



ANNUAL REPORT

2015 to 2016



Introduction

OELP's journey has unfolded through sustained and intensive engagement inside classrooms and through engagement with children, teachers, parents and communities over a period of eight years. The approaches and classroom practices within the education innovations have been evolving in organic ways, with new components replacing older ones as we gain new insights. We are inclined to view this as a knowledge building exercise with a focus on building the qualitative aspects of the programme .OELP's continuing attempts have been to translate theoretical ideas into classroom processes in ways that make them accessible to education practitioners and are practical to implement on scale. The possibility of replication of OELP innovations has been an important concern and therefore we have attempted to align ourselves to the mainstream system, to the extent possible, so that future scaling up within the system continues to remain in the realm of feasibility.

Theoretical underpinnings

OELP's work has been influenced by the **Emergent Literacy perspectives** which emphasize that young children interact naturally with print in their home and social environment in a variety of ways to build foundations for meaningful reading and writing. However, in our country several young children do not get such opportunities to engage with print in their early childhood years at home or in their social worlds. In fact the more recent thinking views



literacy as a social practice and lays emphasis on the fact that literacy is not an autonomous cognitive activity, but instead is multi dimensional and is influenced by a learner's background and the contexts within which it occurs.

Based on these insights the emphasis of OELP's classroom practices is on:

- Understanding and addressing the natural learning behaviours and the specific learning needs of children from diverse backgrounds, with a focus on children who do not have access to meaningful print based experiences in their early childhood years.
- Addressing the specific contexts and purposes within which literacy learning takes place so as to make it a relevant and meaningful learning process for each learner.

OELP has been influenced by the following research and theoretical insights:

- The foundations for lifelong learning are laid by the time a child is six years old, therefore the early year's matters. *Harvard Centre for the Developing Child, 2005*
- Using teaching methods that are inappropriate for young children can have a long lasting negative impact on them - *Harvard Centre for the Developing Child, 2006*
- Young children do not learn in the same way as older learners. Their learning is rooted in their experience - *Vygotsky 1987*
- Literacy instruction is closely linked to and builds on children's oral language.

Highlights of 2015-16

Some highlights of the past year are given below:

Professional interactions

- OELP was privileged present its work at the UNESCO “Asia Summit on Flexible Learning Strategies for Out-of-School Children” in Bangkok in February 2016.
- The OELP Library team participated actively in the CECL workshop in Goa and their participation was greatly appreciated.
- OELP was invited as a resource organization to a seminar at Ambedkar University as well as for a professional development workshop at Lady Shriram College, Delhi

Engagement with the State

- We were appointed as a Resource and Training organization by GoR for training Govt. KRPs, MTs and teachers in the Ajmer District and also for developing audio visual training material based on the OELP classroom practices on ELL.
- The OELP team conducted training sessions for 20 government Master Trainers and Government Teachers from 5 blocks of Ajmer district.
- The OELP learning centers located in 10 Government Upper Primary Schools have been integrated into the Secondary set up after we made a presentation at the State office of the RMSA (Rajasthan Madhyamik Shiksha Abhiyan). Official permission to continue the OELP innovations in the primary schools which have been integrated into the secondary setup was subsequently provided by RMSA.

Feedback from visits

- OELP received a very encouraging response post a visit by senior GoR officials and HoD, Curriculum Development, SIERT Rajasthan to the OELP demo sites and libraries in May 2015. This response can be viewed under “Feedback” on the OELP website
- The OELP learning centres and libraries were visited by a Consultant from the Technical Support Group (TSG), MHRD and the feedback received was very positive.
- The OELP learning centres and libraries were visited by senior representatives from UNICEF, CARE India, WIPRO, American India Foundation, Azim Prem ji Foundation and Faculty members from Colleges of Delhi University and, Jamia Milia University in Delhi. Their response from them has been very encouraging.
- A three day exposure visit was organized for 25 Masters Students from the School of Education, Ambedkar University.

Consolidation, enhancement and expansion

- OELP Foundation Programme for Classes 1 and 2 was revisited to streamline its alignment to the demands of the school curriculum in ways that ensure that by end term children from Class 2 are at grade level. The Class 2 End term assessment results of the Foundation Programme for 2015-16 have indicated that 89% children from Class 2 in OELP intervention schools had moved to a higher level and 79% of these children were at level C or the highest performance level. Whereas in comparison in the non intervention schools 42 % children from Class 2 had moved to a higher level with 11.6% children performing at level C. We are viewing these results as broadly indicative of the effectiveness of the OELP innovations.
- Three OELP training films were completed within this year and have been used as training material in all the government trainings and also as resource material during the trainings for OELP partner organizations.
- Four members of the OELP core team completed the IGNOU, DECE diploma course in Early Childhood Education
- The OELP website has been upgraded and we have initiated our blog ,as well as our presence on the social media
- OELP innovations were extended to Uttarakhand and the stage is set for future taking forward partnerships in Madhya Pradesh with Jansahas and with an AIF partner organization in Gujarat

- The *Khoji Nav Vuyak* programme or the OELP youth programme was expanded to all the village libraries.
- 70% parents and SMC members attended meetings to discuss the progress of their children and other school related issues.
- A series of capacity building workshops were conducted by expert consultants for the OELP core team and the BSK education workers. Details are available in a later section.

Outreach

To explore the effectiveness of OELP methods within wider locations, we have provided technical and resource support to likeminded NGOs working in state run primary schools or with *out- of-school* children in Madhya Pradesh, Jharkhand, Bihar and Uttrakhand.

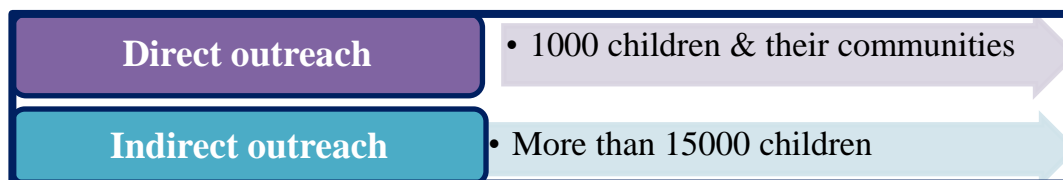


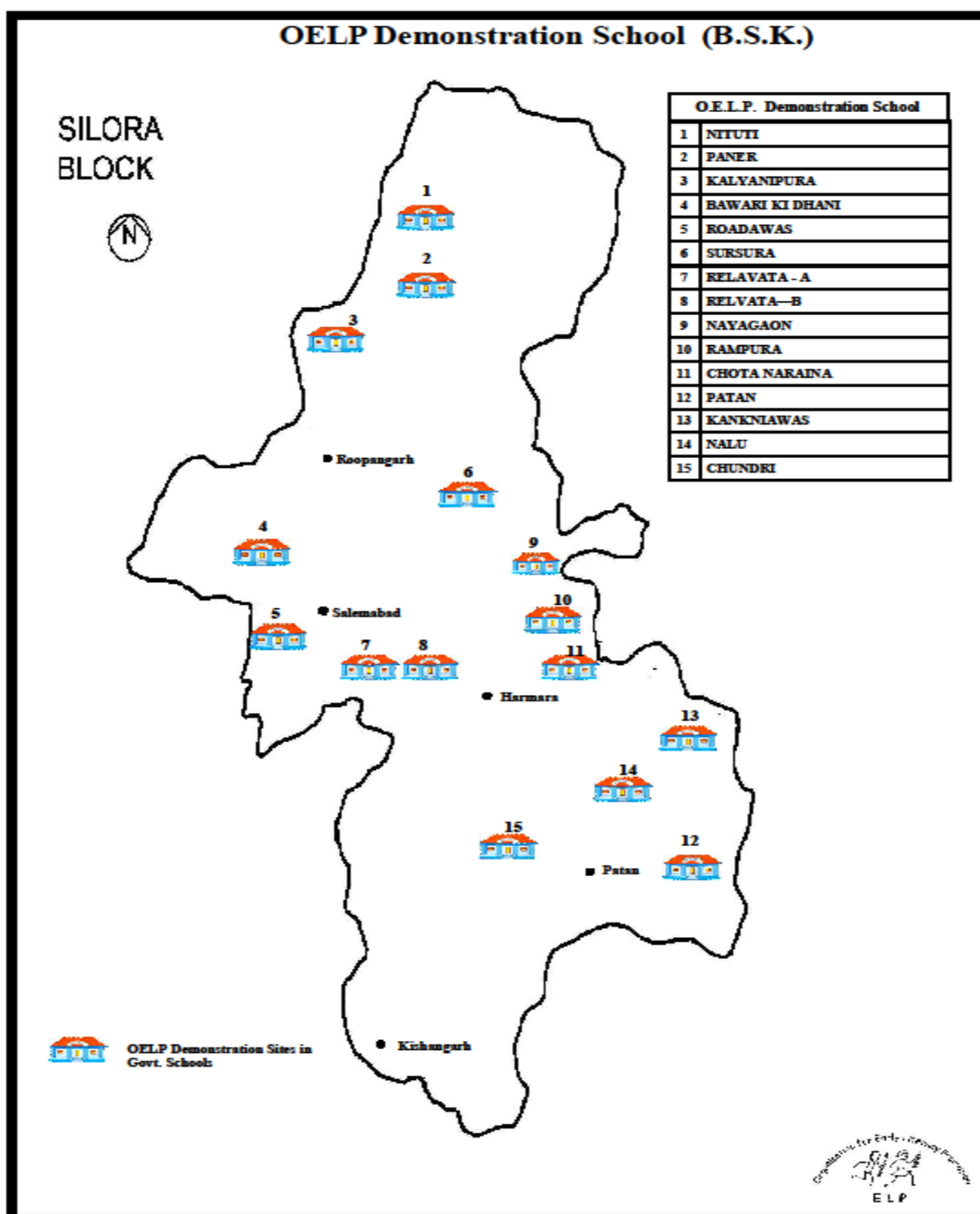
Fig 1. Outreach

The OELP innovations for ELL have been well received by the Government and NGOs at the national, state as well as the local level. Through our professional affiliations the OELP programme has benefitted about 16,000 children through 175 learning centres in Rajasthan, Bihar, Madhya Pradesh and Jharkhand. About 75 -80% low achieving children have come up to proficiency level after the OELP programme. The Patan Gram Panchayat has continued to generously make available free accommodation to OELP for running our main field center and library. 15 OELP centers are being implemented as knowledge building and demo sites and have been used for the capacity building of more than 150 teachers and educators over the past year.

Current location of OELP's core knowledge building area

OELP works inside 15 primary rural schools which are located in villages in the Silora Block in the Ajmer District of Rajasthan through OELP learning centres which have been started after formal permission was obtained from the State Education Department in Rajasthan. In addition we run community based village libraries. Most of the local population in these villages has been engaged in rain fed subsistence farming for centuries. A large chunk of the population has been driven off the land and provides the work force for the marble industry in the southern part of the Silora Block and the salt industry in the Sambhar Lake area in the northern part of the Block. Others

in these villages meet their daily subsistence from the works generated by the famine works under the MNREGA or else they periodically migrate to the larger cities in Rajasthan, Gujarat, Haryana or Delhi in search for daily wage work.



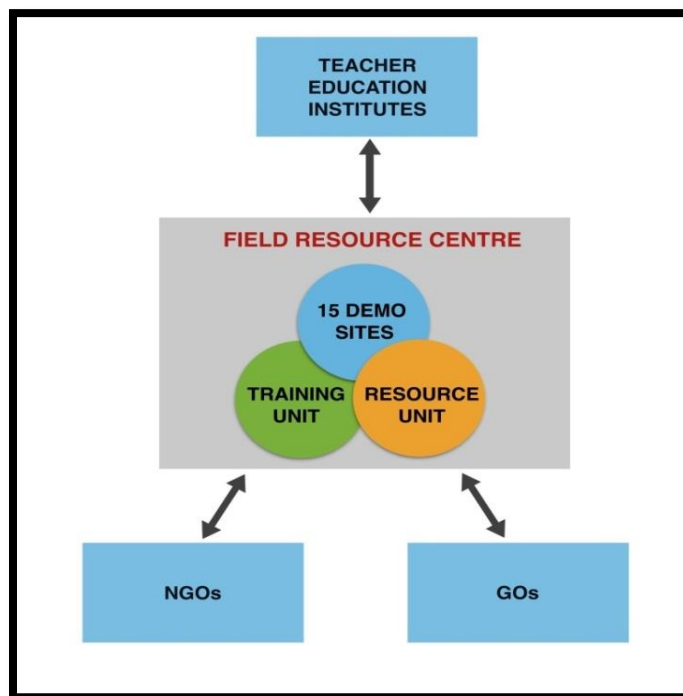
OELP's Demonstration sites in the Silora Block, Ajmer District, Rajasthan

Our main objectives in 2015-16

- To consolidate and enhance conceptually sound, grounded and flexible Early Literacy and Learning (ELL) innovations aimed at building foundations for learning in young learners from diverse backgrounds.
- To explore new partnerships for adapting and expanding the OELP innovations to other locations and contexts.
- To explore effective frameworks / programmatic mechanisms for Early Literacy and Learning that are aligned to the mainstream and can support scaling up.
- To use OELP classrooms as demonstration sites for exposure based capacity building of teachers, representatives from NGOs and GOs, and other stake holders.
- To develop resource materials and audio-visual packages based on OELP's classroom practices to support high quality implementation of the ELL innovations
- To promote knowledge building in the area of Early Literacy and Learning in India.

The establishment of a Field Resource Centre (FRC)

OELP has accessed support from Wipro for the setting up of a Field Resource Centre (FRC) to meet the above objectives It will become effective from June 2016



Diagrammatic representation of OELP's Field Resource Centre

This FRC is being conceptualized as a hub for the promotion of Early Literacy and Learning within Rajasthan and within likeminded organizations located in other parts of the country.

Components of the proposed FRC

1. Demonstration sites for exposure based professional development / capacity building of various stakeholders. OELP proposes to strengthen and integrate its existing lab area consisting of 15 demonstration centres, located with rural government primary schools in Rajasthan. These are to be developed as an integral component of the Field Resource Centre, within which various classroom pedagogies; classroom management techniques and aspects of a facilitative learning environment will be shared and modeled so that they can be understood within “real” classroom settings.

2. Training unit for supporting expansion of OELP innovations across wider geographies, to:

- **In-service teachers and other education functionaries** Meaningful partnerships for extension of the outreach of the OELP Foundation Programme will be built through a planned programme of training and resource support to select Organisations' (GOs and NGOs) in wider locations.
- **Pre-service teachers** through exposure visits and other professional interactions with teacher education institutes and DIETs.
- **The organization of knowledge building activities** such as small action research projects, case studies and consultations etc.

3. Resource support unit for development and dissemination of high quality, resource material. This will focus on:

- Consolidation and enhancement of all existing OELP resource materials.
- The development of classroom based audio-visual resource material in the form of film clips based on the modeling of different pedagogies and classroom practices with simple user friendly handouts as supportive material.
- Focus on cost effective delivery mechanisms to make these resources available widely as supportive material for programme implementation within locations where the OELP programme is being implemented. The feasibility of making available paper as well as electronic formats will be considered, so that they may also be accessed by specific users through the use of mobile phones and the internet.

- **4. Documentation and networking** – OELP will continue to engage with advocacy, networking and documentation which support the effective implementation of conceptually sound ELL practice.

Quality enhancement of the OELP innovations

Some specific measures for quality enhancement

1. New Resource materials have been developed during the course of this year and include:

- A resource kit for women's literacy
- Classroom based film clips,
- At least ten new word and sentence activities and games,
- New poem posters in English based on action rhymes created by the OELP team,
- New innovative formats for the classroom calendar along with a host of activities for using it to enhance children's mathematical and numeracy concepts.
- At least 40 thematic plans have been developed for both Classes 1 and 2
- Formats for word walls

2. Reinforcing effective classroom pedagogies and processes

a) Supporting natural learning behaviours and developmental processes –

b) Ensuring opportunities for creative expression

c) Focusing on thinking skills

d) Building deeper engagement with children's' literature

e) Engaging with the demands of the school and parents & community

3. Focus on the qualitative aspects of the classroom learning environment

OELP focused on building some of the softer skills such:

- Classroom management skills, including strategies for involving all children
- For building a conducive socio-emotional climate in the classroom and learning to channelize negative emotions
- For observing children to understand and respond to individual learner needs and differences
- For building an environment of mutual sharing and respect

4. Streamlining of monitoring and reflective review

Through an ongoing process of mentoring

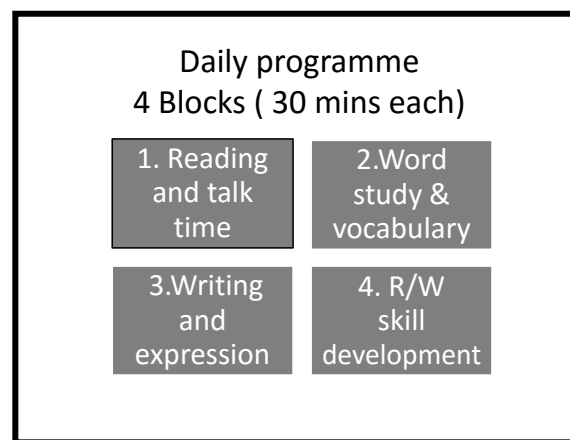
Listening, speaking, reading and writing at four levels of complexity

Within the **Four Block Framework** opportunities are provided for reading and writing at four levels of complexities simultaneously and not sequentially. This understanding is based Luke and Freebody's Four Resources Model, with the simultaneous roles for readers spelt out as:

1. Code breaker (coding competence)
2. Meaning maker (semantic competence)
3. Text user (pragmatic competence)
4. Text critic (critical competence)

This definition extends the role of a reader from that of coding and decoding, to making meaning of the texts, using the texts in their day to day lives and finally to being a practitioner of critical literacy.

The Four Block Framework



Learner tracking

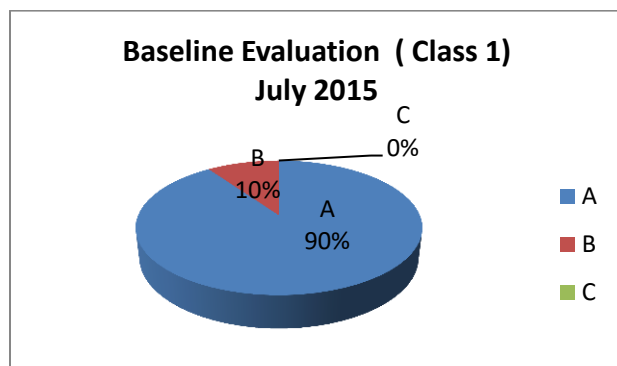
Individual learner tracking is based on a combination of the following assessments:

- a) Competency based summative evaluations every trimester i.e. learners are mapped on seven broad competencies at six data points over two years i.e. through Classes 1 and 2.
- b) Formative assessment through qualitative observations based checklist, each trimester.
- c) Individual profile folders with 6-8 pieces of written work every month

We are currently in the process of streamlining these assessment processes further, so that we can bring in greater rigour into tracking the learners' progress.

Summative evaluation for the academic session 2015-16

Class 1 Summative evaluation for the academic session 2015-16



Note -Level A is the lowest and Level C the proficiency level

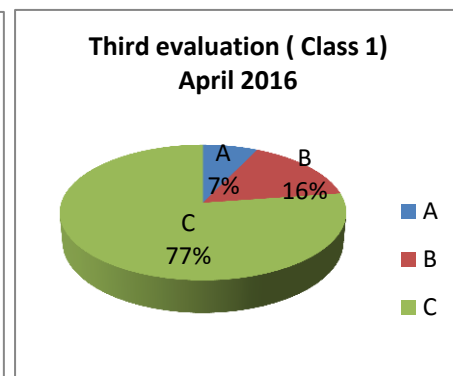
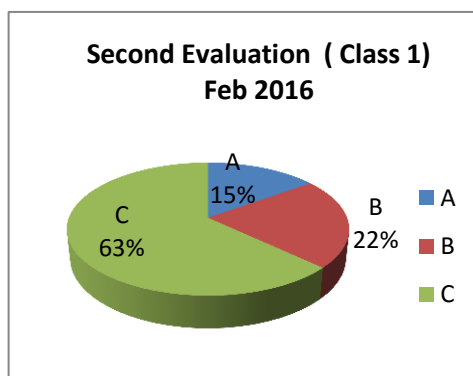
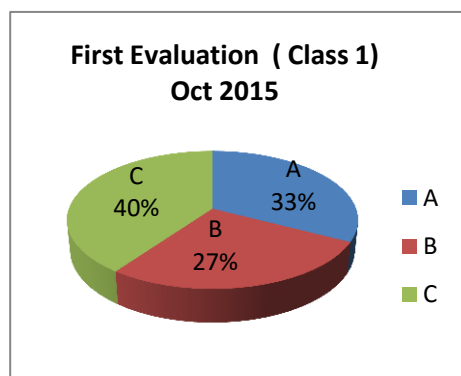
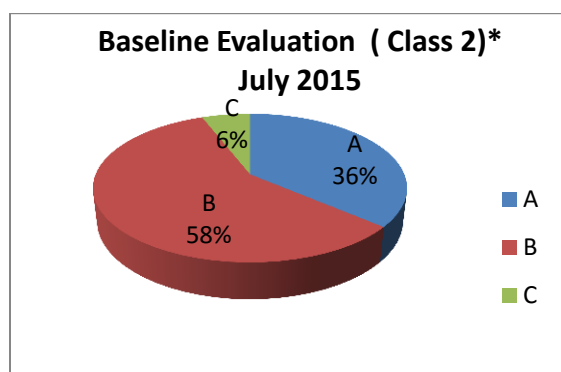


Table showing shift in levels from Baseline to End term evaluation for Class 1.

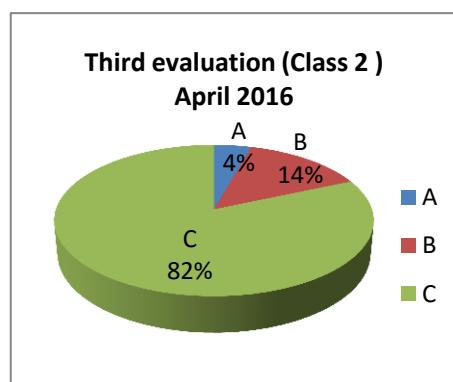
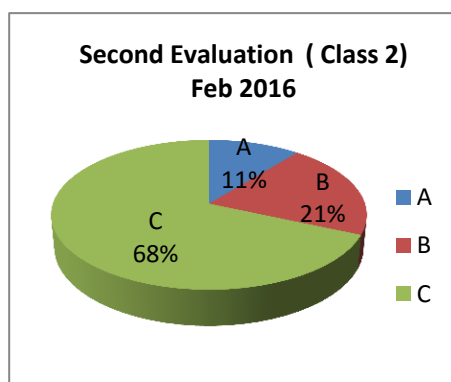
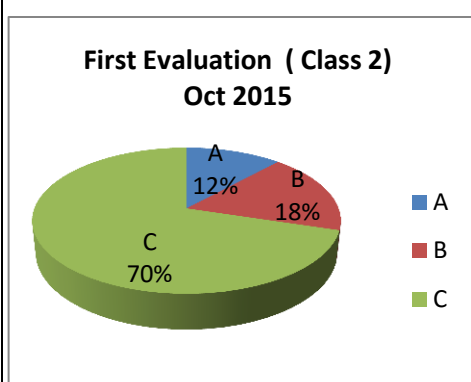
Class	BSK Start Month	Class 1 evaluation July 2015 to April 2016										
		Total BSK	Total Children	Baseline Evaluation July 2015			End Term Evaluation April 2016			Percentage shift in levels from Baseline to End Term evaluation		
				% in A Level	% in B Level	% in C Level	% in A Level	% in B Level	% in C Level	% Decrease in A	% increase in B	% Increase in C
Class 1	July 2015	16	370	90.24%	9.76%	0%	7.09%	15.60%	77.40%	-83.15%	5.84%	77.40%

The above table shows that from Baseline Evaluation in July 2015, to End Term Evaluation in April 2016, 90 % of the children in Class 1 had moved to a higher level and 77% of these children were performing at the proficiency level or level C.

Class 2 Summative evaluation for the academic session 2015-16



* Performance on the Baseline Evaluation conducted at school entry for this cohort



**Table showing shift in levels over a two year period i.e. from Baseline in July 2014
to the end term evaluation for Class 2 in April 2016**

Class 2 Evaluation July 15 to April 2016												
Class	BSK Start Month	Total BSK	Total Children	Baseline Evaluation July 2014			End term Evaluation April 2016			Percentage shift in levels from Baseline to End Term evaluation		
				% in A Level	% in B Level	% in C Level	% in A Level	% in B Level	% in C Level	% decrease in A	& decrease in B	% Increase in C
Class 2	July 2015	16	335	36.20%	57.87%	5.93%	4.35%	14.13%	81.52%	-31.85%	-43.74%	75.59%

The above table shows that from the Baseline Evaluation done in July 2014, to End Term evaluation in April 2016 **31.85 %** children from level A and **43.74 %** children from level B had moved to a higher level and **75.59 %** of children were now performing at the proficiency level or level C. Since this programme was new, this group of students have not undergone the programme in Class 1, and the Baseline Evaluation was undertaken for them only when they had entered Class 2

SMC and Parent Meetings

Meetings with SMCs and parents of children took place in fourteen villages. These meetings take place every two to three months and are held in the classrooms or a common space in the village. Some meetings took place at the MNAREGA work sites. In most villages several other community members also attended these meetings and the average attendance was around 30 to 40 people.



Children participated in many of these

and they shared their work through their individual profile folders. In Relavata Galkubai was surprised to see that children from Class 2 were reading books. She said her own child was studying in a private school and could not read and write. She has now enrolled her child in the OELP BSK. Some of the issues that were discussed included the irregular attendance of the



children and lack of involvement of parents with their children's education. The OELP methodologies were also shared and the importance of a parallel library program was explained. OELP shared details of the village library program and asked the community members to visit these libraries and to look at the books that were being made available to the children to read.

Children were also allowed to take books home. In the end there was an agreement that the SMC members and parents needed to be more actively involved in the functioning of the school and the monitoring of the children's progress.

The OELP team members also participated in the SMC meetings organized by the government along with the school authorities in the month of September, 2015 in the following villages – Nayagaon; Rampura ; Buharu; Harmara; Bhjiawas ; and Phaloda.

The community based reading and library programme

Our community library programme is expanding, the Field Library has 16,000 books and there



are 8 Village Libraries. OELP views the library programme as an exciting opportunity for building bridges between generations and to create bonds with books and reading in village communities. This has worked at various levels through different opportunities for children and older people in the village to share and build real connections with books.

Village *bahus* or daughter-in-laws as librarians - OELP stumbled on recruiting educated daughter-in-laws as village librarians due to the high turnover of younger unmarried men or women. Our initial experience however, made us realize that these women get deeply involved in the library programme with a sense of ownership.

The” *Pathan Sathi* “or peer reading programme is a part of the free reading that takes place



within schools and in the different libraries. This programme caters to the challenge of children who were not performing at grade level. This programme runs two or three times a week. Children have been grouped into threes or fours. Each group has a proficient reader and struggling readers. They engage with books together and through this process the challenged readers begin to enjoy and relate to books

and improve their reading proficiencies. This programme has is serving to build positive collaborative reading and learning bonds between young readers at different proficiency levels One of the village librarians presented a project on “the *Pathan Sathis*” as part of a six month library course organised by SRTT and Vidya Bhavan Society, Udaipur.

Overview of the library programme

OELP has three types of libraries:

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

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 the following factors:

- The planned themes for the month for Classes 1 and 2.
- Level 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 – in terms of illustrations, layout and design
- Length of the text and size of the book – with special consideration given to the suitability of a book for Read Aloud
- The possibilities for having rich conversations and story extension activities
- The language use in terms of richness and clarity
- The font and font size

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

Outreach 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.

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.
- 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, Madyha Pradesh who came in as two highly experienced external consultants and have given this programme an enthusiastic start.

Key learning

- a) Village libraries run by local residents have been more effective in drawing children to books, as against mobile libraries run on motor cycles by outsiders.
- b) There is a need to guard against the library turning into an activity center. Book related activities, read aloud sessions and book based games are effective means of sustaining children's interest in storybooks
- c) Village daughters-in-law make good village librarians. This is a win-win situation, as it empowers the village women, while at the same time provides a solution to the high turnover in HR that OELP has been challenged within the past.
- d) Once children begin relating to books they begin to take ownership of the library and take on responsibility of managing and running the library.
- e) Library books reach the community via children. We have found that this is not just limited to other children, but books have reached adults, as well. Story / book sharing not only bridges the generation gap, it also draws out local knowledge and local folk stories from grandmothers and grandfathers. This is an area we are planning to build on in the near future.

The direct outreach

The direct outreach of the field library and the village libraries from 2013 to 2016

	No of villages covered			Direct outreach -Total No of Children		
	Jan to Dec 2013	Jan to Dec 2014	Jan to June 2015	Jan to Dec 2013	Jan to Dec 2014	Apr to Mar 2016
Field Library	1	1	1	125	225	230
Village Library	8	8	8	313	390	425
School Reading corner	20	17	15	1721	1179	829

Capacity building workshops

1. Workshop on developing reading material locally – 7th April, 2015 with Shivani from Muskaan, Bhopal –The focus of this workshop was on developing reading material for the

libraries based on the children's writings and texts based on traditional stories and documentation of local knowledge.

2. A two day capacity building Workshop for OELP Library team and village volunteers - 25th and 26th of May 2015 with Amit Bhatnagar

2a. Follow –up capacity building of village library team and the *Khoji Nav Yuvak* - 15th to the 17th of June 2015 with Amit Bhatnagar

3. Book making, Creative Expressions and Computer Art:: a three day workshop for children from four village libraries

4. A three day workshop on engaging with storybooks from the 5th to the 7th January 2016 was conducted by Keerti Jayaram

5. A two day workshop was conducted by Nisha Butoliya from the Azim Premji University Bangalore on the 17th and 18th of March 2016

6. Exposure visit to Bodh Shikshan Samiti at Kukas, Jaipur from the 9th to 11th June 2015.

7. A Workshop on Children's Library Continuing Education was organized by the Bookworm Trust in Goa from the 25th to the 27th of June

Exposure based trainings for NGOs and GOs.

A. Training for NGO partner organisations

1. Onsite training for Mountain Valley Development Association (MVDA)- Uttrakhand

An onsite training was conducted for the MVDA education team from the 22nd to the 26th of June 2015. The aim of this onsite training was to initiate the programme in this new location. In the month of July 2015 OELP interventions are to begin in two community schools run by MVDA. These two schools are to be established as demonstration sites and will be used for the capacity building of education



workers and teachers through actual exposure to classroom settings and pedagogies. This process is expected to facilitate the expansion of the OELP Foundation Programme on Early Literacy to wider locations within Uttrakhand.



2. Onsite training for teachers and education workers from SWRC at Tilonia – 13th to 15th June 2015– A total of 44 teachers attended the training out of which approximately one third were new teachers. Teachers had come from the Kakalwada ; Rampali ; Jawaja ; Kadampura ; Kotri ; Tikwada ; Chhota Naraina ; and Nalu field centres. Two teachers had come from the

Singla field centre. They are teaching in the bridge course. The OELP foundation Programme for Early Literacy was shared and a recap done of the existing methodologies. The progress of children is slow as irregularity is a major problem in the night schools. The OELP training films were screened and discussed.

B. Training for Government Education functionaries

1. Exposure visit of Govt. teachers – On the 1st of May 2015 –On the 1st of May 2015 an exposure visit was organized for govt. teachers from Silora block to the OELP BSKs. 17 Govt. teachers visited the BSKs at Sursura, Nayagaon, Patan, Kankniawas , Rampura, Kalyanipura and Paner in small groups. Following the visit there was discussion on their observations. The OELP training film was also screened.

2. Training for Master Trainers for Education Dept. GOR – 28th May 2015



On the 21st of May 2015 OELP received a letter from the Commissioner SSA , Jaipur for giving resource support during the trainings of the Key Resource Persons (KRPs); the Master Trainers (MTs) and also the participate as resource persons in the government teacher trainings during the summer holidays. However since there was a delay in receiving this letter the OELP team could not

participate in the KRP trainings. On the 28th of May 2015 two members of the OELP team took one day training for 20 Master Trainers of Ajmer district. The OELP Foundation Programme for Early Literacy and Learning was shared with an emphasis on how to use story books and the importance of read aloud. The OELP training films were also screened. Rich discussion followed. Most of the MTs showed an interest and were keen to visit the OELP BSKs.

3. Trainings for government teachers in 5 blocks of Ajmer district

Details of govt. teacher training

Sr No	Date	Place	No of Teachers
1	03-06-2015	S.S.A. Kishangarh (Silora Block)	50
2	04-06-2015	KGBV, Arain (Arain Block)	51
3	05-06-2015	S.S.A. Bhinay (Bhinay Block)	56
4	08-06-2015	S.S.A. Kishangarh (Silora Block)	50
5	12-06-2015	G.U.P. N.S. Nasirabad (Srinagar block)	45
6	23-06-2015	G.G.U.P.S. Mangliyawas (Pisangan Block)	60
Total			312

The OELP team participated in six teacher trainings in five blocks of Ajmer district. A total of 312 government teachers attended these trainings. The training films were well received and they also looked at the children's profile folders with great interest. Some of them could not believe that the work in the folders was of children from class 1 and 2. Many of them expressed a desire to visit the OELP BSKs.

Linkages with the government

1. A team of senior state level GoR bureaucrats and a TSG. EdCil Consultant from MHRD, Delhi visited the OELP sites on the 5th and 6th of May 2015 – The team members visited the OELP Bal Sahyog Kendras at Kalyanipura, Bawri-ki-dhani, Relavata and Chundri and also the OELP field library at Patan and the village library at Chundri. The feedback given to OELP by them is given below:

Feedback received from Dr Priya Sharma, Dy. Comm. RCEE, SSA, Jaipur. 06.05.2015



"With OELP and the class teacher's help the children are showing very good progress. The level of class 1 and 2 children (reading writing and understanding) is in fact worthy of praise. We have not come across this in any other school. Excellent. It is a complete and composite package of learning and personality development."



Keep it up. Best wishes of SSA and state govt. are with you people. We are always there for your help. Thanks, for inviting me otherwise it was going to missing some excellent experiments of your working and child learning system. I'll try to take help in our learning programme.

B. Feedback received from Dr. Pradip Paneri, HoD, SCERT, Udaipur 05.05.2015

"Work has been done on building children's understanding and concept formation. Children have also been provided ample opportunities for learning. Children's creativity and expressions have been brought to the forefront with sensitive psychological understanding along with qualitative inputs. In short it is a praiseworthy and committed effort."



C. Feedback received from Ms. Sunisha Ahuja TSG, SSA, MHRD 05.05.2015

"I was very pleased to see the confidence and participation of class 1 children It was a delight to visit the school would love to see other schools like them."



D. Feedback received from Sh. Mahavir Singh Rathore, ADPC, SSA, Ajmer 06.05.2015

"The children of class 1 and 2 from Govt. Primary School Chundri when OELP is working were reading and writing extremely well. Undoubtedly the understanding and literacy level of these children is very good and seems to also be helping to consolidate the understanding of maths and other subjects. The children of classes 1 and 2 are confident and there is a glow on their faces."

My, congratulations to all members of the OELP family. Keep up this effort.

2. Integration of the primary schools into the secondary setup.

- Meeting with the DEO Ajmer, and the ADPC. October 2015 visit to the OELP BSKs
- Meeting with ADPC SSA and ADPC RMSA in Ajmer, regarding merger integration of several primary schools into the secondary set up.

- Meeting with Addl. Comm. SSA , RCEE , and the AD REI in Jaipur regarding merger integration of several primary schools into the secondary set up.
- Nov 2015- Visit to the OELP BSKs at Relavata by the Addl. Director CCE, RCEE, GOR, Jaipur..

New partnerships

OELP Feels privileged to have has along standing professional relationship with the Tata Trusts. We believe that this support has been pivotal in helping us build our core programme. We are now looking to new partnerships to help us grow and enhance our outreach. Partnerships have been formalized with the following donor organisations.

1. Jullundur Motor Agency (Delhi Ltd) under CSR for partial support to our core programme
2. Wipro For
3. American India Foundation

Further partnerships with State and non state organizations are under process/ discussion as we now get set to explore programmatic mechanism for scaling up in ways that allow us to identify doable non negotiable so as to retain a high quality programme even on scale

Future vision

1. Strengthening our internal capacities, systems and processes to function efficiently as a professional resource organization.
2. Accessing professional support for streamlining OELP's organizational structures and financial systems towards increasing our effectiveness and sustainability as a organization
3. Consolidating and enhancing existing programme components
4. Exploring mechanisms for supporting the capacities of governmental and nongovernmental organizations to implement high quality ELL innovations as systemic interventions.
4. Streamlining and professionalizing our networking capacities, to include online options towards bringing about greater visibility of our work with various stake holders and accessing financial support.

5. Exploring on-line resource support mechanisms such as an online ELL Resource Bank for supporting the expansion of OELP's education innovations including the two year Foundation Programme for ELL 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 including classroom activities
- c) Skill practice worksheets
- d) A guidebook for evaluation and monitoring

6. Enhancing modalities / opportunities for community participation in learning to include

- a) Consolidation and expansion of women's literacy programme including the resources and capacity building
- b) Strengthening and expansion of the library programme
- c) Greater involvement of community in the library programme
- d) Greater involvement of youth in the village development through the library for a
- e) Supporting compilations of local knowledge and exploring various options for their dissemination in meaningful ways

7. Knowledge building in the area of Early Literacy and Learning to strengthen the indigenous discourse within the Indian context

Governance

Details of OELP Board meetings

	Dates	Attendance
1.	18.10.2014	7 / 9
2	30.05.2015	6 / 9
3.	23.01.2016	6 / 9

Governing Body

Governing Body

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

Financials

Donations received - locally

Foreign donations

S.No	Name of Donee	Amount (Rs)
1	Geeta Gujral	9519

Total donations received = Rupees 572598.00

S. No.	Name of the Donee	Amount (Rs)
1.	Vishnu Jit Singh	100000
2.	Deepti Chhabra	40000
3.	Mountain Valley Development Association	28505
4.	Bookworm Trust	11074
5.	Meera Nath	70000
6.	Air Cmdr. V.M. Bhatnagar	25000
7.	Meera Nath	55000
8.	Jullundhar Motor Agency (JMA, Delhi)	233500
	Total	563079

Balance Sheet as on 31st March 2016

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

FC BALANCE SHEET AS AT MARCH 31, 2016

	AS AT 31.03.2016		AS AT 31.03.2015	
SOURCES OF FUNDS				
CAPITAL / EARMARKED FUND				
Opening Balance	2,01,050.00		2,14,410.00	
Additions during the year:				
Foreign Contribution Received	9,519.00		6,500.00	
Bank Interest Received	7,510.00		7,620.00	
Total (1)		2,18,079.00		2,28,530.00
Less: Revenue Expenses				
Audit Fee	5,750.00		-	
Books	-		12,480.00	
Professional Fee	10,000.00			
Salary	75,000.00		15,000.00	
Total (2)		90,750.00		27,480.00
Net additions (1-2-3)		1,27,329.00		2,01,050.00
TOTAL		1,27,329.00		2,01,050.00
APPLICATION OF FUNDS-				
CURRENT ASSETS				
Cash in Hand	-		-	
- SBI A/c No.-32780690994	1,27,329.00		2,01,050.00	
TOTAL		1,27,329.00		2,01,050.00

As per our report of even date attached

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

Adeesh Mehra
Adeesh Mehra
Proprietor
M.No.087366



Place : New Delhi
Dated : May 29, 2016

For Organisation for Early
Literacy Promotion

Keerti Jayaram
Keerti Jayaram
Secretary

K. V. V. V.

Auditors

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

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