ANNUAL REPORT

2021-22

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Message From The CEO

I am thrilled to share our Annual Report for the year 2021-2022, a year marked by both the challenges posed by the COVID-19 pandemic and the hopeful reopening of schools. In the face of adversity, Peepul has continued to work tirelessly to fulfil its mission of transforming student learning outcomes in India. I couldn't be prouder of what we have achieved together.

Our story began in 2015 with a single Exemplar School in Lajpat Nagar, South Delhi Municipal Corporation (SDMC). We have evolved and expanded from those humble beginnings, spreading our wings to encompass two geographies - Delhi and Madhya Pradesh.

Our mission is simple: We aim to improve student learning outcomes in India's public education system by converting each classroom into a high-engagement classroom.

What is a high-engagement classroom? We imagine a classroom where every child is engaged, where learning is not a mere routine but a thrilling experience. This is the vision we carry in our hearts, and it's a dream we are working tirelessly to realise. We want to bridge the gap in the education system, ensuring that every child, regardless of their background, has access to a high-quality education.

In this report, you will find evidence of our progress and impact. We are immensely proud to share that our programmes have touched the lives of over 3,25,000 teachers, who, in turn, have touched the lives of an astonishing 9.75 million students. This is the heart of our work – transforming teachers, schools, and ultimately, the futures of countless young minds.

We owe our success to the enduring partnerships we have built, particularly with the Madhya Pradesh School Education Department and the South Delhi Municipal Corporation. Their faith in our mission has been instrumental in our journey, and we are deeply grateful for their support.

So, as you peruse the pages of this report, I invite you to celebrate with us the progress we've made, the lives we've touched, and the dreams we continue to chase. Our mission may be rooted in education, but its impact extends far beyond the confines of the classroom. It's about empowering individuals, strengthening communities, and building a brighter future for all.

With warm regards,
Kruti Bharucha,
CEO, Peepul

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Our Dream

We dream of a world where every child is enabled and supported to reach their potential

Our Mission

To transform learning in government schools so that children of the poorest of the poor are given an excellent, holistic education

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Our Belief and Approach

At Peepul we imagine a future where all children are learning....

More children are enrolled in schools today than ever before. But for too many, schooling does not lead to learning. Our approach to change has emerged from this key insight.

At Peepul, we aim to activate channels of support across all levels of the public education system, enabling teachers to feel empowered within the classroom and ultimately enhancing student learning outcomes. We firmly believe that bolstering government and administrative efforts is the most effective and sustainable approach to positively influence the learning experiences of the 166 million students enrolled in the public education system. With this purpose in mind, we collaborate closely with state governments to craft and implement high-quality education improvement programmes and to enhance the service delivery of the public education system.

1. Our Approach is Scalable:

We've gained valuable insights from our three Exemplar Schools, which operate through a partnership with the SDMC. These schools serve as testing grounds and learning hubs. Using the knowledge we've acquired, we've developed training materials for teachers across (through the Sitara Programme) and Madhya Pradesh (through the CM Rise TPD programme). We are confident in our interventions because we've witnessed their success in our Exemplar Schools. Our trainings already have a huge uptake, even in geographies which we have not yet targeted. For instance, our online teacher training content created for Madhya Pradesh has been completed by over 1.5 Lakh teachers outside of Madhya Pradesh.

Here's How It Works

We prototype our training materials, test them in our schools, and then implement them on a larger scale. We actively seek feedback through teacher assessments once they have completed the training, and we ensure implementation through classroom observation. This feedback loop allows us to continually improve our materials and techniques year after year.

2. Our Approach is Community Driven:

A community-driven approach is pivotal to driving meaningful change in the education sector. At Peepul, we recognise the importance of aligning teachers, administrators, and a collective conversation to resolve parents resistance to change, and enhancing communication among stakeholders. To achieve this, we catalyse collaboration across various layers of the public education system, including state education departments, district education centres, educational administrators, headmasters, and senior teachers.

Here's How It Works

Our initiatives focus on instilling accountability, not just for monitoring but also for mentoring teachers, thereby improving classroom practices. We've implemented systemic reforms, exemplified by our Parivartan Programme, and established dynamic learning communities like Shaikshik Samvad, which promote information sharing under the Parivartan and CM Rise TPD Programme. In addition, we've created Learning Circles within the Sitara Programme, enabling teachers to exchange insights and inspire one another through shared experiences. Our Exemplar Schools host Summer and Winter Institutes, fostering teacher motivation, and we've introduced a rewards and recognition system for outstanding educators, all with the overarching goal of nurturing a community-driven approach to transformative change in education.

3. Our Approach is Data Driven and Policy Backed:

Our approach is rooted in data and informed by education policies. Our Monitoring and Evaluation team collaborates closely with programme teams to establish a robust impact measurement plan. We reiterate and reprioritise our intervention design based on the data-backed feedback we receive from the ground voices. Further, our work aligns with key policy documents shaping India's education, such as the National Education Policy 2020. We actively engage in committees to strengthen national and state policy frameworks. We stay current with academia's evolving pedagogical and international best practices, adapting them to India's public school system.

Here's How It Works

We have innovative data-driven practices that enhance our programme interventions: (a) In Madhya Pradesh, we formulated a teacher competency matrix to pinpoint the professional development requirements of teachers, and the state has officially embraced this matrix for evaluating teachers' progress. (b) As part of the launch of the Parivartan Programme, we conducted a thorough assessment, uncovering challenges in structure, processes, resources, and performance within SDMC. (c) We explore valuable resources like the World Bank's Teach Tool to elevate classroom observations for assessment. Moreover, we are in the process of developing novel metrics to gauge shifts in the mindset of the educational ecosystem.

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Executive Summary of Our Programmes

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Delhi Based Programmes

Exemplar Schools Programme

In 2015, our journey began when we turned around an under-resourced government school by forging a Public Private Partnership (PPP) with South Delhi Municipal Corporation (SDMC). Eventually, we saw a dramatic improvement in enrolment – from 9 to 200 students in just a year. We worked towards the goal of 80% of children meeting or exceeding grade-level expectations. When enrolment numbers increased, and we had a waiting list at the school, we took on two more schools in Delhi to have a network of 3 Exemplar Schools. Today, we support more than 1400 students in these three schools, which act as a beacon of excellence and constantly guide all our programmes on "what good should look like".

Sitara Teacher Training Programme (Sitara)

The Sitara Teacher Training Programme began in 2018. Before the programme's launch, Peepul had been successfully running three government schools in the SDMC. With the belief that the same kind of excellence is possible in all SDMC Schools, we extended support to the newly recruited teachers in SDMC under the Sitara Teacher Training Programme. The programme is now in its 2nd year of operations.

SDMC School Transformation (Parivartan) Programme

We partnered with SDMC to bring systemic transformation across South Delhi schools. We worked extensively on three fronts – administrative, academic and governance reforms. We helped build administrative capacity to provide academic mentorship to schools, trained teachers to incorporate high-engagement teaching tools in their classrooms, and supported the creation of the right technology enablers to track learning achievement.

Digital Literacy Programme

The Digital Literacy Programme was introduced to provide 21st-century skills to children from underprivileged communities. Peepul and Amazon Future Engineer (AFE) have collaborated with a mission to set up digital labs and incorporate a computer science curriculum to impart coding and computational skills. We will implement capacity building among teachers, infrastructural support and curriculum development in Exemplar Schools in Delhi and CM Rise Schools in Madhya Pradesh.

Madhya Pradesh Based Programmes

CM Rise Teacher Professional Development Programme:

We partnered with the Government of Madhya Pradesh on the CM Rise Teacher Professional Development programme – a state-wide effort to support its 300,000 teachers in improving their pedagogical and academic interventions. We took on the challenge of training all teachers in Madhya Pradesh by building upon existing digital public infrastructure – the DIKSHA Platform. We make national assets by rolling out bite-sized modules digitally across the state and monitoring teachers' participation.

CM Rise Schools Programme:

CM RISE is a flagship programme of the state government under which various reforms are being designed and implemented to improve systemic capacities that can lead to improved student learning outcomes. Through the progressive array of reforms under the CM RISE umbrella, the state government aims to set up 9200 CM Rise Schools over the next ten years. These CM Rise schools are envisioned as 'bright spots' that will act as demonstration schools for the entire state of Madhya Pradesh. These schools will lead academics and overall school management and act as visual exemplars in the school system for all others to learn from and derive motivation from.

SDMC Exemplar Schools

In 2018, we embarked on a transformative journey in partnership with the South Delhi Municipal Corporation (SDMC) to turn three underperforming primary government schools into beacons of excellence. These three 'exemplar schools' were located in low-income communities and struggled to provide quality education. Despite these challenges, we set out to create classrooms where at least 75% of children would meet or exceed grade-level expectations.

Fast forward to 2021-22, our focus this year was on enhancing student learning outcomes and addressing the COVID-19-induced learning gap. To achieve this, we launched the second edition of Reach and Teach, intensified engagement with parents and students, provided teachers with training to address pandemic-related learning challenges, and equipped them for online teaching. Below, we have dived deep into our key interventions.

Introduction

Our Interventions

1. Reach and Teach 2.0:

When the pandemic struck in March 2020, we demonstrated agility by transitioning to online education using WhatsApp as the primary platform for delivering digital content. This initiative was named "Reach and Teach 1.0." However, relying on WhatsApp as the primary learning mode revealed limitations, including difficulties monitoring student learning outcomes and facilitating teacher-student interaction. In response to these challenges, we launched "Reach and Teach 2.0," which included an additional feature known as the "Check-For-Understanding" (CFU) call.

What is a CFU Call?

A Check-For-Understanding call is conducted by teachers with a group of students who share the same learning level after students have received a digital content capsule. Its purpose is to create a more connected and fruitful learning experience for students while addressing any misconceptions or areas of misunderstanding related to the module. It's important to note that a CFU call doesn't aim to replicate a traditional classroom setting. Instead, it focuses on providing brief bursts of targeted learning for students, making the best of the circumstances we face.

We got an opportunity to share our Reach and Teach 2.0 and assessment strategies at multiple international and national platforms. For instance, we held an information and learning sharing session with Non-Profits working with students in the Philippines and the Education Development Trust, which works worldwide to reduce learning losses during COVID-19 among students from under-resourced communities.

2. Continuous Teacher Training:

We conducted teacher training sessions, catering to pre-service and in-service teachers. The Helga Todd Foundation was pivotal in these workshops, focusing on classroom behaviour management and session delivery. Additionally, we organised a POSH workshop to ensure that schools are safe workplaces.

a. *Micro-Trainings for Targeted Growth*: Delving deeper into enhancing teaching practices, we conducted 29 micro-trainings. These sessions covered topics like Phonics and unit planning, aligning with offline school requirements. In January, as we transitioned to offline schooling, our micro-trainings shifted focus to physical classroom practices, including behaviour management and support for Teaching-Learning Materials (TLM).

b. *Digital Winter Training:* With winter's arrival, we continued our commitment to teacher development with six Winter Digital Training sessions. Topics ranged from mastering the portal to story narration in the classroom and POCSO awareness. We explored the use of the Barkha Series and delved into formative assessments and writing workshops. Thirty-four teachers from our three schools actively participated in these enriching sessions.

c. *Feedback for Growth*: We initiated a bi-weekly coaching and development cycle for every teacher, involving class observations and insightful debrief conversations. This ongoing process helps teachers align with their classroom and school goals, ensuring continuous improvement. In January, we welcomed a new Special Needs Educator, reinforcing our commitment to inclusive education.
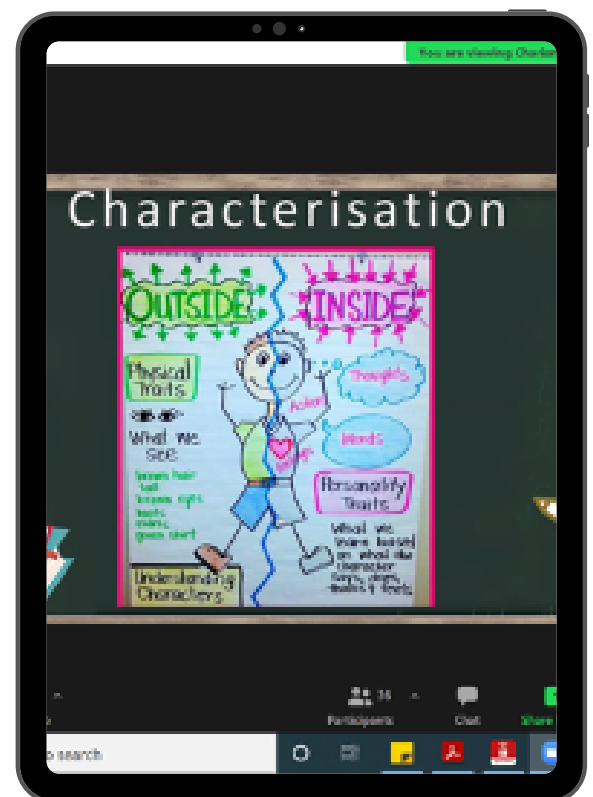
3. Revolutionizing Student Assessments with Reach and Teach 2.0:

Under Reach and Teach 2.0, we've introduced innovative methods of student assessments, transforming the learning experience:

a.   *Gamified Individual Assessments:* We've embraced technology, utilising online platforms like Word Wall and Nearpod to create engaging gamified assessments. These assessments serve a dual purpose: checking previous knowledge before a lesson or evaluating understanding within the lesson itself.

b. **Gamified Group Assessments**: Collaborative learning takes centre stage in this unique assessment approach. Students worked together, aiming to achieve a specific goal - Whether it's completing a task or mastering a concept, these assessments encourage teamwork. Students enter breakout rooms for discussions, and teachers move between rooms, observing and awarding points based on predefined success criteria.

c.   *Homogeneous Ability Group Assessment:* We tailored our instructional groups based on students' performance levels, especially literacy and numeracy. While the lessons aligned with grade-level goals, we employed a high degree of differentiation in instructional practices. Assessments were adjusted to reflect each group's abilities and achievements over a term. The assessment data also guided decisions on group reshuffling.

d.   *Mitigating challenges to assessments:* In our pursuit of practical virtual assessments, we harnessed the power of technology and contextual learning to address potential challenges, including unethical test-taking practices such as seeking external assistance, searching online for answers,

These innovative technological solutions and context-sensitive strategies fortified Reach and Teach 2.0, enabling it to excel in the evolving virtual learning landscape while preserving assessment integrity.

4. Community Outreach:

Our commitment to community engagement manifested in various impactful initiatives:

a. *Digital Training for Parents:* A total of 621 unique parents received digital training sessions, with tablets provided to facilitate their participation. This effort aimed to empower parents with valuable insights into supporting their children's learning at home and fostering an understanding of blended learning and regularity in online classes.

b. *Special Educator Outreach:* A special educator conducted community visits to bolster home-based learning for these children. These visits also raised awareness among parents about the benefits of blending learning strategies and ensuring consistent attendance in online classes.

c. *Grade 5 Parent-School Orientation:* In anticipation of the transition to Grade 6, a parent-school orientation space was organised in Quarter 4. This initiative aimed to facilitate Grade 5 students' and parents' understanding of the various schools available for Grade 6 admission, supporting informed decision-making regarding their educational paths. We are also very proud that two of our students from our Exemplar Schools got admission to VidyaGyan School, a Shiv Nadar initiative, after participating in a rigorous selection process.

Two of our students got admission after participating in a rigorous selection process at VidyaGyan School, a Shiv Nadar initiative.

Grade 5 parents' orientation on feeder school for a smooth transition held in February 2022

What Did 2021-2022 Look Like?

March - May

Our teachers demonstrated remarkable innovation by leveraging tech applications like Class Dojo, which helped set student behavioural expectations, and Word Wall, which facilitated formative assessments. These tools not only boosted engagement but also improved educational outcomes.

Additionally, we recognised the importance of addressing the emotional well-being of our students during these challenging times. 'Art for Akanksha' sessions played a vital role in nurturing their emotional health and providing a safe space for them to express their feelings. Our dedication to teacher development continued with the successful Summer Training Institute featuring sessions on classroom management, phonics, and the Hindi curriculum.

June - August

Moving on to the second quarter of 2021-22, our focus shifted to recuperating from the setbacks caused by the second COVID wave. Despite the challenges, we welcomed new students into our Exemplar Schools, bringing our total enrolment to 1383. Our commitment to community support was evident as we distributed dry rations to the families of our students.

Parental engagement remained a key priority, with workshops on cybersecurity and active participation in Parent-Teacher Meetings. These interactions strengthened our connection with parents and allowed us to share valuable student feedback, ensuring that parents actively contribute to their child's educational journey. September was dedicated to student assessments, meticulously planned throughout August to make them grade-appropriate.

What Did 2021-2022 Look Like?

September - November

In the third quarter, two Parent-Teacher meetings were conducted, with a particular emphasis on motivating students and parents for the safe reopening of offline schools. Assessments in December were followed by discussions on progress and challenges in PTMs. The winter break saw teachers creating homework packets to ensure continued learning.

December - February
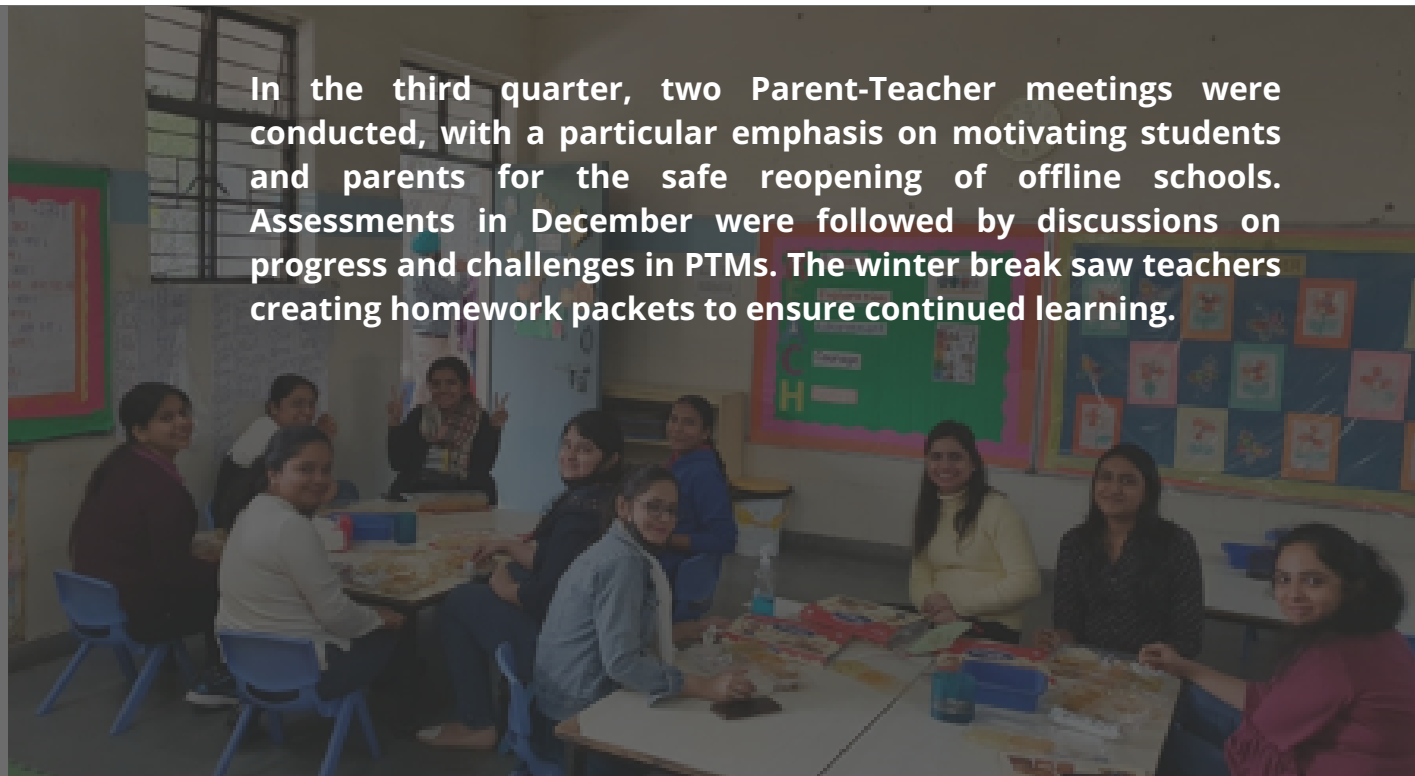
Later in the year, we held another Parent-Teacher meeting, which served as an opportunity to discuss progress and challenges while also creating awareness for parents and students about returning to school with a focus on foundational literacy and numeracy.

In December, we received 200 tablets from Amazon for distribution. This is to ensure that 100% of students from grades 3 to 5 are connected and supported with blended learning. This data does account for all tablets (including the damaged ones as well as mobile phones that were distributed to lower grades)

Further, four training sessions on different concepts of Microsoft Excel were conducted for the community officers. This is to support them with data management at school using tools such as sorting, creating tables, etc.
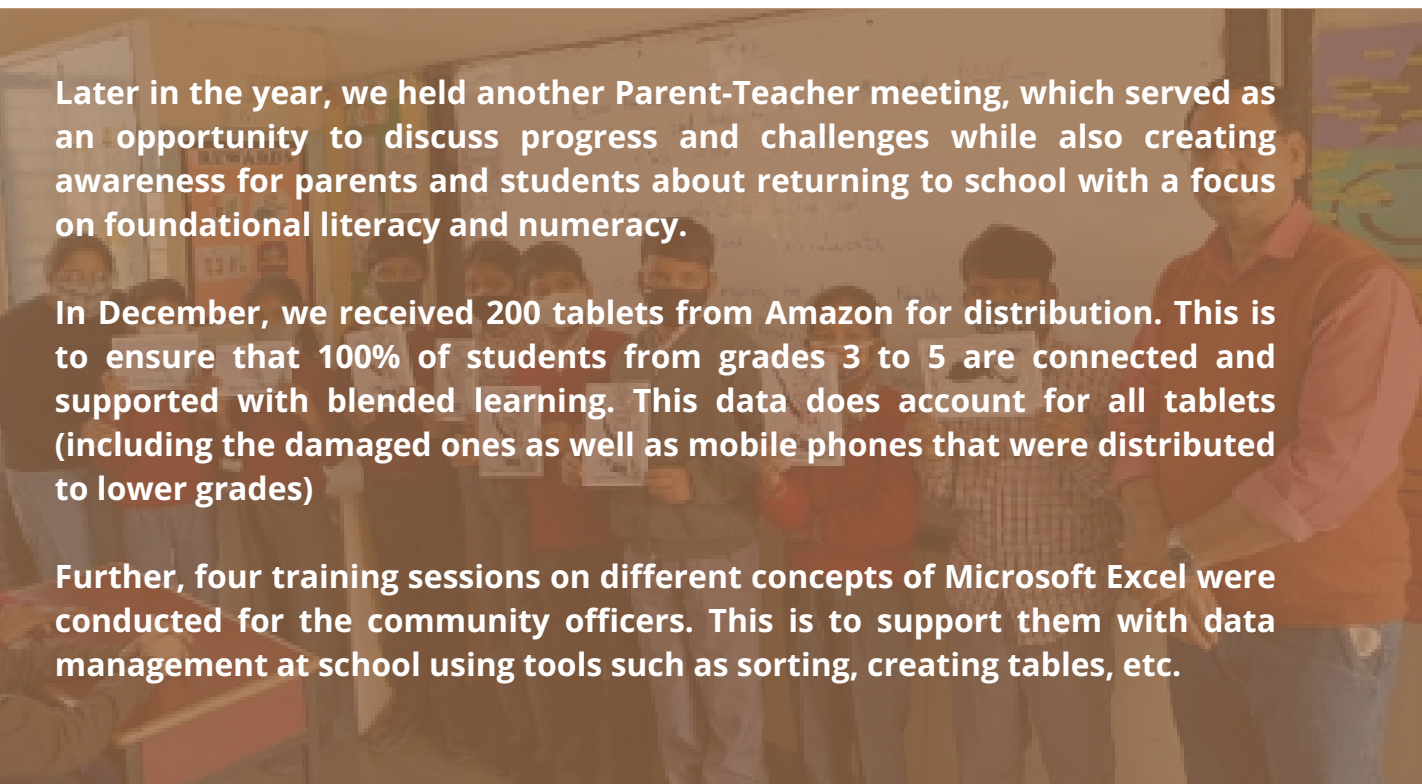
SDMC "Sitara" Teacher Training Programme

The SDMC has been recruiting teachers regularly since 2015. Many of these teachers are fresh graduates from various Pre-Service Teacher Training Programmes nationwide. While these programmes are robust in their own ways, many of the methods and pedagogical practices they teach are not the most effective in bridging the current learning gap in the public school system.

The Sitara Teacher Training Programme began in 2018. Before the programme's launch, Peepul had been running the Exemplar Schools in partnership with SDMC. With the belief that the same kind of in-service training and support extended to the newly recruited teachers in SDMC will help enhance student learning outcomes across the entire SDMC, the Sitara Teacher Training Programme was started in 2020.

Five hundred ninety-three newly recruited teachers from 287 SDMC schools of the four zones, namely Central Zone, South Zone, West Zone and Najafgarh Zone, were selected to be trained through the programme.

Sitara is now in its 2nd year of operations.

Introduction

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Our Learnings from the Past

The key focus of the Sitara Training programme has been to drive on-ground implementation of techniques that we train the teachers on. This would only be possible if the participants found our training relevant to their challenges, approachable, and easy to follow.

To ensure the transfer of learning into the classrooms, the trainings were created in a simple format with plenty of practice opportunities. This would give teachers the confidence to take the learning back to their classes and use the strategies in their day-to-day teaching. Along with this, we also designed and shared toolkits of resources that would make it easier for teachers to execute what they had learnt in the workshops back in their classrooms.

As a result, we have consistently received positive feedback on the relevance and the quality of the training we have conducted over the years. Along with our interventions for the teachers, we have also made a consistent effort to actively work with other government stakeholders such as Head Masters and government officials. This year, we have made efforts to hold orientations for government officials and HMs to onboard them to our training ideology and modules. This has allowed us to extend our impact significantly. This is a direct result of our learning from the first year.

After three years of operations with SDMC, we have learnt that working with the same group of teachers over the whole year will come with its challenges, given the constant state of transience that teachers are in due to transfers, leaves and deputation for non-academic work like election duty, educational fairs, seminars, and events.

Motivational Challenges: SDMC Teachers face multiple challenges impacting their motivation to attend training sessions and adopt teaching practices. Teachers at SDMC are expected to fulfil various roles apart from just teaching in the classroom. These range from election duties to COVID relief work. All these additional responsibilities gradually start impacting teachers' attendance and motivation. It has also been observed that apart from our training, the SDMC and SCERT also organise other trainings for teachers on an ad-hoc basis. These trainings are not planned for at the beginning of the academic year, so they sometimes clash with our training dates.

Challenges posed by the COVID-19 Pandemic: The pandemic led to training moving online, and teacher attendance suffered as they juggled multiple roles at school and as part of their COVID-19 duties. The Pandemic has resulted in the subsequent drop in teacher attendance at times.

Measures we took to mitigate challenges:

- Giving timely notice to teachers.
- Attendance was shared with the government authorities daily so they could follow up with their teachers and ensure punctuality.
- For three-day trainings, follow-up calls were made to teachers absent on day 1 to ensure they attended on day 2 and day 3.
- Attendance was mentioned on the certificate awarded to teachers to put a reward and recognition mechanism in place.
- We ensured that only permanent teachers have been trained.
- We have coordinated with the SDMC officials to establish a year-long training calendar to streamline the teacher training process.
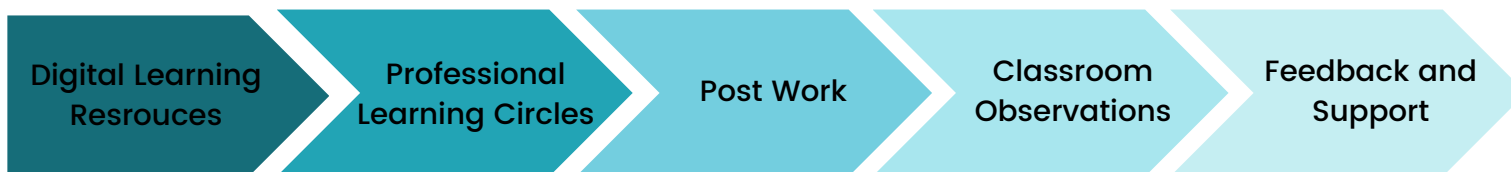
Our Inteventions

1. Training Design

Blended learning approach: Owing to the pandemic, the training has been designed in a 3-part virtual format. Each module consists of a Digital Learning Resource and a Learning Circle to dive deep into the concepts introduced. The final stage is a post-work, which focuses on applying the training module content.

Learning Modules: We conducted training on the following three modules

Strategies for Management of Virtual Classrooms: This module included techniques to enhance student engagement and participation, designing practical lessons that can be conducted virtually.

Learning Outcomes-Based Teaching and Assessments: The module focussed on identifying learning outcomes aligned to NCERT guidelines for elementary learning standards and designing assessments aligned to learning outcomes. The module also introduced methods for determining the learning gap based on evaluations and developing relevant remedial teaching strategies.

Hindi Pathan: The module trained teachers on supporting student reading process and building strategies for reading comprehension.

| Digital Learning Resrouces | Professional Learning Circles | Post Work | Classroom Observations | Feedback and Support |

2. Learning Circles and Focus Group Discussions

Learning Circles refers to online training sessions conducted by the Peepul team to dive deep into the contents of the Digital Learning Resources and discuss implementation strategies. After completing the digital learning resource, the teachers (~50 per group) and Peepul facilitators organised a Learning Circle on Zoom. The course's core concepts were discussed, reinforced and reflected upon to deepen teachers' understanding of the course. The following are a few elements of online learning circles:

Problem-solving through case studies: Teachers are presented with real-life situations and are asked to implement the course learning to brainstorm solutions and ideas.

Demonstrations: Techniques and strategies were demonstrated during the sessions to help in better absorption. This training element helped teachers quickly implement the training in their online classrooms.

Breakout Room Discussions: Teachers are divided into small groups of 8-10 to discuss a topic, task or questions the trainer asks. This allows all participants to engage and share their views and ideas.

Focus group discussions are a series of small group discussions held with teachers of the Sitara programme to understand better the impact of the training on their skill and mindset levels. A total of 8 Focus Group Discussions were held, which saw participation of 50 teachers across 8 batches. The team designed an FGD tool to check for hypotheses drawn based on the data gathered through the various monitoring and evaluation tools.

3. Monitoring and Mentorship

Classroom Observations to Monitor: The classroom observation tool measures the teachers' skills in translating their learning into classroom practices. Peepul team members did the observations. The evaluation included:

- Extent of teachers using the virtual classroom management techniques discussed in the digital courses and Learning Circles.
- Quality of classroom management techniques used by the teachers
- Use of techniques to facilitate the development of Hindi Reading skills
- Student engagement in the classrooms

Approximately 120 online classroom observations were conducted for 109 Sitara teachers, covering 20% of the active teachers. The classroom observation tool was developed considering the remote classes due to the pandemic.

Master Training Programme for Mentorship: We also executed a parallel Master Training programme with "Champion Teachers" selected from the previous pool of Sitara teachers to develop their facilitation skills and initiate their transition to become Master Trainers who then go on to support with facilitation of future Sitara training. This helped provide mentorship support to new teachers and build sustainability within the programme.

4. Reward and Recognition

Teachers who showed exceptional implementation of classroom training practices (as recorded through the classroom observation tool) were recognised as Champion Teachers. A total of 43 Champion Teachers have been selected this year.

Our Reflections

1. Our Impact

- We have seen consistent engagement and participation numbers across all modules, with an average of 68% of teachers completing the Digital Learning Resources and 63% attending online learning circles.
- More than 95% of teachers have shared positivening the relevance and manner of training feedback concer conducted by the Peepul team.
- The data suggests that there is a definite shift in terms of the knowledge and mindsets of the teachers concerning the various modules. However, the same has been challenging to translate into implementation by most teachers.
- It is also noted that the gestation period for the Hindi module has been considerably less (it was the last module launched) compared to the other two modules.

2. What Worked Well

Network of teachers: Peer learning has become a big positive from the data and testimonies. It is worth exploring further as an enabler for the programme next year.

Implementation of learning: The number of teachers correctly using techniques learned in training has steadily risen, with techniques known earlier seeing higher adoption with time. This suggests that the level of comfort to execute the methods will grow with more practice.

Shift in the mindset of teachers: A significant shift in the mindset related to learning outcomes was observed. A greater focus on dialogue and visibility into what is possible could have led to this. It gives us hope for the long-term enduring impact of the training.

3. What we look forward to work on in the next year

Helping teachers with better time management: We need to factor in day-to-day teacher responsibilities while planning for training. Hence, exemption from regular chores on training days can be explored in the coming year. Appropriate conversations with authorities can also be initiated to ensure teachers can attend training without any other clashing commitments.

Using Digital Learning Resources as Supplementary Material: We should consider digital learning resources as supplementary resources in the future and use the Learning Circle to introduce new concepts to teachers. It will create an opportunity to extend their learning beyond the learning circles.

Modifying the training structure: A more straightforward structure for the training programme with fewer elements can be explored. Perhaps more focus on practice during training rather than asynchronous tasks can be done. Moreover, since online trainings were limited in duration, practice time could not be accounted for. We could consider a 30-minute practice time section in future online training.

SDMC Partivartan

Before 2021, South Delhi Municipal Corporation (SDMC) was running multiple programmes to improve the quality of school education in the schools under its purview as stand-alone initiatives. To institute a systemic transformation program for the schools under its management, the competent authority in SDMC decided to launch the SDMC School Education Systemic Strengthening Programme. The programme was named "Parivartan" at its launch.

Programme Numbers -
Schools: 568; Zones: 4; Teachers~6000; Students: ~2.9 lacs

Introduction

Programme Design

Parivartan is designed to bring about change through interconnected activities organised under three broad categories: Academic Strengthening, Administrative Strengthening, and Institution Building.

Improvement of Learning Outcomes in SDMC

Academic Strengthening	Administrative Strengthening	Institution Building

Enabler Initiatives
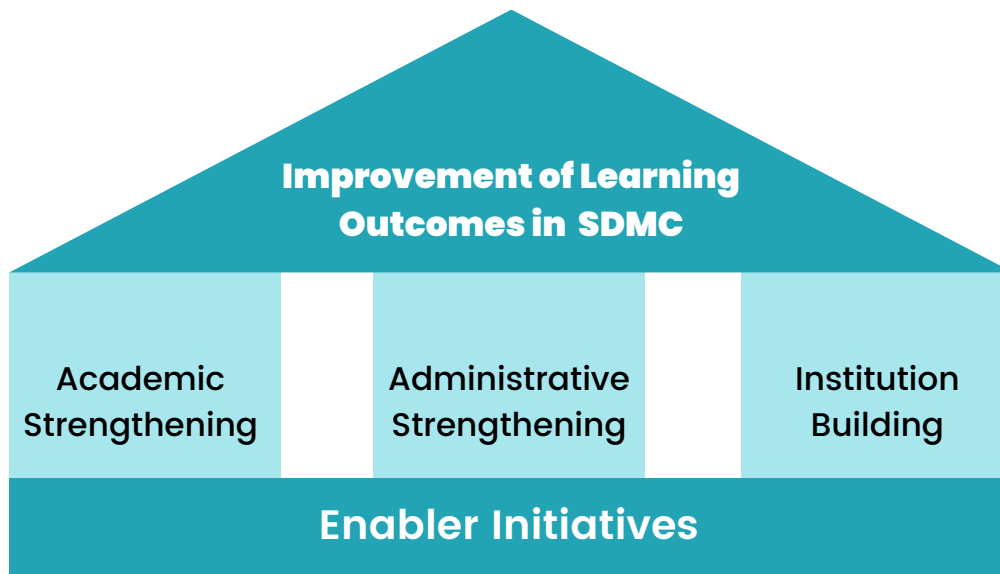
Academic Reforms:

The quality of school education will be improved by implementing competency-based teaching and learning aligned with the latest national standards, improving the quality of teaching and learning materials, and strengthening the capacity of teachers and officials through targeted training and professional development programmes.

Administrative Reforms:

The administrative reforms aim to improve the management and governance of the education system. This will be done by streamlining administrative processes, strengthening accountability mechanisms, and enhancing the capacity of school leaders to manage and monitor the performance of their schools.

Institutional Reforms:

We aim to build the necessary institutional and human resources to support the education system by strengthening governance structures, establishing mechanisms for sustained monitoring and evaluation, and building the capacity of the state education department to support and further improve the education system after the programme's conclusion.

Interventions

Here are the initiatives we effectively executed in the year 2021-22:

1. SDMC Diagnostics:

Peepul conducted a 3-month study focused on understanding the SDMC education system through its organisational structure, school administrative and academic processes, resource allocation in schools and performance indicators for schools and teachers. The purpose of the Diagnostic was to map the SDMC education system and provide data for designing and implementing academic and administrative reforms.

2. School Infrastructural Diagnostics:

We conducted infrastructural diagnostics in 95% of the schools under SDMC across 98 quality indicators. Based on our diagnostics, we shared infrastructure and human resources recommendations with SDMC and built a database of key infrastructural requirements in each SDMC School.

3. Building Supportive Governance Structures:

Accountability structures were built to support SDMC in achieving Parivartan goals. The following structures were set up for regular updates and problem-solving:

a. Steering Committee – Chaired by the Commissioner, SDMC
b. Working Committee – Chaired by Director (Edn), SDMC
c. Zonal Level Committees – Chaired by respective Zonal Deputy Directors (Edn)

Through these regular touch points, stakeholders at different levels co-created and implemented interventions and shared their reflections and feedback, ensuring the program's sustainability. To hear more voices from the ground, we held regular meetings with all levels of the Education Department, conducted school visits, and completed a yearly meeting with senior officials of SDMC's education department.

4. Digital Content Curation and Creation:

What we noticed last year: In 2020-21, we saw that content for teacher support was being shared on WhatsApp, which led to difficulty in tracking the reach of content. To build a digital repository as a one-stop shop for all academic content, we made a team of subject experts (English, Hindi, Maths, EVS, Social Science, Co-Curricular, Nursery-KG, Urdu & CWSN) consisting of 120 government school teachers. The objective of this content curation team is to help create high-quality digital content, with review support from the Peepul Team. In October - December, the content curation team completed a student competency matrix for Grade levels 1-5.

Our Solution: As classes moved online, we introduced 'Parivartan Pathshala,' drawing from our successful experience with Reach and Teach 2.0 in our Exemplar Schools. We sent students learning materials, including videos, voice notes, and worksheets, all delivered digitally. Teachers and students quickly adapted to the rhythm of daily online classes. We rolled out Digital Learning Resources (DLRs) for teachers created. We shared (Classroom Virtual Classroom Engagement Practices, Basics of Learning Outcomes and Formative Assessments and Uploading student data on EduDel portal) DLRs, two mentioned last quarter. We can add data from Samwads on how many teachers have feedback.

परिवर्तन | उत्तम शिक्षा की ओर बढ़ते कदम

पाठशाला

5. Mentorship and Monitoring:

Shaikshik Samwad: We also conducted Shaikshik Samwad for School Inspectors, Head Masters and teachers on learning outcomes and formative assessments. Shaikshik Samwad was led by Head Masters and Content Task Force Members for teachers to reduce dependency on Peepul and build a community mentorship and engagement culture.

Classroom Observation: We created a classroom observation Form to collect feedback on various aspects, including attendance, classroom behaviour, teaching structure, and high-engagement tools. Over the past year, the project successfully integrated the practice of classroom observation by school leaders, averaging around 1,400 weekly observations.

Teacher Diary Form: We created a Teacher Dairy form where teachers could record the number of classes, subjects taught, etc. Based on the CRO form and teacher diary form, we developed and shared weekly dashboards with the officials to track the progress of program implementation in all four zones.
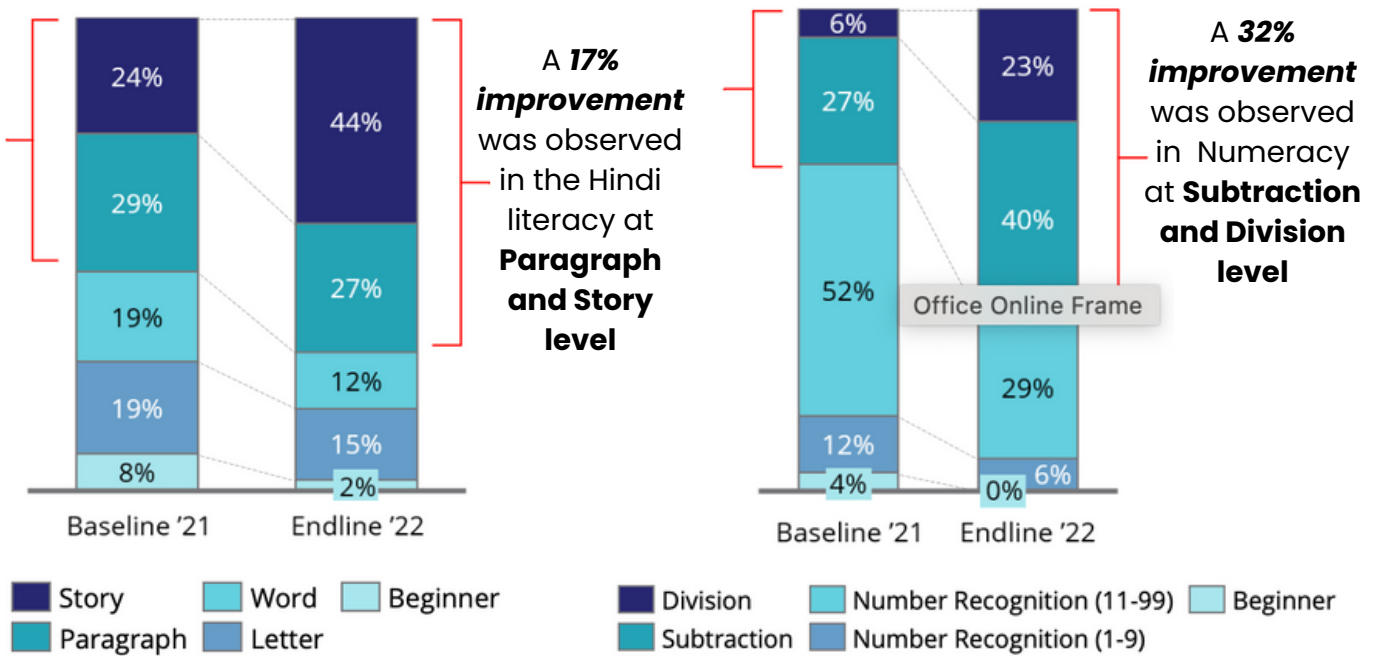
6. Reward and Recognition:

We introduced 'Shiksha Utsav,' a weekly teacher recognition newsletter, as part of our rewards and recognition system to inspire teachers in the community to embrace engaging classroom practices. The selection criteria for 'Shiksha Utsav' teachers were dynamic and would change weekly. Initially, we prioritised the design to generate momentum and encourage teacher participation. As we approached the year's end, we aimed to acknowledge teachers whose innovative approaches have driven positive classroom outcomes and scale up these effective techniques across classrooms.

Our Impact

1. Improvement in Literacy and Numeracy Levels:

FLN Assessments for Hindi and Maths through the ASER (Annual Status of Education Report) tool for grades 3 and 5 showed considerable improvement in literacy and numeracy levels. First, a baseline assessment was conducted in May 2021, followed by a similar end-of-year exercise for the same set of students to measure the impact of Year 1 of the programme.

A *17% improvement* was observed in the Hindi literacy at **Paragraph and Story level**

A *32% improvement* was observed in Numeracy at **Subtraction and Division level**

Hindi Literacy chart:

Level	Baseline '21	Endline '22
Story	24%	44%
Paragraph	29%	27%
Word	19%	12%
Letter	19%	15%
Beginner	8%	2%

Legend: Story, Word, Beginner, Paragraph, Letter

Numeracy chart:

Level	Baseline '21	Endline '22
Division	6%	23%
Subtraction	27%	40%
Number Recognition (11-99)	52%	29%
Number Recognition (1-9)	12%	6%
Beginner	4%	0%

Office Online Frame

Legend: Division, Number Recognition (11-99), Beginner, Subtraction, Number Recognition (1-9)

FLN Baseline and Endline Results of Grade 3 % of students on Hindi Literacy levels | 294 students

FLN Baseline and Endline Results of Grade 3 % of students on Numeracy levels | 294 students

Note: In ~16 students of 2 schools, it was reported that the Mentor Teacher and/or the class teacher assisted the student

## 2. Capacity Building for Sustainability:

We've ensured that stakeholders are equipped for long-term success. Teachers within the Content Task Force now independently create and curate content. Master trainers are co-facilitating Samvaads, school heads promote academic accountability through classroom observation and feedback, and regular steering committee meetings at SDMC have been established.

Teachers and observers both report **average class duration of 30-45 minutes**

Class Duration (Reported by Teachers)– Week-wise
% of responses on the Google Form

Legend:
- More than 45 mins
- 30-45 mins
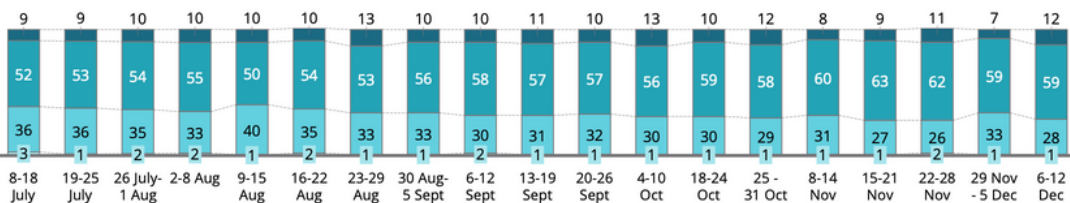- 15-30 mins
- Less than 15 mins
- NA
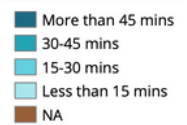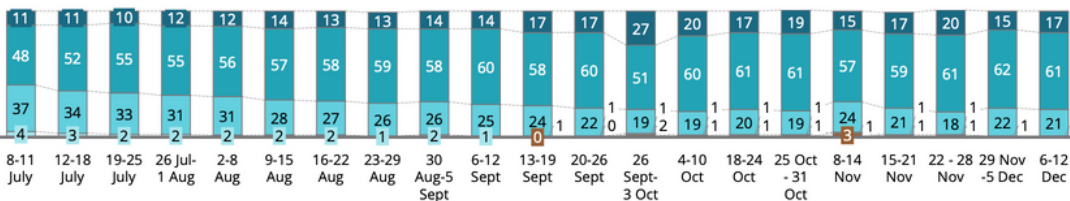
Key Highlights

The average class duration continued to stabilize at 30-45 minutes despite system fluctuations (school closures, holidays etc.)

Class Duration (Observers' Reporting)– Week-wise
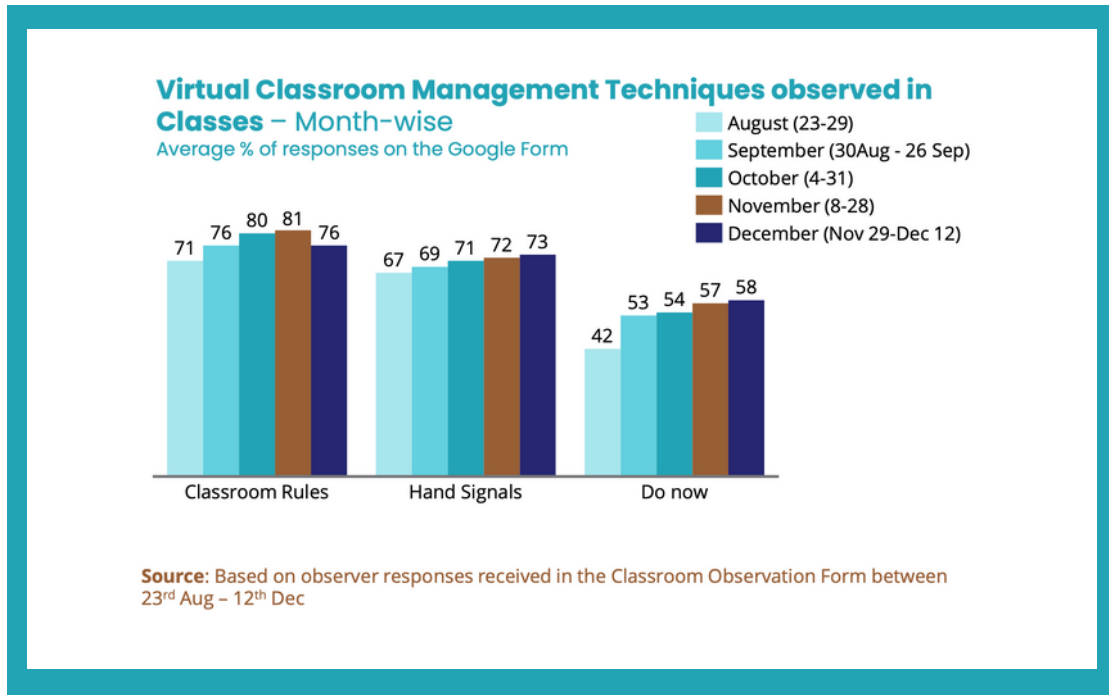% of responses on the Google Form

Source: Based on responses received in the Weekly Diary and Classroom Observation Form

3. Shift Towards Quality Implementation:

Our focus has shifted from merely initiating processes to ensuring high-quality implementation. The Content Task Force now prioritises competency-based teaching over syllabus completion, while teachers and school heads strive for top-notch online lessons.

4. Data-Driven and Evidence-Based Decisions:

We've transformed our approach to be data-driven and evidence-based. Stakeholders actively engage with weekly and monthly data to foster accountability and mitigate risks.

Virtual Classroom Management Techniques observed in Classes – Month-wise
Average % of responses on the Google Form

- August (23-29)
- September (30Aug - 26 Sep)
- October (4-31)
- November (8-28)
- December (Nov 29-Dec 12)

Classroom Rules: 71, 76, 80, 81, 76
Hand Signals: 67, 69, 71, 72, 73
Do now: 42, 53, 54, 57, 58

Source: Based on observer responses received in the Classroom Observation Form between 23rd Aug – 12th Dec

5. Deepened Stakeholder Engagement:

We successfully set up a Learning Management System to identify and measure school infrastructural gaps, which can be accessed using the SDMC official website.

Parivartan got a separate mention on the SDMC website. These achievements have helped build sustainability of our interventions.

Digital Literacy Programme

Peepul India and Amazon Future Engineers forged a strategic partnership to introduce a transformative digital literacy programme for the South Delhi Municipal Corporation (SDMC) Schools. This partnership, meticulously tailored to cater to students from underprivileged backgrounds, underscores a dual purpose: firstly, to bridge the prevailing digital divide and, secondly, to instil 21st-century skills within underserved communities. By igniting a passion for technology from the foundational years, this initiative seeks to equip students with essential coding skills, which they can further cultivate as they progress through their educational journey. Our mission is to democratise coding knowledge within a society characterised by profound inequalities.

Introduction

peepul

Programme Design

We have designed the programme to focus on learning and Exploring aspects and accounting for COVID-19 restrictions.

1. Learn:

Before working at scale, Peepul took a strategic call to implement the digital literacy programme b in the three Exemplar Schools. This decision allowed us to fine-tune the curriculum design, provide specialised teacher training, and establish fully equipped digital laboratories in the Exemplar Schools, where we monitor student learning outcomes.

Digital Literacy Programme Meets Exemplar Schools

The rationale behind launching the Digital Literacy programme in our Exemplar Schools lies in our longstanding relationship with the students therein. Many of these students have been under our care since their formative years in Kindergarten or Class 1. This unique bond allows us to integrate coding classes into their established learning trajectories. Their well-structured learning schedules, established routines, and current learning levels place them in an ideal position to absorb and benefit from this advanced curriculum. From their early years with us, when they were four years old, our students have been exposed to activities that have built pre-coding skills like sorting, sequencing and pattern making. They have played extensively with concrete construction materials like Lego, maths tool kits, and 2D and 3D puzzles. We believe all these activities that the children enjoyed have built a good foundation for them to learn coding.

2. Explore:

Based on our learnings from Exemplar Schools, we began to work on identifying 23 schools in SDMC where we aim to replicate and scale our curriculum design. With the help of Amazon, we envision setting up digital laboratories and training teachers to make students 21st-century ready.

Our Interventions

1. Creating and Implementing Digital Literacy Curriculum:

The curriculum was developed to suit the needs of children grades 3 to 5. An hour-long digital literacy class was included in the student's timetable—a week online with each class section in each school. We created Digital content as a custom curriculum using digital teacher expertise, code.org, common sense, etc. With the support of Amazon, we provided children access to tablets, which supported their overall online education.

2. Setting Up Indicators:

We tracked the impact on the engagement and learning level in the Digital Literacy Class. We also assessed whether digital literacy leads to improvement in numeracy levels. We observed other benefits of the programme. We concluded that digital literacy supports Peepul's overall mission as it leads to an overall increase in student confidence, critical thinking skills, creativity, collaboration, and communication.

3. Holding "Class Chats" with Amazonians:

Volunteers from Amazon Future Engineers, known as Amazonians, engaged in 17 classroom discussions with students at the Exemplar Schools. These sessions aimed to share Amazonians' personal journeys in entering the coding world. They discussed their childhood interests that sparked their passion for coding and shared their aspirations in Computer Science. Additionally, Amazonians inspired students by highlighting the exciting engineering and computer science opportunities. A total of 652 students attended these sessions.

CM Rise Teacher Professional Development

In response to the urgent needs arising from the COVID-19 pandemic, the CM Rise Teacher Professional Development (TPD) programme was launched on May 1, 2020. Initially conceived as a COVID response initiative, it swiftly transformed into a comprehensive teacher professional development programme.
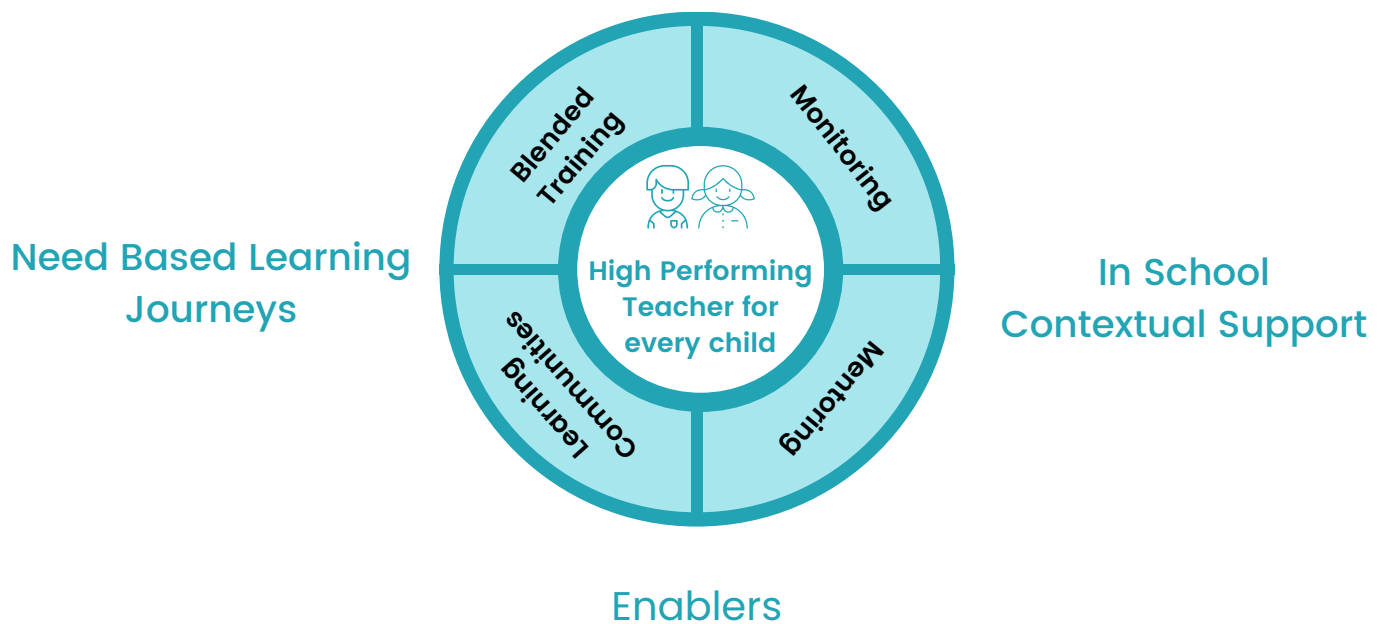
Introduction

Programme Design

The programme's overarching goal is to empower teachers to serve as effective last-mile support, counsellors, and educators for their students and their families. We aim to train teachers with the essential skills, set a progressive mindset for learning and sharing, and build deeper teacher-student relationships. The Programme covers ~300,000 teachers across the 52 districts of Madhya Pradesh. The following represents the programme's vision and mission.

The Vision

A **concerted Learning Ecosystem** that enables every teacher to support their students, linked to their realities and needs

Need Based Learning Journeys

Blended Training

Monitoring

High Performing Teacher for every child

Learning Communities

Mentoring

In School Contextual Support

Enablers

Tools and Templates

Technology

Leveraging existing Institutions and Initiatives

Rewards and Recognition

Communication

In collaboration with the Government of Madhya Pradesh, we aim to train teachers in the state by harnessing the existing digital public infrastructure, the **DIKSHA Platform**. Since DIKSHA is a national platform, government school teachers outside the state have utilised our digital learning assets.

What is the DIKSHA Platform?

DIKSHA, which stands for Digital Infrastructure for Knowledge Sharing, is a platform developed by the Government of India to support teachers and students in education.

As we commenced our implementation journey, we faced two key challenges, which opened windows for new opportunities.

Challenge 1: Onboarding the teachers on DIKSHA

Our primary challenge was ensuring all teachers had access and technical skills to onboard the DIKSHA Platform. Educators encountered various infrastructural and technical obstacles.

Our Solution: To address these issues, we implemented a two-pronged strategy. First, we began our work by creating resources which facilitate teachers' self-onboarding and navigation of the DIKSHA app. Concurrently, we also developed a handbook known as CM RISE Margdarshika to provide on-ground support to teachers.

Challenge 2: Catalysing MP's Education System

For the programme's success, it was essential to set programme-related priorities among various tiers of the state's education department. The support of the state's public education system was key in ensuring thorough monitoring, mentoring, troubleshooting, and creation of teacher professional learning circles.

Our Solution: We leaned in and forged robust partnerships across the state's administrative machinery at various levels, including the Rajya Shiksha Kendra (RSK) and District Officials. The RSK played a crucial role in approving and delivering content through the DIKSHA Platform created by Peepul. Deepened stakeholder engagement contributed to the programme's sustainability and enhanced its uptake. More importantly, it helped us establish a structured programme implementation system. For instance, we incorporated TPD-related content into their meetings, emphasised district-level teacher performance, and provided training to key resource persons at the district level to support and encourage teachers to engage in the courses.

Interventions in 2021–22

In 2020, we successfully onboarded teachers on the DIKSHA Platform and created sustainable inroads with the MP's education department at all levels of government. Our next milestone was to create, upload and monitor the uptake of relevant teacher training content. The following were our key interventions in the year:

1. Digital Courses

We have launched 35 Digital training courses on the national DIKSHA platform, including 18 NISHTHA 1.0 and 12 modules of NISHTHA 3.0 FLN. The digital resources are delivered to the teachers through bite-sized, practical content on topics ranging from Foundational Literacy and Numeracy, ECCE, Classroom Management Practices, distance learning, mental health and wellbeing. The following are the key features of our digital courses:

Blended Training: With the potential for in-person and online instruction, the programme aims to help teachers seamlessly transition between these modes and employ a blended learning approach that maximises student outcomes. The programme emphasised a student-centred approach, focusing on methodologies that promote active learning and collaborative problem-solving.

Motivation Building Design Strategies: How did we reach a 90% course completion rate? Creating and uploading learning material was certainly not enough. We put in place measures to motivate the teachers to take up courses. We ensured the digital training courses were designed on topics deeply rooted in the teacher's current reality and needs. Our key strategies were:

"Light but Right": The courses are kept to a 1-2 hour overall run-time, and content is customised to the actual context of the teachers.

High engagement material: These courses deploy a variety of modalities, e.g., "animated video, podcasts, reading material," etc., to ensure high engagement and retention.

Post-course work and channels for peer review: To drive course absorption through a peer learning and mentoring culture, we develop post-course work and channels for peer review. As part of this, teachers are given specific post-work / portfolio work to implement as part of course learning for practice. Teachers, in turn, share evidence of implementation with their mentors and peers to receive constructive feedback on their artefacts.

Assessments: Our courses also have built-in assessments that show how well the teachers absorb the course content and grasp key concepts as they go through the training modules.

Exemplifying best practices: The courses showcase best teaching practices from across Madhya Pradesh to build belief among teachers that excellence is possible.

***V*isual nudges drive specific teacher action and behaviour: These include robust social nudges that encourage** teachers to complete digital courses efficiently. We also share daily dashboards with teachers to give them visibility into the overall completion and enrolment numbers. We have also created knowledge nuggets and reminder posters to get teachers to understand the fundamental concepts of the courses.

Interesting and Engaging Storyboards in Course Videos

Courses which were Launched:

Home-Based Learning digital training series: During the Covid period, when schools were closed, and children could not get a suitable learning environment at home, children could probably learn better with the resources available in a home-based environment. On these practical and academic points, the Department launched a Home-Based Learning digital training series to enhance our teachers' knowledge and skills. Through this training series, teachers were exposed to project-based activities on various topics that can be done at home. This course series consisted of 03 courses made available on the Diksha portal under the CM Rise Digital Teacher Training Program. An online survey was also conducted to gather teachers' views on this course series, which was conducted between 5th July and 8th July 2021. Teachers teaching from class 1 to class 8 participated in this survey.

NISHTHA 3.0 FLN Course Series: NISHTHA 3.0 Foundational Literacy and Numeracy (FLN) is a capacity-building programme for teachers and school heads for Pre-primary to Class V. The programme aims to build foundational literacy and numeracy competencies among all the teachers and school principals at the elementary stage. We supported the State Education Department in launching courses for NISHTHA 3.0, which were disseminated through the DIKSHA digital platform. In the first phase, the NISHTHA online modules were started in the state on October 1, 2021, and were completed by 31 March 2022, and more than 90% of the teachers targeted completed all 12 courses.

Early Childhood Education Course Series: The CM Rise Teacher Training Programme launched a 5-part course series on Early Childhood Education (ECE) from February to March 2021, which will serve as a pioneering digital teacher training course on ECE. Teachers are and always have been at the forefront of improving the quality of education. With this course series, they will acquire the adequate knowledge, skills, and mindset to ensure that children in their classrooms succeed in school and throughout their lives.

आधारभूत कोर्स श्रृंखला
May-June

- प्रशिक्षण से परिचय
- शिक्षक की भूमिका
- चिंतन - प्रभावी शिक्षण का आधार
- दूरस्थ शिक्षण

हमारा घर हमारा विद्यालय श्रृंखला
July-August

- हमारा घर हमारा विद्यालय
- बच्चों और पालकों से प्रभावी बातचीत
- शिक्षकों और पालकों की साझेदारी

मानसिक स्वास्थ्य श्रृंखला
Aug-Sept

Teacher:
- मानसिक स्वास्थ्य परिचय एवम भावनाओं का प्रबंधन
- सोच में परिवर्तन एवं क्रोध प्रबंधन
- मन की व्यायामशाला

लर्निंग आउटकम्स श्रृंखला
Sept-Oct

- सीखने के प्रतिफल (परिणाम) पर समझ
- पाठ्यपुस्तकें : शिक्षकों की मित्र
- RSK द्वारा निर्मित लर्निंग आउटकम्स पर आधारित टीचर हैंडबुक - बेहतर शिक्षण योजना बनाने का मुख्य आधार
- पाठ योजनाएं – सीखने सिखाने का आधार

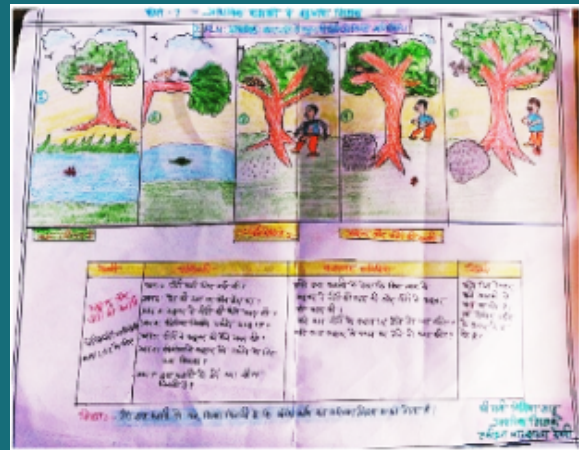**मानसिक स्वास्थ्य श्रृंखला - 2**
Aug-Sept

Student:
- बच्चों का मानसिक स्वास्थ्य प्रशिक्षण
- संवाद, भावनाओं का प्रबंधन एवं सहिष्णुता क्रोध प्रबंधन, सफलता-असफलता, स्वयं की पहचान
- बच्चों का मानसिक स्वास्थ्य प्रशिक्षण

Gallary of work Done by teachers after attending the DIKSHA Courses

2. Learning Communities (Shaikshik Samwad):

Shaikshik Samvad is a 'Professional Learning Community' for teachers in Madhya Pradesh. The Samwad allows teachers to discuss ways of implementing learning in the classroom to shift teaching practices and positively impact learning outcomes. Initially, Shaikshik Samvad started at the state level and later scaled to all the districts. While launching Shaikshik Samwad, our key focus was the sustainability of the intervention. For the same, we identified Key Resource Persons at the district level who could be trained to hold these learning circles. We also revamped the structure of the Shaikshik Samwad to ensure two-way communication between teachers and district officials. We saw the active participation of DIETS, officials from RSK and teachers in Shaikshik Samwad.
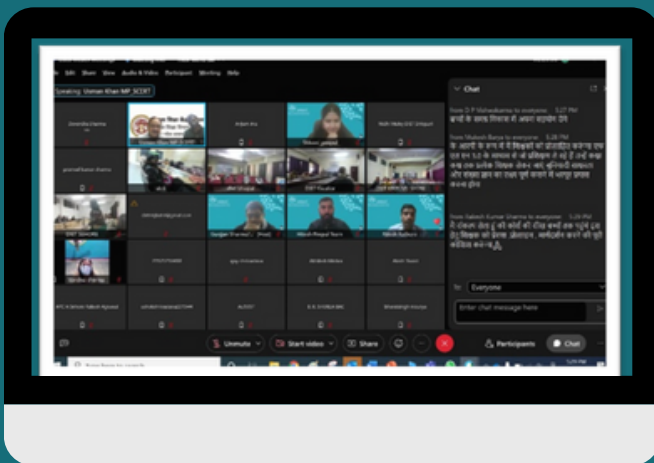
Initially, the Shaikshik Samwad was held on YouTube Live, which reduced the possibility of interaction. We later iterated and introduced video conferencing to support academic learning.
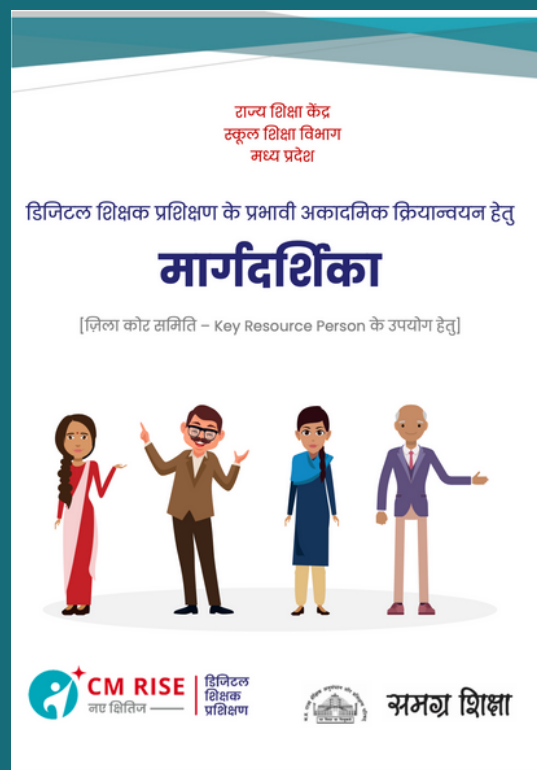
We used Webex to hold Shaikshik Samwad for the NISHTHA 3.0 courses. The Shikashik Samwad saw participation from 1.7 Lakh Teachers.
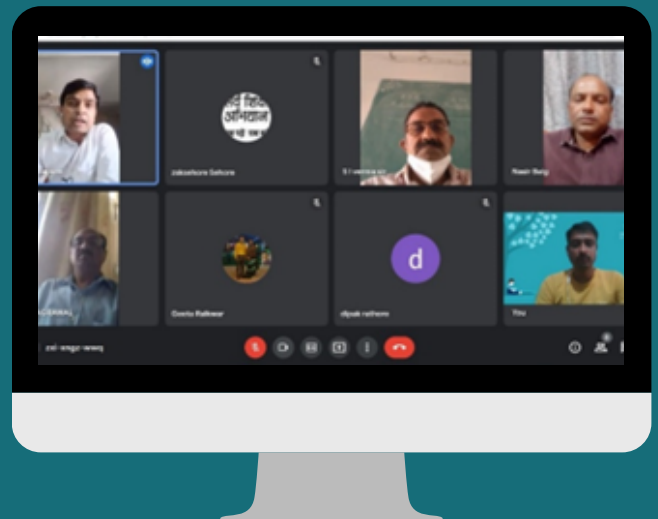
A Case Study on Stakeholder Management: Training and involvement of district level officials in Shaikshik Samwad:

The key to a successful programme intervention is sustainability. We aimed to build sustainable governance bodies to set up cadences for holding shaikshik samwad. A group of KRPs called the District Core Team, was established to implement academic dialogues at the district level. We conducted an online orientation programme where we disseminated guidelines for holding Shaikshik Samwad. At the state level, the RSK remained proactive in setting up a Training Cell for the Foundational Learning Network to encourage KRPs to share their experiences, best practices, and preparations for upcoming training sessions. KRPs also received orientation at the state level to further enhance their understanding of their roles and responsibilities in support of academic dialogues.

राज्य शिक्षा केंद्र
स्कूल शिक्षा विभाग
मध्य प्रदेश

डिजिटल शिक्षक प्रशिक्षण के प्रभावी अकादमिक क्रियान्वयन हेतु

मार्गदर्शिका

[जिला कोर समिति – Key Resource Person के उपयोग हेतु]

Margdarshika as a training handbook to hold district level shaikshik samwad with little handholding from Peepul Team

3. Reward and Recognition

As NEP 2020 says, "The high respect for teachers and the high status of the teaching profession must be restored to inspire the best to enter the profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation." In line with this mission, we launched the itiative to provide a platform for Shikshak Hamare Preranstrot as the teachers of Madhya Pradesh. They shared their thoughts, reflections, experiences, and classroom implementation best practices with the state and state published it all through videos, booklets, and state dashboards. We have released seven versions featuring quotes and reflections from 396 different teachers. For active participation in State level Shaikshik Samwad, many teachers have been recognised by the state, motivating many more to participate and share.

Editions of "Hamare Shikshak Hamare Prerna Strot"

We also held a "Hamaare Shikshak Hamaare Prernastrot" YouTube video series on the official School Education Department channel. For active participation in State level Shaikshik Samvad, many teachers have been recognised at the state level, which eventually motivated many more teachers to participate and share
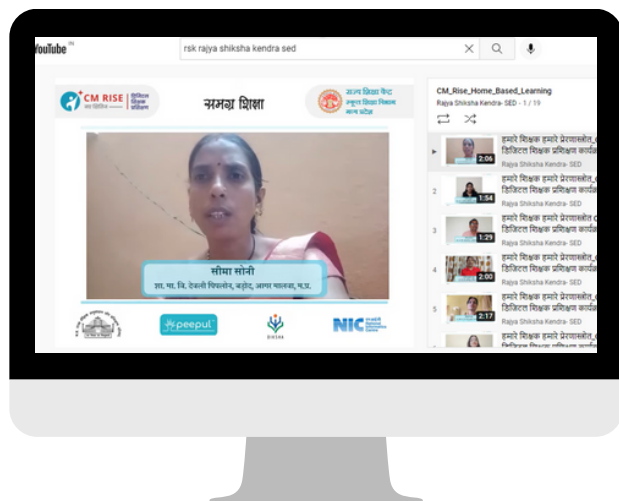
4. Monitoring and Assessment

We have been able to leverage the data from the government's DIKSHA platform (Digital Infrastructure for Knowledge Sharing) intensively for targeted interventions in the CM Rise programme. Through the admin portal, we can access user-level information regarding course enrolment, course completion, and time taken to complete the digital course. With the data available, we have conducted detailed trend analysis and generated data-based insights regarding course uptake and engagement to drive interventions.

Monitoring and Assessment through the DIKSHA platform

Monitoring and Evaluation through DIKSHA Platform:

CM Rise was the first state-wide Teacher Development programme on DIKSHA. It broke records and set national benchmarks, e.g. 75,000 teachers from other states completed CM Rise courses in 2020-2021. Using telemetry data available on the DIKSHA platform, we track course enrolment and completion rates at the individual, school, block, district, and state levels. Intuitive dashboards are created and disseminated across the state daily, integrating this data to support the measurement of teacher engagement.
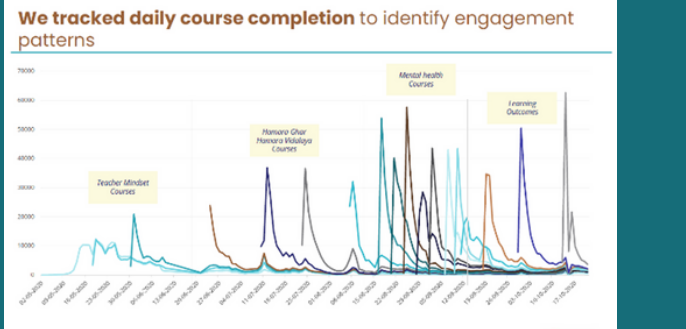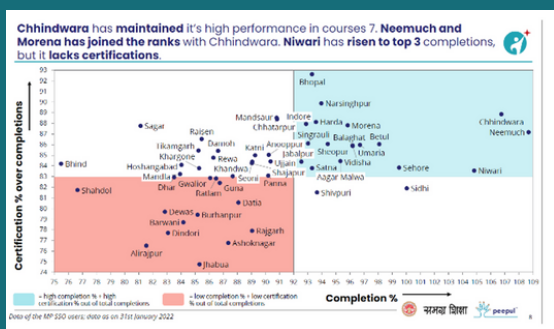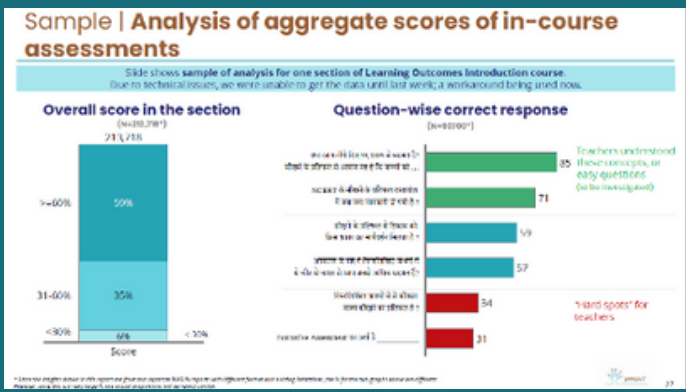
Monitoring and Assessment through the Shala Darpan Form

The Shala Darpan form was an existing school assessment form used by the school inspector while assessing the schools in Madhya Pradesh. To ensure the sustainability of the CM Rise TPD training, Peepul worked along with the state machinery to integrate the Shala Darpan assessment with the DIKSHA platform. Existing capabilities of the Shala Darpan form included questions with/without a Rubric, Single/Multi-select, Photo upload, Conditional Questions, etc. However, with Peepul's intervention, we added features such as Geo-tagging of responses, picture-based questionnaires, and a limit on multiple response questions to suit monitoring/evaluation requirements that can be built as per requirement.

5. Nudge Creation: Sensitizing the districts towards course completion

Under CM Rise TPD, we continuously nudge teachers and officials through very high-quality posters which provide the status of completion and knowledge nuggets to teachers and officials. We used State and District Level Dashboards and Learning Posters to nudge teachers towards completion of courses. Below are samples of such communication efforts:

Our Impact and Recognitions

Course Uptake

Over 95% of the enrolled teachers completed the courses launched this year.

53 Total Courses Launched	2.8 Lakh Teachers Reached	72% Average Score for In-course Assessments
22 million + course hours delivered over 22 million + course completions		1.89 Lakh + teachers outside Madhya Pradesh completed at least 1 CM Rise course
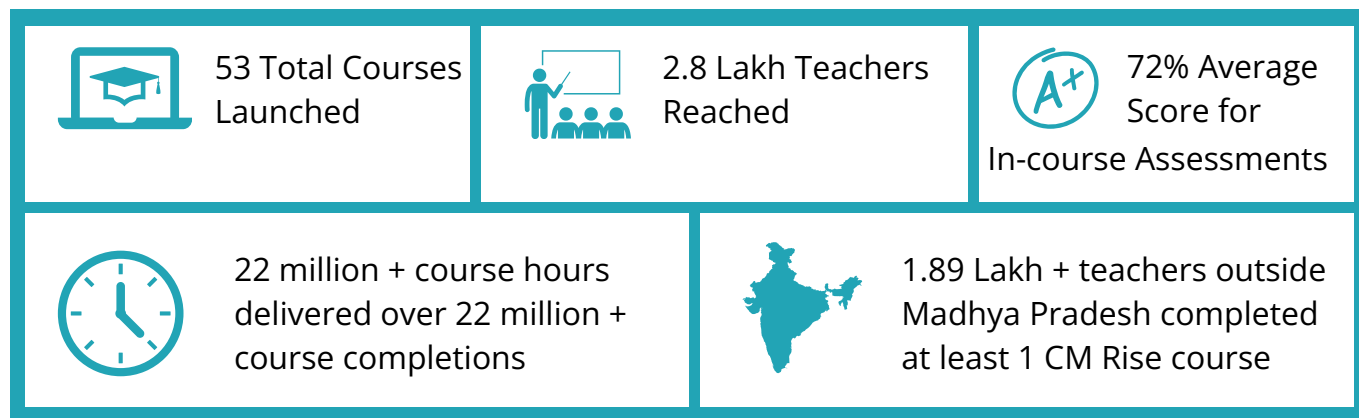
Youtube Live Participation

A significant number of people took part in the YouTube live event organised this year. We involved DIETs as facilitators for the session and gave non-state individuals a chance instead of RSK officials—this increased participation in our YouTube live sessions.

S. No.	Date	Topic/Course	Participation/Associate
1	17 to 21 January 2022	KRP Orientation and Course 7 & 8	All District KRP team
2	15 Feb 2022	Course 9 & 10	DIET Jabalpur, Indore
3	23 March 2022	Course 11 & 12	DIET Khandwa, Mandsaur

Collaboration in National Mentoring Mission Open House

We participated in the state-level open house organised by NCERT under the National Mentoring Mission in collaboration with Rajya Shiksha Kendra, Bhopal. Members from Peepul, Education Director Urmila Chaudhary, Sachin Ashapure and Suman Das Gupta also participated. The open house was organised to seek suggestions from the participants on the 'Blue Book' for the National Mentoring Mission.

CM Rise TPD was recognised in the Digital India Report

The "India Digital report-2022" recognised CM Rise Teacher Professional Development as a case study for leveraging national digital assets such as the DIKSHA Platform. The report acknowledges that "*the programme has shown a consistent uptake among teachers and has demonstrated excellence in the digital training and the education arena*".

JULY 2021

India Report
Digital Education

REMOTE LEARNING INITIATIVES ACROSS INDIA

DEPARTMENT OF SCHOOL EDUCATION & LITERACY
MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

Page 125

CM Rise Teacher Professional Development:

The **CM Rise Teacher Professional Development** programme aims to maintain the continuity of teacher training and professional development, based on their needs and realities. The NGO Peepul is supporting the School Education Department on the programme strategy and implementation.

Keeping in mind the realities and schedules of the teachers in Madhya Pradesh, the training modules have been kept simple and bite-sized while being comprehensive and contextual, and have developed in collaboration between Peepul and the state experts. Teachers also receive digitally verified certificates on completion of courses. Each course is divided into three parts: (i) Pre-work (ii) Course session and (iii) Post work - for ease of learning, and to provide a structured experience to teachers.

Apart from the 18 courses developed, the CM Rise Digital Teacher Training has also supported an additional 18 modules of NISHTHA (NCERT's training - National Initiative for School Head' Teachers' Holistic Advancement).

Sample course highlight: **Distance Learning**

Pre-work	Course Satr	Post-work
An initial hook to get the participants to engage and get them thinking.	Core training course explaining a critical, bite-sized piece of knowledge (subject / non-subject), and linking it to their reality	Using the conceptual understanding that he/she has acquired to apply it, and 'checking for understanding'
Breaking News – Distance Learning	'The Shikshan Suraksha Kavach' (Safety Shield of Education)	Driving action
A short news segment' establishing the issues and complexities of continuing learning during this COVID-19 period	Detailing out the key parts of enabling distance learning. Part 1: Knowing every child and tight partnership with parents. Part 2: Leveraging all modes of learning - mobile, mass media, print material and community	• Overview of state specific initiatives on distance learning. **Activity:** Creating personal • Student registry • Shikshan Sahayata Yojana

CM Rise Schools

This year, Peepul began supporting the School Education Department, Madhya Pradesh ("SED") on CM RISE Schools to co-design the reforms and lead transformation in these schools. With the ultimate objective of achieving enhanced student learning and behavioural outcomes, Peepul's support model relies on two core pillars of academic and administrative reform to design interventions and bring change. The core design principle used while crafting interventions is to keep a positive school culture and meaningful teacher-student engagement by all students at the centre.

Introduction

Programme Context

CM RISE Schools is a flagship programme of the state government under which various reforms are being designed and implemented to improve systemic capacities that can lead to improved student learning outcomes. Under this, the state government aims to set up 9200 CM Rise Schools over the next ten years. These CM Rise schools are envisioned as 'bright spots' that will act as demonstration schools for the entire state of Madhya Pradesh. These schools will lead academics and overall school management and act as visual exemplars in the school system for all others to learn from and derive motivation from.

Programme Design

Peepul's support model relies on two core pillars of academic and administrative reform to design interventions and bring change. While designing interventions, the core design principle we consider is developing a positive school culture and high teacher-student engagement, always keeping it student-centric.

3 | **Structured Capacity Building**

5 | **Consistent Rewards and Recognition**

2 | **Effective School Processes and Practices**

Academic Reform

Admin Reform

1 | **Strengthened Learning Approach**

4 | **Robust Monitoring Systems and Structures**
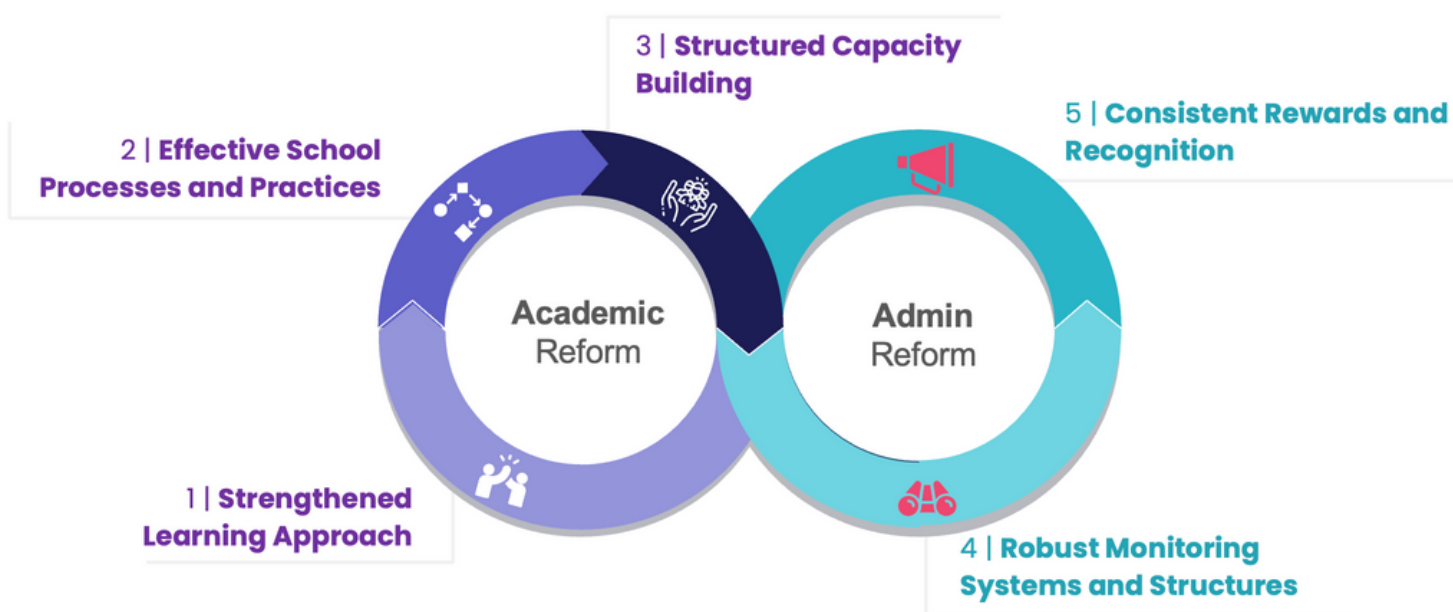
Interventions in 2021-22

1. Visioning Workshops

Over May-June 2021, we led workshops for the School Education Department (SED) to finalise the Vision, Mission and Values for the ~9200 CM RISE schools. Our team conducted six workshops with ~100 teachers and ~50 School Leaders to understand their idea of an ideal school's vision and values. These culminated in a high-level workshop with the entire state education department leadership, including the Principal Secretary, Joint Secretaries, Directors, Joint Directors, and Additional Directors. Through these workshops, we have helped the state create a set of visions and values for these schools that reflect a shared understanding of different stakeholders and their long-term aspirations for education in the state.

CM RISE School Vision

"To create a school community that fosters **compassion**, **resilience** and **holistic development** in all students, **empowering** them to uphold **constitutional values** and **contribute** to society."

विज़न

CM RISE स्कूल का उद्देश्य एक ऐसे स्कूल समुदाय का निर्माण करना है जो सभी विद्यार्थियों में करुणा, कठिनाइयों से निपटने की क्षमता और उनके संपूर्ण विकास को बढ़ावा देता है, उन्हें समाज में योगदान देने और संवैधानिक मूल्यों को बरकरार रखने के लिए सशक्त बनाता है।

मिशन

हमारा मिशन विकास में सहायक, समावेशी तथा आनन्दमय स्कूल समुदाय का निर्माण करना है। हम 21वीं सदी के कौशल तथा एकीकृत समग्र शिक्षा को प्रोत्साहित करके अपने विद्यार्थियों को जिज्ञासु, रचनात्मक, कठिनाइयों से निपटने में सक्षम तथा आत्मनिर्भर बनने के लिए प्रेरित करते हैं। हम विद्यार्थियों को उनके द्वारा चुने गए पथ पर आगे बढ़ाने, उनको अपनी पूरी क्षमता का उपयोग करने में समर्थ बनाने और परिपूर्ण जीवन जीने के लिए अवसर तथा सहायता प्रदान करते हैं।

मूल्य

RESPECT
(सम्मान)
हम सभी के साथ सम्मान, संवेदना और करुणा भरा व्यवहार करते हैं।

INTEGRITY
(सत्यनिष्ठा)
हम ईमानदारी की राह पर चलते हैं और हमेशा वही करते हैं जो सही है।

STRENGTH
(साहस)
हम कभी हार नहीं मानते हैं। हम साहस के साथ सभी चुनौतियों का सामना करते हैं।

EXCELLENCE
(उत्कृष्टता)
हम सर्वश्रेष्ठ बनने के लिए हर दिन कड़ी मेहनत करते हैं।

2. Creating Resources

A set of standard operating procedures for the schools and classrooms was required in order to adhere to the program's vision, mission, and values. With relevant expertise and sub-committee support, Peepul team has created these codified resources—handbooks and diaries—for School Leaders, Teachers, and Students. These resources would guide and support schools in running all processes efficiently and independently.

School Leader Handbook: The team identified the information, policies, and procedures the school Leaders need to exemplify to lead the ambitious vision in CM RISE schools. After careful consideration, five broad components of School Leadership were selected, and comprehensive SOPs were prepared to support the school Leaders in carrying out the varied responsibilities. These SOPs have been codified into a School Leader Handbook, which the Hon'ble Chief Minister launched on 11 October 2021.

School Leader Handbook: A Case Study in designing learning resources for use at Scale

The School Leader Handbook has been designed with exemplar school leaders from the state and other NGO partners. It covers the following 5 areas of School Leadership:

1. Strategic Leadership / Leading Strategic School Processes – Leading a school's strategic processes, such as setting the right culture, creating development plans, creating and monitoring an SLT, running student leadership systems, etc.

2. Instructional Leadership / Leading Teaching-Learning – Leading the teaching-learning processes in the classroom via observations, reviewing teacher diaries and lesson plans, student work and providing support to children with special needs.

3. Human Resource Leadership / Leading Teacher Development – Leading the teacher development through in-school training, PLCs, creating development plans and evaluating and giving feedback to teachers.

4. Community Leadership – Leading engagement with parents by running constructive staff meetings and using SMDCs effectively.

5. Administrative Leadership / Leading administrative processes and resources – Managing the administrative processes and use of resources and infrastructure in the school.

Student Diaries: The Peepul team supported the state in ideating and designing a reimagined Student diary for students, which not only helps the students learn critical skills of organising their work but also provides a space for building regular habits of self-reflection and supplements their literacy journey. The Student Diary has two versions, one for Seniors (Grades 6-12) and one for Juniors (Grades 1-5).

Teacher Handbook: The Teacher Handbook is designed as an extensive source of information for the procedures, strategies, processes, and resources associated with exemplar teaching and learning practices at CM Rise schools. The teacher handbook includes approximately 50 SOPs on the topics above and has been provided to all teachers and school leaders. In-person Training programmes, digital courses, and virtual conferences will all be used to facilitate the implementation of the SOPs in the classrooms.

3. School Leader Capacity Building Workshops

At the start of the year, a 5-day boot camp training was designed for all school leaders, focusing on critical processes necessary to set up a school. These included positive school culture, building relationships, classroom culture, academic processes and managing school leadership teams. While designing these trainings, the team reimagined the classical training environment to use the training as a model for what a motivating and invigorating teaching-learning environment looks and feels like. This was done through making the environment print-rich, forging strong relationships with the participants across 5 days, having fun energisers between sessions to break the monotony, providing them a safe space to share their challenges and opposing views, ensuring participation of all through various techniques, commencing each session with a hook, and fostering a culture of teamwork and peer learning. The training focussed on primarily three broad areas to enable school leaders to set a strong foundation in their respective schools:

• *Mindset and Culture*: Through sessions on shifting mindsets and establishing a positive school culture, school leaders were given the space to understand and deliberate upon how mindset and beliefs drive our expectations and actions, which further determine the quality of outcomes, specifically in the context of schools. These conversations were followed by an an extensive and detailed session on the importance of instituting a positive school culture as a precursor to high teacher-student engagement and, subsequently, better student learning outcomes.

• *Leadership*: The training content included what distributed leadership means and helped school leaders articulate why it's important in a school. School Leaders were given a platform to discuss where and how decision-making can occur in different situations and start thinking about how it can be decentralised to empower their teachers further and manage their core academic and administrative responsibilities well. To practice this, school leaders listed key roles and tasks of different committees of the School Leadership Team.

• *Classroom and school practices*: One of the most integral components of the 5-day training was sessions on varied classroom practices like- creating print-rich classrooms, holding morning meetings with students, practising positive behaviour management, making lesson plans which incorporate an exciting hook, followed by 'I do-We Do-You do' strategies, and different ways to check for student understanding on any objective taught in the class. The idea behind covering some of these topics during school leader training was that SLs would conduct the same training on these teacher practices in their schools with their teachers.

Testimonials

5 Day Bootcamp for School Leaders in Bhopal

"The entire workshop has demonstrated how a committed team can come together to work"

"Topics for the training were relevant and action-orientated. There was space for independent thought as well"

"Every facilitator has demonstrated how each person can participate actively in the session"

"All facilitators were skilled, they built connections with every participant and exuded confidence in them"

"The training experience was positive, fun and interesting"

"During the session, individual voices were heard and everyone was treated with respect"

peepul

About Peepul

What "Peepul" Stands for?

1. Our Name

Peepul is named after the Peepul tree, which is considered a symbol of wisdom. Its shade has served, and still does in some region as an open setting for classrooms. The tree has deep roots and fosters a nourishing environment in its shade and around it. As an organization, just like the peepul tree we are deep rooted and aim to provide a steadfast presence for our students in which they can thrive and learn. We believe it is fitting that our name is phonetically similar the word "people". In all our interactions, we are a people-first organization, where the heart of every decision is the student's interest. In our organization, we nurture exceptional talent to create an unrivalled environment for learning, opportunity, and growth.

2. Our Values:

Impact
- Put the child's interest ahead of all others
- Celebrate every child's uniqueness and empower them to live up to their potential
- Enable a high-quality, holistic education for every child, regardless of socio-economic background
- Evaluate every initiative for its impact on the lives of children

Excellence
- Pioneer thinking and approaches to transform educational ecosystems
- Uphold a high bar on quality for all pursuits
- Partner with policy-makers and educators to enable high academic outcomes/Integrate learnings from exemplar schools and school systems worldwide

Leadership
- Nurture an unbeatable environment to deliver excellence
- Sustain and celebrate a mindset of trust and mutual respect
- Exemplify courage and resilience
- Inspire others to continuously grow and improve

Executive Team

Our Executive Team brings a diverse range of experiences and expertise

Kruti Bharucha
Chief Executive Officer

As the CEO, Kruti sets the vision and strategic direction for Peepul's work. She has over **20+ years of experience in various leadership and management roles in the education**, management consulting and advisory sectors and with multilateral institutions. Prior to Peepul, she worked with CEB's India and Washington DC offices, McKinsey and Co., The World Bank and the International Monetary Fund (IMF). **Kruti was selected as a Rainer Fellow by the Mulago Foundation in 2020, the only Indian selected.** She was also recognised as one of the Top 100 Women Transforming India by Niti Aayog. She received the Social Innovation Leader Award from the World CSR Congress in 2020 and the Excellence in Leadership Award from the Women Economic Forum. **She was awarded Social Entrepreneur of 2019 by Business World and on Business World's 40 Under 40 List (2019)**. In 2018, Kruti was selected by The Economic Times in their Women Ahead List of 26 women leaders and as Disruptor of the Year by Business World. Kruti holds a degree in MSc (Development Studies) with Distinction from the London School of Economics, an MA (Economics) from the University of Maryland and a BA (Economics) with Distinction from Lady Shri Ram College, University of Delhi.

Urmila Chowdhury
Education Director

Urmila brings **over 30 years of vast experience in education**. In her role as the Education Director for Peepul, she leads the education and academic team to run Peepul's exemplar schools, contextualise and use international best practices, train teachers in both curriculum and pedagogy, design new programmes and in partnership with governments, develop scalable solutions for learning challenges faced by children from underprivileged backgrounds. **She has been a teacher for two decades** in India's prestigious schools like La Martiniere and the Shri Ram School. At The Shri Ram School, she was a teacher for 15 years and a school leader for five years. Her work and writing have been featured in Times Education Supplement UK, Business Standard, Times of India and Reader's Digest.

Management Team

Sonia Mondal
Teacher Training Lead

Sonia has 14+ years in the field of elementary education, working on interventions with both children and educators. Her work has involved teaching, developing curriculum, and leading teacher capacity building. Since she joined Peepul in 2017, Sonia has developed training modules for government teachers on classroom management, lesson planning and developed curricular toolkits that can be used by teachers to deliver classroom instruction more effectively. She has worked at Amity International School, Heritage School and Tagore International School. Published curricular content/books with Amity University Press, Eklavya and the NCERT. Sonia has spoken at government conferences on innovations in teacher training and at national conferences including University of Chicago's Teacher Training network group in India. She holds a Masters in Elementary Education from TISS, Mumbai; and has been trained by Cambridge on the Young Learners English Program and is a certified speaking examiner.

Sachin Ashapure
Senior Programme Manager

Sachin has over 16+ years' experience of working in education reform space in the states of Madhya Pradesh, Rajasthan & Haryana focusing on School Operations, Teacher Training, large scale programme planning and implementation & Government Liaising and Partnership. He is working with the organization since 2014 and supports all interventions in Madhya Pradesh. At Peepul, Sachin is responsible for overall program design, execution, strengthening government partnership and working to build an effective and sustainable delivery architecture at scale. Before joining Peepul, Sachin served as a State Training Officer at TESS India, British Council, The Open University UK. Additionally, Sachin worked as an Assistant Manager with Bharti Foundation, where he played a key role in overall project planning and the implementation of district-level initiatives. Before that, he held the position of Program Coordinator at Samaprpan, Society for Social Welfare, where he led the overall project planning and implementation efforts. Sachin's educational background is equally impressive. He holds a Master's in Social Work (M.S.W.) with a specialization in Urban & Rural Community Development from the Indore School of Social Work. Additionally, he obtained his Bachelor's Degree in Electronics from Devi Ahilya University in Indore.

Girish Ananthanarayanan
Chief Operating Officer

Girish has 7+ years of experience in delivering systemic and technology solutions across agriculture, renewable energy, education and financial inclusion. As the COO and Director of Scale Programmes at Peepul, Girish's key responsibilities are managing corporate functions, executing our growth plans for at-scale programmes, and leading strategic projects for the organization. Prior to Peepul, he worked as an Engagement Manager with McKinsey & Co. in the Asia-Pacific region. He has worked at the Country Manager of Generation (McKinsey-incubated skill development non-profit) and at ITC Ltd. He is an alumnus of IIT Madras and IIM Ahmedabad and is a One Young World Ambassador. The United has also recognized him Nations for the UN Sustainable Development Solutions Network's "Youth Solutions Report 2020". He was also listed on the prestigious BW Disrupt '30 Under 30' list.

Shiladitya Ghosh
Senior Programme Manager

Shiladitya brings a wealth of experience and a diverse professional background to the field of education and development. In his current role, he serves as a Senior Programme Manager at Peepul where he focuses on enhancing the capacity of Government School leaders and teachers participating in the CM RISE schools programme. His **responsibilities involve designing and delivering training sessions and implementing best practices across 200+ selected schools in the initial phase**. Previously, Shiladitya held the position of Director-Principal at NH Goel World School in Raipur, CG, India. In this role, he established a working model to transform academic practices, and taught Grade 10 CBSE and IGCSE 9 & 10 students. Additionally, he conducted CBSE grade 10 & 12 exams as a Centre Superintendent. Prior to that, Shiladitya worked as an Independent Consultant, collaborating with schools to enhance teaching practices and assessments. He also served as a Director at the Shiv Nadar Foundation for Vidya Gyan Leadership Academy and as a Director for Teacher Empowerment Initiatives at Encyclopedia Britannica.

Our Board

Our Board comprises of eminent experts from the education, public affairs, and corporate sectors.

Ramesh Srinivasan
Senior Partner, McKinsey and Company

Ramesh Srinivasan currently co-leads the Pharmaceuticals & Medical Products and Organisation Practices at McKinsey. He has had an illustrious career, spanning twenty-four years spent in India and New York. Over the years, Ramesh has led and shaped organisational change projects for clients from diverse industries – healthcare, banking, technology, and much more. Promoting better education has also been an area of active engagement for Ramesh. He finds himself on the Boards of pioneering education not-for-profits in India, such as the Akanksha Foundation and Teach for India. He is also on the Board of the NYU Tandon School of Engineering. Ramesh holds a Business Technology degree in Computer Science from the Indian Institute of Technology (IIT) Madras. He is an MBA graduate and a gold medalist from the Indian Institute of Management (IIM).

Abha Adams
Former Director, Shriram Schools and Advisor Education, Step by Step School

Abha Adams is a well-known educationist, prolific writer, and orator. She holds a Masters's degree in English Literature from Lady Shriram College, University of Delhi and a Master in Drama and Theater Arts from Leeds University, UK. With almost four decades of experience in the education sector, Abha began her career as an English lecturer at Lady Shriram College. She later served as the Director of the Shriram schools for thirteen years. Currently, she is an advisor for education at Step By Step School in Noida and the lead education partner for Carnegie Hall, New York. She is also a member of the boards of the Assam Valley School, the Ahvaan Trust and the Fab India Education Trust.

Vibha Parthasarathy
Former Chairperson, National Commission for Women

Vibha Parthasarathi is a renowned educationist with almost fifty years of experience in teaching, learning, and education systems reform in the West (UK and USA) and the global South (India and Kenya). Educated at Cambridge University and Boston University, Vibha was Chairperson of the National Commission for Women (NCW) from 1999 to 2002. She also served as the Principal of Sardar Patel Vidyalaya in New Delhi.

Soumya Rajan
Founder, MD and CEO Waterfield Advisors

Soumya Rajan, in her twenty-five years of experience in the financial services sector, has held diverse portfolios, including that of leadership positions at one of India's leading private banks – Standard Chartered. Soumya also serves on the Boards of several education-based not-for-profits, including Reach to Teach and Indian Institute of Technology (IIT) Gandhinagar's Research Park and Entrepreneurship Centre. Among her notable achievements, she was recognised as one of India's top 100 women in finance (2019). An alumna of St. Stephen's College, Delhi, Soumya, was awarded the prestigious Radhakrishnan Scholarship to study at Oxford University.

Sumit Bose
Vice Chairman, National Institute of Public Finance and Policy

Before serving as the vice chairman at the National Institute of Public Finance and Policy and the public interest director at BSE, Sumit Bose had many years with the Ministry of Finance and the Education Department of the Government of India. His role was pivotal in launching the Sarva Shiksha Abhiyan (Universalisation of Elementary Education) in India as the then Joint Secretary of the Department of Elementary Education. He has also served as the Secretary of School Education in Madhya Pradesh, the Union Finance Secretary and Revenue Secretary in the Ministry of Finance.

Our Supporters

We are grateful to all our supporters who have made
our journey possible

Peepul in News

mint

"Over the past several years that we have been working with government school systems, we have seen how providing equitable learning opportunities can transform not just the lives of their students, but of families and teachers around them. Critical thinking and problem-solving skills acquired by learning Computer Science have the potential to break opportunity barriers for underprivileged children in India," said Kruti Bharucha, Founder and CEO, Peepul India.

"Amazon launches its global computer science education initiative in India"

28th September, 2021

BW DISRUPT
ENTREPRENEURS' DISRUPT

Kruti Bharucha
Founder and CEO of Peepul India

From Possibility To Plausibility

A chance for social entrepreneurs to reimagine education

"From Possibility To Plausibility"

6th August, 2021

THE ECONOMIC TIMES

Five inspirational Indian schools were on Thursday named in the top 10 shortlists across different categories for the inaugural USD 250,000 World's Best School Prizes, launched in the UK to celebrate schools worldwide for their enormous contribution to society's progress.

"World's Best School: Delhi SDMC school counts diversity, interactive teaching as its unique features"

9th June, 2022

peepul

Peepul in News

जनसम्पर्क विभाग
मध्यप्रदेश शासन

संचालक श्री धनराजू ने किया "हमारे शिक्षक हमारे प्रेरणास्त्रोत" पुस्तिका का लोकार्पण
शिक्षकों के विचारों और शैक्षिक प्रयासों पर आधारित है पुस्तिका

भोपाल : शुक्रवार, फरवरी 25, 2022, 21:36 IST

स्कूल शिक्षा विभाग द्वारा शिक्षकों के व्यावसायिक उन्नयन के दृष्टिगत सी. एम. राइज़ शिक्षक व्यावसायिक उन्नयन कार्यक्रम संचालित किया जा रहा है। दीक्षा पोर्टल पर उपलब्ध प्रशिक्षण कार्यक्रमों पर आधारित शिक्षकों को प्राप्त नवीन शैक्षिक जानकारियों, अकादमिक अनुभवों और विचारों को अन्य शिक्षकों से साझा करने एवं उनके प्रयासों को प्रेरित करने के लिए राज्य शिक्षा केन्द्र के द्वारा सहयोगी संस्था "पीपल" के सहयोग से "हमारे शिक्षक हमारे प्रेरणास्त्रोत" पुस्तिका तैयार की है।

संचालक श्री धनराजू ने किया "हमारे शिक्षक हमारे प्रेरणास्त्रोत" पुस्तिका का लोकार्पण
25 February, 2022

School Education Department, MP
@schooledump

संचालक श्री धनराजू ने किया "हमारे शिक्षक हमारे प्रेरणास्त्रोत" पुस्तिका का लोकार्पण

शिक्षकों के विचारों और शैक्षिक प्रयासों पर आधारित है पुस्तिका

#JansamparkMP
#SchoolEducationMP
Translate post

9:24 PM · Feb 25, 2022

The School Education Department, MP tweet about the release of Hamare Shikshak Hamare Prerna Strot
25 February, 2022

Our Financials

Balance Sheet

Absolute Return for Kids
Balance Sheet as at 31st March 2022
(All amounts are in Indian Rupees unless, otherwise stated)

Particulars	Note	FCRA	Local	As at 31 March 2022	As at 31 March 2021
LIABILITIES					
Corpus Fund	1	2,13,62,841	13,58,429	2,27,21,270	1,41,49,823
Reserves & Surplus	2	-	2,47,92,292	2,47,92,292	2,26,27,569
Duties & Taxes	3	15,65,720	15,82,626	31,48,347	4,55,460
Current Liabilities	4	7,90,27,198	10,93,795	8,01,20,992	4,67,62,739
Total		10,19,55,759	2,88,27,142	13,07,82,901	8,39,95,590
ASSETS					
Non-Current Assets					
Fixed Assets	10	7,03,590	35,62,646	42,66,236	33,60,704
Current assets, loans & advances					
Advances				-	3,15,418
Cash & Cash Equivalents	5	9,95,04,572	2,50,64,237	12,45,68,810	8,00,64,567
Other Current Assets	6	17,47,597	2,00,258	19,47,855	2,54,901
Total		10,19,55,759	2,88,27,142	13,07,82,901	8,39,95,590

Significant Accounting Policies and Notes to Accounts as per Schedule 11
Schedules 1 to 11 form an integral part of the accounts.

In terms of our report of even date attached

For Koshi & George
Chartered Accountants
Firm's Registration No. 003926N

George Koshi
Partner
Membership Number: 82961

For Absolute Return For Kids

Kruti Bharucha
Chairperson

Sumit Bose
Treasurer

Place: Delhi
Date: 9th August, 2022
UDIN: 22082961AOXMKU9194

Our Financials

Income and Expenditure Statement

Absolute Return for Kids

Statement of Income & Expenditure for the year ending March 31, 2022

(All amounts are in Indian Rupees unless, otherwise stated)

Particulars	Note	FCRA	Local	As at 31 March 2022	As at 31 March 2021
Income					
Grant Donation		6,90,60,268	2,82,89,854	9,73,50,122	7,18,29,075
General Donation		81,22,201	31,31,824	1,12,54,025	11,55,412
Other Income	7	35,12,733	8,28,638	43,41,371	25,27,515
Total Income		**8,06,95,202**	**3,22,50,316**	**11,29,45,518**	**7,55,12,002**
Expenditure					
Programme Implementation Expenditure	8	3,63,31,552	2,36,86,730	6,00,18,282	3,80,19,347
Administrative & Other Costs	9	1,14,11,109	41,85,576	1,55,96,685	45,13,455
Depreciation	10	1,70,410	22,13,287	23,83,697	8,40,176
Total Expenditure		**4,79,13,070**	**3,00,85,593**	**7,79,98,663**	**4,33,72,978**
Excess of Income Over Expenditure		**3,27,82,132**	**21,64,723**	**3,49,46,855**	**3,21,39,024**
Amount Transferred To General Fund		3,27,82,132	21,64,723	3,49,46,855	3,21,39,024

Significant Accounting Policies and Notes to Accounts as per Schedule 11
Schedules 1 to 11 form an integral part of the accounts.

In terms of our report of even date attached

For Koshi & George
Chartered Accountants
Firm's Registration No. 003926N

For Absolute Return For Kids

George Koshi
Partner
Membership Number: 82961

Kruti Bharucha
Chairperson

Sumit Bose
Treasurer

Place: Delhi
Date: 9th August, 2022
UDIN: 22082961AOXMKU9194

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