LANGUAGE and LEARNING FOUNDATION

Strong Foundation, Stronger Future.
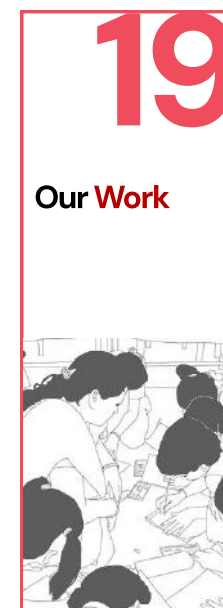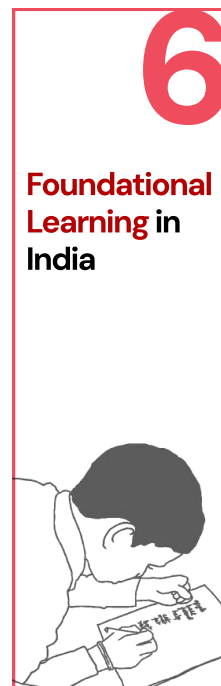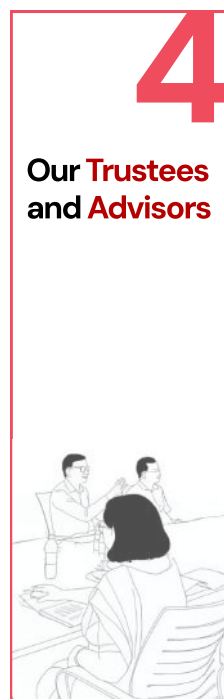
Annual Report

2024 – 2025

10

Celebrating a decade of building strong foundational learning at scale
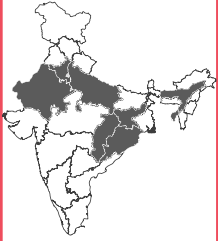
CONTENTS

10 YEARS

**CELEBRATING OUR PAST,
EXCITED FOR THE FUTURE.**

FOUNDER'S LETTER

A decade! We began our journey in 2015—it feels both like the blink of an eye and a lifetime of memories. When we started this journey, we had only passion and a clear vision to improve the foundational learning of all children. Today, we stand at the ten-year mark, humbled by the impact we've created together with the state governments, progressive funders, other non-profits, teachers, and all others in the education ecosystem. The ten-year milestone fills us with a sense of satisfaction, but also a deep understanding of responsibility.

Our four founding principles remain the guiding force behind our work: (a) we will work at scale because change is needed at scale; (b) we will work in collaboration with governments and work to strengthen the government system; (c) teachers are central to any improvement in student learning, therefore, our focus would be on continuous professional development of teachers and those who support teachers; and (d) children's familiar languages need to be included in the teaching and learning process in the early years. Focus on equity has been central to all our work since inception.

The past year has demonstrated what is possible when we collaborate with state governments. The Annual Status of Education Report (ASER) 2024 has brought good tidings: FLN learning outcomes have shown a marked improvement for the first time in two decades, showing how the national and state governments' focus on FLN is yielding good results.

Our system support in eight states in 2024-25 has helped provide improved textbooks and workbooks to more than 13 lakh children and 8 lakh teachers. Our District Demonstration Programme is being implemented in 18 districts across five states, impacting over 7 lakh children with an outcomes-focused approach. We have expanded our work to include children's familiar languages in the Foundational Literacy and Numeracy (FLN) programme through a multilingual approach to ten languages and nearly 1,00,000 children across four states.

Independent third-party evaluations in three states reaffirmed the strength of our outcome-oriented approach to improving student learning. In Shravasti, literacy gains were striking, with reading comprehension improving by 1.44 standard deviations. Varanasi showed very large effects in oral reading fluency and non-word reading, both at 0.94 standard deviation, while Bastar's multilingual programme recorded 20 per cent gains in literacy and 18 per cent in numeracy over the baseline. The LiftEd programme in Uttar Pradesh, designed to improve FLN outcomes through systemic change, has shown encouraging midline results: numeracy scores improved by 0.39 standard deviations and literacy by 0.34 standard deviations in Fatehpur. Together, these findings demonstrate that children are learning better where our programmes are at work, in collaboration with governments.

As we look to the future, our north star is to help improve the learning outcomes of 60 million children and reduce learning disparities by 2030. We are preparing to scale our comprehensive FLN model from Balvatika to Grade 5. Thus, we will work towards strengthening early childhood education through Balvatika models within the government primary schools. We will also support the development of foundational skills and beyond in Grades 4 and 5. Our focus on the inclusion of children's familiar languages in areas with linguistic diversity will be further enhanced. Our commitment to learning equity will become even stronger. We are now much more focused on supporting a more inclusive classroom culture for girls and other marginalised groups.

Ten years is both a celebration and a beginning. I am grateful to every colleague, partner, friend, and supporter who has walked with us on this journey. Together, we will take the work forward with renewed energy and focus to achieve the ambitious goal of all children mastering foundational skills.

Dhir Jhingran
Founder & Executive Director
Language and Learning Foundation

OUR TRUSTEES AND ADVISORS

Board of Trustees

Advisory Board

> I have never seen a team as dedicated as Dr Dhir and his colleagues at LLF, across any sector. Their hard work and effort are remarkable, and I can see the change their dedication is bringing. For any non-profit or education organisation, it is vital to build constructive relationships with the government, to advocate, to influence policy, and to engage in dialogue. Having been on both sides of the table, I can say that this kind of critical engagement is a rare credit for an NGO.
>
> LLF is one of the very few organisations I have seen that is truly outcomes-driven. An NGO that refuses to compromise on process, while never losing sight of the outcomes that must be achieved and the time frame in which to achieve them. That is their unique strength.
>
> At the foundational learning stage, children in India come from diverse language backgrounds. The multilingual approach that LLF is implementing with governments is pioneering. Very few NGOs have taken this up. And without bridging the gap between home language and medium of instruction, the goal of universal foundational literacy will remain incomplete.
>
> I hope LLF's efforts continue to grow, and that with government support, other states adopt and reinforce this work as well.

Vrinda Sarup
Former Secretary, School Education, Ministry of Human Resource Development, Government of India

Amrita Patwardhan
Head of Education, Tata Trusts

Dushyant Singh
Managing Director, Playbook Partners, India

Nishi Suri
International Brand Consultant & Strategic Marketing Communications

Ravi Sreedharan
Founder & Director, Indian School of Development Management

Shaveta Sharma Kukreja
CEO & Managing Director, Central Square Foundation

Shubhra Chatterji
Director, Vikramshila Education Resource Society

Dr Venita Kaul
Professor Emeritus, Ambedkar University

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

Global Advisors

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

Dr Debi Prasanna Pattanayak
Noted Linguist, Educationist, and Activist

Dr Marcia Davidson
Senior Technical Advisor, FHI 360

Dr Paola Ucceli
Professor, Harvard Graduate School of Education

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

Prof. Amita Chugdar
Professor, Education Policy, Michigan State University

US Board Members

Anil Bhojwani
Executive Consultant, Enterprise Systems Consulting Inc.

Casey Johnson
Vice President, National Portfolio & Learning, GreenLight Fund

Stacey Warner
Ex-Global Strategy Director, Room to Read

Tanvi Bikhchandani
Co-Founder, Tamarind Chutney

Sandeep Mehta
Chief Executive Officer, Ajira Software LLC

FOUNDATIONAL LEARNING IN INDIA

Foundational Literacy and Numeracy (FLN) refers to children's ability to read with comprehension, write simple text, and do basic math operations (like addition, subtraction) by the end of Grade 3. FLN skills are widely recognised as the essential building blocks for all future learning, enabling children to progress to higher-order skills needed in future school years. Without a strong foundation in these skills, children struggle to keep pace with the curriculum, often leading to learning gaps that persist and widen over time.

Hundreds of thousands of children worldwide complete primary school without acquiring these essential skills, leaving them at a lifelong disadvantage. The implications extend far beyond the classroom as these gaps directly drive wage disparities, and the failure to acquire foundational skills can reduce lifetime earnings by up to 9% (World Bank, 2022). This challenge is more pronounced in our country.

Closing these learning gaps can unlock massive economic potential, with national analyses suggesting that improving foundational learning in India could add 7.39% to the country's GDP (State of FLN in India Report, 2021). Evidence suggests that children who master foundational skills earn more, live healthier lives, and break intergenerational poverty cycles (World Bank, 2018).

For the past decade, Language and Learning Foundation has been working to close the gaps in foundational learning, and our work has shown results at scale. Through deep partnerships with state governments, we build institutional capacity, run large-scale district demonstration programmes, enhance teacher and middle-tier capabilities, and create inclusive models aligned with National Education Policy (NEP) 2020 and National Curriculum Framework- Foundational Stage (NCF-FS) 2022, strengthening public education from within.

This systemic approach delivers equity-driven, measurable, and sustainable impact, directly advancing India's NIPUN Bharat Mission.

Low foundational literacy and numeracy outcomes are prevalent across India.

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)

51%
of children in Grade V cannot read Grade II level text
(ASER 2024)

69%
of children in Grade V cannot perform simple division
(ASER 2024)

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)

One man picks three apples and puts them in a basket. Another one puts two oranges in a basket. How many fruits are there in the basket?

- 2
- 4
- 1
- 5

For many children in India, this basic addition problem represents an insurmountable challenge—not because they lack intelligence, but because they haven't mastered Foundational Literacy and Numeracy (FLN).

Answer: 5

ABOUT
LANGUAGE AND LEARNING FOUNDATION

We collaborate with governments for sustainable impact on children's foundational learning outcomes at scale.

Language and Learning Foundation (LLF), established in 2015, is committed to improving Foundational Literacy and Numeracy (FLN) outcomes for children studying in government primary schools across India, at scale. Since our inception, we have reached 2.18 crore children and 11.82 lakh teachers, mentors and educators across the states of Uttar Pradesh, Haryana, Odisha, Chhattisgarh, Jharkhand, Rajasthan, Assam, Tripura, Gujarat and Bihar through close collaboration with national and state governments.

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

Mission
By 2030, we will reach 60 million children by influencing the classroom practices of more than 2 million teachers and teacher educators. We are committed to supporting the government's mission to ensure that all children have strong foundational skills.

Improving Foundational Literacy and Numeracy in India at scale

Our focus

| Balvatika | Grades 1–3 | Grades 4–5 |

What we do

| Continuous Professional Development | District Demonstration Programme | System Strengthening |

A Multilingual Approach

How we work

State-level Technical Support
- Build capacity of State Resource Groups (SRGs)
- Co-create instructional design, materials, teacher handbooks, etc.
- Orient state-level resource groups for training teachers and mentors
- State LLF team of 5–6 people

National Level

State Level
We Do > You Do

District Level

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

09

10 YEARS OF PROGRESS

Since 2015, we have partnered with 10 state governments, reaching 2.18 crore children and 11.82 lakh teachers, mentors and educators.

2017
- **Launch of new Continuous Professional Development** courses
- Team: 16
- States reached: 5
- Teachers reached: 2,313
- Children reached: 55,620

2015
- **Registered as a Charitable Trust**
- **First grant** from **Central Square Foundation** fuelled LLF's growth and impact
- Team: 3

2016
- **Launch of 8-month flagship course** for teachers and teacher educators, Supported by **TATA Trusts and UNICEF**
- Team: 8
- States reached: 5
- Teachers reached: 821
- Children reached: 27,000

2018
- **School-based demonstration intervention programmes** in **Haryana in 175 schools impacting 3500 children**
- **Best Field Initiative Award** from Comparative and International Education Society (CIES)
- **Advisory Board** established
- Team: 29
- States reached: 5
- Teachers reached: 6,010
- Children reached: 1,43,100

● 2020

- **Technical support for system strengthening: 3 states** (Haryana, Uttar Pradesh, Chhattisgarh)
- Team: 147
- States reached: 7
- Teachers reached: 1,74,278
- Children reached: 6,15,386

● 2021

- Received **first support** from the **Gates Foundation**
- **Technical support for system strengthening expands** with the addition of **1 state** (Odisha)
- Part of the **National Steering Committee** for preparation of National Curriculum Framework (NCF)
- Awards: **Best NGO in Education and Literacy** by Global NGO Expo, **Platinum Award at Master Transformation** conference
- Team: 167
- States reached: 8
- Teachers reached: 5,70,854
- Children reached: 86,89,550

● 2019

- Implementation of **India's first CSR-funded Development Impact Bond (DIB)**, reaching 1,64,000 children and 7,500 teachers in Haryana
- Team: 116
- States reached: 7
- Teachers reached: 23,474
- Children reached: 5,28,120

● 2022

- 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 expands** with the addition of **1 state** (Assam)
- **Outcome-based projects initiated** - LiftEd and Prevail
- Team: 97
- States reached: 8
- Teachers reached: 7,17,978
- Children reached: 1,02,82,425

● 2024

- **Technical support for system strengthening in 7 states** (Haryana, Uttar Pradesh, Assam, Chhattisgarh, Odisha, Jharkhand, Tripura)
- **MLE programme expands** 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
- Team: 222
- States reached: 10
- Teachers reached: 10,85,789
- Children reached: 1,62,58,020

2025

● 2023

- **Scale up of school demonstration programmes** to **33 districts** impacting **14 lakh children** and **2,50,000 teachers**
- Team size: 219
- States reached: 8
- Teachers reached: 8,35,789
- Children reached: 1,45,72,046

OUR IMPACT AND REACH SINCE 2015*

10 States

- Uttar Pradesh
- Haryana
- Odisha
- Chhattisgarh
- Jharkhand
- Rajasthan
- Assam
- Tripura
- Gujarat
- Bihar
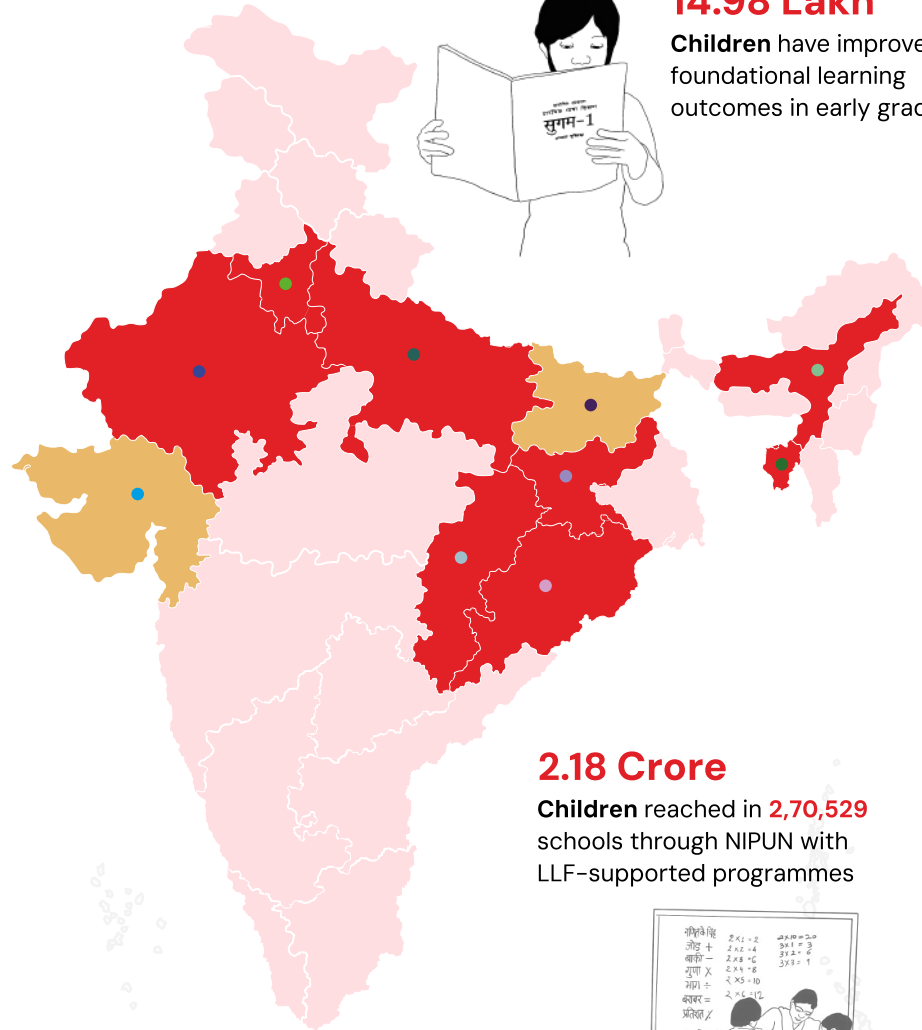
14.98 Lakh
Children have improved foundational learning outcomes in early grades

17
Languages for Foundational Literacy and Numeracy (FLN) and bi/multilingual education

11.82 Lakh
Teachers, mentors, and **educators** reached through trainings and courses of state governments

2,75,800
Teachers, and **30,883 teacher mentors** have completed our professional development courses on FLN

2.18 Crore
Children reached in **2,70,529** schools through NIPUN with LLF–supported programmes

*Cumulative data as on 31st March 2025

ROUND UP

24-25

FLN intervention in Shravasti

In Shravasti, 160 out of 200 teachers completed the one-year literacy course, with 82.5% showing stronger FLN knowledge and practices. We also developed two FLN modules for the Diploma in Elementary Education (D.El.Ed) curriculum and piloted an alumni-led mentoring model now reaching 350 teachers across eight districts. Our three-year partnership in Uttar Pradesh concluded this year.

PALASH Multilingual Education (MLE) Programme, Jharkhand

We rolled out the PALASH Multilingual Education (MLE) programme across seven districts of Jharkhand. Combining state technical support with a district demonstration model, it now covers 1,000 schools and 22,633 children, with bilingual teaching–learning materials developed in five tribal languages and a dedicated dashboard to track progress.
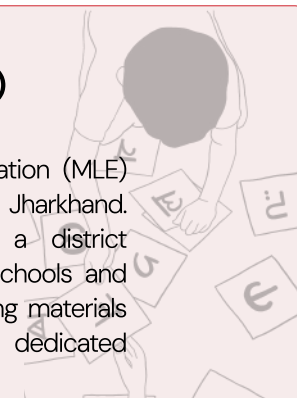
External evaluations confirm strong FLN results

This year, five independent evaluations across three states validated measurable learning gains from LLF's programmes. In Varanasi, effect sizes of 0.94 SD were recorded for both oral and non-word reading. In Shravasti, oral reading fluency improved by 1.23 SD. Evaluation of LiftEd impact bond also shows effect size of 0.39 SD in numeracy (Fatehpur) and 0.12 SD in literacy (Sirsa). More importantly, FLN intervention through the MLE approach has shown gains of 20% and 18% in literacy and numeracy respectively.
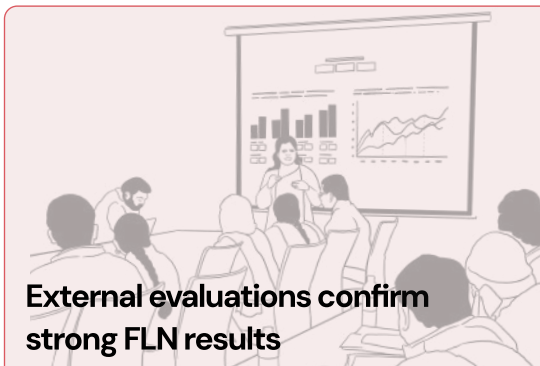
Advancing gender in FLN

We strengthened LLF's organisation-wide strategy by embedding a gender-responsive lens across organisational culture, state-level support, and classrooms. Our pilots in 2024–25 created gender-responsive materials, teacher training, and classroom models that show how gender responsive pedagogy can enhance FLN outcomes at scale.

Building national evidence on teaching–learning practices

We completed India's first Teaching Learning Practices Survey (TLPS) in partnership with four other organisations and Ei as the evaluation partner, observing 1,050 classrooms across nine states to generate deep insights into how FLN is taught in Grades 1–2. Alongside TLPS, our process studies and equity-focused pilots are generating evidence to inform teaching.
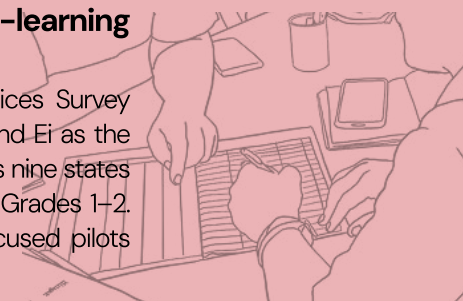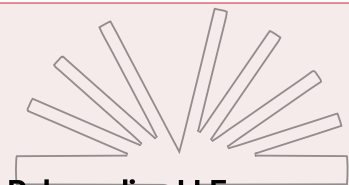
Rebranding LLF

We refreshed the organisation's brand identity to mark a decade of impact and signal our ambitious future. Our new logo, symbolising deep-rooted knowledge and a stronger future, anchors this transformation. We launched a brand film to share the LLF story with partners and stakeholders and updated our platforms and collateral to reflect a bold, unified identity that will carry us into the next decade.

Sharing lessons from India globally

At Comparative and International Society (CIES) 2025, we convened four panels on multilingual education, middle-tier leadership, and system reform with global peers from Pratham, Columbia University, and Oxford. At What Works Hub for Global Education (WWHGE), Oxford and British Council Delhi, we shared lessons from India's state partnerships that inform global scaling strategies. We supported curriculum review and multilingual pedagogy workshops in Kenya with Zizi Afrique, and co-facilitated More Maths per Minute (M3) workshops on assessment in Ghana, connecting India's classroom experience to global numeracy discussions.
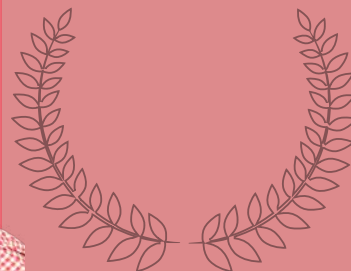
National and global recognition for Multilingual Education and FLN

Our multilingual programme in Bastar, reaching 38,000 children across 1,524 schools, won the Nexus of Good Award and CIES South Asia SIG Award. We also received recognition from the Indian Chamber of Commerce (ICC), Business World, and Room to Read. These accolades affirm our work for being both impactful and sustainable.
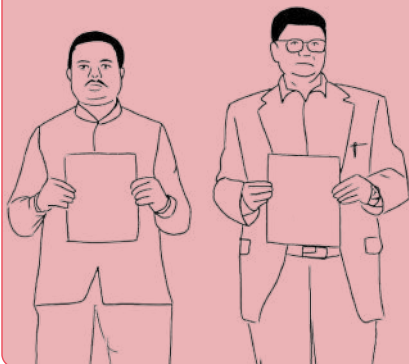
Launch of digital knowledge initiatives

Launched by the Hon'ble Minister of Education, Shri Dharmendra Pradhan, FLN Pitara houses open-access FLN resources in English, Hindi, and partner state languages. FLN Samvaad drew in 7,000+ educators from 14 states, enabling knowledge exchange across geographies. Our podcast, LLF Speaks, brings together varied stakeholders to bridge policy and practice through meaningful conversations.

Strategic direction 2025-30

With Bridgespan, we began charting a 2025–2030 roadmap that builds on National Education Policy (NEP) 2020 and NIPUN Bharat. Our goal is to reach 60 million children, guided by stronger governance, data systems, and partnerships grounded in inclusion and scale.

THOUGHT LEADERSHIP CONVERSATIONS

Comparative and International Education Society (CIES) conference, Chicago

At CIES 2025, LLF organised four high-level panels on MLE, demonstration programmes, middle-tier leadership, and implementation science. Our Founder-Director, Dhir Jhingran, spoke on multilingual policy work, Director of State Programmes, Sanyukta Chaturvedi, shared insights on demonstration programmes and teacher support models. Associate Director, Continuous Professional Development , Shveta Lall presented on teacher mentorship and middle-tier capacity building and, Senior Programme Manager, MLE, Smriti Mishra talked about India's linguistic diversity & shared key insight on LLF's MLE work across states.

Foundational numeracy partnership with Kenya

From February 6–10, 2025, LLF partnered with Zizi Afrique Foundation in Kenya to strengthen the country's national agenda for foundational numeracy. Our team provided strategic inputs for the review and visualisation of Kenya's foundational numeracy curriculum. To build local capacity, we facilitated a pedagogical workshop for the Zizi Afrique team on evidence-based instructional strategies suited to multilingual, resource-constrained settings.

Evidence generation for Social and Behaviour Change conference, New Delhi

On January 16, 2025, we participated in the Evidence Generation for Social and Behaviour Change (SBC) conference, organised by UNICEF and New Concept Centre for Development Communication (NCCDC). Our Founder-Director, Dhir Jhingran, spoke on the challenges of adopting SBC in education systems and how LLF is embedding SBC principles into mentoring and programme design.

More Maths per Minute (M3) workshop, Ghana

From August 12–14, 2024, LLF participated in the M3 workshop in Ghana, represented by our team: Sunil Kushwaha, Lead, Numeracy, and Uttam Gogoi, Academic Specialist, Numeracy. The workshop explored how instructional time and task design can enhance foundational numeracy. We co-facilitated a session on key numeracy domains, contributing practical perspectives on task design and pedagogy, reinforcing the value of low-cost formative assessments and multilingual scaffolds for inclusive numeracy learning.

What Works Hub for Global Education Conference, Oxford

On September 24, 2024, our Founder-Director, Dhir Jhingran, represented the organisation at the #WWHGlobalEd24 Community of Practice workshop in Oxford. Speaking on scaling with government systems, he brought India's experience to the global stage and outlined practical lessons that resonated with peers working across low- and middle-income countries. The discussion emphasised how lasting change depends on building a shared vision with stakeholders.

LiftEd annual convening, New Delhi

We participated in the LiftEd Annual Convening in New Delhi, which brought together 175+ donors, non-profits, think tanks, and experts to reflect on strengthening FLN in India. Our Founder-Director, Dhir Jhingran, spoke in a panel on the opportunities and challenges of driving systems change through the LiftEd Development Impact Bond. The discussion highlighted how the $18 million initiative is transforming classrooms across 15+ states and benefitting 33 lakh children.

Middle-tier workshop, Oxford

On September 27, 2024, at the Saïd Business School, University of Oxford, our Founder-Director, Dhir Jhingran, spoke at a session on the 'Middle Tier of Education Systems – Evidence and Measurement,' hosted by Better Purpose. He shared how LLF is strengthening the middle tier by equipping Teacher Mentors to provide meaningful instructional support. He emphasised that data on Teacher Mentors can be used to implement a differentiated approach to capacity building.

Innovation challenge panel participation, Jharkhand

On August 21, 2024, at Xavier Institute of Social Service (XISS), Ranchi, LLF joined a panel titled Maximising CSR Impact: Aligning Corporate Goals with FLN Objectives in Jharkhand. Representing LLF, Sana Masroor, Associate Director, Strategic Communications and Outreach, shared our vision for strengthening FLN outcomes in the state and the role of CSR in supporting multilingual education. The panel discussed how public and private sectors can work together to address foundational learning needs in Jharkhand's diverse cultural context.

FLN ecosystem masterclass

In collaboration with Bachpan Manao, we conducted a masterclass on the 4-Block Model, aligned with the NCF and NEP, to strengthen the FLN ecosystem. Facilitated by Sunil Kushwaha of LLF, the session engaged over 25 grassroots NGOs in an interactive exchange on best practices in numeracy.

Multilingual practice with Shiksharth, Chhattisgarh

We concluded a blended capacity-building course on multilingual education with Shiksharth, a grassroots organisation in Sukma, Chhattisgarh, as part of our efforts to strengthen the FLN ecosystem. The course combined in-person workshops with weekly online sessions, equipping 15 Shiksharth team members with practical, context-specific strategies to implement multilingual approaches in classrooms.

What Works Hub for Global Education (WWHGE) India conference at British Council, New Delhi

On December 12, 2024, our Founder Director, Dhir Jhingran, joined a panel on the Future of Education in India at the British Council, New Delhi. The discussion brought together leading stakeholders to explore how evidence can inform policymaking and accelerate progress on SDG 4: Quality Education.

OUR WORK

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

DISTRICT DEMONSTRATION PROGRAMME

SYSTEM STRENGTHENING

MULTILINGUAL EDUCATION (MLE)

BALVATIKA

GENDER

ORGANISATIONAL DEVELOPMENT

RESEARCH AND PROCESS STUDIES

EVIDENCE AND LEARNING

CONTINUOUS PROFESSIONAL DEVELOPMENT

Redefining professional growth of teachers and teacher mentors in public education

We have always believed that teachers are at the heart of change in foundational learning. But lasting change cannot rest on teachers alone. For schools to thrive, the entire education ecosystem, including teacher mentors, cluster and block officers, district leaders, and academic institutions, must also have the skills, tools, and confidence to lead.

Our Continuous Professional Development (CPD) work goes beyond one-off training to create a culture of ongoing and embedded learning across the system. We design courses, resources, mentoring frameworks, and digital tools that build capacities at every level, from classrooms to clusters, and from blocks to districts.

2024–25 Impact Snapshot*

04
States

25,800 & **883**
Teachers   Teacher Mentors

have completed professional courses on FLN

02
Languages

*For the year 2024–25

Levers of Change

○ **Designing professional learning content**
We create blended and online courses, workshops, WhatsApp nudges, audio-visual resources, and handbooks that reach teachers and mentors at scale.

○ **Building capacity across the system**
We strengthen the capacity of teachers, teacher educators from the District Institute of Educational Training (DIET) and the State Council of Educational Research and Training (SCERT) faculty, members of state and district resource groups, and administrators to address every aspect of foundational learning.

○ **Improving classroom practice**
We focus on skills in literacy, numeracy, multilingual education, and supportive supervision so that teaching in early grades becomes engaging and effective.

○ **Strengthening teacher mentors**
We equip mentors with strategies to observe classrooms, provide constructive feedback, and foster communities of peer learning.

Year in Review

Partnership strengthens FLN foundation

2024–25 concluded LLF's 3-year partnership with Tata Trusts to strengthen FLN in Uttar Pradesh through three initiatives:

- **One-year course on foundational literacy**

  The Prarambhik Bhasha Shikshan course, launched in 2023 in Shravasti district, was completed in July 2024. It ran in two parallel batches with 200 participants for the first time. 160 teachers successfully completed the course (80% completion rate). Post-assessment results showed 82.5% of graduates demonstrated improved knowledge, skills, and beliefs. Teachers reported shifts from rote drills to child-centred pedagogy, leading to better classroom engagement and literacy outcomes.

- **Strengthening pre-service teacher education**

  Two initiatives strengthened pre-service teacher education in DIETs of Uttar Pradesh, with SCERT and Tata Trusts' support. First, a two-part FLN module was developed for the state's Diploma in Elementary Education (D.El.Ed) curriculum. Part 1 covers Early Childhood Education (ECE) and foundational literacy; Part 2 addresses foundational numeracy. These modules equip future teachers with a strong grounding in FLN pedagogy. Second, targeted support was provided to DIETs in Varanasi and Shravasti, focusing on improved classroom facilitation and enriched internship experiences. Resource centres were established in both DIETs with educational materials. Learning sessions included faculty capacity-building workshops, internship orientations, and monthly reading sessions with students.

- **Alumni mentor model**

  For the first time, 26 alumni of LLF's literacy course became mentors for practising teachers in their districts. They identified and selected 350 teachers across eight districts for the one-year foundational literacy course. Alumni guide participants beyond their regular work. Early results show promise. This peer-led model demonstrates how local leadership makes CPD sustainable and scalable within NIPUN Bharat.

"We have been working with teachers for the past 6 months as mentors. We are preparing them in such a way that they will also do mentoring in the future. Now, students are reading and writing with understanding."
View video here.
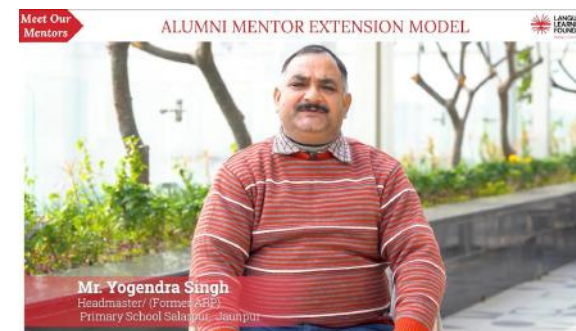
"We solve the problems and challenges faced by the students with team spirit. If we face any problem, LLF motivates, gives positive feedback and helps us. I hope that our students will also learn from the content."
View video here.

Course for multilingual education and multigrade teaching in Tripura

We are part of a consortium working to strengthen FLN in the state of Tripura. As a technical partner, we contributed to a course building primary school teachers' understanding of multilingual education and multigrade teaching strategies. The course targets approximately 3,000 teachers statewide over three years. In 2024–25, the first batch of approximately 800 teachers participated through blended delivery. LLF supported implementation by designing a 5-day face-to-face workshop session plans and conducting training of trainers to ensure effective delivery.

Sustained teacher capacity building

Through our CPD programme, we supported over 25,000 teachers and 880+ teacher mentors across 12 districts in Uttar Pradesh, Chhattisgarh, and Haryana. We combined online, blended, and mobile-based approaches to make professional development more continuous and accessible. Weekly WhatsApp nudges reached thousands of teachers, online numeracy courses engaged over 850 teachers with strong completion rates, and quarterly virtual sessions created space for deeper learning. More than 80% of teacher mentors and 77% of teachers reported finding these digital tools highly useful, reaffirming the role of EdTech in sustaining teacher growth.

Diagnostic study on Block Education Officers

We conducted a diagnostic study in Uttar Pradesh to understand the roles, challenges, and enabling factors shaping the work of Block Education Officers (BEOs) in balancing their administrative, academic, and community engagement duties. Using a mixed-methods design across seven districts, the study engaged 43 BEOs through online surveys, 16 through in-depth interviews, and 3 through full-day shadowing, along with inputs from 79 Academic Resource Persons (ARPs) and 2 Basic Shiksha Adhikaris (BSAs). This multi-layered approach provides rich insights into how BEOs navigate their responsibilities and highlights opportunities for strengthening their academic leadership in support of FLN.

दृढ़ इच्छाशक्ति और सही प्रशिक्षण की कहानी

अर्चना मिश्रा जी **प्रा. वि. भगवानपुर बनकट, इकौना, श्रावस्ती** में **इंचार्ज प्रधानाध्यापिका** के पद पर नियुक्त हैं। अर्चना जी हैं कि अपने शिक्षण के शुरुआती वर्षों में उन्होंने देखा कि बच्चों की उपस्थिति कम थी और भाषा सीखने में कठिनाई अधिक। "बच्चे वर्ण नहीं पहचानते थे, पढ़ने और लिखने से डरते थे," वे याद करते हुए कहती हैं। प्रारंभ में उन्होंने बारहखड़ी देखकर लिखवाना जैसी गतिविधियाँ अपनाई लेकिन इससे केवल कुछ ही बच्चे लाभान्वित हो पाए।

इस चुनौती को समझते हुए उन्होंने एक वर्षीय भाषा शिक्षण कोर्स करने का निर्णय लिया। कोर्स के दौरान सीखी गई गतिविधियों और संतुलित भाषा शिक्षण दृष्टिकोण ने उनके शिक्षण में क्रांतिकारी बदलाव लाया। वे बताती हैं, "कोर्स ने यह सिखाया कि बच्चों के विचारों को कैसे महत्व दें और किस तरह उनकी मौखिक भाषा को बढ़ावा दिया जाए।"

अब वे चित्र चार्ट, बिग बुक जैसे संसाधनों का उपयोग करती हैं और बच्चों से उनके अनुभव साझा करवाती हैं। "बच्चे अब वर्ण पहचानते हैं, अपनी बात रखते हैं और आत्मविश्वास से लिखते हैं" अर्चना जी गर्व से बताती हैं। कोर्स से मिली गतिविधियों—जैसे शब्द पहचान, डिकोडिंग, स्कैफोल्डिंग—ने बच्चों को सीखने के प्रति उत्साहित किया है। अर्चना जी का मानना है कि यह बदलाव उनकी दृढ़ इच्छाशक्ति और सही प्रशिक्षण का परिणाम है।

DISTRICT DEMONSTRATION PROGRAMME

Collaborating with government institutions at the district level to demonstrate effective ways of implementing strong FLN programmes

Over the past year, our District Demonstration Programme has shown what is possible when systemic change is built at scale. Working hand-in-hand with district and block-level officials, we have built sustainable institutional capacity for FLN implementation within the public education system.

Across demonstration districts, we implemented comprehensive programmes aligned with NIPUN Bharat and NEP 2020 priorities. Our work spanned the full cycle from designing state-approved training modules and multilingual materials to strengthening classroom practices to setting up data systems that track student learning outcomes. These districts now serve as living laboratories of change, where innovations are tested, adapted, and scaled to inform broader state strategies aimed at improving student learning outcomes.

2024–25 Impact Snapshot*

05
States

18
Districts

11,237
Schools

38,684
Teachers

7,19,437
Children

*For the year 2024–25

23

Levers of Change

○ **Teacher practice strengthens through structured classroom support**
Through structured observations, timely feedback, and contextual learning resources, we help teachers refine their practice and make every classroom more responsive to children's needs.

○ **FLN integration creates sustainable government processes**
By integrating FLN strategies into monthly review meetings and routine academic processes, we move beyond projects to build habits that endure within the government machinery.

○ **Strengthening demonstration district capacity for a data-driven culture**
We build a data-driven culture through strong MEL systems across all programmes. We collect structured data from classroom observations, assessments, and surveys that align with government datasets. District trainings, validation processes, and block-level dashboards ensure data quality and accountability.

○ **Creating scalable district models for learning success**
Each demonstration district now serves as a living example of effective FLN implementation, designed to be replicable, adaptable, and scalable across states.

○ **System leadership development drives change from within**
We partner with mid-tier officials—BEOs, BRPs, CRPs, ARPs, and ABRCs to co-create training, mentoring, and monitoring processes that build government capacity. Through structured school visits, data-driven reviews, and practical tools like teacher guides and remedial plans, we support continuous classroom improvement.

Year in Review

Communities step up to embrace inclusive learning

Through PALASH, we expanded multilingual education to 1,000 schools across seven districts in Jharkhand. Bilingual textbooks in tribal languages like Mundari, Ho, Kudukh, Khadia, and Santhali help children learn in their home languages before transitioning to the school medium. Community platforms like Bhasha Jatara and Ratri Chaupal engage parents, elders, and storytellers, making education truly participatory.

Cross-state visits enable peer-to-peer learning

We organised cross-state exposure visits to demonstration districts for delegations from Uttar Pradesh and Haryana. Mentors, Assistant Block Resource Coordinators (ABRCs) and teachers observed classrooms and block reviews, learning from Uttar Pradesh's strategic use of Academic Resource Persons (ARPs), tech-enabled Classroom Observation (CRO) tools, and structured academic mechanisms. These exchanges fostered valuable peer-to-peer learning.

Supporting teachers in holistic early child development

We strengthened early childhood education by redesigning Balvatika-3 Teacher's Guides and introducing holistic progress cards. These tools help teachers focus not only on literacy and numeracy, but also on children's overall development, ensuring stronger beginnings in the earliest years of schooling.

Building educational materials that teachers actually use, with a focus on children

In Haryana, we developed FLN textbooks and teacher guides for Grades 1–3. Uttar Pradesh added specialised training modules for teachers and early childhood educators to ensure classroom implementation. In Chhattisgarh, we created a Halbi–Hindi prototype textbook that informed bilingual material development in Jharkhand for Santhali, Ho, Kudukh, Khadia, and Mundari, a major shift towards inclusive, culturally relevant teaching for tribal communities.

Creating inclusive learning spaces in MLE demonstrative districts

Across the states of Jharkhand and Chhattisgarh, teachers, Cluster Resource Persons (CRPs), Block Resource Persons (BRPs), State Resource Groups (SRGs), and officials were trained in multilingual pedagogy through workshops, demonstrations, and school visits, making the classroom a place where children's languages are valued and leveraged for learning.

Museums of learning in every Bastar classroom

In Bastar, we conducted 900 storytelling sessions and created 57 Shala Sangrahalayas (school museums), turning classrooms into cultural spaces where children's heritage, stories, and languages come alive.

Vibha Guiding Lights celebrates committed teacher leaders

In Durg, under the Vibha Guiding Lights initiative, we celebrated the contributions of 25 teachers and 50 Cluster Academic Coordinators (CACs). Their leadership in advancing FLN under the Neev Programme stands as a reminder that committed individuals carry forward systemic change.

"

LLF's training has transformed my teaching, making learning engaging and effective. Over 90% of my students now excel in reading fluency and comprehension. Through DRG, I share these methods, promoting activity-based learning and innovative strategies. A print-rich environment and Teaching Learning Materials have boosted student engagement. I remain committed to continuous learning and supporting foundational literacy across our block.

-Mrs Indra Uike
District Resource Group (DRG), Gurur Block,
Balod, Chhattisgarh

Strengthening the government education system through state-level technical support for academic reform

Our focus is on embedding change within institutions so that improvements in foundational learning are not temporary projects but lasting systemic shifts. By working in collaboration with government structures and alongside state leadership, we ensure that reforms are sustainable, equity-driven, and accessible to every classroom.

2024–25 Outreach Snapshot*

Through the State Governments' NIPUN Programme

07
States

227
Districts

2,41,973
Schools

8,38,589
Teachers

*For the year 2024–25

Levers of Change

○ **Co-creating policy reform**

We partner with governments to design and implement policy reforms that foster scalable, equitable, and high-impact learning ecosystems across states.

○ **Curricular frameworks**

We develop instructional material and implementation strategies, following structured pedagogy frameworks that are aligned with NEP 2020, NCF-FS 2022, and NCF-SE 2023, embedding inclusive educational excellence.

○ **Building professional capacity**

We strengthen state institutions through co-learning sessions, courses and tools to accelerate foundational learning in the state.

○ **Generating evidence and driving innovation**

We support demonstration projects rooted in research and structured pedagogy, generating evidence that fuels continuous learning and innovation for inclusive foundational learning.

Year in Review

Enhanced textbooks for FLN grades rolled out statewide in Haryana

In collaboration with the State Council of Educational Research and Training (SCERT), Haryana, and the State Resource Group (SRG), we co-designed textbooks and workbooks for Grades 1–3 in alignment with NEP 2020 and National Curriculum Framework for Foundational Stage (NCF-FS) 2022, National Curriculum Framework for School Education (NCF-SE) 2023.

PALASH Multilingual Education (MLE) Programme, Jharkhand

In 2024, the PALASH programme was launched in 1,000 schools across seven districts for MLE in Jharkhand. At the state level, we supported the formation of a steering committee with Jharkhand Education Project Council (JEPC), Jharkhand Council of Educational Research and Training (JCERT), and key partners to guide the strategy for MLE. We also contributed to a consultative group of policymakers, researchers, and experts, helping to shape a comprehensive state policy on multilingual education

State-level multilingual pedagogies aligned with NEP 2020

We provided technical support to JCERT for the review and co-development of FLN textbooks for Grades 1–3, ensuring alignment with NEP 2020 and NCF-FS and multilingual pedagogy principles.

Special remedial projects in three states

Our team conducted remediation programmes in Uttar Pradesh, Haryana, and Chhattisgarh to support children lagging in foundational learning, ensuring equity and inclusion for all learners.

Co-creation of FLN packages in Chhattisgarh

We worked with SCERT, Chhattisgarh and SRG to co-develop Teacher Guides and Workbooks for Grades 1–3, aligned with NEP 2020, NCF-FS 2022, and NCERT textbooks. A state-level training module and capacity building of District Resource Groups supported effective classroom implementation.

Process studies generate evidence for programme improvements

Three process studies were conducted on 'Usage of weekly planner by teachers in Haryana', 'Status quo of daily remedial class in Uttar Pradesh', and 'A study on impact of specific teaching strategies of place value' in Chhattisgarh.' These studies generated evidence from classroom practice and informed improvements in programme design.

Strengthening Multigrade Teaching (MGT)

We supported four states in strengthening MGT strategies by developing robust resources and teacher training. We piloted structured multigrade strategies in 20 schools of Haryana, combining training, mentoring, and contextual materials to improve engagement.

Mathematical stories make foundational numeracy engaging and fun

We published 'Chulbuli ki Ginti' and 'Dhappa', two storybooks designed around key mathematical competencies. By introducing numeracy concepts such as counting, addition, and subtraction through storytelling, these resources offered a joyful and meaningful approach to early mathematics.

Resource development for teachers and teacher mentors

We enhanced existing teacher guides and cluster meeting facilitation designs, making them more visually engaging and user-friendly. We also developed facilitator guides, participant handbooks, and self-reflection tools for academic mentors to strengthen teacher support.

"

The revised curriculum allows for multiple checks for understanding, which is very different from rote learning. It has helped students to understand and master the targeted skills and competencies. Our teachers go through a 4-5 day intensive training that gives us a lot of clarity on what to teach, when and how. We can ensure students are actually understanding the concepts being taught instead of rote memorisation since the lesson plans in the teacher guide also include activities for students.

-Satyendra Tripathi
Head teacher, Rameshwar First Primary School,
Varanasi, Uttar Pradesh, India

Building strong learning foundations through children's home language

India's linguistic diversity offers a powerful resource for improving learning outcomes. Research consistently shows that children learn best when taught in the language they speak at home. Our multilingual approach enables children to begin their learning journey in their home language and use it as a bridge to learn the less familiar language at school. In partnership with state governments, we design and implement bi- and multilingual models to strengthen children's conceptual understanding and foster inclusion for learners from diverse backgrounds.

Multilingual Education (MLE) – Using two or more languages in teaching–learning process and a multilingual approach for teaching all subjects

MLE = Home Language (L1) + Medium of Instruction (R1) + Other Additional Languages (R2)

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.

2024–25 Impact Snapshot*

State-level

6
States

14
Languages

District-level

3
States

10
Districts

2,684
Schools

5,622
Teachers

95,419
Children

10
Languages

*For the year 2024–25

Levers of Change

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

Integrating MLE with FLN
Our team advocates 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.

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.

Year in Review

Award-winning initiative shows 31% literacy gains

The 'Inclusion of Children's Home Languages to Improve Foundational Learning Outcomes for Tribal Children' project received the 3rd Nexus of Good Annual Award in the Education category.

Scale

1,524 Schools across Bastar District

Reach

38,874 Schools, **1834** Teachers, and **320** Officials

Community Engagement

900 storytelling sessions and **57** school museums

Measured gains

↑**20%** Literacy, ↑**18%** Numeracy, ↑**28%** Word reading level 2, ↑**35%** Listening comprehension, ↑**33%** Writing (Bastar endline, GDF March 2025)

Best field-based Initiative
At the CIES South Asia SIG Awards, LLF was recognised for bridging linguistic gaps in Bastar, where only 5% of Grade 1 children speak Hindi. The programme began with Halbi (spoken by 50% of Grade 1 students) and expanded to Bhatri and Gondi, embedding community knowledge into the curriculum through capacity building and material development.

National MLE leadership
The National Consortium for Multilingual Education – India (NCMLEI) is a collective of committed individuals and organisations who have come together with a shared purpose: to strengthen and promote a transformative vision for MLE across India. Anchored by LLF, its members include organisations such as UNICEF, British Council, CARE-IPEL, SIL Global, Pratham Books and Room to Read.

In 2024–25, NCMLEI held two consultation meetings, building consensus among its members on the strategies for MLE practices in India. It also delivered a four-part webinar series where national and global thought leaders like Dr Sangsok Son (SIL International), Dr Carol Benson (MLE International), and practitioners from NCERT, LLF, and IPEL, contributed to dialogues on multilingual education.

10,000+ children learning through local tales
Since 2022, over 1,100 schools, 10,000+ children, and 1,000 storytellers have participated in the Storytelling festival led by the Chhattisgarh Education Department and LLF. Rooted in oral traditions, the festival provides opportunities for children to listen, narrate, write, and illustrate stories in their mother tongues. Villages have embraced the initiative, with many schools using these locally collected stories as teaching materials. The festival reflects the vision of NEP 2020, offering a culturally responsive, inclusive, and joyful learning experience.

LLF's Multilingual Education Programme

Assam
- We helped finalise the MLE strategy paper and classroom language survey tools in a state-level workshop in September 2024. In Sonitpur, 37 Cluster Resource Centre Coordinators (CRCCs) were oriented to pilot the MLE programme across 121 schools, with classroom data documented in detailed district reports.
- We supported SCERT in developing bilingual Ka-Shreni and Grade 1 workbooks (Pahila Kadam and Bhinsar) with tea-tribe educators (January–March 2025). Validated by tea garden resource persons and submitted for state rollout, these resources ensure linguistic inclusion for marginalised communities.

Rajasthan
- Instructional packages in Wagdi and Garasia were introduced, with updated materials for Grades 1–2 prepared for 2025–26.
- Capacity-building workshops brought together teachers, SRGs, and officials to embed multilingual pedagogy at scale.
- In Dungarpur and Pratapgarh, 120+ district stakeholders were oriented, building local ownership of MLE.

Chhattisgarh
- Reading materials in 13 tribal and local languages (Hindi, Chhattisgarhi, Halbi, Bhatri, Gondi, Baigani, Kamari, Dorli, Dhurva, Sadri, Kudukh, Odia, Sargujhiha) reached every primary school across 33 districts, giving children access to stories, poems, and charts in familiar languages.
- A third-party evaluation confirmed measurable improvements in foundational skills. In Darbha schools, letter recognition fluency (Letter 2) increased from 26 percent at baseline to 37 percent at endline, while word recognition fluency (Word 2) rose sharply from just 3 percent to 45 percent. Alongside this, children also demonstrated stronger addition and subtraction skills.
- More than 2,000 teachers and CACs strengthened their practice through training, mentoring, and over 3,000 classroom observations.

Tripura
- We led the creation of a three-month certificate course on multilingual and multigrade foundational learning for 3,000 primary teachers, focusing on home-language use, community engagement, and effective strategies.
- Delivered in blended mode, the first batch reached 800 teachers. We also developed a practical activity handbook, now being translated for Tripura, strengthening early literacy, multilingual education, and systemic FLN reforms.

Jharkhand
- Workbooks and TLMs in five tribal languages—Santhali, Ho, Mundari, Kudukh, and Khadiamade classrooms more inclusive and relevant.
- Over 1,000 teachers participated in multilingual pedagogy training, boosting confidence in using children's own languages.
- Ongoing CRP/BRP visits and demonstrations ensured continuous mentoring and classroom support.

Odisha
- After detailed discussions with the Government, the implementation of the MLE programme in the state of Odisha was approved. The initiative will be rolled out in a total of 200 schools across the districts of Koraput and Nabarangpur to enhance education outcomes.
- Our team supplemented technical expertise for the adaptation of the Sishu Batika workbooks, which form an integral part of early childhood education, into 21 tribal languages, ensuring that the materials are culturally relevant and linguistically accessible to children from various tribal communities.
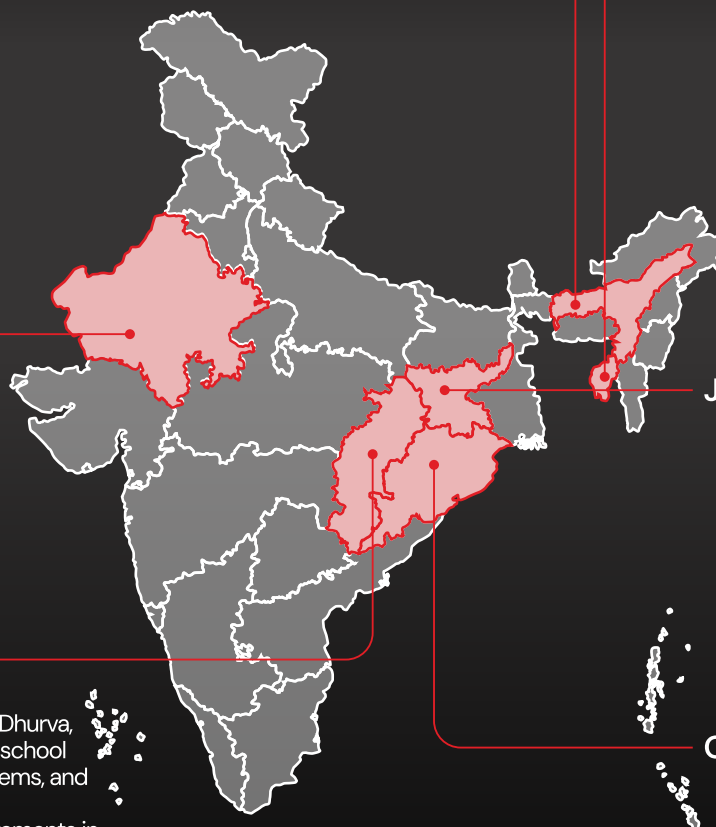
A Classroom in Bastar Tells a Different Story

When **Sajani Kumar** joined **Primary School Patel Para in Bastar, Chhattisgarh's** tribal region, she faced an unexpected challenge—her students spoke a local language she didn't understand. Initially teaching in Hindi and Chhattisgarhi, she observed many students, becoming disengaged and falling behind. The NEEV Multilingual Education programme introduced Sajani to teaching children in their home languages. The visible learning gaps in her classroom motivated her to learning her students' language daily and gaining fluency within three months.

The transformation was remarkable. Her once-quiet students now express themselves freely, participate actively, and read with growing confidence. "I never believed that children could learn better in their mother tongue. I will continue teaching in this way," reflects Sajani.

Activity Alert!
Can you guess what this word means?

कुड़िया (Kudiya)

The word is from the Halbi language, spoken in the Chhattisgarh state of India

House

Girl

Water

Tree

Answer: House

BALVATIKA

Strengthening the bridge to FLN

LLF envisions Balvatika 3 (5–6 years) as a school readiness stage for formal schooling. Guided by NEP 2020, NIPUN Bharat, and the NCF–FS 2022, we support states to implement a one year preparatory programme for children aged 5–6 years in government primary schools.

LLF provides technical support to Haryana, Uttar Pradesh, Assam, and Odisha for the implementation of Balvatika–3 (5-6 years). We co-create instructional design and materials, teacher professional development modules and resources, capacity building of mentors, and implementation of demonstration programmes. We design play–based kits, workbooks, and other localised Teaching-Learning Materials (TLMs) for children, along with Teacher Guides for teachers and Early Childhood Education (ECE) educators. To support a smooth transition to Grade 1, we also use a robust School Readiness Tool to assess children's developmental and learning preparedness.

The programme combines various activities to create joyful and purposeful learning. By embedding inclusive, child-centred practices within government systems, Balvatika enables seamless transitions into Grade 1 and lays strong foundations for equity and lifelong learning.

34

2024–25 Outreach Snapshot*

04
States

1,27,568
Schools

1,27,568
Teachers

13,44,854
Children

*For the year 2024–25

Levers of Change

○ **Play-based learning framework**

A balanced pedagogy combining free play, guided play, and structured play to foster holistic development and school readiness.

○ **Curriculum and resource development**

Co-development of curricula, instructional materials, teacher guides, training modules, and pre-service teacher curriculum with state partners, aligned with NEP 2020 and NCF-FS 2022.

○ **Educator capacity building**

Equipping teachers, ECCE educators, and academic mentors with knowledge, skills, and resources to create joyful, inclusive, and developmentally appropriate learning environments.

○ **Systemic support and institutionalisation**

Strengthening of mentoring and support structures within government systems to embed and sustain ECCE reforms at scale.

Year in Review

State-level Intervention

Designing a play-based curriculum that reaches every child

In collaboration with Samagra Shiksha and SCERT, Uttar Pradesh, we strengthened the Balvatika curriculum by revising Chehak (for language, literacy, and social-emotional development) and Parikalan (for cognitive and creative development) workbooks for children aged 3–6 years. In Haryana, the Teacher Guide and Workbook were refined, incorporating field feedback to make activities more engaging and child-friendly. Similarly, in Assam and Odisha, we co-developed curriculum and materials for Balvatika (age group 5–6 years) for state-level implementation.

Building teacher capacity for lasting classroom change

In Uttar Pradesh, Haryana, Assam, and Odisha, we co-created teacher training modules for teachers and facilitated SRGs/Master trainers to equip ECCE teachers/ educators with practical strategies for age-appropriate, play-based practice aligned with NCF-FS. These trainings have been further cascaded through SRGs/Master trainers to the concerned trainers to further train 1,29,049 teachers.

Balvatika Demonstration Programme

Evidence from 100 demonstration school projects on early learning impact

Under the NIPUN Haryana Mission, we implemented a Balvatika-3 Demonstration Programme across 100 government schools in Kurukshetra. The initiative enriched classrooms with play-based pedagogy, structured routines, and teacher support, leading to measurable gains across developmental domains and setting a model for school readiness within state systems.

Khel Mela invites community engagement

Khel Mela, recommended in the NCF-FS 2023, brought play to the centre of early education. Conducted across 100 Balvatika Demonstration Schools in Kurukshetra, it engaged 915 children and 838 parents, and community members in joyful activities. To further promote the initiative, a district-level event, attended by senior officials and education stakeholders, showcased how play strengthens both learning and home-school partnerships.

Balvatika children outperformed peers across all five developmental domains

To evaluate the impact of the intervention implemented across 100 Balvatikas in three blocks of Kurukshetra, Haryana, an endline assessment was conducted in March 2025 in Kurukshetra, Haryana. The findings provide insights into the effectiveness of the intervention in enhancing early learning outcomes.

Key Findings

Sample: 130 children from 15 Intervention Balvatikas and 120 children from 20 Control Balvatikas

Skill Area	Avg. Score (Intervention)	Avg. Score (Control)	Max. Score	Effect Size
Language	15.19	11.24	19	Large
Cognitive	13.62	11.63	17	Moderate
Physical	3.63	3.19	4	Moderate
Socio-Emotional	5.48	4.65	6	Large
Creative Aesthetics	0.93	0.54	1	Large

The findings show that children in intervention schools outperformed children in control schools across all five skills.

GENDER

Shaping a model for gender responsive FLN

Building on the conceptual framework developed in 2023–24, we advanced a strategic initiative to embed a gender lens into every layer of our work. This formative phase focused on designing and piloting approaches that influence organisational culture, strengthen academic ecosystems, and demonstrate inclusive pedagogy. By integrating gender responsiveness from governance structures to the learner's desk, we began shaping a model that can be scaled and sustained within education systems.

Our approach rests on three interconnected levers of change, each reinforcing the other to create equity that is embedded from governance structures to the learner's desk.

01
Organisational transformation:
Cultivating a gender-responsive culture and governance structure that enables staff to apply inclusive perspectives in programme design, implementation, and leadership.

02
State-level academic support:
Partnering with institutions in Uttar Pradesh, Haryana, and Odisha to co-develop gender-responsive learning materials and training programmes, while generating insights that inform LLF's broader frameworks.

03
Scalable classroom models:
Demonstrating gender-inclusive pedagogy and classroom culture that foster girls' active participation, while reinforcing ongoing efforts in FLN by shaping more inclusive classroom environments, especially for children from marginalised groups.

Year in Review

Organisation-wide gender audit
In partnership with GenderSphere, we conducted a comprehensive gender audit engaging 249 employees across all levels and geographies. Surveys, Focus Group Discussions (FGDs), interviews, and policy reviews revealed opportunities to enhance inclusivity through a Gender Equality and Social Inclusion (GESI) framework, gender-responsive policies, participatory leadership, and improved HR practices.

Reimagining LLF's equity paradigm through gender-responsive framework
Organisation-wide dialogues and external expert consultations enabled us to co-create LLF's gender perspective. Internal reflections on inclusion, power, and marginality helped articulate core values like contextual sensitivity, intersectionality, equity in pedagogy, and shared leadership, while external experts shaped an adaptive framework for embedding gender responsiveness into LLF's equity paradigm.

Building capacity for gender-responsive programming
A comprehensive capacity-building framework was designed to embed gender perspectives across organisations, state systems, and classrooms. For immediate preparedness, state teams in Uttar Pradesh, Haryana, and Odisha received tailored orientation modules on intersectionality, unconscious bias, and practical application in programme design.

Frameworks that enable systemic gender change

With Eklavya, we co-created a gender-responsive material review tool, now in use across three states (Uttar Pradesh, Haryana, and Odisha) to guide textbook and curriculum design. State academic teams, alongside the central gender team, applied these frameworks to textbook reviews and systemic material development.

Demo-G: Demonstration with a gender perspective

Demo-G represents LLF's commitment to weaving a gender perspective into every aspect of our work. It is not a standalone project but a learning space, a living lab where gender-responsive pedagogy, teacher attitudes, and institutional practices are tested, adapted, and refined. The thought behind Demo-G is to move beyond theory, showing in concrete terms how a gender lens can shape classrooms, training, and systemic FLN efforts.

Demo-G pilot: Preparatory phase till March 2025

Launched in Niyamatabad Block, Chandauli, the Demo-G pilot began as a proof-of-concept for gender-inclusive classroom practices. Activities included a situation analysis, team orientations, and onboarding of a district-level rollout team. Framework development, with external expert participation, positioned Demo-G to embed gender within FLN pedagogy, school policies, and teaching practices. This preparatory phase, till March 2025, is laying the foundation for deeper integration and scaling.

Addressing deep-rooted attitudinal barriers to gender equity

Consultations revealed entrenched attitudinal blocks among system functionaries. As a result, orientation plans for State Resource Group (SRG) members, State Council of Educational Research and Training (SCERT), State Institute of Educational Management and Training (SIEMAT), and District Institute of Education and Training (DIET) faculty were revised to begin with modules on attitudes and beliefs before introducing gender-responsive pedagogy. In alignment with the felt need, it was decided to conduct an attitudinal orientation for the teachers and head teachers of Niyamatabad Block before rolling out the Demo-G pilot to ensure receptivity subsequently.

The sessions were conducted for 445 teachers and head-teachers during the 3rd week of March 2025. This was the first of its kind in-person orientation for government school teachers in the state on gender themes.

Breaking gender stereotypes in textbook content

In December 2024, we reviewed the Haryana Grade 3 Hindi textbook Nai Sugam. The government accepted nearly 90% of our recommendations, and the book was republished as a two-part series, Sargam. For the Grade 2 cover, changes were made to remove stereotypes and introduce more inclusive narratives, including suggestions to break gender norms.

ORGANISATION DEVELOPMENT

Strengthening our organisational readiness for scale

In 2024–25, we invested in strengthening our organisation to ensure that our programmes, partnerships, and people are aligned with our long-term mission and vision for scale. This year was marked by the development of a strategic roadmap, clearer planning systems, stronger governance, and deeper engagement with the ecosystem. These initiatives help LLF strengthen its position as a trusted partner to governments and a thought leader in the education sector.

Year in Review

Strategic roadmap with Bridgespan
Initiated the development of a long-term organisational roadmap with The Bridgespan Group to guide LLF's priorities, pathways for scale, and impact goals through 2030.

Strengthening governance
Based on recommendations from McKinsey & Company, LLF established new governance mechanisms to improve decision-making, accountability, and coordination across functions.

Ecosystem mapping and partnerships
Conducted a landscape study to inform national and international partnerships and positioning LLF to engage more effectively with networks and coalitions that extend the cause of FLN

Knowledge systems and visibility
Streamlined the design and dissemination of handbooks and process studies, ensuring clarity and consistency within LLF. At the same time, shared LLF's work on multiple platforms to strengthen visibility and position the organisation as a thought leader.

RESEARCH AND PROCESS STUDIES

Insights shaping our strategy and programme design

At LLF, we undertake high-impact research initiatives designed to inform, influence, and strengthen foundational learning at scale. These studies focused on classroom practices, teacher professional development, equity in learning outcomes, and system strengthening. Working with leading organisations and research institutions, we generated insights that are shaping LLF's own strategy and programme design while also contributing to the national and international discourse on foundational literacy and numeracy. By sharing this evidence with governments and stakeholders, we are creating evidence and influencing policy and practice across the ecosystem, ensuring that decisions are grounded in credible data.

Year in Review

Teacher Professional Development for Equity

In collaboration with the Learning Equity Initiative (LEI), LLF is conducting the Teacher Professional Development for Equity (TPD4E) study. Launched in January 2024, this research tests whether equity-focused professional development for teachers can make a measurable difference for children who are the most marginalised. Too often, these children remain invisible in averages even when overall outcomes improve. At its core, this is an action-oriented pilot that supports teachers in applying inclusive practices, while closely tracking learning outcomes, particularly for students at the bottom of the learning pyramid. By generating rigorous evidence on what works to shift outcomes for the most underserved learners, the study aims to inform and strengthen equity-driven programmes and policies.

Advancing evidence on scaling foundational learning

In partnership with the What Works Hub for Global Education at Oxford and Busara Centre for Behavioural Economics, we are studying how teachers adopt High-Impact Teaching Strategies (HITS) in classrooms. The research examines whether practical support, such as prompts, routines, and feedback loops, helps teachers apply strategies that are already proven to improve instruction and student engagement. Our fieldwork across 5 blocks in Hisar, Haryana, is generating insights into the reinforcement strategies and enabling conditions that help teachers to make these shifts. These findings aim to guide the design of support systems that embed effective strategies into everyday teaching practice.

Teaching Learning Practices Survey (TLPS)

TLPS is India's first nationwide study supported by Tata Trusts on how foundational literacy and numeracy are taught in Grades 1 and 2 classrooms. To better understand student learning outcomes, we turned our lens to the teaching practices that shape them. These everyday classroom practices are rarely studied at scale, yet they are the foundation of children's learning.

The study is anchored by LLF in collaboration with four partners: Centre for Microfinance, Madhi Foundation, QUEST, Vikramshila Education Resource Society; and Educational Initiatives (Ei) as the evaluation partner.

We observed 1,050 classrooms and teachers across 21 districts in 9 states, and analysed the routines, methods, and conditions that influence early-grade teaching. The TLPS report is planned for launch in November 2025. It will play an instrumental role in supporting governments and academic stakeholders to engage with and leverage the findings to design training, mentoring, and teaching-learning materials that strengthen state education programmes.

9
States

21
Districts

1,050
Classrooms

5
Organisations
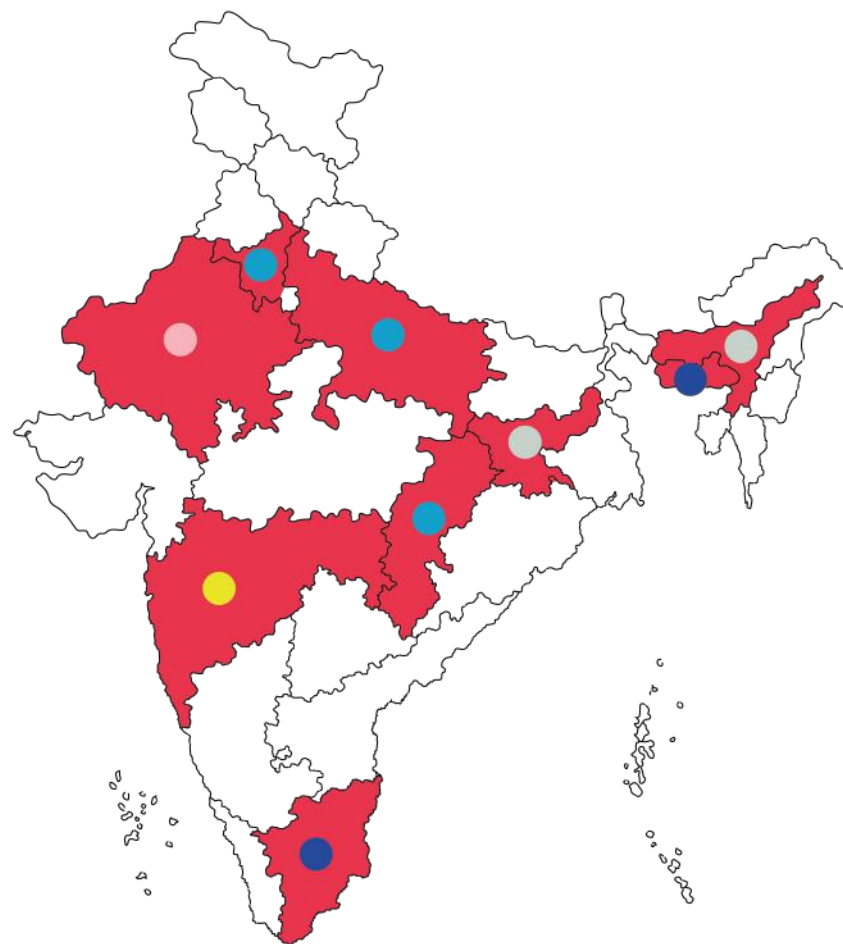
LANGUAGE and LEARNING FOUNDATION
Strong Foundation, Stronger Future.
Chhattisgarh, Haryana and Uttar Pradesh

Supported by:

TATA TRUSTS

Evaluation agency:

Ei

Partners

Centre for microFinance
Rajasthan

MADHI
Tamil Nadu and Meghalaya

QUEST
Freedom & Rationality
Maharashtra

Vikramshila
Assam and Jharkhand

EVIDENCE AND LEARNING

Achieving impact at scale through systematic monitoring and evaluation

Every programme, demonstration, and classroom intervention at LLF is anchored in rigorous reporting, systematic data collection, and continuous evidence building. These processes enable us to define, document, and assess the effectiveness of our work. In 2024–25, we enhanced our real-time dashboards for state-level data monitoring, which have become strategic tools for driving programme success and informing policy dialogue. During the year, five independent third-party evaluations were conducted across our programmes, each reinforcing the strong learning outcomes achieved.

LLF's monitoring system at scale*

11,237
No. of Schools

7,19,545
No. of Students

38,684
No. of Teachers

12,273
Classrooms Observations

8368
Total Joint Visits

*For the year 2024-25

Sample assessment – Student Learning Outcomes (SLO)

Literacy
Oral Reading Fluency (ORF): Percentage of students who can read at least 45 words per minute

Grade 2
16% Baseline July 2024
48% Endline March 2024

Percentage of students who can read at least 60 words per minute

Grade 3
24% Baseline July 2024
45% Endline March 2024

Numeracy
Percentage of students who successfully recognise 80% numerals (upto 99)

Grade 2
14% Baseline July 2024
56% Endline March 2024

Percentage of students who successfully recognise 80% numerals (upto 999)

Grade 3
25% Baseline July 2024
57% Endline March 2024

Data from 3 states: Uttar Pradesh (5 districts), Haryana (1 district), Chhattisgarh (1 district)

Third-party evaluations validate LLF's programme impact

SD – Standard Deviation

LiftEd Development Impact Bond (DIB)

Impact Snapshot

Fatehpur

0.39 SD
in numeracy

0.34 SD
in literacy

Sirsa

0.21 SD
in numeracy

0.12 SD
in literacy

Timeline

○ From
October 2023 (Grade 1)

○ To
February 2025 (Grade 2)

LiftEd is a Development Impact Bond (DIB) implemented to transform FLN in India. LLF is one of the implementing partners in two districts of two states in India. The evaluation study conducted by ConveGenius India (CGI) assessed Student Learning Outcomes (SLO) in FLN skills, using the pinnacle scale.

FLN Intervention in Varanasi

Impact Snapshot

Literacy

0.94 SD
in Oral Reading Fluency

0.94 SD
Non-Word Reading fluency for literacy

Numeracy

0.42 SD
for 2-digit subtraction

Timeline

○ From
March 2023 (Grade 1)

○ To
March 2025 (Grade 2)

The third-party evaluation by Educational Initiatives (Ei) of the Varanasi FLN intervention programme (funded by the Gates Foundation) assessed the language and numeracy skills of students through a truncated version of the internationally validated Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tools.

FLN Intervention in Sharvasti

Impact Snapshot

1.04 SD
letter fluency

1.12 SD
word fluency

1.23 SD
oral reading fluency

1.44 SD
reading comprehension

Timeline

○ From
December 2022 (Grade 3)

○ To
March 2025 (Grade 3)

The third-party evaluation by Impact Private Limited of the FLN intervention programme in the district of Shravasti (funded by TATA Trust) assessed Student Learning Outcomes (SLO) of literacy skills.

FLN Intervention Through MLE in Bastar

Impact Snapshot

20%
improvement in literacy

18%
improvement in numeracy

Timeline

○ From
December 2022 (Grade 2)

○ To
March 2025 (Grade 2)

The third-party evaluation by Gyandeesha Foundation, assessed the FLN skills of children under the Multilingual Education (MLE) demonstration programme implemented in 200 schools of Bastar (funded by HCL Foundation).

FLN Intervention in Durg & Balod

Impact Snapshot

Overall Improvement in Literacy

10%
in Durg district

9%
in Balod district

Reading Comprehension

17%
in Durg district

12%
in Balod district

Overall Improvement in Numeracy

7%
in Durg district

8%
in Balod district

Improvements in addition and subtraction

11%
in Durg district

6%
in Balod district

Timeline

○ From
March 2023 (Grade 3)

○ To
April 2024 (Grade 3)

The third-party evaluation by Impact Partners in Social Development (PSD) Private Limited of the Durg and Balod districts FLN intervention programme assessed the language and numeracy skills of students through a truncated version of the internationally validated Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tools.

WHERE WE WORK*

UTTAR PRADESH

Impact

5,491	5
Schools	Districts
23,208	7,38,952
Teachers	Children

Outreach

1,12,405	75
Schools	Districts
4,53,155	74,01,175
Teachers	Children

1
Language

HARYANA

Impact

1,528	4
Schools	Districts
6,174	3,23,104
Teachers	Children

Outreach

8,671	22
Schools	Districts
35,728	6,52,234
Teachers	Children

1
Language

RAJASTHAN

Impact

100	1
Schools	District
100	1,200
Teachers	Children

1
Language
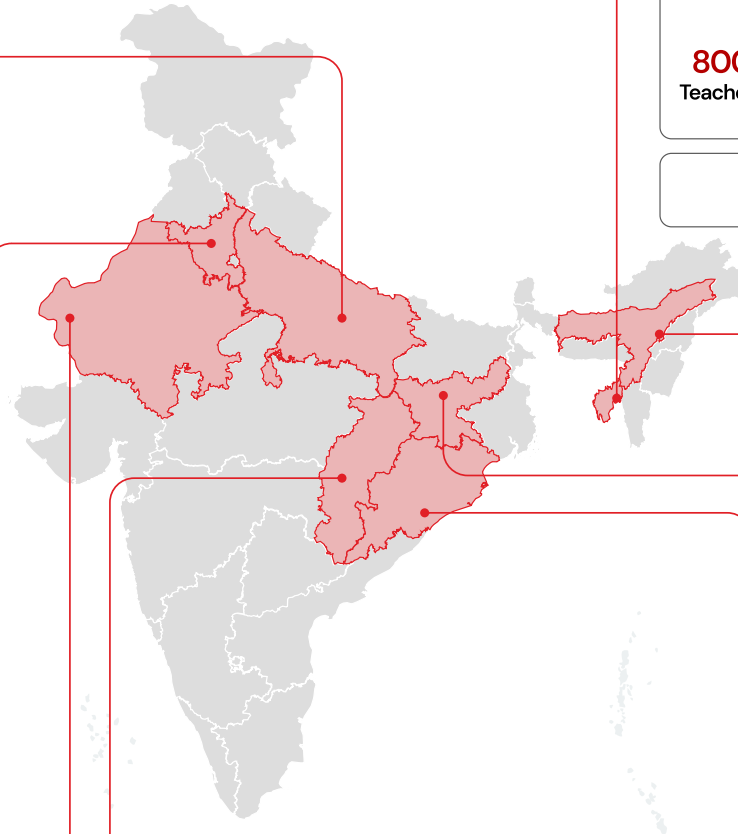
CHHATISGARH

Impact

2,975	4
Schools	Districts
8,297	1,69,703
Teachers	Children

Outreach

31,105	33
Schools	Districts
81,831	11,27,526
Teachers	Children

3
Languages

TRIPURA

Outreach

800	8
Schools	Districts
800	16,000
Teachers	Children

2
Languages

ASSAM

Outreach

39,100	35
Schools	Districts
1,17,811	17,77,969
Teachers	Children

2
Languages

JHARKHAND

Impact

1,000	4
Schools	Districts
2,464	32,722
Teachers	Children

Outreach

35,592	24
Schools	Districts
83,068	7,50,740
Teachers	Children

5
Languages

ODISHA

Outreach

45,327	30
Schools	Districts
1,47,124	5,11,817
Teachers	Children

1
Language

*For the year 2024–25

UTTAR PRADESH

In 2024–25, we deepened our engagement in Uttar Pradesh, supporting systemic transformation in FLN across the state. Working with the State Council of Educational Research and Training (SCERT), District Institute of Education and Training (DIETs), and district- and block-level institutions, we provided academic leadership in revising D.El.Ed FLN modules, strengthening pre-service teacher education in line with NEP 2020 and NCF–FS 2022.

A significant focus was placed on the continuous professional development of Academic Resource Persons (ARPs). Practice-based learning was promoted through online modules, peer learning communities, and reflective workshops. Joint ARP–Block Academic Coordinator (BAC) school visits were institutionalised, offering real-time mentoring and modelling of high-impact teaching strategies.

We also supported data-driven remedial programmes in the early grades to close learning gaps, alongside classroom observation studies, equity-focused pilots, and gender-responsive pedagogy workshops. Demonstration districts recorded measurable improvements in student learning outcomes, validated by internal assessments and third-party evaluations. Our strategic support has helped embed inclusive, evidence-based teaching practices into the system, positioning Uttar Pradesh to make sustainable progress towards the goals of the NIPUN Bharat Mission.

Year in Review

State-level Highlights
Supporting teachers with guides, workbooks, and videos

We created Grade 3 Teacher's Guides and Workbooks, two new Big Books for Grade 1, Picture Story Posters for Grades 2–3, and six literacy videos. Specialised training modules were also designed for teachers and Early Childhood Education (ECE) educators to strengthen classroom strategies and early learning practices.

Supporting systemic capacity across 75 districts

Our state academic team led FLN training for Master Trainers at State Institute of Educational Management and Training (SIEMAT) and supported capacity-building sessions across all 75 districts. In five demonstration districts, we provided intensive mentoring during teacher training, promoting child-centric pedagogy, inclusive practices, and formative assessment.

Strengthening Balvatika resources

In Uttar Pradesh, LLF provided support to the system in the revision of the workbooks- Chehak and Parikalan for Balvatika grades. We also contributed to the development of the Teacher Guide, ensuring alignment with the revised materials.

Promoting cross-state collaboration in foundational learning

We hosted delegations from Haryana and Chhattisgarh, who visited Uttar Pradesh to study our use of ARPs, tech-enabled Classroom Observation (CRO) tools, and structured review mechanisms. These exchanges fostered cross-learning and institutional collaboration.

Enhancing pre-service teacher education in Uttar Pradesh

Together with SCERT and the Quality Cell, we revised FLN modules in the D.El.Ed curriculum, aligning them with NEP 2020 and NCF–FS 2022. Consultative workshops with DIET faculty and experts promoted child-centred, inclusive, and multilingual approaches in pre-service teacher preparation.

District-level Highlights
Strengthening the mid-level academic cadre

ARPs across four demonstration districts were supported through short online courses, peer communities, and reflective workshops, positioning them as active academic leaders with stronger mentoring skills. A diagnostic study with Block Education Officers (BEOs) validated their evolving role in bridging classroom needs with systemic FLN planning.

Institutionalising high-impact FLN practices through official orders

High-impact strategies were formally embedded in academic processes through orders issued by Community Development Officers (CDOs), Basic Shiksha Adhikaris (BSAs), and DIETs. Integration into monthly review meetings signalled growing government ownership, with district officers increasingly seeking our technical expertise.

Promoting equity through studies and pilot initiatives

We supported academic studies and pilots, including the Teaching Learning Practices Study, gender-responsive pedagogy workshops, the TPD4E equity study, and Resource Schools in four districts. These initiatives informed inclusive practices and strengthened systemic capacity.

Achieving 15–20% learning gains in demonstration districts

Demonstration districts recorded 15–20% improvement in foundational skills, validated by external assessments (CGI, EI, OI) and our internal data. These results confirm the impact of data-driven and outcome-focused interventions.

Institutionalising joint–school visits for academic mentorship

Joint ARP–BAC school visits became a routine practice, shifting the role from supervision to academic mentorship. These structured visits modelled high-impact strategies, provided real-time feedback, and improved both teaching quality and learning outcomes.

Ensuring no child is left behind in learning

We designed and rolled out a Differentiated Remedial Education Programme for Grades 1–2, using assessment data to identify gaps and target instruction. With worksheets, teacher training, and progress tracking, the programme ensured that no child was left behind.

Shravasti course delivers 80% completion with strong learning gains

The Prarambhik Bhasha Shikshan course was successfully implemented in Shravasti, with 160 out of 200 participants (80%) completing two batches. Pre- and post-tests showed 82.5% improvement in foundational literacy knowledge and beliefs among ARPs, Headmasters, and Assistant Teachers.

Transformational Leadership in Primary School

At **Primary School Gondha, Fatehpur, Headmistress Mrs Meenakshi** led a remarkable transformation. With 37 students, the school achieved 100% attendance—up from 50%—alongside improved learning outcomes.

Mrs Meenakshi addressed low attendance and weak academics through team coordination with teachers Mrs Reshu, Neeta, and Mrs Reena, aligning with NIPUN Bharat Mission goals. Staff meetings, capacity-building workshops, and community engagement strengthened progress.

Support from LLF and ARPs, particularly Mr Kunj, introduced interactive teaching practices, organised parent-teacher meetings, and reinforced foundational learning. Students gained confidence in literacy and numeracy, Anganwadi children read fluently, and classrooms became clean and engaging.

Success is reflected in the four children's selection for the Ashram system. Mrs Meenakshi aims to deepen community participation and implement the Headmaster Orientation Plan.

Her collaborative leadership turned Primary School Gondha into a model child-centred learning space, showcasing how focused efforts advance the NIPUN Bharat Mission in rural schools.

HARYANA

In 2024–25, we spearheaded a multi-layered initiative with the Haryana School Education Department and the NIPUN Bharat Mission to strengthen foundational learning across the state. Our approach combined statewide systemic engagement with targeted, evidence-driven interventions in demonstration districts, accelerating Haryana's progress towards the ambitious goals of NIPUN Haryana.

We bridged the critical policy–practice divide through teacher empowerment, mid-tier capacity building, and community engagement, delivering measurable improvements in FLN with a roadmap for sustained impact. Our work expanded beyond the traditional Grades 1–3 focus to include Balvatika 3 and Grades 4–5, ensuring continuity and coherence across early years and upper primary stages.

By institutionalising best practices and fostering community ownership, we are helping to position Haryana as a model state for foundational learning excellence by 2027.

Year in Review

State-level Highlights
FLN training covers 7,000 educators across Haryana

Our team trained more than 7,000 teachers and mid-tier officials through 8-day State Resource Group (SRG) workshops and Balvatika 3 sessions across all districts. These intensive programmes, designed and delivered by LLF, built pedagogical expertise and ensured consistent FLN practices statewide.

Redesigning Balvatika 3 for statewide adoption

We redesigned teacher guides and holistic learning trackers for Balvatika 3, which the state adopted for use across all districts. These resources strengthened developmentally appropriate practices and ensured smoother transitions from pre-primary into primary grades.

NCF–aligned textbooks and materials for Grades 1–3

Together with SCERT, we co-developed integrated FLN textbooks and teacher guides for Grades 1–3, aligned with NCF guidelines. Their adoption into the 2025–26 curriculum reflects LLF's leadership in embedding systematic FLN delivery across the state.

Peer learning under NIPUN Bharat
From 12–14 December 2024, 124 Haryana educators, including mentors, Academic Block Resource Coordinators (ABRCs), and teachers, visited Varanasi under the NIPUN Bharat initiative. This created a platform for mutual learning, sharing best practices, and strengthening collective efforts towards achieving NIPUN Bharat goals.

District-level Highlights
Mid-tier officials as academic mentors
Through joint Classroom Observations (CROs) and coaching, our team oriented 160 mentors and supported 200 ABRCs. This investment strengthened Haryana's mid-tier cadre, enabling them to act as academic leaders and mentors to teachers.

Ambala pioneers advanced numeracy training practice
We designed and delivered advanced numeracy Learning Management System (LMS) modules, completed by more than 500 mentors and teachers. Ambala led this initiative, with 253 teachers and 84 mentors teacher trained in two rounds, setting a state benchmark for numeracy practice

Establishment of 3 model FLN districts
In Ambala, Hisar, and Sirsa, we worked intensively with district teams to establish model FLN districts. More than 3,000 classroom observations were conducted across 1,200 schools, of which three-fourths were done jointly with mentors to provide real-time feedback. Over 360 review meetings were facilitated by our teams to embed reflection and consistent adoption of tools.

20–30% improvement in learning levels through Sambhav remediation

We rolled out a 45-day remediation programme in two phases. Phase I used structured workbooks and teacher guides for focused instruction, while Phase II served as a 25-day revision cycle. Across demonstration districts, both phases improved student learning levels by 20–30%.

Learning gap analysis guides targeted interventions

Baseline and endline assessments were designed and analysed by LLF to identify learning gaps and guide interventions. Using this data, we tailored remedial instruction to student needs, making it more targeted, efficient, and impactful.

Classroom observation system shows 60% effectiveness rate

Structured classroom observation practices were embedded across demonstration districts by our teams. More than 3,000 visits were completed, with 1,800 rated effective. In 1,929 classrooms, teachers were observed regularly using workbooks, showing strong adoption.

Leading numeracy capacity-building in Haryana

In 2024–25, Ambala emerged as Haryana's model district for numeracy transformation. Over 400 teachers in Grades 1–3 completed a 4-week LMS course on foundational concepts such as pre-number sense, sequencing, place value, and basic operations. 65 mentors advanced through two specialised courses on numeracy pedagogy and instructional design, later serving as peer trainers and facilitators.

Measuring learning gains at scale

Large-scale assessments conducted by LLF across 985 schools using the Annual Status of Education Report (ASER), Early Grade Reading Assessment (EGRA), and Early Grade Mathematics Assessment (EGMA) tools showed striking improvements in literacy and numeracy.

In Sirsa, subtraction accuracy saw dramatic gains, rising from 1% to 64% in Grade 2 and from 9% to 64% in Grade 3. Importantly, zero-readers were eliminated by the end-line. Similarly, in Ambala and Hisar, subtraction skills in Grade 2 increased tenfold, from 4.4% at baseline to 45% at endline, while reading levels at Story/Level 2 text nearly tripled from 8.5% to 24.7%. These results highlight LLF's success in closing foundational learning gaps at scale.

From Zero Words to Confident Story Reader

In April 2024, a **Grade 2 student, Khushdeep Kaur** in **Sirsa, Haryana**, was assessed during the baseline EGRA in her school. At that point, she was unable to read even a single word. Like many early learners, she struggled with decoding and lacked the confidence to attempt reading aloud.

Over the year, the classroom received targeted support through the Sambhav remediation campaign, regular mentoring for the teacher by ABRCs and mentors, and the introduction of decodable texts and guided reading strategies. These interventions created an environment where the child could practice daily and build confidence step by step.

By March 2025, Khushdeep was reading fluently at over 36 correct words per minute, comfortably navigating stories with expression and comprehension. The journey from recognising no letters to reading entire stories stands as a reminder that every child can succeed in foundational learning when the right support system is in place.

ODISHA

Since 2020, LLF has partnered with the Government of Odisha through the School and Mass Education Department, the Odisha School Education Programme Authority (OSEPA), and SCERT. This year, we renewed our MoU for another four years, taking our shared commitment to 2028.

In these years, LLF has established itself as a trusted partner in shaping Odisha's foundational learning journey. Our technical expertise has helped the state in foundational literacy initiatives, especially in the creation of instructional materials for Grades 1–3, teachers' training, CRCC's capacity building, structuring monthly cluster meetings, tools and guidelines for classroom observation and mentoring. Other resources like courses, videos and handouts were developed with our support to strengthen the capacity building of the entire academic cadres. The state is following a structured pedagogy approach to teach foundational literacy, in alignment with NCF–FS 2022 and NCF–SE 2023.

Odisha is home to children from diverse linguistic communities, and our collaboration has helped ensure that their home languages are recognised, valued, and used as a bridge to learning. This shift has strengthened classrooms, making them more inclusive and responsive to every child.

Year in Review

State–level Highlights

Building academic leadership through cluster meetings

We provided academic leadership in developing multigrade lesson plans, instructional videos, teacher manuals, and handbooks. District Institute of Education and Training (DIETs) were supported to orient Cluster Resource Centre Coordinators (CRCCs) for Monthly Cluster Meetings, and more than 40 meetings were monitored to strengthen quality implementation.

Anchoring Prayog: A new wave of teacher capacity

The Prayog training programme on multigrade pedagogy was anchored in Odisha this year. The training focused on practical strategies for teachers and built essential skills to deliver effective foundational learning.

Setting statewide benchmarks for assessing learning

The Sikhyana Sopana Register was reviewed and enhanced to improve formative assessment practices. Our team also contributed to the design of question papers for the State Level Assessment Survey (Grade 2), National Achievement Survey (NAS) (Grade 3), and periodic assessments, building more robust systems for tracking learning outcomes.

Innovation at NIPUN Odisha Mela

Concept notes and collaterals were developed to showcase foundational literacy and numeracy practices at the state's NIPUN Mela. The event highlighted innovative approaches and demonstrated how teachers are applying foundational learning principles in classrooms.

Designing resources that shape children's first experiences

We supported the design and finalisation of Shishu Vatika and Bal Vatika workbooks and teacher handbooks. A five-day Prastuti training module, the Jadu Pedi learning material, and translations of the Barkha series into local languages added depth and cultural relevance to early learning.

Creating frameworks that guide new textbooks

Our team engaged in intensive workshops for the Grades 1–3 textbook design. Instructional frameworks and sample content were developed, and strategic support was provided to ensure alignment with foundational learning objectives.

Bringing NEP 2020 alive in classrooms

Participation in key state-level workshops on NEP 2020 helped connect policy vision with classroom practice. Inputs from LLF informed curricular and pedagogic reforms in line with national priorities.

Making DIETs hubs of academic excellence

DIET Khordha and DIET Nayagarh received targeted support through workshops on academic planning and resource development. These initiatives strengthened institutional capacity to sustain improvements in foundational learning.

Strengthening Odisha's Educational Foundation

Dr Annada Tripathy,
Resource Person and member of the State Academic Task Force, Odisha

As a Resource Person and member of the State Academic Task Force, Dr Annada Tripathy has played a central role in strengthening FLN across the state and with more focused work in Ganjam, Kandhamal, and Rayagada districts. With LLF's continuous mentoring, workshops, and hands-on support, he has sharpened his expertise in activity-based pedagogy, child-friendly strategies, and competency-driven assessments.

These have directly improved classroom practices and student learning outcomes. He has also tackled the challenges of multilingual and multigrade classrooms, addressed learning gaps, and designed innovative TLMs and demonstrations for teachers in tribal regions. Alongside this, he has mobilised parents, School Management Committees, Parent-Teacher Associations, and Panchayati Raj Institutions (PRI) members, building community ownership around children's education.

By contextualising national and global education priorities into Odisha's realities, Dr Tripathy has enhanced teacher capacity, improved student participation, and contributed to systemic change across the state.

CHHATTISGARH

In 2024–25, we deepened our intervention in partnership with the Chhattisgarh School Education Department and SCERT, providing technical support aimed at strengthening foundational learning in alignment with the National Curriculum Framework for Foundational Stage (NCF-FS) 2022. Our approach combined systemic engagement at the state level with targeted, evidence-based support through four demonstration programmes in Balod, Durg, Bastar, and Sukma districts, driving the practical implementation of foundational learning reforms.

We significantly contributed to the state by supporting SCERT in the development of textbooks, workbooks, and teacher sandarshika, ensuring these resources are aligned with NCF-FS principles and promoting age-appropriate, activity-based pedagogies. In parallel, we facilitated capacity building for SCERT functionaries, teacher educators, and over 65,000 teachers, thereby strengthening the state's ability to effectively implement its foundational literacy and numeracy mission.

In line with the National Education Policy (NEP) 2020 recommendations, we supported the state's adoption of a multilingual approach by developing bilingual textbooks and advocating for their adoption at the policy level. To further enable multilingual education, we supported the printing and distribution of learning materials in 13 regional languages, ensuring inclusive and contextually relevant resources for learners across the state.

To advance an evidence-based approach, LLF in Chhattisgarh continues to implement two demonstration programmes in Bastar and Balod, providing hands-on support and actionable insights to accelerate progress towards achieving the goals of the NIPUN Bharat Mission at scale in these districts.

Year in Review

State-level Highlights

Comprehensive FLN learning packages for Grades 1–3

We played a pivotal role in the development of a comprehensive FLN package for Grades 1–3. In close collaboration with SCERT and Samagra Shiksha, LLF provided technical support to design and produce Shikshak Sandarshika for Grades 1–3 in literacy and numeracy, Teaching Aids Handbook (Khajana), literacy and numeracy workbooks, remedial teacher guides with corresponding workbooks, poem and picture posters, and big books, creating an integrated set of high-quality resources for both children and teachers.

Strengthening FLN training through quality monitoring systems

We helped SCERT implement a statewide quality framework for FLN training, including observation tools, dashboards, and dedicated review teams. Daily monitoring and timely feedback ensured training remained consistent, practical, and impactful across all districts.

Statewide FLN training for teachers and teacher mentors

Our FLN training reached over 69,000 teachers across Chhattisgarh. We led large-scale teacher capacity building by developing comprehensive training modules and facilitating intensive State Resource Group (SRG) and District Resource Group (DRG) workshops across all districts. These expertly designed modules delivered, strengthened the pedagogical knowledge and skills of the expert groups, empowering them to cascade effective FLN practices. This approach ensured consistent, evidence-based FLN implementation across the state, driving improved classroom practices and learning outcomes.

Strengthening the capacity for academic mentoring for teachers

We collaborated with SCERT Raipur to deliver comprehensive five-day capacity-building training for 5,540 CACs, focusing on supportive supervision and academic mentoring.

Using digital tools to monitor and improve classroom practice

We facilitated a visit of Chhattisgarh state officials to Varanasi to see the state dashboard, which helped SCERT Raipur strengthen CAC supervision by integrating the CRO tool, enabling regular observations, teacher support, and data-driven insights through Vidya Sameeksha Kendra.

Bridging the language gap with Halbi–Hindi textbooks

We created prototype Halbi–Hindi textbooks for grades 1 and 2, helping 50% of Bastar's children who speak Halbi at home to bridge into the medium of instruction in the classroom. These culturally relevant resources supported comprehension, participation, and identity, enabling inclusive and effective learning.

Creating resources in 13 tribal and local languages for all primary schools

In partnership with SCERT, we initiated material development in 13 tribal and local languages for Grades 1–3. Five Big Books, ten Conversation Charts, and six Poem Posters were created with language teachers and distributed across 33 districts, giving every primary school access to mother tongue resources.

District-level Highlights
National and global recognition for systemic change

Our MLE programme in Bastar reached 38,874 students, 1,894 teachers, and 320 officials across 1,524 schools, driving systemic change through training of SRGs, DRGs, teachers, and CACs, along with the development of contextual materials. We engaged communities through 900 storytelling sessions and 57 Shala Sangrahalayas, celebrating local languages and culture. This work earned Bastar's MLE initiative two prestigious awards: the 3rd Nexus of Good Annual Award (Education category) and the CIES South Asia SIG Best Field-based Initiative Award.

Significant learning gains in Bastar

Since the baseline in 2022, monitoring data showed significant progress: literacy improved by 31%, numeracy by 25%, word reading by 27%, listening comprehension by 23%, and writing by 18%, demonstrating that culturally responsive, multilingual education could close learning gaps at scale.

Supporting struggling children through targeted teaching in Durg and Balod

We anchored and supported government-led remedial phase 1 with a one-day training for 1838 teachers in Durg and Balod. Baseline assessments revealed significant learning gaps: in Balod, 2,816 Grade 2 students struggled in Hindi and 3,265 in Math (out of 7,226), while 2,296 Grade 3 students struggled in Hindi and 2,737 in Math (out of 8,033). In Durg, 3,701 Grade 2 students struggled in Hindi and 3,741 in Math (out of 8,719), and 3,668 Grade 3 students struggled in Hindi and 3,791 in Math (out of 10,096). After 24 days of focused teaching, around 50% of Group 1 students in both districts advanced to Group 2.

Data shows strong numeracy gains in Balod

In Balod, LLF conducted student learning assessments across five blocks, and the results showed clear progress in early numeracy. In Grade 1, the share of students able to identify 80% of numbers grew from 72% at baseline to 84% at endline, while those at the lowest proficiency dropped from 11% to 3%. In Grade 2, students identifying 13 or more numbers rose from 39% to 65%, and those at the lowest level declined from 39% to 18%.

> "
> Bastar district's linguistic diversity posed a major challenge in education, as many teachers and students struggled to understand each other's languages. The Multilingual Education Programme has been a game-changer, bridging this gap by integrating Foundational Literacy and Numeracy with students' mother tongues.
>
> **–Mr Akhilesh Mishra**
> District Mission Coordinator, Bastar, Chhattisgarh

JHARKHAND

The PALASH Multilingual Education Programme was launched in 2024 across seven districts of Jharkhand, operating in two models: demonstration districts with full-fledged LLF teams, and technical districts focused on building teacher, Cluster Resource Person (CRP), and Block Resource Person (BRP) capacity alongside government liaison. Our work began with a comprehensive linguistic survey and a baseline assessment that guided targeted implementation planning. To ensure cultural and linguistic relevance, we invested in extensive internal capacity-building and developed a structured instructional framework through three rounds of workshops.

We formed and trained State Resource Groups (SRGs) comprising teachers from all seven districts, bringing in language expertise and classroom experience to support district-level training and mentoring. Continuous Professional Development has been built into the programme, with multiple rounds of CRP, BRP, and teacher training supported by regular refreshers.

Programme effectiveness is strengthened by systematic monitoring and feedback loops. A dedicated PALASH dashboard enables data-driven decision-making, while periodic assessments have evaluated 84% of students on oral language, letter and word identification, reading, and writing competencies. Monthly internal state review meetings have provided a platform for troubleshooting, peer learning, and adapting strategies based on real-time classroom evidence.

Year in Review

State-level Highlights

Ensuring governance and accountability

We commenced district steering committee meetings led by district collectors and held state review meetings with state officials to ensure government alignment and maintain systemic accountability.

Developing textbooks in five tribal languages for cultural relevance

We developed culturally relevant Teaching-Learning Materials (TLMs) and workbooks in five tribal languages: Santhali, Ho, Mundari, Kudukh, and Khadia. The TLMs developed in 5 languages are being used in the classrooms, and the bilingual textbooks in these languages will be rolled out from the next academic year, ensuring linguistic accessibility and cultural relevance for tribal students.

Training 1,000 teachers and 419 CRPs/BRPs in multilingual pedagogy

Training on multilingual pedagogy was delivered to 58 SRGs, 419 CRPs/BRPs, and 1,000 teachers. This built systemic expertise in multilingual education and classroom implementation across the programme districts.

Strengthening academic support systems through school visits

We established regular CRP/BRP-led school visits and classroom demonstrations. Block-level academic meetings provided teachers with platforms for peer learning, planning, and support in multilingual contexts.

Celebrating languages through Bhasha Jatara and school melas

Community participation was deepened through events such as Bhasha Jatara school melas, Mother Tongue Day, and Children's Day celebrations. These platforms celebrated local languages and reinforced community ownership of education.

Institutionalising block-level meetings for academic planning

Structured block-level meetings were institutionalised with CRPs/BRPs facilitating peer learning, sharing data, and conducting demonstrations based on classroom feedback. Teachers now engage in monthly planning with reference to teacher guides.

Celebrating oral histories, folk songs, and tribal wisdom

A cultural exchange in Tarub village, Khunti District, brought together teachers, panchayat representatives, community members, and elders who shared oral histories, folk songs, and tribal wisdom. The event strengthened school-community ties, fostered pride in native languages, and generated strong community pledges to support children's learning.

Reaching 1,000 schools and 22,633 children with an evidence-driven strategy

Our PALASH dashboard enabled evidence-based decision-making, academic support, and real-time feedback. The programme reached seven districts, 59 blocks, and 1,000 schools, with 22,633 Grade 1 and 2 students enrolled. More than 450 classrooms were observed by CRPs and our team jointly, 84% of students participated in assessments, and 76% demonstrated oral language proficiency, though writing skills remain an area for further support.

Quality instruction delivers 47% growth in student engagement

The CRO data collected during classroom observations showed 75% of classrooms displaying print- rich materials and 36% adhering fully to teacher guides. Student engagement improved by 47.3%, and 42% of schools implemented remedial support for struggling learners, strengthening instructional quality.

Demonstrating how 90-minute home-language classes change learning

Teachers consistently implemented 90-minute classes using home languages, breaking classroom silence barriers. This has improved communication among students, deepened teacher–student interactions, and strengthened school–community relationships across programme districts.

Hijla Mela: Promoting Community Engagement

The Hijla Mela is a district-level initiative aimed at strengthening the bond between schools and the community, increasing parental involvement in children's education, and promoting respect for local culture. In alignment with these objectives, the mela was organised in two tribal-dominated districts of Jharkhand — Dumka and West Singhbhum.

As part of the event, LLF was invited to participate and raise awareness about the PALASH MLE programme, an initiative of the Jharkhand government aimed at improving foundational learning among primary-grade children through mother tongue–based multilingual education.

LLF teams from both districts set up an informative PALASH material exhibition stall at the mela. Through displays of Teaching-Learning Materials, posters, and interactive discussions, the team members engaged with hundreds of visitors, including parents, community members, local teachers, and leaders. The focus was on creating awareness about how PALASH is helping children learn better by using their home languages (such as Santali, Ho, and Kurukh) as a bridge to Hindi.

The event proved to be a meaningful platform for community outreach, as it offered a space where education and culture could be seen working hand in hand. The discussions with visitors helped in clarifying the objectives of PALASH, breaking common misconceptions about mother tongue education, and generating local support for the programme.

RAJASTHAN

In 2019, we implemented the Ajuvaroo MLE programme in 40 schools of Dungarpur district, Rajasthan. Anchored in the MLE-based Early Language and Literacy (ELL) approach, the programme focuses on building children's reading, writing, speaking, and listening comprehension skills in Hindi (R1) while valuing their home languages. The pilot demonstrated positive results—greater acceptance of children's languages in classrooms and improved participation in formal teaching–learning processes.

Building on this success and in alignment with NEP 2020, the Rajasthan State Council of Educational Research and Training (RSCERT), with LLF as its technical partner, initiated a state-led pilot. RSCERT conducted a statewide language mapping across 33 districts, which revealed significant gaps between children's home languages and the medium of instruction. To address this, 200 schools were selected in Bichhiwada (Dungarpur) and Abu Road (Sirohi), where Wagdi and Garasia are widely spoken. The programme now focuses on integrating home languages into classroom practices, strengthening teacher capacity, and engaging communities—creating inclusive learning environments and improving foundational literacy and numeracy outcomes.

Year in Review

State-level Highlights

Language survey findings guide district FLN planning

We participated in the dissemination workshop for Phase 2 of the Language Mapping Survey at RSCERT Udaipur on January 17, 2025. Representatives from 24 districts reviewed findings, received district reports, and planned next steps for FLN-based multilingual education.

Building State Resource Groups (SRGs) for 200 schools

We supported the formation of 30 SRGs across Dungarpur and Sirohi. A four-day training at RSCERT, Udaipur ensured full participation and built clarity on the programme framework, strategies, and the supervisory role of SRGs.

Strengthening collaboration with the DIET and UNICEF for learning improvements

We worked with DIET Dungarpur and UNICEF through meetings, school visits, teacher training, and regular reviews to strengthen implementation and ensure visible improvements in children's learning.

Training 800 teachers in foundational literacy and multilingual pedagogy

Through four phases of FLN teacher training conducted at BIET Bhavan, Bichhiwada, our team facilitated sessions on multilingual education, oral language development, decoding, reading, and writing.

Orienting education leaders and language teachers

A one-day orientation at DIET Bhavan brought together 88 Panchayat Elementary Education Officers (PEEOs) and headmasters to discuss NEP 2020, multilingual strategies, and institutional roles. 90 language teachers were oriented on early literacy. Two four-day trainings engaged all 100 school language teachers in balanced language pedagogy and literacy processes, with 100% active participation.

Capacity building of district-level leaders for MLE implementation

A two-day orientation for District Level Officers (DLOs) and Block Level Officers (BLOs) was organised at DIET Pratapgarh, followed by a three-day workshop at DIET Dungarpur. Sessions deepened the understanding of NEP 2020, mother tongue–based teaching, and roles in implementing the MLE pilot.

Driving peer learning through review meetings

We facilitated five review meetings under the MLE pilot, including three at DIET and two with our own team. Teachers from 100 schools in Dungarpur addressed classroom challenges through demonstrations, group activities, and collaborative planning. SRGs and PEEOs supported peer learning that strengthened teachers' confidence and practice.

Classroom observations achieve near-perfect teaching compliance

Since December 2024, our teams have conducted daily school visits, covering two schools per day. By March 2025, 148 classroom observations were completed, showing nearly 98% teacher adherence to the Teacher's Guide. Through demonstrations and feedback, we helped teachers refine classroom practice.

Developing teacher handbooks for seven districts

At RSCERT Udaipur, we supported a workshop to design teacher handbooks for Pratapgarh, Pali, Jaipur, Chittorgarh, Banswara, Udaipur, and Rajsamand. Drafts with multilingual teaching strategies were prepared and are now under review for final classroom use.

Celebrating learning through a storytelling festival

We co-led a storytelling festival across 100 schools from 19 March to 22 April 2025. Activities included storytelling, writing, songs, and art for Grades 1–5. The festival culminated in a workshop at Bichhiwada on 17 April, engaging 4,967 children, 320 teachers, 422 parents, and 69 representatives.

Evidence of improved literacy through the MLE pilot

We conducted baseline assessments in August 2024 across 10 intervention and 10 control schools, testing Grade 1 children on oral language, reading, and writing. April 2025 endline assessments in 20 schools showed significant improvement in intervention schools. Children demonstrated higher gains in picture identification, listening, reading comprehension, letter and word recognition, and writing. Endline data confirmed that multilingual, mother tongue-based teaching improved literacy outcomes and narrowed learning gaps.

Periodic monitoring shows 40% of children exceeding competency targets

Teachers conducted periodic assessments in February–March 2025 across 100 schools with our technical support, covering 14 weeks of content and six competencies. Findings informed revised lesson plans and increased use of blending, word reading, and decodable texts. Over 40% of children scored above 60% across competencies. Grade 1 students began transitioning from Language 1 to Language 2, showing progress in decoding, word reading, and dictation, validating steady foundational skills development.

A Grade 1 Student's Love for Multilingual Learning

Dilip Damor, a **Grade 1 student** at **Government Primary School, Damor Fala (Sanchiya)**. He lives with his uncle's family. His uncle and aunt are illiterate, daily wage labourers. Dilip loves the multilingual classroom so much that he prefers school over home, attending regularly and sharing experiences in his home language, Wagdi.

His teacher observes that Dilip is intelligent and enthusiastic, never wanting to miss school. He reads words with vowel signs and short sentences. Dilip confidently responds in his home language (Wagdi), helps peers with learning, and is also able to write after listening.

At home, Dilip completes schoolwork, then plays educational games—making letters with pebbles, writing in soil. These activities attract other children to learn with him. He recites poems and retells classroom stories to his family and neighbourhood children. Even when his parents visit, he prefers staying back and continuing with school.

ASSAM

The FLN project under the NIPUN Axom Mission began in 2021 through a technical partnership between the Government of Assam and LLF, formalised by a Memorandum of Understanding (MoU) signed on 16 October 2021. Key stakeholders in this collaboration include the State Council of Educational Research and Training (SCERT) and Samagra Shiksha Assam (SmSA).

Our role was primarily to strengthen FLN outcomes for students in Grades 1 to 3, with particular attention to children from diverse home language backgrounds. The partnership covered technical support on the development of learning outcome frameworks, language textbooks, workbooks, and other Teaching Learning Materials in alignment with Nipun Bharat goals and NCF–FS 2022. In addition, LLF supported the design of professional development modules for teachers and mentors, classroom observation tools, and courses on FLN mentoring skills. During these years, LLF worked closely with state resource groups for the co-creation of materials, training modules, and multilingual teaching strategies.

The project worked across key pillars of our systems strengthening through academic reform: defining learning outcomes, designing and delivering teacher training modules, building the capacity of resource persons and teachers, supporting schools through structured mentoring, and institutionalising monthly academic meetings. The impact is visible with the ASER 2024 report showing a 3.1% improvement in Grade 3 children's reading proficiency. This progress validated Assam's systemic efforts and our role as a technical partner to the state.

Year in Review

State-level Highlights

Orienting 145 leaders to drive classroom change

We facilitated academic sessions during the state-level orientation for 145 Block Elementary Education Officers (BEEOs) in April 2024. These sessions deepened their understanding of FLN pedagogy, materials, classroom support systems, and monitoring tools, enhancing educational leadership across the state.

Revising literacy planners for coherent classroom delivery

Our team revised literacy instructional planners for Grades 1 and 2 in May 2024, aligning them with the newly introduced language textbooks and the academic calendar. These planners supported coherent classroom delivery and systematic implementation of foundational learning strategies.

Teachers trained on foundational literacy

We conducted two large training rounds. The third round (June–August 2024) reached 1,02,877 teachers, focusing on NCF–FS pedagogy, use of textbooks, classroom management, and multilingual strategies. The fourth round (November–December 2024) trained 70,851 teachers on multilingual education, reading fluency, multigrade teaching, and planner-based lesson planning.

Grade 3 textbook framework supports learning continuity

Our sustained academic inputs shaped the framework and content design for the Grade 3 language textbook, aligned with NCF–FS and NCF–SE principles. This framework, set for rollout in 2025–26, ensures continuity and progression in foundational learning across early grades.

Enhancing Ka-Shreni to bridge schools and homes

We co-developed a comprehensive teacher's handbook and parental engagement calendar for Ka-Shreni (May–October 2024). These resources strengthened early learning practices in classrooms and homes, creating integrated support systems for the foundational stage.

Workshop for finalising MLE strategy in Sonitpur

Our participation in a state-level workshop in September 2024 helped finalise the MLE strategy paper and classroom language survey tools. In Sonitpur, 37 CRCCs were oriented to pilot the MLE programme across 121 schools, with classroom data documented in detailed district reports

Ensuring linguistic inclusion

We supported SCERT in developing bilingual Ka-Shreni and Grade 1 workbooks (Pahila Kadam and Bhinsar) with tea-tribe educators (January–March 2025). Validated by tea garden resource persons and submitted for state rollout, these resources ensure linguistic inclusion for marginalised communities.

Assamese digital courses for language development

Our team developed Assamese-language online courses on Oral Language Development (OLD) and Decoding between December 2024 and January 2025. Scripts, videos, and course structures were designed to provide scalable digital learning solutions.

Institutionalising structured academic peer-learning

We helped establish monthly Cluster Resource Centre-level academic discussions with structured agendas, explanatory videos, and content handouts. These meetings fostered consistent peer learning, feedback loops, and pedagogical reflection across the system.

Structured resources make literacy periods learner-focused

Our structured planners, workbooks, reading books, and teaching-learning materials have reshaped the 90-minute literacy period into an engaging, learner-focused experience. These efforts were widely acknowledged by teachers, system stakeholders, and communities, contributing to measurable improvements in student learning outcomes.

TRIPURA

The Tripura Rural Economic Growth and Service Delivery Project (TRESP) brings together a consortium – Think Through Consulting (TTC), Vikramshila, and Language and Learning Foundation to strengthen governance and build capacity in the state's education system. Each partner contributes complementary expertise: TTC leads on programme management and large-scale assessments, Vikramshila on curriculum and teacher training, and we bring technical depth in early literacy, multilingual education, and systemic FLN reforms. Together, the consortium provides Tripura with robust support to improve foundational learning outcomes.

Year in Review

State-level Highlights

Course on multilingual and multigrade foundational learning

A three-month certificate course on multilingual and multigrade foundational learning was developed for 3,000 primary school teachers. The course focuses on using children's home language in classrooms, fostering positive attitudes, creating relevant Teaching-Learning Materials, engaging communities, and applying effective strategies for teaching-learning in multigrade settings to strengthen foundational learning outcomes.

Designing teacher training for multilingual classrooms

A new in-service training programme on multilingual and multigrade foundational learning was created under our leadership. Delivered in blended mode, the first batch has already reached about 800 teachers across the state.

Creating practical handbooks for teachers

A comprehensive activity handbook was developed to help teachers manage multigrade and multilingual classrooms. It is now being translated and adapted for Tripura's context, ensuring its relevance for local teachers.

DIGITAL ENGAGEMENT INITIATIVES

FLN Pitara –
Public Goods Platform

LLF's FLN Pitara is a cutting-edge digital platform providing open-access foundational literacy and numeracy resources for pre-primary through Grade 3 in English, Hindi, and regional languages from partner states, supporting India's diverse linguistic education needs. Launched on 27th February 2025 by Hon'ble Education Minister Shri Dharmendra Pradhan during LLF's 10-year celebration, the platform democratises access to quality educational resources. Aligned with India's NCF-FS 2022, it includes teacher training modules, classroom videos, storybooks, activity cards, and multilingual materials.

FLN Samvaad – Voices from the ground

To support India's mission to achieve Foundational Literacy and Numeracy for all children by Grade 3, LLF launched FLN Samvaad—a webinar series amplifying the voices of ground-level stakeholders like SRGs, ARPs, headmasters, and teachers. The series shares real-world strategies and challenges while fostering collaborative learning to accelerate FLN outcomes.

LLF Speaks – Podcast on FLN

LLF Speaks, is a podcast launched to spark meaningful conversations on foundational literacy and numeracy, capturing rich conversations from training sessions, classrooms, and planning meetings that rarely reach broader audiences. By amplifying ground-level voices, it bridges field insights with the wider education ecosystem, ensuring grassroots wisdom is heard, documented, and shared. This initiative marks a new direction for LLF's knowledge-sharing efforts, using digital audio to deepen engagement and surface practical wisdom for diverse audiences.

The Fundamental Truth – Brand film

Our new film captures the essence of educational challenges in India today and how LLF is addressing this challenge with robust solutions for FLN programmes since 2015. It captures that education is fundamental to the progress of a nation and its citizens. It empowers them to do better in life and to contribute to the nation's progress. At the very fundamentals of education lie foundational skills such as reading with comprehension, writing independently, and being able to do simple mathematical calculations. These skills must be acquired and mastered for all future learning in schools.

New website – Refreshed digital presence

Our new website gives visitors a deeper insight into our programmes, strategies and unique approaches to improve FLN at scale and much more.

Click on the images to explore more.

ACCOLADES AND RECOGNITION

3rd Nexus of Good Foundation Annual Award 2024 (Education Category)
For LLF's Multilingual Education Programme impacting 38,000+ students across 1,524 schools in Chhattisgarh's Bastar region

BW Disrupt Social Impact Award
Our Founder & Executive Director, Dr Dhir Jhingran, was recognised at the BW Social Impact Awards 2024

Children's Book Creators' Award 2024 (Children's Book of the Year Award 3–8 category)
For LLF's 'Aaji ki Cricket' written by Pramod Pathak and illustrated by Sanika Deshpandey. Recognition by USAID and Room to Read at the Children's Literature Awards 2024

6th ICC Social Impact Award 2024 (Large Project Category)
For LLF's work in promoting education

CIES South Asia SIG Best Field-based Initiative Award
For our submission – Multilingual Education in Chhattisgarh: Improving Foundational Learning Outcomes by Inclusion of Children's Home Languages

Hindustan Times

Zee Business

Dainik Bhaskar

Business World

Midday

The Wire & The Tribune

Dainik Bhaskar

CSR Mandate

Observer Research Foundation

The Better India

iSTORYY

Impact Investors Council

Mainline and Regional Media

10TH ANNIVERSARY CELEBRATIONS

On 26 February 2015, Language and Learning Foundation was born with a simple but powerful belief that every child in India should achieve Foundational Literacy and Numeracy in a language they understand, taught by well-trained and supported teachers. A decade later, that belief has only deepened, strengthened by the impact we have made across the country. To mark this milestone, we brought together our people and partners for a four-day celebration. It opened with a two-day employee retreat, followed by a celebratory dinner and a field visit for our funders.

Celebrating, reflecting, and reconnecting – Employee retreat

The retreat on 25–26 February 2025 brought 300 team members from eight states under one roof for the first time. Over two days, we shared interactive workshops, heard stories from our journey, and celebrated individual and collective milestones. Stepping away from our daily routines gave us space to reconnect across regions, recharge our passion, and recommit to our mission—a powerful reminder of the community spirit that drives LLF forward.

View messages from our people here.

Celebrating the past. Excited for the future – A dinner celebration

A landmark 10th anniversary celebration brought together over 200 dignitaries from across the country. Held at The Ashok Hotel in New Delhi, the event was graced by Hon'ble Minister of Education, Shri Dharmendra Pradhan, as Chief Guest, alongside Guest of Honour Shri Sanjay Kumar, IAS, Secretary of the Department of School Education & Literacy, and Ms. Vrinda Sarup, Former Secretary of School Education.

View messages from guests here.

To commemorate the occasion, landmark educational initiatives were launched – bilingual textbooks in Halbi and Hindi for Grades 1 and 2 to strengthen mother tongue-based learning; a storytelling festival document titled "कहानी कथन उत्सव – शिक्षा और लोकसंस्कृति का संगम", celebrating Bastar's cultural heritage through oral traditions and FLN Pitara, a public goods platform.

> ❝ India's multilingualism is our greatest strength—enshrined in our Constitution and championed by Prime Minister Narendra Modi ji—fueling a unity that propels our progress. Under the transformative NEP 2020 and NIPUN Bharat mission, the government is dedicated to ensuring that all children master foundational literacy and numeracy skills using a multilingual approach. Just as everyone came together to fight for India's independence, we all will have to unite and work together for foundational literacy and numeracy (जिस प्रकार भारत की आज़ादी के लिए सब मिलकर लड़े थे, उसी प्रकार हम सबको मिलकर फाउंडेशन लिटरेसी और न्यूमरेसी के लिए साथ में काम करना होगा)."
>
> **View the keynote address here.**
>
> **— Shri Dharmendra Pradhan**
> **Union Minister of Education of India**

> ❝ The dedication of LLF, under the leadership of Mr Dhir Jhingran, is truly commendable. Their outcome-driven approach ensures no compromise on process while maintaining a sharp focus on measurable impact. Their work in multilingual education is particularly significant in enabling children to transition smoothly to the medium of instruction."
>
> **View the address here.**
>
> **— Ms Vrinda Sarup**
> **Former Secretary, School Education,**
> **Ministry of Human Resource Development,**
> **Government of India**

> ❝ As Language and Learning Foundation completes a transformative decade, we reaffirm the NEP 2020's vision: language is the cornerstone of cognition, creativity, and cultural identity. With India's linguistic diversity spanning 121 languages being spoken by more than 10,000 people, a multilingual teaching approach is imperative for achieving the NIPUN Bharat goal."
>
> **View the address here.**
>
> **— Shri Sanjay Kumar**
> **IAS, Secretary, Department of School**
> **Education & Literacy, Ministry of Education**

Witnessing change in Khunti, Jharkhand – Funder visit

On 28 February 2025, we hosted an immersive field visit in Khunti, Jharkhand, bringing together funders, UNICEF representatives, JEPC, Maitri Trust, government officials, local partners, and advisory board members to witness the Palash Project in action. Visitors observed multilingual classrooms where children engaged with foundational literacy and numeracy in their mother tongues through context-rich pedagogy. The visit showcased improvements in learning outcomes, teacher practices, and community participation, reinforcing our collaborative model and the value of contextualised, multilingual approaches in early education.

OUR PEOPLE

Behind every programme and function at LLF are a set of deeply committed people who make it possible. Spread across classrooms, districts, and state offices, our teams bring together local knowledge, professional expertise, and an unparalleled dedication to children's foundational learning.

In 2024–25, we welcomed 86 new employees while maintaining a strong retention rate of over 86%. Today, over 290 employees across India form the backbone of LLF. These numbers reflect the energy, diversity, and trust that keep our teams growing.

Year in Review

Building leaders and capacities

We believe that investing in people is investing in the mission. This year, we ran two leadership cohorts with the Indian School of Development Management (ISDM), co-created around ethical leadership, inclusive management, and strategic thinking. State-specific workshops, peer learning sessions, and one-to-one mentoring continued to build a culture of collaboration and growth across regions. We also encouraged team members to pursue external learning opportunities, with organisational support to align their professional journeys with our mission.

Celebrating diversity and unity

The annual employee retreat in Gurugram in Haryana, brought together 250+ employees from across India. Teams showcased folk traditions through music, dance, skits, and street theatre, while also presenting regional education roadmaps. The retreat was a reminder of what makes LLF unique: a team that is diverse, inclusive, and united by a common purpose.

A workplace of choice

This year, we were proud to be recognised as a Great Place to Work® (2024–25). This certification reflects our commitment to building a high-trust, empowering workplace where every colleague feels valued. It affirms that people at LLF bring not just skill, but passion and conviction to their work.

Building an inclusive culture

LLF deepened its commitment to equity and safety at work through gender and workplace sensitisation workshops and organisation-wide POSH trainings. These efforts are helping us nurture a workplace that reflects the same values of inclusion and dignity we promote in classrooms.

Listening to our teams

Quarterly pulse surveys gave colleagues across geographies a chance to share their views and shape organisational decisions. Feedback influenced priorities around wellbeing, communication, and support, ensuring staff voices remain central to how LLF grows.

Connecting across states

Cross-state dialogues created space for teams to share experiences, challenges, and innovations. These peer exchanges built stronger bonds and fostered collaborative problem-solving, creating a shared sense of community and purpose across LLF.

"

Completing six years at LLF has been a journey of purpose, filled with learning, excitement, and reflection on how much more there is to do. Co-creating materials with teachers and mentors has been deeply rewarding, while chai-fuelled discussions anchored in evidence and classroom shifts remain unmatched. Field visits, whether with government officials or in classrooms, have opened new perspectives and shown how small shifts spark big changes. I feel grateful to contribute to this mission, shaping brighter futures.

- Supriya Ghosh
Senior Specialist, Literacy

"

Working with LLF has been an enriching journey. It has given me the opportunity to contribute meaningfully to strengthening teaching-learning practices and to witness the positive changes in classrooms and communities. The collaborative spirit and commitment to equity in education continues to inspire me every day.

- Pallavi Sha
State Manager, Jharkhand

PEOPLE OF LLF

LEADERSHIP TEAM

Dr Dhir Jhingran
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 Indian Government, including policy-making roles in the Ministry of Education, UNICEF India, the Ministry of Education in Nepal, and Room to Read. He is also member of the National Steering Committee for the National Curriculum Framework.

Dr Uddalak Datta
Senior Director

With nearly 30 years 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 programmatic 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.

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.

Sana Masroor
Associate Director, Strategic Communications & Outreach

With over 16 years of experience in strategic partnerships across India and the UAE, Sana drives LLF's external engagement and communications efforts. She leads the organisation's brand direction, building powerful collaborations with donors, corporates, and philanthropic foundations to advance LLF's mission at scale. Known for her ability to mobilise resources, she has played a key role in strengthening LLF's visibility, stakeholder trust, and long-term sustainability.

Shankar Subramanian in
Associate Director, People Operations

A seasoned HR strategist with over two decades 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.

Meeta Sharma in
Associate 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.

Sanyukta Chaturvedi in
Director, State Programmes

With over 30 years of experience spanning government partnerships, programme delivery, and social innovation, Sanyukta brings deep expertise in building large-scale education initiatives that have reached millions of children and teachers across India. She began her career as one of the first women officers in the Indian Navy, a testament to her commitment to public service and leadership. At LLF, she leads state partnerships and the expansion of district demonstration programmes, ensuring improved learning outcomes at scale.

Rupinder Chahal in
Associate Director, Strategic Partnerships

Rupinder brings over 18 years of experience in CSR and cross-sector partnerships, with a proven track record in resource mobilisation and stakeholder engagement. She spent nearly eight years with leading corporates in the UK before moving to the social sector, working with both Indian and international nonprofits. An MBA in CSR, a graduate from Nottingham University Business School, she now leads strategic partnerships at LLF, building alliances that expand impact and strengthen foundational learning at scale.

Santosh Morey in
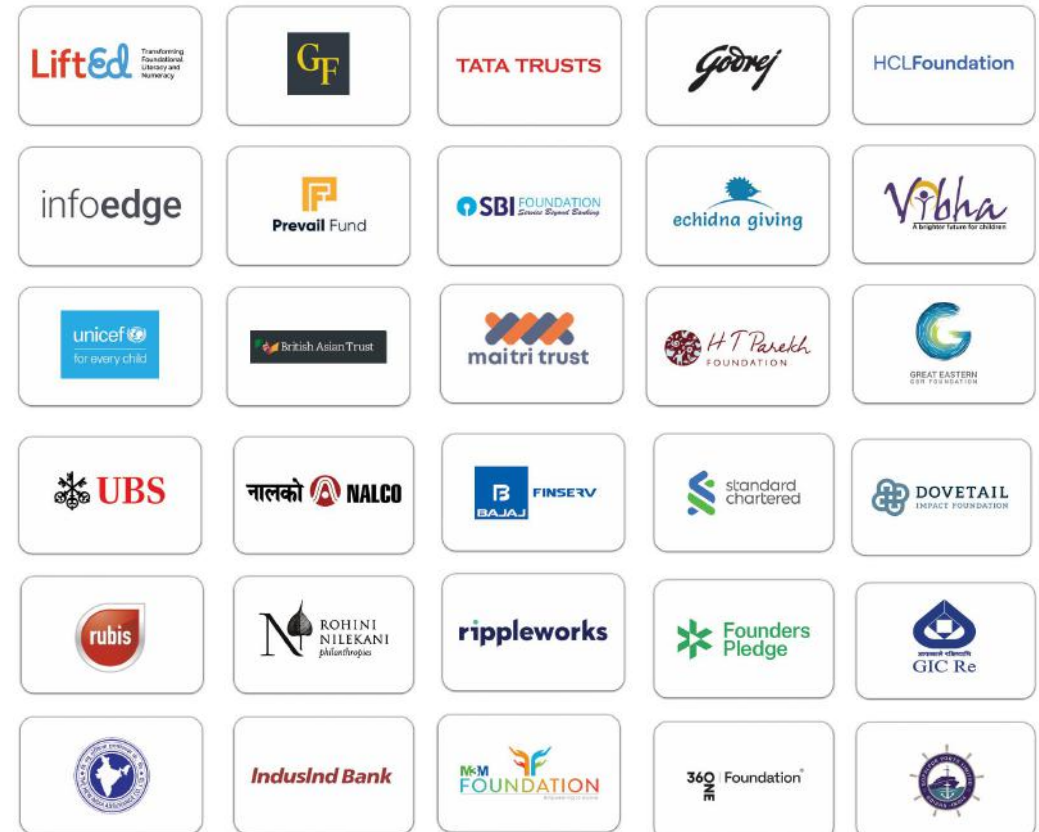Director, Monitoring, Evaluation and Learning (MEL)

Santosh is a seasoned Research, Monitoring, Evaluation and Learning strategist with over 23 years of experience turning data into action. As Director of MEL at LLF, he drives evidence-based decision-making and system-level impact, building robust M&E frameworks that empower teams and governments to improve learning outcomes at scale.

OUR PARTNERS SINCE 2015

Government and Technical Partners

Sarva Shiksha Abhiyan	Government of Haryana	Government of Uttar Pradesh	Government of Chhatisgarh
RCScE — Government of Rajasthan	Sarva Shiksha Abhiyan Assam	Odisha School Education Programme Authority	Government of Jharkhand
NCERT — National Council of Educational Research and Training	DIKSHA	CENTRAL SQUARE FOUNDATION	Ei
SAMPARK	Vikramshila	QUEST	MADHI
Centre for microFinance	OELP — Where Learning Blossoms	Learning Equity Initiative	What Works Hub for Global Education
Penn	UNIVERSITY OF CAMBRIDGE	Busara	SESAME WORKSHOP India
LIGHTHOUSE COALITION	Sol's ARC	TTC	

Strategic Funding Partners

LiftEd	GF	TATA TRUSTS	Godrej	HCL Foundation
infoedge	Prevail Fund	SBI Foundation	echidna giving	Vibha
unicef for every child	British Asian Trust	maitri trust	H T Parekh Foundation	GREAT EASTERN
UBS	NALCO	BAJAJ FINSERV	standard chartered	DOVETAIL
rubis	ROHINI NILEKANI philanthropies	rippleworks	Founders Pledge	GIC Re
	IndusInd Bank	M&M FOUNDATION	360 ONE Foundation	

Individual Donors

Mr Sandeep Satyapal Mehta | Mr Sanjeev Bikhchandani | Mr Anant Jhingran | Ms Renu Tiwari | Mr Dilip Waghle | Mr Joy Thomas | Mr I S N Prasad | Mr Anupam Gupta | Bakshi Trust | Aditi Infratel Pvt. Ltd. | The Swaraj and Balraj Foundation

> We partner with LLF because of their focus on foundational learning and the quality of classroom instruction. By combining technical rigor with practical solutions that work at scale, they've strengthened programmes and improved teaching, making a real difference for children in India.

–Benjamin Piper
Director, Global Education Programme,
Gates Foundation

> What stands out most in our partnership with LLF is the organisation's unwavering commitment to rigour and evidence. This culture of learning and accountability underpins the high-quality relationships LLF has built across multiple levels of the education system and drives the impact we see on the ground. Maitri is proud to partner with LLF and looks forward to continuing our collaboration in the years ahead.

–Natalie Thornber
Grants Manager,
Maitri Trust

> The HCLTech Grant is one of India's most competitive CSR grants. After a rigorous, year-long evaluation process, LLF emerged as the winner. Given the grant's outcome-driven approach with clear deliverables and timelines, LLF demonstrated exceptional commitment and capacity to deliver meaningful results. What impressed us most was their willingness to work in Bastar, an aspirational district in Chhattisgarh, and their belief in taking an innovative approach to multilingual education.

–Rahul Kumar
Manager,
HCLTech Grant

WAY FORWARD

Our Vision for 2030

Our ambitious North Star for 2030 is clear: to improve the learning outcomes of 60 million children and reduce learning disparities in early childhood and primary grades across India's public school systems. This represents not just a numerical target, but a fundamental transformation in how foundational learning is delivered across classrooms.

Over the next five years, LLF will expand its presence to cover 12 states through a combination of deep technical support partnerships and demonstration districts. This strategic geographic expansion will prioritise states with high need, large tribal populations, and complex multilingual contexts where our equity-driven approaches can make the greatest impact. Our expansion strategy emphasises depth alongside breadth, ensuring that each new partnership builds institutional capacity for long-term sustainability.

Year Ahead: 2025–26

As we move into the coming year, LLF will focus on translating our long-term strategy into meaningful action on the ground, reflecting both depth and scale– strengthening classroom practice while embedding systemic reforms that sustain change across states.

Expanding to new states and districts

We will initiate work in two additional states and six new demonstration districts, extending our reach to contexts where enabling conditions for reform are strong and the need for quality foundational learning is urgent.

Strengthening early childhood education

Building on proven efforts in Uttar Pradesh and Haryana, we will expand our support for Balvatika (ages 5-6) to ensure children enter primary school with the foundational skills necessary to succeed.

Extending to Grades 4 and 5

To prevent learning gaps from persisting beyond Grade 3, LLF will design and support structured interventions for Grades 4 and 5. Together with our Balvatika model, this will create a full continuum of support from age 5 through Grade 5.

Strengthening multilingual education

We will strengthen our bilingual education model by developing bilingual textbooks and building teacher and system capacity to implement instruction that bridges children's home and school languages. We will also explore teaching strategies in less-documented multilingual contexts through targeted research.

Strengthening CPD

We will strengthen CPD for teachers and mentors in Uttar Pradesh, Haryana, and Chhattisgarh by designing structured cluster meetings, annual CPD calendars, and digital nudges. Bite-sized online courses, induction training, and monthly review meetings will support a sustainable culture of ongoing professional growth.

Enhancing Multigrade Multilevel (MGML) teaching

MGML teaching is a proven approach for effectively managing classrooms with students from multiple grade levels, a common situation in many schools, particularly in rural areas. LLF will be piloting a comprehensive, straightforward multi-level teaching package to provide a practical and scalable solution for states to address the unique challenges of multigrade classrooms and improve learning outcomes for all students.

Strengthening mid-tier instructional leadership

A key focus will be on enabling block and district-level officials to take on stronger academic and instructional leadership roles. Through comprehensive and differentiated capacity-building programmes, as well as innovative pilots, we will test and equip the mid-tier with the technical expertise needed to drive instructional improvement at scale.

From research to action

We will strengthen our thought leadership through rigorous equity-focused studies that directly inform classroom practice and system design. Building on ongoing action-oriented projects (Gender-responsive FLN, Teacher Professional Development for Equity, Remediation and Multigrade-Multilevel teaching), the Learning in the Margins study will illuminate barriers and intersecting challenges children face in learning. These projects will generate practical insights and recommendations to strengthen LLF's programmes and advance learning equity solutions across the broader education ecosystem.

Systems strengthening

We will enhance our system-focused efforts by developing a framework to measure system strengthening and systems change, moving beyond traditional indicators to assess the depth and sustainability of system transformations.

GOVERNANCE AND SUPPORT

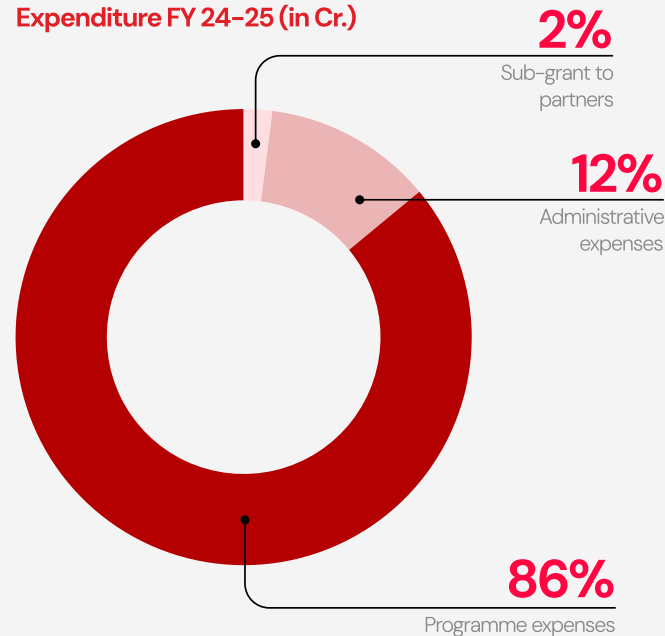## Maintaining financial transparency and accountability

The financial year 2024–25 was marked by disciplined financial management, effective deployment of resources, and strengthened governance mechanisms. Expenditure grew steadily over the past three years, reflecting the organisation's programme expansion and enhanced operational capacity.

In FY 2024–25, a total expenditure of ₹45.07 crores was incurred, with the majority (86%) dedicated to core programme activities, 12% allocated to administrative functions, and 2% towards sub-grants. This allocation underscores our commitment to maximising impact while maintaining strong financial stewardship and transparency.
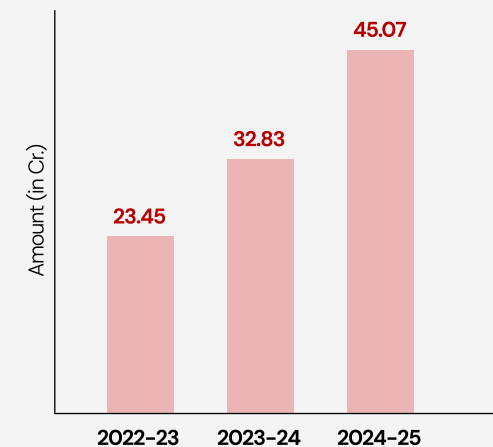
A major focus this year was on improving financial reporting, compliance, and internal controls. We implemented several process improvements and digital tools to enhance efficiency and ensure timely reporting to stakeholders. The audit for FY 2024-25 was completed successfully, reaffirming our commitment to the highest standards of governance and accountability.

Looking ahead, we remain committed to responsible financial stewardship, ensuring that every rupee spent contributes meaningfully to improving foundational learning outcomes for children across India.

Expenditure FY 24–25 (in Cr.)

- **2%** Sub-grant to partners
- **12%** Administrative expenses
- **86%** Programme expenses

Expenditure (in Cr.)

Amount (in Cr.)

2022–23	2023–24	2024–25
23.45	32.83	45.07

Expenditure 2024–25	Amount (in Cr.)	Percentage
Programme expenses	38.84	86
Sub-grant to partners	0.74	2
Administrative expences	5.49	12
Total	**45.07**	**100**

Read our detailed financial reports for 2024–25 here.

Join the foundational learning movement

LANGUAGE and LEARNING FOUNDATION

Strong Foundation, Stronger Future.

🌐 www.languageandlearningfoundation.org
in Language and Learning Foundation
📷 @llf_ig

f Language and Learning Foundation
𝕏 LLF_edu
▶ languageandlearningfoundat1193

1st Floor, B Block, Plot No 8, Balaji Estate, Guru Ravidas Marg, Kalkaji, New Delhi, Pin – 110019