



# Annual Report

2023-2024

ONE BILLION LITERATES FOUNDATION

Creating a Chance at Life

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## MESSAGE FROM THE LEADERSHIP

***The future is not something to predict, it is something to achieve. We all need to get involved.***

Changing one life may not change the world, but it can spark a ripple that transforms a community—and that is how real change begins. Fourteen years ago, One Billion Literates Foundation (OBLF) was founded with a singular vision: to ignite a passion for learning among students in state-run primary schools. Our goal has always been to create a replicable model that enhances learning outcomes, one child at a time.

The COVID-19 pandemic upended the world and brought public health under our radar. Thrust into uncharted waters without expertise, we quickly adapted—supporting ASHA workers, building critical infrastructure, and running vaccination camps and COVID-19 care centers.

Meanwhile, we knew that preserving continuity in education was essential. For vulnerable students in Anekal, a lapse in learning could mean the end of childhood. That period became a turning point for us, sparking resilience and innovation. It revealed new ways to serve our communities, not just in education but in health as well.

Today, OBLF stands stronger, more resourceful, and more committed than ever to creating lasting impact. Over the past three years, our Public Health team has built on the transformative work initiated during the pandemic. As we deepened our service, we uncovered deeper, often overlooked needs that required the same care and compassion.

The recent inauguration of our Geriatric and Palliative Care Center is a testament to our commitment to inclusivity—a core value that guides everything we do. The groundwork for mental health initiatives is already laid, and we are poised to expand further, continuing our mission to uplift and support the communities we serve.

As we approach the close of another financial year, we reflect on our journey with a spirit of learning. Each year feels unlike any before, and 2023-24 is no different. OBLF has experienced significant growth and development—we have taken risks, expanded our capacity, embraced emerging technologies, and, most importantly, learned valuable lessons along the way. Time flies when you're deeply engaged in meaningful work, facing challenges head-on, and continuously evolving.

The past decade and a half has been filled with powerful memories and rewarding impact. Much of this success is due to the incredible dedication of our team, across various sectors, and especially to the rural women we've empowered as educators and public health leaders. What we initially thought would provide them with financial independence has instead enriched our mission beyond measure. These women have risen to every challenge, shattered barriers, and ignited ripples of change that continue to propel us forward.

Together, we've overcome hurdles, seized opportunities, and made a tangible difference in the lives of those we serve. The outcomes we have achieved are a testament to the dedication, resilience, and hard work of everyone involved. As OBLF expands its footprint—by enabling more rural women to become changemakers, building healthier communities, and harnessing India's digital momentum—we are excited about the future and all it holds.

Let us carry this momentum into the year ahead, with the confidence that we have the ability, determination, and unwavering commitment to continue making a meaningful impact.

***Here's to another year of growth, challenges, learning, and, most importantly, making a difference!***

**Anamika Majumder, Founder & Managing Trustee**  
**Anish Ramachandran, CEO (Hon.)**  
**One Billion Literates Foundation**





# APPROACH TO CHANGE

## CORE PHILOSOPHY

The idea: everyone should have the chance to make the most of their potential to create better futures. Our core belief is that social problems are interconnected, and grassroots, field-based organizations need to understand linkages and work to address them.

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, peri-urban and underprivileged communities. We aim at enabling them to make informed decisions and lead meaningful, productive lives. We do so by laying a robust foundation for education, healthcare, community capacity building, and employment opportunities.*

Creating **A**

Chance

At

Life







# Elevate

Addressing the Education Deficit



# Transforming English Education in Anekal Taluk

Our flagship initiative, Elevate, is dedicated to enhancing English language education in government schools across the villages of Anekal Taluk. At its core, Elevate leverages learner-focused teaching models and advanced educational technologies, crafting a dynamic learning environment that addresses the unique needs of every student.

## Goal Setting

Our first priority is establishing a clear and unified understanding of the learning objectives for grades 1-7, aligning them with the Common European Framework of Reference for Languages (CEFR). This allows us to set precise, achievable goals that provide a clear path for each student's educational journey.

## Pedagogical Support

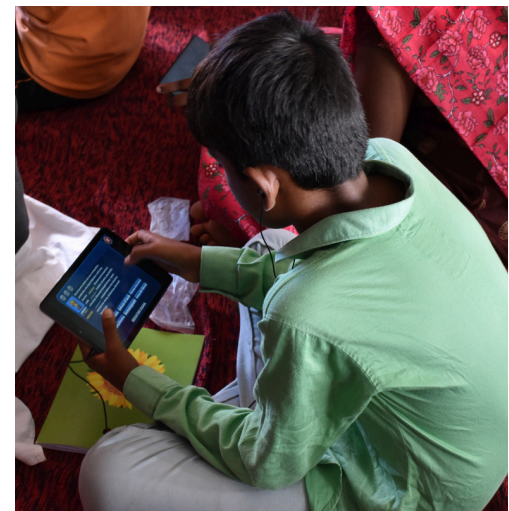
To ensure consistency and high standards across all classrooms, we provide a comprehensive range of teaching resources, alongside continuous support for teachers, empowering them to deliver quality education.

## Incorporating Ed-Tech

We integrate cutting-edge educational technology, including tablets and WhatsApp, into both classroom-based learning and independent study. These tools enable students to engage with and reinforce the material they've learned, promoting active learning and skill retention.

## Monitoring & Evaluation

We systematically track progress through formative and summative assessments, allowing us to measure students' growth, make necessary adjustments, and keep them on course toward success.





# ELEVATE PROGRAM

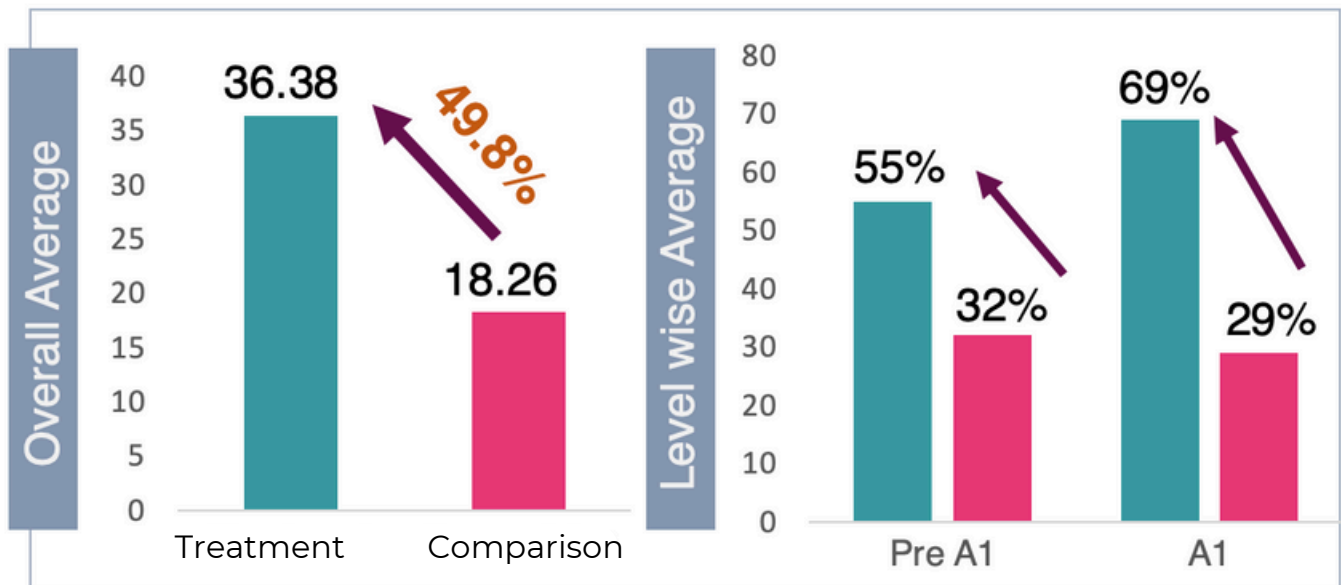
An Independent quasi-experimental External Evaluation

## Study Hypothesis

Learners who are exposed to OBLF's CEFR-based levelled syllabus, curriculum, and model of instruction demonstrate significantly better English language proficiency as compared to learners in non-OBLF intervention schools.

## Methodology

- Quasi-experimental, external study conducted by an independent social research organization, with field assessors and analysts who are in no way connected to OBLF or its operational model.
- Statistically significant and valid sample group comprising a 'Treatment group' and 'Comparison Group'- calculated using a confidence interval of 95% and an error rate of 5%.
- The treatment group comprises learners from OBLF partner schools for a min. of one year.
- The Comparison group comprises learners from schools who have had no partnership with OBLF.

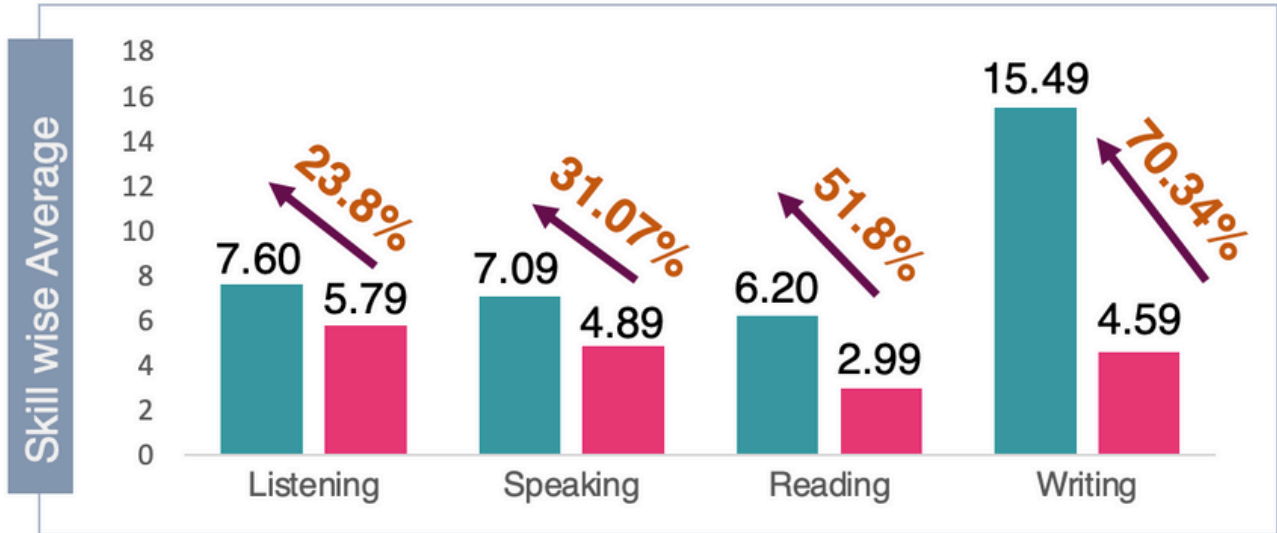


## Significant Proficiency Gap

Students in OBLF partner schools exhibit substantially higher overall English language proficiency compared to those in non-OBLF schools. The overall average score of the OBLF treatment group is 36.38, almost double that of the comparison group at 18.26, representing a 49.8% higher proficiency rate in OBLF schools.

### Competency Skill-wise Average

The skill-based assessment reveals that OBLF students outperform non-OBLF students across all English language skills, with notable differences in listening (23.8%), speaking (31.07%), and reading (51.8%). Writing shows the most substantial gap, with OBLF students scoring 70.34% higher than non-OBLF students.



### Level-wise Average

In terms of CEFR (Common European Framework of Reference for Languages) levels, OBLF students outperform non-OBLF students both at Pre A1 and A1 levels.

#	English Language Skills	Average % difference between Treatment and Comparison Groups	
1	Listening	16.05%	34.16%
2	Speaking	18.55%	46.45%
3	Reading	50.97%	54.49%
4	Writing	65.81%	75.97%
5	Overall	43.16%	57.98%

### Key Takeaways

- Learners in OBLF partner schools have significantly higher English language proficiency across all skills, especially in productive skills like Speaking and Writing, where the gap is most prominent.
- Longer participation in the OBLF program correlates with a higher proficiency level, suggesting the effectiveness of sustained intervention.
- OBLF's focus on functional and productive components in its curriculum, aligned with the CEFR methodology, has led to marked improvements, especially in writing, validating the success of the program's methodology.
- The results affirm the effectiveness of OBLF's curriculum and teaching methods, especially for writing and speaking skills.

# SCHOOL ADOPTION PROGRAM (SAP)

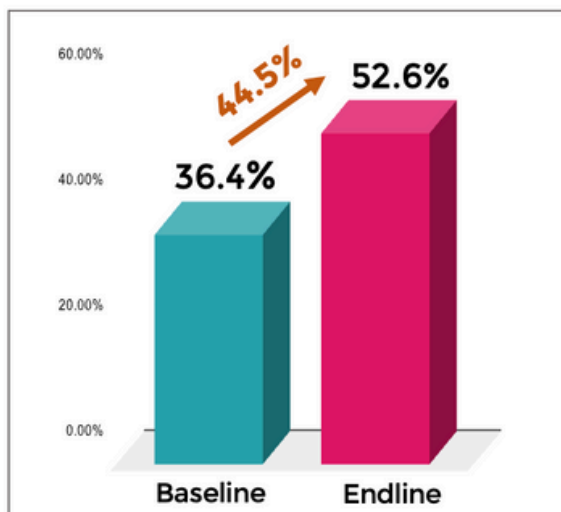
An Internal Summative Assessment Evaluation

## Study Hypothesis

Investment in teacher capability and improving curriculum quality & pedagogy through structured educational interventions will significantly improve student language proficiency and literacy outcomes in rural government primary schools.

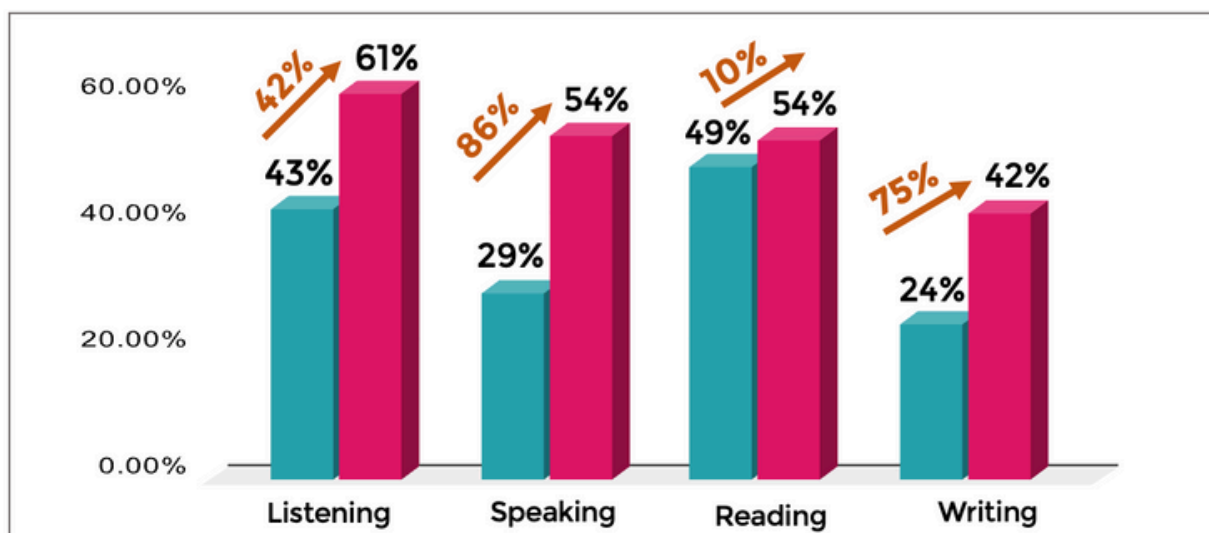
## Methodology

- Conducted a Pre-Post assessment with one treatment group - ALL those schools & students who were part of the SAP program.
- A Statistically significant sample of **4486 students** was constructed and included children from grades 1-7.
- A treatment and comparison group sub-study was conducted for those students under the ed-tech program, where their scores were compared to those students who were under OBLF's SAP program but did not receive the ed-tech intervention.



Our hypothesis of combining learner-centric models of curriculum with deep investment in teacher proficiency has been validated, demonstrating a significant upward shift in student proficiency by 44.5%.

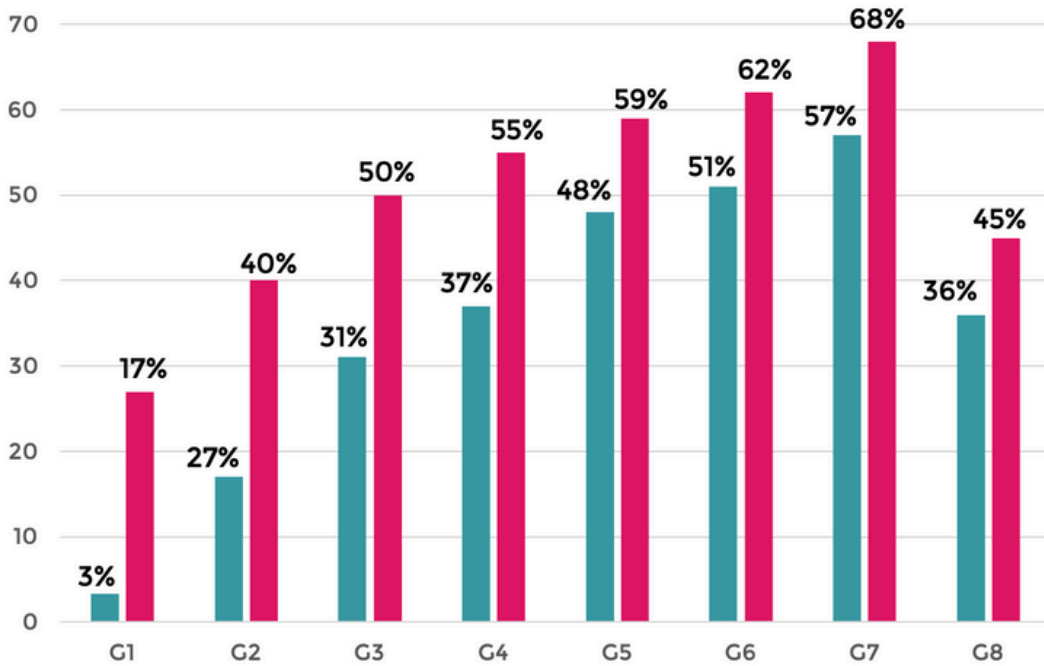
Statistical analysis of assessment scores indicates a clear increase in learner proficiency across language skills as students progress through Cambridge proficiency levels. The improvements were as follows: Listening: 42%, Speaking: 86%, Reading: 10%, Writing: 75%





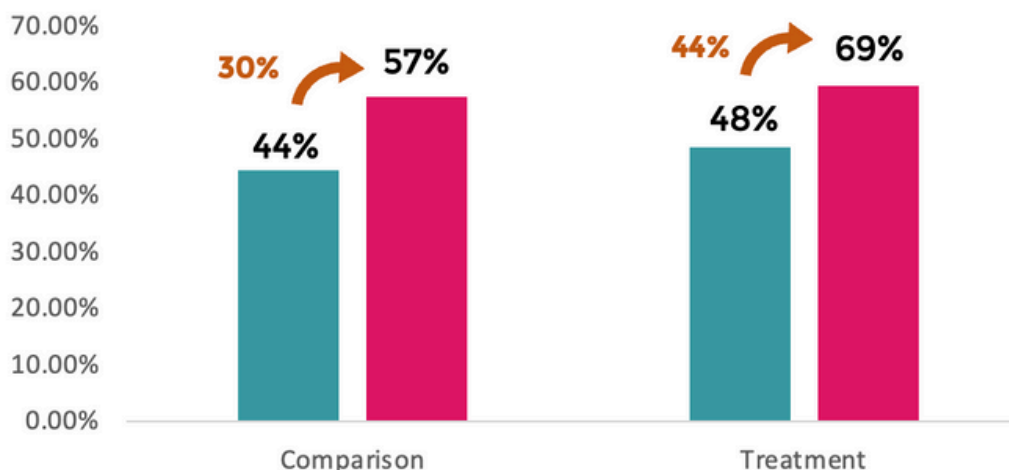
### Grade-wise Analysis

- There is an even split across grades with a minimum of 400+ students per grade.
- **There is an incremental and gradual increase across each grade – where the baseline and endline scores both increase.** (e.g. Grade 3 is 31-50 while Grade 4 is 37-55).
- Thus the higher the grade, the higher the baseline. However, the improvement % remains proportional across most grades (25-60% improvement).



### Ed-Tech Learning-focused Analysis

- Despite a higher baseline, the students under the SOLVE tablet based learning program have shown a higher margin of improvement than those who did not receive the intervention.
- Due to the interactive nature of the gamified curriculum - the students have shown a large improvement in Speaking, Reading & Writing Skills. Speaking Skills have grown by 77%
- These findings support our hypothesis that daily quality classroom learning when supplemented with ed-tech-based learning leads to accelerated growth in student proficiency.



# SUBJECT ALLOCATION & TRAINING PROGRAM (STAT)

## An Internal Evaluation

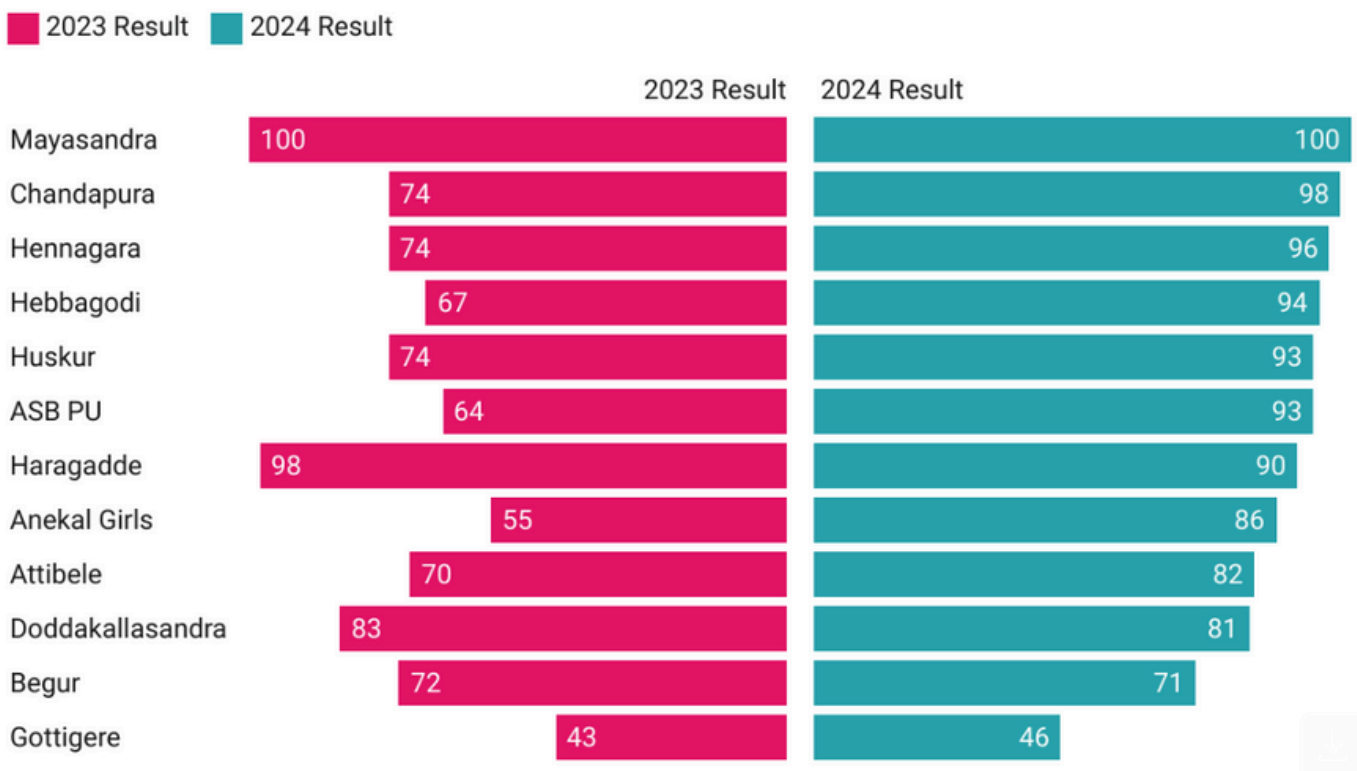
To strengthen the government primary, higher primary, and high school educational system, there is an urgent need to address the critical teacher shortage and train and deploy high-quality teachers.

The program was based on the hypothesis that continued access to trained teachers would bridge the gap in learning opportunities at the higher secondary and college levels, ultimately leading to better life outcomes for students, including a higher percentage passing public exams.

This initiative was launched through a three-way partnership between the Block Education Office of Anekal, OBLF, and our philanthropic partners Sansera Foundation (SF) and Jai Shiv Shakti Foundation (JSS)

In one short year, it has led to remarkable progress in Anekal Taluk’s academic performance. Anekal Taluk has risen from 33rd to 13th position statewide and now leads in Bengaluru Urban and Rural districts, with over 90% pass rates in the SSLC results for 2023-24.

**There was an exponential increase in student performance in Class X Boards and the overall school pass percentage improved greatly highlighting the importance of having adequately trained teachers.**





## Seema's Learning Journey with Her Support Pillar, Naveena

Naveena had always been known as a competent teacher, but something shifted within her as she watched Seema, a quiet fourth grader, struggle to grasp the basics of reading. In her early years as an educator, Naveena prided herself on following the curriculum and ensuring that her students met their academic goals. However, Seema's struggles presented a challenge unlike any she had encountered before. The simple act of recognizing basic letters was a daunting task for Seema, and stringing together words seemed impossible. When it came to forming sentences, Seema would retreat into a world of her own, seeking solace in the isolation of her desk. Her participation in class was almost non-existent, and the once-vibrant enthusiasm that filled the room had dwindled to a distant memory.

As weeks passed, Naveena found herself increasingly troubled by Seema's plight. Yet, something remarkable began to happen. Rather than feeling defeated by the challenge, Naveena felt a renewed sense of purpose. Teaching had always been her profession, but now it felt more like a calling. She could no longer rely solely on traditional methods; she had to find a way to reach Seema. The weight of this responsibility began to change her, driving her to become more innovative and compassionate than ever before.

Determined not to let Seema slip through the cracks, Naveena sought the guidance of her mentor, Sunadini. Together, they brainstormed new strategies, exploring unconventional methods to engage Seema in her learning journey. For the next six months, Naveena immersed herself in this new approach. She introduced phonics and flashcards into her lessons, methods she had previously considered supplementary rather than essential. But this time, they became the cornerstone of her teaching. Her once rigid approach to education began to soften, and she embraced the creativity that these tools offered. She even brought in transformative games, designed specifically to draw Seema out of her shell and foster active participation. Naveena noticed that Seema was particularly responsive to the flashcards, so she went above and beyond, spending extra time after school using these visual aids to build words, improve letter recognition, and refine pronunciation.



As Naveena invested more time in Seema's progress, she began to notice a shift not just in her student, but in herself. The extra effort wasn't just about improving Seema's academic performance; it was about nurturing her confidence and restoring her enthusiasm for learning. Seema's progress was slow but steady. She started to navigate lesson plans with newfound comprehension, and while the journey was fraught with challenges, the transformation was nothing short of extraordinary. Naveena's own transformation mirrored that of her student. She found herself becoming more patient, more empathetic, and more attuned to the individual needs of her students.

Gradually, Seema began to raise her hand in class, a small but significant victory that filled Naveena with immense pride. The pages of Seema's once-empty notebook started to fill with her writing, each word a testament to her hard-won progress. A profound shift occurred in Seema's demeanour—she became more engaged, more attentive, and more connected to the classroom. But perhaps the most significant change was the one that occurred within Naveena. The experience of working with Seema had transformed her from a teacher who was focused on outcomes to one who cherished the process of learning itself. She began to see each child not just as a student, but as a unique individual with their own set of challenges and potential.

In the world of education, we often celebrate grand achievements and extraordinary successes. But at OBLF, the true impact lies in the quiet, consistent efforts that take place within the walls of the classroom. It is in the dedicated actions of teachers like Naveena, who, through their own personal growth, help students like Seema find their voice. And in that, we find a beauty that is profound—a reminder that the greatest victories often come from the smallest, most personal battles.







# Kickstart

Addressing the Livelihood Deficit



# CONTEXT & BACKGROUND

## Teacher Training Track

- English Language Proficiency training course: Reading & Speaking focused
- Curriculum Mastery: Conducted for new teachers
- Pedagogy: Classroom Delivery
- On-field Coaching: Every teacher receives classroom visits and feedback



## Frontline Health Worker Track

- Field visits to rural health missions
- Training on community health interventions
- Training on basic physiology and pharmacology



Kickstart, our dedicated Teacher and frontline Health worker Professional Development initiative embodies the aspiration to spark an educational and health 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 or work in our public health program as Frontline healthcare workers.

## Professional Development

- Teacher's Collective: Training on Inclusive Education
- Teacher Conference (internal & external)
- Azim Premji University Certificate courses & other English courses
- Tech Training, Child Safety Policies



## Personal Development

- Financial Literacy (BUZZ Women sessions)
- Socio-emotional well-being (Snehadhara Foundation sessions)
- Menstrual Awareness & Gender (In-house sessions)

# ACADEMICS & TEACHER TRAINING

## LOOKING BACK AT 2023-2024

March - April 2023

- **Continued curriculum and pedagogy training for the year:** Interactive sessions on delivering curriculum components and fostering a positive classroom culture and effective classroom management.

May - June 2023

- **Menstrual Awareness training** & setting up of **period policy** (began and continued till March 2023)
- **Socio-Emotional Skills Training** by Snehadahara Foundation on 'Humour' & 'Empathy' to enhance student-teacher connections.

July - August 2023

- **Child Safety Training:** Teachers were trained on POCSO & POSH guidelines and taught how to build safety in classrooms
- **Technology Training:** Two sessions on file management, Google Drive usage, and WhatsApp Web.

September - October 2023

- **Skip-Level Meetings:** 4 in-person meetings between teachers and leadership teams to discuss the impact of training programs and classroom performance.
- **Accelerated English Skills Plan (AESP):** Over 6 hours of English proficiency support.

November - December 2023

- **Teacher Conference:** Theme of Reflective Practice with panels & activities on reflexivity skills & personal development.
- **Inclusive Education Program:** Special training for 23 teachers on strategies for inclusive education.

January - February 2024

- **Peer Trainer Training:** 12+ hours on observation documentation, feedback, and support.
- Conducting **student and teacher assessments**
- Community campaigns for teacher hiring

March - April 2024

- **Teacher Selection & Training** for 2024-2025: Comprehensive three-month training for new teachers.
- Started the **Sexual Reproductive Health Gender** program (monthly training)

May - June 2024

- **Special summer English Language Proficiency (ELP) Workshops:** Focus on reading fluency and needs-based instruction.
- Teacher counselling on their performance and growth

July - August 2024

- **Nali Kali Training:** 6-hour session focused on innovative classroom pedagogy.
- Setting up of a Community Library for the teachers in Anekal.

September 2024

- **HM Conference:** A stakeholder dialogue with all school leaders from OBLF schools.



# SEXUAL REPRODUCTIVE HEALTH & RIGHTS (SRHR) IN RURAL WOMEN

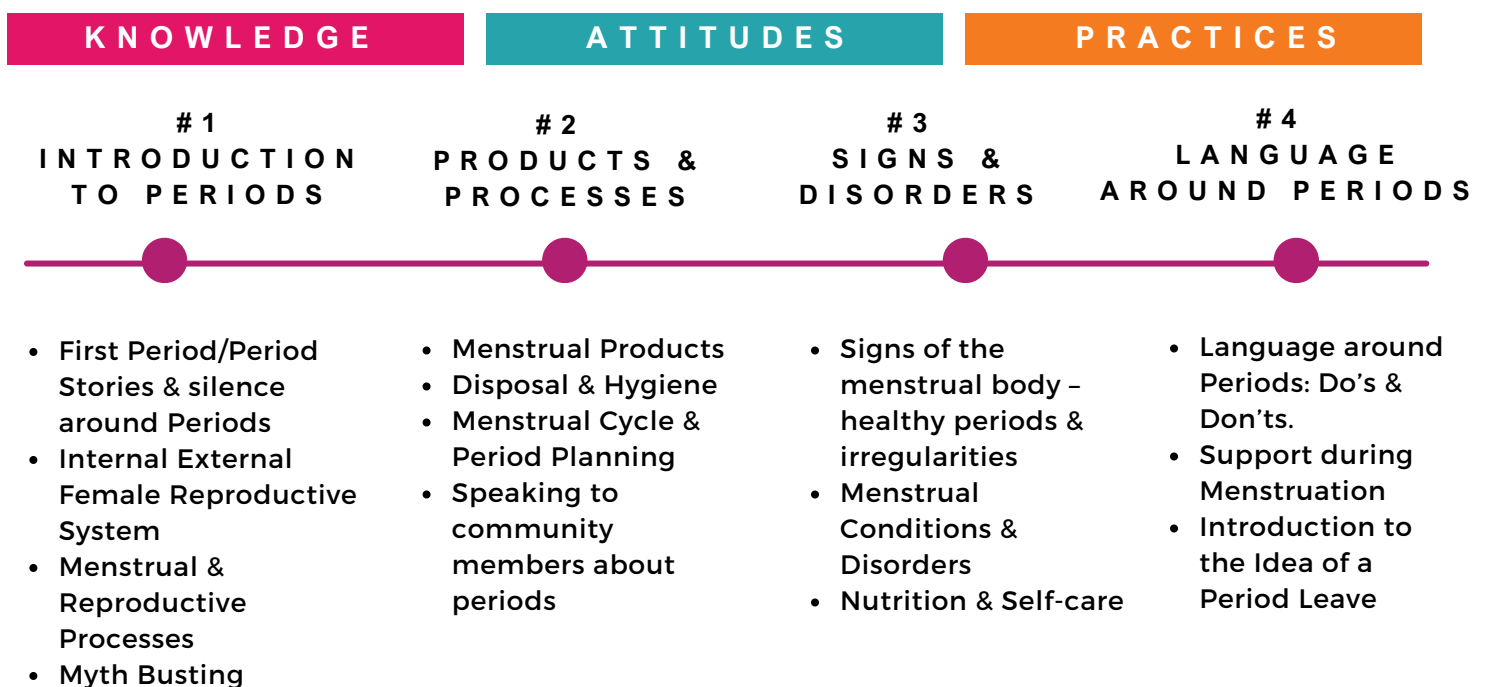
## Menstrual Awareness Program 2023-2024

### ABOUT THE PROGRAM

Over the past 14 years, OBLF has been working closely with rural women, thus also making us privy to their gender struggles and social constraints. Their gender troubles range from a lack of access and awareness around health (menstrual, sexual, reproductive), domestic violence, differential care within the household, double burden of work and limited mobility and decision-making capabilities. These lived experiences have set the context for our gender vertical - which seeks to provide women access to critical information about the body, health & rights.

The first module under this program is menstrual awareness training which was conducted in 2023. The second module focuses on sexual health & bodily autonomy and is currently being conducted in 2024. These sessions provide a safe space for women and men to discuss menstrual hygiene, debunk myths, and learn about sustainable practices. Through a series of interactive workshops, participants gain essential knowledge about the menstrual cycle, proper hygiene practices, and the importance of destigmatizing menstruation. Furthermore, the training equips women with the skills to make informed choices about menstrual products, fostering a sense of autonomy. The ripple effect of such training extends beyond individual women, creating a supportive environment that dismantles societal taboos and promotes a healthier, more informed community.

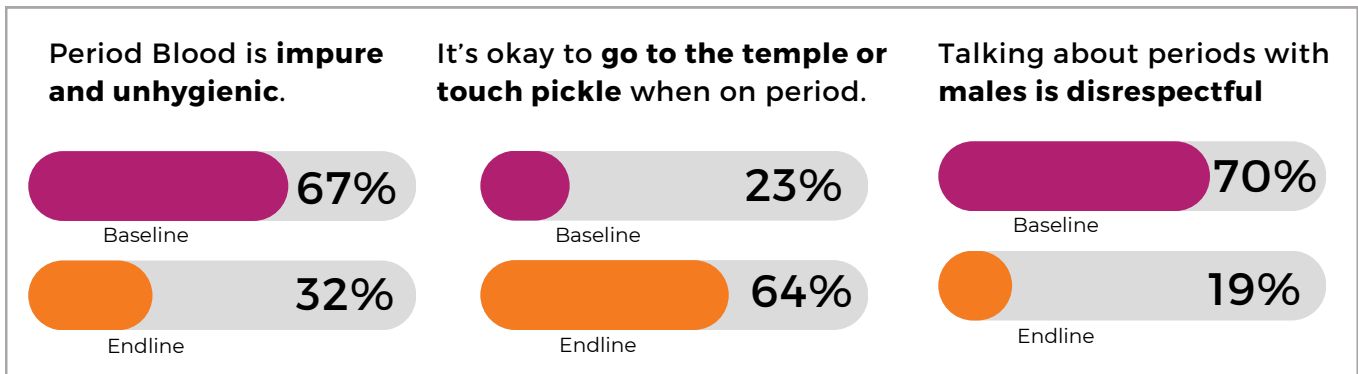
### Curriculum Structure



# A SNAPSHOT FROM OUR BASELINE-ENDLINE FINDINGS

## Outcomes We Drive

To capture a shift in perspectives & practices, a baseline endline was administered as well as FGDs with smaller groups.



- Participants can now identify key aspects of the menstruation process, reproductive systems, menstrual products, & disorders.
- Shift in perspectives around menstrual taboos, with men becoming more empathetic and women focusing on self-care during menstruation.
- Increased open conversation on periods.
- Improvement in menstrual hygiene practices, with participants moving away from pad burning to more hygienic disposal methods.
- Many women explored using menstrual cups and shared their experiences, promoting peer education.

## What's Next For Us?

- In April 2024, OBLF introduced a Period Policy, including menstrual leave, to create a more inclusive workplace.
- We will train select women from the cohort on disseminating menstrual education within their community - children and peer women. They will also receive gamified learning toolkits to conduct these sessions.
- This year, we extend the gender program in SRHR needs, family planning & socio-emotional well-being aspects.





## Lakshmi Devi's Journey to Proficiency and Confidence

Lakshmi Devi exemplifies that language proficiency extends beyond excelling in standardized tests; it encompasses one's attitude toward learning and engagement with the language. Despite her limited vocabulary, Lakshmi Devi stands out as the most enthusiastic participant in our training programs. She expresses herself confidently in Kannada and proactively seeks assistance by asking for translations of common phrases from her trainer.

When Lakshmi Devi first joined the program, she was timid, quiet, and non-participative. She struggled to string together even a single sentence in English, which left her feeling disheartened, especially as she observed her batchmates progressing while she did not. Her initial attempts to engage in the training sessions were met with poor testing results, which further demotivated her. This lack of progress made her feel inadequate and increasingly isolated.

Recognizing her struggle, Lakshmi Devi's trainer took a proactive approach. Together, they formulated personalized goals and dedicated work time that moved beyond the constraints of testing levels and competencies. They shifted the focus to her interests and a keen desire to learn. Lakshmi Devi utilized various resources to support her learning, including audio materials, books for home reading, Learning Management System (LMS) materials, and curriculum lesson plans. These tools allowed her to practice and improve, aligning learning activities with her interests and natural curiosity.

With individualized support and the latest iteration of the English Learning Program (ELP), which emphasizes voluntary reading, Lakshmi Devi has successfully advanced her proficiency level. Her newfound confidence is evident in her dedication to completing training assignments, sharing her reading journey, and actively participating in skits designed to demonstrate language concepts. She consistently seeks feedback on her teaching methods and diligently implements suggestions in her classroom.

Lakshmi Devi's progress is not just limited to her academic achievements; it is also reflected in her overall demeanour and engagement with the community. Her enthusiasm in training sessions, willingness to participate, and proactive approach to seeking help have made a significant difference.





# Remedy

Addressing the  
Public Health Deficit



# BUILDING A CONTINUUM OF PUBLIC HEALTHCARE ACCESS

## CONTEXT & BACKGROUND

Over the past three years of its work in Public Health, OBLF's Remedy program has made significant headway into the NCD continuum of care – focused on reducing preventable cardio-vascular diseases (CVDs) through early screening, detection and management of Hypertension and Diabetes in rural communities. It has established a strong community-centered primary healthcare operational model – comprising frontline health workers, a medical team, and a support team of counsellors, pharmacists, etc. The scope of its work currently extends across 31 villages of one panchayat in Anekal Taluk, with a population of approx. 15,400. Most importantly it has established strong trust which is the basis of healing. A healing which is based on relationships—relationships of trust, hope, and a sense of being known.

In the course of this work on primary care and NCDs – OBLF has identified complex challenges faced by older persons, those with Life Limiting Illnesses [LLIs]. It is often the bleakness of their existence and the air of constant uncertainty about the future that serves as the origin of mental health issues in these communities.

The intersection of NCDs, elderly care, mental health disorders and well-being presents a significant public health challenge, particularly in rural and peri-urban areas where accessibility to primary healthcare is low. The prevalence in this population of anxiety, depression, loneliness – and their intersectionality with the other issues – adds to the complexity of managing primary care in rural, constrained settings. Community members in Anekal taluk often face a dual burden where chronic conditions like diabetes, hypertension, and cardiovascular diseases coexist with mental health issues such as depression and anxiety.

An integrated health system or continuum of care ensures smooth transitions as the health needs of the communities evolve, avoiding the complexity of piecing together fragmented care; a system that considers the behaviour of multiple interacting factors which advance the health of whole people within communities.



# EQUITABLE PRIMARY HEALTHCARE ACCESS

OBLF's approach has been to build an ecosystem of care which not only provides quality healthcare services but also eases the caregiving burden, increases awareness of healthcare, and improves the resilience of communities. The platform is built on:

## Capacitating Non-Specialist Providers

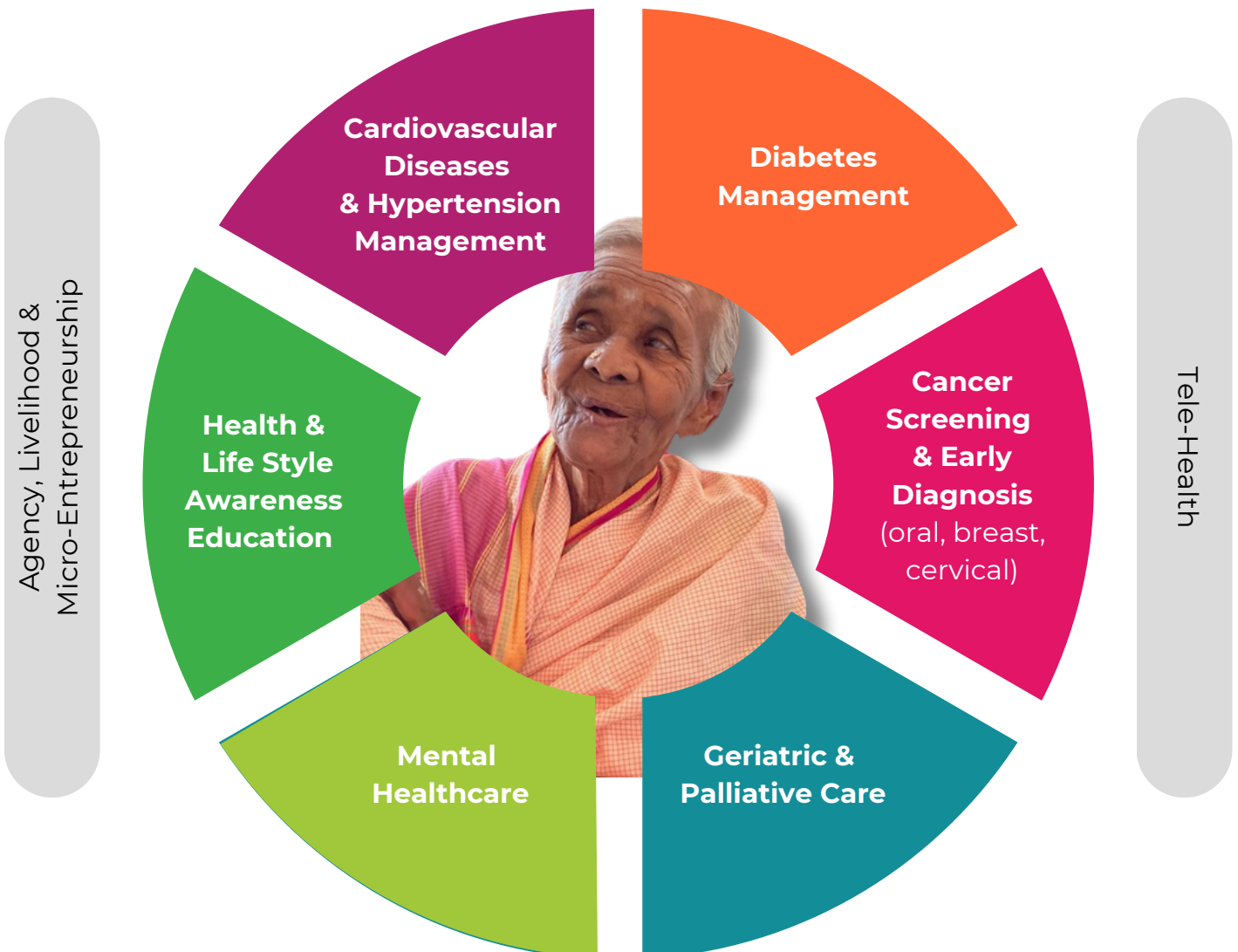
A cadre of women drawn from the communities we engage with - who have been trained to be Frontline Health Workers.

## Regular Village-Based Clinics

Regular Clinics by OBLF's team of medical professionals – predicated on building relationships, continuity, & personalized care.

## Home Care Visits

Home care visits for the Home-Bound and Bed-bound patients

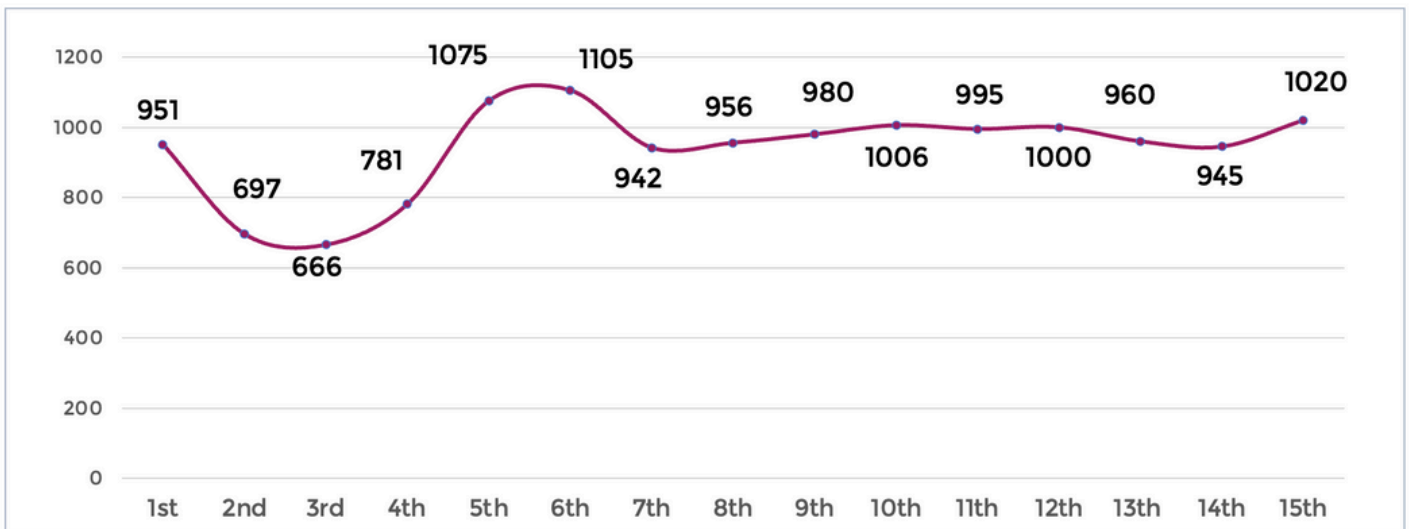




# NON-COMMUNICABLE DISEASES

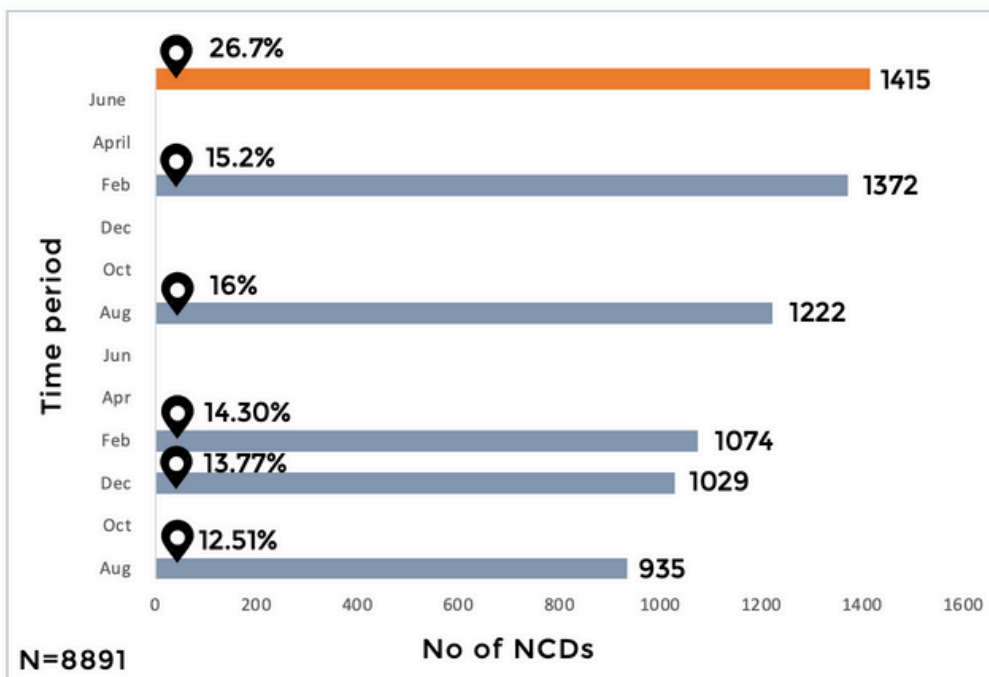
Our primary healthcare initiative in Anekal Taluk continues to grow, with our Non-Communicable Diseases (NCDs) program now in its 15th cycle and over 450 clinics conducted. As of July 2024, we've completed around 14,000 consultations, screening more than 50% of the population and detecting 37% with NCDs. However, we are currently in the process of data analysis for 15 cycles, and the data will be available by end of September 2024.

## Consultations



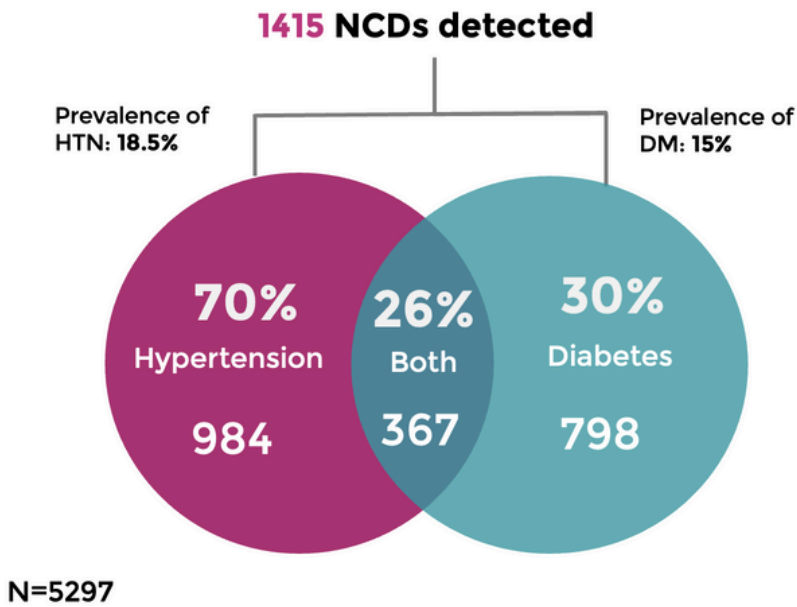
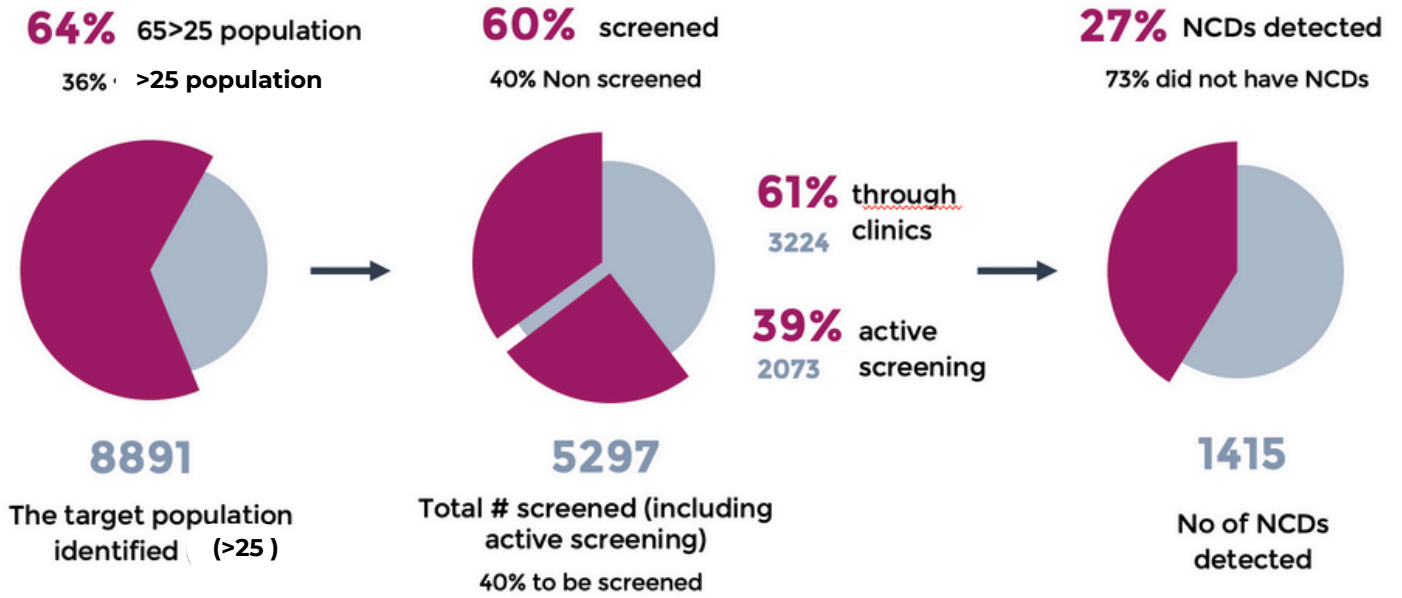
The program has completed **15 clinic cycles** and conducted over **450 clinics**. As of July 2024, there have been a total of **14,079 consultations**, with 47% related to NCDs and 53% concerning other health issues.

## Prevalence of NCDs (August 2022 - July 2024)



- **The overall NCD prevalence is 26.71%**, with 1,415 individuals diagnosed across the three locations.
- Hypertension (HTN) prevalence is **18.58%**.
- Diabetes Mellitus (DM) prevalence is **15.07%**.

# NCD Screening and Detection



## A snapshot for August 2024

Determinants	Hypertension	Diabetes
Total Patients in the PHC Area	1028	849
Total Patients consulted in the last month	418	289
Controlled (SBP <140, DBP <90)	167	98
Uncontrolled (SBP >=140 - <=160, DBP >=90 - <=100)	143	116
Secondary Care (SBP >160, DBP >100)	108	75
Prevalence of NCD	18.5%	15%

## Critical Learnings

- This affirms our hypothesis that greater screening will drive higher detection & treatment of NCDs.
- Community-based frontline healthcare workers are key to deepening community ties, monitoring individual healthcare status, and increasing adherence to treatment protocols across households.
- There has been a noticeable shift in community sentiments and collective awareness around accessing timely, predictable healthcare and treatment.
- Dismantling of patient-practitioner power dynamics is transforming our clinics into predictable spaces of treatment based on trust.

# GERIATRIC & PALLIATIVE CARE

Geriatric and Palliative Care (G-PC) at OBLF is a population-based project in partnership with the Dept of Health and Family Welfare, Govt of Karnataka. We deliver outpatient, daycare, home care and telemedicine services to eligible individuals at no cost to the population. Our focus is on persons living with one or more life-limiting illnesses, injury or disability, as well as their caregivers. Prevention and mitigation of Serious Health-Related Suffering resulting from the same is the primary aim of the program.

## Current Status and Updates

- **Launch Date:** The G-PC Center was officially launched on August 12, 2024.
- **Population-Level Screening:** Screening was completed at Indlawadi. The next screening is scheduled for Marsur.
- **Treatment Initiation:** Treatment services have begun at both Indlawadi and Marsur.
- **Partnership with Sipani Seva Sadan:** Sipani Seva Sadan, a completely charitable home for the underprivileged, old aged and physically/mentally challenged, has joined us as a partnering organization. We will assist their residents with check-ups and visits, in addition to serving the wider community.
- **Onboarding and Training of Community Health Workers:** Three Community Health Workers have been integrated into the Multi-Disciplinary Team. They will receive training to support patient screening and ensure last-mile inclusion.
- **KPME Registration:** The process for registering with KPME (Karnataka Professional Medical Entities) is currently ongoing.

## Upcoming & Plan of Action

- **Complete KPME Registration and Procure RMI License:** Finalize registration with KPME for the G-PC Center and obtain the RMI license to ensure compliance.
- **Engage with Public Health Officials:** Arrange meetings with officials and elected representatives to secure support for palliative care.
- **Door-to-Door Screening in Anekal Taluk:** Conduct screenings across all villages to assess healthcare needs comprehensively.
- **Train CHWs:** Equip Community Health Workers with the skills for initial screenings and limited service delivery.
- **Expand the MDT:** Strengthen the Multi-Disciplinary Team to ensure effective coverage of Anekal Taluk.





# MENTAL HEALTHCARE

The OBLF Mental Health Program covers 1 panchayat area in the initial phase of the program comprising an approximate population of 50,000.

## Scope & Intended Outcomes

- Selection of Frontline Line Health workers [Non-Specialist Providers (NSP)] to generate livelihood among the community women.
- Training and capacity building of NSPs thereby establishing a cadre of well-trained lay counsellors on the ground.
- Knowledge & Competency Assessment to ensure quality mental health screening, counselling and treatment referrals.
- A sustainable system of Supervision and Quality Control to address Common Mental health Disorders and Severe mental health disorders.
- Supported by qualified OBLF psychologist and psychiatrist on referral to ensure effective treatment of severe mental health disorders.

## Establishing an Operational Model

Over the last quarter, an OBLF team immersed itself in understanding the mental health landscape in India. And as part of this, spent time with three different organizations – who have an established presence in community-based mental healthcare - in three geographies. The purpose was to understand the best practices, operations, strategy, functional capacity as well as the scope of these three organizations — Sangath, Association of People with Disability (APD) and Basic Needs India (BNI). Based on this groundwork, the team held several insight sessions and discussions to analyse, debate and document our findings. We have now concluded our model-building phase. 2024 marks our advent into operationalising our working model and piloting it.





## From Pain and Despair to Hope Ramesh Reddy's progress with OBLF

Ramesh Reddy, a 45-year-old farmer from the remote village of Vanakkanahalli, once led a life rooted in hard work and resilience. That all changed three years ago when a sudden stroke left him paralyzed on the right side of his body. In a single moment, he lost not only his physical abilities but also his independence, forcing his family into a difficult caregiving role. This marked the beginning of a challenging chapter for Ramesh and his loved ones.

Despite receiving initial care from the local primary healthcare team, Ramesh's condition showed little improvement. His immobility confined him to his bed, and he endured constant, severe pain. The strain of the situation weighed heavily on his family, particularly his wife, who became his primary caregiver. Frequent mood swings, born out of frustration and helplessness, further strained their relationship, creating a tense atmosphere at home.

In May 2024, Ramesh's case was referred to the Palliative Home Care team from Indlawadii Panchayat, a program initiated by OBLF. The team, accompanied by Shashikala, a compassionate and capable local field worker, visited Ramesh at his modest home, which sat some distance away from paved roads. They conducted a thorough clinical assessment, engaging in heartfelt conversations with both Ramesh and his wife to understand the full extent of his physical and emotional struggles.

At that point, Ramesh was practically bed-bound, able to stand only for brief moments with the help of his wife. His pain was intense and unrelenting, and the emotional toll was evident. His once vibrant personality had been overshadowed by the weight of his condition, creating a ripple effect of distress within the family.

Recognizing the complexity of Ramesh's situation, the team crafted a two-pronged approach. The immediate focus was on relieving his pain, while a long-term plan was put in place to address his physical, nutritional, and emotional needs. The goal was not just to reduce his pain but to empower him toward a more independent life. Support for his wife, as the primary caregiver, was also a crucial part of the plan. The team aimed for 80% pain relief before introducing physical rehabilitation.



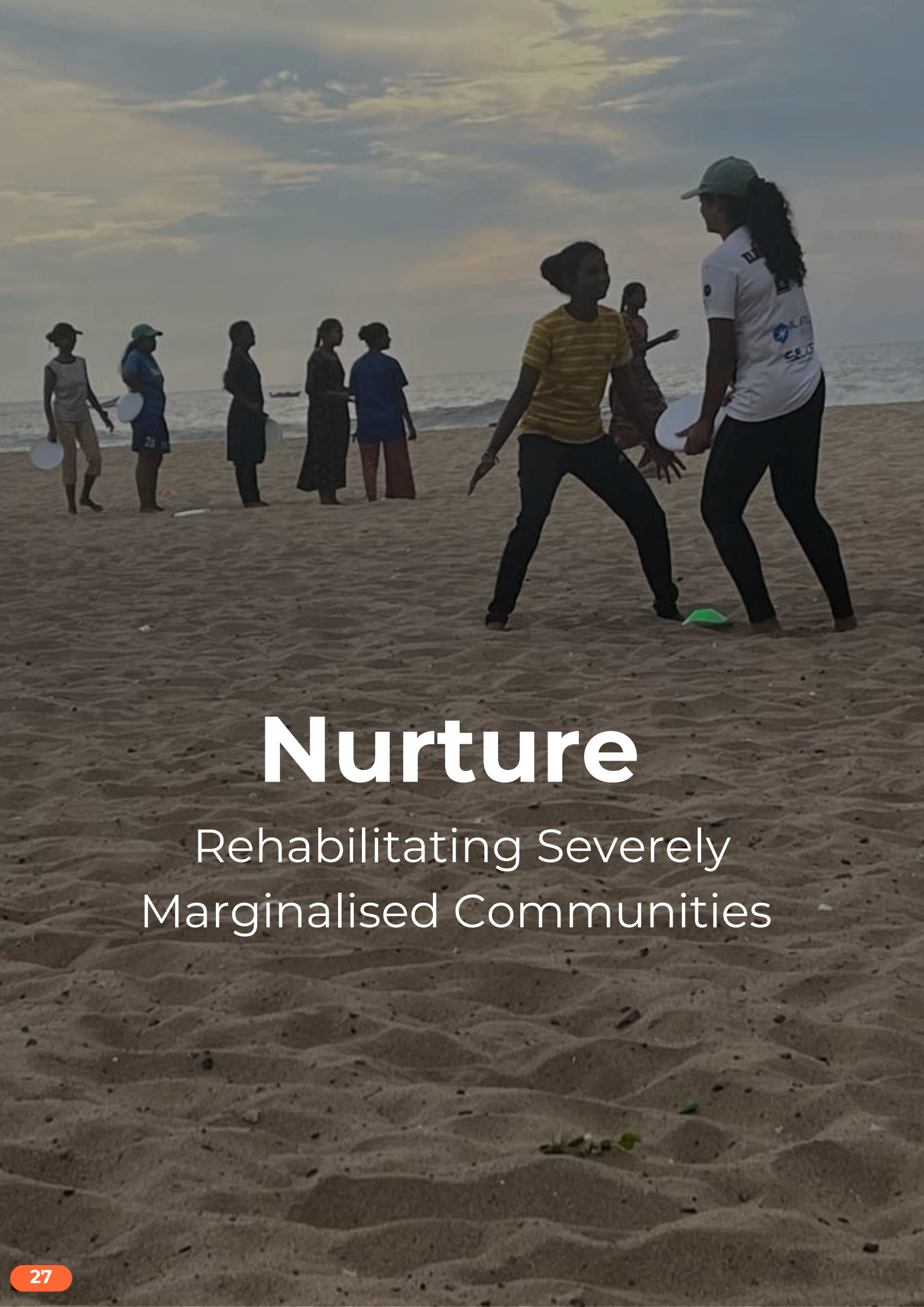
After three months of diligent care, with medications carefully adjusted to his progress, the team returned to visit Ramesh. The change was remarkable. His pain had decreased by 70%, and the man who had once been confined to his bed now proudly demonstrated his ability to walk short distances around the house, using the walls for support. His mood had noticeably improved, and with it, the tension within the family began to ease. Ramesh was eating better, and the bond with his wife, strained by the pressures of caregiving, had begun to heal.

With pain under control, physical rehabilitation had commenced, marking the beginning of a new phase in Ramesh's recovery. While challenges remained, his progress was a testament to the power of coordinated, compassionate care. The team remained optimistic, planning for further mobility improvement and working toward a future where Ramesh could regain not only his physical strength but also a sense of social and economic participation.

Ramesh's story is one of resilience and hope. Through the dedicated intervention of the Palliative Home Care team, he was given the tools to reclaim his life, and with them, the promise of a brighter, more independent future.







# Nurture

Rehabilitating Severely  
Marginalised Communities



# CONTEXT & BACKGROUND



## Primary Healthcare & Sanitation

Sustainable access to primary healthcare & shifting away from open defecation



## Primary Education & Out-Of-School Strategies

Designing and implementing innovative out-of-school programs to enable learning & mainstreaming children into schools.



## Comprehensive Disaster Relief and Rehabilitation

Including access to funds & materials for shelter & food security.

# Outcomes We Drive

## Trust & Goodwill

- High levels of Trust & Goodwill with the local community & children.
- Predictability & Hope.
- Willingness to listen. Ownership & Accountability.

## Education

- Established Basic Learning Skills in the Learning Center.
- Mainstreamed learners to the Govt. School. Enabled the shift to a formal system.
- Reduction in Grade-Gap: Bridging learners to age-appropriate grades based on progress.

## Socio-Emotional Development

- A higher degree of awareness and understanding of gender-related issues, sexuality, and gender roles.
- Clear progress in inculcation of critical social skills of Anger Management, Discipline, Ownership, and Accountability.

## Health & Sanitation

- 10 Toilets built.
- Families moved away from Open Defecation. Self sustained maintenance.
- Bi-Weekly Primary Healthcare Clinics. Predictable access to Primary healthcare needs.



## Empowering Young Girls from the Hakki Pikki Community through the GameChangers Program

The One Billion Literates Foundation (OBLF) took a significant step toward empowering marginalized communities by enrolling four young girls from the Hakki Pikki community into the GameChangers Program. This initiative, a collaboration between Ultimate Peace and India Ultimate, with support from the U.S. Department of State, seeks to uplift 100 young girls from urban and rural areas across India. The program focuses on developing leadership and coaching skills, using Ultimate Frisbee as a tool for empowerment.

The journey for these four young girls began with a one-week residential program in Chennai, where they received comprehensive coaching and training in Ultimate Frisbee. This residential camp facilitated hands-on learning in leadership development, sports coaching, and team-building activities. By the end of the week, the girls were awarded the title of Coaches in Training (CITs), symbolizing a transformative moment where they were equipped to take on leadership roles in their communities and inspire others.

### Program Highlights

- **Intensive Training Workshops:** These workshops equipped participants with advanced coaching techniques and leadership skills to apply within their communities.
- **Leadership Development Programs:** Designed to build confidence and capabilities, these programs help participants become role models and advocates for gender equity.
- **Community Sports Sessions:** Ongoing community sessions led by the participants encourage local engagement and reinforce gender equity through sports.

The program's impact on the Hakki Pikki girls has been profound. Their enthusiasm and eagerness to learn were evident, and they embraced the opportunity to step into leadership roles. As CITs, they will now return to their communities as agents of change, leading community-based sports sessions.



# Team Updates

New additions to the team, and  
Volunteering & Engagement





# OUR TEAM IS GROWING!



As our work expands we are expanding the team as well. Over the course of the last year, our management and field teams have grown substantially.

## We welcome Dr. Khatri to our Board of Advisors



We are thrilled to welcome **Dr. Raj Kumar Khatri (IAS) Retd., MBBS, MBA**, Former Additional Chief Secretary, as **Senior Advisor and Mentor to One Billion Literates Foundation**.

An accomplished civil servant, Dr. Khatri has more than 33 years of rich and varied experience in the Indian Administrative Services. Dr. Khatri has previously held esteemed positions such as Additional Chief Secretary in various departments, including Commerce & Industries, Education, and Labour.

We look forward to Dr. Khatri's experience and mentorship in advancing our advocacy, program effectiveness, and scaling of impact.



# VOLUNTEERING & ENGAGEMENT

Our Employee Engagement Program offers a structured platform that connects the community needs to the corporate workforce who are inclined toward contributing to social change. Employees from various corporations are encouraged to contribute their time, skills and expertise to the community needs identified by OBLF on a pro-bono basis. Such support involves direct interaction with the beneficiaries and requires employees to develop high-quality solutions to specific challenges faced by the marginalised communities residing in Anekal taluk.

**18 activities both in person and virtually**

**Engaged with 250+ corporate volunteers. They donated 2200+ hours of service in total.**

## Creating Govt. School Libraries

As part of the core work of providing quality education to children of rural Govt. School through English & computer literacy, OBLF set up libraries in the Govt. schools that they work with in Anekal with the help of corporate volunteers from Intel & Thomson Reuters. The school libraries were set up within the existing infrastructure and the idea was to give exposure to the children to become more and more conversant with English through constant exposure to good reading material. A month before the event, the volunteers conducted a book collection drive. These collected books were then donated to the libraries.

Volunteers did the below as part of the setup:

- Painted all the furniture to be used by the students.
- Drew and painted wall murals (individuals with artistic ability are encouraged to take this up).
- Decorated the Library with other collaterals like posters, messages, demarcation of sections, etc.
- Segregated, marked and arranged the books.



## Revitalizing Government Schools in Anekal

A well-maintained school infrastructure significantly enhances the learning environment, contributing to better educational experiences and outcomes. Recognizing this, OBLF partnered with corporate volunteers to give government schools in Anekal a much-needed facelift. Volunteers painted classroom and compound walls, creating a cleaner, more welcoming, and hygienic space for students and staff alike. This initiative not only improved the physical aesthetics of the schools but also had a positive impact on student morale, encouraging regular attendance and fostering a sense of pride and ownership among the children.

## Amoeba Gaming Zone Visit for Children from the Waste Picker Community

At OBLF, we believe every child deserves opportunities for play and personal growth, regardless of their background. With this goal, Amoeba Gaming Zone, in collaboration with corporate volunteers, hosted a unique gaming experience for 30 children from the waste picker community in Anekal. The event allowed these children to enjoy a day of fun and healthy social interaction, providing them with a rare and joyful experience that fostered long-lasting memories and reinforced the importance of play in their development.

## Creation of "My Little Book of Knowledge" for 300+ Students

In celebration of Republic Day, corporate volunteers came together to create "My Little Book of Knowledge," a unique and thoughtful gift for over 300 middle school students at government schools supported by OBLF. These handmade books, beautifully illustrated and filled with interesting facts about India's natural wonders, cultural diversity, and historical marvels, were designed to inspire curiosity and learning. For many of these rural students, the book represents a rare opportunity to explore new knowledge and ideas, making it a cherished companion in their educational journey. This initiative highlights how corporate volunteers can meaningfully contribute to broadening the horizons of children from underserved communities.





# SANKALP 2024

Sankalp is a platform and space to enable our eco-system of donors, partners, friends, and well-wishers to understand our work more deeply, to engage with our beneficiary partners even more closely, and to explore partnerships that are needed to address some of India's most pressing social issues.

It was held on January 19, 2024, at the Koramangala Club Auditorium, Bengaluru. We hope that the experiences and conversations from the event will provoke questions, spark imaginations, and hopefully drive partnerships that are needed to continue to enable meaningful social change.



**Welcome Address** by Anish Ramachandran, CEO (Hon.)



**Vistas from an Immersive Experience:** A reflective panel with a select group of OBLF's well-wishers sharing their firsthand experiences from our project sites.



**Verbal Ventures:** A performative act in English by OBLF students on the real-world application of their classroom learnings.



**Kenote Address** by Ravi Sreedharan, Founder & Director of Indian School of Development Management



**Brushstrokes of Fury: A Creative Arts Showcase**  
The children from the waste picker community performed their personal stories around "Anger".



**OBLF and Me: Reflections Over the Years** through a panel featuring long-time trustees, donor partners, and a community representative



**Badalavane: Stories of Change**, where teachers and supervisors share their stories of change



**Nimma Kaiyalli Nimma Arogya: Public Healthcare on the Ground** is a skit depicting our public health initiative and frontline healthcare workers' experiences.



**Concluding Remarks** by Anamika Majumder, Founder and Managing Trustee, OBLF.

# FINANCIAL OVERVIEW

## Consolidated Receipts and Payments Balance Account for the year ended March 2024

(All amounts are in INR)

Receipts	Local Contribution	Foreign Contribution	Total
Opening Balance b/d			
Cash-in-Hand	-		
Cash-at-Bank	-		
Canara Bank	3,92,776.31	8,42,178.37	12,34,954.68
Union Bank of India	74,140.30		74,140.30
SBI		84,52,401.95	84,52,401.95
FD	5,31,00,000	56,37,000	5,87,37,000
Donations Received	5,88,25,482.76	45,86,511.35	6,34,11,994.11
Grant received from SBI	94,09,000		94,09,000
Rent Deposit	12,000		12,000
Interest	-		
Savings Bank	5,09,482	1,20,394	6,29,876
Fixed Deposit	9,55,149	13,356	9,68,505
TDS Receivable AY 2022-23 Received	4,932		4,932
Fixed Deposits Matured during the year	10,028		10,028
TDS Receivable AY 2023-24 Received	48,860		48,860
Advance paid to Vendors		8,30,907	8,30,907
<b>Total</b>	<b>12,33,41,850.37</b>	<b>2,04,82,748.67</b>	<b>14,38,24,599.04</b>

Payments	Local Contribution	Foreign Contribution	Total
<b>Direct Expenses</b>			
Training, Conference, etc	7,80,425	3,60,253	11,40,678
Vehicle Maintenance	61,961		61,961
Printing & Stationery	3,66,944	17,23,674	20,90,618
Bonus	7,97,600		7,97,600
Conveyance	4,68,398	1,88,527	6,56,925
Medicines	6,52,473	3,59,598	10,12,071
Fuel Expenses	2,08,251	1,33,358	3,41,609
Salary	2,09,36,616	44,82,226	2,54,18,842
Staff Welfare Expenses	1,28,458	1,76,722	3,05,180
Program expenses	15,47,955	2,09,414	17,57,369
Travelling expenses	1,46,735	66,486	2,13,221
Transport	67,985	1,29,854	1,97,839
Vehicle Insurance	4,489		4,489
Postage & Courier	1,562	1,385	2,947
Telephone & internet expenses	2,30,419	9,845	2,40,264
Rent expenses	3,37,525	21,200	3,58,725
Subscription expenses	57,126	57,090	1,14,216
Celebration	1,62,679	-	1,62,679
Food & Beverages	4,04,583		4,04,583
Software and IT expenses	19,43,817	3,36,334	22,80,151.00
Vehicle Insurance		15,790	15,790
Repairs & maintenance	1,62,101	36,612	1,98,713
Consultants Payments	1,18,17,859	51,56,928	1,69,74,787
Project expenses		18,10,942	18,10,942
<b>Indirect Expenses</b>			
Bank Charges	1,007.10	4,676.90	5,684
Electricity Charges	2,743	7,529	10,272
Audit Fees	32,400		32,400
Professional Charges	3,63,304	26,100	3,89,404
Interest and Penalty	54	2,149	2,203
Miscellaneous expenses	13,562	22,947	36,509
Office Expenses	1,28,456	30,119	1,58,575
Advertisement and Marketing	6,49,040	3,02,400	9,51,440
ESI Payable	5,18,511	1,37,534	6,56,045
Advances Paid for Programs	54,586	6,00,000	6,54,586
Rental Deposit	75,000	20,000	95,000
TDS Paid	22,97,392	7,19,987	30,17,379
Prof. Tax Paid	44,600	12,000	56,600
Prepaid Expenses	1,10,448		1,10,448
Salary Advance	1,75,000	75,000	2,50,000
Loans & Advances	25,819	92,473	1,18,292
Vehicle Loan	20,000		20,000
EPF Payable	18,56,280	6,68,086	25,24,366
Others		1,336	1,336
<b>Capital Expenditure</b>			
Ambulance	19,00,820		19,00,820
Furniture	11,210		11,210
Office Equipments	25,589	49,000	74,589
Mobile	13,027		13,027
Tablets	2,06,250		2,06,250
Small Equipments	3,524	16,370	19,894
Laptop	12,07,966	1,03,500	13,11,466
Electrical fittings		6,860	6,860
Speaker		7,000	7,000
<b>Closing Balance c/d</b>			
Cash-in-Hand	30,000		30,000
<b>Cash-at-Bank</b>			
Canara Bank	1,32,31,639.07	12,39,984.33	1,44,71,623.40
Union Bank of India	3,72,248.30		3,72,248.30
Karnataka Bank	1,16,039		1,16,039
SBI INR account	37,69,374.90		37,69,374.90
SBI- FCRA Account		4,24,459.44	4,24,459.44
Fixed Deposits			
FD Corpus Fund	7,00,000	6,37,000	13,37,000
FD Others	5,41,00,000		5,41,00,000
<b>Total</b>	<b>12,33,41,850.37</b>	<b>2,04,82,748.67</b>	<b>14,38,24,599.04</b>



## Consolidated Income and Expenditure Account for the year ended 31st March 2024

(All amounts are in INR)

Expenditure	Local Contribution	Foreign Contribution	Total
To Opening Stock			
T-Shirts	95,802.50	-	95,802.50
Mugs	8,704.25	-	8,704.25
Bags	2,388	-	2,388
Diyas	4,122.64	-	4,122.64
Greeting Cards	2,050	-	2,050
	1,13,067.39		1,13,067.39
Less: Trasfer to Project expenses	1,13,067.39		1,13,067.39
<b>To Direct Expenses(Program Related)</b>			
Project Expenses	11,45,491	47,54,505	58,99,996
Purchase of Medicine	6,49,933	-	6,49,933
Printing & Stationery	4,23,924	4,534	4,28,458
Training Expenses	7,47,835	-	7,47,835
Program Expenses	11,35,142.78	-	11,35,142.78
Advertisement & Marketing	7,03,870	3,16,400	10,20,270
Donor Conclave	3,86,337	-	3,86,337
Fuel Expenses	2,21,550	-	2,21,550
Salary	2,32,69,525	1,07,66,769	3,40,36,294
Staff Welfare Expenses	6,12,639	1,21,410	7,34,049
Vehicle Insurance	4,489	20,137	24,626
Consultancy - Direct	1,23,05,437	-	1,23,05,437
Travelling Expenses	20,32,083	-	20,32,083
Rent	3,88,600	-	3,88,600
Electricity Charges	4,059	8,018	12,077
Subscription charges	76,185	57,090	1,33,275
Miscellaneous Expenses	16,932	2,062	18,994
Postage & Courier	4,712	1,385	6,097
Professional Charges	3,20,510	21,500	3,42,010
Rates & Taxes	48,456	2,149	50,605
Registration Charges	8,539	-	8,539
Repairs & Maintenance	2,23,075	83,048	3,06,123
Telephone Expenses	2,15,676	10,445	2,26,121
<b>To Indirect Expenses</b>			
Salary General	5,14,440		5,14,440
Audit Fees	35,400		35,400
Bank Charges	1,008.87	4,676.90	5,685.77
Consultancy Charges	10,16,537	3,44,050	13,60,587
Office Maintenance	1,44,815	33,369	1,78,184
Staff Welfare Expenses General	7,249		7,249
Conveyance General	57,860	10,393	68,253
Celebrations	1,60,446		1,60,446
Travel Expenses	-	55,488	55,488
To Depreciation	16,50,025	77,133.80	17,27,158.80
To Excess of Income over Expenditure	2,23,27,185.15	-1,19,74,598.35	1,03,52,586.80
<b>Total</b>	<b>7,08,59,965.80</b>	<b>47,19,964.35</b>	<b>7,55,79,930.15</b>

Income	Local Contribution	Foreign Contribution	Total
By Donations & Grants	6,74,37,680.16	45,86,511.35	7,20,24,191.51
By Interest Income			
FD	30,93,569.64	13,059	31,06,628.64
SB Account	3,28,716	1,20,394	4,49,110
<b>Total</b>	<b>7,08,59,965.80</b>	<b>47,19,964.35</b>	<b>7,55,79,930.15</b>

## Consolidated Balance Sheet as on 31st March 2024

(All amounts are in INR)

LIABILITIES	Local Contribution	Foreign Contribution	Total
General Fund			
As per Last Balance Sheet	5,29,98,794.94	1,36,96,147.77	6,66,94,942.71
Add: Excess of Income over Expenditure	2,23,27,185.54	-1,19,74,598.35	1,03,52,587.19
<b>Closing Balance</b>	<b>7,53,25,980.48</b>	<b>17,21,549.42</b>	<b>7,70,47,529.90</b>
Corpus Fund			
As per Last Balance Sheet	18,50,000	6,37,000	24,87,000
Current Liabilities			
- Sundry Creditor	10,750	30,240	40,990
- TDS Payable	3,89,259	1,76,567	5,65,826
- PT Payable	2,400	4,000	6,400
- ESI Payable	61,662		61,662
- EPF Payable	2,37,767		2,37,767
Advances	7,96,802.60		7,96,802.60
Advances - FCRA account	12,000		12,000
<b>Total</b>	<b>7,86,86,621.08</b>	<b>25,69,356.45</b>	<b>8,12,55,973.04</b>

ASSETS	Local Contribution	Foreign Contribution	Total
Fixed Assets	53,33,593.08	1,70,205.69	55,03,798.77
<b>Investments:</b>			
- Fixed Deposit - Corpus Fund	18,75,683	6,37,000	25,12,683
- Fixed Deposit - Others	5,04,85,278		5,04,85,278
Total Investments	5,23,60,961	6,37,000	5,29,97,961
<b>Current Assets, Loans &amp; Advances</b>			
Interest Receivable	17,81,551	6,327	17,87,878
TDS Receivable AY 2015-16	5,454		5,454
TDS Receivable AY 2018-19	25,874		25,874
TDS Receivable AY 2023-24	1,17,003	738	1,17,741
TDS Receivable AY 2024-25	3,06,516		3,06,516
TDS Receivable ON FD		2,039	2,039
Advance - INR account		12,000	12,000
Sundry Debtors	39,092	36,000	75,092
<b>Deposits</b>			
- Security Deposit	10,000		10,000
- Rental Deposit	1,62,825		1,62,825
<b>Loans &amp; Advances</b>			
Prepaid Expenses	3,22,848	16,603	3,39,451
Salary Advance	1,24,000		1,24,000
Loans & Advances	5,77,600	24,000	6,01,600
<b>Cash &amp; Bank Balance:</b>			
Cash-in-Hand	30,000		30,000
Cash-at-Bank			
- Union Bank of India (53467)	1,32,31,639.07		1,32,31,639.07
- Canara Bank (03551) & (06628)	37,69,374.90	12,39,984.33	50,09,359.23
- Karnataka Bank (89501)	3,72,246.53		3,72,246.53
- State Bank (54021)	1,16,039		1,16,039
- SBI - FCRA Account (34358)		4,24,459.44	4,24,459.44
<b>Total</b>	<b>7,86,86,621.08</b>	<b>25,69,356.45</b>	<b>8,12,55,973.04</b>





## Charting the Course for 2024-25

As we look forward to the upcoming year, our focus remains on multiplying the impact of our work. For the first time in its fourteen-year journey, **OBLF** is now actively researching and exploring possibilities of expanding beyond Anekal Taluk. Our core values of community-centricity, and identifying meaningful ways to deliver sustainable value to the communities we serve will continue to drive everything we do.

We will continue to actively listen to the needs and aspirations of the communities we work with. Through meaningful engagement and co-creation, we will develop initiatives that address pressing challenges and unlock new opportunities for growth and development. In the coming year, we will also continue to seek out opportunities for innovation and collaboration. As we pursue our mission, we will prioritize initiatives that not only deliver immediate benefits but also contribute to building a more resilient and equitable future for all.

***Come. Join us, in this journey.***

**Anish Ramachandran, CEO (Hon)  
One Billion Literates Foundation**

# OUR PARTNERS & SUPPORTERS

