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Centre for Equity and Quality
in Universal Education

ANNUAL REPORT
2018 - 19



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Message from Executive Director



Dear Friend of CEQUE,

At CEQUE, we work with teachers because teachers matter most to student learning – more than technology, infrastructure, or the curriculum. In preparing teachers to teach better, our starting point is always the student. We support teachers understand where their students are in their learning journey and adopt innovative pedagogic methods that help them grow. This is painstaking work, but indeed one that rewards richly! As Dr. Michael Kremer, the recent Economics Nobel laureate, notes: “Pedagogical reforms that match teaching to students’ learning levels are highly cost effective at increasing learning.”

2018 - 19 has been a full year of growth!

This year, 48 teachers from 45 schools across 7 districts benefitted from our Teacher Pages Innovator Fellowship. Teachers mastered new skills of improving their students’ learning: 21% of teachers demonstrated ‘expert’ level of skills by the endline, up from 0% in the baseline. The Fellows impacted 1353 students, whose average scores improved by 16 percentage points in Math and Language respectively.

The Kendra Pramukh Academic Leadership Program (KPALP), our collaborative initiative with Unicef and the Government of Maharashtra, saw a scale up to all 34 districts in Maharashtra up from the three-district pilot in 2017-18. Drawn from the lowest performing block in each district, the program benefitted 265 Kendra Pramukhs (school leaders within the government school system), whose leadership capacities for data driven teacher support were strengthened. The work of these Kendra Pramukhs reached 15,394 teachers and 3,58,000 students.

The next year looks exciting, and we will continue onward with a growth mindset, learning from our mistakes and finding solutions to new challenges. We hope to focus on tweaking our initiatives in ways that learnings can be sustained in the longer term for our beneficiaries. We are so very grateful to the Government of Maharashtra and to our donors for walking the path with us. The continued faith in our efforts gives us renewed energy and hope for the journey ahead.

Yours in Learning,

Dr. Anju Saigal



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*

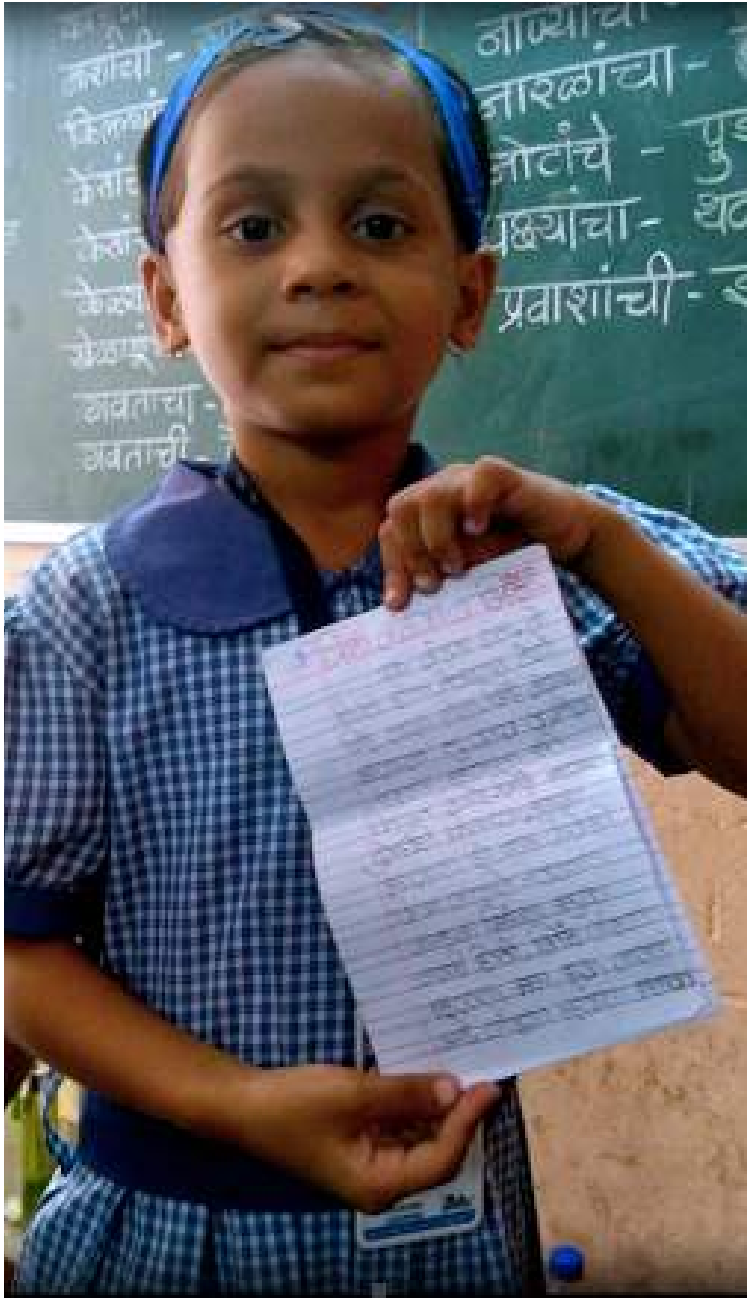
TPIF aims to skill teachers to improve their teaching practices and bring measurable improvements in student learning outcomes



Krishnadev Yelgavakar, grade two class teacher at Mohite Patil Vidyalaya, Mankhurd East, and Teacher Pages Innovator Fellow, batch of June 2018, lost his father in grade 6. He became a teacher as that was the fastest way to get a job. The building in which Mohite Patil Vidyalaya is housed, is among the few concrete buildings of Mankhurd, which falls in Mumbai's poorest areas, the M-East ward. The classrooms are, what were originally meant to be, shops on the ground floor of a low-income residential building. They have shop shutters in the place of doors and windows. There are no rules of respectful school-zone silence, nor even a playground for the children to play.

Although Yelgavakar liked children, before he underwent TPIF training, he would stand before his class and "teach" in a loud voice. He would lose his temper easily and shout at the children if they did not answer correctly. However, TPIF coaches and mentors helped him to understand that a teacher simply facilitates learning; in the classroom, students should be encouraged to participate, to speak more than the teacher speaks. All this drew his attention to the fact that his students were too frightened of him to speak!

Here is what Yelgavakar had to say about the coaching he received during the fellowship: *"Watching and analyzing videos of my own classroom teaching really helped. I realised that each activity done in class should be planned."*



"My father is a house painter. He does not have time to read my stories and talk to me about them. But the next story I write will be about him!"

Grade 2 student from Mohite Patil Vidyalaya

Yelgavakar has changed his teaching methodology. As he puts it:

"Earlier if I wanted my students to enact a play, I would read out a story, then call a few of them to the front of the class and tell them to simply act it out with dialogues. Now we read and discuss the story. We list the characters. We divide the story into where each event takes place. Then we make and write down the dialogues. After all this, we work on enactment. TPIF

has taught me that each section must be detailed, and then detailed further."

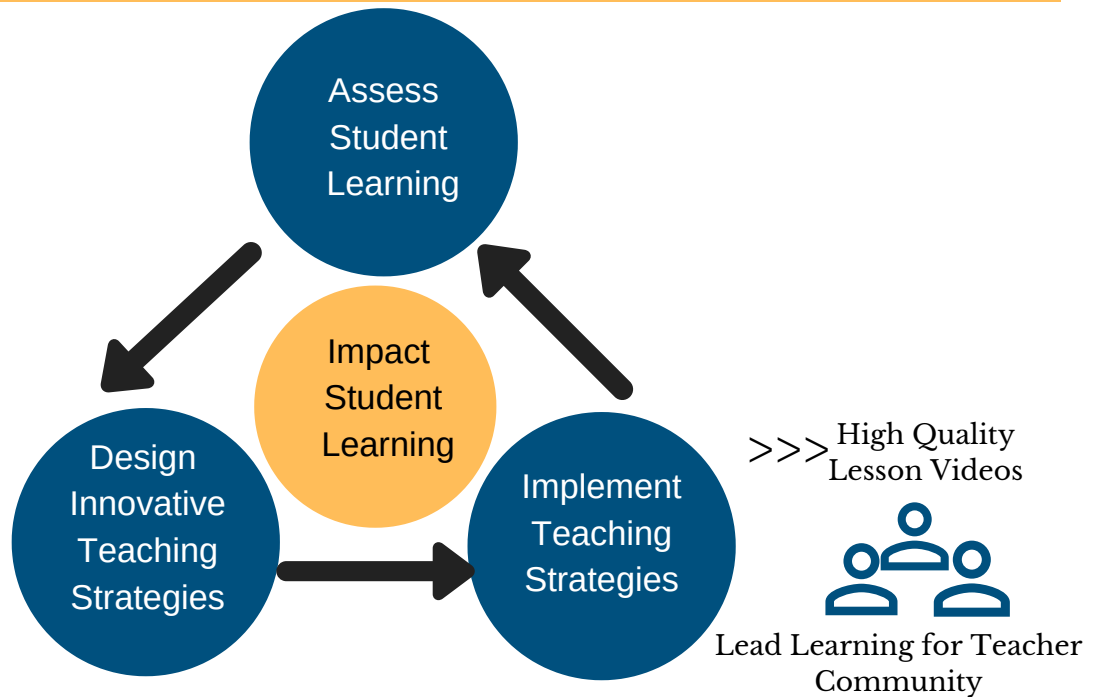
Post TPIF

The tiny wall cupboard in Yelgavakar's cramped classroom is the repository for a host of storybooks that he has purchased from the Ideal Bookshop at Dadar. "During our training in June, the coaches from CEQUE told us that we must expose our students to books. I invested in 70 to 80 books - inexpensive but interesting ones that cost Rs. 8 and Rs.13." The children borrow one each week. So Class 2B has its own little circulating library!

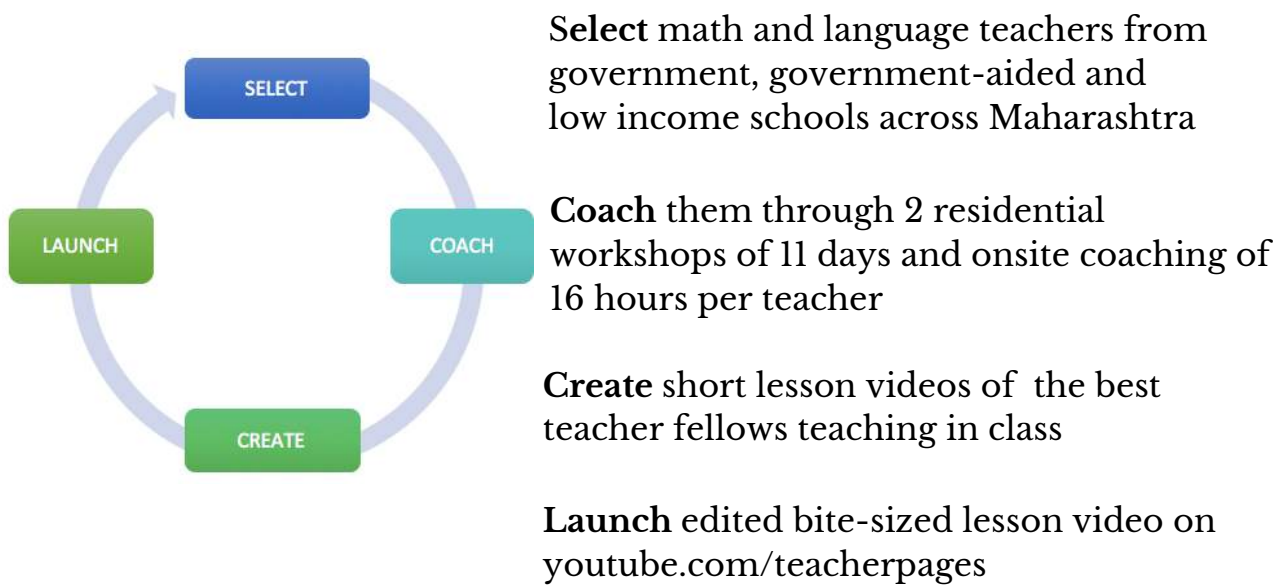


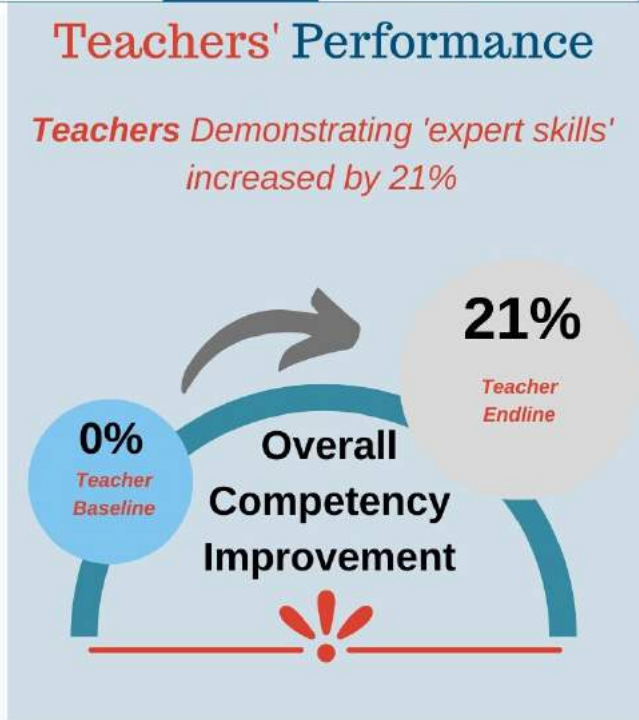
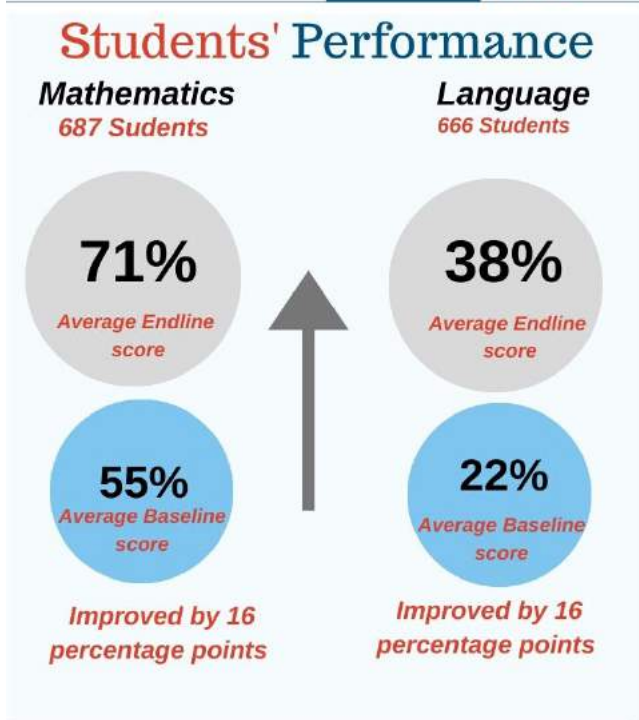
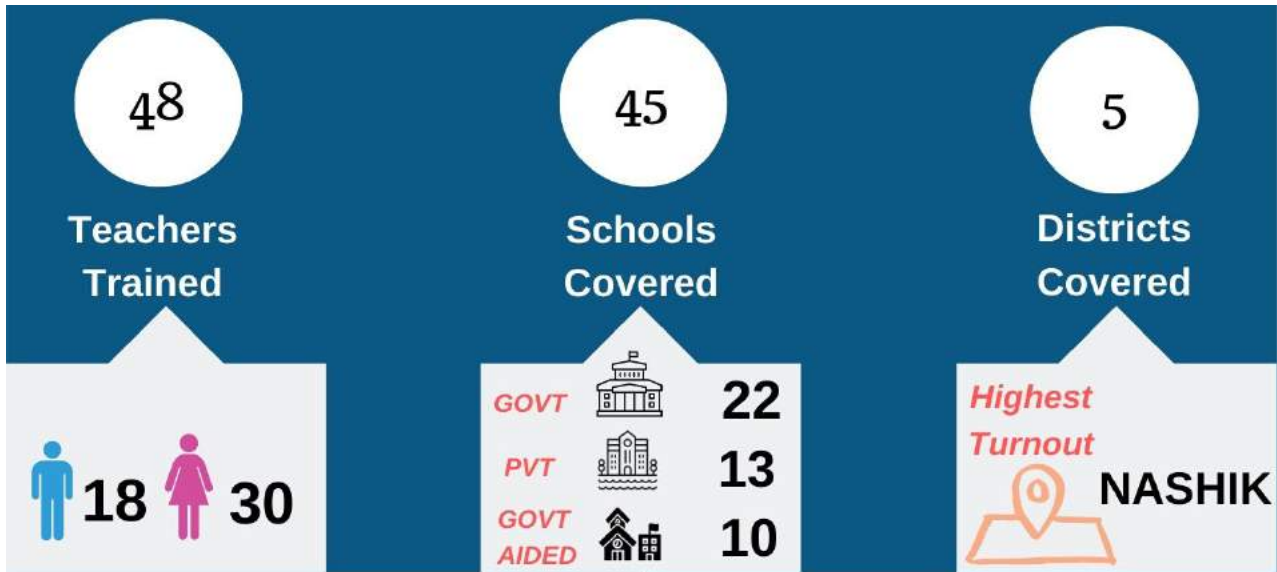
Teacher Pages Innovator Fellowship coaches teachers to impact student learning through adopting innovative teaching methods and lead the learning of other teachers. Fellows learn to move away from rote learning methods and develop in students, 21st century skills of inquiry, collaboration, critical thinking,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

MODEL



FELLOWSHIP PROCESS







Fellowship Cycles

Fellowship Cycle One

Themes: Story Writing & Number Sense

Grades: 2 to 5

Teachers: 22

Duration: June to October 2018

Fellowship Cycle Two

Themes: Reading Comprehension & Measurement

Grades: 5 to 8

Teachers: 26

Duration: November to March 2019

Workshops

Four Workshops were held, 2 each in the 2 cycles. The first workshop in each cycle 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.

"In the workshops I learnt how to analyse my own teaching."

Charusheela Bhamare
Zila Parishad School, Thane

"The sessions were very energetic and an eye-opener for me. I learnt the 5D framework for analysing my own teaching and enjoyed designing Math games with my co-participants."

Akash Dhepe
Late Tibrewala English School, Nashik



Coaching

Throughout the year, teachers were coached in their schools on their lesson execution and given critical inputs to improve their practices. Our video-based coaching methodology was used to help teachers reflect on their own teaching.

Teachers implemented the 12-period lesson unit, drawn up earlier as part of the workshop. CEQUE pedagogues observed and filmed 1 - 2 lessons, taught by each teacher, which were part of the 12-period lesson unit. Using these classroom videos the pedagogues helped teachers to reflect on their practice and identify areas of improvement. For e.g. how could the discussion have been conducted better to improve student participation? Or, what could have been a better way to encourage peer-learning?

"I have started analysing how students learn and where they make mistakes"

Ajit Tijore

Shri Narayan Acharaya Vidyaniketan,
Mumbai

"Because of video-based coaching, I have learnt to observe my own teaching in great detail. I learnt the small things that I need to keep in mind during teaching"

Savita Jagtap

Deonar Colony Municipal English School,
Govandi

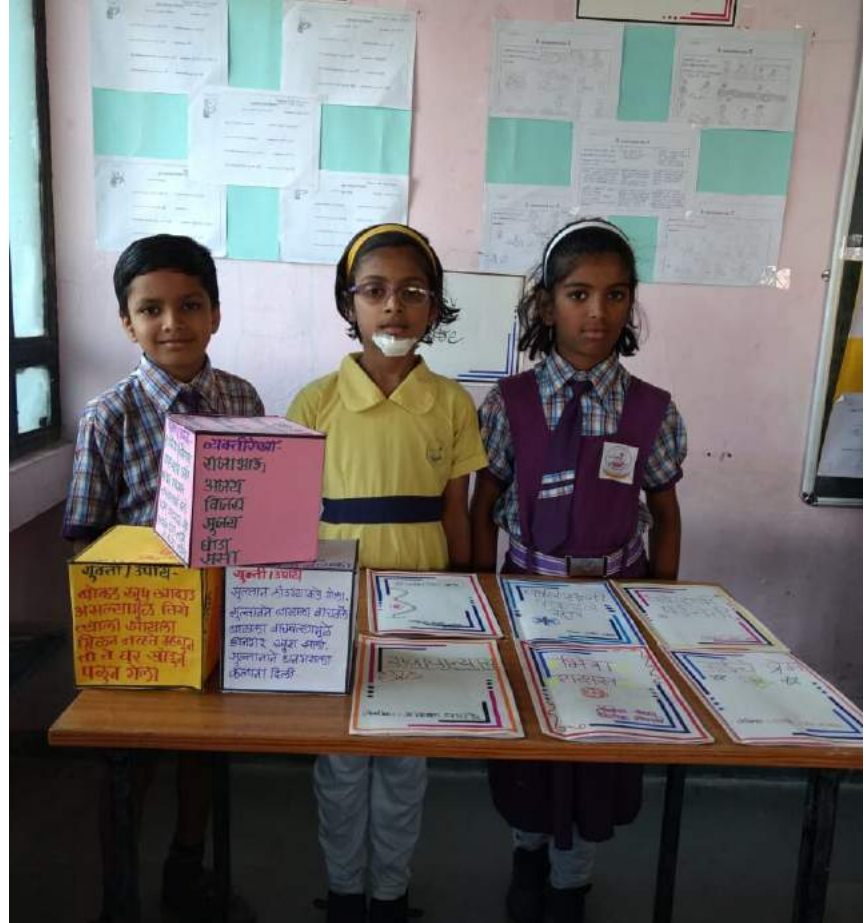
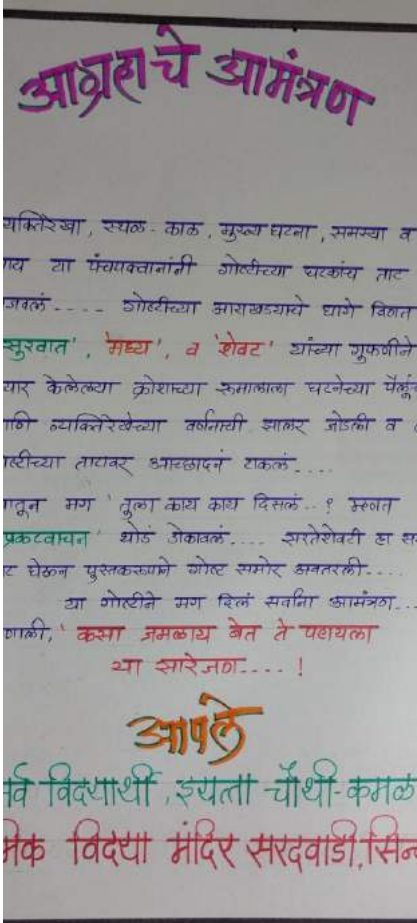
Filming



A total of **21 lesson videos** were made at the end of both fellowship cycles. Once the lesson idea was finalised, teachers practised 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.

The 21 lesson videos were divided equally between Language and Math. The ideas ranged from innovative ways to teach story beginnings to interviewing for creating stories. Ideas in Math included using games to teach addition and subtraction to applying measurement concepts to create a blueprint of a classroom.

Exhibitions at Schools



As part of the fellowship, teachers worked towards improving student learning in story writing and reading comprehension in Language and number sense and measurement in Math. At the end of each cycle, teachers held exhibitions in their schools to showcase student learning in these areas. These exhibitions were a key feature in the success of the fellowship. Stakeholders, from parents of students to local community members to government officials, visited these exhibitions and students explained their work, the process they followed and the concepts they learnt.

teacherpages
Inspiring good teaching



What teachers are saying

Development of Social Learning Platform

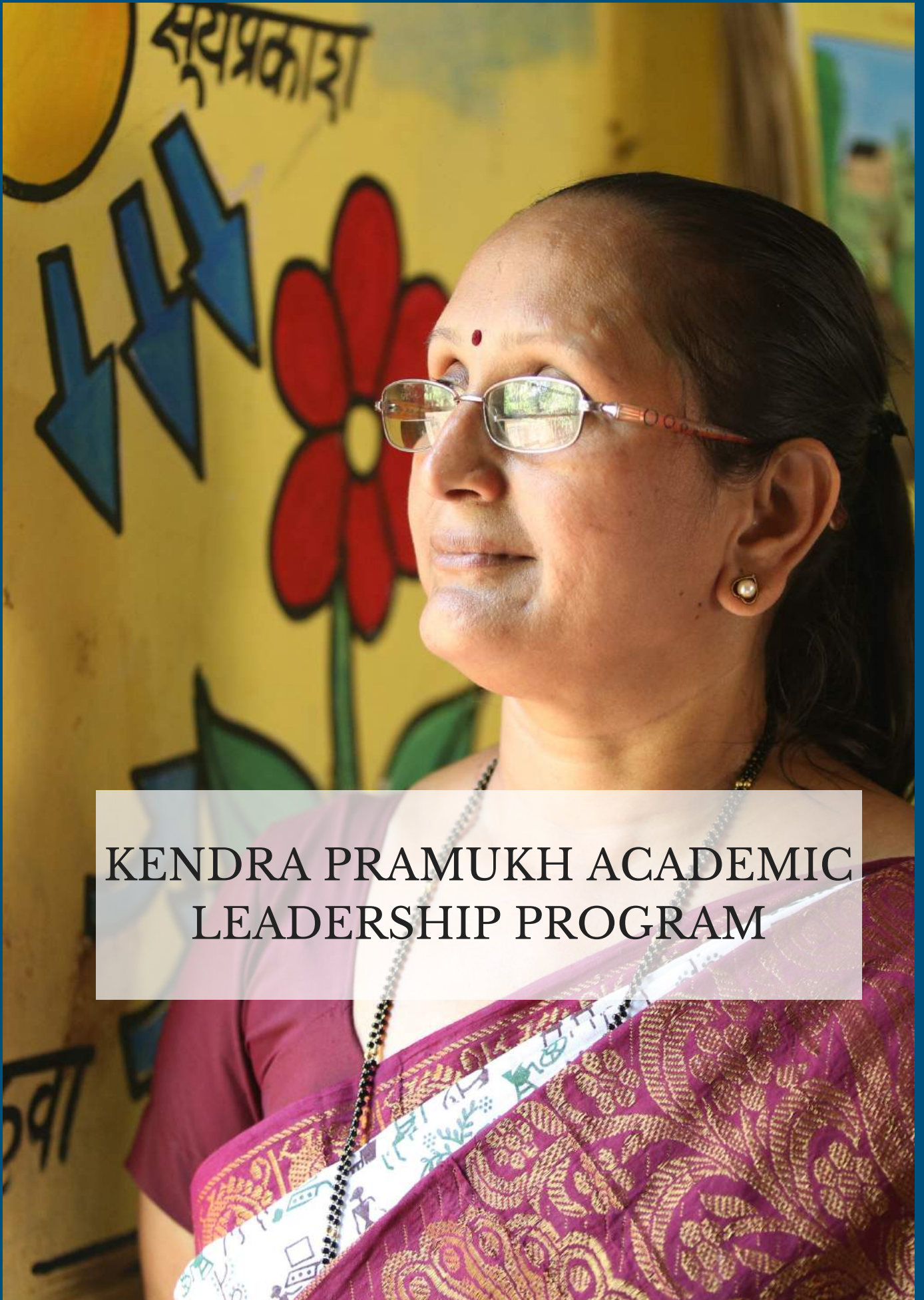
Teacherpages.in is Social Learning Platform aimed at sustaining the learning of fellows, post fellowship. The platform is built around the library of best practice video lessons developed as part of the fellowship. On this platform, teachers watch, comment, like and share lesson videos. They discuss student learning problems, receive guidance from experts and share their experience through blogs.

The first version of the social learning platform was developed in 2017 by JP Morgan. Post this, the platform was introduced to a select few teachers to get feedback on the ease of use as well usefulness to the teachers.

Based on inputs received from the teachers, this year the platform was further refined with a new UI/UX interface as well as with additional features such as Q&A and Blog section.

Envisaged as a tool for sustaining the skill improvement shown by teacher fellows and as way for building a virtual learning community, this platform will be tested in 2019-20 once the development is complete.

The platform will be supported by offline activities conducted by CEQUE. These will include orienting teachers on the use of the platform, fostering learning communities around resources on the platform with a focus on improving student learning outcomes and enabling sharing of best teaching practices.



KENDRA PRAMUKH ACADEMIC
LEADERSHIP PROGRAM



*KENDRA
PRAMUKH
ACADEMIC
LEADERSHIP
PROGRAM
(KPALP)*

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



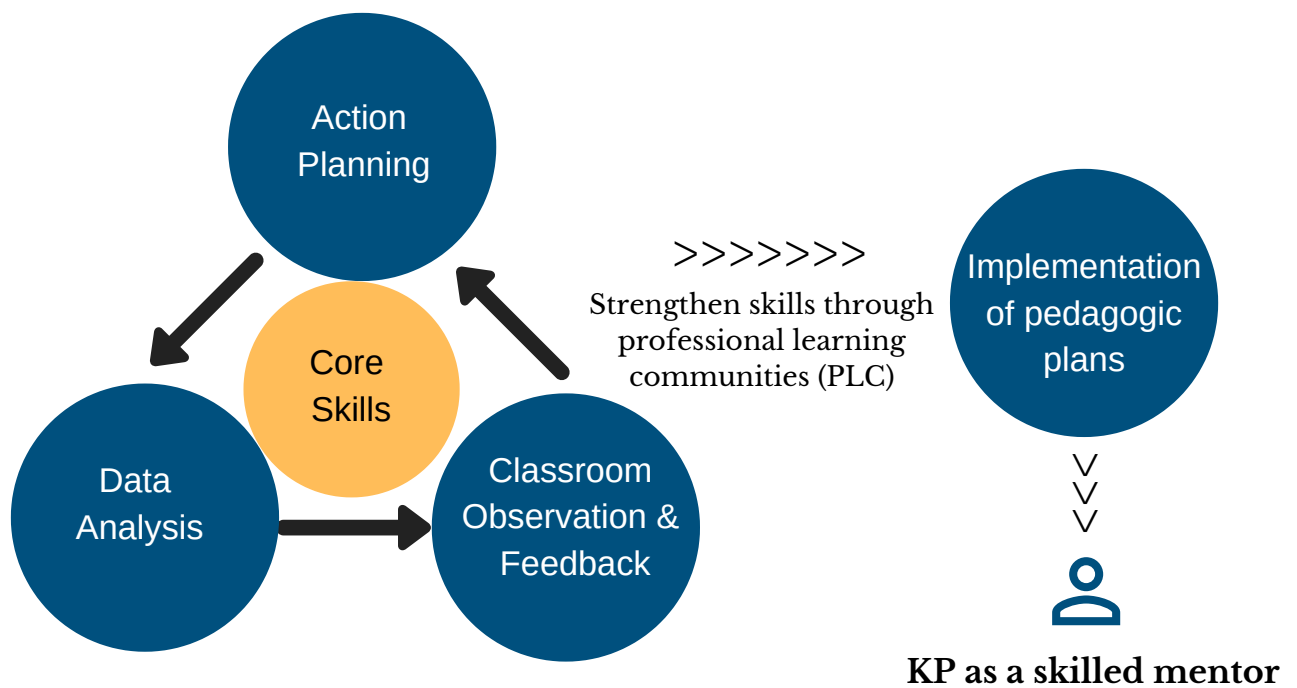
The workshop conducted in June, 2018 at Manor, Palghar turned out to be a defining moment for Mr Sonawane, Master Facilitator (MF), Igatpuri Block, Nashik. He says: *"Our group of 17 MFs was divided into 4 groups and each group was allotted a Master Mentor (from CEQUE). This enabled us to continuously work in a small group with a dedicated mentor. We had several important discussions in the group and each MF benefitted from the the special attention of the mentors allotted to us. This workshop boosted our confidence manifold and there was no stopping from thereon. We got acquainted with numerous important ideas about data analysis in this workshop and were able to discuss these ideas with the Kendra Pramukhs (KPs)."*

Today, Sonawane is proud that his KPs are able to utilize all the tools learnt during the workshop on Data Analysis. He says that they are able to identify problems of learning faced by the students in the classrooms of their clusters. Sonawane used the methods of analysis learnt, not only for analyzing data collected by the KPs from the school but also with ASER data and the 'Sthir Nishchati' Learning Level data of Maths and Science for Nasik District. As he put it :

"Data Analysis has helped me immensely in my everyday work. I have a different perspective towards information I receive. My methods have a protocol that is backed by reason and now I don't make generalisations. I look for specificity and preciseness."

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.

MODEL



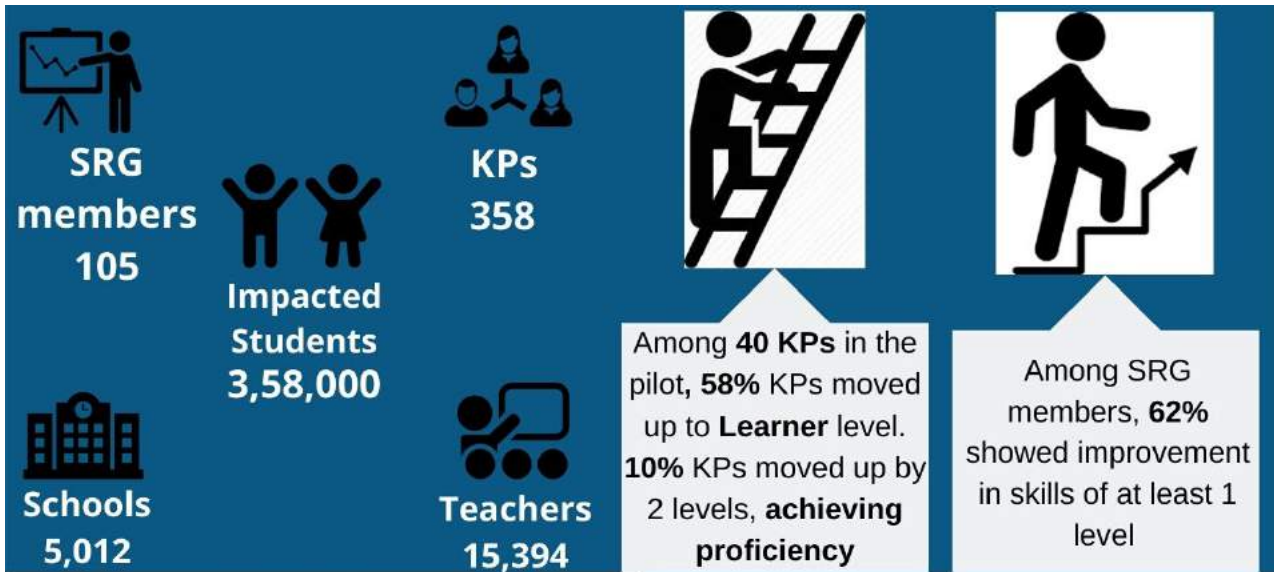
IMPLEMENTATION METHODOLOGY



Two-Step Cascade

Build core skills in selected State Resource Group Members (SRG) comprising Master Facilitators and Coaches

Coach the SRG while they execute their field component and cascade the skills to the KPs



Districts Covered



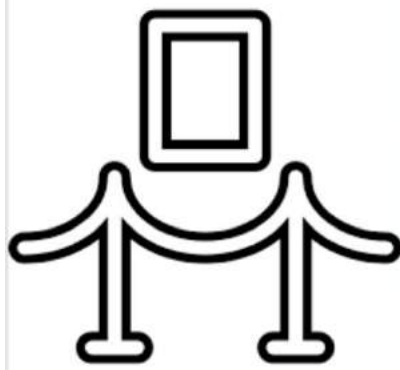
Blocks



Clusters



Exhibitions



20 Kendra Pramukhs implemented the additional inputs given to them on improving students' writing competencies. They held exhibitions to showcase student learning. Nearly all KPs reported a significant improvement in students independent writing competency. Exhibitions showcasing student - written stories were held in Pune , Palghar and Chandrapur

*SRG: State Resource Group KP: Kendra Pramukh



Workshops

Ten workshops in all were held over the year for SRG members and KPs. On an average, each workshop was 3-5 days long. The focus of the workshops was to impart skills of data analysis and classroom observation.

Adapted from the theoretical framework developed by Harvard University, the data analysis workshops equipped the participants with skills on how to use cluster-wide data to drive the improvement process in the cluster.

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.

60% of the SRG members rated the contribution of the workshop in improving their knowledge and skills of data analysis as "Excellent"

"I found all workshops to be very energetic. Training up until now used to be attitude based. Here I learnt skills that are useful and can be applied to the field."

**Sushma Konduskar, Master Facilitator,
DIECPD, Sindhudurg**

Professional Learning Communities



Professional Learning Communities (PLCs) are monthly sessions held with KPs. They serve as a platform for KPs to come together and discuss problems of student learning and teacher practice, brainstorm solutions and evolve an action plan. Every PLC has a specific thematic focus and a pedagogic plan. The PLCs held in 2018 focused on improving students' independent writing skill. This was identified as a gap when KPs had analysed assessment data of students in their cluster.

Over 11 PLC sessions were conducted in various districts to reinforce skills and give pedagogic inputs to KPs. At the end of the PLC cycle, 20 KPs held exhibitions that showcased student learning. These exhibitions exhibited story books created by children as evidence of their improved skills of independent writing. The exhibitions received wide appreciation from all stakeholders including parents, community members and state officials.



Urban Pilot: Aurangabad

Adaptations were made to the KPALP implementation to build academic leadership skills in school leaders working in the Aurangabad Municipal schools.

11 Kendriya Mukhyadapaks, 11 Head Masters and 10 Resource Persons were chosen for the pilot implementation of the urban adaptation. They were coached in skills of data analysis, classroom observation & feedback and action planning.

Tribal Pilot: Jawahar & Jiwati

A study was undertaken in the Jawahar and Jiwati blocks in Palghar and Chandrapur districts to understand the nature of academic challenges particular to tribal areas.

Based on the study, a plan was made for improving the learning levels in the primary grades focusing on the challenges of teaching multi-lingual classrooms. This pilot will be implemented in the above blocks in 2019-20.



Financials

CENTRE FOR EQUITY AND QUALITY IN UNIVERSAL EDUCATION
BALANCE SHEET AS ON MARCH 31, 2019

Particulars	Note No.	Figures as at March 31, 2019		Figures as at March 31, 2018	
		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	21,63,193		36,20,886	
(c) Money received against share warrants		-	22,63,192	-	37,20,886
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	1,07,820		99,560	
(c) Other current liabilities	8	14,81,346		6,13,366	
(d) Short-term provisions	9	10,24,699	26,13,865	4,43,351	11,56,277
TOTAL			48,77,057		48,77,163
II. ASSETS					
Non-current assets					
1 (a) Property Plant & Equipment	10				
(i) Tangible assets		3,40,280		77,521	
(ii) Intangible assets		-		-	
(iii) Capital work-in-progress		-		-	
(iv) Intangible assets under development		-		-	
		3,40,280		77,521	
(b) Non-current investments	11	-		-	
(c) Deferred tax assets (net)	12	-		-	
(d) Long-term loans and advances	13	-		1,05,000	
(e) Other non-current assets	14	2,50,000	5,90,280	-	1,82,521
2 Current assets					
(a) Current investments	15	-		-	
(b) Inventories	16	-		-	
(c) Trade receivables	17	-		-	
(d) Cash and Bank Balances	18	42,71,986		46,80,947	
(e) Short-term loans and advances	19	-		-	
(f) Other current assets	20	14,791	42,86,777	13,695	46,94,642
TOTAL			48,77,057		48,77,163

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: June 11, 2019



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

(Anju Saigal)
DIRECTOR
(Mitesh Thakkar)
DIRECTOR



**CENTRE FOR EQUITY AND QUALITY IN UNIVERSAL EDUCATION
STATEMENT OF PROFIT AND LOSS FOR THE YEAR ENDED MARCH 31, 2019**

Particulars	Note No.	Figures as at March 31, 2019		Figures as at March 31, 2018	
		RS.	RS.	RS.	RS.
I Revenue from operations	22		1,44,35,554		96,30,131
II Other income	23		-		-
III Total Revenue (I + II)			1,44,35,554		96,30,131
IV Expenses:					
Cost of materials consumed	24	-	-	-	-
Purchases of Stock-in-Trade	25	-	-	-	-
Changes in the inventories of finished goods work-in-progress and Stock-in-Trade	26	88,20,832	-	38,96,527	-
Employee benefits expense	27	2,372	-	24	-
Finance costs	10	79,710	-	35,865	-
Depreciation and amortization expense	28	69,90,334	-	54,60,157	-
Other expenses					
Total expenses			1,58,93,247		93,92,573
V Profit before exceptional and extraordinary items and tax (III-IV)			(14,57,694)		2,37,558
VI Exceptional items			-		-
VII Profit before extraordinary items and tax (V - VI)			(14,57,694)		2,37,558
VIII Extraordinary Items			-		-
IX Profit before tax (VII- VIII)			(14,57,694)		2,37,558
X Tax expense:					
(1) Current tax		-	-	-	-
(2) Deferred tax		-	-	-	-
XI Profit (Loss) for the period from continuing operations (VII-VIII)			(14,57,694)		2,37,558
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)			(14,57,694)		2,37,558
XVI Earnings per equity share:					
(1) Basic			-145.77		23.76
(2) Diluted			-145.77		23.76

NOTES ON ACCOUNT

29

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

(Meher Shah)
PARTNER
FRN: 116457W
M. No.: 049361
Mumbai:
June 11, 2019



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