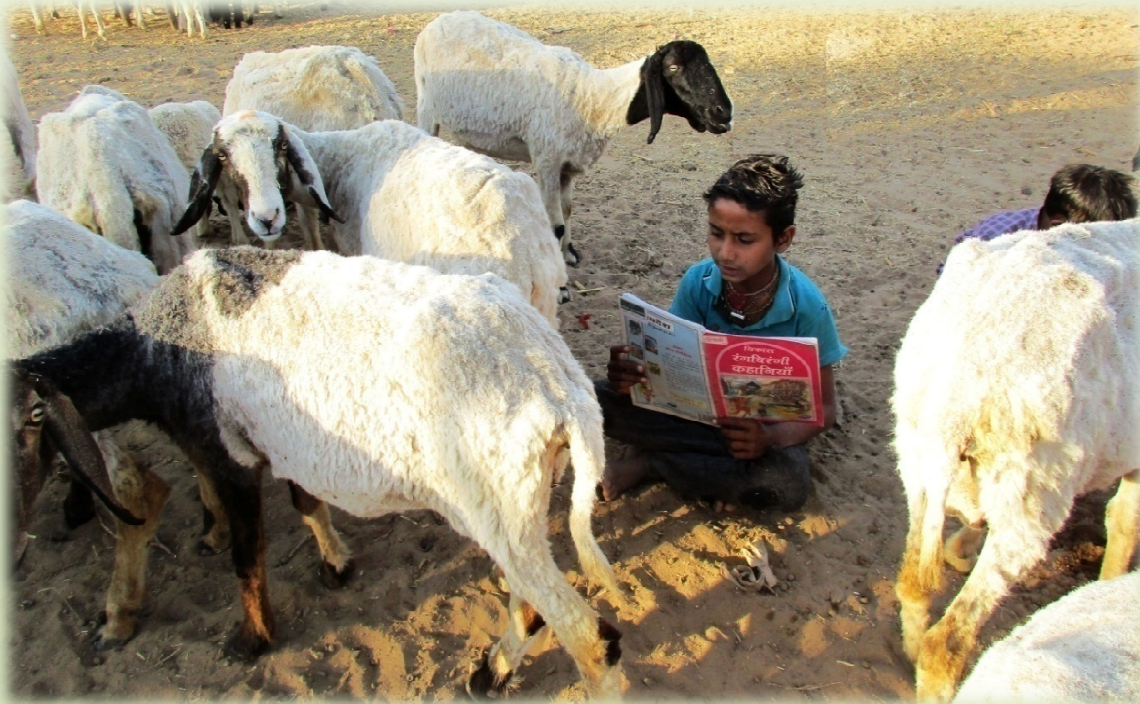




Organisation for Early Literacy Promotion

## Annual Report April 2020-March 21



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***Map of Sursura village drawn by children***





## ***From the Director's desk***

2020-21 has been a year of enormous learning. At the start of the year, we were poised to implement our technology-enabled scale-up model. The response from the ground was encouraging at many levels. The children we worked with were showing good progress and we were getting an encouraging response from the State and various other stakeholders. The post COVID-19 pandemic closure of schools however severely turned the tables for the OELP programme on the ground. We were compelled us to pull back our work within seven Special Focus Districts as our engagement with schools, young learners and their communities was not sustainable under the post-pandemic conditions. We had to reluctantly let go almost two-thirds of our team and shut offices in seven districts. While the digital platform had opened up exciting possibilities for online hand holding and mentoring of teachers and State officials; we discovered that it did not provide a feasible alternative to support online learning within the children's homes. Most of the communities we worked with did not have adequate access to smartphones and the handful who were struggling with connectivity issues.

Under these uncertain circumstances, OELP has tried to address the daunting challenges of the new post COVID-19 normal with grit and determination. A major fallout of the Covid Pandemic has been the impact on young children. Having worked with beginning-level school learners over a sustained period of time we, at OELP, are concerned about the current plight of the young children and so have been re-aligning our efforts to address some of the new challenges. This has resulted in a transition in our response from initially *reacting* to the onslaught of the pandemic to *responding* to its impact in more informed and sustainable ways.

Over the past decade and a half OELP's two year Foundational Learning programme has evolved organically through an intensive on the ground engagement with classroom-based learning within rural contexts. Our strength has been our bottom up growth process which allowed the instructional design and delivery mechanisms to remain rooted within the contexts of low literate, rural communities and ensured that our evolving scale-up models also remained grounded and contextualized. COVID 19 however, has compelled us to abandon our vision of scaling up. Over the past year, our focus has shifted almost entirely to ways in which we can build on our strengths to support some of the new post-pandemic learning challenges that young learners from low literate rural communities are dealing with. Some glimpses of this journey are being presented within this report.

On behalf of the OELP team, I thank our supporters - Jullundur Motor Agency (Delhi); Vardhman Textiles Ltd; Wipro Foundation; Adosh Memorial Trust; several generous individual donors and well wishers. The OELP team expresses gratitude for your belief in our work and for supporting us through our daunting upheavals.

Keerti Jayaram  
December, 2021

## *Glimpses from the past year*



मेरा फाटू मेरा नाम





## CHAPTER 1 - Overview of OELP's Post Pandemic Journey

**The pandemic struck at a time in OELP's history when we were poised to scale up.** Our Foundational Learning programme had been piloted within the early grades of 200 Government Schools across five districts. There were visible shifts on the ground both from the learners as well as from the State Education department at various levels. We were getting set for the end line evaluation so that we could map the learner progressions through our competency-based quantitative and qualitative tools, as well as identify the shifts in the classroom learning environments and teacher beliefs. These were to be assessed through research tools which had been developed and trialed in the previous year. COVID 19 and the consequent lockdown however stalled this entire process and left us completely in the lurch.

The prolonged closure of schools transformed our relationships to both schools and learning content. Most young learners in our work area were deprived of adequate opportunities to engage with formal learning as their families now lacked the basic essentials for their day to day sustenance and food and health facilities became out of reach for many. Added to this was the fear unleashed by the increasing incidence of COVID. Under these circumstances, learning became a fairly low priority as families at the lower rung of the social strata struggled to deal with the new deprivations that the pandemic thrust upon them. To make matters worse, access to technology and the digital space or other support systems remained hugely challenging.

The situation on the ground was compounded by the diminished resources that many nonprofits, like OELP had to suddenly grapple with, in the face of an uncertain future. The pandemic hit hard at our roots. Within the dramatically changed scenario we suddenly faced a new normal and it became necessary to establish specific priorities. Our survival was further threatened, as we now had to deal with diminished financial resources. We had to wind up our district programmes and reluctantly let go our district teams, while restricting our field programmes to our Core Area in the Ajmer District. We reacted to these new challenges, initially, by trying to ensure the wellbeing of some of the most vulnerable families in our work areas, as well as, supporting members of our field teams who were suddenly out of jobs. After the initial few months we began to make a gradual shift towards responding in more informed and sustainable ways to the post-pandemic learning needs of young children in the villages within our core area in the Ajmer District.

In this section, we will share some of our journey of navigating the contours of the post-pandemic scenario.

## ***April 2020: poised for scaling up***

By the end of March 2020, OELP had piloted a **scale up model to support high quality Foundational Learning within government schools across 7 Districts**. The pilot programme was implemented in 220 Government schools located across 5 Special Focus Districts of Rajasthan.

### **Components of the piloted Scale up model**

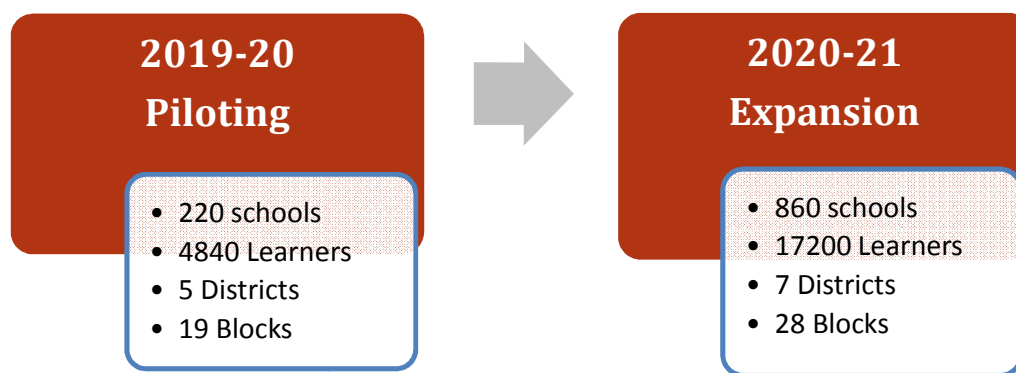
- Direct involvement of State education officials through regular review and planning meetings and joint school visits for a shift from monitoring to mentoring.
- Development of technology enabled digital support programme. This included:
  - a. Guided mobile app - as a teacher support with 44 short classroom based videos of 2-3 mins each to cover three main focus areas of our Foundational Learning Programme\*:
    - ✓ Foundations for Schooling
    - ✓ Foundations for Reading/ Writing and Numeracy
    - ✓ Foundations for Higher Order Thinking.
  - b. Development of a Trainer App as a tool for mentoring the programme implementation
- Development of Digital Resources for teachers and educators to support the high quality implementation Foundational Learning Programme

*\* Note: Our effort has been to align the OELP Foundational Learning programme to existing mainstream curricula, with the focus being on classroom practices and pedagogies*

### **Proposed scaling up process**

1. OELP 's technology enabled scale up model was based on instructional delivery through PEEO clusters ( 5 schools) with 1 model demo school to be set up in each cluster with direct OELP support, while teachers in the remaining 4 schools are supported digitally.
2. Digital support was too provided in the form of modularized and guided engagement through the Mobile App digital content based on real time classroom filming. Additional regular mentoring support was provided through a supportive Trainer App. A select number of teacher groups were housed within a Trainer App. Each Trainer App was manned initially by an OELP team member with a gradual handing over to District and Block level education personnel through an apprenticeship mode.





3. By end 2021 we planned to have tested the scale up model within 860 schools across 7 districts, so that it could subsequently be replicated across wider locations.

### ***Post pilot indicators of success***

- Active support involvement of the State Education Department at District, Block and School levels
- A high percent of acceptance and shift to the OELP pedagogies, classroom practices and shifts in teacher beliefs
- Between 35 to 60 % increase in the R/W skills of children in Grade 1 and 2 in the expansion area ( based on 2019 end term data)
- 70% children reached proficiency level by the end of grade 2 in OELP's Core Area in Ajmer District ( based on 2019 end term data)
- Development of digital support (44 short real time classroom videos) for guided dissemination to teachers and educators through the OELP App. This App was intended for use as a tool for supporting classroom practice
- Trainer App developed as a mentoring tool for teachers, education practitioners, Block and District officials
- Development of simple, competency based tracking tools for assessment of learner progress for quantitative and qualitative assessments
- Development of indicators for assessment of classroom learning environments
- Online M&E tool to be accessed by education administrators on Android phones
- Digitization of teaching - learning resources as Open Education Resources. These have been developed through intensive and sustained classroom engagement.

( source - Internal Impact Study <http://www.oelp.org/reports/evaluation-2018-19/>)

## **April to July 2020: COVID -19 - the big spoiler**

By the beginning of April 2021 the world encountered what is potentially one of the greatest threats in our lifetime to global education, a gigantic educational crisis. The World Bank reports that as of March 28, 2020, the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries. This is close to 80% of the world's enrolled students.

For organizations like OELP, that work on the frontiers, this came like a tidal wave that devastated our plans. With the closure of schools and the growing uncertainty that we were faced with, we lost a large chunk of our financial support. This compelled us to restrict our programmes to our Core Area in the Ajmer District and shut down our Extension Programmes in the seven districts of Rajasthan. It also meant letting go our district teams, some of whom had grown with OELP over the years.

The onslaught of the new virus and its corresponding aftermath demanded that we get back on our feet very quickly to reach out and provide relief to marginalized families who had previously earned their livelihoods through daily wage work. The loss of their livelihoods meant that there was practically no food for these families who existed on the margins. Added to this was the panic and fear that was gathering momentum as rumours related to the virus spread. Our call for support met with an overwhelming response from our well wishers. Through their large hearted generosity we were able to raise funds to support 1058 vulnerable families located in villages across 5 districts. More details of the relief work are available in Chapter 3.

We also supported the State in other locations to distribute relief materials as well as compile lists of families who were in dire need. Our teams worked in a voluntary capacity to disseminate information and create awareness about the COVID protocols. They created posters and other visual material to make this information accessible to the communities in which we worked. By July end we realized that we were in for a long haul and COVID 18 9 was here to stay. It seemed that schools were not going to open for a while and the likelihood of our picking up the threads of our scaled up Foundation Learning Programme was looking extremely bleak. Through interactions with the State and other likeminded organisations we decided to shift gears and address the new post pandemic normal. Our biggest challenge was to identify and address the learning needs of young children who were no longer attending school. At this point we decided to rework our priorities and goals which led us to the next phase of our journey.



## ***August 2020 to March 2021 - the post pandemic transitions in our approach***

Data and international reviews suggested that the COVID-19 pandemic has perhaps caused the worst shock to education systems in decades, with the longest school closures combined with looming recession. It has had devastating impacts that are likely to have long-term social and economic consequences. [UNESCO](#) has observed that “Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These nationwide closures are impacting over 60% of the world’s student population. Several other countries have implemented localized closures impacting millions of additional learners. Overall, close to 200 countries closed their schools in the spring of 2021, thereby interrupting the education of more than 1.5 billion young people. We therefore need to reflect deeply on our education systems in light of this unprecedented crisis.”

The COVID-19 pandemic has had devastating impacts that are likely to have long-term social and economic consequences. The crisis has exacerbated already-widespread educational inequalities due to factors relating to gender, disability, immigration, mother tongue, learning difficulties or other sources of socioeconomic disadvantage. 40% of the world’s poorest countries have been unable to support their disadvantaged learners in recent months, and the many adverse consequences of school closures have been particularly severe for disadvantaged children and their families.<sup>1</sup>

The pandemic had starkly highlighted the fragility of our education systems. It was crucial that innovation and creativity stimulated by this crisis be leveraged to make education systems more just, inclusive and resilient. **Within OELP, we wanted to do our bit to try and reduce the impact through some of our learning strategies which have proved to be effective within multi level and multi grade situations.** We responded by redefining our goals and priorities and spelling out clear areas of actions to address some specific challenges. These are shared below:

### **Reworked goals and priorities**

1. To understand the impact and challenges of long term school closure on the children and communities
2. To strategize for the effective utilisation of OELP's pedagogies and innovative approaches for within the post pandemic scenario
3. To explore the digital platform for the capacity building of teachers and education administrators for supporting the home to school transitions within the post COVID scenario

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<sup>1</sup> <https://en.ccunesco.ca/idealab/education-and-covid-19-challenges-and-opportunities>

## The OELP response

Challenges	Areas of action
<p>1. School closures put children's learning, nutritional status, socio-emotional well being and overall development at risk.</p> <p>b. Teachers and field teams needed to protect their own health and that of their families.</p> <p>c. All field workers needed training and hand holding to equip them to understand and engage with the post pandemic ground realities</p> <p>d. They also needed to be prepared for advocacy for promoting the COVID-19 protocols and vaccination especially for high-risk populations.</p>	<p>1. Information dissemination and home visits for COVID 19 awareness and implementation of the required protocols in villages in the OELP Core Area</p> <p>2. Provision of masks and sanitizers to all children participating in OELP programmes</p> <p>3. Engagement with the State for the design and implementation of school reopening strategies with a focus on the capacity building of teachers and other practitioners to address the post COVID health, learning and socio-emotional needs of children. OELP participated in meetings organised at the State level</p> <p>4 Awareness campaigns to prioritize COVID-19 vaccination within villages in the OELP Core Area</p>
<p>2. a. Most children have lost substantial instructional time leading to a corresponding learning loss. They may not be ready for curricula that were age- and grade-appropriate prior to the pandemic. They required remedial instruction to get back on track.</p> <p>b. The pandemic also revealed a stark digital divide, with most learners within the OELP communities unable to effectively access online learning</p>	<p>1. Adaptation of the OELP learning assessment tool to measure learning losses</p> <p>2. Identification of learners' needs through a field survey conducted in 51 villages across 6 districts on 2720 children. Details are available in Chapter 4.</p> <p>3. Exploration of strategies and approaches for disseminating remedial Foundational Learning within the multi level and multi grade situations of the post pandemic scenario</p>
<p>3.a. Teachers have been in an unprecedented situation in which they must make up for substantial loss of instructional time from the previous school year and teach the current year's curriculum.</p> <p>b. School closures also demonstrated that in addition to digital skills, teachers may also need support to adapt their pedagogy to deliver instruction remotely.</p>	<p>1. Planning and strategising to provide digital mentoring and capacity building support to teachers and education field workers with the objective of equipping them to effectively support the development of sound foundational learning in the post COVID situations.</p> <p>2. Content development to support teachers with effective and tried out digitised knowledge classroom resources. This work is in process</p>



## CHAPTER 2 - Overview and Highlights

Overview and highlights - April 2020 to March end 2021		
Libraries	Library Activities	Learning gap survey
Total no of libraries -7 Total membership - 487 Total no. of books – 18000 Total no of titles - 1500 Total no of beneficiaries in govt schools – 2500 (approx) Outreach to members of the community - 1500 ( approx)	Books read through Free Reading – 3500 Total no. of times books were issued during this period- 2750 No of beneficiaries – 2000 Read Aloud sessions- 800 No. of book related activities -84 No. of new books made by children -55	District – 6, Blocks – 7, village – 51, Sample size – 2848 Grade 1 – 1590, Grade 2 – 1258 Conclusion 87% children in Grade 1 and more than 70% children in grade2 performing at the beginning level.
Networking	Digital Programme	OELP Learning Centres (Bal Sahyog Kendras or BSKs)
1. Online conference on “We Love Reading” organized by SCERT Andhra Pradesh on 27 January 2021. OELP made a presentation on School Library management and promotion of foundational reading skills - participant were from 10 school teachers from each of 677 Mandals i.e. 6770 teachers 2. Webinar on Curriculum and Pedagogy in Language Education- 08/12/2020 for the masters student of Azim Premji University.	1. Designing and implementing a learning package to address the learning loss. 2. Packaging digital content OELP towards capacity building within the State education system for the effective implementation of OELP's FLN package a. Modularization of digital content for capacity building / training of teachers and mentors for FLN( via Block and district level TRGs) b. Development of instructional decks to support utilization of digital content	No of OELP (BSKs) - 11 No of Children in Class 1 -254; No in Class 2 -266; Total-520 Total no of children who shifted from private schools to OELP Learning Centers located in govt schools – 22 Monitoring / visits by government functionaries/ officials o 6 visits of senior officials o 60 visits by PEEOs o 50 visits by Schools Principals / HMs
Relief Work	Interaction with the state	Online Support
Beneficiaries Families - 1058, Districts - 5 Blocks - 7 Villages – 19	1. ADPC Ajmer-NGO meet- 15 NGO's. Presentation made by OELP. 2. Presentation of innovations to GOR by 10 organisations including OELP.	Online Education - ( Ajmer District ) 12 Whatsapp groups with 237 parents - 20 worksheets and 40 story books 3. Online Support through Community based Library Program with COVID protocols- 285 children
Project curtailment due to Covid Pandemic		
Closure of district Program – 6 Closure of field offices in districts – 4 Curtailment of staff – 13 members Curtailment of OELP Expansion programme – <ol style="list-style-type: none"> <li>Expansion to 860 schools disbanded</li> <li>Trainer App disbanded</li> <li>Teachers portal disbanded</li> </ol>		

## CHAPTER 3 - Programmes and Activities 2020-21

After taking stock of the ground realities OELP redesigned its programme to address the physical, emotional, social and learning needs of children. Some of the activities taken by OELP were as follows:

### ***Relief work***

Post the lockdown following the COVID-19 pandemic several members of communities within our work area were stranded without food and resources. Most of these worked as daily wage agricultural laborers or at the MNEREGA sites and the pandemic suddenly found them without any source of income. Some migrated to neighboring towns in search of work. While others tried to access rations and other relief material which were reaching rural areas through the government and civil society organisations. However, many families within the most vulnerable groups had been left in the lurch and were staring at hunger.

***The OELP response*** to the initial challenges created by the Covid pandemic and lockdown was to provide food and medical relief to the most vulnerable at the earliest. We provided food and medical kits to the neediest families. In addition to this nutrition supplement packets were provided to all the children enrolled in the OELP programmes.



*The OELP teams identified over a thousand of the neediest families in remote areas across four districts. Their lists were compiled and verified by the authorized local Panchayat or government functionaries.*

*Our effort was to provide rations for a fortnight at the earliest possible. We formed area wise teams in which an OELP team member was accompanied by a local govt. official or Panchayat member to undertake*



In the first phase we reached the neediest families who were on the brink of starvation. Receipts were obtained from the head of the family and verified by the *Panchayat* or State representative. Detailed distribution plans were worked out.


**Organization for Early Literacy Promotion-  
COVID Relief**



OELP has made lists of over 1000 families in 23 villages within our work area. These lists have been verified by the Panchayat and State authorities. This work is being undertaken with the permission from the State.  
The cost of supporting one family of five with rations for 15 days is Rs.1200 (includes distribution costs).






**जरूरतमंद परिवारों के लिए राशन किट सौंपी**

जिलाधिकारी, जयपुर के आदेश पर जयपुर जिले के अंतर्गत 23 ग्रामों में 1000 से अधिक परिवारों को राशन किट सौंपी गई।

**जरूरतमंद को राशन सामग्री वितरित**

राजस्थान में कोरोना वायरस के प्रसारण से निवारण के लिए राशन सामग्री का वितरण किया जा रहा है। जिलाधिकारी, जयपुर के आदेश पर जयपुर जिले के अंतर्गत 23 ग्रामों में 1000 से अधिक परिवारों को राशन किट सौंपी गई।

At a later stage we were able to also provide educational material for the children along with some relevant COVID Awareness books packages in some locations.

### District wise number of beneficiary families

S.N.	District	No of Blocks	No of villages / towns	No. of beneficiary families
1	Hanumangarh	2	3	260
2	Ajmer	2	13	547
3	Ganganagar	1	1	120
4	Jodhpur	1	1	76
5	Udaipur	1	1	55
TOTAL				1058

## ***A. Lockdown activities which focused on children***

### **1. Participation in the online SMILE Reading Program launched by the Government of Rajasthan**



Inspired by the 'work from home' response to the lockdown from corporates and business houses, the State Education Departments also decided to explore the digital space for ensuring some degree of continuity in learning for the time period that schools were closed.

Parents and teachers had expressed concern that their children should not forget what they have learned through the year.

The government launched the online Smile Program to try and ensure that young learners stay connected with the mainstream of studies. The programme was implemented through parent Whats App groups through which activities, videos, YouTube links and worksheets were shared for children to read and write at 9 am every day. Teachers were also motivated to periodically guide teach children and their parents.



In order to join the selected school's Smile group, the OELP teams from Jaisalmer, Banswara, Hanumangarh and Ganganagar districts interacted with the Chief District Education Officer and Chief Block Education Officers and the concerned school's PEEO and headmaster so that our beneficiaries were added to the Whats App groups. Our teams also shared worksheets, stories and YouTube links twice a week within their Smile Groups.

*While it is a great idea to utilise technology enabled online support for children to read and write at home with the help of parents during the lock-down, in practice this was a daunting task.*

*Most of the target population did not have access to connectivity and smart phones. The few that did had one phone per family which remained with the head of the*



## 2. Creation of digital educational material by OELP:



Due to the COVID pandemic, it was necessary to make available some of the OELP teaching - learning materials in the digital form, so that it could be used by teachers as educational material for children. OELP began work on the following:

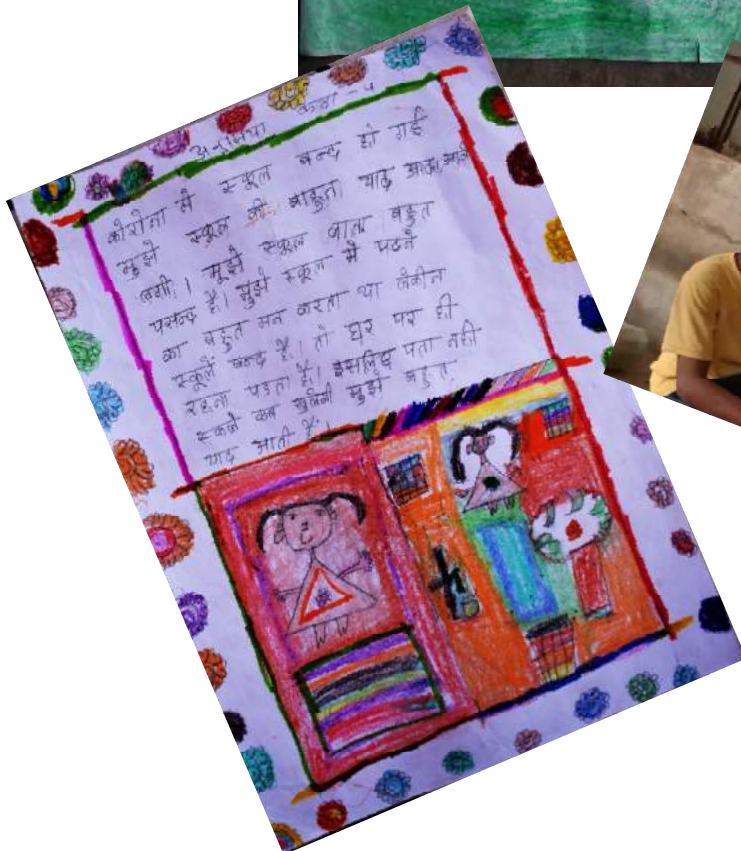
- Worksheets
- Story cards and videos
- Word games
- Poem posters

While generating the above we tried to ensure that these materials encouraged children to think on different types of materials.





## Children's Work during Covid-19



***B. Nominated as member of NCERT Expert group*** to review and finalise a Working paper on Pre-school education and Foundational Literacy and Numeracy in July 2020. This group met at regular intervals over the next few months, through online modes. It was steered by Dr. Suniti Sanwal, HOD , department of Elementary Education, NCERT. This working paper had been conceived keeping in mind NCERT's mandate to provide quality school and teacher education

### ***C. Engagement with the State***



06-07-20 – Meeting with Addl SSP SSA Jaipur to discuss future plans

07-09-20 – Meeting with Addl SSP SSA Jaipur to share update on OELP

14-11-20 – Meeting with DC REI to share OELP Work Plan

11-01-21 –NGO Partners meet with Addl SSP at Shiksha Sankul , Jaipur

05-02-21– Presentation of OELP FLN innovations at Shiksha Sankul Jaipur before Commissioner SSA

### ***D. In-house capacity building***

**Study Group:** During this period, the organization created the OELP Study Group on WhatsApp with the objective of enhancing our in house capacities as well as the professional development. The senior Core Team steered the discussions which were based on specific challenges posed by the COVID -19 scenarios. Relevant reading material was shared which some key questions or discussion points. The Group met regularly online at a fixed interval. Some activities that were undertaken are as follows:



### **1. Discussions based on articles and readings:**

Articles and readings were shared at regular intervals within the OELP study group. Weekly discussions, prompted by these readings were taken up the team was given the task to read them and respond to a few pointers the selected readings were related to the learning processes of children. If given various types of opportunities, then how do

children learn in a meaningful way? The discussions attempted to relate the readings to real time field and classroom experiences.

### **2. Sharing feedback on learning materials shared in the OELP Study Group-**

Videos and various activities were shared by the Core Team of OELP. What made sense after seeing them? All the participants were expected to write their responses and share them with everyone in the group.

### **3. Microsoft Webinar to enhance the digital capacities of the OELP Team**

The Microsoft Teams webinar was hosted by NASSCOM Foundation and slated from April 1<sup>st</sup> to 3<sup>rd</sup>, 2020. Microsoft Teams was introduced as a support tool which could enable the participants to continue working in a secure and collaborative manner irrespective of location by bringing the power of communication, collaboration and extensibility within a single secure Hub for Teamwork. The Webinar was conducted by Mr.Kaushal Todi,

Customer Success Manager at Microsoft- The OELP Program Manager and Technical Officer participated and subsequently also joined further online webinars and webinars of different companies held over three days. In these webinars, online sessions were taken by the employees of the companies pertaining to sustaining the quality of a program through digital support. The participants were also exposed to relevant software and applications which will be useful for the OELP program in future. | Through the three webinars participants were familiarised with the following:

- 1-Microsoft Team
- 2- Team viewer
- 3- Adobe Spark



These three webinars explained the above software and applications and how they are useful for an organization and team. This software has been useful for conference or online discussion and other in house interactions within the OELP team.

### **Conference and Hangout calls to discuss weekly work plans and updates**

During this lockdown since face to face meetings or trainings were not possible, so regular weekly conference calls were conducted for in house planning and review. The Core team, middle level team members and the field team participated in these calls which focused on the programme in implementation within the Core Area. The objectives of these weekly calls as follows-

- Preparation of Weekly work plans
- Feedback on previous work
- Sharing and support.

### ***E. OELP App implementation***

During this period, some changes were made in the OELP App on the basis of the feedback received through interactive sessions between Mahiti Infotech and OELP team. These mainly changes in the digital content of Unit 3 of the App and some aspects of the introduction film. The App content was also reorganized. Subsequently, since we had to wind up our partnership with our technical partners Mahiti Infotech since we were unable to support the backend, following which we have been exploring other options for disseminating the digital content such as the possibility of setting up an online Digital Resource Centre

### **Update on the OELP Teacher's Portal**

In April 2020, with the help of Mahiti Infotech, OELP built a web portal and made some changes in it. The establishment of the portal was viewed as a means of assisting and presenting the work of teachers; sharing best practices and providing a space for disseminating teacher generated enrichment content. This portal also proposed to showcase the work of children, teachers, officers, etc while exploring ways of building incentives to motivate qualitative engagement. The portal has been currently put on hold as we have been exploring other options which are more geared to the post COVID scenario.

## CHAPTER 4 - Impact of the COVID -19 Pandemic

The World Bank reported that as of March 28, 2020, *the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries. This is close to 80% of the world's enrolled students.*

We were already experiencing a global learning crisis, as many students were in school, but were not learning the fundamental skills needed for life.

The World Bank's "Learning Poverty" indicator – the % of children who cannot read and understand at age 10 – stood at 53% of children in low- and middle-income countries – before the outbreak started. This pandemic has the potential to worsen these outcomes even more if we do not act fast.<sup>2</sup>

Recently, the 16<sup>th</sup> edition of the Annual Status of Education Report (ASER 2021) survey was released. The survey analysed the impact of Covid-19 on learning. 65.4% teachers flagged the problem of children being “unable to catch up” as one of their biggest challenges. The report also warns that their learning outcomes are set to be affected unless addressed with urgency.

**Against the above back drop we decided to conduct a survey to assess the post COVID ground realities within the communities we were working with as well as identify issues related to children's learning.**

This survey was conducted in the months of February and March, 2021 with beginning level school goers, since the focus of OELP's work is on Foundational Learning.

*What should we be worried about in this phase of the crisis that might have an immediate impact on children and youth?*

- (1) Losses in learning*
- (2) Increased dropout rates*
- (3) Children missing their most important meal of the day.*

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<sup>2</sup> <https://blogs.worldbank.org/education/educational-challenges-and-opportunities-covid-19-pandemic>

## **Survey in 6 districts to identify the Learning Gap in children of classes 2 and 3 because of the COVID 19 Pandemic - February - March, 2021**

### **Objectives**

1. To identify the post COVID learning levels of first and second grade children who had not attended school over a prolonged period of time
2. To identify the Socio-emotional and other impacts that the COVID pandemic has had on the children and their families
3. To identify the alternate learning options available to children
4. To identify the options available for accessing online distance learning
5. To disseminate information regarding COVID protocols and the available support

### **Obtaining permission**

In all the 6 Districts, the OELP team met with the CBEO and other District and Block officials to explain the purpose of this survey and obtain their permission. We received a positive response in all districts and guidance for the selection of the villages and survey volunteers

### **Selection of villages /sample**

The survey was conducted on children who were studying in Grades 1 and 2 before the onset of the COVID pandemic in village schools within which OELP had been working. The class size within Grades 1 and 2 was an important factor for the village selection, so that we could maximize the sample size. Some active Government School Principals and teachers as well as Block and District officials were also consulted by some of the OELP District Teams before finalizing the selection of villages.

### **Survey sample -**

District	Blocks	Villages	Children	
			Grade 1	Grade 2
Ajmer	1	35	1174	821
Hanumangarh	1	6	48	79
Banswara	2	3	28	48
Udaipur	1	2	110	76
Jaisalmer	1	3	174	173
Dungarpur	1	2	56	61
Total	7	51	1590	1258
Total sample	2848 children			

All

Grade 1 & 2 children across private and government schools were selected for the survey. Lists and addresses of the children were obtained from the schools or in some cases from the Block office and a final list was compiled.

## Methodology

A two-pronged approach was adopted for the survey:

1. Interview with family members based on a questionnaire
2. Assessment of reading levels through a competency-based learner evaluation test paper with a focus on assessment of reading levels. The tool used was adapted from OELP's regular assessment test paper

*See Appendix 1 for the Survey Tools*

### Selection of volunteers

The minimum qualification for a volunteer was 12<sup>th</sup> passed. We were also looking for motivated persons who would not take up the survey as a job but would identify with the objectives and work with commitment. Initially, the selection of volunteers proved to be a bit challenging in some districts as many school leavers were preparing for competitive exams. Further the stipend being paid was fairly low. The Block officials and school teachers and managements offered support for identifying suitable candidates.



Interestingly 95% of the volunteers turned out to be young motivated women

### Training of volunteers



Day long training was given to the volunteers. It was conducted either in the Block office or in a Government School. The Block official or School Principal / teacher inaugurated the training. The training content included the following:

1. Introduction to OELP and an overview of its school programme
2. Sharing of the MoU with the State
3. Objectives and planned procedure of the survey





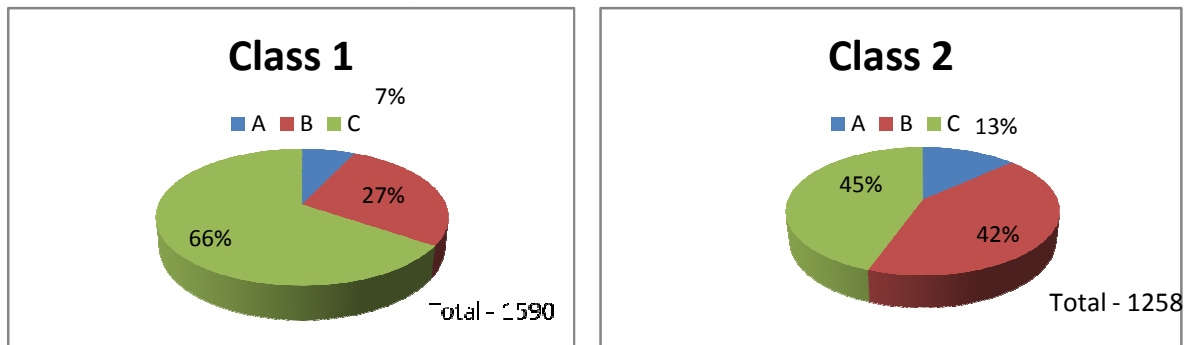
4. Introduction and detailed explanation of the tools. Each question on the questionnaire was discussed. After which each volunteer actually took the test paper to get a first hand understanding. this was followed up by a point wise discussion of the instructions and marking scheme

5. Finally the do's and don'ts while engaging with parents/ community members and children were shared. Emphasis was given to rapport building before taking up the Qs. The volunteers we guided as to some pre test activities or short games that may be played with the children to ensure that they are relaxed and do not feel threatened or afraid of the test

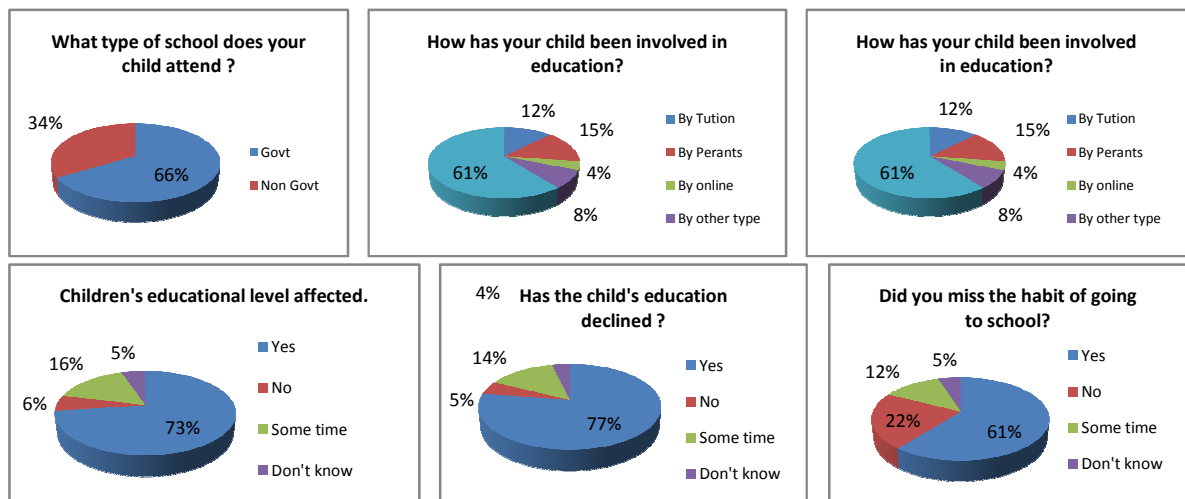


## Results

### Feedback on learning levels



### Parents response to children's learning during COVID 19



## Conclusions

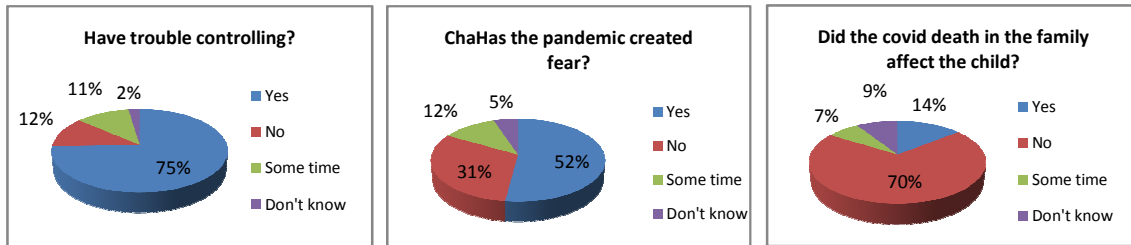
As mentioned earlier the survey included a competency based assessment of the reading and writing levels of Grades 1 and 2 children. By end March these children had almost completed one academic year. The assessment tool was adapted from the regular tool used by OELP. The sample included children from the OELP programme as well as those attending private schools.

***The results have revealed a worrisome trend of the decline in learning levels across both grades, with 87% children in Grade 1 and more than 70% children in grade2 performing at the beginning level.***

The data has also revealed that alternate options for learning within the surveyed communities are available only to a very small percentage of young learners. OELP responded to these survey results through a modification in the content of our Foundational Learning Programme. Our objective was to address the key challenge of a

multi-grade situation and focus specifically on the new challenges that this post pandemic situation has thrown up. As the pandemic receded and schools continued to remain closed children across ages and Grade levels were brought together within community spaces to receive learning support thus creating multi level and multi grade learning situations.

### Feedback from families on the post Covid 19 ground situation



### Conclusions

The data clearly indicates that the impact of COVID -19 has not just been limited to learning loss. Prolonged closure of schools has created problems of looking after young children from the parents' point of view. For the children, it has generated fear and a disruption in their daily life. Attending school had been a constant in their daily life. Since most parents are daily wage workers, the children had now been left to fend for themselves or undertake daily chores and household responsibilities, including the care of younger children. Added to this, in the villages most children just roam around freely and COVID protocols such as social distancing are almost impossible to implement. This put many children's at risk to the COVID infection, and is likely to make home-school transitions challenging once schools reopen.

OELP has used the survey data as indicative trends. It has been useful for us to get a closer and more grounded understanding we of the new situation we were in. It has also been useful for guiding our programmes and accordingly making the required modifications.

## **CHAPTER 5 - Future Plans**

### **Addressing the new post pandemic normal**

After taking stock of the post COVID-19 ground realities OELP redesigned its programme priorities to address the capacity building of teachers; other education practitioners; administrators and educators with the aim of supporting the foundational learning and socio emotional, needs of children from diverse low literate communities.

### **Reworked goals and priorities for 2021-22**

1. To strategize for the effective utilization of OELP's pedagogies and innovative approaches for within the post pandemic scenario
2. To explore the digital platform for the capacity building of teachers and education administrators for supporting the home to school transitions within the post COVID scenario
3. To leverage that digital platform for disseminating OELP's knowledge and classroom resources widely as open educational resources
4. Knowledge creation and dissemination focused on Foundational Learning

### **Overview of planned programmes**

- Continuing the core programme in Ajmer district as a demonstration site for capacity building and knowledge creation across wider locations
- Leveraging the digital platform for strengthening and supporting capacity building for the implementation of Foundational Learning programmes
- Addressing issues of learning loss through a Community based Reading Programme within the Ajmer District
- Aligning the programmes to the COVID protocols

### **1. The Community Reading Programme**

#### **Aims and objectives**

1. Spreading the community reading programme to more villages as a viable option for addressing the learning and socio-emotional needs of children and communities impacted by COVID-19 on account of prolonged school closure
2. Capacity of Community Mentors for the revised post pandemic programmes
3. Enhancing the learning and creative potential of children from low literate communities
4. Enhancing a reading culture and building bonds with books



### **1: Modularising digital content**

- Developing a clear scope and sequence which is mapped to the state training requirements
- Develop guidelines for the 'look and feel' of the digital content and content templates by researching best practices in the area
- Work with a technical vendor to design digital content according to the identified guidelines and templates
- Conduct short studies with users to gather feedback on usability of the digital content

### **2: Digital Resource Centre (DRC)**

- Conceptualise the design and develop guidelines for the format and access of the digital resource centre by researching best practices in the area
- Conduct short studies with users to gather feedback on the usability of the digital resource centre
- Map and tag resources appropriately in the digital resource centre

### **Tentative categories for the OELP DRC**

#### **A. Classroom resources**

- Varna Samoocha resource kit
- Thematic plans - about 25 each for Classes 1 and 2
- Skill practice graded worksheets - approx 70 +
- Poem posters
- Activities and games
- Children's art and writings to trace writing development / learning trajectories- these can be annotated

#### **B Knowledge resources**

- Handouts for teacher s- and mentors - based on classroom practice
- Case studies - children, teachers, communities
- Voices from the field - Teachers journal writings - some are pretty powerful
- Articles and suggested readings
- Consultation reports
- Training modules / online courses for Foundational Learning

### **3: Website Redesign**

- Review content for the website with the OELP team and prune it, wherever required to align with the project goals
- Build templates/ guidelines that can inform the work of Pathway students on website design work
- Review the work of Pathway student regarding website design
- Integrate the Digital Resource Centre with the main OELP website

## CHAPTER 6 - Governance

### Governing Body

NO.	NAME	OCCUPATION	DESIGNATION
1.	Mukul Priyadarhsini	Associate Prof.; Miranda House, Delhi Univ	President
2.	Jaimala Iyer	Freelance trainer and artist	Vice President
3.	Keerti Jayaram,	Education professional	Secretary
4.	Kitty Varshnei	Social worker	Treasurer
5.	Luve Vir Singh	Entrepreneur and Market Researcher	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.	Smriti Sharma	Asst. Professor Dept of Elementary edu Lady Shri Ram College Delhi University	Member
9.	Anurag Singh	Film maker	Member

### Governance

#### Details of OELP Board meetings -

Dates	Attendance
1. 07.03.2020	6 / 9
2. 22.08.2020	7 / 9
3. 17.12.2020 (AGM)	8 / 8
4. 06.02.2021	5 / 8

## CHAPTER 7 - Financials

### Overview of Income and Expenditure Account for year ended 31<sup>st</sup> March 2021

Particulars	2020-21 (INR)
INCOME	
Donations received-local	19,78,400.00
Donations received-FCRA	29,47,351.00
Other income	2,12,185.00
Approved project grants	14,08,181.00
<b>Total</b>	<b>65,46,117.00</b>
EXPENSES	55,22,206.00
<b>Excess of expenditure over income</b>	<b>10,23,911.00</b>

S.NO	Name of donor	Amount
	<b>Donations received – under Locally</b>	
1	Kenneth Dsouza	2400
2	Aakash George	2400
3	Cathy Anubh Benerji	1200
4	Shashi Hans	1200
5	Aman Sharma	3600
6	Rangamannan Venkat	6000
7	Nakul Yadav	4800
8	Nirmal Lumb	5000
9	Panchali Gupta	25000
10	Anjali Kaura	4800
11	Rohit Kumar Mehta	12000
12	Dhruv Sharma ( Lata )	1200
13	Suman Khanna	2400
14	Shubhodeep Chakravarty	1200
15	Kamal Subramaniam	2400
16	Vini Gupta (9901481772)	2500
17	Iyotsna	2400
18	Saket Shukla ( Shruti )	12000
19	Bunty Khanna	6000
20	Prachi Kalra	10000
21	Moe Lola Mathai	12000
22	Pankaj H Gupta	5000
23	Roshan L Joseph	1200
24	Meera Nath	12400
25	Aseem Kumar Vohra	2400
26	Nishi Bhargava	50000
27	C P Joshi	1200
28	Jayshree Oza	10000
29	Ivoti Wazir	12000
30	Shivani Wazir Pasrich	6000
31	Adesh Tandan	2400
32	Aneesh Mathaia	12000



33	Savita Bhargava	5000
34	Gagan Singh	5000
35	Mukul Privadarshani	3000
36	Rakesh Kumar Taneja	50000
37	Sister Mariola	5000
38	Premier Wealth Creators Pvt Ltd.	2500
39	Suchitra Deep	12000
40	Ram Pyari Gupta	5000
41	Shailaja Menon	20000
42	Salwan Leasing and Finance Pvt Ltd	5000
43	Roopak Chouhan	5000
44	Punjab Kashmir Finance Ltd	15000
45	Vijay Khanna	2500
46	Anjali Mehta	6000
47	Arti Malik	1200
48	Latika Salmeera Nath	20000
49	Poonam Batra	2000
50	Iyotima Agarwal	5100
51		4800
52	Devika Khanna	10000
53	Nilay kumar	180000
54	Suman Khanna	2400
55	Mrs Indu Natha	10000
56	Debjani dutta	2500
57	pkf Finance Ltd	10000
59	Ranjan Kumar	18000
60	Amita Prasher Gupta	11000
61	Priy Ranjan	10000
62	Monojit Kumar	30000
63	Amrita Patwardhan	6000
64	Sawant Priya darshan Ganesh	500
65	Akhila Pydah	5000
66	Sneha Subramaniam	4800
67	Neelam Verma	1000
68	Mary John	12000
69	Ajay Gupta	25000
70	Itendra gami	2500
71	Itaditya Kumar	5000
72	Sharanya Biswas	5000
73	Yogesh Nahar	500
74	Vipin Sondhi	20000
75	Ajay Gupta	25000
76	Praveena Bhatnagar	25000
77	Zankhana Patel	10000
78	Nand Kishore sharma	42000
79	Vitrag Foundation	240000
80	Tushar Goyal	200000
81	Dipali Khanna	25000
82	Itendra Singh Rawat	150000
83	Annapurna	100000
84	Antara Sara Mathai	30000
85	Ravi Gupta	85000

86	Pramila	50000
87	Dipali Khanna	96000
88	Neha Awasthi	50000
89	Harshita Sharma	70000
	Total	<b>1978400</b>
	<b>Donations received – under FCRA</b>	
<b>S.NO</b>	<b>Name of donor</b>	<b>Amount</b>
1	Adosh Memorial Trust	340095.56
2	Gopalakrishnan Venkat Raman	12000.00
3	Ravinder Mamtanii	200000.00
4	Adosh Memorial Trust	358663.33
5	Harish kher	200000.00
6	Adosh Memorial Trust	971684.30
7	Adosh Memorial Trust	144279.95
8	Rita Yadav	50000.00
9	Adosh Memorial Trust	670627.41
	Total	<b>2947350.55</b>

# ORGANISATION FOR EARLY LITERACY PROMOTION

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

## BALANCE SHEET AS AT MARCH 31, 2021

(Currency: Indian Rupees)

SCHEDULE	AS AT 31.3.2021	AS AT 31.3.2020
<b>SOURCES OF FUNDS</b>		
GENERAL FUND	14,23,729	1,01,836
EARMARKED FUND	8,20,000	9,67,982
<b>TOTAL</b>	<b>22,43,729</b>	<b>10,69,818</b>
<b>APPLICATION OF FUNDS</b>		
FIXED ASSETS		
Gross Block	1,30,238	3,30,163
Less: Depreciation	49,324	1,99,925
Net Block	80,914	1,30,238
CURRENT ASSETS, LOANS AND ADVANCES		
Current Assets	33,22,959	47,72,403
(A)	33,22,959	47,72,403
Less: CURRENT LIABILITIES		
Audit Fee Payable	77,755	78,200
PF and ESI payable	23,724	78,820
TDS Payable	49,138	1,76,302
Sundry Payables	10,09,527	34,99,501
(B)	11,60,144	38,32,823
Net Current Assets (A-B)	21,62,815	9,39,580
<b>TOTAL</b>	<b>22,43,729</b>	<b>10,69,818</b>
<b>ACCOUNTING POLICIES AND NOTE ON ACCOUNTS</b>		
7		

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 : *AUGUST 31, 2021*

For Organisation for Early Literacy Promotion

*Mukul Priyadarshini*  
Mukul Priyadarshini  
President

*Keerti Jayaram*  
Keerti Jayaram  
Secretary







**Adeesh Mehra & Co.**  
**Chartered Accountants**

7/3, Second Floor, Jangpura Extension, New Delhi - 110014  
Mob.: +91-9811297297, Off.: +91-11-43074794  
Email: adeeshmehra.co@gmail.com  
Website : www.adeeshmehra.com

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

We have audited the attached Balance Sheet of **ORGANISATION FOR EARLY LITERACY PROMOTION (OELP)** PAN: **AAAAO1549H** as at March 31, 2021 and also the Income and Expenditure Account for the year ended on that date annexed thereto.

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

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

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

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



We report that:

1. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of our audit.
2. In our opinion proper books of account as required by law have been kept by OELP so far as it appears from our examination of those books.
3. The Balance Sheet and Income and Expenditure Account dealt with by this report are in agreement with the books of account.
4. The Balance Sheet and Income and Expenditure Account dealt with by this report are prepared in accordance with the Accounting Standards issued by the Institute of Chartered Accountants of India.
5. In our opinion and to the best of our information and according to the explanations given to us, the said accounts give the information required and in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India:
  - (a) in the case of the Balance Sheet, of the state of affairs of the Society as at March 31, 2021 and
  - (b) in the case of the Income and Expenditure Account, of the excess of income over expenditure for the year ended on that date.

Place: New Delhi  
Date: August 31, 2021

UDIN: 21087366AAAALP4911



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

*Adeesh Mehra*  
Adeesh Mehra  
Proprietor  
M. No. 87366

## ADEESH MEHRA & COMPANY

CHARTERED ACCOUNTANTS

7/3, IIND FLOOR, JANGPURA EXTENSION, NEW DELHI-110 014

ADEESH MEHRA  
B.Com.(Hons.) F.C.A.

PHONE: +91-11-4307 4794  
Email id: adeeshmehra@yahoo.com

### CERTIFICATE

We have audited the accounts of M/s Organisation for Early Literacy Promotion, B II/2198, Vasant Kunj, New Delhi - 110070, having FCRA Registration No. 231661463 for the year ending March 31, 2021 and examined all relevant books and vouchers and certify that according to the audited accounts:

- i. The brought forward foreign contribution at the beginning of the year was Rs. 32,77,096.00.
- ii. Foreign contribution of / worth Rs. 31,51,031.55 was received by the Association during the financial year 2020-21;
- iii. interest accrued on foreign contribution and other income derived from foreign contribution or interest thereon of/worth Rs. 96,426.00 was received by the Association during the financial year 2020-21;
- iv. the balance of unutilized foreign contribution with the Association at the end of the financial year 2020-21 was Rs. 9,99,560.64.
- v. Certified that the Association has maintained the accounts of foreign contribution and records relating thereto in the manner specified in section 19 of the Foreign Contribution (Regulation) Act, 2010 (42 of 2010) read with rule 17 of the Foreign Contribution (Regulation) Rules, 2011.
- vi. The information furnished in this certificate and in the enclosed Balance-Sheet and Statement of Receipt and Payment is correct as checked by me/us.
- vii. The association has utilized the foreign contribution received for the purpose(s) it is registered/ ~~granted prior permission~~ under Foreign Contribution (Regulation) Act, 2010.

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



Place: New Delhi  
Date: October 28, 2021

*Adeesh Mehra*  
Adeesh Mehra  
Proprietor  
M. No. 87366

UDIN: 21087366AAAPO9052

**Auditors & Financial Advisers****Statutory Auditors & Financial Advisers**

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

**Financial Consultant**

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

**Bankers**

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

**Legal Status**

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

**Our Partners**

Julundur Motor Agency (Delhi) Ltd.





## Appendix 1: Tools for Learning gap survey

Evaluation paper



ओईएलपी मूल्यांकन

कुल अंक - 20

नाम

कक्षा

स्कूल

दिनांक

1. शब्द सुनकर शुरू की आवाज से जुड़े वर्ण पर गोला लगाओ

अंक-4

क	ल
म	प

2. न से शुरू होने वाली दो चीजें बताओ

अंक-2

दोनों सही ☐ एक सही

☐ दोनों गलत

☐

3. नीचे जो लिखा हुआ है उसे पढ़ो

अंक-6

न	ला	मी
आम	बकरी	नमकीन

4 इन शब्दों में से किसी 2 सब्जी के नाम पर अंगुली लगाओ

बॉक्स 2

पालक	बस	मटर
कटोरी	आलू	रेल

तीन सही ☐ दो सही ☐ एक सही ☐ सब गलत ☐

5 शब्द छांट कर खाली स्थान भरो

बॉक्स 3

मकान	बैग
आसमान	पालक

1 हम..... लेकर स्कूल जाते हैं।

2 हम..... में रहते हैं।

दोनों सही ☐ एक सही ☐ दोनों गलत ☐

6 पढ़ो और प्रश्नों के उत्तर दो।

बॉक्स 4

राधा के पास एक कुत्ता है।

जो सफेद और काले रंग का है।

जब भी राधा उसे बुलाती है।

वो दौड़कर आता है फिर राधा उसके साथ खेलती है।

1. कुत्ता किस रंग का है ?

2. राधा कुत्ता कहाँ से लाई ?

दोनों सही ☐

एक सही ☐

दोनों गलत ☐

Instructions for Evaluation paper



मूल्यांकन करवाने के निर्देश

कुल अंक 20

1. शब्द सुनकर शुरु की आवाज से जुड़े वर्ण पर गोला लगाओ **अंक 4**

बालन्तियर नीचे दिए गए शब्दों को एक-एक करके क्रम में पढ़ते हैं। हर शब्द दो बार पढ़ा जाता है। बच्चे इन्हें ध्यान से सुनकर हर शब्द की शुरुआती आवाज को पहचानते हैं। इसके बाद प्रश्न में दिए गए वर्णों में से, शब्द की शुरुआती आवाज से जुड़े वर्ण पर अंगुली लगा कर बताते हैं।

शब्द सूची और पढ़ने का क्रम —      मकान      लकड़ी      पतंग

2. न से शुरू होने वाली दो चीजें बताओ

**अंक 2**

अंक देने के लिए प्रश्न में सही गोले पर टिक लगा देना

3. नीचे जो लिखा हुआ है उसे पढ़ो

**अंक 6**

**अंकीकरण प्रणाली**

प्रत्येक वर्ण या अक्षर या शब्द को पढ़ने पर — 1 अंक

प्रत्येक वर्ण या अक्षर या शब्द को गलत पढ़ने पर — 0 अंक

4. इन शब्दों में से किसी 2 सब्जी के नाम पर अंगुली लगाओ

अंक 2

अंक देने के लिए प्रपत्र में सही गोले पर टिक लगा देना

5. राग छांट कर खाली स्थान भरो

अंक 2

अंक देने के लिए प्रपत्र में सही गोले पर टिक लगा देना


6. पढ़ो और प्रश्नों के उत्तर दो।

अंक 4

अंक देने के लिए प्रपत्र में सही गोले पर टिक लगा देना



## Survey questionnaire for COVID impacted families



क्रमांक .....

कोविड महामारी का बच्चों के शैक्षणिक स्तर पर प्रभाव का सर्वेक्षण प्रपत्र

- 1- जिला .....
- 2- ब्लॉक .....
- 3- गोंद .....
- 4- विद्यालय का नाम .....
- 5- बच्चे का नाम .....
- 6- पिता का नाम ..... माता का नाम .....
- 7- जाति .....
- 8- लिंग .....
- 9- आयु .....
- 10- कक्षा 1- ☐ 2- ☐
- 11- आपका बच्चा किस प्रकार के विद्यालय में पढ़ने जाता है।  
सरकारी ☐ गैर सरकारी ☐
- 12- कोरोना काल में आपके बच्चे का शिक्षा से जुड़ाव किस प्रकार से था।  
ट्यूशन से ☐ अभिभावक से ☐ ऑनलाईन ☐ अन्य प्रकार से ☐ नहीं था ☐
- 13- क्या घर में या आसपास किसी पढ़े-लिखे व्यक्ति ने आपके बच्चों को पढ़ाया ?  
हां ☐ नहीं ☐ थोड़ा बहुत ☐ पता नहीं ☐
- 14- क्या कोरोना काल के दौरान आपके बच्चों के शैक्षणिक स्तर पर असर पड़ा क्या ?  
हां ☐ नहीं ☐ थोड़ा बहुत ☐ पता नहीं ☐
- 15- क्या आपका बच्चा सब कुछ भूल गया और उसकी पढ़ाई में गिरावट आई है ?  
हां ☐ नहीं ☐ थोड़ा बहुत ☐ पता नहीं ☐
- 16- क्या आपको अपने बच्चों पर इस दौरान नियंत्रण रखने में परेशानी आई थी ?  
हां ☐ नहीं ☐ थोड़ा बहुत ☐ पता नहीं ☐
- 18- क्या आपके बच्चे में स्कूल जाने की आदत छूट गई है ?  
हां ☐ नहीं ☐ थोड़ा बहुत ☐ पता नहीं ☐
- 19- कोरोना काल में क्या आपके बच्चे पर कोरोना महामारी का डर पैदा हुआ है ?  
हां ☐ नहीं ☐ थोड़ा बहुत ☐ पता नहीं ☐
- 20- किसी परिचित की कोरोना से मौत के कारण आपके बच्चे की मानसिकता पर प्रभाव पड़ा है ?  
हां ☐ नहीं ☐ थोड़ा बहुत ☐ पता नहीं ☐

दिनांक .....

सर्वेक्षक का नाम .....

कोरोना काल के दौरान कक्षा 1 व 2 के बच्चों का सर्वेक्षण किया जाना है। बच्चों की कुछ विशेष परेशानी या टिप्पणी फॉर्म के पीछे लिखें