haryana



Certificate distribution by Mission Director-  
RGSM, Director-SCERT and UNICEF  
State Head in Chhattisgarh



Signing of MoU with Rajasthan Council of  
Secondary Education



Signing of MoU with Lalit Narayan  
Mithila University, Bihar



District Education Officer, Gaya  
is addressing in the Mentor Workshop



Dr. Helen Abadzi's session with LLF Team



Dr. Dhir Jhingran, Executive Director - LLF  
is making a presentation in the Conference on  
Early Literacy

## BOARD OF TRUSTEES

**Dr. Dhir Jhingran**, the Founder and Managing Trustee of Language and Learning Foundation, has worked in the primary education sector for almost three decades. He has led programs like DPEP and SSA both at state and national levels and has conceptualized and implemented early literacy programs in India and other countries in Asia and Africa. He has authored two books based on empirical researches in primary education and contributed to many books and journals. He is on the Advisory Boards of several reputed organizations in the education sector in India and outside.

**Dr. Mahendra Kumar Mishra**, Trustee, is a well-known folklorist with a passion for work with tribal groups in India and is recipient of Sahitya Academy Award in 1999. He has conceptualized, designed and implemented multilingual education programs in Odisha and Chhattisgarh. He has been part of many seminars and conferences on Folklore and Multilingual Education in China, South Korea, Thailand, and Nepal.

**Mr. Sushant Verma**, Trustee, has got over eighteen years of intensive experience in managing social development programs within areas such as education, public health, livelihood promotion, community development, disaster management, corporate social responsibility and women's empowerment. He has been awarded various National and International awards for outstanding contribution in the field of community initiatives.

**Dr. Uddalak Datta**, Trustee, has been working in the field of elementary education for last two decades - both for government programs and for non-profit sector- across India. His focus has been predominantly on quality of education with emphasis on issues with regard to disadvantaged communities through strategic planning, capacity building and research initiatives.





## ADVISORY BOARD



**1. Ms. Vrinda Sarup Chairperson, Former Secretary, Ministry of Human Resource Development**

Ms. Vrinda Sarup is a retired IAS officer of the 1981 batch, who has served as Secretary to Government of India in the Dept. of School Education and Literacy, Ministry of Human Resources Development and in the Department of Food and Public Distribution. Ms. Sarup is the Chairperson of the Advisory Board. Ms. Sarup has worked in the sector of Education for over 23 years both at the Central and State Governments, where she has experience both as an implementer and policy maker.



**2. Prof. Venita Kaul, Professor Emerita (Ambedkar University Delhi)**

Prof. Venita Kaul is Professor Emerita (Education) Ambedkar University Delhi and Chairperson of the Advisory Committee of Center for Early Childhood Education and Development (CECED) at the university



**3. Mr. Ravi Sreedharan, Founder and Director of Indian School of Development Management**

Mr. Ravi Sreedharan is an Engineer from IIT-BHU (1985) and an MBA from IIM Ahmedabad (1988). He is the Founder and Director of Indian School of Development Management.



**4. Ms. Subhra Chatterji, Founder and Director, Vikramshila Education Resource Society**

Mrs. Subhra Chatterji has been working in the space of School Education since 1986. She is founder Director of Vikramshila, a resource organization that works across the country on issues of educational quality and equity.



**5. Mr. Ashish Dhawan, Founder and Chairman of Central Square Foundation (CSF)**

Mr. Ashish Dhawan is Founder and Chairman of Central Square Foundation (CSF) and a Founding Member of Ashoka University. He is on the Chair of India Advisory Board of Harvard Business School and a member of Yale's Development Council.



**6. Ms. Amrita Patwardhan Heads of Education and Sports portfolio of the Tata Trusts.**

Ms. Amrita Patwardhan heads the Northern Zone of the Tata Trusts. She has been with the Trusts since 2003. She was recipient of Edberg Foundation, Sweden's fellowship in 2001 and also completed Harvard summer course on 'Improving quality of education systems', Harvard University in 2007.



**7. Dr. Dhir Jhingran, Founder and Managing Trustee of Language and Learning Foundation**

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



# THE GLOBAL ADVISORS (HONORARY)



**Dr. Abul Khair Jalaluddin (A.K. Jalaluddin)**  
Distinguished educator, educational researcher and thinker



**Dr. Carolyn J. (Carol) Benson**  
Associate Professor, Teachers College,  
Columbia University



**Dr. Debi Prasanna Pattanayak**  
Noted linguist, Educationist and Activist



**Dr. Paola Uccelli**  
Professor, Harvard Graduate School of Education



**Dr. Susan E. Malone**  
Senior Literacy and Education Consultant, SIL

# ANNUAL ACCOUNTS

LANGUAGE AND LEARNING FOUNDATION  
V-19, First Floor, Green Park Extension, New Delhi - 110016  
Balance Sheet as at 31.03.2019

| Particulars                                       | SCHEDULE              | AMOUNT IN INR              |                            |
|---|-----------------------|----------------------------|----------------------------|
|   |                       | F.Y. 2018-19               | F.Y. 2017-18               |
| <b>SOURCES OF FUNDS</b>                           |                       |                            |                            |
| <b>I. FUND BALANCE</b>                            |                       |                            |                            |
| a> Corpus Fund                                    | [01]                  | 15,000.00                  | 15,000.00                  |
| b> General Fund                                   | [02]                  | 5,117,953.45               | 1,747,990.09               |
| c> Project Fund                                   | [03]                  | 1,125,797.62               | 4,200,618.86               |
| d> Asset Fund                                     | [04]                  | 1,285,266.63               | 1,047,443.63               |
|   |                       | <u>7,544,017.70</u>        | <u>7,011,052.58</u>        |
| <b>II. LOAN FUND</b>                              |                       |                            |                            |
| a> Secured Loans                                  |                       | -                          | -                          |
| b> Unsecured Loans                                |                       | -                          | -                          |
|   |                       | <u>-</u>                   | <u>-</u>                   |
| <b>TOTAL RS</b>                                   | <b>[I + II]</b>       | <u><b>7,544,017.70</b></u> | <u><b>7,011,052.58</b></u> |
| <b>APPLICATION OF FUNDS</b>                       |                       |                            |                            |
| <b>I. FIXED ASSETS</b>                            |                       |                            |                            |
| a> Gross Block                                    | [05]                  | 2,044,008.63               | 1,510,880.63               |
| b> Less: Accumulated Depreciation                 |                       | 729,653.00                 | 414,955.00                 |
| c> Net Block                                      |                       | <u>1,314,355.63</u>        | <u>1,095,925.63</u>        |
| <b>II. INVESTMENTS</b>                            |                       |                            |                            |
|   | [06]                  | 2,005,750.00               | 4,899,177.00               |
| <b>III. CURRENT ASSETS, LOANS &amp; ADVANCES</b>  |                       |                            |                            |
| a> Loans & Advances                               | [07]                  | 397,025.00                 | 271,193.00                 |
| b> Cash & Bank Balance                            | [08]                  | 4,875,128.51               | 1,838,941.95               |
| c> Other Current Assets                           | [09]                  | 3,572,510.56               | 111,551.00                 |
|   | <b>A</b>              | <u>8,844,664.07</u>        | <u>2,221,685.95</u>        |
| <b>LESS: CURRENT LIABILITIES &amp; PROVISIONS</b> |                       |                            |                            |
| b> Current Liabilities                            | [10]                  | 4,620,752.00               | 1,205,736.00               |
|   | <b>B</b>              | <u>4,620,752.00</u>        | <u>1,205,736.00</u>        |
| <b>NET CURRENT ASSETS</b>                         | <b>[A - B]</b>        | <u>4,223,912.07</u>        | <u>1,015,949.95</u>        |
| <b>TOTAL RS</b>                                   | <b>[I + II + III]</b> | <u><b>7,544,017.70</b></u> | <u><b>7,011,052.58</b></u> |

Significant Accounting Policies and Notes to Accounts [28]

The schedules referred to above form an Integral part of the Financial Statement.

For & on Behalf :

**S.SAHOO & CO.**

**CHARTERED ACCOUNTANTS**

FR No.: 322952E

FRN 322952E

New Delhi

**CA. SUBHAIN SAHOO, FCA, LLB**

**PARTNER**

M. No.: 057426

Date : 29.08.2019

Place : New Delhi

For & on behalf:

**LANGUAGE AND LEARNING FOUNDATION**



**Dr. Dhirvir Jhingran**  
Managing Trustee



**Dr. Uddalak Datta**  
Trustee

**LANGUAGE AND LEARNING FOUNDATION**  
V-19, First Floor, Green Park Extension, New Delhi - 110016  
Income & Expenditure Account for The Period Ended on 31.03.2019

| Particulars   | SCHEDULE        | AMOUNT IN INR        |                      |
|---|-----------------|----------------------|----------------------|
|   |                 | F.Y. 2018-19         | F.Y. 2017-18         |
| <b>I. INCOME</b>  |                 |                      |                      |
| Grants  | [11]            | 39,735,823.56        | 29,502,170.00        |
| Donations   | [12]            | 2,732,500.00         | 1,300,000.00         |
| Course Fees   |                 | -                    | 1,470,000.00         |
| Interest Income   | [13]            | 302,313.00           | 262,544.00           |
| Other Income  | [14]            | -                    | 725,300.00           |
|   |                 | <b>42,770,636.56</b> | <b>33,260,014.00</b> |
| <b>II. EXPENDITURE</b>  |                 |                      |                      |
| <b>Programme Related Expenses</b>                               |                 |                      |                      |
| Project CSF - Improving the Quality of School Education         | [15]            | 363,477.00           | -                    |
| Project CSF - Support for Early Language and Literacy           | [16]            | 18,115,092.00        | 9,193,969.00         |
| Project TATA - Support for Early Language and Literacy          | [17]            | 9,859,750.24         | 11,071,866.14        |
| Project UNICEF - Early Literacy and MLE Program                 | [18]            | -                    | 2,372,025.00         |
| Project RGSM - Capacity Building on Early language and Literacy | [19]            | 671,130.00           | 2,773,110.00         |
| Project RGSM - Preparatory                                      | [20]            | 544,483.00           | 885,043.00           |
| Other Programme Expenditure                                     | [21]            | 12,878,317.56        | 2,354,884.00         |
| <b>Administrative Expenses</b>                                  | [22]            | 23,851.64            | 1,084.06             |
| Depreciation  | [04]            | 314,698.00           | 174,508.00           |
| Less: Transferred to Asset Fund                                 |                 | 295,305.00           | 142,186.00           |
|   |                 | 19,393.00            | 32,322.00            |
|   |                 | <b>42,475,494.44</b> | <b>28,684,303.20</b> |
| <b>III. EXCESS OF INCOME OVER EXPENDITURE</b>                   | <b>[I - II]</b> | 295,142.12           | 4,575,710.80         |
| <b>IV. EXCESS OF INCOME OVER EXPENDITURE</b>                    |                 |                      |                      |
| TRANSFERRED TO GENERAL FUND                                     |                 | 3,369,963.36         | 375,091.94           |
| TRANSFERRED TO PROJECT FUND                                     |                 | (3,074,821.24)       | 4,200,618.86         |

Significant Accounting Policies and Notes to Accounts [28]  
The schedules referred to above form an Integral part of the Financial Statement.

For & on Behalf:  
S.SAHOO & CO.  
CHARTERED ACCOUNTANTS  
FR. No.: 322952E



CA. SUBHAJI SAHOO, FCA, LLB  
PARTNER  
M. No.: 057426

Date : 29.08.2019  
Place : New Delhi

For & on behalf:  
LANGUAGE AND LEARNING FOUNDATION

Dr. Dhirvir Jhingran  
Managing Trustee

Dr. Uddalak Datta  
Trustee

**LANGUAGE AND LEARNING FOUNDATION**  
**V-19, First Floor, Green Park Extension, New Delhi - 110016**  
**Receipts & Payment Account for The Period Ended on 31.03.2019**

AMOUNT IN INR

| Particulars                             | SCHEDULE | F.Y. 2018-19         | F.Y. 2017-18         |
|---|----------|----------------------|----------------------|
| <b>RECEIPTS</b>                         |          |                      |                      |
| Cash & Bank Balance b/d:                |          | 1,838,941.95         | 6,177,451.15         |
| FDs with Bank                           |          | 4,899,177.00         | 562,161.00           |
| Grants                                  | [23]     | 36,209,213.00        | 24,618,320.00        |
| Donations                               | [24]     | 2,732,500.00         | 1,300,000.00         |
| Course Fees                             |          | -                    | 1,470,000.00         |
| Interest Income                         | [25]     | 328,978.00           | 223,342.00           |
| Other Income                            |          | -                    | 725,300.00           |
| <br>Loan & Liabilities (Increase in CL) | [26]     | 3,460,291.00         | 1,045,420.00         |
|   |          | <b>49,469,100.95</b> | <b>36,121,994.15</b> |

**II. PAYMENT**


**Programme Related Expenses**

|   |      |                      |                      |
|---|------|----------------------|----------------------|
| Project CSF - Improving the Quality of School Education         | [15] | 363,477.00           | -                    |
| Project CSF - Support for Early Language and Literacy           | [16] | 18,115,092.00        | 9,193,969.00         |
| Project TATA - Support for Early Language and Literacy          | [17] | 9,859,750.24         | 11,071,866.14        |
| Project UNICEF - Early Literacy and MLE Program                 | [18] |                      | 2,372,025.00         |
| Project RGSM - Capacity Building on Early language and Literacy | [19] | 671,130.00           | 2,773,110.00         |
| Project RGSM - Preparatory                                      | [20] | 544,483.00           | 885,043.00           |
| Other Programme Expenditure                                     | [21] | 12,878,317.56        | 2,354,884.00         |
| <br>Administrative Expenses                                     | [22] | 23,851.64            | 1,084.06             |
| Grant Refunded  |      | -                    | 559,585.00           |
| <br>Other Advances & Deposits                                   | [27] | 132,121.00           | 172,309.00           |
| <br>Cash & Bank Balance c/d:                                    |      | 4,875,128.51         | 1,838,941.95         |
| FDs with Bank   |      | 2,005,750.00         | 4,899,177.00         |
|   |      | <b>49,469,100.95</b> | <b>36,121,994.15</b> |

Significant Accounting Policies and Notes to Accounts [28]  
The schedules referred to above form an Integral part of the Financial Statement.

For & on Behalf :  
**S.SAHOO & CO.**  
**CHARTERED ACCOUNTANTS**  
FR No. 3322952E  
  
**CA. SUBHAJIT SAHOO, FCA, LLB**  
**PARTNER**  
M. No.: 057426

For & on behalf:  
**LANGUAGE AND LEARNING FOUNDATION**

  
**Dr. Dhirvir Jhingran**  
Managing Trustee

  
**Dr. Uddalak Datta**  
Trustee

Date : 29.08.2019  
Place : New Delhi

# COLLABORATIONS

## STRATEGIC & FINANCIAL SUPPORT

Central Square Foundation

TATA Trusts

UNICEF India

Infoedge



TATA TRUSTS



infoedge

## IMPLEMENTATION PARTNERS

SCERT-Uttar Pradesh

SCERT Bihar

SCERT-Chhattisgarh

Rajiv Gandhi Shiksha Mission, Chhattisgarh

Pandit Sundarlal Sharma Open University (PSSOU), Chhattisgarh

Haryana School Shiksha Pariyojna Parishad, Haryana

Rajasthan Council of Secondary Education, Rajasthan

DIET, Dungarpur, Rajasthan

Lalit Narayan Mithila University, Bihar



## TECHNICAL PARTNERS

Organisation for Early Literacy Promotion (OELP)

Room to Read

Association for Stimulation and Knowhow

Teacher App



## RESEARCH PARTNERS

Early Literacy Initiative

University of Cambridge



## OTHER DONORS

Late Satyapal Mehta

Mr. Sandeep Mehta



V-19, 1st Floor, Green Park Extension, New Delhi – 110016

Tel: +91 11 26106045

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[www.languageandlearningfoundtion.org](http://www.languageandlearningfoundtion.org)

