



**CENTRE FOR EQUITY AND QUALITY IN
UNIVERSAL EDUCATION**

ANNUAL REPORT

2017-18

www.ceque.org
youtube.com/teacherpages
facebook.com/teacherpages

5A, Nav Meghdoot CHS Ltd,
535/36, Linking Road, Khar (W),
Mumbai 400 052





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1. MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Friend of CEQUE,

Warm Greetings!

2017-18 was yet another for CEQUE's growth, expansion and impact toward enabling great teaching and learning in schools!

Our Teacher Innovator Fellowship Program upskilled 40+ teachers from government, government aided and low cost private schools, spread across the districts - Mumbai, Thane, Palghar, Nashik, Pune, Satara and Chandrapur. These cumulatively impacted 1200 students. Average achievement of students in Language improved by 10 percentage points and in Math by 7 percentage points. The Fellowship appeared to benefit students from the lowest and the highest percentiles the most. In addition, teachers showed significant improvement in teaching competency: As compared to 14% in the beginning, by the end of the Fellowship, 76% of the Teacher Fellows demonstrated Advanced competency levels.



The Fellowship yielded 29 videos of best teaching practices, which are currently being finalized and released on our YouTube channel. On an average, each of our videos is annually viewed at least 1500 times by teachers and educators. Over their 10-year lifespan, we anticipate this number to easily reach 15,000.

Our program for upskilling academic leadership in Maharashtra (Kendra Pramukh Academic Leadership Program), developed and piloted in 2016-17 in partnership with UNICEF and the Government of Maharashtra, saw great success and keen state interest. It has now been adopted by the GoM to scale up and reach 6,000+ academic leaders statewide, and through them, all teachers in government schools in the state. The videos developed through the Fellowship form an integral part of our training program for building the capacities of these academic leaders.

As always, we continue to innovate and evolve new ways to support teacher learning. This year, we are excited to announce the development of our Teacher Pages social learning platform with the help of J.P. Morgan Chase's Code for Good and Force for Good programs. The platform will house our growing open source digital video repository of proven lesson ideas and strategies that build students' 21st century skills. The web-mobile platform will enable teachers to access, network and discuss strategies and other queries, anytime, anywhere. Importantly, the platform will allow virtual coaching of teachers anywhere: Regardless of geography, teachers will be able to upload their teaching videos on which CEQUE's experts will provide quick and detailed feedback for improving their practice. The platform will be piloted in FY 2018-19.

In addition, FY 2018-19 will also see the launch of 10 school-based 'Professional Learning Circles'. In this program, select Teacher Pages Fellow alumni will lead learning groups of teachers in their own schools. This will provide a replicable and scalable pathway for bringing about sustained teaching improvement for student learning.

With your support we look forward to another exciting year geared towards increased productivity and impact for the teaching community and our under-served children.

Yours in learning,
Anju Saigal

2. ABOUT US

Centre for Equity and Quality in Universal Education (CEQUE) believes that every child should receive the education they deserve. We therefore champion and skill teachers to provide the highest quality learning to every child. Incorporated in 2012, our NGO supports teachers from government and low-income private schools become innovative and effective in their classrooms to achieve excellence in teaching that enables every child to learn and grow to their fullest potential.

We leverage the most promising and motivated teachers in the system and scale their impact. We coach and upskill them with strategies to make their teaching impactful and create high quality best practice videos on their lesson ideas as taught live in their classrooms. These lesson videos are freely accessible to teachers for their learning, anytime, anywhere.

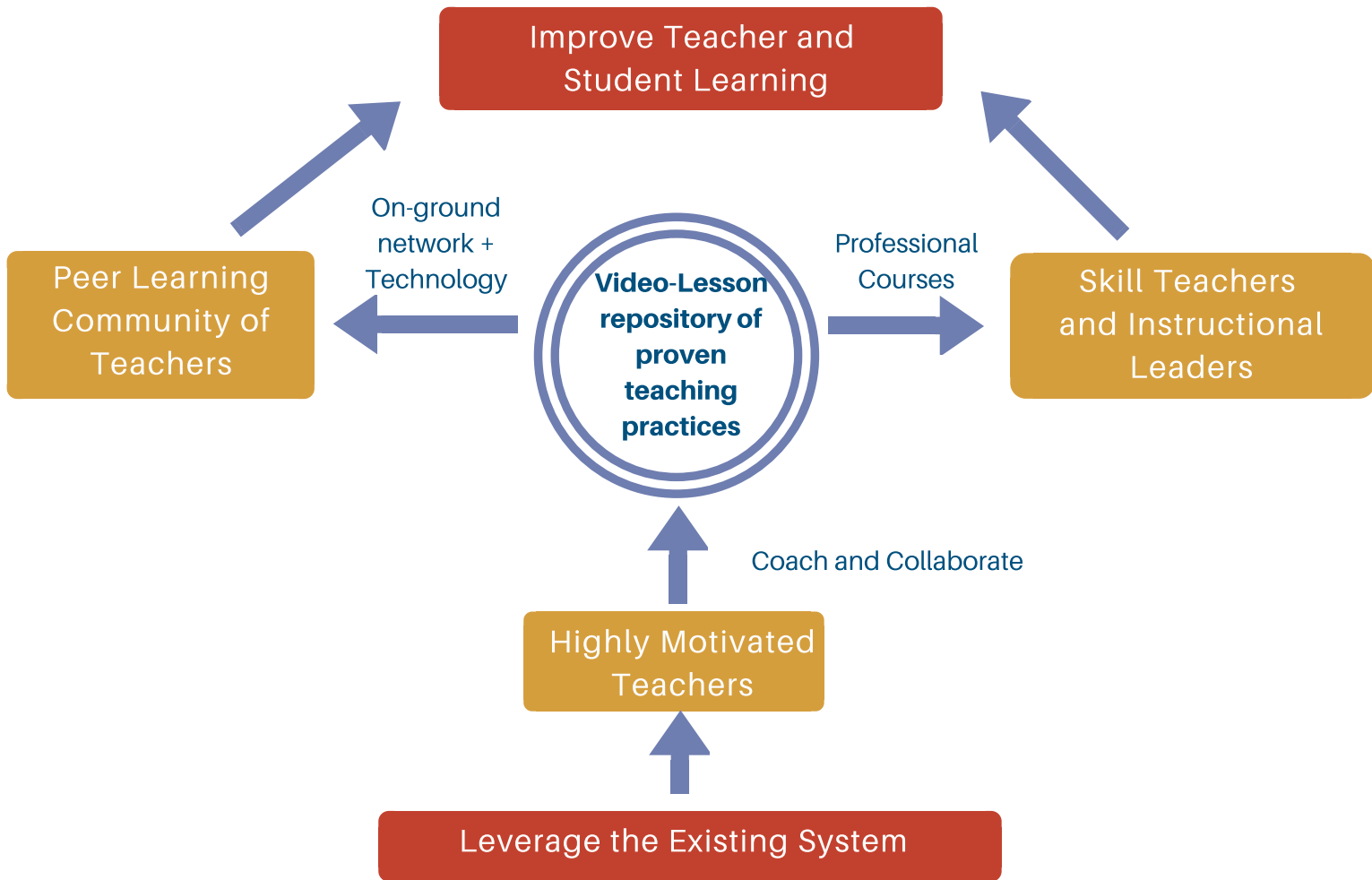
We scale their impact through sharing, discussion and encouraging adoption of these practices through our Professional programs for Academic Leaders and Teachers and offline/ virtual Peer Learning Communities.



**EVERY CHILD
DESERVES A GREAT
TEACHER**

**CEQUE CHAMPIONS
AND SKILLS
TEACHERS TO
PROVIDE QUALITY
LEARNING FOR
EVERY CHILD**

2.1. OUR MODEL



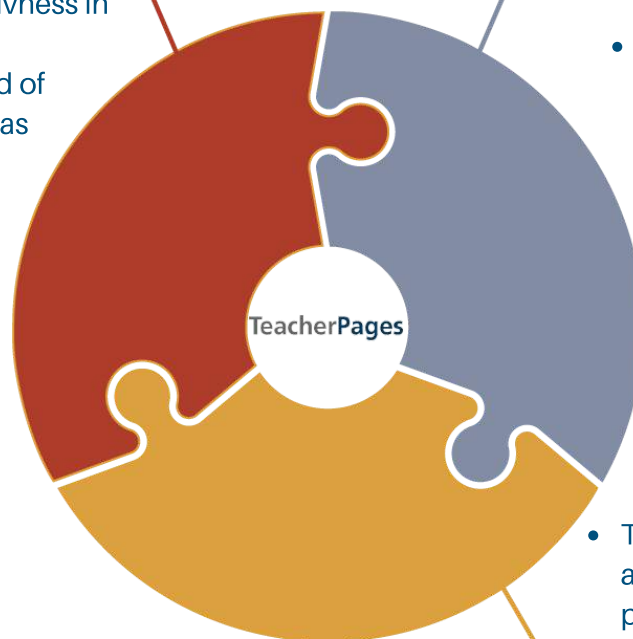
2.2. OUR PROGRAMS

Innovators Fellowship

- Best teachers selected and coached
- Focus: Innovation and effectiveness in teaching
- High quality videos produced of Fellows' teaching strategies, as practised in their classrooms

Community

- Online video repository and digital peer learning platform
- Offline teacher Professional Learning Communities (PLCs)



- Train and Coach teachers and academic leaders through customised professional courses
- Key program: State -wide KP academic Leadership Course with GoM and UNICEF

Professional

2.3. OVERALL IMPACT

93
School
Leaders

3762
teachers

117, 260
students

Teacher Pages Innovator Fellowship and Teacher Pages Professional have cumulatively impacted 117,260 students in rural and urban, government, government-aided and low income schools in Maharashtra.

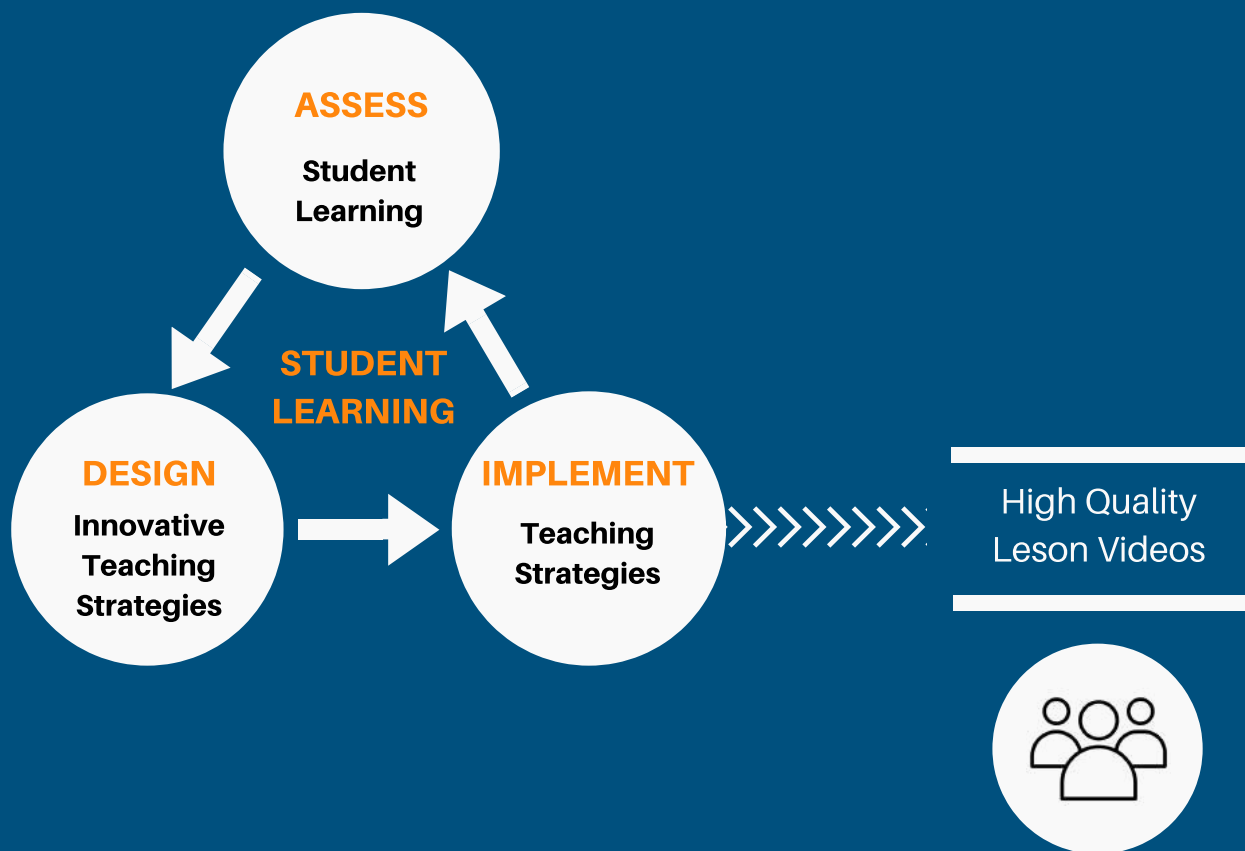
**EVERY CHILD
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3. TEACHER PAGES INNOVATOR FELLOWSHIP

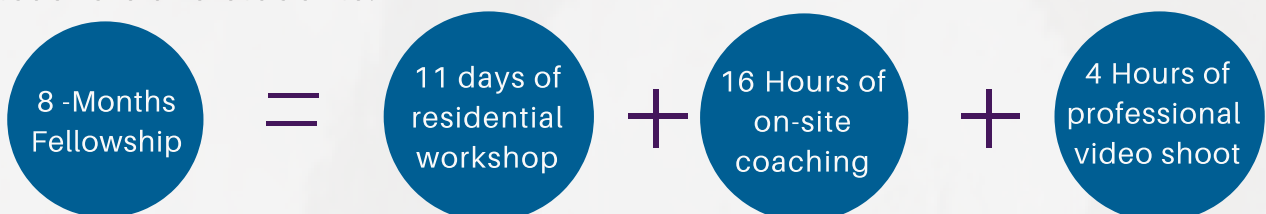
Begun in 2014-15, CEQUE's flagship program Teacher Pages Innovator Fellowship is offered annually to motivated teachers from schools serving under-privileged children to improve teaching methods and scale their impact.

A focus on student learning lies at the center of the three pronged approach of the Fellowship model, comprising the steps- Assess student learning, Design Innovative Teaching Strategies and Implement Teaching Strategies.



In 2017-18 the Fellowship attracted a 300+ applicants of which 45 Language and Math teachers were selected. These teachers were spread across seven districts of Maharashtra namely Mumbai, Thane, Pune, Satara, Palghar, Nashik and Chandrapur.

The Fellows' eight month journey as part of the Teacher Pages Innovator Fellowship 2017-18 was a series of continuous learning for teachers and students.



3.1. TPIF IMPACT

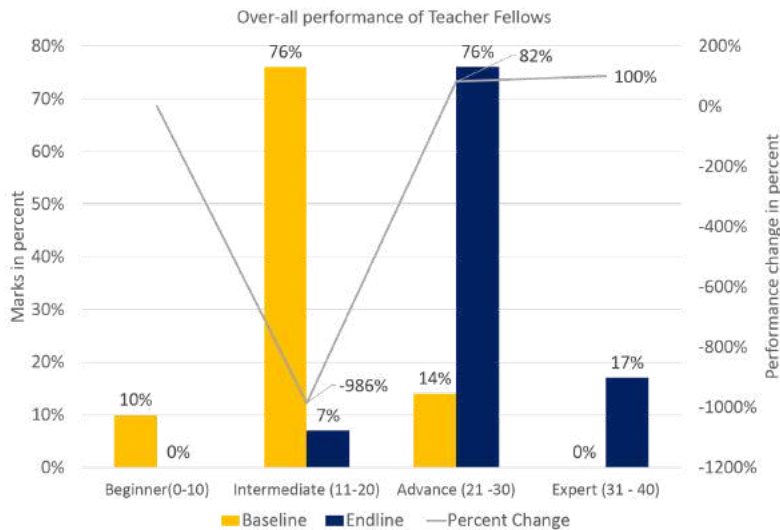
5
DISTRICTS

42
SCHOOLS

42
TEACHERS

1260
STUDENTS

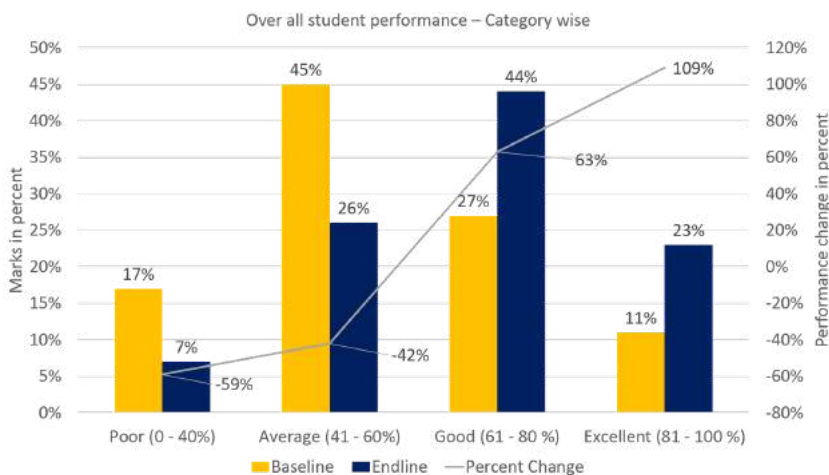
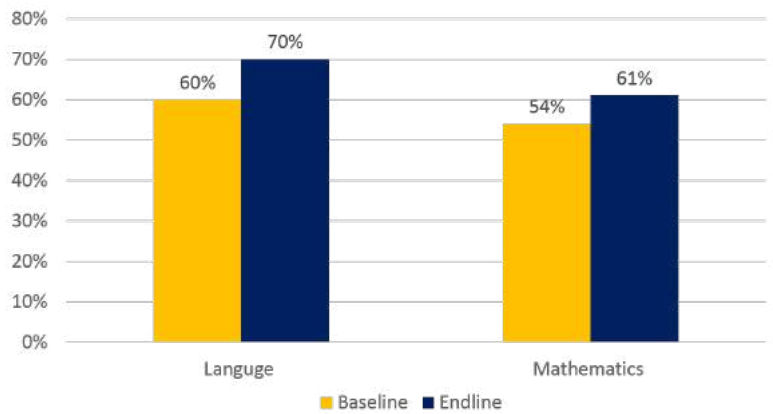
3.2. OUTCOMES ACHIEVED



Teacher efficacy showed dramatic improvement in the Endline, with no teachers present in the 'Beginner' category and 76% demonstrating 'Advanced' competency levels, up from 14% in the Baseline.

Average achievement in Language improved by 10 percentage points (from 60% to 70%) and in Math, by 7 percentage points (from 54% to 61%) respectively.

Average Score In Percent: Language and Math



Students at the lowest and highest end of the achievement spectrum benefitted the most. For instance, students in the lowest achievement category (0 - 40%) more than halved in both Language and Math.

3.3. BIG CLASS? NO PROBLEM!

STORY OF CHANGE

When Vrushali Gadhari came to the first session of the 2017-18 Fellowship in Pune, little did she know that her way of addressing the challenges of teaching a 70 + student class, would undergo a complete transformation. Armed with improved understanding she started creating small heterogeneous groups of students, ensured each group had a leader, included both academically strong and weak students and got students in all groups to work cohesively.

She also started establishing clear objectives of her sessions, planned them better by keeping the strength of her students in mind and now designed lesson ideas which included high impact activities and games.

Vrushali says she has seen the biggest change in her students due to the Fellowship. Her students now look forward to her sessions.

"With my new and improved teaching techniques I have been able to help the weaker students do better since they feel more involved as part of a smaller group. They do not feel my session is a theoretical burden and are learning better," she says proudly.



"I learned practical and innovative solutions to address my classroom challenges - Vrushali Gadhari"

4. TEACHER PAGES COMMUNITY



175,000 +
YouTube
Video
Minutes
Watched

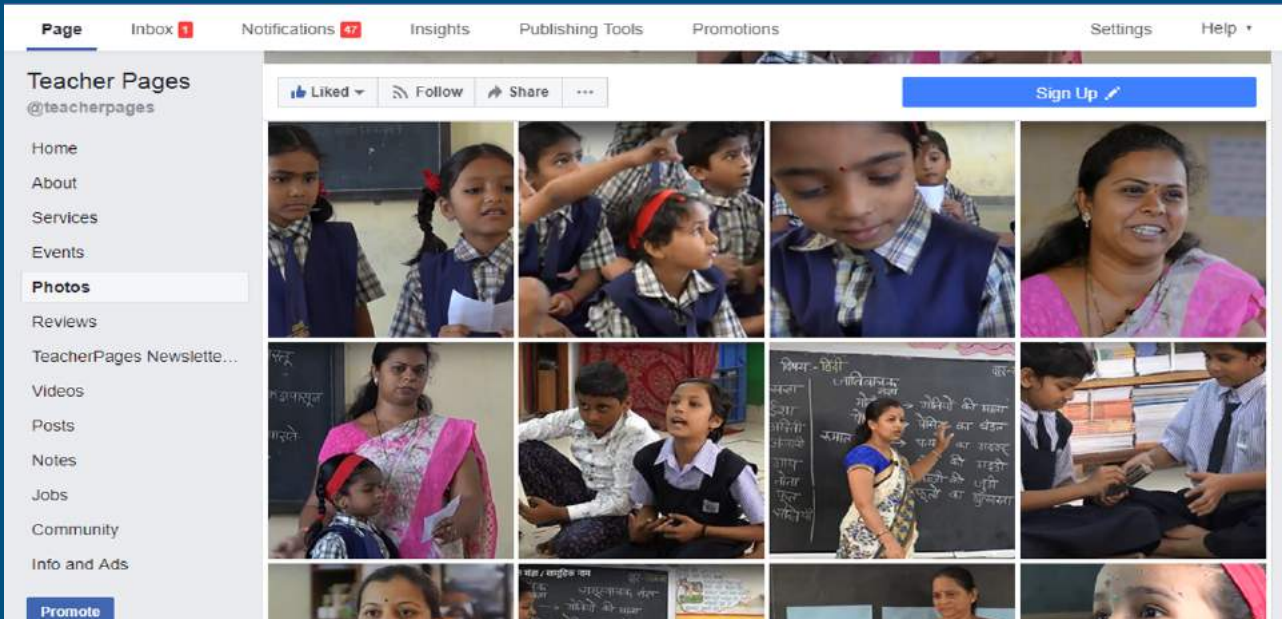
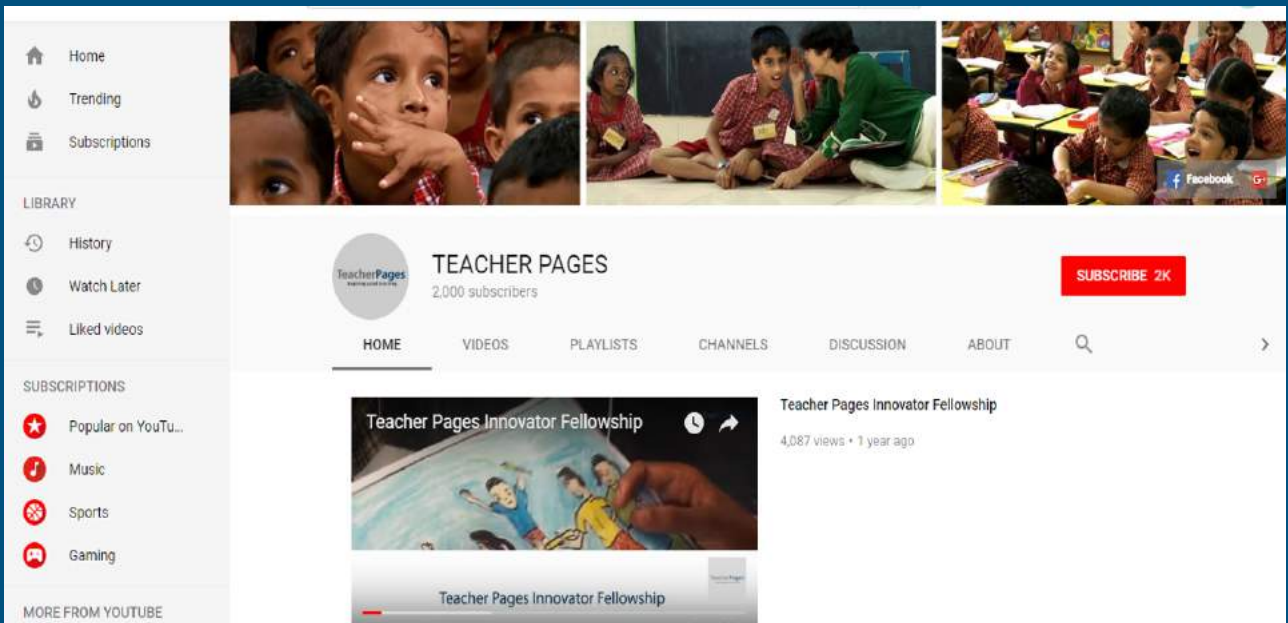
100,000 +
Video Views
on YouTube

4000 +
Followers on
Facebook

29 New
Videos
on innovative
teaching
practices

Teacher professional learning communities (or, teacher learning groups), is a powerful mechanism for teachers to collaboratively find solutions to address their local student learning challenges. CEQUE aims to build a network of virtual and school-based professional learning communities, so that teachers may share and discuss best practices and together improve student learning.

Best practice teaching videos form the resource backbone of CEQUE's vision to build these teacher professional communities. Hence for the past five years, CEQUE has been collaboratively creating with teachers, best practice videos that encapsulate innovative and effective lesson ideas taught in their classrooms, which can be implemented by other teachers.



In FY 2017-18, CEQUE produced 29 videos, bringing the total videos produced thus far to 130. Video views on Youtube increased by over 100,000, representing an increase of 54% over FY 2016-17. Video watch time increased by nearly 180,000 view minutes for the same period, representing an annual increase of 37%. Likewise, our Facebook community increased rapidly, with the follower base touching 4000!

Filter Section

Subject


Standard

Topic

Competency


All Videos

QUESTIONS, QUESTIONS! | प्रश्न प्रश्न !




2 weeks ago

GATHERING INFORMATION THRO...




2 weeks ago

SENTENCE MOUNTAIN | वाक्य डोंगर




2 weeks ago


WORD CIRCLE | शब्द चक्र



DIALOGUE WRITING | संवाद लेखन



BASIC PROPORTIONALITY THEOR...



Encouraged with the excellent response received on social media, we aim to scale our impact to reach larger number of teachers and students through the use of technology. To this end, we partnered with J.P. Morgan Chase's Code for Good and Force for Good Programs to develop a prototype of our social learning platform.

We envisage this platform as one that creates a virtual community of teachers that collaboratively learns anytime, anywhere, free of cost. The platform will allow teachers to - a) access and discuss short high-quality digital videos that showcase exemplar teachers using strategies that are enquiry-based, encourage problem-solving, critical thinking, collaborative and hands-on student learning, lesson plans, worksheets and ideas for assessment; b) ask and respond to questions; and c) celebrate outstanding teaching in building 21st century learners.

Importantly, the platform will also allow virtual coaching of teachers anywhere: Regardless of geography, teachers will be able to upload their teaching videos on which CEQUE's experts will provide quick and detailed feedback for improving their practice.

We aim to reach 15,00,000 students by 2021 with the use of the platform.

In addition, CEQUE embarked on a small pilot to create school-based communities of practice. Located in 3 locations in Mumbai suburbs. Led by alumni from Teacher Pages Innovator Fellowship the program saw the participation of 15 teachers. During their collaborative meeting sessions, the teachers learned to analyse student learning and acquired skills to analyse and improve their teaching practice. We plan to grow this network to 10 teacher groups this year, impacting 150 teachers and 4,500 students.

अहवाल सादर करण
दि. 27 Feb, 2018
(KPALP कार्यशाळा क्र. 5)

5. TEACHER PAGES PROFESSIONAL

Kendra Pramukh Academic Leadership Program (KPALP)

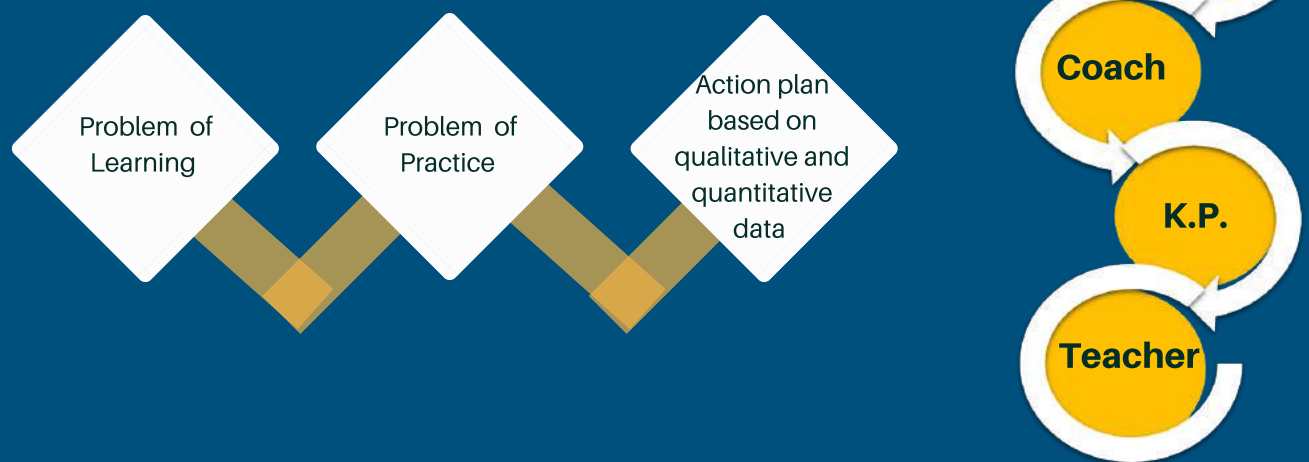
The 5-year Program was launched in collaboration with Maharashtra Government and UNICEF to develop academic leadership skills of Kendra Pramukhs. Kendra Pramukhs are Academic leaders in the government school system, responsible for teacher support in a cluster of 10-12 schools. The Program equips Kendra Pramukhs to identify data driven problems of teaching and learning and implement action plans geared to improving student learning in their clusters.



KENDRA PRAMUKH ACADEMIC LEADERSHIP PROGRAM DESIGN

Coaching Cascade

Critical Interlinked Themes Of The Program

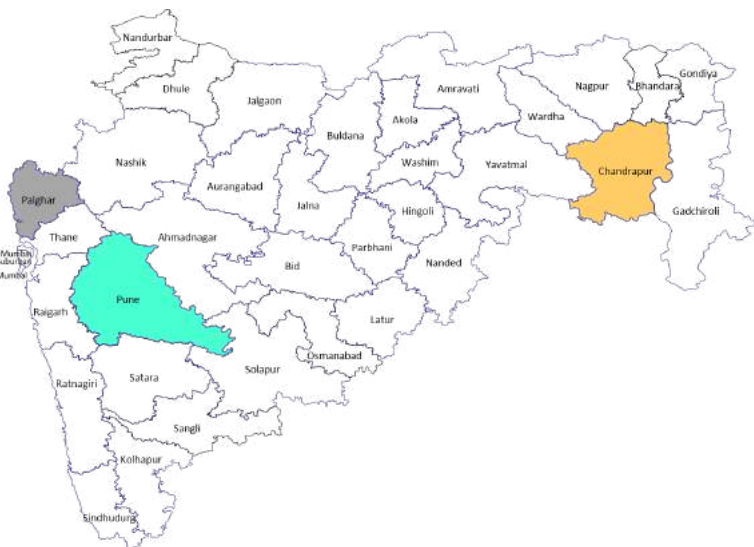


Piloted in 2016-17 the Teacher Pages Professional's KPALP has been adopted statewide by the Government of Maharashtra. The program is being implemented in cascade mode: A small group of government functionaries are appointed as 'Master Facilitators' who train the 'Coaches', who in turn coach the Kendra Pramukhs. In its first phase, the program will impact 20,000 teachers in the state, and eventually 70,000+ teachers across the state.

5.1. KPALP IMPACT

THE KPALP PILOT

3 districts covered



THE KPALP SCALE-UP in 2018 - 19

Minus 2 urban, 34 districts



3
DISTRICTS

93
KPs

930
SCHOOLS

3720
TEACHERS

116,000
STUDENTS



THINGS LEARNT AND LIKED

- The concept and process of data analysis and error analysis to identify problems of learning
- The field component to deepen the understanding of KP role and the program
- Detail oriented sessions
- Discussion based, well-paced sessions
- Different ways to present data through visuals
- Mind map concept
- Representation of qualitative data
- Facilitation skills

FEEDBACK

88% of participants stated that the level of skill/knowledge has increased through the workshops.

5.2. USING DATA TO DRIVE IMPROVEMENT

Academic Leader (Kendra Pramukh- KP) Sabadkaur Bhaund - Zilla Parishad primary school, Village - Mathra, Cluster - Sasti

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G
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Sabadkaur Bhaund a soft-spoken, clear-eyed woman in her mid-40s is one of the women K.Ps who have been able to hold on their own by their willingness and capacity to apply learnings from KPALP to address issues of education in their clusters despite being outnumbered by their male colleagues.



Of the skills that the KPALP training had imparted, Bhaund said that she found Data Analysis to be the most useful. Applying it involves being able to look at an array of school data/ statistics, derive an area to focus on, locate problems, figure out their exact nature and then address them with targeted action plans

"Language competency rose from 58% to 85% within a year of applying KPALP training inputs on the field - Shabad Kaur"



She says from available school data, she observed which schools were yielding poor academic results. Then questioned teachers from such schools in detail to understand their stumbling blocks and thought about where she needed to offer better support. She was then able to categorise students in competency-wise improvement areas (listening, speech and conversation, reading and reading comprehension) and accordingly made action plans for the students and follow-up action plans for each school.

"On my CEQUE mentor's urging, I would check recent student data to see if my action plans had worked. I'd then make alterations and new action plans as required. I have learnt to make repeated cycles of assessment and action. I have learnt, through the program, to persist." Through this strategy, a K.P can drill their way down to the last student in their cluster.

Shabad Kaur says before the KPAL training we didn't look at the children's learning levels in such detail. We would pay a class visit and test the kids. If some kids did not know the answer, I'd ask the teacher, why doesn't the student know this or that and would just say, "By the time I come next, you have to get him to understand this much!"

"The CEQUE-UNICEF training was really different from regular training we undergo. It probed and made us self-reflect on the areas we wanted to work with. It drew the answers from us - Shabad Kaur"

6. FINANCIALS

Centre For Equity Quality in Universal Education BALANCE SHEET AS ON MARCH 31, 2018

Particulars	Note No.	Figures as at March 31, 2018		Figures as at March 31, 2017	
		RS.	RS.	RS.	RS.
I. EQUITY AND LIABILITIES					
1 Shareholders' funds					
(a) Share capital	1	1,00,000		1,00,000	
(b) Reserves and surplus	2	36,20,886		33,83,327	
(c) Money received against share warrants		-	37,20,886	-	34,83,327
2 Share application money pending allotment			-		-
3 Non-current liabilities					
(a) Long-term borrowings	3	-		-	
(b) Deferred tax liabilities (Net)				-	
(c) Other Long term liabilities	4	-		-	
(d) Long-term provisions	5	-		-	
4 Current liabilities					
(a) Short-term borrowings	6	-		-	
(b) Trade payables	7	5,42,911		14,067	
(c) Other current liabilities	8	6,13,366		18,89,189	
(d) Short-term provisions	9	-	11,56,277	-	19,03,256
TOTAL			48,77,163		53,86,583
II. ASSETS					
Non-current assets					
1 Fixed assets					
(i) Tangible assets		77,521		56,902	
(ii) Intangible assets		-		-	
(iii) Capital work-in-progress		-		-	
(iv) Intangible assets under development		-		-	
		77,521		56,902	
(b) Non-current investments	11	-		-	
(c) Deferred tax assets (net)	12	-		-	
(d) Long-term loans and advances	13	1,05,000		1,05,000	
(e) Other non-current assets	14	-	1,82,521	-	1,61,902
2 Current assets					
(a) Current investments	15	-		-	
(b) Inventories	16	-		-	
(c) Trade receivables	17	-		-	
(d) Cash and Bank Balances	18	46,80,947		52,21,084	
(e) Short-term loans and advances	19	-		-	
(f) Other current assets	20	13,695	46,94,642	3,597	52,24,681
TOTAL			48,77,163		53,86,583

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 10, 2018



FOR AND ON BEHALF OF THE BOARD OF
Centre For Equity & Quality in Universal Education

(Anju Saigal)
DIRECTOR

(Pushkaraj Gumaste)
DIRECTOR



Centre For Equity Quality in Universal Education
STATEMENT OF PROFIT AND LOSS FOR THE YEAR ENDED MARCH 31, 2018

Particulars	Note No.	Figures as at March 31, 2018		Figures as at March 31, 2017	
		RS.	RS.	RS.	RS.
I Revenue from operations	22		96,30,131		85,19,376
II Other income	23		-		-
III Total Revenue (I + II)			96,30,131		85,19,376
IV Expenses:					
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	38,96,527		17,68,890	
Finance costs	27	24		-	
Depreciation and amortization expense	10	35,865		21,229	
Other expenses	28	54,60,157		34,07,254	
Total expenses			93,92,573		51,97,373
V Profit before exceptional and extraordinary items and tax (III-IV)			2,37,558		33,22,003
VI Exceptional items			-		-
VII Profit before extraordinary items and tax (V - VI)			2,37,558		33,22,003
VIII Extraordinary Items			-		-
IX Profit before tax (VII- VIII)			2,37,558		33,22,003
X Tax expense:					
(1) Current tax		-		-	
(2) Deferred tax		-		(3,397)	(3,397)
XI Profit (Loss) for the period from continuing operations (VII-VIII)			2,37,558		33,25,400
XII Profit/(loss) from discontinuing operations			-		-
XIII Tax expense of discontinuing operations			-		-
XIV Profit/(loss) from Discontinuing operations (after tax) (XII-XIII)			-		-
XV Profit (Loss) for the period (XI + XIV)			2,37,558		33,25,400
XVI Earnings per equity share:					
(1) Basic			23.76		332.54
(2) Diluted			23.76		332.54

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 10, 2018



FOR AND ON BEHALF OF THE BOARD OF
 Centre For Equity & Quality in Universal Education

(Anju Saigal)
 DIRECTOR
 (Pushkaraj Gumaste)
 DIRECTOR



7. ACKNOWLEDGEMENT

We are grateful for the support received from:



Special thanks to:

Mr. Tuhin Parikh

Mr. Rajneesh Agarwal

Ms. Deepa Deosthalee

Mr. Kaushik Parasnis

Mr. Ashwini Kapila

Ms. Pushpa Sharma

Mr. Ameya A Chandavarkar

Mr. Nikhil Raghavan

Mr. Arun Saigal

Dr. Mala Bhambhani

Mr. Ravinder Dang

Ms. Jasrine Fernandes

Mr. Ramesh Panicker

Mr. Sharath Chandra Govindraju

Mr. Pankaj Damniwala

Mr. Harmohan Sahni

Ms. Manu Kashyap

Mr. Puneet Vijay Mehra



