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Celebrating our past
Inviting the future
The Indian school education system is one of the largest and most multifaceted in the world. The difficulty of the system stems from India’s need to maintain standards and uniformity while giving scope for diverse local platforms and traditional knowledge paradigms to grow and flourish across the 29 States and 7 Union Territories of the country. Over the past decade, the country has observed a tremendous rise in enrolment through all phases of education, a decline in dropout rates, a move towards greater gender parity, a considerable increase in the number of teachers in institutions and a substantial expansion in the number and spread of educational institutions. India has worked hard to provide access to almost all learners and it has now begun to focus on aspects of quality and is seeking to improve learning outcomes.

I am pleased to share with you, the annual report for 2016-17 that throws light on how we chose to address some of the more important challenges in education while keeping a determined focus on enhancing the quality of education. This year acquires a special significance as it is the 15th year of our resolve to improve quality and innovation in education. Learning Links Foundation started in 2002 and has been working across India, state after state, school after school, striving to provide each child an equal opportunity to learn. In the past 15 years, programs implemented by Learning Links Foundation have benefited educators, students, and communities across states in India.

As you journey through the pages of this report, we hope you gain an insight into how various programs support the fulfillment of our vision to foster a bright future where education is optimally delivered and learning is truly inspired.

Since inception, Learning Links Foundation has been a strong proponent of building innovation skills so that our children grow to be inventors and creators than mere consumers. An interesting initiative, in this direction, has been the Mobile Innovation Station which encourages students to work on disruptive technologies. The annual report shares how the Mobile Innovation Station is helping students design technology-based solutions for local problems. Now is also the time to educate both digital natives and digital immigrants on responsible use of technology, online safety and appropriate netiquette.

This year, our programs reached out to 16 states and empowered 4,99,968 children and youth to learn better and make informed decisions about their online engagement.

I wish to express my sincere appreciation to the Board, our partners, the state governments, our volunteers, and especially our staff for their dedicated support in realising the vision of Learning Links Foundation and creating a positive impact in the lives and communities that we serve.

Thank you all.

Anjlee Prakash, Ph.D.
Chairperson
Learning Links Foundation
Our Impact
22,01,110 Teachers
34,321 School Leaders
154,56,085 Students
2,38,072 Community Children
1,33,185 Youth
across 25 states
About the Organisation
We are a non-profit organisation dedicated to enhancing quality, promoting innovation and developing future ready citizens. We believe that the best possible way to achieve our goal is by delivering measurable and sustainable change in the education and innovation ecosystem.

Learning Links Foundation was born out of the idea that every child, youth and citizen should have an opportunity to learn and rise to their potential.

Our work in the education sector covers the entire lifecycle, from primary to higher education, including formal and non-formal segments.

Our focus is to deliver solutions that address the multiple challenges around quality and learning faced by learners, service providers and Governments.

Our goal is to create a future where everyone has equal opportunities by empowering students to make the most of their talent, preparing educators to transform teaching, and skilling youth to be self-reliant.
**Our Vision**

Foster a brighter future where education is optimally delivered and learning is truly inspired.

**Our Mission**

- Working with key stakeholders in education to enhance delivery and impact.
  
  Enable last mile connect through networks and partnerships.
  
  Develop solutions that are customised and in keeping with the changing needs.

- Leverage technology to accelerate pace of change.
  
  Drive innovation for deeper learning and stronger enterprise.

- Develop evidence-based and well researched solutions and guidelines to raise the standards of education and training.

**Our Recognition**

- [CSR Impact Award for Employee Volunteering in 2017](#)
- [Featured in the top 32 NGOs in the Education Category in 2017](#)
Our Presence

Himachal Pradesh, Haryana, New Delhi, Rajasthan, Uttar Pradesh, Gujarat, Madhya Pradesh, Jharkhand, West Bengal, Chhattisgarh, Maharashtra, Telangana, Andhra Pradesh, Karnataka, Tamil Nadu, Kerala.

In addition to our presence in these 16 states, we also have a rich experience of implementing education programs across all states in India. Learning Links Foundation is led by stalwarts in their respective areas of operation and has 500 staff members.
OUR DOMAINS

Education Solutions
Education Solutions primarily focus on enhancing student learning and empowering educators to create engaging learning environments.

Emphasis is placed on ensuring students, especially those from economically disadvantaged backgrounds, access quality education such that they attain grade level competencies and develop essential life skills.

**We work with key stakeholders to strengthen the delivery of education in the entire school system leading to whole school transformation.**

This is done through capacity building of school management committees, and providing professional development to school leaders and teachers helping them acquire skills for improving student learning level outcomes.

We also actively involve parents and community members in creating a supportive home environment for the students.
The program builds result-oriented leadership and enhances the pedagogy of teachers.
The Whole School Transformation Program

The Whole School Transformation program seeks to improve the entire school system by empowering school leaders, teachers, students, and the community towards progressive change and 21st century readiness.

The program builds result-oriented leadership and enhances the pedagogy of teachers. In addition, teachers are trained on the integration of technology in classroom practices.

Thoughtfully designed instructional strategies are implemented to increase student learning levels and create a technology-enriched learning environment in the school. The program focuses primarily on improving overall student performance, and gives adequate attention to learning, building life skills, 21st century skills and Spoken English skills.
Impact on School Leaders

- Technology use by teachers as a productivity enhancement tool for administrative work.
- Frequent showcasing of school achievement (teachers & students) in science exhibitions and fairs.
- Better planned and more regular SMC meetings.

*Principals of intervention schools are equipped with an Action Plan for development of scholastic and co-scholastic systems in school.*

Impact on Teachers

- Technology use by teachers as a productivity enhancement tool for administrative work.
- Technology-integrated subject-based teaching being implemented in classrooms.
- Shift to PBL (project-based learning) approach of teaching.
- Greater alignment of remedial learning with classroom practices.

*Teachers of intervention schools earned higher scores in the annual school inspection conducted by government officials.*
The Nalagarh intervention school was visited by Deputy Director SSA, BRC Nalagarh, MIS Coordinator and DIET Solan.

The program initiatives were recognised by local media. In Pune also, the program has been deeply appreciated by the Shikshan Mandal.

The Pune intervention school has scored very high on Pragat Shaikshinik Maharashtra (PSM) inspection under which the Maharashtra government has introduced several processes to create a child-centric classroom.
Impact on Students

Value-Based Culture

- Better cleanliness and hygiene practices being followed by students.
- Cleaner school surroundings.
- Respect for values as seen in student interaction with staff and peers.
- Better discipline in classrooms and during lunch-breaks.
  
  Visible improvement in student culture, values and behaviours

Learning Enhancement

- Strengthening of core concepts in English, Math, and Science.
- Greater classroom participation by students.
- Improved academic performance in tests.
- Improved attendance.
Greater confidence when conversing in English.

Increased participation in activities.

Enhanced interest in speaking in English even outside of the classroom.

*Almost 70% of the students from Classes 3-7 understand and follow basic instructions in English.*

**Spoken English**

- Development of 21st century skills such as problem solving and collaboration.

- Proficiency in use of technology applications.

*60-70% of the students have been equipped with the skills to work on office applications of word processing, spreadsheets, multimedia and graphics.*

**Digital Literacy**
Math class had so many activities. I have begun to understand Math problems given in class. From next year, I will learn math with my classmates and I will continue with my English remedial classes.

- Aniket, Student of Class 6, Pune

This is the first organisation to work for our school students and for our community. Learning Links Foundation has taken an initiative to improve spoken English and computer literacy. Earlier our community went for these classes to Nalagarh where the students had to pay a fee for these types of courses.

- SMC Pradhan, Mr.Laxmi Chand, Nalagarh
Passive Observer To Passionate Leader

Nitin Zhagde is a teacher at Pt. Deendayal Upadhayay English Medium School (PDDUEMS), Pune. Well qualified with B.A, D.Ed and B.Ed degrees, Nitin has been teaching English for the past five years in the school.

In the first year of the program, Nitin was largely a passive learner who just observed what the program Resource Persons were doing. By Year 2, Nitin had started to appreciate how the different components were helping students learn better. The program team encouraged his interest and mentored Nitin to take the lead and set an example for others.

When Nitin’s class of 7th graders was given the responsibility to conduct the school’s first online election of a student council, he volunteered to guide his class to do the same.

Apart from equipping himself with technology skills, Nitin also sought strategies from the program team to conduct English remedial sessions with his students.

When the Pune Municipal Corporation announced an education fest to showcase innovative methods of teaching, PDDUEMS was among the 30 schools selected out of 360 schools! The two day event was a success and Nitin’s presentation on student-led classes was much appreciated by the Mandal officials and other guests from different NGOs.

Nitin’s confidence reached its peak when he scored a high of 100+20 i.e. 120 points with 20 bonus points awarded by a team of inspectors for the Pragat Shaikshankik Maharashtra.

The inspection has been introduced in 2017 by the government. (*Note: A school will be certified as ‘Pragat’ only if it scores above 80/120. Nitin scored 120 points in the first attempt.)*

Nitin’s contributions have been recognised by the Principal and he has even been identified as the teacher leader for the program sustainability plan!

When asked what he is looking forward to in the next phase of the program, he says “I wish to continue with my remedial lessons with the weaker kids, also if possible I will wait after school and take up their studies. This year I will do something new for my PBL (project-based learning). Thank you LLF team for the support given at each step.”
The program strengthens teaching-learning processes while bringing about holistic development.
School Quality Enhancement Program

The School Quality Enhancement program strengthens teaching-learning processes with an objective to bring about holistic development of students.

The School adoption program has ushered remarkable change in the learning environment of the intervention school. Both teachers and students have shown sustained interest and deep engagement with the initiatives undertaken under the program.
Impact on Student Performance

- In grade nursery to 1, over 165 students benefited from a student-centric and innovative pedagogy experience in the classrooms by using a scaffolding learning system.

- The highest mean score percentage in Hindi written test for grade 1 students was an impressive 75.8% while the mean score percentage for English and Math in written tests was also above 60%.

- In Math oral test, 100% Grade 1 students could do forward counting and 55.6% could do backward counting.

- In Hindi, 77.8% of Grade 1 students could name letters of Vern Mala and 72.2% could name letters of the Swar.

- In Nursery, for the oral tests, 50% students could identify alphabets in English; 85% students could count 1 to 10 in Math; and 85% students could recite a rhyme in Hindi.
LEAP provides a robust structure for additional instruction to ensure students meet class level expectations.
Learning Enhancement and Practice (LEAP) Program

Learning Enhancement and Practice (LEAP) is an academic support program with an experiential and inquiry led learning approach that provides an effective solution for students who have been identified as deficient in vernacular language, English and Math.

The LEAP Program provides a robust structure for additional instruction to ensure students meet class level expectations. In addition, it also builds teacher competency in raising student learning levels through need-aligned professional learning.

The Learning Enhancement and Practice Program (LEAP) is being implemented in government schools in West Bengal and Maharashtra and focuses on adolescent girls from grades 5 to 8.
Our students are from villages and have very less exposure. We are very happy to get RPs to our schools and we will extend our complete support to Uddan LEAP program.

- Mrs. Shahnaz Khurchan, HM Dhargaon

I came to know how to increase the bonding between teacher and student, how to do activity based teaching more effectively, how to design the course more effectively so that students can learn fast with lots of enjoyment.

- Rituparna, Resource Person, LEAP

The LEAP team is doing a very good job as I can see lot of change in the students approach towards learning Math, English and Marathi. This type of activity based learning is really helpful for the students’ holistic development. Team LEAP… Keep on doing a good job.

- Mr. Katekhaye, Block Head, Kardha
Impact on Schools

- 75% improvement in school attendance.
- 20% reduction in dropout rates.
- 25% reduction in remedial students after 1 year of the program.
- 95% of students passing out from 5th grade have taken admission in middle schools.
The program focuses on education, wellness, health, infrastructure and community development.
Holistic Development Program

The Holistic Development program is being implemented in 108 primary and upper primary government schools in Tamil Nadu. The program focuses on education, wellness, health, infrastructure and community development.

Special emphasis is placed on Remedial Education as a part of which need-aligned ‘Learning Enhancement’ sessions are conducted for students of primary and middle school. These sessions aim to narrow learning gaps and ensure students attain grade level competencies.
Impact on Schools and Community

- Learning improvement recorded between 14.5% - 17% in Phase 1 (36 Schools) and between 29% - 40% in Phase 2 (72 Schools).

- After one year of intervention, 25% reduction in remedial students in Phase 1 schools.

- Dropout rates have registered 20% reduction and 95% of students passing out from 5th grade have taken admission in middle schools.

- Remarkable improvement in hygiene practices in 60% of the schools with over 90% of students now practicing good eating habits and maintaining a good appearance (nail cut, haircut, clean clothes).

- Better child protection and safety practices being followed in the community as a result of social awareness projects implemented in 36 schools of Phase 1. These include awareness campaigns and drives conducted on the ill effects of plastic usage, keeping premises clean, and education of the community.

The Holistic Development program has benefited over 15,000 students in 108 schools in Tamil Nadu.
The students raised awareness on hygiene by going door-to-door and making personal visits, conducting rallies and participating in public meetings.
Hygiene in my Home

Marandapalli, a small village around 30 km from Hosur industrial town, is home to farmers and daily wage workers in mint and horticulture farms. Most residents in the community practice open defecation. This results in frequent illnesses related to unhygienic sanitation practices. Students of grades 7 and 8, as part of a sanitation drive organised by Learning Links Foundation, undertook a project on Hygienic Sanitation to create awareness in the community. In groups, students were required to go door-to-door and determine how many households had toilets. Interestingly, the survey revealed that 50% of household surveyed were ‘pucca’ houses, out of which only 3% had toilets in it. And, 47% of the houses did not have any toilets.

The students raised awareness on hygiene by going door-to-door and making personal visits, conducting rallies and participating in public meetings.

Through the relentless efforts of the students, over 90% of the houses have agreed to build toilets and over 25% of the houses have started construction for the same!
OUR DOMAINS

Skill Building and Entrepreneurship
Programs on skill-building and entrepreneurship focus on equipping the youth and educators with skills and knowledge necessary to acquire self-reliance and contribute to the society.

Learning Links Foundation continues to support skill-building in communities with the ultimate vision to drive economic growth, promote innovation and create an entrepreneurial spirit. These initiatives include but are not limited to need-aligned professional development trainings based on real world application for educators that empower them to transform teaching.

**Additionally, there are programs with a singular emphasis on equipping youth for productive participation in society.**

Through these programs, youth are empowered with technology skills, entrepreneurial and employability skills.
Teachers use a set of research-based strategies to bridge learning gaps and enable higher learning outcomes.
Evidence Inspired Teaching

Since 2012, Learning Links has been working in Gujarat, Himachal Pradesh, and Jharkhand towards improving teaching and learning in government primary and middle schools.

Teachers use a set of research-based instructional and assessment strategies to strengthen the assessment processes, thereby bridging learning gaps and enabling higher learning outcomes in students.

LLF developed an Education Management Information System (EMIS) with support from the state governments and it has been a primary focus of the program since 2016.
The program enables teachers to track learning achievements in real-time.
Enhancing Teaching Effectiveness with EMI

The objective of the EMIS is to enable teachers to track learning achievements and have access to real-time analytics on learning levels of students, as per Formative and Summative assessments conducted in classrooms.

In addition, the software generates relevant and easy to understand graphs for teachers that inform them about the diverse learning achievements of the students. Based on this data, teachers plan for more relevant classroom instructions that would address the multiple learning gaps within the class.
In Himachal Pradesh, the program has reached out to more than 19500 students, 1850 teachers, 406 schools, 406 principals/HTs, and over 100 government officials across 4 districts.

In Jharkhand, 795 schools in total i.e. 747 elementary schools in Ranchi + 48 schools in East Singhbhum (near Jamshedpur) have benefited from the program.

In Gujarat, the program has reached out to 741 schools across Prantij block of Sabarkantha district and Gandhinagar, Mansa, Kalol and Dahegam blocks of Gandhinagar district, and 5500 teachers and 140,000 students have benefited from the program.

Impact on Learning Outcomes, Teaching and Assessment

- Student learning outcomes registered an increase of 12-17%.
- Teachers shifted from traditional methods (paper pencil tests) to diverse assessment techniques. News reading, quiz, and poetry have been introduced to assess students.
- Assessment documentation is timely, evidence based and more accurate.
- Establishment of Quality Enhancement Initiative Cell (QEIC) in Himachal Pradesh has facilitated government decision-making based on academic performance of students across all elementary schools in the state.
Learning Links Foundation has been working with SSA, Himachal Pradesh for strengthening assessment reforms in the state and over three years has shown great positive impact on student’s learning. The content developed by the Foundation and field facilitators visiting each school have been widely appreciated and proved very useful.

- Mr. Ghanshyam Chand, SPD, SSA, Himachal Pradesh

SSA in the strengthening of CCE implementation and has initiated assessment reforms in the Government Primary and Upper Primary schools since 2012. In their endeavour they have impacted 406 schools directly in enhancing learning levels of more than 19000 students. Learning Links Foundation has also supported SSA in developing assessment sheets, Terminal Assessment Questionnaire, training modules, professional development training of teachers, monitoring and onsite mentoring of teachers across the selected 406 schools. The best practices have been replicated in rest of schools in the state.

- Ms. Shubhra Banerjee, R&E coordinator, SSA, Himachal Pradesh
The Math Enhancement Program equips teachers with new strategies for teaching mathematics.
Math Enhancement Program

The Math Enhancement Program empowers teachers with opportunities to enrich their content knowledge and acquire new and effective strategies for teaching mathematics.

It focuses on promoting ‘Active Learning’ by setting up a Math Lab and forming a Math Club in each school. Adequate support is provided to the teachers to enable them to effectively use the Math Labs to build engaging learning experiences.

Currently being implemented in government schools in South West Delhi, Bengaluru and Chennai, the program aims to build student engagement and interest in mathematics, leading to an increase in student learning outcomes.
I am excited to see the Math Lab. It is truly exciting and vibrant. I wish I had such facility while I was in school. Thanks to LLF for this wonderful work.

- Mr. Avadesh Dixit, Director HR, Moody’s

MEP has made teaching of Maths simpler and less time consuming. Students understand the concept easily with greater clarity.

- Ms. Vanishree, TGT Math Teacher, Kengeri Government School, Bangalore

I am very proud to say that the Math phobia has totally disappeared among students in our school. The students voluntarily participate in classroom discussions and enjoy learning new concepts. Teaching Algebra to class 7 and 8 was earlier a daunting task. However, understanding it through the manipulative kits has made the task much easier.

- Ananda Padmanabhan, Teacher of Math, Sikkarayapuram Government School, Chennai
Shift in teaching practices with increased use of activity-based approaches and manipulatives provided in the Math lab.

Active and collaborative learning among students.

Increased student participation in Math contests and competitions through Summer Camps and Math Fairs.

The Math Enhancement Program has led to participation of over 8000 students in Math activities and supported 122 teachers in using innovative pedagogy.
The program nurtures teachers and supports their role in improving learning levels.
Quality Education Program (QEP)

In collaboration with the State Governments of Chhattisgarh, Rajasthan, Maharashtra and Madhya Pradesh, the program mentors teachers’ work with adolescent learners.

The program nurtures teachers and supports their role in improving learning levels and helping students complete their formal education with improved perceived self-efficacy and resilience.

Teachers are also provided with training and mentoring to enhance teaching effectiveness such that there is an improvement in the reading and numeracy skills of the students.
Children are getting more interested through the teaching materials of this program. Children are becoming self-confident, are interested in reading and are regular in attending school.

- Sukhdev, Head Teacher, CSS Malasi

The QEP program is a commendable step in the field of education. Students continue to receive support from this program, which is creating awareness towards education among the students.

- Supyar Kumari, Teacher, KGBV Sardarshar

There is an increase in the educational environment of the school. Parents and villagers have also become aware about education.

- Inder Ram Rao, Principal, CSSS Rannsisar
85% teachers (Math, Language and Science) have implemented new teaching strategies.

96% teachers are facilitating activity-based science classes showing a sharp shift from the earlier conventional lesson plans.

99% of officials demonstrate a clear understanding of the program and their roles, responsibilities and actively support the program.

Print rich classrooms, activity rooms, reading and writing corners provide for a school environment that is conducive to learning.

Student attendance has improved with absentees returning to school.

The Quality Education Program enables over 16,000 first generation adolescent learners studying in 172 Government schools to demonstrate improved learning levels and complete their formal education with improved perceived self-efficacy and resilience.
To encourage reading habits among students, the Library was converted into an Activity Room.
I do, We do, You do

Child-centric Education in Rajgarh, Madhya Pradesh

GUPS (Government Upper Primary School) Daantli is situated in Rajgarh block, approximately 80kms from the district headquarters in Madhya Pradesh. Most of the students who attend the school belong to low-income agrarian families and their learning levels can be considered as average.

Ms. Manju Meena, the Headmistress and a teacher of Hindi, and Mr. Kishan Lal, a teacher of Math, were among the participants at the QEP teacher training held in December '16. The sessions and activities during the training especially those on subject and classroom management highly motivated them and they started to apply their learnings as soon as they were back in school.

As per the guidelines provided by Learning Links Foundation, the teachers started modifying their teaching techniques and classroom arrangement.

Due to active mentoring and strong feedback support, by February '17, a particularly visible change in classrooms was that teaching was no longer lecture-based. Group work became a regular part of the teaching-learning process. To add to their professional development, the teachers collaborated with Learning Links Foundation to design various teaching learning materials (TLMs) for different subjects.

To encourage reading habits among students, the Library was converted into an Activity Room.

Several models, charts, puppets and story-slips were made by both teachers and students. This room now has books hanging on wall strings, colourful charts and models, and inspires learner interest in exploring new concepts. Laughter, enthusiasm and energy add to the room’s appeal and invite student participation in learning.
The Program helps teachers build skills to teach effectively in 21st century classrooms.
The Teacher Empowerment Program offers professional development tailored to help teachers build the skills to teach effectively in 21st century classrooms. The training sessions equip teachers to manage classrooms efficiently, develop and follow strong assessment practices, and demonstrate innovative pedagogical practices.
Impact on Teachers

100% of the teachers who have attended the professional development sessions have recommended them to their peer teachers.

99% of the teachers have implemented the strategies that they have learnt in the sessions and showcased these to the school leaders.

The Teacher Empowerment Program has equipped 11,971 teachers (till date) with skills to use the latest tools and technologies in classroom teaching. In 2016-17 alone, it has empowered 507 educators.

The program was well designed with a special focus on enabling teachers to carry out their day to day teaching process. The program encouraged our teachers to reflect on the teaching learning practices they follow in the school.

-Mr. Siddesh, Principal, Nava Prajna Public School

The program conducted by Learning Links Foundation not only infused the staff of Children’s Academy with innovative ideas but also has instilled confidence that, as teachers, we are on the right track.

-Mr. Rohan Bhat, Chairman, Children’s Academy Group of Schools
YES4ME aims at building entrepreneurial skills, supported by digital and financial literacy and Spoken English training.
Youth Empowerment Series for Micro Entrepreneurs (YES4ME)

YES4ME aims at building entrepreneurial skills, supported by digital and financial literacy and augmented by Spoken English training. Aimed at youth in the age group 18-32 years from low income families in Pune, Ahmedabad, Delhi and Bangalore, the program mentors them in creating strong business cases such that they obtain funding from financiers.

YES4ME is a unique program in that, it not only creates entrepreneurs through the in-class training, but also helps the youth in getting acquainted with the larger financial ecosystem that exists for supporting their livelihood improvement journey.
**Impact on Youth**

- Improvement in confidence of participants in sharing their business cases.
- Participating entrepreneurs demonstrate improved understanding of business planning.
- Increased awareness, amongst participants, of government schemes that support entrepreneurship.

YES4ME will train 2400 youth of which 1000 will obtain funding support for their businesses and 400 will be placed in full-time jobs.

“No one in my family has ever been an entrepreneur. After participating in the several activities included in the program, I have begun to understand different aspects of being a successful entrepreneur. I already feel a lot more confident after attending the classes being conducted by Learning Links Foundation. I have overcome my fear of speaking in public.

- Tinki, Participant, YES for ME Program
Despite her conservative upbringing, Shabnam aspires to be the first female entrepreneur in her family.
For the love of language

Shabnam belongs to a traditional Muslim family from New Delhi. Her father runs a tea stall and her brothers have an automobile repair shop. Shabnam’s large family of 15 members have a collective annual income of INR 5,40,000 (USD 8,100).

Despite her conservative upbringing, Shabnam aspires to be the first female entrepreneur in her family.

She wants to start a coaching centre for Urdu Language in her locality which has a large Muslim population.

“Since my childhood, I have aspired to be a very famous Urdu teacher as I love this language. My mother also wants me to be an Urdu teacher”, says Shabnam.

She joined the YES4ME program to understand what it takes to start a business venture and raise funds for the same. Her family is aware that she has enrolled for this program, but Shabnam is yet to discuss her business idea with them. “I feel this training will help me refine my business idea to present it to my family members. I want to iron out all the details before I present it to them so that they can see my hard work and support me in this”, she says.

Shabnam is very happy with the training she has received as a participant. “The training so far, has been great. It has made me confident. I have learnt IT skills and gained knowledge on starting a business. I am more aware of the possible challenges that I will face and am working on overcoming them. The best thing is that I have been creating several versions of my business idea and I hope this will help me come up with a robust business plan”, says Shabnam.
A global scholarship program that provides a foundation of English Language skills through after-school classes.
Access Micro Scholarship Program

Access is a global scholarship program that focuses on providing a foundation of English Language skills to talented 13-20 year-olds from economically disadvantaged backgrounds through after-school classes.

The idea is to enable them to acquire better jobs and gain educational opportunities. The program builds their ability to participate in and compete for future exchanges and study abroad. Emphasis is placed on listening, speaking, reading and writing skills, all of which are developed using a communicative approach.
I am so proud to see my students communicating in English with so much of confidence and I can see the changes in my students. They are lucky that they got the opportunity to attend such educational grooming unlike thousands of other children of our country.

- Mrs. Rama Raitika, Principal GHS Tuttikandi

Great effort and innovative ideas, appreciate the practical activity based work in Access classrooms, each student can do well in the class.

- Ms. Nisha Bhuluni, Principal GSSS Portmore
Impact on Students

- Improved reading and writing skills.
- Improved listening and communication skills.
- Increased use of technology aids such as tabs in the classrooms.
- Development of critical thinking skills and creativity resulting from group work and collaborative activities.

Learning Links Foundation has selected 125 students from three pilot schools to undergo this program.
OUR DOMAINS

Technology and Innovation
Learning Links Foundation considers innovation as the key to stimulating change and prepares youth to design novel solutions that address real world challenges.

To further our aim of giving each child an equal opportunity, the programs have an in-built intensive community outreach component that bridges the learning divide.

The programs under ‘Technology & Innovation’ leverage technology to accelerate and deepen learning, foster collaboration, encourage knowledge-sharing, and build 21st century skills.

Also, there are huge challenges that need to be addressed regarding the safe usage of Internet and Social Media. Through our online safety programs, we have taken up the responsibility of educating children, youth and adults to follow fair, respectful and ethical behaviour in their online interactions and promote confident and safe use of digital technology.
The program uses innovative and cutting edge technology tools and integrates them into the core curriculum.
Ed-Tech Solutions

Ed-Tech Solutions is a technology-integrated education program that enables and accelerates technology innovations in schools and community. The program uses innovative and cutting edge technology tools and integrates them into the core curriculum to enhance student achievement in Science, Math and English and also gives students the opportunity to experience transformational learning.

An exciting and much acclaimed component of the program is the Mobile Innovation Station which encourages students to work on disruptive technologies and come up with technology based solutions to solve local problems. Inside the Mobile Innovation Station, students unleash their imagination and work on computational thinking projects using gamification and coding.
**Impact on Students**

- 7,422 students have completed advanced coding levels. 3 students from two Bangalore nodal schools have qualified for the finals at the national level in the Google India Code to Learn Contest.

- Students from the Haryana nodal school developed another mobile app SAMAGR MULYANKAN (Continuous and Comprehensive Evaluation) to generate reports as prescribed by the state Government.

- Students from the Coimbatore Nodal School bagged the state level award in Jawaharlal Nehru Science and Technology Contest.

- Students from the Chennai nodal school bagged the AMET Science Innovation Awards 2016 for their project on Sewerage Overflow Control System. Bangalore and Chennai nodal schools have been shortlisted by NITI AYOG to setup the ATAL Tinkering Labs.

**Impact on Education System**

- Increase in enrolments across all intervention schools on account of the all-round progress.

- Reduction in absenteeism across all intervention schools due to adoption of technology.

- Change in the mindset of Madrasa authorities and integration of computer education as the part of their core curriculum.

The Ed-Tech Solutions program has benefited 12,434 students through its Science, Math, Digital Enhancement and Cyber Safety initiatives. 28,245 students have accessed technology enabled classrooms through the SCIMAT (Science and Math) learning stations. 75 volunteering activities engaged over 3000 volunteers who logged in more than 9500 volunteering hours.
Truly appreciate the great effort and endless support of Dell and Learning Links Foundation which resulted in us winning the Atal Tinkering Lab in a nationwide competition.

- Pankajam Rengarajan, Teacher,
  PCKG Government Higher Secondary School

You are doing a wonderful work by encouraging and supporting these children to explore new avenues. I am sure they will find this very useful in their lives and remember you for a long time.

- Mr. Vikram Pinto, Director, Dell
The low cost compact design with a simple mechanism detects and indicates water level in an overhead tank.
Having understood the basics of electronics at the Mobile Innovation Station, students of Government High School, Shaikpet have developed a water level indicator to ensure that water does not overflow and a dry pump does not run thereby saving electricity and water.

Students of Government High School, Narsingi have assembled and customised a drone to help increase crop production and monitor crop growth. This drone has the ability to check storm damage, monitor crop progress, and ensure that both crops and cattle are healthy.

Yashwanth, a 7th grader, is a special needs student at Government Higher Secondary School, MGR Nagar, Chennai, who doesn’t let his condition restrict him from keeping up with the latest technology trends. Through his participation in the E-Gyan Shakti Program, he was introduced to online technologies including developing an app. With the support of the resource person and his peers in the collaborative classroom, he created a database of all students in his class that included important details such as name, address, date of birth and contact number. He then collated the data and made it available to all his peers through an app. Yashwant proudly says, “I cannot speak properly and my hands are shaking, but I learnt how to make students’ details using Yapp.”

India’s Innovators

The low cost compact design with a simple mechanism detects and indicates water level in an overhead tank.

Giving Every Child an Equal Opportunity

India’s Innovators

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The program educates the youth while promoting confident and safe use of digital technology.
Staysafe Program

The 'StaySafe' program educates the youth, creates awareness and instills the concept of shared responsibility while promoting confident and safe use of digital technology.

Youth are mentored on appropriate digital etiquette practices, online risks and are encouraged to follow fair, respectful and ethical behavior in their online interactions. An online community provides them access to cyber safety updates and tips as well as addresses their concerns.
You are doing a great job in creating awareness among the young students, which is very much needed these days. Thank you for coming to our school and sharing such helpful information with us and our students.

-Ms Rashmi Kathuria, Teacher, Kulachi Hansraj Model School, Ashok Vihar

The StaySafe session was very informative. We have become aware of creating a strong password and reviewing privacy settings.

-Rahul, Class VII Student, Salwan Public School, Mayur Vihar
Impact on Students

- Increased adoption of appropriate digital etiquettes among students.
- Better behaviour in online interactions.
- Increased awareness of online risks and how they can keep themselves safe.

The StaySafe program has been implemented across 10 states and 15 cities, reaching out to over 51,000 children and youth. Cyber safety campaigns have been conducted in 503 schools. Internet safety carnivals have educated children and youth on online safety measures.
The program empowers educators to teach using the inquiry based learning approach.
Digital Learning Classroom

The Digital Learning Classroom seeks to create immersive and inclusive experiences that inspire lifelong learning, stimulate development of essential life skills and support educators in guiding and nurturing student passions.

The program empowers educators to teach using the inquiry-based learning approach and to adapt to individual learning needs. Students are encouraged to ‘make, design, invent and build’ with technology. The program aims at enabling anytime anywhere learning by integrating information technology into daily teaching and learning.
I love working on the tablet. I get to view videos and photos on the Internet when researching on my subject.

– Shilu, Student, Grade 8, Bhopal.

Earlier studies were not fun to do but now I love to study with tablets. It’s so easy to understand because earlier it used to take time to understand the lessons.

– Yumna, student, Grade 7, Bhopal

Since we started using tablets, we don’t need to carry books to school.

– Ilma, student, Grade 6, Bhopal

When we use technology in our classroom our teaching becomes effective, interesting and more sustainable. We can make effective, knowledgeable presentations. We can also see 2D, 3D figures of geometry with axis.

– Preeti Sahu, Teacher, Bhopal
Impact on Students

- Improved school culture that offers a vision of innovation, enables teacher collaboration, and sharing of teaching practices.
- Enhanced pedagogy skills and increased use of technology for teaching to create conditions for deep learning.
- Increased 21st-century skills amongst students including Collaboration, Critical Thinking, Creativity, Communication and ICT Competences.
- Increase in student enrollment.

The Digital Classroom has benefited 783 students and 455 community children.
The contest acts as a platform to promote networking initiatives and innovation in engineering and cyber security.
Impact on Participants

Participants designed and developed novel prototypes in a wide range of application areas.
The program equips teens with the necessary knowledge and skills to avoid the possible dangers of using the internet.
Digital Wellness Program

The Digital Wellness Program educates teens on the possible dangers of using the internet and equips them with the necessary knowledge and skills to avoid such risks while using the internet. This program has been implemented in Assam, Gujarat, Haryana, Karnataka, Telangana and Tamil Nadu.

Impact on Students

- Increased awareness of online risks.
- Increased awareness of preventive measures.

The program has reached 4,15,655 students across 3,683 schools.

"It was an eye-opener for most of us who attended the training, the session was informative with lot of real time examples on various cyber concepts. The handbook given during the training is a perfect guide for the facilitator as well as a self-learning hand-out for students."

-Mrs. Ramya.B, Computer Teacher & Instructor
Consultancy and Advisory
In its role as a trusted advisor, Learning Links Foundation partners closely with government agencies, apex bodies, education institutions and NGOs to develop creative strategies for the development and nurturing of model schools and colleges.

The guiding intent is to influence changes in policy and practices.

This is in the hope that they address the rapidly evolving education landscape and create sustainable and successful institutional transformation. To do this, we facilitate conversations on the importance of quality in education, skill building, enterprise development, technology adoption and drive performance through measurable outcomes.
LLF is the India strategic partner in a worldwide research study for “Assessing Progression In Creative And Critical Thinking” amongst school children.
Promoting Research

Learning Links Foundation is the India strategic partner in a worldwide research study for “Assessing Progression In Creative And Critical Thinking” amongst school children in India at primary (Grade 4) and secondary (Grade 8) level. Learning Links Foundation selected 8 schools across India (Government, Government Aided and Private Schools). Out of these 8 schools, 4 schools were Intervention Schools the others being Control Schools. A National Report was published on the project outcome.
It was a great session. Involvement of the subject experts from NCERT with them helping us design the topics to incorporate CT & CR skills was praise worthy.

-Mrs Kavita, Vice-Principal, Sadhu Vaswani

A good surprise for all kids of Class 3. Children found it exciting as there was no right or wrong for their answers.

-Preeti, 3C Science teacher, Sadhu Vaswani School, New Delhi

The students are developing their own thinking, self-learning and self-evaluation.

-Sandhya S, 7th grade Science teacher, GMPS Uttrahali, Bangalore
In the primary school achievement test, students at the intervention schools showed a stronger jump in the overall performance with almost 9% point.

In the secondary school achievement tests, the intervention schools recorded 4 percentage point improvement in Math and Science.

In the EPoC (Evaluation of Potential Creativity) Scientific Tests, there was a 19% increase in the number of students at level 3 and the number of students at level 1 reduced to 13% in the end-line.

In the EPoC Scientific test, while the intervention and control schools were at very similar baselines, at end-line, the intervention schools have 7% more students at level 4. It also has 12% less students at level 2.

In the EPoC social problem-solving test, intervention schools had 7% of its students at level 4 and the number of students at level 1 reduced to 10%.
The Education Resource Center provides support and conducts outreach activities for TOEFL and GRE testing services.
The Education Resource Center provides support and conducts outreach activities for TOEFL (Test of English as a Foreign Language) and GRE (Graduate Record Examinations) testing services.

The Center has reached out to more than 65000 students, conducted 44 student seminars and 16 student fairs, and held 5 TOEFL Propel workshops.
## Balance Sheet for the year ended on 31st March, 2017

<table>
<thead>
<tr>
<th>Particulars</th>
<th>As on 31st March 2016</th>
<th>As on 31st March 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sources of Funds</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trust Fund</td>
<td>52,500</td>
<td>52,500</td>
</tr>
<tr>
<td>Scholarship Fund</td>
<td>2,00,000</td>
<td>1,00,000</td>
</tr>
<tr>
<td>Teachers Training Fund</td>
<td>2,00,000</td>
<td>1,00,000</td>
</tr>
<tr>
<td>Excess of Income over expenditure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Balance</td>
<td>21,79,83,180</td>
<td></td>
</tr>
<tr>
<td>For the year</td>
<td>54,11,639</td>
<td></td>
</tr>
<tr>
<td>Transferred to Scholarship Fund</td>
<td>(1,00,000)</td>
<td>22,31,94,819</td>
</tr>
<tr>
<td>Transferred to Teachers Training Fund</td>
<td>(1,00,000)</td>
<td>21,79,83,180</td>
</tr>
<tr>
<td><strong>Fixed Assets Fund</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Balance</td>
<td>40,43,580</td>
<td></td>
</tr>
<tr>
<td>Less: Depreciation for the year</td>
<td>(24,26,148)</td>
<td>16,17,432</td>
</tr>
<tr>
<td><strong>Specific Reserve Fund</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Balance</td>
<td>7,47,62,434</td>
<td></td>
</tr>
<tr>
<td>Addition for the year</td>
<td>52,64,571</td>
<td>8,00,27,005</td>
</tr>
<tr>
<td><strong>Application of Funds:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed Assets (Schedule-1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed Assets including CWIP</td>
<td>16,22,83,896</td>
<td>16,14,42,084</td>
</tr>
<tr>
<td>Less: Depreciation for the year</td>
<td>(1,30,03,064)</td>
<td>14,92,80,832</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1,22,94,488)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14,92,80,832</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14,91,47,596</td>
</tr>
<tr>
<td><strong>Current Assets, Loans &amp; Advances (A)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash In hand</td>
<td>41,977</td>
<td>12,927</td>
</tr>
<tr>
<td>Investment in term deposit (Specific Fund)</td>
<td>8,00,27,005</td>
<td>7,47,62,434</td>
</tr>
<tr>
<td>Balance with Banks, including bank term deposits</td>
<td>14,07,60,664</td>
<td>22,08,29,646</td>
</tr>
<tr>
<td><strong>TDS Recoverable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TDS Recoverable</td>
<td>1,95,99,881</td>
<td>1,57,73,634</td>
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<tr>
<td>Staff Imprest</td>
<td>15,75,489</td>
<td>15,29,007</td>
</tr>
<tr>
<td><strong>Security Deposit</strong></td>
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<td></td>
</tr>
<tr>
<td>Security Deposit</td>
<td>30,29,919</td>
<td>32,85,467</td>
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<tr>
<td>Other Advances</td>
<td>46,89,038</td>
<td>32,33,729</td>
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<tr>
<td>Interest Accrued</td>
<td>3,95,747</td>
<td>41,83,712</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>7,31,793</td>
<td>6,02,660</td>
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<tr>
<td>Amount recoverable for education programs</td>
<td>55,23,176</td>
<td>90,06,020</td>
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<tr>
<td></td>
<td></td>
<td>25,63,74,689</td>
</tr>
<tr>
<td><strong>Less: Current Liabilities &amp; Provisions (B)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unutilised Grant at the end of the year</td>
<td>7,45,20,447</td>
<td>5,41,54,181</td>
</tr>
<tr>
<td>Amount payable towards education programs</td>
<td>55,82,432</td>
<td>80,20,971</td>
</tr>
<tr>
<td>Advance received for Educational program</td>
<td></td>
<td>4,70,885</td>
</tr>
<tr>
<td>Expenses &amp; statutory liabilities Payable</td>
<td>1,08,71,513</td>
<td>73,89,929</td>
</tr>
<tr>
<td>Retention money &amp; Security Deposits</td>
<td>5,40,000</td>
<td>5,40,000</td>
</tr>
<tr>
<td>Student’s Fees in advance</td>
<td>30,09,858</td>
<td>23,26,665</td>
</tr>
<tr>
<td>Provision for Gratuity</td>
<td>58,39,514</td>
<td>45,77,658</td>
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<tr>
<td></td>
<td></td>
<td>10,03,63,764</td>
</tr>
<tr>
<td><strong>Net Current Assets (A-B)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Current Assets (A-B)</td>
<td>15,60,10,925</td>
<td>14,78,94,100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30,52,91,757</td>
<td>29,70,41,694</td>
</tr>
</tbody>
</table>
## Income & Expenditure Account for the year 2016-17

<table>
<thead>
<tr>
<th>Particulars</th>
<th>As on 31st March 2016</th>
<th>As on 31st March 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Grants /Donations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unutilised grant at the beginning of the year</td>
<td>5,11,25,252</td>
<td>16,01,66,989</td>
</tr>
<tr>
<td>Add - Received during the year</td>
<td>15,68,34,345</td>
<td></td>
</tr>
<tr>
<td>Less - Unutilised grant at the end of the year</td>
<td>(4,77,92,608)</td>
<td>21,22,87,084</td>
</tr>
<tr>
<td><strong>Domestic Grants/Donations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Unutilised Balance</td>
<td>30,28,930</td>
<td>93,30,321</td>
</tr>
<tr>
<td>Add - Received during the year</td>
<td>10,02,48,438</td>
<td></td>
</tr>
<tr>
<td>Less - Closing Unutilised balance</td>
<td>(2,67,27,838)</td>
<td></td>
</tr>
<tr>
<td>Education &amp; related training programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and other fee from Students (School)</td>
<td>3,23,62,431</td>
<td>2,67,52,673</td>
</tr>
<tr>
<td>Interest Income</td>
<td>114,15,155</td>
<td></td>
</tr>
<tr>
<td>Less - Interest appropriated to Specific Reserve Fund</td>
<td>(52,64,571)</td>
<td>57,35,105</td>
</tr>
<tr>
<td><strong>Misc. Receipts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain on disposal of Assets</td>
<td></td>
<td>8,98,579</td>
</tr>
<tr>
<td><strong>Lease Rent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21,60,000</td>
<td>18,00,000</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Program Implementation</td>
<td>5,73,70,438</td>
<td>5,63,31,067</td>
</tr>
<tr>
<td>Internet &amp; Communication Expenses</td>
<td>40,62,047</td>
<td>37,50,175</td>
</tr>
<tr>
<td>Audit Fees including Internal/Project Audit</td>
<td>5,52,800</td>
<td>2,97,700</td>
</tr>
<tr>
<td>Interest &amp; Bank Charges</td>
<td>1,06,904</td>
<td>1,40,643</td>
</tr>
<tr>
<td>Depreciation/Amortisation</td>
<td>1,05,76,916</td>
<td>1,03,15,304</td>
</tr>
<tr>
<td>Insurance Expenses</td>
<td>3,97,372</td>
<td>1,46,131</td>
</tr>
<tr>
<td>Office Expenses</td>
<td>35,38,971</td>
<td>43,03,358</td>
</tr>
<tr>
<td>Retainership &amp; Professional Expenses</td>
<td>3,77,52,131</td>
<td>6,38,96,799</td>
</tr>
<tr>
<td>Rent, Rates &amp; Taxes</td>
<td>60,19,472</td>
<td>60,70,785</td>
</tr>
<tr>
<td>Office Repair &amp; Maintenance Expenses</td>
<td>8,43,657</td>
<td>4,40,103</td>
</tr>
<tr>
<td>Printing, Stationary &amp; Designing Expenses</td>
<td>31,29,953</td>
<td>28,81,758</td>
</tr>
<tr>
<td>Conveyance, Boarding, Lodging &amp; Traveling (including Foreign Traveling)</td>
<td>1,86,93,281</td>
<td>3,33,13,458</td>
</tr>
<tr>
<td>Establishment Expenses including retirement benefits</td>
<td>11,03,18,616</td>
<td>9,08,88,971</td>
</tr>
<tr>
<td>Expenses on School Activities/Operations (Schedule-2)</td>
<td>2,86,71,704</td>
<td>2,28,93,216</td>
</tr>
<tr>
<td>Prior period Expenses</td>
<td>37,499</td>
<td>2,77,271</td>
</tr>
<tr>
<td>Bad Debts</td>
<td>22,472</td>
<td>1,52,248</td>
</tr>
<tr>
<td>Misc. Expenses</td>
<td>2,99,450</td>
<td>58,244</td>
</tr>
<tr>
<td>Loss on disposal of Assets</td>
<td>5,11,639</td>
<td>1,84,65,950</td>
</tr>
</tbody>
</table>

**Excess of Income over Expenditure**

<table>
<thead>
<tr>
<th></th>
<th>As on 31st March 2016</th>
<th>As on 31st March 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54,11,639</td>
<td>1,84,65,950</td>
</tr>
</tbody>
</table>