

Organisation for Early Literacy Promotion

Annual Report April 2016 to March 2017



Website: www.oelp.org

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To our well wishers!

Over the past year the work within OELP has been focused on two broad areas.

1. Capacity building of teachers and educators for building strong foundations for learning with young school goers

OELP is engaged with the capacity building of teachers and educators through exposure to high quality classroom practices based on the current research and thinking on Early Literacy and Learning. Our idea is to introduce education practitioners to the current understanding of pedagogy of early reading and writing and provide them high quality hands on experience and exposure to classroom practices which they can replicate in their specific contexts with some support from us.

As you are aware the recent discourse on education in India has been gripped with the grave concern that very large numbers of children are not learning inside classrooms. At the same time, early reading and writing pedagogy has undergone a paradigm shift in the recent past. This has important implications for enhancing learner performance.

Based on this understanding, OELP has engaged intensively inside rural government classrooms over eight years to develop conceptually sound pedagogies which are showing results. We feel humbled that our education innovations are receiving wide acknowledgment. We are striving for large numbers of children to benefit from this effort and continue to work in this direction

2. Working with low literate communities to enhance their capacities for engaging with fullness in their own development and with the contemporary world.

Our aim is to create a platform for rural communities, including children and youth, especially girls to actively engage with processes of self-actualization and learning which benefit village communities, especially children and adolescent girls. This process aims to also include knowledge resource creation through engagement with their knowledge systems.

Our idea is to:

- a) To enhance the quality of learning in the youth and adults within low literate, rural societies by building linkages between their local knowledge base and global knowledge
- b) To enable them contribute positively to their community in concrete tangible and experiential intangible methods which will enhance their own confidence.

These are tall orders that we have set for ourselves. As another year rolls by, our resolve and efforts continue and the encouragement that we receive from our well wishers continue to strengthen and guide us !

Director
Keerti Jayaram

September, 2017

CHAPTER 1-Overview of OELP

In this chapter, we briefly describe our journey into the world of early literacy in rural drought prone Rajasthan; the challenges, our vision, our approach and what we do and how we go about it . . .



Engaging with print



Building foundations



Read aloud to engage children in deeper ways



Team building

ABOUT OELP

The Organisation for Early Literacy Promotion (OELP) is a registered, not for profit organization, working in rural Rajasthan since 2008

OUR MISSION is to build strong foundations for meaningful reading, writing and learning skills in young children and communities from disadvantaged and low literate contexts.

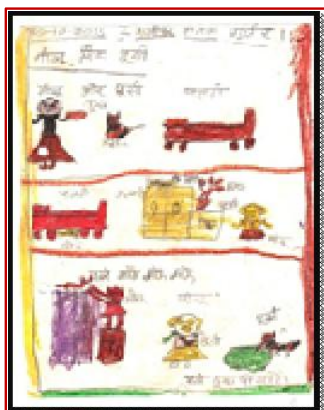
OUR VISION is to enhance the quality and responsiveness of the educational experience for all children regardless of their home backgrounds, so that they can learn with fullness and actualize their potentials as active members of the contemporary global world.

OUR CHALLENGE The recent discourse on education in India has been gripped with the concern that very large numbers of children are not learning inside classrooms. At the same time, early reading and writing pedagogy has undergone a paradigm shift in the recent past. This has important implications for enhancing learner performance. However, our experience suggests that this thinking is not reflected adequately in many teacher education programmes, or inside many young learner classrooms. Ours is a small but focused effort towards addressing one of the biggest challenges of our time – *millions of children in India are in schools but are not learning*.

OUR IMPACT “An impact assessment study of OELP undertaken by the Regional Institute of Education (REI), Ajmer, a premier education institute has strongly recommended OELP methods to the State”

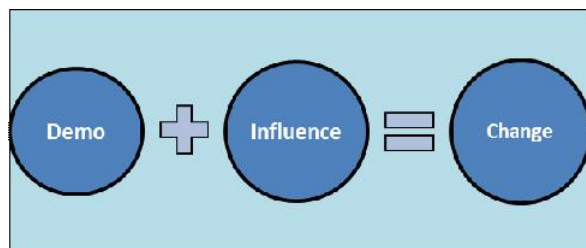
Our Core Programmes

- ü Two-year foundation programme for Grades 1 and 2 and for out-of-school children
- ü Village libraries and youth programmes
- ü A Field Resource Centre (FRC) with demonstration learning centres to provide technical and resource support to other likeminded organizations (GOs and NGOs)
- ü An exposure based model for the capacity building of teachers and educators which uses the demonstration sites for modeling classroom practices
- ü Short field placements and internships for students from Teacher Education colleges / DIETS
- ü Development of supportive resource material for Early Literacy and Learning (ELL)
- ü Knowledge building through small field based studies and consultations



Our 1st and 2nd graders from rural Rajasthan make us proud by reading books; questioning, thinking and expressing their views. They are well on their way to becoming "confident and thinking individuals"

Our Approach



- § The cornerstone of the OELP approach is our focus on classroom practice.
- § We have experienced that it is not enough to focus on WHAT to teach.
- § We need to also focus on HOW to teach

Our Outreach

- § OELP resource materials have been distributed by the Government of Rajasthan to 14,000 schools across
- § Support to Government programme in 3 States, 51 Blocks
- § Professional engagements with 6 Teacher Education Colleges
- § Trained 225 Government teacher educators, 1550 Government teachers and 400 teachers, 50 educators from 12 NGOs
- § NGO partnerships with 12 organizations in 7 States spanning 10 districts and 19 blocks
- § Reached out to about 5000 children and adults from the local communities in 20 villages within our work area
- § Through social media and our website we have reached out to 50000 people

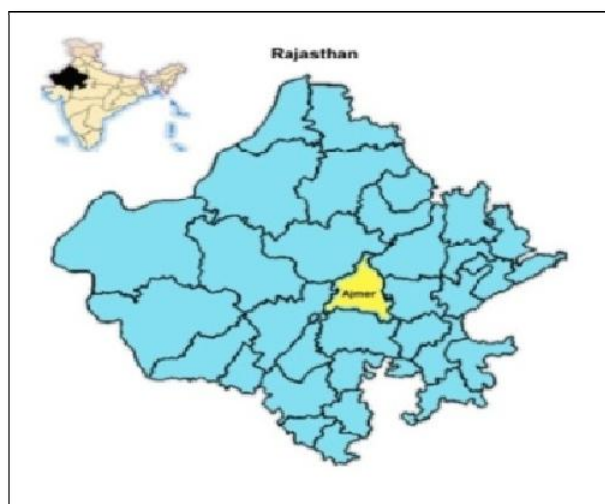
Capacity Building of teachers, educators and stakeholders through:

Demonstration and modeling

- Demonstration sites
- Onsite support
- Real time film clips
- Supportive materials

Influencing

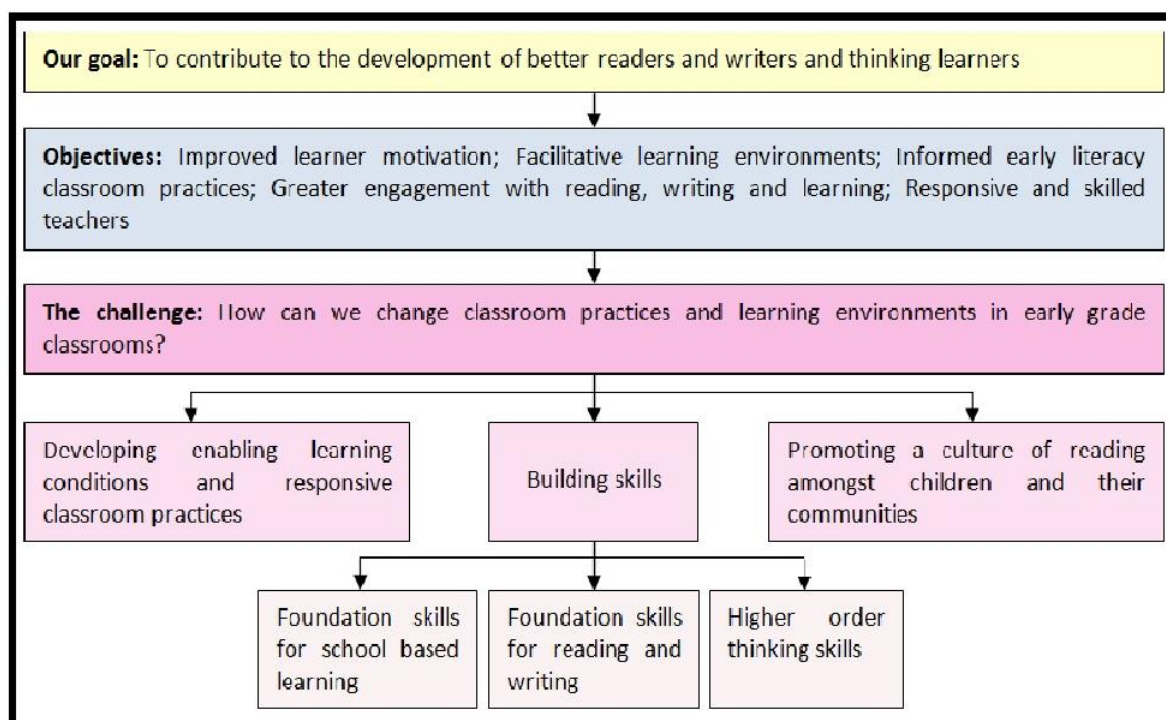
- Policy makers, officials and administrators
- Practitioners- teachers, NGO representatives, field personnel
- CBOs, local communities and parents
- Other Stakeholders



Our Core Area our knowledge building core area is in villages, situated in the Silora Block of the Ajmer district of Rajasthan. These villages are scattered within a 20-25 km radius, and at about 15-20 km from the town of Kishangarh.

Programme Conceptualization

OELP has evolved a three pronged conceptual framework for enhancing Early Literacy and Learning (see diagram below). It is based on insights from research and on our sustained and intensive engagement with young learners, teachers and village communities.



OUR STRENGTHS

- *Demonstration of results*
- *A conceptually sound programme, aligned to the mainstream and successfully trialed with multiple target groups*
- *A simple, clearly articulated implementation framework to support scaling up*
- *Strong partnerships with teacher education institutes, NGOs, CBOs & others*
- *Programmes that are grounded*
- *A team that is experienced and highly motivated.*
- *Strong systems and processes to support scaling up.*



CHAPTER 2 Programs and Activities 2016-2017

In this chapter, we describe the following programs and activities of 2016-2017

1. The Foundation Programme
2. The Field Resource Centers
3. Learner Tracking and Assessment
4. The Library Programme
5. Extension and Outreach
6. Our Achievements

2016-2017 Activities at a Glance!

1. Read Aloud

Class 1 – 84 story books in each of the 11 Learning Centres or a total of 924

Class 2 – 56 story books in each of the 11 Learning Centres or a total of 616

Total No of beneficiaries (School Reading Programme) - 5280

(includes children from the other classes of the govt. schools who access these books during lunch time).

2. Free Reading

Outreach of School Reading Programme to other classes

Total No. of books accessed during free reading -2750 by children from other classes during the lunch break.

Total No of beneficiaries – 5905

3. Classroom activities

a) Word Activities and games b) Writing c) Poems

4. Meetings

a) A total of 33 parent meetings in 11 villages involving 825 parents

b) 3 SMCs meetings per year in each of the 11 villages involving 425 SMC members

c) Meetings at the MNAREGA work sites – to involve the community as well as parents. A total of 22 meetings were held at 11 MNAREGA worksites, involving a total of 3850 community members

d) Home visits to meet 2860 community members

5. Overview of the Library Programme

Total no. of titles in the main field library – 1465

Total no. of books – 19065

Total no. of libraries

- Field Library -1
- Village libraries -6

Total membership – 554

No. of books issued (during this period) -2435

Total no of children meetings - 21 involving approximately 500 children

A total of 36 rallies were taken out in 11 villages

Three Kahani Melas were organized reaching out to about 5000 community members

Library activities

- Wall news papers - 165
- Books made by children - 687
- Comics made by children - 265
- Bal Manch meetings - 18 involving 450 children
- Stick puppets related to story books - 1080
- Read Aloud sessions - 336

Foundation Programme for Early Literacy and Learning (ELL)

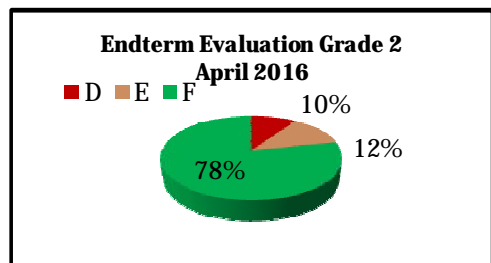
OELP's ELL programme spans a two-year period. It has been developed through eight years of intensive work inside classrooms in rural government primary schools and community learning centers, with the active involvement of teachers and local communities.

The Foundation programme for ELL addresses three skills sets:

- Foundation skills required for a successful schooling (school readiness).
- Foundations skills required for meaningful reading and writing
- Higher order thinking skills required to engage thoughtfully as active learners.

Results of our ELL Programme

The graph shows that almost 80% children from a sample of 342 children of Grade 2, from 11 State run schools of rural Rajasthan) achieved proficiency i.e. Level F on end term assessments of reading, writing and thinking skills as shown in the graph



OELP works with teachers and educators to facilitate:

- ü Understanding of individual learning needs of young children and ways of addressing them.
- ü Setting up active, stimulating and responsive learning environments inside classrooms.
- ü Use of effective classroom practices and pedagogies which involve each child actively and meaningfully in processes of learning.
- ü Use of effective classroom management techniques to ensure a facilitative and nurturing learning environment based on relationships of mutual respect and trust.



Working on theme based projects

Establishment of the Field Resource Centre (FRC)

The Field Resource Centre (FRC) has been conceptualized as a hub for the promotion of OELP's innovations and knowledge building in Early Literacy and Learning within like-minded organizations in Rajasthan and beyond. **It is being supported by Wipro** in the Kishangarh block of Ajmer district, Rajasthan

Components of the FRC

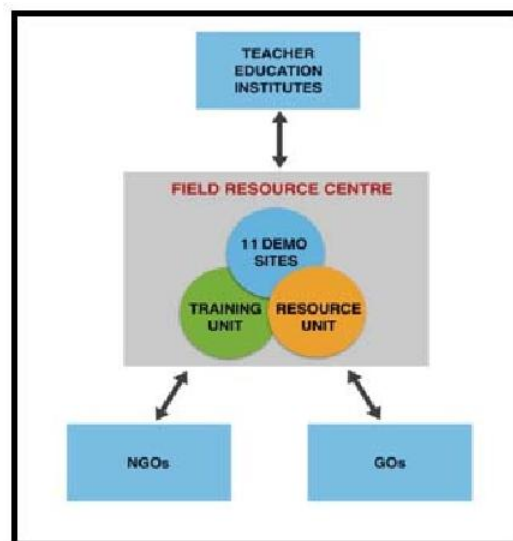
1. Demonstration Sites- In 2016-2017, OELP worked in 11 demo sites located within the rural government primary schools. Within these sites various classroom pedagogies; classroom management techniques and aspects of a facilitative learning environment are modeled so that they can be experienced and understood within “real” classroom settings, and then replicated in other locations.

2. Training Unit for supporting qualitatively sound expansion of OELP interventions across wider geographies. This unit has designed various exposure based modules for the capacity building of the following groups of stakeholders:

- **In-service teachers and pre-service teachers** of select organizations' (GOs /NGOs) in wider locations.
- **Pre-service teachers** through exposure visits and other professional interactions with teacher education institutes and DIETs.
- **Representatives of likeminded NGOs, civil society organizations and CBOs**
- **Representatives of the State Education Departments** school managements and teachers

3. Resource Support Unit for development and dissemination of high quality, resource material towards supporting knowledge building in the field of ELL

- Consolidation and exploring options for access to all existing OELP resource materials as open education resource.
- Development of classroom based audio-visual resource material (film clips) with simple user friendly handouts.
- Options for making available OELP resource material as Open Education Resources (OER) through digital platforms.
- The implementation of knowledge building activities such as research projects, case studies; compilations of local knowledge and consultations etc.



4. Documentation and networking – OELP has continued to engage with advocacy, networking and documentation which support the effective implementation of conceptually sound Early Literacy and Learning practice.

Activities of the FRC in 2016-17

The following process was undertaken by OELP for establishing the FRC:

- A. Setting up of the training centre in Sursura village
- B. Hiring new academically qualified HR
- C. Expansion of outreach

The activities

1. Organization development – A concerted effort was made to strengthen OELP’s financial and programmatic systems and processes through regular and ongoing professional support from external consultants. The areas that were covered include:

- § Management of finance
- § Stock management
- § HR Management
- § Grant Management
- § Statutory compliances

2. Capacity building of OELP team

i. OELP’s internal review, planning and capacity building workshop in June 2016

ii. Professional development of OELP team:

- Completion of IGNOU certificate course in DECE by 5 OELP core team members
- Enrolment in the Library Educators Course being conducted by SRTT – two OELP library core team members

iii. A series of capacity building workshops by external resource persons:

- Workshop on numeracy and beginning level concepts of maths –by Arjun Sanyal –Director Education AIF
- Workshop on deeper engagement with story books– by Jaya Iyer- Artist and freelance trainer
- Workshop on Extension activities based on books and Read Aloud – Jennifer Thomas from TISS Mumbai
- A series of workshops for team building, and enhancing community involvement in OELP’s Village Library Programme. This effort is being anchored by Jaya Iyer
- Workshop on deeper engagement with writing – Dr. Shailaja Menon – TISS Hyderabad



3. Expansion and outreach

(Supporting capacity building in early literacy learning through various channels)

i) Resource Organization for the State (GOR) in-service summer trainings held at three levels i.e. for Key Resource Persons (KRPs); Master Trainers (MTs) and Teachers within five Special Focus Districts.

ii) Capacity Building Partner of the American India Foundation to support the AIF partners in Gujarat for implementing Early Literacy and Learning innovations through community based libraries. We were supported by a dedicated field coordinator in Gujarat for overseeing the implementation. The support included:

- On-site planning and orientation visit to OELP's core area in Rajasthan
- A series of follow up exposure based capacity building sessions within the OELP core knowledge building area in Rajasthan
- Regular on-site mentoring and capacity building by OELP trainers on location in Gujarat

iii) Capacity building and planning workshops for Jan Sahas, Madhya Pradesh

- Planning workshop for the Jan Sahas team – Oct 2016
- Capacity building workshops
- On-site mentoring and support has been planned for the coming year

iv) Networking and exploring synergies with GOs and NGOs

Visits by government officials

- State level Commissioner - 1
- Addl. Commissioner - 1
- State govt. education officers-3
- ADPC (Ajmer) -4 visits
- BEEO – 5 visits,
- Govt RPs -35 visits
- School Principals -770 visits

Visits by representatives of NGOs

- Prof Brij Kothari from IIM Ahmedabad, founder of Planet Read & Book Box visited the OELP work sites on 15-16 Sept, 2016.
- Dr. Dhir Jhingran and the Language and Learning Foundation (LLF) team visited the OELP work area in March, 2017
- Exposure visit of 16 Fellows from the American India Foundation in September, 2017

v.) Professional engagement with other education organizations/channels:

- Dr. Shailaja Menon visited OELP in March 2017 as Head of the Early Literacy Initiative (ELI) which has been recently launched by the TISS, Hyderabad. She conducted a workshop on writing assessment and shared tools for the qualitative assessment of children's early writings. Possible areas of synergy with ELI were discussed.
- Field Attachment of 6 MA Education students from Ambedkar University, New Delhi. They took up projects with mentoring support given by OELP.
- Exposure visit of MA Education students from Jamia Milia Islamia University in New Delhi.
- Field attachment of 12 final year B.El. Ed students from Lady Shri Ram College, Delhi



4. Knowledge Building

- 10 case studies were taken up as a knowledge building exercise by the OELP team.
- A study on the factors which impact learning was conducted by the OELP team members. This study was based on a series observation in school as well as in their homes. It focused on children from Classes 1 and 2. Each OELP Team member selected one child of one high achieving and one low achieving from each class. The learning behaviours of 18 children from 6 schools were closely observed. Parent and teachers interviews were also conducted. The data is being analyzed. This has been viewed as an opportunity to introduce simple research methods.
- The engagement of the community and older children in processes of development and learning was explored through a four month project which was implemented through the OELP FRC in 6 villages and was supported by the American India Foundation, as well as the local Village Communities. This was an exciting journey which brought together young urban volunteers with rural village youth in joint explorations of stories, and other local knowledge form through theater, art, puppets, posters, displays, games and other creative activities centered around stories and books.
- A short term research project was undertaken by an OELP Library team member as a requirement of the six months Library Educators Course conducted by SRTT. He was supported by senior members of OELP and by mentors from the LEC course.
- OELP was on the panel for drafting the National Position Paper on Early Literacy and Language in July 2016. This paper was launched by CEED Ambedkar University, Care India and USAID.
- We presented a paper at a National Conference on Factors of Poor Learning organized by the Deshkal society and the Language and Learning Foundation which was held in September 2016 in New Delhi and was inaugurated by the Vice President of India. The paper was on “Creating Responsive Learning Spaces – The OELP experience”.
- We shared a presentation at the National Consultation on Early Literacy being organized by the NCERT from the 9-11 Nov, 2016. The presentation is on the topic “From Emergent to Early Literacy- the OELP experience”.



- Keerti Jayaram has written a chapter on “Linguistic and cultural diversity and Language teaching” for a book on *Trends in Language Teaching* edited by Profs Agnihotri and Khanna and published by Orient Black Swan.

5. Resource development

The focus of this unit is on developing supplementary resource materials in early literacy to be used for capacity building interventions with various stake holders. These include:

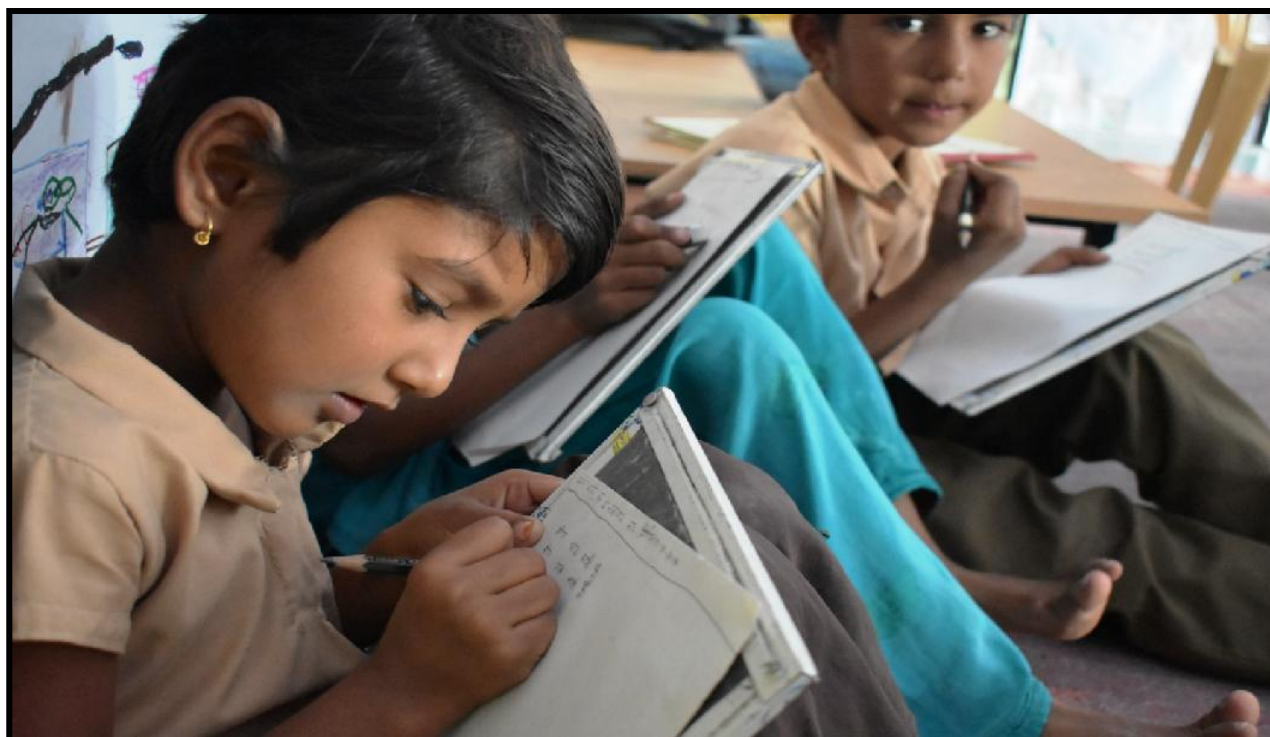
- **Classroom based film clips:** We are in the process of compiling classroom based film clips for supporting the implementation of various language and literacy pedagogies which have been trialed successfully within OELP
- **Word activities and games** which have been developed by the OELP team
- **The OELP *Varna Samoocha* resource pack** in Gujarati. The adaptation of this material into Gujarati has been done with the active involvement of AKRSPI, Sayla, our Gujarat partners.



6. Web site, blog, newsletter and social media: We are in the process of accessing professional expertise for professionalizing the following:

- OELP website and blog
- bringing out a newsletter
- bringing out material for the local communities such as wall papers and posters

Learner Tracking and Assessment



Formative and summative assessments: have been incorporated as a part of the OELP learner tracking process which include

- *Structured, competency based formats for summative assessments*
- *Observation based checklist for formative assessment.*
- *Profile folders for each child used during the monthly meetings*
- *Parents are invited into the classroom periodically to see and discuss their children's work.*

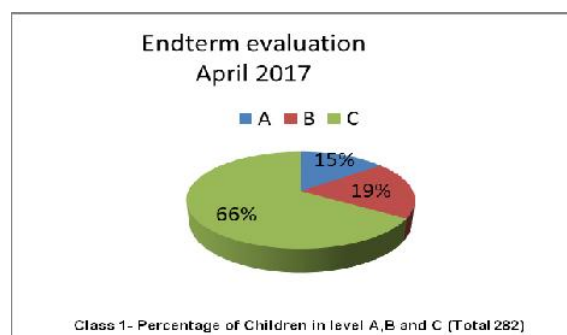
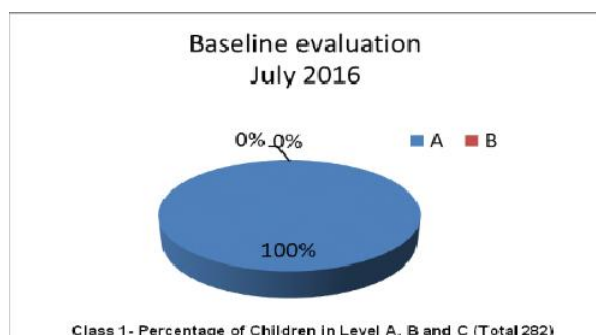
Leveling: Based on summative assessments children are grouped into six levels – A, B, C, D, E, and F with the lowest level being at Level A. Learner progressions across these six levels are mapped on at six data points over two years i.e through Grades 1 and 2.

Competencies and indicators: Learning indicators based on seven broad competency areas are used for mapping children's learning progressions at six assessment points over two years.

Internal assessments include:

1. A baseline evaluation
2. Summative, competency based evaluation – at the end of each trimester
3. Formative, observation based check-list at the end of each trimester
4. Individual profile folders

The shift in performance levels of Class 1 and 2 children over one academic year

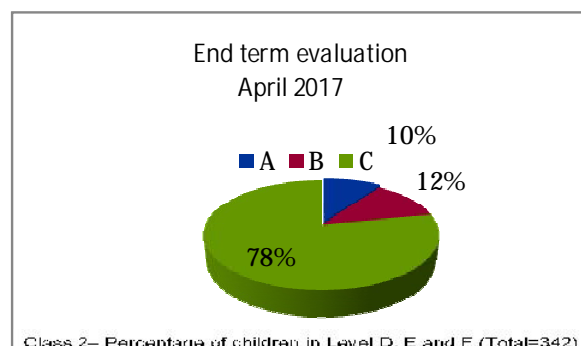
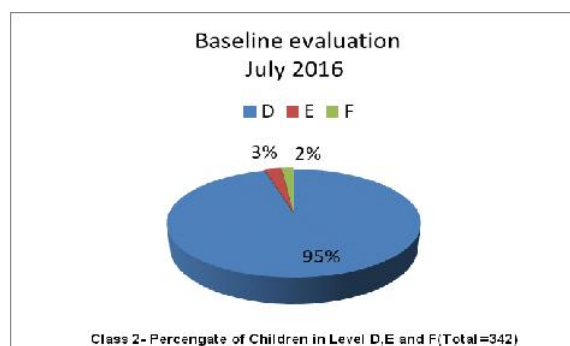


Progress from Baseline to End term Evaluation for Class 1

Shift in levels from Baseline to First Evaluation for Class 1

Class 1 – Percentage of children in Level A, B and C			
	A	B	C
1 Base line Evaluation	100	0	0
2 End term Evaluation	14.52	19.35	66.13
Shift in level from Baseline to End term for Class 1			
	- 85.48	+19.35	+66.13

In Class 1 all the children were at level A or the beginners level during the Baseline Evaluation. By the End Term Evaluation, the number of children at level A was 14.5 % , level B was 19.3 % and 66 % of the children had reached proficiency level C.



Progress in levels from Baseline to End term for Class 2

Shift in levels from Baseline to First Evaluation for Class 2

Class 2– Percentage of children in Levels D, E and F			
	D	E	F
1 Baseline Evaluation	95.60	2.64	1.76
2 End term Evaluation	9.61	12.10	78.29
Shift in level from Baseline to End term for Class 2			
	-86	+9.5	+76.53

In Class 2 about 95% of the children were at level D in Baseline Evaluation. By end term, 86 % of the children had progressed to higher levels. Out of these 9.5% were at level E and 76.5% at level F or proficiency level.

By the end of March about 75 percent of the children in Class 1 are able to read and write simple sentences with comprehension and fluency. By this stage many of these children are independently reading simple books and displayed texts such as poem posters level. They have also picked up basic concepts of numeracy. Whereas about 80 percent of the children in Class 2 display proficient reading and writing skills, and are engaging with reading and writing in meaningful ways as engaged readers and writers. In addition they have picked up basic concepts of Maths such as number sense and basic addition and

Library Programme

The new focus on the Village Library Programme will be to build writing skills, deepening the engagement with children's literature, including engagement with different genre and elements of a story.

New innovations such as story mobiles and story maps have been introduced after workshop by Ms. Jennifer Thomas, to provide frameworks for analyzing the structure of a story. A variety of new book based activities which the team has picked up through recent capacity building workshops have found their ways into the different village libraries. From time to time book based group writing activities are taken up. Several of these books created by the children, have been displayed in the Patan library.



Streamlining of library processes:

- ü Appointment and training of volunteers for the village libraries
- ü Stock taking and coding of new books during the summer months
- ü Membership – In the 6 village libraries membership varies from 50 to 75 members
- ü A system for issuing books has been put in place
- ü Monthly planning and review meetings are held with the library workers and volunteers
- ü Planning of book related activities is being undertaken
- ü Capacity building workshops have been held for the library team
- ü The Pathan Saathi programme is being implemented
- ü Bal Manchs are being set up with older children.

The focus of the village library programme:

- ü Enhancing children's engagement with books and reading
 - ü Using children as Library Ambassadors to increase the outreach.
 - ü Giving the responsibility for running the library to the children.
 - ü Encouraging children to engage with books creatively through puppets, role plays etc
 - ü Using the library as a fora for knowledge building through the setting up of the *Bal Manch* – to support village studies, village newspapers and other activities for older children
 - ü Making their own story books based on their real life or imagined experiences.
 - ü Encouraging shared reading and peer learning through *Pathan Saath* or reading buddies t
 - ü Enhancing the skills of the library team through capacity building workshops
 - ü Exploring linkages with local knowledge and the village community, especially women.
 - ü Organizing regular monthly meetings with community members and the volunteers
 - ü Exploring ways of short listing and duplicating books created by children so that they can reach a wider readership
-



Extension and Outreach

With the Government of Rajasthan

The OELP core team was involved in the State (GOR) in-service summer trainings held at three levels i.e for Key Resource Persons (KRPs); Master Trainers (MTs) and Teachers within five Special Focus Districts.

Government of Rajasthan produced and distributed the OELP Resource kit to all the Primary

and Upper Primary Schools of 7 Special Focus Districts – These districts include Banswara; Dungarpur; Ganganagar; Hanumangarh ; Jaisalmer ;Sawai Madhopur and Hanumangarh.OELP has been asked by GOR to support the implementation of the OELP resource kit in these schools. Details are being worked out.



Summer trainings for Government conducted by OELP in 2016

In 2016 OELP was invited by Rajasthan SSA to conduct summer in-service trainings for State Education functionaries at various levels to familiarize them with the OELP resource materials and approaches for supporting CCE.

S.No	Training dates	Participants	Number	Districts	No. of Block
1.	10-05-2016	Key Resource Persons	59	20	-
2.	18-05-2016 & 20-05-2016	Master Trainers	164	5 Hanumangrah, Ganganagar, Jaisalmer, Sawaimadhopur, Udaipur	42
3.	27-05-2016 to 30-05-2016	Teachers	394	2	5

With NGO Partners

The Aga Khan Rural Support Programme India (AKRSP)

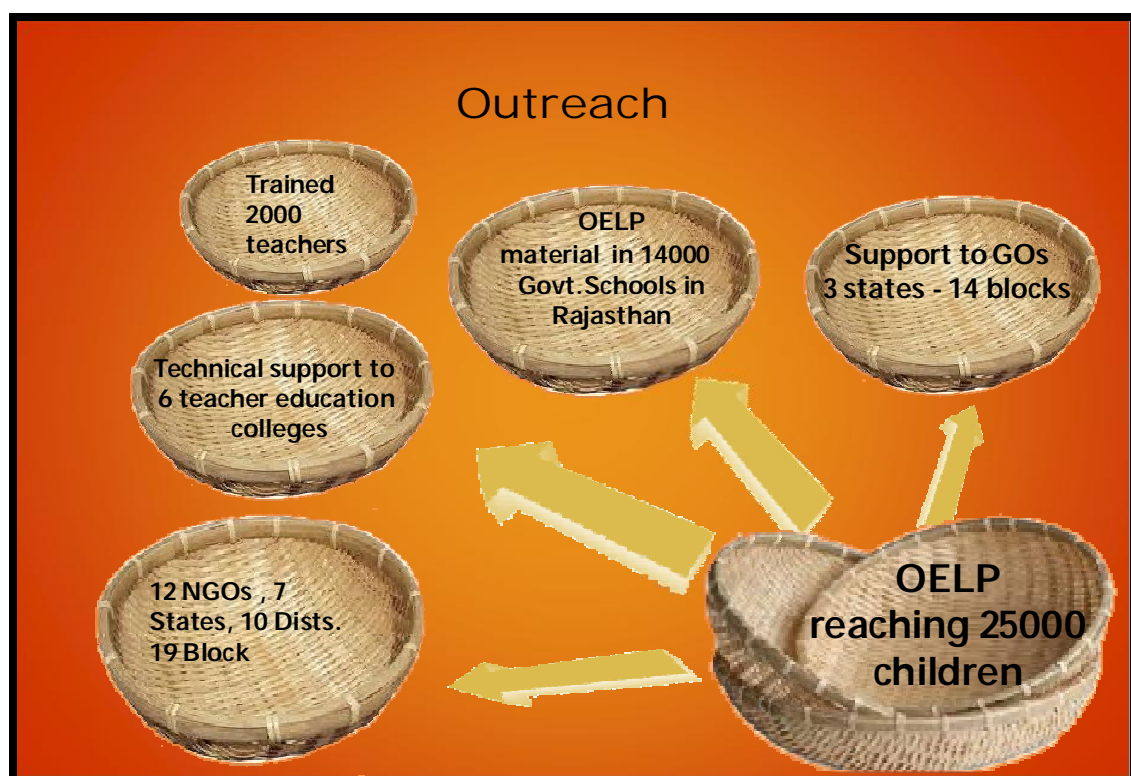
The American India Foundation has formally entered an agreement with OELP to support its Partners in Gujarat as a capacity building partner. The activities were undertaken through this partnership:

- On-site planning and orientation in July 2016
- 6 day orientation workshop in Rajasthan for the AIF Gujarat partners
- Appointment of OELP field coordinator in Gujarat for regularly overseeing the programme implementation
- One week on-site mentoring and capacity building by OELP trainers – Sept. 2016

Jan Sahas- Madhya Pradesh

- Signing of formal agreement with Jan Sahas – Sept 2016
- Planning workshop for Jan Sahas team – Sept / Oct 2016
- Onsite mentoring by the OELP team in January
- Planning workshop in Sursura (Rajasthan) in February 2017

Outreach

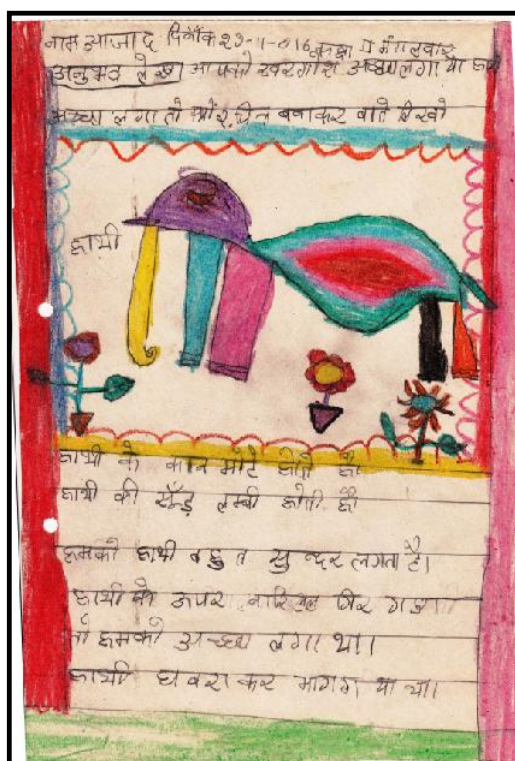


Major achievements – 2016-17

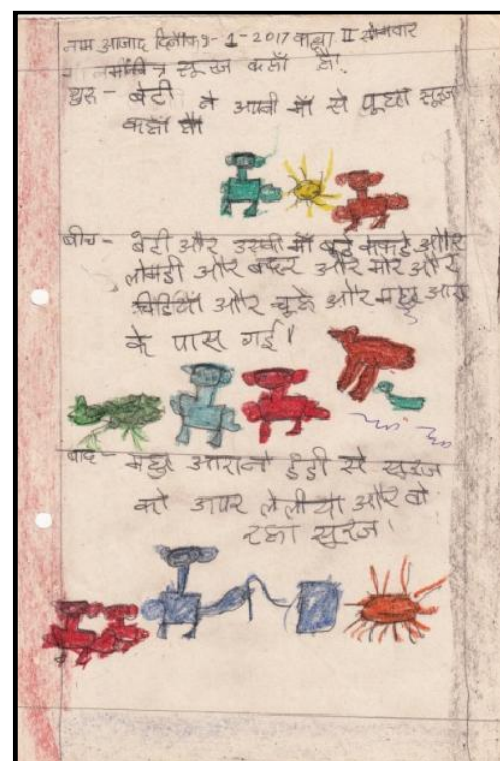
OELP's - Achievements and Recognition

- OELP invited to present at the plenary session of a National Consultation being organised by the National Council for Educational Research and Training (NCERT) in Nov. 2017
- OELP's innovated resource materials distributed by the State Government of Rajasthan to 14000 schools across 7 Special Focus Districts of Rajasthan.
- Invited to share our education programmes to representatives from 40 countries at the UNESCO Asia Summit in Feb. 2016 in Bangkok.
- Appointed as a Resource Organisation by Government of Rajasthan in 2015
- Appointed as a Capacity Building Resource Organisation for its partner NGOS by the American India Foundation (AIF) in 2015
- Nominated as a member of the Advisory Body for Early Literacy by the Ministry of Human Resource Development (MHRD) of the Central Govt in 2014
- Established professional linkages with teacher education colleges / university departments
- The Organization has received widespread recognition from the State and non State sectors, international institutions, the academic world and local communities.

Outcomes



Writing samples from Class 2



- Capacity building of the OELP Team trainers and mentors through in-service workshops/trainings/ reviews sessions
- Accessed support from Wipro to reinvent the OELP programmatic structures as a Field Resource Centre (FRC) for supporting the development and expansion of OELP innovations within the area of Early Literacy and Learning (ELL)
- Streamlined financial and organizational processes to function efficiently and effectively as an Field Resource Centre (FRC)
- Professional interactions with Teacher Training Colleges and Institutes of Higher Learning with the objective of building bridges between the academic world and practitioners, in mutually beneficial ways. These include Azim Premji University; Ambedkar University, Delhi University and Jamia Milia Islamia. The professional interactions in 2016-17 include field placements, exposure visits and volunteering; in which a total of approximately 80 students participated. In addition, OELP Team members participated in professional seminars; workshops, conferences.
- Working on the development of an annotated audio-visual training package based on real time classroom filming

Developing people and systems capacity in OELP to function as a resource organization in early literacy learning.

1. Developing and streamlining systems With the help of resources made available by Wipro, OELP was able to access professional support to streamline our financial and programmatic systems, processes and mechanisms. The main areas that were covered include:

- Management of finance
- Stock management
- HR Management
- Grant Management
- Statutory compliances
- Programme management

2. Developing HR capacities

a. Capacity building of existing HR Over the past year we were able to use the Wipro grant along with funds from other sources to access professional support for the capacity building of the OELP Team. We have focused on building communication skills, team building and skill building for community involvement, including the use of theatre, visual and performing arts and event management. This skill building exercise was undertaken through a series of workshops undertaken by Jaya Iyer and professionals identified by her. In addition, we also organized some knowledge building workshops to enhance the team's conceptual understanding in basic numeracy; early literacy methodologies; writing assessment etc. A focus area in the coming year is that of strengthening people and project management skills within the team to help us professionalize further.

CHAPTER 3 Challenges and Future Plans

Challenges

- § Working in a highly dynamic field which is prone to unforeseen manipulations by external factors such as the vagaries of nature or sudden systemic changes or social events resulting in unplanned holidays.
- § Highly stratified social groups in which many children have internalized a low self esteem even before they enter school.
- § Equipping the team with research and other academic skills
- § Facilitating smooth home to school transitions for all children
- § Engaging with “difference” in the classroom
- § Creating a culture of reading and writing within low literate communities
- § Equipping children from diverse backgrounds for successful schooling within social contexts that are highly stratified and in which several children have a poor self esteem. The social distance between the educators and learners is often huge leading to learning environments which are often hostile for many children

Future Plans

1. Strengthening partnerships for implementing all the three components of the FRC namely:
 - a) Increasing our outreach through partnerships with the State and other NGOs
 - b) Professional engagement with institutes of teacher education towards knowledge building in the field of Early Literacy and Learning
 - c) Enhancing resource support for the capacity building of teachers and other stakeholders (GOs / NGOs)
2. Strengthening communications and OELP's presence on the web and social media.
3. Consolidating and further enhancing our HR and organization capacities
4. Strategizing for sustainability
5. Resource development – Content development for the digitized resources
6. Exploring knowledge building options through partnerships :
 - § Studies / ethnographic research projects to build deeper understanding of the contexts and learning processes of children from excluded / marginalized communities and the implications that these may have on a wider scale equip children from diverse and low literate socio-cultural contexts
 - § Village projects including compilations of local knowledge by village youth in partnership / or supported by more academically qualified urban youth / volunteers
 - § Book making by village youth especially adolescent girls. This will serve the two fold purpose of a) sharing local stories with a wider audience b) skill building and empowerment of local village girls
 - § Community based event such as a kahani mela to promote the building of reading communities and build bridges between oral and written worlds.

CHAPTER 4 Governance

Governing Body

NO.	NAME	OCCUPATION	DESIGNATION
1.	Roopali Singh	Advocate	President
2.	Jaimala Iyer	Freelance trainer and artist	Vice President
3.	Keerti Jayaram,	Education professional	Secretary
4.	Kitty Varshnei	Social worker	Treasurer
5.	Mukul Priyadarshini	Associate Prof.; Miranda House, Delhi Univ	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

Governance

Details of OELP Board meetings

Dates	Attendance
1. 14.05.2016	7 / 9
2. 29.05.2015	7 / 9
3. 04.09.2016	7 / 9
4. 04.02.2017	6 / 9

CHAPTER 5 Financials

Overview of Income and Expenditure Account for year ended 31st March 2017

Particulars	2016-17 (in INR)
INCOME	
Donations received	9,09,652.00
Other income	74,144.93
Approved project grants	58,69,000.00
Total	68,52,796.93
EXPENSES	48,52,052.84
Excess of income over expenditure	20,00,744.09

S. No.	Name of the Donor	Amount (Rs)
Donations Received Locally		
1.	Reliable Agro Engg Pvt. Ltd	25000
2.	Dr. Nikhil Kaushik	8500
3.	Vani Kola	10000
4.	Meera Nath	150000
5.	Kasturi Bhandari Puri	15000
6.	Monika Singh	7200
7.	Ashneet Kour Kohali	7200
8.	Kanupriya Shokin	7200
9.	Neha Lanba	7200
10.	Jyoti Yadav	7200
11.	Pallavi Garg	7200
12.	Nikhil Chand Kaushik	500
13.	Mrinal Kaushik	28800
14.	Kiran Dubey	30000
15.	Kalyan Dangar	10000
16.	Keerti Jayaram	30000
17.	Payoraite Print Media Private Limited,Udaipur	15000
18.	Dr. Surilab Pvt Ltd.	18000
19.	Jrop Healthcare Pvt Ltd.	10000
20.	Govindam Sharma	120000
21.	Jan Sahas Social Development	14000
	Total	528000
Foreign Donations		
1	Adosh Memorial Charitable Trust	5864
2	Adosh Memorial Chartiable Trust	15763
3	Geeta Gujral	15912
4	Adosh Memorial Charitable Trust	197344
5	Adosh Memorial Charitable Trust	25669
	Total	260552

Total Donations Received in 2016-2017 is INR 7, 88,552

Special thanks

Rosemary Fairbairn and Chares Henry actually carried a huge case with a 155 beautiful books which had been contributed by our well wishers in Australia and personally delivered these to the OELP Team in August 2016. The children and communities in our village libraries have been thrilled with these books. They have opened up real connections with distant Australia and also added value to our collection of good children's literature and beginning readers in English. Our heartfelt thanks to our well wishers in Australia for this thoughtful gesture! The bonus addition to this generous contribution was high quality art and sport materials! The generosity of our well wishers in Australia has touched our hearts and has enriched us immensely!



Balance Sheet as on 31st March 2017

ORGANISATION FOR EARLY LITERACY PROMOTION B 2 /2198, VasantKunj, New Delhi - 110 070 BALANCE SHEET AS AT MARCH 31, 2017 <i>Currency: Indian Rupees)</i>			
		AS AT 31.3.2017	AS AT 31.3.2016
<u>SOURCES OF FUNDS</u>			
GENERAL FUND		4,60,698	3,39,630
EARMARKED FUND		18,79,676	8,184
TOTAL		23,40,374	3,47,884
<u>APPLICATION OF FUNDS</u>			
FIXED ASSETS			
Gross Block	1,58,076	23,438	
Less: Depreciation	1,45,403	6,244	
Net Block		12,673	17,198
CURRENT ASSETS, LOANS AND ADVANCES			
Current Assets	23,91,062	3,72,804	
(A)	23,91,062	3,72,804	
Less: CURRENT LIABILITIES			
Audit Fee Payable	31,500	27,781	
Statutory Payables	31,861	3,000	
Staff Impreset		7,838	
(B)	63,361	42,188	
Net Current Assets (A-B)		23,27,701	3,30,616
TOTAL		23,40,374	3,47,814

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

FC BALANCE SHEET AS AT MARCH 31, 2017

	AS AT 31.03.2017		AS AT 31.03.2016	
<u>SOURCES OF FUNDS</u>				
CAPITAL / EARMARKED FUND				
Opening Balance	1,27,329.00		2,01,050.00	
Additions during the year:				
Grant from AIF	29,70,000.00		-	
Bank Interest	38,942.46		7,510.00	
Foreign Contribution Received	2,60,552.00		9,519.00	
Total (1)		33,96,823.46		2,18,079.00
Less: Revenue Expenses				
Personnel Cost	20,000.00		75,000.00	
Administration Cost	61,933.50		5,750.00	
Program/Workshop Cost	19,62,882.00		10,000.00	
Capital Expenditure	23,921.00		-	
Total (2)		20,88,736.50		90,750.00
Net additions (1-2-3)		13,08,086.96		1,27,329.00
TOTAL		13,08,086.96		1,27,329.00
<u>APPLICATION OF FUNDS</u>				
CURRENT ASSETS				
Advance Receivable	9,750.00		-	
Cash in Hand	-		-	
-Yes Bank A/c 0283939000000029	12,98,336.96		-	
- SBI A/c No.-32780690994	-		1,27,329.00	
TOTAL		13,08,086.96		1,27,329.00

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 31, 2017

For Organisation for Early
Literacy Promotion

Keerti Jayaram

Keerti Jayaram
Secretary

Auditors

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

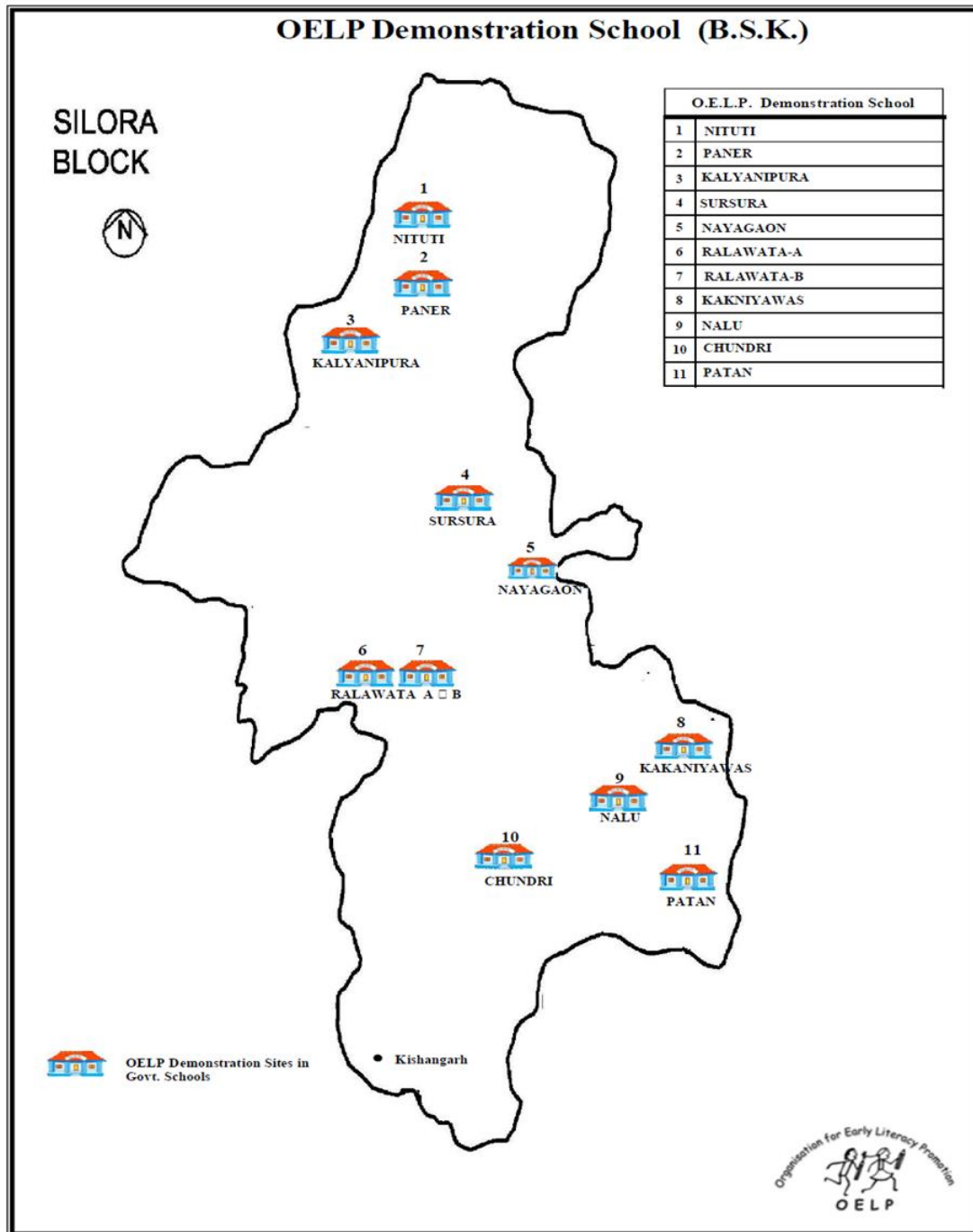
Bankers

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

Legal Status

1. Registered Society under Societies Registration Act of Xxi, 1860,
Registration Number: S/61052/2008
2. Income Tax Department under Section 80G of the IT Act, 1961 valid till perpetuity
Registration Number: DIT (E) /2010-2011/O-405/2267 dated 10.11.2009
3. Income Tax Department under Section 12A,
Registration Number: DIT (E) /12A/2010-11/-405/965 Dated 10.11.2009
4. FCRA Registration: Registration Number: 231661463 dated 30.09.2013

APPENDIX 1



APPENDIX 2 - Classroom intervention based on three skill sets

A. Foundation skills for school readiness

- Following simple class rules towards building self regulation and channelizing negative emotions
- Learning simple social skills required within the classroom
- Learning the skills required for efficient executive functions and cognitive processing such as staying on a task; listening attentively etc

B. Foundation skills for R/W

- Print awareness
- Building concepts of print
- Building effective listening skills
- Developing the skills for expressing thoughts and ideas clearly
- Building script knowledge – through the OELP Varna Samoocha approach for developing :
- Vocabulary building*– i.e. spoken and written vocabulary
- Introduction to simple sentences in active ways

* through the use of the word wall and other print elements and books in the classroom with a focus on building fluency at the word and simple sentence level

C. Higher order skills

- a) Predicting and confirming
- b) Questioning / answering questions – direct and inferential
- c) Reasoning and problem solving
- d) Identifying main ideas
- e) Re-telling and summarising
- e) Classifying; sequencing; matching components etc
- f) Building awareness of the story structure and various elements of a story
- g) Building awareness of different genre

The above skills are addressed through the following classroom practices / pedagogies:

1. Book based activities

- Read aloud
- Guided reading
- Buddy reading and free reading
- Book based conversations and questioning
- Picture reading
- Story based extension activities

The book reading corners and poem corners were used for the above

Note: From January to April the focus was on building fluency and accuracy.

Work with Class 1

Work was undertaken through theme based plans within OELP's Four Block Framework. By the end of December about 75% of the children had completed "varan samooh" 2 and were at the word level. In most learning centres work had started with "varan samooh" 3 and children were now making small sentences. An attempt has been made to not restrict the vocabulary to words from the *Varan Samooh* alphabets. As a part of the read aloud some words from the story are displayed in the word wall. Children are then familiarized with these words using word activities and games. They are also encouraged to make simple oral sentences using these words. At a later stage they began writing in sentences with a few children even attempting small paragraphs.

The theme based plans had the following components

- Conversation points 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
- Oral vocabulary and word activities – activities and poems related to names; naming words; action words and so on
- Writing and art work.- which may or may not be related to the read aloud. This also included relating to the environment outside the classroom in various creative ways.
- Skill practice activities for R/W (the varan samooh approach)
- Calendar based activities
- Work on building basic numeracy concepts
- Oral English through recitation of simple poems

Work with Class 2

This work was based on curricular materials as well as storybooks from the reading corners. In Class 2 the time available for language and literacy was an hour and a half, so the three block approach was being followed. The daily plan included the following-

- Conversation and read aloud
- Vocabulary and word study
- Writing – guided and free writing (initial phase)
- Recap of R/W skills through the varan samooh approach.
- **Guided reading.** There was feedback from some Learning Centres that all children were not participating in the guided reading. Experiences and best practices from across the LCs were shared and demonstrated.
- **Calendar.** Suggestions were invited for making the calendar more interactive in creative ways. It was also decided to include the daily weather within the monthly calendar through the active involvement of the children
- **Basic numeracy and maths work**
- **Simple practice of oral English and recitation of English poems.**

Note : Through the plans the range of words the children were exposed to was enhanced to include naming words and action words. Opportunities for word recognition as well as for integrating these into each child's active vocabulary were provided through word activities and games which were specially designed by the team.