



सीये C E Q U E
 विद्यार्थ्यांचे नाव: वेदांत शंकर दिनांक: 22/12/2022
 शिक्षकांचे नाव: शाळेचे नाव:

अंदाज लावणे

कार्यपत्रिका - पाठाचे नाव ऐकताच काय वाटते?
 पाठाचे नाव - वडेश बहरला

चित्र काढा किंवा लिहा

गोष्ट कराबद्दल असेल?

शब्द/वाक्यांश - शब्द आणि पद

माझा अंदाजे अर्थ - शब्द

अर्थ - शब्द

गोष्टीत पुढे काय घडेल बघ?

मला याची आठवण आली...

शब्द/वाक्यांश - शब्द

माझा अंदाजे अर्थ - शब्द

अर्थ - शब्द

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कार्यपत्रिका - माझे नवीन शब्द / वाक्यांश आणि अर्थ
 पाठाचे नाव - वडेश बहरला

पाठ वाचा, वाचताना तुम्हाला वाटलेले अनेकही शब्द अधोरेखित करा व त्यांचे अंदाजे अर्थ लावा आणि लिहा.

शब्द/वाक्यांश - शब्द
 माझा अंदाजे अर्थ - शब्द
 अर्थ - शब्द

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 माझा अंदाजे अर्थ - शब्द
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FOUNDER'S MESSAGE



We foster harmonious partnerships—a confluence of multiple agencies coming together to enhance the educational landscape. This synergy is the driving force behind CEQUE's growth. At the end of the day, though, it isn't just about expanding into new districts; it is about transforming the lives of students who attend the schools there.

For CEQUE, it has been a year of growth in partnerships. In this report, we shed light on our partnerships with district authorities, government officials, coaches, and teachers – all those who make CEQUE's work possible – to supplement government efforts in grassroots education.

Many children dropped out of school with the tectonic shifts brought about in the education sector by the pandemic in the previous year. In cognizance of the losses this brought about, especially in learning, we doubled down on our efforts this year to ensure local ownership of learning outcomes in the districts we work with.

We participated in the discourse around some of the biggest challenges of ensuring that quality education reaches every child, no matter how remote the location of their school. These challenges ranged from chronic absenteeism to a lack of strategies to address multi-grade, multilingual classrooms. Importantly, we looked to implement sustainable solutions to these issues to empower students to craft a better future for themselves.

FOUNDER'S MESSAGE

Babhulgaon block in Yavatmal district emerged as a beacon of hope, an example of the immense potential that strong collaboration amongst stakeholders holds to bring about positive social change.

The ambit of our work has expanded in tandem with those of our partners, as we acquired new government partnerships, new districts, and classrooms adopted our flagship 'Teacher Innovator Program', and more donors came onboard in alignment with our vision for equitable and quality education for all.

We are excited to take you through some of our most noteworthy milestones of 2022-2023, a few inspiring stories of change of those that we do all our work for in the first place – the beneficiaries of the 'Teacher Innovator Program', the teachers and, ultimately, the students.

At the crux of it all, after all, has remained the building of that relationship between teacher and student that can bring about improved learning outcomes, with an emphasis on the sheer joy of the learning process.



ANJU SAIGAL



PARTNERSHIPS FOR GROWTH

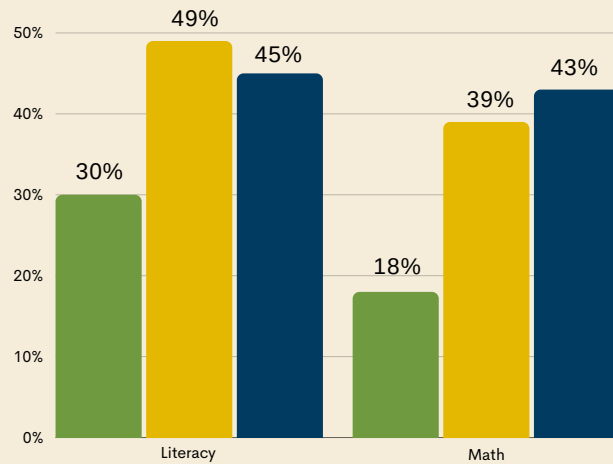
At the heart of CEQUE's mission is the belief in local ownership of learning outcomes. We do this through partnerships with district authorities and by supplementing government efforts, through our flagship 'Teacher Innovator Program' (TIP), which we first launched in 2016. These partnerships are the ones who truly make our work in making quality education for all possible.

Our approach recognizes how crucial teacher-student relationships are in bringing about learning outcomes. But it aims to go beyond that; for education, at its core, is a community affair. That is exactly why our approach transcends various levels—we involve parents, schools, teachers, district authorities, and the entire community, at large. That is when the students stand to gain the most—quality education that will empower them to transform their own lives.



Working with district authorities: A case of Yavatmal district

Yavatmal is a low-performing district as per government data on indicators such as health and education.



Source: Mission Education: https://cbseitms.nic.in/lpd/assets/pdf/Mission_Education.pdf

Encouraged by the success of the 'Teacher Innovator Program' the nodal academic authority in Maharashtra, MSCERT suggested that CEQUE adopt schools in Yavatmal district.

We presented our work to Mr. Krishna Panchal, the then CEO, on improving classroom learning through building teacher capacity.

Quick to recognize the benefits of such an intervention, Mr. Panchal directed us to DIET (District Institute of Education and Training), which is responsible for the continuous professional development of teachers in the district. After zeroing in on Babhulgaon as the focus intervention block, collaborative discussions highlighted the key educational challenges:

- Chronic absenteeism
- Lack of strategies to address multi-grade, multilingual classrooms
- Migration of students

Dr. Gawande, the DIET Principal, provided a list of schools and teachers in Babhulgaon who would be a part of TIP. In all, 117 teachers teaching 1900 children came to be part of the program. A four-day in-person workshop was held at DIET premises in late September.

Witnessing the program's success, the CEO requested that CEQUE adopt another block in the Yavatmal district, and we are excited to take the request forward in the next year.

We believe that the work showcased by the children at the end of the year in the exhibitions held in March 2023, coupled with the presence of the DIET principal at every stage of the program – from training to asking pertinent questions on program progress, to encouraging teachers to participate actively have led to many more children learning well.

Babhulgaon block of Yavatmal district is a source of great pride for us; to us, it showcases the kind of improvement in learning outcomes that can be brought about with the power of partnerships for growth.

62

Schools

100

Teachers

2,036

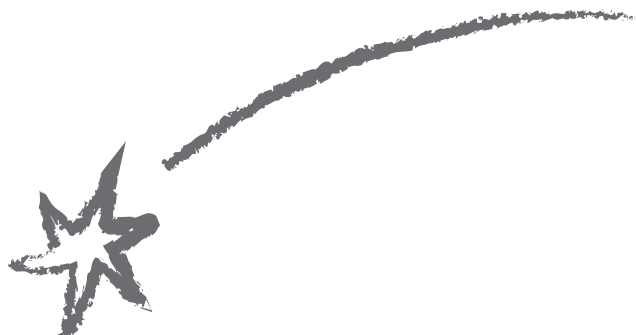
Students





CEQUE has been working for a year as a supportive system in Babhulgaon on using innovative teaching methodologies in both Language and Math for students of standards 1 to 5. These methodologies are appropriate for achieving learning outcomes and 21st-century skills in children.

**-Dr. Prashant Gawande
(DIET Principal, Yavatmal)**





03

TEACHER INNOVATOR PROGRAM (TIP): SUSTAINING EXISTING PARTNERSHIPS

TEACHER INNOVATOR PROGRAM

CEQUE's flagship 'Teacher Innovator Program' coaches teachers from government and low-income private schools to learn innovative teaching methods and impact student learning. The program works in partnership with local education departments. The focus is on Reading-Writing and Math skills in Grades 1-5. We want every child to have equal opportunities for quality education.

The emphasis is on the importance of holistic learning, going beyond basic literacy and numeracy to cultivate critical thinking skills. We aim to create well-rounded learners who can apply their knowledge in real-life situations and become valuable members of society.

Most importantly: no child gets left behind.



TEACHER INNOVATOR PROGRAM 2022-23



2
 States

- Maharashtra
- Madhya Pradesh

8
 Districts

- Thane
- Palghar
- Nashik
- Chandrapur
- Yavatmal
- Gadchiroli
- Indore
- Burhanpur

1,195
 Schools


2,066
 Teachers


26,000+
 Students

ACTIVITIES


576
 Hours of Training


10,626
 Hours of Coaching


24,601
 Workbooks Distributed


344
 Exhibitions



IMPACT ON TEACHER LEARNING

42%



64%

The average baseline score was 42% which increased to 64%

IMPACT ON STUDENT LEARNING

7%



27%

7% of students were able to read a story at baseline, which increased to 27% at the endline.

21%



40%

21% of students were able to subtract at baseline, which increased to 40% at the endline.



When students become teachers, learning can percolate!

“I’ll do it!”

“I’ll do it!”

The enthusiastic cries of students volunteering themselves rang through the air in the classroom in Zilla Parishad Primary School Sarul. The teacher Mr. Kushal Kumar Samrit, had just mentioned that the 2nd grade teacher was absent and had asked his Grade 4 and Grade 5 students if anyone would like to teach Maths in his place.

Sarul is a village located in the Babhulgaon block of Yavatmal, nearly 50 km from the district headquarters. Most families earn their livelihood through farming or labour. Sarul’s only school is the government primary school, which is attended by all children in the village. The school teaches a total of 97 students, a number which Mr. Kushal, who has been teaching there for three years, says grows every year.

A passionate teacher of Maths, he participated in CEQUE’s ‘Teacher Innovator Program’ in 2022. This helped him enable his students to strengthen their conceptual understanding and think out of the box.

“It was not like this earlier,” Mr. Kushal reflected. “Most of them did not even like Maths, and so I used to invest less time teaching this subject, compared to others.”

This challenge with Maths lingered; some students did not understand the basic concept of numbers, such as number identification and two or three-digit numbers, while others were not able to follow a problem statement question if it was phrased differently.



When students become teachers, learning can percolate!

After attending the TIP program, he gained further clarity about how to simplify Math concepts and reach every child in the classroom.

“TIP strategies help students to engage in the thinking process by asking ‘why’ and ‘how’ questions,” he shared. “Besides, when children engage in group work and discuss amongst themselves to better clarify concepts, they understand better what steps and methods are involved in doing so.”

Take the ‘square grid’ strategy, for instance. The representation of numbers on the grid paper helps children to consolidate their understanding of numbers and connect with their abstract forms. Using grid paper for teaching numbers, addition, subtraction, and multiplication helped the students complete any sum they were presented with, as well as explain their learning logically, much to their joy.

Grade 5 student Satish Borkar said, “I love solving sums using grid paper, because it is a fun activity for me to represent any numbers or add/subtract on a square grid paper, and I enjoy sharing this with my friends in Grade 3!”

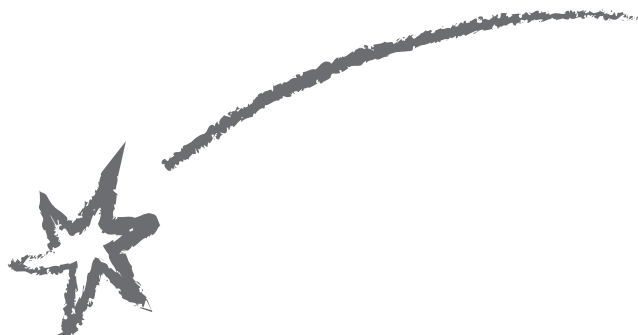
This doing, sharing, and learning process has resulted in a thriving learning environment in which older students take over as teachers for younger students whenever they find the time, or if a teacher is busy with other work. Ms. Rituja Praveen Bhojar, the Headmistress at the school, remarked, “I have witnessed an increased interest in my children to learn Math, and seen improved learning outcomes in them.”





CEQUE's TIP program has been a big help in reaching our Foundational Literacy and Numeracy goals and moving past the lowest-performing district. At the recent exhibition in Babhulgaon taluka, students showcased what they've learned, demonstrating their ability to present their knowledge. We believe it's essential to replicate this success in other areas, and we recommend that CEQUE extends the program to Kalamb and other talukas too.

**-Dr. Shrikrishna Panchal
CEO, 2019-2023
Zilha Parishad, Yavatmal**



A Bahadarpur teacher's “CAN DO” attitude

In the small village of Bahadarpur in Madhya Pradesh, the responsibility of imparting education and nurturing young minds falls heavily on the shoulders of four government teachers. Residents here are primarily engaged in farming and daily labor, and they are mostly first-generation learners. As such, they rely on Government UGES, Indra Nagar, Bahadarpur, for their children’s education, which is provided for free under the Right to Education Act.

Mrs. Deepmala Dhurvey is a dedicated educator at this school who has been working to transform lives through education for 16 years. While her classroom should have held 35 eager learners, nearly half of them were frequently absent. Even those who attended regularly struggled to grasp fundamental concepts, including letter recognition and basic numeracy.

This posed a considerable challenge for Mrs. Deepmala, who had to accommodate children at different learning levels while teaching multiple subjects. “Once they were back home, they would never open their school bags to look at what has been taught in the classroom,” she lamented. “Parents were also least interested to know more about their children’s education, and encourage children to study at home.”

Undeterred, she introduced innovative approaches, including drawing sessions and the establishment of a classroom library. She even reached out to the community, urging parents to support their children's learning at home. However, the dream of comprehensive community involvement seemed distant.



A Bahadarpur teacher's “CAN DO” attitude

Deepmala's journey came to an unexpected turning point when she was nominated for our ‘Teacher Innovator Program’. Following a three-day training session in July 2022, she was initially skeptical about whether her students could benefit from these new teaching strategies.

It was the ‘Question, Question’ strategy that flipped the script for her; when the CEQUE team visited her school and demonstrated the strategy with the children, her doubts evaporated. She witnessed firsthand that all her students, even those who could not read or write, participated enthusiastically, and her students not only understood but excelled with these innovative techniques. Over time, her teaching style evolved into a more participatory and child-centric approach.

Today, Mrs. Deepmala's students can think independently, formulate questions, and find answers to unfamiliar words. They confidently use strategies like FIRST-THEN-NEXT-LAST to sequence stories. Group work has become the norm, with stronger students helping their peers, making learning an enjoyable and collaborative endeavor. She also organizes monthly meetings with parents to showcase their children's work, encouraging a greater level of parental involvement.

Every teacher can rewrite their entire narrative by believing in their students' potential and facilitating learning effectively. Mrs. Deepmala's journey proves that a shift in perspective can lead to remarkable transformations in students' lives.



The road from doubt to dedication

“There are many NGOs that come and go but this does not change the picture. Rather, they increase our workload and stress.” Teacher Mr. Vishnu Khambait’s scepticism was palpable in his initial interaction with CEQUE coach Pavan.

Mr. Vishnu teaches at the Zilla Parishad Primary School in Chinchwad, tucked away amidst the picturesque Western Ghats of Maharashtra. He harbored doubts about the effectiveness of educational initiatives, exacerbated by over two decades of having weathered increased workloads and unmet promises by NGOs that came and went.

Despite the rocky start, Pavan seized the opportunity to teach using the number bond strategy in Vishnu’s classroom during a TIP session. What followed was nothing short of magical. Students, who were initially passive, became active and participatory, running to Pavan and Mr. Vishnu to share their newfound knowledge.

Witnessing this transformation, Mr. Vishnu acknowledged the effectiveness of these teaching methods, saying, “This was the first time I saw every student in my classroom participating in the learning process. These teaching methods seem to be effective, I will try some of them out in my classroom”



The road from doubt to dedication

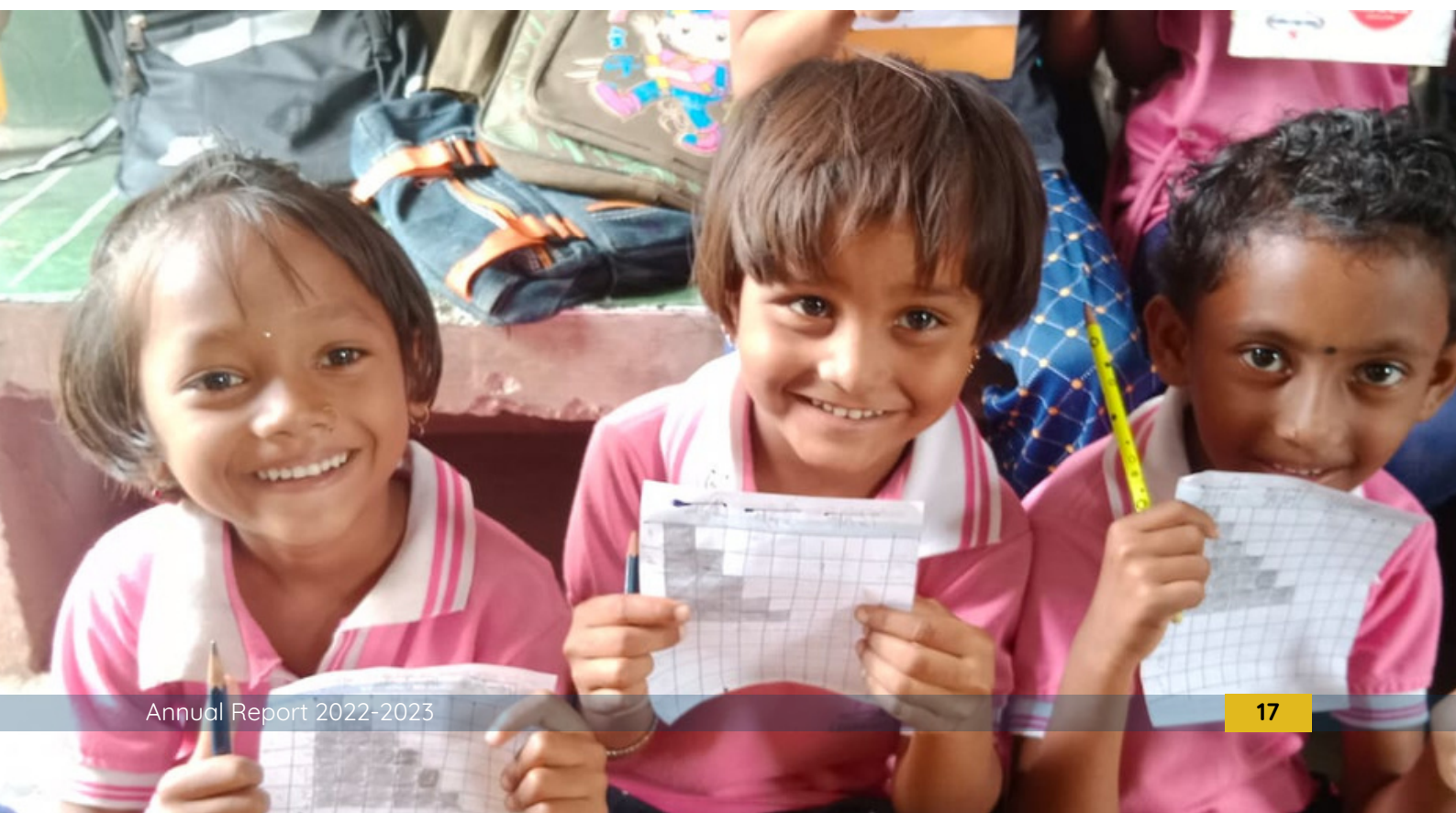
Over the course of two years, Pavan coached Mr. Vishnu on Language and Math strategies. Every coaching session was designed to enhance Vishnu's classroom interactions.

They covered various aspects of an ideal classroom, from teacher-student participation to teaching methods and the use of teaching aids. Gradually, Mr. Vishnu evolved.

“The coaching provided to me at every stage helped me to develop a lot of skills,” he shared. “Now, before starting any new lesson/concepts, I set clear objectives with a lesson plan. I gradually realized that the more activities I conducted with the students, the better I could deliver and make children understand the concepts.”

This transformation bore fruit during an exhibition when 20 of Mr. Vishnu's students showcased various maths and language concepts through charts and models. The community's delighted response was a testament to the impact of his dedication.

Teacher Vishnu's journey from doubt to dedication not only transformed his perspective but also improved learning outcomes for his Grade 4 students. His classroom became a place where curiosity thrived, learning was collaborative, and doubts were met with enthusiasm. It was a journey that proved the power of effective coaching and an educator's unwavering commitment to their students' growth.





04

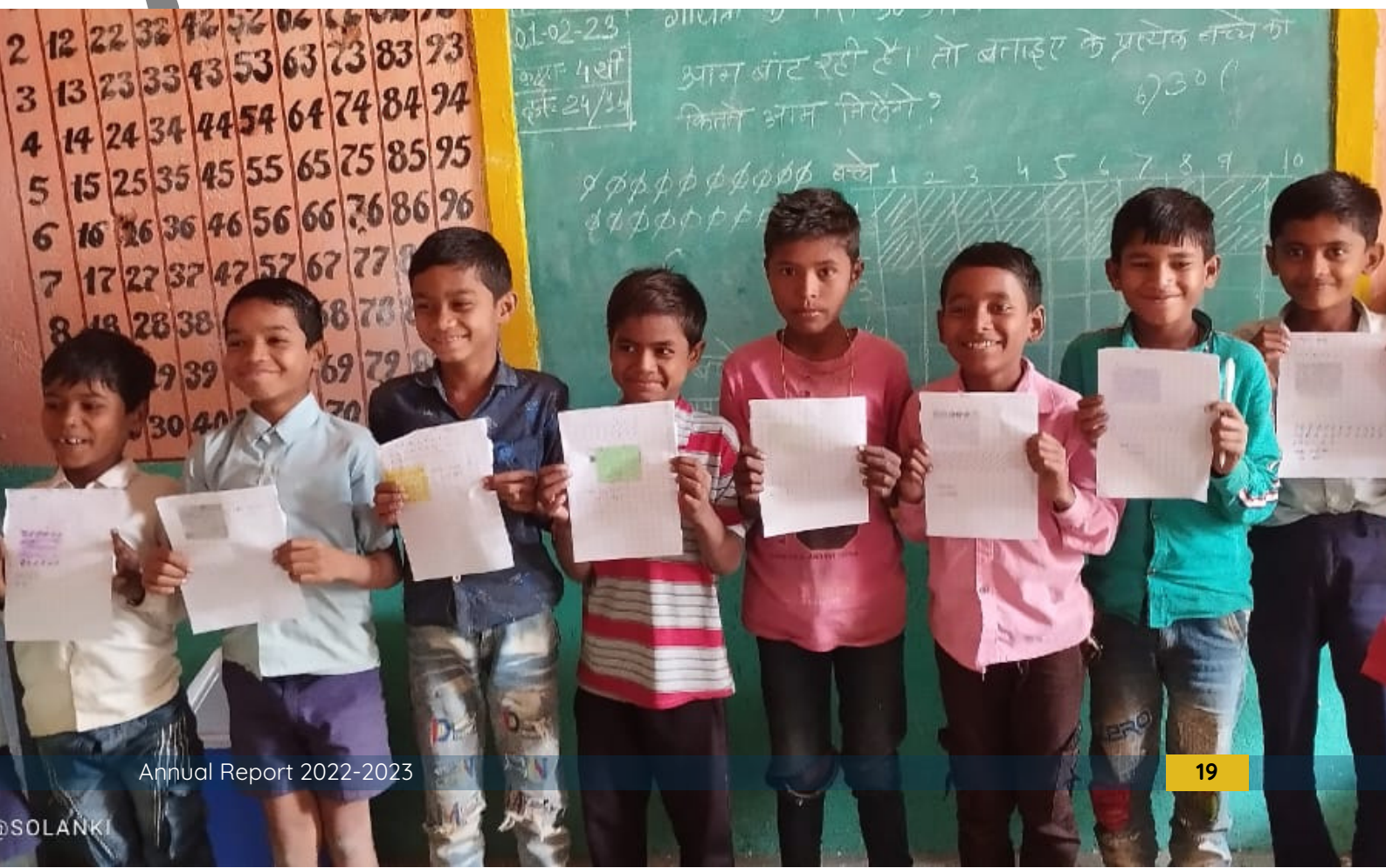
EXPANSION TO NEW DISTRICTS

EXPANSION TO NEW DISTRICTS IN MAHARASHTRA & MADHYA PRADESH

In the heartlands of Maharashtra and Madhya Pradesh, where opportunity is often a distant dream, CEQUE aims to bring quality education to the doorsteps of underserved districts. In this quest for educational equity, the staunch support of our partnerships is the bedrock upon which this mission continues to grow.

In 2022-23 we expanded to two districts in Madhya Pradesh, Indore and Burhanpur, and one district in Maharashtra, Yavatmal.

Our approach is demand-driven. We respond to requests from district leadership who are committed to transforming the educational quality of their public school system. This strategy is pivotal to our approach, where we leverage existing government resources to enable teachers to bring quality learning to all children.





05

SPECIAL HIGHLIGHTS

5.1 SEEKHE INDIA UTSAV

Annually, as part of CEQUE's 'Teacher Innovator Program', students showcase their learning through exhibitions held in schools and clusters. This festival of learning celebrates curiosity, creativity, and innovation. And this year, it has grown leaps and bounds. The numbers speak volumes — **344** exhibitions and over **10,000** students from **1,078** schools. The #सीखेंIndiaUtsav was not just a success; it was a roaring triumph! The Prabhat Pheri was one of the most popular activities during the Utsav, as a part of which the entire village would come together — from the Education Officer to the parents of the students — to walk through the streets together and raise slogans for the cause of equity and quality in education. These Prabhat Pheris were a great collective effort to spread the word about the importance of education for all.



5.2 SEEKHEIN, SIKHAAYE APP

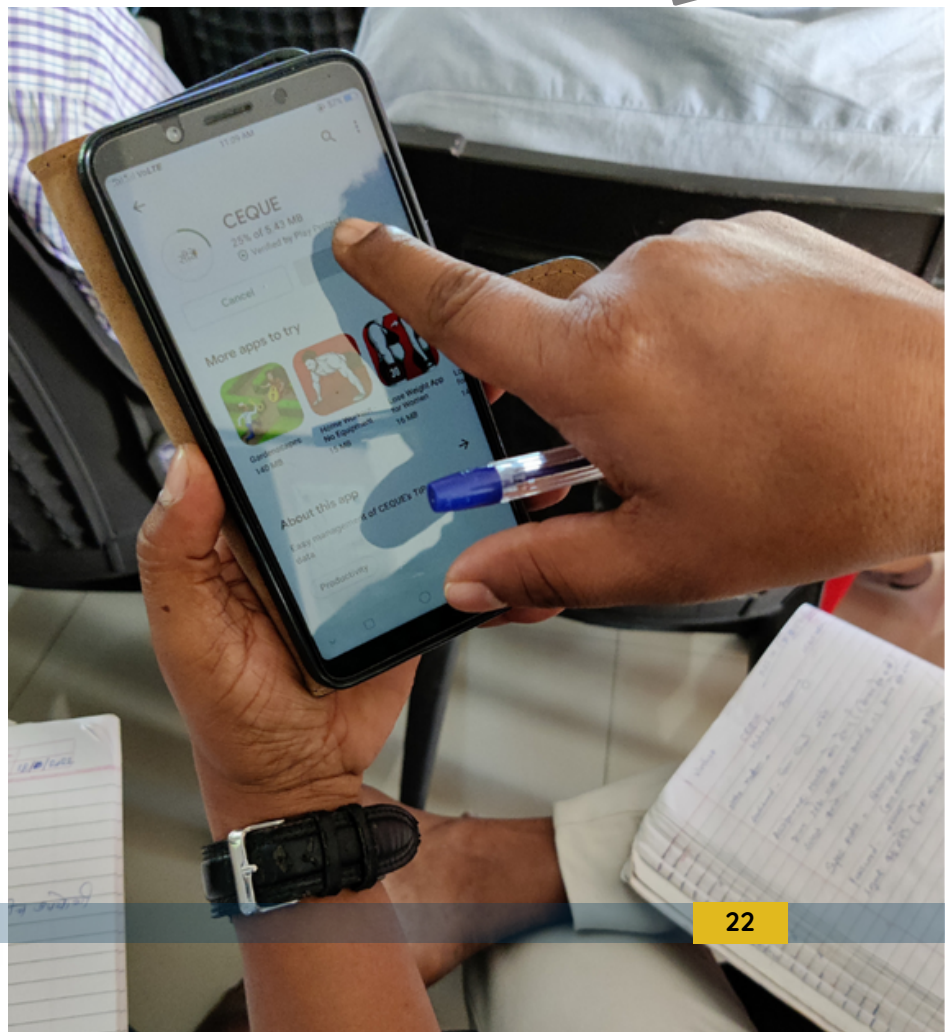
At CEQUE, monitoring and evaluation are integral to our work. To enhance the efficiency of our data collection processes and improve monitoring and evaluation, we introduced the 'Seekhein, Sikhaaye' App, in collaboration with the Koita Foundation.

This innovative app empowers our coaches and District Managers to input data regarding coaching visits and weekly meeting plans even in remote areas, ensuring that our team members can efficiently upload information regardless of location. Through the mobile app, coaches can now log various activities, including details of coaching sessions conducted for teachers, visits made to headmasters, government officials, and teachers, classroom observations, attendance for workshops, distribution, and usage of workbooks, and management of exhibitions, among other tasks.



सीखें-सिखायें

[Forgot Login Details?](#)





Koita Foundation has been working with CEQUE since 2022. We launched the ‘Seekhein, Sikhaaye’ application last year for district managers and coaches. It has been a pleasure to work with the team at CEQUE. Their focus has been on not only ensuring that the application is used but also on creating greater data awareness among the users. Their aim is to build a culture where people are looking for and understanding insights that the data provides, and using those to improve their programs. This is the true power of the system.

After the implementation of Phase 2 in this academic year, we now look forward to seeing these insights’ benefits, both tangible as well as intangible, being realized. We look forward to being part of their journey and seeing the organization reach greater heights.

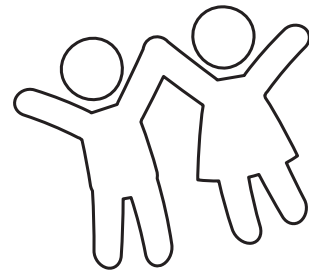


5.3 GREAT PLACE TO WORK CERTIFICATION

This year, CEQUE obtained another feather in its cap. CEQUE got certified as a Great Place To Work!

Each year, Great Place to Work® evaluates the workplace environment of nearly 1000 organizations in India, spanning across various industries and organizational structures. From small businesses with ten employees to larger organizations with over 100,000 employees, this recognition is highly competitive and esteemed.

Organizations that meet the certification criteria are acknowledged as 'Great Place to Work' for a year. Depending on eligibility, these organizations may also be featured in the Best Workplaces list published by Great Place to Work®.



We are proud to be
Great Place To Work® Certified™

**Great
Place
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JAN 2023 – JAN 2024
INDIA



5.4 TEACHER LEARNING CIRCLES

CEQUE's long-term plan to bring about sustainable change in teacher practice is to create a community of teachers. To do this, we foster monthly learning circles in the districts where we work.

In the second half of 2022-23, we launched Teacher Learning Circles, a space where there is a continual exchange of ideas and upskilling.

Each teacher learning circle comprises 10 to 12 teachers who come together to:

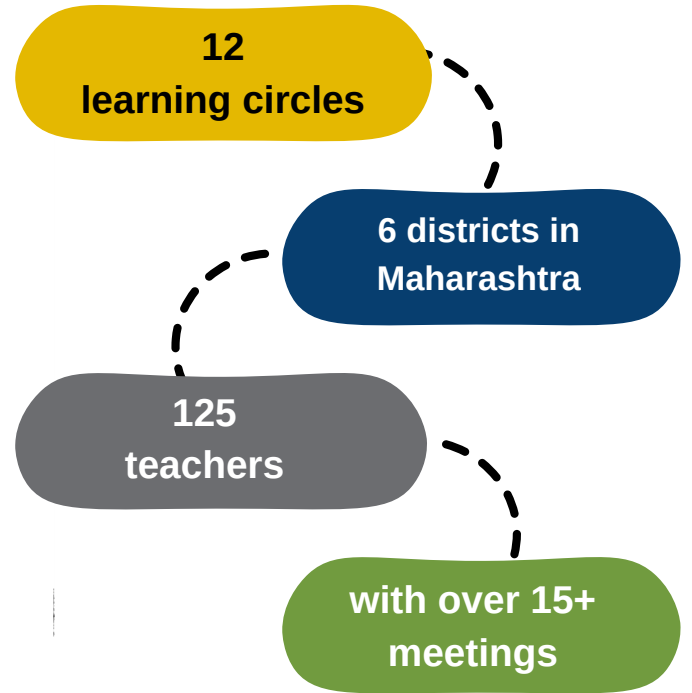
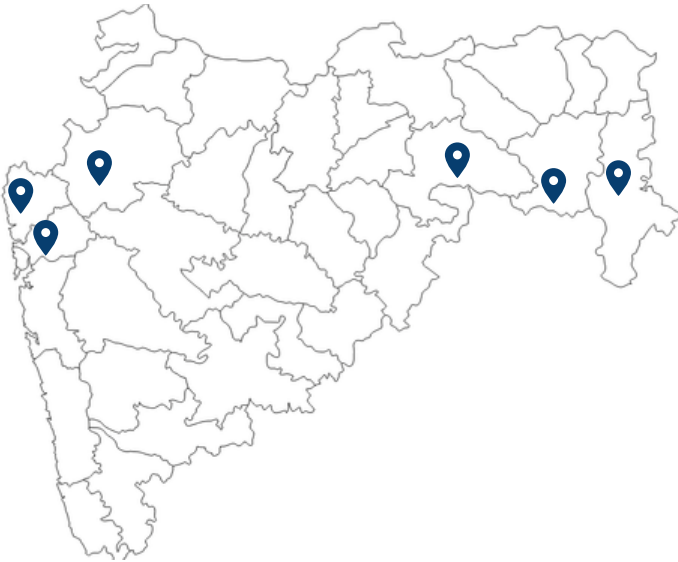
- Discuss issues of learning and practice, share ideas with their peers
- Attend master classes on select topics
- Participate in cultural events to develop a bond within the community

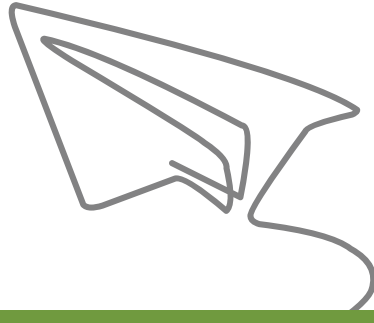
These learning circles are an example of partnerships that provide a platform for peer support and learning.



5.4 TEACHER LEARNING CIRCLES

Districts: Thane, Palghar, Nashik, Chandrapur, Gadchiroli, & Yavatmal





Activities like TLC will give teachers a good platform to present their experiences and problems.

**-Pravin Kumar Shinde
Teacher, Palghar**



This program will support us for a student's academic progress and we will definitely participate in the meeting.

**-Prabhakar Mengare
Teacher, Chandrapur**



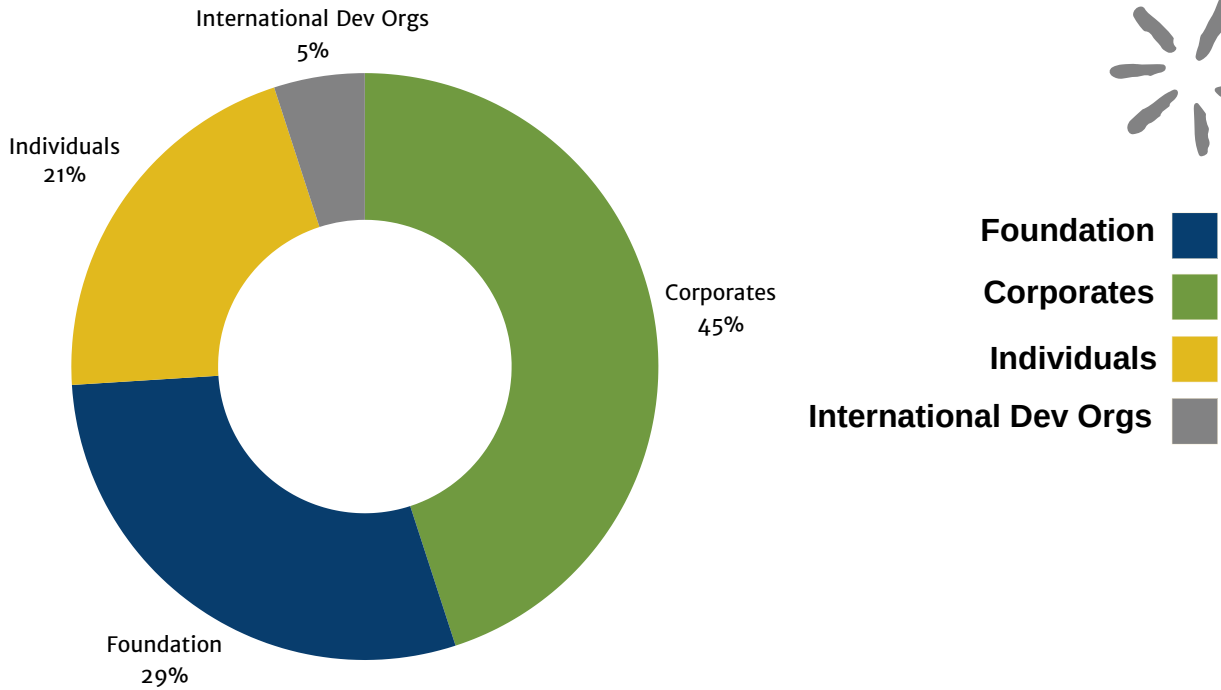
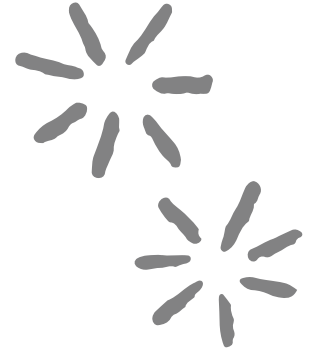
06

TEAM CEQUE

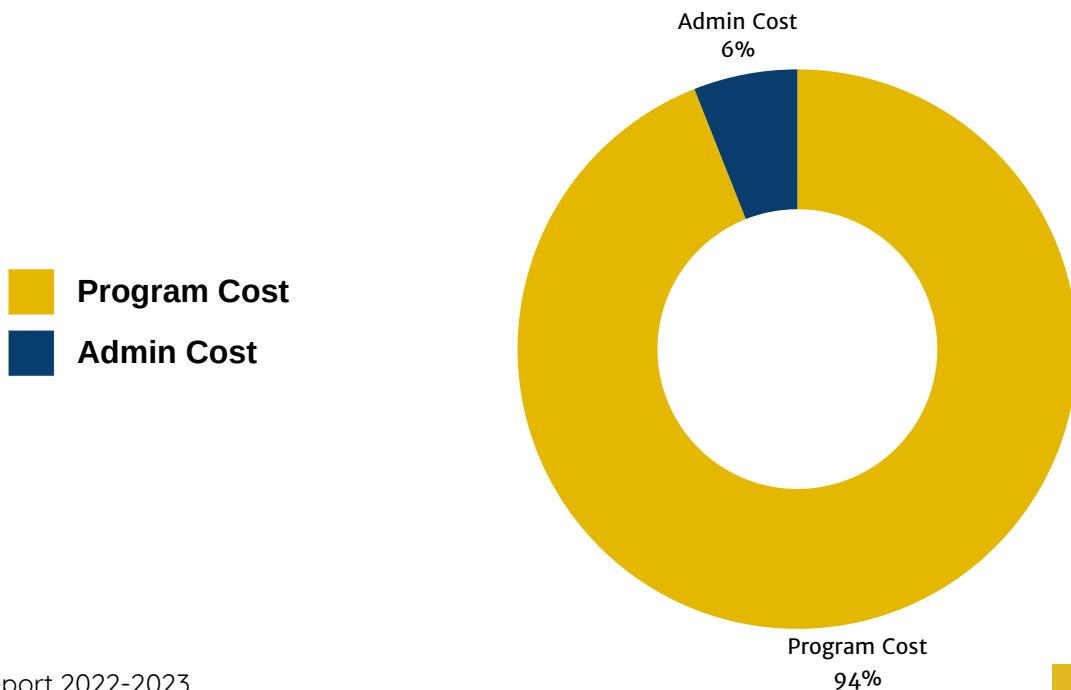


FINANCIAL SUMMARY

WHERE THE FUNDS CAME FROM

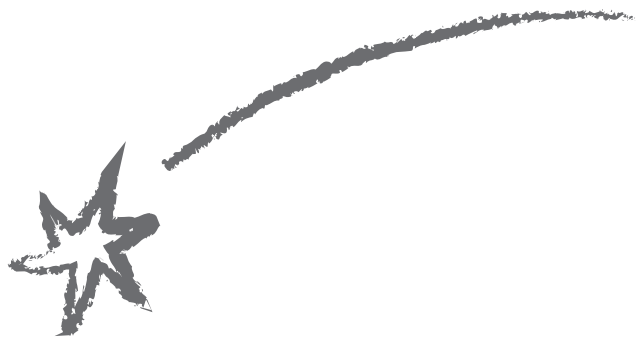


WHERE THE FUNDS WERE SPENT





We've been hearing about stories from the field in our monthly updates, but we recently had a chance to visit a school and see the program firsthand. It was eye-opening to see how the CEQUE coaches notice minute details of the way a classroom is being conducted and how the message is then conveyed to teachers on ways to improve and engage. Kudos to the entire team for their dedication and commitment to ensuring a positive impact on student learning.



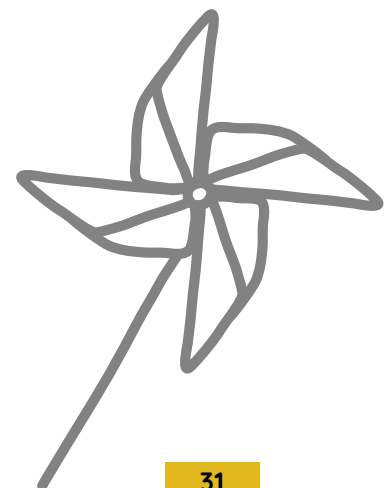
OUR PARTNERS:

CORPORATES

- A. R. Stanchem Pvt Ltd
- Anarock Capital Advisory Private Limited
- BoFA Securities India Limited
- Hughes Network Systems India Private Limited
- Kotak Investment Advisors Limited
- Sai Sulphonates Pvt Ltd
- Shardul Amarchand Mangaldas & Co.
- Tips Films Limited

FOUNDATIONS

- Building A Better Tomorrow Foundation
- Dasra UK
- EdelGive Foundation
- Ernst & Young Foundation
- Forbes Foundation
- Koita Foundation
- Roop Manek Bhanshali Charitable Trust



MEDIA COVERAGE

The Hitavadaroli 13/07
Chandrapur

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Six-day workshop organised for language, Maths teachers

Our Correspondent
BHADRAVATI, July 12

SIX-DAY long workshop for Language and Maths teachers was organised under the jurisdiction of Bhadravati Panchayat Samiti at Yash Mangal Karyalaya, Vijasan Samiti between July 4 and 9, 2022. The workshop was organised under joint auspices of Zilla Parishad Education Department, Chandrapur and Centre for Equity and Quality Universal Education (CEQUE), Mumbai.

The workshop was inaugurated at the hands of Block Education Officer of local Panchayat Samiti Dhampal Fating, Dr Prakash Mahalkar, Education Extension Officer, Dilip Thool, Varsha Parchure, State Programme Officer of CEQUE, Ashish Kelshikar, Chandrapur-Gadchiroli District Coordinator Harshwardhan Dange, Deputy District Coordinator Sandip Patil, Centre Chief Mahale,



One of the resource persons interacting with the teachers while others look on.

Vidye, Meshram, Moghe madam and Chhaya Khanke were prominently present. Teachers were given training about innovative teaching methods of language and math subjects in this workshop. CEQUE has been working in education field since 2016 in Chandrapur and Gadchiroli districts with motto to give quality education to each student under Teacher Innovative Programme (TIP). Last year, teachers were given online training but this year they have been guided about basic numerical knowledge and various methods of under-

standable reading by arranging offline training for them. During the workshop, Language Expert Varsha Parchure and Math Expert Ashish Kelshikar gave training to the teacher in their skillful style, the press release stated.

Trainers from Bhadravati and Jiwti tehsils including Yogendra Katkar, Shivshankar Bandurkar, Swati Nikose, Pallavi Walke, Kalyani Bhoskar Mohan Chinkabotalwar, Vikas Nagose, Deepak Tambe, Dipika Kale and the teachers worked hard for the success of the workshop.

Suvarn Bharat 19/11
Chandrapur

मुंबईच्या सिखे फाउंडेशन तर्फे विद्यार्थ्यांना कार्यपुस्तके वितरण :

By Suvarn Bharat - November 19, 2022



• मुंबईच्या सिखे फाउंडेशन तर्फे विद्यार्थ्यांना कार्यपुस्तके वितरण ।
सुवर्ण भारत.किरण घाटे(विशेष प्रतिनिधी)

चंद्रपुर, सिखे फाउंडेशन मुंबई तर्फे जिवती तालुक्यातील वर्ग १ ते ५ विषया विद्यार्थ्यांना शैक्षणिक गुणवत्ता वाढीच्या हेतुने भाषा आणि गणित विषयांच्या कार्यपुस्तकाचे नुकतेच वितरण करण्यात आले.

सन २०२२-२३ या शैक्षणिक वर्षापासून जिवती तालुक्यात सिखे मुंबई आणि शिक्षण विभाग तसेच डाएट चंद्रपुर यांच्या संयुक्त माध्यमातून (TIP) टीचर इन्व्हेटर उपक्रम राबविला जात आहे. आयोजित कार्यक्रमात शिक्षकांना पिकाविषयाच्या विविध पद्धती शिकवित्या जात असून, विद्यार्थ्यांच्या शैक्षणिक गुणवत्ता वाढीसाठी प्रयत्न केले जात आहेत. याच कार्यक्रमाचा एक भाग म्हणून विद्यार्थ्यांना अध्यापन करणे सुकर व्हावे तसेच त्यांना मूलभूत कौशल्य प्राप्त व्हावे या उद्देशाने कार्यपुस्तका वितरण केल्या जात आहे.

या वर्षी जिवती तालुक्यातील १२८ शाळेतील विद्यार्थ्यांना वर्कबुक वितरण करण्यात आले. शिक्षण विभाग चंद्रपुर व जिल्हा शिक्षण प्रशिक्षण संस्था यांच्या संयुक्त विद्यमाने सिखे संस्था जिवती येथे कार्यरत असून विद्यार्थ्यांच्या शैक्षणिक गुणवत्तेवर भर दिला जात आहे. अतिवृत्त जिवती तालुक्याच्या गावातील प्रत्येक केंद्रामध्ये कार्यपुस्तक वितरण करण्यात आले. घाटण येथील ही एका केंद्र शाळेत कार्यपुस्तका वितरण करण्यात आले.

या वेळी प्रामुख्याने केंद्र प्रमुख रामा घाट व सिखे फाउंडेशनचे जिल्हा समन्वयक हर्षवर्धन खोम आणि कोच मोहन चुकाबोटलावार, विकास नागोसे, दीपक तांबे आदी उपस्थित होते. तसेच गावातील प्रतिष्ठित नागरिक शिक्षक, विद्यार्थीवर्ग मोठया संख्येने उपस्थित होते.

Dainik Bhaskar 14/07
Burhanpur

दैनिक भास्कर
बुरहानपुर 14-07-2022

110 शिक्षक-शिक्षिकाओं का 3 दिनी प्रशिक्षण संपन्न

बुरहानपुर | जिले की कक्षा तीसरी से कक्षा पांचवी तक पढ़ाने वाले शिक्षक और शिक्षिकाओं का तीन दिनी प्रशिक्षण बुधवार को संपन्न हुआ। प्रभारी डीईओ रविंद्र महाजन ने जानकारी देते हुए बताया कि शिक्षकों को गणित और भाषा विषय का प्रशिक्षण दिया गया। सीईओ उमा कोगेकर और स्टेट हेड वर्षा परचुरे ने रोचक एवं सरल तरीके से 110 शिक्षक-शिक्षिकाओं को शिक्षण की नई विधियां सीखाईं। आखिरी दिन कलेक्टर प्रवीण सिंह भी पहुंचे।

Rayatecha Kaivari 21/11
Thane

रायतेचा कैवारी

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सीखे संस्थेची जिल्हा परिषद शाळा साई येथे मार्गदर्शन भेट

अवकाशाचे दि. २१/११/२०२२ साई येथील शाळा साई येथे सीखे संस्थेचे कार्यपुस्तक वितरण करण्यात आले. यावेळी जिल्हा परिषद शाळा साई येथे सीखे संस्थेचे कार्यपुस्तक वितरण करण्यात आले. यावेळी जिल्हा परिषद शाळा साई येथे सीखे संस्थेचे कार्यपुस्तक वितरण करण्यात आले. यावेळी जिल्हा परिषद शाळा साई येथे सीखे संस्थेचे कार्यपुस्तक वितरण करण्यात आले.



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