

## **Organisation for Early Literacy Promotion**

# **Annual Report April 2021 to March 2022**



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## **Picking Up Threads – A Note from the Director**

The academic year 2021-22 can be divided into two phases. From April to September 2021 school remained shut. The results of our learning loss survey from across 6 districts underscored the urgent need to address the learning and socio- emotional needs of the children from the communities we work with. Within our limited resources and through the wholehearted support of the village communities we were able to set up 20 *Mohalla* learning centers. The OELP local team took up the challenge of sustaining the programme while engaging with multi-grade situations and the new complexities that the pandemic had thrown up. Their dedicated efforts helped us to sustain our Foundational Learning Programme while engaging with the harsh realities of COVID. Details are available in the report.

School reopened by end September. This was the time to pick up threads and address the programme quality. Coming back to school was a huge relief for teachers, parents and most of all for the children. The learning levels were low, and without wasting time we plunged into the task of addressing the post pandemic challenges.

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 over almost two decades. 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 models also remained grounded and contextualized inside government school classrooms. Over the past year our focus has shifted almost entirely to ways in which we can use technology and the digital platforms build on our strengths to share our experience and resources widely. We revamped our website. We have made available classroom and knowledge resources through a Digital Resource Centre which is within our website. We have also designed a modularized online course on the Pedagogy of Foundational Learning and Early Literacy. Details have been shared within the report.

On behalf of the OELP Team I thank our supporters—Drishti,Jullundur Motor Agency (Delhi); Vardhman Textiles Ltd; Wipro Foundation; Adosh Memorial Trust, as well as several generous individual donors and well-wishers. The OELP team expresses gratitude for your belief in our work and for your wholehearted support. We would also like to express gratitude to the parents and communities we work with as well as to the school managements and District and Block administration for the continued professional guidance and support that we have received.

#### Keerti Jayaram

# Glimpses from 2021-22











# Overview of programme and activities

Post COVID-19, OELP redesigned its programme to address the emotional, social and learning needs of children. Some steps taken by OELP to address the post pandemic scenario are as follows

- 1. Setting up of *Mohalla* Learning Centers for maintaining continuity in children's learning
- 2. Spreading the community reading programme to more villages
- 3. Training of Community Mentors for the new villages
- 4. Provision of adequate reading material and story books to all the villages
- 5. Implementation of planned book-based activities
- 6. Implementation of theme-based projects
- 7. Setting up WhatsApp groups where possible

Apart from this, OELP also made provisions of food and medical relief to the most vulnerable communities. Nutrition supplement packets were provided to all the children enrolled in the OELP programmes.







#### Programme Overview and Highlights from April 2021 and March 2022

#### **Village Libraries**

Total no of libraries -10

Total membership - 550

Total no. of books - 19000

Total no of titles - 1600

Total no of beneficiaries in govt schools – 3000 (approx)

Outreach to members of the community - 3500 (approx)

Books read through Free Reading – 3000 No. of projects made by children -128

#### School based Learning Centres

No of OELP (BSKs) - 10

No of Children in Class 1 -243;

No in Class 2 -213; Total-456

Total no of children who shifted from private schools to OELP Learning Centers located in govt schools – 22

#### **Digital Programme**

- Packaging digital content OELP towards capacity building within the State education system for the effective implementation of OELP's FLN package
- Development of instructional decks to support utilization of digital content

# Interaction with the state

# Monitoring / visits by government functionaries/ officials

- 3 visits of senior officials
- 50 visits by PEEOs
- 60 visits by Schools Principals / HMs

#### Mohalla Learning Centre

Total No . of MLC – 10

No of Children in Class 1 -123;

No in Class 2 -173; Total- 296

Projects related to awareness raising about

the Covid Pandemic - 8

Provision of masks and sanitisers - 250

Setting up of Whatsapp Groups for online

work - 12

No. of Children - 222

#### Networking

# Pedagogy of Foundational Learning –offline workshop

7 to 13 March 2022

9 Wipro partner organisations from

8 States of India

#### Online Interaction

- 1. Curriculum and Pedagogy in Language Education (Webinar) Zoom Session on Dec 8<sup>th</sup> 2021 by Keerti Jayaram
- 2. Exploring Wipro's LMS –Dec 2022
- 3. Virtual meeting with Civil Society Organisation/NGOs/Trusts etc. –on 7<sup>th</sup> January 2022
- Presentation by Keerti Jayaram online National Webinar on "Reading for Learning and Pleasure" By NCERT- on 30<sup>th</sup> March 2022

# Nutrition supplement

#### Beneficiaries

Families - 400

No of Months - 10

## **CHAPTER 1: Addressing the post pandemic**

Due to the Covid-19 pandemic all schools remained closed for 16 months. Parents and the village community have been very concerned about the lack of access to education for their children. To maintain some sort of continuity OELP has been running community-based Learning Centers while following the Covid protocol. The Barefoot College donated 500 masks for our children. We were also able to continue running Community-based Libraries. Story books were issued regularly to children to take home and book related activities have also been also carried out. Children have also been working on issue-based projects, several of which are on topics related to the Covid pandemic.

Some key post COVID issues and OELP's response to them are presented below:

#### 1. Addressing learning loss from April through September 2021

#### Overview of learning loss survey

OELP conducted a survey in 6 districts in the months of February - March 2021 to identify the Learning Gaps due to impact of the COVID-19 Pandemic. The sample included 2848 children who had completed Grades 1 and 2 from 51 villages across 6 Districts of Rajasthan. The grade wise breakdown of children was 1590 children from Grade 1 and 1258 children from Grade 2. Lists and addresses of the children were obtained from the schools or in some cases from the Block office.

#### The survey had two components:

- a. Identification of learning loss
- b. Assessment of the socio-emotional impact of the pandemic





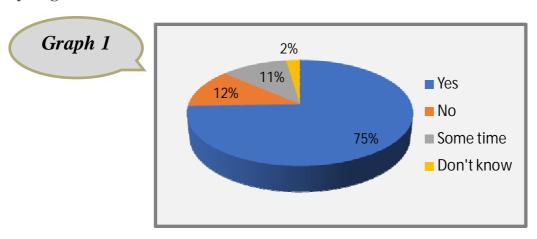
<u>Identification of learning loss</u> included a competency-based assessment of the reading and writing levels of children who had completed Grades 1 and 2. By end of March, children had almost completed one academic year. The assessment tool was adapted from the regular tool

used by OELP. The sample included children from the OELP programme as well as those attending private schools. The results 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 digital options for learning within the surveyed communities are available only to a very small percentage of young learners.

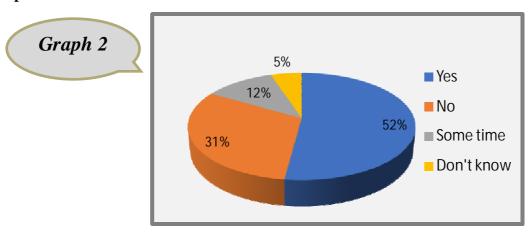
#### Assessment of the socio-emotional impact of the pandemic

The above data clearly indicated that prolonged closure of schools had generated fear and a disruption in the daily life of young children since 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 taking care of younger children. Added to this, in the villages most children just roamed around freely and COVID protocols such as social distancing was almost impossible to implement. This put many children at risk to the COVID infection.

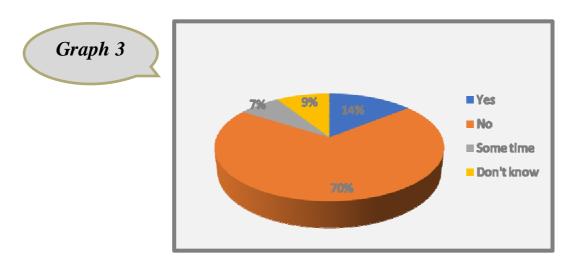
**Graph 1:** Percentage of families with difficulty introducing COVID protocols amongst young children in their homes



Graph 2: Percentage of families who reported fear in their children due to the COVID pandemic



Graph 3: Percentage of families in which the child was affected by Covid death



#### OELP's response to the survey results from April to end September 2021

#### Development of a modified version of our Foundational Learning Programme to bridge the learning gap

A modified learning package was developed to address the key challenge of a multi-grade situation and focus specifically on the new learning loss challenges that the post pandemic situation had thrown up.

#### **Setting up Community Learning spaces**

Even when the pandemic receded the schools continued to remain closed for children. At OELP, across ages and grade levels children were brought together within community spaces or Mohalla Learning Centers which functioned as multi grade classrooms.

# Conducted focused activities to address the socio-emotional impact of the COVID pandemic

For young children in rural Rajasthan, Corona is a scary monster. It has impacted the physical and socio-emotional fabric of their day-to-day lives in multiple ways. At OELP, we tried to provide a space for children to explore, share and express their experiences, understanding, and feelings about the pandemic. The OELP team was able to provide community spaces for in-depth engagement with young children in 10 villages in the Ajmer district. We decided "Let it be small, but let it be deep!"





#### Initiated project based on themes related to the pandemic

Discussions were held with the children in each village and relevant topics for project work were identified. For instance, in Paner village Jai Prakash said his mother is not going to get vaccinated because she believes that after getting vaccinated most people die after six months. Others expressed similar views. Children had observed that there was a lot of misinformation and rumors related to vaccination. They decided to do a project on vaccination for Covid prevention. In Kankniawas children shared experiences of being distanced from school and the library during the lockdown, about missing their friends and undertaking household work. They decided to focus their project on this. Some project themes are listed below:

- Corona Vaccine Paner
- The effects of Corona on children- Relavata
- People's understanding of the Corona Pandemic Sursura
- Change in children's daily routine due to Corona- Phaloda
- How children have got distanced from books due to the Pandemic Kankniawas
- If schools don't open this year Chundri
- Information about Corona Nalu
- Effect of Corona on children's lives Patan

#### **Supplementary nutrition**

Due to the impact of the Covid-19 pandemic on rural employment we felt children were not getting adequate nutrition and the Government mid-day meal programme needed to be supplemented. OELP has been providing supplementary nutrition to a total of 440 students from August 2021 onwards. With support from the Drishti Foundation, OELP has been providing one kilogram of jiggery (*Gud*) and one kilogram of channa to every child. The details are given in the table below:

Table 2: No of children receiving supplementary nutrition from OELP

SN	Village	No. of Children
1	Kalyanipura	63
2	Chundari	32
3	Ralawata A	74
4	Patan	31
5	Paner	54
6	Sursura	39
7	Nalu	40
8	Kakniyawas	39
9	Nayaganv	32
10	Ralawata B	36
	Total	440

# 2. Setting up Mohalla learning centers from April to end September 2021

OELP has been running 20 Mohalla centers in 10 villages for 296 children from Classes 1 and 2 (Class 1- 123 and Class 2-173). These were run in the interim period as government schools were closed. However, after the end of September 2021 Government schools have opened and these centers have been relocated to the respective government school.



#### 3. Online meetings and field-based interactions

### In-house capacity building for introduction of IT - April 2021

We utilized the IT expertise available within the OELP team for the capacity building of our team mentors and field educators. In early April, a full day workshop was conducted in the Patan Field Library while observing all the COVID protocols. The team members were introduced to the following:

- o Simple Do's and Don'ts for taking photographs through android phones
- o Effective ways of making power point presentations
- o Introduction to Google Meet and Zoom calls
- o Practice in team sharing through online modes

#### Field experience

#### Monthly meetings

Monthly meetings have been at the core of OELP's in-service professional development. In the past these meetings have been viewed as capacity building sessions. Through the process of ongoing mentoring and monitoring some broad,

common emerging academic and pedagogical issues are identified. These may be related to classroom management, learner engagement, understanding reading behaviors or addressing multiple learning levels. Two or three key issues are taken up in the meeting with the objectives of building conceptual clarity, deepening content knowledge and supporting effective classroom practices. With the onset of the pandemic this entire process of capacity building had come to halt.

#### Revival of capacity building and peer group sharing

The IT enabled meetings allowed us to revive the ongoing capacity building and reflective processes which have been essential for maintaining the programme quality

#### The bonus of sharing classroom practices

Screen sharing now allowed the OELP teachers to share real time glimpses of their individual classrooms / Mohalla centers and share some innovative practices. This was highly energizing and brought great excitement as discussions were rooted within classrooms. This has been a positive spillover of the pandemic.



#### 4. Addressing challenges

# Low performance levels resulting in single teacher multi-grade situations

The newly enrolled Grade1children and children from Grades 2 and 3 were performing at almost the same level. Post the COVID-19 pandemic almost all the children were at the beginning level as they had forgotten most of what they had learnt. The teachers had to deal with a multi-grade situation in which the newly enrolled children were at the same level as school goers from older classes. The main challenge was addressing the differences in the interests, pace of learning and difference in the degree of responsiveness within the different groups. These

challenges were addressed through differentiated learning opportunities which were provide through smaller, level wise groups.

#### **Limited Space**

Most Mohalla centers were run in spaces provided by the village communities, often in someone's home or in a semi open space. These were often cramped spaces with several distractions and so often not ideal learning spaces

#### Irregular attendance

Even though the parents had responded positively to the setting up of the community-based learning centers, many of them had at the same time got used to giving additional chores to their children and sharing household responsibilities with them. This led to constant demands on the children's time, as many parents did not take these centers with the same degree of seriousness as school. This had a negative impact on the children's regularity to centers.

#### Inhibited participation of children from private schools

The community learning centers had a mixed group of children who have been enrolled in private and government schools. Across all these centers we found children who have come from private schools lacked confidence. They were highly inhibited and hesitant to participate actively in classroom activities or express their ideas or feelings. Further, most of them refused to draw saying they did not know how to draw. This was in stark contrast to children who had been through the OELP program or had been newly enrolled.



## **CHAPTER 2: Understanding and addressing change**

OELP's core value seeks to promote social justice and equality through qualitatively rich and responsive learning experiences. We believe that each child is unique and if given a facilitative environment will blossom into a confident and active thinker and lifelong learner.

To bring about qualitative shifts in the children's learning we identified the following focus areas for enhancing supportive classroom practices:

- 1. Equipping children from diverse backgrounds for schooling by focusing on Foundational Learning and self-development
- 2. Addressing shifts from oracy to literacy for children from low literate backgrounds through Foundational Literacy and Numeracy
- 3. Addressing shifts from home language to school language
- 4. Enabling high quality learning by enhancing higher order thinking for each child

#### Goals and instructional design for addressing change

Goal

Supporting self-development of learners from low literate and diverse socio-linguistic backgrounds through planned classroom learning environments

- Supporting relationships of trust and mutual respect in the classroom which are non-threatening and in which each learner experiences a sense of acceptance and belonging and can learn with fullness.
- Developing planned print-rich classrooms based on low-cost materials which are stimulating and engage young learners in natural ways with print





Equipping young learners with effective skills for school-based learning, through a two-pronged approach since most young learners from low literate backgrounds lack this support in their home environments

- Strengthening executive functions
- Building self-regulatory skills. Both are addressed through planned classroom strategies and develop the following skills and behaviors in young learners:
  - o Learn to listen attentively
  - o Stay on a task and complete it
  - o Self-correct and reflect on one's learning process
  - o Question, think and arrive at logical conclusions
  - **O Work through multiple step tasks**
  - o Learn to respect and work with each other
  - o Learn to channelize negative emotions in socially acceptable ways
  - **O Share responsibilities**

Goal

Active engagement of each child

- through a planned learning environment and providing opportunities to engage with written words in a variety of natural ways

- o Learning corners
- o Classroom labeling
- Written rules for the class which are developed through discussion with the children
- o Planned daily routine
- o Opportunities for real world experiences into the classroom
- Variety of learning games and activities





Supporting teachers with facilitation skills to address the diverse learning needs of individual learners

- Sharing effective classroom management practices during professional development sessions for supporting Goals 1 to 3
- Opportunities for sharing best practices and for peer learning during monthly meetings
- o Regular mentoring



Goal 5

Greater conceptual clarity by strengthening content and pedagogical knowledge of teachers

- > Regular mentoring
- Periodic professional development workshops
- Capacity building sessions of education practitioners within Education programmes run by the State, civil society organizations and non-profits



- Provision of an enabling environment which encourages children from marginalized communities to engage meaningfully and joyfully with books
- Build on mutual respect and a sense of community ownership
- Provide community linkages to build bonds between the oral and written worlds and local and global knowledge
- o Implemented mainly by village women and so helps to empower women and girls

# Snapshots of the depth of children's engagement with learning based on reflections from teacher's meetings

#### Engaging with sounds, symbols and words in meaningful and thoughtful ways

In Chundadi School, the children were creating train with "me" sounds. For each train compartment, they were required to identify an object that began with the "me" sound. As the activity progressed one child came up with the word child *mobile*. However, another child disagreed and said this will go in the "Pe" train since it is Phone. There was a lot of discussion. They were explained the difference between "Pe" and "Phe. Finally, the class arrived at the conclusion that the same object can have different names and so both the above responses were correct. Importantly, the teacher had not provided the answer, but had allowed children the opportunity of arriving at a logical and mutually acceptable conclusion through discussion.

In another similar experience there was an animated post reading discussion on whether a *Kacchua* (turtle) is *gol* (round). Finally, the children agreed when it goes inside its shell it become "*gol*" (round).



#### Engaging with different languages inside the classroom in natural ways

In Nalu School two children, Kuldeep and Anita had a heated discussion on the words "palang" and "maacha", based on a drawing of a bed that one of them had made. After much discussion they concluded that "palang" is a big bed which cannot be lifted easily, and a "maacha" is a small rope cot which can easily be lifted. Interestingly, the former i.e. "palang" is the Hindi word for bed while the latter i.e. "maacha" is a Marwari word which is the local language.

In another experience, a child drew an onion under the category of objects starting with the "ke" sound – since it was known as *kanda* in his home language Marwari. However, another child disagreed and placed it under the category of objects starting with "pe", since he called it– *pyaaz*. Finally, after much discussion in the class, the teacher explained that many of us have two names. For instance, Anushka uses this name school but at home she is called Guddu. Similarly, we use Marwari words at home and Hindi words in school.

Several other similar experiences were shared during the monthly meeting and the teachers



expressed that such conversations are effective in supporting beginning school goers to make the transitions from their home languages to the language of classroom transaction in natural ways.

#### **Connecting with real world experiences**

After a Read Aloud of the book "Hasna Mana Hai", the children were asked to share experiences which made them sad. Much to the delight of the class, Asha said she was sad when she attended Vijayshree school (Pvt. school) and now she likes the OELP school and is happy. Another child, Radhika said when her friend tore her book, she was very sad. The teacher was quite moved as it showed that the child had built a relationship with her book.

In another incident after a Read Aloud of the book "Mithai "the children were asked to draw pictures of their favorite *mithais* ( sweets). Irfan drew *gulab-jamun*, *rasgulla*, *barfi* and a star. The teacher asked him why he had drawn a star. He said in the village shop they get sweets which are star shaped.

# Children who have shifted from private schools found it challenging to shift from the traditional approach

When asked to make words starting with the "ke" sound, all of them wrote the *akshar* "Ke" and drew a *kabootar*. Most of these children were using the symbol and drawing as they responded in a similar fashion to other sounds and symbols such as "pe" *patang*. In most OELP classes their shift to engaging with decoding in more meaningful ways is slow and has been challenging.

# CHAPTER 3: Programmes and activities – October 2021 to end March 2022

#### Back to school - October 2021

The reopening of schools was met with great delight. The children felt free from the extra burden of sharing household responsibilities, grazing goats or looking after younger siblings. Many of them expressed joy at getting back into a regular routine. For the teachers, it has been heartening to be welcomed back by the Government school teachers and school management. They have all received help to set up their classrooms and get back to a normal routine to the extent possible. For parents it was a huge relief too.



### **Confronting Embedded Beliefs**

In some case where there has been a change of guard it was an opportunity to demonstrate the effectiveness of OELP's strategies.

In Relwata school there was a New Principal who insisted that children should not work on sheets of paper as they dirty the class. Working on paper sheets allows us to display some of the children's work. The OELP teacher was however asked for a cardboard carton to make a dustbin. The reluctant Principal agreed after much persuasion to send a dustbin. After a week or so when the principal visited the OELP class he was amazed to see how clean the class was and how involved the children were. His entire stance changed, and he has subsequently shown a keen interest in understanding OELP's approaches and classroom strategies, especially since they challenged his earlier belief that it is very difficult to teach little children.

#### **OELP Programmes in Core District Ajmer**

#### School based Learning Centers (Bal Sahyog Kendra)

 Total No. of Bal Sahyog Kendras (BSKs) located in Govt. Upper Primary Schools/ Primary Schools - 10

No. of students in class 1 -243

No. of students in Class 2 - 213

Class 1- Boys 112 and Girls 131

Class2 -Boys 102 and Girls 111



## **Community based Village Libraries**

No. of village-based libraries -10

No. of children attending regularly -518

Average No. of books issued per month per child- 5 to 8

BGT data- Girls 290 and Boys 228

## **Enhancing learning through projects**

**Projects Undertaken by Children** 

## 1. My village – Activity map

Objectives	No. of Participants	Response / Activities
1.Building a deeper pride in one's village  2.Enhancing the knowledge of children about their village  3.Using mapping as a skill to identify the location of the village with the State and District and the location of their homes etc.	113	<ul> <li>Discussion of the routes from home to the library</li> <li>Making <i>mohalla</i> maps in small groups</li> <li>Making a detailed village map as a whole group activity</li> <li>Sharing the map with parents and community members</li> </ul>

## 2. Book based projects

Objectives	No. of Participants	Response / Activities
Enabling children to express their ideas, thoughts, feelings and imaginations related to the books that they had read     Building deeper bonds with books	249	<ul> <li>Story Read Aloud</li> <li>Post reading discussion and brain storming for project ideas</li> <li>Display and sharing</li> </ul>

## 3. Our Stories- Dada- Dadi's stories

Objectives	No. of Participants	Response / Activities
1.Establishing a bond between the library and the village community  2. Sharing stories from the library through Read Aloud sessions by the children in community spaces  3. Listening to and compiling forgotten stories narrated by the elders  4. Supporting children to write their own stories	249	<ul> <li>Making mohalla wise children's groups</li> <li>Taking books in mohalla wise groups for read Aloud sessions with elders listening to stories narrated by children</li> <li>Writing and compiling stories told by the elders</li> <li>Sharing stories and experiences in the libraries</li> </ul>

### Community based library /reading programme

#### **Expanding the Community Library / Programme to five more villages**

It was decided to expand the programme to all the villages where OELP was running Learning Centers in Government schools. Since the schools were closed, the OELP educator now took on community work as an additional role.

#### Programme overview

- Total no. of books 18,000
- Outreach to members of the community ~1500
- Total no. of titles 1500
- No. of beneficiaries 2600
- No. of new books made by children -5



Table 4: Village wise children's participation in the Community Libraries

SN	Village	В	G	T
1	Kankniawas	22	32	54
2	Nalu	24	36	60
3	Paner	20	35	55
4	Phaloda	15	20	35
5	Sursura	23	26	49
6	Kalyanipura	30	33	63
7	Chundari	15	17	32
8	Ralawata A	30	44	74
9	Patan	14	17	31
10	Nayaganv	35	30	65
	Total	228	290	518

#### **Capacity building of Community Workers**

An online training was undertaken through the underlying thinking behind the running of the community reading programme. Previous work was shared along with some recent activities. The processes of planning and review were also addressed. In order to ensure the smooth

implementation of the programme, the new community workers were paired with the more experienced OELP existing team workers who were given the role of guiding, mentoring and monitoring the new workers.

#### Provision of adequate space, storage and reading material

Since the community reading programme functions from a space provided by community the first task undertaken was getting community provide a space. Once the space was finalized, each village was provided with cupboard, a dari and basic stationary material. Story books and reading material was regularly circulated from the OELP field library in Patan. A set of



books was provided for one month and this was then replaced by a new set of books.

#### **Book-based activities**

During the earlier months when the Covid-19 pandemic was rampant, group-based activities were discouraged. Books were issued and children were encouraged to read them at home. They were given paper, pencils and colors and asked to do book-based interesting activities in the form of creative writing; art or craft activities. In many



homes we found older members of the family taking a keen interest in the story books. They would either read them or ask the child to read it.

## **CHAPTER 4: Impact**

#### Tracking Children's learning levels – October 2021 to end June 2022

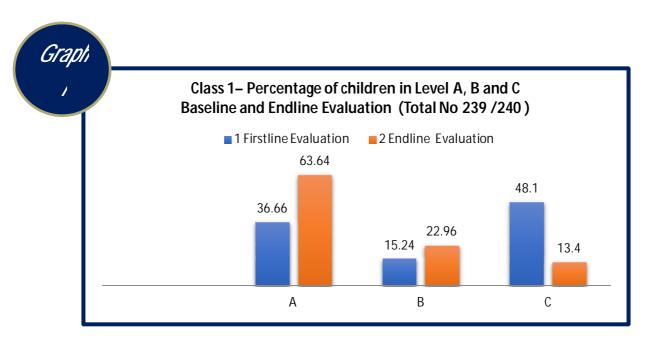
#### Class 1

Class 1	Class 1– Percentage of children in Level A, B and C				
		A	В	C	
1	Baseline Evaluation	0.00	0.00	100.00	
2	Endline Evaluation	66.67	19.82	13.51	
3	Shift in level from Baseline to Endline for Class 1	66.67	19.82	-86.49*	

#### Notes:

- 1. A is the proficient or highest performance level and C is the beginning or lowest performance level
- \*2. With the improvement in the children's levels the number of children performing at the beginning level C dropped by 86.4~%

Graph 1: Percentage of Grade 1 children in Level A, B and C Baseline and Endline Evaluation

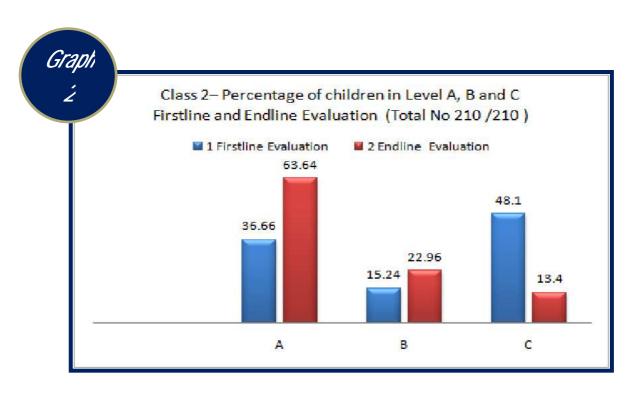


Class 2

Class 2– Percentage of children in Level A, B and C				
		A	В	С
1	First Evaluation	36.66	15.24	48.10
2	Endline Evaluation	63.64	22.96	13.40
3	Shift in level from First Evaluation to Endline for Class 2	26.98	7.72	-34.70*

Note: 1-. A is proficient level and C is beginning level

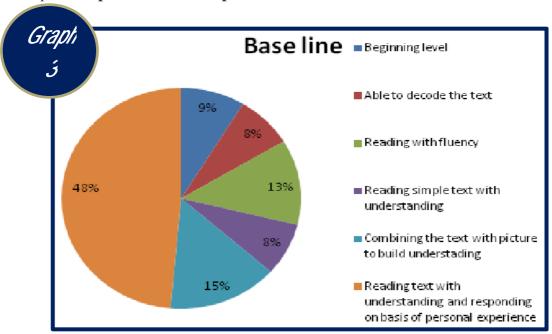
**Graph 2:** Percentage of Grade 2 children in Level A, B and C Baseline and Endline Evaluation



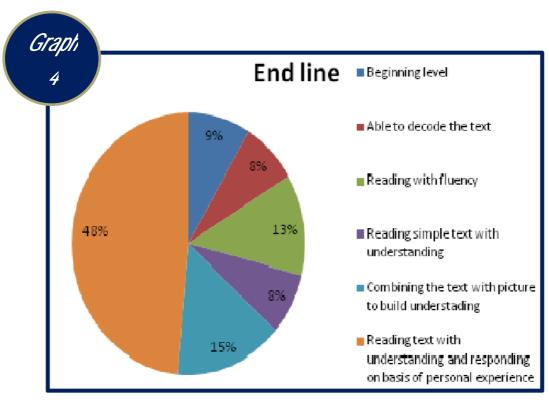
<sup>2.</sup> With the improvement in children's level the No. of children performing at the beginning level dropped by 34.7%

#### Enhancement of competencies – From Baseline to End line Class 2

Graph 3: Improvement in competencies from baseline to endline in Class 2



Graph 4: Improvement in competencies from baseline to endline in Class 2



#### **Impact on the Government Schools**

• We were able to enroll 8 *out of school* children into schools as their reading and writing levels had improved

- We were able to minimize the learning loss on account of the COVID-19 pandemic as indicated through the data presented in the above section
- As the children's engagement with books grew, they began to engage meaningfully with books and other written texts. This has had a corresponding impact on their school engagement as shared by their parents and teachers.

#### Naurati\* goes to school

In Relawata Village, a young girl Naurati came from a highly stigmatized and marginalized community. Her parents did not even try to enroll her in school. She learnt to read and write in the Village Library and became an avid reader. Initially she came to the library only to listen to the stories during Read Aloud sessions. Gradually she overcame her shyness and began to participate in the activities. She also built bonds with the Community librarian and slowly learnt to read. At this point the Librarian decided that she was ready to go to school and Jyoti was successfully enrolled in school. She is now a regular school goer and in fact more children from her community are also going to school now

\* Name changed to protect the child's identity

#### Impact on the village communities

- The village library and reading programme kindled an interest in books and reading within the elders in the community, many of whom had never engaged with books earlier. We found that the village elders enjoyed children's storybooks.
- The community made available the space for the Library/ Reading programme in 10 villages.
- The programme gave impetus to engaging some members of the village community with books, since many family members were keen to read or engage with the books that the children issued and took home.
- The children engaged with community-based issues through comics or posters that they made. For example, the issue of waste disposal or water conservation.
- In some cases, in the library children made wall newspapers based on the village news
- Bonds between the old and young were strengthened as the older people engaged with stories in the books form while the children engaged with oral folk lore.
- During this time period, the number of books read by individual children ranged from 30 to 54.

#### The library draws three sisters and their grand mother



Three sisters Aneesha, Megha and Dimple had become regulars in the Library in Chundadi Village. They participated eagerly in the book-based activities. They also issued books regularly. All three girls read out their storybooks to their grandmother - *Dadiji*. One day *Dadiji*landed up in the library. She was full of curiosity. She wanted to know what the reason behind the great eagerness with which all three girls was wanted to come to the library on all the three days when it opened. In fact, they even refused to stay back if they were required to do some household chores. The library worker shared the projects and activities that the children had been involved in. Dadiji also saw the books and writing materials. She looked at some of the weekly wall newspapers. She went home very enthused and determined to make sure that her three granddaughters were never stopped from coming. She said she would help with the chores so that the girls could make it, as they were learning so much. This was something she had not had a chance to do when she was young, and so she wanted to fulfill her dreams through them.

### Positive influence on the community

To summarize the programme also brought about the following positive changes:

- Improvement in the reading levels and reading behaviors of 60-70% children
- The programme was responsible for 8 out-of-school children being enrolled in school
- The children engaged with old stories narrated by elders, which had almost disappeared.
- In each village an effort was made to engage with the history of some ancient monuments. This helped to reignite a pride in their heritage.

#### **Qualitative impact on learning**

#### The qualitative changes observed in the children

During this time period there was a noticeable and qualitative shift in the children's engagement with books. When the Reading Programme began most children were just browsing through books in a superficial way, at this stage some of the older children read out stories to the younger ones and shared pictures in the books. Often, they would pick up picture books to narrate stories. This led to an increased and gradual individual involvement with books for most children. Most children preferred well illustrated books like "LaaluPeelu" or "*Jyun ki Tyun*" with limited texts and interesting pictures. The children also enjoyed Read Aloud sessions. Most children now began to engage with the written texts as well, and picked up books with more text, as well as nonfiction books. We set up *Pathan Saathi* groups through which struggling readers were able to gradually engage with books in non-threatening ways. Over the year we found a shift in reading levels and the children began to pick up books of a higher level.



## **CHAPTER 5: Enhancing outreach**

#### **Online Outreach**

#### Revamping the website

Last year, we redesigned the website to effectively capture the essence of OELP's work in the area of early learning and easily communicate the same to a variety of stakeholders. We hired a project manager, a designer and a web developer to support with technical aspects of website creation. We also worked closely with a group of eleventh grade students from Pathways School, Noida and used their support in creatively designing some classroom resources and helping with a blueprint for the website.

Our total visitor count for the new website has been 1,32,871.



#### **Digital Resource Centre**

The Digital Resource Centre (DRC) is a repository to disseminate high quality evidence based resources for advancing foundational learning (Grades 1-3) in India. The DRC is an open repository which provides technical support to a wide range of stakeholders i.e. teacher's, educators, training colleges, policy makers as well as parents. All the material is free to download under the Creative Commons License.

The following resources are made available on the DRC:

#### **Classroom Resources:**

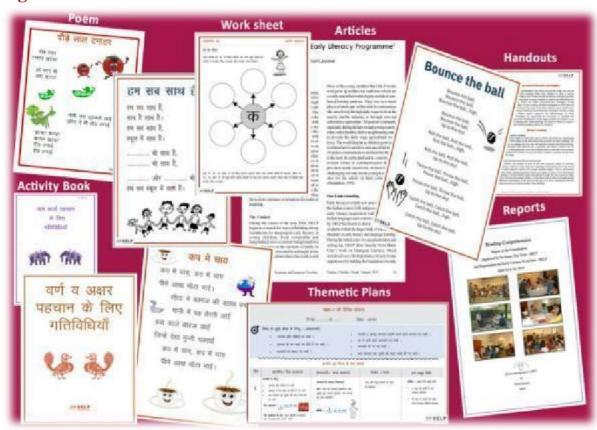
o Poem Posters illustrated by children in both Hindi and English

- Levelled Student Worksheets for enhanced practice
- o Activity Booklets and Games to conduct in classroom to build foundational literacy and numeracy skills
- o Sample lesson plans on how to integrate theme based learning in the classroom to promote context-based and playful learning

#### **Knowledge Resources:**

- o Early Literacy Handouts
- Consultation Reports
- o Articles on Early Learning
- o Modularised training package on Foundational learning and literacy

#### **Digital Resource Centre**



#### **Professional webinars**

OELP led a presentation for NCERT National Webinar on Reading for Learning and Pleasure 30<sup>th</sup> March 2022 on Reading intervention: From research to practice. The session was chaired by Smt. Anita Karwal, Dept. of School Education & Literacy (Ministry of Education), Prof. D.P. Saklani (Director, NCERT), Mr. Maneesh Garg (Joint Secretary, Ministry of Education) and Ms. SunitiSanwal (Prog. Coordinator and Head DEE, NCERT)

# Reading intervention: from research to practice



Presentation for National Webinar on Reading for Learning and Pleasure

30th March 2022

The webinar has been accessed by approximately 220K viewers.

#### **Offline**

Exposure based capacity building of 9 WIPRO partner organizations on the Pedagogy of Foundational Learning and Early Literacy from 7<sup>th</sup> to 12<sup>th</sup> March 2022

#### **Focus:**

The focus of the capacity building workshops was as follows:

- o Building a shared conceptual understanding of process based developmental perspectives that have informed the pedagogies within OELP's Foundational Learning Programme with a focus on Language learning, reading and writing.
- Understanding and experiencing the connections between theoretical ideas and the corresponding pedagogic practice – through demonstration and modeling within OELP real-time classrooms located in rural Government schools.
- o With the help of follow-up assignments, facilitating the adaptation of the learnings from the workshop into practice within the locations / programmes of the participating organizations



#### Proposed follow up:

- o Feedback on Partner Organisation plans for taking forward the OELP pedagogies in their locations.
- o Online presentations by partner organizations on the implementation of OELP FLN pedagogies in their location. The presentations took place on 22<sup>nd</sup> and 23<sup>rd</sup> August and December 2022.
- o Planning in-depth engagement with two partner organizations during August 2022
- o Modularization of digital content for capacity building / training of teachers and mentors for FLN.



#### **Engagement with the state**

- o Submitted an application for extending the OELP MoU for three years in April 2022. The previous MoU expired on 18<sup>th</sup> May 2022.
- o Presentation of the proposed OELP MoU before senior government officials at the Rajasthan Council for School Education, Jaipur on the 7<sup>th</sup> of June 2022.

#### **Professional interactions with State officials**

The OELP school programme was regularly monitored by the school and block officials. There were 50 visits by the PEEOs and 60 visits by the school principals. In addition

The OELP school programme was regularly monitored by the school and block officials. There were 50 visits by the PEEOs and 60 visits by the school principals. In addition, three senior district level officials also visited the OELP Learning centers and gave their feedback. Samples of the visit feedback are given below

#### Visit by ADPC Ajmer



22-02-2022 dksdY; k.khigik ek-fo-eavkdj OELPNGO dslg; kx lsyxsgqsLo; alsod }kjk d{kk 1 o d{kk 2 dscPpkadslkFk lh[ku&fl[kkusdsjkpd,oaikkkoh ifØ; kvksls:c: gksusdk volj feykA

cgr gh mRI kgo/kid okrkoj.k eacPpkaIsvarfØ;k gksjgh FkhA Nice, Keep it up

Igk; d ifj; kstuk Ielo; d I exzf'k{kk} vtej

### Visit by PEEO Harmada

vkt fnukod 1@10@2019 dksjk-ek-fo u; kxkoo ea OELP d{kkvka dk lipkyu ns[kk cgr/lipj 0; olfkk Fkh cPps mRl kgivod lih[k jgs FkA

∨jfon

PEEO gjekMk

# CHAPTER 6: Development of online course – Pedagogy of Foundational Learning and Early Literacy

At OELP, we have developed a course that aims to equip educators with conceptually sound and practical classroom practices to support delivery of high-quality Foundational Learning. This course focuses on HOW TO FACILITATE HIGH-QUALITY LEARNING in the early grade classrooms which cater to learners from diverse backgrounds. The course has a mix of readings, short videos which are filmed in actual classroom settings, quizzes etc. Each short film has a specific pedagogical focus which is developed to help the course participant to build a better perspective of how to execute the pedagogy in their own classroom.

The course explains conceptually sound classroom practices in simple, and lucid ways. It shares easy ways to transition from simple to complex practices with the children over the year. Lastly, it provides ideas on how to contextualize and adapt classroom practices into contexts based on the needs of your children.

We have a series of 10 modules in both English and Hindi. This will help participants apply learning into real world contexts.

The courses can be used as self-learning modules or in capacity building workshops for Govt, teachers.

#### Example of classroom based videos



We will now watch a video to understand how to build a print rich environment in the classroom



The details of the courses are covered below:

Module 1: Planning a friendly and stimulating learning

environment in the classroom

**Module 2:** Planning for Effective Classroom Management which

is effective for Beginning Learners

Module 3: Creating a Love for Reading

Module 4: Beginning Writing-1

Module 5: Symbol-Sound Correspondence

**Module 6:** Recognising and Constructing meaningful words and

sentences

**Module 7:** Conducting Ongoing Review of Student Learning and

Planning Effective Support

Module 8: Active Vocabulary Building

**Module 9:** Reading Comprehension Strategy

Module 10: 10A: Classroom Practices for Early Grade Writing,

and 10B: Classroom Practices for Early Grade Reading

#### **Course Structure:**

- Each module will be divided into sub-modules which will entail the following structure:
  - An introduction to the problem derived from classrooms situated in rural contexts
  - o 4-5 simple strategies to overcome the challenge with examples/ anecdotes from real classroom settings
  - o A short quiz to recap key learning's
  - o Additional reading material to strengthen learning
- After each set of 2-3 modules, the participants will be provided with a case assignment based on classroom scenarios. This will help participants apply learning into real-world contexts. Some assignments will need to be done individually while others may have to be done in pairs.

# **CHAPTER 7: Governance**

## **Details of Governing Body**

No.	Name	Occupation	Designation
1.	Mukul Priyadarhsini	Associate Prof.; Miranda House, Delhi University	President
2.	Jaimala Iyer	Freelance trainer and artist	Vice President
3.	Keerti Jayaram,	Education professional	Secretary
4.	Kitty Varshnei	Social worker	Treasurer
5.	LuveVir Singh	Entrepreneur and Market Researcher	Member
6.	Shankar Chowdhury	Retired from UNESCO New Delhi as Senior Programme Officer (Education)	Member
7.	Cathy Anubha Bannerjee	UWC.ISAK, Japan	Member
8.	Smriti Sharma	Associate. Professor Dept. of Elementary Education, Lady Shri Ram College Delhi University	Member
9.	Anurag Singh	Film maker	Member

## **Details of OELP Board meetings**

# GBM

Dates	Attendance
28.8.2021	7/9
08.2.2022	7/9

# AGM

Dates	Attendance
18.12.2021	7/9

## **CHAPTER 8: Financials**

# Overview of Income and Expenditure Account for year ended 31st March 2022

Particulars Particulars	2021-22 (INR)
INCOME	
Donations received-local	2,06,100.00
Donations received-FCRA	14,94,081.00
Other income	2,82,989.00
Approved project grants	20,79,900.00
Total	40,63,070.00
EXPENSES	39,02,608.00
Excess of expenditure over income	1,60,462.00

#### **Details of Donors**

Donations received-Local				
Name of the donor	Amount (INR)			
Mudit Parashar	10,000.00			
Jayant Bhat	10,000.00			
Rishi Rana Bharadwaj	10,000.00			
VJ Imaging Technology Pvt Ltd	25,000.00			
Jullundur Motor Agency	3,64,950.00			
Drishti Human Resource	3,00,000.00			
Vardhman Textile Ltd	3,75,000.00			
Vini Gupta	1100.00			
Jullundur Motor Agency	3,64,950.00			
Samir Ghude	70,000.00			
Drishti Human Resource	3,00,000.00			
Vardhman Textile Ltd	3,75,000.00			
Gourav Sharma	50,000.00			
Nilay Kumar Singh	25,000.00			
Annpurna Sharma	5000.00			
Sub Total	22,86,000.00			

## **Donations received- FCRA**

Name of the donor	Amount (INR)		
Adosh Memorial Charitable Trust	1,51,981.00		
Adosh Memorial Charitable Trust	7,50,312.00		
Adosh Memorial Charitable Trust	5,91,788.00		
Sub Total	14,94,081.00		
Total	37,80,081.00		

## **Balance Sheet FY 2021-22**

		SALANCE SHEET AS AT M	ARCH 24 2022					
BALANCE SHEET AS AT MARCH 31, 2022								
		SCHEDULE		AP AT	(Currency: Inc			
		SCHEDULE		AS AT 31.3.2022		AS AT 31,3,2021		
SOURCES OF FUNDS								
GENERAL FUND		1		19,01,616		14,23,729		
EARMARKED FUND		2		5.02,575		8,20,000		
TOTAL				24,04,191		22,43,729		
APPLICATION OF FUNDS								
FIXED ASSETS		3						
Gross Block			80,914		1,30,238			
Less Depreciation			29,871		49,324			
Net Block				51,043		80,914		
CURRENT ASSETS LOANS								
AND ADVANCES		4						
Curent Assets		-	27,44,215		33,22,959			
				_				
	(A)		27,44,215		33,22,959			
Less: CURRENT LIABILITIES			a new		77 777			
Audit Fee Payable			1,800		77,755			
PF and ESI payable					23,724			
TDS Payable			8.267		49,138			
Sundry Payables	1861		3,81,000	-	10,89,527			
	(B)		3,91,057		11,80,144			
Net Curent Assets (A-B)				23,53,148		21,62,815		
TOTAL				24,04,191	_	22,43,729		
WEST-00-				,	_	-		
ACCOUNTING POLICIES								
AND NOTE ON ACCOUNTS		7						
As per our report of even date ats	ached							
For Adeesh Mehra & Co.			For Organisati	on for Early Lite	racy Promotion	n		
Chartered Accountants								
Firm Regn. No. 008582N								
Atelon		7	MAR	2401		bysiam		
Adeesh Mehra	151		Mukul Priyadar		Ceerti Jayaram	0.0		
Proprietor	18		President	5	ecretary			
M.No.087366	387							
Place : New Delhi								

#### 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

# AUDITOR'S REPORT TO THE MEMBERS OF THE GOVERNING BODY OF ORGANISTATION FOR EARLY LITERACY PROMOTION

We have audited the attached Balance Sheet of ORGANISTATION FOR EARLY LITERACY PROMOTION (OELP) PAN: AAAAO1549H as at March 31, 2022 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.



ADEESH MEHRA & CO.

CONTINUATION SHEET

#### 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, 2020 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.

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

Proprietor

M. No. 87366

Place: New Delhi

Date: 06 September 2022

UDIN: 22087366ASUUSV8942

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#### 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

#### CERTICICATE

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, 2022 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.9,99,560.64.
- ii. Foreign contribution of / worth Rs.14,94,081.00 was received by the Association during the financial year 2021-22;
- iii. interest accrued on foreign contribution and other income derived from foreign contribution or interest thereon of/worth Rs.40,212.00 was received by the Association during the financial year 2021-22;
- iv. the balance of unutilized foreign contribution with the Association at the end of the financial year 2021-22 was Rs.11,01,894.64.
- 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.

NEW DELHI

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

Place: New Delhi

Date: 06 September 2022

UDIN: 22087366ASUWQE4317

Adeesh Mehra Proprietor M. No. 87366

#### **Auditors & Financial Advisers**

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

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

#### **Financial Consultant**

- Abhishek Garg, GARG CONSULTANCY
- Registered Office:
- o 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**

- o Registered Society under Societies Registration Act of Xxi, 1860,
- Registration Number: S/61052/2008
- o Income Tax Department under Section 80G of the IT Act, 1961 valid till perpetuity
- o Registration Number: DIT (E) /2010-2011/O-405/2267 dated 10.11.2009
- o Income Tax Department under Section 12A,
- o Registration Number: DIT (E) /12A/2010-11/)-405/965 Dated 10.11.2009
- o FCRA Registration: Registration Number: 231661463 dated 30.09.201
- o FCRA Registration Renewal Number: 0300010682017 dated 14.02.2018.
- o FCRA renewal valid for a period of five years with effect from 30-09-2018

#### **Our Partners:**









