

# Annual Report

## April 2022 to March 2023



Organisation for Early Literacy Promotion

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## Diving deeper - A note from the Director

After emerging from the challenges of the pandemic, 2022-23 became a time in our growth journey for us to pause, look inward and deepen our understandings. It was a year for OELP to reflect, reinvent and strengthen programme components which facilitated the socio-emotional well-being of each child and so enhanced their potential as thinking learners. As a step towards building organisational sustainability this was also a year for building in-house capacities, to enable our local teams to take on more responsible roles.

The newer perspectives on Early Learning and Literacy, which emerged in the latter part of the twentieth century, view literacy as social practices which are not neutral but are influenced by the context within which they unfold. These ideas compelled us to take a relook at meaningful ways of engaging with 'diverse contexts' and optimise the impact of classroom practices which are likely to facilitate high quality learning within wider locations.

Recent research has also underscored the *social and emotional well-being of learners and teachers as key attributes for facilitating meaningful learning*. Based on this understanding, we focused on simple and scalable classroom practices for creating responsive learning spaces and facilitating wholesome self actualisation for each learner. We have tried to prioritise classroom practices that enhance the socio-emotional well-being of each child and so act as catalysts for facilitating high quality learning. As a consequence, our instructional design has been reframed to focus on the three broad learning domains:

1. Foundations for learning
2. Foundations for literacy and Numeracy
3. Higher order thinking

Glimpses of our work will be shared through these lenses.

The Community Reading and Village Library Programme has been an important component of our work. Over the past few years the active involvement of older girls in the community reading programme has been encouraging. In 2022-23 we identified a motivated group of older girls in four villages and initiated them into taking on active roles within the village libraries. In the coming year we propose to streamline their roles as community change makers with support from Jaya Iyer, an experienced Consultant. The idea is to strengthen them as catalysts for engaging village children and communities with written texts & books.

On behalf of the OELP team I thank our supporters—Adosh Memorial Trust, Drishti Human Resource Centre, Jullundur Motor Agency (Delhi); Vardhman Textiles Ltd; Wipro Foundation; as well as several generous individual donors and well-wishers. The OELP team expresses gratitude for their belief in our work and for the wholehearted support we have received. We also express gratitude to the parents and communities we work with, as well as the School Managements and District and Block Administration for the professional guidance and support that we continue to receive from them.

Keerti Jayaram



## Glimpses from 2022-23





## Overview of the programme activities

### LIBRARY AND COMMUNITY READING

#### 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 – 3500 (approx)  
Outreach to members of the community - 3500 ( approx)

#### Adolescent Girls as Change makers

1. Kahani mela in Ralawata, Chundari and Nalu - out reach 1500
2. Jaya Workshop for library Project 14 to 15 December 2022 - 102
3. Three day workshop - Ralawata, Chundari and Nalu on 29 to 31 January 2023- Outreach 118
4. Workshops in Patan 27 to 28 February 2023 - 26

#### Library Activities

Books read through Free Reading – 3000  
Total no. of times books were issued during this period- 2750  
No of beneficiaries – 2500  
Read Aloud sessions- 743  
No. of book related activities -84  
No. of new projects made by children-131

### OELPs FLN PROGRAMME

#### School based Learning Centres

No of OELP (BSKs) - 10  
No of Children in Class 1 -199.  
No in Class 2 -295; Total-494  
Total no of children who shifted from private schools to OELP Learning Centers located in government schools – 187.

#### Parents and SMC

Total no of parent meetings in 10 villages – 25  
Total no of parents who are involved in the programmes – 650 (approx.)

#### Interaction with the state

Monitoring / visits by government functionaries/ officials  
o 1 visits of senior officials  
o 26 visits by PEEOs  
o 44 visits by Schools Principals / HMs

### PEDAGOGY OF FOUNDATIONAL LEARNING

#### Offline –Exposure

##### Pedagogy of Foundational Learning – offline workshop

28 to 30 March 2023  
34 members of Sankalp Ek Prayas, Chhatisgarh  
18 to 20 December 2022  
11 Wipro Partner organizations. , Space for Nurturing Creativity and from 3 States of India

##### Outreach

- 1 State – 9
- 2- District -12
- 3- Block -29
- 4- Village- 646
- 5- Formal beneficiaries – 17190
- 6- Non formal beneficiaries - 15211
- 7- Teacher – 1260

#### Online Interactions

1- Online session for finance on 25-February 2023 attended by Kirit Kumar

2- Presentation by Keerti Jayaram online – National Webinar on "Reading for Learning and Pleasure" By NCERT- on 30<sup>th</sup> March 2022

#### Website and Digital Resources

##### Digital Resources

- 1- Handout – 19
- 2- Poems – 8-
- 3- Articles – 16
- 4- Thematic Plan -4
- 5- Worksheet -80

##### Website

Total visits - 228900

## Chapter 1 - Core programme

The focus this year has shifted from expansion to consolidation and enhancement of our offline and online offerings with a specific attention being given to high impact classroom practices and strategies which focus on the socio-emotional well-being of each child in the classroom and the corresponding high-quality learning that flows from this.

**Theorizing practice** - Through our classroom pedagogies and practices the idea has been to:

- a. Engage inside classrooms and develop high impact, conceptually sound learning practices which positively impact learner performance
- b. Build deeper conceptual understanding within the core team of 'why' specific approaches and strategies within the OELP programme work and the underlying theoretical understanding that are essential for their effective implementation.

The above elements were woven into the monthly team and teacher meetings, this allowed us to draw upon relevant classroom experiences and ensure that the deeper insights that emerged were grounded within classroom practice. We have found this approach to be effective for facilitating practice which is grounded in the complexities of real classrooms.



### Main objectives of OELP s demonstration classes

- Equip children from diverse backgrounds for schooling by **focusing on Foundational Learning and self-development**
- **Develop responsive and stimulating learning environments** which facilitate the active engagement of all children
- Address **shifts from oracy to literacy** for children from low literate backgrounds through our **Foundational Literacy and Numeracy Programme**
- Address shifts from **home language to school language**
- Enable high quality learning by enhancing **higher order thinking** for each child
- Track each child's progress through systematic quantitative and qualitative assessments

## Focus

### A. Building Foundations for Learning

Since a large child population within government schools is from homes with limited opportunities to engage with print and they often don't have support for school-based learning the initial focus of OELP's Foundational Learning Programme is to help integrate beginning learners from Grade 1 into school by facilitating smooth home to school transitions. Two skill sets have been identified and planned for this purpose; these are:

- a) Strengthening executive functions for equipping young learners to engage efficiently with school-based learning
- b) Building self-regulation skills for engaging effectively within the classroom as a social space for learning, as well as for the self-monitoring of learning processes and progress

Listed below are some specific skills within both the above skill sets for which planned opportunities are provided within the classrooms:

1. Listen attentively
2. Stay on a task and complete it.
3. Self correct and reflect on the learning process.
4. Question, think and arrive at logical conclusions.
5. Work through multiple step tasks
6. Learn to respect and work with each other
7. Learn to channelize negative emotions in socially acceptable ways
8. Share responsibilities



### B. Building Foundations for Reading Writing and Numeracy.

Early literacy and numeracy are addressed through an integrated programme in which the focus is on language development with numeracy being viewed as the language of numbers. The programme provides a variety of opportunities for structured and open-ended listening, speaking, reading and writing in ways that are meaningful for the learners. These are integrated into themes to add depth to the learner engagements. Efforts are made to bring in children's natural ways of learning through word games, conversations, action poems, group and pair activities so that children learn from each other, as well as from the print rich environment. Some key approaches are listed below:



- OELPs Varan Samooh Approach for building the skills for meaningful decoding of a script which are required by beginning level readers and writers
- Engaging children creatively with the environmental print available in the classroom
- Engaging with names and other elements in the classroom designed to ensure the active involvement of each child
- Engagement with books and other written texts



- A variety of opportunities for expressing through written, spoken and pictorial forms
- Integrating early concepts of numeracy into the daily programme

In order to structure with an open framework OELP introduced theme-based plans. These plans are broadly structured around the following:

**Theme-based plans** - these have suggestions for the following components:

1. Conversations related to the themes or books that are read aloud. These conversations are designed to encourage children to question, reason, predict, express opinions and engage with other forms of higher order thinking.
2. Calendar based work to build in number sense and basic concepts of numeracy
3. Theme based story books for Read aloud; Vocabulary and word activities and games – activities and poems related to names; naming words; action words and so on
4. Writing and art work - which may or may not be related to the read aloud or the theme and can be based on the children's lives outside the classroom in various creative ways.
5. Skill practice worksheets

Flexibility and teacher innovation are constantly encouraged while planning. Broad plans are used as a scaffold and reviewed and modified by the teachers based on their needs and the needs of the learners in their classrooms. The daily programme is implemented through the Four Blocks framework which ensures time slots for conversations. Read aloud, number activities, word activities, writing and structured task based leveled activities for skill building



### **Some additional inputs which were provided for Class 2.**

Once the children have picked up basic reading and writing skill, they are encouraged to read story books as well as engage with the textbook. Some of the focus areas are -

- Conversation and read aloud to encourage attentive listening and build higher order thinking, questioning and comprehension.
- Vocabulary and word study through word activities and games which were designed by the team.

- Writing – guided and free writing
- Skill practice through task-based worksheets.
- Opportunities for a variety of authentic and structured writing. This includes experience-based writings, shared writing and skill practice worksheets.

Word cards, sentence cards and other learning materials were also designed by the team were also used. The children were also introduced to lined paper for writing. Engagement with books, poem posters and other elements of the print rich classroom continued.

## Tracking Children's learning levels – October 2022 to end June 2023

### Class 1

Class 1– Percentage of children in Level A, B and C				
		A	B	C
1	Baseline Evaluation	0.00	0.00	100.00
2	Endline Evaluation	56.28	20.60	23.12
Shift in level from Baseline to Endline for Class 1				
		56.28	20.60	-76.88*

Notes:

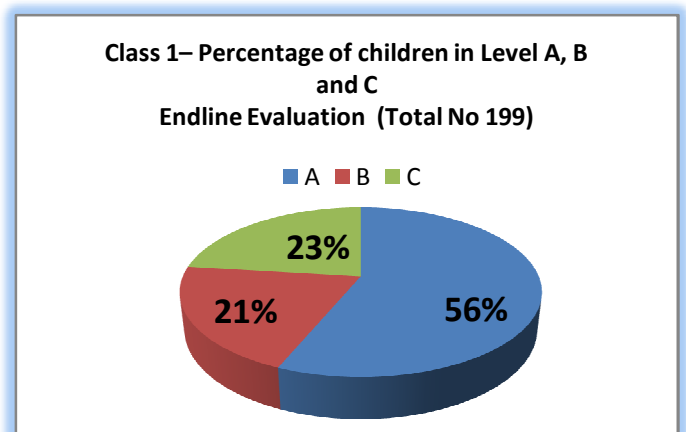
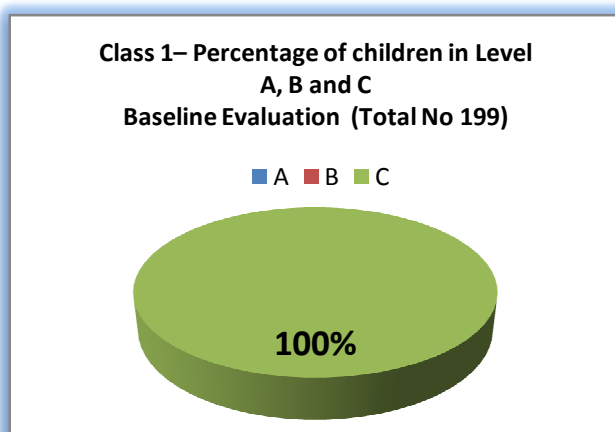
1. A is the proficient or highest performance level and C is the beginning or lowest performance level

\*2. With the improvement in the children's levels the number of children performing at the beginning level C dropped by 76.88 %



**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	B	C
1	First Evaluation	39.21	24.88	35.61
2	Endline Evaluation	69.16	17.62	13.22
Shift in level from First Evaluation to Endline for Class 2				
		30.71	-7.26	-22.39

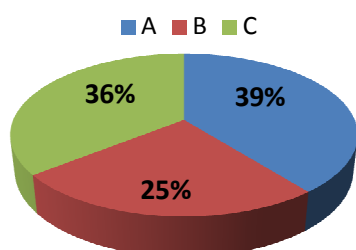
Note: 1-. A is proficient level and C is beginning level.

2. With the improvement in children's level the No. of children performing at the beginning level dropped by 30.42 %

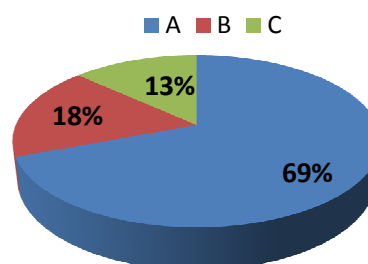
*Graph 2*

### Percentage of Grade 2 children in Level A, B and C First Evaluation and Endline Evaluation

Class 2– Percentage of children in Level A, B and C  
First Evaluation (Total No 217)



Class 2– Percentage of children in Level A, B and C  
Endline Evaluation (Total No 227)



## Chapter 2. Community programme

OELPs engagement with the community is two pronged:

- The Community village library and reading programme
- Adolescent girls as change makers

### A. TheCommunity village library and reading programme

Village libraries have been implemented in community spaces with the following objectives

- Provide an enabling environment which encourages children from marginalised communities to engage meaningfully and joyfully books
- Build on mutual respect and a sense of community ownership
- Provide community linkages to build bonds between the oral and written



- Implemented mainly by village women and adolescent and so empower women and girls

### Build a culture of reading

To deepen the children's meaningful engagement with books, several planned book based activities were introduced in so that the children share their ideas, thoughts and feelings related to the stories they had read. This was vital for building a reading culture which was based on mutual respect and cooperation. Once the children began to enjoy their engagements with books, these community based libraries became buzzing spaces which the children loved coming to. The activities included free reading, buddy reading, read aloud sessions, role plays and dramatisation, puppets based on stories and book talks. Book based projects were also undertaken.

### An overview of the children's book based creations

- ✓ Puppet plays based on stories - 52
- ✓ Books created by children - 26
- ✓ Story mobiles - 38
- ✓ Documentation of village histories - 16
- ✓ Village maps -15
- ✓ Comics created by children – 7

Some other activities included *Bal antakshari*, Booktalk, Story mapping, Sequencing based on a story, change the ending of story



**Building ownership and sharing responsibilities:** The children were given responsibilities of setting up the library and displays; issuing books and repairing torn books. There were discussions on "how to read" and "how to care for books". All these activities led to a sense of ownership of the books and library. The children began to feel a sense of ownership and were often be found searching for a lost book.

### Organizing book based events.

#### 1) Kahani Melas in two villages



Main objective: to engage children and their communities with books.

### Preparatory activities for the Kahani Mela

Rallies were organised in each village where the library children along with the team of adolescent girls covered all the mohallahs. The children made special placards and slogans for announcing the *Kahani Mela* and sharing details of the time and venue. This proved to be an effective way of motivating the parents, village community members and children to attend the *Kahani Mela*

- Invitations for the *Kahani Mela* were made by the children. These were enthusiastically distributed to parents and other community members
- The children were given responsibilities for the *mela*. Small groups of village children selected and prepared different book and story related activities and prepared stalls based on these
- The adolescent girls group took on leadership roles. They provided overall guidance wherever required and helped with overseeing and managing the *mela*. This was very empowering for them

### Activities undertaken during the Kahani mela:



All the children participated very enthusiastically and took on their responsibilities with great seriousness.

The following activity stalls were put up



- Reading corner with display of children's books
- Clay work based on stories
- Role play, dramatisation
- Puppet plays with Stick and cloth puppets
- Mask making
- Story mobiles
- Art and craft - including thumb Painting
- Story making / story writing by the children
- Listening to *Daadaa - Daadi's* stories



## 2) Bal Sabhas to promote interaction between parents, teachers and children



The OELP team participated in the Bal Sabhas which were organized in two villages i.e. this opportunity was used to showcase the children's work. The work of the OELP children, the activities undertaken within the OELP programme as well as the children's profile folders were shared with the parents and community members who were attended.

## B. Community engagement



OELP has engaged with schools and rural communities over a sustained period of time to explore ways in which education can become an enabler for empowering disadvantaged communities to engage actively with a wider global world. Through our sustained



engagement with schools and communities we have realized that thoughtful reading and writing are essential in this process.

**Our challenge** has been to build communities of readers and writers within low literate societies that are entrenched in oral traditions. We have explored innovative ways of encouraging community engagement with books and the world of print. The idea is to create a platform for rural communities, including children and youth to develop deeper connections with stories and books, and to encourage them to actively engage with the processes of reading, writing and learning in ways which enhance their sense of self and that of their village communities. This work has focused in small ways on children and adolescent girls. We are hoping to do much more. Some efforts in this direction have been described in this section.



**Home visits by OELP team members and teachers** often focus on irregular or children who have dropped out. These visits help them to understand a child better and build bonds. They sensitise a teacher to some of the deeper challenges faced by a child that that often slip by and are not addressed.

### **Meetings with the School Management Committees and parents**



These meetings took place in all the villages in which OELP is working. They were held in the classrooms or in a common space in the village. Some meetings took place at the MNAREGA famine work sites as parents are easily available in a group at these sites. In most villages several community members attended these meetings, and the average attendance was around 30 to 40 people. Children also participated in many of these meetings and proudly shared work through their

individual profile folders. OELP approaches to learning were also shared in these meetings and the importance of a parallel library program is explained. Real challenges related to irregular attendance of some children were discussed. Parents also shared the problems that they have in engaging with their children's learning. Ways of overcoming these were shared through experience sharing. The SMC members in most villages express their need to be actively involved



in the functioning of the school and the monitoring of the children's progress.

### Focus on marginalized communities.

**Integrating children from marginalized communities into main stream education.** In Patan village—beginning with 2 to 3 Bagriya children (a marginalized community) 5 years ago, the number of children from this community who are enrolled in school has increased to around 40. A number of these children and their families also engage with the community library

**Outcomes-** 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!

1. The village community made available the space for the Library/ Reading programme – 8 villages
2. 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 approx. 10500 children issued and took home.
3. The children engaged with community based issues through comics or posters that they made , for example the issue of waste disposal or water conservation. Approx. 16 comics ; 136 projects /posters ; 65 story mobiles; 26 village maps ; and local histories of 36 villages were worked upon by children during this period.
4. In some cases the library children made wall newspapers based on the village news. Roughly 36 village newspapers were brought out.
5. Bonds between the old and young were strengthened as the older people engaged with stories in the books form while the children engaged with age old oral folk lore.
6. Post the Bal Sabhas the children's work was displayed in the classrooms and school spaces leading Some outcomes were as follows :
  - a) 112 additional children taking membership of the library and
  - b) Activation of the school library which was mostly non-functional. Books that were so far locked in the school cupboard were now issued to 134 children
7. The Kahani Mela and Bal Sabhas provided an opportunity for regular engagement with the government school staff. Attendance in the kahanimela in village Chundari and Ralawata included 9 Govt Teachers, 73 members of the community and 215 children
8. Develop and support leadership roles within older children who have been in the programme since a year. A total of 22 adolescent girls took on leadership roles to enhance engagement of children and older community members from different sections of the village community ,with the library



## Positive influence on the community

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

1. Improvement in the reading levels and reading behaviours of 60-70% children
2. The programme was responsible for 8 out of school children being enrolled in school
3. The children engaged with old stories narrated by elders, which had almost disappeared.
4. 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.



### c. Adolescent girls as change makers

Over the past few years, the active involvement of young girls in the community reading programme was encouraging and led us to decide to continue this involvement in a more focused way. To begin with groups of six girls were identified in three villages – Chundri; Nalu and Relavata and a plan was drawn for their continued involvement. It was decided that the OELP educator in these villages would guide and monitor them, and Jaya Iyer would help design the programme and give inputs from time to time.

#### Objectives

- To engage the community in learning processes.  
through the creative agency of adolescent girls and women
- To build leadership skills in a group of adolescent girls through library-based creative activities
- To provide impetus to the library programme in these villages towards enhancing their role as vibrant and meaningful community learning centres

#### Workshops for developing communication skills

**February - 27-28** A range of interactive and reflective writing, listening, speaking and other activities were taken up by Jaya Iyer. The workshop included whole group, small group as



well as individual activities which provided opportunities to each of the adolescent girls to engage, share and communicate through a variety of modes and in a variety of interesting ways. The workshop was useful for confidence building as well as for sharpening communication skills in purposeful ways. The last session of the workshop focused on planning for the way forward.

### Getting started

**May 27–28** sharing workshop during which the teams of the adolescent girls shared their experiences of the past three months.



- They got an opportunity to engage with the village community and built bonds and as a consequence have got recognition in the village. Earlier they were not allowed to move around the village and some had not visited other mohallhas. As a result they feel that their horizons have widened
- They were able to put into practice creative approaches for reading and engaging with books, have shared books with others and have begun to enjoy books.
- Most of them have enjoyed working with groups of children as well as with community members and have built a deeper understanding of their village
- Their confidence levels have grown substantially and they are now able to freely interact with their village community and they are developing a sense of responsibility
- The library has given them an opportunity to interact with children in interesting ways so work is no longer considered drudgery.

### Experiencing change

Radha (name changed for maintaining confidentiality) a fourteen-year-old girl from the Kalbelia community is part of the team of volunteers supporting the Community Reading

programme in Relavata. A shy introverted hesitant girl had remained confined to the boundaries of her community and OELP faced a lot of resistance from her family and community initially, and they refused to let Radha get involved. Today Radha is confident and has taken on a leadership role. We are proud of her.

The adolescent girls group spent the month of March visiting various mohallas in their villages and organising book reading or book related activities'. This has been an empowering experience and has impacted the tradition bound perceptions of girls in their respective villages.

### Chapter 3 - Building deeper understandings to strengthen Foundational Learning

Over the past year we have focused on strengthening our understanding of a nurturing, responsive and facilitating environment and how these can be developed within classrooms on scale in simple, doable and conceptually sound ways. We recognised this as essential for the wholesome self-development of all learners and teachers in a classroom and viewed self-development as the bedrock upon which all learning unfolds. Our idea was to revisit our conceptually sound yet grounded foundational programme and enhance the components which specifically addressed the multiple needs of emergent learners from low literate, rural communities. *We were clear that our priority was not only to 'make success achievable' for the target group of learners we were engaging with, but to also equip them with strong foundational competencies for enabling high quality learning in the future.*

During the course of the year we have focused on the multiple, planned ways for using the print rich classroom as an available resource for teaching and learning both for the learners, as well as the teacher. This has allowed for multiple and parallel forms of engagement with language, literacy and numeracy learning which encompass the needs and varied interests of the learners while providing teachers with multiple tools and options for creatively engaging young learners with short attention spans. The classroom environment also tries to include the outside-the-classroom experiences and resources that children bring into the classroom. When children's home languages and the worlds that they encompass find acceptance within the classroom, they not



only feel a sense of acceptance and belonging but are eager to participate in the related activities which they find meaningful.

#### Key elements of our redefined and overarching theoretical framework:

- **Literacy being viewed as social practices** which are influenced by the contexts within which they occur.
- Shift from our earlier **skill based reading readiness approaches** to **process based emergent literacy perspectives**
- Shift from **deficit perspectives** which view learner inadequacies as inherent gaps within learners to **discontinuity theoretical perspectives** which address the social, cultural, linguistic differences of learners

#### Our focus and objectives over the past year

To equip children from diverse backgrounds for schooling by focusing on Foundational Learning and self-development



- To plan nurturing, non-threatening and responsive classrooms and other learning spaces which are stimulating and welcoming while providing multiple and diverse opportunities for meaningful, active and inclusive engagement with learning for young learners in a classroom regardless of their socio-linguistic or cultural backgrounds

- To fine tune planned ways of addressing **shifts from oracy to literacy** for children from low literate backgrounds through **Foundational Literacy and Numeracy**

- To revisit ways of addressing shifts from **home language to school language**

- To further strengthen high quality learning by enhancing and

revisiting opportunities for engaging with **higher order thinking** for each child

- To address the challenge of making a conceptually sound framework **simple, doable and accessible** for teachers across wide locations who are working with limited resources

The above objectives were operationalised through an instructional design which consists of three strands or pillars. The first strand was considered as the ground upon which the other strands would flourish. The three strands are as follows:

1. Foundations for Learning
2. Foundations for Literacy and Numeracy
3. Foundations for Higher order thinking

The underlying idea is that three pillars or strands are implemented simultaneously over a two year period across Grades 1 and 2.

Some of the key components within each strand are as follows:

### 1. Foundations for Learning

a. **Creating a nurturing, non-threatening and active, print rich learning environment** in the classroom. The focus is not just on the physical environment but also on building relationships of mutual trust and cooperation within which each child experiences acceptance and a sense of belonging. This has included the following:

- **Evolving strategies for engaging with learner diversity.** An effective strategy was the innovative use of names and name cards through a variety of activities and games.



The active engagements with name cards gave each child a sense of belonging and acceptance while creating an element of fun. By shuffling and pulling out individual name cards teachers were able to ensure the active involvement of each child. These name cards also proved to be a stimulating and engaging tool for engaging children with reading and writing, while at the same time being used as a tool for classroom management.

- **Creating active learning classrooms** through the establishment of planned print-based corners and their usage in multiple ways as learning tools by teachers and learners. Thus, the displayed print on the classroom walls provides low-cost learning material which was easily accessible and facilitated doable ways of providing multiple teacher directed or learner initiated learning experiences. This helped **to build a sense of ownership and autonomy in both teachers and learners.**
- Addressing errors - **planned strategies for engaging with the children's errors became essential to build up children's level of confidence and create classrooms as non-threatening and co-operative spaces** in which learning is a positive experience for each child. If a child is struggling and unable to successfully engage with a task, she has the option of calling out a friend to help. **Tapping into peer**



**support** has proved to be effective for creating a climate of mutual respect and cooperation within classrooms that honors learner diversity

Through the above strategies we tried to generate a responsive learning environment which facilitates meaningful engagement with learning and the curriculum while being entrenched in sound learning principles.

**b. Developing the skills for school based learning** i.e. self-regulatory skills as well as a planned focus on building the skills of efficient executive functions such as listening attentively; completing a task; expressing ideas systematically, engaging with multi-level tasks and so on

## **2. Foundations for Literacy and Numeracy**

**a. A structured programme for engaging beginning readers and writers with meaningful processes for decoding and encoding a written script**, along with planned opportunities for engagement with books and other texts including the displayed texts in the classroom, as well as opportunities to communicate through written and pictorial forms

**b. Engaging with planned print-rich classrooms and daily read-alouds in a variety of meaningful ways**

**c. Classroom practices for strengthening basic numeracy concepts** such as number sense, quantity, cardinal and ordinal numbers, number facts through games, activities or their application in daily life activities



**3. Foundations for Higher order thinking** - through a variety of planned opportunities that challenge children to solve problems, to classify, to imagine, to find options, to respond and express their own ideas and opinions, to ask questions and compare and contrast and so on. The idea is to also address the varied interests, needs and levels within the class

The children, teachers and communities who have been a part of the OELP Foundation programme have responded positively. The response to the Instructional design and classroom practices that have evolved organically within the OELP programme have been encouraging and have propelled us to explore digital platforms and other options for making available our ideas and resources across wider geographies.

### Monitoring and assessment

We have realized that it is important to assess the quality of the learning environment along with the corresponding learner engagement. We are in the process of streamlining our observation-based monitoring formats so as to align them with the revised instructional design. The idea is that in addition to the tracking of learners' performance on classroom learning tasks, we also assess the learning environment and the socio-emotional climate with the classrooms. A qualitative assessment tool is being developed for this purpose with support from an academic expert. The specific items on this tool are being currently trialed and we propose to finalize this tool and the corresponding analytics by the end of this academic year.



## Chapter 4 – Widening outreach

### Broad Aims

- 1. To build conceptual understanding within the areas of early literacy and learning** through exposure to innovative classroom and community based practices. Many of these practices are unfamiliar and therefore need to be modelled and located within the underlying theoretical perspectives
- 2. To support the adaptation and scaling up of OELP approaches in new locations**

### Guiding principles

These principles were based on OELP's experience of capacity building interactions with representatives from NGOs and GOs. They provide an overarching framework within which to identify session themes, design, and choice of materials, and are as follows:

- Inclusive: in spirit and design
- Democratic: drawing from the available experience within the group
- Honoring diversity: process oriented
- Child centric: drawing upon natural ways of learning and developmentally appropriate considerations
- Environmentally friendly: classroom environment conducive for facilitating high quality learning - stimulating and responsive, earth conserving, notdepleting
- Simple: low cost, doable, adaptable, sustainable

## Focus

**a. Building shared conceptual understanding** of process based developmental perspectives that have informed the pedagogies within OELP's Foundational Learning Programme



**b. Understand and experience the connections** between of classroom practice and the corresponding theoretical ideas

**c. Scaling up and adaptation of the learning** into within the programmes of the participating organisations

**d. Promote knowledge buildingactivities / programmes**towards enhancing an informed professional discourse on early literacy and learning with our country.

## The approach to mentoring

Over the past year we have evolved a three-pronged approach to widening our mentoring outreach through the following professional offerings for capacity building and provision of technical support within the domain of Foundational learning. This is as follows:

### a. Offline professional offerings



- Setting up the Ajmer Field Resource Centre as a mentoring and knowledge building site with a focus on Early Learning / foundational learning
- Engaging with stakeholders i.e. practitioners, in-service and pre-service teachers and education administrators from wider locations through streamlined offline offerings. These are designed through exposure to our demonstration classrooms and modeling classroom practices. They include observations and experiential opportunities to observe learning activities within real time classrooms and planned learning environments and are followed up with reflective opportunities for theorizing practice.

## b. Hybrid professional offerings

**Provision of multiple iterations - for developing in-depth knowledge, skills, perspectives and practices of FLN through** sustained hand holding facilitated by a gradual release of responsibility model vide a professional interaction. These include professional engagement with a few select, highly motivated grass root organisations. The hybrid mode is implemented through a combination of online and on the ground touch points within the OELP mentoring sites and the partner organisations' programme locations.

### Objectives

- to facilitate the adaptation of learning from OELP to the new programme context
- to equip the partnering team through need based capacity building
- to provide need based sustained mentoring for supporting multiple dimension of the programme implementation within the new location
- to support the streamlining of the implementation, review and monitoring processes

## c. Online professional

- Enhancement of our online **open education resources through a Digital Resource Centre** which is housed within our website.

**Development of a modularized online course on the pedagogy of Foundational learning** to equip educators with conceptually sound and practical classroom



practices to support high quality Foundational Learning based on real time classroom videos The course is based on the idea that it is not enough to know WHAT TO TEACH it is as important to know HOW TO FACILITATE HIGH QUALITY LEARNING in the early grade classrooms which cater to learners from diverse backgrounds. The development of the course is currently in process.

## Overview of Professional engagement in 2022-23

### a. Offline capacity building workshop for WIPRO partner organizations across 7 States

Dates: 7 to 12 March 2022

Number of participants: 21

The participant organizations

1. Klorofeel Foundation , Orissa
2. Kalpakta Foundation , Nagpur



3. North East Educational Trust , Assam
4. Prayog, Bihar
5. SanjiSakhiya , Punjab
6. I-saksham Education and Learning Foundation , Bihar
7. Astha , Delhi
8. Unniti Sanstha , Maharashtra
9. Pratigya Sanstha , Jharkhand

**b. Offline capacity building workshop for team members of Sankalp ek prayas– Chhatisgarh** Dates: 28 to 30 March 2023

Group 1 - 16

Group 2- 18

**c. Offline capacity building workshop for team members of** - Klorofeel Foundation – Orissa, Kalpakta Foundation - Nagpur, Space for Nurturing Creativity

Dates: 11 to 20 December 2022

No of Participants - 11

**d) Follow up offline onsite mentoring**

OELP entered into a more sustained engagement in-depth with two Wipro partners who were working with early grade classrooms with Government Schools and whose programmes were aligned to those of OELP. This led to the genesis of a more in-depth engagement with Klorofeel Foundation in Orissa and Kalpakta Foundation in Nagpur. This engagement included both on-site mentoring in the programme locations, as well as follow-up offline workshops in the OELP work sites. The OELP team visited both these organizations for onsite mentoring in September 2022 and a follow-up exposure visit to the OELP Demo schools was conducted for both organizations in December 2022.



## 1. Klorofeel Foundation

**Location:** Dist. Rayagada in the State of Orissa

- a. Government schools in Villages Bissamcuttak; Gabada and Ratatikiki
- b. Community Centres in villages Jaganathpur; Gadaba; Ratatikiki and Ratatikiki KLC

**OELP interventions:** Teaching language (Odia) in Classes 1 and 2

Using OELP pedagogies for Language and Jodo Gyan method for Mathematics

### Some new learning's from OELP

- How to implement session plans
- Evaluation / assessment of learning
- Maintaining effective student profile folders
- Ways of ensuring intensive learner engagement within the word corner
- Focus and strategies used for making the young learners think
- Strategies for implementing joyful learning for each child
- Ways of using the OELP material inside early grades
- Creating and actively using the print rich environment

### Shifts in beliefs and earlier perspectives

- Very young children are able to think and express fully
- Young children are able to write simple sentences on their own
- Children can be creative and thinking learners

## 2. Kalpakta Foundation

**Location:** Nagpur Distt. Sirsi Village in the State of Madhya Pradesh

**School:** Zila Parishad Upper Primary School, Chanoda. At present confined to one school hope to expand to more in the near future

### OELP interventions:

a) Working with OELPs Four Block Approach:

- *Baatcheet* on themes
- *Akshar Chart* activities
- Read Aloud
- Writing



b) Pilot phase –Building a deeper understanding of the pedagogies through implementation with the idea of developing a programme for implementation within the government program on a larger scale. Hope to participate in the capacity building of teachers.

**Main focus:** joyful learning and providing opportunities for creativity and promoting thinking.

**Achievement:** Working within the government school setup with teachers support is the initial achievement. The children have responded well in Grade 1

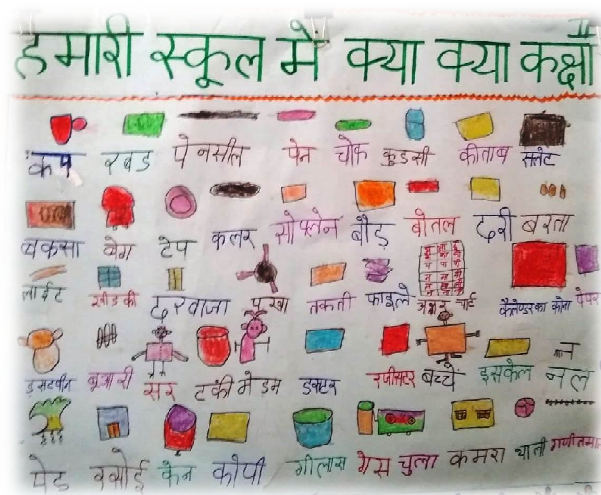
**Challenge:** Need to work out modalities for dialogue with the government machinery for further expansion.

### New learning's from OELP

- Strategies which focus on thinking
- Classroom management techniques
- Approaches to continuous tracking of learner progress
- Range of reading strategies
- Use of the classroom print environment

### Shift in thinking

- Ways of managing the whole class
- Need to give autonomy to children
- Ways of planning an effective classroom
- Creating a balance between an open yet controlled environment
- Strategies which enable a focus on each child's needs
- Ways of giving equal respect to all



### Focus of the offline offerings

a. **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

b. **Understand and experience the connections between of theoretical ideas and the corresponding pedagogic practice**

**Focus on the follow up online interactions.**

Presentations by Partners on the experience of adapting some of the OELP pedagogies/practices into the contexts of their work with a focus on

- ## 2. Follow up online presentations and review on 13 - 14' December 2023

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The following elements have been incorporated into the workshop / course design:

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- Provision of a broad structure, with a degree of fluidity and flexibility to allow learning to emerge organically and become a participatory two-way interactive process.
- Opportunities to help participants relate the workshop learning to their own contexts in *real and grounded* ways through opportunities for linking conceptual understanding with corresponding classroom practices within each participants work area in simple and doable ways.

## Outcomes

**At the individual level** -Almost 65 % background of the participants demonstrated understanding and appreciated the value of the following:

- Support required for facilitating smooth transitions from the home environments to the structured school environment.
- Ways of building on the knowledge and daily life experience of the learners
- Support required for facilitating transitions from the home language to the language of classroom transaction.
- Planned learning activities which are sensitive to the natural behaviours and developmental needs of the learners.
- Approaches for providing opportunities for peer learning based on relationships of cooperation and mutual respect
- Ways of creating responsive, stimulating print rich classroom environments to support high quality learning
- Effective classroom management techniques
- Planned approaches for building foundation skills and higher order thinking skills for self-development
- Systematic mechanisms for monitoring and tracking learner progress.

## At the organizational level

- Demonstrate planned shifts towards adapting and integrating the above practices as programmatic mechanisms within ongoing programmes
- Provide opportunities for demonstrating and modelling some of the above learning through capacity building within the programme teams in different locations

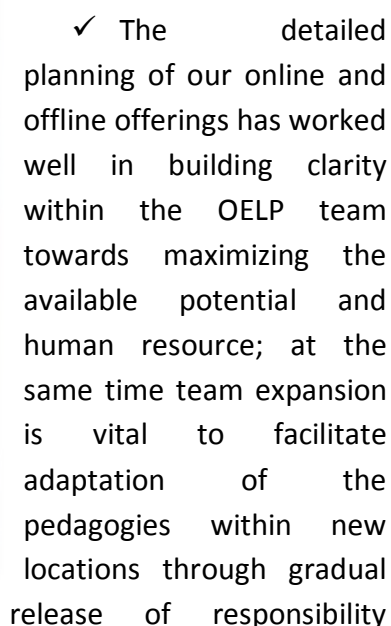
## Challenges

1. Addressing the diversity within the participant organisations:

- Range of experience - new comers to highly experienced individuals
- Programme thrust - varied; included focus on disability; multi-lingualism; libraries, youth programmes and school or centre based education programmes
- Linguistic diversity within the group
- Expectations within the group
- The engagement with reading material during the workshop posed a challenge on account of the diversity within the group. This was addressed by sharing Digital

- Need for greater clarity in terms of expectations especially in terms of follow-up - is this being viewed as a course or as sustained support to translate the workshop learning into practice within new locations?

Through an informal process of internal review and reflection we have arrived at the following conclusions:



- ✓ Essential to have greater clarity and alignment between the participant expectations / commitments and the mentoring objectives to ensure at that there is no mismatch or ambiguity between the expectations for the resource organization and the role of the participants. Within the ambit of this course we are unable to meet some of the demands from the participants such as reviewing existing programmes; feedback on existing assessments and building a deeper understanding of assessments etc.
- ✓ Selection of participants needs to be streamlined to ensure:
  - a. the utilization of capacity building efforts / workshop outcomes are maximised
  - b. the access to resources / pedagogies by the resource organization match the objectives with which they are being shared. For example, some participants seemed to be equipping themselves as trainers. This is a matter of concern for and is an area that will need to be addressed in future.
  - c. The sharing of resources picked up during the workshop, for example workshop videos by participants, needs to be ensured. Perhaps some ground rules may be thought of in future.

d. Need for some fine tuning in the workshop content for example the second school observation may have been redundant and instead more time can be given for reflections of the modelled practice and their relevance to the diverse contexts of the participants to facilitate deeper understanding and clarity on the way forward.

## Chapter 5 – Governance

### Details of the OELP Governing Body

No.	Name	Occupation	Designation
1.	Mukul Priyadarhsini	Associate Prof.; Miranda House, Delhi University	President
2.	Jaimalalyer	Freelance trainer and artist	Vice President
3.	Keerti Jayaram,	Education professional	Secretary
4.	Shankar Chowdhury	Retired from UNESCO New Delhi as Senior Programme Officer (Education)	Treasurer
5.	LuveVir Singh	Entrepreneur and Market Researcher	Member
6.	Cathy AnubhaBannerjee	Faculty member at UWC.ISAK, Japan	Member
7.	Smriti Sharma	Associate. Professor Dept. of Elementary Education , Lady Shri Ram College, Delhi University	Member

### Details of OELP Board meetings

Governing Body Meetings	
Dates	Attendance
.09.06.2022	7 / 7
31.03.2023	7 / 7
AGM	

Dates	Attendance
12.03.2022	7 / 9

## Chapter 6 – Financials

### Overview of Income and Expenditure Account for year ended 31<sup>st</sup> March 2023

Particulars	2022-23 (INR)
<b>INCOME</b>	
Donations received-local	2,87,100.00
Donations received-FCRA	20,57,455.00
Other income	2,60,857.00
Approved project grants	22,89,300.00
Total	48,94,712.00
<b>EXPENSES</b>	<b>50,12,217.00</b>
Excess of expenditure over income	-1,17,505.00

### Details of Donors

Donations received-Local	
Name of the donor	Amount (INR)
Jullundur Motor Agency	959300
Tarun Jayaram	150000
Wipro Foundation	280000
Suniti S Pattani Charitable trust	15000
Vini Gupta	2100
Vardhman Textile Ltd	750000
Drishti Human Resource Center	300000
Rabiya Jayram	75000
Dr SmitaKakkar	15000
Reliable AgroEngg. Service Pvt Ltd, Jalandhar	30000
<b>Sub Total</b>	<b>25,76,400.00</b>
Donations received- FCRA	
Name of the donor	Amount (INR)
Adosh Memorial trust	2057455.00
<b>Sub Total</b>	<b>20,57,455.00</b>
<b>Total</b>	<b>46,33,855.00</b>





**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, 2023 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.



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

**BALANCE SHEET AS AT MARCH 31, 2023**

		(Currency: Indian Rupees)	
	SCHEDULE	AS AT 31.3.2023	AS AT 31.3.2022
<b>SOURCES OF FUNDS</b>			
GENERAL FUND	1	20,49,124	19,01,616
EARMARKED FUND	2	2,37,562	5,02,575
<b>TOTAL</b>		<b>22,86,686</b>	<b>24,04,191</b>
<b>APPLICATION OF FUNDS</b>			
FIXED ASSETS	3		
Gross Block		51,043	80,914
Less: Depreciation		18,172	29,871
Net Block		32,871	51,043
CURRENT ASSETS, LOANS AND ADVANCES	4		
Current Assets		22,80,218	27,70,391
		22,80,218	27,70,391
Less: CURRENT LIABILITIES			
Audit Fee Payable		-	1,800
PF and ESI payable		26,138	26,176
TDS Payable		-	8,267
Sundry Payables		265	3,81,000
		26,403	4,17,243
Net Current Assets (A-B)		22,53,815	23,53,148
<b>TOTAL</b>		<b>22,86,686</b>	<b>24,04,191</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 : 30th August 2023

For Organisation for Early Literacy Promotion

*Mukul Priyadarshini*      *Keerti Jayaram*  
Mukul Priyadarshini      Keerti Jayaram  
President      Secretary

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, 2023 and
  - (b) in the case of the Income and Expenditure Account, of the excess of expenditure over income for the year ended on that date.

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



Adeesh Mehra  
Proprietor  
M. No. 87366

Place: New Delhi  
Date: 30<sup>th</sup> August 2023

UDIN: 23087366BGWBUD2562

## Advisers

### Statutory Auditors & Financial Advisers

- Adeesh Mehra & Co, Chartered Accountants
- 7/3 Ilndfloor,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

- Registered Society under Societies Registration Act of Xxi, 1860,
- Registration Number: S/61052/2008
- 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
- Income Tax Department under Section 12A,
- Registration Number: DIT (E) /12A/2010-11/-405/965 Dated 10.11.2009
- FCRA Registration: Registration Number: 231661463 dated 30.09.201
- FCRA Registration Renewal Number: 0300010682017 dated 14.02.2018.
- FCRA renewal for a period of five years with effect from 01-04-2024

### Our Partners:



Julius Indur Motor Agency (Delhi) Ltd.