peepul™

Transforming Lives through Education

Annual Report 2020-2021

www.peepulindia.org

Contents

What's in **our name**?

Our organisation is named after the Peepul tree, which holds great significance in Indian culture. It is considered the tree of wisdom and its shade has served— and still does in some regions—as a setting for open classrooms.

Peepul trees have deep roots and foster a nourishing environment around themselves. As an organization, we aim to be exactly that for our children: a steadfast presence around which they can thrive and learn.

We believe it is fitting that our name also resembles "people". In all our interactions, we are a people-centric and people-first organization that puts children's interests at the centre of everything we do.

In our organization, we nurture exceptional talent to create an unrivalled environment for learning, challenge and growth.

All our actions are driven by what is best for the children we work for.

A note from the CEO

One of our advisors commented on how we always look for silver linings. It's true – **optimism** is a defining characteristic of everyone who works at Peepul and how we continue to keep going, in the face of numerous challenges and the ups and downs in our journey.

2020 was a defining year for the organisation.

With the closures of schools due to the first wave of the COVID-19 pandemic in March 2020, we had to immediately reflect on our approach and question how we could continue to have impact and educate the children that we work with through our exemplar schools and our scale programmes.

As an organisation, we pivoted towards developing a short-term, medium-term and long-term strategy to deal with the pandemic. In the short-term, we realised that many families needed support and mobilised our teams to both provide ration and identify the needs of the communities. For the medium-term, we identified the approach towards digital teaching that would be needed at the exemplar schools – the children needed access to technology and devices + structured and scheduled time to be able to attend lessons. For the long term, we had to think about how long the pandemic would last and the vision of our programmes 12-18 months down the line.

It was this agility that helped us evolve our programmes, keep them relevant and even pioneer approaches as we sought the silver linings and the opportunities that we had.

In Madhya Pradesh, with the school closures, we saw a once-in-a-lifetime opportunity to engage directly and deeply with teachers – leverage the 'pause' to build their skills and abilities to effectively engage children in the classroom in more meaningful and high-impact ways. We saw that, if we could use the time of the pandemic to bring about a transformation of teaching practices, the schools and classrooms would be much stronger once schools re-opened, and children were back.

That's how CM Rise in MP was launched in partnership with the School Education Department of the state government – on the back of that vision but closely supported by strong execution on ground and high-quality programme content.

We went in with a vision for **holistic teacher development**, viewing the pandemic as an opportunity to transform how teachers were skilled and developed, as well as the state's approach towards shifting mindsets around high-engagement classroom practices to improve learning. We worked closely with DIKSHA to build national assets on teacher development, as well as **put in place technology platforms and processes** that would track learning (not just completion) and pioneer timely, bite-sized, practical training that would reach every single teacher in the state (with 320,000 teachers across MP, not a small feat at all!)

The CM Rise teacher development programme gave us the confidence to **launch a new programme in Delhi called Parivartan, which focuses on system-level transformation.** Here, we look at improving academic, non-academic and institutional processes. We were able to see our model in action – the learnings and codification of the practices at the Exemplars were able to manifest at scale, as we worked on larger interventions with the Government as our primary partner.

2020 was the year that we went a long way towards **breaking the quality-scale trade-off** and helped us demonstrate that quality at scale is possible.

So, as we look back and take a deep breath, we have a huge thanks to convey.

First, to the team for their doggedness and hard work – they made it all possible across Delhi and MP. We were also able to bring in some great new talent and are excited about all that they bring to Peepul to strengthen our programmes further.

A huge thanks also to many new funding partners that shared our vision – DRK Foundation, Mulago Foundation, Bank of America, SBI Foundation, David Weekley Family Foundation, and Michael and Susan Dell Foundation. Fundraising is incredibly hard, but it was made a lot easier when we had such amazing organisations that were fully supportive and there for us. Continued and strengthened support from The Maitri Trust, N/Core, Mercer and many individual donors inspire us to do even better as we grow.

Do read more about our journey in the attached pages, and especially our model and approach that we have detailed out a bit for you.

At the heart of our work is a high-engagement teaching toolkit and the three pillars of our work at scale and at the systemic level are teacher skilling, academic mentoring and coaching, and aligning accountability and incentives.

As we take on more, we'll always have the model as our anchor so that we can stay focused on improving student engagement and learning in every classroom.

Warm regards,

Kruti

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

The Peepul Model
of Strengthening Public School Systems

Understanding **the crisis**

The school system in India is one of the largest in the world, with a staggering 250 million students and 9 million teachers. However, as the ASER 2018 survey showed, the system falls woefully short on learning outcomes: 53% of Grade 5 students in India cannot read a Grade 2 textbook and three-quarters cannot divide.

The most vulnerable and underserved communities rely on this public education system to realise their dreams of a better future. Being free of cost, it is a lifeline for them.

The government deploys immense resources towards strengthening the public education system. Millions of dollars are budgeted and expended[1] – towards school buildings, books, stationery, boundary walls and beyond. Millions of schoolteachers, school leaders and a constellation of education officials are engaged daily in delivering education to the next generation of India.

Yet, this achievement gap is particularly acute for the 166 million children going to 1.1 million public schools in India (accounting for 70% of all schools).

[1]For instance, the budgeted expenditure for education was over INR 4.5 lakh crore (800 million USD) in 2016-17.

Many factors are responsible for this continued shortfall on outcomes, including aspects of poor policy, implementation, and governance.
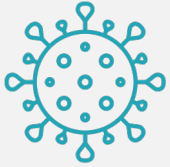
COVID-19 has caused the learning gaps to widen even further. Studies have noted a regression in previously acquired foundational and conceptual learning abilities – for instance, 82% of children studied 'forgot' at least one specific mathematical ability from the previous year, across all Grades from 2 to 5[2].

While both public institutions and civil society organisations working towards the education outcomes have pivoted quickly as a response to the pandemic, **we are still potentially looking at years of effective remedial learning programmes to bring back our students at the pre pandemic levels.**

If left unaddressed, this crisis in education will leave a large section of the future generation without essential life skills, critical thinking abilities, and core human values.

[2] Finding from the report *Loss of Learning during the Pandemic*, Azim Premji University, February 2021

Our **Belief and Approach**

We thought long and deep about this: What is our theory of impact? What will it take to improve the quality of education of the public education system? Do we try to tackle the whole problem in toto, or tackle a specific part?

And most importantly, what could make us believe our solution is what it takes?

At Peepul, we believe that supporting the government and administration is the most effective and sustainable way to impact learning outcomes for 166 million students enrolled in the public education system.

To this end, we work closely with state governments to design and deliver high-quality improvement programmes in education, and to improve the service delivery of the public education system.

Our work ranges from developing the pedagogical skills of teachers through a combination of training, coaching and learning circles, to effecting systemic changes that strengthen the system's accountability to improve learning outcomes.

Our model is unique – blending a deep practitioner understanding of education, an in-depth embedment in government systems and the ability to manage projects at scale, to strengthen system delivery in a sustainable manner.

Our interventions are **data-, research- and policy-backed**

Data-backed:

Our Monitoring & Evaluation team works closely together with the programme teams, to define the impact framework, and to then implement a robust impact measurement plan.

Research-backed:

We leverage the latest thinking in education and international best-practice, and contextualize it to the Indian public school system setup.

Policy-backed:

Our work is built in consonance with the fundamental policy documents that direct the future of education in India, including the National Education Policy 2020. We also engage to support strengthening the national and state policy frameworks as necessary, as expert members of committees, to strengthen the underlying policy framework of the country.

Our Model of School System Transformation

Focused, timely
teacher skilling

to enlighten and
enable for action

High-engagement
Teaching Toolkit

that enables meaningful
teacher-student interaction

Academic mentoring
and coaching

to help manage the
change

Aligned **incentives and
accountability**

to bring focus on the things
that matter

The **Peepul Model**

At the heart of our model, is a **High-Engagement Teaching Toolkit.**

A body of research exists showing the strong linkage between the soft infrastructure of schools, including teacher behaviour, to develop student engagement, and in turn, better educational outcomes'. If children are meaningfully and effectively engaged in the classroom, they attend classes regularly, engage in their work, and in turn, achieve learning.

Consequently, the school is seen by parents as valuable, and there is less chance of students dropping out of school, and a virtuous cycle of learning is built. This path to the virtuous cycle of learning is the same for any child, in any school, anywhere, in virtual or physical classrooms.

We have built a proven, road-tested high-engagement teaching toolkit, that encompasses approaches to managing student behaviour, and ensuring student engagement towards learning.

The toolkit contextualizes international best-practices to the Indian government school context. This has been built by Peepul over 5+ years, and continues to be improved in our exemplar demonstration schools in Delhi (our 'R&D labs'). Our day-to-day experience running these three schools offers us an up-close view of the on-ground pressures and realities. Also, we have teachers and teacher trainers, with over a combined 100+ years of experience. That way, we keep always evolving our toolkit to keep it current and cutting-edge.

Where the magic happens

Enrolment

Attendance

Engagement
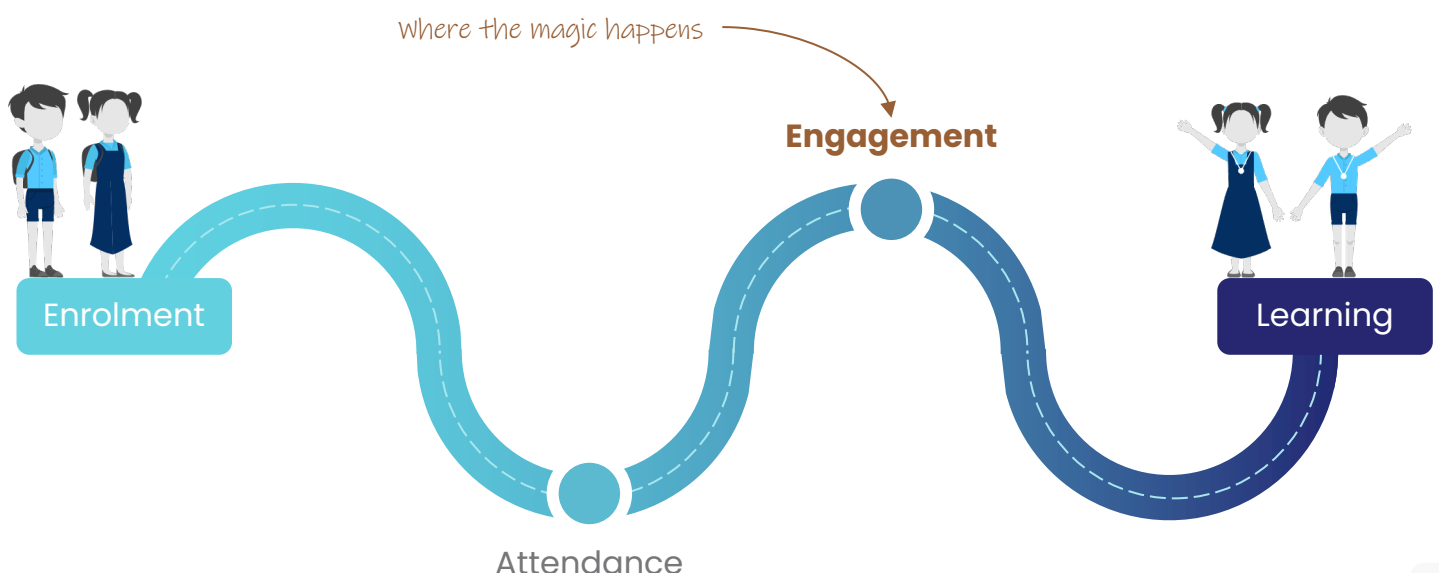
Learning

We deploy three supporting interventions to enable this approach to high student engagement and learning across a public school system

Focused, timely teacher skilling

We design and deliver bite-sized, modular, relevant training programmes for teachers to help them improve a range of classroom skills and deliver high-engagement teaching.

We also build learning circles for teachers, to create a community of supportive peers.

Building Academic Mentors

We work with governments to create layers of structured academic mentorship in the school system. The principals / government officials help teachers implement what they have learnt in the training, overcome barriers to change and get feedback on their development.

Building academic mentors also helps shift the focus of the system from school administration to academic enablement.

Aligning incentives and accountability

We engage governments to create structures to reward the right behaviours and build accountability for academic outcomes.

This includes strengthening the policy framework, building accountability structures, designing performance assessments and evaluations, digitizing processes, bringing focus on data-based decision making, etc.

Towards this, we also leverage government technology platforms.

"

I have watched Peepul's scale journey very closely. It has been a privilege to mentor them as they conceptualised and executed on the idea of Exemplar Education Ecosystems.

It has been quite exciting to witness how they developed and supported state governments with a blueprint for reform. **Peepul has impressed me with their analytical rigour, big-picture thinking, their unique practitioner approach to systems change and robust execution. Their programmes have not only scaled but pioneered systemic improvements.**

Their work reminds me of what Pablo Picasso once said, "Everything you can imagine is real." Peepul leads with imagination and follows through with intense execution.
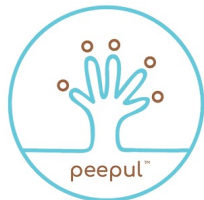
Sanjay Purohit

Chief Curator, Societal Platform, EkStep Foundation

Our Programmes

We run four programmes across Delhi and Madhya Pradesh, in line with our model

Delivering **direct impact**

Exemplar Schools
Pioneering a new PPP model
Delhi

In partnership with

South
Delhi
Municipal
Corporation

SDMC Sitara
Building Teacher Capacity in SDMC Schools
Delhi

In partnership with

South
Delhi
Municipal
Corporation

Partnering on **education system strengthening**

SDMC Parivartan
Supporting a Holistic School System Transformation
Delhi

supporting

South
Delhi
Municipal
Corporation

CM Rise
Strengthening Institutions for Teacher Empowerment
Madhya Pradesh

In partnership with

Govt. of
Madhya
Pradesh

An English class ongoing in Peepul's exemplar school at Lajpat Nagar, Delhi

Exemplar Schools
Pioneering a new PPP model

Delhi

Our network of **three high-achieving primary schools** in Delhi **transforms the lives of over 1200 children** from low-income communities.

1200+
students impacted

85%+
students achieving grade-level competencies

As practitioners who believe in demonstrated impact, we have pioneered the **turnaround of three ailing schools into visual exemplars,** in partnership with the South Delhi Municipal Corporation (SDMC).

These 'proof-of-concept' schools that are run within the government system, act as our innovation labs. We track and analyze school-level data for insightful evidence on interventions that work. We contextualize international best-practices to the Indian government school context. And once we identify what works, **we codify and disseminate it across the four programmes we run**.

The profile of our students and the talent pools our teachers are from are the same as those of a typical government school – yet we deliver exceptional results.

With 85%+ students achieving grade-level competencies and 95%+ Parent-Teacher Meeting attendance, our schools stand testament to the high quality of education that is achievable within the public school system.

The **Peepul Effect**

Enrolment

9	~1200
students in 1 school	students in 3 schools

Attendance

<40%	>75%
annual attendance	annual attendance

Learning outcomes

>85%

students meeting or exceeding minimum grade-level expectations

Parental involvement

95%

parent-teacher meeting attendance

The data captures our journey in exemplar schools from 2015-16 to 2019-20

The Peepul approach: What our schools do differently

Our success is built on three pillars

Nurturing children in their 'attendance to attainment' journeys

Empowering teachers to deliver excellence in education

Engaging closely with communities that shape our children's formative years

Nurturing children in their 'attendance to attainment' journeys

Caring classroom environment:

Our classrooms are safe spaces that empower children to live up to their potential. Meaningful school routines, fun and engaging delivery methods and an emphasis on values, respect and good behavior cultivate a desire to learn from an early age.

Innovative curriculum:

We have developed a strong curriculum, using international best practices and guidance from reputed Indian experts. Our focus is on Foundational Literacy and Numeracy (FLN) so that children have a strong base on which to build. Colorful and interesting teaching materials are used to ensure children have opportunities to collaborate, learn and play.

Data-backed, child-specific interventions

We celebrate every child's uniqueness by recognising that not all children in a classroom are equally empowered. We regularly monitor and assess child-level learning indicators, to give each child the attention and support they require.

Empowering teachers to deliver excellence in education

Rigorous selection and training:

We undertake a rigorous multi-stage interview process to identify teachers with the right attributes. We spend four weeks intensively training our Peepul teachers to be skilled classroom practitioners and they continue to receive regular in-service training throughout the year.

Independence, with support:

We encourage our teachers to take ownership of their classrooms, from creating their own lesson plans to innovating teaching methodologies tailored to students. Weekly, evidence-based developmental coaching helps our teachers bring their best selves to the classroom, "learning circles" and "co-planning" enable collaboration and exchange of best practices and expert teachers guide newer recruits through role modelling.

Tailored growth opportunities:

We give our teachers the flexibility to craft their individual professional journeys, be it by limiting their administrative responsibilities or taking on special roles (organising student clubs / tutoring groups of students who require extra attention) that keep them motivated and excited.

Capability building:

We partner with and work hand-in-hand to build the knowledge, skills and capacity of government teachers who work in our exemplar schools. We introduce them to innovative pedagogy and impactful teaching practices that will help them bring about transformation in their classrooms.

Engaging closely with communities that shape our children's formative years

Awareness-building:

We work closely with communities in the catchment areas around our schools to empower them with the information required to support their child's education. We not only carry out home visits but also communicate regularly through phone and messages about each child's performance at school.

Continuous engagement:

We run initiatives to ensure that parents / family are involved in positively shaping their child's education; e.g., we have a dedicated set of community champions who take the lead on school events aimed at increasing community engagement.

Counselling and support:

Our social workers engage with parents and families to diagnose issues at home to try and support/counsel where needed and possible. We also monitor the child's health and family conditions so that we can speak with the family in the case of illness or poor attendance.

Peepul impact: significantly higher achievement in external evaluations
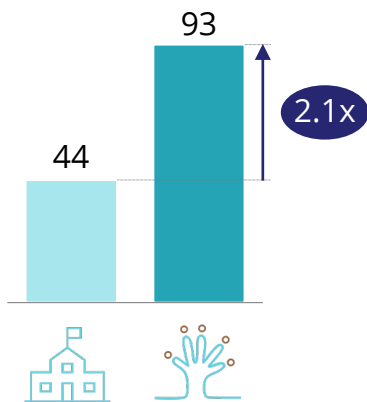
2-3x better performance in Mathematics and Hindi
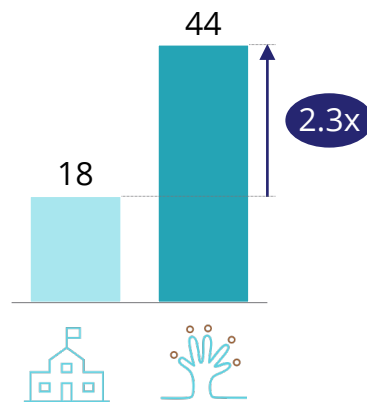
8-15x better in English

Grade 2
% of students

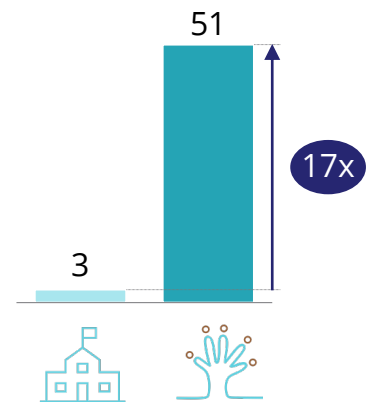#### **Mathematics**
Comfort with numbers (10-99), subtraction, division

93

44

2.1x

Hindi
Comfort with reading paragraphs/stories

44

18

2.3x

English
Comfort with reading paragraphs/ stories

51

3

17x

Grade 3
% of students

Comfort with numbers (10-99), subtraction, division
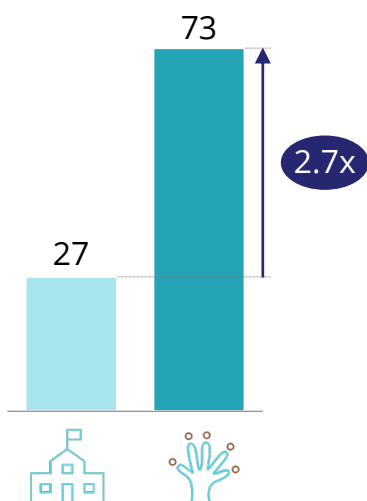
73

27

2.7x

Comfort with reading paragraphs/stories

80
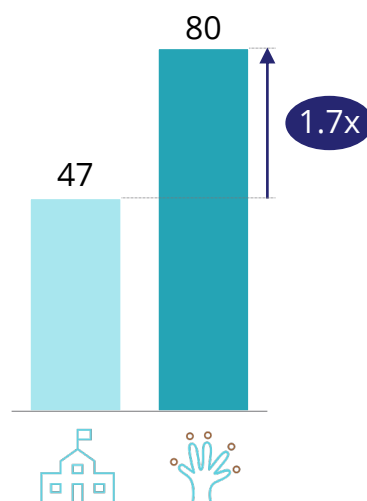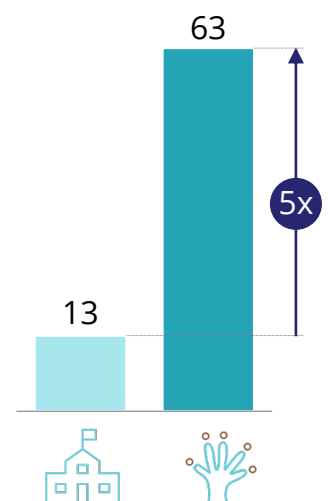
47

1.7x

Comfort with reading paragraphs/ stories

63

13

5x

We also facilitate cross-state learnings through exposure visits to the Peepul Exemplar schools

School leaders and academic officials from Dewas, Madhya Pradesh, visited Peepul's exemplar schools as part of an exposure visit organized by the Government of Madhya Pradesh.

Classroom observation

Facilitated group work and reflection

Design thinking workshop

Photos taken from across years

"

Peepul provides a great example of improving quality of school education through public-private partnership, which is replicable and scalable.

They have now also come up with commendable initiatives to grapple with the fallout of COVID 19 which are worthy of emulation. With the New Education Policy's much needed focus on Foundational Literacy, teachers, competency assessments, there is a huge need to focus on implementation. I look forward to Peepul's continued impact by making it happen.

Anil Swarup

Former Secretary, Ministry of Education,
Government of India
Founder and Chairman, Nexus of Good

Snapshots from our schools

Happy Learning Spaces

Snapshots from our schools

Snapshots from our schools

Snapshots from our schools

A fun parent-child activity as part of the 2019 New Parent Orientation Day, Lajpat Nagar School. Parents are introduced to new ways of teaching and engaging with children so that they can replicate these at home.

Our schools are inclusive with children of all abilities integrated in general classrooms. Our teachers plan lessons keeping the needs of different children in focus. Where necessary, a few children are given further scaffolding through individual lessons, and a modified curriculum.

Classroom and school libraries build a love for reading. Library classes are scheduled into the class timetable and books are labelled according to level of difficulty so that teachers can guide children to the right level.

Minimising Learning Loss
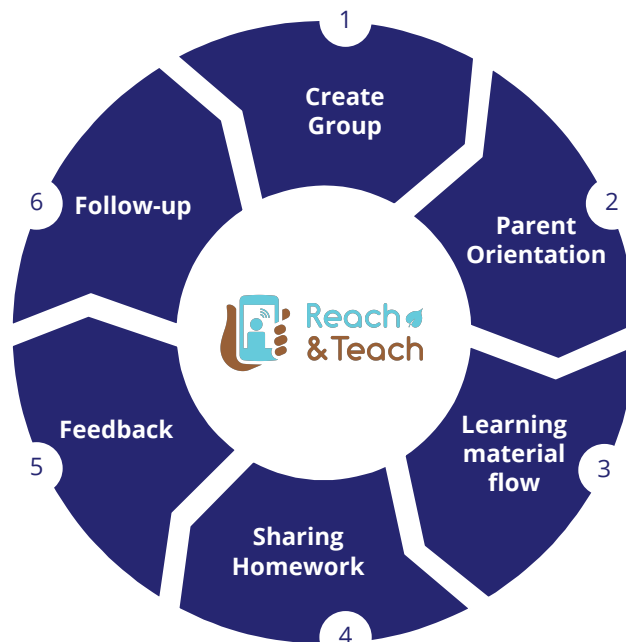## During COVID

Reach & Teach

The COVID-19 pandemic has hit the poor disproportionately hard; beyond loss of livelihoods, the associated school closures that have gone on for many months, with immense learning losses for their children.

And so, as soon as the lockdown began, our teachers swung to action, under the Reach & Teach Task Force. We reimagined how to continue learning for our students, virtually. We reached out to our students through their parents' phones and widely available low-tech solutions like WhatsApp. We partnered with parents to support the child. We curated and created exciting, attractive and relevant material.

Digital, distance learning is neither straightforward nor easy for the poor, with their limited access to and understanding of technology.

To conduct effective low-tech virtual learning, we crafted a six-step process: onboarding and orienting the parents, providing learning content, providing regular review and feedback, and assessing learning.

1. Create Group
2. Parent Orientation
3. Learning material flow
4. Sharing Homework
5. Feedback
6. Follow-up

Made for Peepul schools. Open to everyone.

The learning content created by Peepul teachers have proven impactful in keeping the learning of our students going. And so, we are making them available freely for anyone to use. We hope you can use these resources to good effect, too.

Peepul Resource Hub

We have over the last year designed and executed the programme with **empathy for the situation of the parents and children**

Using a clear learning framework

- We planned a learning framework that **covers the important foundational concepts** that children need to know to be ready for their next class.
- **One concept / subject / week which** builds week-on-week. E.g., three strands in Math (Number system, Money and Shapes).

Keeping it light

- We sent **1 content piece in a day, 3 days a week**. The intervening days were for the teachers to check in with the students. On these days, teachers made calls. Teachers called the ones who struggled more. As they say, **'What works for the child who struggles the most will work for all children.'**

Using small-sized videos

- Due to internet bandwidth issues in low-income community locations, we avoided YouTube. We sent **1 video / subject / week**, for Math, English, Hindi. Each **video was < 2 minutes long and** was accompanied by a worksheet.

Differentiating content

- Teachers used **Broadcast lists on WhatsApp** to get this sent out.
- Even for the same video, the **task was made differentiated**. Worksheets were modified for the children. If it's too easy, the smart ones drop off; if it's too hard, the struggling ones will drop off.
- For children with Special Education Needs, teachers did group calls to provide greater attention.

Ensuring curated content suits the child

- Accent, context, content of curated materials may be barriers to appeal and understanding for the child. Hence, wherever we sent materials from outside, **we added a voice note from the teacher** to help the child understand what the video is about.

During the lockdown, we regularly tracked the number of children who had been reached and engaged across the weeks.
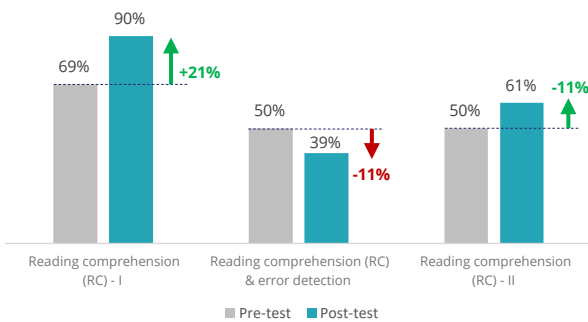
As the weeks went by, we carefully designed and conducted a deeper impact analysis of the *learning outcomes* of the children. For all the immense effort that went into digital teaching-learning for our children, were we able to make an impact?

We really wanted to know if all our efforts paid off. The good news is **our impact assessment shows that they did.**

The evaluation and continuous assessments indicated growth in concept mastery, a striking change in test scores and a sizeable delta in learning levels of children. Below is some of the data that has come in.

Grade 3 - English assessment

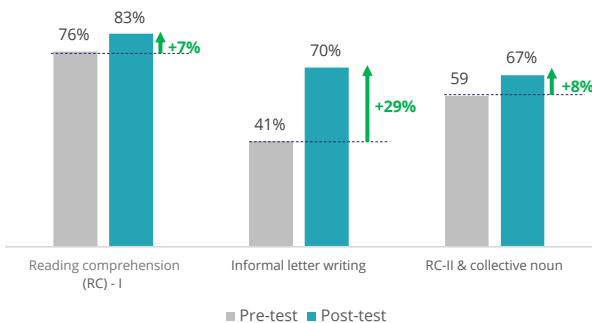**Proportion of students exceeding expectations (score >=70%)**

- Reading comprehension (RC) - I: Pre-test 69%, Post-test 90% (+21%)
- Reading comprehension (RC) & error detection: Pre-test 50%, Post-test 39% (-11%)
- Reading comprehension (RC) - II: Pre-test 50%, Post-test 61% (-11%)

Pre-test ■ Post-test ■

Change in mean scores across teaching modules

- RC - II: Pre-test 6.2, Post-test 6.9 (+0.7)
- RC & error detection: +0.6
- RC - I: +1.0

Total score: 10

Pre-test — Post-test

Grade 3 - English assessment

Proportion of students exceeding expectations (score >=70%)

- Reading comprehension (RC) - I: Pre-test 76%, Post-test 83% (+7%)
- Informal letter writing: Pre-test 41%, Post-test 70% (+29%)
- RC-II & collective noun: Pre-test 59%, Post-test 67% (+8%)

Pre-test ■ Post-test ■

Change in mean scores across teaching modules

- RC-II & collective noun: +1.4
- Informal letter writing: +1.6
- RC- I: +0.5

Total score: 10

Pre-test — Post-test
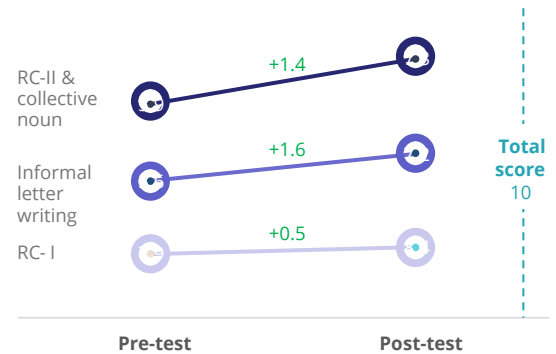
Note : These children were given a pre and a post test for 4 different modules of three subjects - Math, Hindi and English. The test data was then analysed to find growth - positive or negative, patterns for the changes and a better understanding of concept mastery.

What had seemed like a temporary situation turned into **long-term school closure**. And so, we reimagined.

We had to re-think education for our children and ensure we were still meeting our academic targets. We did this by:

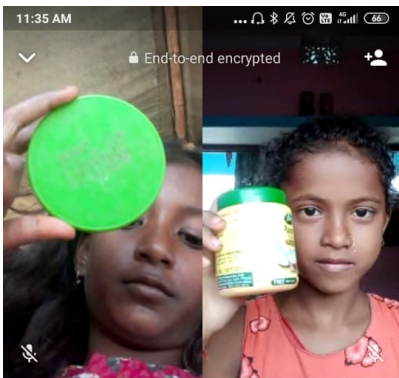Training teachers, parents and children on how to use platforms like Google Meet and Zoom

Increasing the time children spent daily in synchronous classes

Ensuring access by providing every child a tablet or a smartphone and uninterrupted data
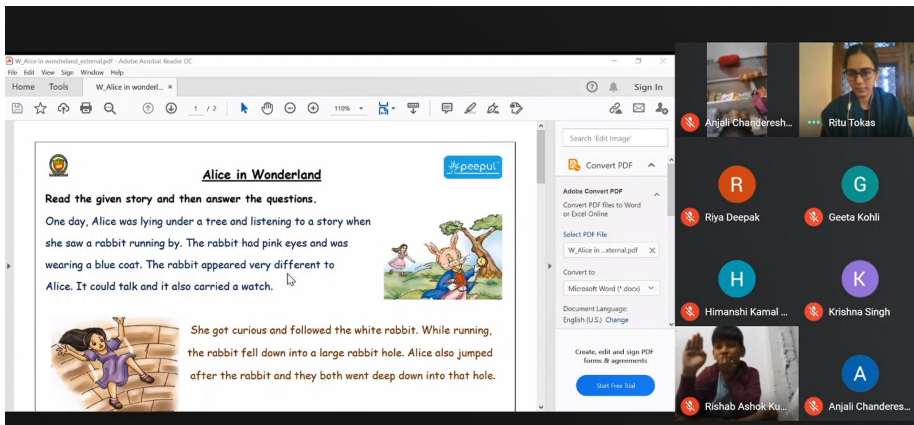
Training our teachers in making online lessons engaging for children

Maths Lesson

Art Class

An English Lesson made easy with simplified text and engaging discussion

Science experiments with materials available at home

Ensuring #NoLockdownOnLearning

Our school community takes pride in their ability to make virtual school as close as possible to real school, with everything that makes a school good intact – PTMs, assessments and of course, great teaching. We are able to ensure learning never stops as parents and children remain invested in education.

A micro-training session being conducted at
the SDMC Pry. School, Harkesh Nagar

SDMC Sitara
Building Teacher Capacity in SDMC Schools

Delhi

Since 2017, we have pioneered an impactful training programme for school-teachers in partnership with the SDMC. The 2-year pilot showed success, demonstrated impact on classroom practices of 600 government schoolteachers in the SDMC. This gave us confidence in scaling up the programme.

SDMC Sitara is an ambitious 4–year systemic intervention aimed at scaling our successful teacher training intervention.

With a virtual kick-off in July 2020, this programme has shaped up as one of the most valuable sources of teacher capability-building amidst the COVID-19 pandemic.

4
years

2800
teachers

500+
schools

4

Resource Centres across all SDMC Zones

- Hubs of all training-related activities
- Set up in strategically located government schools to promote wide coverage and easy access

48

Master Trainers to champion training interventions

- Cohort of in-house, Peepul-trained, resource persons to lead initiatives across Centres
- Rigorous selection process with shortlisted Champion Teachers eligible to become 'Master Trainers*'

9

month long immersive training for new recruits

- Immersion into Peepul schools to receive exposure to an exemplar model within the government system
- Apprenticeship model to inculcate an in-depth understanding of curriculum and pedagogy

5

Part holistic set of outcome focused interventions

- Interventions include customised TLM (teaching-learning material), school leadership buy-in, review and reflection exercises
- Monitoring and evaluation to ensure that programme improves student outcomes

* Cadre of high caliber teachers who support capacity building for their peers in the system

In the first year of Sitara, we have trained

450+
Government teachers

across

200
schools

enriching

18,000
children

Equipped with learnings from our own exemplar schools, we help good teachers develop into great teachers, capable of teaching their students in the most effective way. We use lesson observations, hands-on practice and learning communities to ensure that teachers absorb and apply their learnings.

Our results and feedback speak for themselves

98%
believe that this is useful and relevant for their everyday work

97%
of teachers reported the application of classroom management techniques during their lessons

Survey results from sample population surveyed

At SDMC, in line with the Global Sustainable Development Goal 4 (SDG 4), we believe that high-quality education is pivotal when it comes to shaping lives and the future of our children.

In our pursuit of providing high-quality education to all our children we are continually helping our teachers become great teachers and strengthening their skills to bring international best practices and innovations in pedagogy to the classroom. To be able to do this, we have partnered with Peepul on a **Teacher Development Programme that combines practical, immersive training on specific modules** (e.g. English, Hindi and classroom management) and also supports schools through regular coaching and the creation of virtual and in-person learning circles.

Through this partnership, 450 teachers have been able to make their teaching practices more effective. **We sincerely appreciate all the efforts that Peepul has been putting in since 2017 through their capacity building trainings and on-ground support that has resulted in improved quality of teaching and learning in the schools.** I hope our collective effort will continue to impact lives positively and meaningfully and shape our children's lives for a better tomorrow.

Gyanesh Bharti, IAS
Commissioner, South Delhi Municipal Corporation (SDMC)

The Peepul approach: A unique recipe for teacher training

Experienced and approachable trainers:

Training sessions are conducted by Peepul team members. Our trainers have extensive experience of working with government teachers which gives them a deep understanding of their contexts and key unlocks that can create a difference.

Relevant content, succinctly delivered:

The programme comprises of three modules which are delivered periodically over the year. Each module is carefully curated to include aspects of classroom management, lesson planning and innovative pedagogical approaches.

Structured to enable continual learning:

The essence of our teacher training programs can be observed in any distinctive teaching-learning environment: being engaging, hands-on and collaborative. We ensure enduring impact by moving away from typical 'lecture-based' sessions to include 3 innovative aspects:

Practical, **bite-sized modular training sessions**, including hands-on practice, role plays, etc., to help learnings 'stick'

Follow-ups and **classroom observations** at schools; discussions with principals to explain relevance of new approaches

Virtual and physical **learning communities** to share best practices and inspire others

"

With Peepul's teacher training programme, we are getting **great insight into the methods that are most effective in the classroom.** Through classroom observations, we can directly see how the methods we are trained in are used.

Neeru Sethi
Teacher, SDMC Badarpur School

"

I really loved the three modules I attended – on Classroom Management, Hindi and English. **In the 18 years of my service, these are the best trainings I have attended** – I found them extremely fruitful. The materials provided, the way the sessions were taken... It was very informative.

Rajni
Primary Schoolteacher,
SDMC Primary School, Sriniwaspuri (Girls), South Delhi

Our training sessions have received **positive feedback from teachers. . .**

98% Teachers felt the training was relevant to their every classroom practice

99% Teachers said they learnt new techniques in the training

99% Teachers found the sessions engaging and well-planned

Based on Post-training feedback forms for sample population

. . .and our programme has created **strong impact**

94% Teachers used Peepul classroom management techniques

78% Teachers exhibited right mindset on language pedagogy post Peepul training and coaching intervention

86% Teachers could maintain active student engagement using Peepul techniques

73% Teachers delivered lesson content leveraging effective questioning

Based on Post-training impact evaluation classroom observations for a sample population
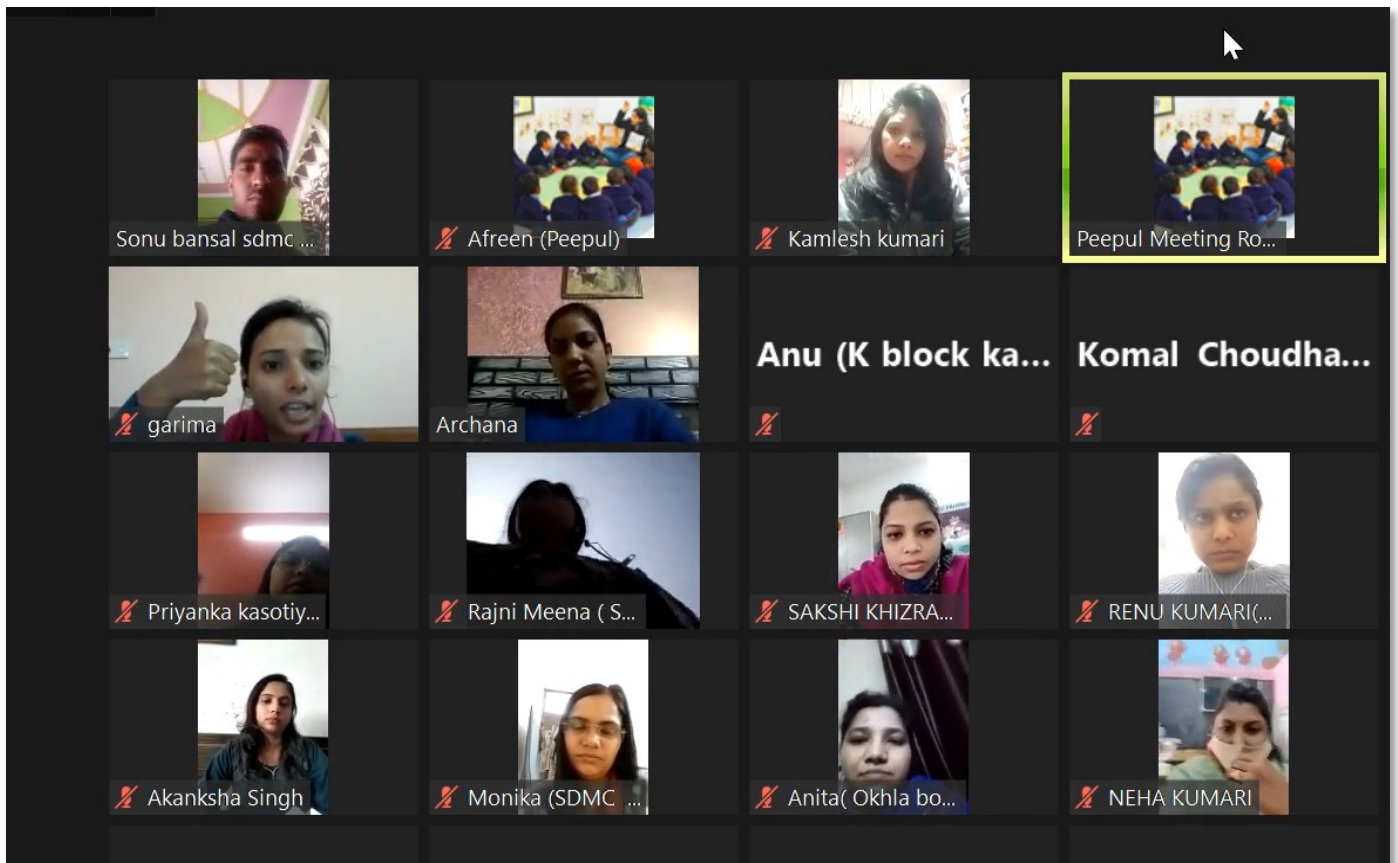
A glimpse of online trainings that are being conducted
due to the ongoing pandemic situation

Views from the Closing Ceremony of the SDMC Teacher
Training programme 2020

Teaching-learning in the new normal. A demo online class with observation by Headmaster ongoing in an SDMC school

SDMC Parivartan
Supporting a Holistic School System Transformation

Delhi

परिवर्तन
उत्तम शिक्षा की ओर बढ़ते कदम

Project Parivartan:
Improving student learning outcomes through holistic transformation of SDMC schools

568	**~5500**	**~290,000**
Schools	Teachers	Students

A flagship programme of the SDMC Education Department supported by Peepul, **Project Parivartan** looks to **improve the learning outcomes** of the system through **academic, administrative and institutional reforms**.

Programme **Objectives**

Improve the learning outcomes of students in the SDMC school system

+

Develop the capacity of the SDMC to support and further improve its education system

Programme **Approach**

Improvement of Learning Outcomes in SDMC

Academic reforms

Administrative reforms

Institution-building

Enabler initiatives

The launch of CM Rise by Hon'ble Minister Shri Tulsiram Silawat at Bhopal, on 1 May 2020

CM Rise
Strengthening Institutions for Teacher Empowerment

Madhya Pradesh
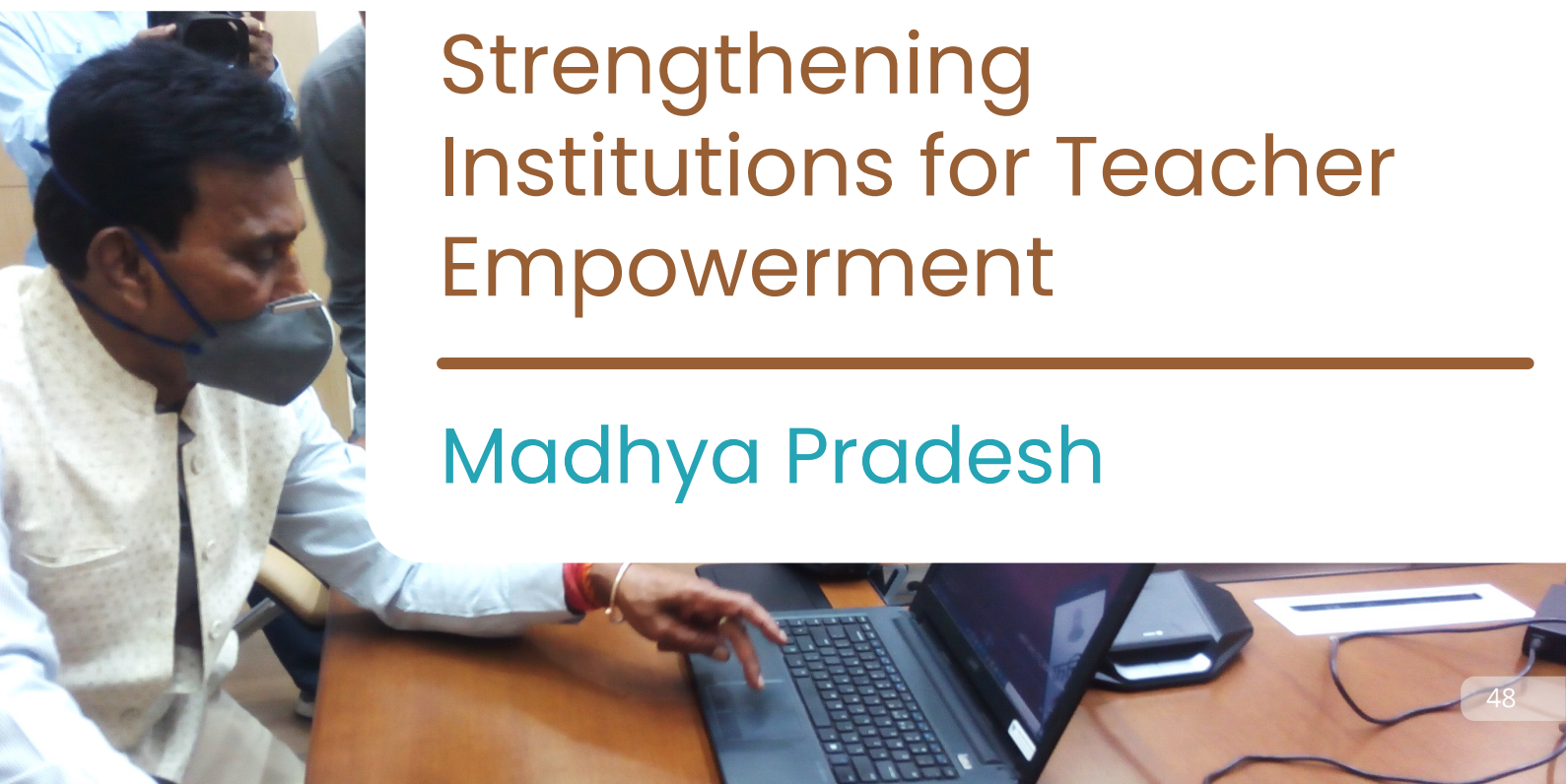
A **resilient education** ecosystem requires investing in **high-quality teachers**

In the period since the COVID-19 pandemic began and the associated country-wide lockdown, government school systems have been grappling with identifying and implementing new ways of working – trying to enable distance learning for their students – something that is neither easy nor straightforward.

As schools start reopening at a crawling pace it is tougher than ever to impart learning – with many students having faced trauma and hardships in this period, time lost in the academic year, and the continued threat of the virus spread in the school premises, mandating rigorous implementation of new health practices.

During this time, making teachers aware, equipped and motivated to support their students sensitively and effectively, and to impart learning in new modes with high-quality – is invaluable to tide the country's poor through this crisis, and to enable the government system to continue providing education for children of the poorest of the poor.

Teachers are the frontline resources for children that need to be equipped to deal with these challenges and serve as the 'last mile' support for the child.

CM RISE
New Horizons ———

The Government of Madhya Pradesh and Peepul have partnered to conceptualise, design and implement CM Rise, to create a holistic learning ecosystem for the 300,000 teachers in the state, to help them navigate the current and future times, and empower them to be effective last-mile support, counsellors and educators for their students and their families.

We began the journey with CM Rise Digital Teacher Training, leveraging the national platform DIKSHA of the Ministry of Human Resource Development, to deliver bite-sized, modular training courses for the teachers. This has since evolved into a three-year programme vision and plan for the state on teacher professional development.

The programme supports teachers **across the 52 districts of the state**

9,500,000
School students

300,000
**School teachers
(Grade 1 to 12)**

100,000
Schools

The CM Rise **Vision**

Creating a concerted learning ecosystem that enables every teacher to support their students, linked to their realities and needs.

This programme aims to:

1. Equip teachers and education officials with the skills and knowledge required to support children effectively through this COVID crisis (including psychosocial support)

2. Create an ecosystem of continued development for teachers that is personalised, need-based and supports societal and academic goals, to build a more aware, capable and resilient teacher workforce for the future.

Blended Training

Learning Forums

High-performing teacher for every child

Mentoring

Monitoring
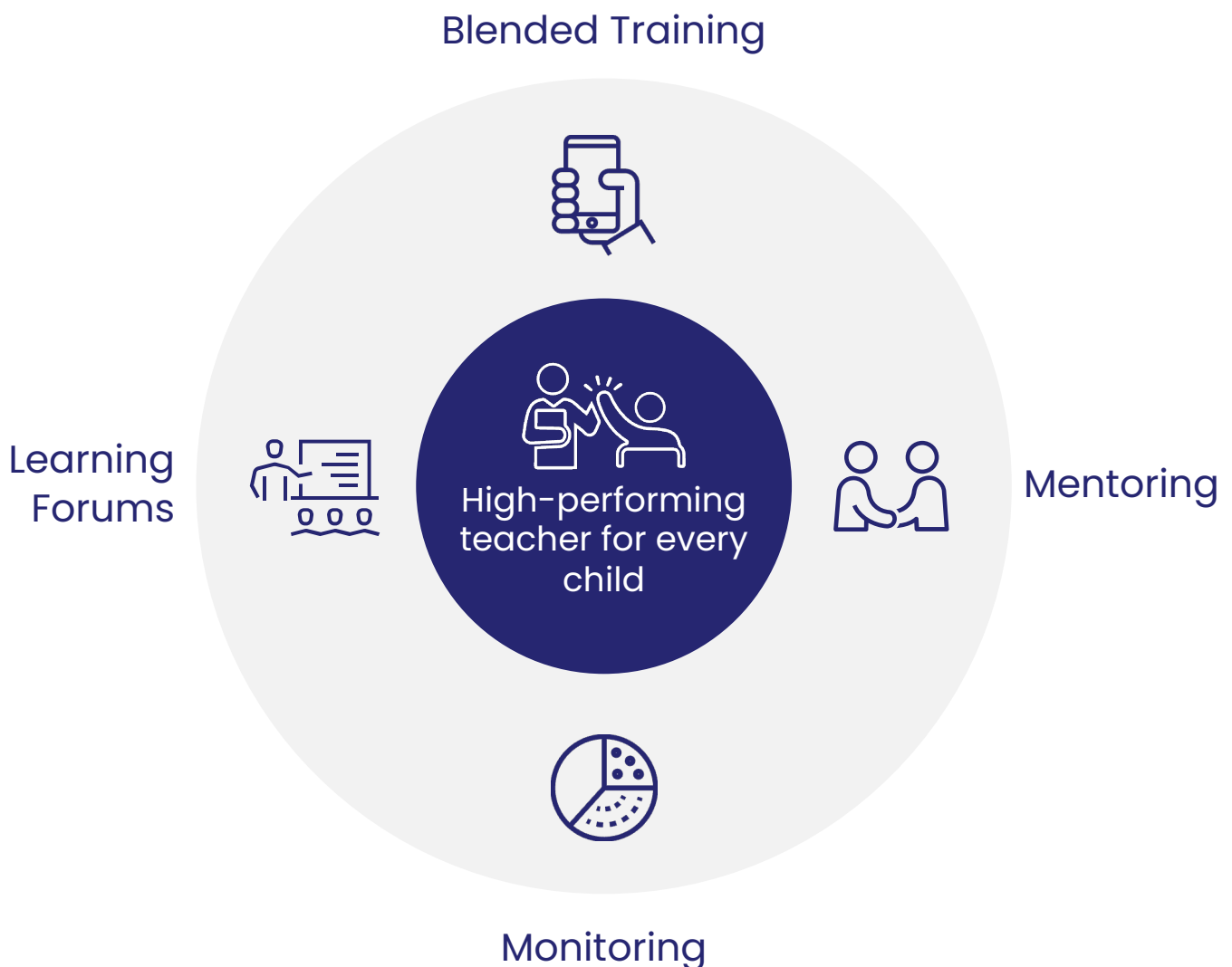
Every course covers the complete training arc—from introduction to reinforcement

Pre-work

An initial 'hook' to engage participants and get them thinking about the course subject
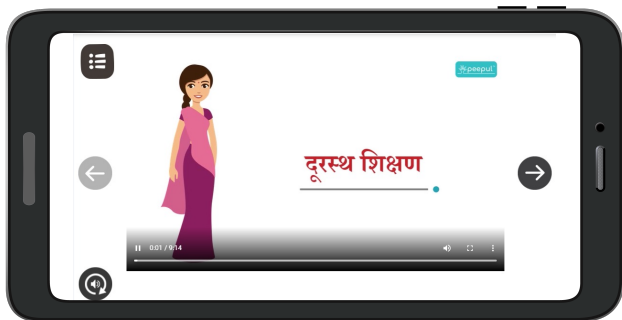
Course session

Core training course explaining a critical, bite-sized piece of knowledge (subject / non-subject) and linking it to classroom reality
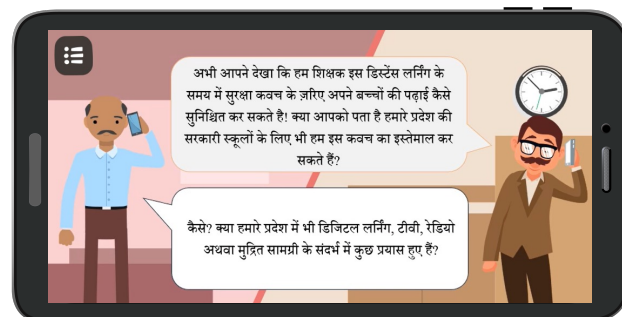
Post-work

Exercises that involve self-assessment and application of acquired learnings

We use a variety of content in our courses to good effect

Videos   **Podcasts**   **Readings**   **Quizzes and questionnaires**

Explore all CM Rise courses

We have been **at the heart of the programme design and implementation**

Programme Strategy and Oversight

Nurturing the programme and setting direction to its growth

- Part of the Steering Committee and Working Committee of the programme
- Creating an integrated schedule of teacher development events: Training, Learning Communities, and Mentoring
- Building enabling structures for widening and deepening impact

Content curation and creation

Keeping the training #LightButRight

- Creating and curating bite-sized "light but right" training courses —comprising videos, audio clips and readings, leveraging our deep education expertise
- Creating training courses on high-criticality, cherry-picked topics, in close collaboration with state subject experts and Teacher Education Institutes
- Setting guidelines and standards for the course creation, to enable wider collaboration in the ecosystem

Technical integration and tracking

Partnering closely with the National Informatics Center (NIC) and DIKSHA to enable data-based decision-making

- Creating the monitoring backbone of the programme, e.g., through daily dashboards
- Large-scale data analytics to derive insights on programme access, usage and impact.

Field Support and Feedback

Debottlenecking field issues, and creating feedback mechanisms

- Set up of robust feedback mechanisms and support structures to enable issue debottlenecking – directly and through partnerships
- Establishing methods and SOPs for decentralised technical support to teachers (e.g., through block MIS teams)
- Targeted support to low-performing districts

"

Madhya Pradesh has been an integral part of Peepul's journey. The support we got in 2014 for developing the Shala Siddhi framework was the beginning. Together, we worked to rollout and implement Shala Siddhi across 25,000 schools in the state and build the capacity at the district level to conduct self and external school assessments.

When my team and I saw the Delhi exemplar schools in action in 2019, we began discussing the idea of developing one district as an exemplar so that it can lead the way for others and inspire them towards excellence. We believed that it was important to showcase excellence and inspire others to follow.

While we were still working in that direction in early 2020, COVID happened. **We decided to use the lock-down as an opportunity to train our teachers and help them evolve their thinking as well as skills using the national Diksha platform. The Peepul team stepped in and supported us in developing that idea and fructifying it into a well-rounded program.**

I am very happy and proud to share that this idea which was launched as the CM RISE digital training programme for teachers is now one of the biggest and most successful teacher training programmes in the country.

In a very short period of time and in the middle of a very tough situation, the state government and Peepul have partnered to achieve something that was unthinkable even a few months ago. Our teachers have responded to the training modules with enthusiasm and have shared their ideas and feedback to help us make it even better. We are looking forward to pioneering teacher development together with Peepul.

Rashmi Shami
Principal Secretary, School Education,
Government of Madhya Pradesh

The program has seen much success,
with record enrolments and completion rates

All data current as of 15th January 2021

The big picture

4.6 million+
enrolments

4.4 million+
course completions

4.4 million+
certificates issued

Access and engagement

290,000+
Madhya Pradesh teachers completing
CM Rise courses on Diksha

5.8million+
hours of learning
time delivered

96%+
course completion
rate across all 18
courses launched

160,000+
users from other
states completing
CM Rise courses on
DIKSHA

हमे ऐसे प्रशिक्षण की बहुत आवश्यकता थी जो आपने पूरा किया आगे भी करते रहना सर

मुझे बच्चों को देने के लिए अच्छी सामग्री मिल गयी है

Note : All comments exactly as submitted by users on the DIKSHA portal using the feedback functionality

The CM Rise programme also supported the successful implementation of the **NCERT NISHTHA 2021 programme** in Madhya Pradesh on Foundational Literacy and Numeracy

Peepul supported as the primary implementation partner of the School Education Department, to implement the **NISHTHA** (National Initiative for School Heads and Teachers Holistic Advancement) training of all Class 1-8 teachers of the state of Madhya Pradesh.

Our support included, for these 18 training modules:

- Building decentralized capacity for technical support for NISHTHA across the state
- Enhancing the courses with contextual academic inputs
- Creating "how-to" videos and communication to help teachers understand the NISHTHA process
- Managing and coordinating the DIKSHA process end to end with NCERT and the School Education Department
- Organizing synchronous, supplemental training, with fortnightly YouTube Live trainings, led by the Teacher Education Institutes

The results

269,000+
Madhya Pradesh teachers completing the training
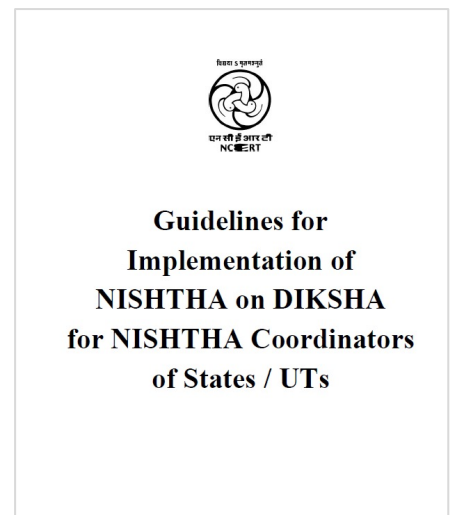
~95%
completion against target

70,000+
live viewers for YouTube Live Training related to courses

**India Report
Digital Education**

Remote Learning Initiatives Across India

June 2020

Department of School Education & Literacy
Ministry of Human Resource Development
Government of India
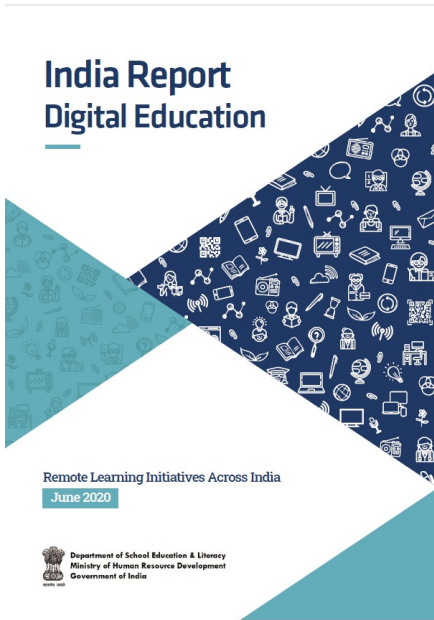
Featured in the "**India Report: Digital Education**" by the national Ministry of Education

Strategies used for adoption and monitoring of CM Rise courses have been extensively used as best practice in the **Standard Operating Procedure" for post-launch management for NISHTHA**, sent to all states in the country

NCERT

**Guidelines for
Implementation of
NISHTHA on DIKSHA
for NISHTHA Coordinators
of States / UTs**

Recognized by the **United Nations Sustainable Development Solutions Network** as one of 50 youth-led solutions globally, featured in the **Youth Solutions Report 2020**.

WE'RE FEATURED!

YOUTH SOLUTIONS REPORT **2020**
50 #YouthSolutions for the SDGs
www.youthsolutions.report

SDSN YOUTH   Solutions Program

Peepul

peepul

Lead: Kruti Bharucha
Website: www.peepulindia.org
Type: Non-profit
Location: India
Current Reach: Madhya Pradesh, New Delhi, India
Budget: $100,000+ USD

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We will continue the CM Rise programme
to provide need-based learning journeys for teachers, towards **Continuous Professional Development**
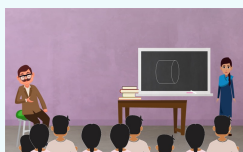
Blended Trainings
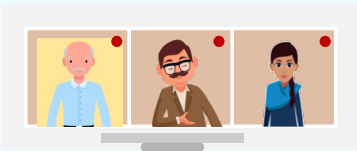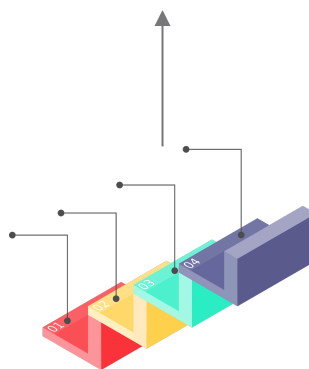
Professional Learning Communities
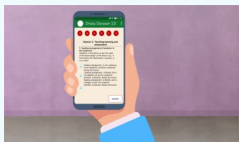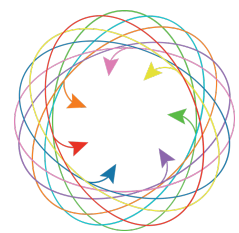
Self-Assessment

Classroom Based Observation

Single view of Teacher
Strengths and Development Areas

Personalized **Continuous Professional Development Plan**

Teacher **Competency Matrix**

Key initiatives planned
- A unifying **Teacher Competency Matrix**
- Synchronous and asynchronous **Learning Forums**
- A **tech tool** to support personalized, individualized learning journeys
- Classroom observation and **coaching**

"

The Peepul team has been excellent in their support especially by activating stakeholders at all levels in the education system, ensuring seamless coordination with multi-stakeholders for the programme. Their efforts in ensuring that this programme has the enthusiastic participation and support of all teachers, academic officials, various institutes across the state, and other partners (technology and content collaborators) has been remarkable. This has been a **valiant effort from Peepul and makes them a valued partner in this flagship endeavour of the Department of School Education**."

Lokesh Jatav

Former Commissioner, School Education Department
Government of Madhya Pradesh

About Us
Highlights

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

The Peepul family has received many
awards & accolades

Top 130 Women
Transforming India

SDMC Best School Award

Outstanding performance
in School Quality

Govt. of Madhya Pradesh –
State Certificate of
Appreciation

Excellence as CSR
Project Partner

Exceptional Women of
Excellence from WEF

Mulago Rainer Fellow
2020

One Young World
Ambassador

Leader in Innovation in
Education 2019

Women Ahead
List 2018

BW Technology Disruptor
of the year

Women Super
Achiever Award 2018

The Peepul family has received many
awards & accolades

BW 40under40
list 2019

Millennium Alliance
Innovation Award

BW Woman Social
Entrepreneur of the Year
2019

50 Fabulous Innovative
Leader by World
Innovation Congress

51 Fabulous Global Social
Innovators by World
CSR Day

Global Women Super
Achiever Awards

Our supporters

Our supporters

MERCER
MAKE TOMORROW, TODAY

N/CORE

MILLENNIUM ALLIANCE
Inspiring Innovation. Sharing Solutions.

Ark

THE BRITISH SCHOOL NEW DELHI
WE FLY WITH OUR OWN WINGS

THE EDUCATION ALLIANCE
enabling partnerships for quality education

give INDIA

ROTARY INTERNATIONAL

Gartner

Bharat Petroleum

genpact

SÜD-CHEMIE
CREATING PERFORMANCE TECHNOLOGY

Certifications and **Accreditations**

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 to Peepul's work. She has **20 years of experience in various leadership and management roles** in the education, management consulting and advisory sectors as well as 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 recently recognised on **Business World's 40 Under 40 List** (2019), **Social Entrepreneur of 2019 by Business World** and **Promising Leader for Innovation in Education** by the World CSR Forum and an Exemplar Leader by the **Asian African Chamber of Commerce and Industry.**

Urmila Chowdhury
Education Director

Urmila has ove**r 30 years of varied experience in the field of education**. In her role as the Education Director for Peepul, she leads the education and academic team to run Peepul's exemplar schools, contextualize and use international best practices, 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 prestigious schools like La Martiniere and the Shri Ram School. She has been a school leader and teacher trainer, a Drama in Education practitioner and an English Language Learning (ELL) consultant. Her work and writing have been featured in Times Education Supplement UK, Business Standard, Times of India and Reader's Digest.

Peepul's management team comprises exceptional individuals with a shared passion for education

Sonia Mondal
Teacher Development Lead

Sonia has 14 years in the field of elementary education, working on interventions with both children and educators.

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. She holds a Masters in Elementary Education from TISS, Mumbai; and has been trained by Cambridge.

Sachin Ashapure
Programme Manager, Madhya Pradesh

Sachin has been with Peepul since 2014, based out of Bhopal. Sachin brings in deep experience of government relations and implementation and is co-leading our state reform programme in Madhya Pradesh. He works with Government of Madhya Pradesh officials to track project progress, provide data/dashboards to flag potential issues with implementation and liaise with various state departments to enable institutionalization of the efforts.

Beyond acting as the primary liaison with the School Education Department, Sachin manages a team of Implementation Coordinators in the state that work closely with field officials, to provide support and capability building to districts in implementing key programmes. Over the last few years, his primary responsibility were the oversight, implementation, and technical support the School Quality Assurance (SQA) programme, rolled out as Shala Siddhi across 25,000 schools, including coordinating the training of 40,000+ individuals.

Girish Ananthanarayanan
Chief Operating Officer

Girish, as the Chief Operating Officer, **is the Programme Director for Peepul's programmes in Madhya Pradesh,** and also has the responsibility of managing key corporate functions.

For the last 8+ years, he has worked in delivering systemic and technology solutions across agriculture, renewable energy, education and financial inclusion. Prior to Peepul, he worked as an **Engagement Manager with McKinsey & Co.**in the Asia-Pacific region. He has worked as 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.**

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

Board Members

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 in New York. Over the years, Ramesh has led and shaped organisational change projects for clients from diverse industries – ranging from healthcare, to banking to 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 a member 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 and 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, and a prolific writer and orator. She holds a Masters degree in English Literature from Lady Shriram College, University of Delhi and a Masters in Drama and Theater Arts from Leeds University, UK. With almost four decades of experience in the education sector, Abha began her career as a lecturer in English, 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 on 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 and learning, and education systems reform in the west (UK and USA) as well as in the global south (India and Kenya). Educated at Cambridge University, and Boston University, Vibha went on to serve as the 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 several notable achievements is the recognition rendered to her for being one of India's top 100 women in finance (2019). An alumna of St. Stephen's College, Delhi, Soumya went on to be awarded the prestigious Radhakrishnan Scholarship to study at Oxford University, where she completed her Masters in Mathematics.

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

Prior to serving as the Vice Chairman at the National Institute of Public Finance and Policy, and the Public Interest Director at BSE, Sumit Bose has had a career spanning many years with the Ministry of Finance and the Education Department, Government of India. His role was pivotal to the launch of the Sarva Shiksha Abhiyan (Universalisation of Elementary Education) in India as the then Joint Secretary, Department of Elementary Education. He has also served as the Secretary, School Education in Madhya Pradesh, the Union Finance Secretary and Revenue Secretary in the Ministry of Finance. Sumit is an alumnus of St. Stephen's College, Delhi and the London School of Economics. He joined the Indian Administrative Services in 1976.

Global Advisor

Lisa Jordan
Managing Director, Draper Richards Kaplan Foundation

With a career focused on social impact and systemic change for two decades, Lisa Jordan is currently the Managing Director at the Draper Richards Kaplan Foundation, and the founder of Aim for Social Change. She has previously held senior leadership positions at the Bernard van Leer Foundation, Porticus Foundation and the Ford Foundation. Committed to strengthening civil society, Lisa also contributes her time as a member on the boards of several leading social enterprises and not-for-profits working towards social justice. She has to her credit the title of being amongst the top ten influencers in civil society, in the Netherlands (2018). Lisa holds a Master's Degree in Development Studies from the Institute of Social Studies in The Hague, Netherlands.

Peepul **In the News**

The Reach & Teach programme we began in our three Exemplar schools was soon picked up for scaling/replication by the SDMC across all the system

South corpn starts reach-&-teach plan

TIMES NEWS NETWORK

New Delhi: For two lakh children of 591 municipal primary schools sitting at home due to the Covid-19 lockdown, the South Delhi Municipal Corporation (SDMC) on Friday launched a reach-and-teach programme.

With the help of school management committees (SMC), NGOs and volunteers, SDMC has started the new session. It is even trying a voice call- and SMS-based system for parents who don't have a smartphone, an education official said.

The programme for 581 municipal and 10 aided schools is delivering teaching ma-terial to the students through e-learning modules. Study materials include workshe-ets, audio files, videos and ac-tivity tasks, which will be se-nt to the parents through Wh-atsApp. Teachers will make calls or send messages to par-ents who don't have smartph-ones. "The project will be mo-nitored by teachers and they will assess the implementa-tion status after taking feed-back from students or their parents," the official said.

NGO Peepul and SARD are helping SDMC impart on-line training to teachers, said spokesperson Radhakrishan. Both parents and SMC mem-bers will help students with the new method, he added.

Times of India
18 April 2020

An older article: An article that appeared in 2018, when we had started working with SDMC with a long-term vision of holistic development of the schools via enabling teachers through skilling.

NEW DELHI

NGO joins hands with SDMC to pilot teacher training programme

STAFF REPORTER

NEW DELHI, JANUARY 31, 2018 00:00 IST
UPDATED: MARCH 16, 2018 21:59 IST

SHARE ARTICLE   f   🐦   reddit   ◯   ✉   🖨 PRINT   A | A | A

The group will work towards creating a systemic impact in corporation schools within Delhi by working with approximately 250 government teachers each year

Teaching the teachers to teach better is the first-of-its-kind initiative by non-government organisation Peepul, which has collaborated with the South Delhi

The Hindu
31 Jan 2018

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Peepul **In the News**

Mr. Bhagvati Pandit, a government school teacher, writes about the CM Rise Digital Teacher Training course offerings, and his learnings

डिजिटल शिक्षण प्रशिक्षण   मेरा अनुभव

चिंतन से शाला और कक्षा की चुनौतियों एवं समस्याओं का प्रभावी निराकरण संभव
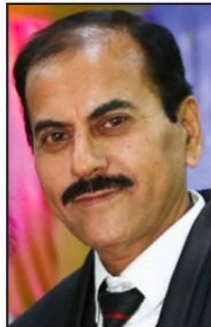
शाला में शिक्षकों की भूमिका अहम

कोविड-19 ने विश्व के सभी देशों को बुरी तरह प्रभावित किया है। विश्व की आर्थिक, सामाजिक, शैक्षणिक व्यवस्था में उथल-पुथल हो गई है। लॉकडाउन ने हमारे देश के प्रत्येक वर्ग को नए उपाय खोजने को मजबूर कर दिया है। मध्यप्रदेश में 23 मार्च 2020 के बाद से स्कूल बंद हैं। पारंपरिक पढ़ाई, परीक्षा, प्रशिक्षण सब बंद करने पड़े। लेकिन मध्यप्रदेश शासन के स्कूल शिक्षा विभाग ने इन चुनौतियों का सामना करते हुए विद्यार्थियों और शिक्षकों को निरंतर जोड़े रखने के लिए ऑनलाइन शिक्षण तथा प्रशिक्षण देने का काम त्वरित गति से प्रारंभ किया, जिसका सकारात्मक परिणाम देखने को मिला है।

आमतौर पर नए शैक्षिक सत्र प्रारंभ होने के पूर्व शिक्षकों को प्रशिक्षित किया जाता रहा है। किंतु इस वर्ष कोरोना संक्रमण को देखते हुए शिक्षक हित में ऑनलाइन डिजिटल शिक्षक प्रशिक्षण 'सीएम-राइस' के माध्यम से दिया जा रहा है। विद्यार्थियों को डिजीलेप के द्वारा पढ़ाई कराई जा रही है। शिक्षकों के लिए राज्य शिक्षा केन्द्र, स्कूल शिक्षा विभाग मध्यप्रदेश द्वारा 'सीएम-राइस' योजना में 'दीक्षा एप' के अंतर्गत डिजिटल प्रशिक्षण की शुरुआत की जा चुकी है। अभी तक तीन कोर्स पूर्णता की स्थिति में है। यह प्रशिक्षण सरल है और शिक्षकों को पसंद आ रहा है। इसकी सबसे बड़ी विशेषता यह है कि शिक्षक कभी भी अपनी सुविधानुसार अपने समयानुसार प्रशिक्षण प्राप्त कर सकते हैं।

प्रशिक्षण के प्रथम कोर्स में कोरोना संक्रमण अवस्था में लॉकडाउन की अवधि में डिजिटल प्रशिक्षण की आवश्यकता एवं प्रशिक्षण से परिचय कराया गया है। इस पहले कोर्स के सफल होने पर डिजिटल प्रमाण-पत्र प्राप्त होता है। दूसरे कोर्स में 'शिक्षक की भूमिका' पर प्रशिक्षण दिया गया है। एक घंटे के प्रशिक्षण में कोर्स से परिचय भाग-1 प्री-वर्क है जिसके अंतर्गत शिक्षक परिचय, उड़ान एवं प्रश्नोत्तरी है। रोचक वीडियो, उदाहरणों, परस्पर वार्तालाप

एवं प्रश्न-उत्तर से विषय वस्तु को स्पष्ट किया गया है।

भाग-2 कोर्स सत्र में चुनौतियाँ, गिजूभाई की चर्चित पुस्तक दिवास्वप्न पॉडकास्ट और प्रश्नोत्तरी के माध्यम से बच्चों के लिए पढ़ने का वातावरण कैसा हो, शाला की स्थितियाँ, बच्चों के स्तर के हिसाब से शिक्षण कैसा हो, को रोचक ढंग से समझाया गया है। बच्चा भयमुक्त होकर खेल-खेल में कहानियों के माध्यम से कैसे अध्ययन कर ले यह सब तथ्य आपसी वार्तालाप एनीमेटेड चित्रों से बखूबी बताया है। शिक्षक कभी बोरियत महसूस नहीं करता, अपितु उनकी रुचि बनी रहती है। प्रश्नोत्तरी से उसका परीक्षण भी हो जाता है। पोस्ट वर्क में राष्ट्रीय पाठ्य चर्या की रूपरेखा,

राष्ट्रीय पाठ्य चर्या की रूपरेखा 2005 का अंश एवं स्रोत पर चर्चा की गई है। शिक्षक कक्षा के वातावरण को समर्थ बनाने में कैसे अहम भूमिका निभाते हैं, यह द्वितीय प्रशिक्षण से ज्ञात होता है।

प्रशिक्षण का तीसरा कोर्स है- चिंतन : प्रभावी शिक्षण का आधार। यह शिक्षकों के लिए महत्वपूर्ण कोर्स है। इसके भी तीन भाग हैं। प्री-वर्क, कोर्स सत्र एवं पोस्ट वर्क। इस प्रशिक्षण में सर्वप्रथम तो चिंता एवं चिंतन दोनों में अंतर समझाया गया है। शिक्षा में चिंतन की अवधारणा को विभिन्न शिक्षाविद, जॉन ड्यूई, डोनल्ड शून, कृष्णमूर्ति के विचारों के माध्यम से सरलता से समझाया गया है। "चिंतन तो

सबको करना चाहिये फिर चाहे वह शिक्षक हो या न हो, किंतु शिक्षकों के लिए यह अति आवश्यक है।'' चिंतन के द्वारा हम अपनी शाला और कक्षा में आ रही चुनौतियों एवं समस्या को दूर कर सकते हैं।

हमारे शासकीय विद्यालयों में शिक्षकों को कई चुनौतियों का सामना करना पड़ता है। भौतिक संसाधनों से लेकर, शैक्षणिक गुणवत्ता, विद्यार्थियों के स्तर, कम उपस्थिति, पलायन, पारिवारिक एवं सामाजिक समस्याएँ रहती हैं। कक्षा के अंदर और बाहर भी कई चुनौतियाँ होती हैं। इन चुनौतियों को शिक्षक गहराई से चिंतन कर असल समस्या का पता लगाकर विभिन्न परिकल्पनाओं और उपायों से दूर कर सकता है। कुछ समस्या एवं चुनौती तात्कालिक और तुरंत दूर करना होती है। उनके लिए अलग रणनीति बनाई जानी चाहिये।

इस प्रशिक्षण में हमने सीखा है कि चिंतन एक सक्रिय रूप से निरंतर सटीकता से किसी विचार या ज्ञान की जाँच करना है। मैंने यह भी जाना कि **चिंतनशील शिक्षण प्रभावी शिक्षा का आधार है।** चिंतन तो सभी करते हैं लेकिन वही चिंतन सार्थक है जो एक ही गहराई से किया गया हो। गहराई से चिंतन करते समय हम कई स्तरों से गुजरते हैं। जॉन ड्यूई के अनुसार हम 6 स्तरों से गुजरते हैं। कक्षा के अंदर एवं बाहर दोनों अवस्था में चिंतन किया जाता है। पहले चुनौती आने पर

किसी अनुभव से उलझन और व्याकुलता अनुभव करते हैं। अनुभव से शुरुआती समझ बनाने की कोशिश करते हैं। तथ्यों के विश्लेषण के बाद असल परेशानी तक पहुँचते हैं। परेशानी को सुलझाने के लिए कुछ परिकल्पनाओं की रचना करते हैं। तर्क-वितर्क की मदद से परिकल्पनाओं का विश्लेषण/जाँच करते हुए किसी एक परिकल्पना या उपाय को चुनकर चुनौतियों एवं समस्या को दूर करने में उसका इस्तेमाल करते हैं।

मैंने प्रशिक्षण उपरांत यह जाना कि विद्यालय तथा कक्षा तो ठीक, हमारे जीवन में भी कोई समस्या या परेशानी आती है तो गहराई से चिंतन कर हम उसका निराकरण कर सकते हैं। ऐसा हम करते हैं और करते आए हैं, पर उसे व्यवस्थित ढंग से करना इस प्रशिक्षण से मैंने सीखा है। कहने का तात्पर्य है कि पुराने अनुभव से मिली सीख, उसका विश्लेषण करना, कल्पना करना, चुनौती पर चर्चा करना, योग एवं भक्ति का समावेश चिंतन के पहलू हैं। चिंतन हमारी सोच को सही दिशा में देने में मदद करता है और सकारात्मक परिणाम हम प्राप्त कर सकते हैं।

कुल मिलाकर यह ऑनलाइन प्रशिक्षण हमारे परंपरागत प्रशिक्षण से अलग है लेकिन आज की परिस्थितियों एवं भविष्य के लिए अति आवश्यक है। यह नवीनता और रोचकता लिए हुए है। इससे नई सोच, तकनीक, ज्ञान में वृद्धि हुई है। नई समझ विकसित हुई है। इस प्रशिक्षण को डाउनलोड कर बार-बार भी देखा और समझा जा सकता है। समय की बचत, घर पर रहकर सुविधानुसार प्रशिक्षण हमारे लिए उपयोगी साबित हो रहा है।

● भगवतीप्रसाद पंडित

(राष्ट्रपति एवं राज्यपाल पुरस्कार प्राप्त शिक्षक)
प्रधान अध्यापक, शा.मा.वि. छोटी खजरानी, इंदौर

Dainik Vinay Ujala
11 June 2020

Peepul **In the News**

Peepul's journey as articulated by Mr. Anil Swarup, Former Secretary, Ministry of Human Resource Development

mp editorial | 7

OCTOBER, 2020

Peepul

Making abundant use of public-private-partnerships, Peepul has made significant strides in its efforts to overhaul the image and quality of government school education in India

Nexus of Good

ANIL SWARUP

This PPP experiment has had phenomenal results. 85 per cent of children are meeting or exceeding grade-level expectations, there is 95 per cent attendance at parent-teacher meetings, 75 per cent attendance and 90 per cent retention rate of students

There had been repeated requests from the founder of Peepul to visit the Municipal Corporation School at Lajpat Nagar, New Delhi but I was busy travelling around the country to fathom the nuances and the problems that beset school education in the country after having taken over as Secretary, School Education in 2016. I did finally relent but it took me almost two years to do that. And what an experience it turned out to be. It was indeed a perfect example of the 'Nexus of Good'.

The journey at Peepul began in 2015 when the first exemplar school commenced operations in Delhi as a 'bright spot' for excellence in the government system to demonstrate 'what great looks like'. The exemplar served as a springboard towards realising the potential and possibilities of working with the education system.

Peepul took on an under-enrolled municipal corporation school in one of the elite neighbourhoods of South Delhi — Lajpat Nagar. Enrollment for grades KG and one in this school was only nine pupils. Most students and parents had moved to low-cost private schools with the perception that the quality of schooling was better in these schools. A situation arose where there was a government school spread over 2.5 acres of land but with a total of around 50 students across grade one to five.

Peepul and the South Delhi Municipal Corporation (SDMC) embarked on a school transformation project, using a PPP framework to demonstrate the excellence that could be possible in the government school system and deliver high-quality learning. The poorest families study at government schools because they are fee-free and several benefits are offered (such as meals, scholarships, textbooks) — the system must cater to and ensure these vulnerable children get the same quality of education as any private school to have a chance to succeed in their lives.

On the first day of 're-opening' the premises with a PPP avatar for grades KG and

one initially, enrollment was at 90 pupils (compared to 9 pupils). Word spread quickly. Within three months, enrollment had hit full capacity at 120 students. Within a year, enrollment increased to 230 children, with a waitlist of children. Parents were asking for places, as with any private school and attendance was at 75 per cent. The SDMC was soon looking to revitalise 100 such PPP schools.

Although it was only one school, it served as the catalyst for change and pioneered a model that could pave the way for how NGOs and the government could creatively and consciously work together to bring about significant quality improvement. Peepul managed school operations such as teacher hiring, training, pedagogy, assessments, parent and community engagement with the government providing the infrastructure and continued resource allocation by way of meals, scholarships, materials, etc.

This PPP experiment has had phenomenal results. 85 per cent of children are meeting or exceeding grade-level expectations, there is 95 per cent attendance at parent-teacher meetings, 75 per cent attendance and 90 per cent retention rate of students.

Peepul began to codify and solidify school operations over

time, creating a prototype for how to replicate this model across other corporations. From operating a single PPP school, Peepul realised that for change to happen within the government system, the definition of PPP had to expand to other areas of functioning. The schools were centres of excellence but there was much to be done beyond providing inspiration and a belief of 'this is possible'. To show that it was not a 'one-school wonder', Peepul expanded the number of schools to three schools using a model where they worked more closely with government school teachers. Hence, they also commenced a teacher development programme to create systemic impact, training 450 plus teachers across 150 schools to impact 16,000 students. This was done through close partnership and building a cadre of champion teachers in the system that could be ambassadors of excellence and trainers for other teachers.

Through teacher development, Peepul reinvented the way teachers are trained and coached. In terms of the direct outcome of the initiative, out of the teachers trained, 96 per cent of them felt the training was relevant and very helpful in their classroom practices and 97 per cent of teachers showed evidence of imple-

menting techniques in their classrooms. Their approach is different from the norm of lecture-based teacher training. Instead, it is based on bite-sized, practical modules followed up by classroom observation and coaching. Data has shown that 90 per cent of these innovative techniques are being implemented in government classrooms across 150 schools.

Amazed at what I saw during the visit to Lajpat Nagar School, I encouraged them to think more deeply about replicating their models at scale. They adopted this approach quite seriously and pivoted their strategy to work in deep partnerships with state and local governments.

As they expanded their work in Madhya Pradesh and Delhi, they began to think more deeply and rigorously about the systemic change required to bring about meaningful teacher-student interaction and, at the core, improve classroom practice.

Making it happen in the government school system must translate into an improvement in the quality of the teaching that happens in the classroom and with each child. Using this at their core, they moved from thinking about exemplar schools towards creating exemplar education ecosystems.

An exemplar ecosystem would be focused on academic excellence with four critical pillars. These were creating a visual exemplar for building belief, teacher training and development to build skills, mentoring and coaching for school principals, block and cluster-level academic officials and monitoring and accountability frameworks to ensure the use of data at the state and district level.

The model that has emerged is a distinctive one. Peepul is one of the only non-profits in India that works at both the micro and the macro layers of the government.

In the micro, they now run three exemplar public-private partnership (PPP) schools that cater to over 1,100 children. The idea is to run a network of exemplar schools across Indian states to raise expectations and show through results on the ground.

At the macro, they work on teacher and school leader capacity building for teachers in Delhi and work closely with the Government of Madhya Pradesh to run a teacher professional development for all 3,20,000 teachers across the 1,00,000 schools in the state.

The case in point of building an exemplar ecosystem is well seen in their Covid response work in MP, where they saw the Covid school closures as an opportunity to boost teacher skills. What started as a Covid response effort in partnership with the government has now shifted to a state-wide PPP effort on teacher development called CM Rise. A progressive State Government with a dynamic set of officials, led by an outstanding IAS officer, Rashmi Arun Shami, the Education Department have played a big role in creating a sustainable and successful partnership towards having an impact at scale. The State and Peepul, under the inspired leadership of its founder, Kruti Bharucha are now working together on a systemic teacher and school strengthening plan that can be an exemplar for the country.

The practices of CM Rise are now being adopted by other states and appreciated by NCERT as a best practice.
Views expressed are personal

Peepul is one of the only non-profits in India that works at both the micro and the macro layers of the govt

Millenium Post, 28 Oct 2020

Peepul **In the News**

Launch of a digital course series on Foundational Literacy and Numeracy (FLN) and Early Childhood Education by the Shri. Inder Singh Parmar, Education Minister, Govt. of MP

Financials

Balance Sheet

Absolute Return for Kids
Balance Sheet as at 31st March 2021
(All amounts are in Indian Rupees unless, otherwise stated)
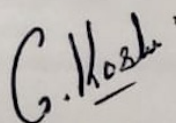
Particulars	Note	As at 31 March 2021	As at 31 March 2020
LIABILITIES			
Corpus fund	1	1,41,49,823	-
Reserves & surplus	2	6,88,72,635	3,67,33,610
Other Payables		5,17,673	11,800
Duties & Taxes		4,55,460	1,80,641
Total		8,39,95,590	3,69,26,051
ASSETS			
Non-Current Assets			
Fixed Assets	9	33,60,704	-
Investments in Fixed Deposits	3	1,45,20,000	2,25,20,000
Current assets, loans & advances			
Advances		3,15,418	6,26,633
Cash & cash equivalents	4	6,55,44,567	1,31,31,411
Accrued Interest		-	5,21,602
Other Current Assets	5	2,54,901	1,26,405
Total		8,39,95,590	3,69,26,051

Schedules referred to above form an integral part of Balance Sheet

As per Report of our even date

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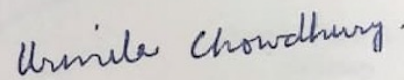Chartered Accountants
Firm's Registration No. 003926N

George Koshi
Partner
Membership Number: 82961

Krati Bharucha
Chairperson

Urmila Chowdhury
Secretary

Place: Delhi
Date: 20-Dec-21
UDIN: 21082961AAAAGD6975

Place: Delhi
Date: 20-Dec-21

Place: Delhi
Date: 20-Dec-21

Financials

Income and Expenditure

Absolute Return for Kids

Statement of Income & Expenditure for the year ending March 31, 2021

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

Particulars	Note	As at 31 March 2021	As at 31 March 2020
Income			
Grant donation		7,18,29,075	5,11,46,635
General donation		11,55,412	34,86,268
Other income	6	25,27,515	11,81,032
Total Income		**7,55,12,002**	**5,58,13,935**
Expenditure			
Programme implemention expenditure	7	3,80,19,347	2,35,23,152
Administrative & other costs	8	45,13,455	17,13,382
Depreciation	9	8,40,176	-
Total Expenditure		**4,33,72,978**	**2,52,36,534**
Excess of (income) over expenditure/expenditure over income		3,21,39,024	3,05,77,401
Amount transferred to general fund		**3,21,39,024**	**3,05,77,401**

The notes referred to above form an integral part of the financial statements

As per Report of our even date

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

George Koshi
Partner
Membership Number: 82961

Kruti Bharucha
Chairperson

Urmila Chowdhury
Secretary

Place: Delhi
Date: 20-Dec-21
UDIN: 21082961AAAAGD6975

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