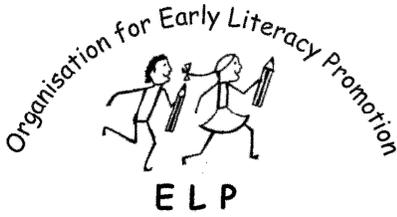


Organisation for Early Literacy Promotion (OELP)

Annual Report – 2009-10



OELP Annual Report 2009-10

Overview of ELP Phase 3

Since the ELP methods had received a positive feedback from the SSA and other Block and District level officials of the Education Dept, in Phase 3, at their behest it was decided to up scale the ELP Phase 2 as a systemic intervention to all the government primary schools in the Silora Block. Accordingly training was done for approximately 200 teachers from across the Block. This proposed up scaling however had to be abandoned as the Govt. of Rajasthan took a sudden decision to introduce the 'Lehar' programme within these schools. This is a programme based on the ABL programme of Tamil Nadu. Since, it was not possible for both ELP and Lehar to coexist, it was decided to undertake the up scaling within the SWRC Barefoot College night schools. Work with the night schools was up scaled to 111 night schools and 3 day schools which are located in five districts of Rajasthan i.e. Ajmer, Jaipur, Nagaur, Chittorgarh and Barmer. This work has been taken up in partnership with the Barefoot College in SWRC, Tilonia. ELP has functioned as a technical support group and provided on going resource inputs through training workshops, regular monitoring and evaluation inputs to a network of NGOs that are being supported by the Barefoot College.

1. The ELP intervention was up scaled to:

a) 111 night schools in the Silora Block, covering approximately 2000 out of school, marginalized children, in which the ELP intervention was implemented by the teachers.

b) 3 day schools being implemented by SWRC. It has been decided that these schools will function as model demonstration schools. These schools are:

- The Sagarmala School – Brijpura Field Centre
- The Shiksha Niketan School – Kotri
- Balaji ki Dhani School under the Manthan Field Centre of the SWRC which caters to children of the salt workers.

c) **SWRC Bridge Residential Bridge Course** :The ELP methodologies were incorporated into the 6 month Bridge Course which is offered by the SWRC, Barefoot College for mainstreaming batches of approximately 50 night schoolchildren at a time.

d) **Workshops for other NGO partners** On the 23rd of February 10 a workshop was held in Tilonia on ELP methodologies with representatives from the SWRC from other Hindi speaking states The organizations participating in the workshop were – Himalaya Vikas Samiti in Uttarakhand ; Sankalp in Baran district of Rajasthan; Sampark from Jhabhua M.P. ;and Alok Sanstha from Bihar; All the organizations run day and night schools and showed a keen interest in the ELP methodologies and were keen to hold trainings in their respective states In addition workshops were also organized for representatives of SWRC network SAMPADA (consisting of sister organizations) located in 12 districts across 6 Hindi speaking States, who are working in 150 formal and non formal schools covering about 4000 children. These workshops explored mechanisms for extending the outreach of the ELP intervention to these areas.

Work area: District Ajmer, Rajasthan

Location of the Night Schools

S. No	Field Centre	No of villages	Block	District
1	Tikawda	5	Silora	Ajmer
2	Kadampura	8	“	“
3	Brijpura	6	“	“
4	Chhota Naraina	6	“	“
5	Shodh - Nallu	8	“	“
6	Kotri	16	“	“
7	Kakalwada	11	Arain	“
8	Singla	2	Silora	“
9	Rampali	5	Arain	“
10	Jawaja	15	Jawaja	“
11	Solavata	16	Dudu	Jaipur
12	Nimbahreda	10	Nimbaheda	Chittorgarh
13	Dhanau	3		Barmar
	Total	110		

Location of the Day Schools

1	Sagarmala	1	Silora	Ajmer
2	Manthan	1	Silora	“
3	Balaji ki Dhani	1	Nawa	Nagaur
	Total	3		

2. Training Programmes

a) Training of Night School Teachers

In 29-30th Sept 09 and 1st and 2nd October 09 two training programmes were undertaken, for the teachers of the night schools from all the night schools and day schools (listed above) from across five districts of Rajasthan. The trainings began with discussing the existing methodologies being adopted by the teachers for teaching Hindi and the difficulties being faced. All schools were adopting the traditional method of beginning with the ‘*Devnagri*’ alphabets and symbols and were then teaching the Hindi curriculum through prescribed texts. Most teachers encountered difficulty which was further aggravated by the fact of the local dialect being ‘*Marwari*’ which was used by the children at home. The teachers were then introduced to the ELP methodologies. The ‘*Varan Samoohs*’ approach ; the steps for teaching alphabets and symbols .The sound symbol correlation was emphasized and also the fact that ‘*akshars*’ were taught as components of words. The use of the ‘*Akshar chart*’ ‘*Shabdh Diwar*’ and poem posters were demonstrated. It was emphasized that the children not be given ready made list of words but that they be allowed to make their own words from the ‘*Akshar charts*’ and using ‘flash cards. Finally for meaning construction the importance of getting the children to make drawings of their words was underlined. Worksheets for tracking the children’s progress were also shown. Films on ELP methodologies were shown to demonstrate the methodologies.

b) Training of Educational Workers

On the 3rd and 4th of October ’09 a training Workshop was held for the Education Workers. A total of 19 Educational Workers attended from all the field centers and districts. The ELP methodologies were explained with the help of the Resource Pack. Sessions were taken on observation,; monitoring and tracking of the children. lot of emphasis was laid on observation of children in the classrooms. After discussion points

for observation were noted. In a similar manner methods for tracking a child's progress were discussed and some formats were made.

c) Monthly Observations.

Every month three or four days have been set apart for visiting the night schools in teams of four to five. The Education workers along with SWRC Education team members and members of the ELP team form a part of these groups. These teams visit the field centers and then divide themselves to cover all the night schools. In this way the education workers are not confined to their own areas, and work in all the schools gets monitored..

d) Monthly meetings. Once every month a meeting is held with all the night school teachers. Often it is held in batches. During these meetings there is detailed discussion on the progress as well as problems. Future strategies are discussed. Some areas of the ELP methodology which have not been understood properly are explained by the ELP team. Experiences are also shared.

3. Tracking the children's progress

ELP undertook the exercise of tracking the children's progress in the night schools located Silora and Jawaja blocks of Ajmer district and the Dudu block of Jaipur district. The exercise was also undertaken in the schools of Barmer and Chittorgarh district. However in the latter two districts all the evaluations were not undertaken. In all the exercise was undertaken in a total of 84 night schools covering a total of 2411 children.

After the baseline evaluation the children were categorized into levels A , B, and C. Children of Classes 1 and 2 were tested for alphabet recognition and sound symbol correlation. Those scoring less than 50% were level A and those who scored more than 50% were level B. Children who were comfortable with alphabets and the sound symbol correlation and were constructing words were put into level C. The complexity of the skills tested increased with each evaluation.

First Evaluation –

- Level A and B – tested for alphabet recognition, sound symbol correlation
- Level C – tested for sound symbol correlation as well as word recognition.

Second Evaluation-

- Level A and B – tested for sound symbol correlation and word recognition, meaningful word construction..
- Level C – construction of meaningful words, sentences , completing poems, and making a picture by following written instructions.

Third Evaluation.

- Level A and B – construction of meaningful words and sentences.
- Level C – Construction of meaningful words, sentences, and question answers.

**Table - showing the Mean Scores and Mean Percentages of the Evaluations
in 102 night schools for 2009-10.**

S.No	Evaluatn	Total schools	Total No of Children	Absent	No.for Evaluation			Mean Score		Mean %	
					Level A	Level B	Level C	20(A+B)	30 (C)	A+B	C
1	Baseline Oct.'09	84	1897	489	418	660	330	10.6	15.81	53	52.7
2	First Dec.'09	84	1897	643	330	684	240	13.19	25.10	65.95	83.6
3	Second Feb.'10	84	1897	599	254	649	395	10.97	11.65	54.85	38.83
4	Annual June '10	84	1897	369	384	627	497	16.67	39.23/70	56.04	56.6

The above table shows that from the Baseline evaluation to the Annual (end term) evaluation there has been a steady increase in the number of children in level C. In the first evaluation the performance of the children in the A and B as well as the C category show a marked improvement from the baseline evaluation. In the first evaluation the number of absentees went up due to extreme cold. In the second evaluation there is a drop in the performance which maybe due to the increased complexity of the task .Apart from this the number of new entrants into category C has increased. Therefore the number of beginners has gone up and this is reflected in the performance. The Annual i.e.

the end term evaluation once again shows there has been some progress as compared to the earlier evaluation. This is more marked for level C.

4. **Compilation of a Teacher's Handbook** Work on this handbook has been completed. However, since printing costs have escalated, we have not been able to print the material, and are currently trying to access support for this purpose.

5. **Workshops / exposure trips with other organization in other Hindi speaking states-**

On the 23rd of February 10 a workshop was held in Tilonia on ELP methodologies with representatives from the SWRC from other Hindi speaking states The organizations participating in the workshop were – Himalaya Vikas Samiti in Uttrakhand ; Sankalp in Baran district of Rajasthan; Sampark from Jhabhua M.P. ;and Alok Sanstha from Bihar; All the organizations run day and night schools and showed a keen interest in the ELP Methodologies and were keen to hold trainings in their respective states.

In addition to this workshops cum exposure visit to the ELP/ SWRC schools were organized for the following

- a) Jan Sahas from Dewas District of Madya Pradesh in February 2010
- b) SRTT representatives from the Khunti Block of Jharkhand in April 2010
- c) The ELP team undertook an exposure visit to Digantar , Jaipur as a part of the capacity building of the ELP team Seven team members from OELP / SWRC visited this organization between the 27th and 29th April. The visit included classroom observation, and discussions with the teachers and education functionaries in Digantar. The team also visited the Digantar rural project in Phagi in the Dudu Block. This was a very useful exposure to innovative methods of teaching language.

6. **CLLC, Phaltan research fellowships**

Two ELP team members, Pukhraj Mali and Nand Lal Mali received a six month fellowship of Rs. 9,000 each for conducting field based action research. The research

conducted by them was on the reading and writing processes of beginners from marginalized communities from two age groups. The older age group that was studied included working children. Detailed reports of these two studies were submitted to CLLC and can be viewed on their web site. A presentation of their research findings was made to an audience which consisted of teachers, NGOs and GOs by both these ELP team members at a seminar organized by the CLLC in Phaltan, Maharashtra in April 2010.

7. Samavesh Impact Assessment Study

OELP was appointed by SRTT to undertake an impact assessment study of their partner nGO Samavesh, which is working in the Khidkiya Block in Harda District and the Khategaon Block in Dewas District of Madhya Pradesh. This study was undertaken in August 2009 by OELP and a detailed report was submitted to SRTT in October 2009. The main aim of this study was to study:

1. The Impact Assessment of Samavesh's intervention on students, teachers, communities, and education administration in the past 3½ years of project implementation in Khategaon and Khidkiya blocks.
2. To specifically outline the key outcomes of the project and capture the impact on multiple stakeholders in qualitative and quantitative terms

This report is available on the SRTT website

8. Advocacy, networking and dissemination

OELP made presentations / contributions at the following conference/ seminars / journals. Articles on ELP were published in the Contemporary Education Dialogues, two issues of Sandarbh, Bhasha Boli, and the Probe Report 2 (in process).

Presentations were by OELP made during 2009- 2010 at the following conferences / seminars /meetings

- OELP participated and made a presentation on the Early literacy Project at SRTT partners meet in Khategaon MP, on the 1st and 2nd February, 2009

- OELP presented the work of the early Literacy project to members of the RIE Faculty, senior District level Government and SSA officials and representatives of NGOs , at the RIE, Ajmer on 26th June 2009
- OELP was invited to participate and make a presentation and at the SRTT Annual Work Planning (AWP) in Mumbai on the 18th and 19th March, 2010 and make a presentation on Early Literacy – needs and challenges. meet,

Balance sheet and profit and loss accounts for year ending 31. 03. 2010

The Balance Sheet for FY 2009-1010 was passed by the OELP Executive Committee in the meeting held on 29th May 2010.

Receipts*	3,35,000
Expenditures	4,20,054
Excess of Expenditure over Income	(85,054)

***Receipts included**

Grants:

Small grant from SRTT Rs. 3, 00,000

Donations:

Local contributions Rs. 26,900

Bankers

Axis Bank Ltd

Chartered Accountants

Adeesh Mehra & Co, Chartered Accountants

7/3 IInd floor,

Jangpura Extension

New Delhi 110014

Secretary
OELP