

Annual Report 2024-2025



OELP

WHERE LEARNING BEGINS

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BUILDING OUR STRENGTHS - A NOTE FROM THE DIRECTOR

The past year has been a transformative one for OELP! Over the past year our capacity building offerings have been well received within the larger Foundational Learning (FLN) ecosystem. This has strengthened our resolve to widen our reach by leveraging our extensive and contextualised experience and expertise.

Our work over two decades has focused on creating simple high impact learning practices within the domain of Foundational learning. These practices are grounded within conceptually sound learning principles and democratic values. They are also tailored to the diverse needs of young children from low literate contexts.

As we transition into a mentor organization, our capacity building initiatives are driven by the belief that each organization needs to own, internalize, and gradually expand their insights into conceptually sound Foundational Learning pedagogies within their own contexts. We believe that **meaningful change in education doesn't happen in isolation**. It requires collective learning, adaptation, and an evolving ecosystem of mentors and practitioners.

Our primary goal is to support the **building of organizational capacities** through a two pronged approach:

- a) Building a resource pool within partner organizations
- b) Initiating the setting up of model demonstration classrooms for supporting meaningful scaling up and adaptation to within new contexts.

As a mentoring organisation OELP aims to -

- *Deepen practitioner capacities through peer mentorship.*
- *Foster a stronger sense of community through a collaborative community of practice that enhances meaningful professional exchange among practitioners working within FLN space in India.*
- *Position OELP as a mentoring organisation that enables shared vision for knowledge, collaboration, and long-term field capacity in foundational learning.*

We offer sincere gratitude to our well-wishers for their support. Our special thanks go to our donors Adosh Memorial Charitable Trust; Drishti HRC; Jullundur Motor Agency (Delhi); Tata Trusts; Vardhman Textiles Ltd and Wipro Foundation. We also wish to acknowledge the generous support we have received from individual donors, especially the alumni doctors from Maulana Azad Medical College, New Delhi who have reached us from a various location. We are grateful for their belief in our work and their continued encouragement!

Keerti Jayaram

Director

GLIMPSES FROM 2024-2025



Overview of the programmes

OELP's FLN Programme

School based Learning Centres

- ✚ No. of OELP (BSKs) - 10
- ✚ No. of children in Class 1-146
- ✚ No. of children in Class 2- 178
- ✚ Total no. of children-324
- ✚ Total no of children who shifted from private schools to OELP Learning Centres located in government schools – 25

Parents and SMC meetings

- ✚ Total no of parent meetings in 20 villages– 26
- ✚ Total no of parents who are involved in the programmes – 560 (approx.)

Interactions with the State

- ✚ Monitoring / visits by government functionaries/ officials
 - 2 visits of senior officials
 - 9 visits by PEEOs
 - 81 visits by Schools Principals / HMs

Library and Community Reading

Village Libraries

- ✚ Total no of libraries -09
- ✚ Total membership - 1207
- ✚ Total no. of books – 19000
- ✚ Total no of titles - 1750
- ✚ Total no of beneficiaries in govt schools – 3500 (approx.)
- ✚ Community Engagement - 2072 (approx.)
- ✚ Book Read: over 5000 books

Adolescent Girls as Change makers

- ✚ **13-14 September 2024 held in the Sursura village.** Participants – 16 Bayali and 3 Mentor
- ✚ **14th and 15th October 2024 in Sursura** - 17 adolescent leaders and their 3 mentors
- ✚ **26th-27th February 2025 in Sursura** – 18 Adolescent Girls & 4 team members
- ✚ **4th-5th March 2025 in Sursura**- 17 Adolescent girls & 3 team members

Library Activities

- ✚ Independent Reading – 6773 books
- ✚ No. of times books were issued during this period- more than - 5821
- ✚ No of beneficiaries - 3000
- ✚ Read Aloud sessions- 442
- ✚ No. of book related activities -845
- ✚ No. of new projects made by children 145
- ✚ Plays based on stories- 203
- ✚ Puppet exhibition - 200

Kahani Melas

14th November 2024, in Kalyanipura village brought together nearly 600 children and 200 adults from 10 villages in the Silora Block of Ajmer District.

Offline –Exposure visits

Pedagogy of Foundational Learning –offline workshops

- 21st to 23rd October 2024, 22 members, 9 Wipro Partner organisations and 2 LLF organisations
- 9th to 11th February 2025, 22 members, 9 Wipro Partner organisations and 2 LLF organisations
- 21st to 23rd February 2025, 20 participants, ECE student Jamia Milia Islamia, New Delhi

Outreach

No. of Organisations – 12

No of schools – 172

No of Children - 16249

Visit by Mr. Sreekanth from Drishti Human Resource Centre – 31 August 2024

Visit from UNICEF team and Boston Consulting Group (BCG) in rural Rajasthan. - 21-11-2024

Seminars and Workshops

1. Building foundations for early literacy in preschool learners – Ambedkar University, New Delhi, September 28 2024, Delhi
2. OELP's play-based pedagogy– Presentation for CECECED workshop – 24-8-2024
3. Play Circle meeting – UNICEF - 26 -07-2024

Reach through online courses

May to August 2024	(English)	33 Participant
August to November 2024	(Hindi)	48 Participant

Participation in Online Webinars

Drishti Partner NGOs Technology Inputs - **16th July, 2024**
Drishti Tech Sessions: AI for Non-Profits– **30 August 2024.**

Training of Government teachers in the OELP pedagogies

- First training in November 24 - No. of Govt Teacher Arain block 38, Srinagar block 40 and Kishangarh Block 47 teachers
- Second training in March 24 - No. of Govt Teacher Arain block 38, Srinagar block 36 and Kishangarh Block 40 teachers
- Total - 125 participants trained

VISION / UNDERLYING PRINCIPLES /GOALS

OELP's Vision: To enable all young children to actualize their innate potential through community libraries and classroom practices which nurture their creative capacities and encourage them to be imaginative thinkers, engaged readers and writers and lifelong learners

Strategies:

The OELP innovations include carefully designed classrooms and community libraries **as nurturing, inclusive and responsive learning spaces which motivate young children to engage actively and deeply with the world of books with fullness as thinking and engaged individuals.** These spaces aim to :

- a. honour individual diversities
- b. build bridges between oral and literate cultures as well as socio-cultural, linguistic and gender differences.
- c. build bridges between local and global knowledge and oral and literate traditions.
- d. cultivate a community / practitioner-led, collaborative ecosystem that drives contextualised innovations and practices
- e. Mentoring to support an organic process of evolution through sustained engagement which build a sense of ownership

Strategic Objectives (Over 3–5 Years):

By fostering a collaborative Community of Practice (CoP), OELP aims to -

- *Deepen practitioner capacities through peer mentorship:* Foster a mentoring ecosystem where partners from the OELP network can connect and support each other through structured capacity-building, reflective dialogue, and practice-based learning.
- *Curate and co-create contextualised resources for practice:* Document local innovations and resources- through reflective blogs, or knowledge briefs- tailored by practitioners themselves to the diverse contexts of FLN implementation.
- *Foster a stronger sense of community:* Build a collaborative community of practice that enhances collaboration among practitioners working within FLN space in India.
- *Strengthen OELP's role as a learning anchor in the FLN ecosystem:* Position OELP as a mentoring organisation that enables shared infrastructure for knowledge, collaboration, and long-term field capacity in foundational learning.

CHAPTER – 1 CORE PROGRAMME

Overview/ Highlights

The focus within the Learning Centres

- Equip children from diverse backgrounds for schooling by **focusing on Foundational Learning and self-development**
- Address **shifts from oracy to literacy** for children from low literate backgrounds through **Foundational Literacy and Numeracy**
- Address shifts from **home language to school language**
- Enable high quality learning by enhancing **higher order thinking** for each child
- Tracking each child's progress. For this assessment procedure that were followed included the summative assessments, ongoing assessment through maintaining of individual profile folders and qualitative assessment using a checklist



Intervention in the Learning Centers

Class 1 Enrolment

Total – 146

Boys – 71

Girls - 75

Class 2 Enrolment

Total – 178

Boys – 73

Girls - 105

Work within the Learning Centres

A. Building Foundations for Learning

This includes strengthening executive functions and self-regulatory skills. Since most children are from homes with oral backgrounds and don't have support for making the home to school transition the initial focus is to help beginning learners from grade 1 to integrate into school. Some of the important skills that children need to pickup are as shown in the box.

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

B. Building Foundations for Reading Writing and Numeracy.

We adopted a three pronged approach –

- OELPs Varan Samooh Approach for building skill for Reading and Writing
- Integrating Early concepts of numeracy into the daily programme
- Engaging children creatively with the print rich classroom

Some of the focus areas are -

- ✓ Vocabulary development – Written vocabulary through activities and games
- ✓ Reading and writing sentences – through activities
- ✓ Reading comprehension – comprehension based tasks; retelling
- ✓ Writing – shared writing on a specific topic as a whole class interactive activity
- ✓ Experience based individual writing
- ✓ Answering Questions – focus on the “ke” words (equivalent to wh words in Hindi)
- ✓ Handwriting and mechanics of writing, such as punctuations
- ✓ Reading fluency
- ✓ Focus on R and W accuracy and building skills of self-correction



Apart from word cards sentence cards 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.

In order to structured but 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; the *Barkha* graded series and the text book
4. Vocabulary and word activities and games – activities and poems related to names; naming words; action words and so on
5. 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.
6. Skill practice worksheets

However, it is important to note that flexibility and teacher innovation are constantly encouraged while planning. Plans are used as a scaffold and reviewed and modified by the teachers based on their needs.



Some additional inputs 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 higher order thinking

- ✓ Vocabulary and word study
- ✓ Writing – guided and free writing (initial phase)
- ✓ Recap of R/W skills through the *varna samoocha* approach and worksheets
- ✓ A variety of interesting opportunities are provided for a variety of authentic and structured writings. This includes experience-based writings, shared writing and skill practice worksheets. Vocabulary building is taken up through word activities and games which were designed by the team.
- ✓ Apart from, *word cards* and *sentence cards* 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.

Learner tracking and assessment

Both summative and formative assessments are carried out every trimester. The second evaluation was carried out for the BSKs started in August 2024 and the second evaluation was conducted for the BSKs started in February 2025.

Details are given below-

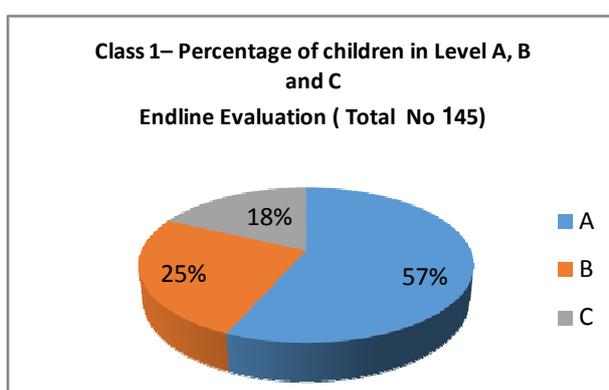
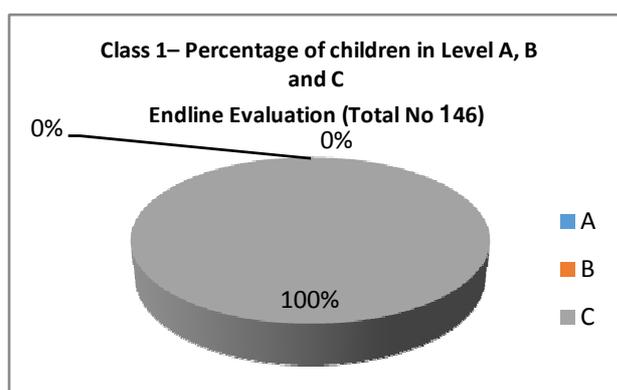
Summative evaluation for the academic session 2024-25 for class 1 and 2

The figures below show that at the time of the Baseline Evaluation in August 2024, to February 2025, 82 % of the children in class 1 had moved to a higher level of proficiency and 56 % of these children were at the proficiency level A or level B. The End line Evaluation will take place in April 2025.



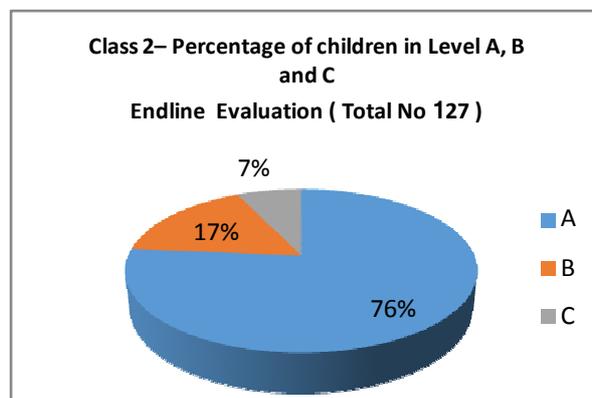
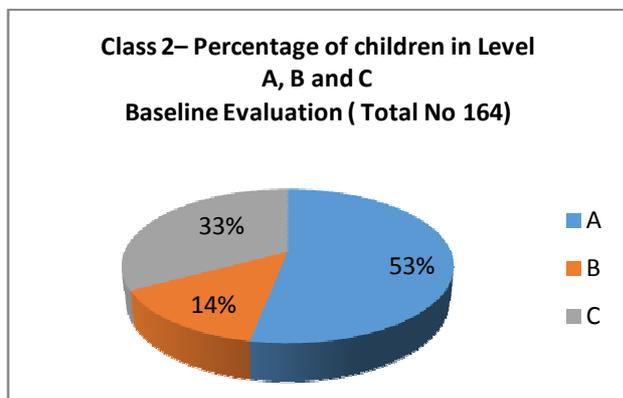
Note -Level C is the lowest and Level A the proficiency level

Summative evaluation for class 1



The figures below show that from the Baseline Evaluation in August 2024, to February 2025, all the children enrolled in class 2 had moved to a higher level of proficiency and 76% of these children were at the proficiency level April 25

Summative Evaluation for class 2



Chapter 2 – Extension Programme

As part of the MoU with Government of Rajasthan, OELP extension programme extended its outreach to three blocks of the Ajmer district, establishing six demonstration centres across selected government schools. These centres focused on strengthening foundational literacy and numeracy for students in Grades 1 and 2. Classroom observations highlighted significant improvements in student engagement, participation, and handwriting skills through activity-based learning methods.

This programme has two components

a) Setting up of Demonstration schools in two block i.e. the Arain and Srinagar block. OELPs core area is located in the Kishangarh block and ten Demonstration schools have already been set up here. The focus here will be on expansion to other Government schools in the block.

b) Training of 50 government teachers per block i.e. a total of 150 in the OELP pedagogies for FLN.

A. OELP Demo schools

OELP set up six new Demo schools in the Arain and Srinagar Block of Ajmer district under the MoU signed with the Govt. Of Rajasthan

Class 1 Enrolment

Total – 64

Boys – 20

Girls - 44

Class 2 Enrolment

Total – 45

Boys – 26

Girls - 19

B. Training of Government teachers in the OELP pedagogies for FLN

Training Government teachers in 3 blocks of Ajmer District part of the MoU

OELP has conducted two rounds of training of batches of 50 government teachers in three blocks i.e. Arain block, Srinagar block and Kishangarh block

First training in November 2024

- Setting up the classroom print environment
- Sharing strategies for facilitating home to school transition
- Basic classroom management techniques.
- Concepts of FLN (Foundations for Literacy and Numeracy)
- The OELP Varan Samooh Approach for teaching Hindi

Review and training in March 2025 Teachers were asked to present videos and photos of the work undertaken so far and the progress. We are happy that several teachers had implemented the OELP technique despite several challenges. In this period schools had remained closed for long stretches because of severe winter and state elections earlier on.



No of Teachers	Arain Block	Srinagar Block	Kishangarh Block
First Training – Nov 2024	38	40	47
Second Training and Review Workshop – March 2025	38	36	40
Displayed OELP material	40	42	47
Using OELP techniques	38	40	46

Capacity Building Workshop for Government School Teachers

On 21st March 2025, the Organisation for Early Literacy Promotion (OELP) conducted a one-day Review and Capacity Building Workshop for 117 government school teachers from the Arain, Srinagar, and Kishangarh blocks of Ajmer district. The workshop was held in Kishangarh as part of OELP's ongoing collaboration with the Government of Rajasthan under the MoU to implement OELP's Foundational Literacy and Numeracy (FLN) pedagogies in Grades 1 and 2.



During the workshop, teachers presented videos and shared experiences of implementing OELP practices in their classrooms. The event was graced by the Chief District Education Officer (CDEO), Ajmer, who appreciated the teachers' efforts and encouraged the wider adoption of OELP's child-friendly and inclusive FLN methodologies. Block-level education officials from Kishangarh also addressed the participants and extended their support for strengthening foundational learning practices in government schools.

Glimpses of Government teachers implementing OELP pedagogies



Govt Sr Sec School, Hattipatta



SSS Govt Girls Sr Sec School, Bhogadeet



Govt UPS Singla Kishangarh Block (Naam card and Dhvani pechan)



Govt sr sec school Chousala Arai Block (Varn pechan)



Govt upper primary school, Devpuri

Chapter 3 –

Capacity Building

Strengthening OELP's Capacities as a Mentoring Organisation for Modelling High-Impact

Objectives of Phase 2

- Upskill and professionalise OELP team through academic and technical inputs.
- Enhance OELP's mentoring capacities through online and offline offerings.
- Develop a clear communication strategy.
- Diversify funding sources.
- Expand core team to reduce multitasking.

Key Components and Activities

The above objectives were fulfilled through the following components and activities including hiring professional support, capacity building of the team, creating visibility for the organisation and offering courses to other individuals and organizations.

a. Accessing Professional Support

OELP engaged multiple consultants and conducted targeted capacity-building sessions to upskill its team and reduce multitasking within the core team, with the aim of developing a more efficient, professional system aligned with its evolving mentoring role. Details are as follows.

- **Financial Management and Sustainability:**

A consultant was engaged to provide strategic guidance and actionable recommendations for strengthening OELP's financial management and long-term sustainability. The focus included developing systems for financial planning, identifying monetization opportunities for existing offerings, and guiding the team on diversified

fundraising strategies. The consultant also supported donor engagement and accountability through periodic internal reviews, site visits, and the establishment of a framework for regular audits.

- **Team Building and Youth Leadership:**

A two-day team-building and youth leadership workshop was conducted at Sursura by our consultant with the entire OELP team. The workshop focused on inducting and integrating new team members, strengthening communication and personal skills, and reenergizing the team through familiar and new experiential activities. Initial sessions included games and exercises that encouraged deep listening, openness, and team bonding. Through structured discussions and small group work, participants engaged with critical themes such as leadership development, community engagement strategies, and approaches to recognizing and sharing local knowledge. The workshop also provided space for team members to reflect on their roles, analyse leadership practices through selected readings, and collaboratively design a roadmap for the upcoming academic year. Emphasis was placed on aligning leadership with grassroots realities, and developing practical, organic ways to deepen community engagement.



- b. Early Literacy Programme Enhancement:**

As part of its ongoing transition from an implementing agency to a mentoring organisation, OELP has actively invested in strengthening internal capacities in early literacy through sustained professional support. Quarterly workshops and virtual sessions were conducted with early literacy and library experts to build the capacities of the library team, particularly focusing on deepening understanding of children's literature, facilitating genre-based reading, and designing engaging



library activities. These sessions enabled the team—including adolescent girls known as *Baylis*, who act as community mobilisers—to lead **reading**-based initiatives with greater confidence and clarity. The workshops fostered skills in critical engagement with texts, resource creation with children, and innovative methods to connect with communities through storytelling, games, and local cultural forms. This structured professional input has not only enhanced the quality of library programming but also contributed to nurturing

leadership within the team and modelling effective literacy practices that are responsive to community contexts.

- **Capacity Building of OELP Resource Team**

The OELP consultant undertook a comprehensive 3-day visit to understand the organisation's classroom and field library program. The primary aim was to gain insights into OELP's existing programs, familiarise with available resource materials, and understand future goals. The visits were followed with debriefs with the field team to identify areas of strength within the programs, as well as identify gaps and areas requiring additional support.



Key areas of support and next steps identified:

Improvement of student monitoring tools:

- Simplifying the qualitative checklist for students to ensure it is short, easy to collect yet comprehensive
- Incorporating additional indicators to assess student skills such as numeracy, time management, and social competencies including confidence, teamwork, and critical thinking.
- Systematizing Monitoring and Evaluation (M&E) indicators across projects.



Support with technology:

- Automation of monitoring tools and creation of a dashboard for streamlined data analysis.
- Automation of processes for issuing library books and managing inventory

Expansion of Social Media Presence:

- Recruitment and on boarding of a full-time social media consultant.
- Leveraging social media platforms to capture and share impactful stories from the field.
- Repurposing existing resources into public goods to benefit the broader Family Literacy Network (FLN) ecosystem.

A follow-up workshop was scheduled with the OELP Consultant to take place in the summer of 2024.

The primary objective of this visit was to facilitate a workshop focused on the development of an outcomes framework and a logical framework (log frame) for the school education and library program. The aim is to systematize these frameworks for effective implementation and monitoring.

More workshops were conducted for the OELP resource team

Strengthening OELP's Monitoring & Evaluation (M&E) systems

OELP is working with a Monitoring and Evaluation (M&E) consultant to develop a robust MEL framework that aligns with its evolving strategy as a mentoring and knowledge sharing organisation. The consultant is supporting the definition of clear indicators, benchmarks, and data collection tools to monitor program effectiveness, learning outcomes, and process-level changes. Existing monitoring tools are being reviewed and refined to better reflect project goals and outcomes. Both qualitative and quantitative approaches are being incorporated to capture not just outputs, but also deeper insights and learning. The consultant is also building the internal team's capacity to collect accurate data, conduct basic analysis, and document trends, challenges, and areas for improvement. Templates for classroom observations, feedback forms, and other tools are being developed to support data-driven mentoring. Additionally, the consultant is helping to document and theorize practices, identify scalable innovations, and prepare evidence briefs for donors and state-level stakeholders using reflection-based methods such as story circles and the Most Significant Change technique.

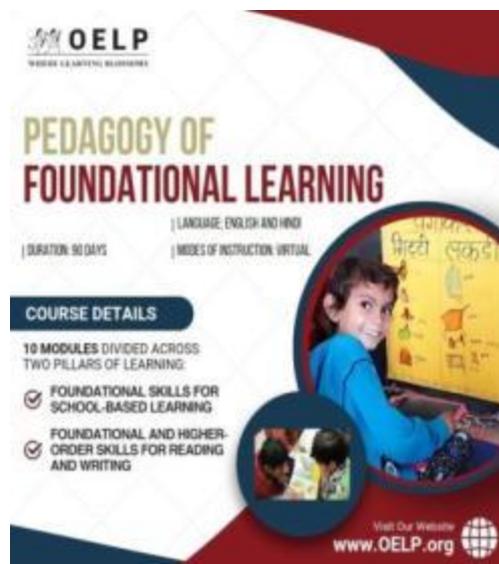


Mentoring and Capacity Building of other organisations and individuals by OELP

Online Courses on Pedagogy of Foundational Learning

OELP successfully launched its online course titled “*Pedagogy of Foundational Learning*” with technical support from Wipro Foundation, as part of its broader capacity-building initiative for educators in early grades.

OELP’s online course offered 10 structured modules in both Hindi and English, aligned with foundational and higher-order literacy goals. Each module combined videos, readings, and practical activities to build skills in classroom management, early reading and writing, vocabulary development, and assessment. The content was designed to be interactive, low-cost, and grounded in real classroom contexts to support effective FLN practices.



The English pilot cohort, comprising 33 participants from WIPRO partners, LLF, and Tata Trusts, was completed in July 2024. The Hindi course was launched in August 2024 with a cohort of 48 participants. An orientation webinar was also conducted to raise awareness and prepare participants for the course. Two interactive plenary sessions were held during the course to address participant queries and encourage peer learning. The course was hosted on WIPRO’s Partners Forum platform, a comprehensive learning management system that enabled the integration of bite sized real time videos, readings, assessments, discussion forums, and certification.

Feedback and highlights from the online courses

The online courses were highly appreciated and the course completion rate was exceptionally high as compared to any other online course in general. Based on participant feedback, many revisions have been for the next cohorts. Through these online courses, OELP was able to reach many organizations and States to spread awareness and practices in the field of FLN. This also created a high level of visibility for OELP and further demand for more online and offline courses to build a deeper understanding of the participants.

Course durations/ dates	language	No. of participants	Completion rate	No. of orgs	No. of States
May to August 2024	English	33	81%	16	15
August to November 2024	Hindi	48	91.6%	12	9

Overall Feedback from the English Cohort

High Satisfaction

Participants expressed satisfaction with the course rating it an average of 4.3

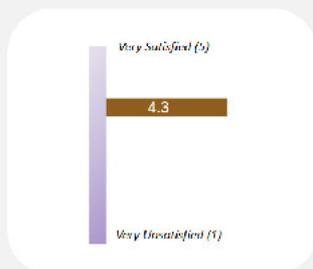


Table 1: Average satisfaction rate

High Interest to recommend course to others

96% of participants said that they recommend the course to a peer

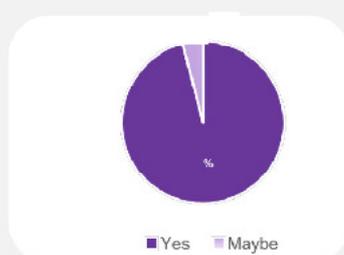


Table 2: people who will recommend this course to others (in %)

High Interest to Apply Strategies to own context

100% of participants said that they will apply learnings from the course



Table 3: people who will apply strategies in own program (in %)

Feedback from the participants

From a content perspective, there is a sequence in which the course is written that makes the reader follow a certain trajectory, which is good. The content is written in easy language, with fewer jargons used, and in cases where they are used, they are explained. The content discusses the real-life problems a teacher faces. The videos – the videos are just amazing and NATURAL! Regarding the structure of the course, the introduction of the course followed by content, videos, content again, and lastly a summary is a good way of engaging the reader. Before each video, there are questions which the viewer needs to keep in mind, which is good. The modules are timed 7–10 minutes – keeping the attention span of an adult.

Swati Gandhi, Language and Learning Foundation

The content of the course was exceptionally relevant to my professional needs. Each module was carefully designed to address current trends and challenges in the field, which ensured that the knowledge gained was immediately applicable. For instance, the case studies and examples provided were directly related to real-world scenarios I encounter in my work, making the learning experience not only engaging but also practical and valuable. The course was highly beneficial – *Shiva Kumar Yadav, Tata Trusts*

CHAPTER 4– COMMUNITY PROGRAMMES

The Community Libraries as Catalyst of Change program has been driven by our belief that engaged reading and writing can play a major role in transforming the lives of a large number of children, youth and adults from low-literate communities. OELP considers these as essential tools which are required to participate meaningfully in the contemporary, technologically driven world. The unique feature of this programme is that the libraries/ community centres are run effectively by educated village women and so have been empowering for other women and older girls. The program was implemented in 4 village based libraries in Kishangarh block in Ajmer District of Rajasthan.

Through this program, we worked on the following program goals in 10 libraries run by OELP:

Number of children engaged – 1150
Number of community members engaged -335

- ✓ To engage children and community members from low literate rural communities with learning through creative agency of adolescent girls and women.
- ✓ To engage children and community members with books and other texts so as to empower and widen their worlds while building a pride in their cultural heritage.
- ✓ To enable children and their communities to become thinking readers and writers and to enhance the quality of their engagement with children's literature
- ✓ To build a sense of ownership of the program in these villages to enhance its role as a catalyst for change through facilitation by OELP

Program Activities

Activities with Children

Activities with the community

Capacity building of library team

Activities with Children

To deepen children's meaningful engagement with books There were numerous activities like **engagement with books, extension of stories and creation of resources** that were conducted to build a reading culture which is based on mutual respect and cooperation. Resultantly, we could make an impact on the reading journey of 1207 children in these 9 villages.

Outcomes

Engagement with books	Creation of resources
Read aloud – 442 Independent reading-6773 Book related activities – 845 Role plays -203 Puppet making – 153 Puppet presentations - 200	Story books made by children -78 Projects – 145 Mobile stories 72



Activities with the Communities

Baylis engaged children and adolescent girls and boys of their village in ways that excited them. They were free to explore whatever excited them about their village and present it through a story. They were to use the power of stories to build bridges between written and oral worlds; between the worlds of the old and the young and between the worlds of the children and the world of school. It was decided that this process would include both the school going and the non-school going children; with the hope that members of the community would get drawn into the process. Some of the activities for engaging community members are as follows:



- Sharing story books with the elders and reading out stories to them
- Compiling stories that the elders shared in return
- Compiling village histories gathered through conversations with older men and women
- Making their own village maps
- Making comics to raise local village issues.
- Bringing out a monthly newspaper based on local village issues report by young boys and girls who took on the role of reporters

Kahani Melas

OELP's Kahani Mela, organised on 14th November 2024, in Kalyanipura village brought together nearly 600 children and 200 adults from 10 villages in the Silora Block of Ajmer District.

The festival was a lively celebration of imagination, creativity, and community pride through storytelling, games, and exhibitions. While preparing for the mela, rallies were organized in each village, where children from the library, along with the team of adolescent girls, carried out rallies through all neighbourhoods.

The children created special placards and slogans to announce the story fair and share details of the time and venue. This proved to be an effective way to encourage parents, community members, and other children to participate in the story fair.

- Invitations for the story fair were made by the children. These were enthusiastically distributed to parents and other community members.
- Responsibilities for the fair were assigned to the children. Small groups of children from the village chose and prepared different book and story-related activities and set up stalls based on them.
- Groups of adolescent girls took on leadership roles. They provided overall guidance wherever required and helped manage and supervise the fair. This was a very empowering experience for them.

Children's rallies, comics, village maps, and story displays showcased the bridge between oral traditions and written expression, while proud parents and grandparents joined in the festivities.



Capacity Building of the Team

Continuous professional development has been an integral part of OELP program design and the team meets on a regular basis to review the learning/experience, plan for the quarter/month and to learn new things. Capacity building workshops were held at two levels

The Library Team

A total of three online workshops and two offline workshops were conducted from April 2024 to March 2025. **Some of the key focus areas were:**

- ✓ To strengthen the practice of book talk
- ✓ To understand the genre of literature
- ✓ Sharing experiences and challenges
- ✓ Designing activity plans keeping age groups
- ✓ Reading and discussing books and understanding different perspectives
- ✓ Reading and reflecting on the new books
- ✓ Practice deeper reading
- ✓ Identifying the core theme of a story book
- ✓ Engaging with the story writer, illustrator and publisher, their styles and identifying their books

The library team also focused on different topics such as:

- ✓ Understanding adult responses on the text through different books and thought provoking questions on them.
- ✓ Reflection on personal reading experiences and journeys.
- ✓ How often do we select the book for our own reading and how do we look at a book?
- ✓ Do we look at one book multiple times?
- ✓ Do we discuss the book/story with others?

Participants shared that the session helped them to look at the book differently. In the session on the core theme of the book, the team looked at a range of books and identified the core theme. The discussion helped to understand that one needs to read between the lines and may have to look at the text multiple times to understand the core theme of the story.



Adolescent Girls

To engage the community and women through the creative agency of adolescent girls *Bayali* with books and reading processes. To build in a group of adolescent girl's leadership skills for self and the community through library-based creative activities Provide impetus to the library program in these villages and sustain their role as a community learning centre.

Capacity building workshops- A total of four workshops were conducted for the Adolescent girls over the year, each taking forward the inputs given in the earlier one, with a focus on the development of leadership, communication skill as well as taking forward process for engagement of children and community with the reading programme and books. These workshops were attended by the *Bayalis* and the OELP team

Focus of the workshops included;

- ✓ Individual growth and experiences
- ✓ Engagement with the village community
- ✓ Time management Engagement with the Libraries
- ✓ Engaging with the different perspectives, and dimensions of story books and how to engage with them
- ✓ The Kahani Mela
- ✓ Appreciating multiple intelligences
- ✓ Building deeper bonds with the community in a mutually beneficial manner
- ✓ Increased clarity on how to integrate these freewheeling open approach with a structured format
- ✓ Deeper engagement with story books

Overall outcomes of the capacity building workshops

- Strengthening strategies for community connect and building an understanding that the engagement with the community is a two-way process in terms of what the community gets from us and what we get from the community, and the need to reiterate commitments and build relationships. The regular visits and intervention has increased the membership and the retention of children.
- Engaging in understanding stories and the non-central characters so children can be supported in the libraries and Baylis can sharpen their reading lens. Multiple books were read in different ways to understand the beginning, middle and the end of the story and what were the key events.
- Conducting activities to build confidence, communication skills and a sense of team. These girls are coming from conservative families and the sessions help them to open up and share things with confidence. The sessions have focussed on play, drama, movement and presentation to harness the skills in all Baylis.
- Practising forms of expression and storytelling so the library sessions can be strengthened with the support of Baylis. They explored theatrical elements like use of space, music, shadow puppets, and clay. Discussions on performance helped deepen understanding of learning styles and engagement with stories.

- Making books available to women and older girls of the community who are notable to visit the library. Baylis were oriented in preparing for taking books and opening them with women.
- Building the understanding of the team on different library activities and skills
- Strengthening our own understanding of stories by reading and sharing it with team to understand the multiple perspectives.

The year 2024–25 has been an enriching journey for the Community Libraries as Catalyst of Change program. Our work reaffirmed the transformative role that engaged reading, writing, and community participation can play in the lives of children and their families in low-literate rural areas. Through the dedication of our library teams and the involvement of children and community members, we witnessed the libraries becoming vibrant spaces of learning, creativity, and empowerment.

The growth in children's engagement with books, the creation of their own stories and resources, and the strong community participation in events like the Kahani Mela have been particularly heartening. Moving forward, OELP remains committed to deepening the impact of these libraries, strengthening local ownership, and continuing to build a strong culture of reading and learning within the communities we serve.

Chapter 5– Visits

Visit by UNICEF Officials

OELP had the privilege of hosting a team of experts in December 2024, from UNICEF and Boston Consulting Group (BCG) in rural Rajasthan. Their visit to our government school classrooms provided a meaningful exchange of ideas and experiences to enhance early literacy and foundational learning. We were privileged to host a team of experts from UNICEF and BCG to our program and classrooms. Their feedback has been incredibly inspiring to us.



◆ *“Active engagement of children and learning moments in every activity were fantastic. The teacher had tremendous energy and deep understanding about children in her classroom. It is fantastic to see the principles of OELP being brought to life in the classroom. This is magical”*

– Sunisha Ahuja, UNICEF

◆ *“The skill of the OELP facilitator was remarkable, who, for almost 1.5 hours, kept the children engaged in high-energy, emotionally enriched, constantly stimulating activities”*

– Sayem Mehmood, UNICEF

Chapter 6– Outreach

OELP’s role has expanded from an implementing to mentoring.

We have explored options for providing technical support to other NGOs are seeking capacity building in the area of Early Literacy. The cornerstone of the OELP interventions is our focus on classroom practice. This includes the setting up of a conducive learning environment; using a variety of focused pedagogies and effective classroom management techniques. All of these can be aligned to the mainstream school programme, however through our experience of the past few years; we have come to believe that the best way of sharing these is by **SHOWING HOW** i.e. through demonstration and modeling within “real” classrooms. This in fact led to the conceptualization of our exposure based training model.

In 2024-25 a total 42 participants from 12 organisations from 7 states attended the OELP exposure based capacity building programme through sessions organised at different times of the year.

Outreach

OELP Hybrid Course

- No of Organisations -13
- No of States – 8
- No of participants -22
- No of schools 172
- No of children – 16249



Offline course

20 MEd students from Jamia Milia Islamia, New Delhi



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.	Shankar Chowdhury	Retired from UNESCO New Delhi as Senior Programme Officer (Education)	Treasurer
5.	Luve Vir Singh	Entrepreneur and Market	Member
6.	Aprna Sanyal	Film maker	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
30-08-24	5/7
27-03-25	5/7
Annual General Meeting	
21-12-24	7/7

Chapter 8– Financials

Overview of Income and Expenditure Account for year ended 31st March 2025

Particulars	2024-25 (INR)
INCOME	
Donations received-local	11,94,309.00
Donations received-FCRA	47,52,285.00
Other income	3,92,748.00
Approved project grants	77,63,369.00
Total	1,41,02,711.00
EXPENSES	90,23,742.00
Excess/(deficit) of expenditure over income	50,78,969.00

Details of Donors

Donations received-Local	
Name of the donor	Amount (INR)
Annapurna Sharma	11,000.00
Vikram Hattangady	5,000.00
Avik Prabhu	1,00,000.00
Sunisha Ahuja	25,000.00
Indra Bhatia	10,000.00
Manju Sharma	30,000.00
Neha Awasthi	1,00,000.00
Vini Gupta	2,500.00
Farah Javed Farooqi	2,000.00
Dr. Noshir Shroff	5,000.00
Smriti Sharma	20,000.00
Farida Khan	2,000.00
Dilshad Ahmad	3,000.00
Philip Mohan Mathai	10,000.00
Chandra Shekhar Subrahmanyam	10,000.00
Vipin Sondhi	10,000.00
Gopal Krishnan Venkat Raman	10,000.00
Reliable Agro Engg. Service Pvt Ltd, Jalandhar	30,000.00
Arti Malik	20,000.00
Jyoti Hattangady	3,00,000.00
Renu Kumar	10,000.00
Nishank Nirmal	1,00,000.00
Rita Yadav	10,000.00

Dr Shruti Gandhi	10,000.00
Arpit Saxena	30,000.00
Udai Kumar Saxena	20,000.00
Ompraksha Rai	1,00,000.00
Mixed Media Production	1,70,000.00
Gourav Sharma	27,000.00
Somya Kanle Lola Moe	5,000.00
Nidhi Gulati	5,000.00
Kirit Kumar	1,000.00
Sub Total	11,93,500.00
Donations received- FCRA	
Name of the donor	Amount (INR)
Adosh Memorial Charitable Trust	47,52,285.00
Total	47,52,285.00



Adeesh Mehra & Co.
Chartered Accountants

7/3, Second Floor, Jangpura Extension, New Delhi - 110014
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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, 2025 and also the Income and Expenditure Account for the year ended on that date annexed thereto.

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

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

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

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



We report that:

1. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of our audit.
2. In our opinion proper books of account as required by law have been kept by OELP so far as it appears from our examination of those books.
3. The Balance Sheet and Income and Expenditure Account dealt with by this report are in agreement with the books of account.
4. The Balance Sheet and Income and Expenditure Account dealt with by this report are prepared in accordance with the Accounting Standards issued by the Institute of Chartered Accountants of India.
5. In our opinion and to the best of our information and according to the explanations given to us, the said accounts give the information required and, in the manner, so required and give a true and fair view in conformity with the accounting principles generally accepted in India:
 - (a) in the case of the Balance Sheet, of the state of affairs of the Society as at March 31, 2025 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

Adeesh

Adeesh Mehra
Proprietor
M. No. 87366

Place: New Delhi
Date: 30th August 2025

UDIN: 25087366BBIKPF3501

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

BALANCE SHEET AS AT MARCH 31, 2025

		(Currency: Indian Rupees)	
	SCHEDULE	AS AT 31.3.2025	AS AT 31.3.2024
SOURCES OF FUNDS			
GENERAL FUND	1	52,13,321	28,67,017
EARMARKED FUND	2	30,32,573	2,99,909
TOTAL		<u>82,45,894</u>	<u>31,66,926</u>
APPLICATION OF FUNDS			
FIXED ASSETS	3		
Gross Block		67,760	32,871
Less: Depreciation		<u>16,082</u>	<u>11,129</u>
Net Block		51,678	21,742
CURRENT ASSETS, LOANS AND ADVANCES	4		
Current Assets		1,02,18,338	31,87,714
		<u>1,02,18,338</u>	<u>31,87,714</u>
Less: CURRENT LIABILITIES	(A)		
PF and ESI payable		40,770	34,629
Sundry Payables		12,152	7,901
Other current liabilities		<u>19,71,200</u>	<u>-</u>
	(B)	<u>20,24,122</u>	<u>42,530</u>
Net Current Assets (A-B)		81,94,216	31,45,184
TOTAL		<u>82,45,894</u>	<u>31,66,926</u>
ACCOUNTING POLICIES AND NOTE ON ACCOUNTS	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 2025

For Organisation for Early Literacy Promotion

Mukul Priyadarshini
Mukul Priyadarshini
President

Keerti Jayaram
Keerti Jayaram
Secretary

Chapter 9 - Our Advisers

Statutory Auditors & Financial Advisers

- Adeesh Mehra & Co, Chartered Accountants
- 7/3IIndfloor, Jangpura Extension, NewDelhi110014

Financial Consultant

- AbhishekGarg, GARGCONSULTANCY
- Registered Office:
- 104, PlotNo.190, GyanKhand 1, Indirapuram, Ghaziabad- 201010

Bankers

- YES, Bank, Vasantkunj, NewDelhi110070
- State Bank of India, Main branch opposite the Collect orate, Ajmer305001

Legal Status

- Registered Society under Societies Registration ActofXxi,1860,
- Registration Number: S/61052/2008

- Income Tax Department under Section 80G of the ITAct,1961valid till perpetuity
- Registration Number: DIT(E)/2010-2011/O-405/2267dated10.11.2009

- IncomeTaxDepartmentunderSection12A,
- Registration Number: DIT(E)/12A/2010-11/)-405/965Dated10.11.2009

- FCRA Registration: RegistrationNumber:231661463dated 30.09.2013
- FCRARegistrationRenewalNumber:0300010682017dated14.02.2018.

Chapter 10 – Our Partners



TATA TRUSTS



Julundur Motor Agency (De h.) Ltd