

Organisation for Early Literacy Promotion

## Annual Report April 2017 to March 2018



Website: [www.oelp.org](http://www.oelp.org)

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*From home to school*



## To our well wishers!

As one more year rolls by, we pause to reflect on the past year and equip ourselves for the coming one ! The support of our well wishers forms an integral and vital part of this journey. The OELP team thanks them for their belief in us and for egging us on when the challenges get daunting !

In the year 2008, we chose to focus on understanding the learning processes of young learners from low literate communities as they step into school. The focus of this work was on the processes of acquiring strong foundational learning within the early school years and ways in which these could be strengthened in young learners who are transiting from oral cultures at home to the print based culture of a classroom in a language that is often not the one they use at home.

We chose to work through a *bottom up approach* which allowed us to enter into an intensive and sustained engagement with diverse groups of learners and teachers and with the complexities within and outside the classrooms which impact learning. We chose to allow our approaches to evolve organically through this intensive *on the ground* engagement. We juxtaposed new learning with insights from research based literature in the field of Early Literacy and Learning. Through this two pronged engagement we hoped to arrive at a conceptually sound and grounded Foundation Programme for Early literacy and Learning.

More than ten years have slipped by in this exploratory search. It has been a humbling journey of immense learning, growth and challenges. Most of all, we have learnt and drawn inspiration from the poise and grace with which many children and communities deal with daily survival. Through members of our local team we have dipped into age old knowledge systems. We have struggled to understand the role that a school can play in the lives of such communities in ways that are respectful and empowering for them. We have continually experienced the complexities of a highly dynamic and stratified field and therefore realised the need to contextualise school based learning so that it becomes meaningful and relevant for the learners.

At the end of ten years ,we believe we have a programme which has tried to address some of the challenges which have been highlighted above. Our two year Foundation Programme is showing encouraging results. The response that we have received from the State, civil society groups and local communities and teachers has given us the courage to widen our horizons and outreach. We are in the process of streamlining our programmatic mechanisms, with a view of scaling up across wide geographies and diverse stakeholders. Over the past year we have explored various options and synergies for interfacing with the mainstream school and teacher education systems as well as with the efforts of other civil society organisations working in the education sector.

The support of all our well wishers has been a critical factor in our continuing efforts. On behalf of the OELP Team our thanks to all our supporters !

Keerti Jayaram  
Director, OELP  
September, 2018

## CHAPTER 1- Overview of OELP

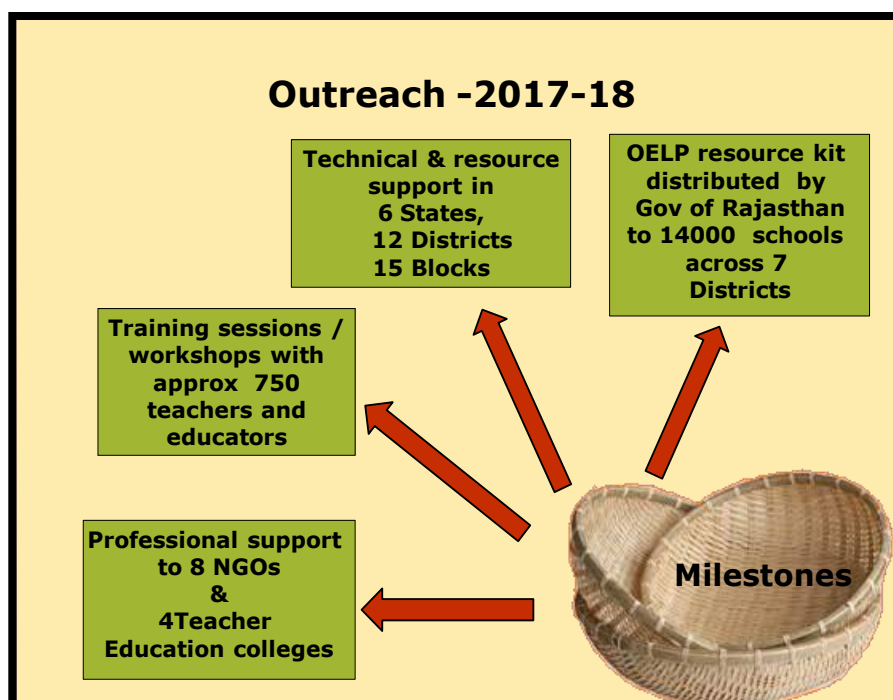
**The Organization for Early Literacy Promotion (OELP)** is a registered, not for profit organization working in rural Government schools since 2008 to strengthen foundational learning. Our work is driven by our belief that engaged reading and writing plays a vital role in transforming the lives of a large number of children, youth and adults from low literate communities.

**Our vision is to build strong foundations for high quality learning within** 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 mission** By 2021 we aim to influence classroom practices of 5000 teachers and reach more than 1,00,000 children.

**Our focus** over the past year has been on strategizing and developing programmatic mechanisms and organisational capacities for scaling up. This includes the strengthening of our organisational base to make the transition to a larger resource organisation.

### Outreach



## Glimpses from the Past Year



*Capacity building session for the Kahani Mela*



*Fun with a word game in an OELP class*



*Engrossed in a story book in the library*



*Sharing books at home*



*Training government teachers in the OELP approach*

## CHAPTER 2 - Our Focus in 2017-18

- A. Strengthening foundational learning within low literate contexts
- B. Equipping teachers to support high quality foundational learning
- C. Strategizing and capacity building for scaling up
- D. Strengthening community engagement

### A. Strengthening foundational learning in low literate contexts

**The rationale-** The early years have been globally acknowledged to be the most critical years for a child's lifelong development. There is strong **research evidence**, especially from the neurosciences, to confirm that the foundation for lifelong future learning for each child is laid in the early years. At the same time early reading and writing pedagogy has undergone a paradigm shift in the recent past with important implications for improving learner performance and the quality of learning inside classrooms. However, this thinking is not adequately reflected in existing teacher training programmes nor within classroom practices in our country.

**OELP's Foundation Programme** aims to equip beginning learners to become thinking and engaged readers and writers. We focus on the learning needs of children from low literate homes who are also emerging literacy learners interacting with print for the first time only when they enter school. This places them at a major disadvantage as compared to their peers from better off homes who have had opportunities to engage with print in their early childhood years.

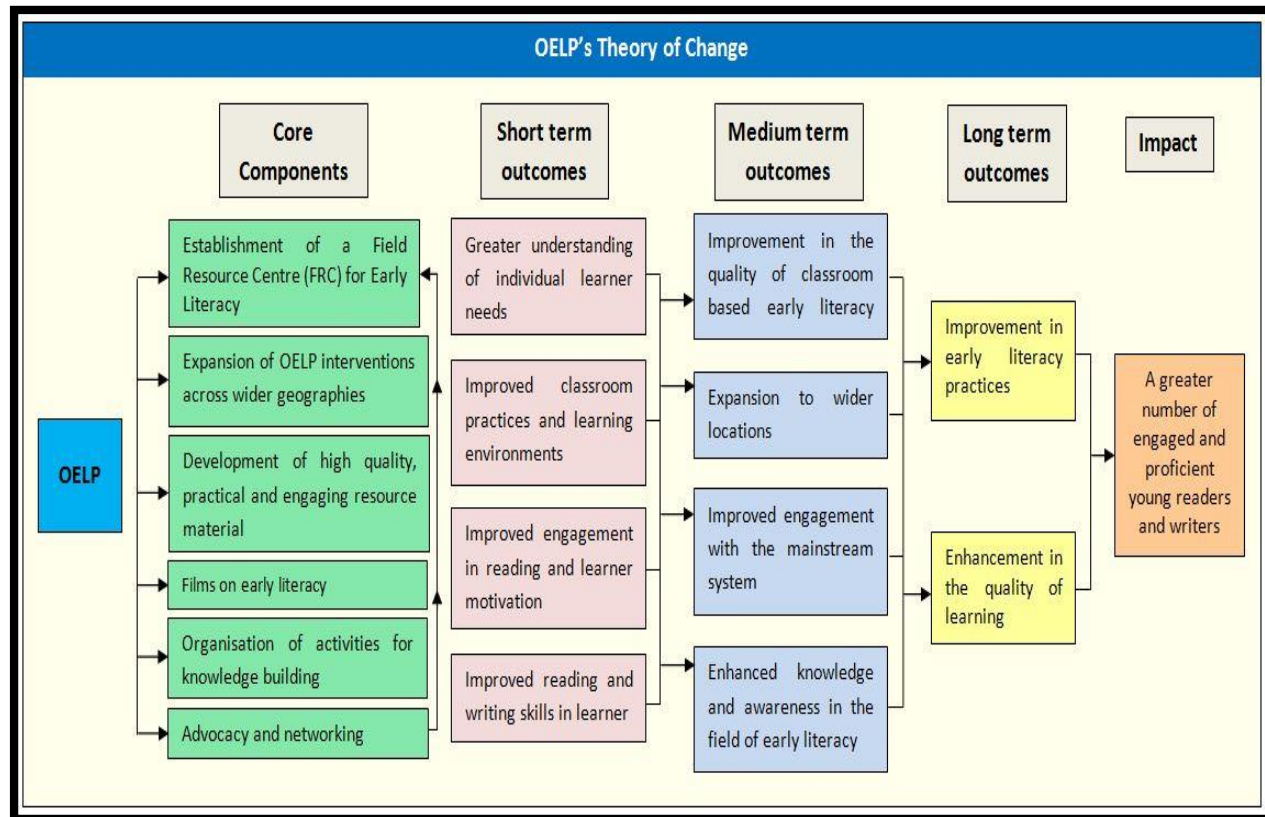
OELP addresses this challenge through classroom practices which provide a balance between a structured programme for building script knowledge and opportunities for children to freely and actively explore written texts in a variety of ways. Our classroom pedagogies link reading and writing activities to the children's home languages and real world experience so that the process of acquiring script knowledge and decoding skills becomes meaningful and relevant for each learner. We also recognize the importance of providing young learners with a conducive socio-emotional climate in the classroom as an essential and non negotiable condition for facilitating learning.

#### ***The challenges being addressed***

- ✓ **Poor reading and writing skills** in young learners inside early grade classrooms from low literate communities
- ✓ **Poor foundations for school based learning**
- ✓ **Lack of teacher preparation** for understanding and engaging young readers and writers meaningfully and thoughtfully **resulting in inefficient classroom practices**
- ✓ **Unsuitable classroom environments** for facilitating meaningful learning in young learners
- ✓ **Challenges on account of home to school transitions** including the shift from the spoken to the written and from the home language to the school language.



## OELP's Theory of Change



**OELP's theory of change** views change as coming through the simultaneous establishment of interconnected Early Literacy and Learning practices which include: enabling environments, suitable pedagogies, supportive materials and responsive and skilled teachers. It has also been visualized as a gradual increase in the sphere of influence through demonstration, modeling, mentoring and providing opportunities for knowledge building; networking, and strengthening linkages with the mainstream system and teacher education institutes.

## B. Equipping teachers to support high quality foundational learning

India faces an acute shortage of qualified teachers. The quality of teacher education and teacher preparedness is also a major concern. International research shows conclusively that teachers are the crucial variable for improving the quality of learning. There is a paradigm shift in recent approaches to early literacy and learning with significant implications for enhancing learner performance. These newer perspectives are not reflected adequately in most teacher education programmes in our country.

## Overview of our approach to teacher capacity building

The main thrust of the OELP's approach to teacher capacity building is on enhancing classroom processes and pedagogies which are contextualized and address the specific foundational learning needs of young children from diverse backgrounds . These include:

- ✓ Building understanding of children's natural ways of learning and how to use these
- ✓ Engaging with meaningful learning through opportunities to bring children's' real world experience and knowledge into the classroom
- ✓ Creating non-threatening, accepting and stimulating learning classrooms environment
- ✓ Addressing learner diversity and difference in planned ways which make a success achievable for each child
- ✓ Providing a variety of learning experiences in the classroom which cater to the varied needs and interests of the children
- ✓ Providing a structured programme for building script knowledge along with opportunities to engage with a variety of print and storybooks through a daily Four Blocks Framework

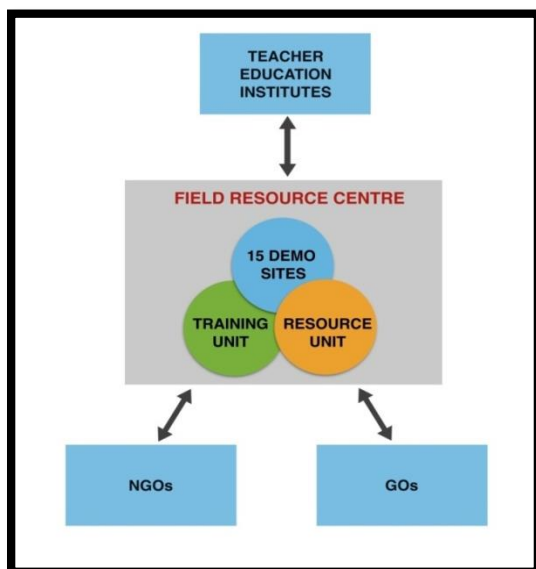


## The OELP Field Resource Centre (FRC)

### Objectives of FRC for 2017-18

1. to introduce teachers and education practitioners to the newer perspectives on early reading, writing and learning
2. to provide real time modelling of classroom practices inside rural government schools
3. to provide high quality technical and resource support so as to improve the quality of teaching practice across wider geographies.





### Current location and purpose

OELP demonstration learning centres have been planned within 15 rural government schools which are located in villages in the Silora Block in the Ajmer District of Rajasthan.

These are being used as demonstration sites for the capacity building of teachers, educators and education administrators through exposure based training and visits, along with on-site mentoring support for a few select partner organizations. Over the past year we have been able to effectively use film clips of various classroom practices during capacity building sessions with teachers from other locations in Rajasthan and other States. Based on these positive experiences we are in the process of

conceptualizing our classroom based audio visual resources as a digitized multimedia training package to support the scaling up of OELP's Foundational Programme as well as for supporting knowledge building in the domain of Early Literacy and Learning.

## Programmes Implemented Through the FRC in 2017-18

**1. The Field Unit** was implemented through 11 out of the planned 15 demo sites in rural government schools in our core area in the Ajmer District, due to situational variables.

The following activities were undertaken:

- **Exposure based training** of NGO reps
- **Exposure visits of college students / NGOs**
- **Knowledge building**

**Our knowledge building focus has been on :**

#### A. Writing development

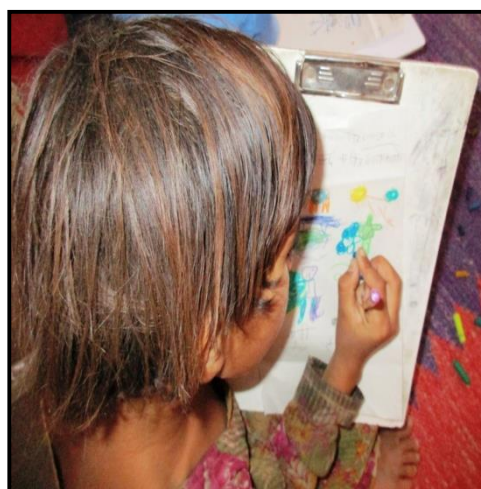
- Emergent writing
- Creating opportunities for a variety of authentic writing in young learner classrooms
- Eliciting "voice" within experience based writing in the early grades
- Creating collaborative stories

#### B. Reading enhancement

- Observing individual reading behaviours to identify reading processes
- Using puppets and craft for post reading activities;
- Bringing expression and animation into read aloud sessions through theatre activities

#### C. Classroom management

- Using non verbal communication in effective and sensitive ways
- Sensitising teachers to ways of honouring learner diversity in the classroom



**2. The Training Unit** for supporting the expansion of high quality Early Literacy and Learning across wider geographies. Over the past year we have been able to reach out to:

- In-service teachers and other government education functionaries – approx.500
- Pre-service teachers through professional interactions with teacher education institutes and DIETs. – approx 100
- Education representatives from NGOS and GOs- approx -150

**3. The Resource Unit** - Activities undertaken include:

a) Knowledge resource creation and research

- “My Village” project
- Puppets, masks, story mobiles, story cards, big books, models for story telling
- Printing of two books created by children
- Case studies
- In-house observation based study on, 'Factors which impact classroom based learning'

b) Resource material development for online and offline dissemination - word games, poem posters

c) Process documentation- reports, film clips, photographs

### **Impact on the ground**

- We have established classrooms to demonstrate effective teaching and learning practices for efficient foundation building, to education practitioners, educators and administrators.
- The response to OELP's model of exposure based capacity building has been encouraging. Feedback from teachers, educators and other stakeholders has indicated that this can be an effective model for deepening their understanding and equipping them to bring a change in their practice
- OELP's Foundation Programme has had a significant impact on learner performance levels in our core area and other locations
- We have conceptualised and designed a multimedia training package based on real time classroom filming to be able to reach out to a large number of education practitioners including teachers through the digital space. Work on the content development of this package will commence soon.

## **C. Planning and capacity building for scaling up**

OELP's proven practices for foundational learning have received an encouraging response at the national, state and local levels from various stakeholders over the past few years. Based on this response, the State Government of Rajasthan has undertaken steps to scale up the OELP education innovations to 14000 schools across 7 Special Focus Districts of Rajasthan with OELP support. A formal MoU for this purpose is in process and will be signed in the near future. The Hans Foundation has expressed an interest in this project and formalities for processing this professional partnership are under process.

**In 2017-18 OELP's capacity building for scaling up** was addressed in the following ways to enable OELP to strategize for effective scaling up:

a) Technical support for intensive engagements with a select group of implementation partners i.e. AKRSPI in Gujarat and Jan Sahas in Madhya Pradesh

b) Conversations with professional groups i.e. it professionals and film makers to explore various options for leveraging the digital space towards dissemination of effective online support for the implementation of the OELP innovations through high quality engagements across wider geographies.

c) Exploring support options for conceptualizing and designing a multimedia training package based on real time classroom filming as a key component of this effort.

d) Exploring resource support options to enable us to strengthen our organizational systems and capacities and accessing resource support to increase our professional bandwidth.

e) Liaisoning with the State to support capacity building in ELL at various levels

### Objectives

1. To support capacity building within the mainstream system for promoting effective and transformational models of foundational learning.
2. To support a cost effective and scalable approach to foundational learning which is focused on the practical and complex challenges of pedagogy and classroom practice

## D. Strengthening community engagement

### 1. Community Reading Programme

OELP has engaged with schools and rural communities over a sustained period of time to explore ways in which education can become an enabler for empowering disadvantaged communities to participate as citizens of the contemporary global world and knowledge society. Through our sustained engagement with schools and communities we have realized that efficient reading and writing and learning skills are essential tools in this process. Our village library programme, with village *bahus* (daughters-in-law) at the helm as librarians has been conceptualized to address this.

### 2. Kahani Melas or festivals of stories





**The Kahani Mela** has been conceptualized as a process oriented event which aims to build communities who share and celebrate stories, books and learning.

**Our aim** is to create a platform for rural communities to develop deeper connection with stories and books, and to encourage them to actively engage with their children's processes of self actualization and learning.

**Outreach** This process unfolded in 11 villages to celebrate stories and learning. At least 5000 children, youth and adults were involved in various ways in the melas which took place in three locations.

**Our idea** was to strengthen the involvement of village communities and youth in this programme. This effort, spanning few months has received support from the American India Foundation. It was given direction and depth by Jaya Iyer who led to the coming together of an enthusiastic and committed group of volunteers from Delhi, who were involved in the final stages of the process. Ten Bal Mitras from AKRSPI Gujarat also participated actively at this stage. Stories catalyzed a beautiful coming together of teams from different locations, languages and cultures!

### **Giving depth to the concept**

We decided to explore some deeper elements of the story form with children and communities.

- This time they created their own stories.
- They explored various elements of a story.
- They reflected upon the connections between feelings and emotions and ways in which deeper thoughts ideas and feelings can be captured within stories.
- They experienced ways in which stories are dynamic and constantly changing, and how the end of one story can be the beginning of a new one.
- They were encouraged to explore different forms of presenting stories- through drawings; through voice dramas or read aloud sessions. This helped them to understand the subtle elements of each form, and how to select stories that are suitable for each.
- They developed treasure hunts and games based on stories.
- Finally they went in small groups to share their *potlis* (bundle) of favorite storybooks with unknown people in the village. This activity later came to be a popular one with children and was called *Potli Baba*.

### **Why Kahani Melas ?**

- The Kahani Melas are not stand alone events but are woven into ongoing process oriented engagements with books and stories
- They engage children and their communities through sharing and celebrating stories and books.
- Unheard and unseen stories, whether documented or not are an important part of these celebrations.
- Stories have also catalyzed a coming together of teams from different languages and cultures; from as far as Delhi and Gujarat and connecting them with the children and communities in rural Rajasthan through the universal language of stories, while remaining unmindful of the scorching heat and parched landscape.

### **The underlying themes**

- Building bridges (to connect oral with written; local with global and rural with urban)
- Self actualization – through pride in one’s socio-cultural heritage
- Fun and creativity – to give wings to flights of imagination, creative expression
- Reflection and thinking

**Guiding principles** were drawn up and it was decided to follow them in all processes and plans. They gave a firm basis on which to design, choose materials, participants etc. and pertained to the following heads:

- Environment : Earth conserving, not depleting
- Inclusive : In spirit and design
- Diversity and inclusiveness
- Process oriented
- Child at the centre – community in focus
- No allegiance to any party/ religion/ group
- All about stories and books

**The overall design** was conceived as a coming together of the young and old, rural and urban through an active engagement with stories

### **What made these Kahani Melas special?**

- Each Mela is a culmination and part of larger, longer process of engagement with children on relevant themes and not a stand-alone event.
- Each mela is for children, a fun event yet with depth and meaning and themes which are woven into every strand. These themes inform all the activities, design and spirit of the mela and not separated as – content section, which are serious and fun activities, which are frivolous.
- Each mela is also by children – an attempt to involve children as partners/ co- creators to the event and not as mere passive recipient or spectators.
- It is community-led and centered. Each mela was supported by resources generated from within the village communities

**These melas are learning-oriented** – for everybody involved – young and old, rural and urban; it is a space for learning and enhancing selves for the volunteers – many of whom were from Delhi; for colleagues from Gujarat; for teachers and members of the local communities; for Education Department officials; for visitors from other organisations and for the OELP team

**Support received-** The entire cost and organization of the three KahaniMelas events and some of the costs of the preparatory processes that led up to them over two weeks were borne by the village communities and local Pachayats, The *Sarpanches* from Kalyanipura and Patan Gram Panchayats took on leadership roles in catalyzing village communities and offering wholehearted support, i.e. fund raising and organizing food for 300-400 children at each mela. This ongoing effort, spanning few months before the melas, received support from the American India Foundation. OELP’s intensive efforts found depth and enthused energy under the leadership of Jaya Iyer. It led to the coming together of an enthusiastic and committed group of volunteers and resource persons

from Delhi. Bal Mitras from AKRSPI Gujarat also engaged with commitment in the final preparations.

## **The response**

### **From the panchayats**

- Mobilized community
- Participated actively in community meeting
- Support major costs for the final event

### **From the community**

- Participation
- Mobilization of resources – financial and in kind
- Looking after volunteers and giving them lunch in village homes

### **From the State**

- Access to schools for practice and as event venues
- Participation of govt teachers in planning meetings
- Education Department officials attended the events , despite work pressures

### **Other NGOs**

Representatives from AKRSPI, Gujarat; Pratham, Ekalvyas, Barefoot College, Edu\_ Adda, Delhi, participated in the events

## **3. Project 'My Village'**



This project emerged out of a need to carry forward and build upon the momentum generated by the Kahani Melas. The idea was to engage children and adolescent girls and boys with their village in ways that excited them. They were free to explore whatever excited them about their village and present it through a story. These explorations emerged in different ways, for example some library children were interested in discovering and capturing the hidden talents of inspiring villagers and their unknown lives; others explored the tales around ancient trees or a particular structure or a village well and so

on. Some children explored the story of how their village came into existence; got its name. The children explored their themes and shared these stories with older community members.

It was decided that this process would include both the school going and the non-school going children; with the hope that members of the community would get drawn into the process. The idea was to use the power of stories to build bridges between written and oral worlds; between the worlds of the old and the young and between the worlds of the children and the world of school. We had already experienced meaningful and purposeful ways in which stories could engage children and



enhance natural ways of sharing and learning and so felt confident that stories would open up several exciting possibilities.

### Capacity building workshop in January

Groups of children / youth had been exploring different aspects of their villages and there was a need to consolidate efforts; reflect on the processes and plan for the future. Jaya Iyer came in as a consultant and spent four days interacting with the OELP team and with the community, youth and children in different villages. There was a daylong session with the OELP library and field teams to get a broad overview and deepen the understanding of the teams who played a key role in guiding processes at the village level. The remaining three days were spent in visiting the different villages and having discussions and meetings with children, youth and community members to review and plan with those who were directly involved in the exploratory process.



In most of the villages the initial focus had been on compiling stories and folklore narrated by village elders. Some children chose to write stories which centred around their own real life experiences, while others chose to write stories related to the books they had read. A few young adolescents decided to collect and compile information about their villages, but this turned out

to be more of a village survey. We found that the concept of engaging with stories related to different aspects of a village had not yet been fully grasped.

Capacity building sessions were therefore taken up at this juncture in the different villages to fill in some of these gaps in the children's understandings. These sessions with Jaya Iyer were particularly useful as they helped bring about clarity as to what the "My Village" project was about. Our idea was to kindle a pride in the village and its rich heritage in the younger generation who were being drawn into the flamboyance of an urban lifestyle. These sessions also equipped the children to identify interesting aspects of their villages that they would like to explore. It was exciting to see these processes engulf different age groups as they gradually began to realise that there were so many features of their village and its life they had just taken for granted. Detail plans were made for next two months and the children were divided into groups. Each group got engrossed in a particular aspect of their village to base their stories on.

## Workshop in March 2018



This workshop was limited to the OELP team members from the villages where work was happening on the project. Jaya Iyer helped the team compile the work that had been done so far, through a range of meaningful fun activities. This was also an occasion to share each other's work along with interesting experiences. The team was greatly enthused as they discovered that in each village they had managed to unearth interesting stories. Some of these are being shared below :

**Relavata** This village has an interesting and rather mysterious structure in the middle of the village called the *Napa*. No one seemed to know what it was or how it came into existence. It was only after meeting several old men and women that a group of children unearthed the story of the *Napa*. Another group of children was fascinated to discover that an old dilapidated structure in the village had once upon a time been an ice factory. The story of a particular '*Neem tree that cries*' captured the imagination of yet another group of children. They found the location of the extinct tree and tried to map exactly where the tree had grown. Through this voyage of discovery the children realised that this species of the Neem tree no longer exists.





**Kalyanipura** Many interesting stories were unearthed in this interior village. One such story was that of an old fort located at one end of the village, which is in ruins now. Most of the children had never been there, and discovering this monument through the stories of the village elders was an enriching experience for them. Another group of children explored the story of an old unused building called the *Thana*. It turned out that this structure was built by the British and was used as a prison - a story that captured the imagination of the youngsters. Yet another group wrote about the *Tondi well* and how it got its name. Some children delved into village legends to research how their village Kalyanipura got its name. Through these age old stories they were fascinated to discover that the original name was Surajpura which was later changed to Kalyanipura.



drop this story and look elsewhere. The children then came up with the story of the *village taalaab*. Others discovered some interesting trees. While yet another group of children focused on stories of inspiring individuals in their village.

**Kankniawas** The explorations in this village began with the *Baradari*, which is a central part of the village. However this turned out to be sensitive issues as different communities claimed their right over this structure and tensions grew. These conflicting claims were actually generating polarizations within different communities, so after much discussion within the group we decided to



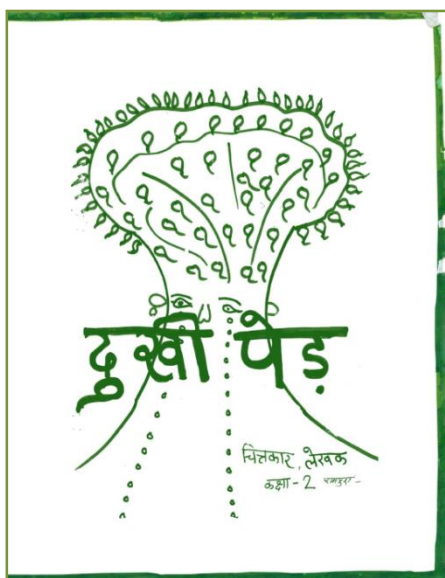
Library children were actively engaged in unearthing a variety of village stories in other villages as well. These villages which include Sursura, Chundri, Patan and Phaloda. Our plan is to be able to work on these stories through different creative forms and take them back to the community at some point in the near future through our village libraries.



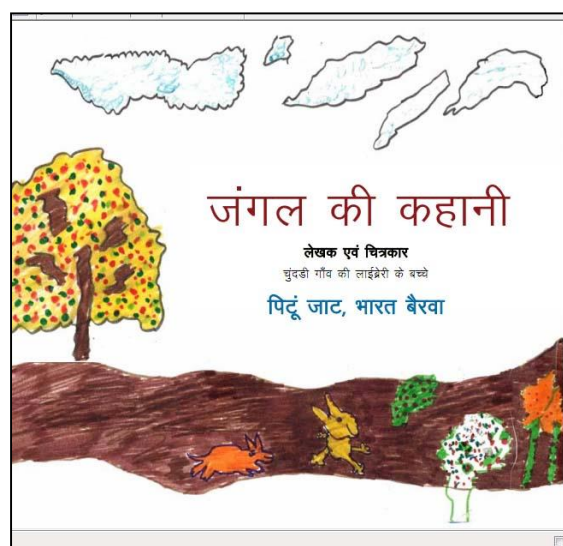
## CHAPTER 3 - The Village Libraries

### Making Books Based on Children's Stories

Over the years we have made an effort to get rural children to write stories and create their own story books. We believe it is important to challenge the prevalent notion within rural children that books are written and published by the educated city bred writers. Against the backdrop of the vast resource of local knowledge and talent we felt a need to make the children and communities in these villages aware of their strengths. We were keen to try and restore their pride in their potentials and cultural heritage. We were concerned that the rich tradition of folk stories are increasingly losing their relevance and are gradually getting lost to the intrusion of a glitzy media in the daily lives of people in rural areas. Through our Community Reading Programme, OELP is making an effort to get children to unearth local stories and aspects of their cultural heritage. They are also encouraged to author and illustrate books. With support from AIF two books created by children from the Chundri and Rampura villages have been digitized as e books. These will be made available online and a few printed copies will be shared through our village libraries.



*A book by class 2 children from Rampura village*



*A book made by library children from Chundri*

#### Enhancing the libraries



Two workshops were organised for introducing art and craft, puppets, masks, story cards etc for engaging children with storybooks in creative ways which will enable them to make deeper connections with books. The team was also taught how to make big books. The first workshop was organised for the OELP team and the second was a combined workshop the OELP and AKRSPI.

## Mentoring the AKRSPI villages libraries in Gujarat

AKRSPI undertook the village libraries as a new programme with support from OELP. These libraries were established in 2017 in ten villages of the Sayla Block in Surendranagar District of Suarashtra, Gujarat. The focus of the OELP mentor visit was on capacity building and hand holding of the AKRSPI library team to bring about conceptual clarity and build an understanding of the interventions and processes of community engagement. Our emphasis was on creating a child friendly environment which centred around books.



Programmatic mechanisms for running efficient libraries and reader tracking were reviewed together. We were also keen to provide the children with a sense of ownership of their library by giving them the responsibility for the running of the libraries. The OELP Team emphasised the importance of keeping story books as an integral part of all activities, so that the focus remained on reading. The AKRSPI Team was cautioned about the need to guard against these centres turning into activity or recreation centres.

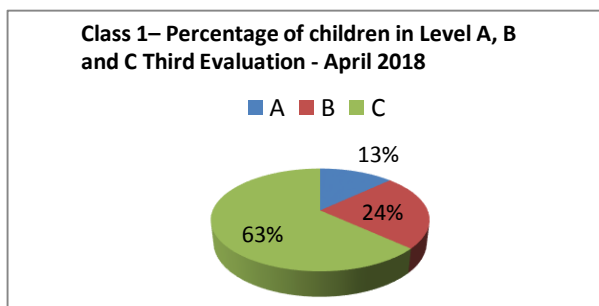
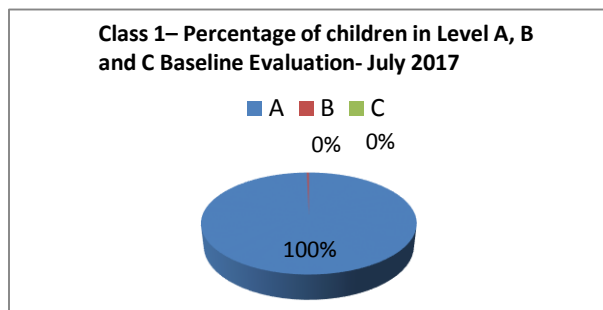


## CHAPTER 4 - Learning Tracking and Assessment

OELP tracks the progress of each child at three points every year is through the following :

1. Quarterly Summative Assessments.
2. Maintaining an individual portfolio for each child.
3. Quarterly qualitative checklists

### Class 1- Progress from Baseline in July 2017 to End line in April 2018

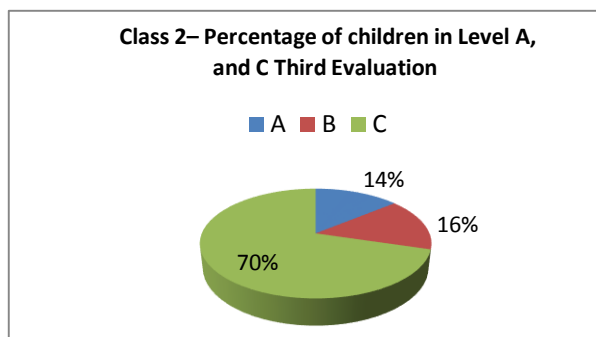
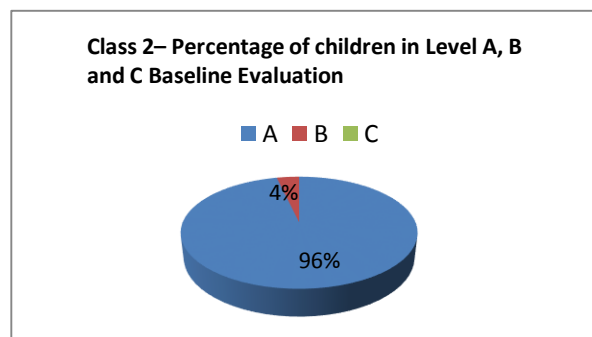


#### Shift in levels from Baseline to Endline for children of class 1

Class 1– Percentage of children in Level A, B and C				
		A	B	C
1	Baseline Evaluation	99.66	0.34	0
		A	B	C
2	Third Evaluation	13.03	23.75	63.22
Shift in level from Baseline to End line for Class 2				
		-86.63	23.41	63.22

The number of children at level A in class 1, i.e. beginning level decreased by 86% from baseline to end line ; and the no of children at levels B and C (proficiency level) increase by 23% and 63 % respectively

### Class 2- Progress from Baseline in July 2017 to End line in April 2018



#### Shift in levels from Baseline to End line for children of class 1

Class 2– Percentage of children in Level A, B and C				
		A	B	C
1	Baseline Evaluation	96.34	3.66	0
		A	B	C
2	Third Evaluation	14.07	15.56	70.37
Shift in level from Baseline to End line for Class 2				
		-82.27	11.9	70.37

The number of children at level A in class 2, i.e. beginning level decreased by 82% from baseline to end line ; and the no of children at levels B and C ( proficiency level ) increase by 11% and 70 % respectively



## CHAPTER 5 -Programs and Activities 2017-2018

### **In-house capacity building workshops and review for the OELP Team**

- Workshop on deeper engagement with story books by Jennifer Thomas – Feb 2017
- Team building and planning workshop for the OELP team by Jaya Iyer -March 2017
- Workshop on writing assessment - Dr. Shailaja Menon, Azim Premji Univ- March 2017
- Workshop on making puppets and other library related activities - April 2017.
- Workshop on writing Dr Sonika Kaushik Dr Malvika Rai – Jan 2018
- Workshop on Creative engagement with Storybooks -- Ms. Chandramani Verma- Oct 2018
- Workshop on Storytelling and Craft – Ms. Chandramani Verma and Ria Gupta– Dec 2018
- Wipro\_OELP Programme review - Ms. Shaheen Shasa - Dec 2018

### **Partnership with the Government of Rajasthan**

- **Presentation of the OELP proposal to the Minister of State for Education, GOR** and Senior bureaucrats of GOR in April 2017. An MoU with the Govt of Rajasthan is in process

### **Visits**

- Language and Learning Foundation – Dr.Dhir Jhingran and members of the LLF team - March 2017.
- Programme Manager, The Hans Foundation - April, 2017
- The BEO Kishangarh Block visit to the OELP field library in Patan- April 2017
- The Addl. Commissioner RCEE & Dy. Director REI , GOR visit to OELP BSK at Nayagaon - April 2017.
- Visits by Eklavya ; AKRSPI and Pratham Teams for the Kahani Melas – June 2017
- Disha Ajmer Team – Nov 2017
- Mobile Creches Mumbai Team – Nov 2017
- Patang (Wipro partner) from Sambalpur, Odisha - Nov 2017
- Pratham Assam Team (Wipro partner) – Dec 2017
- B.El.Ed Faculty, Delhi University (from 3 colleges)– Feb 2018
- Eklavya – Field Team from Tamia Block in Chhindwara District, MP, Feb 2018

### **Capacity building/ training sessions/ onsite mentoring for other NGOs**

- Rainbow Foundation, New Delhi Oct 2017;
- Language and Learning Foundation, Thematic session in the distance mode, Sept 2017;
- AKRSPI, Sayla, Gujarat, Dec 2017
- Jan Sahas, Dewas, Madhya Pradesh – Jan 2018
- Mahila Kalyan Mandal, Ajmer District, Rajasthan– Jan 2018

### **Presentations and resource inputs at conferences, seminars and other professional fora**

- Wipro Partners Forum -May 2017
- Language & Learning Foundation thematic session – Oct 2017
- NCERT National Consultation on Early Literacy – plenary session - Nov 2017
- National Conference on Early Literacy – CECED Ambedkar Univ & ELI, TISS Hyderabad - Dec 2017
- NCERT- Core Committee for drafting Curricular framework – Dec and Jan 2018
- MHRD – Dept of School education & Literacy - Core group for National Consultation on ECE - Jan2018
- Delhi University National Conference on Writing in Schools -Feb 2018
- CmF State Level Conference on Multilingualism in Early School Years- Jaipur - March 2017
- National Conference on In-service teacher development - Ambedkar University, New Delhi– Feb 2018
- Presentation for MA Education students - AUD - March 2018
- Ppt for National Seminar on Alternative and Innovative Education in India sponsored by ICSSR at Lady Shri Ram College, New Delhi - March 2018
- YES We are the Change –OELP film *Children as Change Make Makers* shortlisted - March 2018

## GoR in-service trainings

### 1. KRP and master trainers

Sr. No	Training	District/Venue	No. of participants
1	KRP	Udaipur SIERT	69
2	MT	Sawai Madhopur	53
3	MT	Sri Ganganagar	35
4	MT	Hanumangarh	42
5	MT	Udaipur ( 2 places )	92
6.	MT	Dungarpur	36
7	MT	Banswara	31

**2. Teacher trainings** in the Sangariya and Rawatsar blocks of Hanumangarh district in May 2017 for 64 teachers

### Activities at a glance

Libraries	Library Activities	Events
Total no of libraries -7 Total no of school reading corners -11 Total membership -650 Total no. of books – 21000 Total no of titles 1450 Total no of beneficiaries in government schools – 7500 (approx) Outreach to members of the community - 8000 ( approx)	Books read through Free Reading – 6500 Total no. of times books were issued during this period- 3100 Total no of beneficiaries – 6100 Read Aloud sessions- 1670 No. of book related activities -24 No. of types of puppets – 13 No. of story cards developed -21 No. of new books made by children -27	KahaniMelas -3 involving 11 villages Outreach -5000 community members , youth and children Organised with total support from the community Capacity building workshops – 8 Exposure visit to Gujarat ( AKRSPI libraries ) -1 Visits from other NGOs/ Colleges /Government / Others -15
Parent and SMC meetings	Involvement of CBOs	OELP Learning Centres (Bal SahyogKendras )
Total no of parent meetings in 11 villages – 35 Total no of parents who are involved in the programmes – 900 ( aprox) Meetings at NAREGA sites – 22 involving 1579 parents and community members	Total no of SMC meetings -33 Total no of SMC members who attended - 496 Active support from Sarpanches / panches- 17	No of Children in Class 1 -298; Class 2 -329; Total-627 No of Learning Centres 11 Total no of children who shifted from private schools to government schools – 39 ( OELP LC ) Monitoring / visits by government functionaries/ officials <ul style="list-style-type: none"> <li>o 6 senior officials</li> <li>o 60 by PEOs</li> <li>o HMs -50</li> </ul>

## CHAPTER6- Governance

### Governing Body

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

### Details of OELP Board meetings

Dates	Attendance
1. 13.05.2017	7 / 9
2. 31.05.2017	7 / 9
3. 23.09.2017	7 / 9
4. 10.03.2018	6 / 9



## CHAPTER7 - Financials

### Overview of Income and Expenditure Account for year ended 31<sup>st</sup> March 2018

Particulars	2017-18 (INR)
INCOME	
Donations received	6,72,292.00
Other income	95,360.66
Approved project grants	54,64,084.00
Total	62,31,736.66
EXPENSES	76,67,520.44
Excess of expenditure over income	14,35,783.78

S.	Name of the donor	Amount (Rs)
<b>Donations received locally</b>		
1.	Anupam Sharma	1,50,000.00
2.	Meera Nath	50,000.00
3.	Dr.Suri Lab Pvt. Ltd	18,000.00
4.	Vagish Jha	812.00
5.	Jean Menezes	50,000.00
6.	Dr.Suri Lab Pvt. Ltd	49,500.00
7.	Dr. Sunita Tanwar	50,000.00
8.	Mumbai Mobile Creches	1,750.00
9.	Mumbai Mobile Creches	1,750.00
10.	Pratham Education Foundation	20,580.00
11.	Jean Menezes	50,000.00
12.	MeeraNath	1,000,00.00
13.	Jean Menezes	50,000.00
14.	Eklavya Foundation	53,400.00
15.	Jan Sahas Social Development	9,500.00
16.	Omprakash Khatri	17,000.00
	<b>Total</b>	<b>6,72,292.00</b>
<b>Foreign Donations</b>		
	N.A	-

**Total donations received in 2017-2018 is INR 6, 72,292**

## Balance Sheet 2017-18

### ORGANISATION FOR EARLY LITERACY PROMOTION B IV2198, Vasant Kunj, New Delhi - 110 070

#### BALANCE SHEET AS AT MARCH 31, 2018

Currency: Indian Rupees)

SCHEDULE	AS AT 31.3.2018	AS AT 31.3.2017
<b><u>SOURCES OF FUNDS</u></b>		
GENERAL FUND 1	3,54,616	4,60,698
EARMARKED FUND 2	5,49,974	18,79,676
<b>TOTAL</b>	<b>9,04,590</b>	<b>23,40,374</b>
<b><u>APPLICATION OF FUNDS</u></b>		
FIXED ASSETS 3		
Gross Block	81,515	1,58,076
Less: Depreciation	70,109	1,45,403
Net Block	11,406	12,673
CURRENT ASSETS, LOANS AND ADVANCES 4		
Current Assets	9,50,384	23,91,062
(A)	9,50,384	23,91,062
Less: CURRENT LIABILITIES		
Audit Fee Payable	57,200	31,500
PF and ESI payable	-	31,861
TDS Payable		
Staff Interest		
(B)	57,200	63,361
Net Current Assets (A-B)	8,93,184	23,27,701
<b>TOTAL</b>	<b>9,04,590</b>	<b>23,40,374</b>
<b><u>ACCOUNTING POLICIES AND NOTE ON ACCOUNTS</u></b>		
7		

As per our report of even date attached

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

For Organisation for Early Literacy Promotion

Adeesh Mehra  
Proprietor  
M.No.087366



Roopali Singh  
President

Keerti Jayaram  
Secretary

Place : New Delhi

## Auditors

### Statutory Auditors

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

### Internal Auditors

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

## 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 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/J-405/965 Dated 10.11.2009
4. FCRA Registration: Registration Number: 231661463 dated 30.09.201  
FCRA Registration Renewal Number: 0300010682017 dated 14.02.2018. FCRA renewal valid for a period of five years with effect from 30-09-2018