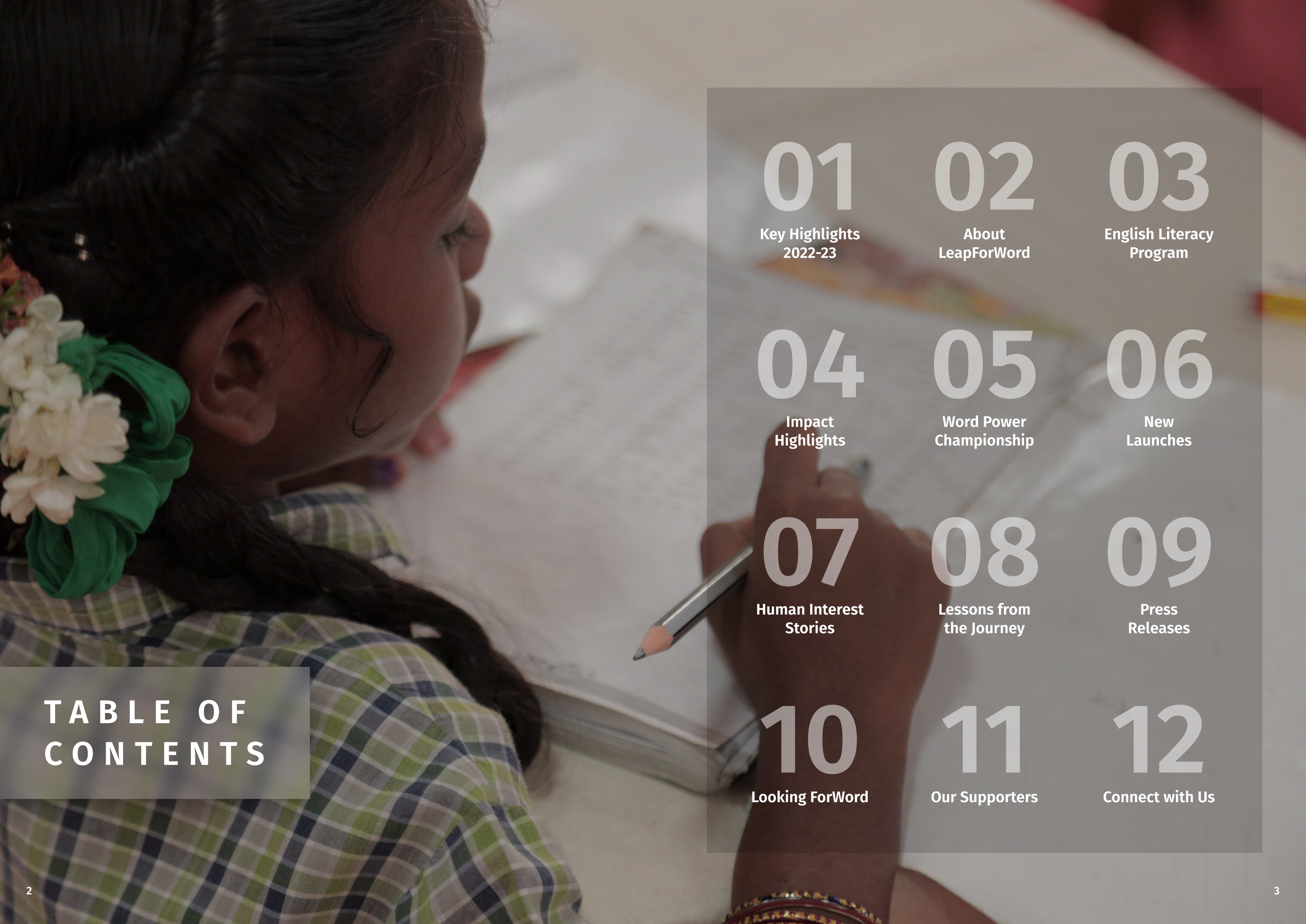




**LEAPFORWORD**  
**ANNUAL REPORT 2022-23**





# TABLE OF CONTENTS

01

Key Highlights  
2022-23

02

About  
LeapForWord

03

English Literacy  
Program

04

Impact  
Highlights

05

Word Power  
Championship

06

New  
Launches

07

Human Interest  
Stories

08

Lessons from  
the Journey

09

Press  
Releases

10

Looking ForWord

11

Our Supporters

12

Connect with Us





## Key Highlights from 2022-23



Program Operations reached a steady state in 8 states: Maharashtra, Madhya Pradesh, Chhattisgarh, Bihar, Jharkhand, Rajasthan, Andhra Pradesh, and Tamil Nadu. More than 5,000 units of Teaching Learning Materials are now available across six languages - Marathi, Hindi, Gujarati, Telugu, Tamil and Kannada.

The year ended with 73,388 Active Teachers and a total student Impact count of ~1.5mn (Active teachers are defined as the ones who can be conclusively proven to be teaching the English Literacy Program in their respective classes). LeapForWord now has a capacity of making >1.25mn teacher support calls every year, making us arguably the largest Customer Support System in the social sector.

Our ability to engage with the leadership of state education departments improved significantly. The program has achieved a good recall of a decent share of mind, especially in Madhya Pradesh, Jharkhand, Chhattisgarh and Andhra Pradesh.

The Word Power Championship was our biggest ever; state finals were physical events and were attended by the topmost authorities (In MP, the education minister was expected to attend for 20 mins but ended up staying for >2hours), prizes for the students were our best ever, the National final was in Mumbai where the level of competition was simply amazing.

We developed and pilot tested two new products: The Library Project - 100 graded books to be read by children before they finish their grade 5 & The Listening Product - A portal containing curated videos of varying complexity with in-built quizzes for older grade students.



# About LeapForWord

**LeapForWord** is a product NGO committed to eliminating the single biggest bottleneck - Poor English Capabilities - that prohibits regional language school students from accessing Professional Education and, hence, better Employment Opportunities. Since inception, we have reached out to 300,000+ teachers and 3mn+ students.



*Most of the kids studying in government run regional language schools, despite being academically bright, cannot opt for professional courses because they are not confident of passing these English-only courses. So why is it that despite having schools for all, we have not been able to democratize English education? Why is it that more than half of our rural kids in grade 8 cannot read simple English sentences even though English is a formal subject from grade 1?*



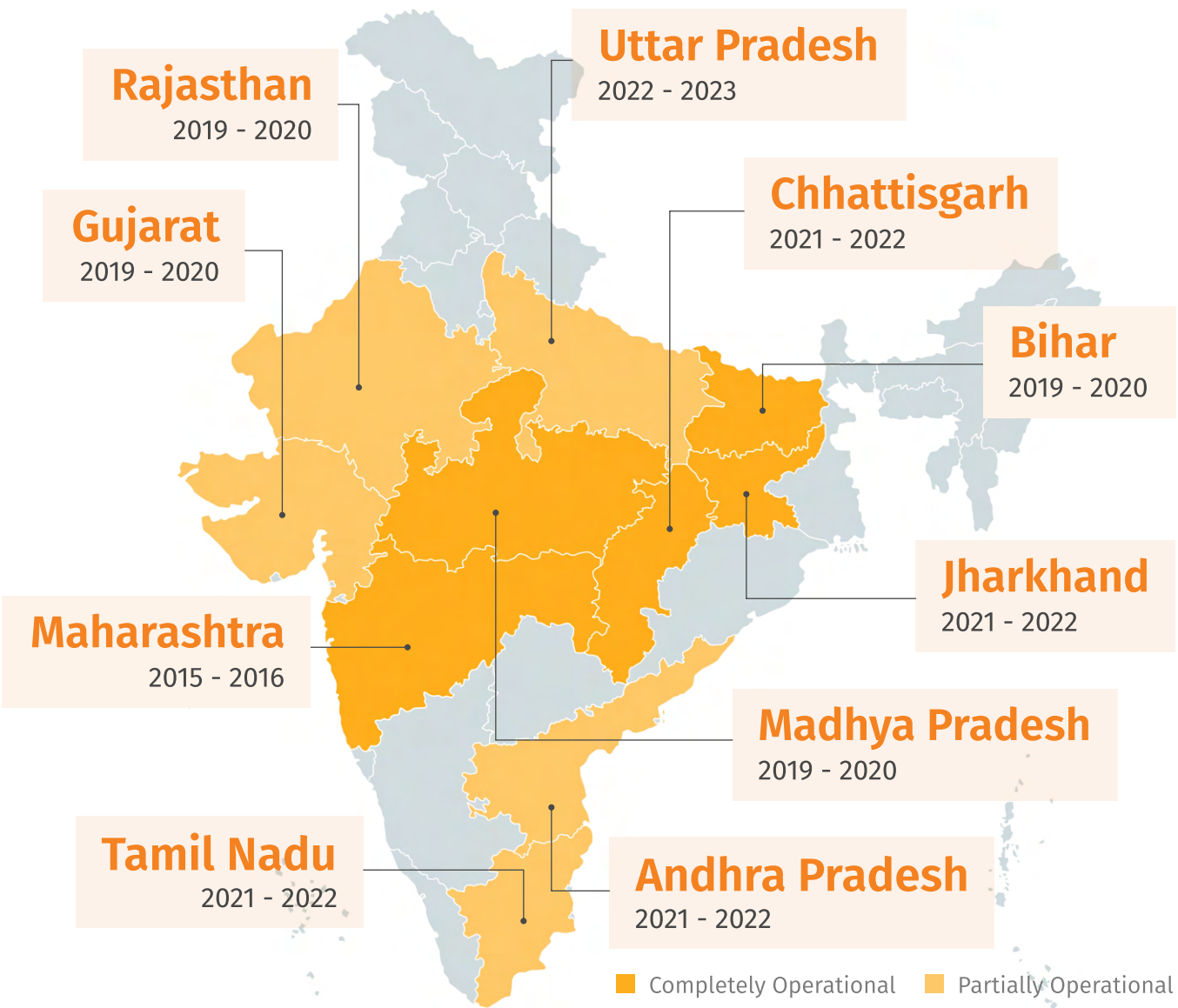
## Our Vision:

An end-state where children from underserved communities can access higher education opportunities of their choice, which to date they couldn't due to poor English capabilities.



## Our Mission:

We will solve the chronic legacy problem of English Illiteracy by developing practical, easy to-use, & economic teaching/learning techniques for teachers & students from regional language schools across India.



	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	'20 - '21	'21 - '22	'22 - '23	Increase
Languages	1	1	2	2	3	3	5	6	6X
States	1	1	1	1	4	3	9	10	10X
Districts	1	3	5	36	43	89	182	183	183X
Teachers	300	1,100	1,600	40,000	1,17,000	1,55,000	2,29,511	2,58,668	862X
Students	2,400	12,000	25,000	1,25,000	4,52,000	4,97,000	7,22,918	11,64,805	485X
Team Size	6	15	19	25	28	40	67	83	13X





# ENGLISH LITERACY PROGRAM

## ABOUT

Our flagship solution - The English Literacy Program - is designed for teachers who have a job of teaching English, but cannot do so effectively because they are not proficient in English. Rather than looking at English as a language, we look at it as a subject like Maths, Science, History which across the world are taught in the local language. Built on top of a translation algorithm, it helps develop specific capabilities in their students, namely Reading, Comprehension, & Sentence Structuring.

## MECHANISM

### Translation Algorithm

ELP is built on top of a translation algorithm that translates English into any Sanskrit-based language (>20 major languages originate from Sanskrit).

### Duration

If taught for 30 minutes daily, all 4 learning levels can be completed by students in 24 months. Teachers can be trained for the same in 4-8 hours per learning level.

### Offerings

Digital Training & Certification, Digital Content, Physical Books & Charts, WhatsApp Enterprise 1-on-1, Detailed Monitoring, Evaluation & Reporting at Regular intervals.

### Content

Our teaching techniques are digitized and available in audio-video formats. They are made up of 5000+ distinct learning units, all carefully designed for excellence.

## LEVELS

### Elementary Reading

(4 To 6 Months)

Read & Spell 4-6 Letter Words

### Advance Comprehension

(4 To 6 Months)

Comprehend & Frame Complex English Sentences

### Advance Reading

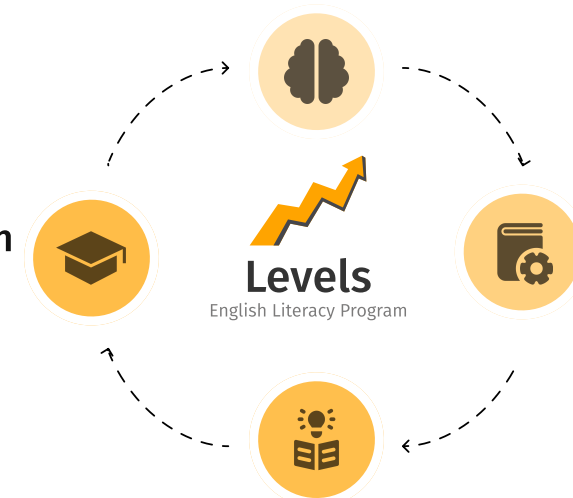
(3 To 5 Months)

Read and Spell Complex English Words

### Elementary Comprehension

(4 To 6 Months)

Comprehend & Frame Simple Sentences





OPERATIONS MODEL



TEACHER'S LIFE CYCLE

The English Literacy Project is operational in 182 districts across nine states across the country. Out of the nine states, five fully implement our programs, while the remaining three partially implement our programs. Below is a cumulative number of the coverage and impact of our programs:



Teachers Registered: **2,58,669**

Students Registered: **6,90,243**

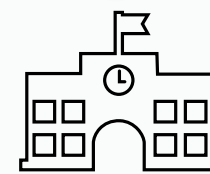




# WORD POWER CHAMPIONSHIP

**73K+**

No. of Total Schools



School

**7.5L+**

Total No. of Participants

**11K+**

No. of Total Clusters



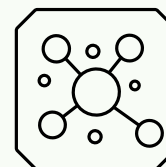
Cluster

**7L+**

Total No. of Participants

**1K+**

No. of Total Blocks



Blocks

**49K+**

Total No. of Participants

**179**

No. of Total Districts



District

**29K+**

Total No. of Participants

**9**

No. of Total States



State

**190**

Total No. of Participants

**National level**



Grand Finale

**23**

Total No. of Participants

Word Power Championship (WPC) 2022-23 showcased another remarkable year of empowering students with language skills and fostering a love for learning. As the flagship event of LeapForWord, WPC continued to impact students' academic journeys significantly.

The journey of WPC began with humble origins, starting as a small village-level competition in Shirpur, Dhule. Over the years, it has grown into a prestigious inter-state event, luring participants from various regions of the country. The growth and success of WPC have been driven by the dedication of aspiring students and the vision of the LeapForWord team.

In the academic year 2022-23, WPC witnessed an overwhelming response from students, teachers, parents and the respective state governments. The enthusiasm and involvement were palpable as teachers eagerly nominated their top students for the championship. The event expanded its reach, with new editions held in Tamil Nadu, Andhra Pradesh and Prayagraj (Uttar Pradesh).

The competition unfolded in multiple rounds, challenging students to showcase their vocabulary and language skills. Students displayed determination, perseverance, and passion for learning from the cluster and block selection round to the district round and beyond.





“

## RAJESH SINGH RANA

IAS Director SCERT, Chhattisgarh

"The education department of Chhattisgarh is dedicated to removing the fear of English among children, and for the past 1 to 2 years, this organization has been helping us tremendously to achieve this goal. The children in this competition showed astonishing confidence, and its credit goes to LeapForWord and its teachers."

“

## INDER SINGH PARMAR

Minister of School Education, Govt. of MP

"The students from our government schools are no less smart than those in other schools. Through this program, the students have learned to forgo rote learning. The teachers have started to treat the students like their own children, and if this continues, the learning level of all the students across the state will improve."



“

## DHANRAJU S.

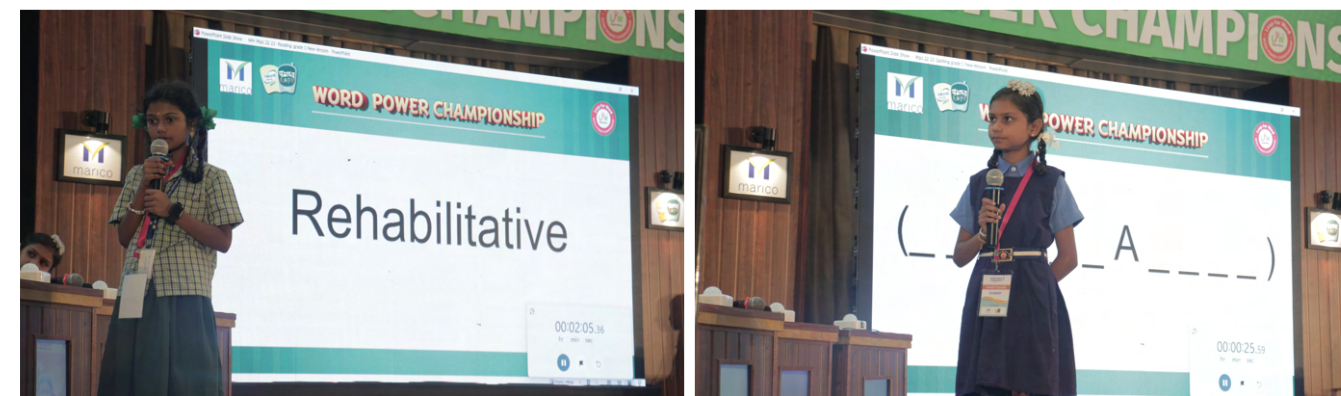
IAS, Commissioner Education, Member of Parliament Rajya Shiksha Kendra

"The potential of these students is second to none - all we have to do is provide them the right opportunity at the right time. If all the organizations in this field work with commitment, we can bring lasting change to the students. This event is not just an event; you are strengthening faith in the system."



## GRAND FINALE

The Grand Finale hosted in Mumbai brought together the best of the best, where finalists from eight states competed on a grand stage. As LeapForWord looks ahead, the impact of WPC continues to expand. With government collaboration, there is immense potential to reach more students, increase the adoption rate, and enhance learning capabilities.



In conclusion, WPC 2022-23 stands as a testament to the transformative power of competition in education. It has left an incredible mark on the participants' lives, instilling confidence and fueling their thirst for knowledge. The journey of WPC continues, driving educational excellence and shaping a brighter future for students nationwide.





## NEW LAUNCHES



## THE LIBRARY PROJECT

The Library Project is an initiative from LeapForWord to increase the student's vocabulary. The initiative attempts to instil the habit of reading within students while also improving their knowledge base and learning ability. The library books have been developed brightly and engagingly to instil a love of reading in children. The books have been written with the children's grades and learning ability in mind.

The goal of this project is what the organization calls "100 by 11 ". It means that each student reads one hundred books by age 11. We recognize that learning any language requires reading and listening; thus, each page of every book containing a QR code leads to the audiobook, which helps the kid pronounce the words better and better comprehend the material. This is a unique feature we have included that is not present in books published by other organizations.





## THE LISTENING PRODUCT

**The Listening Product**, still a work in progress, has the potential to become the only resource among our users, enabling them to improve their English language proficiency - until they have to decide on their further education.

The product is designed so that in the process of listening, our targeted users, predominantly English listening young learners, will develop and improve their vocabulary and build awareness about essential topics.



## D.El.Ed

The project team began an initiative to enrol teachers in the D.El.Ed program. This is being done to achieve LeapForWord's objective - to equip teachers with the required skills to provide quality education to children from rural areas.

Pre-service teachers enrolled in the D.El.Ed course undergoes a Training and certification program in the two learning levels of ELP. Trained pre-service teachers then teach ELP to students at a school during a 96-day internship program. This is being implemented in Madhya Pradesh, and in all, is helping improve their employability.

The present status is that the results from the assessments are being collated, and an updated report will be sent to the Director of Education of Madhya Pradesh and the Principal of the DIET, Sehore.





## TEACHER HEROES

The Teacher Heroes Program is an initiative started to honour the teachers who have worked actively and dedicatedly with LeapForWord for 3-4 consecutive years. This initiative is currently running in our Maharashtra and Madhya Pradesh project areas.

This program was initiated on 16th August 2022 and divided into Gold, Silver and Bronze levels. In Maharashtra, there were 130 teacher heroes, and in Madhya Pradesh, a total of 9. The teachers were rewarded with concept books and workbooks of their designated learning level, a student assessment kit, along with direct entry into the Word Power Championship.



## TEACHER ENTREPRENEURSHIP

LeapForWord's first initiative, which ran for over a decade in Shirpur taluka, Maharashtra, was to train and certify rural youngsters who are educated and yet unemployed to become tuition teachers. This project was dubbed 'The Teacher Entrepreneur'. These capable individuals can run their teaching centre for students to improve their English language comprehension, reading, spelling and meaning.

Our English literacy end-state mission called for creating six distribution channels, one of which was Teacher Entrepreneurs. The project is run in six areas: Rajasthan, Prayagraj, Maharashtra, Chhattisgarh, Madhya Pradesh and Bihar. The ultimate beneficiaries of this project are the children studying in regional language schools and youth from rural communities.

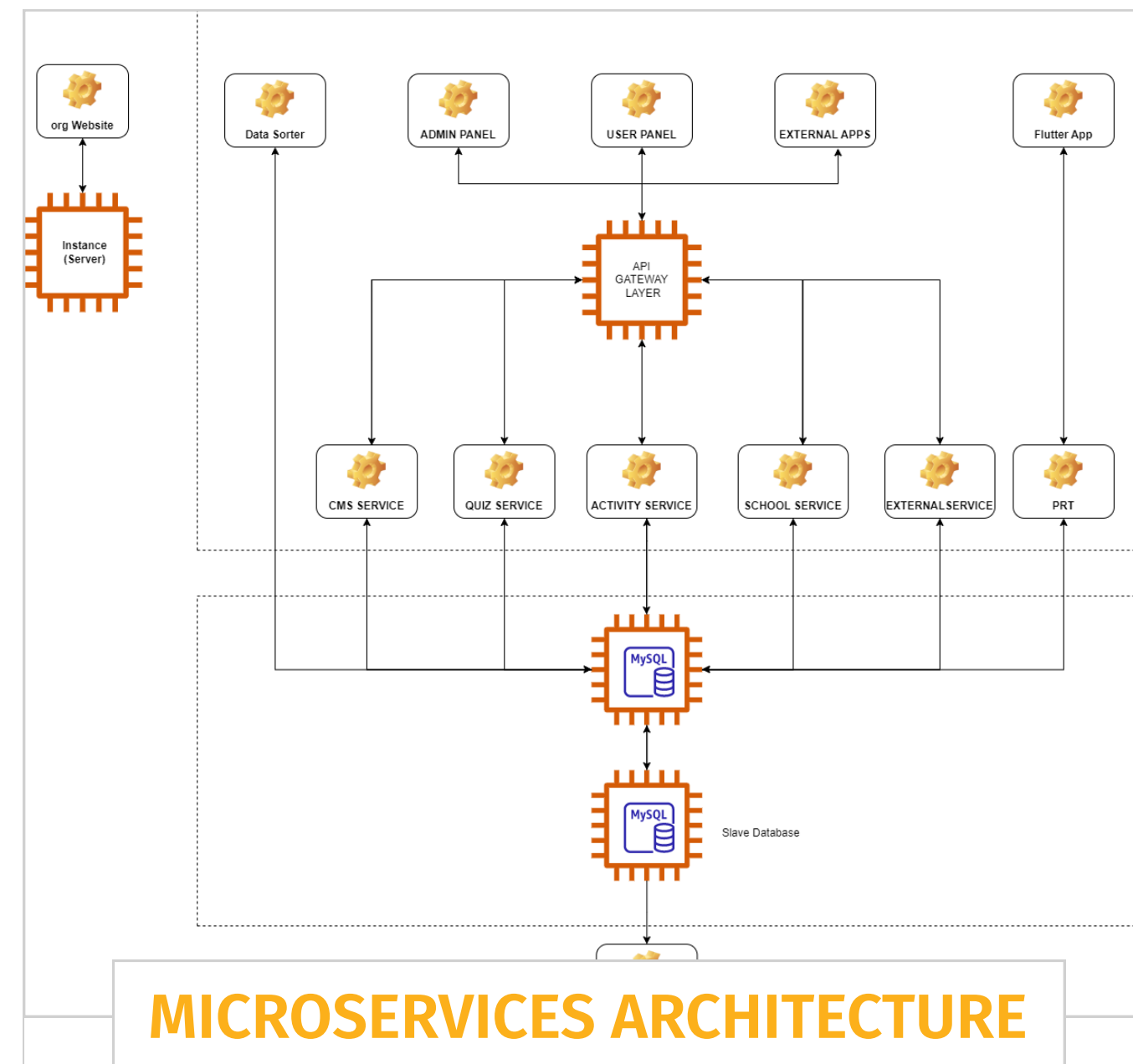




## SEHORE PROJECT

An exciting offshoot of the English Literate MP project was designed in Sehore. The Chief Minister's office asked us to work on the English proficiency levels of children in 16 CM Rise schools in the **Sehore District**. These infrastructure-rich schools were recently formed to impart English education.

While these schools were a significant upgrade over the existing government schools, teachers remained the same - existing teachers from within the system were selected through self-nomination and interviews.



This venture aims to simplify as well as strengthen our servers and database. The first server hosted our organization's website, while the second server hosted all our applications developed internally. The third server is dedicated to hosting our database. All our systems are interconnected to each other. Power BI is connected to our database.

Our future architecture is a work in progress, with a plan as follows: We will have four servers, where we merge all our systems into one system, and the API gateway will become the interconnection between them. Furthermore, there will be a master-slave database for the Power BI connection.





“

## JUMED SHEIKH

ZP School Shivar, Akola,  
Maharashtra

Mr. Jumed Sheikh is a 29-year-old schoolteacher who lives in Shivani Village in Akola district. He was approached by the Rallis India team in 2017 to teach at the government-run Zila Parishad School in Shivar.

Jumed received training from the LeapForWord team and began teaching various techniques in the classroom. Shortly after, admissions to the school started to improve. The word spread, and the number of students more than doubled, from 70 to 180. More than 95% of kids can now read English words with assurance. Secondary school students can now easily read, write, and interpret English phrases.

It could be seen that the children imbibed that passion, as they responded with immense enthusiasm, and the parents, too, began to believe that their children's dreams would be a reality.

## HUMAN INTEREST STORIES

*"I feared the English language - I always felt that my English communication skills were insufficient. Having had such an experience, I could understand how somebody's fears can make them unable to fulfil their lifelong dreams. Hence, I now put my efforts to make a change so that issues with the English language can never be a hurdle to the bright futures of these passionate children."*





“

## MANISHA Y.

Thiruvallur District, Chennai

Manisha, a ten-year-old girl, lives in Azhinjivakkam, Kadambathur, Thiruvallur Dist., Chennai. It is remote, with the nearest town about 20 km away.

Manisha's journey with LeapForWord began through the English Literacy Program, where she discovered her love for learning English. She was fearful and hesitant initially, but engaging with quizzes and worksheets kept her confidence growing.

Over time, Manisha's capabilities earned her a place in the Word Power Championship. Her performance made her move up the levels to the national round. She demonstrated her skills in reading with flawless pronunciation, tackled the spelling challenges with precision, and impressed the judges with her nuanced understanding of word meanings. When Manisha was called out as the national champion in her category, she was overwhelmed with joy and pride.

Not only did she bring immense honour to her school and village, but Manisha's achievement caught the attention of educators and government authorities. As a result, her school will now be refurbished and upgraded with the latest infrastructure.

Manisha's triumph in the Word Power Championship opened up doors of opportunity for her. Her success elevated her confidence and ignited a spark to continue exploring the English language and expanding her knowledge.

*“The Word Power Championship Journey allowed me to discover my abilities, gain exposure beyond my village, and make several lifelong connections. Belonging to a remote village, I wouldn't have thought this was possible for me - from having no previous exposure to the English language to becoming quite well-versed in it. I want to continue learning the language and grow further.”*





“

## SAFKAT JAHAN

Girls Urdu Primary School,  
Madhepur district, Bihar

From a young age, Safkat had an insatiable thirst for knowledge and a deep desire to pursue education. Despite societal restrictions, her father enabled her to study. Her mother encouraged her to pursue a teaching course at Indira Gandhi Open University.

In 2015, Safkat's life took an unexpected turn when she gradually lost sight and initially struggled to cope with her newfound reality. Overwhelmed by grief and uncertainty, she grappled with the daunting task of performing daily activities and, most importantly, teaching.

Determined not to succumb to depression and defeat, Safkat slowly taught herself how to write, empowering herself to prepare students to write and spell alphabets and words. Utilizing her mobile phone, she devised creative ways to educate her students, ensuring their learning journey continued. Safkat's love for her students, determination to make a difference, and her husband's unwavering support propelled her forward.

She was introduced to LeapForWord by fellow teachers and obtained her certification. She implemented innovative strategies in her classroom, even during lockdown, and witnessed her students' enthusiasm in response. Online exams were successfully conducted, and she celebrated her students' progress in learning English.

*"After joining LeapForWord, I felt overwhelmed by the love and respect I received from everyone. Despite being blind, I could continue to teach and see my students bravely overcoming their fear of the English language. I am grateful to LeapForWord for saving my job and providing amazing techniques and content for the students to learn English."*



# PRESS RELEASES

## Lessons from the Journey

1

PRIZED POSSESSIONS

A **system of rewards and incentives** is being provided to the children. They truly love it and treasure even a pencil they win as a symbol of honour. This system acts as a great motivator and driving force.

2

QUALITY OF CONTENT

The teachers find the content and **teaching material attractive and engaging**. There is an ownership among the teachers regarding the course structure and material.

3

CHALLENGES & CURIOSITY

Through frequent competitions, the teachers assessed the proficiency level of each child's English skills. Quizzes appeal to the teachers, as they are a fun way to test the children's current capability and **encourage them to learn**.

4

SHOWCASE OF TALENT

In Madhya Pradesh, while on a visit to a school, the government authority quizzed the teachers, followed by the students, on the English language, and was amazed and impressed at the level of their **English proficiency**.

5

FUN LESSONS

The **tips and tricks** shared by the team are loved by teachers - tail words, the techniques of listening, and learning and matching the words. They keep asking for more comments to teach their students and understand themselves.

6

DOUBT SOLVING

The **grievance redressal system** for teachers is run by the LeapForWord team. It helps them resolve the teachers' doubts as soon as they are received.



# Looking ForWord

- The target is 104,000 Active Teachers with ~2.2mn student impact count.
- Our North Star is "student learning outcomes"; 3 significant steps have been initiated in this direction:
  - **Increase efforts in Data:** Collection (more data, frequently), Analyses (templates for quick turnaround), and Reporting/ Visualization (easy to read and actionable)
  - **Improve engagement with the government:** Work towards making this program an item on the state leadership's monthly review process agenda.
  - **Increase the #of teacher support calls:** Design an economical system that can disproportionately increase the #of support calls and messages.
- To initiate a conversation with the education leadership in Madhya Pradesh (where the program will enter its 4th full year) around the Gradual Release of Responsibilities (eventual exit), planned in the following three steps:
  - **Year #1:** Integration into state's technology platforms (e.g. DIKSHA) and monthly review process
  - **Year #2:** Active teachers trained and certified to become Master Trainers at the cluster level
  - **Year #3:** Monitor integration & provide support
- **Scaling the "Teacher Heroes" program:** Last year, we ran a pilot for our top ~130 teachers in Maharashtra (similar to a customer loyalty program). This year, we intend to scale this to 750 teachers across Maharashtra and Hindi states. Our desired end-state is to build a one-of-its-kind national database of Teacher Heroes (1 per cluster or ~3500 per state).

## Our Supporters

Institutional grants continue to be the primary driver of all work at LeapForWord. Our primary institutional funders from the academic year 2022-23 are listed here:





# In Summary



“

'22-'23 was an encouraging year on multiple fronts, but the two key highlights that will keep us going into the new year are undoubtedly:

- **Our newly discovered calling capability:** A proper mix of training and rewards helped us achieve the unimaginable - 1mn+ teacher support calls!
- **The Word Power Championship:** This is a one-of-a-kind event that celebrates the people who matter the most - teachers and students. An inter-state competition enroute to becoming a national event created umpteen delightful memories for all involved.

We end the year on a high, with a belief in our hearts that '23-'24 will be bigger and better!



“Our team picked one word that sums up their year at LeapForWord. This word cloud reveals their **personal journeys** and perceptions.”



A background image showing a group of children in a classroom setting. In the foreground, two young girls are seated at a desk, focused on their work. They are wearing green and white checkered school uniforms. Their hair is tied back with white and red flower garlands. The girl on the left is holding a pencil to her mouth. Behind them, other children and an adult male teacher are visible, though slightly out of focus. The scene is lit with warm, natural light from windows in the background.

## CONTACT US:



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