

# OELP Annual Report

2023-2024



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**OELP has engaged inside classrooms and rural communities for almost two decades**, to organically design and implement impactful and contextualised classroom practices. Our focus has been on creating caring, inclusive, and responsive learning environments which aim to facilitate home to school transitions for young children from diverse and underserved communities. These practices along with our community programmes are proving to be effective and have received recognition from State as well as non state stakeholders. The resources and materials developed by OELP are low-cost and replicable to enable adoption within state-run schools and other educational systems. Over the past few years the active involvement of older girls in our community reading programme has been encouraging.

**Systemic challenges often restrict** the adoption of quality teaching practices. To address this, OELP has developed **low-cost, contextualized classroom practices** that foster inclusive, responsive environments which honour socio-cultural, linguistic, and gender diversity. These practices have received recognition from State and non State stakeholders.

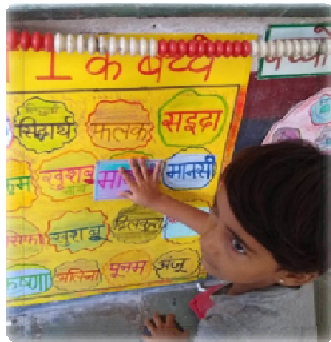
**OELP is now transitioning into a mentoring organization** to share its practices and experience across the FLN ecosystem. We propose to do this by leveraging our extensive experience and by theorizing our practice so that we are able to support conceptual understanding based on sound learning principles. Our aim is to support stakeholders in the FLN ecosystem, including educators, schools, and community organizations. This mentoring role will focus on supporting impactful practices, fostering community participation, and creating enabling environments for equitable and high-quality foundational learning for all children.

**OELP's success is driven by collaboration** with government bodies, NGOs, and CSOs. We are thankful to our dedicated team, a strong Governing Body, and expert advisers. Their passion and commitment drives our work and helps us to overcome our several challenges.

**We express our sincere gratitude** to our supporters. On behalf of the OELP team I thank Adosh Memorial Trust, Drishti Human Resource Centre, Jullundur Motor Agency (Delhi); Tata Trusts; 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.

Together, we look forward to strengthening our vision and building impactful educational ecosystems for all children.

Keerti Jayaram



# Overview of the programme

## OELPs FLN PROGRAMME

### School based Learning Centres

No of OELP (BSKs) - 10  
No of Children in Class 1 - 169;  
No in Class 2 -221; Total- 390  
Total no of children who shifted from private schools to OELP Learning Centers located in government schools - 152

### Parents and SMC

Total no of parent meetings in 20 villages - 25  
Total no of parents who are involved in the programmes - 341 ( approx)

### Interaction with the State

Monitoring / visits by government functionaries/ officials

- 3 visits of senior officials
- 39 visits by PEEOs
- 33 visits by Schools Principals / HMs

## Library and community reading

### Village Libraries

- ✓ Total no of libraries -10
- ✓ Total membership - 1075
- ✓ Total no. of books - 19000
- ✓ Total no of titles - 1600
- ✓ Total no of beneficiaries in govt schools - 3500 (approx)
- ✓ Community Engagement - 2072 ( approx)
- ✓ Book Read : over 5000 books

### Adolescent Girls as Change makers

- ✓ Workshop for library Project -27 to 28 May 2023
- ✓ Workshop for library project in Patan 11 to 12 September 2023
- ✓ Capacity building workshop 25 to 27 February 2024

### Library Activities

- ✓ Independent Reading - 4875 Books
- ✓ Total no. of times books were issued during this period- more than 3000
- ✓ No of beneficiaries - 2500
- ✓ Read Aloud sessions- 440
- ✓ No. of book related activities -485
- ✓ No. of new project made by children 366
- ✓ Play based on stories- 116
- ✓ Puppet exhibition - 86

### Kahani Melas

- ✓ **Village Nalu** -8 Dec 2023- Participants 230 children, 115 parents and 20 school teachers
- ✓ **Village Kakniyawas** - 24 Feb 2024 - participants 250 children, 125 parents, 25 teachers and 5 central University students

# Overview of the programme

## Pedagogy of Foundational Learning

### Offline -Exposure visits

#### Pedagogy of Foundational Learning -offline workshops

- ✓ 18 - 20 April 2023, 25 members of Sankalp Ek Prayas, Chhatisgarh
- ✓ 26 - 28 October 2023, 20 - 22 February 2024, 9 Wipro Partner organizations
- ✓ 5-7 November 2023, 17 -18 January 2024, 6 LLF and its partners
- ✓ 28 - 30 January 2024, 11 participants from Aga Khan Foundation
- ✓ 7 to 9 February 2024, 32 participants, Centre for Micro Finance

#### Outreach

No. of Organisations - 20

No of schools - 13808

No of Children - 525100

### Seminars and Workshops

1. Jodo Gyan Workshop - August 1-4, 2023, Delhi
2. Jodo Gyan Workshop - October 10-13, 2023, Delhi
3. UNICEF Office (May 22, 2023)
- 4.
5. Libraries Conference by Tata Trust - March 16, 2024, Jaipur

### Online Interactions

- ✓ Impact Assessment Training by Drishti NGO (Part 1) - May 20, 2023.
- ✓ Thematic Session by LLF - June 30, 2023: Attended by 89 participants, focusing on creating conducive learning environments for early grades.
- ✓ Impact Assessment Training by Drishti NGO (Part 2) - July 1, 2023
- ✓ Orientation by Jodo Gyan - July 10, 2023
- ✓ Session on Foundational Learning by OELP - September 4, 2023

### Extension Programme

Six new demo schools set up in Arain Block of Ajmer district as part of the MoU

- ✓ Mohanpura, Kaledi and Banewadi in Srinagar Block.
- ✓ Motipura, Gehalpur and

### Training of Government teachers in the OELP pedagogies for FLN

- ✓ First training in Oct 23, No. of Govt Teacher Arain block 45, Srinagar block 35 and Kishangarh Block 47
- ✓ Second training in Feb 24, No. of Govt Teacher Arain block 39, Srinagar block 43 and Kishangarh Block 47
- ✓ Total 130 participants trained

## Project Goals:

- To implement model classrooms as centres of excellence for demonstrating high impact classroom and conceptually sound practices for to foundational learning
- To influence the beliefs and practices of teachers and educators towards building strong foundations for high quality learner amongst children from marginalised and low literate communities within the local area and from wider geographies

## Highlights

- Capacity building of 20 partner organisations.
- Three year MoU (July 2023 to June 2026 )with Government of Rajasthan for Expansion of OELP's school intervention in three blocks of Ajmer district.
- Training of 130 Govt teachers from the Arain, Srinagar and Kishangarh blocks of Ajmer District.
- 18 adolescent girls from 3 villages developed leadership skills and took on the role of community mobilisers.



## Project components

- Demonstration classrooms 16 i.e. 10 existing within OELP's core area in the Kishangarh Block of Ajmer District and 6 new within two new blocks in the Ajmer district
- Training for Government teachers in three blocks of Ajmer district - 6 sessions for 150 in-service teachers in Y 1
- Capacity building and technical support to senior and middle level educators in 2023-24 a total 127 participants from 19 organisations from 17 states attended the OELP exposure-based capacity building programme through sessions organised at different times of the year.

## Chapter 1 – Core Programme

The OELP educational innovations focus on building strong foundations for high quality learning through high impact and effective classroom practices. They have been built around the ideas of equity and social justice based on our understanding that school as a transformative space needs to be equipped to respond meaningfully to issues of diversity. We have aimed to go beyond the concerns of access to concerns which lay emphasis on what educational experiences mean for each young child's identity, self-worth and lifelong learning.

At OELP, we believe in carefully designing classrooms as caring, inclusive and responsive learning spaces which motivate all children to learn actively and with fullness regardless of socio-cultural, linguistic and gender differences or diversity of available resources.

Three pronged focus of the OELP instructional framework

1. Building foundations for learning
2. Building foundations for Early Literacy and Numeracy
3. Building foundations for higher order thinking

Project Goals:

- To implement model classrooms as centres of excellence for demonstrating high impact classroom and conceptually sound practices for foundational learning
- To influence the beliefs and practices of teachers and educators towards building strong foundations for high quality learner amongst children from marginalised and low literate communities within the local area and from wider geographies



### DEMONSTRATION CLASSROOMS

The OELP educational innovations focus on building strong foundations for high quality learning through high impact and effective classroom practices. They have been built around the ideas of equity and social justice based on our understanding that school as a transformative space needs to be equipped to respond meaningfully to issues of diversity. We have aimed to go beyond the concerns of access to concerns which lay emphasis on what educational experiences mean for each young child's identity, self-worth and lifelong learning. At OELP, we believe in carefully designing classrooms as caring, inclusive and responsive learning spaces which motivate all children to learn actively and with fullness regardless of socio-cultural, linguistic and gender differences or diversity of available resources.



**Existing Demonstration Centres running in the Government schools of Kishangarh block ( Ajmer District )**

**Class 1 Enrolment**

S. No.	Learning Centre	Boys	Girls	Total
1	Kankniawas	05	11	16
2	Nalu	11	10	21
3	Paner	14	08	22
4	Kalyanipura	06	11	17
5	Nayaganv	05	11	16
6	Chundari	08	06	14
7	Sursura	09	07	16
8	Ralawata A	07	09	16
9	Ralawata B	04	11	15
10	Patan	04	12	16
	<b>Total</b>	<b>73</b>	<b>96</b>	<b>169</b>

**Class2 Enrolment**

S. No.	Learning Centre	Boys	Girls	Total
1	Kankniawas	07	12	19
2	Nalu	11	10	21
3	Paner	16	17	33
4	Kalyanipura	09	17	26
5	Nayaganv	06	13	19
6	Chundari	09	09	18
7	Sursura	07	18	25
8	Ralawata A	08	10	18
9	Ralawata B	08	10	18
10	Patan	11	13	24
	<b>Total</b>	<b>92</b>	<b>129</b>	<b>221</b>

## OUTCOMES

### CHILDREN of Class 1

- 100% students engage with the classroom print, they know the corners and can identify words in the word wall.
- 90% of the students can write their own names, and 75% names of their friends and family members.
- 63% children can read and write simple words in Hindi.
- 42% children can make simple sentences.
- 50% of students can read simple stories from books
- 80% children in class 1 have picked up basic concepts of maths , can count upto 20 and do addition and subtraction.
- 50% children are reciting poems in English, follow English instructions and are familiar with simple words and sentences

### CHILDREN of Class 2

- 100% students engage with the classroom print, they know the corners and can identify words in the word wall
- 76% of students can read stories from books fluently.
- 64% children can critically respond to the stories and participate in related activities such as summarizing the story, story mapping, changing the end or title etc.
- 71% children can write experience-based passages reflecting their inner emotions and voice.
- 80% children can frame questions and respond to questions based on their individual opinions.
- 80% children in class 1 have picked up basic concepts of maths, can count upto 20 and do addition and subtraction.
- 50% children are reciting poems in English, follow English instructions and are familiar with simple words and sentences

### EDUCATORS

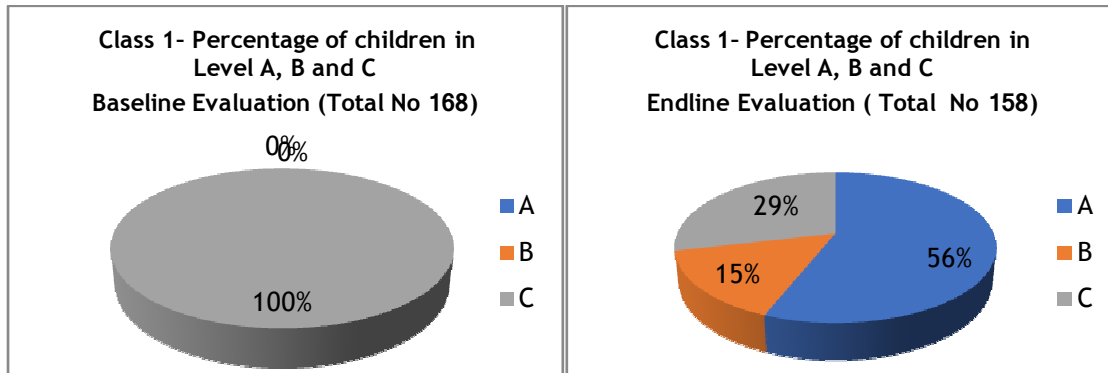
- 100% teachers are using the OELP pedagogy for teaching Hindi
- 95% teachers are using classroom management techniques and techniques for inclusion of all children
- In 75% of other government teachers in these schools have picked up OELP pedagogies and are applying these in their classrooms
- All teachers are regularly maintaining portfolios of all children
- 100% teachers are aware of techniques for maintaining a child friendly environment in the class
- All classes are following the participatory approach where teachers assist children and children also assist each other
- In all the classes children share responsibilities

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## LEARNER TRACKING AND ASSESSMENT

Both summative and formative assessments are carried out every trimester. At the end of April 2024, the first evaluation was carried out for the BSKs started in August 2023 and the endline evaluation was conducted for the BSKs started in April 2024. Details are given below-

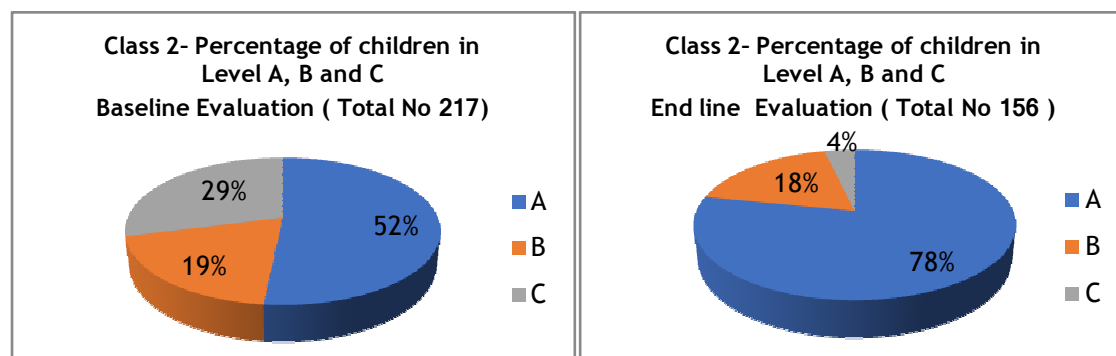
### *Summative evaluation for the academic session 2023-24 for class 1*



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

The above table shows that at the time of the Baseline Evaluation in August 2023, to April 2024 71 % of the children in class 1 had moved to a higher level and 56% of these children were at the proficiency level or level A. The Endline Evaluation will take place in April 2024.

### *Summative evaluation for class 2*



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*The above figures show that from the Baseline Evaluation in August 2023, to April 2024- all the children enrolled in class 2 had moved to a higher level and 96% of these children were at higher proficiency levels*

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## Chapter 2 – Extension Programme

As part of the MoU OELP extension programme extended its outreach to three blocks of the Ajmer district, establishing six demonstration centers across selected government schools. These centers 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

- 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.
- 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 in June 2023

Class 1 Enrolment

S. No.	Learning Centre	Boys	Girls	Total
Srinagar Block				
1	Mohanpura	09	03	12
2	Kaledi	05	04	09
3	Banewadi	04	07	11
	Sub Total	18	14	32
Arain Block				
1	Bheel Colony, Arain	14	06	20
2	Motipura	04	08	12
3	Gehalpur	11	08	19
	Sub Total	29	22	51

Class 2 Enrolment

S. No.	Learning Centre	Boys	Girls	Total
Srinagar Block				
1	Mohanpura	06	07	13
2	Kaledi	05	04	09
3	Banewadi	08	06	14
	Sub Total	19	17	36
Arain Block				
1	Bheel Colony, Arain	12	08	20
2	Motipura	03	05	08
3	Gehalpur	05	12	17
	Sub Total	20	25	45

### OUTCOMES

## CHILDREN

- 40% Students can identify, read and write elements from the surrounding
- 20% of students can read simple stories from books
- 50% of the students can write their own names, and 20% names of their friends and family members.
- 100% students engage with the classroom print, they know the corners and can identify words in the word wall
- 20% children in class 1 have picked up basic concepts of maths , can count upto 20 and do addition and subtraction.

## EDUCATORS

- 100% teachers are using the OELP pedagogies for teaching Hindi
- 60% of the teachers are able to manage the class with name cards and OELP management techniques
- 50% teachers have introduced basic concepts of numeracy
- 45 government teachers have adopted the OELP pedagogies in their classes in three blocks

## B. TRAINING OF GOVERNMENT TEACHERS IN THE OELP PEDAGOGIES FOR FLN

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 October 2023

- 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

At the end of the training each teacher was given the OELP Varan Samooh 1 kit.



## Review and training in February 2024

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 techniques despite several challenges. In this period schools had remained closed for long stretches because of severe winter and state elections earlier on.

### Overview of response from government teachers

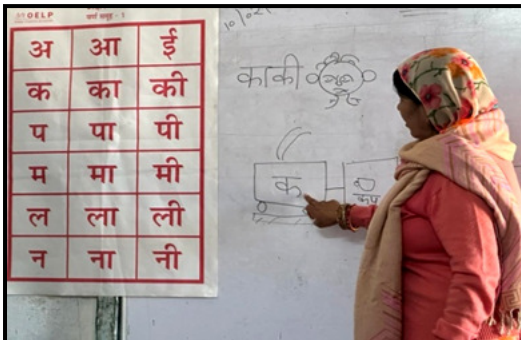
No of Teachers	Arain Block	Srinagar Block	Kishangarh Block
First Training – Oct 2023	45	34	47
Second Training and Review Workshop – Feb 2024	39	43	47
Displayed OELP material	37	39	42
Using OELP techniques	35	39	42



### Outcomes

- 75% government have teachers have displayed the OELP material in their classrooms
- 30% teachers have started implementing the OELP techniques
- 60% of the teachers have picked have shown a shift in their understanding from traditional beliefs towards child centered and child friendly pedagogies
- Some teachers have started using name cards and activity related to these
- 45 government teachers have adopted the OELP pedagogies in their classes in three blocks
- Government teachers from all three blocks have joined the OELP WhatsApp groups and are posting their work regularly on these groups and interacting with each other. There are 56 members from Kishangarh block, 50 from Arain Block and 46 from Srinagar block. The demand to join these groups is increasing.

## GLIMPSES OF GOVERNMENT TEACHERS IMPLEMENTING OELP PEDAGOGIES



ShahidShankarSinghRathoreGovtGirls SeniorSecSchool, Bhogadit Arain Block



Govt. P. S. Nayakon ki Dhani - Kishangarh Block



Govt .P.S. Tantia, Parvati Bakolia - Srinagar Block



Govt Praveshika Sanskrit School, Kheda, Sunita Verma Srinagar - Block



PEEO Arain and School Head Master visit OELP class in Govt UPS Bheel colony Arain

## Chapter 3 – Capacity Building

### A. OFFLINE CAPACITY BUILDING (EXPOSURE BASED TRAINING )

#### The key concept

The underlying thinking of OELP's offline course titled Pedagogy of Foundational Learning - Literacy and Numeracy is to guide and equip education practitioners to implement a conceptually sound and high quality Foundational Learning Programme that is contextualised to address learner diversity and inclusion. The focus areas were:

- 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
- c. Facilitate the adaptation of the workshop learning into practice within the locations / programmes of the participating organisations through follow up assignments

#### 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 2023-24 a total 127 participants from 19 organisations from 17 states attended the OELP exposure-based capacity building programme through sessions organised at different times of the year*

#### The capacity building workshops conducted by OELP are listed below

##### **1. Workshop for Sankalp ek Prayas (April 18–20, 2023)**

The workshop focused on foundational learning through classroom observations (Grades 1 and 2), poetry sessions, and interactive activities like *Naam Cards* and group discussions.

#### *Post training feedback from Deepak Singh, coordinator*

*We are truly thankful for hosting us and giving us the opportunity to witness the remarkable work being done at OELP. Our 25 fellows were profoundly moved by their experience in Ajmer. It completely transformed their perception of how language can be taught in early childhood. They now firmly believe that they can bring about a similar positive change in Sankalp's operational area.*



Emphasis was placed on creating print-rich environments, fostering self-expression, and planning effective pedagogical strategies for young learners.

## 2. Wipro Partners (October 26 to 28 2023 and Feb 20–22, 2024)



A total of 9 wipro partner organisations with 20 participants attended the offline exposure-based training in two phases. The training was spread over two phases so has to expose the participants to beginning level classroom practices in the first phase and advance level practices in the second phase. This workshop aimed to integrate foundational learning practices and classroom pedagogies into overarching frameworks.

Key components included creating structured yet flexible print environments, fostering inclusive classrooms, building script knowledge, and engaging with books to enhance critical thinking. Participants engaged in small group discussions, shared innovative practices, and explored theoretical concepts like Schema theory to deepen their understanding of written text engagement. The workshop concluded with participants setting personalized goals to address learner diversity and needs, with outcomes to be shared in future interactions.



### Onsite support to two Wipro partner organisations out of the nine attending the training

#### a) MGMD Visit (March 5-6, 2024)

The OELP team visited *Mera Gaon Meri Duniya* (MGMD) centers in Nagada, Madhya Pradesh, to understand literacy efforts in Grades 2 to 5. Highlights included effective adoption of OELP methods, engaging classroom practices, and integration of local and school languages. Challenges like low enrolment and the need for structured planning were identified. Recommendations focused on creating model centers, improving group learning, and refining classroom strategies for better engagement and impact.

#### b) SAMERTH Visit (March 13-14, 2024)

The OELP team visited SAMERTH centres in Ahmedabad, observing foundational literacy efforts in private schools and community centres. Strengths included strong community engagement, resource optimization, and inclusive teaching practices. Challenges such as managing diverse age groups and multilingual strategies were noted. Recommendations emphasized flexible teaching frameworks, group-based strategies, and improved lesson planning to enhance program effectiveness.

### **3. Language and Learning Foundation (October 5–7, 2023)**

A total of 26 members from LLF participated in the workshop. These include 9 members from the Central team, 2 from the State programme team, 8 from UP, 4 from Chhattisgarh, 1 from Orissa and 1 from Assam

A three-day workshop focused on foundational literacy and numeracy (FLN) practices, emphasizing classroom pedagogy and home-school transitions.

Key activities included

- ✓ Classroom Observations with real-time engagement with Grades 1 and 2.
- ✓ Reading processes, classroom learning environments, and OELP's Varna Samooh approach
- ✓ Interactive Sessions: Group reporting, digital resources, and planning assignments.

The workshop concluded with a comparative analysis of approaches and a roadmap for future implementation.

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*Feedback from Swati Gandhi (member of the Central Team)*

*The few learning principles that I observed –*

- Faith that every child can learn
  - Space given to the child's home language in the classroom
  - Developing a facilitative learning environment in the classroom for every child to learn
  - Strategies to engage children
  - Children learn from each other
  - Scaffolding to facilitate learning
  - To encourage and provide opportunities for thinking
  - For a child conversation is a very important means of learning
- 



### **4. Workshop for Tata Trusts CRG (January 17–18, 2024)**

A total of 26 members from the Tata Trusts attended. These included 2 from CoEEL, from Gujarat, UP, Uttarakhand, Jharkhand, Assam, Rajasthan and Karnataka.

This three-day workshop focused on foundational literacy and numeracy, emphasizing reading processes, classroom learning environments, and community reading programs. Participants observed OELP Classes 1 and 2, explored the *Varna Samooh* approach for reading and writing, and engaged in interactive activities like name games. The workshop concluded with discussions on aligning early learning practices and planning future assignments.

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*Feedback, Shiv Kumar, District Manager, Karnataka*

*OELP is doing great working Rajasthan. During classroom observation we have seen new innovations and activities and effective use of print and classroom management*

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#### **Feedback from Imran Khan, Thematic person, Jharkhand**

Visited OELP schools and saw so many positive things:

- ✓ Classroom Management – print rich environment, sitting arrangement, use of teaching material in keeping with children’s learning level
- ✓ Children’s learning levels – I have found that OELP is using teaching learning approaches that are very effective because children are learning language and math as per their grade level
- ✓ Teacher and children’s relationship was very nice they are very vocal also active and participating in classroom procedures with enthusiasm
- ✓ TLMs are very fruitful and giving opportunity to children to learn through play
- ✓ Various opportunities are available for oral language development
- ✓ Lesson plan execution with children is very smooth and effective in a limited time

### **5. Workshop for AKF (Jan 28–30, 2024)**

A total of 16 members from Agha Khan Foundation Bahraich, Uttar Pradesh participated in the workshop. The three-day workshop focused on foundational learning practices, including reading processes, *Varna Samooh*, classroom observations, and vocabulary building. Participants explored OELP’s digital resources, aligned practices with state education systems, and shared reflections for capacity building.



### **6. Workshop for Centre for Microfinance (CMF) (7 to 9 February 2024)**

A total of 32 members attended from the Todabhim and Hindon Blocks of Sawai Madhopur.

The sessions included OELP FLN approaches and strategies, Understanding Reading Practices, Understanding children’s natural ways of learning, Class room learning environment, as well as classroom management. The team also observed real time classroom practices.

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#### **Feedback from Laxminarayan Meena, Todabhim**

*“I got an opportunity to observe the friendly relationship between the teacher and children; activity-based learning through play; the classroom environment; effective use of the displayed print material; use of the local language in the classroom, children had ownership and were undertaking their responsibilities, the class was free yet structured. All the children were active and getting equal opportunities. Children were being involved according to their level “*

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Details of the Capacity Building Workshops are Given Below

Date of Workshop	Organisation	No. Of Participant	Outreach	
			Schools	Children
18 to 20 April 2023	Sankalp ek Prayas	25	263	20000
26 to 28 October 2023 and 20 to 22 February 2024( Wipro Partners)	Catalysts for Social Action	3		155
	Door Step School	3	144	81000
	Kshamtalaya Foundation	2	50	2000
	Mera Gaon Meri Dunia	2	20	1295
	PalaknitiKhelghar, Pune	2		200
	Pararth samiti chhindwara	2		300
	Samerth Charitable Trust	2	26	5000
	Space for Nurturing Creativity	2	12	500
	The Community Library Project	2		10000
5 to 7 November 2024	Language learning foundation (LLF)	26	10563	22000
17 to 18 January 2024	Kalika – Tata Trust	2		80000
	CSPC Gujarat	2		31000
	Trust Commuinity Livelihoods	2	200	20000
	Himotthan Society – Tata Trust	2	300	6000
	Care Resource Group	2	665	13000
	Centre for Microfinance and livelihood (CML)	2	21 Block	20000
	Tata Trust UP	2	400	40000
28 to 30 January 2024	Aga Khan Foundation	11	261	45742
7 to 9 February 2024	Centre for Microfinance (CMF)	32	483	126908

## B. CAPACITY BUILDING OF THE 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 onboarding of a full-time social media consultant.
  - Leveraging social media platforms to capture and share impactful stories from the field.

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 was to systematize these frameworks for effective implementation and monitoring.

## C. ONLINE CAPACITY BUILDING

**The following activities were undertaken for developing and launching the OELP online course**

### ***1. Identifying the first batch of course participants:***

OELP has commenced its outreach efforts to identify participants for its inaugural course. OELP is leveraging diverse channels to identify potential candidates, including collaborations with the Tata Trust, WIPRO, and broader outreach via social media platforms. OELP is enrolling educators, teachers, education practitioners, and education administrators working with Grades 1-3 for the course. OELP aims to recruit a cohort of 20 participants each for both its Hindi and English courses.

### ***2. Preparation on digital platform to host the course:***

OELP strategically partnered with WIPRO to host its courses on the Partners Forum platform. This platform serves as a hub for courses, webinars, and communities of practice, dedicated to enhancing the capacity of partner organizations.

OELP engaged a technical consultant to facilitate the process of seamless uploading of courses onto the platform. OELP also maintains regular coordination with WIPRO's technical team to ensure we are leveraging all platform features and optimising course presentations for maximum user accessibility and engagement.

The platform is ideal as it offers the following features that increases engagement with users like:

- adding videos and readings as content
- creation of discussion forums
- integration of a variety of assessments
- making announcements to the learners like assignment due date reminders, announcements for an upcoming course, etc.
- making provision of certificates to course participants

OELP has currently uploaded more than half of the English modules and is in the process of initiating the modules for Hindi. Our access to the Learning Management System was temporarily restricted as the platform was getting updated to include more functionalities that could improve the overall engagement of course participants like addition of a feature for communities of practice.

### 3. Finalization of modules in Hindi and English

The content for all the modules in Hindi and English has been finalised.

A list of modules and associated activities are summarised below:

<b>Module</b>	<b>Activity / No. of hrs</b>
Module 1: Planning a friendly and stimulating learning environment in the classroom	Pillar: Foundational skills for school-based learning Activity: 4 videos, 2 readings
Module 2: Planning for Effective Classroom Management which is effective for Beginning Learners	Pillar: Foundational skills for school-based learning Activity: 3 videos, 1 reading
Module 3: Creating a Love for Reading	Pillar: Foundational and higher-order skills for reading and writing Activity: 3 videos, 3 readings
Module 4: Beginning Writing-1	Pillar: Foundational and higher-order skills for reading and writing Activity: Writing samples, 3 readings
Module 5: Symbol-Sound Correspondence	Pillar: Foundational and higher-order skills for reading and writing Activity: 4 videos + 3 optional videos, 2 readings
Module 6: Recognising and Constructing meaningful words and sentences	Pillar: Foundational and higher-order skills for reading and writing Activity: 2 videos + 2 optional videos, 1 reading + 1 optional reading
Module 7: Conducting Ongoing Review of Student Learning and Planning Effective Support	Pillar: Foundational and higher-order skills for reading and writing Activity: 3 videos, 1 reading
Module 8: Active Vocabulary Building	Pillar: Foundational and higher-order skills for reading and writing Activity: 4 videos + 4 optional videos, 1 reading
Module 9: Reading Comprehension Strategy	Pillar: Foundational and higher-order skills for reading and writing Activity: 3 videos, 2 readings
Module 10: 10A: Classroom Practices for Early Grade Writing, and 10B: Classroom Practices for Early Grade Reading	Pillar: Foundational and higher-order skills for reading and writing 10 A Activity: Writing samples, 2 readings 10 B Activity: 3 readings

#### 4. Future plan - Execution of 10 weeks online course

The English modules are scheduled to be live by the beginning of May '24 and Hindi modules will be live by the beginning of June '24. In preparation for the execution of the course, we have achieved the following:

- Having a Learning Management System (LMS) in place that meets the course requirements
- Course content has been finalised which is high on user engagement and understanding
- Having a brochure in place which has been circulated to initiate the course registration process
- Initiated the process of utilising various channels such as email campaigns, social media, newsletters, and partnerships to reach potential participants.

**OELP**  
WHERE LEARNING BLOSSOMS

## PEDAGOGY OF FOUNDATIONAL LEARNING

| LANGUAGE: ENGLISH AND HINDI  
| DURATION: 90 DAYS | MODES OF INSTRUCTION: VIRTUAL

### COURSE DETAILS

10 MODULES DIVIDED ACROSS TWO PILLARS OF LEARNING:

- ✓ FOUNDATIONAL SKILLS FOR SCHOOL-BASED LEARNING
- ✓ FOUNDATIONAL AND HIGHER-ORDER SKILLS FOR READING AND WRITING

Visit Our Website  
[www.OELP.org](http://www.OELP.org)

**OELP**  
WHERE LEARNING BLOSSOMS

## PEDAGOGY OF FOUNDATIONAL LEARNING

| LANGUAGE: ENGLISH AND HINDI  
| DURATION: 90 DAYS | MODES OF INSTRUCTION: VIRTUAL

### COURSE OUTCOMES

- Facilitating transitions from the home environment to the structured school environment.
- Establishing responsive learning environments and effective classroom management techniques.
- Using strategies to work with young learners who are engaging with print for the first time.
- Learning strategies to help children construct and recognise meaningful words.
- Understanding ways to build reading comprehension and writing skills in early-grade classrooms.

### PRE-REQUISITES

- The course is made available to educators, teachers, education practitioners, and education administrators working with Grades 1-3.
- The course is available in English and Hindi.

Visit Our Website  
[www.OELP.org](http://www.OELP.org)



## Chapter 4– Community Programmes

### A. COMMUNITY LIBRARY PROGRAMMES



This program aims to support children in low literate communities to become engaged readers and writers. As part of the design of the program children engage in myriad activities that opens the world of books and helps to build connection between the self, text and the world. . Our library centres are being led by educated

village women and so they have empowering for women and other older girls.

#### Programme Objectives

1. To enhance the quality of learning in children and adults from low literate societies by building links between their local knowledge base and the library
2. To engage the community members with books and print so as to empower and widen their worlds while building a pride in their cultural heritage

#### Key Components

*Meaningful and joyful engagement of children with books in the library centers* -To deepen



children’s engagement with books a wide range of activities were conducted every month for meaningful book engagement and more than 1000 children participated in different activities which led to a 30% increase in the membership. It also created a vibrant and welcoming library space which was based on mutual respect and cooperation.



The book exposure helped children to know about different genres and writing style. Resultingly, children engaged in the process of designing resources which not only honed their higher order thinking skills but also encouraged discussion, participation, engagement with elders and finally designing of resources.

**The following resources were designed**

Activity Name	Number
Books	62
Projects	67
Mobile Stories	39
Village History and Maps	34
Comics	25
Village Newspapers	91



**Enhanced community engagement and ownership of the library program -**

Community engagement and participation has been integral part of the program design and we consciously engage them through different ways. Engagement with community happened on regular basis and through *kahani melas*.

More than 300 community members engaged with the books, 2072 participated in library activities. *Kahani melas* were organised with 500 + audience to promote



the engagement of local communities with books and variety of knowledge forms. Additionally, we also extended communities' engagement through planned monthly activities.



## B.ADOLESCENT GIRLS PROJECT: "BAYALIS" AS CHANGE MAKERS



We consider 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 centers are run effectively by educated village women and so have been empowering for other women and older girls.

### Project Goals

- To engage the community through creative agency of adolescent girls "*Baiyali*" (Marwari word for girl) and women in learning processes.
- To build in a group of adolescent girls' leadership skills for self and the community through library-based creative activities
- Provide impetus to the library program in these villages to vitiate and sustain their role as a community learning centre

### Output

Membership growth: library attendance in nalu, relavata, and chundri increased by 80%. Over 87 children **who were not coming, started** regularly issued books

Community interaction: visits, meetings, and **youth** engagement increased book demand, **engaging 323 parents actively.**

Reaching books to distant areas: issued 400+ books to 72 remote households **who cannot attend the library**

More organized group activities: enhanced activity effectiveness by dividing children by age and levels **due to assistance from "baiyalis".**

Increased participation of older children: "***baiyalis***" are able to get more older children to attend the library regularly

Access of books for women and girls: issued 465 + books to 67 women, enabling access for those unable to visit libraries **due to house hold chores.**

Assisted in library management: "***baiyalis***" managed cataloging, coding, **issuing books, repairing books, maintaining the library and making projects for activities during library hours (2 hours, 3 times a week).**

Mohalla libraries: extended outreach by creating **interest through book based activities/ games at themohallas** for book engagement **for children who did not come to the library**



## Outcomes

The "Bayalis" have grown in confidence, overcoming fears and becoming effective communicators with clarity in their views. They engage comfortably with children, take ownership of the program, and have developed a passion for books, inspiring others. Their efforts have earned community recognition, family support, and strengthened teamwork and respect for diverse perspectives. Some notable outcomes were seen as below-

- Increased community acceptance and confidence in the "Bayalis."
- Enhanced time management, resulting in higher library membership and community outreach.
- Shift in habits from screen time to reading books.
- Overcoming caste barriers, earning community trust, and emerging as leaders.
- Above shifts have led to almost double library membership and engagement of all sections of village community with the OELP community reading programme.

## C.KAHANI MELAS

Kahani Melas were conducted in two villages with the key 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





## D.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 are 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 other 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 are also shared in these meetings and the importance of a parallel library program is explained. Real challenges related to irregular attendance of some children are discussed. Parents also share the problems that they have in engaging with their children's learning. Ways of overcoming these are 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.

## Chapter 5– Outreach/Visits/Seminars

### VISITS

#### 1.Sh. Rikki Raj – Vardhaman , December 2023

OELP had the privilege of a visit by Sh. Rikki Raj, Incharge Corp CSR Vardhaman Textiles in December 2023. As a part of his visit he visited three Demo. Schools supported by Vardhman Textiles , namely Govt. Sr. Secondary School Kankniawas, Government Primary School Nalu and Govt. Sr. Secondary schools Nayagaon. In all three places he witnessed the teachers practicing the OELP pedagogies. He observed the children's participation and learning level and went through the children's work and their individual portfolios. Following the school visit he had a meeting with the OELP team members at OELPs Patan Field Centre.



#### Feedback from the school visit

Visited the school and found student are involved in study. Teacher and Teaching methodology were very good. Nice to see the decorated class. Good work done by OELP Team. Keep it up. Well done

- Rikki Raj



## 2. Visits by OELP to LLF schools in Kurukshetra District – Haryana on 26-09-23

Three senior members of the OELP team visited LLF schools in Kurukshetra District, Haryana. The visit included observations at the Government Primary School Umri and the Government Primary School Kishanpura.

During the visit, the team engaged with the LLF district coordinator, other team members, and government officials to discuss foundational learning initiatives and strengthen collaborations.



## 3. Visits by OELP to Ummeed, Pushkar, District Ajmer – on 22-03-24



Exposure visit of OELP team to the Umeed center for challenged children to observe special techniques for educating challenged children

## WEBINARS AND ONLINE SESSIONS (2023-24)

OELP actively participated in several webinars and online sessions aimed at capacity building and foundational learning practices

1. Impact Assessment Training by Drishti NGO (Part 1) – May 20, 2023.
2. Thematic Session by LLF – June 30, 2023: Attended by 89 participants, focusing on creating conducive learning environments for early grades.
3. Impact Assessment Training by Drishti NGO (Part 2) – July 1,



2023.

4. Orientation by Jodo Gyan – July 10, 2023: Covered pedagogical aspects of teaching mathematics in primary schools.
5. Session on Foundational Learning by OELP – September 4, 2023: Discussed approaches to building foundational literacy and numeracy skills.

These sessions strengthened conceptual understanding, addressed learning gaps, and promoted best practices in foundational learning.

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### SEMINARS AND WORKSHOPS ATTENDED (2023-24)

1. Jodo Gyan Workshop – August 1–4, 2023, Delhi
2. Jodo Gyan Workshop – October 10–13, 2023, Delhi
3. UNICEF Office (May 22, 2023)  
UNICEF invited organizations working in the fields of Early Childhood Care and Education (ECCE) and Foundational Literacy and Numeracy (FLN) to a meeting at their office. The purpose was to share experiences and strategies for strengthening community engagement, demand generation, and parental skills for children aged 3–10, with a focus on early learning. Participants were asked to bring relevant materials and resources used in their fieldwork to share insights on programs, lessons learned, successes, and challenges. This initiative aimed to inform the development of strategies for the AWC/School community interface at the state level.
4. Libraries Conference by Tata Trust – March 16, 2024, Jaipur: OELP presented on the topic *Celebrating Books in the Arid Lands of Rajasthan*.



## Chapter 6– 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.	LuveVir Singh	Entrepreneur and Market	Member
6.	Cathy Anubha Bannerjee	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

GoverningBodyMeetings	
Dates	Attendance
30-08-23	7/7
23-03-24	5 / 7
Annual General Meeting	
16-12-23	7/7

## Chapter7– Financials

### Overview of Income and Expenditure Account for year ended 31<sup>st</sup> March 2024

Particulars	2023-24 (INR)
<b>INCOME</b>	
Donations received-local	7,88,350.00
Donations received-FCRA	16,91,552.00
Other income	2,68,177.00
Approved project grants	58,43,800.00
<b>Total</b>	<b>85,91,879.00</b>
<b>EXPENSES</b>	<b>77,11,639.00</b>
Excess/(deficit) of expenditure over income	8,80,240.00

#### Details of Donors

Donations received-Local	
Name of the donor	Amount (INR)
Drishti Human Resource	11,10,000.00
Annpurna Sharma	70,000.00
Mrs Usha Sondhi	5,000.00
Nilay kumar Singh	50,000.00
Tushar Goyal	70,000.00
Govind Sharma	65,000.00
Jullundur Motor Agency Pvt Ltd	14,00,800.00
Wipro Foundation	16,70,000.00
Manju Sharma	15,000.00
Vardhman Textile Ltd	7,50,000.00
Kiran Dubey	40,000.00
Usha Mukunda	3,000.00
JRD Tata Trust	9,13,000.00
Nilay kumar Singh	30,000.00
M foundation	50,000.00
Gourav Sharma	90,000.00
Nayan Mahrotra	5,000.00
Ompraksha Rai	1,00,000.00
The Reliable Agro Engg.Serviec Pvt Ltd, jalandhar	30,000.00
<b>Sub Total</b>	<b>64,66,800.00</b>
Donations received- FCRA	
Name of the donor	Amount (INR)
Adosh Memorial Charitable Trust	1691552



## Adcsh Mehra & Co. Chartered Accountants

11A, Second Floor, Jangpura Extension, New Delhi - 110014  
Mob. : +91-9811297197, 9811297194  
Email : adcshmehra.co@gmail.com  
Website : www.adcshmehra.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: AAAA01549H as at March 31, 2024 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. These 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 DELP 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, 2024 and
  - (b) in the case of the Income and Expenditure Account, of the excess of income over expenditure for the year ended on that date.

Place: New Delhi  
Date: 30<sup>th</sup> August 2024

UDIN: 24087366BKEFPN5802



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

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

**ORGANISATION FOR EARLY LITERACY PROMOTION**  
R 11/2/198, Vasant Kunj, New Delhi - 110 070

**BALANCE SHEET AS AT MARCH 31, 2024**

		(Currency: Indian Rupees)	
SCHEDULE		AS AT 31.3.2024	AS AT 31.3.2023
<b>SOURCES OF FUNDS</b>			
GENERAL FUND	1	28,07,017	20,45,124
LA-MARKED FUND	2	2,99,909	2,37,562
<b>TOTAL</b>		<u><b>31,06,926</b></u>	<u><b>22,82,686</b></u>
<b>APPLICATION OF FUNDS</b>			
FIXED ASSETS	3		
Gross Block		52,371	51,043
Less Depreciation		<u>31,129</u>	<u>18,172</u>
Net Block		21,242	32,871
CURRENT ASSETS, LOANS AND ADVANCES	4		
Current Assets		31,07,714	22,84,216
		<u>31,07,714</u>	<u>22,84,216</u>
Less: CURRENT LIABILITIES	(A)		
PF and ESI payable		34,823	26,136
Current Payables		<u>7,901</u>	<u>266</u>
	(B)	<u>42,724</u>	<u>26,402</u>
Net Current Assets (A-B)		31,45,184	22,53,816
<b>TOTAL</b>		<u><b>31,06,926</b></u>	<u><b>22,82,686</b></u>
<b>ACCOUNTING POLICIES AND NOTE ON ACCOUNTS</b>	7		

As per our report of even date attached

For Adesh Mehra & Co.  
Chartered Accountants  
Firm Regn. No. 0305628

  
Adesh Mehra  
Proprietor  
M.No.087366



Place: New Delhi  
Dated: 30th August 2024

For Organisation for Early Literacy Promotion

  
Mukul Priyadarshini  
President

  
Keerji Jayaram  
Secretary

## Chapter 8 - Our Advisers

### Statutory Auditors & Financial Advisers

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

### Financial Consultant

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

### Bankers

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

### Legal Status

- Registered Society under Societies Registration Act of 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

## Chapter 9 - Our Partners



Vardhman



TATA TRUSTS



Jullundur Motor Agency (Delhi) Ltd.