

Organisation for Early Literacy Promotion

Annual Report April 2019 to March 2020



Cover Picture- The map of Relawta Village has been created by a group of OELP Village Library children Sushila, Aarti, Nagina, Deepika, Pooja, Shekhar and Sitaram

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To our well wishers!

As shared in our earlier reports, OELP's, Foundational Learning Programme developed through a sustained engagement inside classrooms. It has grown out of a search for effective solutions which address the correlations between marginality, diversity and academic underachievement as they play out in formal schools and in *out-of-school* learning spaces. Propelled by the encouraging response that we have received, we worked closely with the State education system over the past year, to support its implementation across 7 Special Focus Districts through a technology enabled low cost model for the capacity building of teachers and educators on scale.

The OELP Foundational Learning Programme is based on the understanding that the pedagogies of Early Literacy and Learning have undergone a paradigm shift within recent years. Early Learning is now viewed as a social practice, which is influenced by the contexts within which it unfolds and includes the natural learning behaviours of young children. While these newer perspectives have important implications for enhancing the learning potentials of young children from diverse backgrounds, much of this thinking has not yet percolated adequately into mainstream classrooms within our country. Our experience suggests that most classrooms continue to be entrenched within the paradigm of *achievement scores* and *learning outcomes* with a downward extension of academic demands into early grade classrooms. OELP has found this to be a worrisome trend which may hamper the attainment of the foundation skills required for schooling. It is heartening to note that the new education policy has emphasized the importance of foundation building during the early childhood years and we hope that this will gain ground through developmentally appropriate and inclusive classroom practices on scale.

OELP's core work sites are situated within community centres and rural Government schools in the Ajmer District of Rajasthan, while our extension area is spread across seven Special Focus Districts of Rajasthan. Over the past year OELP has partnered with the State Government of Rajasthan, teacher education institutes, and like-minded NGOs. We have been recently included in a Select Committee for drafting a Working Paper for Preschool Education and FLN by the NCERT.

OELP supports teachers through demonstration of high-quality classroom practice which includes conceptually sound early learning pedagogies. Our efforts have received a positive response from State and non-State actors at various levels. The piloting of our scale up model is in process and we are eager to implement it across seven districts. Our sincere thanks to our funding partners- The Hans Foundation, Jullundhur Motor Agency (Delhi); Vardhaman Textiles Ltd; the Drishti Foundation; individual donors and our technical partners – Mahiti Infotech Ltd. and Mixed Media Productions for their invaluable support.

Regrettably, our scaling up effort has met with a huge road block on account of the COVID-19 pandemic and the consequent closure of schools. We are staring at an uncertain future on account of the resulting resource constraints. The OELP Team is currently addressing these new challenges with grit and determination by exploring various avenues for reinventing ourselves.

Through these daunting times it is the constant support and encouragement of our well wishers that drives us on. On behalf of the OELP Team, I wish to express our sincere thanks to all of them.

Keerti Jayaram
Director, OELP

We are proud of our young readers and writers !



OELP Project Overview

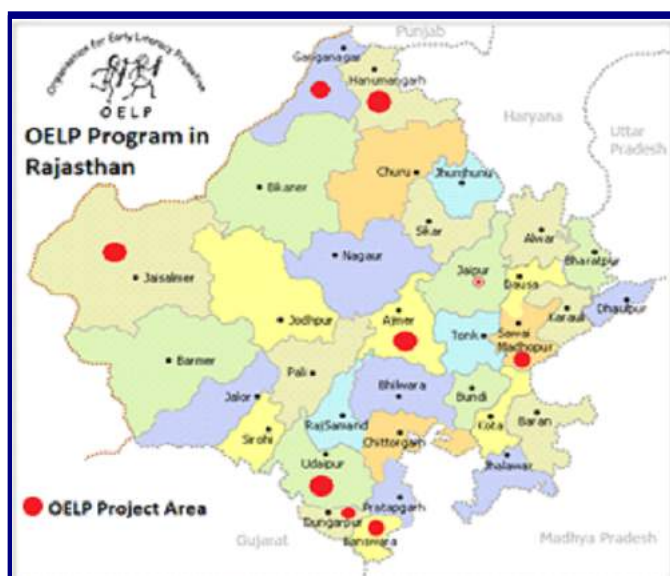
OELP PROGRAMS

Scale the programme for **foundational learning** across 14,000 schools in 7 districts of Rajasthan by 2023

I. Core Program:

Field Resource Centre, Ajmer
Lab Schools for Research and Program Design

Capacity Building :
Teacher Institutes and NGOs



II. Extension Program

OELP Led + Govt. Supported

1. Hanu mangarh
2. Ganganagar
3. Jaisalmer
4. Banswara

Government Led

5. Dungarpur
6. Udaipur
7. Sawai Madhopur

Project core area¹: 11 Schools

Ajmer District of Rajasthan with 11 demonstration learning centres located in rural Government Primary schools and community based village libraries for:

- a) The capacity building of teachers, other practitioners and educators
- b) Content development for the digital app and other training and resource materials.

Project Extension area²: located in seven Special Focus Districts (SFDs) of Rajasthan - Hanumangarh, Sri Ganganagar, Banswada , Udaipur , Dungurpur , Jaisalmer and Sewai Madhopur

Pilot in five Special Focus Districts (SFDs) - 220 schools

In the remaining two SFDs i.e. Sewai Madhopur and Udaipur OELP has participated in the teacher trainings and ground work. The work inside schools is yet to begin

The total number of schools selected for the project pilot phase is 231.

¹ Supported by Vardhaman Textiles Limited and Jullundhur Motor Agency (Delhi), Limited

² Supported by The Hans Foundation

PRINCIPLES OF OUR SOLUTION

| HYPOTHESIS | OUR FOCUS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How do we make children's natural ways of learning available inside classrooms ?</p> <p>How do we ensure that each child is learning meaningfully inside classrooms regardless of the differences in socio-cultural or linguistic backgrounds?</p> <p>How do we make writing, reading and self development achievable for each child ?</p> | <p>Equip children from diverse backgrounds for schooling by focussing on executive functions and self-actualisation.</p> <p>Address shifts from oracy to literacy for children from low literate backgrounds</p> <p>Address shifts from home language to school language</p> <p>Enhance the Higher order thinking for each child</p> |
| <p>Our idea is to engage with the existing system to develop a conceptually sound , doable and scalable model for foundational learning that is aligned to the issues of learner diversity and inclusion</p> | |

OELP'S project mandate

- Ø Equip the public education system to promote high quality learning in children from low literate societies.
- Ø Develop a technology enabled low cost model for the capacity building of teachers and educators on scale across wide locations.
- Ø Support knowledge building in the area of Early Literacy and Foundational Learning through a Field / Digital Resource Centre
- Ø Support implementation of high quality Early Literacy and Foundational Learning across wide locations and stakeholders



The key programme components

1. Planned and responsive classroom learning environment and practices

2. Three skills sets

- Foundations for schooling
- Foundations for reading, writing , numeracy
- Higher order thinking

3. Systematic M&E and learner tracking

4. Teacher support – onsite and digital mentoring support

- Capacity building
- Mentoring
- TLM

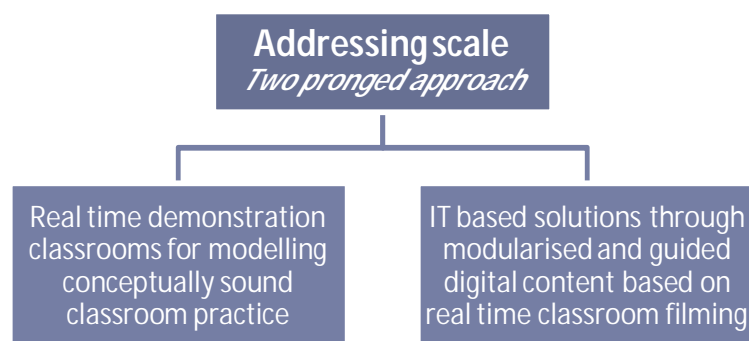
5. Alignment with the system

- Strengthening the existing curriculum
- Building a resource cadre within the system through close engagement with the State , District and Block level education bureaucracy
 - Orientation and capacity building sessions
 - Participation in monthly review and planning meetings
 - Joint school visits
 - Regular sharing of progress reports and programme updates

6. IT enabled Capacity building for mentoring and monitoring the programme implementation.

Focus

- Capacity building within the State Education system to build a pool of resource persons to support future scaling up.
- Setting up demonstration classrooms within rural government schools through a 1:5 schools ratio within the PEEO structure.
- Modeling effective and efficient teaching-learning practices to enable teachers, teacher educators, education administrators and other stake holders to support high quality learning inside classrooms.



Note: The digital content is made available in a structured and modularised format through a guided Mobile App. It consists of 44 classroom based demonstration videos of 2-3 minutes each. These videos have been clubbed into 3 units. A Trainer App guides teachers and other practitioners through this modularised content.

Each Trainer App houses ten groups of 10 teachers each who are mentored through a structured by a trainer. The trainer is selected from the District and Block officials. Their selection and capacity building is in process.

The digital content

The content which is being disseminated through the guided mobile app and interactive web portal focuses on:

1. Implementation of conceptually sound pedagogy for transacting the three skill sets outlined above
2. Guidance for setting up a conducive and responsive learning environment which addresses issues of learner diversity including multi-grade, multi-level and multi-lingual situations
3. Mentoring of teachers and practitioners through instructional modelling and demonstration of practice within real time classrooms
4. Demonstration of effective classroom management techniques
5. Enrichment and follow-up activities
6. Teacher generated content and best practices



Project Highlights- 2019-20

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Outreach</p> <p>Rajasthan No of Schools – 231 No. of Students – 4089 No. of Teachers – 1907 No. of Govt Official – 305</p> <p>Other Geographies 6 states, 19 districts, 10 blocks. Teachers -3562; Officials-585,</p> | <p>Finalisation of OELP's IT based digital support</p> <ul style="list-style-type: none"> ü Launching of the OELP Mobile App on Google Play Store in December,2019 ü Finalisation of the Trainer ü App for piloting in four districts ü Completion of 44 videos for finalizing the digital content for the OELP Mobile App ü Piloting the direct and digital support and delivery mechanisms | <p>Development of OELP's scale up models</p> <ul style="list-style-type: none"> ü Completed the development of three IT enabled scale up model through intensive engagement with the State at all levels and support of our IT partners ü The programmatic delivery worked our through three proposed mehcansism <ul style="list-style-type: none"> o PEEO clusters o OELP supported o State supported |
| <p>Impact Assessment</p> <p>OELP interventions within the selected 200 government schools in 5 districts of Rajasthan Hanumangarh, Ganganagar, Jaisalmer Banswara and Dungarpur.</p> <p>A. Learner Indicators Class 1 – 63% move to higher level Class 2 – 70% move to higher level</p> <p>B. Teacher Level Indicators 50% teacher using home language 25% using conversation</p> <p>C. Classroom Indicators 100% classes display OELP kit 80% display childrens work</p> | <p>Review and planning meetings</p> <p>Meetings with the language teachers of the selected schools – A total of 37 meetings were held during this period.</p> <p>In-house capacity building – Two capacity building workshops we held for 12 members of OELP team</p> | <p>Liaisoning with Government</p> <p>Meeting with Dy. Director Education (Directorate Bikaner) – A meeting was held with the OELP team in Hanumangarh and details of the OELP interventions and progress were shared.</p> <p>31 meetings and joint schools visits by education department officials</p> |
| <p>Development of a Monitoring and Evaluation Tool</p> <p>A competency based online M&E too with clear indicators for mapping and monitoring shifts in classroom practices; classroom learning environments and for mapping learner progres</p> | <p>OELP participation in Events Conferences , Seminars, Presentations andVisits</p> <ul style="list-style-type: none"> ü Tenth anniversary celebration of The Hans Foundation 2nd Nov.2020 ü Synergy Meet organised by Dhrishti Foundation February 4th and 5th 2020 ü Visit to Shantoba Vidhyalayya Navsari , Gujarat and conducted a teachers workshop in October 2019 ü Presentation to CSF Investment Committee – 10th February 2020 ü THF Partners Meet – 28th Of January 2020 <ul style="list-style-type: none"> o Consultation on Foundational Learning – 14th of January 2020 o Conference on Early Childhood Education and Foundation Learning – CSF and Nexus of Good 23rd February 2020 | <p>Presentation of the OELP programme to the Minister of Education Govt. of Rajasthan</p> <p>Govt. Representatives from 33 districts participated on 24th January 2020</p> <p>Donor visits</p> <ul style="list-style-type: none"> ü A team of three persons from Central Square Foundation visited Hanumangarh district in December 2019 ü Project Director Vibha Foundation visited the OELP Core Project in the Ajmer District in November 2019 |
| <p>Trainings and Workshops for Government Teachers / Officials Workshop for 37 language teachers in Dungarpur Participation in 21 NISHTA trainings of 1537 teachers Two workshops for the OELP App implementation Meetings organized by the District Collectors in Banswara and Dungarpur. Meeting with the Collector in Hanumangarh.</p> | | <p>Annual external audit was conducted by the Finance Director of The Hans Foundation in January 2020.</p> |

Achievements

- ü Active support and involvement of the district , block officials and the school administration , with a high percent acceptance and shift to the OELP pedagogies in several school (source - Impact study)
- ü Encouraging response from parents and children with a 25 to 60 % increase in the R/W skills of children in grade 1 and 2 in the expansion area.
- ü In OELP's core area about 70% children reached proficiency level by the end of grade 2.
- ü Development of a simple, competency based tracking tools for assessment of learner progress through quantitative and qualitative assessments
- ü Systematic shifts in class practices and teacher beliefs – mapped through specific indicator
- ü Involvement of the State Education Department - regular review and planning meetings and joint school visits
- ü Fianlisation of digital content and launching of OELP App on Google Play store, as a tool for supporting practice
- ü Trainer App- a mentoring tool for teacher educators and administrators= in proocess
- ü Indicators for assessment of classroom learning environments
- ü Online M&E tool for education adminsiotrators
- ü Teachers portal
- ü Digitisation of teaching - learning resources developed over twelve years of classroom engagement in rural Rajasthan . This is currently in process. the idea is to make these resources available free of cost as Open Education Resources

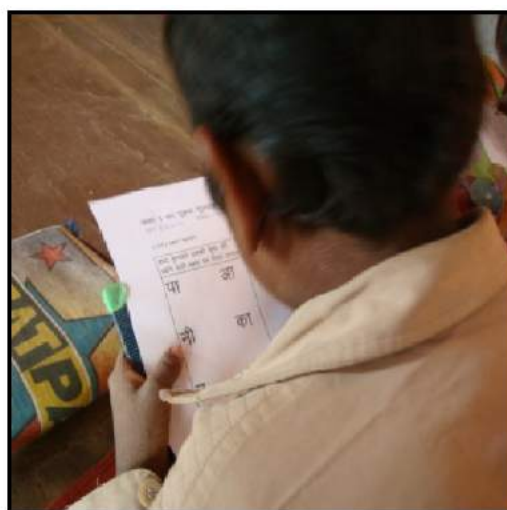
Learner performance – Internal evaluation in the extension area

Baseline evaluation was conducted in July/ Aug 2019

Second evaluation was conducted in Feb/March 2020

- Class 1– 63% children moved to a higher level, with 35% at proficiency level.
- Class 2- 70% children moved to a higher level; 34 % were at proficiency level

Mapping learner progress





*Rohit, Kailash, Himanshu, Priyanka, Anurag, Anushiya, Rinku
Class 2 students from the OELP programme in Govt. UPS Paner, Silora Block, Ajmer District*

OELP Project details may be accessed through the web links below

1. Glimpses of OELP_Aug 2020

<https://drive.google.com/file/d/1BLjtv44ksgBhlZgpkb-tQFYJYBP93kVi/view?usp=sharing>

2. Feedback from the State

a. Interviews with teachers and State / Distt / Block Education officials

<https://www.youtube.com/watch?v=x74w2HG5Us&t=2s>

b. Feedback from AD, RCSE, GoR; Sept, 2019

<https://drive.google.com/file/d/14mMQEwQ5BXHqCFZu0JpAgfRKmOEo1Rgu/view?usp=sharing>

3. Sample videos of classroom practices

OELP has developed 44 short 3mins videos based on real time filming within early grade CRs. These have been developed as open source teacher training material and have been used in training sessions with Government teachers and officials. A few links of samples are below:

a. *Likhit Mahaul aur usse dosti*- <https://drive.google.com/open?id=1C9tFfppT3ZMKx8mFsONtRr5-vT9OBkC2>

b. *NaamCard* - <https://drive.google.com/open?id=12W2OnC-sgQEeYCuHygtzyvcJmOdvtn>

CHAPTER 2 - OELP CORE PROJECT

Objectives

- ü To implement conceptually a sound Early Literacy and Foundational Learning programmes for young learners from diverse and low literate backgrounds.
- ü To develop an effective framework for Early Literacy and Foundational Learning that is aligned to the mainstream and can be replicated on scale.
- ü To use OELP classrooms as demonstration sites for exposure based capacity building of teachers, representatives from NGOs and GOs, and other stake holders.
- ü To expand the OELP interventions to wider locations and contexts.
- ü To develop resource materials including audio-visual packages based on OELP's classroom practices which can support the sustained implementation on scale
- ü To promote knowledge building in the area of Early Literacy

Overview of the Core Programme

1. Demonstration sites for exposure based professional development / capacity building in the domain of Early Literacy and Foundational Learning. OELP's knowledge building core area consists of 11 demonstration classrooms which are located with rural government primary schools in Rajasthan. These classrooms serve as demonstration sites for modeling high quality classroom pedagogies; classroom management techniques as well as a supportive, low cost learning environment within *real*/classroom settings. They cater to multiple stakeholders

2. Training unit for supporting qualitatively sound expansion of OELP interventions across wider geographies. This caters to:

- **In-service teachers and other education functionaries** (GOs and NGOs) in wider locations.
- **Pre-service teachers** through exposure visits and other professional interactions with teacher education institutes and DIETs.
- **Knowledge building activities** such as small action research projects, case studies and consultations etc.

3. Resource support unit for development and dissemination of high quality, resource material. This includes the following:

- Consolidation and enhancement of all existing OELP resource materials.
- The development of classroom based audio-visual resource material in the form of film clips based on the modeling of different pedagogies and classroom practices with simple user friendly handouts as supportive material.
- Focus on cost effective delivery mechanisms to make these resources available widely as supportive material for programme implementation within locations where the OELP programme is being implemented.

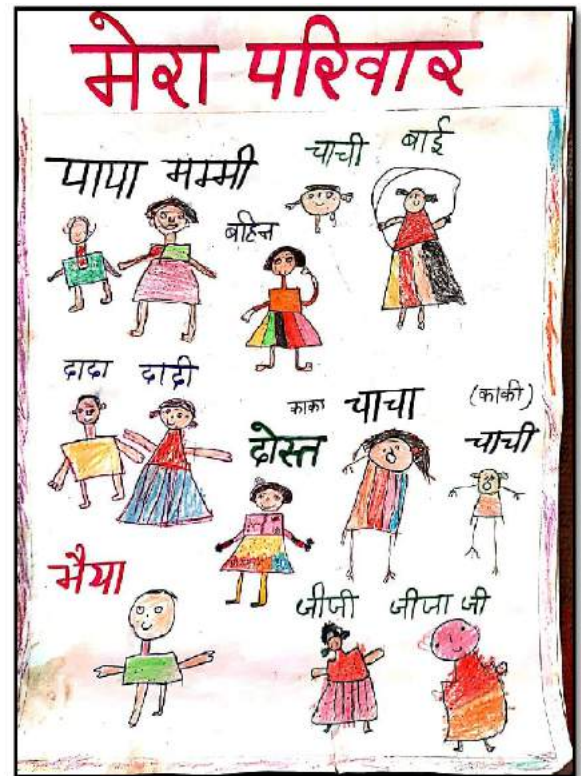
4. Documentation and networking – includes advocacy, networking and documentation which support the effective implementation of conceptually sound Early Literacy and Learning practice.

Class 1 Building beginning level foundational skills

- Focus on building Foundational skills required for a smooth home school transition
- Transition from home language to school language
- Foundational skills for schooling (including self regulation, executive functions and developing social competence)
- Promoting self development and a positive self esteem

- Building print awareness and concept of print
- Building phonological awareness
- Building script knowledge in meaningful ways
- Building oral and listening skills
- Engaging meaningfully with books and a print environment
- Expressing in the written form through emergent writing and drawing
- Initial skills for developing knowledge of the script

- Basic concepts of numeracy

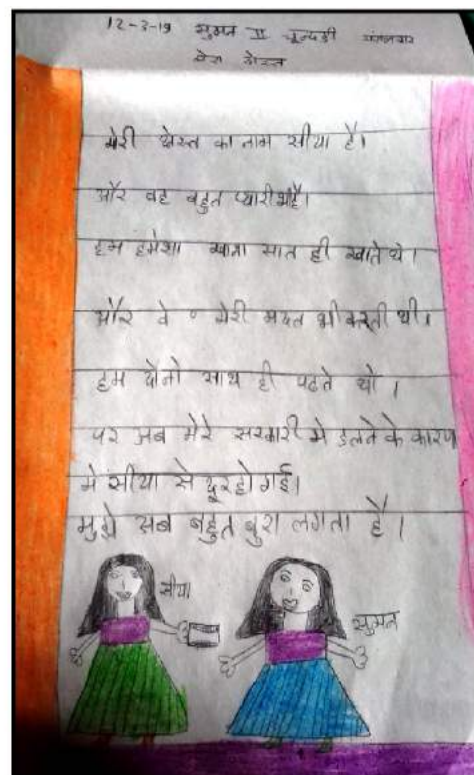


A. Foundations for schooling

- Transition from home language to school language - Engaging with the written form of the school language
- Following rules; sharing responsibilities; monitoring self learning and progress etc
- Higher order thinking skills such as expressing ideas and opinions clearly; predicting; reflecting and responding; classifying; in the oral, written and pictorial modes

B. Foundations for literacy

- Engaging meaningfully with books and a print environment
- Building spoken and written vocabulary
- Engaging with different forms of writing
 - Experience based writing
 - Shared writing
 - Story mapping
 - Skill practice Work Sheets
- Engaging with written texts in a variety of meaningful ways
 - Through Read Alouds
 - Guided reading
 - Buddy reading
 - Free Reading
- Engaging with a variety of written genres
- Building oral and written communication skills



C. Foundations for numeracy

- Engaging with more advanced concepts of numeracy

PROGRAM 1 : CORE PROGRAM {Ajmer}

Field Resource Centre, Ajmer (2008-present)

Support knowledge building in the area of Early Literacy and Foundational Learning through a Field Resource Centre

- Scale: 12 schools (Ajmer), 650 students, 12 teachers

Capacity Building: (Ongoing)

Support implementation of high quality Early Literacy and Foundational Learning across wide locations and stakeholders

- Outreach GOs + NGOs : SWRC in Rajasthan, Jan Sahas and Ekalavya in MP; AKRSPI in Gujarat; Alok Sanstha in Bihar; SSP in Girdhri and CWDS in Khunti, Jharkhand, MVDA in Uttarakhand

Impact :

70% learners read fluently with comprehension at the end of Class 2 in 2019 -2020

Scale :

**Teachers -3562;
Officials-585,
6 states , 19 districts,
10 blocks.**

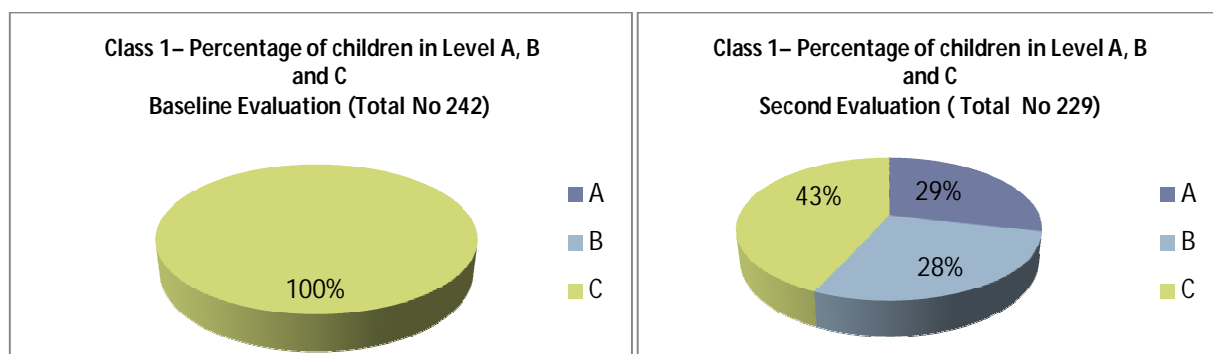
Class 1 Learner Tracking April 2019 to February 2020

| | A | B | C |
|---------------------|-------|-------|--------|
| Baseline Evaluation | 0.00 | 0.00 | 100.00 |
| | A | B | C |
| Second Evaluation | 28.38 | 28.38 | 43.23 |

Scoring Description

A is proficiency level and C is beginner level. The scoring system is aligned with government assessment system.

The data indicates that at baseline (Aug,2019) 100 % of the Class 1 children were at beginner levels and at the second evaluation (Feb,2020), **71.6% children moved to better levels with 43% children performing at the proficiency level (C).**



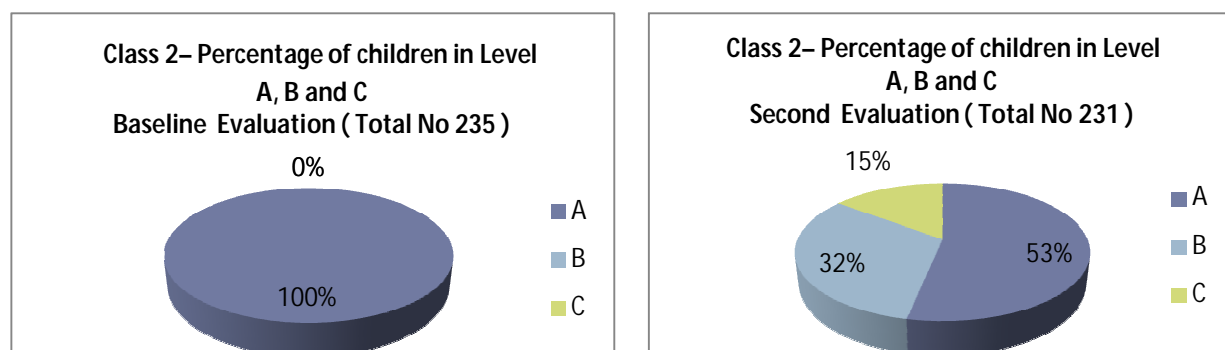
Note: The end line evaluation was impacted by the COVID-19 pandemic and could not be undertaken in April 2020. Final results can therefore not be presented

Class 2 Learner Tracking April 2018 to February 2020

| | A | B | C |
|---------------------|-------|-------|--------|
| Baseline Evaluation | 0.00 | 0.00 | 100.00 |
| | A | B | C |
| Second Evaluation | 53.25 | 32.03 | 14.72 |

Scoring Description

A is proficiency level and C is beginner level. The scoring system is aligned with government assessment system.



Note: The end line evaluation was impacted by the COVID-19 pandemic and could not be undertaken in April 2020. Final results can therefore not be presented

Professional interactions with teacher education colleges, NGOs & academics

Knowledge building and professional development workshops / visits

| S. No | Organisation | Dates | No of participants |
|-------|---------------------------------|-------------------------------------------------------|--------------------|
| 1 | Sakshi/ Tap India | 31 st March to 2 nd April -2019 | 4 |
| 2 | Mahiti Infotech Pvt Ltd. | 15-16 July, 2019 | 12 |
| 3 | Space for Nurturing Creativity, | 22 nd Oct.2019 | 3 |
| 4 | Lady Shri Ram College | 4 th to 8 th Nov, 2019 | 57 |
| 5 | Aga Khan Foundation | 14 to 16 Nov, 2019 | 10 |
| 6 | Trust Community Livelihood | 14 to 16 Nov, 2019 | 6 |
| 7 | Central Square Foundation | 25 th Nov, 2019 | 3 |
| 8 | Vibha Foundation | 28 th Nov, 2019 | 1 |
| 9 | Jan Sahas | 29 th Nov 2019 | 10 |

Resource development

- § Digital content for the Mobile App consisting of 44 short videos
- § Design, implementation mechanisms and dash board for the Trainer App
- § A ten minute introductory film on OELP
- § Teacher generated resources
- ü Worksheets
- ü Activities
- ü Games



Community engagement

We interacted with local communities in various ways to engage them with the OELP School and the reading programmes. Some of these efforts are being shared within this section.

Parent meetings

A total of 15 parents meetings were organized during this period. The initial meetings focused on motivating parents to enroll their children in school by highlighting the importance of educating children. The second round of meetings focused on the



children's progress; their attendance and on ways of relieving children from the burden of household chores including the grazing goats and cattle.

Bal Sabhas

OELP has been participating regularly in the Bal Sabhas organized in Government schools. Most of these Bal Sabhas are attended by the village elders,

SMC and the members of the village Panchayat. We have used this opportunity to show case our

work. On some occasions children from Classes 1 and 2 have read out from story books or narrated poems in English.. In other schools, parents and community members introduced to the OELP Classrooms and the children's work was shared. The OELP approaches are explained, along with our expectations for young children. The importance of focusing on building a strong foundation in the early years is emphasized, along with ideas for engaging children at home with meaningful reading and writing activities.



Enrollment rallies

Rallies were taken out in all the villages to encourage community members to enroll their children in government schools. These were often accompanied with door-to-door visits. The children already enrolled in OELP classrooms become our enthusiastic and confident ambassadors. While private schools have mushroomed and compete with the government schools to lure the children, we have had many instances of children shifting from a private school to the government school

in OELP locations once parents realize the difference.

Community reading programme



OELP believes that the shift from an oral culture to a reading culture needs to be nurtured within the community if we want young children to become engaged readers. This is the driving force of our community reading programme which has women librarians at the helm. This programme is being implemented in 7 villages.

Some of the activities that have been undertaken are:

1. Engaging children and the community with a variety of children's literature and other reading material in a variety of engaging ways.
2. Guiding children to make their story books
3. Compiling village stories.
4. Story telling sessions by village elders.
5. Village based projects



Programmes at a glance - 2019-20

DIRECT OUTREACH

| OELP Learning Centres | Library Activities | Community outreach |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No of OELP Learning Centres - 11 No of Children in Class 1 -257; No of children in Class 2 -248; Total-505 Total no. of mentor visits -211 Total no of children who shifted from private schools to OELP Learning Centers located in government schools – 36 Monitoring / visits by government functionaries/ officials o 2 visits of senior officials o 45 visits by PEEOs o 40 visits by Schools Principals / HMs | Books read through Free Reading – 6500 Total no. of times books were issued during this period- 2019 No of beneficiaries – 3500 Read Aloud sessions- 1600 No. of book related activities -20 No. of types of puppets – 7 No. of new books made by children -25 Total no of libraries -6 Total no of school reading corners -11 Total membership -740 Total no. of books – 21000 Total no of titles 1450 Total no of beneficiaries in govt schools – 6500(approx) Outreach to members of the community - 6800 (approx) | Total no of parent meetings in 11 villages – 18 Total no of parents who are involved in the programmes – 215 Meetings at NAREGA sites – 6 No of parents and community members who participated in the NREGA meetings – 65 Involvement of CBOs No of SMC* meetings -22 No of SMC members who attended – 390 No. of Bal Sabhas-4 No who attended -280 Active support from <i>Sarpanches / panches</i> 15 No. of rallies – 4 No.of participants – 300 |

No. of Districts reached in Rajasthan -7

Names – Hanumangarh; Sri Ganganagar ; Jaisalmer ; Udaipur ; Dungarpur ; Banswada and Ajmer

No of trainings – 11

No. of teachers trained – 391

No. of Govt. officials trained -294

No of schools - 231

No of children - 4840

CHAPTER 3 - OELP EXTENSION PROJECT

PROGRAM 2. EXTENSION PROGRAM (7 districts, Rajasthan)

Equip the public education system to promote high quality learning in children from low literate societies through a technology enabled low cost model for the mentoring and supporting practice of teachers and educators on scale.

2018-2019 :

30 schools (Hanumangarh), 1200 students, 1200 teachers, 325 officials.

2019-2020 :

231 Schools (4 districts). 4840 students , 2827 teachers, 214 officials.

2020-2021:

Model 1 - 100 schools in 2 blocks each from 4 districts

OELP Demo Schools : 4 , 20 % of selected schools in a district is an OELP demonstration school in 4 districts (40:200)

Govt. supported Schools : Capacity building of PEEOs for monitoring at the Block level in 4 districts for supporting high quality practice in 80% selected schools (160:200)

Model 2 Govt. Led Schools: The State will initiate the OELP Program and Pedagogy in 3 districts , with limited support from OELP

Project conceptualisation and setting up

The details of final OELP Intervened and digitally intervened schools are as follows-

| Detail of OELP intervened& digitally intervened schools for the year of 2019-20 | | | | |
|---------------------------------------------------------------------------------|--------------------------------------------|--------------------------------|-------------------------------------|----------------------|
| District | Block | No. of OELP Intervened schools | No. of digitally intervened schools | No. Of Total schools |
| Hanumangarh | Hanumangarh | 20 | 20 | 40 |
| | Pilibanga | 20 | 20 | 40 |
| | Tibbi | 10 | 10 | 20 |
| Ganganagar | Padampur | 10 | 0 | 10 |
| | Sadulshahar | 10 | 10 | 20 |
| | Ganganagar | 10 | 10 | 20 |
| Jaisalmer | Jaisalmer | 10 | 10 | 20 |
| Banswara | Ghatol | 10 | 5 | 15 |
| | Gadhi | 10 | 5 | 15 |
| Dungarpur | All 10 blocks (2 schools of each block) | 0 | 20 | 20 |
| Ajmer | Silora | 0 | 11 | 11 |
| Total | | 110 | 121 | 231 |

OELP EXTENSION PROGRAMME

Direct Support

Digital Support



Onsite mentoring and monitoring

The OELP team undertakes two to three visits to each school every month to observe:

- classroom practices
 - engagement of the children with the print environment
 - participation and inclusion of children in the classroom activities
 - the classroom display
 - group work and leveling of children
 - over all ethos of the classroom including the relationship of the teacher with the children.
- They also go through the children's profile folders. Once the children leave the class, feedback and suggestions are provided to the teacher in constructive ways and action points are worked out mutually. Our idea is to convert monitoring into mentoring which guides the teacher's improvement, and provides solutions to the challenges being faced.

M&E observations from January to March 2020

- Almost 43% teachers are conducting the OELP activities according to teaching plan while 49% teachers are trying to conduct some activities.
- The classroom displays are satisfactory and being updated in 68% schools and need to improve the display in 31% schools.
- 57% Teachers are using the displayed print materials in the classroom while 43% teachers need to be supported in this area.
- Students are seating in U shape in 69% classes and 27% students are still in rows.
- Something 35% teachers are proving multi-levels opportunities to students as according to their learning levels and 42% teachers require support

Focus of mentoring



- ü Supporting the creation of an active learning environment in the classroom
- ü Reviewing individual portfolios and ensuring regular filing of the child's work
- ü Reviewing the classroom display and materials and ensuring regularly updating and active engagement of children with the print environment
- ü Ensuring use of home language, acceptances of children's real world experiences
- ü Demonstrating activities through modeling
- ü Observing individual children to closely monitor reading behaviors
- ü Helping teacher plan their daily schedule and classroom interventions keeping in mind the learning levels in order to ensure every child is engaged
- ü Following up on the strategies planned for classroom management
- ü Supporting teachers for installing and using the OELP Mobile App
- ü Organizing regular review and planning meetings with the teachers
- ü Providing technical inputs to enhance the conceptual understanding of the teacher
- ü Discussing challenges and collaboratively working out solutions
- ü Reviewing the action points decided upon during the earlier visit and the progress made
- ü Monitoring the children's performance
- ü Monitoring the involvement with the School, Government and community



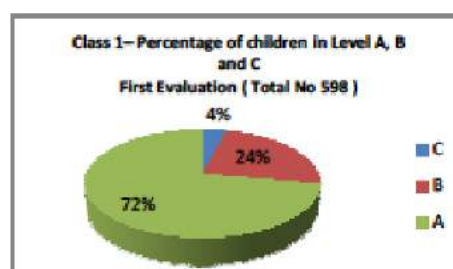
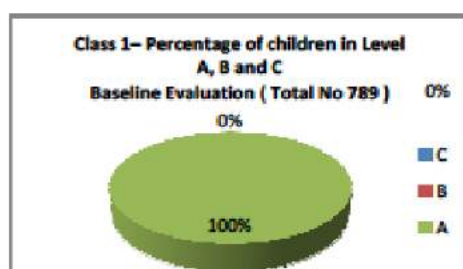
Learner tracking

Student Tracking Data 2019-20 (in process) - Hanumangrah District

Sample size : Class 1- 598; Class 2- 712; Total sample= 1310

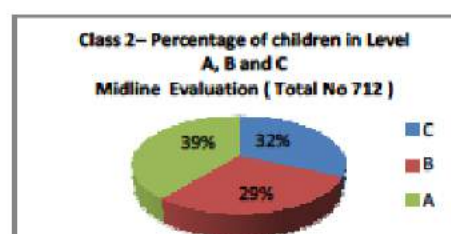
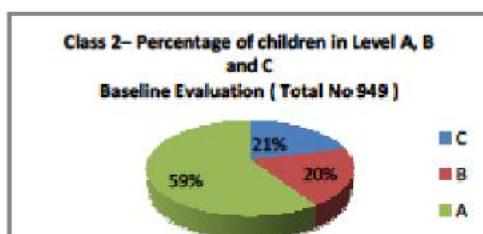
| Class 1– Percentage of children in Level A, B and C | | | | |
|-----------------------------------------------------|--------------------------------|--------|-------|------|
| | Baseline Evaluation (July 19) | C | B | A |
| 1 | No. of Students (789) | 789 | 0 | 0 |
| | In Percentage | 100.00 | 0.00 | 0.00 |
| | Midline Evaluation (Oct 19) | C | B | A |
| 2 | No. of Students (598) | 431 | 143 | 24 |
| | In Percentage | 72.07 | 23.91 | 4.01 |
| Shift in level from Baseline to Midline for Class 1 | | | | |
| | | -27.93 | 23.91 | 4.01 |

Note : C is beginning level and A is proficiency level, attrition is due to migration on account of agricultural activity, hence children were absent when the test was conducted



| Class 2– Percentage of children in Level A, B and C | | | | |
|-----------------------------------------------------|--------------------------------|--------|-------|-------|
| | Baseline Evaluation (July 19) | C | B | A |
| 1 | No. of Students (949) | 562 | 186 | 201 |
| | In Percentage | 59.22 | 19.60 | 21.18 |
| | Midline Evaluation (Oct 19) | C | B | A |
| 2 | No. of Students (712) | 279 | 207 | 226 |
| | In Percentage | 39.19 | 29.07 | 31.74 |
| Shift in level from Baseline to Midline for Class 2 | | | | |
| | | -20.03 | 9.47 | 10.56 |

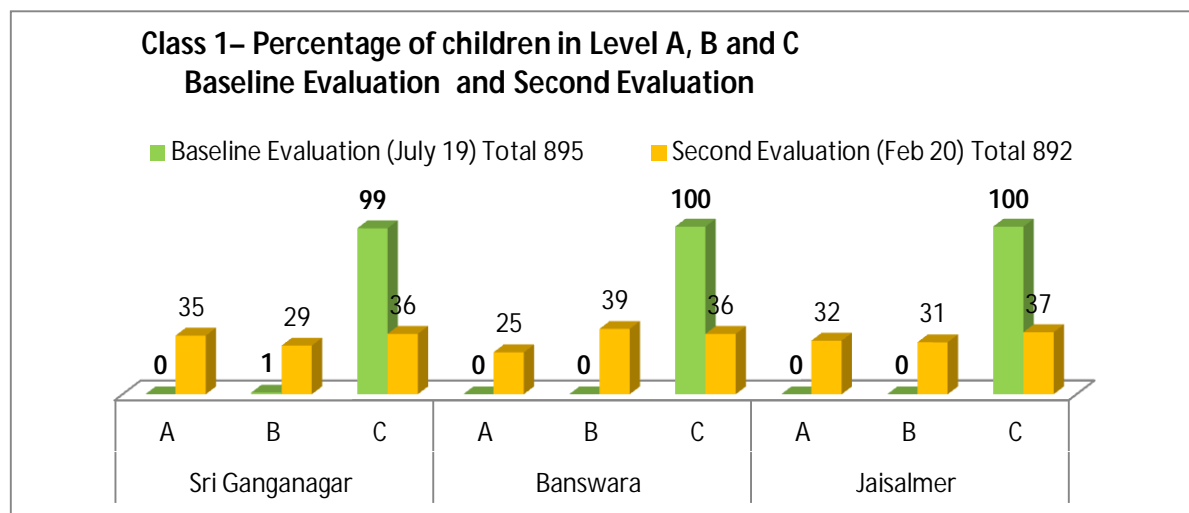
Note : C is beginning level and A is proficiency level



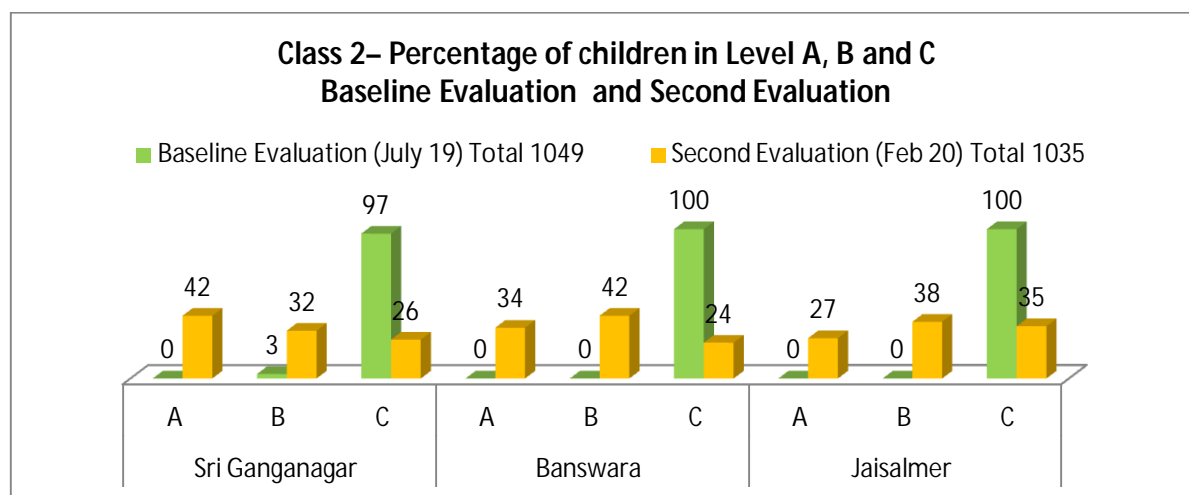
Note: End term evaluation could not be completed on account of the COVID -19 pandemic. The shift in performance over three months i.e. Baseline to First Evaluation is presented above

Student Tracking Data -2019-20
Sri Ganganagar, Banswara and Jaisalmer District

| Class 1– Percentage of children in Level A, B and C | | | | | | | | | |
|-----------------------------------------------------|----------------|----|----|----------|----|-----|-----------|----|-----|
| | Sri Ganganagar | | | Banswara | | | Jaisalmer | | |
| | A | B | C | A | B | C | A | B | C |
| Baseline Evaluation (July 19) Total 789 | 0 | 1 | 99 | 0 | 0 | 100 | 0 | 0 | 100 |
| Second Evaluation (Feb 20) Total 892 | 35 | 29 | 36 | 25 | 39 | 36 | 32 | 31 | 37 |



| Class 2– Percentage of children in Level A, B and C | | | | | | | | | |
|-----------------------------------------------------|----------------|----|----|----------|----|-----|-----------|----|-----|
| | Sri Ganganagar | | | Banswara | | | Jaisalmer | | |
| | A | B | C | A | B | C | A | B | C |
| Baseline Evaluation (July 19) Total 968 | 0 | 3 | 97 | 0 | 0 | 100 | 0 | 0 | 100 |
| Second Evaluation (Feb 20) Total 1035 | 42 | 32 | 26 | 34 | 42 | 24 | 27 | 38 | 35 |



Monthly Review and Planning Meetings with teachers

Regular monthly review and planning meetings were held from the month of January. The review meetings for the month of March were not conducted due to lockdown and will be conducted after schools reopen. The discussions during the review meetings include:

- ü School wise sharing of the progress and challenges of the past month.
- ü Reviewing teaching practices, addressing gaps in understanding and modeling practices where necessary.
- ü Review of the action points decided in the previous meeting
- ü The implementation of the daily plan
- ü Sharing of experiences and best practices.
- ü Sharing the competencies for the next month and demonstrating the related activities.
- ü Supporting teachers who have lagged behind
- ü Sharing responses from HMs, PEEOs and other officials who visited the OELP classrooms.
- ü Discussion on problems and challenges being faced.
- ü Planning for the next month and discussing changes in the daily plan.



Parent meetings

OELP's work focuses on facilitating smooth home to school transitions within low literate communities. We have focused on consciously addressing the shift from an oral culture within the community to the written culture in school by building on *out of school* experiences inside the classrooms. By bringing their day to day experiences and home language into the classroom, the children begin to find the classroom accepting and non threatening. This empowers them to learn in meaningful ways. The inclusion of parents, through regular parent meetings and home visits is an important aspect of this process

Six parents meetings were organized in month of March 2019 in three clusters of Pilibanga and Hanumangarh Blocks of Hanumangarh district. The following points were addressed in the meeting-

- Sharing of port-folio files of students and discussing the learning process of their child.
- Discussing the regularity of students and motivating parents to send their children daily to school.
- Discussing ways in which parents can support learning to read and write at home
- Requesting parents to participate in the meetings regularly.

A total of nine 9 parent meetings were organized over the year for the intervention schools.



In addition to the parent meetings, home visits and community meetings are also undertaken to share OELP's approaches and the children's progress.

OELP APP

The OELP App is a training tool for teachers, parents and educators to enable high quality foundation learning within diverse groups early grade learners based on languages akin to Hindi . It has the following features:

Unit wise content

The content is well distributed as modules



Offline Capabilities

The app will work offline once the videos has been downloaded



Questions

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



Sync on Connectivity

Syncs the browsing data when connectivity is available



User Registration

The user is able to register to access the OELP app



Offline Analytics

The analytics is enabled in offline mode



The digital content of the app consists of:

- Modularised units with short videos based on real time classroom filming.
- Multilayered and nuanced content addresses the development of foundational learning within developmentally appropriate and socio-cultural perspectives.
- Covers various dimensions of OELP's instructional design.
- 44 classroom based videos of approx 3mins duration

Objectives of the digital programme

- To communicate effective classroom practices
- To build capacities of teacher educators and teachers in the remotest of places with minimal human intervention
- To build the architecture and ecosystem for effective implementation
- To ensure sustainability through hand holding in a gradual release of responsibility model with a transition from OELP supported implementation to systemic implementation
- To build a system that will enable the team to gather information on user engagement, feedback from teachers and collection of data for continuous improvement and support
- To monitor and track usage of the application by teachers across various districts
- To build a platform where OELP's approach can be replicated for other languages which use same phonology as the *Devanagriscript*
- Use analytics generated to improve the content quality and delivery methods

- To strategise for future scaling up

TRAINER APP FOR BUILDING THE ARCHITECTURE FOR IMPLEMENTATION AND MONITORING

To empower trainers to scale the OELP app usage among teachers a **TRAINER APP** is currently being trialed with the following features:

Modularised digital content



To enable the trainer to guide teachers through the app content

Curation of uploads



The trainer will be able to curate the content generated by teachers for promotion among peers and the global app

Peer to Peer Group



The trainer can peer group to build a teacher driven ecosystem to support teachers interact and share among groups moderated by trainer



Dashboards and Reports

The trainer will be able to view some dashboards and reports based on the peer usage

Upload reports



The trainers will be able to upload reports of activities conducted by the trainer



Promote Users

The trainer will be able to promote users for their contribution and provide recognition

Mobile App Analytics

The OELP App is connected to an analytic platform which provides useful insights on the usage of the App. Listed below are the features

- The analytics is enabled in offline mode
- Provides information on how many devices the app has been activated
- Provides information on the total minutes of video's played
- Sync the browsing data when the connectivity is available
- Unique number of users activated via the app
- Video usage by geography (state)



CHAPTER 4-STRATEGY FOR STATE ENGAGEMENT

OELP Strategy

Building linkages with the mainstream educational systems, through:

Regular consultations with education officials at the District, Block levels.

Sharing of regular progress reports with education department functionaries

Participating in Government trainings and review meetings at various levels

Documentation and advocacy including the recording and sharing of feedback from State functionaries during visits, workshops, interviews or review meetings

Setting up of an external evaluation for impact assessment

Implementing all components of the project with formal approvals



OELP undertakes the following tasks with the State Education functionaries at various levels

- Capacity building workshops for Language teachers
- Regular monitoring and mentoring support to the language teacher by the OELP team.
- Regularly sharing the children's progress with the school Principals.
- Participant in the Bal Sabhas and rallies organized by the government as part of the enrolment drive for increasing enrolment of children in schools and regular attendance.
- Actively participating in the Parent Teacher and SMC meetings organized by the school.
- OELP orientation workshops for school Principals; PEEOs; and officials
- Monthly review and planning meetings with the Language Teachers at the cluster level, for reviewing the progress of the previous month and planning for the next month.
- Joint visits with Government officials, PEEOs and School Principals for observations of the OELP classrooms.
- Regular meetings at the State level with officials at REI, Shiksha Sankul, Jaipur and the SIERT Udaipur for updating them on the progress and future plans.
- Sharing Quarterly & Annual Reports with the officials at the Block, District and State levels.
- Annual review meetings with the concerned Government officials and teachers at the end of the academic session.
- Participating in the KRP and Teacher Trainings organized by SIERT and the DIETs
- Involving the DIET Faculty in programme monitoring
- Involving DIET students for monitoring the OELP programme

- Capacity building and involvement of Block and district education personnel in the implementation and monitoring of the OELP digital programme through the Trainer App.

Liaison with the State and District Education Departments

With the change in government in Rajasthan there were wide scale transfers of government officials and functionaries at every level. The OELP team focused on rebuilding rapport with the newly appointed officials. This included sharing the OELP programme; the tripartite MoU; updating them on the current scenario and undertaking joint visits to the schools for a first-hand experience. In all the districts the initial ground work has paid off and most officials and government functionaries are now cooperating and also extending their support. The OELP engagement with the different levels of the State education bureaucracy include the following:

At the State Level

Rajasthan School Shiksha Parishad Jaipur:

- Regular meetings with the Deputy Commissioner
- Meetings with the A.D Quality Education and A.D Trainings to provide an update
- Visit to OELP sites in the Ajmer District by AD Quality Education
- OELP Resource Kit provided to RSSP
- App. presentation to Education Minister at State level Jaipur on Jan. 24, 2020.



At the District Level:

The OELP team has had meetings with the District and Block functionaries in all the 7 SFDs and. A district wise account is given in Appendix 1:



Trainings

Objectives: The objectives of this orientation are as follows-

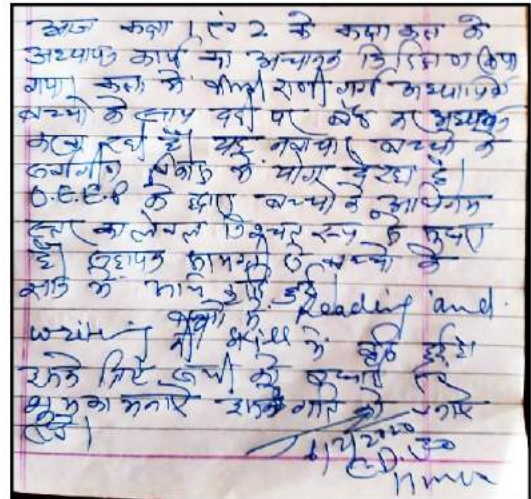
- To give an overview of the OELP program, innovations and pedagogies.
- Demonstrating the use of the OELP app and Trainer app
- Sharing the experience of Teacher's groups and their impacts.



A total of 26 trainings were held for the district, block and school level government officials in seven districts i.e. Hanumangarh, Sri Ganganagar, Jaisalmer, Udaipur, Banswada, Dungarpur, Sawai Madhopur and Ajmer. **The total number of District officials, Block officers, PEEO and school School Principals who underwent OELP training trained was 1240**

Highlights of orientations/trainings:

- Introduction to the OELP approach and pedagogies

[illegible]

CHAPTER 5 - IMPACT ASSESSMENT

1

IMPACT OF EXTENSION PROGRAMME

Data from Hanumangarh District (Sample size - 30 schools , 1112 children)

| A. Learner indicators | B. Teacher indicators (based on guided impact assessment study) | C. Classroom indicators based on survey tool and classroom observation . |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Class1 : 64% children had moved to higher levels. (29% - reading simple words 35% - reading simple sentences with understanding).</p> <p>Class 2: 64 % children had moved to higher levels (32 % - reading complex words and simple sentence 32 % reading age appropriate texts with understanding).</p> | <p>% of teachers who believed that difference in home language and school language affects the child's learning increased from 38% to more than 50% at end line.</p> <p>% of teachers who believed that children can learn school language provided they can use their home language increased from 5% to 24% at end line.</p> <p>% of teachers who believed that labeling of objects in the classrooms will develop the vocabulary of students and read aloud sessions in classes 1 and 2 help children learn concepts of print and written language increased from 10% to 39% at baseline.</p> <p>% teachers who believed that the conversations help children to learn and express increased from 10% to 24%.</p> | <p>% of classrooms displaying and using OELP kit increased from 10 percent to 100 percent</p> <p>% of classroom with group work and interactive environments increased from 10 % in baseline survey to 93 % in endline survey.</p> <p>% of classrooms with display of students' work increased from 17 % to 80 % in endline survey</p> <p>% of classrooms with teachers having pen/pencils or notebooks for children increased from 57 % in baseline survey to 83%</p> |



IMPACT : At the level of the school system

- Establishment of 30 of demonstration classrooms with methodologies/ pedagogies and learning environments which support effective foundational learning
- 23 Training sessions for capacity building of 1265 Teachers and Education officials at the District and Block level s
- Decrease in the social distance between the school / teacher and the children within these classrooms
- Establishment of a pool of 30 mentor teachers within the system to support future implementation through the mobile app
- Positive feedback to the OELP App from 400 + teachers and officials during the piloting
- Positive initial response to a replicable model through the trainer app to support Foundational Learning on scale across wide locations

Capacity building of the OELP teams



The OELP interventions are being implemented in a preplanned and phased manner, moving gradually from beginning level competencies to the more advanced levels in the initial stages. Regular mentoring support is being provided for the professional development of the OELP Field teams by senior members of the OELP team. The focus areas of these workshops have been:

- Modelling of classroom practices by senior members of OELP.
- Support for liaison with govt. education officers at block and district level.
- Capacity building for strengthening conceptual understanding and pedagogies.
- Capacity building for the digital programme
- Capacity building for mentoring and networking & communication

These are supplemented periodically with capacity building workshops with external consultants. Peer coaching is also integrated into the capacity building strategy, with more experienced team members facilitating the professional development of their newer team mates

CHAPTER 6 - THE WAY FORWARD AND POST COVID-19 CHALLENGE

Proposed plan -2020-22 (prior to COVID-19)

Goal: By end 2021 we had planned to have a scale up model which can be replicated across wider locations

Scale up Model: The unit for implementation is a schools cluster administered by the Panchayat Elementary Education Officer or PEEO. 1 PEEO Cluster has 5 schools

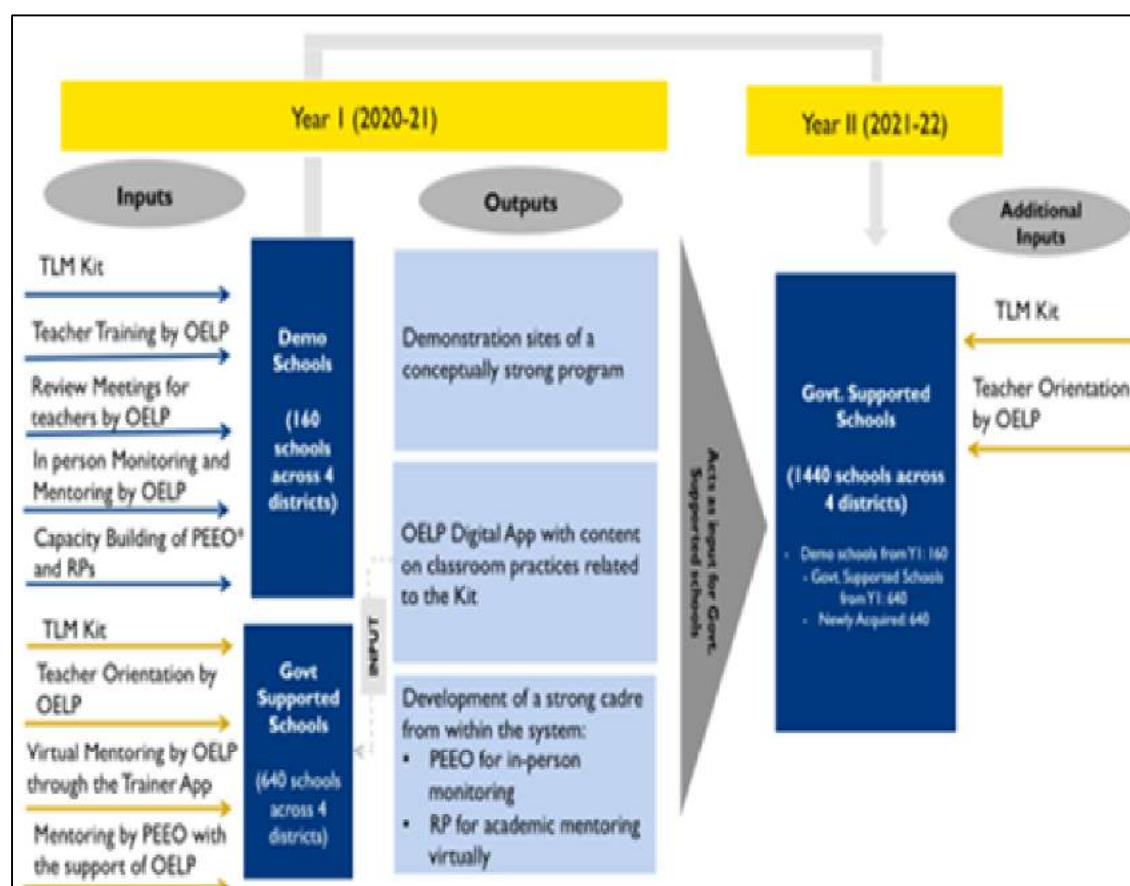
Process: Each PEEO cluster will have 1 OELP demo schools supported by OELP Team and 4 digitally supported schools through the Trainer App by the OELP team and onsite mentoring to be provided by the PEEO and Block officials

Monitoring: By the OELP Team, PEEO, Block official through the OELP M&E mechanisms

Assessment: OELP had proposed to directly assess the impact at the learner, teacher and classroom level in the OELP demo schools and in 20% of the Government supported schools

Incentivisation: Stories of change and best practices to be shared through an interactive web portal

Proposed way forward (7 districts, Rajasthan)



PRE COVID-19 PRIORITIES

A. Program Priorities

Program 1 : Digital Resource Centre for Capacity Building

- § Strategising for engagement with other stakeholders(NGOs ,Gos ,Teacher Colleges, CBOs)
- § Complete external Impact Assessment of the core project

Program 2 : Extension Project (Scale up)

- § Expanding the programme to 860 schools across 7 by 2021.
- § Identification of optimum models for scaling up
- § Development of resource material - monthly plans, user manuals and user-generated content
- § Development of digital resources

Program Quality Improvement.

OELP App:

- § Enhancing the conceptual understanding of the OELP pedagogy as presented within the App

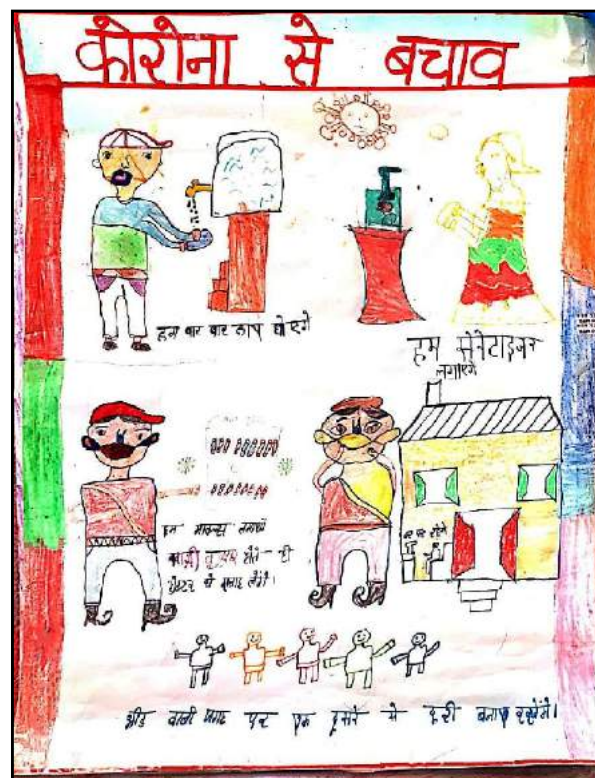
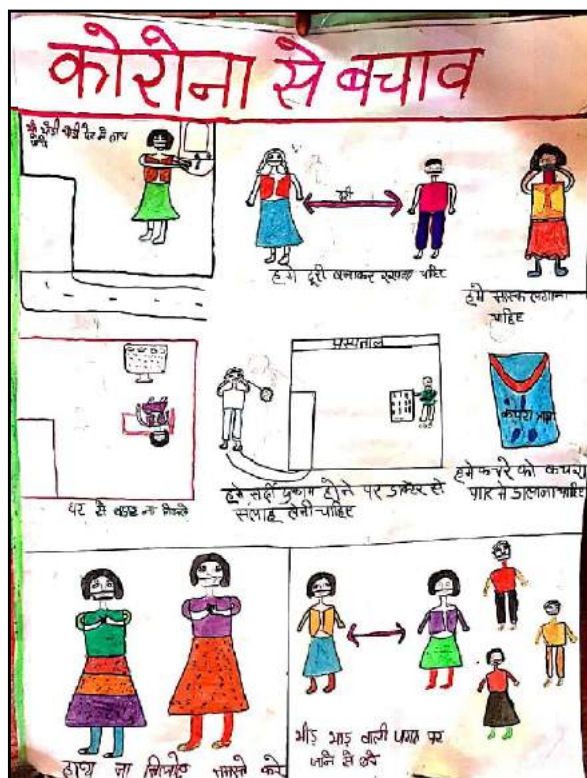
Capacity Building :

- § Structured plan for the capacity building of of mentors for digitally intervened schools.
- § Identifying a cadre within the government system to provide guided support to teachers through the OELP Trainer App
- § A structured plan for the capacity building of a cadre within the government system to provide guided support to the teachers on the digital app

Our post COVID-19 challenge

Unfortunately at a time when our programme was poised for scaling up, and we were getting an encouraging response from the State and various stakeholders; the COVID-19 pandemic seems to have taken the ground from under our feet. The subsequent closure of schools has impacted the OELP programme on the ground. The digital platform does not provide a feasible alternative since most of our target groups do not have access to connectivity. We have been compelled to let go almost two thirds of our team. Under these circumstances the OELP programme at present faces an uncertain future. The OELP Team is addressing these daunting challenges with grit and determination as we explore feasible ways of reinventing ourselves.

A major fallout of the Covid Pandemic is the impact on young children **World Bank (2020) highlights potential impacts of school closures due to the pandemic on school education as follows::** While school closures may cause imminent loss of learning in the short -term, extended school closures may translate to loss of human capital and diminished economic opportunities over the long -term. Having worked with beginning level learners over the last 12 years we at OELP are very concerned about the plight of our young children and are currently realigning our efforts to address these challenges



OELP's contribution to FLN at this juncture can make a difference

There is a shift in focus in the New Education Policy 2020 with emphasis being given to Foundational Literacy and Numeracy (FLN). However, India does not have a trained cadre of teachers and educators equipped with the concepts and instructional design required to implement an effective Foundational Learning Programme. The FLN Mission has been set up to ensure that this issue is addressed. OELP has worked inside resource poor government schools over the past 14 years and developed pedagogies and material for Foundation building that are contextualized, low cost and effective. We believe our experience and resources can add value to this effort this effort

Reinventing ourselves

Our idea is to utilize the digital platform to make available our resources and technical support for offering a wide range of tested solutions for Foundational Learning which are theoretical sound and grounded. This Digital Resource Centre (DRC) is being conceptualized as an open repository which may be accessed by a wide range of stakeholders i.e. teacher's, educators, training colleges, policy makers as well as parents across a wide spectrum.

We realize that our most useful contribution at this present juncture will be to address the capacity building of teachers, educators and a wide range parents through a Digital Resource Centre dedicated to Foundational Literacy. Our immediate need is to access professional support for enhancing our digital presence and conceptualizing and designing the DRC and its implementation

CHAPTER 7- 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. 03.08.2019 | 8 / 9 |
| 2. 07.03.2020 | 8/9 |
| OELP Annual General Body meeting | |
| .1 03.08.2019 | 8 / 9 |

CHAPTER 8- FINANCIALS

Overview of Income and Expenditure Account for year ended 31st March 2020

| Particulars | 2019-20 (INR) |
|------------------------------------------|----------------|
| INCOME | |
| Donations received-local | 28,73,977.00 |
| Donations received-FCRA | 11,98,952.00 |
| Other income | 1,01,540.00 |
| Approved project grants | 1,74,82,771.00 |
| Total | 2,16,57,240.00 |
| EXPENSES | 2,09,40,342.00 |
| Excess of expenditure over income | 7,16,898.00 |

| S. No | Name of the donor | Amount (INR) |
|---------------------------------------|------------------------------------------------|--------------|
| Donations received - Locally | | |
| 1. | Sakshi | 10000.00 |
| 2. | Pramila | 125000.00 |
| 3. | Himmat Sonal | 20000.00 |
| 4. | Gourav Sharma | 200000.00 |
| 5. | Seth Sohanlal Educational and Charitable Trust | 10000.00 |
| 6. | Mrs. Shivani Wazir Pasrich | 10000.00 |
| 7. | Meera Nath | 150000.00 |
| 8. | Harish Fase | 100000.00 |
| 9. | Arti Sawhny | 1000000.00 |
| 10. | Dr Rajkumar Aggarwal | 256000.00 |
| 11. | Impact Guru Technology Pvt Ltd | 88526-90 |
| 12. | Trust Community Livelihoods | 4800.00 |
| 13. | Jitendra Kumar | 8000.00 |
| 14. | Tushar Goyal | 50000.00 |
| 15. | Govindram Sharma | 50000.00 |
| 16. | Principal –Lady Shri Ram Collage for Women | 196650.00 |
| 17. | Sumit Khatri | 100000.00 |
| 18. | Dr. Padma Khokhar | 40000.00 |
| 19. | Geeta Talwar | 25000.00 |
| 20. | Govindram Sharma | 150000.00 |
| 21. | Om Prakash Rai | 100000.00 |
| 22. | Dilip Kumar | 100000.00 |
| 23. | Jitendra Sing Rawat | 50000.00 |
| 24. | Nilay Kumar Singh | 30000.00 |
| | Sub Total | 2873977.00 |
| Donations received- under FCRA | | |
| 1. | Dr. Sudhir Goal | 15164.60 |
| 2. | Dr. Sudhir Goal | 14922.60 |
| 3. | Social Squared Ventures Inc | 3173.00 |
| 4. | Parvati Ramchandani | 69000.00 |
| 5. | Adosh Memorial Charitable Trust | 330299.72 |
| 6. | Dr.Rajkumar Mariwalla | 697900.00 |
| 7. | Adosh Memorial Charitable Trust | 68491.70 |
| | Sub Total | 1198951.62 |
| | Total | 4072928.62 |

Balance Sheet 2019-20

ORGANISATION FOR EARLY LITERACY PROMOTION

B II/2198, Vasant Kunj, New Delhi - 110 070

BALANCE SHEET AS AT MARCH 31, 2020

(Currency: Indian Rupees)

| | SCHEDULE | AS AT 31.3.2020 | AS AT 31.3.2019 |
|-----------------------------------------------------|----------|--------------------|--------------------|
| SOURCES OF FUNDS | | | |
| GENERAL FUND | 1 | 1,01,836 | 2,86,342 |
| EARMARKED FUND | 2 | 9,67,982 | 66,579 |
| TOTAL | | 10,69,818 | 3,52,921 |
| APPLICATION OF FUNDS | | | |
| FIXED ASSETS | 3 | | |
| Gross Block | | 3,30,163 | 5,79,065 |
| Less: Depreciation | | 1,99,925 | 5,56,800 |
| Net Block | | 1,30,238 | 10,265 |
| CURRENT ASSETS, LOANS AND ADVANCES | 4 | | |
| Current Assets | | 47,72,403 | 16,13,898 |
| (A) | | 47,72,403 | 16,13,898 |
| Less: CURRENT LIABILITIES | | | |
| Audit Fee Payable | | 78,200 | 78,200 |
| PF and ESI payable | | 78,820 | 65,610 |
| TDS Payable | | 1,76,302 | 63,680 |
| Sundry Payables | | 34,99,501 | 10,63,772 |
| (B) | | 38,32,823 | 12,71,242 |
| Net Current Assets (A-B) | | 9,39,580 | 3,42,656 |
| TOTAL | | 10,69,818 | 3,52,921 |
| ACCOUNTING POLICIES AND NOTE ON ACCOUNTS | | | |
| | 7 | | |

As per our report of even date attached

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

For Organisation for Early Literacy Promotion

Adeesh Mehra
Adeesh Mehra
Proprietor
M.No.087366



Kitty Varshnei
Kitty Varshnei
Treasurer

Keerti Jayaram
Keerti Jayaram
Secretary

Place : New Delhi
Dated : August 28, 2020

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

**AUDITOR'S REPORT TO
THE MEMBERS OF THE
GOVERNING BODY OF
ORGANISATION FOR EARLY LITERACY PROMOTION**

We have audited the attached Balance Sheet of **ORGANISATION FOR EARLY LITERACY PROMOTION (OELP)** PAN: **AAAAO1549H** as at March 31, 2020 and also the Income and Expenditure Account for the year ended on that date annexed thereto.

Management of OELP is responsible for the preparation of these financial statements that give a true and fair view of the financial position and the financial performance.

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Society's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



We report that:

1. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of our audit.
2. In our opinion proper books of account as required by law have been kept by OELP so far as it appears from our examination of those books.
3. The Balance Sheet and Income and Expenditure Account dealt with by this report are in agreement with the books of account.
4. The Balance Sheet and Income and Expenditure Account dealt with by this report are prepared in accordance with the Accounting Standards issued by the Institute of Chartered Accountants of India.
5. In our opinion and to the best of our information and according to the explanations given to us, the said accounts give the information required and in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India:
 - (a) in the case of the Balance Sheet, of the state of affairs of the Society as at March 31, 2020 and
 - (b) in the case of the Income and Expenditure Account, of the excess of income over expenditure for the year ended on that date.

Place: New Delhi
Date: August 29, 2020

UDIN: 20087366AAAFK1383



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

Adeesh Mehra
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 of M/s **Organisation for Early Literacy Promotion, B II/2198, Vasant Kunj, New Delhi - 110070**, having FCRA Registration No. **231661463** for the year ending March 31, 2020 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. 8,06,983.79**.
- ii. Foreign contribution of / worth **Rs. 156,68,222.70** was received by the Association during the financial year **2019-20**;
- iii. interest accrued on foreign contribution and other income derived from foreign contribution or interest thereon of/worth **Rs. 75,433.00** was received by the Association during the financial year **2019-20**;
- iv. the balance of unutilized foreign contribution with the Association at the end of the financial year **2019-20** was **Rs. 32,77,096.09**.
- 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.

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



Adeesh Mehra
Adeesh Mehra
Proprietor
M. No. 87366

Place: New Delhi
Date: August 29, 2020

UDIN: 20087366AAAAFI1169

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
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Our Partners



APPENDIX 1

Liaison with the State and District Education Departments

At the District Level:

The OELP team has had meetings with the District and Block functionaries in all the 7 SFDs and. A district wise account is given below:

Joint schools visit with govt. education officers:

Hanumangarh District

Four schools of Pilibanga and Hanumangarh blocks of Hanumangarh district were jointly visited by the OELP team and the block education officers to observe the activities of OELP program in schools. They saw the implementation of OELP activities in the classroom and assessed the learning status of students. The visits were as follows :

- **Mr. Amar Singh Pachar**, District Elementary Education Officer of Hanumangarh and Mr. Rodmal Yogi Project Manager from OELP jointly visited the school named **UPS ward No.2** at Hanumangarh. This visit held on **Jan.29th, 2019**.
- **Mr. Krishna Lal Sinval** (Chief Block Education Officer, Block Hanumangarh) and Mr. Babulal Sarser OELP Extension Officer and Mr. Pukhraj Mali OELP Program Officer jointly visited **UPS 29 SSW** in Hanumangarh. This visit held on **Jan. 29th 2019**.
- **Mr. Mohan Lal** (Program Officer- Quality Education, SAMSA) & **Ramswaroop Batoriya** (Program Officer- SIQE, SAMSA) along with the above two OELP mentors jointly visited the school named **UPS No.2 HMH** in Hanumangarh Block. This visit held on **Jan 30, 2019**.
- **Mr. Ramgopal Sharma**, Chief Block Education Officer (**CBEO**) of **Pilibanga Block** and Mr. Sandeep Sain (Cluster Coordinator) from OELP jointly visited the school named Pilibanga Mandi in Pilibanga Block. This visit held on **Jan.31st, 2019**. The CBEO saw the OELP activities in the classroom, profile files of students and assessed the learning status of students. He was also very happy to see this.

Ganganagar District

- **Mr. Hansraj Yadav**–**Principle DIET Ganganagar** and Mr. Pukhraj Mali District Program Officer from OELP jointly visited the school named **UPS Matili Rathan** of Padampur block of Ganganagar district. This visit held on **Jan.9th, 2020**.
- **Mr. Amarjeetsingh Ji**, Vice Principal DIET Ganganagar and **Mr. Ashok Kumar Garg** DIET Faculty in-charge of SIQE also visited 4 schools of Ganganagar & Padampur blocks. They saw the OELP activities in the classroom, profile files of students and assessed the learning status of students..
- **Mr. Vishnudatt Swami** - **CDEO Ganganagara** and Mr. Pukhraj Mali District Program Officer from OELP jointly visited the school named **UPS Morjhand Khari and 10-12 SDP** at Sadulshahar block of Ganganagar district. This visit held on **Jan.16th, 2020**. The CDEO sir was impressed with the learning levels of students.

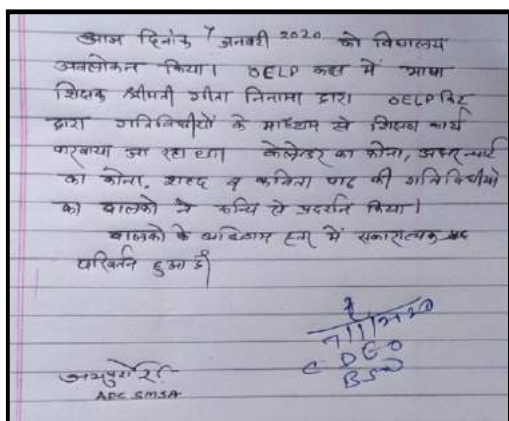
Some glimpses of the visits are captured in the photos below-



Banswara District-

All the updates were shared with govt. education officers and education functionaries from the two blocks were oriented to the OELP program as well as to the use of OELP resource kit's materials and teaching pedagogy designed by OELP.

- **Smt. Anjalika Palat - CDEO Banawara** and Mr. Bhanwarlal Meena Block Coordinator from OELP jointly visited the school named **GPS Hilejof** Ghatol block of Banswara district. This visit held on **Jan.7th, 2020**. The CDEO Mam was impressed with the learning levels of students.
- **Mr. Lalnath Rawal ACBEO Block Gadhi** also visited one school at UPS Barodiya of Gadhi Block. The CDEO saw the OELP activities in the classroom, profile files of students and assessed the learning status of students. She was also very happy to see this. Here is feedback given by CDEO-



OELP participated in a District Level Meeting Organised by the District Collector of Banswara on Feb24th, 2020 to take stock of the work being undertaken by NGOs in the field of education. Mr. Rodmal, Project Manager and Mr. Bhanwar Lal Block Coordinator from OELP represented the OELP. The agenda of the meeting covered the following issues-

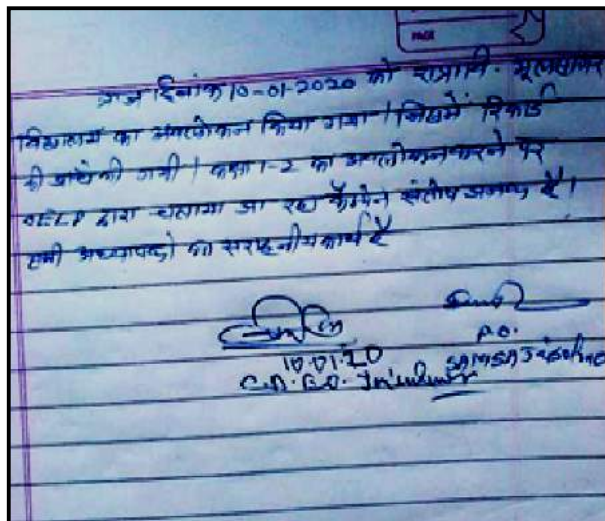
- F Sharing of the work being undertaken by each NGO and the progress
- F Sharing of best practices , strategies and impact
- F Suggestions by the organizations to improve the quality of education in Banswara district.
- F Planning implementation for the following year.
- F Finally the district collector assured full support to all NGOs.

Some glimpses are here-



Jaisalmer District-

- **Mr. Satyandra Kumar Vyas- CDEO Jaisalmer, Smt. BalveerTiwari-CBEO Jaisalmer, Mr. PremaramJi, PO-SAMSA and Mr.RajuramBishnoi Block Coordinator-OELP** jointly visited on Jan.10th, 2020 at GPS Moolsagar of Jaisalmer. They saw the implementation of OELP activities in the classroom and assessed the learning status of students.



Dungarpur District-

- **Smt. Bharti Pandya, PO-SAMSA, Mr. Ravindra Purohit RP Block Aspur and Mr. Rodmal Yogi Project Manager-OELP** jointly visited UPS Ramaghani of Aspur Block and UPS vodamali of Block-Chikhali & PS Samaota of Block-Simalwara on March 2nd & 3rd, 2020 . They saw the implementation of OELP activities in the classroom and assessed the learning status of students. Teachers are trying to conduct the activities which are suggested by OELP.
- **District level review meeting with district Collector of Dungarpur-** A meeting was called by the Collector Dungarpur on **March 4th, 2020** to take stock of the work being undertaken by NGOs in the field of education. Mr. Rodmal, Project Manager OELP represented OELP. The agenda of the meeting covered the following issues-
 - ü Sharing of the work being undertaken by each NGO and the progress
 - ü Sharing of best practices , strategies and impact
 - ü Suggestions by the organizations to improve the quality of education in Dungarpur district.
 - ü Planning implementation for the following year
 - ü Finally the district collector assured his full support



Ajmer District-

Mr. bhivaram Choudhary- District program Officer Ajmer and Mr. Rajendra Sharma CBE0 Block Silora jointly visited on Jan.17th, 2020 at GSS Chundari, Patan Nalu of Silora block. He saw the implementation of OELP activities in the classroom and assessed the learning status of students.

OELP has received a positive response from all the officials who visited our schools.



APPENDIX 2

Monitoring and Evaluation

A. OELP Monitoring System / tools for OELP intervened schools

1. School visit checklist- to be filled in twice a month
2. The second visit to be conducted before the monthly cluster wise planning and review meeting so that:
 - a) The data can be compiled and shared during the meeting
 - b) The agenda for the meeting can be based on the cluster wise data
3. The compiled visit data is entered into the Monthly dashboard data sheet
4. A Google Sheet is used for entering the monthly data for which a link is shared with the field coordinators who enter the data on their android phones / laptops

School wise data entries include:

1. Monthly updates on: enrolment, new admissions, drop out, / transfers, average monthly attendance, BGT etc
2. Field Coordinator visit updates:
 - ü Observations: Class 1 and Class 2 or joint observations (based on observation checklist)
 - ü School wise priorities are highlighted
 - ü Shifts between the two visits in the following areas are tracked:
 - o Classroom learning environment
 - o Classroom instructional practice
 - o Children's learning levels

Data is analyzed at the student, school, cluster, block, district levels for generating reports

The agenda's for the teacher review meetings is based on the above

Other visit / meeting updates – joint school visits with government officials, cluster review meetings visits of senior management, parent meetings etc

B. OELP Monitoring System / tools for OELP digitally intervened schools

This is work in process.

The Trainer app will help the OELP team/ Trainers to be connected with the teachers (beneficiaries). The teachers' on-board/register to the application post which the teacher is registered in the system

At beneficiary level we are able to monitor the teacher progress in terms of app usage, contributions and how the teacher is able to participate in the virtual group activities.

Teacher peer groups have been set up with one mentor teacher and one OELP trainers in each group. We propose to include block level officials as mentors, and are currently working out the design and modalities, so that there is a simultaneous capacity building component built into the package. The app usage is to be mentored and monitored through these groups with incentives also built in.

At the trainer level aims to monitor primarily the non intervention schools or the virtually supported schools. The monitoring will be based on the number of teachers being mentored, how the group has contributed and offline activities conducted by the group.

The school review along with the teacher can be enabled in trainer app to measure outcomes. Apart from this there will be independent baseline/mid/end-line assessments to measure impact in the OELP intervention schools.

All offline activities conducted can be mapped back to the teachers to measure the teacher progress and involvement. The monitoring will happen at block/district/state.

Note: The App will not monitor student progress. The mobile based M&E is work in progress and will be fine tuned based on regular feedback and review.

C. A structured in-house internal review is held annually

The Monitoring & mentoring process

Regular monitoring is conducted by the OELP team, as well as by Block officials, through joint and independent visits, and post the App launch also through the Trainer App.

OELP is attempting to bring the processes of monitoring and mentoring closer. Mentoring through regular field visits by the OELP team to the OELP intervened schools. Capacity building sessions are undertaken to equip the team with mentoring skills. Inputs provided to the schools by the mentors include the following -

- Supporting the creation of an active learning environment in the classroom
- Monitoring individual portfolios for each child and ensuring regular filing
- Guiding the setting up and updating of the classroom display and its used effective use
- Modeling classroom practices
- Strengthening the conceptual understanding of teachers.
- Observing individual children to closely monitor teaching and learning processes
- Helping teacher plan their daily schedule and classroom interventions keeping in mind the learning levels in order to ensure every child is engaged.
- Giving constructive suggestions to the teacher and monitoring the action taken
- Organizing regular review and planning meetings with the teachers.
- Supporting teachers for installing and using the OELP Mobile App