

Organisation for Early Literacy Promotion

## Annual Report April 2018 to March 2019



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## To our well wishers!

The past year has been both challenging and rewarding for OELP as we began to dream big! We stepped into the unfamiliar terrains of wider geographies both on the ground as well as within cyber space. This was propelled by the confidence that the State Government of Rajasthan and the Hans Foundation bestowed in us through the signing of a four year MoU. This agreement requires us to support Foundational Learning in all schools across seven districts of Rajasthan through the implementation of our innovative pedagogical materials. From a small organisation we have stepped into bigger shoes; a daunting task, to say the least!! While there was initial trepidation amongst some of the more senior team members of OELP; there was an energetic determination amongst the younger team members. They were up for the challenge.

The success that we had witnessed within early grade learners in our core area villages in the Ajmer District has become a driving force for us. Our strength seems to be the bottom up manner in which the programme has grown over a ten year period. This has allowed its content; approaches and classroom pedagogies to emerge through an organic evolutionary process with hands-on classroom based practices being simultaneously juxtaposed with current theoretical perspectives and research based literature. We have also benefitted from professional interactions with other likeminded organisations and academic institutions. This multi dimensional effort has aimed to give us an understanding of children and their natural ways of learning while contextualizing it within their day to day lives and the demands of the education system. Through these deeper engagements a sense of ownership of the programme has been growing within our team and this has fuelled a desire to reach larger numbers of children.

At this juncture, we are addressing questions pertaining to scaling up. We have explored ways in which technology enabled ecosystems can support isolated teachers to enhance the quality of their classroom practice to drive meaningful Foundational Learning. We have been acutely aware that we are engaging with a tall order, but at the same time believe it is not impossible!

Our confidence and zeal however, is not enough. We have worked hard to professionalize and streamline management and programmatic systems to support the work on the ground. The level of digital literacy within the team is also an area which is being addressed. We decided to seek high quality professional support through partnerships with Mixed Media Productions, Delhi and Mahiti InfoTech, Bangalore. Both are experienced and committed professional organisations that combine expertise with a depth of understanding and offer informed and sound options for scaling up. Our digital programme was initiated with their support and has been received well by teachers and the district and block level bureaucracy within the limited locations in which it has been trialed over the past year. Over the coming year we plan to widen our outreach and evolve the architecture for implementing this programme effectively on scale. We hope to engage with various stakeholders during this process.

It is a privilege for me to share some of the strengths and challenges of this journey and the plans that we have for the years to come.

As always our sincere thanks to our well wishes for your belief in us!

Keerti Jayaram  
Director, OELP  
August, 2019



## Glimpses from the past year



Classroom activities



Involvement of government teachers



Bringing home into the classroom



Community engagement



Parent meetings



Extension project in a new district

## Chapter 1 - Overview and highlights 2018-19

**Organization for Early Literacy Promotion (OELP)** is a not for profit organisation which was registered in 2008. OELP's work has focused on improving the quality of Early Literacy and Foundational Learning in children from low literate backgrounds with the understanding that this is the bedrock upon which each child's lifelong learning and self development is actualised. This work has been undertaken through sustained engagement inside rural primary schools and communities. Early

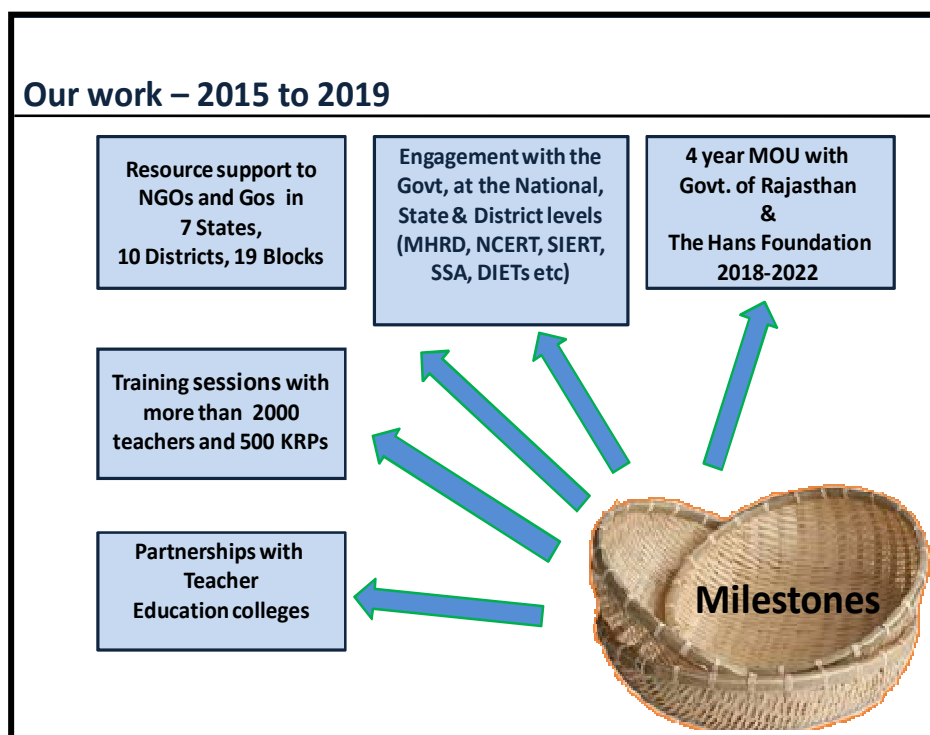


Literacy and Foundational Learning has been a focus area within the mainstream education discourse in India and has found a prominent place the Draft National Education Policy, 2019.

**OELP's education innovations:** OELP's two-year Foundation Learning programme and the supportive pedagogical materials have developed in a bottom-up manner through intensive engagement inside classrooms along with the involvement of teachers; State, District and Block level education officials; teacher education colleges; parents and communities. It has received encouraging results and has been widely acknowledged. In 2016 OELP's work was presented to representatives from more than 40 countries during the UNESCO Asia Summit. For more details about our organisation refer: <https://www.oelp.org>

**Our Vision:** to build strong foundations for high quality learning within children from low literate backgrounds so that they actualise their potentials with fullness..

**Our Mission:** to influence classroom practices of early grade teachers and educators on scale across large numbers of schools in Rajasthan, as well as across wider geographies.



## Response from the State education system

**The State Government of Rajasthan signed a four year MOU in May 2018** with OELP and the Hans Foundation to support the implementation of the OELP education innovations in 14000 public schools across 7 Special Focus Districts in a phased manner from 2018-22. They **also mass produced the OELP pedagogical material at their cost** and have distributed them to these schools. These innovated materials were made available free of cost to them by OELP.

### OELP's proposed scale up model

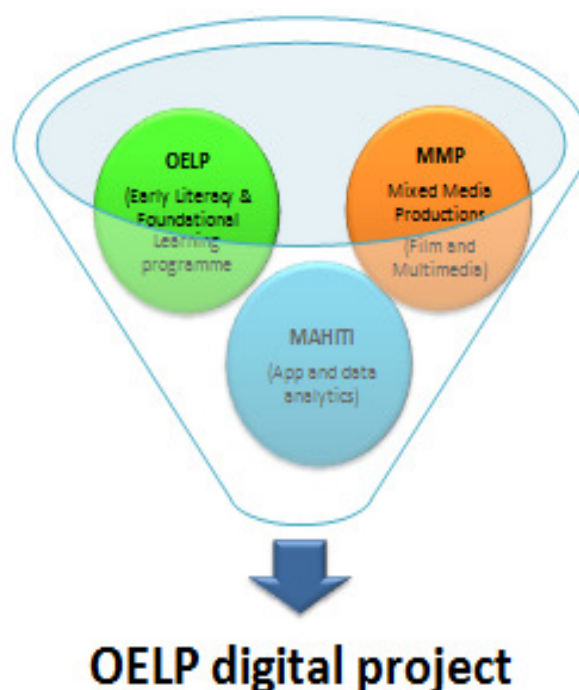
**1. Capacity building within the system:** OELP's scale up model aims to extensively strengthen the mainstream education system to deliver high quality foundational learning through capacity building with the idea of creating a pool of resource persons within the system.

**2. Leveraging the digital space:** In 2018-19 we conceptualised, developed and trialled the content for a multimedia package along with a mobile app for disseminating it. In the coming year we plan to avail of professional and field based expertise and experience for designing the architecture of a teacher driven and technology enabled scale up model for implementation of this package. Our idea is that this model evolves organically and builds on an eco system which is on based teacher peer groups with block and district level support mechanisms.

### Our partners

We have brought onboard, Mixed Media Productions (MMP) and Mahiti Infotech Pvt. Ltd. as two professional partners. MMP specialises in rich media production and Mahiti in technology for civil society organizations. In 2018, the Hans Foundation joined us as a funding partner and has committed funds for the project over the four year period and an extension, if required.

### Professional partnerships for the digital components





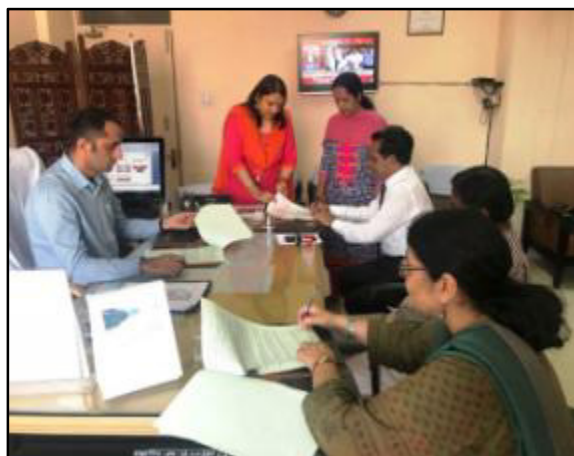
## Highlights: 2018-19

### 1. Formalization of a four year MoU

between the State Government of Rajasthan, the Hans Foundation and OELP in May 2018 to support the implementation of OELP's innovated resources in all public schools across seven districts

### 2. Liaison with State and District Education Departments

for undertaking the required formalities. Several meetings were held with the officials and functionaries at the State, District and Block levels for establishing and working out modalities for the project implementation.



### 3. Professional interactions across 7 Special Focus Districts (SFDs)

- ✓ The OELP team Participated in District level monthly meetings, attended by the DEEO, BEEO, PEEOs and KRPs to present OELP's program and resource materials.
- ✓ Joint school visits were organised with District and Block education officials
- ✓ The Faculty and students of Banswara and Shri Ganganagar DIETs (District Institutes of Education & Training), were actively involved for supporting the implementation and monitoring of the OELP innovated resources.
- ✓ The OELP team participated in Block level meetings of PEEOs ( Primary Education officers), school principals and teachers to seek their advice towards the effective implementation of the OELP pedagogy and ways in which it can be aligned to the mainstream system.

### 4. Trialling of the OELP Foundation Programme

in select schools in the Pilibanga and Hanumangarh Blocks of Hanumangarh Districts. This included trialling in 30 intervention schools with the involvement of 30 language teachers to reach 1200 children from Classes 1 & 2. It included implementation; capacity building; learner tracking; mentoring through peer support groups; monitoring and evaluation; trialling of digital resources and an impact assessment study.

### 5. Formalisation of professional partnerships

with Mahiti Infotech Ltd as IT partners and Mixed Media Productions as media partners.

### 6. Conceptualisation and design of the IT enabled interventions

- ✓ Design of a multimedia package based on real time classroom filming and a mobile app and web portal for its dissemination
- ✓ App development and trialling
- ✓ Filming and content development for Unit 1 of the package

### 7. Implementation of the Foundation Programme in the Core Area

as a knowledge building site for demonstration and resource development. Note: The year end results indicate that 80%

children performed at proficiency level based on the mapping of learner progressions on 7 foundation and higher order competencies across Grades 1 & 2.

## 8. Capacity building

- ✓ **Training of Resource Persons (Govt. RPs) and teachers in Hanumangarh District**  
OELP participated in 13 training sessions to train 613 government teachers.
- ✓ **Participation in Govt. Summer Training of Key Resource Persons and teachers from other districts**  
OELP Trained 125KRPs across 6 Districts & 40 teachers in Sawai Madhopur
- ✓ **Capacity building workshops for pre service teacher trainees** in DIETS Shri Ganaga Nagar and Banswada

9. **Programme review** was conducted with the involvement of representatives of the Government of Rajasthan and the Hans Foundation (THF) in the month of February, 2018 The participants included the Senior Programme Director from THF ; CDEO , ADEO Hanumangarh District ,CBE0 from Hanumangarh, Pilibanga and Tibbi Blocks, ADPC SSA , DIET Principal from Hanumangarh , Govt. teachers and the OEP team. There was overwhelming support for the OELP programme from the govt. officials as well as from the teachers implementing the OELP pedagogies.

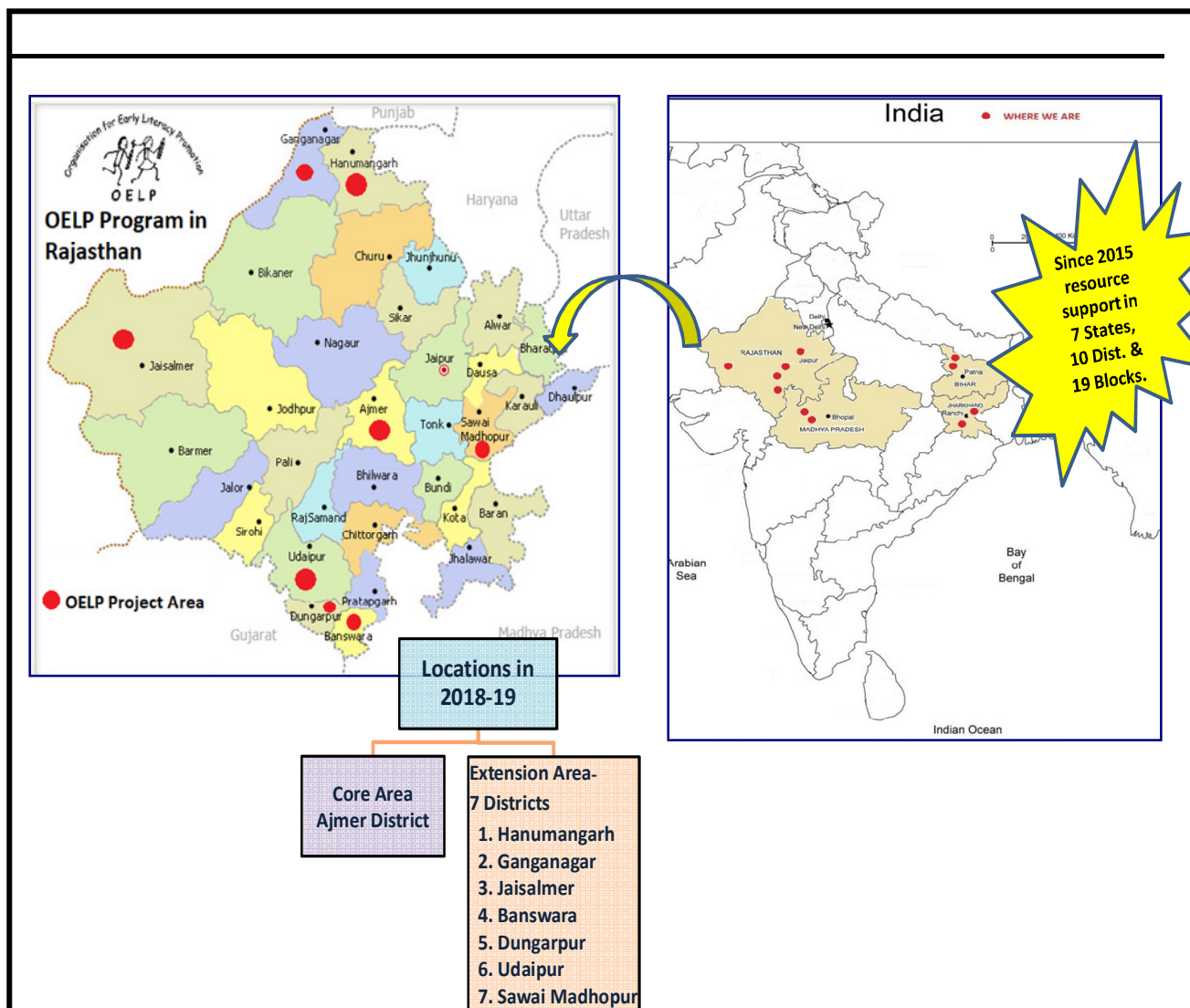
10. **Community Engagement through Kahani Melas** in four villages in the Ajmer District with the involvement of college student volunteers from Delhi .These events are planned with the objective idea of engaging the old and young in these village communities into the rich worlds of stories and books.

11. **Professional interactions with NGOs and teacher education colleges** – these included exposure to the OELP demo sites located in Government schools and village libraries and observation based discussions and resource sharing. 50 representatives for NGOs; about 150 Student teachers and 15 Faculty members from Delhi University Colleges and other academics participated in these sessions over the past year.





## OELP locations - past and present



### A. OELP's core area:

- **Ajmer District , Rajasthan**
- **Field Resource Centre** to support knowledge building and dissemination within the discipline of Early Literacy and Foundational Learning
- **Support for the OELP Extension Programme** - resource development, capacity building and implementation

### B. OELP's extension area

- **7 Special Focus Districts (SFDs) of Rajasthan** i.e. Banswara, Dungarpur, Hanumangarh, Jaisalmer, Sewai Madhopur , Sri Ganganagar and Udaipur

### C. Wider locations:

- **Engagement across wider geographies in India** i.e. with GOs, NGOs and teacher education colleges

## Chapter 2 -OELP Core project

Our journey within the OELP core area in the Ajmer District began in 2008 inside select rural government primary schools and with *out of school* children and their communities. We started by wanting to understand our young learners and the complex fabrics of their lives outside of school which impacted their learning. The role of our local team has been vital in this regard. The work undertaken by OELP at the grassroots level has developed organically with inputs coming from classroom experiences and direct engagement with children, teachers, with government officials and adults from the rural communities. The OELP approaches include an innovative approach for beginning reading and writing called the *Varna Samoocha* approach with simultaneous opportunities for meaningful engagement with a variety of print in ways that are purposeful for young learners.

### Overview/ Highlights

- The focus within the **Learning Centres** in the first trimester was on strengthening foundational skills for Reading; Writing Numeracy as well as for Schooling in Classes 1 and 2. Whereas in the second trimester the shift was to build deeper engagement with learning and support higher order skills in both Class 1 and 2. Assessments included summative assessments, maintaining individual profile folders and qualitative assessment using a checklist.
- **Exposure visits** to the OELP core area and demo sites and community programmes were organised for pre-service students from the B.El.Ed course being run in Delhi University colleges as NGO representatives and Government officials .
- Three **Kahani Melas** were organized in the month of January involving the school authorities and local communities of nine villages with support from Delhi University volunteers.

About 86 of the children moved to a higher level with 60% in Class 1 and more than 75% children in Class 2 performing at proficiency level

### Key features

#### A. Focus on simultaneous presence at multiple levels

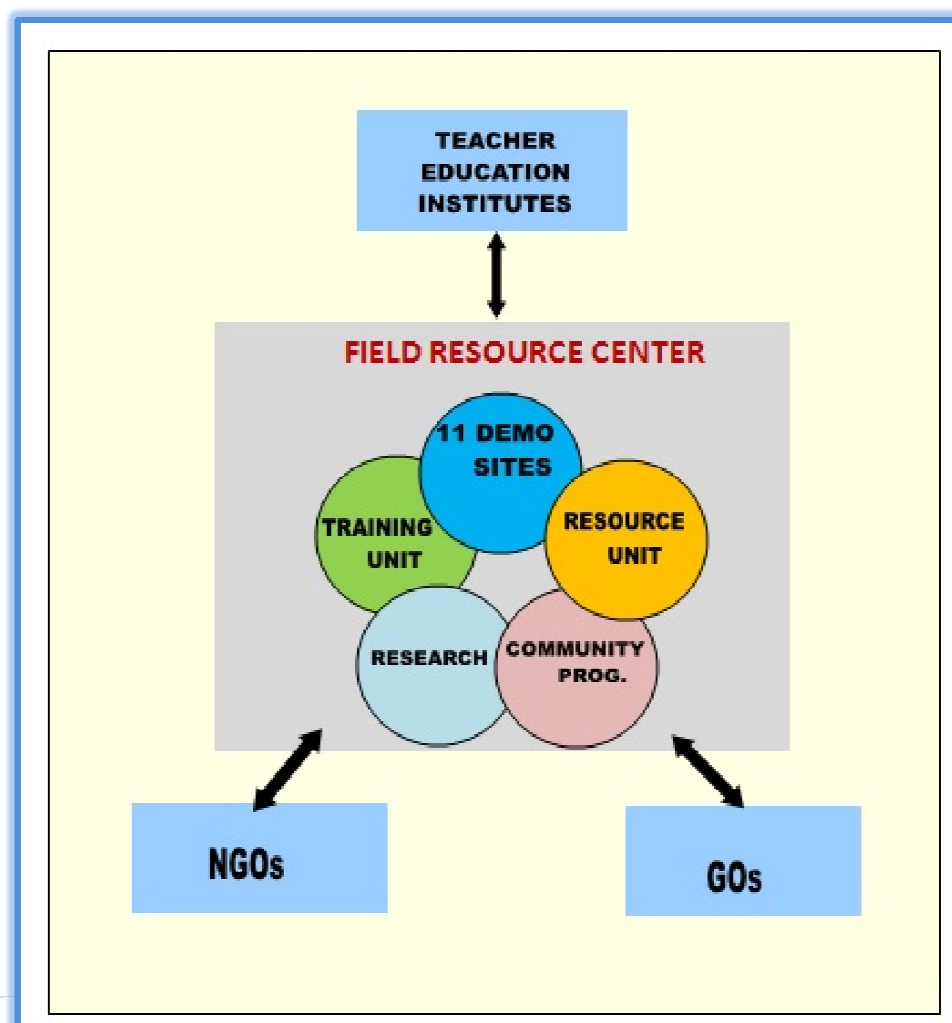
Field	Academic	Policy	Civil Society
<ul style="list-style-type: none"><li>• Intervention schools : implementation and trialing of field based and digitized components</li><li>• Panchayat, block and district level networking; joint school visits, trainings, review meetings</li><li>• Parents and Community</li></ul>	<ul style="list-style-type: none"><li>• Teacher education colleges, DIETS</li></ul>	<ul style="list-style-type: none"><li>• NCERT Core Committee, for Early Years Curriculum guidelines; SIERT- Review and training workshops</li></ul>	<ul style="list-style-type: none"><li>• NGOs and CBOs, parents, community</li></ul>

## B. OELP's Core Area has been conceptualized as a Field Resource Centre (FRC)

OELP has developed this core area as a Field Resource Centre (FRC). This FRC has been conceptualized as a knowledge building and dissemination site with a focus on the advancement of Early Literacy and Foundational Learning.

**The FRC components are:**

- a. **11 demo sites** located in rural government primary school.
- b. **A Training Unit** for implementing the following:
  - ✓ Exposure based training for GO's, NGOs, CBOs
  - ✓ Professional engagements with teacher education colleges, DIETS and other academic institutes
- c. **A Resource Unit** for development of teaching-learning materials, pedagogies and content for the digital programme based on real time classroom filming
- d. **The Community Reading Programme** based on village libraries
- e. **Knowledge building** through action research with a focus on Early Literacy and Foundational Learning





## Field Resource Centre (FRC)- Programmes at a glance - 2018-19

Libraries	Library Activities	Events
<p>Total no of libraries -7</p> <p>Total no of school reading corners - 11</p> <p>Total membership -670</p> <p>Total no. of books – 21000</p> <p>Total no of titles 1450</p> <p>Total no of beneficiaries in govt schools – 7500(approx)</p> <p>Outreach to members of the community - 8000 ( approx)</p>	<p>Books read through Free Reading – 6500</p> <p>Total no. of times books were issued during this period- 5040</p> <p>No of beneficiaries – 8000</p> <p>Read Aloud sessions- 1905</p> <p>No. of book related activities -24</p> <p>No. of types of puppets – 13</p> <p>No. of new books made by children -35</p>	<p><b>Bulbulla Kahani Melas</b> in June 2018 -4 melas covering 12 villages</p> <p>Outreach -1600 community members , youth and children</p> <p>Melas were organised through community support</p> <p><b>Kahani melas</b> in January 2019 - 3 melas covering 9 villages</p> <p>Outreach –approx 5000 community members , youth and children</p> <p>Capacity building workshops – 4</p> <p>Participation from NGOs and Colleges</p>
Parent and SMC meetings	Involvement of CBOs	OELP Learning Centres (Bal Sahyog Kendras or BSKs)
<p>Total no of parent meetings in 11 villages – 36</p> <p>Total no of parents who are involved in the programmes – 900</p> <p>Meetings at NAREGA sites – 22</p> <p>No of parents and community members who participated in the NREGA meetings - 1579</p>	<p>No of SMC* meetings -33</p> <p>No of SMC members who attended - 503</p> <p>Active support from Sarpanches / panches- 18</p> <p>* School management Committees</p>	<p>No of OELP Learning Centres (BSKs) - 11</p> <p>No of Children in Class 1 -254;</p> <p>No of children in Class 2 -266; Total-520</p> <p>Total no of children who shifted from private schools to OELP Learning Centers located in government schools – 22</p> <p>Monitoring / visits by government functionaries/ officials</p> <ul style="list-style-type: none"> <li>o 6 visits of senior officials</li> <li>o 60 visits by PEEOs</li> <li>o 50 visits by Schools Principals / HMs</li> </ul>

### Overview of OELP's Foundation Programme

- **The two year Foundation Programme across Classes 1 and 2** is designed to support and strengthen children's meaningful engagement with school based learning by equipping them to become engaged readers and writers and thinking learners. The OELP Foundation programme was implemented in Classes 1 and 2 of 11 rural Government Schools located in the Silora Block, Ajmer Districts. These classes have been developed as model demonstration sites for exposure based capacity building of various stake holders and for resource development.



### Components of the Foundation Programme

- A structured and competency based programme for facilitating:**
  - ✓ Smooth home to school transitions for young learners from diverse backgrounds
  - ✓ Strong foundations in reading and writing
  - ✓ Higher order learning
- Planned, responsive and stimulating classroom learning environment and classroom practices / pedagogies based on these.**

## Learner Tracking

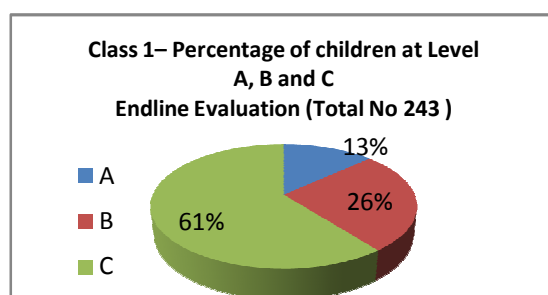
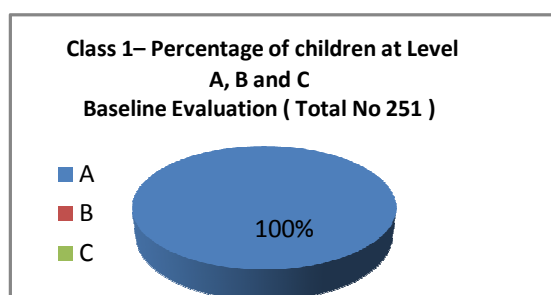
OELP tracks the progress of each learner at the Class 1 and Class 2 level at three points every year is through the following:

1. Summative Assessments.
2. Individual portfolios.
3. Observation based qualitative checklists

### Progress in Class 1 from Baseline to End-line

Class 1- Percentage of children in Level A, B and C				
		A	B	C
1	Baseline Evaluation ( July 2018)	100.00	0.00	0.00
2	Third Evaluation ( May 2019)	13.17	26.34	60.49

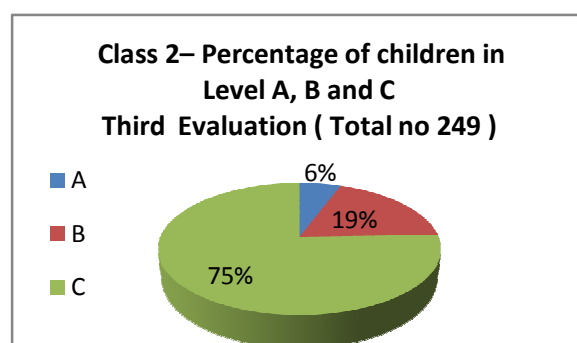
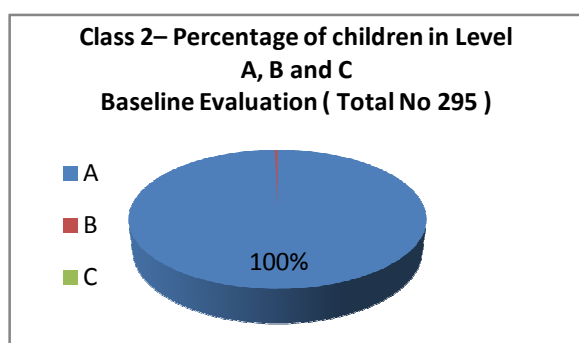
In Class 1 approximately 86 % children moved to a higher level and 60 % children reached proficiency level during the academic session from July 2018 to May 2019. Total No. of children was 243



### Progress in Class 2 from Baseline to End- line

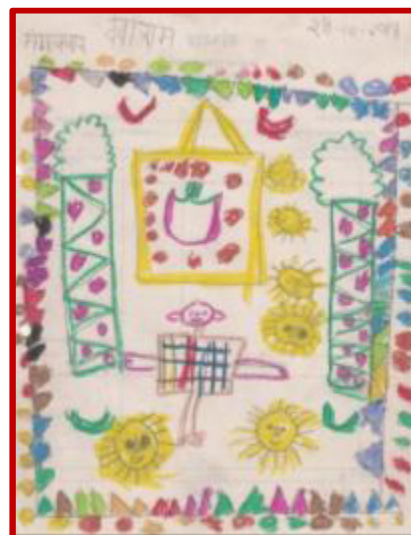
Class 2- Percentage of children in Level A, B and C				
		A	B	C
1	Baseline Evaluation	99.66	0.34	0
2	Third Evaluation	5.62	18.88	75.50

In Class 2 approximately 94 % children moved to a higher level and 75 % children reached proficiency level during the academic session from July 2018 to May 2019. Total No. of children was 249



## Work with Class 1

Work with the theme based plans and the four block approach continued with Class 1. By the end of December a large number of children were reading simple words and single sentence books. In most classes the children were now making small sentences. An attempt has been made to not restrict the vocabulary to words from the within the *akshara* sets available within the *Varna Samoocha* groupings but to move beyond. So after read aloud sessions some words from the story are written and displayed in the word wall. Children are then familiarized with these words in fun ways through word activities and word games. They are also encouraged to make simple oral sentences using these words. At a later stage they begin to include these words in their writings.



### Theme based plans for Class 1 have suggestions for the following components:

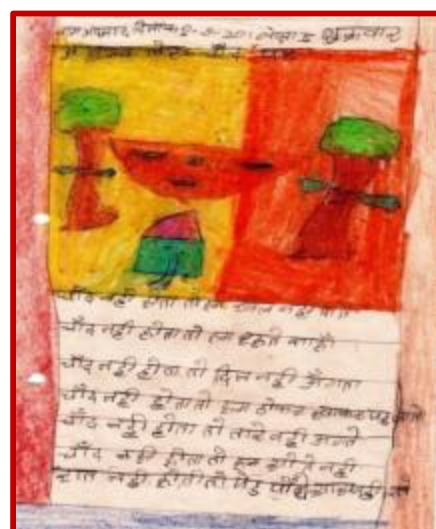
- Conversations related to the themes or books that are read aloud. These conversations are designed to encourage children to question, reason, predict, express opinions and engage with other forms of higher order thinking.
- Calendar based work to build in number sense and basic concepts of numeracy
- Theme based story books for Read aloud; the *Barkha* graded series and the text book
- Vocabulary and word activities and games – activities and poems related to names; naming words; action words and so on
- Writing and art work.- which may or may not be related to the read aloud or theme and can be based on the children's lives outside the classroom in various creative ways.
- Skill practice worksheets

It is important to note that flexibility and teacher innovation are constantly encouraged while planning. Plans are used as a scaffold and reviewed and modified by the teachers based on their needs.

## Work with Class 2

The work in Class 2 is based on the class textbook as well as on storybooks available in the reading corners. The time made available for language and literacy is an hour and a half, so the three block approach is being followed. Based on these the daily plan included the following-

- Conversation and read aloud to encourage attentive listening and higher order thinking
- Vocabulary and word study
- Writing – guided and free writing ( initial phase )
- Recap of R/W skills through the *varna samoocha* approach and worksheets
- A variety of interesting opportunities are provided for engagement with more complex written words, simple texts and other print and visual materials in meaningful ways, so that they become a part of the child's active spoken and written vocabulary, were provided through word activities and games which were designed by the team.





## Monthly planning and review meeting

The teacher's monthly planning and review meetings have been designed as a forum for capacity building. Some of the issues that were taken up during these meetings are:

- **Review of the children's profile folder-** Teachers were asked to bring profile folders from their classes and share these amongst their peers. So each teacher got to look at folders from other schools. They used a format to closely examine the written work within each folder. This enabled them to critically examine a range of writings. The teacher worked in pairs to reflect on the teacher's objective behind each piece of writing and whether it had been met. They also looked at the expression of the child's voice. They shared what conversation or instruction may have preceded the writing and some of their own practices with similar activities. The experience was enriching and provided ideas and scaffolds for future activities.
- **Guided reading-** There was feedback that a number of children were not participating in the guided reading. Experiences from the different classrooms were shared and the specific practices were modelled to address the challenges that were being faced.
- **Calendar-** Various creative ideas for engaging children with the calendar were shared. The main objective was to build basic numeracy concepts in interactive and thoughtful ways. Including weather charts through calendar based activities was also an idea that emerged.



## Community engagement

OELP has engaged with schools and rural communities over a sustained period of time to explore ways in which education can become an enabler for empowering disadvantaged communities to engage actively with a wider global world. Through our sustained engagement with schools and communities we have realized that efficient reading and writing and are essential tools in this process.

**Our challenge** has been to build communities of readers and writers within low literate societies that are entrenched in oral traditions. We

have explored innovative ways of encouraging community engagement with books and the world of print. The idea is to create a platform for rural communities, including children and youth to develop deeper connection with stories and books, and to encourage them to actively engage with processes of self-actualization and learning which benefit village communities, especially children and adolescent girls. Some efforts in this direction have been described in this section.



**Home visits** are undertaken by OELP team members and teachers with a special focus on irregular or dropout children. This helps them to understand the child's home environment and sensitises them to some of the deeper challenges faced by a child that that often slip by and are not addressed. In Nalu Village for example, after visiting a child's home the OELP teacher discovered that this little girl stayed away from school because she was too frightened to shut her eyes during the assembly but had been unable to share her fear with anyone. It was when the matter was approached sensitively and she realised that she could keep her eyes open that she started attending regularly. With young children these seemingly small matters can assume larger dimensions, and meaningful home visits can serve to build deeper understanding.

Visiting the child in her home environment and connecting with the child's family have been key to drawing out of school children into school.

### Meetings with the School Management Committees and parents



These meetings took place in all the villages in which OELP is working. They are held in the classrooms or in a common space in the village. Some meetings took place at the MNAREGA famine work sites as parents are easily available in a group at these sites. In most villages several other community members attended these meetings and the average attendance was around 30 to 40 people. Children also participated in many of these meetings and proudly shared work through their individual profile folders. OELP approaches to learning are also shared in these meetings and the importance of a parallel library program is explained. Some of the issues that were discussed in the meetings include irregular attendance of some children and lack of involvement of parents with their children's learning. The SMC members in most villages have reiterated their need to be actively involved in the functioning of the school and the monitoring of the children's progress.

**Our village libraries** OELP is running one Field Library and six Community libraries. The children read books, borrow books and take part in a variety of book based activities. These libraries are run by village *bahus* (daughters-in-law) who have been trained by OELP as librarians. They are proving to be an effective bridge between oral and written worlds for the old and the young in these villages. and are also drawing older girls into the libraries. Currently this programme is being supported through donations received from well wishers and members of the village communities.





## Pop up Kahani Melas



These events are conceptualized as festivals (*melas*) of stories organized in government schools by child volunteers from the school. The *melas* were designed to elicit participation from the different sections of the village community. The main idea is to encourage children to take ownership and responsibility for conducting them. In all the villages we were delighted to find that children lived up to our expectations and played a key role in organizing the entire event from designing the *melas*; selection of story books; planning activities based on them and getting community participation.

It was an attempt at using children's energy and excitement to draw others into the world of stories, and books while igniting their creative energies. Six Pop-up *melas* were held, three in the beginning of the new academic session and three when schools reopened after the winter vacation.

An important aspect of these *melas* was that they acted as bridges between urban and rural worlds. A group of volunteers from B. El Ed colleges across Delhi acted as the guides and mentors and supported the village children. The *melas* were a huge success and drew large numbers of children and their parents. More, importantly, they succeeded in keeping books as the main focus and engaged the old and young in a variety of ways with books and stories. Each *mela* was organized in the government school premises and included children and villagers from two adjacent villages. There was active community participation and the entire cost of each *mela* was borne by the villagers. They also drew the schools teachers and management. The informality helped to build closer bonds between the community and the schools, which was an added bonus.





## Visits and professional interactions with teacher colleges, NGOs and academics

**Exposure to OELP Demo Learning Centers** In our endeavour to ensure high quality classroom practice we have come to value professional engagements between practitioners and academic institutes. With this objective in mind the OELP Learning centers in Ajmer district have been established as demonstration sites which model classroom practices and learning environments based on OELP innovations. These sites are visited by education practitioners and teachers, with the idea of enhancing the quality of teaching and learning practice ways that are mutually enriching. OELP has also developed an exposure based capacity building module for in-service / pre-service teachers and education practitioners, which allows us to continually reflect on our programmes while simultaneously exploring ways in which various components can be adapted to diverse contexts. .



### College visits

Between October 2018 and March 2019 students from the following teacher education colleges visited us:

- **Institute of Home Economics, Delhi**- 48 students and 4 faculty members visited the OELP Demo sites in Ajmer district on the 12-13 Nov 2018
- **Gargi College, Delhi** – A total of 41 students and 2 faculty members visited the OELP demo sites on the 17<sup>th</sup> and 18<sup>th</sup> of February 2019



### NGO visits

- **Pragat Shikshan Sansthan Phaltan** – 25 senior team members from PSS, Phaltan came for a three day exposure visit from the 13<sup>th</sup> to 15<sup>th</sup> December 2018
- **Ekalvya**– 16 team members from Ekalvya's team in Chhindwara , Madhya Pradesh visited OELP from the from the 5<sup>th</sup> to 7<sup>th</sup> Feb 2018

### Academics

Senior Education Consultants, Dr. Malvika Rai and Dr. Sonika Kaushi spent time with the OELP team and visited the Learning Centres and village libraries on the 30<sup>th</sup> and 31<sup>st</sup> January and provided us with their valuable feedback

### A young student teacher from Gargi College, New Delhi writes:

This has been an enriching experience for me. I take away many things from here. It has been a concern and key question for me as to how to introduce beginners to literacy. We have been looking for techniques and styles that overpower conventional ones. Here in the classroom practice I could witness that how children are writing and the surrounding classroom environment can create engaged learners. All the approaches were constructive . . . I am highly inspired by all this and I will bring these aspects into my classrooms as well.

Gargi Das

19.02.18

## Knowledge building and professional development workshops

April 2018 to March 2019

Month	Workshop / professional development activity
May 10 -11	Visit by Shaheed Virender Smarak Samiti team from Haryana
June 18-24	Resource persons for Summer School organisation by Early Literacy Initiative, TISS, Hyderabad
June 25	Planning of Impact Assessment Study with consultants
June 28	Review workshop with Mahiti Infotech Ltd
June 30	Meeting with Professional consultants for planning data analysis
July 7	Capacity building workshop for Library Team
July 15	Keerti Jayaram - Resource person for Language and Learning Foundation _ Thematic session on Early Literacy
July 22	OELP Internal Review
July 30	Keerti Jayaram_ submission of paper _ OELP's Approach to Building Script Knowledge in Beginning Readers and Writers for ELI, TISS Blog
October 5	OELP Library team participated in Story Weavers Workshop conducted by Pratham in Jaipur
November 16 -17	Resource persons workshop on Early Literacy for Maharashtra Government officials organized by QUEST in Aurangabad
January 6-7	In-house capacity building workshop
February 21 -22	OELP presentation on National Conference on Writing in School, Delhi University
March 3	Participation in National Seminar on Use of Children's Literature at CIE, Delhi University
March 17	OELP Library Team exposure visit to The Community Library Project, New Delhi, also attended a session on Read Aloud
March 26-27	Paper presentation on " Envisioning inclusive classrooms : the oelp experience" at A National Seminar on Alternative and Innovative Education in India sponsored by ICSSR at Lady Shri Ram College, New Delhi

### Resource development

- Wire frame and navigation flow of the OELP Mobile App
- Unit -1 for teh Mobile App with 12 short videos.
- A ten minute introductory film on OELP
- Teacher generated resources
- ✓ Worksheets
- ✓ Activities
- ✓ Word games

## Chapter 3 - OELP Extension Project

**The context** After a visit to OELP's core area by senior bureaucrats from the Government of Rajasthan (GoR), they expressed the desire to expand the OELP innovations to wider geographies within the State. As a consequence, the State produced and distributed the OELP resource kit to 14000 primary schools in seven Special Focus Districts (SFDs) at a cost of Rs.2.5 cr. (approx). These resource materials were made available free of cost by OELP. As mentioned earlier, the Government of Rajasthan has entered into a formal agreement with OELP to support the implementation of these resources across these wider geographies.

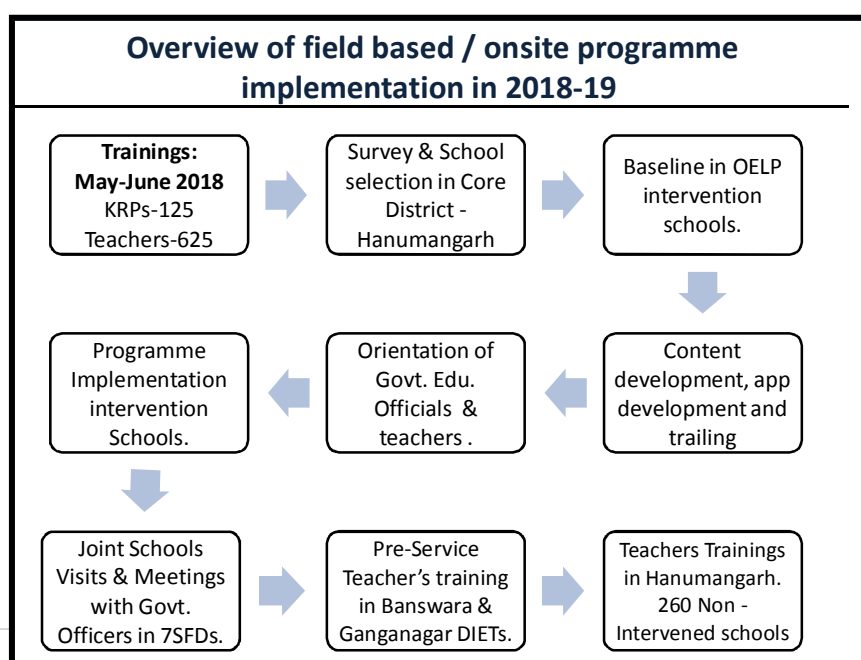


### Project components

- Demonstration sites
- Capacity building of teachers, and district, block and cluster level education functionaries
- Onsite support and mentoring in select locations including joint school visits with Block and district level education functionaries
- Digitized technical support through an online package with audio-visual content (film clips) based on real time classroom filming

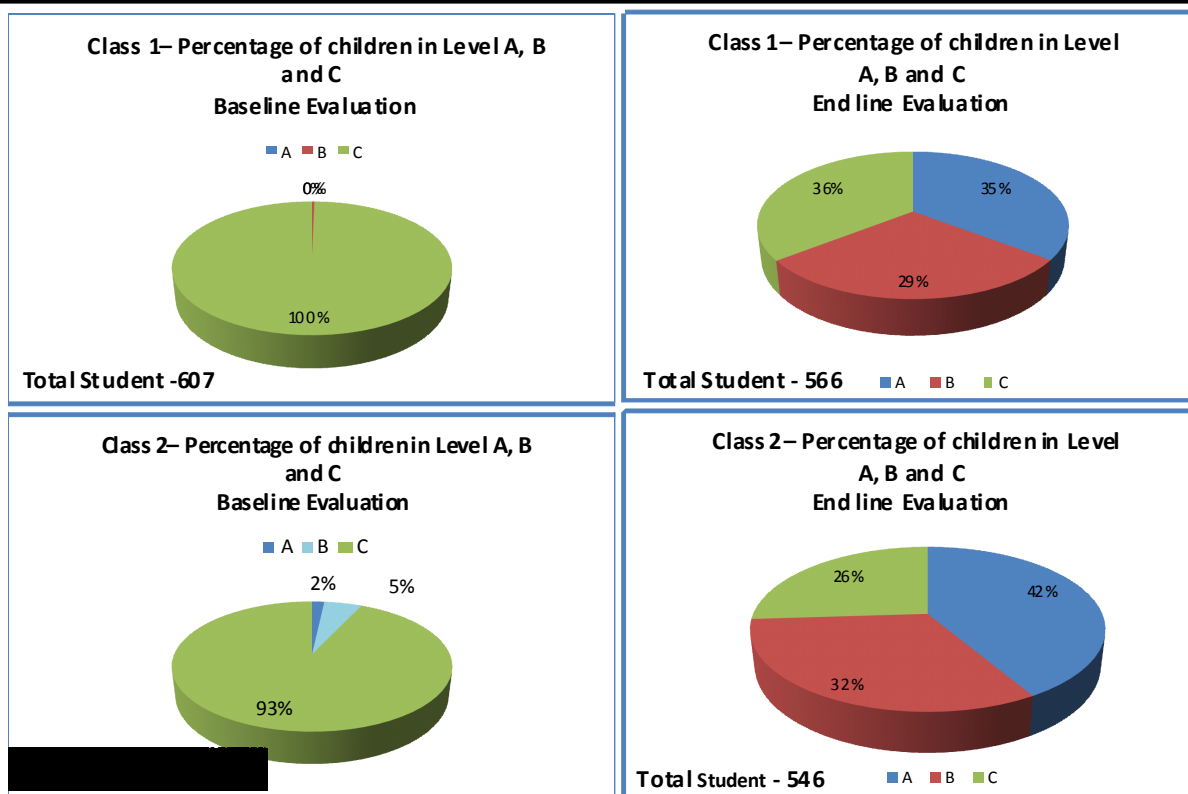
### Objectives

- To enhance the capacities within the mainstream system to support and mentor teachers on scale for implementation of OELP's innovations.
- To develop programmatic mechanisms for effective expansion through intensive engagement with the government system at various levels.
- To develop and disseminate audio-visual capacity building content based on real time classrooms.
- To build a scalable model for effective implementation across wide locations.





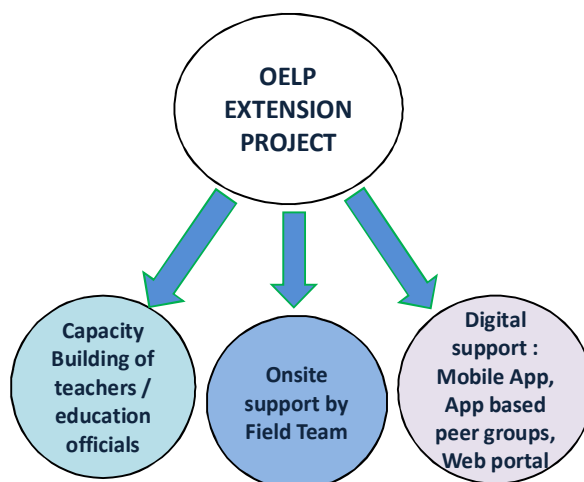
## Progress in Student's learning levels in 30 intervention schools



### Details of activities undertaken in other districts

S. N	District	Month	Programme
1	Ganganagar	October	-Meeting with DEO and govt. officials. -Joint school visits with DIET Principal. -Setting up and OELP Demo room in the DIET
		November	Orientation by OELP for 35 participants.
		December	Orientation for Principals and teachers
2	Dungarpur	October	Meetings with Education officials and SSA
3.	Jaisalmer	December	Meetings with Govt. officials and DIET Principals
4.	Banswada	October	Orientation for 35 DIET students

### Overview of digital/ online programme implementation in 2018-19



## Development of the film based content for the mobile app

Our Media partners, Mixed Media Production have worked closely, patiently and intensively with OELP in the development of the content for the mobile app so as to capture the depth and nuances of the programme through real time films based on OELP classrooms. A great effort was made to try to ensure that the content is sensitive to the ground realities so that teachers are not overwhelmed by the app or the other complimentary web based resources. A series of short films are being presented in three modules or units. Each unit has approximately 10-12 short films. These have been trialled with teachers as well as block and district officials in the Extension project areas. Based on their feedback the content and design of the app was modified. Overall the response has been positive. Detailed discussions have also been held with potential users on making the app user friendly.

The emphasis has been on making sure that teachers are empowered with enough information in small, simple packages so that they are able to effectively use the materials in their teaching . Efforts have also been made to work in strategies for receiving feedback, as well as ways to check if the information being conveyed to the teachers is making sense to them.

## Our achievements 2018-19

### Field Level Progress

#### Capacity building

7 Districts

1200 teachers , 125 teacher educators,  
190 Block and District officials

#### Networking

State level planning meetings ,-12

District level planning meeting –  
7districts

Joint school visits 14 in 4 districts

**Intervention** in Core district -  
[Hanumangarh](#)

30 schools  
1200 children

**Demo schools** in Core District -3

### Digital Platform Progress

#### Technical Partnerships

MMP and [Mahiti](#)

#### Content development

Intro film

Content for Unit 1 ( 15 videos)

#### App development

**App piloting** - 80 schools 5 blocks / 2  
districts

#### App enhancement

based on pilot

**Designing of app implementation plan**  
and analytics platform for scaling up

## Development of the Mobile App and its implementation framework

Our Technology partners Mahiti Infotech Ltd have worked closely with both the OELP teams as well as our media partners to develop the mobile app. During the development process their vast experience and expertise with large projects was coupled with intensive engagement with the field prior. They first made an effort to understand the context, in terms of access to android phones and connectivity and the extent of digital literacy available with the users as well as with the support team. The app was piloted with 30 OELP intervention schools in the Hanumangarh District, and approximately 20 schools in the Ajmer District. It was also shared with District and Block officials and teachers from 20 non intervention schools. Modifications and app enhancements were made based on the feedback that was received.. This has included changes wire frame and navigation processes, along with the design. Various options for online and offline downloading and storage of videos have also been explored, to make the app more user friendly.

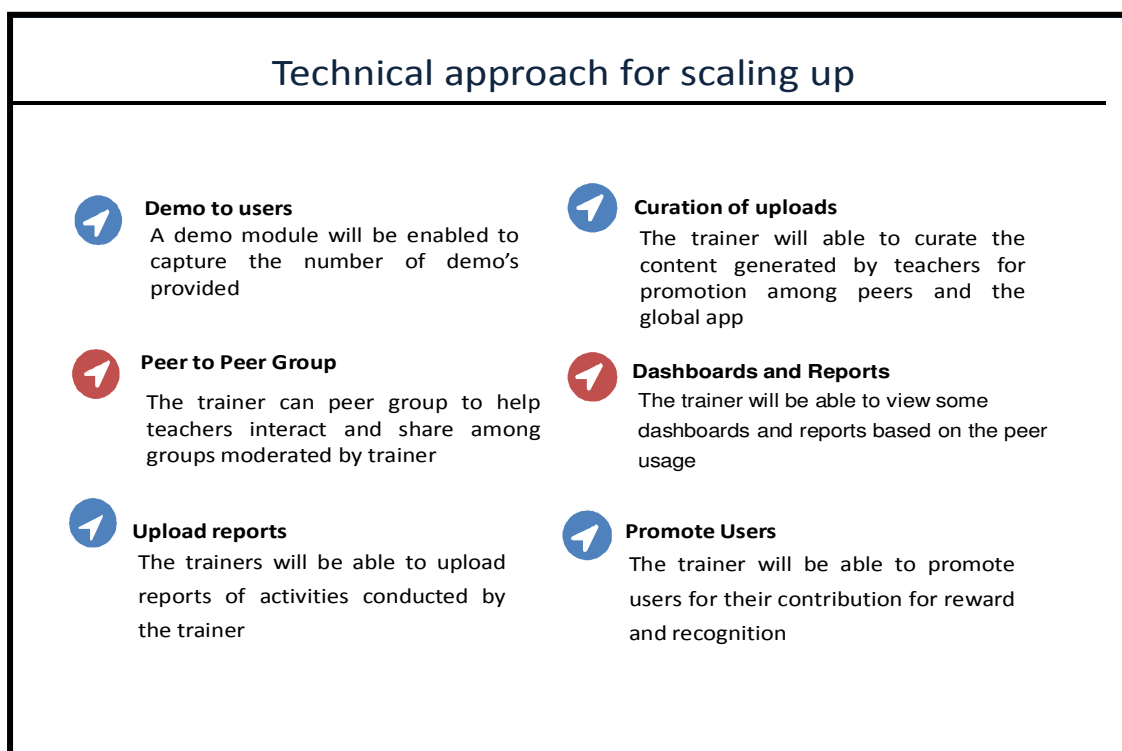
A total of 10 feedback and review workshops were undertaken in the months of January, February and March 2019 for introducing the Mobile App.

**A TRAINER APP** is proposed with the features listed in the diagram below. The idea is to empower the trainer to scale the OELP app usage among teachers across wide locations. Work on the trainer's app has also commenced. Detailed programmatic flow charts have been prepared by the Mahiti team to define the specific monitoring and implementation roles at three levels i.e. at the level of the administrator, trainer and teachers. These have been shared with the OELP District Teams and their feedback obtained. The implementation process in year 2 will focus on:

- Building in-house capacities
- Building a sense of ownership

### Building the architecture for the App implementation and user monitoring:

#### An overview of the technical approach to scaling up through the Trainer App





**Piloting the Mobile App** A total of 10 review workshops were undertaken in the months of January, February and March 2019 for obtaining feedback on the mobile app wire frame and content, after it had been trailed. During these sessions, videos for the App units based on the activities in the classroom were shared with 426 teachers, District and Block officials for their feedback.

#### Participation in workshops for piloting the Mobile App

S.N	Date	Venue	Participants	Number
1	21 Jan 19	DIET Hanumangarh	Language teachers	42
2	21 Jan 19	Town Hanumangarh	Language teachers	48
3	22 Jan 19	Town Hanumangarh	HM, PEEO & Govt. officers	42
4	22 Jan 19	Pilibanga	Language teachers	46
5	31 Jan 19	DIET Ganganagar	Govt. officers & Language teachers	41
6	4 Feb 19	Town Hanumangarh	Language teachers	50
7	5 Feb 19	Town Hanumangarh	Govt. officers & Language teachers	52
8	27 Feb 19	DIET Gadi, Banswara	Language teacher & Govt. officers	30
9	2 Mar 19	DIET Ganganagar	HM, PEEO, Language teacher & Govt. Officers	47
10	6-7 Mar 19	Ajmer	OELP workers	28

3

**TECHNICAL APPROACH**

## OELP App

The OELP App that has been released for the pilot phase having the following features

**Offline Analytics**

The analytics is enabled in offline mode

**Offline Capabilities**

The app will work offline once the videos has been downloaded

**Unit wise content**

The content is well distributed as modules

**Sync on Connectivity**

Sync the browsing data when the connectivity is available

**User Registration**

The user is able to register to access the OELP app

**Questions**

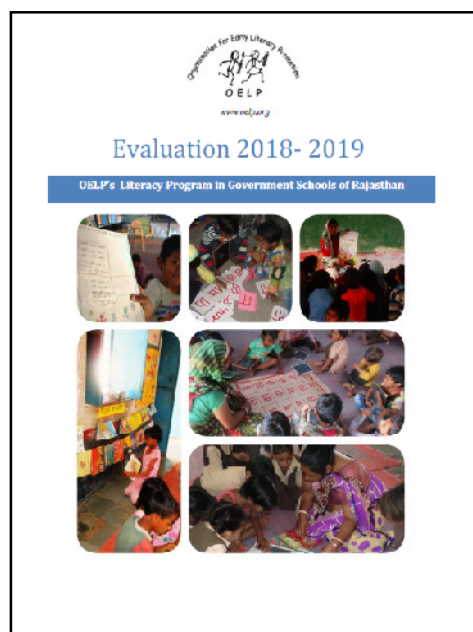
After each video a set of questions will be presented to check if the user has well understood the concept

MAHITI.ORG

## Chapter 4 - Impact assessment

OELP conducted a systematic internal evaluation to assess the effectiveness and gaps of the field based interventions of OELP within select schools in the core district- Hanumangarh. The evaluation also compared the shifts in classroom practices, teacher and HM perceptions about use of OELP kit and children's performance from baseline (June 2018) to end-line (March 2019) as a result of OELP interventions in select Government schools across 2 blocks Rajasthan To ensure objectivity, professional support was sought from an external consultant for the development of the research design, methodology, and tools as well as for the data analysis.

**Methodology** The study was based on interviews with headmasters and teachers, checklist filled by teachers, classroom observations and small group discussions with parents in Hanumangarh and Pilibanga blocks of Hanumangarh district.



### Overview of the tools and methodology used in the Evaluation Study

Tools	Objective	Sample Size (Baseline)	Sample Size (Endline)	Matched sample (baseline-endline)	Analysis
<b>Headmaster Interview schedule</b>	To understand <i>Primary School</i> Headmaster/ Headmistress' views (from selected schools) about school language program including curriculum, teachers, implementation of language and literacy approaches (including OELP's material and approach)	30 Headmasters (Hanumangarh 20 and Pilibanga 10)	30 Headmasters (Hanumangarh 20 and Pilibanga 10)	24	Descriptive analysis
<b>a. Class Observation checklist</b> <b>b. Photo checklist</b>	To observe the classroom during Hindi lessons for quality of the classroom environment and teaching.	30 Classrooms (Hanumangarh 20 and Pilibanga 10)	30 Classrooms (Hanumangarh 20 and Pilibanga 10)		Descriptive analysis
<b>Teachers Questionnaire</b>	To estimate teachers' understanding of Hindi reading instruction and curriculum	30 Teachers	30 Teachers	21	Descriptive analysis
<b>Teacher checklist</b>	To understand the perceptions of teachers' about the learning abilities of their students	30 teachers reported for 1201 children	30 teachers reported for 1180 children		Descriptive analysis
<b>FGD</b>	To understand the perception of parents regarding their children's education	30 Villages	6 villages		Qualitative analysis

## **The main objectives**

1. To assess the effectiveness and gaps of the interventions and use the learning to improve the design of the technology enabled scale up model for capacity building across 7 Districts of Rajasthan
2. Comparison of shifts in classroom practices, teacher and Principals / Head masters perceptions about use of OELP kit and children's performance from baseline (June 2018) to end-line (March 2019) as a result of OELP interventions in Government schools of 2 blocks Rajasthan.

## **Key findings**

Overall the evaluation study shows that OELP's work has helped make a change in the classroom environment and processes as corroborated by the headmaster and teacher perceptions, classroom observations and teacher assessment of their students. As per teachers' assessment of their students' overall learning abilities, percentage of students who improved increased from 35.6% to 55.1% which is an encouraging improvement in a short span from June 2018 to March 2019.

The study shows that despite several challenges on the ground, working through a bottom up approach ensures that the programmes addresses real needs at various levels and receives the support at the ground level. Engagement and sharing with stake holders at all levels ranging from the officials, teachers, community parents to children in the project development process helps to build ownership and increases the sphere of influence.

Detailed report can be accessed at..... <http://www.oelp.org/reports/evaluation-2018-19/>

## **Key learnings from 2018-19**

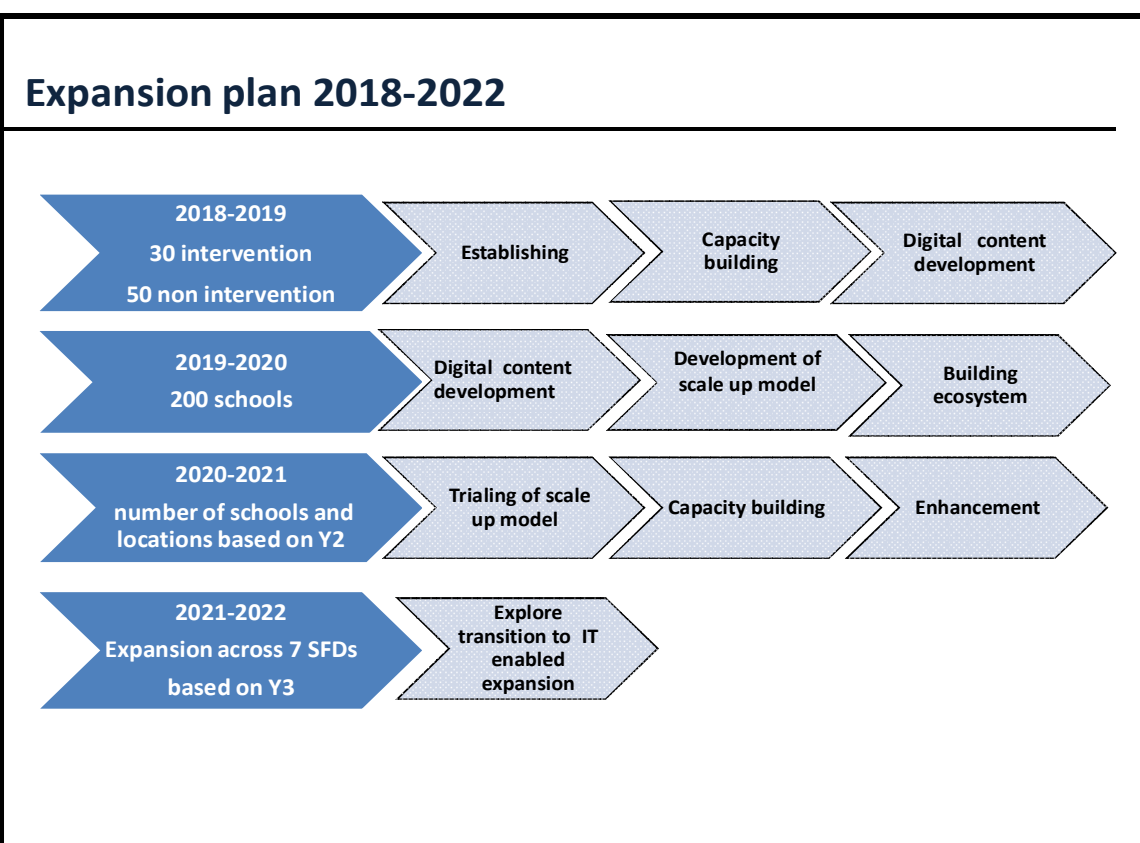
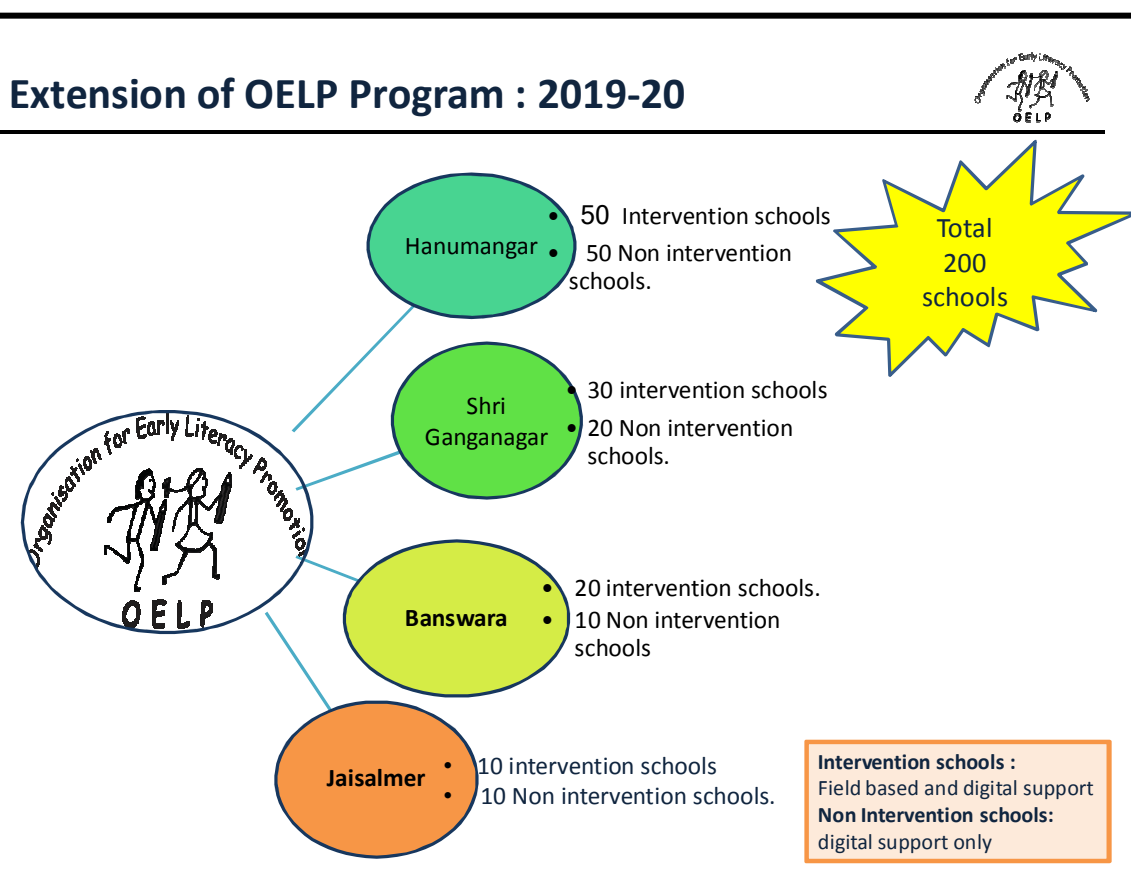
- Working through a bottom up approach which is grounded ensures that the programmes addresses real needs at various levels and receives the support at the ground level
- Engagement of various stake holders in the project development process helps to build ownership
- Sharing of best practices with stakeholders at various levels is important for increasing the sphere of influence.
- Allowing the scale up model to evolve through an organic process of field engagement tries to ensure that the model is grounded in the complexities of a dynamic and complex field.
- Creating a learning environment in the classroom which addresses the individual learning needs of children and makes success achievable for each child is vital for addressing diverse groups of learners
- Giving responsibility to children in the classroom is useful to give them ownership.
- Demonstrating practices and showing results helps to build support for the programme implementation at multiple levels
- If given an opportunity teachers respond to methods that work.

## **Major challenges**

- Working in a constantly changing and dynamic field
- Addressing different learning levels of children in the classroom.
- Bringing shifts in deeply entrenched traditional practices and teachers beliefs
- Aligning with the government system and resources
- Print rich Classroom materials need to be updated regularly and this needs an effective monitoring and support system in place.
- Combined Grade-1 and 2 classrooms due to teacher shortage in 56% schools creates challenges.
- Learners come from low literate homes with minimal support for school



## Chapter 5 - The way forward



## Building sustainable strategies

### For teachers -

- Setting up demo sites
- Regular interactions with parents and community
- Developing an ecosystem driven by teacher mentors
- Use of interactive App based groups, social media for sharing best practices and feedback
- Incentives at block and district levels.
- Quarterly reporting at state, district and block levels across 7 SFDs.

### For State education functionaries -

- Meetings, joint visits & planning with govt. officers to build ownership of the program.
- Orientation/ Capacity Building and liaisoning with govt. officers, DIETs and Govt. RPs to mentor and monitor language teachers through RPs.
- Participate in monthly meeting of district collector and share the updates about program.
- Review cum Planning Meetings - OELP with district and block officials and DIETs.

### For professional / technical partners -

- Regular professional interactions with IT consultants for design and conceptualization, content development, trialing, review , capacity building , and building and trialing the architecture and components of the scale up model .



## Chapter 6- Governance

### Governing Body

NO.	NAME	OCCUPATION	DESIGNATION
1.	Roopali Singh	Advocate	President
2.	Jaimala Iyer	Freelance trainer and artist	Vice President
3.	Keerti Jayaram,	Education professional	Secretary
4.	Kitty Varshnei	Social worker	Treasurer
5.	Mukul Priyadarshini	Associate Prof.,Miranda House, Delhi University	Member
6.	Shankar Chowdhury	Retired from UNESCO New Delhi as Senior Programme Officer (Education)	Member
7.	Cathy Anubha Banerji	Senior teacher and trainer, Pathways International School, Aravalli	Member
8.	Luve Vir Singh	Entrepreneur and market researcher	Member
9.	Anurag Singh	Film maker	Member

### OELP Board meetings

Dates	Attendance
1. 26.06.2018	7 / 9
2. 20.07.2018	7/ 9
3. 02.10.2018	8 / 9
4. 09.03.2019	8/9



## Chapter 7 – Financials

### Overview of Income and Expenditure Account for year ended 31<sup>st</sup> March 2019

Particulars	2018-19 (INR)
<b>INCOME</b>	
Donations received	27,52,424.00
Other income	1,59,726.00
Approved project grants	1,08,67,220.00
Total	1,37,79,370.00
<b>EXPENSES</b>	1,43,31,038.00
Excess of expenditure over income	5,51,668.00

S. No	Name of the donor	Amount (INR)
<b>Donations received locally</b>		
1.	Pramila	1,00,000.00
2.	Manojit Kumar	1,00,000.00
3.	Man Singh	16,850.00
4.	Govind Ram Sharma	1,20,000.00
5.	Bhim Singh	11,000.00
6.	Gourav Sharma	1,00,000.00
7.	Meera Nath	1,00,000.00
8.	Sanjay Gupta	50,000.00
9.	Harkirat Kaur	19,384.00
10.	Chander Prakash	50,000.00
11.	Latika Nath	1,00,000.00
12.	Harish Fase	50,000.00
13.	Pramila	95,000.00
14.	Vimal Kabara	80,000.00
15.	Pragat Shikshan Sanstha	76,900.00
16.	Mixed Media Productions	8,47,290.00
17.	Ruchi Mittal	28,800.00
18.	Ravinder Kumar Tak	28,000.00
19.	Sandeep Tanwar	21,000.00
20. In	Sanjay Goyal	31,000.00
21.	Institute of Home Economics	64,800.00
22.	Jitendra Saini	50,000.00
23.	Chander Prakash	50,000.00
24.	Om Prakash Rai	1,00,000.00
25.	The Principal Gargi Collage	77,400.00
26.	Sumit Khatri	50,000.00
27.	Keerti Sawhny Jayaram	1,60,000.00
28.	Santosh Rawat	25,000.00
29.	Adeesh Mehra	1,50,000.00
	<b>Total</b>	<b>27,52,424.00</b>

## Balance Sheet 2018-19

### ORGANISATION FOR EARLY LITERACY PROMOTION B II/2198, Vasant Kunj, New Delhi - 110 070

#### BALANCE SHEET AS AT MARCH 31, 2019

(Currency: Indian Rupees)

	SCHEDULE	AS AT 31.3.2019	AS AT 31.3.2018
<b>SOURCES OF FUNDS</b>			
GENERAL FUND	1	2,88,342	3,54,816
earmarked FUND	2	68,579	5,49,974
<b>TOTAL</b>		<b>3,52,921</b>	<b>9,04,590</b>
<b>APPLICATION OF FUNDS</b>			
FIXED ASSETS	3		
Gross Block		5,79,085	81,515
Less: Depreciation		5,68,800	70,109
Net Block		10,285	11,406
CURRENT ASSETS, LOANS AND ADVANCES	4		
Current Assets		16,13,888	8,50,384
(A)		16,13,888	8,50,384
Less: CURRENT LIABILITIES			
Audit Fee Payable		78,200	57,200
PF and ESI payable		65,610	-
TDS Payable		83,660	-
Sundry Payables		10,63,772	-
(B)		12,71,242	57,200
Net Current Assets (A-B)		3,42,668	8,93,184
<b>TOTAL</b>		<b>3,52,921</b>	<b>9,04,590</b>
<b>ACCOUNTING POLICIES AND NOTE ON ACCOUNTS</b>			
	7		

As per our report of even date attached

For Adeesh Mehra & Co.  
Chartered Accountants  
Firm Regn. No. 008582N

*Adeesh Mehra*  
Adeesh Mehra  
Proprietor  
M.No.087366



Place : New Delhi  
Dated : August 3, 2019

For Organisation for Early Literacy Promotion

*Kitty Varshnei*

Kitty Varshnei  
Treasurer

*Keerti Jayaram*

Keerti Jayaram  
Secretary



**ADEESH MEHRA & COMPANY**  
**CHARTERED ACCOUNTANTS**  
7/3, IIND FLOOR, JANGPURA EXTENSION, NEW DELHI- 110 014

**ADEESH MEHRA**  
B.Com.(Hons.) F.C.A.

**PHONE: +91-11-4307 4794**  
**Email id: adeeshmehra@yahoo.com**

**AUDIT REPORT**

We have examined the attached Balance Sheet (FC) of **M/s Organisation For Early Literacy Promotion, B II/2198, Vasant Kunj, New Delhi - 110070** having **Registration No. 231661463** for the year ended March 31, 2019 and Receipt and Payment (FC) account for the year ended on the date, which are in agreement with the books of account maintained by the said Society.

We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit. In our opinion proper books of account have maintained as far as appears from our examination of the books.

In our opinion and to the best of our knowledge and according to the explanations given to us, the said accounts give a true and fair view:


- i) in the case of the Balance Sheet (FC) of the state of affairs of the above name Society as at March 31, 2019 and
- ii) in the case of the Receipt and Payment (FC) of the receipts/payments during the year ended on March 31, 2019.

**For Adeesh Mehra & Co.**  
**Chartered Accountants**  
**Firm Regn. No. 008582N**



**Place: New Delhi**  
**Date: August 3, 2019**

**UDIN: 19087366AAAADQ6542**

  
**Adeesh Mehra**  
**Proprietor**  
**M. No. 87366**

**ADEESH MEHRA & COMPANY**  
**CHARTERED ACCOUNTANTS**  
**7/3, IIND FLOOR, JANGPURA EXTENSION, NEW DELHI- 110 014**

**ADEESH MEHRA**  
**B.Com. (Hons.) F.C.A.**

**PHONE: +91-11-4307 4794**  
**Email id: adeeshmehra@yahoo.com**

**CERTIFICATE**

We have audited the accounts M/s **Organisation For Early Literacy Promotion, B II/2198, Vasant Kunj, New Delhi - 110070**, having **Registration No. 231661463** for the year ending March 31, 2019 and examined all relevant books and vouchers and certify that according to the audited accounts:

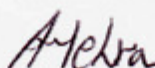
- i. The brought forward foreign contribution at the beginning of the year was **Rs. 76,565.42**
- ii. Foreign contribution of / worth **Rs. 96,44,720.00** was received by the Association during the financial year **2018-19**;
- iii. interest accrued on foreign contribution and other income derived from foreign contribution or interest thereon of/worth **Rs. 69,513.20** was received by the Association during the financial year **2018-19**;
- iv. the balance of unutilized foreign contribution with the Association at the end of the financial year **2018-19** was **Rs. 8,06,983.79**;
- v. Certified that the Association has maintained the accounts of foreign contribution and records relating thereto in the manner specified in section 19 of the Foreign Contribution (Regulation) Act, 2010 (42 of 2010) read with rule 17 of the Foreign Contribution (Regulation) Rules, 2011.
- vi. The information furnished in this certificate and in the enclosed Balance-Sheet and Statement of Receipt and Payment is correct as checked by me/us.
- vii. The association has utilized the foreign contribution received for the purpose(s) it is registered/ ~~granted prior permission~~ under Foreign Contribution (Regulation) Act, 2010.



**Place: New Delhi**  
**Date: August 3, 2019**

**UDIN: 19087366AAAADO7766**

**For Adeesh Mehra & Co.**  
**Chartered Accountants**  
**Firm Regn. No. 008582N**

  
**Adeesh Mehra**  
**Proprietor**  
**M. No. 87366**



## **Auditors & Financial Advisers**

### **Statutory Auditors & Financial Advisers**

Adeesh Mehra & Co,  
Chartered Accountants  
7/3 IInd floor,  
Jangpura Extension  
New Delhi 110014

### **Financial Consultant**

Abhishek Garg  
GARG CONSULTANCY  
Registered Office:  
104, Plot No. 190, Gyan Khand 1,  
Indirapuram  
Ghaziabad - 201010

## **Bankers**

Yes Bank, Vasant kunj, New Delhi 110070  
State Bank of India, Main branch opposite the Collectorate, Ajmer 305001

## **Legal Status**

1. Registered Society under Societies Registration Act of Xxi, 1860,  
Registration Number: S/61052/2008
  2. Income Tax Department under Section 80G of the IT Act, 1961 valid till perpetuity  
Registration Number: DIT (E) /2010-2011/O-405/2267 dated 10.11.2009
  3. Income Tax Department under Section 12A,  
Registration Number: DIT (E) /12A/2010-11/-405/965 Dated 10.11.2009
  4. FCRA Registration: Registration Number: 231661463 dated 30.09.201  
FCRA Registration Renewal Number: 0300010682017 dated 14.02.2018.  
FCRA renewal valid for a period of five years with effect from 30-09-2018
- 

## **Our Partners**



**NASSCOM® BigTech  
FOUNDATION**