

CENTRE FOR EQUITY AND QUALITY IN  
UNIVERSAL EDUCATION

# ANNUAL REPORT 2019 -20





## MESSAGE FROM EXECUTIVE DIRECTOR

Dear Friend of CEQUE,

At CEQUE, we envision a world where every child receives the education they deserve. Aligned with the Sustainable Development Goal 4, our endeavour is consistently driven by the question: How can we ensure the last child receives the highest quality of learning? We work in underserved areas of urban and rural Maharashtra, skilling school teachers and school leaders to build 21st century learners: We build the capacities of teachers and school leaders to develop in children, skills of enquiry, reasoning, critical thinking and collaboration.

2019 - 20 was a year of reflection, a year where we decided to take stock of where we were and where we wanted to be. This required us to scale down our engagements from the previous years' in order to better equip ourselves for a much larger, replicable and more fruitful engagement with our beneficiaries.

Through the Teacher Pages Innovator Fellowship, we worked with 27 teachers from 25 schools across 7 districts, who, in turn impacted 855 students. Teachers mastered new skills of improving their students' learning: 17% of teachers demonstrated 'expert' level of skills by the endline, up from 0% in the baseline. Average student achievement scores improved by 24 and 29 percentage points in Math and Language respectively. From the cohort of teachers we were also able to produce and add to our Teacher Pages video repository, 10 high quality lesson videos on innovative teaching methods.

The Kendra Pramukh Academic Leadership Program (KPALP), our collaborative initiative with Unicef and the Government of Maharashtra, skilled 343 Kendra Pramukhs or cluster heads in academic mentorship, across 34 districts in Maharashtra. Kendra Pramukhs participated in professional learning communities, implemented programs for language development among children and practised how to analyse data, and develop data-based action plans.

As we look to expanding our reach in the coming years, a big thank for to our partners and donors for their continuing trust in our work. We look forward to new challenges with renewed vigour.

**DR. ANJU SAIGAL**

*Founder Director*



## ABOUT US

Centre for Equity and Quality in Universal Education (CEQUE) envisions a world where every child receives the education they deserve. It upskills teachers from government and low-income private schools to achieve excellence in teaching that enables every child to grow to their fullest potential.

Through its programs, CEQUE works directly with teachers and also with school leaders, to strengthen their capacities for teacher support.

The Teacher Pages Innovator Fellowship leverages the most motivated teachers in the system and scales their impact. The program coaches and upskills them with strategies to make their teaching impactful.

In addition, it co-creates high quality best practice videos on their lesson ideas as taught live in their classrooms. These lesson videos are freely accessible for all teachers' learning - through viewing, discussing and sharing - anytime, anywhere.

The Kendra Pramukh Academic Leadership Program coaches government school leaders (Kendra Pramukhs) in academic leadership skills. These skills enable the school leaders to understand how best to support their teachers so that they may become more effective in their classrooms.

# TEACHER PAGES INNOVATOR FELLOWSHIP



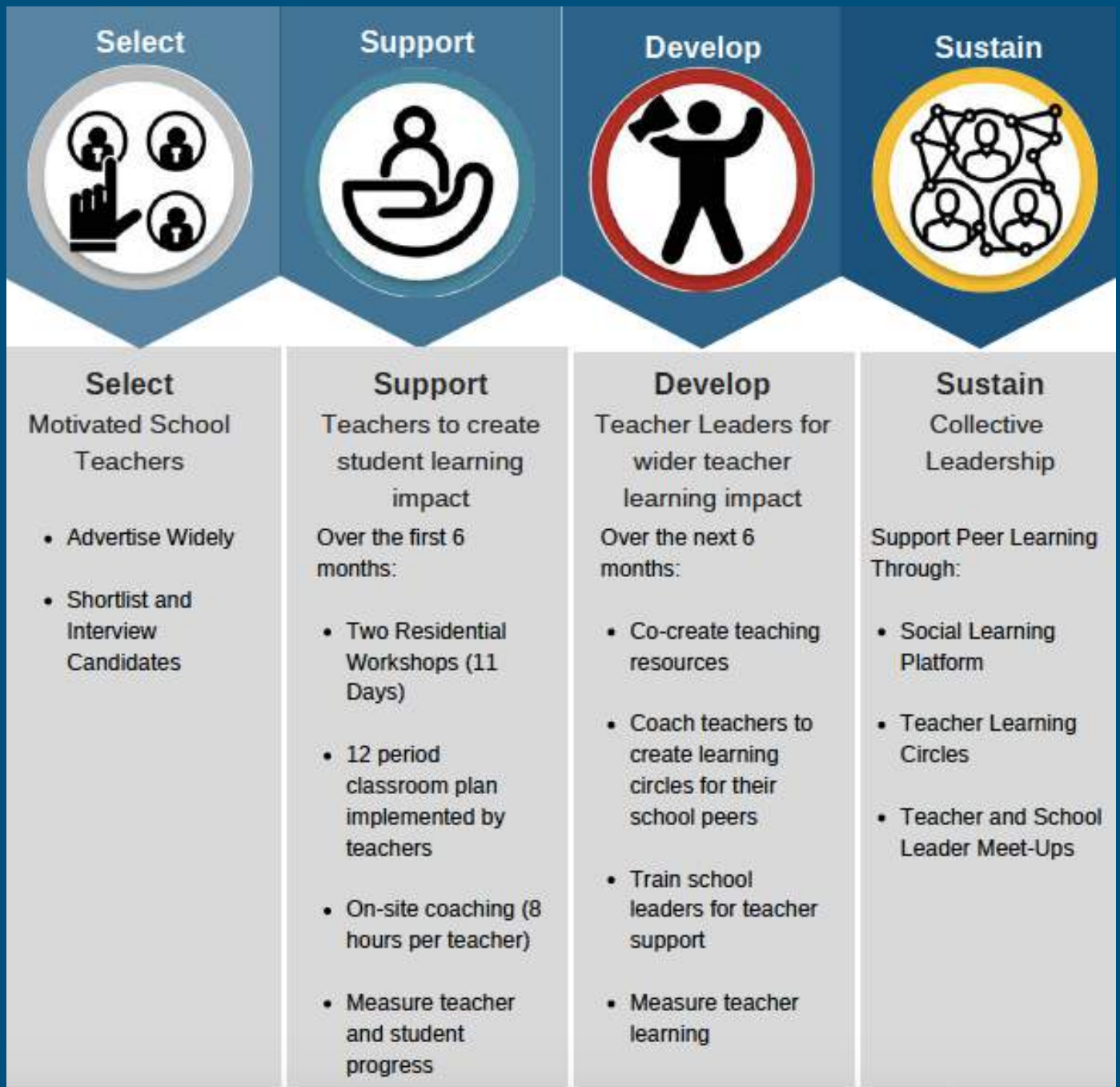


## TEACHER PAGES INNOVATOR FELLOWSHIP, 2019

Teacher Pages Innovator Fellowship (TPIF) aims to skill teachers to improve their teaching practices and bring measurable improvements in student learning outcomes

# TEACHER PAGES INNOVATOR FELLOWSHIP

## MODEL



Teacher Pages Innovator Fellowship coaches teachers to impact student learning through adopting innovative teaching methods and lead the learning of other teachers. Fellows learn to move away from rote learning methods and develop in students, 21st century skills of inquiry, reasoning, critical thinking and collaboration

# STORY OF CHANGE



Located in midst of a residential area in a poor neighborhood of Nashik, stands a nondescript 3 storied building that houses a school : Mahatma Gandhi Vidyamandir. 630 children from grades 1 to 5 study here. Their parents work as daily wage labor and many are migrants from neighbouring states. With no playground, cramped spaces, minimal support from community, the school struggles in ensuring that students learn.

Namrata Patil, has been a teacher here for the last 14 years. She chose to become a teacher inspired by her mother.

Despite facing issues such as vandalism, poor awareness amongst parent community as well as residents on the importance of education, she continues to put in her best in her job. Living close to the school, she begins her day by unlocking the school premises every morning.

“

*There are days where I have to remove bubble gum from the school locks to cleaning animal feces that have been smeared on the locks”*

*Namrata Patil, Mahatma Gandhi  
Vidyamandir, Nashik*

# STORY OF CHANGE



Namrata joined the Fellowship in June 2019. She teaches a class of 39 third grade students. Through the Fellowship, she learnt innovative practices to teach fractions, assess learning gaps in children and make student learning visible.

Prior to the fellowship, her method of supporting struggling students was to assign more practice in the same concept. However, she did not have any insights into the nature of student learning gaps.

Post the fellowship, Namrata says that the biggest learning has been she has found a way to analyse student errors

and give specific guided feedback and practice. She has learned to keep the students at the centre of the learning and be more patient as she guides them.

In an exhibition she organised to showcase student work in fractions, her colleagues in school as well as parents were enthusiastic participants, asking children questions. She has now begun to go beyond textbooks and regularly shares her learnings at staff meetings.



# STORY OF CHANGE



Pinesh Jadhav, works as a teacher at Z.P. School, Musarne, Palghar since the past 13 years. Students in his school come from a scheduled tribe community, namely Katkari and Warli. They struggle with difficulties in reading and writing even basic words. The socio-economic conditions are also not supportive of learning.

Pinesh enrolled for the Fellowship with the key motivation to improve his skills in teaching to provide equal opportunities for students in his community.

Of particular interest was a student named Jiya. Though she could read, she was unable to articulate her thoughts coherently.

Pinesh began to see a remarkable change in Jiya once he began implementing the Fellowship's 12-week implementation plan on non-fiction reading and writing, in his classroom.

Today, Jiya is able to read and comprehend fluently, and is a confident speaker.



*"Every teacher should participate in the fellowship organized by CEQUE*

*Pinesh Jadhav, ZP School  
Musarne, Palghar*

# STORY OF CHANGE



As a part of program, Pinesh's lesson idea was selected for making into a video. He says that the most challenging but interesting learning during the process for him was developing the lesson in a way that children's learning could be brought out clearly.

His lesson idea involved using an object as a hook to generate discussion to help children write a biography. For this he invited the children to bring their favourite objects to class. Children brought a variety of material from clothes to favorite foods to toys. Fostering a structured discussion, he led the students to write a short biography of their friend.

Understanding and writing of non-fiction text, was the particular focus of the language fellowship and the learning outcome that Pinesh worked on for 12 weeks. The enthusiasm that the children showed during the final shoot was an eye-opener for Pinesh. To put it in his words:

“

*“Even the most shy children are now feeling more confident. They are speaking much more than before.*

*Pinesh Jadhav, ZP School Musarne,  
Palghar*

# KEY RESULTS

27

Teachers Trained



25

Schools Covered



7

Districts Covered



## Students' Performance

**Mathematics**  
395 Students



Improved by 29%

**Language**  
460 Students



Improved by 24%

## Teachers' Performance

Teachers Demonstrating 'expert skills' increased by 17%



# ACTIVITIES



## Workshops

Two Residential Workshops, of 7 and 4 days respectively, were held in the 2019 fellowship cycle. The first workshop focused on helping teachers learn innovative teaching strategies and understand student learning gaps. Teachers also co-developed a 12-period lesson unit on the fellowship theme.

The second workshop focused on analysing student baseline data from their classes, drawing up an action plan to address the gaps and creating innovative lesson ideas for videos.

The theme for the fellowship cycle in Language was reading and writing of non-fictional text and in Math it was understanding fractions.

The workshops were participative in nature and teachers were engaged in hands-on activities.

“

***We did not know how the days flew past during the workshop. Even after the day was over we would discuss learnings back in our rooms.***

***Namrata Patil, Mahatma Gandhi  
Vidyamandir, Nashik***

# ACTIVITIES



## Coaching

Coaching teachers effectively is TPIF's USP. Rather than simply focus on trainings, the consistent, on-site coaching support gives teachers personalised inputs which help teachers bring improvement to their own teaching practices and student achievement levels.

In 2019-20, teachers implemented the 12-period lesson unit in their classrooms, drawn up earlier as part of their training workshop. Using, CEQUE's video-based coaching methodology, its pedagogues observed and filmed 2-3 lessons, taught by each teacher. The classroom practice videos were used to help teachers reflect identify areas of improvement in their teaching.

For e.g. Could the teacher have asked better questions to elicit participation. Or, how could the teacher have organised the lesson to encourage peer learning?



*Analysis of children's mistakes in a detailed manner revealed the exact problems they face while solving questions. It helped to understand what changes to make in lesson planning.*

*Aditi Ghadigaonkar, AB  
Goregaonkar school, Mumbai*

# ACTIVITIES



A total of 10 lesson videos were added to the Teacher Pages video repository by the end of this Fellowship cycle. Equally divided between Language and Math, the videos showcased teaching innovativeness at its best!

Teacher Fellows were invited to submit their lesson ideas for videos. 20 ideas were submitted of which 10 made the final cut. Once the lesson idea was finalized, teachers practiced the idea in another class. This process of a 'dry run' allowed the teacher to hone the implementation of the plan and make changes where necessary. The teacher then taught the lesson to her class, which was then filmed.

Some of the lesson ideas that were filmed included using the concept of fractions to create a fruit salad, teaching unit fractions using fraction strips, making a toy cupboard using fractions and writing a biography using objects as a prompt.

# ACTIVITIES



## Exhibitions at Schools

# ACTIVITIES



## Exhibitions at Schools:Math

A key feature of the Fellowship is 'Making Student Learning Visible' at the end of the Fellowship cycle. This is done through holding exhibitions of student work that showcase learning for their parents, community members, local district officials and other schools.

This year, in Math the exhibitions showcased student made models of a play park. Students were given challenge statements where they had to apply their understanding of fractions to build a park.

A total of 12 exhibitions were held across Nashik, Mumbai and Palghar.

“ *The exhibition has turned out very well. The students are able to explain their understanding of fractions giving us the confidence that they have understood the concepts.*

*Shri Girish Samant, Chairman, The Shikshan Mandal Goregaon, Mumbai*



# ACTIVITIES



## Exhibitions at Schools: Language

In Language, the exhibition showcased student made pieces of non-fiction texts such as biographies and newsletters. Students also explained the process of how they learnt about the different types of non-fiction text, collected artefacts and talked about the purpose of each kind of text.

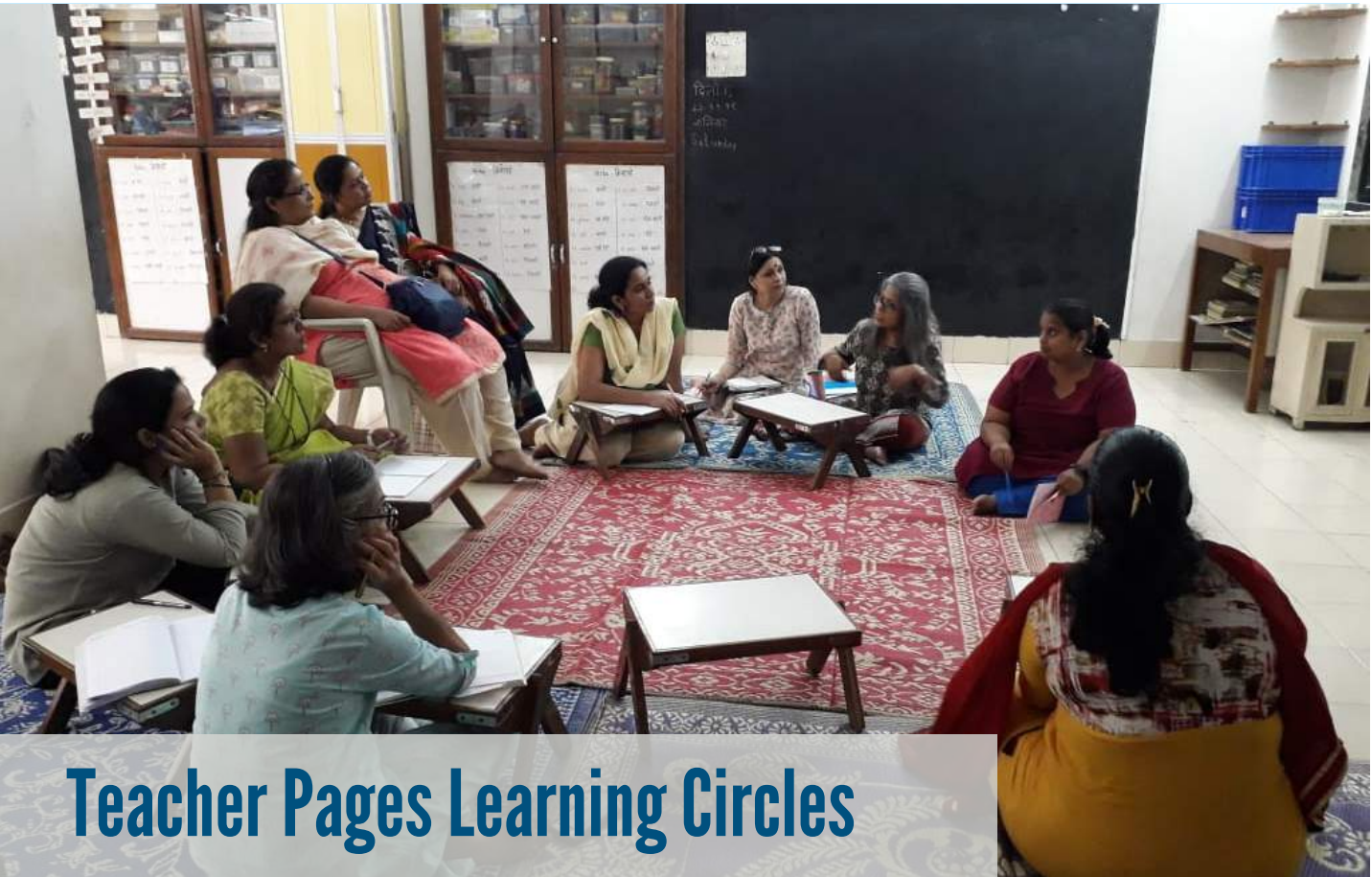
A total of 9 exhibitions were held across Mumbai, Palghar and Nashik

“

*We are seeing that the children have gained confidence. It is particularly heartening to see that the students interviewed the gram panchyat member themselves, drew up the questions and were able to present it in the form of a biography.*

*Kendra Pramukh, Shri Gurinath Pasthi, Gosnai Kendra, Palghar*

# ACTIVITIES



## Teacher Pages Learning Circles

To sustain teacher skills developed in the first half of the fellowship, Teacher Pages Learning Circles were envisaged. The objective of these circles was to help the teacher fellows take the lead in learning of her peers. In the two hour long meetings, the teacher would share her experiences of using new strategies learnt in the fellowship, keeping student learning at the centre of the discussions.

To begin with, 6 teachers from Mumbai and 10 Teachers from Nashik were selected and coached on how they could try new innovative methods in class, bring student artefacts to the learning circles and collaboratively discuss way to improve learning.

Total of 8 learning circles were planned to be held from November to March 2019; 4 in each district (1 each month). Teacher fellows learned new strategies such as Visualization, Prediction, Summarization and use of games in Math. They then cascaded these learnings amongst their peers. Only 3 TPLCs were conducted in each district, 4th TPLC could not be conducted due to COVID.

# ACTIVITIES



## Video Launch Events

In the past, videos that once ready, were released directly on the youtube channel. This year, as an experimental strategy, video launch events were planned to formally recognise and celebrate the teachers efforts in working towards an innovative lesson idea and bringing the idea to fruition with the filming of her lesson idea in class. Events such as these help foster a relationship with not just the teacher fellow, but also with the school leadership. A total of 4 video launch events were held in 2 districts, namely Mumbai and Pune. 3 schools were covered and 300+ number of attendees came to the event. The schools were GR Parkar Vidyalaya, Pune, Late Shri Dangat Patil Vidyalaya, Pune and Mohite Patil Vidyalaya, Mumbai.

The annual video views for the entire repository of 140 videos on our [youtube.com/teacherpages](https://www.youtube.com/teacherpages) channel have reached 410,000. The total video watch time minutes are at 738,000. Annual growth in video views is 17.95%, in video watch time minutes is 6.3%, and 31.64% in subscriber base.

# KENDRA PRAMUKH ACADEMIC LEADERSHIP PROGRAM

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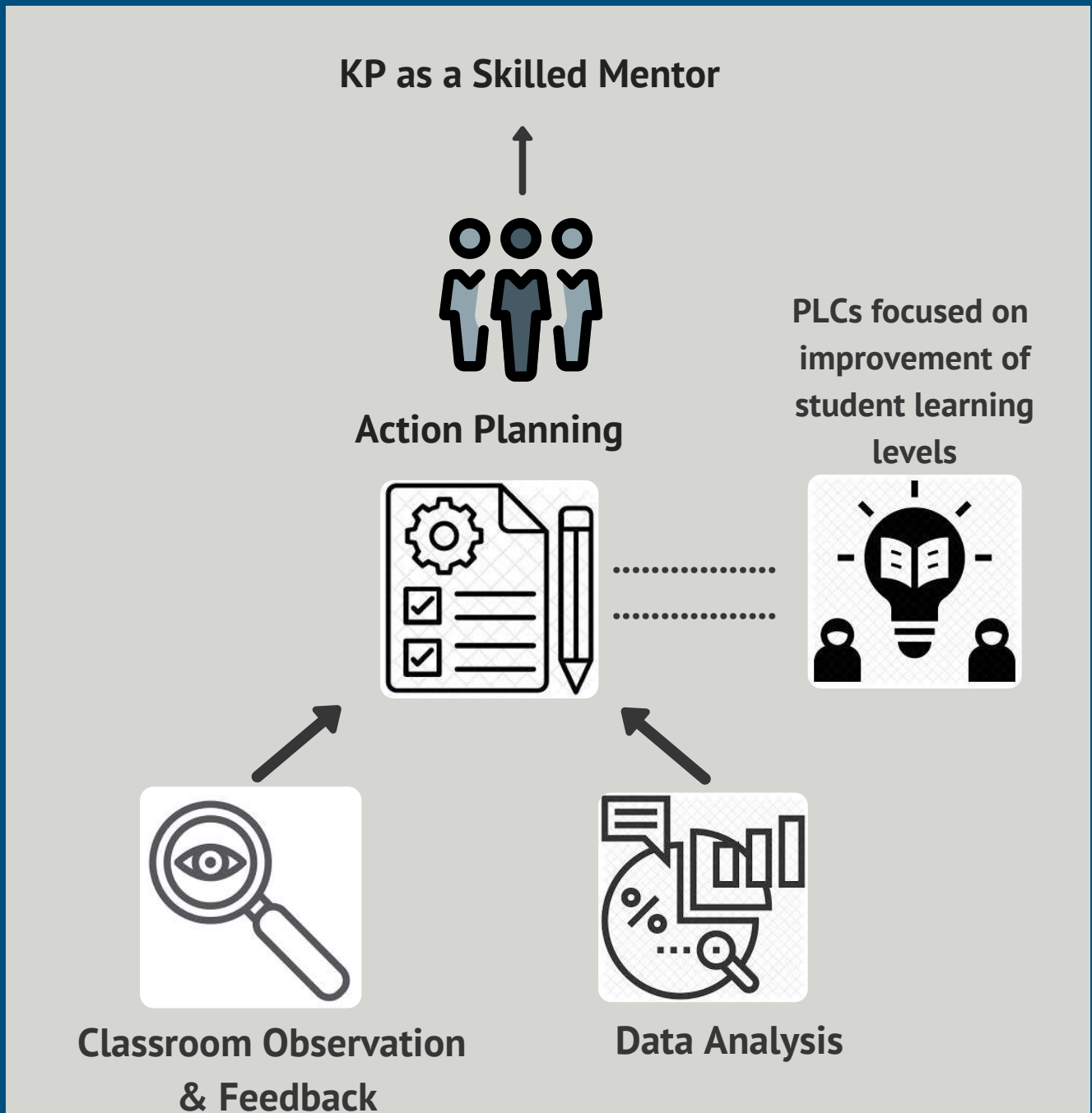


## **KENDRA PRAMUKH ACADEMIC LEADERSHIP PROGRAM**

Building academic leadership capacities of Kendra Pramukhs (School leaders in the government school system) for data-based planning and action for teacher support

# KENDRA PRAMUKH ACADEMIC LEADERSHIP MODEL

## MODEL



KPALP builds the academic leadership skills of Kendra Pramukhs (KPs). KPs are School Leaders in the government school system in charge of academic providing support to teachers in 12-15 in schools under them. The program built their capacities to use data of student learning and teaching practice to provide effective teacher support. They sustain their skills through participation in Professional Learning Communities (PLCs)

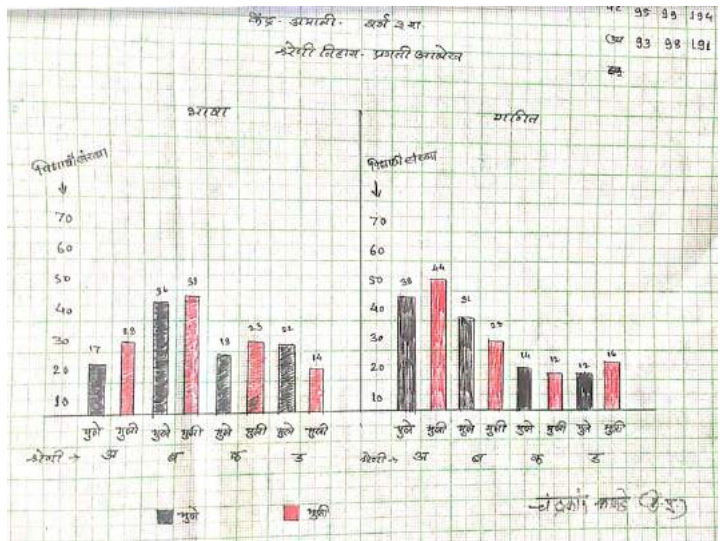
# STORY OF CHANGE



Mrs. Kranti Kulkarni, Senior Lecturer at the DIET, Washim manages a team of 3 coaches and 10 KPs in the Malegaon taluka. After learning skills of data analysis as part of the KPALP program, Mrs. Kulkarni unsure how she would be able to explain the concepts of data analysis to the coaches and the KPs. To quote she said 'The KPs were not well versed with the ideas of analysis and graphs. They were not used to making graphs and I was sure I wouldn't be able to train them.'

However, Ms Kulkarni remained undeterred. She first trained coach Mr Nitin Jadhav to understand the nuances of data analysis. With Mrs Kulkarni's help, Mr. Nitin conducted a survey in 5 schools in Washim. The survey was focused on gathering data linked to students' proficiency in Marathi language.

After conducting tests, collecting data, and analysing the errors, of students at Z.P. school Ramnagar, along with coach Mr Jadhav, KP Chandrakant Kanade of Amani kendra realised that the students of class II, III and IV had a below average understanding of the Marathi language as it was a tribal region. On directions of Mrs. Kulkarni, Mr Kanade took the help of Mr Sevasdas Jadhav, teacher from another school who understood the Gormathi language to help the students. Within 3 months the students showed a 30% improvement in reading and writing skills. Despite, not having a computer, KP Kanade made and analysed graphs based on the endline tests conducted at the end of the 3 months.



“Every data point gives an insight which can be interpreted in one way or the other. It is upon us, as to how we use the ladder of inference to arrive at the most informed analysis

*Kranti Kulkarni, Master Facilitator, Washim*

# KEY RESULTS

## Kendra Pramukh Skill Development



### Professional Learning Communities

formed statewide



Districts



Blocks



KPs

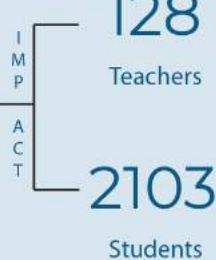
## Skill Advancement of KPs in focus districts of Palghar and Chandrapur



Palghar

Chandrapur

Kendra Pramukhs



## State Resource Group Skill Development



Master Facilitators

in



Districts

Skilled in Making Focused Classroom Observation & Effective Feedback

*\*An 'Expert Level' KP regularly analyses student learning and classroom observation data and makes data-based action plans to drive improvement in his/her own cluster*



# ACTIVITIES



## Professional Learning Communities

Professional Learning Communities are envisaged as a platform for Kendra Pramukhs (KPs) to sustain the skills of academic mentorship. PLCs comprise of small groups of 10 to 15 KPs in a block who learn and discuss ways to improve student learning levels. They build on the core skills of data analysis, focused classroom observations, effective feedback and action planning. In 2019, Kendra Pramukhs learnt how to implement a pedagogic module focused on improving the learning and speaking skills of students in early grades. They collected data wrt to the schools they would like to implement the module with teachers, observed teachers in their classes and planned exhibitions to showcase student learning.

A total of 33 KPs in Palghar and 14 KPs in Chandrapur participated in 17 and 4 PLCs meetings held in Palghar and Chandrapur respectively. Cumulatively, they reached out to 128 teachers and 2103 students in their cluster

Based on the success of the PLCs in the districts of Chandrapur and Palghar, the state adopted the model and 30 PLC groups were formed across 28 districts and 39 blocks covering 305 KPs in all.

# ACTIVITIES



## Exhibitions

Post the implementation of the module focused on improving the learning and speaking skills of students in early grades, Kendra Pramukhs in Jawhar block, Palghar guided teachers to organise exhibitions that showcased student learning. These exhibitions showcased students using objects and pictures as prompts to speak be it a process or narrate a scene. The exhibitions received wide appreciation from all stakeholders including parents, community members and state officials. This intervention aimed at building the foundational skills of children in the tribal block of Jawahar in Palghar, one of the focus districts under the KPALP program.

**“ When we were young, we struggled to speak. Today children in my village at a young age are speaking confidently, knowing that their local language is being accepted.**

**Sureshji Korda, Head, Panchayat Samiti, Jawahar**

# ACTIVITIES



## Workshops

In 2017, to enable the statewide cascade of the KPALP Program, 91 government functionaries (master facilitators and coaches) from 34 districts selected to be trained in the skills of data analysis, focused classroom observation and effective feedback and action planning. Training of the functionaries on the first skill of data analysis and subsequent cascade to 365 Kendra Pramukhs was completed in 2018. In 2019, 34 master facilitators were trained in the skill of classroom observation and feedback.

Based on the framework of 5 dimensions of Classroom Observation developed by the University of Washington, Seattle, the classroom observation workshops equipped the participants to identify problems of practice and give actionable feedback to teachers to address the problems.

Videos from the Teacher Pages Repository were used to train the participants.

# FINANCIALS



**CENTRE FOR EQUITY AND QUALITY IN UNIVERSAL EDUCATION  
BALANCE SHEET AS ON MARCH 31, 2020**

Particulars	Note No.	Figures as at March 31, 2020		Figures as at March 31, 2019	
		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	24,24,749		21,63,193	
(c) Money received against share warrants		-	25,24,748	-	22,63,193
<b>2 Share application money pending allotment</b>			-		-
<b>3 Non-current liabilities</b>					
(a) Long-term borrowings	3	-		-	
(b) Deferred tax liabilities (Net)	4	-		-	
(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		99,740		1,07,820	
(c) Other current liabilities	8	74,19,677		14,81,346	
(d) Short-term provisions	9	6,37,361	81,56,778	10,24,699	26,13,865
<b>TOTAL</b>			1,06,81,526		48,77,057
<b>II. ASSETS</b>					
<b>Non-current assets</b>					
<b>1 (a) Property Plant &amp; Equipment</b>	10				
(i) Tangible assets		5,98,142		3,40,280	
(ii) Intangible assets		-		-	
(iii) Capital work-in-progress		-		-	
(iv) Intangible assets under development		-		-	
		5,98,142		3,40,280	
(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	8,48,142	2,50,000	5,90,280
<b>2 Current assets</b>					
(a) Current investments	15	-		-	
(b) Inventories	16	-		-	
(c) Trade receivables	17	-		-	
(d) Cash and Bank Balances	18	98,33,384		42,71,986	
(e) Short-term loans and advances	19	-		-	
(f) Other current assets	20	-	98,33,384	14,791	42,86,777
<b>TOTAL</b>			1,06,81,526		48,77,057

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: October 1, 2020



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, 2020**

Particulars	Note No.	Figures as at March 31, 2020		Figures as at March 31, 2019	
		RS.	RS.	RS.	RS.
I Revenue from operations	22		1,59,30,699		1,44,35,554
II Other income	23		2		-
III Total Revenue (I + II)			1,59,30,701		1,44,35,554
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	1,02,59,213		88,20,832	
Finance costs	27	1,100		2,372	
Depreciation and amortization expense	10	1,74,313		79,710	
Other expenses	28	52,34,520		69,90,334	
Total expenses			1,56,69,146		1,58,93,248
V Profit before exceptional and extraordinary items and tax (III-IV)			2,61,556		(14,57,694)
VI Exceptional items			-		-
VII Profit before extraordinary items and tax (V - VI)			2,61,556		(14,57,694)
VIII Extraordinary Items			-		-
IX Profit before tax (VII- VIII)			2,61,556		(14,57,694)
X Tax expense:					
(1) Current tax		-	-	-	-
(2) Deferred tax		-	-	-	-
XI Profit (Loss) for the period from continuing operations (VII-VIII)			2,61,556		(14,57,694)
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)			2,61,556		(14,57,694)
XVI Earnings per equity share:					
(1) Basic			26.16		-145.77
(2) Diluted			26.16		-145.77

**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  
October 1, 2020



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 for the support  
received from:

unicef  | for every child



And Special Thanks to:

Mr. Tuhin Parikh

Mr. Rajneesh Agarwal

Mr. Bajoria



**THANK YOU!**

