Learning makes me believe in myself.

I'm used to seeing engineers all around me. However, I rarely see women who are active in the STEM field. Through this program, I have been able to understand that both men and women can participate equally in this field. The opportunity given to me has made me confident and hopeful for the future.

Chaithra H.L., Student
Karnataka Public School
Bengaluru
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This is the guiding vision that Learning Links Foundation has endeavoured to fulfil since its launch. As another year draws to a close, I can say with conviction that we have left no stone unturned in our pursuit. We have enjoyed the opportunity to work with diverse stakeholders, while innovating and setting high benchmarks for success. We have continued to fine-tune our intervention models to suit the need of the hour.

In the year gone by, we went the extra mile in order to examine and address the systemic issues that need reform. Through our initiatives, ranging from remedial programs to policy advocacy at an international level, we undertook to leave an indelible impact on all that we touched.

Our efforts to improve student learning outcomes, enhance teaching effectiveness and support the all-round development of children have been very successful. In fact, going beyond the academic aspect of education, we have also focused on wellness practices. To our joy, this has led to significant improvements in health, hygiene and environmental awareness.

Conscious of the importance of meeting the demands of Workforce 2030, our skill development programs have been preparing youth, adults and veterans for active participation in the emerging economy. We also equip teachers with the required skills to deliver learning in the most productive and stimulating manner. Moreover, our financial literacy program has empowered many women to manage their finances on their own, reducing their dependence on their husbands or on money-lenders.

Our initiatives under the technology and innovation domain fully support the inculcation of creativity and critical thinking, considered to be essential 21st century skills. Our uniquely-designed tinkering labs provide space for students to understand the ‘what’, ‘how’ and ‘why’ aspects of STEM. In addition, we have
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called attention to the value of digital wellbeing, to promote sensible use of technology and healthy lifestyles among citizens.

We strongly believe in our ability to influence educational reform. The Ministry of Human Resource Development, Government of India, displayed trust in us by involving us in discussions on the new National Education Policy. During our involvement in the CII Education Council for 2019-20, we were able to contribute further inputs on how to transform learning across the country. At an international level, our partnership with the OECD was strengthened, as we were invited to take part in their studies and conferences on subjects such as private philanthropy, creativity and critical thinking. Going forward, our interactions at these forums with policy makers, experts and practitioners will hold us in good stead. Finally, I would like to express my gratitude towards the numerous supporters and partners who have been associated with us through the course of this year – state governments, funders, volunteers, and of course, our dedicated employees. We have realized the power of a collaborative approach, and we will continue to strive for systemic change to inspire lifelong learning.

Thank you all.

Anjlee Prakash, Ph.D.
Chairperson
Learning Links Foundation
Learning Links Foundation

VISION
We work across the country to fulfil our vision.
Transforming learning by unlocking its lifelong role and impact.

Learning Links Foundation is supported by a workforce of over 1300 in 21 states. The diverse talent set of our employees, who range from educationists to engineering and technical experts, and specialists in finance and planning, enables us to cater to the needs of our varied stakeholders.
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EDUCATION SOLUTIONS

Learning Links Foundation designs and implements comprehensive solutions to enhance teaching effectiveness, improve student learning outcomes and support the all-round development of children. Learners from disadvantaged backgrounds are provided access to quality education to develop grade-level competencies along with essential life skills. We also actively involve parents and community members in creating a supportive environment for the students.

IMPROVING LEARNING LEVELS

LEARNING ENHANCEMENT AND PRACTICE (LEAP) PROGRAM

Provides a robust structure for additional instruction to ensure students meet grade-level expectations in literacy and numeracy. Allows learners to actively participate in knowledge creation and explore answers to key questions. Transforms teachers into leaders who guide pupils through innovative and interactive methods.

MATH ENHANCEMENT PROGRAM

Uses a specially designed Math Lab to promote active and engaging learning of mathematics in school. Makes mathematics enjoyable and meaningful for students. Increases the subject expertise of teachers through training and mentoring.

More than 30% improvement in English, Math and Bengali among grade 6 students in Joynagar, West Bengal
Among 8 intervention schools in Mumbai, Delhi and Haridwar, 97% of the students cleared the 10th grade Board examination
12% increase in Math and 8% increase in language proficiency in four intervention schools in Maharashtra
23% increase in students passing their exam in a school in Dharavi slum of Mumbai

Impacted 2903 students and 31 teachers from 3 schools in Delhi
Improving Learning Levels

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**IMPROVING LEARNING LEVELS**

**LEARNING ENHANCEMENT AND PRACTICE (LEAP)**

Enables students to overcome knowledge gaps in native language, Spoken English and mathematics. Builds teacher competency through need-based professional training. Enriches the school culture through initiatives like speaking platform and Smart Learning. Also improves parental support and participation in child education.

20,839 students screened in health camps conducted at 438 schools in Tamil Nadu

15-20% improvement in Numeracy and Literacy in Tamil Nadu, Rajasthan and Maharashtra

Over 250 remedial students from 2016-2017 batch in Tamil Nadu passed 10th grade board exams

41,436 students from 419 schools in Tamil Nadu provided nutritious breakfast & snacks every day

15-20% improvement in Numeracy and Literacy in Tamil Nadu, Rajasthan and Maharashtra

Over 250 remedial students from 2016-2017 batch in Tamil Nadu passed 10th grade board exams

75% students of the cohort achieved grade-level competency in Jawhar, Maharashtra.

5% reduction in student dropouts

Improved Spoken English communication among community children

Wellness practices followed by students across all intervention schools and communities

10 Learning Links Foundation

**HOLISTIC DEVELOPMENT PROGRAM (HDP)**

A holistic program that addresses learning gaps and also supports health, hygiene, wellness and nutrition among Government school students. Uses activity-based methods, builds teacher capacities and engages the communities.

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All-Round Development

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Impacted 1842 students and 54 teachers from 9 Government schools in Pune, Maharashtra

Smart Learning Spaces set up in 3 schools

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STUDENT TEACHER EMPOWERMENT PROGRAM (STEP)
An education quality enhancement program implemented in Sheopur, Madhya Pradesh. Aims to improve students’ foundational skills, improve teachers’ capabilities to enhance students’ learning, and develop and advance life skills amongst students.

LANGUAGE PROFICIENCY

ENGLISH ACCESS MICRO SCHOLARSHIP PROGRAM
Equips bright, economically disadvantaged 13-20-year-old students with strong English-language skills that can lead to better jobs and educational opportunities.

In assessments conducted for over 3500 students, there was an improvement of over 20% in learning levels.
Across all intervention schools in Madhya Pradesh, there was an increase of around 20% in student attendance.

Language Proficiency
Increase in English language skills

In Haryana:
- Improvement in 13.6% students of grades 3 to 5 and 27.9% students of grade 6 to 8 in literacy
- Improvement in 13.8% students of grades 3 to 8 in numeracy

Celebrating festivals and creating handcrafts
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Increase in English language skills

WHOLE SCHOOL TRANSFORMATION

GYAN SHAKTI PROGRAM (GSP)

Provides an opportunity for teachers and students to become ready for the 21st century, effectively integrating technology to enhance learning. Fosters result-oriented leadership, problem-solving, critical thinking and collaboration.

In Haryana:

Improvement in 13.6% students of grades 3 to 5 and 27.9% students of grade 6 to 8 in literacy

Improvement in 13.8% students of grades 3 to 8 in numeracy

Celebrating festivals and creating handcrafts

Value based school culture – recognising star students
Learning Links Foundation

Gopal Poojari, Student, Grade 8

LEAP PLUS Program
Shreeram School, Mumbai

My anxiety and low self-confidence used to prevent me from participating in quiz competitions, but I have learnt to overcome this, through hard work and perseverance. I could never have imagined placing 2nd in a math quiz! There is no substitute for learning; it can help you achieve your dreams.
Learning gives me hope

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LEAP PLUS Program
Shreeram School, Mumbai
The teachers of Narwade High School, Nalasopara made many efforts to change Manish’s hostile attitude towards school and academics, but with no success. Manish, a Grade 8 student, became increasingly unpopular with his teachers. Even the Learning Enhancement and Practice (LEAP) program, initiated in his school, failed to reform his wilful ways. Often, teachers asked him to leave the classroom because of his rude and disruptive behaviour.

As time passed, the LEAP program started to find favour with teachers and students alike. Some of the techniques adopted to enhance student-learning outcomes, like game-based activities, group learning and worksheets, made learning exciting. To everyone’s surprise, Manish also began showing signs of steady improvement. The LEAP Resource Persons too, made conscious efforts to involve Manish in different activities, not giving up on their belief in his potential. This boosted his self-esteem and, much to everyone’s relief, he finally began showing results.

Seven months later, Manish had turned a new leaf. He was now actively participating in all class events, and enjoying a good rapport with his teachers. Academically, his improvement was evident from the difference in his score in the Endline assessment over Baseline assessment. At the Acting Talent Hunt, Manish pleasantly surprised everyone by playing Dr. Babasaheb Ambedkar. Much to his own amazement, his skit won appreciation from all quarters within the school.
ASHRAM SCHOOL, DABOSA

The Government school in Jawhar, Maharashtra, doubles up as home for approximately 600 students, whose lack of interest in maintaining basic cleanliness and hygiene was giving rise to many health problems. The school premises, too, were permanently littered with garbage and stale food. Such insanitary conditions led to students frequently falling sick. The severity was such that the warden had to take nearly 25-30 students daily to the hospital. Cases of fever, cold, and diarrhoea were common.

Once the Wellness Program started in the school, Haridas, the Resource Person (RP), took note of the unhygienic conditions prevailing there. He immediately met with the teachers to develop a strategy to move the garbage dumping area away from the school ground. Since previous attempts to clean the dumpsite had failed, the teachers were not too hopeful of success this time either. Yet, they agreed to give it a try.

Haridas started clearing the garbage with help from teachers and students, and soon got the whole place cleaned. He used the cleaning activity for reflection during the wellness sessions and educated the students on the importance of keeping their surroundings clean and tidy. This caused behavioural change in the students and they started maintaining personal and school hygiene. They stopped throwing waste around. The RP then shared the ‘why’, ‘what’ and ‘how’ of hygiene and set up structures to monitor their behaviour. A pit was created a few meters away from the ground to dispose of the biodegradable waste.

All these measures have resulted in a significant decrease in the number of students falling sick. The clean ground encourages students to participate in sports and physical activities, which further strengthens their immunity.
**SKILL BUILDING & ENTREPRENEURSHIP**

Learning Links Foundation supports skill building in communities to equip youth with technology and employability skills, promote professional development of educators, and promote financial inclusion and entrepreneurship, especially among women.

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**Disha**

Enables first-generation adolescent learners studying in Government schools to achieve improved learning levels and complete formal education. Helps students develop critical thinking skills and builds work readiness through career counselling and life skills education. Trains and mentors teachers to improve teaching effectiveness, with the objective of raising student learning levels in reading, numeracy and science. Improves parental support and participation in school education through capacity building of School Management Committees (SMCs).

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**Financial Literacy Program**

Creates awareness amongst beneficiaries on the basic tenets of financial planning, management risk mitigation and process to avail government schemes. Leverages mobile technology for making information on financial products and services accessible to the most socio-economically vulnerable sections of the society.

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**Teacher Empowerment Program (TEP)**

Builds the capacities of school teachers for enriching the educational outcomes of students. It works to improve classroom transactions, thus promoting effective teaching and better learning.

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**BUILDING LIFE SKILLS & CREATING ENTREPRENEURS**

- Learning enhancement in literacy up from 37% (baseline 2017) to 70% (end line 2019)
- Learning enhancement in numeracy up from 7% (baseline 2017) to 69% (end line 2019)
- Percentage of empowered teachers increased from 60% (baseline 2017) to 96% (end line 2019)
- Students’ improvement by 13.5% in Mathematics and 19.8% in English in Kamrup and Darrang districts of Assam
- More than 90% of the 60 schools reported increase in students’ attendance
- Financial literacy to 1.03 Cr Indians (past 3 years) in Andhra Pradesh, Bihar, Delhi, Goa, Gujarat, Jharkhand, Kerala, Maharashtra, Odisha, Rajasthan, Tamil Nadu, Uttarakhand, Uttar Pradesh & West Bengal
SKILLS FOR LIVELIHOOD

In keeping with our belief that learning is a lifelong process, Learning Links Foundation equips youth and veterans with the skills needed to compete in today's job market.

**Learn and Earn**

Implements employability prospects of trainees by training them on Aerospace Tool Design & Manufacturing, and honing their soft skills. Trainees acquire hands-on experience of working in a manufacturing set-up relevant to the aerospace tooling industry, obtaining the ‘essential skills’ for workplace readiness.

**Veteran Skilling Program**

Enhances resettlement prospects of veterans and their immediate families (spouses, wards, and war widows) by providing training to help them develop employability skills and assists them with job placement and career opportunities.

**PREPARING WORKFORCE READINESS**

- 70% of the students enrolled complete the training
- 70% students who successfully complete training gain full time employment
- 295 trainees completing the training aligned to industry needs
Learning builds my skills for success

In the three years of my diploma course, I never even had permission to touch the machine, but here we are given an opportunity to work on machines as well as learn. This program is tailor-made for youth. If such programs are conducted throughout India, it will eradicate the unemployment problem, boost entrepreneurial skills and motivate youth to start small business and manufacturing units.

Viraj Harsukhbhai, Trainee
Learn and Earn Program
Gujarat
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Learning Links Foundation
ADITYA

The Government Middle School, Chiknipali, Korba, Chhattisgarh, had 137 students in three classes, and five teachers, including the Headmaster. Of the five teachers, one was engaged as a Data Entry Officer in the Block Education Office, and another, Aditya, was an ad-hoc appointee. To top it all, the faculty’s casual approach to teaching and irregular attendance only made matters worse.

When the DISHA program was initiated in the school, the Resource Person (RP) was dejected by what he found, and resolved to set it right. He and Aditya found common grounds and connected well. Their ideas on discipline and attracting students’ interest were similar. The two made a joint effort to be punctual to school, and took the lead in opening the school and starting classes on time, irrespective of whether the others followed the norm or not.

Gradually, the other teachers, including the Head Master, became regular and punctual at work. Moreover, when they saw the beneficial results of the pedagogy and student-centric learning introduced by the RP, they started following the approach with enthusiasm. Within a few days, a paradigm shift became evident. Although Aditya had been appointed as a Science teacher, he liked the pedagogy introduced by the RP, and got inclined to teach language. He started spending more time in developing Student Learning Plans (SLPs) for language, and executing them in the classroom.

Thus, through DISHA, it became possible to transform the approach to teaching and learning while also introducing discipline and punctuality among the school teachers.
JIGNESH

Jignesh dreamt of moving out of his village to work for a big corporation. However, he faced several challenges stopping him from achieving this dream. At a very early age, he was forced to live away from his parents, who worked as daily wage labourers in Mandar, Sirohi, Rajasthan. Since his parents wanted to educate him and there were no any good schools in that area, he was sent to stay with a relative in order to complete his education. After completing his diploma, he applied for Learn and Earn, an employability skills program, and got selected. Then, there was no looking back. This program helped him to develop an understanding of tool manufacturing and inspection in the aerospace sector. He acquired hands-on experience while working on machines during training. The soft skills training helped in enhancing his personality, interpersonal communication, and self-confidence. He was one of the most sincere and regular trainees and scored well in all the assessments.

As part of the program, he received on-the-job training at a reputed aerospace company, where he got the opportunity to work on live projects. The company recognized his diligence and commitment towards his work offered him a full-time job. Currently, he is working with this company in Sanand, Ahmedabad. He hopes that some day his parents can join him in Ahmedabad, so that they can live together as one happy family.
TECHNOLOGY AND INNOVATION

Learning Links Foundation steers the younger generation towards innovation by setting up tinkering labs and allowing them freedom to ideate, innovate and invent. It leverages technology to advance learning, foster collaboration and inculcate 21st century skills in students and youth, empowering them to devise solutions for real-world challenges.

INNOVATION

E-GYAN SHAKTI

Leverages technology to develop critical thinking, problem-solving, collaboration and communication skills. Advances technical skills like game development, tinkering and robotics. Provides access to emerging technologies in a creative learning environment to enable development of design skills. Empowers girls to tinker, innovate and take active interest in STEM. Nurtures innovations and facilitates transformation from an innovator to an entrepreneur.

COMMUNITY MAKER SPACE (CMS)

The Community Maker Space (CMS) provides students with an environment that enables them to explore their creativity. Rich with tinkering equipment, including 3-D printers, laptops, tablets, Virtual Reality (VR) kits, telescopes, soldering stations, and more, the space is the perfect platform for students to develop 21st century skills.

STEAM SMART PLUS

Uses knowledge, access and exposure as tools of change in schools and communities. Creates transformational fun-learning environment, helping students to ideate, innovate and invent. Empowers school leaders to foster STEAM culture in schools. Enables teachers to integrate STEAM practices. Helps students develop scientific temperament in specially-designed spaces (STEAM Studios) through hands-on experiential STEAM learning, using DIY kits and supporting resources.

INNOVATION ENGAGEMENT PROGRAM

Equips 14-19 year olds with tools and skills to develop complex problem-solving skills and become positive change agents, using a unique combination of systems thinking, scenario planning, and theory of change. Promotes STEM habits through critical thinking and complex problem-solving.
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Leverages technology to develop critical thinking, problem-solving, collaboration and communication skills. Advances technical skills like game development, tinkering and robotics. Provides access to emerging technologies in a creative learning environment to enable development of design skills.

Empowers girls to tinker, innovate and take active interest in STEM. Nurtures innovations and facilitates transformation from an innovator to an entrepreneur.

Fosters curiosity, creativity, and imagination in young minds. Inculcates design mindset, computational thinking, adaptive learning and physical computing skills. Provides opportunities for students to work with tools and equipment to understand the what, how and why aspects of STEAM in a uniquely-designed tinkering lab.

Innovation prototypes developed
Over 70% students from ATL project schools across India trained on tinkering, computational and design thinking skills to become innovators and solution providers

Ideation
Workshops conducted for teachers and ATL In-charges on concepts like design thinking, computational thinking, 3D design and printing. Provides know-how on basics of electronics, sensors, actuators, Arduino and Raspberry Pi.

Artificial Intelligence (AI) introduced among Grade XI and XII students in CBSE schools, to create an understanding of AI and its usefulness to prepare them for the future workforce. Trains Grade XI CBSE teachers across India on foundational concepts and AI skills. Promotes formation of an ‘AI Educator Community’ for supporting AI adoption across schools in India.

STEAM SMART TINKERING LAB

Helps citizens achieve Digital Wellbeing for navigating a technology immersive society. Creates awareness among teachers, students, and parent community on ways to nurture relationships, improve productivity, foster learning and contribute to a holistic life without distractions from excessive use of technology. Highlights the significance of leaving a safe digital footprint in the technology world.

DIGITAL WELLBEING

Digi-Abhyas

Helps citizens achieve Digital Wellbeing for navigating a technology immersive society. Creates awareness among teachers, students, and parent community on ways to nurture relationships, improve productivity, foster learning and contribute to a holistic life without distractions from excessive use of technology. Highlights the significance of leaving a safe digital footprint in the technology world.

300+ teachers across 66 schools in Delhi, Haryana and UP received orientation on ways of maintaining Digital Wellbeing
2,66,856 students (direct and indirect) empowered to navigate technology-immersive society

VOLUNTEERING

Over 30,000 saplings planted under Planet Earth initiative
15,732 volunteers logged in 44,596 engagement hours

Ideation

Student participation in over 100 competitions/Olympiads.
Student recipients of 14 international and 42 national awards.
1000 teachers from CBSE schools across India trained on fundamental concepts of AI and related skills.

IDEATION

ATAL TINKERING LAB

The program fosters creativity and innovation among students. Workshops conducted for teachers and ATL In-charges on concepts like design thinking, computational thinking, 3D design and printing. Provides know-how on basics of electronics, sensors, actuators, Arduino and Raspberry Pi.

ARTIFICIAL INTELLIGENCE

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IDEATION

DIGITAL WELLBEING

DIGITAL WELLBEING
India has a young voting population. The Tinkering Lab has pushed us in our quest to ensure voter franchise is exercised anytime, anywhere. We look forward to the day when India benefits from our invention - that will be our proudest tribute to the largest democracy in the world.

Pradeep Kumar, M.V. Jebin and P. Jayachandar, Students
AI Biometric Voting Machine Creators
Government Higher Secondary School, Chennai, Tamil Nadu
Learning provides the answers I seek

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SREEDHARAN

Sreedharan, a student from a Public School in Uttarahali, Karnataka, was fascinated by what he learnt at the Atal Tinkering Labs, and wanted to put it to good use. He started observing differently-abled people and empathising with their challenges. Very soon, he realised that life is a perpetual challenge for those who are born without a limb, or those who lose one in an accident. Sreedharan felt that their dependence on others for even basic tasks make them insecure and diffident. Aids such as prosthetic limbs and long periods of physical and mental training do little to alleviate the physical strain that the patient endures. He was determined to find a solution. Using a micro controller chip, servo motors, and a Bluetooth module, he came up with an innovation to support such patients – a 3D-printed prosthetic limb. This was designed to reduce the strain borne by the patient, as it was a command-driven prototype, which eliminated the arduous process of having to manage the prosthetic through sheer muscle control. Undeterred by the difficulties encountered during the complex process, Sreedharan pushed hard to meet his objective. The problems included lack of access to the especially-challenged community and medical professionals for reliable inputs. However, through his own perseverance, and support from mentors and teachers, he was able to overcome these challenges. Sreedharan hopes for his project to become AI-inclusive in the future, equipped with smart sensors and other relevant features, and is excited about exploring other possibilities as well. The process has helped him master skills such as 3D designing, communication, problem-solving, and coding, which will stand him in good stead in future. Having tasted success early on, Sreedharan hopes to become a famous software engineer one day.
Aashraya P, a student of Class 9, Vivekananda English Medium School, Puttur, was aware of the problems plaguing her community and the environmental degradation that had happened over the years. She developed sensitivity towards local and environmental problems when she joined a STEM education program. Soon, she learnt that the water in the area where she resided was contaminated with heavy metals. The toxic chemicals got absorbed through the roots of Colocasia esculenta (local name – Taro), a food consumed in large quantities by the locals.

She knew that heavy metals in Colocasia could cause critical illnesses like cancer, cardio-vascular diseases, etc. Therefore, she set about to use her critical thinking and problem-solving skills and look for locally-available environmental solutions to rid the water bodies of heavy metals. Since Puttur is a small town, the lab facilities required for the successful implementation of her project were not available so easily. This often meant that she had to travel to the nearby city of Mangalore to conduct the required tests.

To make her investigation fool-proof, she had to collect water samples, which meant enduring foul smell from sewerage. The extensive research she undertook helped her discover that Eichhornia crassipes, if grown along the boundaries of the water bodies, had the property to absorb heavy metals from the water. This eliminated the danger of heavy metals seeping into Colocasia and causing severe health risk to its consumers. Her efforts were widely acclaimed. Ever since, Aashraya has been creating awareness about her discovery in the local community, and is happy that people are receptive to her idea.
Learning Links Foundation partners closely with a diverse range of institutions and organisations to address critical issues in education today. We play our part as a trusted advisor on education strategy development and catalysing systemic change by advocating reforms in practices and policies.

**UNGA Side Event**
In September 2019, Learning Links Foundation participated in and was recognised at the UNGA Side Event by the OECD Centre on Philanthropy, called ‘Private Giving in India: Unpacking Domestic Philanthropy and Corporate Social Responsibility’, at the Tata Innovation Centre in New York. The private sector’s contribution to economic and social development has decoupled from the regular channel of private investment and entrepreneurship. Private philanthropy, Corporate Social Responsibility and corporate philanthropy have all entered the frame, as ways through which private resources can be transformed into social outcomes. An esteemed panel, including Dr. Anjlee Prakash, deliberated on what these channels are accomplishing, and how, and what their role will be in development in the decades to come.

**OECD International Conference**
In September 2019, the OECD invited Dr. Anjlee Prakash and Ms. Usha Bhaskar to attend a conference on “Creativity and Critical Thinking in Schools: Moving a Shared Agenda Forward”. The conference brought together policy makers, experts and practitioners to discuss the importance of creativity and critical thinking in economies and societies – and how students can acquire these skills in school. In addition to this, the results of a four-year project undertaken by the OECD Centre for Educational Research and Innovation on this topic was presented. Learning Links Foundation was OECD’s research partner in India.

**Working with MHRD**
In July 2019, Dr. Anjlee Prakash was invited by the Ministry of Human Resource Development to be a part of a consultative workshop. Her vast experience in the education sector enabled her to provide valuable inputs that helped in finalising the ministry’s vision document. This workshop also involved discussions around the draft of the National Education Policy, wherein all participants submitted and deliberated over their comments on the matter.

**CII Education Council 2019-20**
Committed to her role in influencing systemic change, Dr. Anjlee Prakash had the opportunity to further this cause, as a part of the CII Education Council for 2019-20. An amalgam of the School Committee and the Higher Education Committee, the CII Education Council worked on an agenda under the theme ‘Better Quality Education for Better Livelihoods and Better Industrial Competitiveness’. Its work centred around improving learning outcomes of school children, aiding adoption of technology in education, developing a long-term perspective plan for technical education, building capacity of faculty, and augmenting research and innovation through industry-academia collaboration.
Learning Links Foundation partners closely with a diverse range of institutions and organisations to address critical issues in education today. We play our part as a trusted advisor on education strategy development and catalysing systemic change by advocating reforms in practices and policies.

In September 2019, Learning Links Foundation participated in and was recognised at the UNGA Side Event by the OECD Centre on Philanthropy, called “Private Giving in India: Unpacking Domestic Philanthropy and Corporate Social Responsibility”, at the Tata Innovation Centre in New York. The private sector’s contribution to economic and social development has decoupled from the regular channel of private investment and entrepreneurship. Private philanthropy, Corporate Social Responsibility and corporate philanthropy have all entered the frame, as ways through which private resources can be transformed into social outcomes. An esteemed panel, including Dr. Anjlee Prakash, deliberated on what these channels are accomplishing, and how, and what their role will be in development in the decades to come.

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<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>12</td>
<td>Male</td>
<td>7</td>
</tr>
<tr>
<td>Jane</td>
<td>13</td>
<td>Female</td>
<td>8</td>
</tr>
<tr>
<td>Tim</td>
<td>14</td>
<td>Male</td>
<td>9</td>
</tr>
</tbody>
</table>

**Notes:**
- John is a top-performing student in Grade 7.
- Jane loves reading books and excels in English.
Making News in Education

Jagan felicitates two girls students of Gurukul schools

Home > Cities > Chennai

Ashok Leyland leading the way in Corporate Social Responsibility

Basic education, nutritious meals in schools, ration for families & clean drinking water — Ashok Leyland’s CSR programme The Road to School for Belpatti, Manchukondapalli and Kesthur villages in Krishnagiri

IBM Collaborates With CBSE To Integrate AI Curriculum in 200 Schools

The government in recognising students in many ways to continue their education in order to expand the The Breakfast Initiative, a 5 M of Rs. 12.5 billion with CBSE, Arvind Mehta, head of the programme, said the programme will be commended. The initiatives of the government are making a net to reach the number of students. This programme aims to embed AI in the curriculum of CBSE schools.

CGI Inaugurates Mobile STEM Lab in Partnership With Learning Links Foundation

The event was inaugurated on January 1 by Sujith Godin, CGI’s President and Chairman of the Board and Jyothi Godin, Vice-Chair of the Board and Executive Vice-President, Chief Planning and Administration Officer.

Skill development programme launched in aerospace sector

Home News Updates BUSINESS

Learning Links Foundation 33
# Balance Sheet for the year ended on 31st March, 2020

**Sources of Funds:**

<table>
<thead>
<tr>
<th>Particulars</th>
<th>As on 31st March 2020</th>
<th>As on 31st March 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust Fund</td>
<td>52,500</td>
<td>52,500</td>
</tr>
<tr>
<td>Earmarked Fund (Restricted)</td>
<td>45,348,330</td>
<td>12,786,400</td>
</tr>
<tr>
<td>Earmarked Fund (Unrestricted)</td>
<td>25,000,000</td>
<td>-</td>
</tr>
<tr>
<td>Reserve &amp; Surplus</td>
<td>246,819,850</td>
<td>238,976,762</td>
</tr>
<tr>
<td>Long Term Provisions for retirement Benefits</td>
<td>13,520,594</td>
<td>9,639,209</td>
</tr>
<tr>
<td>Secured Loan (Vehicle loan)</td>
<td>114,346</td>
<td>568,201</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>330,855,620</strong></td>
<td><strong>262,023,072</strong></td>
</tr>
</tbody>
</table>

**Application of Funds:**

<table>
<thead>
<tr>
<th>Property, Plant and Equipments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Property, Plant and Equipments</td>
<td>209,068,343</td>
</tr>
<tr>
<td>Less : Depreciation for the year</td>
<td>(24,237,945)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184,830,398</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Assets, Loans &amp; Advances (A)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash, Bank balances and Bank term deposits</td>
<td>157,319,130</td>
</tr>
<tr>
<td>Investments</td>
<td>210,714,669</td>
</tr>
<tr>
<td>Amount refundable from Government deptt</td>
<td>8,517,590</td>
</tr>
<tr>
<td>Staff Imprest</td>
<td>2,647,136</td>
</tr>
<tr>
<td>Security Deposits</td>
<td>6,115,510</td>
</tr>
<tr>
<td>Other Advances</td>
<td>2,724,428</td>
</tr>
<tr>
<td>Interest Accrued on Deposits/Investments</td>
<td>6,743,048</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>2,042,379</td>
</tr>
<tr>
<td>Amount recoverable for donors/education programs</td>
<td>25,144,483</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>421,968,373</strong></td>
</tr>
</tbody>
</table>

**Less: Current Liabilities & Provisions(B)**

<table>
<thead>
<tr>
<th>Current Liabilities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unutilised Grant at the end of the year</td>
<td>215,925,793</td>
</tr>
<tr>
<td>Unearned income from education programs</td>
<td>15,548,032</td>
</tr>
<tr>
<td>Expenses &amp; statutory liabilities Payable</td>
<td>41,105,551</td>
</tr>
<tr>
<td>Retention money &amp; Security Deposits</td>
<td>863,252</td>
</tr>
<tr>
<td>Student’s Fees in advance</td>
<td>730,110</td>
</tr>
<tr>
<td><strong>Provisions</strong></td>
<td><strong>275,943,151</strong></td>
</tr>
</tbody>
</table>

**Net Current Assets (A-B)**

<table>
<thead>
<tr>
<th>Particulars</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>146,025,223</strong></td>
</tr>
</tbody>
</table>

| **Total**                                             | **330,855,620**                   |

<table>
<thead>
<tr>
<th><strong>Income</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Income</td>
<td>609,124,686</td>
</tr>
<tr>
<td>Less:-Grants Capitalized during the year</td>
<td>(26,310,654)</td>
</tr>
<tr>
<td>Education &amp; related training programs</td>
<td>3,418,100</td>
</tr>
<tr>
<td>Educational Promotion Program</td>
<td>41,301,879</td>
</tr>
<tr>
<td>Donation Received</td>
<td>130,033</td>
</tr>
<tr>
<td>Fee from Students(own school)</td>
<td>32,215,495</td>
</tr>
<tr>
<td>Interest Income</td>
<td>17,335,906</td>
</tr>
<tr>
<td>Income from sale of investments</td>
<td>204,308</td>
</tr>
<tr>
<td>Misc Receipts</td>
<td>1,573,633</td>
</tr>
<tr>
<td>Income from Rent</td>
<td>2,034,480</td>
</tr>
<tr>
<td><strong>681,027,866</strong></td>
<td><strong>483,733,982</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Program Implementation</td>
<td>134,120,025</td>
</tr>
<tr>
<td>Establishment Expenses</td>
<td>293,578,365</td>
</tr>
<tr>
<td>Rent, Rates &amp; Taxes</td>
<td>13,166,735</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>8,916,207</td>
</tr>
<tr>
<td>Grant to Trust/Societies</td>
<td>2,500,000</td>
</tr>
<tr>
<td>Depreciation/Amortization</td>
<td>7,696,704</td>
</tr>
<tr>
<td>Internet &amp; communication Expenses</td>
<td>6,845,250</td>
</tr>
<tr>
<td>Retainership &amp; Professional Expenses</td>
<td>81,925,277</td>
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<tr>
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<td>49,684,351</td>
</tr>
<tr>
<td>Expenses on school activities/operations</td>
<td>31,650,639</td>
</tr>
<tr>
<td>Loss on disposal of Property, Plant &amp; Equipments</td>
<td>1,081,185</td>
</tr>
<tr>
<td><strong>631,164,738</strong></td>
<td><strong>475,868,621</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Less:-Amount Transferred to Sustainability Fund</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excess of Income over Expenditure</strong></td>
<td><strong>24,863,128</strong></td>
</tr>
</tbody>
</table>

---

FINANCIALS
### Income & Expenditure Account for the year 2019-20

<table>
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<td>7,128,741</td>
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<td>-</td>
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<td>1,733,183</td>
</tr>
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<td>913,328</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Program Implementation</td>
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<td>85,932,146</td>
</tr>
<tr>
<td>Establishment Expenses</td>
<td>293,578,365</td>
<td>228,255,886</td>
</tr>
<tr>
<td>Rent, Rates &amp; Taxes</td>
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<td>12,930,777</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>8,916,207</td>
<td>10,508,025</td>
</tr>
<tr>
<td>Grant to Trust/Societies</td>
<td>2,500,000</td>
<td>28,621,155</td>
</tr>
<tr>
<td>Depreciation/Amortization</td>
<td>7,696,704</td>
<td>11,907,102</td>
</tr>
<tr>
<td>Internet &amp; communication Expenses</td>
<td>6,845,250</td>
<td>5,133,500</td>
</tr>
<tr>
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<td>81,925,277</td>
<td>16,510,701</td>
</tr>
<tr>
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<td>43,344,794</td>
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<tr>
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<td>32,633,589</td>
</tr>
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<td>90,946</td>
</tr>
<tr>
<td><strong>Excess of Income over Expenditure</strong></td>
<td>24,863,128</td>
<td>7,865,361</td>
</tr>
</tbody>
</table>

Less:- Amount Transferred to Sustainability Fund       | 25,000,000            | -                     |

*Learning Links Foundation 35*