Learning makes me believe in myself

“When I am in the Math Lab solving problems, I feel strong. It makes me confident of becoming who I want to be. An Engineer. I want to make things that make lives better.”

Nikita, Grade 7, True Learner
Math Enhancement Program
Government School, Mahipalpur, Delhi, India
I am pleased to introduce the Annual Report for 2017-18 which highlights the endeavours and achievements of Learning Links Foundation towards fulfilling our vision. An insightful excerpt from ‘Politics of Education’, published by the World Bank, very aptly underscores the importance of the work we do as a Foundation – “There is widespread consensus worldwide that improving the performance of education systems is necessary to advance socioeconomic development, reduce inequality, enhance the economic competitiveness of nations and possibly fortify governmental institutions.”

The year 2017 marked an important milestone in our journey as we expanded our reach like never before. Teams at Learning Links ventured from tribal villages in Jawhar and remote villages in Chhattisgarh to the hinterlands of South India striving to improve the quality of education nationwide. This zeal to make a change was fueled by the Foundation’s resolve to empower the lives of the underprivileged through education.

It was an amazing year that witnessed several interesting initiatives such as spreading financial literacy in rural India; creating model schools to inspire true learning; enhancing learning levels of students; empowering educators with teaching effectiveness; building entrepreneurial acumen among youth from low-income families; and ensuring children continue to use technology safely, wisely and responsibly.

The Foundation made great strides in taking STEM innovation to a new level, creating technology-enriched learning experiences and empowering communities to be digitally ready. These initiatives, more particularly those targeting continuity in education, made a remarkable impact with reduction in drop-out rates, increase in attendance, and more number of students joining middle school.

Learning Links Foundation was also invited by the Ministry of Human Resource Development (MHRD) to present its best practices and experiences in regional workshops. It gives me great pleasure to share that these efforts were lauded by the Secretary (MHRD) in his inaugural speech and this has only served to strengthen our dedication to building quality in education.

Last but not the least, I would like to avail this opportunity to acknowledge and thank all our partners which includes State Governments, funders, volunteers, and our committed staff for their devoted support to Learning Links Foundation.

Thank you all.

Anjlee Prakash, Ph.D.
Chairperson
Learning Links Foundation
Foster a bright future where education is optimally delivered and learning is truly inspired.

We work across the country to fulfil our vision.

Learning Links Foundation is working in 17 states with over 40 live projects (and counting) supported by a 550+ strong workforce. To cater to the diverse needs of our varied stakeholders, Learning Links Foundation employs a diverse talent set ranging from educationists to engineering/technical experts and financial planning specialists.
FOSTERING A BRIGHT FUTURE | 2017-18

2,454 School Leaders
12,160 Teachers
4,08,988 Students

49,996 Youth
68,003 Community Children

Our Domains

- Education Solutions
- Skill Building & Entrepreneurship
- Technology & Innovation
- Consultancy & Advisory
**EDUCATION SOLUTIONS**

Learning Links Foundation improves the quality of education by designing and implementing comprehensive solutions that build result-oriented leadership, enhance teaching effectiveness, improve student learning outcomes and support all round development of a child.

**WHOLE SCHOOL TRANSFORMATION**

**GYAN SHAKTI PROGRAM**
Transforms the entire school system to strengthen delivery of education and build a value-based progressive culture. Empowers school leaders to achieve goals, enhances instructional practices of teachers, promotes a technology-enriched and effective learning environment for students.

**SCHOOL QUALITY EDUCATION PROGRAM**
Guides school leaders, teachers, students, and the community towards progressive change with a need-aligned and customised ‘School Improvement Plan’. Encourages reflective teaching practices and uses an integrated curriculum to build life-long learners with a special focus on developing social skills and critical thinking skills in students.

**IMPROVING LEARNING LEVELS**

**LEARNING ENHANCEMENT AND PRACTICE (LEAP) PROGRAM**
Provides a robust structure for additional instruction to ensure students meet grade level expectations. Uses an experiential learning approach and also builds teacher competency in raising student learning levels with a ‘Co-Plan, Co-Teach’ model.

**ALL-ROUND DEVELOPMENT**

**HOLISTIC DEVELOPMENT PROGRAM (HDP)**
Addresses learning gaps among first generation learners - children of migrants belonging to economically weaker sections of society. Promotes the importance of good health, nutrition, and hygiene with specially designed curriculum and supporting activities.

**SAKSHAM PROGRAM**
Unites the school and the community in preparing students to be successful, productive adults. Builds 21st century skills in students through spoken English, personality development and wellness sessions. Equips teachers with the tools and support required to become skilled practitioners in the classroom.

**LANGUAGE PROFICIENCY**

**ACCESS MICRO SCHOLARSHIP PROGRAM**
Builds and hones English written and oratorical skills, fosters leadership, supports personality development, and nurtures the spirit of volunteerism in a student. Student-centred teaching methodology facilitates English language learning through collaborative projects.
DREAM

With the interesting science tools and gadgets that we use now, I can actually try and do what I am thinking of. I really like science and when I grow up, I want to be a doctor. I dream of curing people so they can be healthy and happy.

Learning gives me hope

Madhumita, Grade 6, True Learner
Holistic Development Program
Government School, Tamil Nadu, India
Madhumita was not the least bit excited about school. Reading and learning seemed to her to be out of reach. She could not even recognise alphabets. She stopped talking to other students because she felt everyone else was brighter and better. Then, the Holistic Development program got started in her school.

A student of Grade 6 in PUMS School, Marandapalli, Tamil Nadu, Madhumita had to cope with regular bullying because her peers felt she wasn’t good enough. She had grown to believe she would never be able to match the other students in learning.

Under HDP, the school received Science and Math kits that brought activity based learning into every classroom. Saranya, the Resource Person for the program, encouraged Madhumita to use these kits and supported her efforts to improve her English and Tamil. She also taught her about wellness and how one can become healthy and fit. After a few weeks in the program, Madhumita couldn’t wait to go to school.

With a spring in her step and new found confidence, she now comes to school happily. Learning has become fun and easy!

Madhumita has set her eyes on becoming a doctor. She says, “I dream of curing people so they can be healthy.”

Elizabeth remembers the everyday struggle to achieve her aspirations for the school. As a Principal, she knew what she wanted to change but building a roadmap for it seemed so difficult. When Gyan Shakti, a whole school transformation program, was launched in her school she realised the change she wanted had now become a possibility.

Elizabeth Kakade, Principal, Pandit Din Dayal Upadhyay English Medium School, Pune, Maharashtra wanted, above anything else, to set up a value-based culture in her school. As a member of the Indian School of Leadership Institute (ISLI), she was quite capable of envisioning comprehensive school improvement. But she knew she needed support to translate this vision into an action-oriented roadmap for change.

With the implementation of Learning Links Foundation’s Gyan Shakti Program (GSP), it seemed Elizabeth’s plea for help had been answered. A key component of this whole school transformation program is enabling school leaders to enhance and fortify their skills. Leadership development workshops helped Elizabeth draft the vision statement for her school, identify gaps, select the tasks and school values that would fulfil this vision and develop an Action Plan. With focused mentoring from the Learning Links program team, she was able to integrate her learnings from ISLI and GSP to emerge as an empowered leader.

Enthralled at the prospect of now being able to create an environment in the school that would help her students to embody high values in addition to achieving academic excellence, she says, “I am thankful to Gyan Shakti for providing me with the right skills and tools to lead the change.”
SKILL BUILDING & ENTREPRENEURSHIP

Learning Links Foundation builds job-readiness in youth, encourages innovation and nurtures their entrepreneurial acumen. Empowerment of educators is also undertaken through skill-focused professional development trainings with emphasis on real world applications that strengthen the impact of instructional strategies.

YES for ME
Enhances livelihood prospects by imparting entrepreneurial skills, financial literacy, English speaking skills to underserved youth. Youth are also trained to create strong business cases in idea incubation camps and assisted in obtaining funding for their business.

Jaadu Ginni Ka
Promotes financial inclusion by creating awareness on basics of financial planning and management among the most socio-economically vulnerable sections of the society. Beneficiaries including the rural and urban poor, micro-entrepreneurs, farmers and housewives are trained to leverage mobile technology to access financial products and services.

Systemic Assessment Reform Program
Strengthens and supports the implementation of ‘Continuous and Comprehensive Evaluation’ (CCE) in elementary schools. Provides technical support at classroom, school, cluster and block levels to build a culture of using assessment data to inform instruction and shift teaching strategies with the eventual goal of improving learning outcomes.

SKILLS FOR SUCCESS
Guided by the trends for Workforce 2030, Learning Links Foundation prepares students, youth, teachers and governments for the New Collar Economy.

Quality Education Program
Enables first generation adolescent learners studying in Government schools to demonstrate improved learning levels and complete formal education with improved self-efficacy and resilience. Equips adolescents with life skills and improves teaching effectiveness via training and mentoring of teachers with the goal of raising student learning levels in literacy and numeracy.

Saksham (Supplementary Learning Centre)
After-school program where students spend time with skilled educators to build their literacy and numeracy skills in a child-centric ‘Supplementary Learning Centre’ (SLC). SLC educators are trained in innovative instructional strategies such as inquiry-based learning, project-based learning, story-telling and multi-grade-multi-level teaching strategies to enable them to create an engaging learning environment.

Maths Enhancement Program (MEP)
Makes Math meaningful for the students by helping them build connections between mathematical concepts and their real-world applications. Uses a specially designed Math Lab to take the fear out of mathematics and make it a fun, engaging and friendly subject for students of all ages.

CREATING ENTREPRENEURS AND BUILDING SKILLS

1754 business plans submitted by program participants
Seed funding ranging between INR 20,000 – INR 85,000 received by aspiring entrepreneurs
862 business plans received start-up support

ENSURING ENGAGING AND EFFECTIVE LEARNING

Student attendance in Saksham rose to 84.6 per cent and 88.2% in Andhra Pradesh (AP) and Telangana respectively. Educator attendance rose to a high of 94% in Andhra Pradesh and 97% in Telangana.
89% students of Saksham scored above 50% in Mathematics, Science and Telugu in AP; 84.8% students scored above 50% in Mathematics & Telugu in Telangana.
All grades (6 to 8) scored above 60% in the Math endline test conducted for QEP. All grades (6 to 8) scored above 66% in the Hindi endline test conducted for QEP.

Learning Links Foundation
In my life I have faced a lot of ups and downs, but I never gave up. The YES for ME training helped me become an entrepreneur. The skills I gained and applied in my sewing business now bring home the money to raise my daughter.  

Poonamjeet Kaur, True Learner  
YES for ME Program  
New Delhi, India
NIKITA

Nikita has always wanted to be an Engineer. But Math got in the way. Try as she might, she could not tackle mathematical problems. When her school set up a Math Lab, things became different. There were so many manipulatives that helped make abstract concepts clear. The lab helped Nikita conquer her fear of Math. And it wasn’t long after that the idea of becoming an Engineer did not seem far-fetched at all.

Nikita, a bright student in Grade 7 of a Government School in Mahipalpur, Delhi, nurses a strong desire to become an engineer. Unable to understand mathematical problems, she found herself struggling to keep faith in her goal.

Soon after, Learning Links Foundation selected her school for implementing the Math Enhancement Program (MEP). The MEP helps children understand the real world applications of mathematical concepts using a specially designed Math Lab. It was in the Math Lab that Nikita started to understand concepts through activities and tools. This lab provides many opportunities to students like Nikita for hands-on practice and applied learning through engaging activities that use manipulatives.

Nikita shattered the glass ceiling when she achieved 98% in her final assessments. She has regained faith in her goal of becoming an engineer and this keeps her motivated.

“I hope that while pursuing Engineering I find it to be as interesting as I find Math today” says Nikita with a confident smile lighting up her face.

POONAMJEET

Poonamjeet is sewing her way to success. This time success looks like a beautiful ‘sari’ that any woman would proudly drape to an event. Life wasn’t always this way. Both personal and professional challenges had taken their toll and Poonam had lost her way in life.

A friend told her about the ‘YES for ME’ program that helped people become entrepreneurs. For Poonam, this was the opportunity she had been waiting for.

Born and raised in Kamlapur Tibha, a small village in Lakhimpur Kheeri district, Uttar Pradesh, Poonamjeet comes from a very poor family. Her father worked 2 jobs in order to make ends meet and support the family – one as a farmer, and the other as a driver in a sugar mill. This poverty forced Poonamjeet to drop out of Kanpur University.

Soon, Poonamjeet took up a job in a private company only to find out it was involved in fraudulent practices. This is when she started sewing to earn some money. When her 17 year marriage ended, it seemed her life would never hold any happiness. At her paternal aunt’s house in Delhi, she heard about the ‘Youth Empowerment Series for Micro Entrepreneurs’ (YES for ME) program. She enrolled herself and life took a turn.

In the YES for ME sessions, Poonamjeet learned how to start a business and make it sustainable. She received a grant that allowed her to take bulk orders from a garment factory near her residence. Having set up her business, today Poonamjeet is proud to be able to single-handedly take care of the financial needs of her family including her daughter and her disabled aunt. Life has indeed taken a turn – this time, for the better!
TECHNOLOGY AND INNOVATION

Learning Links Foundation leverages technology to foster collaboration and facilitate deeper learning in children and youth empowering them to stimulate change through innovative solutions that address real-world challenges.

DIGITAL CITIZENSHIP

HACKATHONS

Spur ideation and build skills to address real world challenges by giving youth an opportunity to design novel solutions that have positive economic and social impact. Hands-on mentorship from experts in academia and the industry is provided to youth. Cyber Security Hackathons focus on innovative solutions for cyber security issues and Green Hackathons focus on solutions that address environmental challenges.

DIGITAL WELLNESS

Makes teens aware of the possible dangers of using the internet with a focus on social media tools. Equips them with the necessary knowledge and skills to avoid risks and stay safe while navigating their online lives.

STAY SAFE ONLINE

Creates awareness among students about safe, smart, and responsible use of online tools and platforms, digital rights and responsibilities. Empowers them to make safe, smart and informed choices, follow appropriate digital etiquette, and become model digital citizens.

INNOVATION

e-GYAN SHAKTI

Focuses on school system development through leadership management, professional development for teachers, 21st century readiness for students, and community enrichment via technology intervention. Innovative cutting edge technology tools are integrated into the core curriculum to enhance learner achievement in science and mathematics. A mobile innovation station with technology infrastructure and tools provides opportunities to tinker and learn using robotics kits, circuit boards and more.

TEACHERS TRYSCIENCE

Develops future professional skills in educators. Uses Design Based Learning approach and Design Thinking workshops to train teachers to recognise the place of innovation in today’s world and problem-solve real world challenges.

INNOVATION ENGAGEMENT PROGRAM

Comprehensive solution to nurture innovation. Uses mini tinkering labs to introduce children to essential computational skills such as coding and builds a maker mind-set thereby empowering them to think out of the box. Initiates discussions with stakeholders on defining a path for state level innovation to nurture scientific temperament at a very young age.
Technology is my future. Hands-on tech-enriched learning has helped me become good enough to teach others. But my most useful learning has been to ‘question everything’ because that helps us gather knowledge to build and create things.

Nagesh, True Learner  
eGyan Shakti Program  
Ex-student, Government High School, Uttarahalli, Bengaluru
Nagesh loves to dismantle and reassemble. Not many appreciate his urge to take things apart. He was surprised when this very trait was appreciated by the eGyan Shakti program team! He was taken to a tech facility in Bengaluru where he participated in a computer tear down session. That visit made his day and decided his future.

A disc jockey (DJ) in his free time, Nagesh has been tackling computer hardware issues since his days as a student of grade 8 in Government High School, Uttarahalli, Bengaluru. The entry of the eGyan Shakti program in his school ignited a deep interest in technology.

Many happy hours were spent watching videos and simulations in the Collaborative Classroom—a tech-enriched learning space that provides students the opportunity to explore their interests. The program Resource Person encouraged his curiosity about hardware and what makes machines work. It wasn’t long before Nagesh was identifying hardware issues in laptops and desktops and repairing them. He also participated in various road shows and competitions proudly exhibiting his talent to fix what was broken. “If there is a problem with any computer, I know how to tackle it now” is his answer to how eGyan Shakti has helped him.

These days, Nagesh can often be found volunteering as a teacher helping students of grade 6 to 10 benefit from what he has learned in the program. Says a satisfied Nagesh “By teaching others we can learn more. Whenever I teach, I also learn.”

Roopa and Seema teach Science and Math respectively. Faced with students who come from families living below the poverty line, they were looking for innovative ways to make learning easier and more engaging. Otherwise, they knew they would lose these children.

Many children drop out of school not just due to economic constraints but also because they find themselves unable to cope with the syllabus. eGyan Shakti opened new doors for these earnest educators.

Roopa has been teaching differently these days. She gives the example of a lesson on the concept of cell division in Biology. While this lesson was always difficult for students to understand, the use of technology has turned the tide. What was once depicted by hand-made charts is now shown with clearly illustrated and animated videos. When she walks out of the classroom now, Roopa is always found smiling.

Thrilled with the potential of technology to transform teaching and learning, both Roopa and Seema are now tech-enthusiasts who adeptly use Adobe Presenter to create videos for the concepts children find challenging. Trained by resource persons of the eGyan Shakti program, they use tech tools for learning enhancement, group activities and even assessment. Their reward is the improved academic performance of their students.

Seema and Roopa also take out time to participate in professional learning networks which they access via social media platforms. They share queries, ideas and challenges. The immediate support they receive is as much a need as it is a wonder. They had never imagined a time when they would get answers so quickly!

With their classrooms thriving on learning and students developing higher order thinking skills, Roopa says her job-satisfaction has never been higher. “We think of our work as raising future scientists”.
ADVISORY AND CONSULTANCY

Learning Links Foundation aims to create systemic impact in the education and innovation ecosystem by facilitating conversations, reforms and actions on issues such as quality of education, skill building, enterprise development and technology adoption.

In April 2017, Learning Links Foundation (LLF) was invited by the Ministry of Human Resource Development (MHRD) to present its best practices in 3 regional workshops. Participants were informed about the implementation of the Systemic Assessment Reform (SAR) project in Jharkhand, the Disha Project in Chhattisgarh, and Evidence Inspired Teaching (EIT). An MHRD team visited the region to understand e-vidyavahini, Continuous Comprehensive Evaluation (CCE) and Education Management Information Systems (EMIS).

Discussions were held between Learning Links Foundation and the National Council for Teacher Education (NCTE) focusing on a 20-week pre-service internship program. The NCTE then connected Learning Links to Quality Council of India (QCI) and Tata Trusts. Learning Links Foundation was the only NGO invited by the MHRD to present to trainees at the Lal Bahadur Shastri National Academy, Mussoorie. The MHRD also pledged its support to the Foundation’s Cyber Olympiad initiative.

Learning Links was a part of a select group of NGOs invited to support the efforts of National University of Educational Planning and Administration (NUEPA) to design a framework for education administrators. It was also invited by NUEPA to share feedback on its national plan for Head of School trainings.

The Global Network of Foundations Working for Education (netFWD) of the OECD Development Centre brought together a panel of 4 experts which included Dr. Anjlee to review an education program in Brazil. This involved interviews with the various stakeholders – the Itau Social Foundation, the Centre for Studies and Research in Education, Culture, and Community Action (Cenpec), the Brazilian Ministry of Education, the National Council of Secretaries of Education (CONSEDI), the National Union of Municipal Secretaries of Education (UNDIME) and Futura channel. Some of the topics discussed included strengths, challenges, leadership and inclusive governance among others. The recommendations of the panel have been sent by OECD to stakeholders in Brazil to help them for future planning.

Dr. Anjlee Prakash was invited by the Regional Centre of Studies for the Development of Information Society (Cetic.br), a division of the Brazilian Network Information Center (NIC.br) and the UNESCO Institute for Statistics (UIS) to be a part of an expert group meeting in Sao Paolo. The meeting was centred around getting inputs from the experts for closing of the international survey guide to measure ICT access, use and appropriation in schools. The focus of this guide was to serve as a conceptual and methodical reference for the design and implementation of ICT surveys in Brazil and other countries in the world. This meeting also included members from Mexico, Argentina, Uruguay, Costa Rica, Chile and Brazil.

In March 2018, Dr. Anjlee Prakash was invited by the Consortium for School Networking (CoSN), UNESCO, HP, and Participate to be a VIP at the Symposium for Educating for Digital Citizenship in Washington, D.C. The Symposium brought together thought leaders from across the U.S. and around the world to explore issues, learn from each other and determine how they can ensure student success. Dr. Anjlee spoke about India’s focus on educating for digital citizenship. She introduced the Digital Citizenship and Cyber Wellness Olympiad, a large scale initiative in India, which has been launched by Learning Links Foundation in partnership with the National e-Governance Division, Digital India, the Ministry of Electronics and Information Technology, and UNICEF. Dr. Anjlee has also been invited by CoSN to be a guest at the CoSN 2018 Annual Conference in Washington.

OREC Peer Review

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GENIE MEETING

In March 2018, Dr. Anjlee Prakash attended a gathering of senior officials of government and NGOs involved in national and international ICT efforts in Washington, D.C. The Global Exchange Network of ICT in Education (GENIE) aims to share, at a high level, information about national policies and implementation related to ICT in education. Dr. Anjlee provided a summary of ICT in education initiatives being undertaken in India and also threw light on the latest trends in tinkering and innovation.
Learning Links Foundation launched Learning Olympiads – a series of Olympiads

New Delhi: Leading non-government organisation working in area of education, Learning Links Foundation (LLF) underscored the launch of ‘Learning Olympiads’- a series of Olympiads.

The event was attended by dignitaries from WbB, UNESCO, UNICEF, Business Council of India, National Progressive School Conference, Akhandta, a leading annual programme of events, HRD Ministry and others.

When the event was launched, the Vice-Chancellor of Jawaharlal Nehru University, M. P. Tiwari, said, “I congratulate the Learning Links Foundation for their initiative to bring together education professionals, students, parents and encourage the students to participate in Olympiads and think critically. It is a great opportunity for students to showcase their talents and competence.”

New Delhi: Learning Links Foundation, a leading non-government organization working in the field of education, has launched ‘Learning Olympiads’ – a series of Olympiads. The event was attended by dignitaries from various fields, including HRD Ministry, WbB, UNESCO, UNICEF, Business Council of India, National Progressive School Conference, Akhandta, a leading annual programme of events, and others.

“Learning Olympiads” aims to promote critical thinking and problem-solving skills among students by providing a platform for them to showcase their talents and compete against their peers. The event is expected to inspire and motivate students to excel in their academic pursuits.

In the U.S., some of the largest Boeing grants will support FIRST Robotics and its focus on primary, middle and high school students’ proficiency and diversity. Boeing has committed USD 15 million in the U.S. for the FIRST Robotics Competition, which will provide opportunities for students to explore technology, engineering, science, and math.

In India, the event was attended by various dignitaries, including President of the Hindustan Times Group, Ramnath Goenka, and Vice-Chancellor of Jawaharlal Nehru University, M. P. Tiwari. The President of the Hindustan Times Group, Ramnath Goenka, congratulated Learning Links Foundation for their initiative to bring together education professionals, students, parents, and encourage students to participate in ‘Learning Olympiads’ and think critically. It is a great opportunity for students to showcase their talents and competence.

LLF is known for its innovative programs that help teachers, students, and parents to improve their learning outcomes. This year, they have launched the ‘Social Media Safety’ initiative, which aims to educate students about the dangers of social media and how to stay safe online. Through this initiative, they hope to instill in students the importance of being responsible and careful when using social media.

LLF has received recognition for its contributions to education, and their programs have been praised for their effectiveness in improving academic performance. They have received several awards over the years, and their work has been acknowledged by various organizations and individuals.

LLF’s ‘Learning Olympiads’ is a series of Olympiads that promote critical thinking and problem-solving skills among students. The event was attended by dignitaries from various fields, including HRD Ministry, WbB, UNESCO, UNICEF, Business Council of India, National Progressive School Conference, Akhandta, a leading annual programme of events, and others.

GUNURAT: A game-changer now, the state government has signed a Memorandum of Understanding (MoU) with Learning Links Foundation and Rotakota India Foundation to train the women from all 5727 Village groups in urban areas. Women from the Mission for Elimination of Poverty in Rural Areas (MEPRA) represented the state government to sign the MoU.

Learning Links, Vodafone to train Urban Poor: Minister Dr Narayana

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Students design sensor to detect LPG cylinder leaks

Students design sensor to detect LPG cylinder leaks
**Income & Expenditure Account for the year 2017-18**

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<thead>
<tr>
<th>Particulars</th>
<th>As on 31st March 2018</th>
<th>As on 31st March 2017</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Less - Closing unutilized balance</td>
<td>(5,90,29,992)</td>
<td>17,81,84,359</td>
</tr>
<tr>
<td>Education &amp; related training programs</td>
<td>1,32,95,616</td>
<td>2,43,48,320</td>
</tr>
<tr>
<td>Fee from students (school)</td>
<td>3,59,73,660</td>
<td>3,25,62,431</td>
</tr>
<tr>
<td>Interest Income</td>
<td>96,56,464</td>
<td></td>
</tr>
<tr>
<td>Less - Interest appropriated to Specific Reserve Fund</td>
<td>(23,19,698)</td>
<td>73,56,767</td>
</tr>
<tr>
<td>Misc. Receipts</td>
<td>23,04,006</td>
<td>17,80,965</td>
</tr>
<tr>
<td>Income from Rent</td>
<td>21,60,000</td>
<td>21,60,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39,64,88,001</td>
<td>30,35,18,817</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Particulars</th>
<th>As on 31st March 2018</th>
<th>As on 31st March 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Program Implementation</td>
<td>7,58,81,330</td>
<td>7,30,70,295</td>
</tr>
<tr>
<td>Internet &amp; Communication Expenses</td>
<td>54,86,876</td>
<td>40,62,047</td>
</tr>
<tr>
<td>Audit Fees , including Internal Audit fee</td>
<td>6,90,445</td>
<td>5,52,800</td>
</tr>
<tr>
<td>Interest &amp; Bank Charges</td>
<td>2,90,932</td>
<td>1,06,904</td>
</tr>
<tr>
<td>Depreciation/Amortisation</td>
<td>11,68,819</td>
<td>1,05,76,916</td>
</tr>
<tr>
<td>Insurance Expenses</td>
<td>5,05,939</td>
<td>3,97,372</td>
</tr>
<tr>
<td>Office Expenses</td>
<td>50,06,919</td>
<td>35,58,997</td>
</tr>
<tr>
<td>Retentionary &amp; Professional Expenses</td>
<td>2,91,36,252</td>
<td>3,77,52,131</td>
</tr>
<tr>
<td>Rent, Rates &amp; Taxes</td>
<td>10,62,263</td>
<td>60,19,472</td>
</tr>
<tr>
<td>Repair &amp; Maintenance</td>
<td>9,05,540</td>
<td>8,43,657</td>
</tr>
<tr>
<td>Printing, Stationary &amp; Designing Expenses</td>
<td>58,77,744</td>
<td>31,29,953</td>
</tr>
<tr>
<td>Conveyance, Boarding, Loading &amp; Travelling (including Foreign Travelling)</td>
<td>3,45,00,777</td>
<td>186,93,281</td>
</tr>
<tr>
<td>Establishment Expenses</td>
<td>17,34,08,977</td>
<td>11,03,18,616</td>
</tr>
<tr>
<td>Expenses on school activities/operations (Schedule-2)</td>
<td>3,02,77,682</td>
<td>2,86,71,704</td>
</tr>
<tr>
<td>Prior period expenses</td>
<td>60,860</td>
<td>37,499</td>
</tr>
<tr>
<td>Misc. Expenses</td>
<td>141,999</td>
<td>3,21,922</td>
</tr>
<tr>
<td>Loss on Sale of Assets</td>
<td>170,782</td>
<td>13,651</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38,40,78,235</td>
<td>29,81,07,190</td>
</tr>
</tbody>
</table>

**Excess of Income over Expenditure**

<table>
<thead>
<tr>
<th>Particulars</th>
<th>As on 31st March 2018</th>
<th>As on 31st March 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>1,24,09,766</td>
<td>54,11,627</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Balance Sheet for the year ended on 31st March, 2018**

<table>
<thead>
<tr>
<th>Particulars</th>
<th>As on 31st March 2018</th>
<th>As on 31st March 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td>30,52,81,796</td>
<td></td>
</tr>
<tr>
<td>Non Current Assets</td>
<td>20,95,74,721</td>
<td>17,10,03,598</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>51,48,56,517</td>
<td>38,05,94,294</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Particulars</th>
<th>As on 31st March 2018</th>
<th>As on 31st March 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>3,59,73,660</td>
<td>3,25,62,431</td>
</tr>
<tr>
<td>Non Current Liabilities</td>
<td>15,60,10,927</td>
<td>10,03,63,764</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>19,19,84,580</td>
<td>13,29,26,195</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Particulars</th>
<th>As on 31st March 2018</th>
<th>As on 31st March 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Current Assets (A - B)</strong></td>
<td>15,84,71,937</td>
<td>15,65,30,927</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26,59,46,510</td>
<td>30,52,81,796</td>
</tr>
</tbody>
</table>