LEAP FOR WORD

ANNUAL REPORT

2025-26

English Literacy Program
Verified Classroom Impact Across **11 States**



CEO’s note

Dear Friends, Partners, and Well-wishers,

The academic year 2025-26 has been a significant period for LeapForWord. While our scale and direct numbers have continued to stay strong training over 141,000 teachers and reaching 1.55 million students across 11 states - this year’s true headline is not just about how wide we spread our reach. It is about how deeply we anchored our roots.

For me, this past year was defined by innovations on our operational front. To transition smoothly from scale-driven outreach to verified classroom impact, we introduced a "Focus District" approach. By segmenting our landscape into precise Focus and Scale units, we intentionally refined our focus. This strategic concentration of resources did not just maximize classroom rigor; it internally changed how we work. It gave our team the clear space and grounding needed to stretch their capabilities, helping our people grow into the leaders who will now drive our next phase of growth.

On top of refining our core operations, 2025-26 was also about introducing new initiatives across the organisation. We launched our very first "Teacher Heroes of LeapForWord" book to recognize the exceptional government educators across different states who deliver our curriculum with high fidelity. Academically, we updated our flagship Word Power Championship (WPC) to formally include a comprehension part alongside spelling and vocabulary. We are no longer just tracking if a child can decode or spell a word; we are verifying that they understand its meaning, directly addressing the regional language comprehension gap.

Every part of this journey - the field processes we followed, the Multi-Level Monitoring (MLM) framework, and our intensive online classroom visits - has resulted in our best annual report yet in terms of Student Learning Outcomes. When our students took the independent ASER test, the results were clear: our students performed 3X better on reading and 4X better on comprehension compared to the national average.

This success has given us the data and the self-belief to put a clear deadline on our "85 by 17" agenda. This means reaching a target of 85,000 Active Teachers committed educators like our Teacher Heroes and 1,700,000 benefited students, which we are committed to delivering over the next 5 years.

Looking ahead, our mission is to build on this foundation. As we expand, we will continue to deliver superior quality without letting our numbers drop. To do this, we will heavily lean on core principles of management, especially segmentation, concentration of resources, and focus. By dividing our regions thoughtfully and putting our core energy where it matters most, we will ensure high-quality learning outcomes stay at the center of our scale. We have built the groundwork, and we are ready to do much more.

Thank you for walking this journey with us.

PRANIL NAIK

FOUNDER & CEO



Table of Content

01. Executive Summary

02. Year at Glance

03. Geographic Footprint

04. About Leap For World
- Vision & Mission
- Who are we
- Awards & Recognition
  - NDTV-IDFC Mission Impact Award (January 2026)
  - BCC&I: CSR Conclave & Social Leadership Awards (2025)

05. The Problem

06. Theory of Change: The evolutionary journey

07. Our Solution: English Literacy Program (ELP)
- Program Design
- Delivery Model

08. Program Portfolio
- Our Three Flagship Implementation Streams
- Institutional Partnerships (Maharashtra)
- State Implementation Models
- Strategic Excellence Initiatives

09. Technology & Innovation Backbone
- The Transition to Infrastructure Autonomy
- Architectural Evolution: Microservices & API Integration
- The Scaling Logic: Nudge Engine
- Product Innovation: The English Gym LMS
- The Digital Library: Building a Reading Culture

10. Scale & Reach
- Administrative Depth
- School Segmentation: Rural vs. Urban
- Strategic Intensity (Hindi Heartland)

11. Measuring Excellence: Student Learning Outcomes
- Core Proficiency Gain
- Impact Snapshot: Evidence of Learning (AY 2025-26)
- Grade Wise Progression
- Comparison of Active VS Inactive Teachers
- Comparison against National Benchmark

12. The Operational Value Chain
- I. Inputs: Resources & Effort
- II. Outputs: Direct Reach
- III. Outcomes: Engagement & Skill Growth
- IV. Impact: Systemic Change & Learning Gains



Table of Content

13. State-wise Snapshots

14. Impact Stories
- From Self-Doubt to Entrepreneurship: Rachana, Rajasthan
- Breaking the “Nightmare” in Tribal Schools: Omprakash Vishwakarma, Madhya Pradesh
- A First-Generation Learner’s Promise: Munuswamy N, Tamil Nadu
- Before–After: Behavioural & Qualitative Shifts

15. Competitions & Academic Platforms
- The Word Power Championship (WPC)
- State-Level Platforms
- Digital Academic Platforms
- Institutional Recognition: OCBD Initiative
  - OCBD 1 (Teacher Implementation)
  - OCBD 2 (Student Learning Outcomes)
  - Institutional Impact

16. Cost Efficiency & ROI
- Economies of Scale
- Digital Communication Efficiency
- Lean Operations
- Systemic Leverage

17. Inclusion & Equity Lens

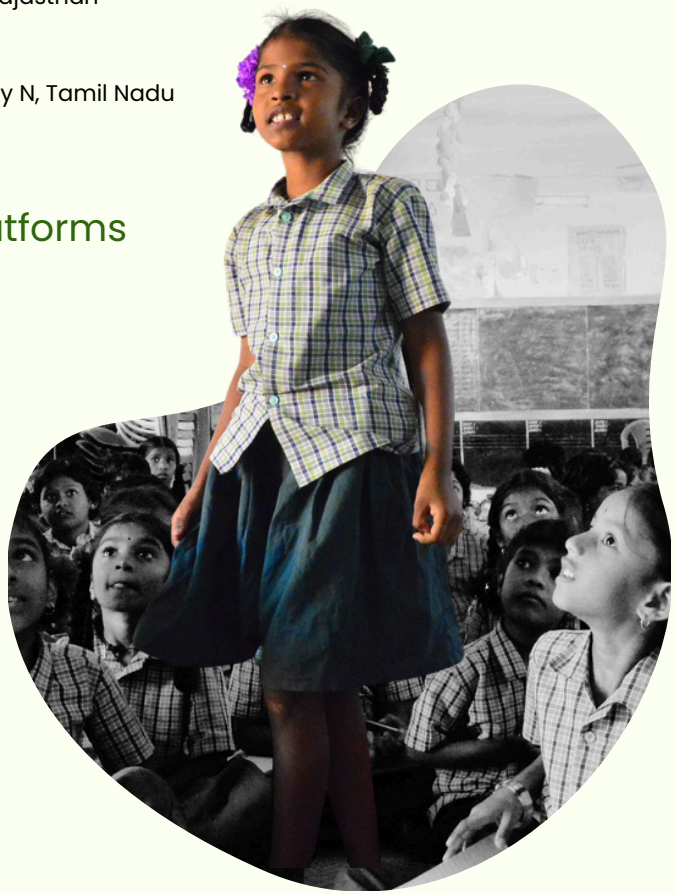
18. Challenges & Mitigation
- I. Administrative and Policy Barriers
- II. Operational and Administrative Disruptions
- III. Behavioural and Resource Challenges
- IV. Data and Quality Control

19. The Road Ahead (2026–27)
- I. The Strategic Pivot: Models, Funnels & Excellence
- II. The Data & Tech Evolution: Unified M&E and the "LFW Stack"
- III. Organizational Rigor: People, Finance & Field Operations
- IV. State-Level Strategic Goals
- V. Institutional Sustainability

20. Our Supporter

21. Team / Organogram

22. Glossary of Terms



Executive Summary

The **2025–26 academic year** marked a decisive shift for LeapForWord—from scale-driven outreach to verified classroom impact and deep systemic integration. Through its **English Literacy Program (ELP)**, the organisation trained over **141,000 teachers** and reached **1.55 million students** across **11 states**, with particularly strong penetration in rural and underserved regions.

A defining achievement this year was the transition from user-generated progress (such as quiz participation) to evidence-based implementation. More than **4,500 Online Classroom Visits (OCVs)** and a robust **Multi-Level Monitoring (MLM)** system ensured that over **77,000 teachers** were actively delivering the programme, with measurable gains in student reading ability, comprehension, and confidence in English.
Assessments of over **9,000 students** revealed a **10 percentage point** increase in overall average English literacy scores, with the most significant relative gains observed in Grade 2 and 3 students.

On the systems front, the year brought a landmark five-year government MoU in Jharkhand, a state-wide expansion in Andhra Pradesh covering all **26 districts**, expansion into **17** out of **34 districts** of Gujarat and institutional collaborations in Madhya Pradesh. Inclusion remained central through multilingual education pilots in tribal languages, targeted support for tribal schools, and dedicated support for first-generation learners.

Despite challenges including **administrative delays, teacher workload, and geographic barriers**, LeapForWord sustained momentum through digital delivery, localised support, and incentive-driven engagement.
Its high-efficiency, low-cost model powered by **smartphone-based communication** and strategic resource allocation enabled large-scale impact with a lean team of 84 staff.

Taken together, 2025–26 affirmed LeapForWord's position as a scalable and sustainable response to India's English learning gap demonstrating that strengthening teacher capacity is the most reliable lever for improving foundational literacy and unlocking opportunity for children from underserved communities.





Year at a Glance

11 States
276 Districts

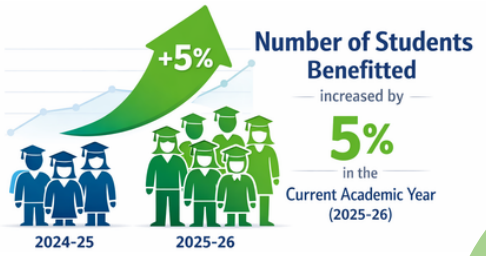
141,528
Teachers Trained

77,976
Active Teachers

1,559,520
Students Reached

Teachers Trained

A total of 141,528 teachers were trained across all participating states during the year. The Hindi Heartland remained the programme's largest implementation region, accounting for the majority of teacher reach. Within this region, NSPF States achieved 100% of their combined regional target. The programme also expanded its teacher base through Vibha States, Edelgive Region, Tamil Nadu, and Gujarat implementations.



Students Benefitted

The ELP directly benefitted 1,559,520 students during the academic cycle. ***This represents a significant increase in impact from the 1,483,100 students reached in the previous academic year (2024–25).*** The Hindi Heartland accounted for the largest share of student beneficiaries, driven primarily by NSPF States. Additional impact was generated through specialized models, such as the JNV English Gym pilot and the Teacher Entrepreneur project in Alwar.

Verified learning gains: **3x improvement** in simple spelling accuracy (6% to 18%) and a **10% point** increase in foundational reading fluency across **9,000+** assessed students.



National Impact Dashboard

Strategic Region	Active States	Teachers Trained	Active Teachers	Students Benefitted
Hindi Heartland	MP, JH, CG, BH, UP	1,24,110	64, 105	12,82,100
Western Region	MH, GJ	9,576	8,444	1,68,880
Southern States	AP, TG, TN	7,842	5,427	1,08,540

Geographic Footprint

LeapForWord's reach extended across 276 districts, 1,893 blocks, and 14,223 clusters. Implementation is strategically categorized by the nature of engagement: Institutional Full-State Operations in MP, JH, and AP; Bottom-Up Full-State Operations in MH, CG, and Bihar; Partial State Operations in Gujarat (50% coverage); and Targeted Project-Based Work in UP, Telangana, TN, and Rajasthan (Alwar). Of the 213,145 registered schools, 77,976 schools now have active, verified teachers.



- Full State (institutional)
- Full State (Bottom-Up)
- Partial State (50% Coverage)
- Project-Based Work

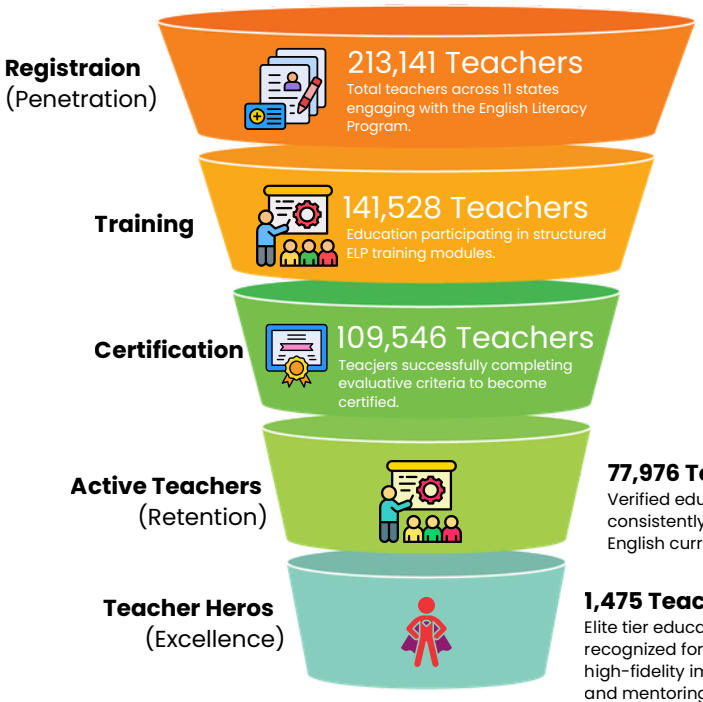
States shown in grey are outside the current scope of implementation

Key Outcome Metrics

- **109,546** teachers achieved certification.
- **216,039** students successfully completed the flagship Mega Quiz
- **77,976** teachers verified as "Active" consistently delivering ELP modules.
- **1,475** teachers earned "Teacher Hero" status for sustained, high-quality implementation.

The 2025-26 Teacher Funnel & Outcome Benchmarks: Scaling Verified Impact

Scaling Verified Impact: Visualizing the teacher professional journey and resulting student performance gains for the English Literacy Program (ELP).



Student Success & Engagement

216,039
Mega Quiz Completions
Primary benchmark of student learning through World Power Championship modules.

1.55 Million
Students Benefitted
Total reach of core curriculum delivery across regional-language schools in underserved rural regions.

About LeapForWord

Our Vision

To enable children from underserved communities to access higher education and opportunities of their choice by overcoming barriers caused by limited English proficiency.

Our Mission

To address persistent English illiteracy by equipping teachers and students in regional-language schools with effective, easy-to-use, and scalable English learning solutions.

Who We Are

Established in 2006, LeapForWord is a product-driven NGO committed to making English learning accessible to India's most underserved rural and tribal communities.

At the heart of the model is a teacher-centric approach: rather than bypassing educators, LeapForWord equips government teachers with structured, practical tools that allow for consistent classroom delivery regardless of their own English proficiency. Over nearly two decades, the organization has evolved from a local intervention into a multi-state program defined by deep government integration, scalability, and a rigorous focus on verifiable learning outcomes.

The English Literacy Program (ELP) is designed to support and accelerate national and global education mandates

NEP 2020 & NIPUN Bharat Mission

Strengthening Foundational Literacy and Numeracy (FLN) through teacher capacity building and institutional integration.

SDG 4 (Quality Education)

Bridging the "Education Paradox" by ensuring that school attendance translates into actual reading and comprehension competence.



Our Value Drivers

LeapForWord's organizational culture and implementation strategies are anchored in five core value drivers: Trust, Equity, Fairness, Integrity and Excellence. These values drive the program's commitment to providing children in regional language schools with the same English learning opportunities as their private-school peers.

Awards & Recognition

LeapForWord's systemic impact and commitment to educational equity have been validated by prestigious national awards during the recent academic cycle, recognizing the organization's role as a leader in rural development.

NDTV-IDFC Mission Impact Award (January 2026)

LeapForWord was honored as a social change-maker in the field of Education for its comprehensive suite of literacy programs. The organization was specifically recognized for its mission to dismantle language barriers that hinder rural students from accessing higher education and professional career opportunities. This prestigious honor was conferred during a high-profile ceremony hosted by IDFC FIRST BANK and NDTV.

Watch the ceremony highlights: IDFC FIRST Bank Mission Impact Awards 2026 | Celebrating India's Changemakers

BCC&I: CSR Conclave & Social Leadership Awards (2025)

The recognition was presented by the Bengal Chamber of Commerce and Industry (BCC&I). The Nihar Shanti Pathshala Funwala (NSPF) program earned 2nd runner-up honors at the 4th edition of these awards for excellence in thematic areas including education, rural development, and skill augmentation. The initiative was evaluated and validated by an eminent jury, which included the Former Director General & CEO of the Indian Institute of Corporate Affairs (IICA), the CEO of Future Hope (and former Director of the British Council, East India), and the Former Chairperson of Coal India Limited.

The Problem

The Education Paradox

India has achieved near-universal school enrolment overall 95%, consistently above 98% for children aged 6–14 for nearly two decades. Yet learning outcomes remain in crisis. The World Bank estimates that 55% of children cannot read and understand a simple text by age 10. ASER 2024 findings show that only 23.4% of Grade 3 students in government schools can read a Grade 2-level text, and one in four youth aged 14–18 cannot fluently read even Grade 2 text in their own language. Attendance does not guarantee competence.

The English Learning Gap

English is a critical gateway to higher education and employment, yet for most rural students, exposure is limited to rote learning. While 57.3% of rural youth can decode simple English sentences, nearly 27% do not understand their meaning - a gap between decoding and comprehension that creates a structural inequity. Rather than functioning as a skill, English often operates as a socio-economic barrier.

Compounded Inequities in Tribal and Remote Areas

In remote regions such as the ITDA districts of Telangana, foundational gaps are compounded by geographic and systemic marginalization. Students in Tribal Welfare Ashram Schools face limited digital connectivity and scarce English exposure. Standard interventions rarely reach these communities, making high-touch, simplified support a necessity rather than an enhancement.

Systemic & Teacher Constraints

Government teachers spend only 19.1% of their time on actual instruction due to administrative and non-academic duties. Thirty-five percent of Indian schools are “small” fewer than 50 students managed by 1–2 teachers across multiple grades and many educators lack the training and confidence to teach English as a second language. These challenges are compounded by systemic instability, where frequent teacher transfers and high turnover among contract staff across various states disrupt classroom continuity and hinder long-term program adoption.



Theory of Change: The evolutionary journey

LeapForWord's Theory of Change has transitioned through four distinct strategic epochs, moving from a focus on access to a focus on verified instructional depth.

1. The Strategic Trajectory Matrix

This roadmap traces how the organization decoupled scale from complexity, evolving its operations, team, and verification standards over seven years.

Feature	Phase 1: Regional Pilot (2019–21)	Phase 2: Multi-State Scale (2021–23)	Phase 3: Consolidation (2023–25)	Phase 4: Verified Impact (2025–26)
Objective	Proof of Concept	Aggressive statewide execution across 5 states	Building state credibility & maximizing impact	Transitioning from scale to Classroom Rigor
Verification	Simple registration counts	"Active" is defined by solving any 1 quiz	3-Stage Monitoring Pilot (Caller ratings)	5-Layer MLM Maturity (Live OCVs)
Data Standard	Enrollment driven	User generated activity	Teacher reported progress	Evidence Based "Integrity Quotient"
Team Structure	Decentralized, local teams for pilots	Shift to centralized content & media functions	Complete centralization of operations & monitoring	Precision Segmentation: Focused vs. Scale Units
Tech Stack	Initial WhatsApp Enterprise adoption	Web platforms for high-volume transactions	Migration to In-house Platform (30% cost saving)	Integrated "LFW Stack" with automated nudges

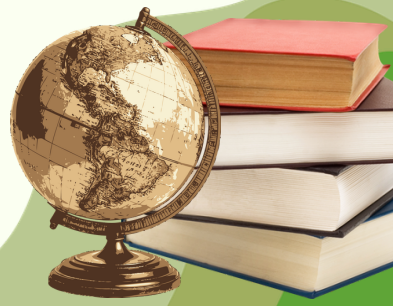
2. Core Maturation Pillars

The evolution of the program is defined by three fundamental internal shifts:

The "Active Teacher" Threshold: Prior to AY 2022–23, a teacher was considered "Active" simply by responding to a survey or solving a single quiz. By AY 2025–26, this definition has been replaced by a rigorous **weightage-based system** where activity is verified through live classroom evidence (OCVs) and consistent delivery metrics.

Team Specialization & Lean Efficiency: The team has grown from 22 to 84 full-time staff members. More importantly, the structure has evolved from generalist local support to highly specialized verticals (PMT, Technology, and Field Monitoring), enabling a **62x increase in student reach** since 2017 while maintaining a lean administrative overhead.

Verification Autonomy: LeapForWord has moved away from 3rd party platforms to a proprietary, in-house technology stack. This transition has not only reduced operational costs by over 30% but has allowed for **Multi-Level Monitoring (MLM)** to be embedded directly into user workflows, ensuring that every claim of student learning is anchored in an objective "Integrity Quotient".



Our Solution: English Literacy Program (ELP)

Program Design

The ELP is a structured, modular, four-level programme that builds core capabilities across reading, spelling, vocabulary, comprehension, and sentence structuring. Designed to be taught in regional languages (Hindi, Marathi, Gujarati, Tamil, and others), it enables teachers to deliver the curriculum effectively regardless of their English-speaking proficiency.

Key design features include:

Mother Tongue-Based Instruction: Uses students' own languages to explain English concepts, ensuring a fear-free learning environment.

Phonetic Awareness: A focus on vowel-consonant (VC), Vowel-consonant-vowel (VCV), and vowel-consonant-consonant (VCC) combinations simplifies reading acquisition.

Modular Scaffolding: A progressive journey from foundational reading to advanced comprehension allowing students to master one skill before moving to the next.

Daily Time Requirement: Just 10–15 minutes of classroom instruction per day.

Key Program Components

Word of the Week (WOW): Targets everyday vocabulary gaps that persist after foundational reading and spelling skills are established.

Saturday Story Sessions (SSS): YouTube-based sessions build listening and comprehension skills through interactive storytelling. The SSS YouTube channel produced 76 explanatory videos, amassing over 2 million views on the Hindi channel and 286,000 on the Marathi channel.

Digital Library: 350+ curated, grade-appropriate stories (Grades 2–5) foster independent reading and a reading culture.

Academic Platforms: Competitions like the Word Power Championship that provide national-level benchmarks for student success.

Government Partnership: Institutional integration remains central to the ELP's sustainability model, with implementation anchored through state MoUs, district partnerships, departmental approvals, and grassroots collaborations across multiple states.

What Makes Us Different

Teacher-First Model: Builds long-term classroom capacity by strengthening teachers rather than bypassing them.

Built for Government Schools: Designed for low-resource classrooms with minimal infrastructure and only 10–20 minutes of daily implementation time.

Inclusive by Design: Uses a structured mother-tongue based approach that works independent of teacher English fluency.

System-Integrated & Scalable: Embedded within government systems and proven across multiple states through large-scale implementation and measurable learning outcomes.

Motivation Through Competition: Strengthens student motivation and public participation through large-scale competitions such WPC, FLN Championship (Jharkhand), English Olympiad (Madhya Pradesh), and Spell Bee (Andhra Pradesh).



Key Program Components

Total Views in AY 2025-26

Hindi Channel
2M+
Views

Marathi Channel
286k +
Views

Nearly **3x** increase in students and teacher engagement compared to AY 2024-25 (770,000 views)

Delivery Model

The ELP uses a blended model combining digital training, remote support, and data-driven monitoring:

The Teacher Life Cycle (TLC): A structured Teacher Life Cycle that moves educators from initial registration and training through certification to "Active Teacher" status. Top performers eventually evolve into Teacher Heroes mentors who lead peer-learning and inspire local adoption.

1. Permissions
Secure access & approvals

2. Authority Orientation
Align with state & district

3. Digital Teacher Trainings
Blended Training (online & offline)

4. Teacher Certification
Certification & "Active Teacher" status

5. Classroom Trainninig
Daily 10-15 min sessions, practice & feedback

6. Student Assessments
Measuring progress

7. Celebrating via competitons
Word Power Competitions, spell bee & more

Digital Delivery via HSM: Instructional content is delivered directly to smartphones via Highly Structured Messages (HSM) on WhatsApp. This approach ensures consistent curriculum delivery without requiring new physical infrastructure. Over the year, the organisation sent 9.4 million HSMs.

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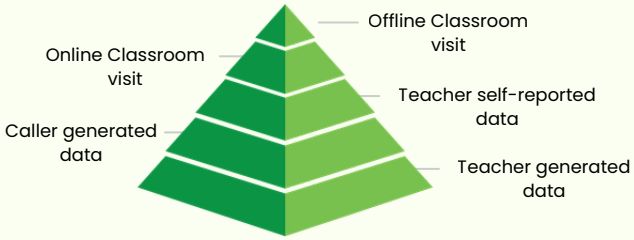
The Multi-Level Monitoring (MLM) Framework: To ensure accountability, we use a 5-layer verification system that replaces subjective claims with objective, multi-source evidence:

- **Layer 1 (User-Generated Data):** Tracks digital footprints, including registration, training progress, and weekly concept quiz participation.
- **Layer 2 (Quality Ratings):** Caller-generated ratings where agents engage with teachers to assess their mastery of ELP techniques on a 1–5 star scale.
- **Layer 3 (Implementation Surveys):** Detailed feedback used to cross-reference regularity, categorizing teachers from "Testing Techniques" to "Teaching Regularly".
- **Layer 4 (Online Classroom Visits):** High-intensity, 30–45 minute direct observations via Google Meet, including live student reading assessments to verify classroom impact.
- **Layer 5 (Offline Field Audits):** Physical ground-level audits used to confirm English Literate School (ELS) status and ensure literacy is a self-sustaining part of the school culture.

The Pincer Strategy: This is our core engagement methodology for driving "Excellence at Scale". It involves a two-way movement: doubling down on high-performing Teacher Heroes with specialized support, while simultaneously using Personalized Digital Nudges and follow-up calls to convert inactive or partially active teachers into consistent implementers.

Incentivization: Sustained engagement is driven by performance-linked recognition, including the Outstanding Cluster, Block, and District (OCBD) initiative and high-aspiration platforms like the WPC.

The Power of MLM:
The implementation of MLM has fundamentally redefined program success by transitioning metrics from mere training attendance
to verified classroom delivery. By providing a data-driven "Integrity Quotient," this framework anchors all
outcome reporting in observable evidence, allowing the organization to deploy precision interventions - like the Pincer Strategy; exactly where they are needed. This rigorous verification model has been a primary driver of deep government integration, facilitating landmark systemic achievements



Program Portfolio

LeapForWord manages a diverse portfolio across 11 states, utilizing tailored implementation streams to meet varying administrative and geographic needs.

Our Three Flagship Implementation Streams

- **Nihar Shanti Pathshala Funwala (NSPF):** Our flagship implementation across the MP, CG and Jharkhand, supported by Marico. This stream is characterized by deep systemic integration.
- **Vibha-LFW ELP:** Operates in Andhra Pradesh and Telangana in partnership with Vibha.
- **Teacher Entrepreneur (TE) Project (Alwar):** Funded by DSP Mutual Fund and implemented with Ibtada, this initiative creates local livelihoods by training rural youth as Teacher Entrepreneurs to provide affordable, after-school English instruction.

Institutional Partnerships (Maharashtra)

Beyond state-wide operations, LeapForWord manages high-impact partnerships with established educational societies in Maharashtra to drive deeper classroom excellence.

1. Nashik Education Society (NES):

- Now in its third year, this partnership covers 11 schools in Nashik, engaging 110+ teachers and impacting over 5,000 students across Grades 2 to 8. The implementation focuses on structured classroom usage and continuous teacher engagement to strengthen reading, spelling, and comprehension skills.
- A major highlight is the English Literacy School (ELS) Championship, an institution-level competition assessing reading and spelling proficiency. The championship demonstrated remarkable outcomes: Grade 2–3 students confidently spelled 10-12 letter words, while Grade 4–5 students spelled and understood words with 16–17 letters.

2. Maratha Vidya Prasarak Samaj (MVPS):

- Launched in November 2025, this first-year partnership engaged 145+ teachers to implement the English Literacy Program (ELP) for students in Grades 2 to 5.
- The first year focused on teacher registration, training, and establishing a monitoring foundation to strengthen classroom adoption of reading and vocabulary techniques.

3. Rallis India English Literacy Program:

In collaboration with Rallis India, LeapForWord implements a targeted English literacy initiative across four states (Maharashtra, Gujarat, Telangana, and Karnataka). This program is designed to bridge the learning gap for students in vernacular medium schools through a structured, community-led intervention.

- Footprint & Scale: The program operates in Akola and Lote (Maharashtra), Ankleshwar and Bharuch (Gujarat), Kokkonda (Telangana), and Bannerughatta (Karnataka). A team of 15 trained community teachers provides regular classroom support to over 1,700 students.
- The intervention employs a progressive, level-based academic framework for Grades 4 to 7, covering Elementary Reading (Grade 4), Advanced Reading (Grade 5), Elementary Comprehension (Grade 6), and Advanced Comprehension (Grade 7).
- Every participating student receives **free workbooks** containing activity-based exercises to ensure equal learning opportunities. The model is reinforced by continuous monitoring, assessments, and classroom observations to track progress and improve learning outcomes.

State Implementation Models

Our state operations are categorized by their level of government integration, showing our ability to adapt to different policy environments.

- **Integrated Systems (JH, MP):** These states feature deep institutional ownership. Jharkhand operates under a five-year MoU with ELP embedded in mandatory teacher development (CPD). Madhya Pradesh utilizes the Rajya Shiksha Kendra (RSK) portal to reach over 75,000 teachers.
- **Targeted Social Welfare (UP):** Implementation in 105 Sarvodaya Vidyalayas under the Department of Social Welfare.
- **Tribal Welfare (Telangana):** Focused on Tribal Welfare Ashram Schools in remote Agency Areas, providing high-touch support for Contract Residential Teachers (CRTs) who often face severe digital connectivity gaps.
- **District-Led Model (Tamil Nadu):** Direct partnerships with the district education departments of Tiruvallur and Nagapattinam.
- **Voluntary Grassroots (Bihar, CG and MH):** Bottom-up models driven by individual teacher interest. In Bihar, we exceeded registration targets despite strict school-level restrictions on mobile usage.



Strategic Excellence Initiatives

- **Teacher Hero & ELS:** Our mechanism for identifying the top 1% of educators who act as mentors (1,475 Teacher Heroes identified in AY 2025-26). This excellence pipeline led to 30 schools in the Hindi Heartland achieving English Literate School (ELS) status, where English literacy is now a self-sustaining part of the school culture.
- **JNV Project & English Gym:** Marking a strategic shift toward a direct-to-student model, this initiative served 1,618 students across 10 Jawahar Navodaya Vidyalayas (JNVs). The project is built on three pillars:

1,618 Students Reached	10 JNVs	9 Learnings Mastered
Specialized Content Development	**English Gym (LMS & Workbooks)**	**English Communication Test (ECT)**
18 units mapped to JNV textbooks	10-week self-learning program	Progressive 9-level mastery

Technology & Innovation Backbone

> LeapForWord's capability to manage over 1.5 million students with a lean team of 84 is not merely an operational feat but the result of a deliberate transition toward Infrastructure Autonomy and Architectural Rigor.

The Transition to Infrastructure Autonomy

A pivotal innovation in the 2025–26 cycle was the full migration from third-party services to a **Proprietary In-house Platform** for Teacher Registration, Training, and Certification.

- **The Efficiency Dividend:** This migration reduced the platform's operational costs by over 30% (bringing technology overhead down from 80% to sustainable levels).
- **Unified User Journey:** By owning the code, the organization successfully integrated Teacher Life Cycle (TLC) tracking, certification tests, and student Mega Quiz results into a single, seamless data environment.

The Scaling Logic: Nudge Engine

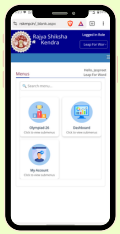
Scaling requires decoupling human intervention from teacher engagement. The organization has engineered an Engagement System to drive consistency.

- **Personalized Digital Nudges**: The system uses automated triggers to send personalized messages to teachers based on their specific progress in the TLC, ensuring no educator "drops off" the funnel.
- **Identifier Algorithms**: Automation is used for "Identifier Calls," a data-driven mechanism to discover emerging Teacher Heroes among the 77,000+ active educators, allowing human mentors to focus only on high-potential targets.

Architectural Evolution: Microservices & API Integration

To support high-volume transactions across 276 districts, LeapForWord evolved its backend into a **Microservices Architecture**.

- **API-Led Institutional Synergy:** The organization moved beyond standalone apps to become a systemic partner. The technology stack now connects directly to state infrastructures, such as the Madhya Pradesh RSK Portal via API, and ensures content is natively compatible with platforms like Jharkhand's J-Guruji and Andhra Pradesh's Leap App.



RSK Portal



J-Guruji app



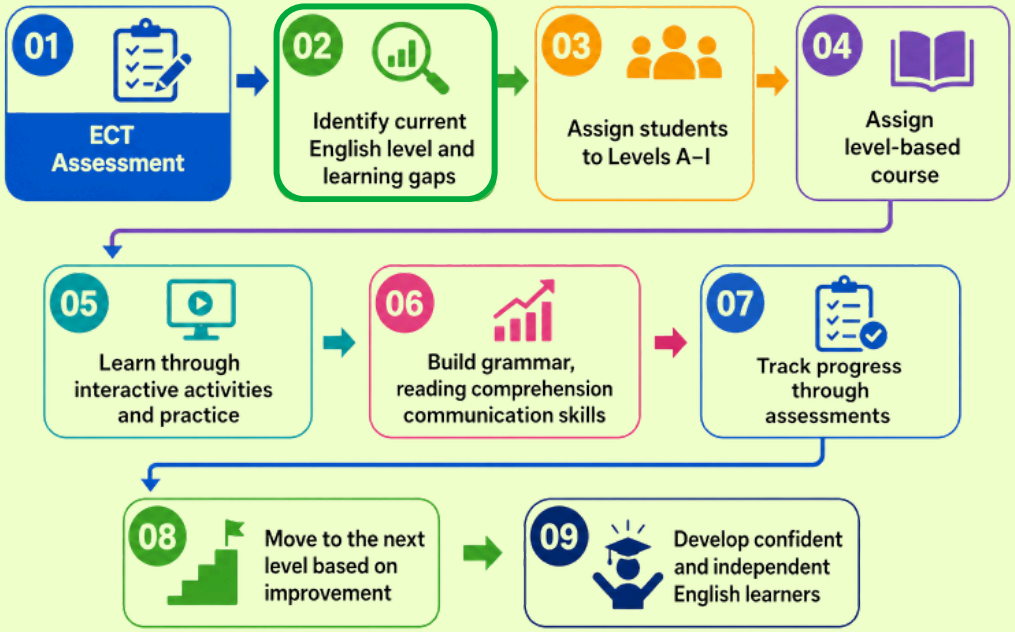
Leap App

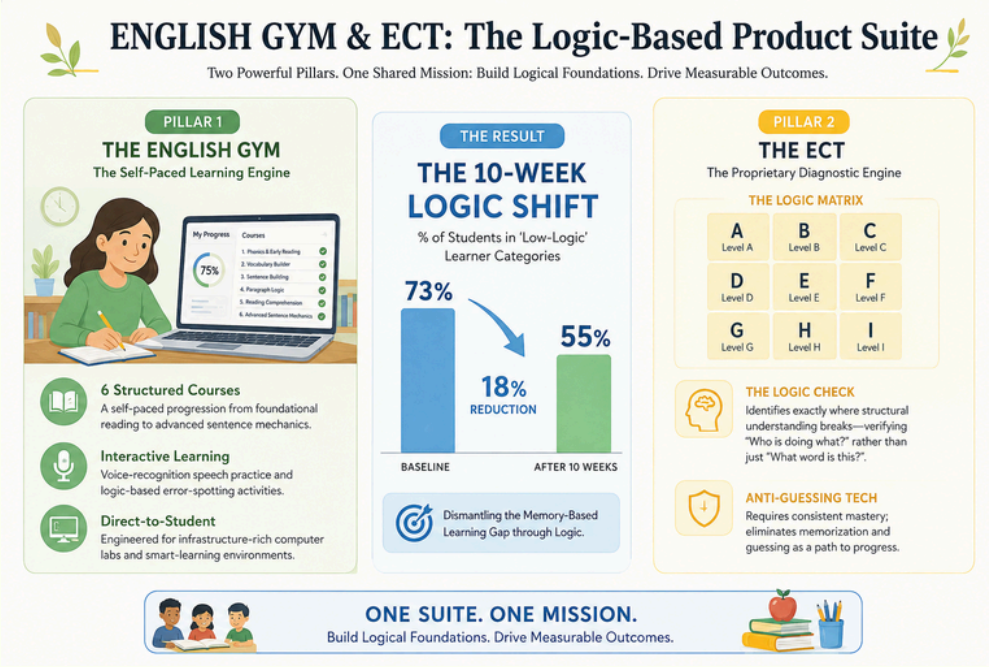
- **Data Integrity Layer:** The current architecture utilizes a **Master-Slave Database configuration** linked to Power BI, enabling real-time, high-speed visualization of learning gains without compromising system performance during peak periods (e.g., October's 2-million-message surge).



Product Innovation: The English Gym LMS

- The English Gym Program is a structured, LMS-based English learning platform designed to improve students' English comprehension and communication skills through personalized and self-paced learning. The journey begins with the English Communication Test (ECT), which helps identify a student's current English level and learning gaps.
- Based on the ECT results, students are assigned a level from A to I according to their knowledge and understanding of English. Level A is the most basic level for students with limited English understanding, while Level I is the most advanced level. As students move from A to I, the difficulty and complexity of language skills gradually increase.
- Each level has a dedicated course designed according to the student's current ability. Through regular practice and interactive activities, students strengthen their English skills and gradually progress to the next level as their understanding improves.
- The courses focus on important English concepts such as vocabulary, parts of speech, grammar, sentence building, tenses, reading comprehension, listening skills. Learning is made engaging through interactive activities such as quizzes, MCQs, fill-in-the-blanks, matching activities, flashcards, drag-and-drop exercises, sequencing activities, audio-visual content, and speaking-based tasks.

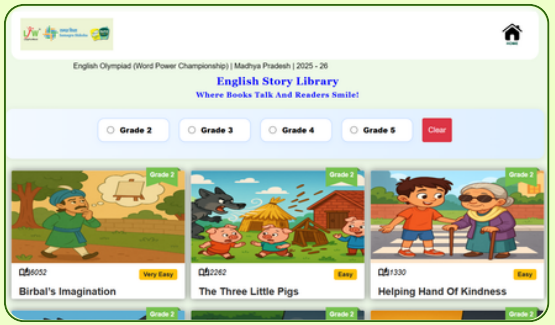




The Digital Library: Building a Reading Culture

The LeapForWord portal hosts a Digital Library designed to turn students into independent readers.

- **Curated Content**: It features 350+ stories for Grades 2–5 in both PDF and audio formats.
- **Interactive Learning**: Each story includes a comprehension quiz to check understanding. Teachers use the "Reader of the Month" framework to track progress and motivate students.



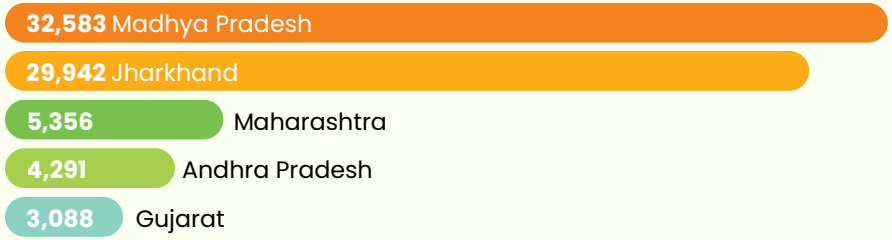
Scale & Reach

Administrative Depth

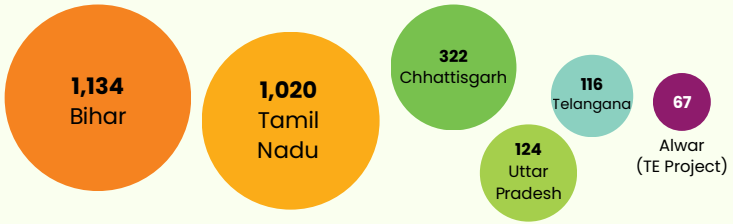
Operations spanned 276 districts, 1,893 blocks, and 14,223 clusters. The following figure shows active teacher distribution by state:

Active Teacher Footprint by State (2025-26)

FULL STATE OPERATIONS (Top 5 Regions by Volume)



SMALL-SCALE & PROJECT-BASED REGIONS



GEOGRAPHIC EFFICIENCY LEADERS

Jharkhand delivered **~1,247 active teachers** per district, and **Tamil Nadu** achieved the highest cluster-level density with **~22 active teachers per cluster.**

Strategic Expansion Models

- **Andhra Pradesh**: Expanded from its 2021–22 origins in ITDA Paderu to all 26 districts. Seven districts received intensive support for active teachers and classroom monitoring; the remaining 19 were reached through the State Wide Spell Bee to build broad ELP awareness.
- **Telangana**: Operations concentrated in four ITDA districts, targeting Tribal Welfare Ashram Schools with frequent, high-touch follow-ups.
- **Gujarat**: Expanding from 4 to 17 districts, the team focused on deep relationship-building with cluster-level officers. This strategy bypassed traditional administrative barriers, allowing the team to onboard 75% of the teacher pool ahead of the standard academic calendar.

School Segmentation: Rural vs. Urban

LeapForWord's reach is fundamentally designed for the heart of rural India, ensuring that high-quality English instruction is available where it is needed most.

Registration Footprint: Approximately 91% of all registered schools are located in rural and tribal areas, while urban schools account for roughly 8% of the total enrollment.

Active Implementation: The program's "heartbeat" is strongest in the hinterlands, with over 91% of active implementation occurring in rural schools. Urban centers represent a strategic 7.5% of the schools where teachers are actively delivering ELP modules.



Strategic Intensity (Hindi Heartland)

For the 2025–26 cycle, LeapForWord transitioned to a High-Density Efficiency Model grounded in the Pareto Principle (80/20 Rule). Recognizing that roughly 80% of systemic impact is often derived from 20% of administrative units, the organization segmented 104 districts across the Hindi Heartland to optimize resource deployment and maximize ROI.

Focused Districts (17 High-Density Units)

Four ITDA districts in Telangana: Adilabad, Nirmal, Mancherial, and Komaram Bheem Asifabad

- Prioritized for implementation depth and behavioral change due to a high concentration of proactive teachers.
- Engaged through "high-touch" tactics such as curated WhatsApp groups and participatory video-sharing campaigns.
- Received intensive monitoring via 962 Online Classroom Visits (OCVs) and 3,863 authority-level coordination calls.
- Served as the primary pipeline for the 30 English Literate Schools (ELS) established this year.

Rest of Districts (87 Scale Units)

- These districts remain critical for state-wide reach but showed lower initial implementation density.
- High-volume remote outreach via 3.5 million digital messages and 168,868 teacher calls, maintaining broad coverage without proportional field overhead.
- The Strategy: A "High-Volume" remote outreach model to maintain consistent program coverage.
- Tactics: Greater reliance on large-scale automated mechanisms, including 3.5 million digital messages and identifier calls to discover emerging "Teacher Heroes".
- Impact: This enabled the program to maintain a consistent "heartbeat" across broad geographies without a proportional increase in field overhead.

Why This Innovation Worked: By using data to decide where intensive online mentoring was required (FD) versus where remote digital nudges sufficed (RD), LeapForWord accelerated active teacher conversion. This segmentation allowed a lean regional team to exceed the annual target for active teachers by 2%, proving that high-quality outcomes can be achieved at a national scale through data-driven resource allocation.



Measuring Excellence: Student Learning Outcomes

LeapForWord's English Literacy Program continued to demonstrate improvements in foundational English literacy outcomes among students studying in government schools. Assessments conducted across participating geographies indicate consistent gains in reading fluency, spelling accuracy, and comprehension capabilities over the academic year.

Core Proficiency Gain

- **Foundational Literacy Gains:** Students demonstrated consistent improvement across reading, spelling, and comprehension indicators between baseline and endline assessments.
- **Early Grade Advantage**: The strongest relative gains were observed among students in Grades 2 and 3, highlighting the importance of early phonetic intervention.
- **Teacher Engagement Impact**: Students taught by active teachers consistently outperformed those taught by inactive teachers, especially in higher-order literacy competencies.
- **Progression Beyond Decoding**: The program not only strengthened phonetic reading ability but also supported movement toward sentence-level understanding and comprehension.
- **National Benchmark Outperformance**: Compared to ASER national benchmarks, LeapForWord students demonstrated stronger progression toward advanced reading and sentence comprehension competencies.

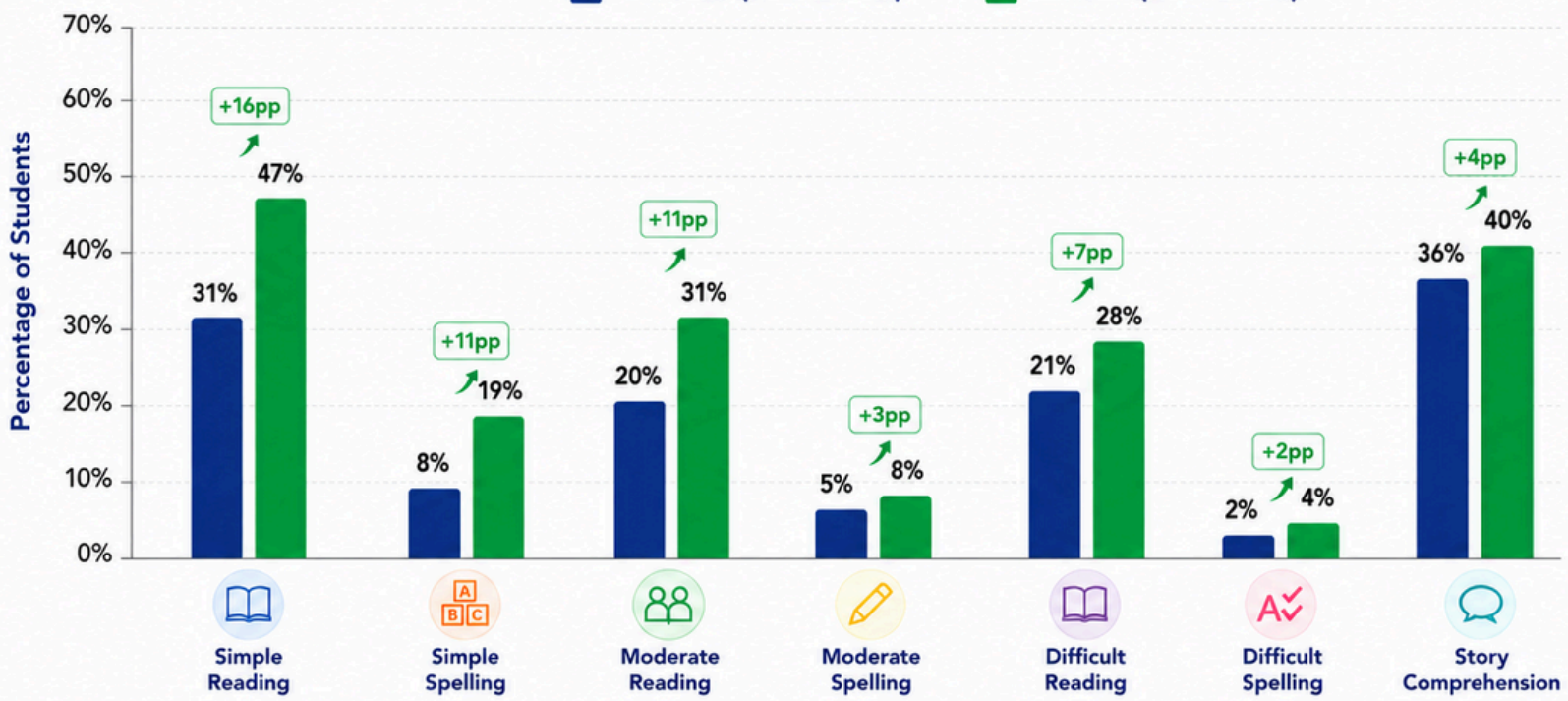
Impact Snapshot: Evidence of Learning (AY 2025-26)

- The most consistent improvements were observed in reading-related capabilities, where a larger proportion of students showed higher baseline levels, larger endline achievement levels and more stable growth across complexity levels.
- Spelling competencies demonstrated relative improvement from low baseline levels. The largest relative improvement was in Simple Spelling, Although the absolute increase was 12 percentage points, the relative improvement is significant at more than 2.5 times the baseline level. This suggests strong gains in foundational spelling capability.
- Foundational skills (Simple Reading and Spelling) show better improvement than Moderate and Difficult word level capabilities.

- The increase from 36% to 40% in comprehension is small but significant because comprehension is a higher-order skill. This implies students have started to move beyond just memorizing sounds or words and are increasingly able to understand and process text meaningfully.
- While endline proficiency levels indicate continued scope for improvement, the findings suggest meaningful gains in phonetic recognition and word construction capability.



Percentage of Students Demonstrating Proficiency Across Key Competencies



KEY HIGHLIGHTS

Average Proficiency

39%

at Endline

vs. 27% at Baseline

(+12 percentage points)

Sample Size

8,000+

students assessed at Endline

The program not only strengthened phonetic reading ability but also supported movement toward sentence-level understanding and comprehension.

ALL 7 COMPETENCIES SHOW IMPROVEMENT

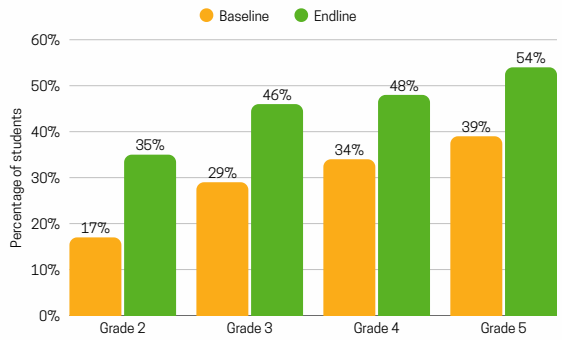
+12pp	**+16pp**	**+11pp**	**+11pp**	**+3pp**	**+7pp**	**+2pp**	**+4pp**
Average Proficiency improved 27% to 39%	Simple Reading improved 31% to 47%	Simple Spelling improved 8% to 19%	Moderate Reading improved 20% to 31%	Moderate Spelling improved 5% to 8%	Difficult Reading improved 21% to 28%	Difficult Spelling improved 2% to 4%	Story Comprehension improved 36% to 40%

Grade Wise Progression

Baseline vs Endline Performance | Ay 2025-26

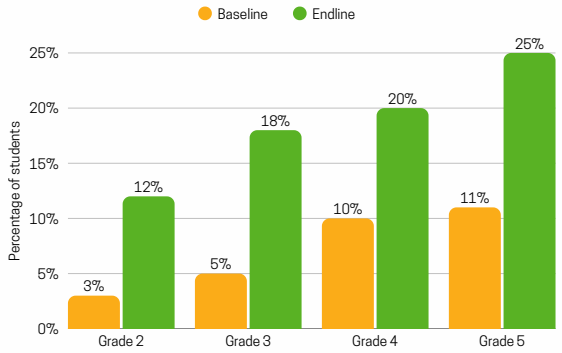
The chats show the % of students who demonstraded proficiency at each learning outcome. Endline results show significant improvement across all grades and outcomes.

Simpe Reading



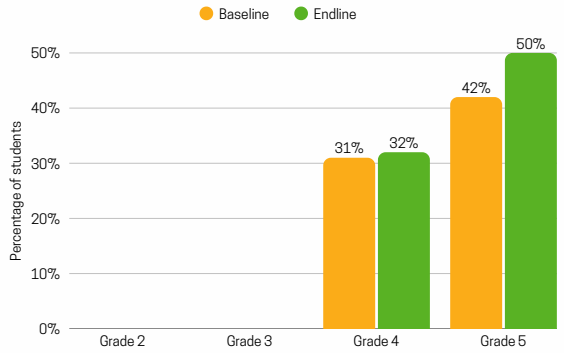
Substantial improvement in reading fluency across all grades. Gade 2 nearly doubled.

Simple Spelling



Consistent growth in spelling proficiency from Grade 2 to Grade 5

Story Comprehension



Comprehension skills strengthened in high grades. Grade 5 imporved by 8 percentage points

- The grade-wise progression data demonstrates improvement in student learning outcomes across reading, spelling, and comprehension competencies from Grade 2 to Grade 5.
- Strong gains in simple reading across all grades suggest that the program is highly effective in building foundational decoding and reading fluency, particularly in the early grades where the relative improvement is most significant.
- Simple spelling outcomes also improved consistently across grades, reflecting gradual strengthening of phonetic understanding and written language skills.
- Story comprehension outcomes, assessed in Grades 4 and 5, demonstrate improvement at grade 5 level, indicating that students begin developing stronger interpretation and understanding abilities once foundational reading proficiency is established.

Comparison of Active VS Inactive Teachers

Students taught by active teachers consistently outperformed those taught by inactive teachers

INACTIVE TEACHERS (Limited Implementation)		THE GAP (Improvement with active teachers)	ACTIVE TEACHERS (Consistent Implementation)	
STUDENT PERFORMANCE			STUDENT PERFORMANCE	
Simple Reading	49%	+26pp 1.5x	Simple Reading	75%
Simple Spelling	18%	+29pp 2.6x	Simple Spelling	47%
Moderate Reading	15%	+26pp 2.7x	Moderate Reading	41%
Moderate Spelling	5%	+23pp 5.6x	Moderate Spelling	28%
Sentence Meaning	5%	+28pp 6.6x	Sentence Meaning	33%
TOTAL AVERAGE	18%	Across all competencies +27pp 2.5x OVERALL	TOTAL AVERAGE	45%

KEY TAKEAWAYS

Students taught by active teachers outperformed those taught by inactive teachers across **all six literacy competencies**.

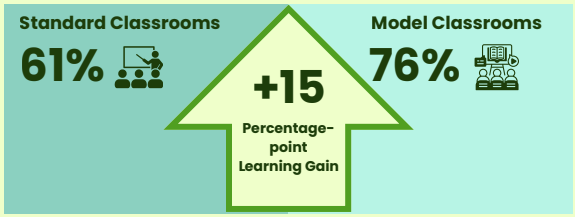
The performance gap widens significantly in **higher-order** literacy skills.

Active teacher engagement leads to **stronger foundational skills** as well as **deeper** comprehension and understanding.

Alwar: Variation by Classroom Type

Our data reveals that specialized implementation models deliver even higher density results:

Model Classrooms (Alwar): In the Teacher Entrepreneur project, designated "Model Classrooms" achieved a verified average proficiency score of 76%, compared to 61% in standard classrooms.



JNV English Gym

While our standard ELP Test is for students of Grade 2 to 5, we also piloted the **ECT (English Communication Test)** which provides a deeper layer of logic-based verification, for students from Grade 6 and higher to check that students aren't just decoding words but are mastering the structural mechanics of the English language and is based on Sentence Structuring and Comprehension capabilities.

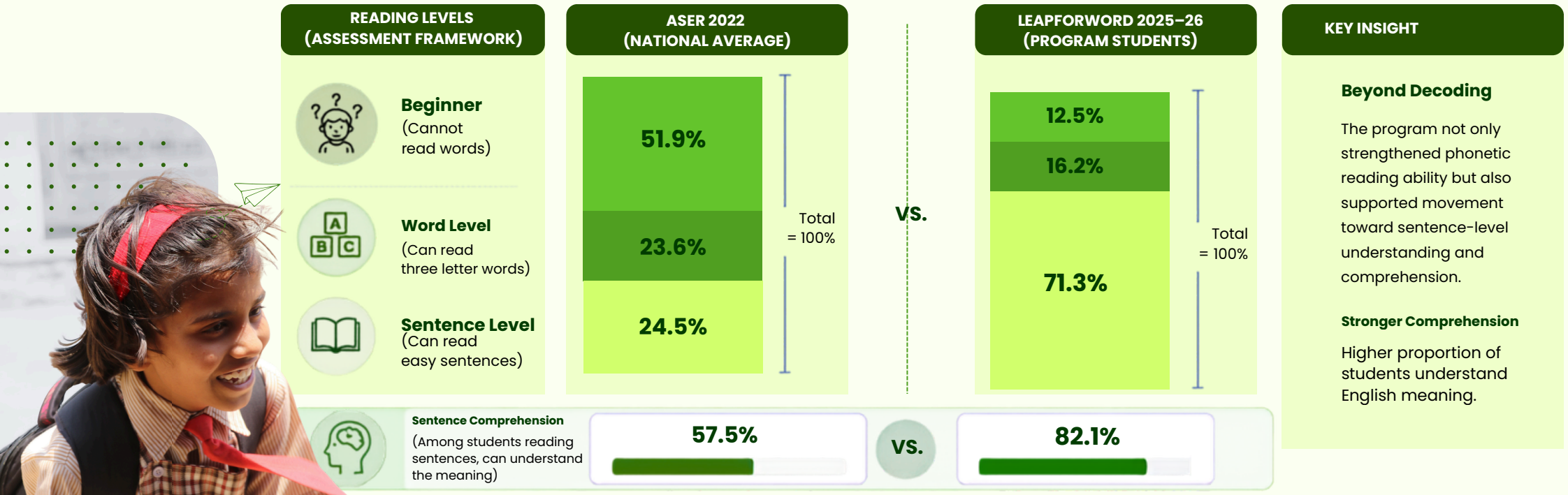
For a Pilot Conducted in 10 Jawahar Navodayas of Maharashtra - it was found that the students moved upwards from in the ECT scale. The proportion of students in the Beginner category went down from 73% in Baseline to 55% in Endline.

Comparison against National Benchmark

- While collecting Endline, we also conducted oral tests of students using ASER methodology. The ASER test helps categorize students based on the highest capability known to them.
- LeapForWord (LFW) students demonstrate substantially stronger English literacy outcomes compared to the ASER All States averages across all grades, particularly in higher-order competencies such as word comprehension and sentence reading.
- A significantly lower proportion of LFW students remain at the Beginner Level across Grades 2–5 compared to ASER averages, indicating faster progression toward reading proficiency. And we see that as the grades progress, the majority of the students in LeapForWord move to Sentence Level.
- Below chart shows comparison of results of Grade 5 students.

LeapForWord vs ASER

Grade 5 Students: Where They Are in Their English Reading Journey (AY 2025–26)



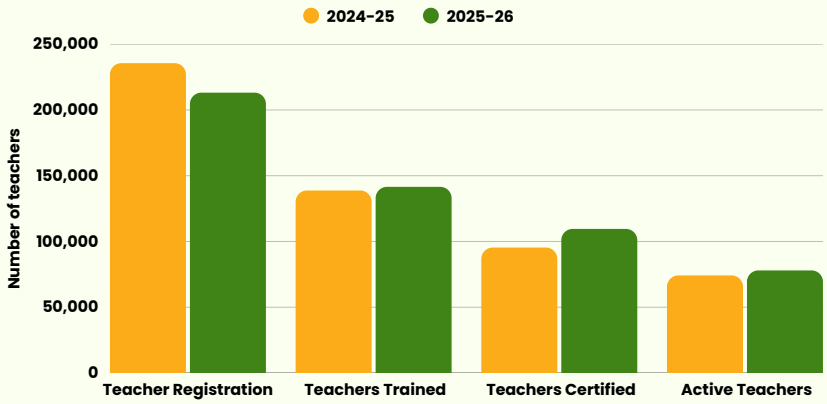
The Operational Value Chain

Inputs: Resources & Effort

- Human Capital: 84 staff members (96 engaged across the cycle) managed a national program reaching over 1.5 million students—demonstrating a high ratio of impact per staff member.
- Digital Outreach: 9.4 million HSMs sent; 475,905 connected calls with educators to ensure curriculum continuity.
- Content Production: 216 specialised videos (including 76 explanatory SSS episodes and 14 module-wise training videos) and 552 unique content units (graphics and PDFs) tailored to state-specific curriculum needs.
- Strategic Intensity: In 17 Focused Districts, the team conducted 3,863 authority-level calls and 38 authority visits in Focused Districts.

Outputs: Direct Reach

- Teacher Lifecycle: 213,141 registered → 141,528 trained → 109,546 certified.
- Student Reach: 1,559,520 students benefitted from core curriculum delivery.
- Verification: 4,575 Online Classroom Visits and 562 offline field visits underpinned all outcome claims.



Teacher Impact: Growing Excellence Year-over-Year

Note: Due to our focus on Active users, the registration decreased but the number of trained and certified teachers increased by 2% and 15%

Outcomes: Engagement & Skill Growth

77,976
Active Impelmentation

1,475
Teacher Heroes Identified

2,16,039
Students solved the Maga Quiz

2.28M
YouTube View & 5,123 new subscribers

Impact: Systemic Change & Learning Gains

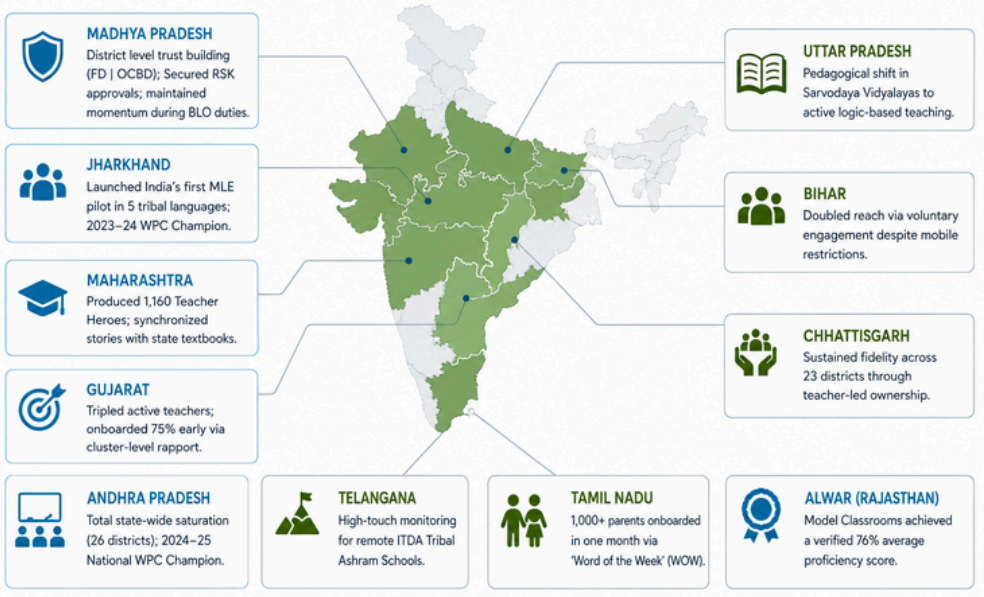
The ultimate achievement of the year is the measurable transformation of student reading ability and institutional habits.

- **English Literate Schools**: Driving educational impact across 89 schools in Maharashtra, Madhya Pradesh, Andhra Pradesh, Tamil Nadu, Chhattisgarh, and Jharkhand embedded English literacy permanently. For more details refer to Annexure 1: List of English Literate Schools (ELS).
- **Phonetic Advancement**: Students successfully transitioned from the rote-memorization of foundational 4–5 letter words to the logical decoding of multi-syllabic complex words. This systematic progression from decoding to fluency was verified through OCVs.
- **Model Classrooms (Alwar)**: Average score of 76% versus 61% in standard classrooms. (See Section 9 for Impact data)
- **JNV English Gym Learning Gains**: Using the English Communication Test (ECT) to verify progress, the pilot demonstrated rapid logic-based growth among Grade 6 and 7 students. (See Section 9 for Impact data)
- **Multilingual Integration**: Reached more than 30,000 students through a pioneering MLE pilot in Jharkhand using five tribal languages (Ho, Khadiya, Kudukh, Mundari and Santhali) ensuring literacy access for the most marginalized learners.



State-wise Snapshots

Implementation strategies were tailored to each state's administrative climate and institutional context, while maintaining the Teacher Life Cycle (TLC) as the core operational framework.





State	Strategic Milestone & Key Outcome
Madhya Pradesh	Systemic Resilience: Secured official RSK approvals and implemented the OCBD framework. Maintained program "heartbeat" and OCV momentum even during month-long BLO duties.
Jharkhand	Linguistic Innovation: Launched India's first Multilingual Education (MLE) pilot for 30,000 students across 1,000 schools using 5 tribal languages. Served as the 2023–24 WPC Champion.
Andhra Pradesh	State-wide Saturation: Reached 100% saturation across all 26 districts (expanding from an initial 7 districts). Emerged as the 2024–25 National WPC Champion.
Maharashtra	Community Excellence: Established an organic "Hub and Spoke" model that produced 1,160 Teacher Heroes. Successfully synchronized Saturday Story Sessions (SSS) with state textbooks.
Gujarat	Operational Breakthrough: Tripled the number of active teachers and onboarded 75% of the teacher pool ahead of schedule through direct rapport with cluster-level officers.
Uttar Pradesh	Pedagogical Shift: Transitioned Sarvodaya Vidyalaya teachers from passive video usage to active logic-based instruction, resulting in doubled call responsiveness.
Tamil Nadu	Parental Integration: Bridged the home-to-school gap via the "Word of the Week" (WOW) initiative, onboarding over 1,000 parents into the learning journey in a single month.
Bihar	Grassroots Resilience: Doubled engagement via a voluntary model despite school-level mobile restrictions and the absence of formal state approvals.
Chhattisgarh	Teacher-Led Ownership: Sustained high-fidelity implementation through intrinsic motivation, nearly doubling engagement through a voluntary grassroots model.
Rajasthan (Alwar)	Livelihood & Merit: Implemented 'Model Classroom' framework to benchmark excellence across TE centers (See Section 9 for Impact data) while providing livelihoods for 67 Teacher Entrepreneurs.
Telangana	Last-Mile Depth: Delivered high-touch monitoring to remote ITDA Agency-Areas, providing printed materials and offline support to overcome extreme digital isolation.

Impact Stories

From Self-Doubt to Entrepreneurship: Rachana, Rajasthan

Rachana, a graduate from Ramgarh, Alwar, spent years as a homemaker, held back by low confidence and a deep fear of English. When she joined LeapForWord as a Teacher Entrepreneur in 2021, the structured training and steady digital support gave her a safe environment to learn without the fear of failure. Three years later, she runs a tuition centre from home, teaching 30 students from Grades 1 to 8. Two of her students have reached State Level competition; another reached the Semi-Finals. In her village, Rachana is now a role model—proof that with the right support, meaningful change is possible even for those who once felt "incapable."



Rajasthan



Madhya Pradesh

Breaking the "Nightmare" in Tribal Schools: Omprakash Vishwakarma, Madhya Pradesh

In the remote tribal village of Singanama, Madhya Pradesh, Omprakash Vishwakarma's students viewed English as an insurmountable nightmare. Using NSPF ELP modules and a phonics-first approach, he broke the language into accessible building blocks. The turning point came on Republic Day, 26 January 2026, when students who previously could not read basic words delivered confident English speeches and sang "We Shall Overcome." For Mr. Vishwakarma, the programme turned a burden into a pathway to "a new future."

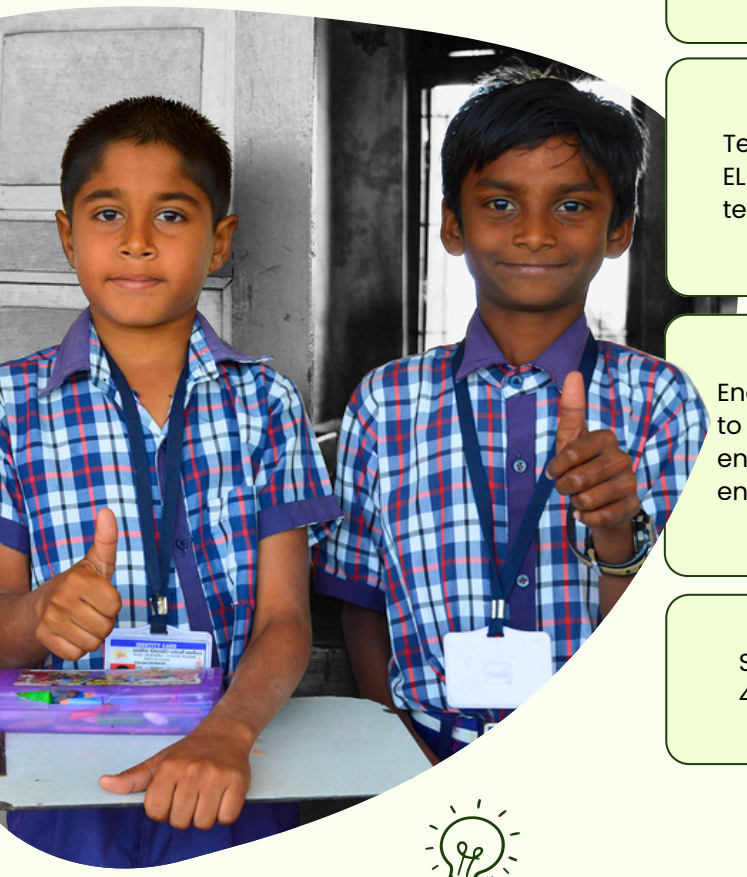
A First-Generation Learner's Promise: Munuswamy N, Tamil Nadu

Munuswamy N is a Grade 5 student in Tiruvallur whose parents work as daily wage and sanitary labourers. His elder siblings had already dropped out of school, and in his early years, he was irregular and unconfident—English felt like a distant subject compared to his home language, Telugu. His journey changed when he saw seniors training for the Word Power Championship and his teacher, Mrs. Indhu P, identified and nurtured his potential. In 2024–25 he reached the State Finals; in 2025–26, he emerged as Tamil Nadu State Champion after an outstanding rapid-fire performance and is now representing the state at the Grand Finals in Mumbai. His story is a testament to what aligned support—teacher, platform, and self-driven discipline—can achieve.



Tamil Nadu

Before–After: Behavioural & Qualitative Shifts



Before the Program	After ELP Implementation	Supporting evidence
English was a “nightmare” in rural and tribal schools.	Fear replaced by confidence students delivered English speeches on Republic Day.	Singanama (MP): Students went from zero recognition to delivering speeches and singing in English on Republic day, 2026.
Teachers passively showed ELP video contents rather than teaching.	Teachers actively explain concepts and guide student learning.	Indore Rural (MP): Teacher Swati Jain transformed classroom "silence" by using Saturday Story Session (SSS) videos as a base for interactive role-plays and character-voice activities.
English learning was confined to the classroom, with no engagement from the home environment.	Parents are actively drawn into the student’s daily learning journey.	Tiruvallur & Nagapattinam (TN): The "Word of the Week" (WOW) initiative gained 1,000 WhatsApp followers in one month, successfully involving parents in monitoring their children's progress.
Students could barely read 4–5 letter words.	Mastery of VCV/VCC patterns; students read complex sentences with confidence.	OCV Data: 4,575 live validations confirmed students decoding complex words logically instead of rote memorization.

Competitions & Academic Platforms

LeapForWord uses competitive and academic platforms to celebrate student achievement, motivate educators, and provide a credible benchmark for ELP success—transforming English from a source of fear into national-level aspiration.

The Word Power Championship (WPC)

India's only English competition designed exclusively for students of regional-language schools, the WPC is modelled after international spelling bees. In 2025–26, over two million students participated in Cluster Elimination rounds across all project states, reflecting the programme's expanding reach and engagement.

The annual cycle culminated in the Grand Finale held in Mumbai on 22 April 2026, where top-performing students from across states competed at the national level. The previous Grand Finale, conducted in April 2025, featured 32 finalists from 11 states, with Tamil Nadu emerging as the national winner.



State-Level Platforms

- **Madhya Pradesh (State-Level English Olympiad)**: In collaboration with RSK, 42,999 students participated in district rounds in January 2026; 364 reached the Semi-Finals, and 24 state champions were identified at the Grand Finale in Gwalior.
- **Jharkhand (FLN Championship)**: The WPC was operationalised as an FLN Championship with over 880,000 total nominations and 102,474 students in English cluster rounds. A pioneering MLE innovation involved 30,000 students across 1,000 schools using five tribal languages.
- **Andhra Pradesh (Spell Bee)**: Four-tier competition—Mandal (12,128 students) → District (6,891) → Zonal (518) → State Offline (49 champions from Grades 2–5, 37 from Grades 6–12, held 31 January 2026).
- **Telangana (ITDA Finals)**: 762 students in Round 1; 18 reached the ITDA Finals.
- **Tamil Nadu**: 27 students at the State Finals; Munuswamy N emerged Tamil Nadu State Champion.
- **Uttar Pradesh**: Three-round Olympiad with 4,727 students in Round 1 and 24 qualifying for the Final.
- **Bihar**: 4,014 students in Cluster Eliminations and 19 at the State Final, despite the absence of formal government approval.



Digital Academic Platforms

- **Mega Quiz**: 216,039 students successfully completed the quiz, serving as the primary outcome metric for reading, spelling, and comprehension.
- **Reader Champs**: Evaluated the Digital Library's comprehension impact across MH, MP, and JH through a three-round elimination (Story Explorer → Comprehension Challenger → Super Reader Finale), nominating 179 outstanding readers.
- **SSS Quizzes**: Cumulative viewership of 2.28 million across Hindi and Marathi channels, providing informal but effective listening and comprehension practice.

Institutional Recognition: OCBD Initiative

Strategic Synergy: By rewarding authorities for student proficiency, the OCBD initiative creates a self-sustaining cycle of accountability where government leaders now take personal ownership of English literacy outcomes in their districts

The OCBD initiative is LeapForWord's proprietary performance-linked recognition framework. Driven by the Multi-Level Monitoring (MLM) system, it ensures that institutional rewards are anchored in verified classroom evidence rather than subjective nominations.:

- **Institutional Impact**: In March 2026, 316 teachers and 169 senior authorities including DIET Principals and District Project Coordinators (DPCs) were felicitated across 12 districts. By celebrating excellence in front of state leadership, the initiative has transitioned the program from a voluntary activity into a source of institutional pride and deep state ownership.

OCBD 1 (Teacher Implementation)

- **Primary Objective:** To identify and celebrate individual educators who have achieved "Truly Active" status by completing the full Teacher Life Cycle and maintaining consistent classroom delivery.
- **The Re-engagement Dividend:** Beyond recognizing excellence, OCBD-1 serves as a critical reactivation engine. In early 2026, the prospect of formal recognition successfully converted 608 previously inactive teachers into active, verified implementers across Jharkhand (441) and Madhya Pradesh (167).
- **Outcome:** 494 teachers were certified as "Truly Active" and recognized in front of their peers, creating a visible model of success that motivated other teachers within their clusters to participate.



OCBD 2 (Student Learning Outcomes)

- **Primary Objective:** To rate and reward administrative units Clusters, Blocks, and Districts based on the collective student learning outcomes achieved through effective program implementation.
- **The Rating Rigor:** To ensure the credibility of the rankings, OCBD-2 employs a 5-step rating process:
  1. Verifying the delivery of customized learning tracks.
  2. Mandatory weekly progress submissions.
  3. Random Online Classroom Visits (OCVs) to assess student reading and spelling in real-time.
  4. The Integrity Quotient: An automated audit (weighted at 25%) to eliminate self-reporting bias.
  5. Aggregating data to identify the top-performing teachers, clusters, blocks, and districts.
- **Strategic Impact:** By rewarding units rather than just individuals, OCBD-2 fosters administrative accountability. The winning blocks and clusters are directly integrated into the next year's organizational KPIs, ensuring sustained momentum.

Cost Efficiency & ROI

LeapForWord's operational model is engineered for high-density efficiency, ensuring that every rupee is directed toward verified classroom impact rather than physical infrastructure or administrative overhead. The AY 2025–26 cycle represents a landmark in financial optimization, achieving the lowest per-child expenditure in organizational history.

Economies of Scale

Since 2017-18, the organization has consistently reduced its cost-to-impact ratio through digital innovation and lean management. Scale Growth: Student reach has expanded 62x, from 25,000 in AY-18 to 1,559,520 in AY-26.

- **Cost Optimization**: During this period, the per-child expenditure was reduced by 87%, dropping from ₹316 to ₹42.
- **The 2025-26 Breakthrough**: In the current fiscal year, LeapForWord increased student reach by over 76,000 children while simultaneously reducing total expenditure by approximately ₹1.37 Crore compared to the previous year.

Financial Evolution: Decoupling Scale from Cost

1. The Baseline (Pre-Scale) AY 2017-18	2. Digital Shift (Early Adoption) AY 2018-21	3. Mass Scaling (optimisation) AY 2021-25	4. The Breakthrough Year AY 2025-26
25,000 Students ₹316 Per Child	3,58,000 Avg Students ₹67 Avg. Per Child	1.23M Avg Students ₹59 Avg. Per Child	1.55M Students ₹42 Per Child
Context: High touched local intervention era	Context: 79% efficiency gain via 'Chalk-and-Talk + Smartphone' model.	Context: Stability at scale across 11 states.	Context: Historic low view in house tech stack and pincer strategy.

The 2025-26 Efficiency Dividend. Increased reach by 76,000+ students while simultaneously reducing total organisational expenditure by ₹1.37 cr.

Digital Communication Efficiency

LeapForWord utilizes a "chalk-and-talk plus smartphone" model that leverages existing personal hardware (teachers' phones) to deliver curriculum, drastically reducing the cost-per-beneficiary.

The organisation spent ₹2,236,747 on HSM communication across the year—powering 9.4 million digital teacher touchpoints. At peak activity in October, ₹755,305 supported over 2 million messages during a critical phase of the teacher lifecycle. Cost-per-contact remains minimal at scale. Apart from this 475,905 calls connected with educators

Lean Operations

- **Impact Ratio**: A core team of 84 full-time staff members managed a national program benefitting 1.55 million students. This represents a ratio of approximately 18,500 students per staff member.
- **Crowdsourced Excellence**: By identifying 1,475 Teacher Heroes and establishing 89 English Literate Schools (ELS), LeapForWord has created a self-sustaining layer of peer-mentors that will be able to drive local adoption without requiring additional NGO staff on the ground.

Systemic Leverage

Rather than replacing government systems, LeapForWord acts as a "Knowledge Partner," leveraging state budgets to scale its reach:

- **Madhya Pradesh (English Olympiad)**: The Rajya Shiksha Kendra (RSK) bore the entire cost (~₹1.5 crores) for exam printing and evaluation for 1.4 million participating students from Cluster level to State level.
- **Jharkhand (FLN Championship)**: The JEPC allocated approximately ₹55 lakhs for rewards, venues, and student travel, institutionalizing the WPC as a state-funded event.
- **District Collaborations**: Local districts provided venues and equipment for 15 teacher felicitation events, covering roughly 25% of the local event budgets.



Inclusion & Equity Lens

I. Systemic Inclusion Pillars

- **Internal Gender Equity**: Reflecting our commitment to empowerment, 59 of our 84 staff members are female.
- **Invisible Educator Integration**: A landmark milestone in April 2026 was the launch of the Guest Teacher Portal in Madhya Pradesh. By advocating for this digital integration, LeapForWord ensured that temporary educators in remote schools are no longer "invisible" but are formally trained and tracked within the state's literacy framework.
- **Mother Tongue as a Bridge**: Our pedagogy uses heritage languages (such as the 5 tribal languages in the Jharkhand MLE pilot) and a bilingual approach to ensure no child is disadvantaged by their linguistic starting point.
- **Infrastructure-Neutral Outreach**: Reflecting our commitment to the last mile, over 91% of our school footprint is located in rural and underserved regions.

II. Strategic Equity Evolution

Equity Focus	AY 2024–25	AY 2025–26
Language Access	6 regional languages.	Added 5 Tribal Heritage languages (MLE Pilot)
Teacher Inclusion	Permanent government staff only.	Guest Teacher Portal for temporary faculty.
Outreach Model	Standard digital delivery.	High-touch, printed-material support for remote ITDA Agency Areas.
Student Outcomes	Broad participation.	First-generation learners reaching State Champion status on merit.





Challenges & Mitigation

I. Administrative and Policy Barriers

Bureaucratic delays in MoU renewals (Madhya Pradesh) and absent SCERT permissions (Chhattisgarh, Bihar) created uncertainty. Competing state initiatives (FLN Mela, Special Intensive Revision activities) diluted teacher engagement time in Hindi states.

Mitigation:

- Collaborated with District Project Coordinators to navigate state-level delays in MP through block-level meetings.
- Voluntary grassroots model in Bihar and CG leveraged motivated teachers as entry points.
- Formal communication initiated to align ELP with national FLN and TaRL frameworks, repositioning the programme as an enabler rather than an additional burden.

II. Operational and Administrative Disruptions

Teacher deployment for mandatory Booth Level Officer (BLO) and election duties primarily in Madhya Pradesh, Bihar, Jharkhand, and Gujarat—paused classroom teaching and hampered training delivery for several weeks. In Madhya Pradesh, these administrative roles caused a month-long pause in active program instruction. Systemic instability through transfers was also a significant hurdle; Maharashtra saw mass teacher transfers that reduced active teacher counts as educators struggled to identify their new grade assignments post-relocation. In Uttar Pradesh, constant transfers and new appointments similarly resulted in a lack of awareness regarding program techniques. In Telangana, frequent Contract Residential Teacher (CRT) transfers necessitated manual tracking of UDISE codes to maintain master data accuracy, while schools in remote Agency-Areas faced ongoing challenges with limited digital connectivity.

Mitigation:

- WPC timelines were adjusted dynamically around elections and public holidays.
- A dedicated batch in Maharashtra onboarded teachers transferred in August–September.
- Printed materials were distributed to Agency-Area schools with network challenges.

III. Behavioural and Resource Challenges

Mobile phone restrictions in Bihar schools limited real-time content access. Programme fatigue in some regions caused teachers to prioritise task completion over learning quality.

Mitigation:

- A “One-Stop PDF” consolidated all monthly materials into a single accessible document.
- Activities were simplified during peak disruptions to maintain engagement with minimal teacher effort.
- Revitalized engagement by combining high-profile recognition for top performers with targeted re-engagement drives for those experiencing fatigue.

IV. Data and Quality Control

Outdated geographic data and teacher turnover occasionally affected monitoring accuracy in some regions.

Mitigation:

- The five-layer MLM framework anchored all outcome reporting to verified evidence. This shift ensures that teachers are only categorized as "Active" based on verified classroom practices, making program data reliable for both internal decisions and external reporting.
- Tamil Nadu’s team implemented self-reliant, deep-dive data analysis that enabled up to 25 online school visits per day.



The Road Ahead (2026–27)

From Participation to Ownership: The 2026–27 roadmap prioritizes deep institutionalization transitioning from voluntary teacher engagement to state mandated frameworks across all key regions

As LeapForWord enters AY 2026–27, the focus shifts from building participation to driving institutional transformation at scale. Having established a strong foundation of active teachers and district relationships across 11 states over the last five years, the coming year is dedicated to converting this momentum into permanent, school-level change.

I. The Strategic Pivot: Models, Funnels & Excellence

To achieve this transition, LeapForWord will implement the ACT (Activation, Consolidation, Transformation) Framework. This tiered model is designed to balance massive geographic width with verified instructional depth.

- **1. Activation (The Width):**
  - **Focus Area**: Rest of Districts (RD) and Rest of Blocks (RB).
  - **Objective**: Maintain English literacy as a mass scale movement by sustaining the broad base of ~75,000 teachers who form the "Active Soil" of the program.
  - **Mechanism**: Utilize AI-enabled sustenance systems to monitor footprints and trigger predictive nudges, maintaining continuity at near-zero marginal cost.
  - **Goal**: Deliver the Quantity Count ensuring high Teacher Life Cycle (TLC) progression across the widest possible geography.
- **2. Consolidation (The Depth):**
  - *Focus Area*: Focused Districts (FD) and Focused Blocks (FB).
  - *Objective*: Nurture **~13,500 schools** where adoption signals are strong, converting scattered teacher activity into stable, school-wide practice.
  - *Mechanism*: Digital-first engagement supplemented by targeted nudge calls and regular OCVs to stabilize implementation behavior.

Goal: Deliver the *Outcome ROI*—prioritizing student learning gains verified through rigorous baseline and endline assessments.

- **3. Transformation (The Institutionalization):**
  - *Objective*: The creation of **1,500 certified ELS** through intensive intervention.
  - *Mechanism*: Human-intensive support, 100% OCV coverage, and regular field visits to embed English literacy into the permanent school culture.
  - *Goal*: Create *Benchmark Institutions* that serve as demonstration models for surrounding districts, ensuring implementation is no longer dependent on individual teachers alone.

II. The Data & Tech Evolution: Unified M&E and the "LFW Stack"

- **Unified M&E Function:** We are merging Data, Program Monitoring (PMT), and Impact Evaluation into a single unified Program Monitoring and Evaluation function. This shift moves the focus from merely "sharing data" to assessing the effectiveness and efficiency of program inputs.
- **MLM 2.0:** We will strengthen Multi-Level Monitoring 2.0, deepening the focus on Student Learning Outcomes through robust tracking and improved data timeliness to generate actionable insights.
- **The "LFW Stack":** Technology focus is evolving from standalone products to an integrated "LFW Stack", where MLM systems are embedded directly into user panels and workflows for a seamless experience.



III. Organizational Rigor: People, Finance & Field Operations

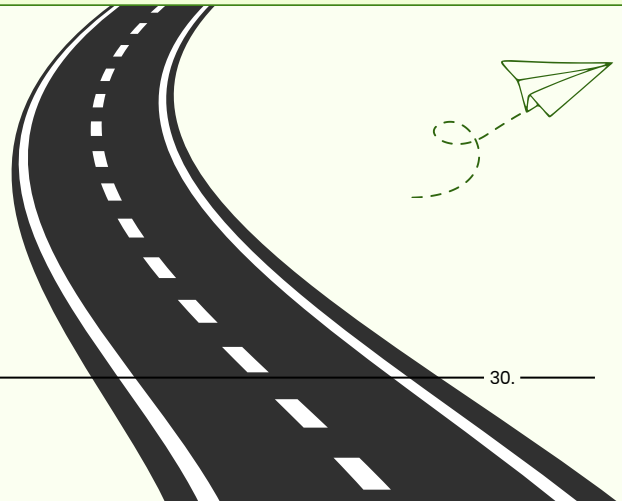
- **Internal Systems & People Practices**: We will strengthen employee engagement, awareness of welfare benefits, and recognition systems to foster an inclusive culture. This includes onboarding experienced professionals to bring diverse perspectives to program quality.
- **Financial Governance**: We remain committed to high standards of accuracy and transparency, staying updated with evolving statutory returns, taxation, and regulatory requirements.
- **Field Rigor**: Operations will focus on improving the authenticity of implementation through better documentation, more efficient planning of field visits, and a continued drive toward overall cost efficiency.

IV. State-Level Strategic Goals

- **Madhya Pradesh**: Finalise multi-year RSK MoU; full adoption of RSK LMS modules. The team will work alongside district authorities and communities to increase program adoption and collaborate with local stakeholders and FLN partners to drive a larger systemic impact.
- **Jharkhand**: State-wide 50-hours CPD training rollout for all primary teachers; increase adoption and monitor J-Guruji content performance; sustain and scale the MLE pilot to additional districts; and collaborate with local stakeholders and FLN partners.
- **Andhra Pradesh**: Align implementation calendar with academic schedule; integrating the Spell Bee as a mid-cycle milestone followed by structured revision campaigns. develop grade-wise learning tracks, especially for Grade 2, while expanding program operations to cover 28 districts.
- **Telangana**: Advance to systematic, months-in-advance visit planning; expand printed material distribution.
- **Chhattisgarh**: Use WPC student data as formal advocacy evidence for state-wide approval; identify more Teacher Heroes as local champions. Collaborate with other agencies (Govt. and Non-government) and local bodies to conceptualize new projects in the region.
- **Tamil Nadu**: Following Tamil Nadu's achievement as the national WPC champion state, the program will focus on expanding implementation through a combination of teacher-led growth, district-level engagement, and state-level institutional partnerships. The strategy will strengthen teacher participation, increase district-wise adoption, and leverage WPC momentum to build deeper collaboration with educational stakeholders. Simultaneously, the team will continue localisation and refinement of instructional content, including proofreading and contextual adaptation of concept videos, to establish a complete and scalable learning ecosystem for the state.
- **Maharashtra**: The Maharashtra strategy will operate at two levels. First, the program will deeply focus on selected high-performing districts to strengthen implementation, teacher engagement, and model impact. Second, the program will expand through partnerships with public and private educational institutions having existing school networks and teacher communities. This approach aims to build both deeper impact and long-term sustainability across Maharashtra.
- **Bihar**: Strengthen voluntary teacher engagement and classroom implementation while expanding Word Power Championship (WPC) participation across existing and new geographies. To ensure long-term sustainability, the program will gradually transition toward partial self-sustenance through the sale of physical books and learning materials. All digital content and resources will continue to remain free, maintaining accessible English literacy support for all teachers and students.
- **Gujarat**: In Gujarat we scaled the project from a 4 district pilot to a 15 district implementation program. The project transitioned from pilot phase to half state implementation in the next academic year we plan to make it a state level Implementation program. We will strategically expand from 15 districts to 34 districts in the next academic year.

V. Institutional Sustainability

- Formally align ELP with NIPUN Bharat Initiative and TaRL national goals to embed it within rather than alongside existing state frameworks.
- In Alwar, support successful Teacher Entrepreneurs in establishing formal tuition centres with dedicated classroom spaces.



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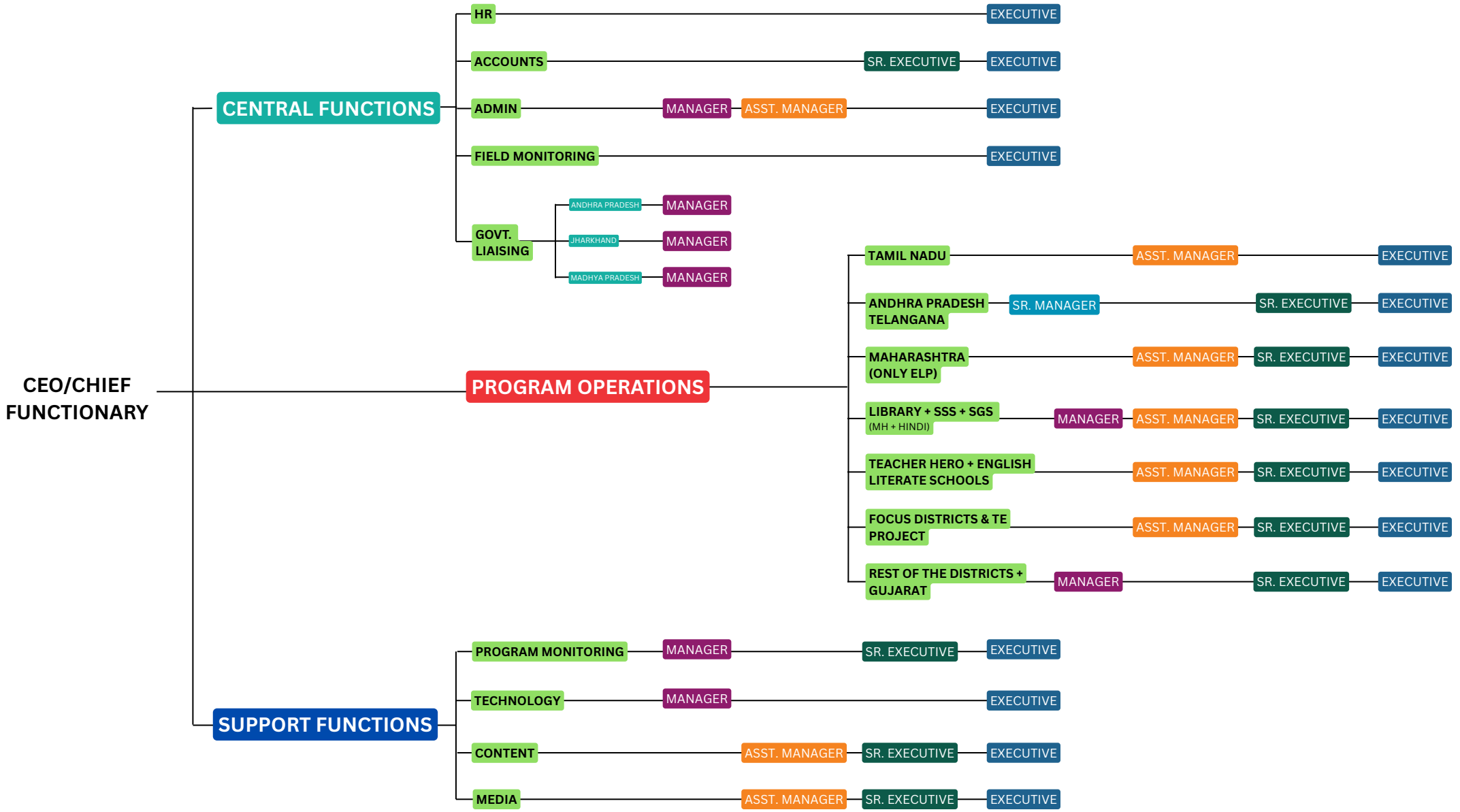
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VIBHA A Brighter Future for Children

XIMR Xavier Institute of Management & Research

Team / Organogram



Glossary of Terms

S.No.	Abbreviation	Full Form
1	BLO	Booth Level Officer
2	CPD	Continuous Professional Development
3	CRT	Contract Residential Teacher
4	ELP	English Literacy Program
5	ELS	English Literate School
6	FD	Focused Districts
7	FLN	Foundational Literacy and Numeracy
8	HSM	Highly Structured Messages
9	ITDA	Integrated Tribal Development Agency
10	JNV	Jawahar Navodaya Vidyalaya
11	LFW	LeapForWord
12	LMS	Learning Management System
13	MLE	Multilingual Education
14	MLM	Multi-Level Monitoring

S.No.	Abbreviation	Full Form
15	NEP 2020	National Education Policy 2020
16	NSPF	Nihar Shanti Pathshala Funwala
17	OCBD	Outstanding Cluster, Block, and District
18	OCV	Online Classroom Visits
19	RD	Rest of Districts
20	RSK	Rajya Shiksha Kendra
21	SCERT	State Council of Educational Research and Training
22	SSS	Saturday Story Sessions
23	TaRL	Teaching at the Right Level
24	TE	Teacher Entrepreneur
25	TLC	Teacher Life Cycle (Teacher Funnel)
26	UDISE	Unified District Information System for Education
27	WOW	Word of the Week
28	WPC	Word Power Championship

LeapForWord

Saturday Story Session

Website

WPC video highlights

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