



ONE BILLION LITERATES FOUNDATION

**CREATING A CHANCE AT LIFE**

# CONTENTS

01

Introduction

06

Reflections From The Year

10

Our Methodology

Program Updates

14 - Elevate

24 - Kickstart

34 - Nurture

40 - Remedy

46

Volunteering Updates  
and Engagement

50

Financial Overview

56

CEO's Note

59

Board of Advisory

61

Our Trusted Partners

# 01

## INTRODUCTION: A Year of Impact and Empowerment

**Anamika Majumder - Founder &  
Anish Ramachandran - CEO (Hon.)**

**E**ver since OBLF was founded, we have been frequently asked about our approach to achieving the vision of creating a billion literates. It is a question begging to be asked given our name, and we are happy when this question is asked – because it gives us a chance to talk about how enormous, intricate, nuanced, and multi-layered this vision is. And indeed, it was perhaps the enormity and the intricacy of the problem that drew us into it in the first place.

In a recent conversation, which was a retrospective of the work we had done over the last year, one of our trustees said, "You have had a blockbuster, impactful year!"

It was meant as a compliment, the team was thrilled to receive it. But it also prompted us to reflect on our journey to reach this point.

'Impact' is a very loaded word. It is a word that organisations, especially those in the development sector, have turned into an art form. We debate it. We tie ourselves up in knots over it. We agonise over it.

Impact and scale are complex and loaded concepts. The complexity becomes much bigger because often there are multiple – often different and divergent – frames of reference, understanding, and lenses used to talk about these concepts. This happens especially when there is a lack of clarity and congruence between how donor organisations, field-based grassroots organisations, and the ultimate communities who are the focus of the work perceive impact and scale.

It is critical for social purpose organisations to continuously talk about what these concepts mean and break them down threadbare to examine the most appropriate lens we want to use while determining scale and impact. And like most things, how we relate to these concepts should also evolve based on lived experiences and shifting contexts.

OBLF's journey to impact and scale has been evolutionary – and we dare say a conservative one. As with most growth stories, it has been a mix of serendipity, risk, and choice.

We choose to reimagine scale. We chose to think about the depth and quality of our work. We chose to listen deeply to the communities we work with. We chose to use a systems approach to our work. We looked at the interlinkages and interdependencies between different levers that contribute to our vision of 'creating better futures for rural, underprivileged communities.' We invested in internal capacity. We seized opportunities as they arose. We embraced risk and ambiguities that are so inherent in development work. We continuously learned and made course corrections.

Yes, last year was a 'blockbuster' year. No doubt. But that did not happen in one year. We rode on the shoulders of all the previous years of getting some things wrong and some things right. It took an incredible amount of hard work, risk, failure, an attitude of learning, frustration, generosity, and love.

There is no doubt that the future will also be more of the same.

**Our own lived experiences have redrawn the definition of literacy for us.**

The pandemic and its aftermath made us realize that to make a lasting impact in the lives of the children, our primary beneficiaries, we need to engage with the communities more deeply and in different ways than before.



## LOOKING AHEAD:

The foundation's **14th academic year** has just begun. Our annual strategies have always allowed for piloting various approaches and programs. We look at Anekal Taluk as our sandbox – for testing out different approaches and strategies. It is no different this time. We have multiple pilots lined up, aiming to innovate and address key challenges in education, healthcare, and women empowerment within rural communities. These initiatives drive our commitment to creating meaningful and sustainable impact.

Investing in our core internal capacity has been a significant focus. People. Technology. Culture. Our core team has grown. We are delighted to have Sudha Upadhyayula join us as our first COO. And we are excited to have Monisha Madan, Susan Christi, and Sonali Gupta join our Academics & Training team. Our growing cohort of now 100+ rural women change-makers exuded confidence and resonated pride and belonging in our recent meetings with them.

As we grow, scale continues to be on our minds. We do not have a silver bullet to scale. But scale we will – as defined by what matters to the communities the most.

We envision continuing to listen closely to the communities we work with.

We envision building partnerships with like-minded grassroots organisations that have earned the trust of rural communities, sharing our learnings,

hand-holding, and co-creating programs that matter. We envision leveraging the immense power of technology for better outcomes and universalising access to our product portfolio.

We envision encouraging semi-literate women, hitherto home-makers, to take ownership of their local communities. We envision imparting literacy beyond textbooks, enabling people living in remote areas with last-mile healthcare services, and uplifting marginalised communities to help accelerate our impact and create global citizens no matter where they live.



**Growth is never by mere chance;  
it is the result of forces  
working together.**

— James Cash Penney



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# REFLECTIONS FROM THE YEAR

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# A YEAR TO REMEMBER

## Our Steps, Our Stories

**B**orn from the vision of empowering rural communities, we have consistently worked towards reshaping the socio-economic landscape of Anekal Taluk. Our efforts, while rooted in imparting quality education, have evolved into a multi-pronged approach encompassing education, skilling rural women, facilitating healthcare, and working with the severely poor and marginalised communities.

**Reflecting on the past year, it was an impactful chapter in our ongoing journey. With the expansion of our team, the initiation of new pilots, and the strategic integration of technology, we continuously aimed higher.**

The year also saw us redefine our understanding of impact and scale, making them more context-specific and tailored to the communities we serve. We opted for a systemic approach, nurturing relationships with like-minded organisations, and co-creating initiatives that matter deeply to the rural communities.

As we enter our 14th academic year, we remain focused on our mission of creating better futures for rural communities. This includes imparting literacy beyond textbooks, offering last-mile healthcare services, uplifting marginalised communities, and encouraging local ownership among semi-literate women. This multi-layered vision serves as the cornerstone of our strategy as we move forward, dedicated to driving change and fostering global citizenship, regardless of geography.



### Our family grew tremendously...

... past the 100 mark with teachers, frontline health workers, and team members who take pride in their transformative work.



**SUDHA UPADHYAYULA**  
Chief Operating Officer

With an MBA and 21 years of experience across corporate and social sectors, Sudha is currently pursuing a PhD at Tata Institute of Social Sciences. At OBLF, she manages operations, ensures strategic partnerships, and drives impact. Her heaven? A romantic novel, hill station views, and hot filter coffee.



**MONISHA MADAN**  
Project Manager, Teacher Training and Development

A structural engineer turned teacher, Monisha found her calling in the classroom. She believes in bringing a change in society through education and is a people person. A proud mother of three munchkins who bring both joy and chaos to her world, she tries to always find time for gardening.



**SONALI GUPTA**  
Senior Manager, Academic Products

Sonali has been working on creating meaningful and engaging learning experiences for learners and teachers for over a decade. After completing her Master's in Social Work from Tata Institute of Social Sciences, Mumbai, she now manages the development of learning products for students and teachers. In her free time, she enjoys painting.



**SUSAN CHRISTI**  
Senior Manager, Teacher Training and Products

Susan, an M.Phil. in English, believes in literature's transformative power. With nine years of teaching, her work at community libraries ignited a passion for educational policy. Now at OBLF, she's a subject matter expert, co-designing curriculum and mentoring teachers. When not looking out the window with her cat, she is found buried in books.



**JIJO JOSE**  
Project Associate, Community Development

Jijo has been working with marginalised communities at the grassroots for the past three years. He has completed a PGP in Development Management from the Indian School of Development Management. At OBLF, he works with the Wastepickers community, Iruliga and Hakki Pikki tribal communities. If not working, he loves travelling.



**SACHIN GG**  
Research Associate, Public Health Initiatives

Sachin is a Masters graduate from Gadag University. At OBLF, he delves deep into public health, counselling patients, conducting awareness programs, analyzing data trends, and collaborating with the field team on program design. When he's not immersed in his work, he's likely exploring new books or destinations.



**TM SATHISH**  
Accounts Officer

Having honed his skills in various local industries around Anekal, Sathish became a cornerstone of OBLF's financial operations when he joined us last year. As our dependable go-to for all matters related to Accounts and Finance, he ensures our financial integrity day in and day out. Off the clock, Sathish is likely catching up on the latest finance trends or enjoying a game of cricket.



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# OUR METHODOLOGY

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# APPROACH FOR CHANGE: Our Core Philosophies

## CORE PHILOSOPHY

One Billion Literates Foundation is built on a simple but powerful idea: everyone should have the chance to make the most of their potential to create better futures. Our core belief has also been that social problems are interconnected and grassroots, field-based organisations need to understand linkages and work to address these.

We put this belief into action in the communities of Anekal Taluk, where we help people overcome hurdles like lack of resources, facilities, or supportive policies. Our work transcends education. Based on our core belief, we engage and invest in local communities deeply by creating capacity and meaningful livelihood for rural women, improving healthcare, and helping communities get stronger and more resilient.

We work closely with the community and listen to what they need. We co-create solutions. We see a future where everyone, no matter where they live or what their background is, can take charge of their future and help their community flourish.

## OUR VISION

Our goal is to create better futures for rural, underprivileged communities. We want to help them build their capacity to make informed decisions and lead meaningful, productive lives. And we want to do so by laying a robust foundation for education, healthcare, community capacity building, and employment opportunities.





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**ELEVATE**

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# ELEVATE

## Building a Legacy of Empowered Learners

Our flagship program, Elevate, aims to enrich English education in government schools across the villages of Anekal Taluk. At its heart, Elevate harnesses the power of learner-centric models and high-quality teaching, coupled with the integration of modern educational technologies. This combination fosters an accelerated learning environment, tailored to cater to the unique needs of our students.

### What does this mean for our students?

Over the past year, we have seen a substantial increase in student proficiency by 16.5%. But it's more than just a statistic - it represents the progress made by each student, the incremental improvement in their language skills, and the stepping stones towards their bright future.

To understand Elevate better, let's delve into its **methodology**:

#### ► Goal Setting:

Our first step is to establish a shared understanding of the learning goals for grades 1-7, framed within the CEFR (Common European Framework of Reference for Languages). This clarity allows us to set specific, achievable targets, enhancing the learning journey.

#### ► Pedagogical Support & Resources:

We strive to maintain uniformity and high standards in every classroom, facilitated by a robust suite of teaching resources and teacher support systems.

#### ► Learning using Ed-Tech:

We leverage Ed-Tech tools, including tablets and WhatsApp, for classroom-based learning and independent study. These platforms encourage children to practice and reinforce what they've learned in the classroom.

#### ► Monitoring & Evaluation:

Consistent tracking against formative and summative measurement enables us to assess progress and implement necessary course corrections, ensuring each student stays on their path to success.

#### ► Impact Assessment:

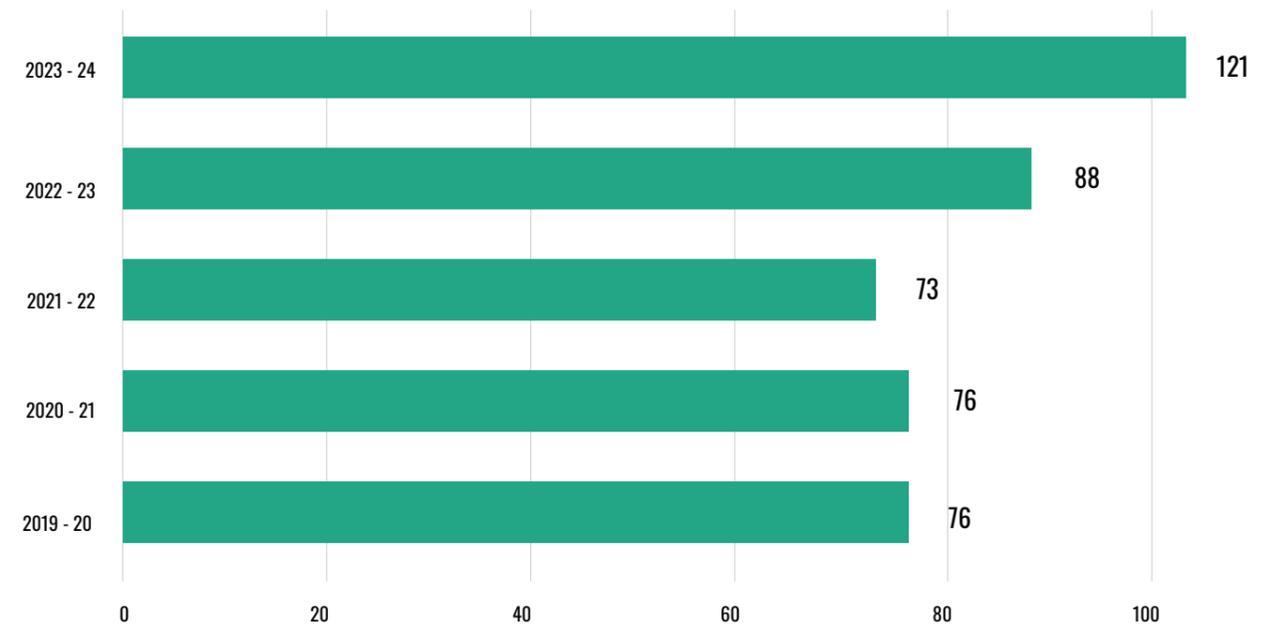
We routinely evaluate our approach, providing valuable insights into the system's performance and identifying areas of strength and those needing improvement.

Through Elevate, we aim to make a tangible difference in our students' lives by empowering them with the skill of the English language - a vital key to unlocking countless opportunities.

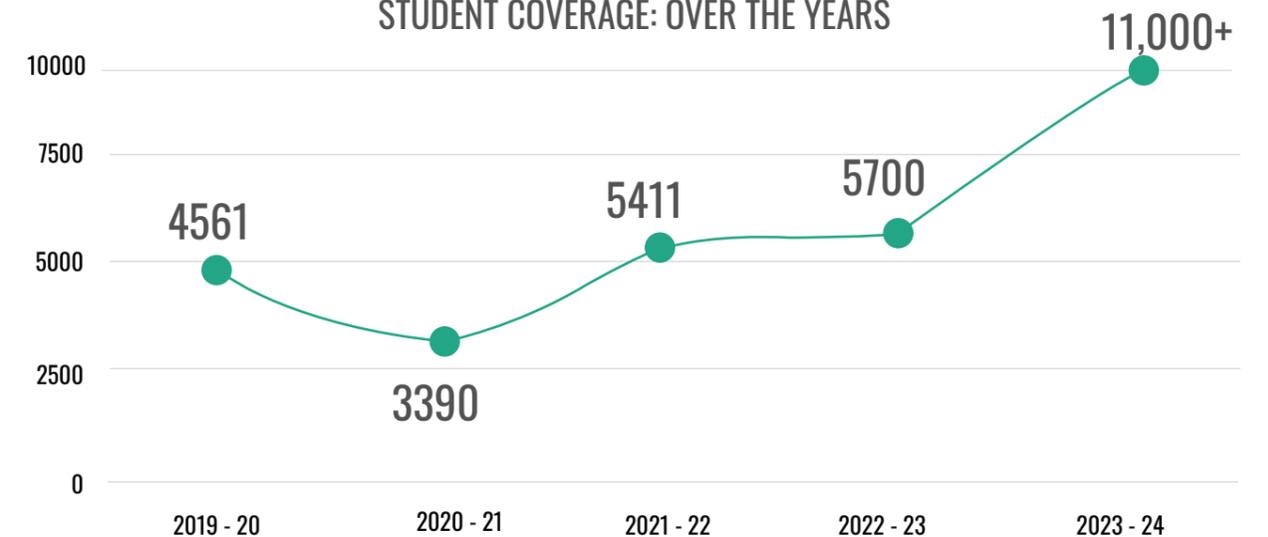
## Groundwork - Initiatives

Our emphasis has been on extending our reach to as many schools and students as possible. The numbers show our steady growth from covering 76 schools and educating 4,561 students in the 2019-20 academic year to making a difference in 121 schools and to 11,000+ students in the 2023-24 academic year.

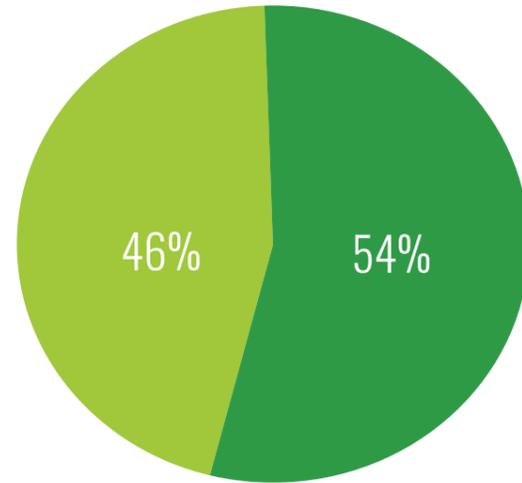
SCHOOL COVERAGE: OVER THE YEARS



STUDENT COVERAGE: OVER THE YEARS



Our endeavours have expanded OBLF's footprint to 120 out of 227 villages, which accounts for 54% of the total villages in Anekal Taluk. Our focus has also been on creating highly contextualised, gamified learning content, delivered via tablets, to complement the traditional in-class teaching process.



### COVERAGE ACROSS VILLAGES IN ANEKAL

■ NO OBLF PRESENCE ■ OBLF PRESENCE

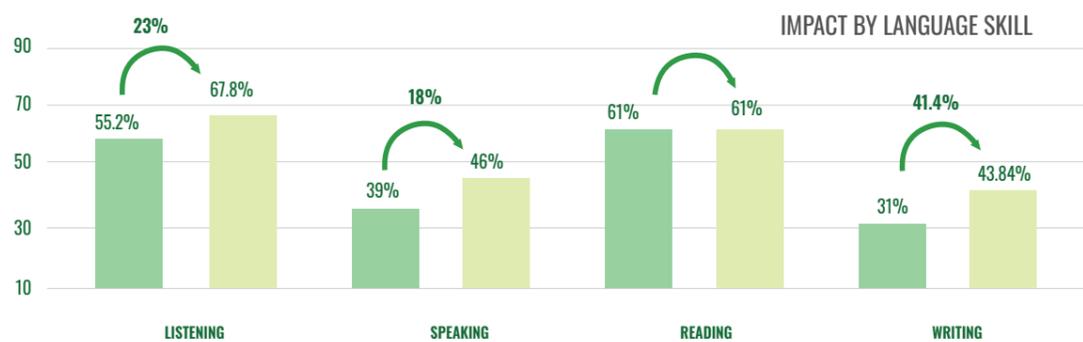
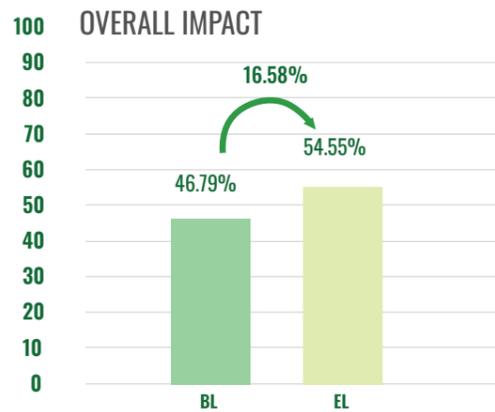
N=227 Villages

## The Outcome - Impact and Assessment

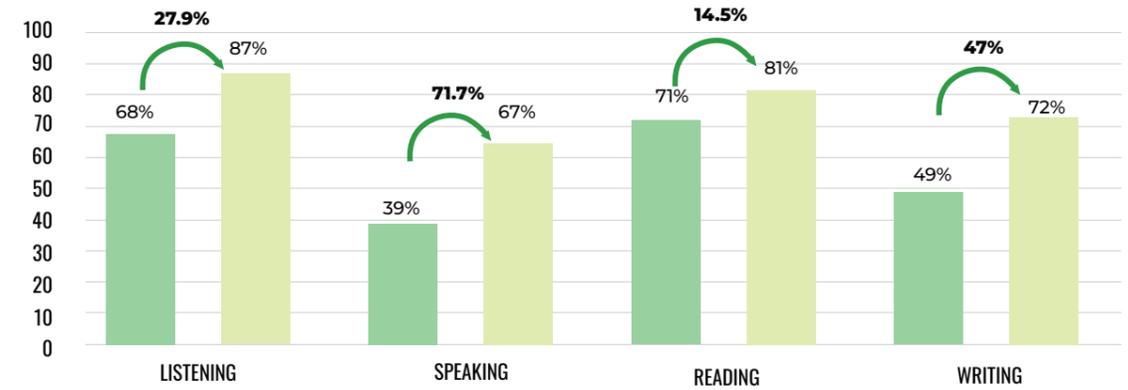
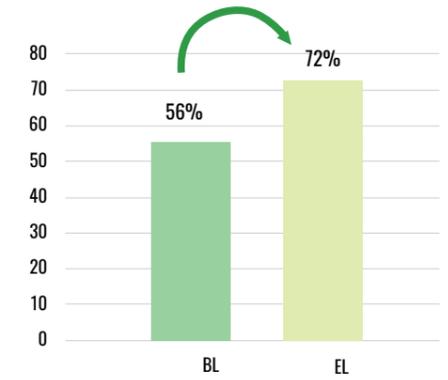
Our Impact Assessment for 2022-2023 provides a clear picture of the substantial changes we've been able to facilitate through our programs. By conducting comprehensive baseline and endline evaluations across three different levels, we were able to track the progress of our students over time.

These evaluations encompassed over 6,800 students, enabling us to assess the effectiveness of our methodologies on a broad scale. Other than the improvement in spoken

English, we have seen significant enhancements in listening and writing skills — the two critical components of language learning. While our students already had a high baseline for reading skills, we identified room for further strengthening our teachers' English Language Proficiency in two areas — reading and grammar. Our training sessions for the upcoming year will be focused on bolstering them.



This impact comes after our established tablet-based gamified learning initiative, developed in partnership with **Solve Education**. The **SOLVE X OBLF** initiative offers highly contextualized, gamified learning content, delivered via Tablets – to complement the in-class teaching process.



In our ongoing pursuit of improving education for our students, we have launched L.E.A.P. (Learning English through Accelerated Practice), a unique initiative designed to supplement our flagship English education program, Elevate.

L.E.A.P. utilizes the power of WhatsApp, an app commonly available even in the rural regions of Anekal where digital accessibility might still be a luxury. Despite the challenges, our mission is to use every available avenue to bolster learning.

This is where L.E.A.P., with our implementation partner— **Glific**, comes into play. By transforming WhatsApp into an English practice platform, we allow our students to engage in learning beyond their 200 minutes of weekly classroom time.

## L.E.A.P. entails

30 minutes of practice per school day

English speaking, listening, and reading exercises

Audio-visual aids for at-home practice

## A closer look at this initiative:

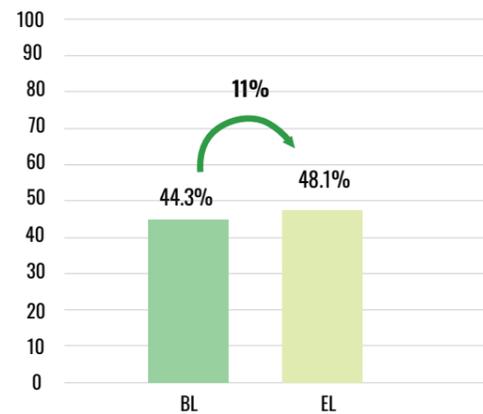
- ▶ A total of 250 students reached
- ▶ An encouraging 28.5% increase in overall proficiency of students

This has been possible because of the curiosity that gamified content sparks. These figures serve as a testament to our belief in the power of integrating technology with traditional in-class facilitation, reaffirming our commitment to a multi-modal form of learning.

## But what do these numbers actually mean for our students?

For Pre-A1 students, it means that they are able to...

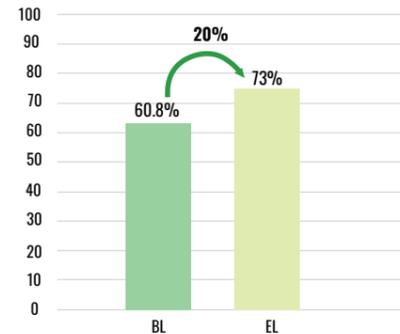
### PRE - A1



... understand simple sentences  This is a chair	... respond to simple questions How old are you? I'm six	... understand some very simple descriptions of everyday objects  This is blue.
... follow very short stories in simple language Then Lucy eats an apple 	... understand and follow simple instructions Open your book 	... recognise and write the letter of the English alphabet <b>Aa Bb Cc</b>
... understand some very short conversations I like football. I like tennis.	... spell her/his name and simple words Anna cat dog 	... name some familiar people and things cat dog mum brother cow dad

For A1 students, it means that they can now...

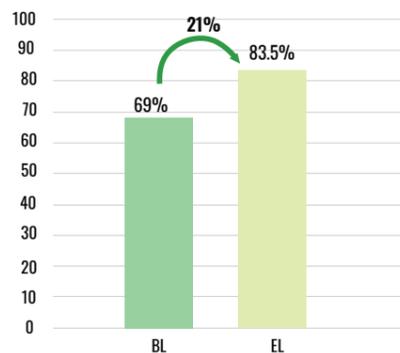
### A1



... agree/disagree with someone I think this is pretty. Yes, it is	... ask someone how they are and what they like doing, and answer similar questions How are you? Fine, thank you	... answer questions about school activities What is our homework today? To read a story
... give simple descriptions of objects, pictures and actions The boy is running 	... write simple sentences giving personal details I live in a town 	... write short sentences about what they like or dislike I like going swimming 
... understand simple signs and notices 	... tell a very simple story with the help of pictures I went to the beach today 	... understand simple written sentences The children went to the park.

And for A2 students, it means they can...

### A2



... understand instructions given in more than one sentence Could you say it again please? 	... understand simple conversations on everyday topics The wheel on the bicycle is broken 	... ask basic questions about everyday topics Do you like pop music? Yes, I do
... write simple descriptions of objects and people Sarah is eating a strawberry 	... understand simple written descriptions 	... talk briefly about things they have done I read a magazine yesterday 
... write short simple stories using pictures 	... tell a story using pictures or their own ideas 	... link sentences with connectors (and, because, then) I am sad because it is raining 

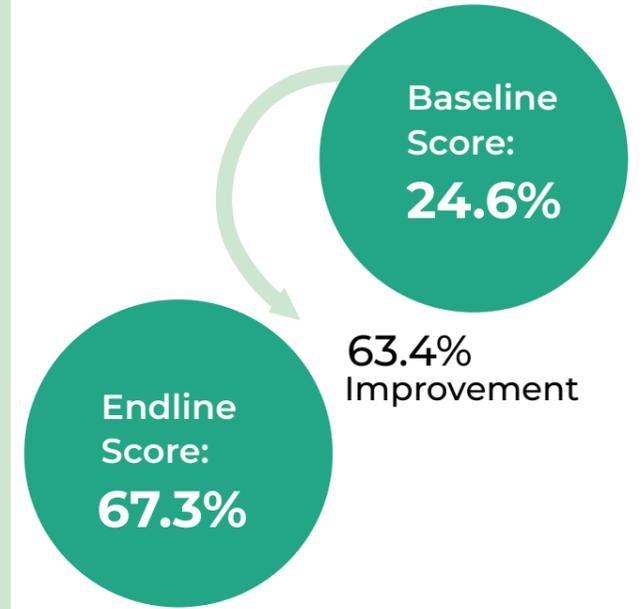
## Yamini's Journey

Meet Yamini, a Grade 2 student at Huskur's government school nestled in the rural surroundings of Anekal Taluk, Bangalore. Yamini's journey with our Elevate program is a testament to the power of learner-centric models.

At the onset, Yamini's English proficiency was at the Pre-A1 level, as per the CEFR framework. The baseline tests painted a vivid picture of her struggle:

- ▶ Difficulty in recognizing English letters and their sounds.
- ▶ Struggles with basic sentence formation.
- ▶ Hesitation in making greetings or introductions.
- ▶ Challenges in understanding questions or giving basic responses.

These initial struggles reflected her overall academic performance, extending beyond English and



**Fast forward to a year**, and the endline scores tell a different story. Yamini's journey with the Elevate program has brought about a remarkable transformation:

- ▶ She actively participates in classroom discussions.
  - ▶ Her English proficiency has improved, boosting her overall academic performance.
  - ▶ She can describe people, places, and things in basic English.
  - ▶ Confidence now reflects in her interactions
- Yamini's progress shines as a beacon of the difference that the Elevate program brings to the rural schools of Anekal Taluk. This transformation in her learning trajectory reiterates the impact of technology-integrated, student-centric learning.

# What's next?

As we look to the future, our vision for the Elevate program remains resolute and ambitious. We intend to broaden the reach of Elevate through our tablet-based learning program and WhatsApp-Chatbot-based learning program, consistently focusing on the professional development of our teachers.

In addition to these ongoing initiatives, we have some exciting new developments on the horizon. A central part of our future plans involves standardizing the curriculum across all our programs to ensure a unified and holistic learning experience for every student.

As we expand our technological integration into education, the mission of Elevate remains the same - to empower rural communities through quality education. And with every step forward, we're committed to turning this into a reality.



## Demystifying Assessments: A Thrilling Leap Forward

In the educational landscape of Anekal, assessments have traditionally been daunting, feared events for both students and teachers alike. As part of our Elevate program, we decided to flip the script, transforming tests into a captivating learning experience.

### An Ambitious Undertaking

Our aim was to assess the 'Listening, Speaking, Reading and Writing' levels of more than 6000 students across 90 schools, a task both extensive and unprecedented. But with the assistance of 64 trained teachers, we embarked on this ambitious journey.

### A Wave of Apprehension

As preparations began, an unexpected challenge arose. It appeared that the teachers themselves harboured a fear of tests. This was quite understandable, given their immense responsibilities and their perception of poor student performance as a reflection of their work. Our priority then was to ensure the teachers that this exercise was purely to enhance the program and wasn't a judgement of their teaching abilities.

### Biases and their Impact

Another intriguing concern was the question of bias. Familiarity with the students often led teachers to interpret results based on their perceptions of the student's usual performance or personal circumstances. We encouraged teachers to maintain objective assessments to prevent dilution of results.

### Surprising Enthusiasm

Despite the teachers' initial trepidation, the students responded to the assessments with palpable enthusiasm. Unlike regular exams, our tests evoked excitement instead of fear. They were seen as a game, a challenge, and were conducted in a stress-free environment.

### Glimpses of Progress

Preliminary results have shown a marked improvement in student performance, indicating a shift from 42% in the baseline to 58% in the endline. There was a minimum growth of 15% across every learning skill — LSRW. Data also revealed a correlation between frequent attendance and enhanced performance. Students enrolled in our SOLVE X OBLF tablet-based learning program showed notably higher improvements.

### Looking Forward

Once the complete data is processed, we will optimally allocate teachers and resources according to each student's learning level. The curriculum will be adjusted for various cohorts.

### Celebrating Small Victories

While the journey of educational transformation is long, this reassessment exercise has given us plenty to cheer about. In the process of making assessments fun, we have not only bolstered the confidence of our students and teachers but have also given ourselves the heartening assurance that our initiative is on the right track.





**KICKSTART**



# KICKSTART

## Fostering Education Warriors

### A BACKDROP OF EMPOWERMENT

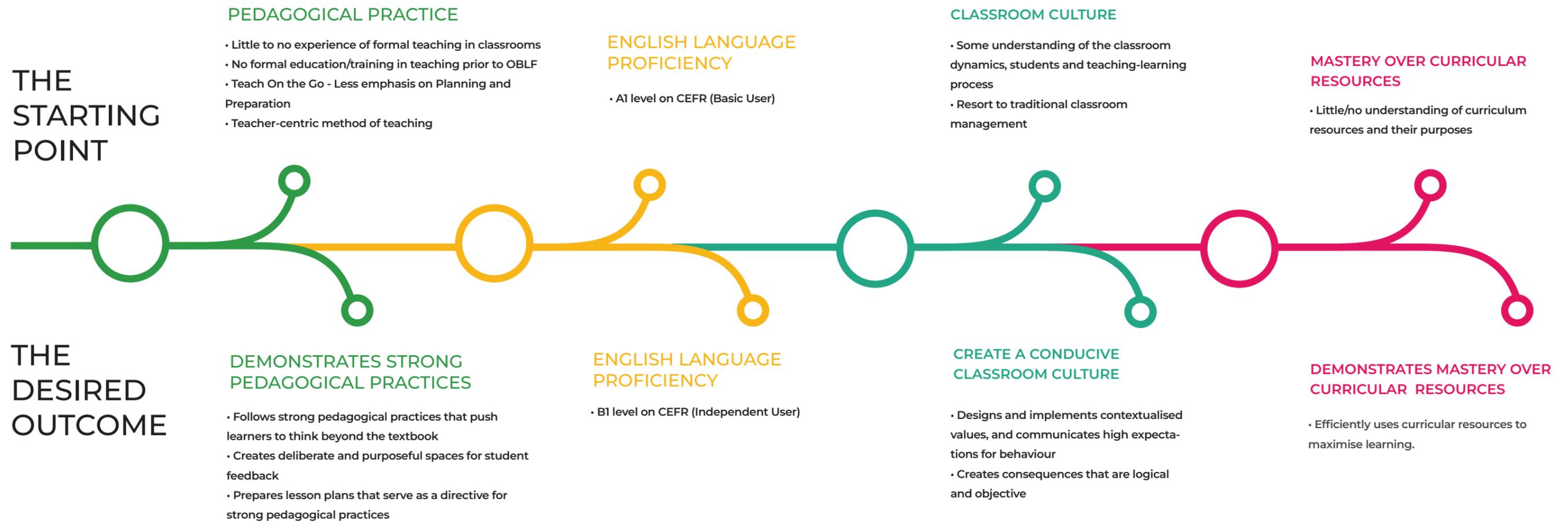
**K**ickstart, our dedicated Teacher Professional Development initiative, embodies the aspiration to spark an educational transformation in the heart of Anekal Taluk. The essence of the Kickstart program is about harnessing the potential of local women who are eager to contribute to their community. We recruit these enthusiastic individuals and provide them with comprehensive training, equipping them to effectively deliver our English Literacy Curriculum in government primary schools.



Our training program puts a strong emphasis on **English Language Proficiency, Pedagogy, Curriculum Mastery, and Personal Leadership Development**, constantly refining the skills of our educators. The 2022-23 period marked a milestone, as we designed a four-level teacher professional development rubric specifically tailored to our program's unique requirements. As we move forward, this rubric will serve as a critical self-reflective tool, allowing us to adapt our strategies based on our real-world experience.



# IMPACT THROUGH KICKSTART





# IGNITING THE LAMP OF KNOWLEDGE: Initiatives of 2022-23

In the past year, 64 dedicated teachers saw their competencies soar across four priority areas, having undergone nearly 14,000 person-hours of training.



## PEDAGOGY: Nurturing a Classroom of Growth

Our focus is to nurture a classroom environment conducive to learning, instructional planning, and instructional execution - and our focus over the last year has been to develop strong pedagogical skills in our teachers. We've seen significant improvements in how teachers plan for instruction, and we'll continue to amplify our efforts in the coming year.

## EMPOWERING OUR TEACHERS:

### From Local Classrooms to University Halls

In a groundbreaking advancement for our educators, we are thrilled that five of our incredible teachers have been chosen for a certification course by the renowned Azim Premji University!



### Seizing the Opportunity

Upon learning about the course offering, we recognized an unparalleled opportunity for our teachers' professional growth. Thus, we encouraged those who demonstrated exceptional potential to seize the chance. With an unwavering commitment to excellence, our teachers embarked on the challenging application process. Their hard work paid off, leading to their successful selection. And so, they're now on their journey to the classrooms of APU.

### The Road Ahead

The course promises to be a rigorous one, demanding approximately 5-6 hours of study and weekly assignment submissions. Our teachers skillfully balance this academic workload with their work commitments, home responsibilities, and personal preparation. And we're confident in their tenacity and ability to rise to this challenge.

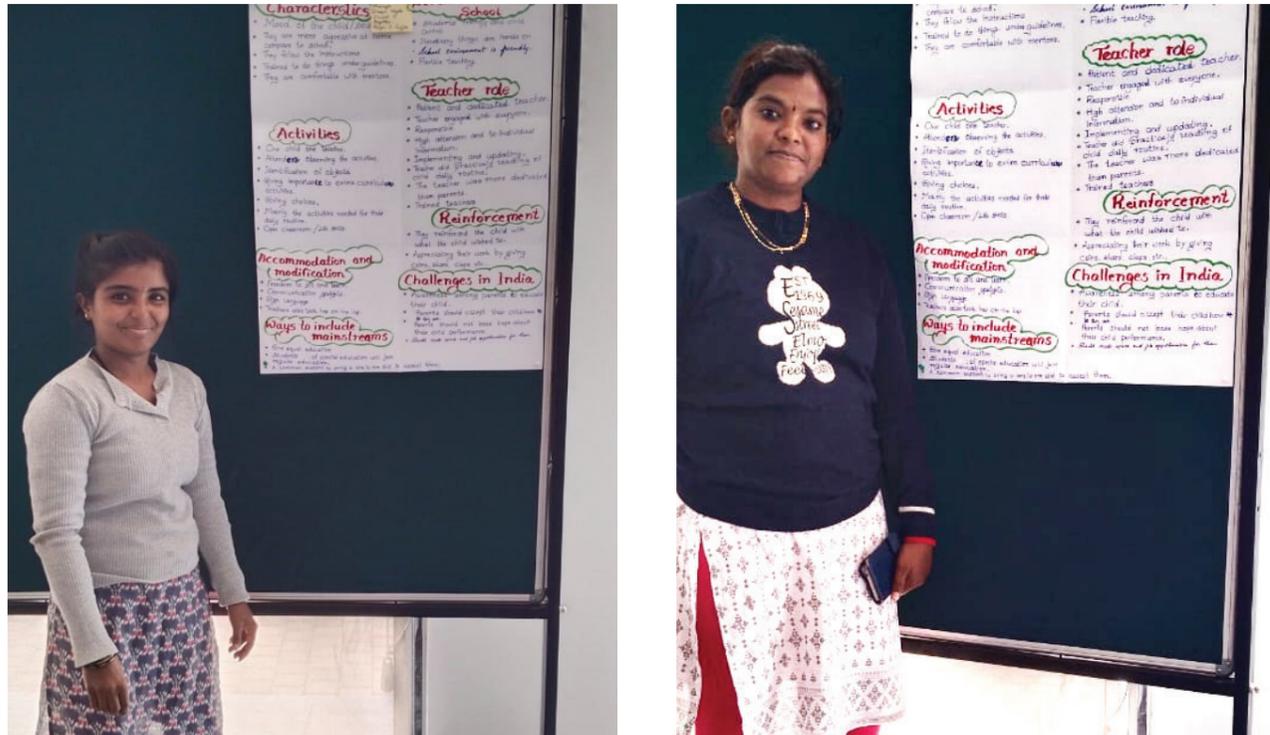
### A Pioneering Leap Forward

This achievement marks a turning point in their personal and professional journeys. For the first time, these dedicated women have stepped into the realm of formal higher education, breaking down barriers and setting an inspiring precedent.



## Looking Forward

The completion of this certification is set to open doors of possibilities for our teachers and subsequently enhance the quality of education we provide. This initiative stands as a testament to our teachers' dedication, fortitude and commitment to continuous learning and development. As they embark on this academic journey, we stand proudly by their side, ready to support them every step of the way.



## What's next?

As Kickstart steps into a new year, one of our significant highlights is going to be the "**Subject Teacher Allocation and Training**" initiative, a collaborative venture with **Sansera Engineering, JSS Foundation**, and the **Block Education Office** of Anekal Taluk. Through this program, we aim to build teacher capacity beyond English education, extending to Maths, Social Sciences, Sciences, and Kannada.

We plan on deploying guest teachers in these schools, providing them with continuous training and mentoring to elevate their expertise. This initiative underscores our commitment to addressing the critical teacher shortages in primary and high schools and nurturing the continuous professional development of these teachers.





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# NURTURE

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# NURTURE

## The Roots of Rehabilitation

**N**urture is a community rehabilitation project, committed to closely working with severely poor and marginalised communities in accessing essential services such as education, healthcare, and sanitation to enable a better standard of living for the community. The two communities we predominantly work with are the Waste Picker's community (WPC) and the Hakki Pikki community. The Waste Picker Community comprises migrants from various parts of the country who make a living by picking, segregating, storing, and selling waste; whereas the Hakki Pikki Community is a Scheduled Tribe that subsists on begging, foraging and farming. The goal is to provide the tools and support necessary to level the playing field for the future generation of these communities, particularly in education and healthcare, enabling them to challenge gender norms and pursue greater opportunities.

## INITIATIVES IN BRIDGING GAPS & BUILDING STRENGTHS

The core of our efforts for the children of Waste Pickers Colony is to foster a harmonious transition into their relevant grades at government schools. Complementing this, we've designed a unique **Creative Art Therapy** course to accentuate the **Socio-Emotional skills** in our students, turning classrooms into a canvas of expression. Recognising the fundamental role of health in learning, we established a **Primary Healthcare Program**. The objective of this initiative is to ensure that our community has regular access to vital health services, maternal, and childcare support.

In the heart of Bannerghatta forest, in the Hakki Pikki colony, we've embarked on a **Life Skills Program** journey. This program has a unique edge of leveraging mixed-gender sports such as Ultimate Frisbee to cultivate a friendly, safe, and interactive learning environment.



## THE RIPPLE EFFECT: IMPACT

Our initiatives are sowing seeds of progress:

The **WPC Education Program** has seen promising outcomes: three of our students have become qualified to sit for the 5th-grade state board exams. Four others have seamlessly integrated into the government school system, making strides in their educational journey. This program alone has welcomed 36 children under its wing.

The **Primary Healthcare Program** is becoming a beacon of community health improvement. Our bi-monthly health clinics have ensured regular maternal and child health checks. The outcome is more than just healthcare provision; we've noticed a substantial increase in community engagement in understanding and addressing

Over at the Hakki Pikki colony, our **Life Skills Program**, now in its first year, has engaged 35 children. This program's unique approach has sparked essential conversations among the children, subtly imparting life skills and knitting the community closer through sports.



## SUCCESS STORIES



## LEAPS AND BOUNDS

Two children from the WPC, Soni and Moni, excelled in their school's annual sports event and represented their school at the Taluk-level sports competition, with Soni winning third place in the high jump event.



## CREATIVE COURAGE

The children from WPC showcased their learnings from the Creative Art Therapy program at their school, engaging their peers and their community.



## BRAVING THE BOARDS

Two children from WPC, Saima and Ismail, overcame their fears and attended their first public exams, marking a significant milestone in their educational journey.

Our Nurture program highlights the spirit of resilience within these communities, underscoring the importance of collective effort, and the significance of hope in overcoming societal hurdles. Through education, healthcare, and life skills programs, we aim to foster self-confidence, instil empowerment, and pave the way for a brighter future.

## THE UNIFYING POWER OF ULTIMATE FRISBEE: With kids from the Hakki Pikki community, Bannerghatta Forest

Meet the vibrant Hakki Pikki community, which was scattered across various locations in Anekal due to unforeseen circumstances. The dispersed families left a void in the heart of our sports program at Heelalige. However, when they returned and resettled in Bannerghatta Forest, it opened a new chapter of resurgence and unity. This remarkable story is a testament to the transformative power of inclusive sports.

Initially, the revived sports program was like an unfilled canvas:

- ▶ The absence of communal activity that is needed to foster unity and camaraderie.
- ▶ The lack of an inclusive platform where girls and boys could participate equally.
- ▶ The disengagement of the older children, aged 15 and 16, who were not involved in our academic program.

These initial challenges mirrored the fragmented spirit of the community, longing for an activity that could ignite a sense of unity and joy.

Fast forward to the introduction of Ultimate Frisbee, and the new storyline is a manifestation of remarkable transformation:

- ▶ The sport brought together boys and girls, creating an inclusive platform that fostered camaraderie.
- ▶ The older children, previously disengaged from our academic programs, enthusiastically joined the game, displaying a spark of hope for future interventions tailored for them.

- ▶ The joy, excitement, and unity reflected on the children's faces were a testament to the positive impact of Ultimate Frisbee on the community.

The transformative journey of the Hakki Pikki community with the introduction of Ultimate Frisbee highlights the profound effect a single inclusive sport can have on a community. This tale of transformation illustrates the power of innovative, community-centric programs in restoring unity and hope within a community.





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**REMEDY**

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# REMEDY

## Transforming Healthcare for Vulnerable Communities

### A STRATEGIC FRAMEWORK FOR TRANSFORMATIVE HEALTHCARE

Navigating the complex landscape of India's health statistics, particularly the high prevalence of non-communicable diseases (NCDs) like hypertension and diabetes, Remedy, our public health program initiated in August 2022, emerges as a beacon of transformative change. Through accessible, affordable, and predictable primary healthcare, we aim to make a tangible difference in the lives of vulnerable communities in regions such as Anekal Taluk, Bengaluru.

### INITIATIVES AND INNOVATIONS FOR HEALTHIER COMMUNITIES

#### Trailblazing a Path to Healthier Futures

Our strategic approach to healthcare intervention pivots around several core components:

► **Comprehensive Demographic Mapping:** To ensure targeted and efficient intervention. Our target population is **individuals over 30 years** and currently extends to 7514 individuals.

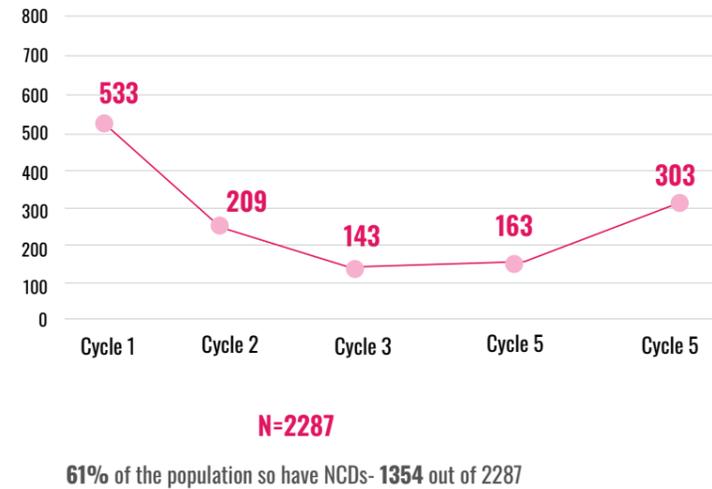
► **Early Diagnosis of NCDs:** To provide prompt treatment and mitigate health risks. Our team has completed **6 full clinic cycles**. One cycle is approx. 6 weeks – covering each village at least once. This spans over **30 villages** with **13,388 individuals**.

► **Capacity Building Initiatives:** To strengthen the community's ability to manage and prevent health issues. The local issues that influence screening decisions include **lack of community awareness, biases, preconceived notions** towards screening, inability to avail care due to **wage earning responsibilities, migration**, and an **aged untended population** across households.



Our frontline workers continue to build community awareness and mobilise households to attend the health clinics through robust door-to-door follow-ups. Local FLWs enjoy more trust & community visibility in comparison to those who reside outside these villages.

### Mobile Clinic Initiative



Our mobile clinic initiative, "**Nimma Kai Nalli Nimma Arogya**", operational since August 2022, forms a crucial part of our strategy. It delivers:

► **Risk Screenings and Primary Care:** Offering comprehensive health checks to all individuals. Our team has conducted over **5000 consultations**.

► **Health Education:** Spreading knowledge about healthy lifestyle practices to prevent NCDs. There has been a noticeable shift in community sentiments and collective awareness around accessing timely, predictable healthcare and treatment.

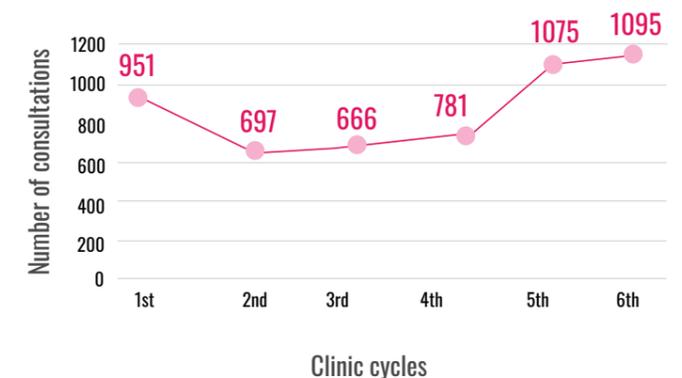
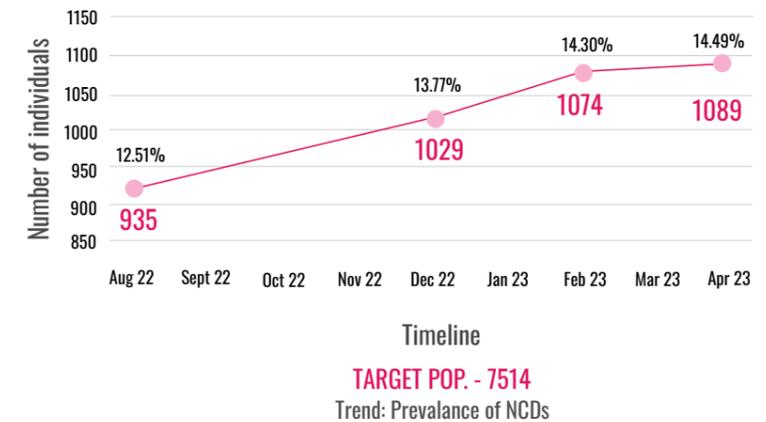
**Our frontline healthcare workers have been instrumental in deepening community ties, monitoring individual healthcare status, and adhering to treatment protocols across households.**

### Robust Data Collection and Analysis

With robust data collection and analysis, we're able to:

- **Detect Early:** By understanding patterns and trends, we can initiate early interventions.
- **Provide Timely Intervention:** Respond to health issues promptly, reducing risk and potential harm.
- **Ensure Consistent Follow-Up:** Keep a tab on the progress of the individual and adjust the care plan as needed.

### MEASURING IMPACT: Transforming Health Landscapes



\*Total no. of consultations held across 6 clinic cycles : 5265

In the face of numerous challenges, the victories of Remedy have been striking:

- ▶ **Broad Reach:** Conducted over 5,000 consultations and screened 31% of the target population.
- ▶ **Community Engagement:** Facilitated a discernible shift in community sentiments towards healthcare.
- ▶ **Disease Detection:** The high incidence of NCDs detected substantiates our approach.

## THE STAMP INITIATIVE: A Testament to Empathetic Care and Medication Management

Step into the world of OBLF's Remedy program, operational in the villages of Anekal Taluk, Bengaluru. Our team's innovative response to a common problem facing elderly patients living alone is a testimony to how simple solutions can bring about significant change.

### Understanding the Struggles

The complexity of the problem was multi-fold:

- ▶ Elderly patients living alone had difficulty remembering their medications.
- ▶ Despite personal visits and detailed consultations, the specifics of the medication regimen were often forgotten by the time the patients reached home.
- ▶ The absence of family support and intervention needed for proper medication management led to instances of patients mixing up medicines.

These challenges posed a threat to the health of these patients, and the team realized that a unique approach was needed to tackle this issue.

## Strengthening Community Ties

Community events and dedicated frontline healthcare workers have:

- ▶ **Built Trust:** Strengthened our bond with the communities we serve.
- ▶ **Reduced Expenditure:** Significantly cut down out-of-pocket healthcare expenses for vulnerable families.



### The Innovative Solution

Fast forward to today, and the introduction of pictorial stamps on medicine envelopes has brought about a transformative change:

- ▶ The stamps, with icons depicting morning, afternoon, and night, have simplified medication management.
- ▶ Doctors now simply tick the appropriate boxes corresponding to the time the medicine needs to be taken, making the regimen easy to understand.
- ▶ The pictorial representation has been welcomed by older patients, making the task of managing medications manageable and less daunting.

## EMPOWERING COMMUNITIES THROUGH COLLABORATION: The OBLF and ASHA Partnership in Anekal

Journey with us through this tale of collaborative community health improvement. Our story revolves around a symbol - a red bag - and what it represents in our collaboration with Accredited Social Health Activists (ASHAs) in Anekal. This story uncovers the challenging realities and the triumphant victories we've experienced in our quest to implement health programs effectively in the region.

### The Initial Struggles

When OBLF decided to integrate its grassroots health program with the ASHAs, the problems were daunting:

- ▶ Despite our intentions to collaborate, the ASHAs were initially hesitant to join forces due to past experiences with other NGOs.
- ▶ They were concerned about duplications in the services provided and our intrusion into their territories.
- ▶ Our team's compensation structure, which was largely fixed, stood in contrast to the incentive-based salaries of the ASHAs, creating friction.

Overcoming these hurdles was critical. After all, the ASHAs were pivotal for any health initiative due to their extensive network and credibility in the villages.

### The Bridge-Building Process

Fast forward to today, and the impact of our collaborative efforts has been substantial:

- ▶ We initiated dialogues with the ASHAs, focusing on active listening, learning from their expertise, and understanding their challenges.



- ▶ We communicated our NCD program's objectives, highlighting its mutual benefits and our intent to aid, not replace their work.
- ▶ Over the course of six meetings, we harmonized our data, set mutual expectations, and gained deeper insights into the social and political factors affecting program execution.



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# **VOLUNTEERING UPDATES AND ENGAGEMENT**

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# 07

## EMPOWERING COMMUNITIES Celebrating Volunteering Triumphs

**W**e believe that volunteering experiences are a cornerstone of our mission and hold immeasurable significance for both our organisation and the communities we serve. These moments of shared dedication and collaboration go beyond simple acts of service; they embody the spirit of compassion, unity, and empowerment. By joining hands with passionate individuals from all walks of life, we create a tapestry of support and opportunity, weaving together the dreams and aspirations of our communities. The following volunteering updates showcase the profound impact that arises when hearts and hands unite in the pursuit

Total Volunteering Hours: **3,500 hrs**

Total No. of Volunteers: **300+**

### OUR HELPING HANDS. OUR HEROES.

#### VOLUNTEER ENGAGEMENT WITH THOMSON REUTERS:

#### Transforming Lives through Action

In a heartwarming partnership, **Thomson Reuters, India** joined hands with us for a day of transformative volunteering. The Sonnanayakanapura Govt. Primary School experienced a remarkable metamorphosis, thanks to their dedicated efforts.

A vibrant burst of colours adorned the classroom walls, expertly brushed by our volunteers. The neglected school grounds were revitalised, blossoming into a playground of dreams. To make the day truly special, Thomson Reuters volunteers lovingly prepared a mouthwatering feast, shared with laughter and camaraderie.

But their impact didn't end there. Thomson Reuters also conducted an empowering session, nurturing our teachers' skills and igniting their passion for innovative teaching.

We extend our heartfelt gratitude to Thomson Reuters and its exceptional volunteers for their unwavering support. Together, we are sowing seeds of change and nurturing bright futures in the lives of children in rural communities.



#### VOLUNTEER ENGAGEMENT WITH INTEL INDIA: Harnessing the Power of Collaboration

After a long-awaited return to in-person engagements, we were privileged to join hands with **Intel India** for an extraordinary day of volunteering at the Huskur Government Primary School, Anekal Taluk.

Over 100 enthusiastic Intel volunteers joined forces to create an enriching experience for the students. Together, they embarked on a range of activities, including mural art, recognition card creation, and engaging workshops. The vibrant murals adorned the school's newly constructed classrooms, showcasing themes of space, education's value, and the inspiring stories of Indian freedom fighters.

A captivating theatre workshop brought moral stories to life, captivating students with their heartfelt performances. Furthermore, volunteers dedicated their time to craft special recognition cards for our dedicated teachers, while others imparted essential presentation skills to our para teachers.

This remarkable day of volunteering, totalling over 500 collective engagement hours, left an enduring impact on the school community. We express our heartfelt gratitude to the passionate Intel volunteers for their unwavering support and dedication.



“

We couldn't imagine that schools in areas so close to the city limits are still in such precarious condition. It is such a huge eye-opener for us.

Volunteer from Thomson Reuters

“

This is my first volunteer experience and I was skeptical as to what it was going to be like. I must say this has been the complete opposite of what I'd imagined, been amazing, and wish -I can do this more and as often as possible!

Volunteer, Mural art group

“

The theatre workshop was so much fun! Maybe I should become an actor when I grow up?!

Student, Class 6, Participant (Theatre Workshop)

“

We can't thank you enough for what the volunteers have done for our school. It means a lot to the students.

School Headmistress, Sonnanayakanapura Govt. Primary School

“

Volunteering is important for our school - the engagement is fun, and the students like to interact with volunteers, we see them opening up and interacting with students from other classes and doing different activities.

OBLF Teacher



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# FINANCIAL OVERVIEW

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# One Billion Literates Foundation

Flat No. FF01, Right Sankalpa, Sacred Springs Layout, Hale Chandapura, Bangalore  
Consolidated Receipts and Payments account for the year ended 31st March

Liabilities			Assets		
Local Contribution	Foreign Contribution	Total	Local Contribution	Foreign Contribution	Total
<b>To Opening Balance</b>			<b>By Direct Expenses</b>		
<b>Cash-in-Hand</b>	<b>8,676.00</b>	<b>-</b>	<b>8,676.00</b>		
<b>Cash-at-Bank</b>	<b>-</b>	<b>-</b>	<b>-</b>		
- Canara Bank	2,77,48,025.69	81,05,210.71	3,58,236.40		
- Corporation Bank	69,401.20	-	69,401.20		
- SBI	-	61,615.05	61,615.05		
<b>To Donations Received</b>	<b>1,93,94,568.88</b>	<b>2,73,07,506.34</b>	<b>4,67,02,075.22</b>		
			- Project Expenses	1,39,50,241.00	10,76,278.00
			- Training Expenses	6,94,794.00	4,86,620.00
			- Event Expenses	5,900.00	-
			- Printing & Stationery	15,79,067.00	21,15,487.00
			- Bonus	54,000.00	-
			- Conveyance	3,13,889.00	3,13,889.00
			- Co-Ordinators Allowance	11,488.00	1,03,02,962.00
			- Fuel Expenses	1,10,544.00	89,602.00
			- Salary	5,044.00	50,86,328.00
			- Staff Welfare Expenses	1,58,036.00	13,515.00
			- Travelling Expenses	29,146.00	-
			- Transport	4,43,171.00	84,466.00
			- Internet Expenses	49,918.00	-
			- Telephone Expenses	17,018.00	20,265.00
			- Subscription Expenses	40,705.44	-
			- Software Expenses	59,598.00	2,40,156.00
			- Vehicle Insurance	-	266.00
			- Repairs & Maintenance	1,02,503.00	60,450.00
<b>To Interest</b>			- Consultant Payments	-	9,36,389.00
- Savings Bank a/c	9,54,696.90	1,75,653.00	11,30,349.90		
- FD Interest	12,16,491.00	29,152.00	12,46,643.00		
- Refund of Income Tax	7,471.00	-	7,471.00		
			<b>By Indirect Expenses</b>		
			- Consultancy Charges	24,00,416.00	3,11,561.00
			- Bank Charges	1,485.62	22,309.00
			- Electricity Charges	6,969.00	2,416.00
			- Audit Fees	23,600.00	-
			- Professional Charges	78,450.00	-
			- Recruitment Charges	3,78,000.00	1,863.00
			- Miscellaneous Expenses	17,493.00	36,034.00
			- Office Expenses	49,776.00	-
			- Postage & Courier	965.00	-
			- Advertisement & Marketing	7,94,350.00	4,50,501.00
			- Office Maintenance	-	17,296.00
			<b>By ESI Payable</b>	18,271.00	-
			<b>By Advances Paid for Programs</b>	26,000.00	-
			<b>By Rental Deposit</b>	20,000.00	-
			<b>By TDS Paid</b>	85,157.00	1,67,376.00
			<b>By Prof. Tax Paid</b>	4,200.00	4,200.00
			<b>By Prepaid Expenses</b>	-	15,914.00
			<b>By Salary Advance</b>	-	62,240.00
			<b>By Loan to Padmavathi</b>	-	20,000.00
			<b>By Advance Channakeshava</b>	-	9,000.00
			<b>By Capital Expenditure</b>		
			Others	7,02,010.00	-
			Furniture	18,080.00	-
			Projector	31,914.00	-
			Printer	13,275.00	-
			Software	11,44,228.00	-
			Safelock	17,523.00	-
			Small Equipments	16,233.00	-
			Laptop	1,35,600.00	-
			TDS Receivable	33,436.00	-
			<b>By Closing Balance</b>		
			<b>Cash-in-Hand</b>		
			<b>Cash-at-Bank</b>		
			- Canara Bank	3,92,776.31	8,42,178.37
			- Corporation Bank	74,140.30	-
			- SBI - FCRA Account	-	84,52,401.95
			<b>Fixed Deposits</b>		
			- FD - Corpus Fund	-	-
			- FD - Others	5,31,00,000.00	50,00,000.00
<b>Total</b>	<b>7,74,72,610.67</b>	<b>3,62,79,137.10</b>	<b>11,37,51,747.77</b>	<b>Total</b>	<b>7,74,72,610.67</b>
					<b>3,62,79,137.10</b>
					<b>11,37,51,747.77</b>





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# CEO'S NOTE

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# 08

## SETTING THE STAGE FOR THE FUTURE: A Note from the CEO

### EMBRACING THE JOURNEY: Inspiring Change in Uncertain Times

As I reflect on yet another year that has gone by and think about what it has meant to be a part of a Civil Society Organization – indeed a movement – I realise that more than anything else, it has been a leadership practice. It has meant accepting responsibility for enabling others to achieve a shared purpose in the face of uncertainty. It has meant learning to access the moral, emotional and physical resources to respond to the challenges of an uncertain world – as individuals, as communities and as ordinary, responsible citizens.

It has also been about the art of translating values into emotional resources for action.

It is a discursive process through which individuals, communities and citizens learn to make choices, construct identity and inspire action. Listening deeply to, and taking the time to understand native intelligence and realities, can instruct and inspire – teaching us not only why we should act, but moving us to act.

As we open the chapter to the Foundation's 14th academic year, our hearts are filled with anticipation and hope. We remain committed to our iterative, experimental approach,

viewing Anekal Taluk as our sandbox of opportunity. Our focus is not just on what we can achieve, but also on how we can grow and evolve through different strategies and programs, always ready to explore uncharted territories

**Investing in our core internal capacities – people, technology, and culture – remains a central pillar of our strategy.**



Our ever-growing team is a testament to this commitment. We feel an immense sense of pride in our expanding cohort of over 120 rural women change-makers, who exude confidence and a sense of belonging.

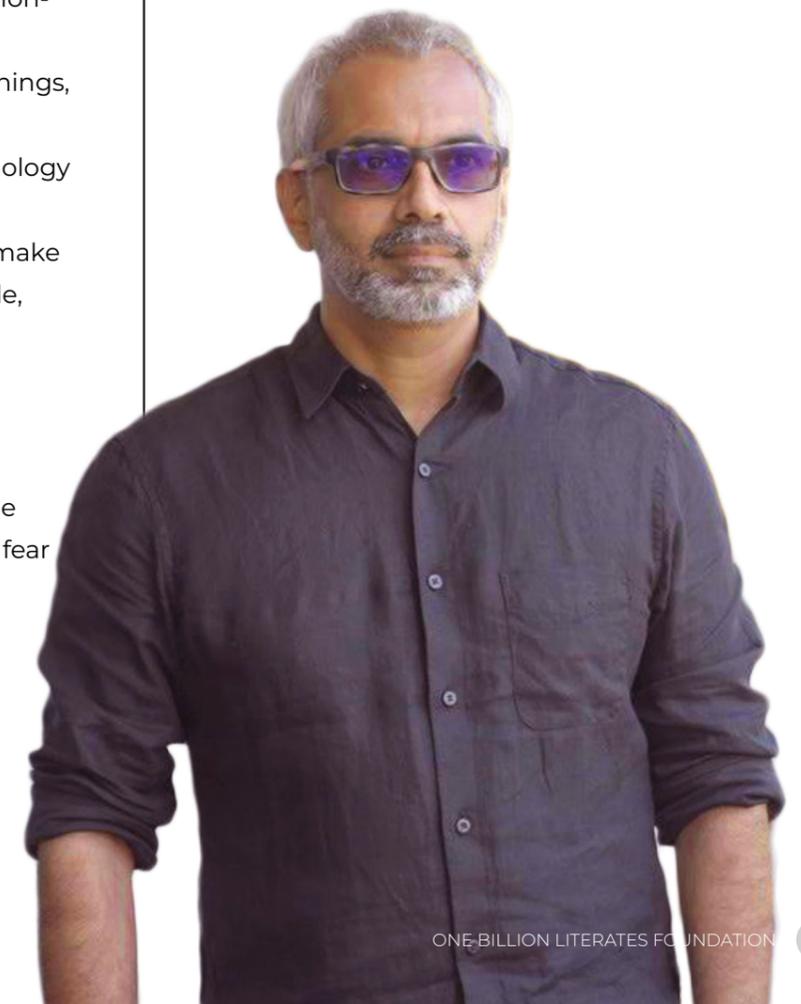
**As we look ahead, the question of scale looms large. There isn't a one-size-fits-all solution nor a silver bullet to scale, but we are firm in our commitment to grow in a way that best serves our communities. We are constantly defining 'scale' based on what truly matters to the communities that we work with – and we are not in any doubt that this is indeed the only definition of scale that matters.**

Our vision for the future is underpinned by active listening, partnership, and building technology that enables and complements our vision. We aim to deepen our understanding of the communities we work with, partnering with other grassroots organisations that have built trusted relationships with these communities. Through these partnerships, we can share our learnings, offer support, and co-create impactful programs. Harnessing the power of technology will allow us to improve outcomes and extend our reach. It offers us the tools to make our product portfolio universally accessible, supporting communities far and wide.

Responding to urgent social challenges mindfully – with agency – requires courage rooted in our ability to draw on hope over fear empathy over alienation; and self-worth over self-doubt.

**As we step into the future, we are reminded that growth is never by mere chance; it is the result of forces working together. It is this collaborative mindset, this synergy of forces, that will guide us on our journey ahead.**

**- Anish Ramachandran  
CEO (Hon.)**



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