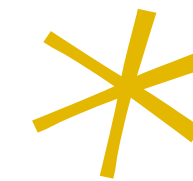




# YEAR OF RESILIENCE



# Note from the Director

The word resilient originates from the Latin word *resilientem* which means to leap or spring back. In our daily lives, it is that inexplicable energy that helps us emerge from something we never thought we would.

But resilience found a new meaning in 2020.

COVID-19 forced the world into a standstill. Last year, we witnessed the largest disruption of education systems in human history. As per UNICEF's report, schools for more than 168 million children globally have been closed for almost a full year.

On 24th March, a nationwide lockdown was announced in India. Close to 286 million kids had their schooling suspended. Online education, like other virtual alternatives, was a viable option only for those with access to phones and the internet. For children with already limited access to quality education and welfare, the pandemic threatened to shut the doors of their learning – a leap backwards, wiping out many decades of progress.

The education system rose to the challenge by inventing new solutions. 2020 demanded we foster a teaching ecosystem that was prepared for the new reality. Our team, our teachers, and our students persisted to rebuild the broken bridge of learning. They gave resilience a new meaning. It was not simply leaping back, but leaping forward, stronger.

We reached 4,878 children through our work with 300+ teachers across 235 government and low income private schools in 6 districts. At the beginning of the crisis, teachers had lost touch with over 65% of their children because they had no digital access. A year of no contact would have meant these children would most likely drop out of the schooling system. Teachers put in the extra effort, rose up to the challenge and we supported them on the ground, customized solutions, worked with communities, and provided resources to children. At the end of the year, 91% of children were in the fold of learning, as compared with 35% at the start. Teachers too demonstrated a 60% gain in their learning

School leaders faced similar challenges – how to reimagine learning such that hard-to-reach children could be reached. In collaboration with UNICEF and the Government of Maharashtra, we trained 2,848 Kendra Pramukhs, or cluster heads, whose work touched the lives of 1.2 crore children across the state.

The work put in by teachers, their students, and leaders has been nothing short of inspiring. Their hunger for learning, for not letting challenges break them has not been abated by the pandemic. Instead, it has only grown stronger. It is with this spirit of resilience that we look forward to forging new pathways in the new year.

Yours, in Learning

Anju Saigal  
Director, CEQUE



# Adapting to new realities



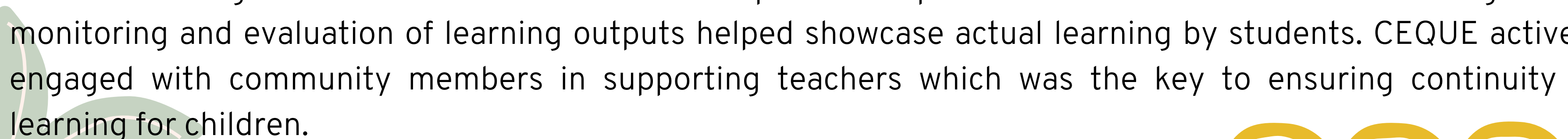
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गा.पं. कुनघाडा रे. पं.स. चामोर्शी  
स्वच्छता ही  
देशसेवा है।

With school closures a complete academic year was lost. For many children in the communities that CEQUE works with, the alternatives of mobile learning or WhatsApp classes were not only inadequate but also ill-suited. Many students had dropped out of the system either because their parents had migrated back to their native places or because they had no access to smartphones or the internet.

Given this reality, the goals of the Teacher Innovator Program had to be recalibrated. The program's focus moved from simply the capacity building of teachers to the issue of access and learning loss. The team faced many challenges due to lock down – travel was restricted, team members also faced the risk of COVID, and teachers had to find new ways to reach children. With agility and the commitment to keep going, CEQUE was able to develop new strategies, new thinking, and new ways of learning in a very short time and achieve some unbelievable results.

The teacher training programs was adapted to the online mode followed by in-person coaching wherever possible. This helped to keep the program on track and ensure that students and teachers were learning. Collaborative conversations with teachers helped to create solutions that ensured that students remain the fold of learning. Low-tech solutions were developed to help students continue at-home learning. Close monitoring and evaluation of learning outputs helped showcase actual learning by students. CEQUE actively engaged with community members in supporting teachers which was the key to ensuring continuity of learning for children.



# Bringing Innovation in Teaching

## Teacher Innovator Program

*Minds are like parachutes, they only function when they are open.*

*- James Dewar, British chemist and physicist.*

There is a widening gap between the preparation children get at schools and the skills that would be required in the future. Our flagship program, The Teacher Innovator Program (TIP) recognizes and bridges this gap. TIP improves the competency of teachers who teach underserved children, and scales their impact.

The program coaches and upskills teachers from government and low-income private schools with innovative teaching strategies in Reading and Math that impact student learning. Teachers learn to move away from rote learning and teaching methods to develop in students, 21st-century skills of inquiry, reasoning, critical thinking, and collaboration. This coaching equips them to evolve their teaching in classrooms and bring measurable impact in their learning outcomes.

This year, the challenges that the TIP had to prepare teachers for were very different.

Across districts of Chandrapur, Gadchiroli, Nashik, Palghar, Thane and Mumbai, we shifted our focus to schooling access, in addition to learning. We trained teachers in new pedagogical approaches to meet student learning needs through online modes and reaching students with whom they had little physical contact. As an additional support, we also provided students with learning materials that sustained learning from home.

Trainings were conducted through webinars. Coaching sessions were held in smaller groups of 4-6 teachers and sometimes individually. Our support revolved around ensuring all children were tracked, attending/completing schoolwork regularly and learning.

In addition, TIP created 128 low tech audiovisual resources and 5000+ workbooks aligned to lessons in textbooks from grades 1 to 5 to aid students to learn from home effectively.

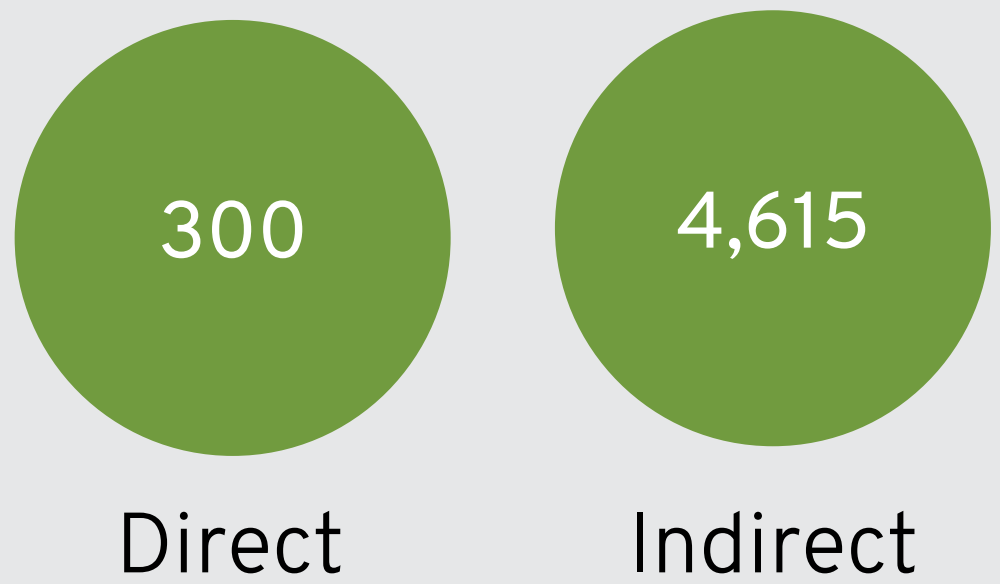


# Impact

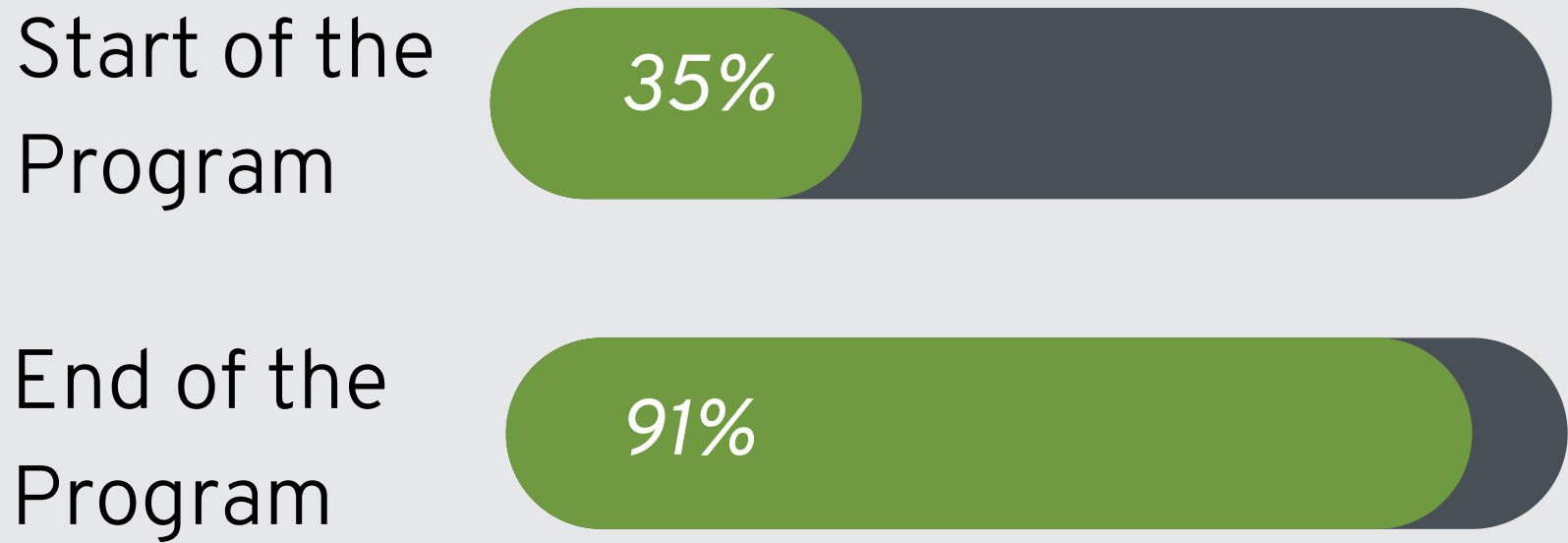




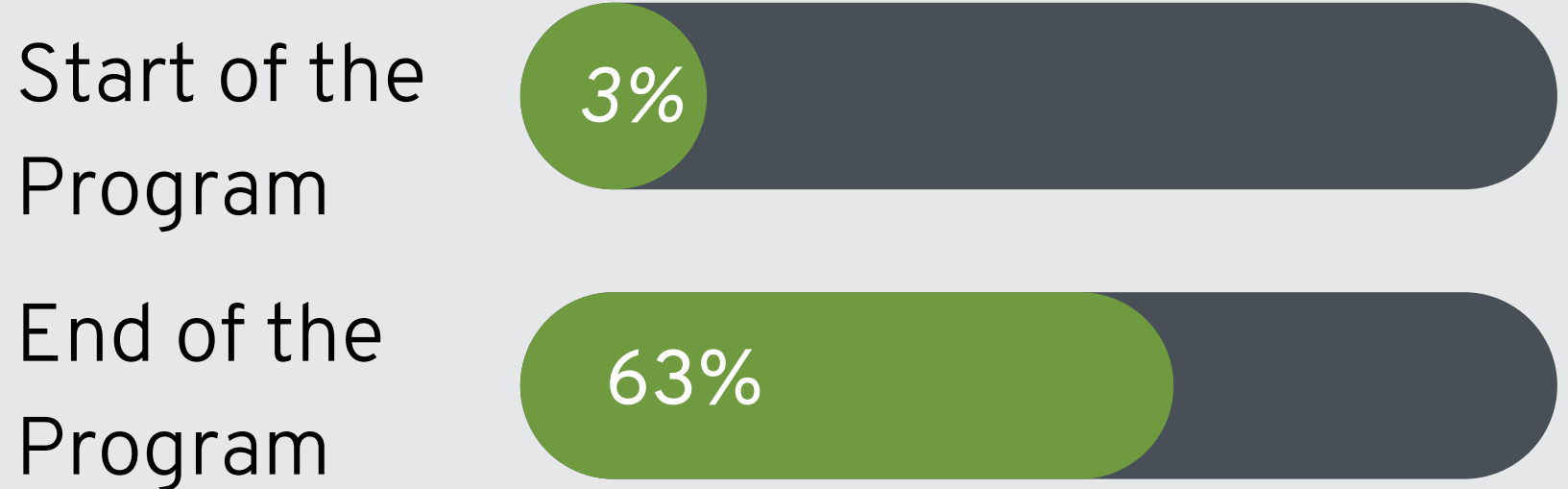
### Teachers Impacted



### No of Students In The Fold of Learning



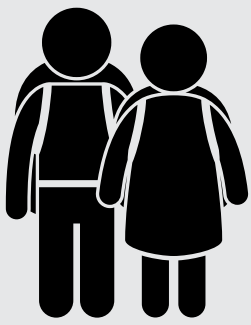
### No of Teachers with Advanced or Expert Skills



### Student Learning

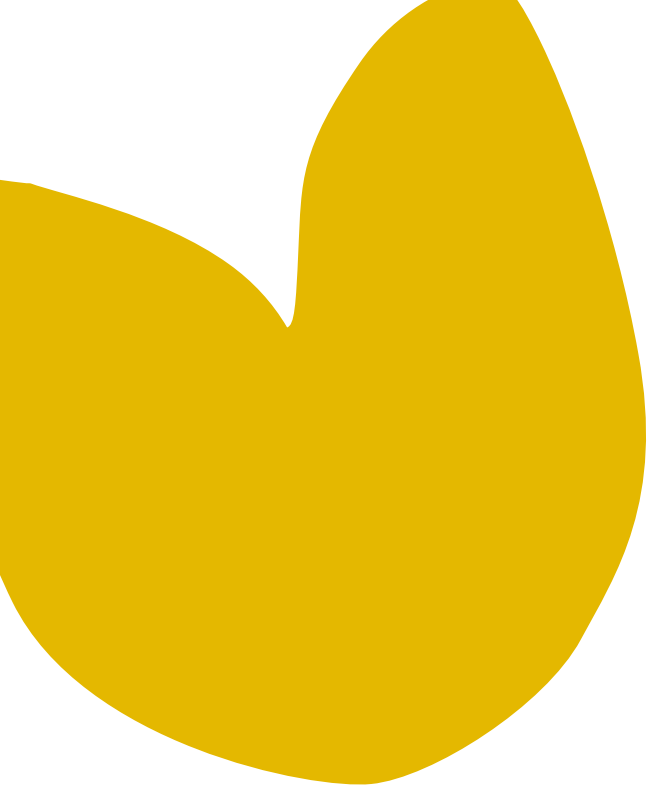


35 Online School Exhibitions



1700 Students Participated





# Student Learning



CEQUE India Learning Week

A virtual exhibition





Each year, children whose teachers are part of TIP, showcase learning through interactive exhibitions. We worked around the lockdown this year with the the launch of the CEQUE India Learning Week that showcased and celebrated efforts of students during the pandemic to continue learning. Inaugurated by well known actor Smt. Renuka Shahane and Shri. Dinesh Temkar, Director, SCERT, Maharashtra, it saw enthusiastic participation from students, teachers and community members.

A virtual exhibition wall showcasing work done by over 2,500 children from government and low-income schools was displayed. Children's learning artifacts were put up in a virtual exhibition wall, along with podcasts and audio-visuals.

CEQUE + 19 + 2mo

## CEQUE India Learning Week - Inaugural Exhibition

6 Districts - 60 teachers - 120 students

<b>गडचिरोली - Gadchiroli</b> <b>तारका रामटेके Taraka Ramteke</b>	<b>पालघर - Palghar सुप्रिया सालदुर Supriya Saldur</b>	<b>मुंबई - Mumbai स्वराज फडतरे Swaraj Phadatare</b>	<b>ठाणे - Thane श्रुती शुक्ला Shrutli Shukla</b>	<b>मुंबई - Mumbai साक्षी कदम Sakshi Kadam</b>
<b>को का प म्ह त्या SOWBUST</b>	<b>यजाबाकी-नंबरबॉण्ड,विस्तारित रूप</b> Subtraction - Number Bond, Expanded Form	<b>अनोळखी शब्द ओळखणे</b> Making Meaning of New Word	<b>अंदाज लावून बेरीज करणे</b> Estimate - Check - Compute	<b>सुरूवात-मग-नंतर-शेवट</b> FTNL

View more such artifacts and the state exhibition here: <https://padlet.com/ceque/IndiaLearningWeek>



When I heard the children speak today, I felt that the future of our country is in competent hands. I congratulate the teachers and CEQUE for bringing out a change in how children learn.

*Smt. Renuka Shahane, Actor*



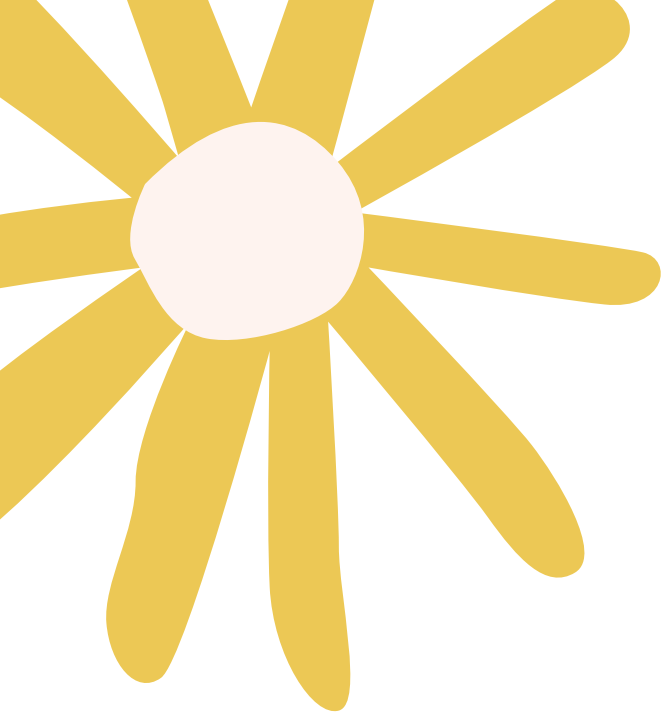
CEQUE has done important work in bring children in the fold of learning, especially in tribal and remote areas in a year when many children could not participate in online learning.

*Smt. Dinkar Temkar, Director, SCERT, Maharashtra*



5000+ workbooks were distributed across 6 districts of Palghar, Thane, Nashik, Mumbai, Chandrapur and Gadchiroli





# Meet Our Teachers and Students





# The Makeshift School

How Bapu Mungate unlocked the door to learning in the lockdown

Bapu Mungate is a local teacher from Mahawada village in the remote, slum area of Gadchiroli, home to local tribal communities. He recalls how in March 2020, the world came to a standstill. With schools shut, children were cut off from their studies and spent their time playing in fields or forests.

Online learning was close to impossible for children of this village where neither smartphones nor networks existed. The effort Bapu and other teachers had put in to motivate the children on the path of academic progress was being eroded. So Bapu went before the Mahawada Gram Panchayat to make a case for a makeshift school while following government rules.

It was not easy but Bapu managed to convince the parents and the villagers that this break was going to put their children behind in their studies. He, together with the villagers and other teachers, turned a house into a school and the children resumed studying in their makeshift classroom.

Bapu was selected for the CEQUE Teacher Innovator Program (TIP) and attended online webinars and training sessions. He could see the positive impact the innovative teaching strategies had on the students. The workbooks provided by CEQUE helped the students with their revision and homework.

Although COVID put a lock on the actual school door, Bapu with his commitment to learning and the guidance of the Teacher Innovator Program, was able to unlock the door to learning.

# Innovation to Overcome Barriers

How Najma Sheikh changed her pedagogy

Najma Sheikh, a teacher at Nashik Municipal Corporation's Urdu school number 41 Kathada for 18 years, taught Class 5 with 31 children, most of whose parents were daily wage laborers struggling to make ends meet. The lockdown worsened the situation since the students had no access to the internet or smartphones.

She participated in Teacher Innovator Program 20-21 but after the first 2 sessions, was finding it difficult to keep up as she could not understand Marathi. CEQUE gave her special coaching in Hindi after each webinar to ensure that she would not be excluded from the benefits of the program. CEQUE's training was crucial in helping Najma work out different ways to keep the children's interest in learning alive.

"As a teacher, I have attended many training sessions but in all of them, once the training was done, there was further contact. But in the TIP program, we were coached to make the best use of innovative teaching techniques to help students to start thinking and expressing themselves. In addition, we received CEQUE's dedicated follow-up and support. I can see the changes actually happening in my class and I can tell you, nothing has made me happier.

This program has changed my teaching style." Najma says.





## Meet Bhushan Patil, Palghar

Meet Patil, 11 years old, is in Grade 5 of Zilla Parishad school in Chinchni no. 3. He studied in an English medium school until Grade 4, but the sudden death of his father put a financial strain on his family and he transferred to a Marathi medium school. Meet's mother, after completing her work and other responsibilities, would support him for online studies at night. Meet, his mother, and Ms. Amruta Save, TIP Fellow would sit together to resolve Meet's doubts and queries late in the night. He was finding Marathi difficult to comprehend and write, and it led to a decline in his academic performance. He was very de-motivated and also lost interest in his studies. Despite the many efforts of Ms. Amruta, he could not focus. CEQUE provided child-friendly workbooks as part of the Teacher Innovator Program which turned out to be quite helpful for Meet's linguistic development.

The worksheets helped Meet rediscover his love for learning, and helped him in adapting to reading and learning methods that facilitated his Marathi language development and boosted his confidence. Now he can read, comprehend and write Marathi. And he has been inspired to explore more subjects online through CEQUE's workbooks and child-friendly techniques to learning.



## Navya Vipin Botkavar, Gadchiroli

Navya comes from an Adivasi background and speaks the local dialect Gondi. She was struggling in her studies because she did not understand Marathi. Her teacher took the effort to prepare a Marathi-Gondi dictionary, with a collection of new words from both languages, and encouraged her to speak in Marathi from time to time. Navya was still finding it difficult to get fluency in pronunciation and reading. After the TIP program, the teachers taught her how to search and grasp the meaning of any difficult word while reading. She learned how to relate the sentences in text with one's own experiences, with another text, and with the outer world. Gradually, Navya learned it all. She truly started enjoying reading as she could now understand difficult words and could establish correlations. Now she finds reading a joyful experience!



## Gandharv Vedruk, Sangameshwar

Outside a small hut in Sangameshwar village in Ratnagiri, Maharashtra, 35-year-old Ramchandra Vedruk waited astride his old bicycle. There was an ominous clap of thunder and his worried eyes follow the lightning across the sky. A frown marred his dark forehead. He knew it will start raining soon. Eight-year-old Gandharv, in loose shorts and an old checked shirt, with a faded school bag strapped onto his shoulders, darted out of the hut. He climbed onto the small seat affixed to the bicycle crossbar. “Baba chala,” he said, looking up at his father. An affectionate smile spread across Ramchandra’s gaunt face. He had lost his job in Mumbai due to the lockdown and had since moved to his village, taking his family with him. But that day, Gandharv needed to write his online unit tests. There was no cell phone connectivity in the village so Ramchandra had to ride his bicycle and take his son five kilometers over muddy lanes to a small hillock outside the village where his cell phone would return to life. Ramchandra opened his WhatsApp chats and downloaded the three-unit tests sent by his son’s class teacher all the way from Mumbai.

Gandharv, sitting here on the hillock, gave his exam. Nearly 300 km away, in the slums of Kamraj Nagar on the Mumbai-Pune highway, Purva Sakpal, class teacher of Grade 2, Bhairav Vidyalaya, waited patiently. “By 4 pm that day, Gandharv had completed all three papers – Marathi, English, and Maths – and his father had clicked pictures and sent them to me,” she said. “From the pictures I could make out that the answer sheets were wet—it had probably started raining while Gandharv was writing his exams but the smudged writing was readable and I could mark him based on it.”

Gandharv and his father had to come a long way, literally and metaphorically, to be able to get access to lessons and studies. It was not easy to continue the path of learning but neither of them gave up.





## Shruti Shukla

Shruti Shukla studies in Grade 5 in Chhatrapati Shivaji Vidyalaya in the Thane district of Maharashtra. Her parents migrated from Uttar Pradesh a few years ago in search of a livelihood. The conditions in the slums where they stay are very challenging. During the lockdown, it only got worse and the family had to strive to meet their daily needs.

Shruti got promoted to the next class but due to the pandemic, schools were shut and she was worried about the gap in her studies. While there was an opportunity to get back to school through virtual classes and online learning, she did not have access to a smartphone. This demoralized her but then her teacher Arati Thakur gave her worksheets from CEQUE which helped her practice and continue her learning.

There were some learning challenges with Maths that was another hurdle to cross. Arati Thakur, who was a part of the Teacher Innovator Program of CEQUE, used specialized tools and techniques she'd learned in the program to facilitate Shruti's learning. These techniques not only helped Shruti develop arithmetic skills but also enhanced her confidence and self-esteem. The girl who did not speak much earlier and whose confidence had gone down was now able to communicate confidently.

Shruti was very excited when she got an opportunity to participate in India Learning Week organized by CEQUE. It was an online event where teachers and students from different parts of the country were showcasing their work. Shruti's family was also delighted and proud of her participation. But as Shruti was preparing for the event, her grandmother's health deteriorated. Despite her ill health, her grandmother insisted that Shruti should come back only after the event ended. She said "I want to see Shruti performing in the event". Sadly, Shruti's grandmother collapsed just when Shruti was about to go live for the event. Even then, Shruti maintained her composure and participated in the event. Her teacher, Arti Thakur, and her family were proud of her, and they marked this as a tribute to her grandmother's wish to see Shruti on the path of learning.

# Building the ecosystem for better education

## Kendra Pramukh Academic Leadership Program (KPALP)

Kendra Pramukhs are School Leaders in the government school system in charge of providing academic support to teachers. They typically oversee multiple schools as part of their cluster. For the past 4 years, CEQUE, in collaboration with UNICEF and the Government of Maharashtra, has implemented KPALP to focus on building academic leadership capacities of KPs across the state of Maharashtra so they can provide better on-site support to teachers.

The core training involves building skills in data analysis to understand problems of learning and practice, making focused classroom observations and giving effective feedback, and drawing data-based action plans. Professional Learning Communities (PLCs) were formed as a tool to help KPs strengthen their skills. Effective coaching was at the center of the implementation model to support the KPs throughout the program. The state-appointed DIET Faculty members and resource persons (called Master Facilitators and Coaches) were trained to deliver the skills inputs to KPs as well as support them through coaching.

KPALP helps create a better schooling ecosystem by way of strong data-based learning plans to support teachers and build a cascading impact on the students and their growth.

The pandemic created numerous challenges for Kendra Pramukhs. They were entrusted by the state government with the job of ensuring that maximum number of children continue learning from home. In addition they needed to disseminate information on safe reopening of schools within their clusters, support health officials with information about the number of cases in their cluster and on the functioning of quarantine centers as well disbursement of Covid relief within the community.

In Covid times, KPALP was adapted to provide training to Kendra Pramukhs on the data that needed to gathered, tabulated and analyzed to give clarity on how many children were being reached in each cluster. In addition, they received inputs on the 'Learn from Home' package to ensure that children remained in the fold of learning. They were also trained in the skills of classroom observation keeping in mind the hybrid modes of teaching.

In conclusion, redefining roles, deciding focus areas, and prioritizing tasks in times of an emergency provided a structured pathway to respond to the emergency.



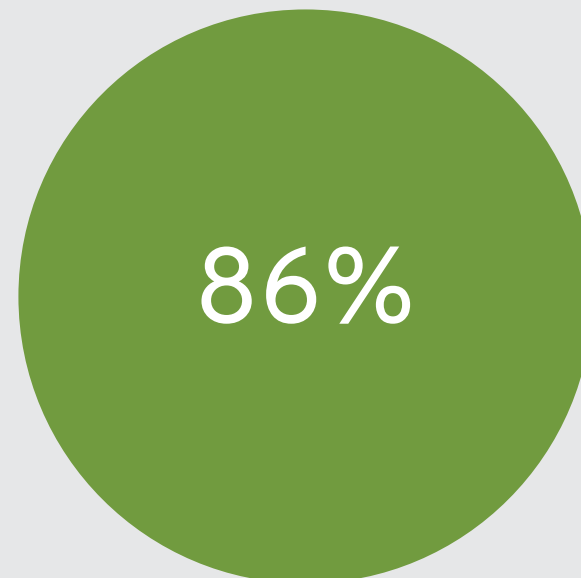
No. of Districts Covered



No. of Kendra Pramukhs Trained



No. of Kendra Pramukhs with Expert Skills in Focus Intervention Block: Palghar



No. of Master Facilitators/Coaches Trained





## From *bhaat* to *samruddhi*

How KP Kiran Rode empowered teachers and enabled long-lasting learning for students


Shabana Tadavi is one of the two teachers who teach at the Zilla Parishad School in Avlimal, a small village with 70-80 families, in the Dhanoshi cluster of Thane district in Maharashtra. She often felt that teachers were burdened with achieving learning outcomes without understanding the underlying issues.

This feeling changed in December 2020 when Kendra Pramukh of the Dhanoshi cluster, Kiran Rode, introduced a new method of teaching – one that helped her realize that a teacher is really a facilitator in the learning process of the child. Kiran was a part of the KPALP program conducted by CEQUE and he shared various strategies for improving reading comprehension with the teachers. He demonstrated how re-telling of stories could be used to transform the language development of children in the primary grades.

Shabana attempted this new teaching methodology with her students. She narrated a story which had the word ‘Samruddhi’, in the phrase ‘khet mein samruddhi dol rahi hai’. Based on the context, the children guessed the meaning of Samruddhi as *bhaat* or rice which was not really correct. Her KP Kiran Rode mentored her and told her that the students should be guided to the meaning of the word using what they had guessed. Their journey from *bhaat* to *samruddhi* would be the real learning that will stay with them forever, as they would be active participants in the meaning-making process. Following his advice, Shabana asked the students what eating and selling rice would do – it would make them happy, they would get money, it would keep them healthy – therefore, it would bring prosperity.

Shabana believes that the journey of taking her children from *bhaat* to *samruddhi* has been very enlightening for her as well. KP Kiran Rode made her understand that explaining tough words does not simply mean giving synonyms, but rather making the children understand the context and using their insight to help them derive the meaning. This innovative teaching brought out some stars from her class - Rupesh Raghunath Dhangade of class 5 always makes an informed guess at the meaning of the any word from a passage, Aarti of class 4 has become quite a storyteller and shares stories not just with her own classmates but also with others in the village.

During the lockdown, Kiran encouraged teachers in his cluster to make monthly plans and helped them reach out to more children. He asked them to prepare teaching plans based on all the strategies demonstrated by him. With multiple visits to the 13 schools under his charge, Kiran observes lessons conducted by teachers and gives them regular feedback. He guides them in identifying open areas where they could meet children while also ensuring physical distancing. With his continued guidance, the teachers from the cluster are continuously improving their teaching methods.



# Teacher Pages

Teacher Pages was created as a YouTube channel to host, publish, and consolidate the learning material developed by CEQUE.

The learning material comprises classroom lesson videos and lesson plans that serve as a central repository for the teachers and Kendra Pramukhs to draw upon for innovative lesson ideas.

The channel's growth represents the impact the videos have had on teachers and students alike.



No of New Lesson Videos Added

22



Annual Increase in Subscribers

31%

Annual Increase in Video Views

65%

Annual Increase in Video View Minutes

86%



# Forging Partnerships



The mammoth but important goal of 2020 of reducing learning loss and innovating, was not one that we could reach alone. It required not only teachers, school leaders, local communities, and CEQUE to work in harmony, but also the support and partnership of organizations that believed in our vision.

This year, we forged and sustained partnerships with notable bodies that helped us continue our work when the world had come to a standstill.

With our partners Action Aid and Siemens, we launched Project Jigyasa to promote and foster curiosity-based learning in science. Our aim is to bring change in the pedagogic practices of teachers in government schools in the teaching of science from grades 7 to 10. The project is being implemented across Mumbai, Navi Mumbai, Thane, Aurangabad, Pune, Goa, and Kolkata. Webinars were conducted with a selected cohort of government teachers in Goa, Kolkata and Aurangabad. Employees of CEQUE and Action Aid were assigned to coach the teachers for STEM certification. They have been training teachers in the implementation of inquiry-based learning methodology.

With UNICEF and the Government of Maharashtra, we continued our yearly Kendra Pramukh Academic Leadership Program (KPALP).

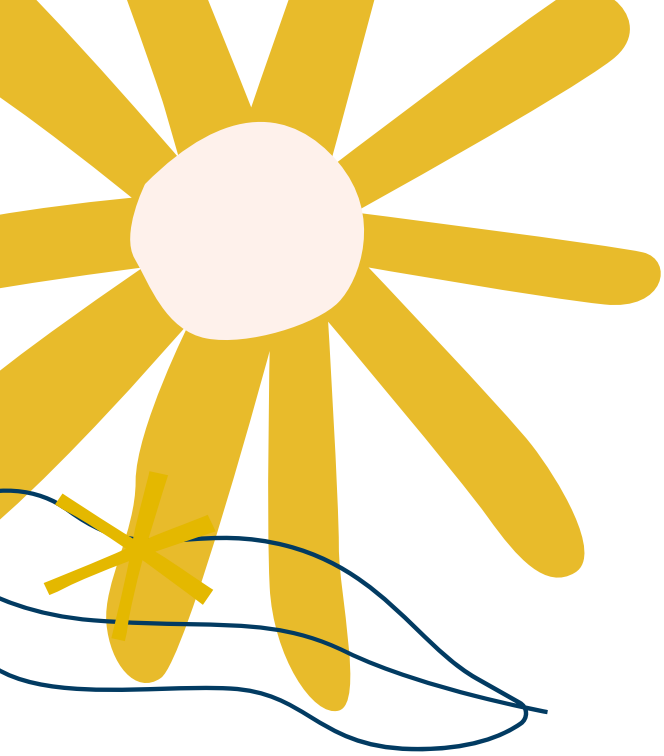




"Teachers are a beacon of every society. Staying true to this adage, the teachers of the Zilla Parishad and private schools supported by CEQUE went beyond the call of duty to educate underprivileged children during the pandemic. I commend them for their grit and determination to re-engineer their teaching modules and skill sets to keep children in the fold of learning in tough times."

*Kaku Nakhate, President & India Country Head, Bank of America*





## Support from the CEQUE community

I attended all four webinars on Maths. I now understand how we can use interesting methodologies for Subtraction and how we can stimulate a student's mind. I am confident that a teacher can reach even the most underserved child easily by using these methodologies. I will definitely use the different methodologies for teaching Subtraction to students and help them overcome the fear of Maths from their minds. CEQUE'S method of coaching is praiseworthy and thank you for selecting us for this program!

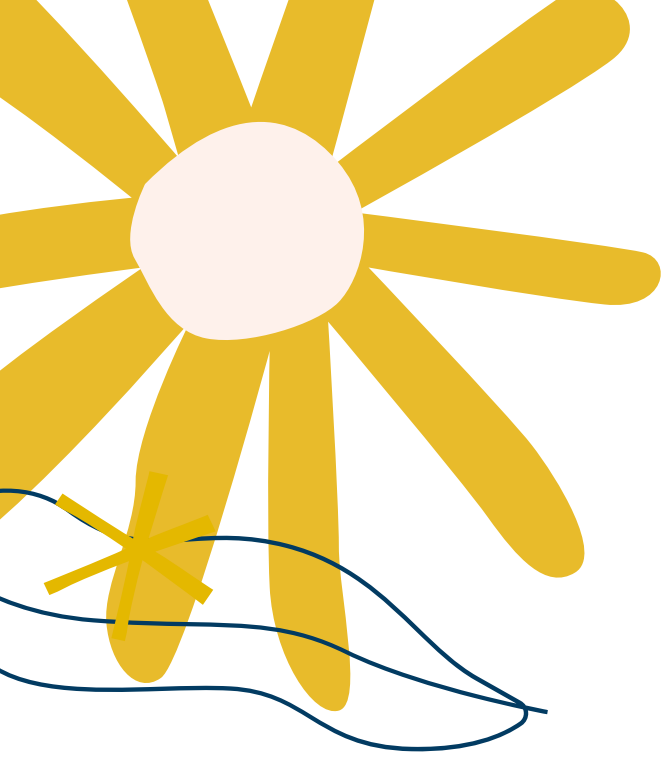
*Pushpa Nalavade, Kumud Vidyamandir, Govandi, Mumbai*

I never thought that I would get such an opportunity in my life. It is my good fortune that I was able to be associated with CEQUE. Their effort to not only coach us perfectly but also to boost our self-confidence is praiseworthy. I am very thankful to Smruti Temkar Madam who told me about this program, Avi Sir, Archana Madam, Uma Madam, Varsha Madam, and the entire CEQUE team for giving me a chance to be a part of this great undertaking.

*Vidya Kadam, Shivaji Vidyalaya, Kurla, Mumbai*

Coaching of Webinar 4 was conducted on 20-July-2020. The methodologies of SOWBUST and FTNL for Summary Writing were discussed. Pratima Madam guided us on what was lacking, what was required, and what was extra that could be taken in the next topic. She explained how the participant teachers could write the summary in brief and this helped in understanding where we had made mistakes. This summary writing method will help not only in teaching but also in our personal life.

*Anita Patil, Thane*



## Support from the CEQUE community

I have enjoyed working with CEQUE for the past few years. Their method of developing teacher skills and building their capacity is excellent and this has provided immense support to the students. All activities are based on learning outcomes and their coaching methodology is praiseworthy. The regular follow-up and feedback strategies are well planned. I have learned a lot while working with them. In general, my experience with CEQUE has been very good.

*Shri Sharadchandra Patil, Principal, DIET Gadchiroli*

I joined a webinar on mathematics on 23rd June 2020. The webinar was very good and all participant teachers got a chance to speak individually. The subject of discussion was how to solve problems of subtraction in day-to-day life in a simple manner. Using examples from daily life, they discussed topics in arithmetic such as division, comparison, subtraction, and additive inverse. There was a discussion on how to structure word problems using one example. Each teacher participated enthusiastically and presented their opinions. In today's webinar, Shri Dange Sir and Shri Katkar Sir helped with the discussion on this self-help method. The webinar was very successful.

*Dilip Nakade, Zilla Parishad Primary School, Gadchiroli*



# Against All Odds



To wade through the difficult times and never lose sight of the vision and mission, required uncapped persistence from the CEQUE team. The entire team has shown remarkable agility and openness to face every challenge that came their way.

In many of the villages, there was an atmosphere of fear and uncertainty. Parents had accepted the reality of the break in education. Some villages had forbidden entry of teachers to the villages. CEQUE had started work on language and mathematics training with 50 teachers from the Chandrapur district. The teachers faced many difficulties passing the learning to the students, as the online system was quite ineffective for the students in that region. CEQUE representatives visited villages, sometimes along with teachers, to put forth a strong case of why alternative means of learning must continue and villages must be opened to bring students back on the learning track.

# Yogendra Katkar

## Coach, Chandrapur

"On the morning of 9th September 2020, I left Gadchiroli village to visit a Zilla Parishad school at Gadheri in the Ahire Taluka.

Given the rough roads that cut through forests, less than halfway through the distance my bike got punctured. There were barely any people on that route to seek help. I dragged my bike for 2 kilometers until I found a repair shop. I got it fixed and reached Gadheri village, where I met the teachers and the students and shared the necessary information about the program.

On my way back to Gadchiroli, I got caught in heavy rains on the jungle road and was completely stuck. Knowing it was quite dangerous to stand in such a spot on a windy, rainy day, I looked for shelter. All I found was a tractor in the adjacent fields. I had no option but to spend an hour sheltering underneath that tractor. Once the rain stopped, I continued for a while till it became pitch dark and travel started getting dangerous. Instead of returning home, I bunked at a guesthouse for the night. The next morning, I left for the next village as I had planned."





## Dipti Pingle

District Manager, Chandrapur

"We had to select a few students for an online exhibition at the district level who would narrate their experiences. We selected Dyaneshwari who was doing a great job of narrating the difficulties faced by the students. We had already coached her a few times.

About two days before the exhibition, I went to visit her school. To my surprise, I was told that Dyaneshwari had left for her aunt's place and would not be returning until the next week. She had not carried her workbooks along with her.

I managed to get her aunt's address and phone number. But her number was unreachable. Without wasting time, I collected her workbooks and started for her aunt's village which was 15km away. I had to change two autorickshaws and finally reached her aunt's place at 5:00 in the evening.

Since Dyaneshwari recognized me, her aunt gave me permission to meet her. I gave her a demo on how to join a Zoom call and gave her aunt all the details of the online exhibition. I also made sure that I had two alternative numbers to stay connected with her.

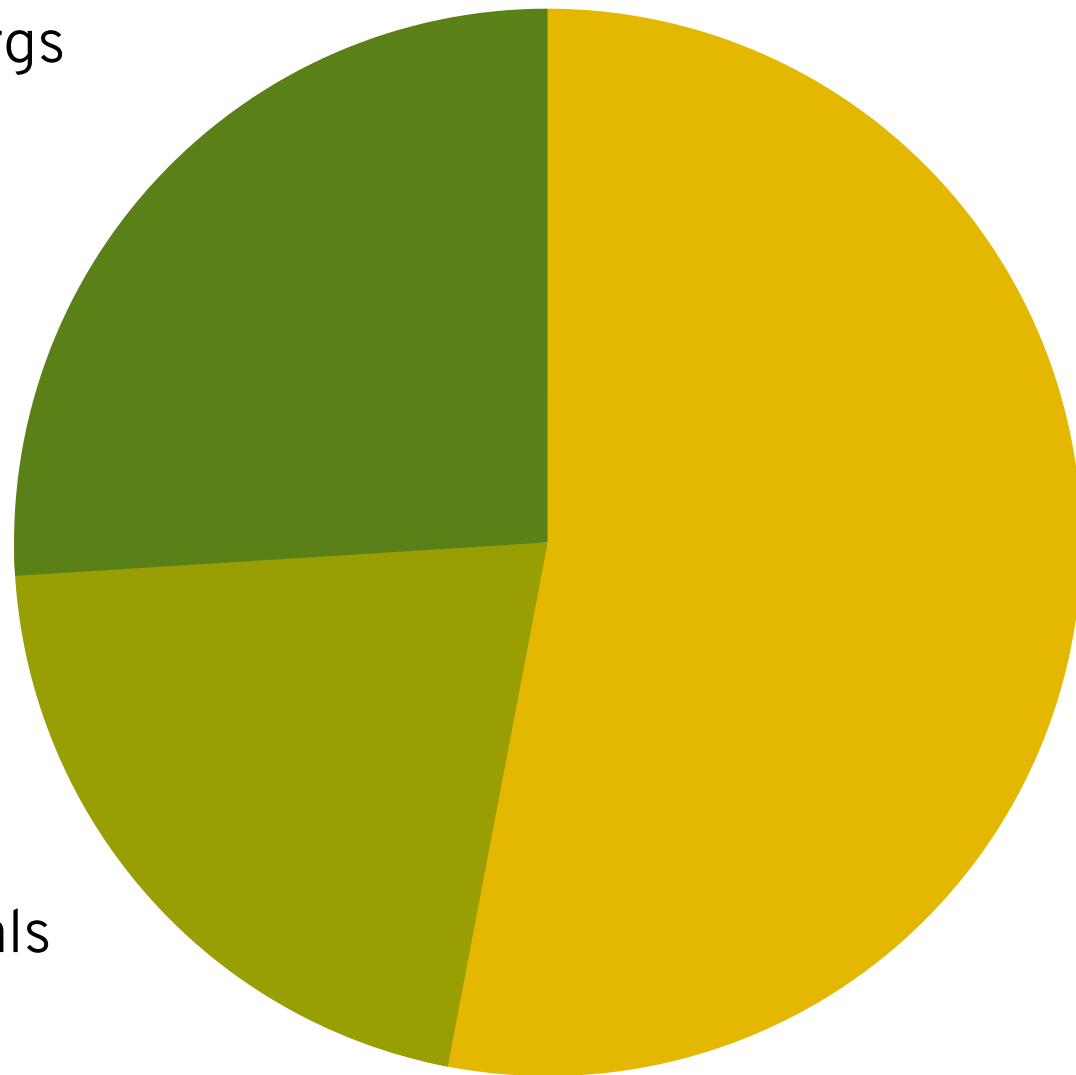
It was very late at night by the time I got back home but meeting Dyaneshwari and coaching her was fulfilling"



# Financial Summary

Where the money came from

Int'l Dev Orgs  
26%

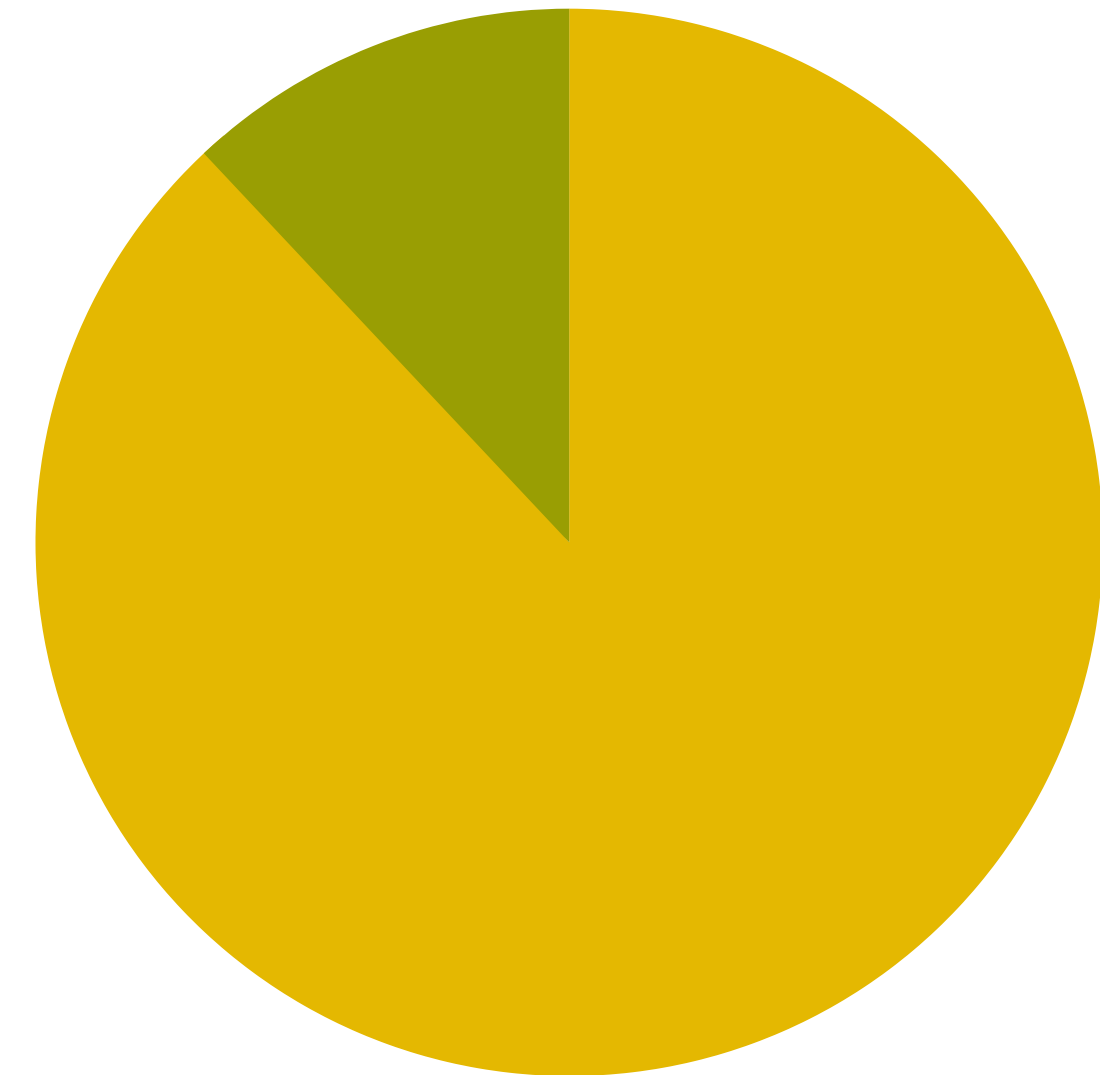


Corporates  
53%

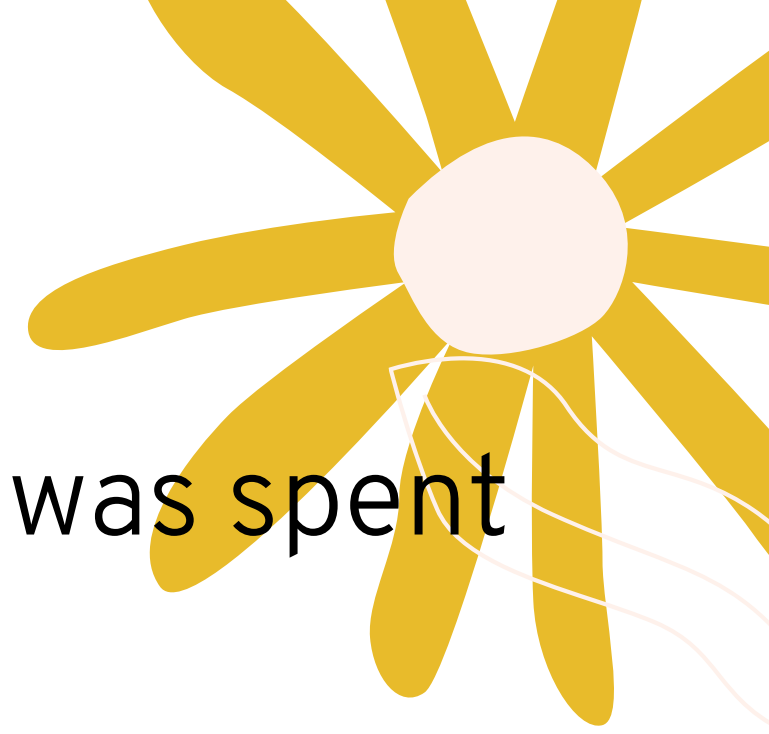
Individuals  
21%

How the money was spent

Administration  
12%



Programs  
88%





# Audited Financial Statement

## CENTRE FOR EQUITY AND QUALITY IN UNIVERSAL EDUCATION BALANCE SHEET AS ON MARCH 31, 2021

Particulars	Note No.	Figures as at March 31, 2021		Figures as at March 31, 2020	
		RS.	RS.	RS.	RS.
<b>I. EQUITY AND LIABILITIES</b>					
<b>1 Shareholders' funds</b>					
(a) Share capital	1	1,00,000		1,00,000	
(b) Reserves and surplus	2	53,92,082		24,24,750	
(c) Money received against share warrants		-	54,92,081	-	25,24,750
<b>2 Share application money pending allotment</b>					
<b>3 Non-current liabilities</b>					
(a) Long-term borrowings	3	-		-	
(b) Deferred tax liabilities (Net)					
(c) Other Long term liabilities	4	-		-	
(d) Long-term provisions	5	-		-	
<b>4 Current liabilities</b>					
(a) Short-term borrowings	6	-		-	
(b) Trade payables	7				
(i) total outstanding dues of micro enterprises and small enterprises		-		-	
(ii) total outstanding dues of creditors other than micro enterprises and small enterprises		1,68,177		99,740	
(c) Other current liabilities	8	1,01,38,829		74,19,677	
(d) Short-term provisions	9	10,11,372	1,13,18,378	6,37,361	81,56,778
<b>TOTAL</b>			1,68,10,459		1,06,81,528
<b>II. ASSETS</b>					
<b>Non-current assets</b>					
<b>1 (a) Property Plant &amp; Equipment</b>	10				
(i) Tangible assets		3,97,240		5,98,142	
(ii) Intangible assets		-		-	
(iii) Capital work-in-progress		-		-	
(iv) Intangible assets under development		-		-	
		3,97,240		5,98,142	
(b) Non-current investments	11	-		-	
(c) Deferred tax assets (net)	12	-		-	
(d) Long-term loans and advances	13	-		-	
(e) Other non-current assets	14	2,50,000	6,47,240	2,50,000	8,48,142
<b>2 Current assets</b>					
(a) Current investments	15	-		-	
(b) Inventories	16	-		-	
(c) Trade receivables	17	-		-	
(d) Cash and Bank Balances	18	1,61,61,576		98,33,384	
(e) Short-term loans and advances	19	-		-	
(f) Other current assets	20	1,642	1,61,63,218	-	98,33,384
<b>TOTAL</b>			1,68,10,459		1,06,81,528

Contingent Liabilities & Commitments 21  
NOTES ON ACCOUNT 29  
AS PER OUR REPORT OF EVEN DATE  
FOR SHAH, SHAH & SHAH  
CHARTERED ACCOUNTANTS

(Mehul Shah)  
PARTNER  
FRN: 116457W  
M. No.: 049361  
Mumbai: July 9, 2021

FOR AND ON BEHALF OF THE BOARD OF  
Centre for Equity And Quality In Universal Education

(Anju Saigal)  
DIRECTOR  
02433337

(Mitesh Thakkar)  
DIRECTOR  
01861193

## CENTRE FOR EQUITY AND QUALITY IN UNIVERSAL EDUCATION STATEMENT OF PROFIT AND LOSS FOR THE YEAR ENDED MARCH 31, 2021

Particulars	Note No.	Figures as at March 31, 2021		Figures as at March 31, 2020	
		RS.	RS.	RS.	RS.
I Revenue from operations	22		1,79,88,915		1,59,30,699
II Other income	23		-		2
<b>III Total Revenue (I + II)</b>			1,79,88,915		1,59,30,701
<b>IV Expenses:</b>					
Cost of materials consumed					
Purchases of Stock-in-Trade	24	-		-	
Changes in the inventories of finished goods work-in-progress and Stock-in-Trade	25	-		-	
Employee benefits expense	26	1,08,32,888		1,02,59,213	
Finance costs	27	-		1,100	
Depreciation and amortization expense	10	2,00,902		1,74,313	
Other expenses	28	39,87,792		52,34,520	
<b>Total expenses</b>			1,50,21,583		1,56,69,146
<b>V Profit before exceptional and extraordinary items and tax (III-IV)</b>			29,67,332		2,61,556
<b>VI Exceptional items</b>			-		-
<b>VII Profit before extraordinary items and tax (V - VI)</b>			29,67,332		2,61,556
<b>VIII Extraordinary items</b>			-		-
<b>IX Profit before tax (VII- VIII)</b>			29,67,332		2,61,556
<b>X Tax expense:</b>					
(1) Current tax		-		-	
(2) Deferred tax		-		-	
<b>XI Profit (Loss) for the period from continuing operations (VII-VIII)</b>			29,67,332		2,61,556
<b>XII Profit/(loss) from discontinuing operations</b>			-		-
<b>XIII Tax expense of discontinuing operations</b>			-		-
<b>XIV Profit/(loss) from Discontinuing operations (after tax) (XII-XIII)</b>			-		-
<b>XV Profit (Loss) for the period (XI + XIV)</b>			29,67,332		2,61,556
<b>XVI Earnings per equity share:</b>					
(1) Basic			296.73		26.16
(2) Diluted			296.73		26.16

NOTES ON ACCOUNT 29

AS PER OUR REPORT OF EVEN DATE  
FOR SHAH, SHAH & SHAH  
CHARTERED ACCOUNTANTS

(Mehul Shah)  
PARTNER  
FRN: 116457W  
M. No.: 049361  
Mumbai:  
July 9, 2021

FOR AND ON BEHALF OF THE BOARD OF  
Centre for Equity And Quality In Universal Education

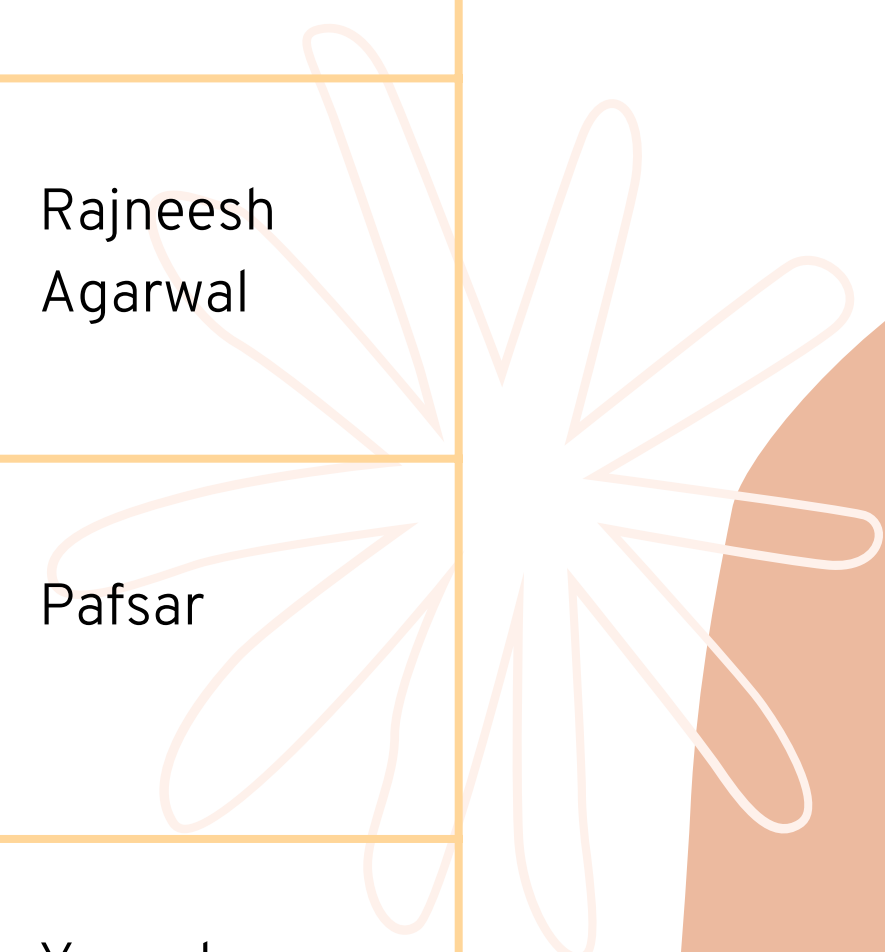
(Anju Saigal)  
DIRECTOR

(Mitesh Thakkar)  
DIRECTOR

# We are grateful to....

ActionAid
Bank of America
HT Parekh Foundation
JLL
Unicef

Ashwini Kapila	Deepa Deosthalee	Rajeswari Kesavan
Debadutta Upadhyaya	Munish Keswani	Rajneesh Agarwal
Ravinder Dang	Renu Vasantha Kumar	Pafsar
Sachit Sahni	Tuhin Parikh	Yogesh Mahajan





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