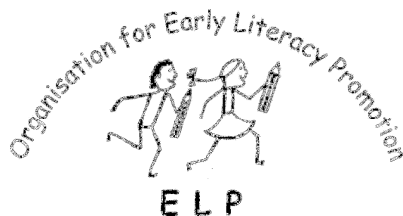


OELP's Annual Report

2014-15



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OELP's Report 2014-15

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Introduction

Early Grade Reading has emerged as a serious issue in the discourse on education in India. This has been driven by the recent large scale assessments which have highlighted the gravity of a ground reality within which large number of children are not able to read with understanding even after completion of primary grades. Children who do not make good initial progress in learning to read find it increasingly difficult to master the process and have difficulties in reading at higher levels. In some conversations within the larger education community this has been expressed as a "learning crisis", with proficient reading and writing being viewed as vital attributes of a confident school based learner. Over the last decade, India has made significant strides in enrolment of children in schools. However for many children's school retention is impacted by the education system's inability to understand and cater to their needs and potential and therefore school dropout numbers continue to remain high. This is particularly relevant for children from socially vulnerable backgrounds. Within recent writings on Elementary Education there is an increasing concern that the school system is not able to respond to the diverse needs of school going children, particularly in the early years of schooling.

Early Grade Reading has been recognised as a core focus area within the global discourse on education, and it is increasingly being identified as fundamental to the comprehension and cognitive ability of a school going child. Studies at the national and international levels have shown that innovative classroom pedagogies can significantly improve early grade reading and learning outcomes, thus improving children's motivation to continue in school. However, such innovations have not been able to make a systemic and wider impact, and the challenge of addressing the magnitude of problems remains daunting

OELP has engaged inside mainstream classrooms in State run primary schools since 2006. Our main aim is to evolve programmes which are grounded within the socio-linguistic realities and learner diversities inside classrooms. We have tried to engage intensively with the challenging complexities inside government classroom and village communities. In addition, we have been working with the available resources, and mandates to the extent possible so as to align ourselves to the mainstream system. We tend to view this as a knowledge building effort aimed at evolving a framework which is contextualised and replicable on scale within a larger geography, so that these interventions can be made a part of the larger public schooling system and that children from the most marginalised contexts are able to benefit from the process. This is a daunting task, because we have had to not only deal with dynamic and complex ground realities, but also with the inflexibilities of a highly centralised macro system in which children are expected to meet the demands of the

system and not the other way round with the system being able to recognise and address the real needs of the children.

The focus of our work over the past year has been guided by our resolve to continue to strengthen our work in the direction of helping young children and their communities make gradual and firm steps towards becoming active readers, writers and thinking learners.

Theoretical underpinnings and related research

OELP's interventions have been based on an effort to try and understand children's natural learning processes and incorporate these into a programme. This effort has been influenced by the following **research evidence and theoretical insights**:

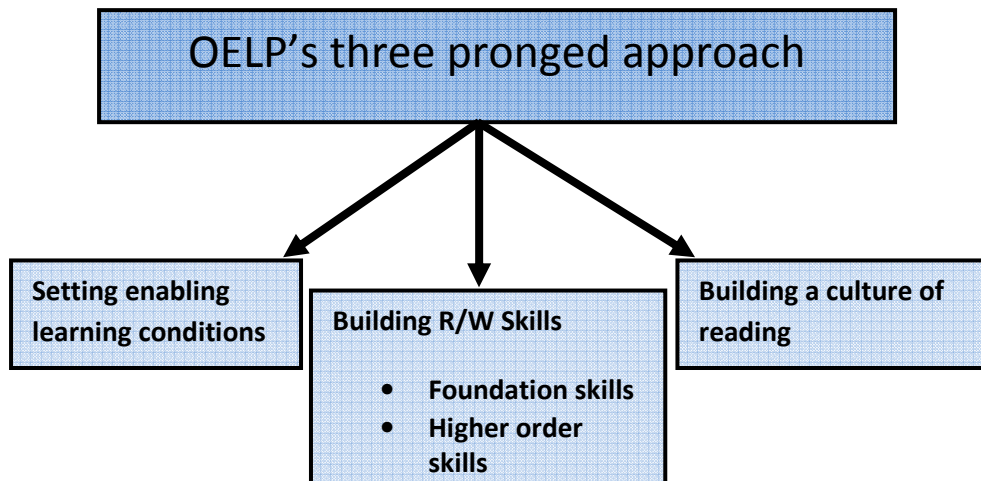
1. The shift from oral language to written language does not come naturally to children and needs to be scaffolded explicitly in planned ways. The responses that children make based on their experiences have meaning for them and are more akin to their natural common sense, whereas much school activity is 'dis-embedded', or is based on thinking which is divorced from a real context in which children can see any real purpose and meaning. Donaldson (1980) explains that what children have to learn to do in school is to think and reason in "dis-embedded contexts" . . . in other words, school demands that children need to learn new ways of thinking which are based on the use of symbol systems such as written words and pictures, and more importantly which deal with representations of the people, places, ideas and events which are a part of a world that lies beyond the children's immediate experience and more tangible day to day world. These aspects of the written form can pose problems for young children who have so far been used to talking about things which are in their immediate environment.

2. Young children's learning is rooted in their experience. Vygotsky (1987) has emphasized the need for building a meaningful relationship between the processes of everyday concept formation and scientific concept formation He believed that everyday concepts, which are rooted in the day-to-day life experiences of children and adults, provide the basis for the learning of scientific concepts which are taught through formal instruction Vygotsky's ideas have important implications for school based literacy learning in India, where reading and writing and print based activities do not form a part of everyday early childhood experience a very large number of children. Therefore providing rich experiences in meaningful and purposeful print usage needs to be an essential component of early grade classroom processes.

3. Children learn through relationships At times research is required to validate and entrench commonsensical knowledge so that it can find a legitimate space within the ambit of the education discourse and policies. Recent research from the Harvard Center on the Developing Child (2009) has attempted to establish that nurturing relationships and a

responsive learning environment play a key role for facilitating learning in young learners. Any education programme for young learners needs to be built on affirming relationships, and these need to be recognised as essential components of a classroom environment.

Components of OELP's Early Literacy interventions



These three aspects of the interventions are addressed simultaneously inside classrooms

Objectives

The work within OELP over the past year i.e. January 2014 to December 2014 has been guided by the following main objectives:

- To evolve a developmentally appropriate framework for early literacy and language learning which is grounded, effective and can support mainstream programmes.
- To consolidate and strengthen various components of OELP's existing interventions with a focus on enhancing the qualitative aspects of the evolving two year foundation programme for Early Literacy and School based Learning.
- To enhance community based programmes for building a culture of reading and enhance the active involvement of the community in the processes of children's learning.
- Advocacy and networking for strengthening the discourse and programmes for early grades reading, writing and language learning.

Achievements in 2014-15

- In 2014 OELP's work has received wide recognition.
 - The Deputy Director and members of the Raj. State Pedagogic Unit of SSA, visited the OELP work sites in April 2014 and in their visit report greatly appreciated our work and the learners' reading achievements.

- OELP was appointed as member of the National Advisory Body for Early Literacy set up by the MHRD in late December 2013
 - We were requested by MHRD to present our work to representatives of State Pedagogic Units of SSA from 36 States/ UTs on 16th January 2015
 - We have received a positive feedback and active support from the District and Block Education functionaries and SSA officials.
 - We presented our work at several National Consultations and Conferences on Early Grade Reading / Early Literacy, including those held by the World Bank; Room to Read; Jamia Milia & Save the Children; AUD and CARE India and have been appointed as a member of the Technical Core Group for drafting a position paper on Early Literacy
 - Professional interactions with students in institutes of higher learning in Education - Delhi University; Ambekar University & Jamia Milia Islamia
 - Course writer for one unit of a new IGNOU Early Literacy course
 - We have shared our work through articles, films and our website
- Conceptualized, planned and are trialling a two year Foundation Programme for Early Literacy and Language Learning for Classes 1 and 2 through the Four Block Framework. This is an exploratory framework with a view of scaling up through alignment with the mainstream.
 - Revisited and reviewed assessment processes. We will be accessing external resource support to consolidate this process in early Feb.
 - Revision of the monitoring and reporting formats through an ongoing process
 - Strengthened the process of in-house capacity building through the use of classroom based film clips, mentoring and modelling of classroom pedagogies.
 - Organised a Consultation of on Reading Comprehension with a select group of SRTT partners, Academics and experts
 - Conceptualized and established Women's Literacy Centers for SHG members in partnership with GMVS through a pilot project.
 - Developed a resource kit for the Women's Literacy Programme with the adaption of OELP's earlier resource material and development of new material.
 - Involved children in parent meetings which proved to be an effective strategy and has generated an increased participation from the community
 - Enhanced the programme of the village libraries including the processes of making storybooks based on the children's own creations.
 - Introduced a programme for village based investigative / research studies conducted by older children through Bal Manches located in the village libraries. This programme is being supported by external consultants
 - Extended the outreach of OELP to Uttarakhand through the MVDA who are SRTT partners.

Outreach and location of the OELP Remedial Programme in 2014-15

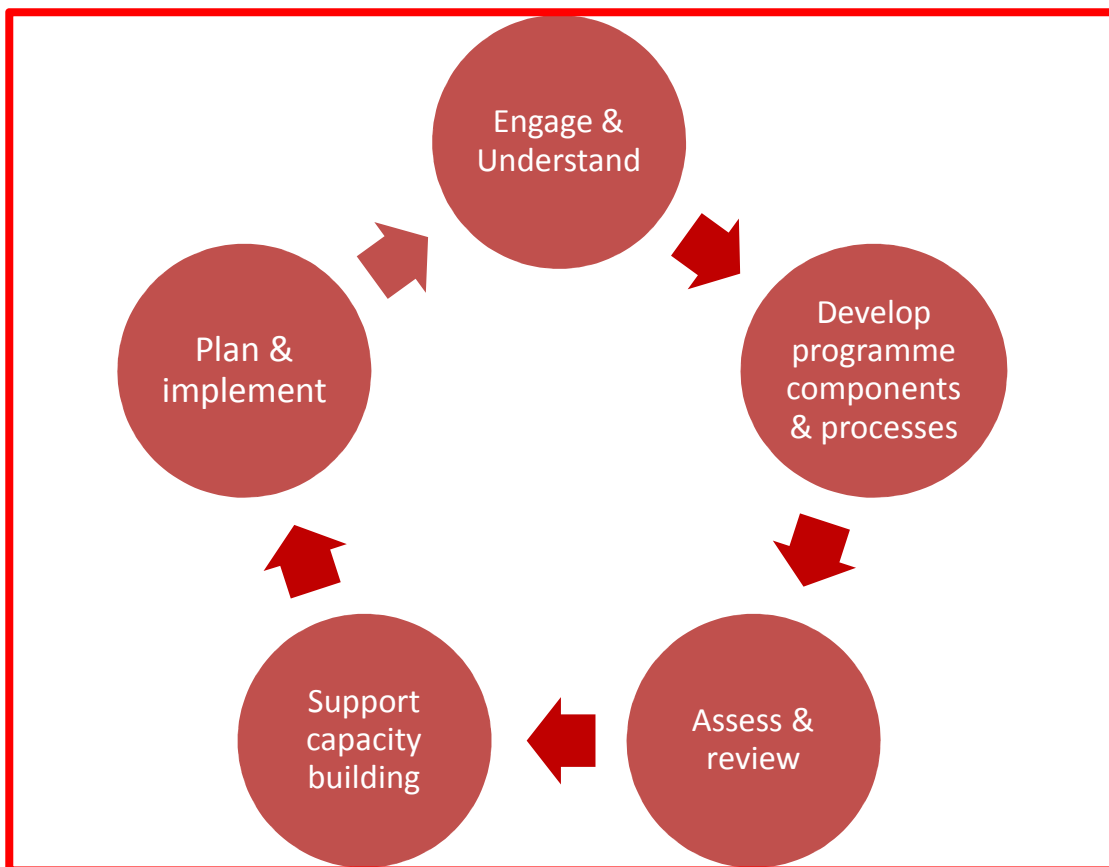
- 4 States
- 8 Districts
- 12 Blocks
- 150 Centers Approximately 8800 children

Table 1- Outreach of the OELP's remedial programme

OELP's Implementation strategy

State	Organisation	District	Block	No of villages	No of centres		No of children
					Centres	Schools	
Rajasthan	OELP - SRTT	Ajmer	Silora	17		17	796
	SWRC		Arain	8	8		165
	"		Jawaja	17	17		354
	"		Kekri	4	4		86
	"	Jaipur	Solavta	9	9		200
	"				38	17	1601
M.P	Jan Sahas	Ujjain	Tarana	10		10	869
	"	Ujjain Urban		5	5		100
	"	Dewas	Sonkachh	25	5	25	869
	"				5	35	4414
Bihar	ALOK	W.Champaran	Nautan	28	14	14	1288
	"		Gaunaha	19	9	10	924
	"				23	24	2212
Jharkhand	CWD- Torpa	Khunti	Torpa	4		4	235
	"		Rania	1		1	105
	SPS	Girdih	Girdih	5		5	225
	"					10	565
Total					66	152	8792

Overview of OELP's programme implementation in 2014-15



The main thrust of OELP's programme implementation in 2014-15 has been on the development of a two year foundation programme for early Literacy across grades 1 and 2. Based on the recommendations of the review team this has been the focus within our core work area in Rajasthan, while the remedial programme was implemented by our partner organisations. An overview of programme implementation is as follows:

1. To engage and classrooms and strengthen the qualitative aspects of the intervention components and therefore limit further expansion.
2. To design a programme for building strong foundation in Early Literacy for Classes 1 and 2 within mainstream, schools based on conceptually sound principles of Emergent Literacy and Early Learning through a process of professional guidance.
3. To provide a remedial programme to equip low achieving children to come up to grade level.
4. Monitoring classroom learning environments to address gap areas in an effort to ensure that they are inclusive, non- threatening, and facilitate active literacy and language learning in a variety of meaningful ways while catering to the individual needs of learners at different levels and interests.

4. To implement a structured programme for facilitating transitions from home language to school language over a period of two years.
5. To streamline processes of assessment, review and monitoring.
6. To implement a library programme for build meaningful connections with books and reading within children and rural communities.
7. To involve parents and community members in the processes of children's learning
8. To tap local forms of knowledge and explore ways of bringing them into the purview of the formal education system in the early years of schooling.
10. To engage with a wider body of knowledge in the area of early literacy and Language Learning with a focus on Reading Comprehension.
11. To strengthen the organisation building processes as recommended by the review
12. To engage with advocacy and networking which supports the effective implementation of conceptually sound Early Literacy programmes

The programme implementation over the past year can be broadly categorised as follows

A. Post the exposure visit to Phaltan i.e. January to March the focus on building foundations for schooling which included:

1. Focus on building self regulation through

Following simple rules

Learning to work together

Learning to channelize emotions and working together

2. Focus on strengthening working memory

- Listening attentively

Staying on a task and completing it

Learning to avoid distractions

Learning to switch gears and adjust to the demands of new activities

3. Focus on reading and writing clearly, accurately and logically

The above programme components were reinforced through a three day professional development workshop undertaken by Dr. Neelima Gokhle in early March.

B. Guided by the review of OELP by SRTT in the latter part of April the thrust of OELP's implementation shifted to the following:

1. Developing and implementing a two year foundation programme for Early Literacy and language learning for Classes 1 and 2, with an increase in learner expectations and learning goals through emphasis on higher order thinking skills and enhanced learner capacities for meaningful and purposeful reading and writing.
2. Review and revisiting of assessment, so as to streamline the processes
3. Revisiting monitoring processes
4. Enhancing community engagement
 - Setting up women's' literacy centres and developing material for these
 - Involvement of older children within the village libraries in small village studies
 - Compiling children's writings into books
5. Enhancing organisational capacities
6. Networking and advocacy



Our emerging young writers are now creating their own books

Programme implementation

A. Development and implementation of a Foundation Programme for Early Literacy and Language Learning for Classes 1 & 2

This programme has been conceptualized as a two year programme across Classes 1 and 2. It is based on the strengthening the qualitative aspects of OELP's interventions, with a focus on three skill sets:

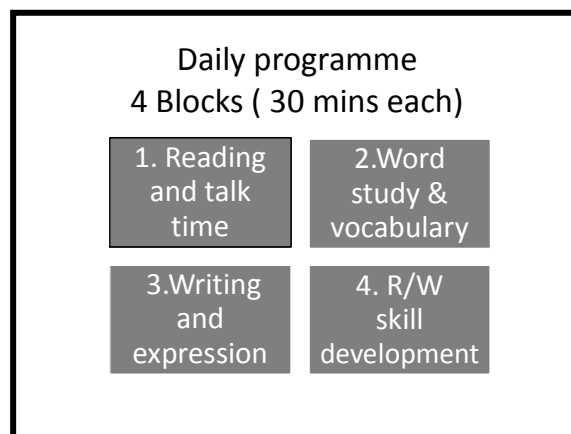
- ★ Foundation skills for schooling based learning (home to school transitions)
- ★ Foundation skills for early literacy – O,L, R, W
- ★ Higher order skills / processes

These are taken up simultaneously and not sequentially.

This Foundation Programme is being implemented through the Four Block Approach as a delivery framework for implementing classroom based language and literacy interventions with a focus on the enabling conditions and the actual classroom transactions and pedagogies. Through the classroom implementation over the past few months we have adapted it to the contexts that we are working in. The OELP team proposes to focus on streamlining, consolidation and exploring ways of taking this forward.

The 4 Block Approach – as being implemented by OELP

30mins for each Block – this has been modified to our context as outlined below



Objectives:

- Rich conversations
- Building print concepts

- Building vocabulary
- Experiencing and responding to written language in many ways and at different levels of complexity
- Building higher order thinking skills
- Read Aloud – pre-reading, during reading, and post reading

Class 1 - Thematic units - experience based, inclusion of children's literature

(Planning template attached). Focus on O, L and foundations skills

Focus area:

Types of questioning

- Open questions
- Closed questions

Class 2 Engagement with curricular materials, children's literature and experience based learning – introduction of different reading and writing pedagogies – such as guided reading , shared reading, shared writing etc

Initial response from teachers / BSK workers /others: We have had a pretty positive response to this framework as it is very doable within the capacities and expectations of the existing system.

For Class 1, the framework based on a four block approach was found to be suitable for our context as it provided a conceptually sound framework to distribute the time and approaches for engagement with the curricular and non-curricular material, as well as ensure an adequate distribution of time for oral work, read aloud, word activities and vocabulary building and writing and expression through art.

For Class 2, a three block approach was found to be more feasible, and time was distributed between the textbook and use of children's literature and other easily available reading material.

Classroom processes

The focus on the Four Block plans has been on enriching the children's spoken language, thinking and listening capacities, as well as to engage meaningfully with written language through Read aloud and other forms of engagement with books, posters, and displayed texts. During theme based conversations the children are encouraged to question; predict; connect with their own experience; retell in their own words. They are also encouraged to use new words in a variety of ways.

A chunk of time for free reading and creative or outdoor activities is made available on Saturdays. Teachers have used this fairly creatively for making books; doing roles plays or puppet shows; clay modelling based on stories or taking children for akshara walks during

which time they are made into small groups and each group collects little objects starting with a particular akshara sound. This has been a very popular activity.

Planning and conceptualising

The month of May, 2014 was spent conceptualizing and designing the modules for this foundation programme. The recommendations of the Review Team for this purpose were also looked at, during this engagement. A four day workshop was organized in the early June for sharing the programme thinking, design and components and getting inputs and feedback from the OELP team.



Thinking, absorbing, sharing ideas, planning . . .

The plans include the following:

1. Planning for Class one

- A theme for two weeks
- Conversation pointers based on the theme, as a guide
- Read aloud based on theme related story books; the *Barkha* graded series and lessons from the text book – with pointers for pre, during and post reading
- Vocabulary building and word analysis activities / games

- Writing and activities for creative expression
- Activities for building foundational skills for R/W based on OLP's structured the *varan samooch* approach

2. Planning for Class two.

The planning for Class two has been based on the use of children's literature made available in the reading corners as well as curricular materials i.e. the textbook. The engagement with the TB was dictated by the demands of the school and in particular of a rather structured CCE programme. The plans for Class 2 include

- Conversation and Read aloud based on a storybook
- Pre-reading conversations and guided reading based on an extract from the TB
- Vocabulary and word analysis / decoding
- Writing – free experience based writing. In the initial period (one to two months) followed by shared and linguistically controlled guided writing in the later months. The time available within the writing block is used once or twice a week for skill practice through skill practice worksheets or focused activities.

Gradual release of responsibility model for planning

During the initial capacity building workshop in July after the initial orientation to the approach the broad planning frameworks were shared and then planning for the weekly units classroom was done in four small groups. Each group consisted of a facilitator and the BSK workers from his cluster. They were supported by a core team member. The plans that they made were shared with the whole group, and reviewed and refined with inputs from Keerti, and a common plan was developed with some flexibility to allow for school specific variations, to allow a sense of ownership.

These plans will be trialled and reviewed after a month of classroom implementation. Classroom based implementation of the plans began from the 15th of July, but since admissions continued through July, it was only in the month of August that regular work on the Foundation Programme began through on the Four Block approach. In the meanwhile the government of Rajasthan introduced CCE in a structured and predetermined manner. We realised that these plans would have to be aligned with the demands of the CCE format. This was however difficult as CCE was aligned to the TB, while the OELP plans were designed thematically to ensure that they were developmentally appropriate for very young beginning school goers. While the children have responded positively we had to lose out on the active involvement of the regular teacher, since a large chunk of their time is being taken up by CCE.

Subsequent to the orientation workshop pre –designed plans were made available to the BSK teachers to familiarise them with the approach. These plans were reviewed during the

monthly meetings and modified based on shared experiences and insights. Through this process of trialling we were able to develop templates for planning by the month of October were developed and there was a gradual shift to plans being developed by the facilitators and then reviewed by Keerti. By December the planning was being done in cluster wise groups with the active involvement of the BSK workers.

Response and achievements:

- The school teachers and BSK workers have responded positively to the four block framework.
- It has helped to structure the day in a purposeful way
- It has ensured that different competencies get addressed a fairly simple way that the teachers find comprehensible. This includes the higher order skills
- It has ensure variety in the pedagogies used
- The teachers do not find it demanding.
- The children have responded positively, as it helps to provide them with regularity, and variety.
- Planning needs to be simplified further from the perspective of scaling up and we are currently working on this
- The programme blends itself to the mainstream programme, especially the newly launched *Padhe Bharat Badhe Bharat* programme of the State, though mechanisms for capacity building and implementation will have to be worked out for scaling up.

B. Inside OELP classrooms



Class 1 creates "Our Tree of Sweets"



A child's writing over six months – in Class1

शुरुआती मूल्यांकन . कुल अंक 30

नाम राजेश कक्षा I स्कूल सुरमुख दिनांक 28/7/14

1. अपने मन से चित्र बनाओ ।

0 0 0 0 8 0 0

2. वर्ण पहचान अंक 5

शब्द सुनकर उसकी शुरु की आवाज़ वाले वर्ण पर गोला लगाओ	गोला वाले वर्ण को लिखो
द	क
म	च
त	आ
नी	ल
सा	ग

3. श्रुतलेख अंक 10

2

Baseline July 2014

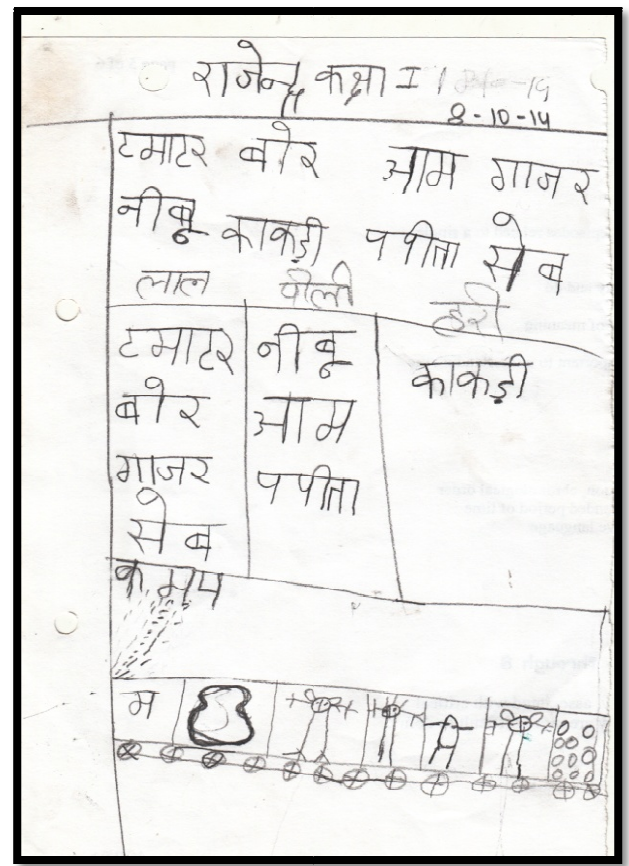
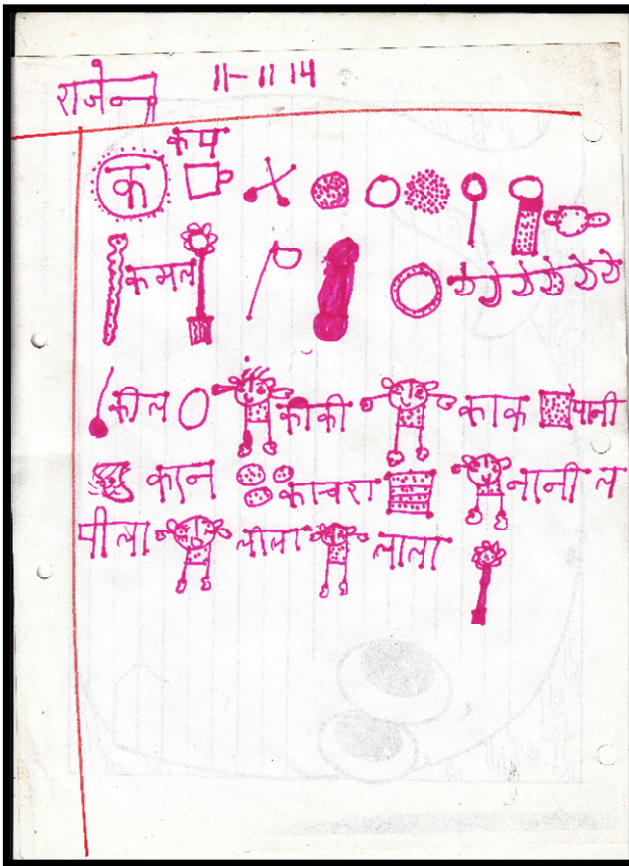
राजेश I 16/8/14 कक्षा I

क

प

म

Words beginning with "ke" "pe" and "me"

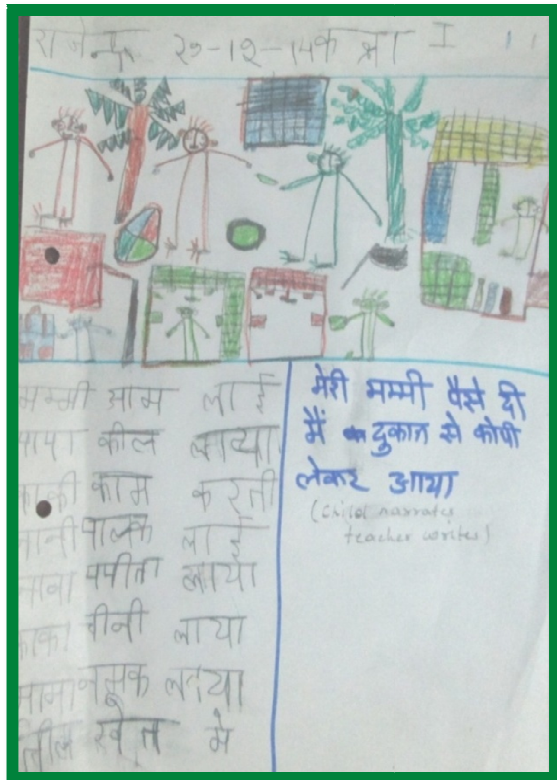


Engaging with beginning sounds and symbols

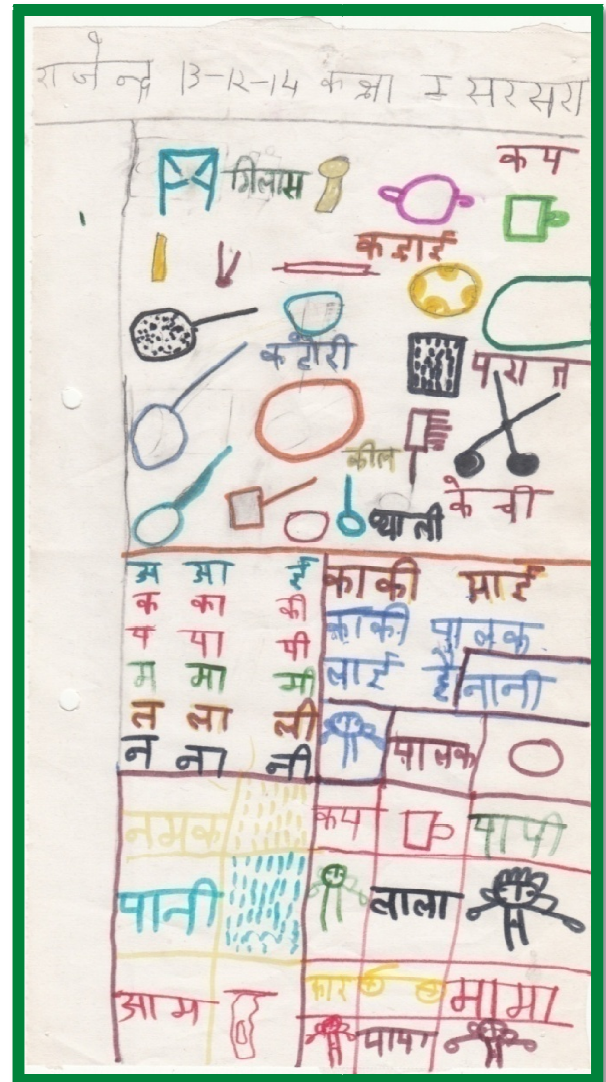
Classifying words



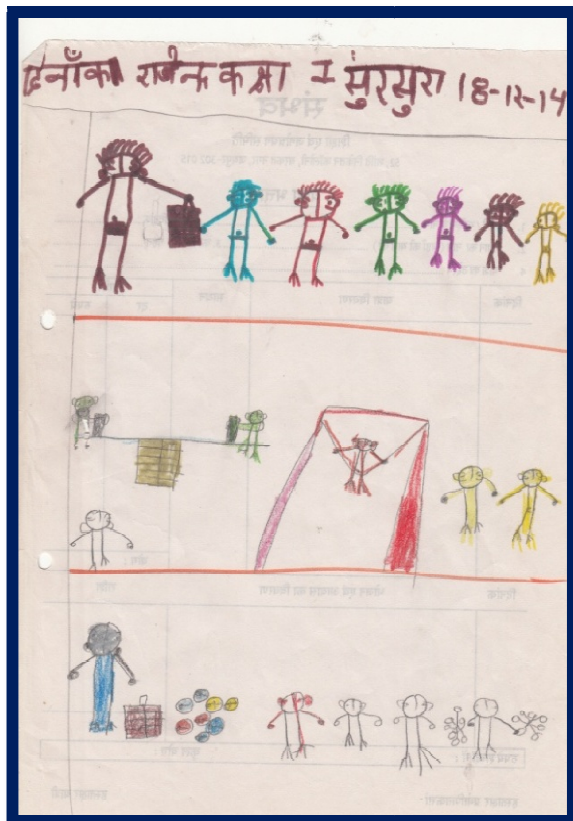
Responding to a conversation on Animals



Sharing real life experiences

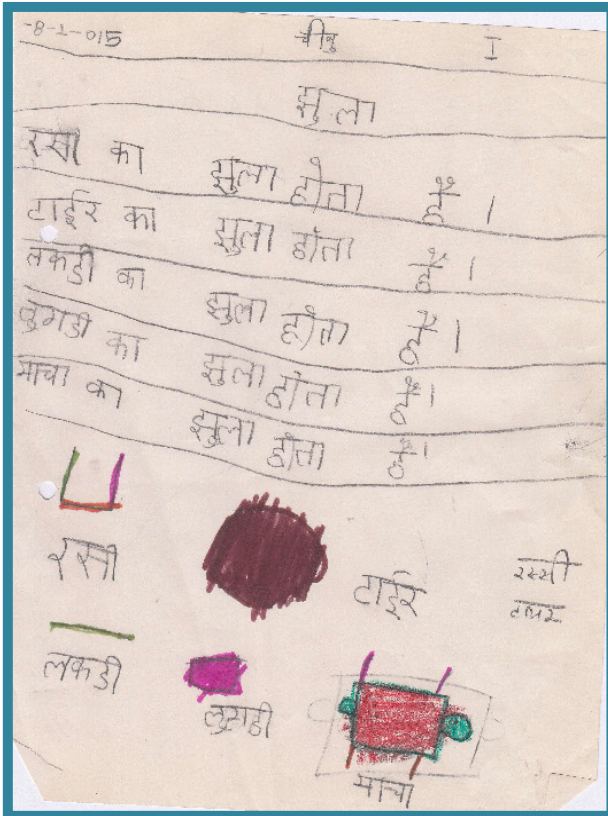


Building written vocabulary - The words on top are related to the theme *Bartan – Utensils*.

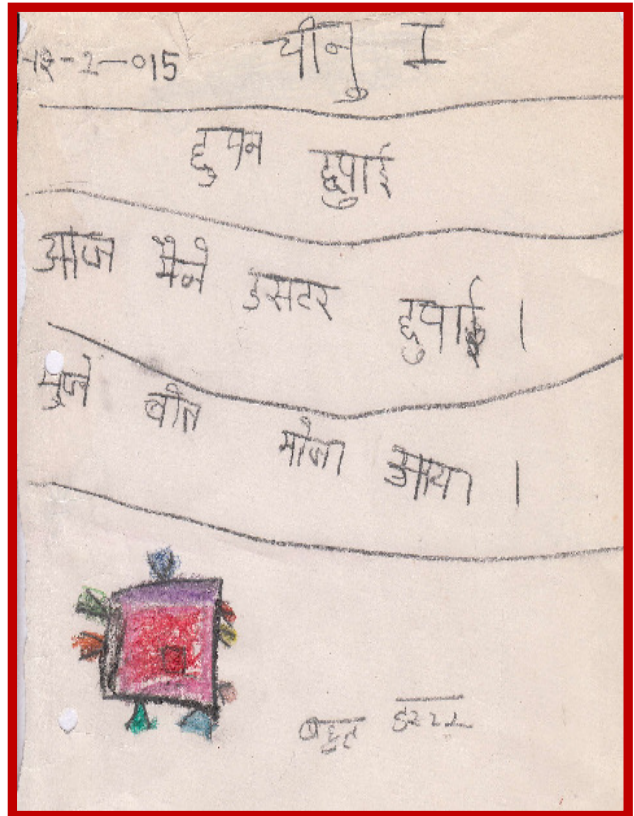


The beginning, middle and ending of a story.

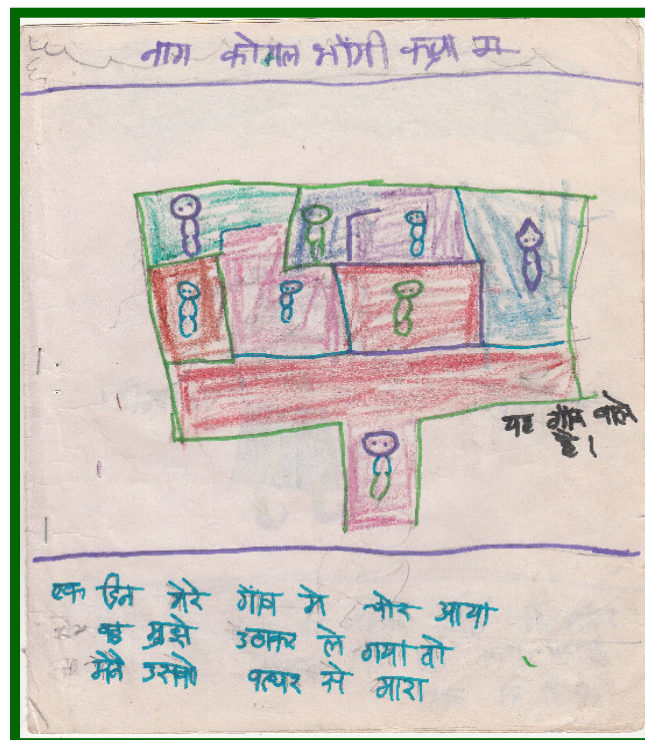
Sharing an experience through writing and drawing – Class1

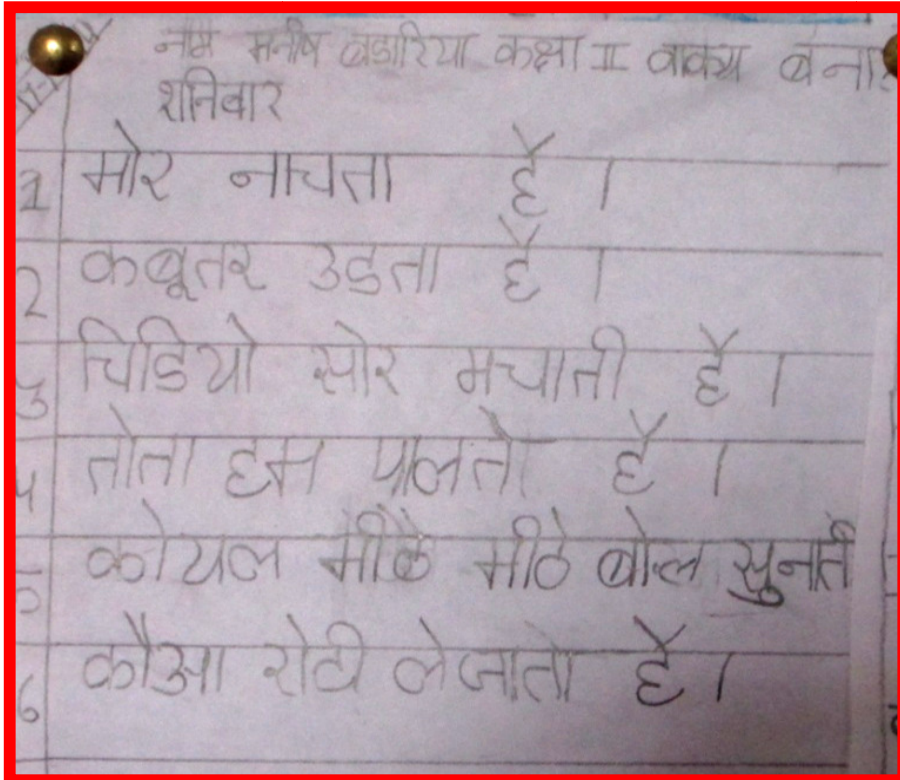


Writing sentences on "Swings".

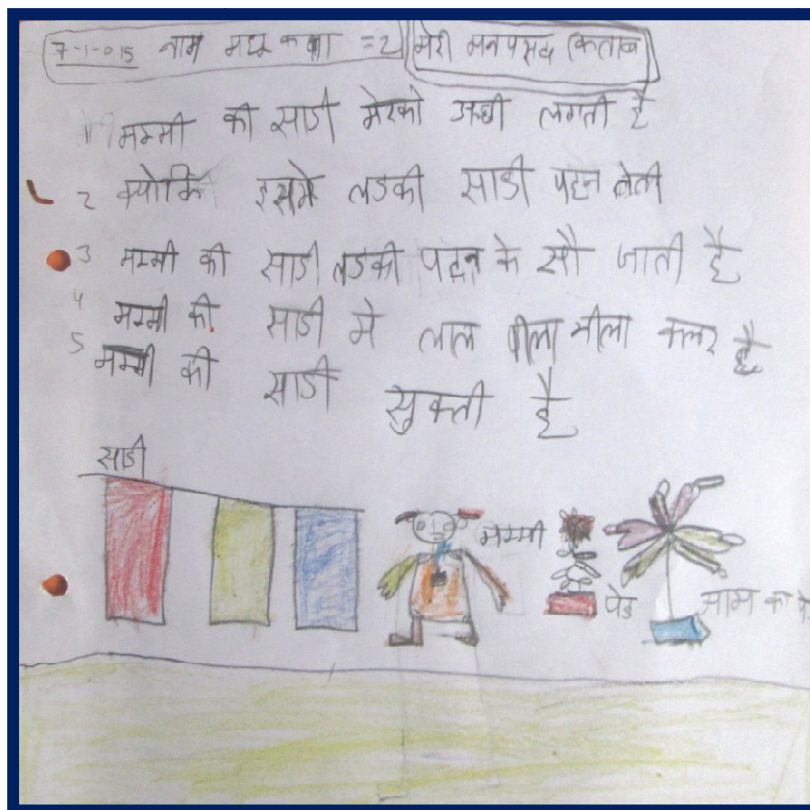


Today I hid the duster. I had a lot of fun.



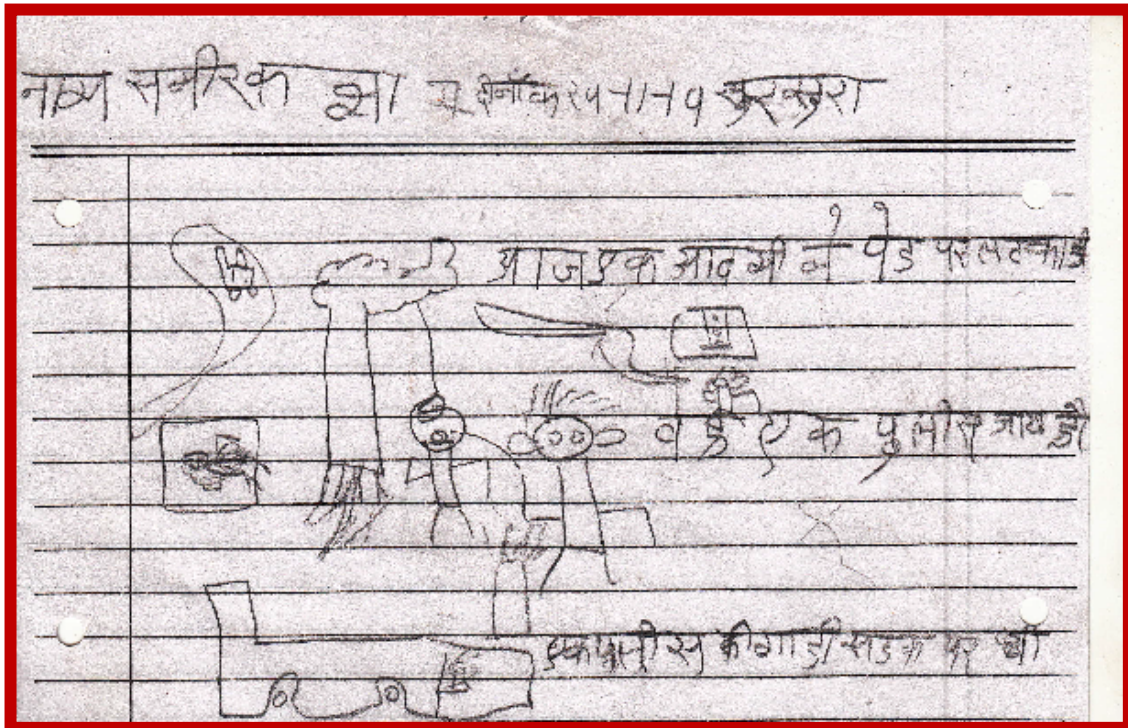


Writing sentences on birds

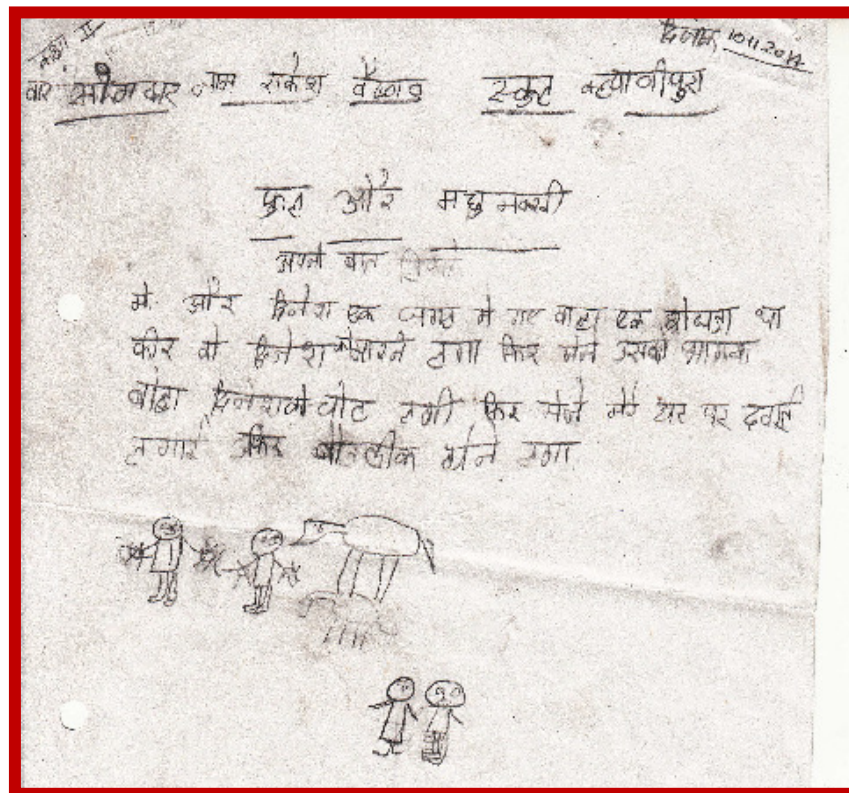


Writing about a favourite story book – Mummy ki Sari (My mother's sari)

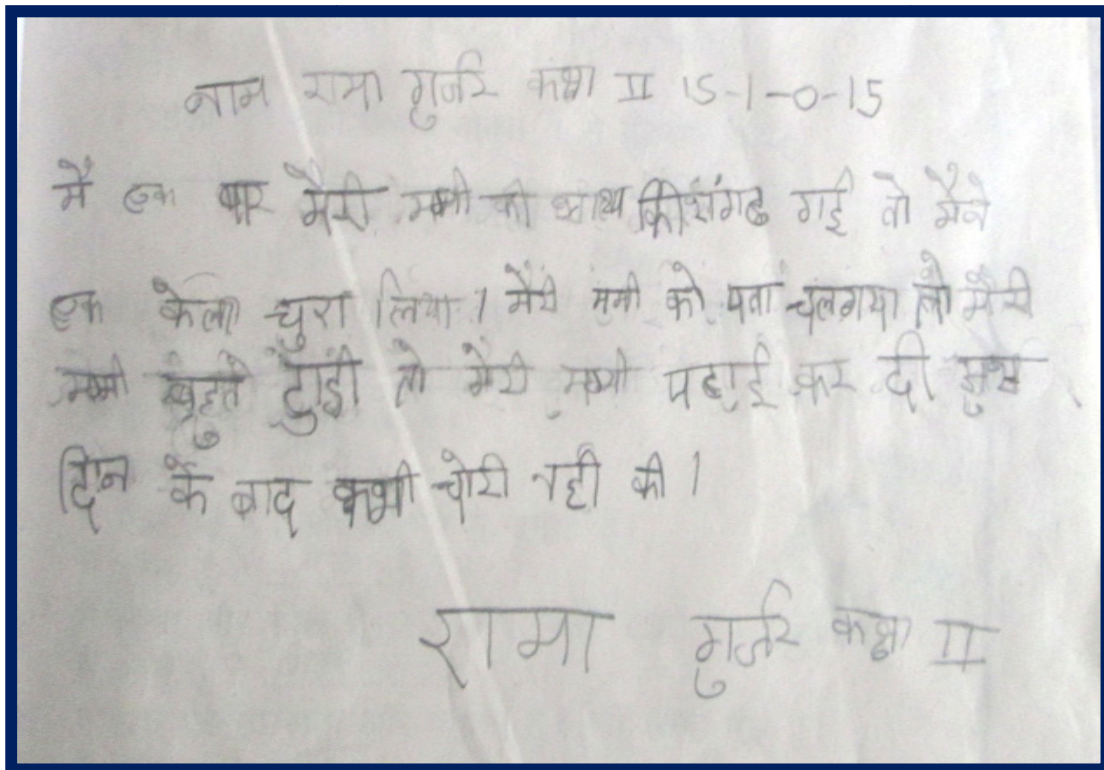
Responding to real life experiences through writing & drawing



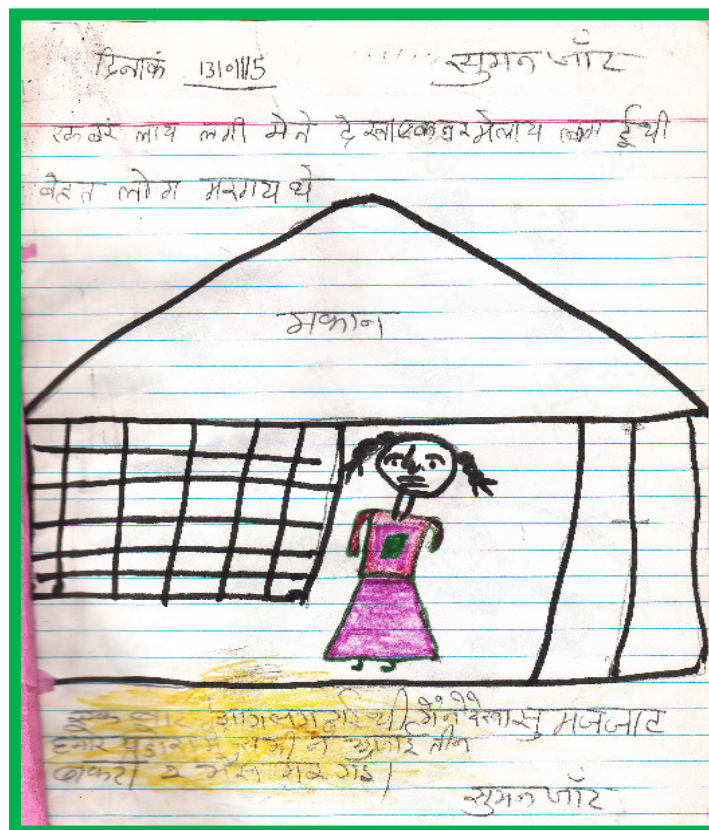
Today a man was hanging from a tree. One policeman came. One police vehicle was standing on the road.



I and Dinesh went to a jungle. There was a blue bull. It started hitting Dinesh. I chased it. Dinesh got hurt. I put medicine at home. He got well.

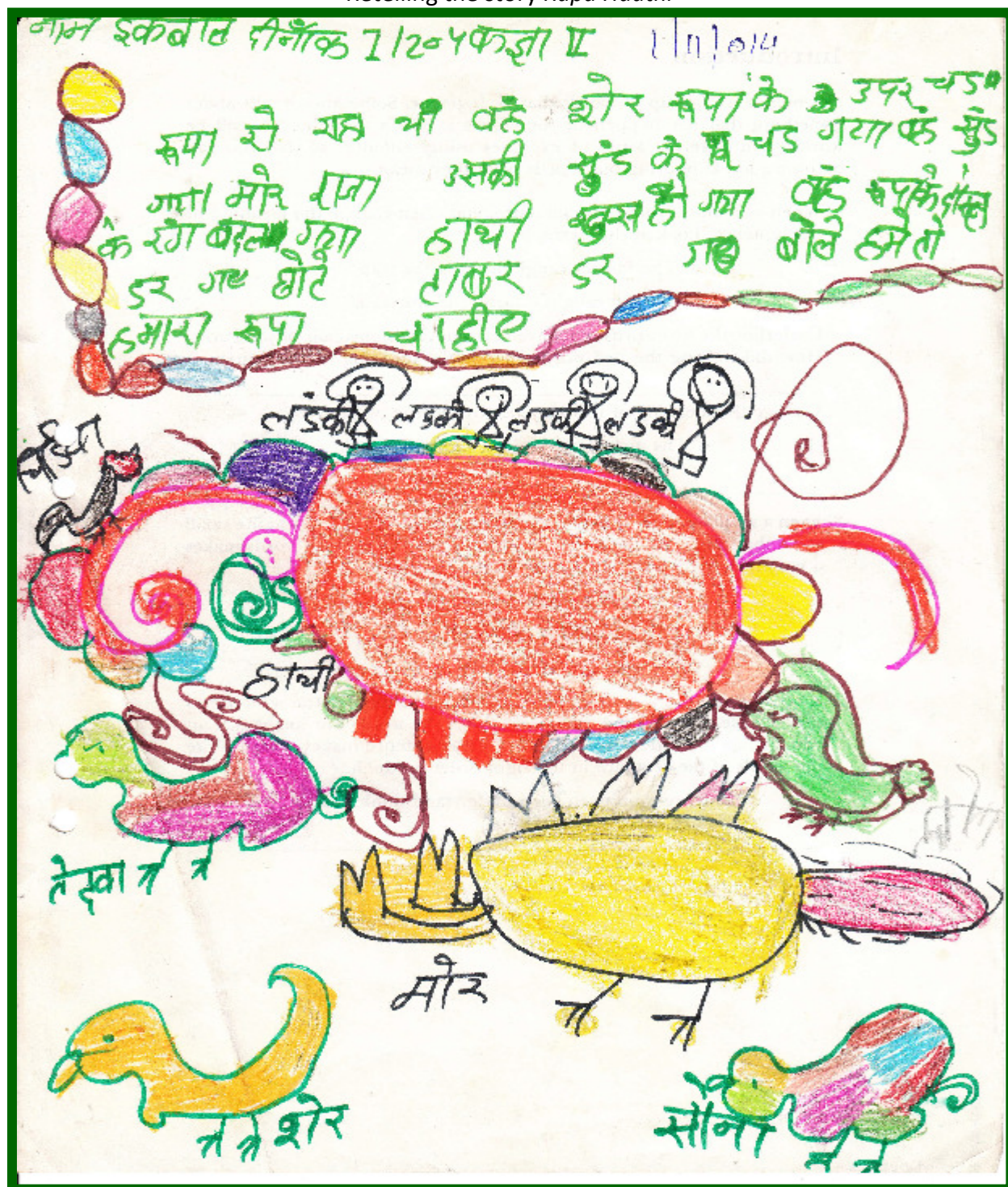


I went with my mother to Kishangarh. I stole a banana. When my mother got to know she scolded me and beat me, from that day I never stole again.

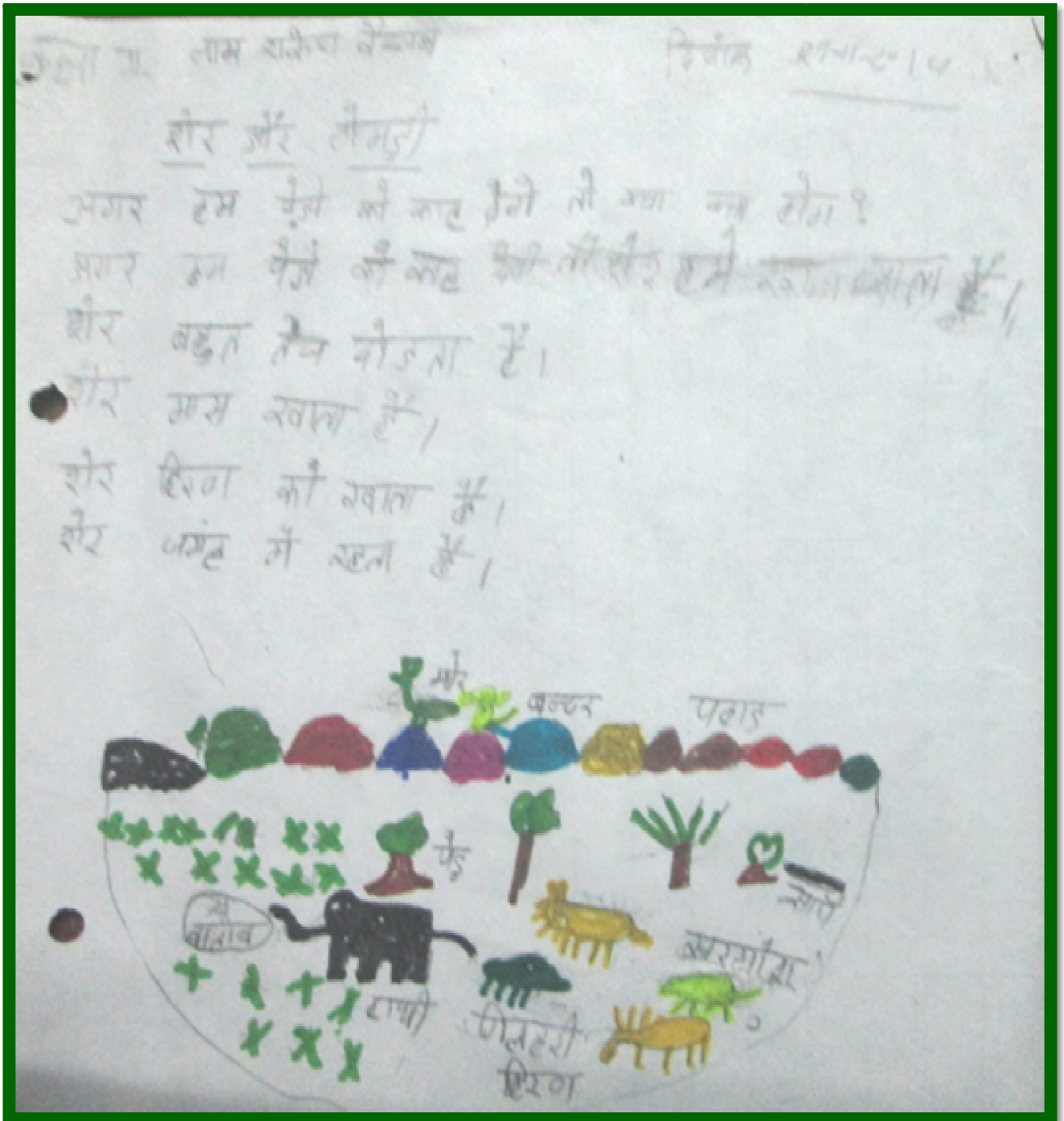


Once there was a fire. All our neighbours put it out. Three goats and two buffalos died.

Retelling the story Rupa Haathi



Rupa was crying. The lion climbed on Rupa. The king peacock climbed on Rupa's trunk. The colour of the trunk had changed. The elephant was happy. But Rupa's friends were frightened. The little children were afraid and said we want our Rupa.

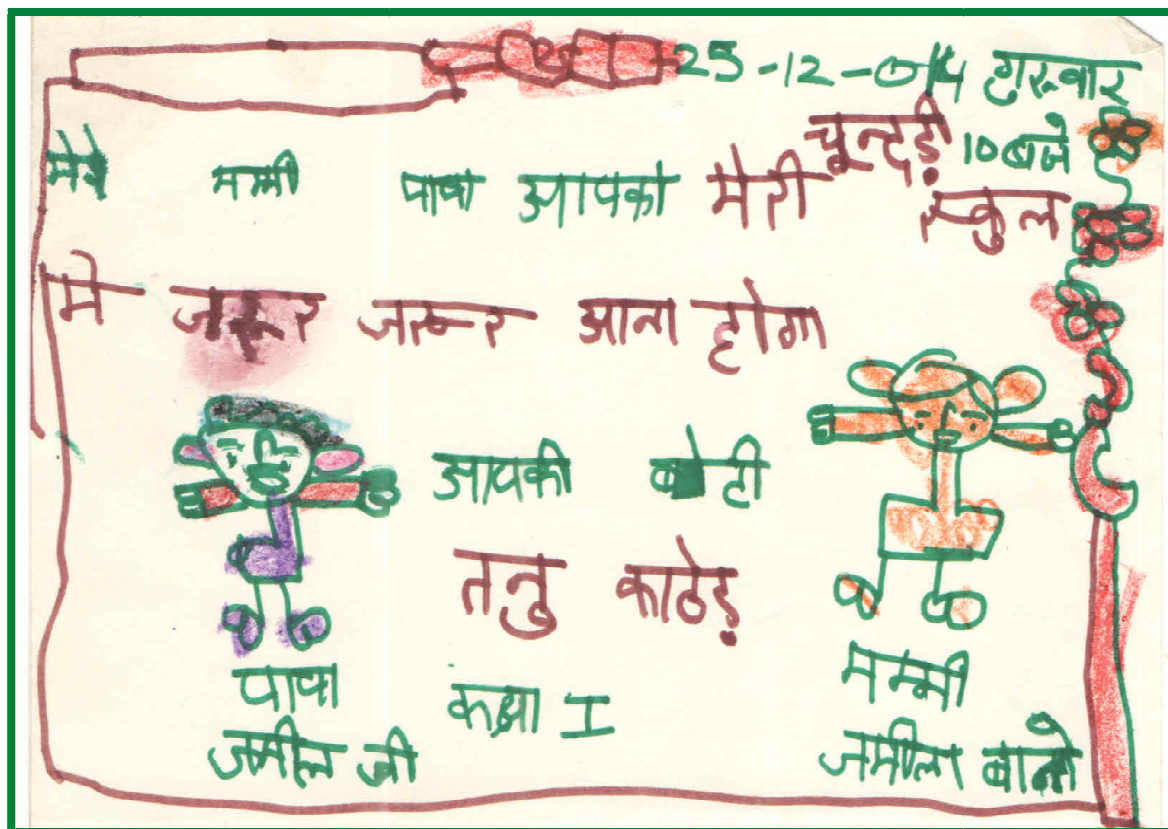


Post reading - Sharing thoughts after a Read Aloud session of the story *Sher aur Lomri* – The Lion and the Fox

Q: What will happen if we cut trees?

If we cut trees the lion will eat us up. A lion runs very fast. A lion eats meat. A lion eats deer. A lion lives in a forest.

Inviting parents!



My mum and dad. You will have to, have to, come to my Chundadi School at 10 'O'clock.
Your girlie, Tanu Kathed – Class 1

In the month of December there was an exciting buzz in all the BSKs as the children were given the responsibility of bringing their parents to the parent meeting. The children made colourful invitation cards for their parents to invite them. This proved to be very effective and most parents came. The children also played the role of postmen and delivered invitations to parents of children who were irregular. They made sure their parents attended. For many parents this was the first time ever that they had received an invitation card!

The children took their responsibility very seriously!

Little Deepak got up really early on that day and accompanied his mom early in the misty haze to the fields to help her cut fodder so that she could take time off to come to the school. Later his mother shared how impatiently he kept prodding her to hurry up. He was worried that she might be late!

Reena brought her grandmother as both her parents are daily wage workers and missing a day at work meant losing one day's earnings!

When Neraaj's mother found very little work in her profile folder, she had to confront a little girl who scolded her and blamed her mum for sending her off with the goats and buffalos. "You are responsible", said her angry little girl, "how can I do work for my file when you don't send me to school?"

Parent meetings



We have been organising regular parent meetings. These have so far been held in the village chaupal or at the NAREGA sites to suit the convenience of the parents. This time round we decided to do it differently and to bring the parents into the classrooms during the winter vacation. This way the parents would get a first hand idea of all that their children do and learn in school. The children too could share their favourite poems or books or posters, or read out their names from the name charts! There was excitement in the BSKs as the children got down to making decorative invitation cards. Much thought went into what they should write. Even the little ones in class 1 were totally immersed. Those who couldn't write got others to help them. And so it was that the parents came to the classrooms.

The discussions were rich. Parents learned about what their children do. They compared the work of their child with other children. Children too felt very important as they shared their learning space and their work with their dear ones.

Some highlights of the meetings:

- Children showed their parents their profile folders and read out from what they had written.
- The OELP methodologies were demonstrated by using the displays within the classrooms. Children read out the poems and stories they had written.
- The discussion focused on irregular children and why it was important for them to attend regularly, and how to convince their parents.
- In some meetings there was comparison between government and private schools, and parents appreciated the attention that was being given to children within the OELP BSKs.
- All the parents gave an assurance that they would keep track of their children's progress and visit the BSK regularly.
We felt our bonds had deepened!

A boost from the parents!

Deepak's father (from Sursura) shared his son's experience.

Deepak was admitted into a private school and hated going to that school. At that point he got drawn into OELP's summer programme and subsequently insisted that he be admitted in the government school. He is now doing well in the BSK and is a regular student.

In a similar manner **Rahul and Devram's** grandmother in Rodawas said that both her grandchildren had been admitted into a private school; however they did not learn anything and could not even write their names. They were then pulled out and admitted in the government school and she was really happy to share that both of them are now reading books and not only that they really enjoy reading!

Rechal's parents from Kalyanipura had a similar story.

Madhu Bagriya's grandmother informed everyone that her grandson is in the 8th class but cannot read as much as Madhu her granddaughter who is in the second class.

C. The Library Programme

OELP views the library programme as an effort to build bonds with books and reading not only in the BSKs but also within the larger communities in the surrounding villages. We try to provide children and their families and communities different opportunities to interact with books to make real connections.

OELP has three types of libraries:

- The Field Library
- Village Libraries
- Classroom based Reading Corners

This year we have tried to align the libraries with the newly introduced Class 1 and 2



foundation programme. Workshops were organized for facilitating the selection of books for the classroom based reading corners and for Read Aloud session. Special emphasis was given to the criteria for selection of books and many hours were spent in getting to know books and make friends with them. Apart from the library team we decided that the entire field team would be involved in this process of book selection.

Book selections are based on some of the following factors:

- The planned themes for the month for Classes 1 and 2.
- Level of the children and interests of the children
- The content i.e. the of story or information and the way in which it has been presented
- The attractiveness of the book for a child – illustrations, layout, design
- The language in terms of richness and clarity
- Font and font size
- Length of the text and size of the book – while considering Read Aloud

- The possibilities for conversation and story extension activities

Reading corners are an important component of each BSK. Mechanism for linking the BSK Book Reading Corner with the Field Library has been streamlined. Every two months a bag with 25 books is sent for each reading corner and the earlier lot of 25 books returned. Some suggested activities based on story books are worked out by the field library team. These are shared with the teachers at the teacher meeting. The idea is to motivate teachers who are not as yet comfortable with book engagement. The teachers are however free to work out their own activities should they choose to do so. Many have got to this stage now, and they prefer to engage children with books in their own ways.



The set of books selected for the reading corners is divided into **books for display** and **books for read aloud**. We decided that books for the read aloud would not be displayed as it was important to retain the element of surprise. The same titles for Read Aloud sessions were selected across all the BSKs. This allowed us to strengthen the collective planning and review processes. It also enabled the sharing of best practices along with some challenges that were encountered and possible ways of addressing these. One of the challenges that was shared is that is that of language, especially with the little ones in Class 1. Many of these young children do not understand the text in Hindi. Different strategies for dealing

with this during the pre-reading stage have been an important area of focus during the monthly review meetings.

As part of the monthly meeting a regular practice is to share film clips of actual practice within the BSKs and other libraries. We find rooting the discussion within the classroom makes it easier for the BSK workers to grasp; reflect upon and respond to the specific issue in focus. It also helps them learn from each other and build on each other's strengths. The film clips and subsequent discussion have focused on strategies for pre-during and post reading; book based conversations with children; post reading questions raised by the children based on the story that was read out; guided reading practices; different ways of involving children with books. These are useful opportunities for the teachers to critically evaluate and understand good and bad practices through a reflective process. It has also helped to strengthen capacities in newer teachers.



Suggestions for pre and post reading activities have been incorporated into monthly plans. Support for these was provided to the BSK workers through modelling and mentoring by the supervisors and other members of the OELP team. A written note was also given to each BSK worker and the field team with some suggestions for read aloud. The importance of Read Aloud sessions and how to go about it were also discussed through in- house capacity building workshops organized as well as during the monthly review and planning meetings with a focus on building deeper conceptual understanding to support the classroom practice. Some of the above aspects have also been focused upon in the village and field libraries. However we feel we need to do more in these libraries. We now have Library Volunteers in place along with a full time librarian. They have all undergone capacity

building workshops. We propose to introduce library plans, which will look into the programme at all the three levels.

We have also started a small pilot project with older children. The idea is to provide the village library as a platform for this group of children to do in-depth study of some aspects of their own villages. The first meeting was supported by two external Consultants, and has generated great enthusiasm. We believe this can become an empowering process which may also look into ways in which the libraries can be used to build active linkages with the available local knowledge, so that this becomes an empowering process for the young readers as well as their communities. We are currently exploring various options for getting support for this programme.

Currently village libraries are functioning in 8 villages as shown in the table below:-

Table 2: Details of village libraries

Village Library	Membership	Average Attendance
Phaloda	54	65 %
Naunandpura	37	70%
Thal	60	68%
Rodawas	42	75%
Kankniawas	53	60%
Chundri	37	60%
Rampura	56	85%
Mundoti	51	60%

The focus of the village library programme has been on the following:

- Enhancing children's engagement with books and reading through planned exposure to books and a variety of book based activities and Read Aloud sessions.
- Using children as Library Ambassadors to increase the outreach
- Making books with children
- Using the library as a fora for knowledge building through the setting up of the Bal Manch – to support village studies or village newspapers and other knowledge building activities by older children
- Promoting Pathan Saathi or reading buddies to encourage shared reading and peer learning
- Muskaan workshop for the library team
- Exploring ways linkages with local knowledge and with the wider village community, especially women

The summer programme - Government schools closed for summer vacation on the 15th of May. Past experience had shown that summer is a good time to get children to engage with books. It is also the time when people are free from agricultural work and so provides time to dialogue with the community. With these thoughts in mind we decided to take up the following library related activities over the summer months from i.e. from mid-May to the end of June:

- A reading programme in each village for two hours
- Get feedback from the community based on their ideas of what children should learn, and on how they view OELP
- Document village histories



The summer activities – Community meetings were held in all the villages where the BSKs and the village libraries are located, to share the idea of the reading programme and fix the time and the location. In some villages like Patan, Phaloda, Rodawas and Devji ki dhani the school authorities gave us permission to run the programme in the school. In most villages the programme ran for two hours in the early hours of the morning. Some of the activities that were taken up are:

- Read Aloud sessions
- Independent reading
- Book talk
- Book related extension activities
- Making books
- Art work and clay modelling

- Creative writing /comics were made in one village
- Games

The summertime reading programme was open to all children and in many villages children from other classes and the non BSK children participated actively. In Patan, the volunteer who is from the Bagriya community played an active role in getting children from the Bagriya community. This inclusion proved to be a catalyst for these children later getting enrolled in school. The average attendance varied from 25 to 50. Tracking of the books read by the children was done. A register was maintained in each centre and the children were asked to sign their attendance and write the name of the book they had read. The BSK worker and the volunteer discussed books with different individual readers, to gauge how the children had engaged with the books. In Chundri the children started a wall news paper and also made comics. In other villages the children made puppets and enacted role plays based on story books.

Streamlining of library processes:

- Appointment and training of the new OELP library team
- Appointment and training of volunteers for the field library and all the village libraries
- Stock taking and coding of new books during the summer months
- Membership – A total of 225 members at the Patan field library filled their forms and were given their membership cards. Details of the village library membership are given in the table no.2 above.
- A system for issuing books has been put in place
- A system for reader tracking has been put into place.
- Monthly planning and review meetings are held with the library workers and volunteers
- Planning of book related activities is being undertaken for all the libraries
- Capacity building workshops have been held for the library team
- The Pathan Saathi programme has been introduced in all the libraries
- In three villages – Patan, Chundri and Sursura Bal Manches have been set up with older children. This programme has been launched with a very energising two day workshop with Amit and Jayashree Bhatnagar from Adharshila, Madhya Pradesh who came in as two highly experienced external consultants and have given this programme an enthusiastic start.

D. Capacity Building and programme enhancement

Professional development workshop for BSK teachers and Library team

a) Nalu workshop 15-16th Feb 2014

Some of the issues taken up during these meetings are as follows –

- The three components of ELP
- Understanding processes of self regulation
- What is meant by a learning environment
- Setting up of a Stimulating, well organized, stress free environment within classrooms.
- The importance of some ground rules
- What is literacy?
- R/W strategies
- Word and sentence cards and other activities

b) Meeting with the VBS team – 15th of February 2014 - Yasodhra and Jaya, two members from VBS interacted with the OELP BSK workers and team members.

b) VBS Library Educators Course – 25th to 27th February.

Leelawati Yadav and Shabana participated in the final sessions which were planned for the third contact from the 25th to the 27th of February. Both of them made presentations of their field projects and also the work they had done with story books.

c) Capacity building of OELP team by Neelima Gokhale on the 11th and 12th of March 2014

An attempt was made to understand the following –

- Children do not learn the same way that adults do.
- Small children have an attention span of 20 second .Therefore the need to avoid over stimulation
- The importance of building strong R/W foundations in the early years
- Classroom management strategies
- The importance of listening
- Teacher as a role model

d) Capacity building and material development workshop -14th to 15th April – to review the processes within the Women’s Literacy Centres and refresh the OELP methodologies with

the teachers and coordinators. Some initial work on adapting the varan samooch poem posters for women was undertaken.

e) Working out a framework for the foundation programme-May 20th to 30th – Working on

f) Workshop with the OELP team 15 to 19 June 2014 – for sharing the programme thinking, design and components.

g) Capacity building workshop for OELP team in Singla– 4th to 6th July 2014 – On the foundation programme, the four block approach and plans for class 1 and 2

h) Workshop for ways of using story books. 8th and 9th Nov 2014. – Medha and Sashi from Muskaan were the resource persons.

i) Workshop for exploring our local history-10th and 11th Jan 2015- The resource persons were Amit and Jayashee Bhatnagar from the Adharshila School in MP.

E. Consultation on Reading Comprehension for SRTT- SDTT partner organizations - 23rd to 26th April, 2014.

This Consultation was held at the Sanskriti Kendra, New Delhi. OELP worked as a resource partner with SRTT to conceptualise, design, organise and implement this consultation. The participants included representatives from select SRTT partner organizations; experts from Delhi and SRTT representatives. The focus of the four days , was to collectively explore various dimensions of a critical component of early literacy, which is Reading Comprehension, and understand some of the complexities involved.

We spent these four days building deeper shared understandings based on our experiences with children and our engagement with current literature. There was agreement in the group that reading for meaning – or comprehending is the goal of every reader. It is also the goal of our engagement with early literacy. The consultation aimed to use the benefit of the experience and expertise available within the group of participants to understand the complexities of the reading process and identify some ways in which we can best equip our children to become active, thinking and engaged readers who read with understanding. The main objectives of this consultation were:

- To build conceptual clarity in the area of reading comprehension and response to literature with a focus on the early school years.
- To identify the implications that some recent research perspectives on reading comprehension have within our learning situations and contexts.

- To understand the various important dimensions of reading comprehension along with the challenges related to implementing these.
- To identify ways of supporting instructional practices and approaches which equip young children to build strong foundations for reading and writing with comprehension inside early grade classroom

A report of the consultation proceedings has been prepared and circulated to all the participants. A Hindi translation of the report has also been made available and circulated widely to the participants as well as other interested governmental and nongovernmental organisations. These reports have been well received. Both these reports are available on the OELP website through the link

F. Professional interactions with NGO partner organisations

a) Onsite training Alok – 17th to 21st January 2014

Two members from the OELP team visited Alok Sanstha in Bettiah, West Champaran Bihar, from the 17th to the 21st of January'14, for onsite mentoring. Work had started in two blocks i.e. Nautan block and Gunaha block. In Nautan block ELP remedial centers had been setup in 16 Government Upper Primary Schools and 10 Learning Centers (community based) were also functioning. In the Gunaha block ELP remedial centers had been setup in 8 Government Upper Primary Schools and 8 Learning Centers had been established.

The OELP visited four government school centers and four learning centers in Nautan and Gunaha block and gave their feedback to the Alok team. Based on the feedback it was decided that two demonstration schools would be setup with the help of the OELP team in the Govt. schools at Jagdishpur and Urdu Sheikh Toli.

Two separate meetings took place with teachers from Nautan block and Gunaha in the demonstration schools. Detail feedback was given and the gaps in the methodology explained.

Meetings also took place with some government teachers and the community mobilizers.

Monitoring is an area of concern, as Alok only has two supervisors for 42 centers. The centers are at an initial stage and require support and monitoring.

b) Jansahas training – 5th to 8th Feb 14

The Exposure based training took place at the Nalu field center in Ajmer district, Rajasthan from the 5th to the 8th of Feb 2014. It was attended by 2 Jansahas coordinators, 4 supervisors and 15 preraks. The training attempted to build an understanding of basic

concepts related to literacy, as well as the three dimensions of the ELP programme. Besides these the focus was on methodologies related to the advanced reading and writing skill. As a part of the training the Jansahas team also visited the OELP demonstration sites.

Main outcomes from the training and discussion sessions between OELP and Jan Sahas

1. OELP suggested that we now work towards setting up Jan Sahas as a resource group, so that we can gradually work towards handing over the programme to Jan Sahas. For this Jan Sahas will now work towards putting in quality inputs to make at least 15 -20 Centres into ELP Demonstration Centres. OELP will spell out essential indicators /criteria for selection of these centres. These can be used for the next round of Exposures based training for new preraks with support from OELP.

2. One or two people from Jan Sahas may be included during OELP trainings in other States, as this will help to equip them with required skills and experience for training.

3. The following important aspects of ELP were highlighted

- Background thinking and main components of ELP. Many preraks still tend to equate ELP with the Varna Samoocha approach. Although this has been discussed earlier, the three main components were highlighted, along with the underlying definition of literacy that is being followed with ELP. A brief note on this has also been circulated.
- The remedial school, based programme follows the academic year. Children who get more than 50 % in the end term evaluation are mainstreamed. The remaining children stay back and are mainstreamed as they attain proficiency level.
- The end term for all BSKs is at the same time regardless of when they started, to facilitate learner tracking.
- All BSKs take a Baseline evaluation of learners in July, even if it is a BSK that is started in Jan or Feb and is continuing. This helps to streamline tracking.
- The remedial programme is being undertaken class wise. Each class has three levels i.e. A, B and C. this mixed grouping helps the children in the lower levels to learn from their more advanced peers. OELP suggested that JS re-examine its approach for clubbing levels across classes and have level wise groupings
- The academic calendar is being divided in to two based on the competencies that are being focused on
 - a) From July to December - the focus is on building script knowledge through the *varna samoocha* approach, and on linking children to books and other forms of R/W
 - b) From Jan to April the focus shift to comprehension based R/W at the word, sentence and paragraphs level. There are two types of writing free writing and task based writing such as worksheets. The task based writing is corrected. Children are helped to build skills of self correction. The focus is also on

handwriting and accuracy in spellings etc. Children are encouraged to ask questions and do a variety of reading activities.

- At least two pieces of written work goes into the profile folder every week.
- The supervisor's role is not to do checking, but to support the preraks.
- Finally, and most important. **It is important to build in flexibility in the programme implementation.** The teacher needs to have space to change the plan or to innovate, and be in charge so as to be able to take proactive stances. It is important to have faith in the teacher, while building in accountability through performance indicators that respect this flexibility, since she knows the children best and therefore is in the best position to decide what the children need. This helps to give the teacher a sense of ownership

C) SWRC Training of night school teacher. Training of approximately 60 teachers was organized in two batches .The first batch was from the 19th to the 24th of May and the second batch from the 26th to the 29th of May. The topics that were covered are –

- Foundation skills for reading and writing
- The importance of stories and storybooks
- Selection of stories
- Read aloud
- Storybook related activities
- Shared writing
- Experience based writing
- Monitoring and supervision
- Evaluation



D) Jharkhand workshop – SDTT from the 9th to 11th October 2014



A three day workshop was organised jointly by OELP and SPS in Giridih for education workers and facilitators from Alok Sanstha, Bihar; RDSW Torpa and SPS Giridih with support from SDTT. The focus of the workshop was to introduce the partner organisations to the four block approach and the newer methodologies developed by OELP and explore possibilities for setting up demonstration sites in Bihar and Jharkhand for future up

scaling. Some of the issues that were covered during the workshop are as follows –

- Issues of home school transition for children from different social contexts.
- How children learn language and the difference between reading and writing.
- Foundational skills for language learning.
- An overview of the OELP foundational programme.
- The classroom environment.
- The four block approach.
- Word and sentence activities.
- Assessment.

E) Exposure training for teams from MVDA Uttaranchal; Jansahas Madhya Pradesh and Alok Sanstha Bihar from 24th to 28th Nov 2014.

A five day training was organized by OELP at Singla for coordinators and facilitators from MVDA Uttaranchal; Jansahas and Alok Sanstha Bihar. The focus of the training was the OELP foundation programme for early literacy and language learning for classes 1 and 2. As a part of the training the participants were introduced to the different components of the four block approach

- Read Aloud and conversation
- Word study
- Writing and expressing
- Skill development

Visits to the OELP demonstration sites were organised to help the teams to expose the team members to the different components of the OELP programme

- The enabling conditions for learning within the BSK.
- Methodologies for building foundation skills for meaningful learning inside classrooms
- Engaging children with books.

Visits were also organised to the OELP field library at Patan and the village libraries at Kankniawas; Chundri and Rodawas.

G. Learner Tracking

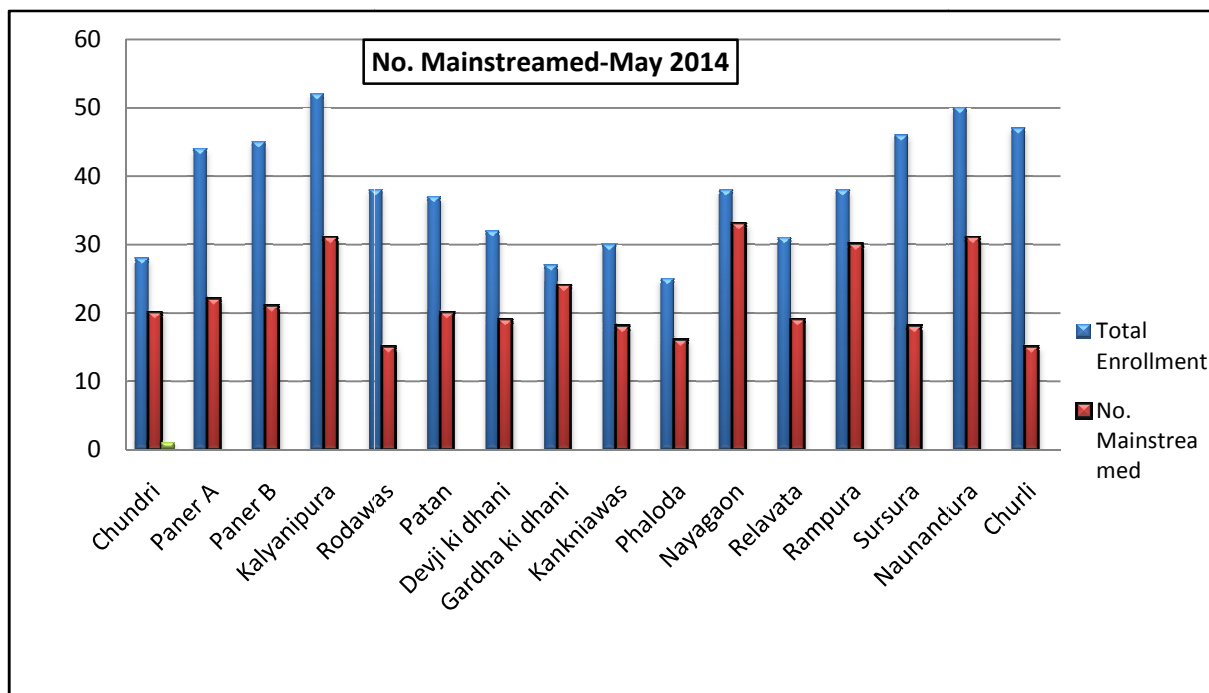
Bearing in mind the school academic year learner tracking will be viewed in two parts:

- a) The tracking of children from the previous academic year which was completed in May 2014
- b) The tracking of children in the new academic year which commenced in July 2014 The Baseline evaluation for the new academic session beginning July 2014 was done for the entire Class 1 and 2, as in this academic session OELP was going to implement the foundation programme for whole class and not the remedial programme for low achievers.

Mainstreaming children

Table - The school wise number of children to be mainstreamed, at the end of the academic session July 2013 to May 2014 is shown in the table below. A total of 62 % of the children have been mainstreamed.

Table 3: The number of children mainstreamed in May 2014*



* Note: as explained in an earlier report these numbers were impacted greatly by the Govt Reading Campaign which drastically reduced the time that was available to OELP for the interventions.

Table 4: Percentage of shift in levels from Baseline to End Term – July 2013-May 2014

Evaluation	Month	% level A	% at level C	% shift from baseline
Baseline	July '13	100%	0	Level A decreased by 86.6%
Third evaluation	May '14	14.4%	62.4 %	Level C increased by 62.4%

A. Baseline Evaluation

Table 5 Baseline Evaluation for Class 1 – July 2014

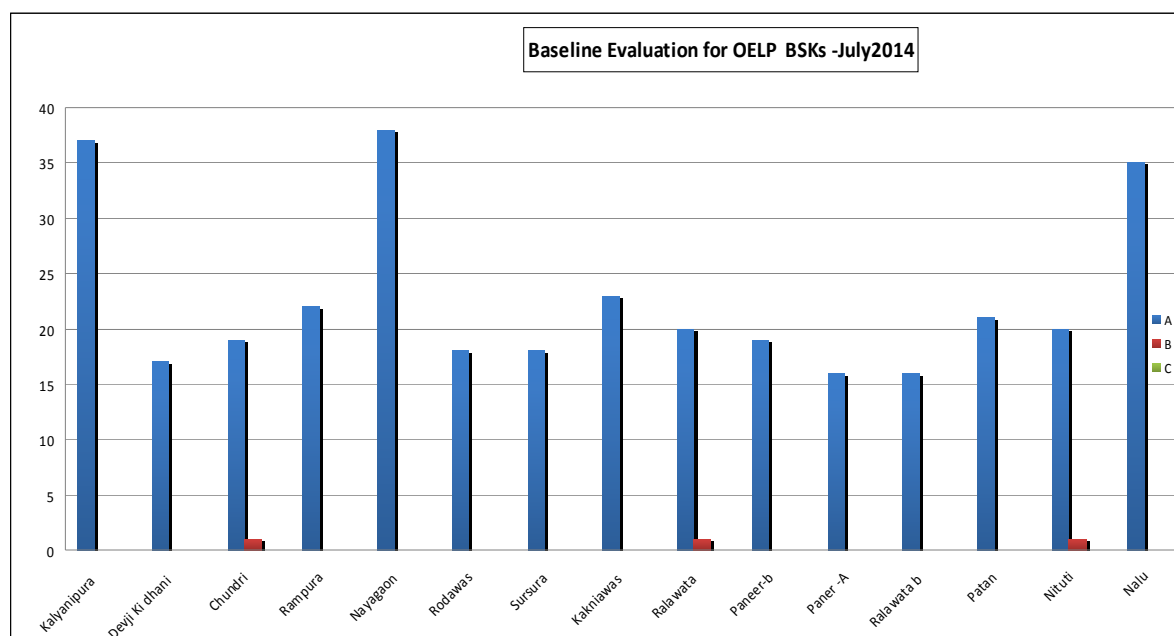


Table 6 Baseline evaluation for Class 2 – July 2014

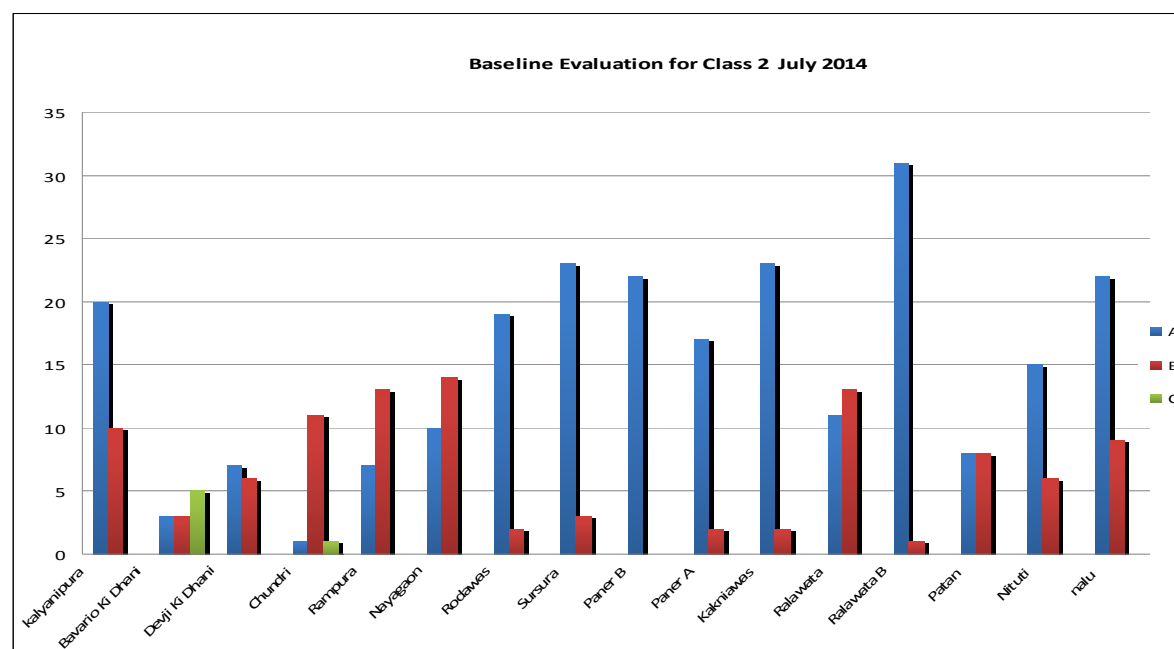


Table 7- First Evaluation Class 1 – October, 2014

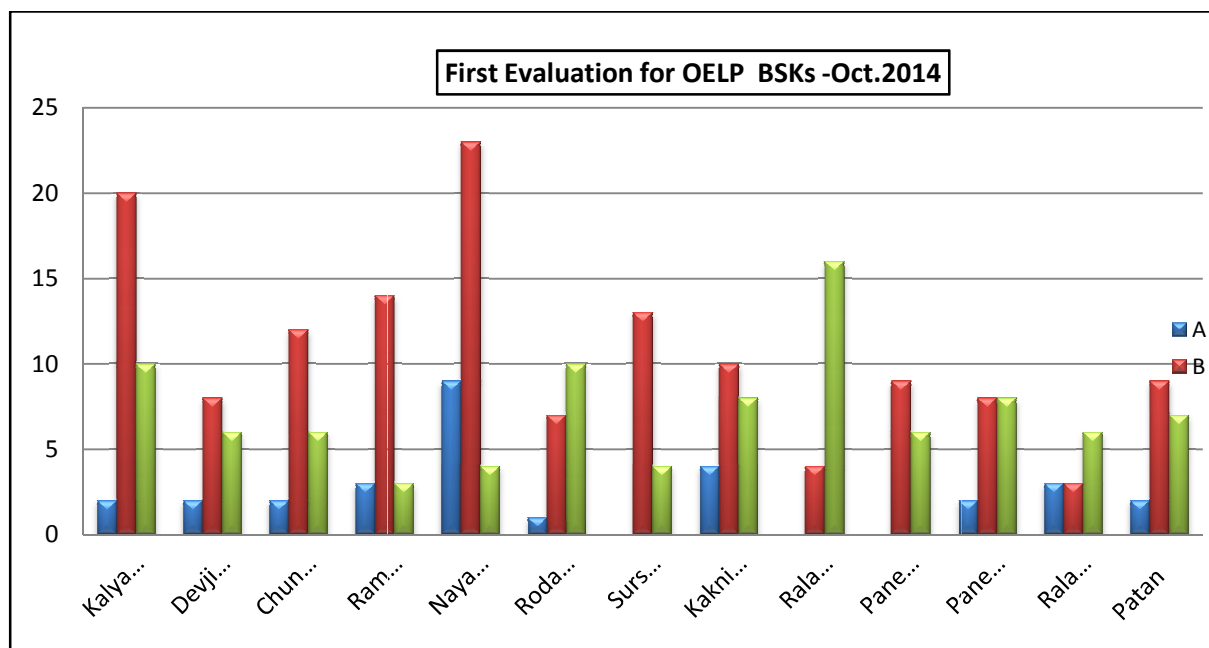


Table 8- First Evaluation for Class 2 - October 2014

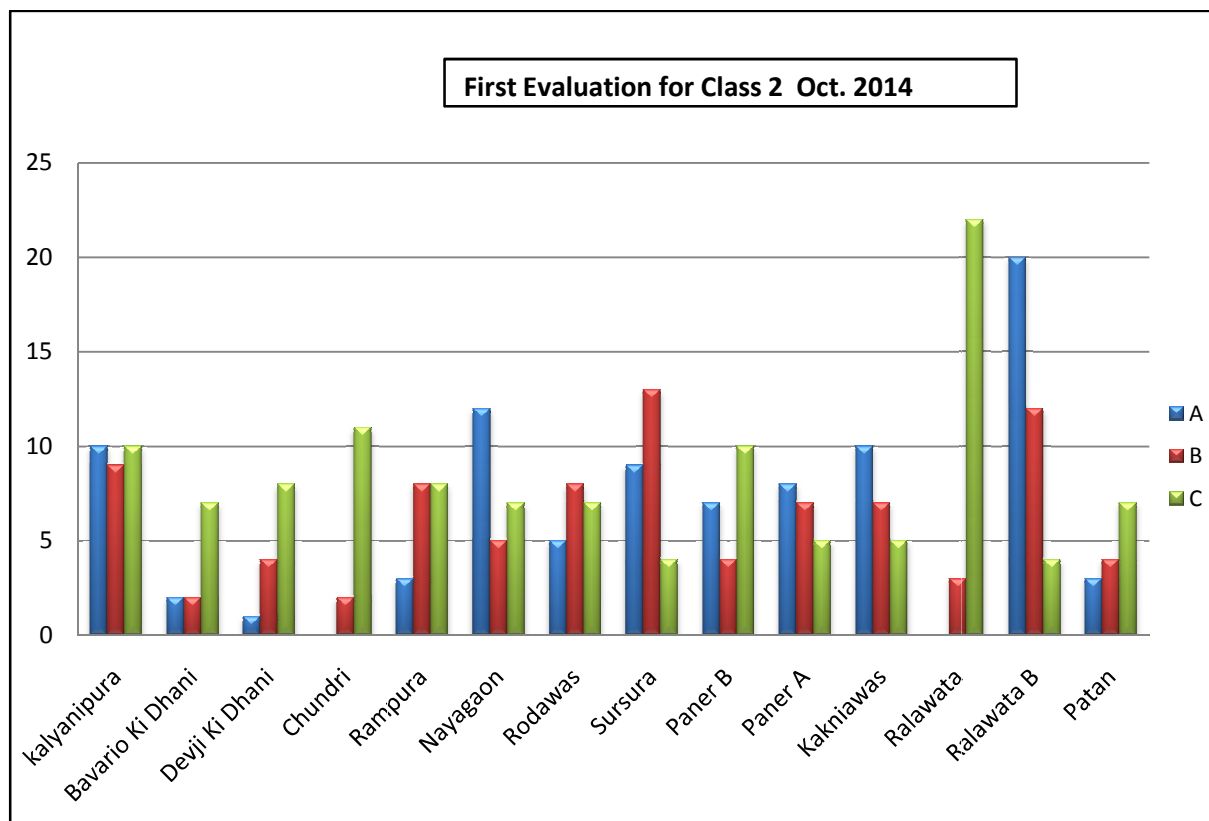


Table 9- Learner progress for Class 1 from baseline to first evaluation

Evaluation n	Evaln Month	Total BSKs	Total Student	B	G	Student Level			Absent	Migrate	Private
						A	B	C			
Base Line Evaluation n	July -14	13	296	154	142	99.32%	0.68%	0%	-	-	-
First Evaluation n	Oct -14	13	299	156	143	11.11%	54.07%	34.82%	18	4	7

Table 10. Class 2 – Learner progress for Class 2 from baseline to first evaluation

Evaluation n	Evaln Month	Total BSKs	Total Student	B	G	Student Level			Absent	Migrate	Private
						A	B	C			
Base Line Evaluation n	July - 14	13	296	149	147	68.24%	29.73%	2.03%	-	-	-
First Evaluation n	Oct - 14	13	334	167	164	30.71%	30.05%	39.24%	9	21	11

Table 11. Baseline evaluations of three new centers (Class 1)

Baseline Evaluation for Class 2	Evaln Month	Total Student	Student Level		
			A	B	C
Nitoti	Sep .14	21	15	6	0
Nalu	Oct.14	35	22	13	0
Chota Narena	Dec. 14	26	22	4	0

Table 12- Baseline evaluation of three new centers (Class 2)

Baseline Evaluation for Class 1	Evaln Month	Total Student	Student Level		
			A	B	C
Nitoti	Sep .14	21	20	1	0
Nalu	Oct.14	42	42	0	0
Chota Narena	Dec. 14	28	26	2	0

Other activities undertaken

A. Implementation of women's' literacy programme: The OELP-GMVS Women's Literacy Centres and material development

Linking women's literacy to SHGs had made it easier for the women to enrol as contributing towards the finances of the household had help them win over the family members and they now had approval from the family to join the literacy centre.



In the month of July, the seven Women's Literacy Centers had all become functional and were using the OELP resource material that had been adapted for the women's literacy centers. So far OELP had focused on adapting the material from the resource kit and making it suitable for women. Work had taken place for this in the months of April and May, and some poem and song posters and the adapted worksheet were being used in the centers and we had received some feedback. The use of folk songs for the *Varan Samooh* posters was working well. Women were responding. They loved singing and since the songs were familiar they picked them up very fast and they enjoyed following the writing words and were motivated to read them.

There was a demand for additional reading material and also for specific information related to their day-to-day needs, such as ration, NAREGA, pension etc. They also wanted to learn

basic numeracy and maths and pickup R/W skills to enable them to become independent in the functioning of the SHG.

Before generating material it was decided to review the available material. Some of the organizations contacted for this were:

- Nirantar, Delhi
- Ibtada , Alwar
- State Resource Center, Jaipur
- BGVS, Jaipur
- Bharat Saksharta Mission, Jaipur
- Prod Shikshan Samiti, Rajsthan
- CORD, Himachal Pradesh

We had been informed that the State Resource Center had brought out a primer for adults for the different districts in the local dialect .However despite putting in a lot of effort we were unable to obtain a copy.

In the months of July and August some workshops were organized with experienced resource persons to generate material. A total of nine books have been developed. These are :

- Adaptations of the *Varan Samooh* poems / songs to make them suitable for adult learners
- Worksheets
- Story cards
- Developing skills for reading and writing the SHG passbook and register
- Maths
- Ration card
- NAREGA
- Pension
- Voter ID

Apart from the above some board games and number games have also been developed.

B. Revisiting assessment – OELP's internal assessment review process for Classes 1 and 2

Based on the recommendations of the Review Team, OELP undertook an intensive internal exercise for revisiting and reviewing the current assessment procedures within Classes 1 and 2. This process was undertaken from mid July to mid August 2014,. The recommendations made by the external review team earlier this year were considered carefully during this process. The exercise was carried out at many levels and was a participatory process which involved the entire OELP team.

a) Objectives

1. To revisit the learning indicators / competencies and finalize a comprehensive list
2. To revisit expected outcomes and spell out benchmarks which are grounded and effective for capturing children's progress within the broader area of early literacy, with an emphasis on foundation skills and higher order learning skills to be considered simultaneously and not sequentially, as recommended by the Review Team.
3. To develop further conceptual clarity within the team
4. To develop a framework for the two year foundation programme through clear indicators for programme planning and monitoring for tracking learner progress
5. To provide a framework for planning which is aligned to the mainstream programme and so is scalable

b) Initiating the process

To begin with the OELP core team studied the recommendations made by the review team in detail. We discussed and reflected upon the existing OELP assessment procedures as well as the learning indicators and benchmarks that we had set for Classes 1 and 2 and the competencies that these encompassed. These were then compared with those spelt out by the review team. We carefully examined both sets of benchmarks in the context of the ground realities, and the children's performance over the past few years. We respected the advice that we had been given to us to not set our expectations too low. At the same time we were reminded by the teachers and field workers of the importance of making success achievable, especially for children who are transiting from oracy to literacy and home language to school language with no support. The teachers argued for time to build foundations skills for "doing schooling" in class 1, so that the children were equipped to become confident learners. We were reminded of the challenges that these young learners face and how de-motivating failure or rejection can be, for not only the children but also their teachers and parents. Further it is important that the benchmarks and assessment tools capture the forward movement in the learning. At the same time the team accepted the counter position of not underestimating the capabilities of our learners.

c) Moving forward

Against the backdrop of the above intensive discussions we re-examined the existing indicators, benchmarks and assessment mechanisms and identified. Gaps in OELP's existing system of assessment were identified and as suggested by the review team it was agreed that we need to review the following aspects of our existing assessment procedures:

1. To develop a system where criterion based reference points are fixed.

2. To ensure comparability of item configurations / tasks across time for which purpose we will need to address the issues of equivalence of tasks.
3. The assessment was mainly addressing basic skills and we need to include higher order tasks
4. Work out realistic exit points, which at the same time attempt to align themselves to the mainstream expectations to the extent possible.

The existing summative formats and assessment checklist were reviewed in the light of the above and areas that needed improvement were identified. It was decided that this exercise needed to be grounded in the classroom realities and that all levels of the OELP team needed to be involved in this process.

d) Workshop with supervisors and coordinators

As a first step a workshop was organized with the supervisors and the coordinators in the beginning of August. In this workshop the need to revisit the current assessment system was reaffirmed and the feedback from the review team was revisited. The detail listing of the suggested competencies and bench marks which had been made available to us in the review report was not shared at this stage as we did not want this to colour their opinion. Each individual was asked to spell out the learning outcomes for each performance level for



each quarter i.e. the competencies and skills sets that they felt a child at each of the three levels i.e. A, B and C, from classes 1 and 2 would reach at the end of each quarter. While doing this they were to keep in mind all the competencies and activities that were currently being implemented within the existing four block plan for Class 1 and three block plans for class 2. This exercise was confined to one class at a time. All the written responses were shared and discussed

in detail. This process repeated for class 2. Everyone involved found this to be a useful exercise and expressed that this participatory process had in fact put an additional responsibility on them, as they were in effect setting the end term goals. There was however a strong sentiment that this exercise would be incomplete without involving the teachers / BSK workers as they knew the children best.

e) The internal review process

The core team met again to study the feedback from the supervisors and coordinators. While looking at the skill development aspect of the assessment, except for one or two there was an overall opinion that children from class 1 would only manage covering the

akshara sets included in varan samooch 1 and 2. Within these it was to be expected that the learners will come up to the sentence level. There was a divided opinion on whether or not they would manage to work with small simple passages. With this feedback in mind the existing OELP learning indicators were compared with the ones suggested by the review team. An overview of competencies and benchmarks was then worked out for Classes 1 and 2. This included a listing of the competencies across a range of learning areas and the corresponding type of assessment for each. Along with this the broad benchmarks in terms of the time frame by when proficiency level was expected to be reached for each, was also identified. These were looked at across time and across classes to address issues of comparability. An effort was also made to include higher order skills and spell out exit points that were realistic. The whole process spanned over several days.

Once this process was over the next task was to put the revised assessment overview sheet into a format that the teachers would relate to. To do this the competencies within the overview sheet were categorized on the basis of the type of assessment – i.e. a) formative checklist b) summative tests c) profile folder. Based on these divisions proto types for assessment formats were designed. These included formats for the summative assessments as well as the formative checklist and a rubric for analyzing the learner progress within the profile folder. The review exercise for the summative assessment included a process working out actual assessment tasks or questions for the various competencies that had been listed. This was important for building conceptual understanding of the underlying competency and was in fact an extremely useful exercise, which is also going to help the teachers while planning. A similar exercise was undertaken with the formative check list. We decided to keep to the format that was currently being used, as it had been found to be effective. The competencies however were changed in keeping with the overview sheet.

f) Arriving at a consensus

Once the formats had been finalized a workshop was organized with all the teachers, supervisors and coordinators. Before sharing the formats each teacher was asked to individually provide written feedback on the competencies and skills levels, they felt a child at each of the three levels i.e. A, B and C, from classes 1 and 2 would reach at the end of each quarter. New teachers who had joined recently were also encouraged to participate in this process which was kept informal and participatory. The objective of the exercise was explained and it was explained, that while on the one hand there was a need to set realistic bench marks, on the other hand this posed the risk of setting low expectations and under estimating children. It was in the interest of young learners to work out learning goals that would balance the two. Their role in this process was reinforced and they were encouraged to participate without hesitation, as this was not going to be taken as a measure of their performance. The entire process was participatory and interactive, with an effort made to ensure the active involvement of all. The individual responses were discussed in small groups which were facilitated by the supervisors.

The groups were mixed in a manner that they included the experienced and inexperienced teachers. There was a vibrant discussion in each group. A lot of thought and reason went into deciding the competencies to be measured along with its assessment format and time frame for achieving proficiency. A few teachers seemed to play safe but for others this was clearly being viewed as an opportunity to understand young learners and gauge how much they would manage to do. It was also useful as the discussions were not amorphous but from time to time revolved around specific children – so for example, while Tanu and Pooja may be able to reach the expected level Rahul may not. Some were of the opinion that many of the children who had been enrolled in class 1 were very young and perhaps the expectations from them are unrealistic; for other irregular attendance was a major concern. The challenge of the previous year and its impact on learner performance was also apparent. We were reminded that we are working within situations which are at times not within our control as had been evident in the case of the reading campaign undertaken by the state in the previous year. While we have not had to deal with the onslaught of the reading campaign so far in the current year, we have to contend with the pressures from the newly introduced CCE. Through this entire process of intense debate and discussion we have arrived at some more or less unanimous conclusions on learning indicators and benchmarks for class 1 and 2 which are being shared separately.

g) Linking assessment to planning

Following this assessment review exercise the group was asked to relook at the plans that had been worked out for class 1 for week 3 in the light of the corresponding competency grid. The group was asked to match each planned task with the relevant corresponding competency from the list spelt out within the grid. This was a very interesting exercise as it got each individual to come to grips with the competencies underlying each task. It also threw up several issues. For instance, what is logical thinking? ; At what stage do children start asking questions? ; Is it possible for little children to grasp the main idea of a story or a passage? How do children listen and locate facts? How do we know if children have identified the different parts of a story? How do we deal with language unfamiliarity during read aloud? and so on. The discussion finally revolved around whether "*kala*" (art/ drawing) was a part of "*ankurti lekhan*" (emergent writing) or not. There were strong opinions, with some teachers quoting what Delia ji had said during the visit to Phaltan. Finally it was decided that everyone would read Neelima's paper on "*Ankurti saksharta*" before the next meeting and a conclusion would be arrived at based on what the paper had to say.

After the above workshop the overview sheet was revisited and looked at keeping in mind the various individual responses. Since there are no available benchmarks, spelling out a final list is not an easy task. Except for a few minor changes we have decided to keep to the overview sheet which was arrived at through this intensive internal review. We propose to keep reviewing it periodically, through the course of the programme development.

C. Streamlining monitoring formats

We revisited and reworked guidelines for the facilitators for observing children; monitoring the classroom environment and teaching practices as well as for giving feedback to the teachers for facilitating the establishment of enabling learning conditions and reflective classroom practices. These are being trailed with the idea of ultimately compiling them into a small booklet.

Work on the redesigning of the monitoring formats is in process as a collective and participatory exercise which is grounded in the classroom. The diary notes of the facilitators, which based on the pointers highlighted in the above mentioned guidelines, are compared and discussed to arrive at a consensus on some broad pointers for developing mentoring / monitoring formats. These formats are being evolved through this participatory process to make them meaningful and effective and at the same time to ensure that they are not too cumbersome and remain simple to implement.

On site mentoring – This process has been undertaken to support and strengthen the ongoing process of review and reflection. Regular classroom observations have been planned to observe classrooms setups, children and teaching practices and also provide feedback to the teachers on the classroom management and planning strategies. It is also being viewed as an opportunity to review teaching practices and build deeper understandings of various learners' needs and the programme objectives. Some specific practices are modelled if the need arises. These observations are being undertaken by the core team with regular support from Keerti. As already mentioned a set of guidelines have been developed for this purpose. Additional monthly follow up meetings are being held in with Keerti during which observations and classroom based experiences are shared and reviewed.

Classroom practices are filmed and shared at the teachers monthly meetings to generate reflections; identify gap areas as well as share best practices. We have also introduced small cluster wise group sessions for focused reflections and review during the monthly meeting which are led by the facilitators along with one core team member. These are proving to be effective for creating a deeper involvement and understanding. They are also generating much more participation from all the BSK workers. Issues that emerge within these cluster based groups are taken up later in the larger group.

Based on the feedback from the Review Team we are **attempting to further strengthen the conceptual clarity of the BSK workers and the OELP team**. This is being done through the following:

1. Focused guided discussion for making theoretical ideas more accessible and comprehensible to the Facilitators and BSK workers.

2. Taking periodic written feedback on specific programme / intervention components
3. Evaluating understanding of the facilitators based on select readings
4. Enrolment of the OELP team members in relevant professional courses

In addition to the above the following procedures provide us with opportunities for self review and reflection:

1. OELP Annual reporting to the governing Body
2. OELP reports to donor agencies
3. Capacity building and review sessions during the summer months
4. Feedback from parents; SMCs and School managements
5. Interactions with State education functionaries.
6. Response to OELP from the wider Education community

D. OELP Classroom based language policy

An important focus area for OELP is to facilitate transitions from home language (in this case Marwari) to the language of classroom transactions (in this case Hindi) and from oracy to literacy. For this purpose we have articulated our language policy as follows: Till December (first six months)

Class 1 – Spoken language in the class – Marwari

- Read aloud in Hindi with Marwari explanations / conversations
- Decoding in Marwari and Hindi (supported by oral explanations in Marwari)
- Vocabulary building in Hindi through a variety of activities
- Print exposure to Hindi i.e. environmental print and children’s literature
(Supported by Marwari explanations/ conversations)

Class 2 – spoken language in the class by children and teacher - Marwari

- Read aloud, print exposure in Hindi with Teacher support in Marwari/ Hindi
- Continued vocabulary building in Hindi

The plan for implementation of the next phase will be based on the above

E. Interactions with the Government.

The month of April was taken up by the elections, so meetings and discussions with the state; district and block level authorities of the state education department and SSA took

place in May and June. Discussions were held on the ELP programme being launched by the government and we used this as an opportunity to talk about the importance to introducing a foundation programme for Classes 1 and 2, and briefly shared OELP's proposed idea on this account.. The importance of making available increased time i.e. a minimum daily slot of two hours for language and literacy work in Classes 1 and 2 was also brought up by us. We were assured by SSA officials from the State Pedagogic Unit that they will take this up with the concerned authorities. We were informed that the new next textbooks for Classes 2 and 4 were also ready and would be introduced into schools in the current academic session. In addition, the state government was all set to introduce the CCE programme. However there was very little clarity on the implementation of this programme, at the both district and block levels, until the end of May. Through these interactions we discovered that the state government had received funds from the central government only for trainings and this year there was no budget available for TLM. Provisions had however been made to give each school a set of the "*Barkha*" series books. The earlier budgetary allocations of Rs 500/- per teacher per year, towards TLM have also been withdrawn as SSA has moved its focus from the primary to the upper primary or middle school.

The CCE programme is to be implemented on a wide scale under the leadership of a dedicated department. How this will play out on the ground remains to be seen, as on the ground the picture is still very hazy.

A) Meetings, discussions and visits to the OELP BSKs by Government officials

Some of the interactions that we have had in with the education department during this year i.e. the meetings and visits are listed below:

1. **8th May '14 – meeting at State SSA, Jaipur** to present the OELP methodologies to the Quality education and pedagogy team.
2. **13th May '14, Smt. Ms. Abha Beniwal, Dy. Director SSA and I/C**



Quality Education GOR , and Sh. Manoj Gupta, AD Quality Education, GoR, visited two OELP BSKs and the field library at Patan and spent the entire day going through the OELP material and talking to the team. They were particularly interested in the textbook related methodologies and the use of storybooks in the classroom. They sat

with the children and heard randomly selected children read aloud the displayed books, posters. They spoke to the children about the content of what they had read out. They also observed vocabulary and sentence activities, and asked children to use randomly selected words from the word wall to make sentences of their own. In addition they observed a textbook based writing activity. They have responded positively and are of the opinion that OELP's experience would add value to the mainstream programme, especially since we have aligned our interventions to the state curriculum and resources.

3. **22nd May '14 – Meeting with the Addl.DPC, SSA, Ajmer** to understand the govt. ELP and CCE programme. There were no clear instructions and no one in the SSA office had any idea about both these programmes.
4. **26th May '14 – Meeting with SSA. Quality Education team in Jaipur** – to discuss the foundation programme for Classes 1 and 2 and to understand ELP within the context of CCE. CCE was being coordinated by a separate department and their seemed to be a greater need for coordination. A suggestion was made that members of the OELP team attend the CCE training at the block level.
5. **1st to 3 June '14** – A series of meeting with the Quality Education team. Modalities of up scaling were discussed. It was felt that there was a need for greater clarity on the ground for working out interventions with the framework of CCE. As by next year CCE would be implemented in the entire state.
6. **7th June '14 – The BEO Kishangarh Block and the RP SSA** visited two BSKs and the village library.
7. **9th and 10th June '14** – Two members of the OELP team attended the CCE training at Kishangarh.
8. **End of June** – Official orders were issued by the Addl. DPC, SSA Ajmer to the Block office at Kishangarh to instruct all HMs of schools where OELP BSKs are located, to give full support to the OELP programme.
9. **Meeting with Sh. Mahavir Singh Addl. DPC, SSA, Ajmer**- A meeting took place on the 7th of July , to share OELPs final list of BSKs and the plan for the current academic year.
10. **Meeting with the block official** - A meeting took place on the 9th of July, to share OELPs final list of BSKs and the plan for the current academic year and in particular integration with the CCE programme and a two hour time slot for class 1 and an hour and a half for class 2.
11. **Sh. Nirmal Jain – SDI, Silora Block** visited the Chundri and Rampura BSK on the 22nd of July 2014. He discussed integration of CCE with the school authorities and the OELP personnel, and was satisfied with the arrangement that had been worked out.

12. **Sh. Singhal – BEO Silora Block** visited the Patan BSK on the 30th of July. He observed the BSK as well as the CCE programme. He looked at the plans for Classes 1 and 2 as well as OELPs approach to the text books.
13. **Sh. Anil Yadav – SDI Silora Block** visited the Nayagaon and Rampura BSK on the 12th of August.
14. **Smt. Abha Beniwal – Dy. Comm SSA, Jaipur** visited the Devji-ki-dhani BSK on the 24th of Sept 2014 and observed the functioning of the BSK. She expressed her satisfaction at the coordination between CCE and OELP and in particular the fact that OELP had begun work with the textbooks. A visit report is available in appendix 1
15. **Sh. Bhakar – RP SSA** visited OELP BSK at Rodawas and Bawri-ki-dhani on 15th Nov 14

B) Participation in the Sambalan programme

1. Workshop for Sambalaan at THE RCEE, Jaipur on the 17th of September 14.

The GOR selected 9 NGOs to participate in the state wide Sambalan campaign –

- a. Room-to-read
- b. Pratham Rajasthan
- c. Bodh
- d. Doosra dashak
- e. Bharti Foundation
- f. Azim Premji Foundation
- g. Plan India
- h. Save the Children Fund
- i. OELP

A one day training workshop was organized for participation in the Sambalan campaign by the State SSA at the Rajasthan Council for Elementary Education, Jaipur. Representatives from OELP attended this workshop.

2. Participation in Sambalan Two representatives from OELP participated in the GoR Sambalan campaign on the 23rd and 24th of September '14 and assessed the learner progress within the assigned government schools of the Kishengarh Block based on predetermined indicators which had been worked out by the State.

3. Workshop for government teachers from Kishengarh block on the OELP Foundation programme. – 13 Jan 2015.



Sh. Mahavir Singh ADPC SSA Ajmer presided over the workshop for Govt. Teachers . See photograph above

Experiences were shared and discussed. New activities and plans were shared. The Addl. DPC SSA from Ajmer and the SSA team members of the Kishangarh block attended.

F. Website

Over the past few years the focus of OELP's work has been on knowledge building through intensive engagement inside rural government schools and communities and allowing our interventions to evolve organically through this engagement. The focus of this work has been children from vulnerable sections of society. We have benefitted in this process through a team that has a deep knowledge of the complex socio-cultural and linguistic contexts that we are working in. An important area that has got neglected is the sharing of our work through the various communication channels available on cyber space. Our website was set up by the Website club of the Pathways International School, Aravalli. It can be visited through the web link www.oelp.org

It gave meaning to our work to have children actively involved in our outreach. However, we have realised that we need to be much more active in this area. We are in the midst of the process of uploading our field based experiences, resources and methodologies. We are also in the process of uploading classroom based film clips. We hope to active our blog soon so that we can grow through interactive engagements with a wider group.

G. Filming

While editing on the film, during the month of April, 2014, we realized that we will need to redo some of the filming. Since the filming was done in February/ March, the filming of the beginning level strategies and approaches were done with more advanced learners who were actually reading at a more advanced levels. These were done as staged classes, just to capture the approaches. They are however not capturing the authenticity of the approaches in real contexts. We have spent a great deal of time inside classrooms filming actual classroom processes and activities. This has not been an easy process, since we find rural children are very camera shy, and the camera can be very intrusive. We therefore chose to film with small unobtrusive cameras. This has been at the cost of the quality of the filming, but we feel we have gained in terms of capturing real classroom processes. These films are in the final stages of editing. there be re filming these in the next few months within the same budgetary allocations. The completion of the film has therefore been delayed on this account.

H. Advocacy / Teacher education/seminars / workshops

Conferences/ workshops/ seminar

January, 20, 2014 MHRD Advisory Body — Framing guidelines for ELP Programme – Feedback for Padhe Bharat, Badhe Bharat

Feb 25, CECED, AUD – Research consultation to discuss the concept and methodology for a micro-level study as a part of the flagship longitudinal *India Early Childhood Education Impact* study.

March, 14, 2014 – School for Education studies – AUD Delhi, Talk on Working with marginalised children along with Dr. Dr. Susan Stires from Bankstreet College, NY

March 20, 2014 – CECED, Ambedkar University Delhi and CARE, India- Round table Consultation on “Decoding Emerging and Early Literacy: An emerging scenario” – OELP presentation on “Issues with classroom pedagogies”

April 2-4, 2014 – Jamia Milia Centre for Early Childhood Development & Research, Second International Conference on ECD – OELP presentation on “Addressing diverse needs through culturally and developmentally appropriate pedagogy”.

August 13, 2014 - NCERT Participated in a meeting at the for finalizing the Review report of Mathura ELP pilot project

Nov, 19, 2014 - Jamia Milia CECDR – extension lecture for the MA students on “Approaches to Early Literacy “.

Nov.25, 2014 –OELP participated in World Bank Round table on “Needs identification for ECE”.

Nov, 28, 2014 – Room to Read National Consultation on EGR – OELP made a presentation on Language instruction time in lower grades”

Dec 8-9, 2014 – IGNOU Course writers meeting for the course on “Teaching of language in the Early Grades”

January 9, 2015 – Lady Shri Ram College, New Delhi – SEHAR B.EL.Ed intercollegiate meet –
OELP presentation on “Envisioning inclusive classrooms”

January 15, 2015 – MHRD, New Delhi- workshop for State/ UT pedagogy units from 36 states; OELP presentation of its programmes on early literacy

Visits

1. **14th Feb 2014** – VBS members from Udaipur. Jaya and Yashodra from VBS Udaipur visited the OELP field and village libraries for a meeting with the OELP team.
2. **21st January** – Dr Haren Rupani from the US who is a member of a NGO called World Reader Programme met the OELP team in Ajmer.
3. **20th January** – Ajay Sinha and Somnath Chatterjee from Flair India visited BSKs and library
4. **4th Feb 14 - Helen and Carole from Helping Elsewhere. UK** visited the BSKs and field library
5. **9th to 12th March** – **Dr. Neelima Gokhale, PSS, Phaltan**
6. **20th to 21st March '14** – Mr Panini and two other members from the education programme of Ibtada Alwar, had a meeting with the OELP team and visited the OELP BSKs and field library.
7. **Representative from SRTT visited** from the 18th and 19th September Ms. Jyotsna from SRTT and Ms. Sarita Sharma from CmF, Jaipur visited the OELP BSKs and the Women Literacy Centres which are being run by OELP in partnership with GMVS.
8. **Representative from SRTT visited on 10th Nov.** Ms Sujata Naronha from SRTT visited OELP to look at work done on assessment and monitoring as well as action taken on the recommendations of the review team.
9. **Medha and Sashi from Muskaan visited on the 8th and 9th Nov** – as resource persons for a capacity building workshop.
10. **Members from CECED AUD visited OELP on 3rd December**
11. **Indira Pancholi and Winnied visited from 13-14 December.** To review the GMVS material
12. **Amit Bhatnagar and Jayashree from Adharshila MP visited from 10th to 11th January 2015** as resource persons for the library Bal Manch programme.

I. Organisation building

The following actions were undertaken:

Various options for financial support are being explored. We have also taken professional help for this purpose. While there are options that have become available to OELP, these are all tied to donor agendas i.e. resource support, strengthening and expansion of their existing programme and we are exploring the best options for convergence.

The following actions have been taken:

- a) We are exploring resource support for setting up a resource unit in Delhi. Aligning support options to our existing goals is proving to be challenging. We are at a crucial juncture in the establishment of a two year foundation programme for early literacy and, as advised by the Review Team, we are focusing on consolidation of the qualitative aspects of this effort and limiting expansion at this stage. This programme can hopefully meet a widely felt need. Therefore we are exploring options for resource support that will allow us to take this effort to its logical conclusion, without compromising on the qualitative aspects.
- b) We have identified part time consultants to support and mentor our team
- c) We have appointed a consultant to help upgrade our website, set up our blog and develop advocacy material. This will become visible very soon.
- d) We have taken advice from a consultant for outlining clear financial and fund raising strategy, and are exploring suitable options for aligning these to our existing goals and vision.
- e) We are exploring various resource support options for strengthening our library and community based work. This includes the enhancement of the HR component so that we are able to bring in a greater degree of professionalism, while at the same time local area knowledge will also be a consideration. We have appointed a Library coordinator.
- f) The OELP team members have enrolled for professional development diploma courses from IGNOU.

Once we are able to source additional funds we plan to take on more professionals to support the library and other reading interventions / community based work. However, this is taking time.

The various actions that are being taken up for strengthening the capacities of the existing team have been discussed in earlier sections.

Challenges

Dealing with dynamic and complex cultural and social-linguistic contexts and a stratified society has continued to pose various challenges to OELP. Some challenges that persist are:

1. Meeting the expectation of a monolithic “one size fit all” system in which centrally determined policies and benchmarks determine expectations. Two examples from our experience over the past year are the State CCE programme and the State Reading Campaign. It has been difficult on account of both these programmes for regular teachers to get involved in implementing our interventions since they are engaged in meeting the formalities of these centralised programmes. This has at times been at the cost of actual classroom teaching.

2. Dealing with predetermined curricular frameworks which offer resistance to making changes in the existing curricular frameworks such as instructional time. While, ongoing support from SSA at the District and Block levels has been pivotal in negotiating successfully for adequate instructional time to implement the Foundation Programme; from the perspective of scaling up these flexibilities will have to be discussed and woven in.

3. Lack of continuity in State policies and dealing with a new State education bureaucracy on account of a newly elected government. Although our work has received recognition from the State, especially at the central level (MHRD) it has at the same time meant going back to the drawing board in terms of advocacy and networking with the bureaucracy at the state level.

4. We have found that **expectations from various stakeholders need not be commensurate with the ground realities** such as available resources, learner diversities and lack of preparedness of the ground. These factors pose systemic challenges to the implementation of learner centred pedagogies. The complexities of dealing with a resistant system are not recognised adequately and achievements can be viewed in the minimalistic terms of achievement scores or learner outcomes. Shifts that are brought about within the underlying processes and enabling conditions are often not recognised. This can be demoralising for practitioners.

5. There has been **stiff competition from an aggressive private school system** which also offers English and pre-schools classes of dubious quality, but is able to draw parents. This assertion is being viewed within the lower education bureaucracy as an important factor which has been responsible for a drop in enrolment in the government schools

6. It takes time to establish the interactive pedagogies, the enabling conditions and management techniques which are required for facilitating meaningful engagement with learning content inside early grade language and literacy classrooms. The systemic demands and macro level processes however do not always allow for the natural trajectories of such underlying qualitative processes.

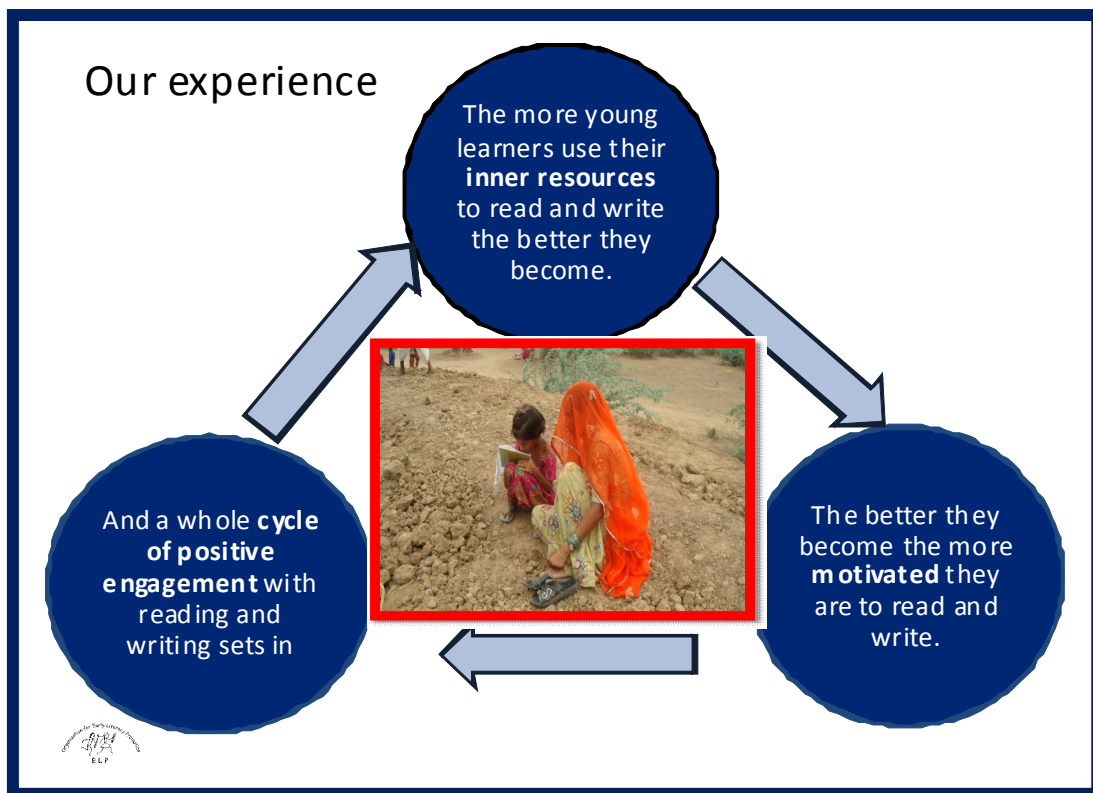
Future vision

1. Strengthening our capacities to consolidate and exploring various programmatic mechanisms for being able to share the learning from the past eight years of implementation with various stake holders. This will include exploring various online options for providing access to field based / classroom based audiovisual training material or technologically supported resource packages based on various dimensions of OELP's interventions across different geographies.
2. Streamlining our Early Literacy and Language Learning frameworks and working on further aligning them to mainstream programmes and different contexts.
3. Consolidating the developmentally appropriate two years OELP Foundation Programme for Early Literacy and Language learning which is currently in process
4. Exploring on-line resource support mechanisms towards supporting the scaling up of the Foundation Programme . These may include e versions / printable formats of the following
 - a) A resource book of about 20 sample plans
 - b)) Supplementary resource material for thematic units
 - Outline of topic based concepts and conversation focus points
 - Activity books – including *akshara* and word activities
 - Poem posters
 - Suggested book lists for reading corners
 - Story /poem cards for read loud
 - Story poster cards
 - c) Skill practice worksheets
 - d) A guidebook for evaluation with the following:
 - 10-15 formats for summative assessment or sets of competency based test items
 - Sample observation checklists
 - Guideines and rubrics for profile folders
 - Assessment handbook
 - Auio-visual material on assessment
5. Enhancement of the community participation in learning
 - Consolidation and expansion of women's literacy programme including the resources and capacity building
 - Strengthening and expansion of the library programme
 - Greater involvement of community in the library programme
 - Greater involvement of youth in the village development through the library for a

- Supporting compilations of local knowledge and exploring various options for their dissemination in meaningful ways

6. Strengthen HR and organizational capacities for offering training and resource support

7. Further strengthen advocacy and networking



Governing Body

Our Board

NO.	NAME and ADDRESS	OCCUPATION	DESIGNATION in the BOARD
1.	Roopali Singh	Advocate	President
2.	Jaimala Iyer	Freelance trainer and artist	Vice President
3.	Keerti Jayaram,	Educationist	Secretary
4.	Kitty Varshnei	Social Activist	Treasurer
5.	Mukul Priyadarshini	Asst Prof.; Dept. of Elem Education , Miranda House, Delhi University	Member
6.	Shankar Chowdhury	Retired from UNESCO Office in New Delhi in Nov 2012, as Senior Programme Officer (Education)	Member
7.	Cathy Anubha Banerji	Teacher	Member
8.	Luve Vir Singh	Entrepreneur and market Researcher	Member
9.	Anurag Singh	Film maker	Member

Details of OELP Board meetings

	Date	Attendance
1	29.05.2014	8 / 9
2	28.06.2014	7 / 9
3	18.10.2014	8 / 9

Financials

Details of Income and Expenditure Account

Year Ended 31st March 2015

Particulars	2014-15
INCOME	
Donations received	3,39,500
Other income	3,33,149
Approved project grants	34,40,000
Total	41,12,649
EXPENSES	45,42,252
Excess of income over expenditure	(4,29,603)

Balance Sheet as on 31st March 2015

ORGANISATION FOR EARLY LITERACY PROMOTION

B 2 /2198, VasantKunj, New Delhi - 110 070

BALANCE SHEET AS AT MARCH 31, 2015

Currency: Indian Rupees)

	AS AT 31.3.2015	AS AT 31.3.2014
<u>SOURCES OF FUNDS</u>		
GENERAL FUND	1,578,442	1,426,225
EARMARKED FUND	14,73,245	2,055,065
TOTAL	<u>3,051,687</u>	<u>3,481,290</u>
<u>APPLICATION OF FUNDS</u>		
FIXED ASSETS		
Gross Block	36,865	68,017
Less: Depreciation	<u>13,427</u>	<u>31,152</u>
Net Block	23,438	36,865
CURRENT ASSETS, LOANS AND ADVANCES		
Current Assets	<u>3,054,999</u>	<u>3,491,251</u>
(A) Less: CURRENT LIABILITIES	3,054,999	3,491,251
Audit Fee Payable	25,750	46,826
Staff imprest	<u>1,000</u>	
(B)	26,750	46,826
Net Current Assets (A-B)	<u>3,028,249</u>	<u>3,444,425</u>
TOTAL	<u>3,051,687</u>	<u>3,481,290</u>

Donations

Local

S. No.	Name of the Donee	Amount (Rs)
1.		20,000
2.	Kunti Sawhny	35,000
3.	Meera Nath	50,000
4.		40,000
5.	Merra Nath	65,000
6.		25,000
7.	Joystna	5,000
8.	Pankaj H Gupta	50,000
9.	Antodaya Lok Laryakram	18,000
10.	Parveena Bhatnagar	25,000
	Total Local Contribution	3,33,000

Foreign

S.No	Name of Donee	Amount (Rs)
1	S Viswanathan	6,500
	Total Foreign Contribution	6,500

Local contributions 4,324

Foreign contributions

Total donations received 3,39,500

Registrations

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 30.09.2013

Auditor

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

Bankers

1. Axis Bank Ltd, Green park , New Delhi 110016
2. State Bank of India, South Extension Part II, New Delhi 110049
3. State Bank of India, Main branch opposite the Collectorate, Ajmer 305001

Appendix 1

Baseline data of class 1 student for BSKs started in July 2014

Evaluation	Evaln Month	Total BSKs	Total Student	B	G	Student Level			Absent	Migrate	Private
						A	B	C			
Base Line Evaluation	July - 14	13	296	154	142	294	2	0	0	0	0

Baseline data of class 2 students for BSKs started in July 2014

Evaluation	Evaln Month	Total BSKs	Total Student	B	G	Student Level			Absent	Migrate	Private
						A	B	C			
Base Line Evaluation	July - 14	14	296	149	147	202	88	6	0	0	0

First evaluation data for class 1 students for BSKs started in July 2014

Evaluation	Evaln Month	Total BSKs	Total Student	B	G	Student Level			Absent	Migrate	Private
						A	B	C			
First Evaluation	July - 14	13	299	156	143	30	146	94	18	4	7

First evaluation data for class 2 students for BSKs started in July 2014

Evaluation	Evaln Month	Total BSKs	Total Student	B	G	Student Level			Absent	Migrate	Private
						A	B	C			
First Evaluation	Oct. 14	14	334	169	165	90	88	115	9	21	11