peepul™

Transforming Lives through Education

Annual Report 2022-23

www.peepulindia.org

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Letter from the CEO

Dear readers,

I am delighted to present our annual report, offering a comprehensive overview of our endeavors over the past year.

During the last year, our organization has continued to see significant growth, not only growing in breadth and depth from to 8 programmes in our two Geographies – Madhya Pradesh and New Delhi, but also a strong team of a highly committed staff that is increasing each day- they bring passion, energy and their incredible talent to bring about the real impact on the ground.

Student engagement continues to be the core of our model. We are anchored in our vision of seeing highly engaged students and teachers in every classroom. Our belief in this has only strengthened as we see the impact of effective student engagement on student learning outcomes.

Imagine what you would think of when someone asks you to describe a classroom in a remote and rural town. You may think of the teacher at the front of the class with not the best of infrastructure, delivering teaching to a group of children, books in hand, traditional chalk board, the walls would be somewhat bare, and there will likely be a shortage of resources for the teacher to be able to use in their teaching knowledge with models and when the teacher asks a question, one child goes to the front of the class and writes the answer on the board or speaks it out to the rest of the class or maybe they all answer in chorus.

Now, imagine the student in that school. Slightly fearful, full of questions but sometimes unsure of whether they can be asked, trying hard to connect the instruction they hear from the teacher to their daily life and practice.

That is what we want to fundamentally reconstruct. Let's start with the students. We want each student to be full of light and hope, able to channel their inner curiosity to solve questions in their head, talk to their peers animatedly, beam with confidence and a beautiful smile when they realise they have understood what is being taught, be able to share their learning with their friends, and ask themselves questions on how to use their learning to make the world a better place.

We want each classroom to be a space of learning. The students sit together and work towards peer learning so that they can help and learn from each other, the walls are bright with posters and print rich materials that highlight what is being taught in class, the students raise their hands when they have a question (and they have many!), the teacher uses methods to ensure every child is heard and participates, there is a clear learning objective for each day. At dispersal, the teacher reflects on the progress the children have made – pride in what has been achieved each day and responsibility in knowing there is much more to be taught and supported.

Those high-engagement classrooms are what we hold as central as we roll out each of our programmes. Our eight programmes across Delhi and Madhya Pradesh, work with 300,000+ teachers, 100,000 schools and 9.75 million students that all hold student engagement at the heart of the work and that shift in classroom practice that we hope will come about to deliver significantly better education outcomes.

As you read this report, you will find out more about how each of our programmes delivers on the promise of stronger student engagement. We continue to innovate, test and scale. Measuring impact is much more in the DNA of each of our programme team members than ever before and it has been incredibly fulfilling to see the impact and change of our work, as measured by our intermediate programme metrics and student learning outcome metrics.

Thank you for being a part of our journey of growth, learning and education. We are grateful for all your support, for your thought partnership and for traveling this path together. For you, and because of you, here are some lines from one of my favorite songs – A Million Dreams:

Every night I lie in bed
The brightest colours fill my head
A million dreams are keeping me awake
A million dreams, a million dreams
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make

A million thanks,
Kruti

02

Our Model

1. The Problem we address

The school system in India is one of the largest in the world, with over 250 million students and 9 million teachers; only 175 million students are estimated to attend government schools, who are mostly children from the most underserved and vulnerable communities.

The government is investing immense resources towards strengthening the public-school education system, which includes school buildings, books, and stationery. Millions of schoolteachers, school leaders and education officials are engaged daily in ensuring education reaches every student in India. However, despite best efforts, the system is falling short of seeing tangible student learning outcomes.

Without an effective approach, the education sector will leave future generations without essential life skills, critical thinking abilities, and core human values.

2. Our Solution

At Peepul, we enable high student engagement to improve student learning outcomes. If children are meaningfully and effectively engaged in the classroom, they attend classes regularly, engage with their work, and achieve learning.

To achieve high student engagement, we partner with national, state, and local governments to design and implement high-quality, scalable programs.

3. High Engagement Teaching Toolkit

A body of research exists showing the strong linkage between the soft infrastructure of schools including teacher behavior, to develop student engagement and, in turn, better learning outcomes.[1,2]

At the heart of our model is a high-engagement teaching toolkit.

Our high-engagement teaching toolkit consists of **three interventions.**

2. **Focused, timely teacher skilling:** We design and deliver bite-sized, modular, relevant training programs for teachers on 'high-engagement teaching'. We also build learning circles for teachers to create a community of practice with supportive peers.

3. **Building Academic Mentors:** We work with the government to create a layer of structured academic mentorship in the school system. The principals/government officials help teachers implement what they have learnt in 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.

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1   Finn, J. D., & Zimmer, K. S. (2012). "Student engagement: What is it? Why does it matter?" In S. L. Chistenson, A. L. Reschly, & C. Wylie (Eds.), Research on student engagement (pp. 97–132) (New York, NY).

2   Guthrie, J. T., & Davis, M. H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. Reading & Writing Quarterly: Overcoming Learning Difficulties, 19(1), 59–85.

3. **Aligning incentives and accountability:** We engage with governments to create structures to reward the right behaviors 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.

These interventions are data, research and policy-backed

- **Data-backed:** Our Monitoring Evaluation & learning team works with the program teams to define the impact framework, measure impact, and learn from feedback.

- **Research-backed:** We leverage international best-practice and contextualize it to the Indian public school system. We also learn from new interventions at our exemplar schools that act as R&D labs.

- **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.

Improving student engagement at scale

Focused, timely **teacher skills** to enlighten and enable for action

High-engagement teaching practice that enables meaningful teacher-student interaction

Academic mentoring and coaching to help manage the change

Aligned **intensives and accountability** to bring focus to the things that matter

03

Our Programmes

Overview

Our work spans eight programmes, working with over 325,000 teachers, 9.75 million students and 100,000 schools. We currently focus and work at scale with the state and municipal governments in two geographies, Madhya Pradesh and Delhi, as well as work with the Ministry of Education, Government of India.

Our programmes are:

Exemplar Schools

New Delhi

Sitara Training

New Delhi

Digital Literacy

Madhya Pradesh, New Delhi

CM Rise Teacher Professional Development

Madhya Pradesh

CM Rise Schools

Madhya Pradesh

MCD Schools System Transformation

New Delhi

Mission Education, Alirajpur

Madhya Pradesh

Assessment Strengthening Programme

Madhya Pradesh

3.1 Exemplar Schools, New Delhi

We partnered with the Municipal Corporation of Delhi (MCD) to successfully transform three struggling primary government schools into outstanding role models in 2015. These three 'exemplar schools' educate over 1400 children from low-income communities and have achieved high academic standards. Through direct work with teachers and students at these schools, we developed the tools, strategies and methods needed for a transformational classroom where at least 75% of children meet or exceed grade-level expectations. Our Exemplar Schools in Delhi have been appreciated nationally and globally. State governments have recognized the schools and have served as inspiration for reform initiatives in other states in India. They have demonstrated the high bar of excellence possible within the constraints of the government school system. **We were selected as one of the Top 10 Best Schools across the world for Innovation by T4 Education in 2022.**

The success of our exemplary schools is built on three pillars:

1. **Nurturing children** in their 'attendance to attainment' journeys by providing a print-rich, student-centred classroom environment, innovative curriculum, and data-backed child-specific interventions. We partner with other organizations where necessary to enrich the curriculum; for example, art curriculum from Art for Akanksha, Story Time with Shake a Tale, science experiments with My Stem Lab, etc. Our schools are inclusive, catering to the needs of all children.
2. **Empowering teachers:** to deliver excellent education via rigorous selection, training and coaching, providing autonomy and structured growth opportunities.
3. **Engaging closely with our pupils' families** and shaping our children's formative years together via awareness-building, continuous engagement, counselling and support. Various practices like New Parent Orientation, *Chai pe bhat cheat, Kamal ki class*, and Term-end PTMs engage guardians with their children's education.

Our impact in numbers:

Enrollment:

9 students ≫ **~1400** students

in **1 school** in **2015**   in **3 school** in **2022**

Attendance:

Less than **40%** ≫ more than **75 %**

annual attendance   **annual attendance**
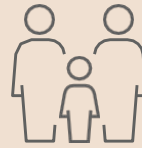
Learning outcomes:

75% tudents meeting or exceeding minimum grade-level expectations

Parental involvement:

95% parent-teacher meeting attendance

3.2 Sitara Training, New Delhi

Overview:

The MCD Teacher Capacity Building Program is an in-service teacher skilling initiative in partnership with erstwhile SDMC, now unified Municipal Corporation of Delhi. This 3-year program was started in 2019 with the objective of improving student learning outcomes through teacher skilling in the areas of classroom management and pedagogy.

Programme Objectives:

In the academic year 2022-23 we focused on enhancing competency-based teaching practices of the teachers of grades 2 and 3 in the central and west zone of erstwhile SDMC. The **programme trained** more than 800 teachers out of 955 teachers from more than 260 MCD schools across the two zones, with an overall attendance of 84%. The team was able to successfully set up 2 **Resource Centers** in 2 different zones (West & Karol Bagh Zones) to conduct teacher training.

Approach and Interventions:

There are 3 core interventions-Upskilling sessions for teachers, Classroom Observation & feedback and a virtual community of practice on WhatsApp.

Design and Delivery of the Upskilling Sessions:

Two modules were designed and delivered over the academic year. Module 1 was designed in a 3-day format focusing on Competency based Pedagogy, Hindi Reading, Assessmentand Data Gathering. Module 2 was a 2-day format focusing on Assessment Data Analysis, and Assessment Informed Teaching Practice. The modules were deliveredin a hands-on workshop style wherein each day consisted of ample opportunities for discussion, peer learning and practice time, to dive deep into the concepts introduced.

Monitoring and Evaluation Mechanism:

Teachers were assessed on their previous/existing knowledge component through a baseline survey form and post-training improvement in knowledge through the end-line survey. The overall impact of the program was then evaluated by classroom visits and feedback on the implemented classroom practices.
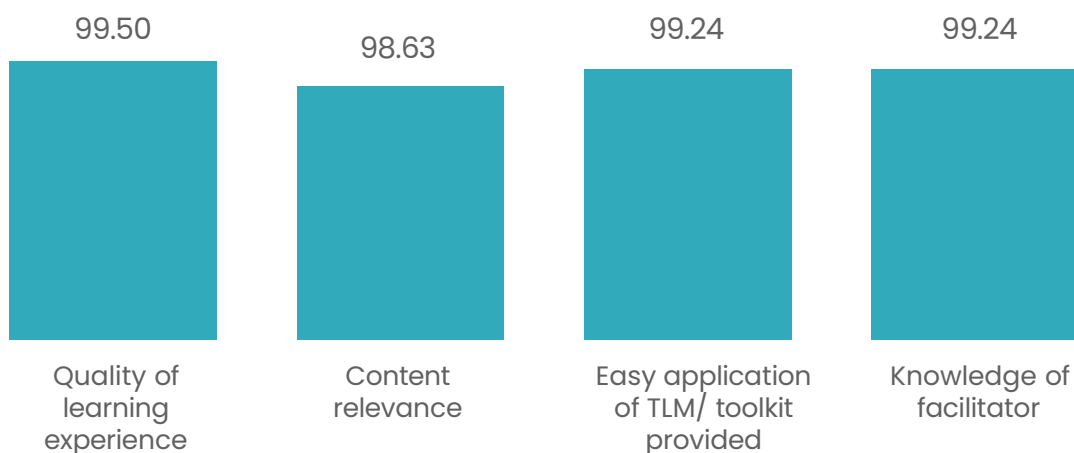
Feedback Received on the Teacher Training:

A robust need analysis conducted before the training and consistently incorporating teacher feedback into the module allowed us to keep the training experience relevant and meaningful for our teachers. Additionally, we incorporated practice time into the session that made use of the Hindi toolkit, which enabled teachers to understand how to use the resources effectively in their classroom. The feedback from the teachers has been tremendously positive and encouraging.

- The programme team designed a **Hindi toolkit** which consists of competency-based activity cards and an instruction manual with suggested activities and games for all grades (I-V). The participating teachers were provided with a Hindi Toolkit each, a Student Progress Register and list of suggestive activities that can be conducted with the students. These resources increased the likelihood of the teachers implementing the new pedagogical practices.

- Active WhatsApp engagement with the teachers helped maintain higher participation of teachers in the in-person trainings. It also allowed us to create a virtual community of professionals where constant nudges were provided for habit formation.

- In Delhi, we partnered with Deputy Director of Education (DDEs) of respective zones and School Inspectors to support us to ensure sincere teacher participation in the workshops. Simple action steps like nudging them to send messages to teachers or visiting the training to motivate teachers went a long way in building accountability and ownership in teachers as well.

Teacher feedback on training

Percent of feedback:

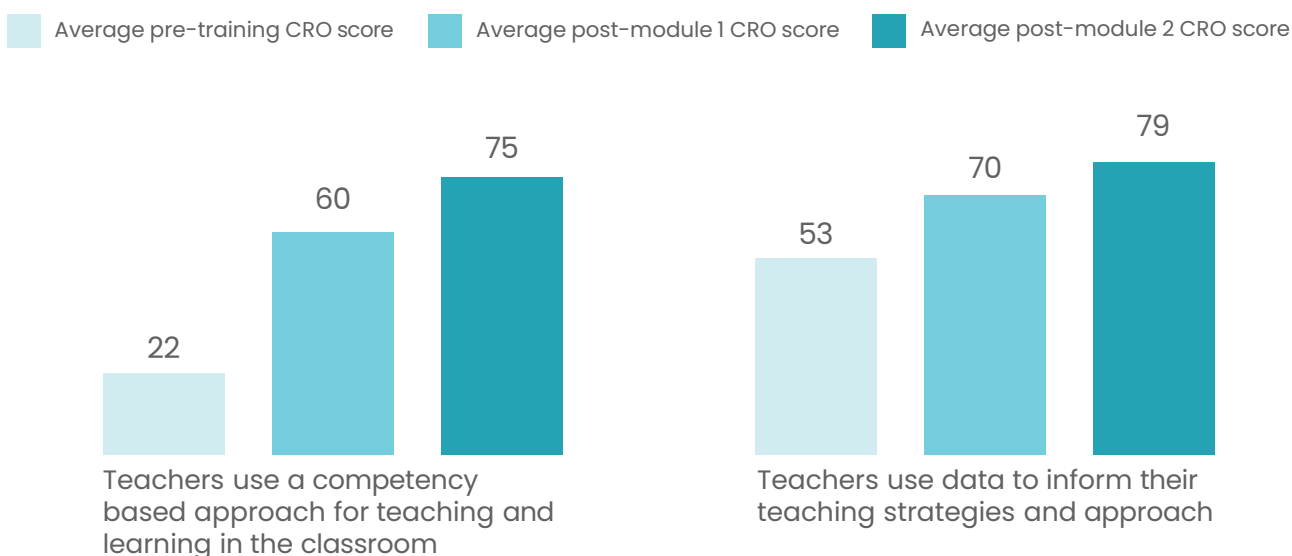| Quality of learning experience	Content relevance	Easy application of TLM/ toolkit provided	Knowledge of facilitator
99.50	98.63	99.24	99.24

Programme Impact in 2022-23:

The classroom observations data of a sample size of 350 teachers was analyzed to study the impact of the program interventions on the classroom practices. Overall, we saw clear evidence of teachers adopting the practices they were introduced to:

- On average, teachers' skill level to **use a competency-based approach for teaching and learning in their classroom saw a considerable increase of 53%** (from pre-training to post-training CRO of module 2)

- Moreover, **teachers' adoption rate of data to inform their teaching strategies and approach also saw a significant improvement of 26%**. As per the anecdotal interviews conducted with teachers, they used assessment data to better student performance, group students based on reading levels, lesson planning, and remediation/revision.

Skill development in teachers across the training

Percent of teachers

■ Average pre-training CRO score ■ Average post-module 1 CRO score ■ Average post-module 2 CRO score

	Teachers use a competency based approach for teaching and learning in the classroom	Teachers use data to inform their teaching strategies and approach
Average pre-training CRO score	22	53
Average post-module 1 CRO score	60	70
Average post-module 2 CRO score	75	79

Mrs. Manju Khatri (DDE) and Mr. Akhilesh Kumar (Mentor Teacher) addressing the teachers.

Mr. Om Prakash Meena (School Inspector) encouraging teachers to participate actively.

Mr. Pragi Lal (School Inspector) appreciating the efforts of Peepul team and motivating teachers.

Testimonials

> I found this student register very beneficial after attending Module 1. I started from group 1 and the response of the children was very good. The level of the children was properly known and accordingly where the child needs stress. This was very beneficial.

Gurvinder Kaur

Asalat Pur

> I got interested in this training because many children were using this toolkit, so I felt that I should also learn. The best part of it was that we were taught to identify what is the problem of the child and then through which steps we must reach the solution whereas we generally do that "this is the solution to the problem" which might not work every time. The second thing that I would like to implement in my classes is to detect whether this child needs remedy or revision.

Sonia Arora

Vishal Enclave (Mentor Teacher)

3.3 Digital Literacy, New Delhi & Madhya Pradesh

In this rapidly growing digital age, it is important for our future generations to learn and adaptto it. Most of the students from underprivileged backgrounds have limited access and exposure to the world of digital learning. The COVID pandemic is a testament to the growing importance of the need for enabling digital access to all sections of our population.

The Digital Literacy Program was introduced to provide 21st Century Skills to children fromunderprivileged communities. Peepul and Amazon Future Engineer (AFE) have collaborated on a mission to provide children from different backgrounds an equal opportunity to access digital learning. This initiative builds coding and computational skills in teachers and students. We provide teacher capacity building, digital infrastructural support, and curriculum development for schools in MCD.

Digital Literacy-Exemplar Schools, New Delhi

In 2021-22, the first year of the programme, we set up digital labs in each of our network of three exemplar schools. With the support of Amazon and partners like Code.org and Code Mitra we developed a customized curriculum for our schools, complete with lesson plans andassessments. In our three exemplar schools, we provide two hours of digital literacy lessons for 690 students. In 2023 we also introduced the programme to our Grade 2 at all three schools, thus engaging with more than 900 students across Grades 2 to 5.

In 2022-23, we continued with the direct intervention at the exemplar schools. In addition, we started a digital learning program in 27 MCD schools leveraging the existing digital infrastructure of the MCD schools and our experience of implementing the program in our schools. In 2023-24 we are expanding the programme to 20 more MCD schools. Children from Grade 5 across three schools participated in a hackathon organized by organization Code.org this year. They made a project on SDG using scratch as tool.

Testimonials

When Chirag's mother came to know that school was starting a computer class, she thought, what would such a small child do on the computer? Then her daughter told her that it was very good for Chirag. If he has computer knowledge now, then it will not be difficult for him in future. She also said that the school thinks a lot for all children, and she wants to thank everyone for this.

Chirag Sanjeev (Mother) Grade: 4
MCD Primary School (co-ed), Lajpat Nagar IIL Delhi

The digital literacy classes are creative and engaging, which helps the students to learn difficult vocabulary and various concepts such as problem-solving, directions, etc. The skills being learned in these sessions also help the students in other subjects. The children initially used to look at a given problem, due to which they hesitated even to try out the solutions for those problems. The sessions have helped them to break the problems into parts and then work on each part, which has increased their confidence. They usually follow the same approach while working on math word problems or questions in the languages and other subjects.

Aakanksha
Rajore Academic Coordinator MCD Jeevan Nagar School (co-ed), New Delhi

Digital Literacy - Scale Programme, New Delhi

Interventions

In its first year, the programme has been implemented in 27 schools with an intent to lay a strong foundation to help equip teachers with skills to identify student learning outcomes and engage students in computer science classes. Regular support visits have also been conducted to ensure the students have regular one-hour weekly access to digital learning. The impact of this in the student learnings has been tremendous with students learning **TUX-Paint,** developing logical reasoning with **Scratch Jr.** and critical thinking with **G-Compris. The students also have had an opportunity to participate in the science fair where they created projects on environmental issues to demonstrate learning.**

Implementation in action

Classroom teaching practices for developing block-based programming skills by teachers.

Testimonials

Peepul training helped in starting Digital Literacy classes and students are taking keen interest in learning on tablets. More such trainings should be conducted.

Priti Tokas

MCPSG block, J.J Colony Bakkarwal

Thanks to Peepul for introducing apps like Scratch Jr and Tux Paint. Students have started thinking creatively and developed story formation skills using block-based programming.

Seema Kakkar

MCPS GG3, Vikas Puri School

I do not belong to Computer Science background, Peepul's support enabled us to engage students on different applications.

Manish Kumar

MCPS New Roshanpura 2

Teachers were awarded certificates of appreciation for ensuring one hour of digital access to students.

Students participated in a science fair to show case projects on scratch Jr. On climate change.

Digital Literacy, Madhya Pradesh

Overview

The current school education system in MP has no system and curriculum in place that a child studying in government schools can learn computers before grade 9th we believe digital literacy is one of the most important skills in 21st century and to develop the computational thinking among all the children studying in grades 6,7 & 8 we are planning to design and implement a digital literacy program with the support from AFE.

Objective

To design a computer science curriculum for the students of grades 6,7 & 8 students. Design students and teachers' content which will be used in all the CM RISE Schools and provide training to teachers to implement the program in classrooms and provide monitoring and support to the department to effectively implement the program.

Interventions

We signed the MoU with the school education department and set up the relevant governance structure and departmental buy-in to implement the program effectively. In the first year of the program (2022 -23) we did a deep diagnostic of the system and, identified what is actually needed by the system, teachers, and students. We also did explore sessions with students and FGDs with teachers to understand their needs and what kind of support they will need to implement the program. The first year of the program was mainly focused on deep diagnostic, setting structure, team and signing of the MoU. The second year will be for designing the content for students and teachers and providing training to teachers.

In the second year (2023-24) of the program we will also implement the program deeply in selected 50 CM RISE Schools.

Impact (2022-23)

The MP Amazon Future Engineer program was started in 2022- 23 and in the first year of the program, we signed the MoU with the School education department, set up the team, and did the system diagnostic of resource availability and gaps. To understand the current levels of students and teachers and accordingly, what will be their need we did explore sessions in schools where we conducted sessions on Scratch Jr, Scratch, MS Excel with students and teachers and took their feedback. The first year was mainly dedicated to the diagnosis of the system and getting a buy-in from the department to implement the digital literacy program.

The design and development of digital literacy/computer science content for teachers and students have been started and self-explore videos for the scratch jr. have been developed by the team which teachers will use in the schools. A round of explore-session with 6 CM RISE Schools was done to understand the need and current learning level of students and teachers. In these explore-sessions, we conducted 90 minutes classes with students from grades 6,7 & 8 to observe and understand how much these students were able to learn from the class and how much they were interested in learning.

3.4 CM Rise Teacher Professional Development, Madhya Pradesh

Overview

CM Rise Teacher Professional Development Program was launched by the State Education Department of Madhya Pradesh in partnership with Peepul on 1st May 2020. It started as a Covid-19 response to continue the teaching-learning processes amidst the pandemic. Initially, the program focused on the Digital Teacher Training of the teachers. It has now evolved into a holistic program encompassing other vital components of teacher training –Blended training, learning communities, mentoring and classroom observation, monitoring of teacher performance. This holistic Teacher Professional Developmentis enabled by tools and templates, technology, rewards and recognition, leveraging existing Institutions and Initiatives, and communication. The program targets all ~ 3,00,000 teachers across 52 districts of Madhya Pradesh.

Keyinterventions for AY 2022-23

We undertook various initiatives this year towards strengthening teacher professional developmentaround the key areas of the program.

Blended Training

We launched Digital Courses on the DIKSHA platform for the teachers who are supported by other forms of training or learning forums (termed blended training). The course content is scaffolded and based on the **'light but right' principle**–bite-sized, high-quality, context-relevant content. In addition, each course has a **pre and post-assessment** to track the learner's progress. To drive course uptake and engagement, planned **communication nudges** are sent in the form of posters and messages on groups on messaging forums WhatsApp or Telegram..

Teaching-learning material created by the teacher based on the digital course – Print Samriddh Vatavaran

Key updates of 2022-23

- **Prabhavi Shikshan Prakriyaen:** In the year 2022-23, two new digital courses were launched under this course series is focused on general pedagogical techniques (teaching-learning practices) and is launched for the teachers of grades 1-8. The first two courses were based on a print-rich environment and the techniques of effective classroom engagement.

- **Foundational Literacy and Numeracy:** Additionally, Mission Ankur Digital Course Series was started in collaboration with the Foundation Literacy and Numeracy (FLN) Mission of the state (Mission Ankur). This series is launched for the teachers of grades 1-5 to train them on key FLN concepts. This year four digital courses have been launched, Two each on Numeracy and Literacy. These courses are supported by face-to-face training by Mission Ankur.

Course launch communication

- **Digital Courses on Early Childhood Education for Anganwadi Workers:** A 6-part digital course series is being developed in alignment with Rajya Shiksha Kendra, Women and Children Development Department and Azim Premji Foundation. The series focuses on required skills and mindsets to provide high-quality early childhood experiences and stimulation to children for their growth.

1. Professional Learning Communities (*Shaikshik Samwad*)

Shaikshik Samwad is a forum of academic discussion initiated for strengthening the culture of professional learning communities in the state's education ecosystem. It serves three key purposes – a) taking learnings of digital courses to the classroom b) encouraging peer learning by discussion c) recognition to the teachers who present their classroom best-practices.

Best Practice sharing by the teacher and students in online two-way Shaikshik Samwad

Shaikshik Samwad is role-modelled at the state as an online two-way interaction and further emulated at the districts every month. The topics for academic discussion are in alignment with the digital courses and the contemporary needs of the teacher. The state-level participants are representatives from different districts and officials at the state. The participants are oriented on 6 design principles of effective Shaikshik Samwad and supported during facilitation.

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सी.एम.राइज़ शिक्षक व्यवसायिक उन्नयन कार्यक्रम के अंतर्गत प्रभावी शिक्षण प्रकियाएं डिजिटल कोर्स श्रृंखला में कोर्स 1 'प्रिन्ट समृद्ध वातावरण' अभी तक के कोर्स से अलग और प्रभावशाली रहा। इस कोर्स की सहायता से हम शाला को आकर्षक बना सकते है। इस कोर्स में मुख्य रूप से मुझे प्रशंसा चार्ट, कक्षा का प्रवेश द्वार और बच्चों की दुनिया ने बहुत प्रभावित किया है। इन कोर्स के अनुभवों का मैं अपनी शाला में समावेश करने का शत प्रतिशत प्रयास करूंगा।

देवीलाल मालेचा शा. प्रा. शाला काचरियादेव, मंदसौर

"

प्रिंट समृद्ध वातावरण कोर्स से हमने सीखा कि यदि शाला का हर कोना प्रिंट समृद्ध होगा तो सीखने-सिखाने की प्रक्रिया अत्यंत रोचक एवं आकर्षक होगी। शिक्षकों एवं बच्चों के सहयोग से शाला का माहौल खुशनुमा होगा। प्रिंट सामग्री को स्थाई न बनाकर परिवर्तित करते रहना एवं नए प्रयोगों का उपयोग अधिक सार्थक होता है। ये जो बोलती दीवारें हैं न यह बच्चों के लिए शाला का हर कोना शिक्षण का कोना बनाती हैं। यह बच्चों की दोस्त और शिक्षक दोनों बन जाती हैं। प्रिंट समृद्ध वातावरण से बच्चों की पूरी सहभागिता एवं सीखने के स्तर में निश्चित ही बहुत सफलता मिलेगी।

शऊर फातमा, एकीकृत शा. मा. शाला सतपाड़ा, विदिशा

सीएम राइज़ शिक्षक व्यावसायिक उन्नयन प्रशिक्षण अंतर्गत प्रिंट समृद्ध वातावरण का प्रशिक्षण मैंने प्राप्त किया।

कोर्स के दौरान बच्चों के कक्षा में प्रवेश के लिए वेलकम साइन बोर्ड के बारे में बताया गया है। जिसे मैंने अपने विद्यालय में भी लागू किया, जिसके परिणाम स्वरूप मेरी कक्षा में बच्चों की उपस्थिति बढ़ी व बच्चों को विद्यालय आने में आनंद आने लगा। मुझे यह प्रशिक्षण सत्र बड़ा अच्छा लगा। सत्र के दौरान बताए गए प्रिंटरिच वातावरण के अन्य पोस्टर्स को भी मैंने अपने विद्यालय में लागू किया है।

शिखा वर्मा, शा. प्रा. विद्यालय बलाई खेड़ा, महिदपुर, उज्जैन

सीएम राइज शिक्षक व्यावसायिक उन्नयन कार्यक्रम अंतर्गत दीक्षा पर चलाये जा रहे कोर्स 1 प्रिंट समृद्ध वातावरण से बच्चों के इर्द-गिर्द चित्र के माध्यम से विषयवार सामग्री से बच्चों को स्वयं से सीखने के अवसर मिलते हैं। उन्हें देखनें पढ़ने के अवसर मिलते हैं। साथ ही धन्यवाद और प्रशंसा बोर्ड से बच्चों की सराहना से प्रतिस्पर्धा के साथ आगे बढ़ने की प्रेरणा मिलती है। बच्चों के व्यवहार को चार्ट पर प्रस्तुत करने से बच्चो की मानसिक स्थिति भी सुदृढ़ होती है।

विधि वर्मा, शा. प्रा. शाला अकबरपुर, भोपाल

सी एम राइज़ शिक्षक व्यावसायिक उन्नयन कार्यक्रम अंतर्गत कक्षा में बच्चों की सक्रिय भागीदारी कोर्स को पूर्ण किया तथा उसमें विभिन्न तरह की गतिविधियों जैसे हुक तकनीक एक रोचक शुरुआत, थिंक पियर एंड शेयर गतिविधि का प्रयोग कर कक्षा में सभी बच्चों को सक्रिय अधिगम में संलग्न किया। इसमें शब्द भंडार विकसित करने के लिए सभी बच्चों को कुछ समय सोचने के लिए दिया, तत्पश्चात उन्हें 2-2 की जोड़ी में विभाजित किया फिर एक दूसरे के साथ कितने नए शब्द किस बच्चे सोच पाए उन्हें विचार साझा करने के लिए कहा गया। इसी तकनीक को राईट पेयर और शेयर के रूप में चेंज कराया गया। उन्हीं विचारों को बच्चों से कॉपी में लिखवाया तथा एक दूसरे को जांच करने को दिया, जो बच्चों को रोचक और प्रभावी लगी। इस मेथड के द्वारा सभी बच्चों की कक्षा में सक्रिय भागीदारी सुनिश्चित हुई है। यह विधि बहुत ही प्रभावी एवं कक्षा संचालन के लिए लाभकारी तथा बच्चों के लिए रोचक सिद्ध हुई है।

भूरे सिंह तोमर, बी ए सी, मुरैना

Key Updates

- This year we conducted **7 State Level Shaikshik Samwads at the state** to strengthen peer learning among teachers and officials. 72 teachers from primary and upper primary schools, officials and DIET faculty from block and cluster level were invited as panelists at the state.

- **All 52 districts** organized the **6 district-level Shaikshik Samwads** so far. In total there were 200 Samwads conducted with about 1,68,945+ participants.

- **Envisioning In-person Cluster-Level Shaikshik Samwad** To further strengthen the professional learning communities, a concept of in-person samwads to share their experiences, challenges and best practices that will improve their teacher leadership

In-person Orientation of Facilitators before Shaikshik Samwad

- **State-level workshop:** A two-day state-level workshop was organized in collaboration with the Teacher Education Cell at SCERT with several stakeholders to understand the highlights and challenges of the mentoring and monitoring mechanisms on ground. Suggestions were invited for creating high-quality in-person cluster-level Shaikshik Samwad.

- **Pilot of Cluster-level Shaikshik Samwad** - As a next-step, the pilot of Cluster-level Shaikshik Samwad was conducted in five districts – Alirajpur, Raisen, Dewas, Bhopal and Katni. The learnings from these pilots will be used for planning the cluster-level Shaikshik Samwad for the next year.

"In the Highlight: Shaikshik Samwad"

Pilot of Cluster Level Shaikshik Samwad in Katni District

2. Teacher Recognition and Appreciation

Teacher recognition serves as an important enabler of teacher professional development. Several initiatives are being taken place to recognize and appreciate teacher best practices. These not only **serve as motivators** but also are **crucial to nudge the right action**

- **Hamare Shikshak Hamare Preranastrot (Our teachers, Our Inspiration)** comprises of a **digital booklet** series and YouTube videos. The booklets contain **codified best practices** of the teachers based on digital courses. So far 7 editions of these booklets have been published that feature over 350 teachers and academic officials. Moreover, to enable a wider-reach the best teacher videos are also shared on **State Education Department's YouTube channel**. Additionally, **a cross-learning forum on Telegram** has been created for the teachers to share on Telegram group.

- **Sajha Samwad Prerak Prayas** is a booklet series codifying best practices and reflections related to Shaikshik Samwad.

Key Updates

- **7th edition of Humare Shikshak Humare Preranastrot** was launched this year. This booklet is a compilation of codified best practices related to the digital course series – Mission Ankur and Prabhavi Shikshan Prakriyaen

- **45 teacher reflections and classroom application videos** were consolidated and shared on State YouTube channel. The videos can be found on the State Education Department's YouTube channel, link: https://www.youtube.com/@RajyaShikshaKendraSED

- **The first edition of Sajha Samwad Prerak Prayas** booklet involving reflections of 68 panelists (teachers and officials) of State-level Shaikshik Samwad has been published.

Launch of HSHP booklet by Director, Rajya Shiksha Kendra, and other state officials

Glimpses of the digital booklets-Humare Shikshak Humare Preranastrot and Sajha Samwad Prerak Prayas

3. Governance and Policies

The program seeks to **strengthen processes and policies** around Teacher Professional Development in the state. The program governance is supported by **a Steering Committee** laid by Principal Secretary of State Education Department and **Working Committee** under leadership of Commissioner of Rajya Shiksha Kendra. Academic guidance and partnerships for implementation of the program are sought though **liaising with education officials** at various levels – at the state and on the ground.

Key Updates

Teacher Training Policy

For system integration of strong teacher professional development principles, a **teacher training policy** has been co-created by Peepul. The key features of the Teacher training Policy are

- Instituting a State Professional Standards for Teachers (SPST) based on National Professional Standard for Teachers (NPST) drafted by the National Council for Teacher Education (NCTE).

- Has a process framework for a holistic, personalized in-service teacher training cycle that is connected and continuous.

- Establishes a perspective on the critical enablers –technology and culture – that can help create a pioneering Teacher Professional Development ecosystem in the State

Steering Committee

Established the Steering Committee, under the leadership of the **Principal Secretary – School Education**, comprising of Commissioner of CPI, comprising of Commissioner of RSK and Peepul representatives. This meeting scheduled for fortnightly basis or as called by the Principal Secretory. In this meeting the members reviewed the impacts and discussed the way forward and strategies to achieve the objective if this program.

Working Committee

Established a Working Committee under the leadership of **Commissioner/Director of Rajya Shiksha Kendra** with relevant members from the Steering Committee, key nodal officers, including Head of Curriculum (Rajya Shiksha Kendra), SCERT officials, Head – Training Cell (Rajya Shiksha Kendra), Head of Teacher Education Cell (Rajya Shiksha Kendra), Head of Evaluation Cell (Rajya Shiksha Kendra), representatives from Peepul. This meeting is scheduled monthly or as per called by the Director of Rajya Shiksha Kendra (School Education Department). In the working committee meeting the members discussed Programme planning, monitoring, Implementation, impact review and coordination.

Monitoring

To track the impact of the program, all initiatives are thoroughly monitored regularly. Impact of each initiative is tracked at three stages – Uptake, Engagement and Learning. For example, for digital courses the enrolment in the course (uptake), course completion, run-time of course content (engagement), in-course assessments and post-work (learning) are tracked.

To easily track the impact of digital courses, a digital Teacher Professional Development learning dashboard has been created.
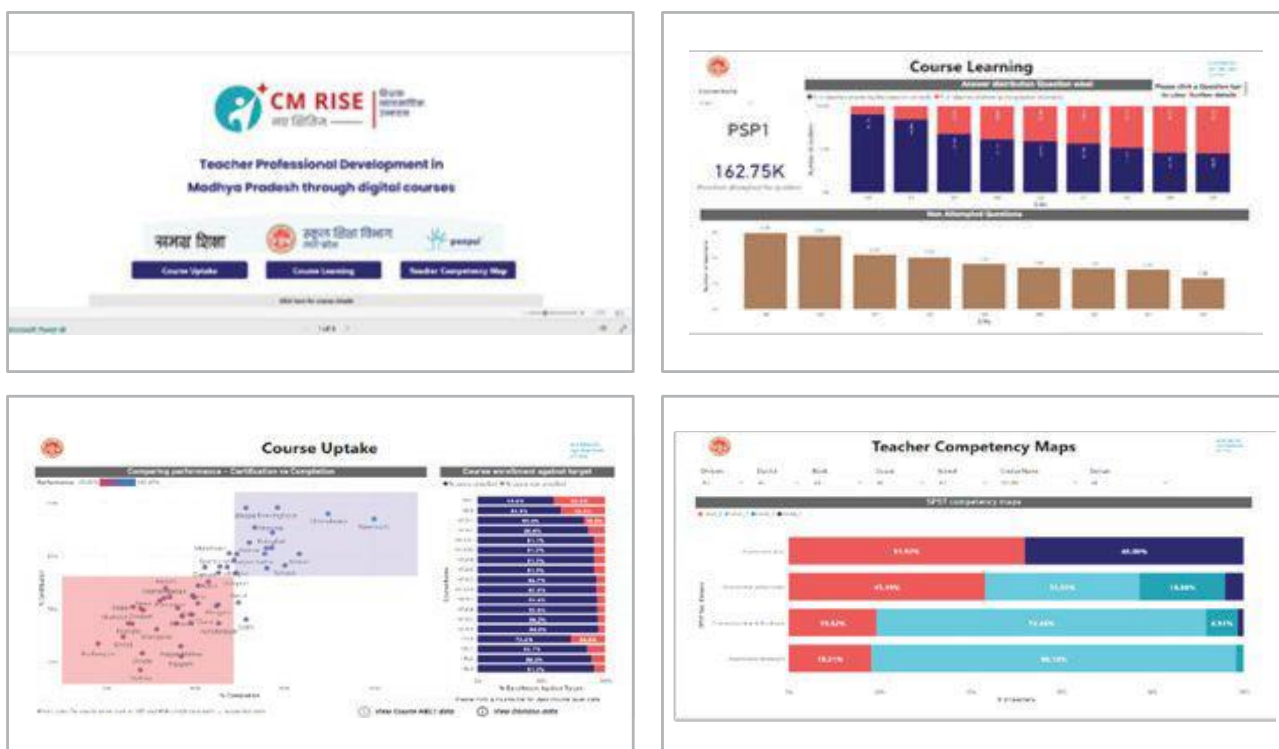
Innovative Practices

The success of the Program can be attributed to a number of innovative best practices that were developed adopted in the process of course launch and implementation of CM Rise TPD Programs in the State.

Creating and disseminating State dashboards: Daily Dashboards were shared in different forms with all districts to give a view of progress and drive better engagement with the courses. Leaning quotes from the teachers were also included to motivate the other teachers and stakeholders.

Impact

In the time since launch in May 2020, **59 CM Rise digital training courses** have been launched on the national DIKSHA platform, including 18 modules of NISHTHA 1.0, and 12 modules of NISHTHA 3.0 FLN. In the CM Rise digital courses curated/created by SCERT MP, we have engaged teachers on bite-sized, practical, high-quality digital training courses. These are on critical topics like FLN, ECCE, classroom management practices, distance learning, mental health, and wellbeing, partnering with parents during the COVID crisis, conducting safe and effective home visits, Home-based Learning etc.

In the AY 2022-2023, we provided field support during the relaunch of 12 NISHTHA 3.0 course modules in the months of April and May, followed by launching and supporting 6 digital courses- 2 from Prabhavi Shikshan Prakriyayein series and 4 from Mission Ankur FLN course series.

Below are the high-level outreach numbers for the 6 digital courses created/curated by CM Rise TPD this year:

176,000+ teachers across Madhya Pradesh enrolled in the digital teaching courses.	**162,000+ teachers across Madhya Pradesh completed the courses.**	**An average course completion rate of ~84% was recorded.**	**2 states used(copied) the content for Prabhavi Shikshan Prakriyaein course 2 to administer it to their teachers.**

Thought Leadership within the System

The program contributed to knowledge sharing at various national platforms to contribute towards the vision of holistic teacher professional development.

National level workshop on NISHTHA program

This workshop by National Institute of Education Planning and Administration (NIEPA) focused on the exchange of the best practices done by the Districts on Face-to-Face Training done in 2019 and online digital course series on NISHTHA 1.0 and NISHTHA 3.0 FLN. CM Rise TPD members along with the state officials shared the learnings, challenges, and best practices from NISHTHA courses implementation of Madhya Pradesh.

National-level workshop on re-envisioning the role of DIETs

CM Rise TPD Members participated in the National Consultative Workshop at NIEPA that focused on strengthening DIETs (District Institutes of Education and Training) for enabling holistic teacher professional development. During the workshop, our work on Digital Courses, Peer Learning Communities and Recognition of Teachers in the state was presented.

State Curriculum Framework

Peepul team members have contributed to the State Curriculum Framework creation by being part of the focus groups of Teacher Education, Mathematics, Environmental Sciences, Art, and ICT. The team has also supported in State Curriculum Framework for Foundational Stage.

Major Achievements

Launch of Teacher Training Policy

On 4th September 2022, Chief Minister Shri Shivraj Singh Chouhan launched the "**Teacher Training Policy**" in a training program for the newly appointed teachers of the State at BHEL Dussehra ground, Bhopal, Madhya Pradesh.

Commonwealth Award 2022

The CM Rise TPD program has received international accolades. CM Rise TPD won the Commonwealth Education Award 2022 in the category "**Rethinking Innovation in Education**", from ~2500 applications across all Commonwealth countries.

NCERT Recognition for innovative Teacher Professional Development

A National conference was conducted by the NCERT on 25th November. Three states were recognized for their exemplary work on DIKSHA. The Program was appreciated as one of the **nation's most innovative Teacher Development Initiatives**. We were also invited to share our best practices on designing and implementing digital courses. The appreciation was shared across all state communication channels.

Additionally, 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. **Institutionalization of Professional Learning Communities for every teacher:** The program has been successful in creating a system-driven two-way academic interaction that is role modelled at the state and replicated at the districts. It will further evolve into an in-person mode at cluster level to enable its reach to every teacher in the state.

Shaikshik Samwad and CM Rise TPD program have received several tokens of appreciation from **Chief Minister, Education Minister of the State through social media handles.**

3.5 CM Rise Schools, Madhya Pradesh

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 is **aiming 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. As part of the first phase of this ambitious programme, 274CM RISE Schools have been flagged off from the academic year 2022-23. Since 2021 Peepul has been 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 maintaining a positive school culture and ensuring meaningful teacher-student engagement by all students at the center. The programme is currently in its second year.

Peepul Support Model
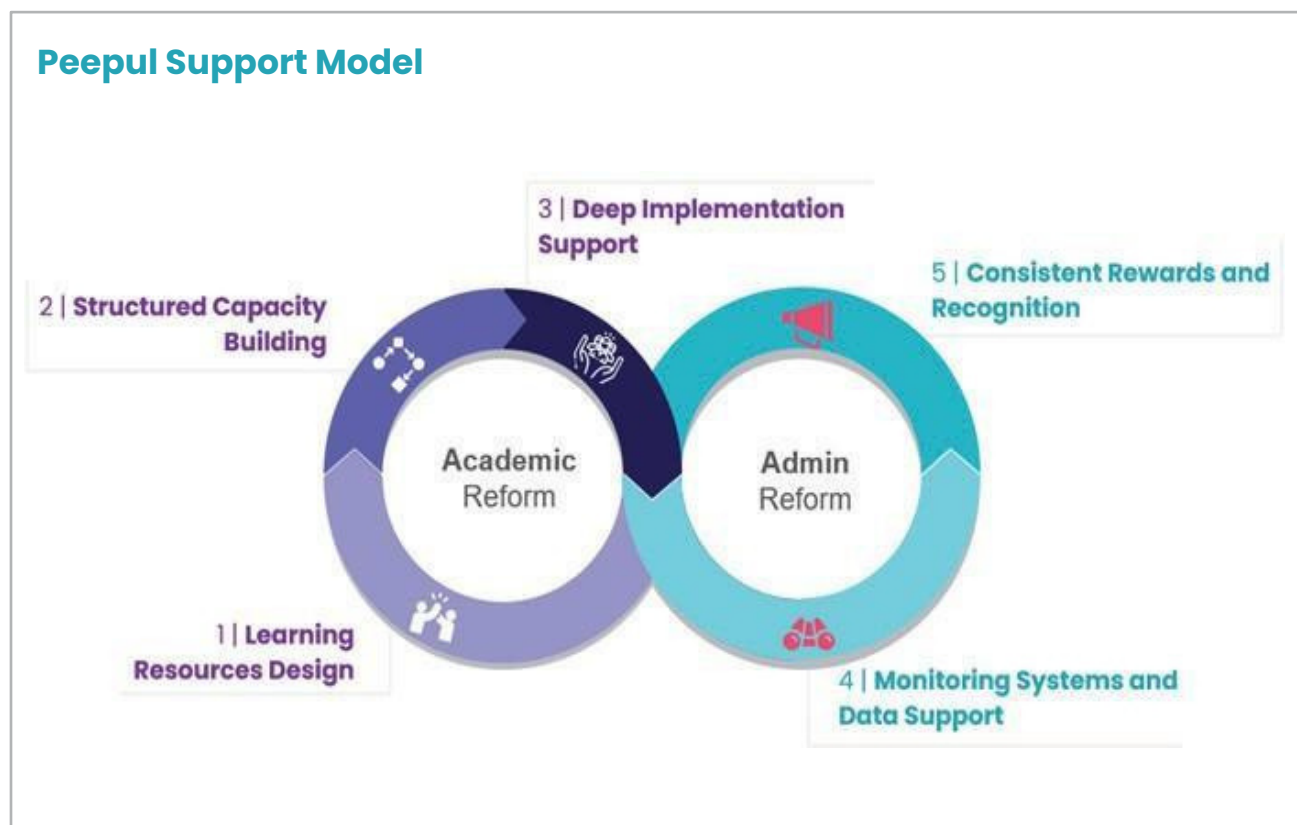
The model focuses on five key areas:

1. Academic Reforms

a. Learning Resources Design

The team has supported the SED in creating codified resources for School Leaders, Teachers and Students in form of handbooks and diaries. These include a School Leader Handbook, a set of over 50 School Operating Procedures ("**SOPs**") that enable a school leader to become a more effective leader across different leadership domains. Example instructional, strategic and people leadership. These SOPs guide the school leaders with step-by-step know-how of running different school processes such as conducting classroom walkthroughs, conducting circle times, developing school plans among many others.

Similarly, a Teacher Handbook has been created with SOPs that guide a teacher to teach effectively in the class and includes guidance on processes such as setting a positive classroom culture, creating print-rich classrooms, creating lesson plans, asking meaningful questions in class among others.

For the students, we have also helped the state to ideate and design a reimagined Student diary which not only helps the students learn critical skills of organizing their work but also provides a space for building regular habits of self-refection and supplements their literacy journey.

School Leader Handbook

Teacher Handbook

Student Diary

2. Structured Capacity Building

Under this various capacity-building interventions for key stakeholders in school and the system are designed and delivered including school leaders, teachers and department officials.

In 2022, school leaders have been key to the capacity building and about 1000 school leaders of these schools including Principals, Vice-Principals, Primary and Middle Headmasters/Headmistresses have undergone an intensive 5-day bootcamp training. While designing these trainings, the team reimagined the classical training environment to use the training itself 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, providing them a safe space to share their challenges and opposing views, ensuring participating of all through various techniques, and fostering a culture of teamwork and peer learning.

For teachers' capacity building the team leveraged multiple modes to reach out to nearly 9000 teachers in these schools. These modes included:

- In-person training sessions at district level to introduce the teachers to the vision, mission and values of CM RISE schools and foster a sense of unity within the school.

- A Digital Course Series "प्रभावी शिक्षणप्रक्रियाएं" rolled out over Diksha covering engaging teaching practices

- School-level trainings provided through a cascade model via the school leaders

- Apart from the above, we have also supported the department officials and in-charges in familiarization with the vision and building for leading constructive monitoring in these schools.

3. Deep Implementation Support

Our on-ground team provides support to the school leaders and teachers after training by conducting comprehensive school visits to assess areas of improvement in school and classroom processes and provides 1 on 1 coaching sessions at school level. In addition, various division and district level VC (video conferences) and in-person collective forums are also organized from time to time to enable learning and provide an opportunity for collective problem-solving.

4. Monitoring Systems and Data Support

Under this pillar of the reform model, the team is supporting the state to build a two-pronged monitoring structure combining self-reported and third-party monitoring visits. We have helped the state develop the tools and SOPs for this monitoring and reflection which include a school reflection form, a classroom walkthrough form and a school visit form. We are also working with the state to analyze the data collected via these forms and build dashboards to derive insights and enable decision-making.

5. Reward and Recognition

One of the most important pillars of the program design is reward and recognition that works to energise the system perpetually and consistently via continued low-powered incentives. Several initiatives have been executed and are in the pipeline in this workstream which include *"Prerak Prayas"* – a Sunday celebration of different best practices seen within the schools. A biannual newsletter *"Utkarsh"* which will have case studies from the ground is also being planned.

A. Impact

We have seen a strong uptake of the critical foundational processes focused in the first year at both school and classroom levels. Over 80% of the schools and classrooms have been able to create a print-rich environment and are running daily assemblies that include student participation and leadership. Schools now have a regular circle time with teachers to align and share issues and build stronger connections within the team. They also have set up their school leadership teams and have taken steps to foster stronger connections with the community including doing parent orientations, organizing learning showcase events and regular PTMs. Over 60% of the school leaders have also started conducting classroom walkthroughs in school to provide feedback to teachers on instructional practice.

Similarly at the classroom level we have seen a strong uptake of processes such as entry routines in the morning, reading corners, print-rich materials, use of TLMs and use of engagement practices such as cold calling, think-pair-share, starting the lessons with engaging hooks and use of lesson planning.

In addition, we have also witnessed incipient shifts in mindset among the stakeholders with an openness to change, adopting new practices and a growth mindset, a bid to build stronger relationships with school community, provide space for student voice and expression and building of an attitude of listening and working together as a team.

Testimonials

Student testimony: "I have been teaching in this school for the last 9 years but in this session the school and teachers seem very different. Now every activity in our school is conducted in a systematic way and all the students are encouraged to participate in every activity. I enjoy myself very much in my school now and I never miss school anymore."

- GHSS Patel Hazira, Gwalior

Parents testimony: "The way the principal interacted with us; it was a great experience. We have also preferred this school over other private schools because we liked the environment here."

- Govt HSS Govindpura Bhel

Teachers testimony: "I am very pleased with the way our new school leaders are involving us in decision-making. We participate in daily circle time in which we are asked how we are feeling and where we need support. We are also being given multiple responsibilities. There is creating a culture of respect here that we haven't experienced before."

"I participated in the training of teachers at CM RISE school, which impressed me and gave me opportunities to learn something new. Now I wish to give my service in this scheme of governance."

- Govt. HSS Girls, Kamla Nehru, Bhopal

School Leaders Testimony: "Now we have strong bonding with students, and they share their problems with the teachers."
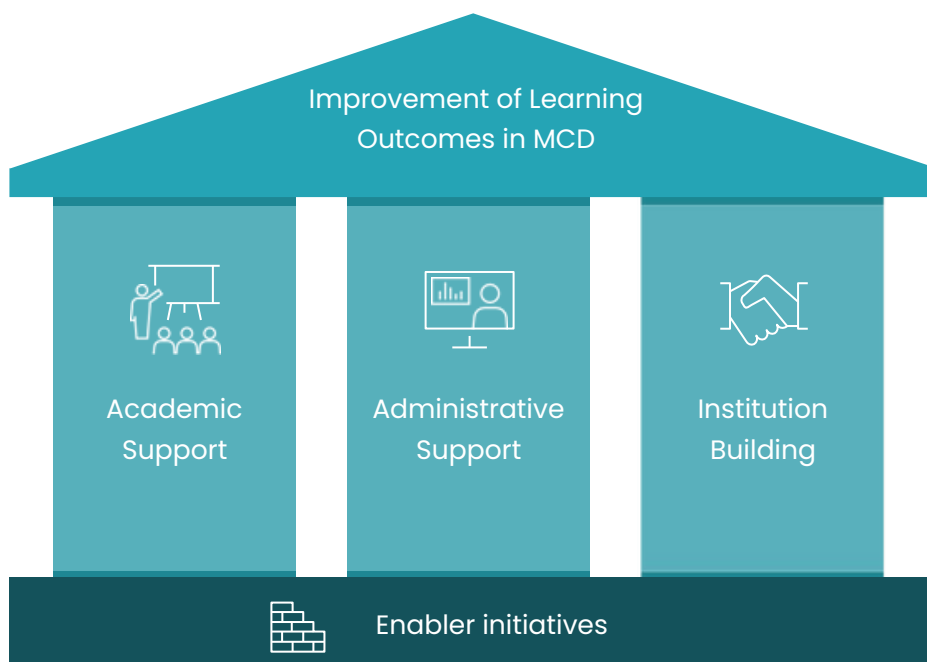
- Ravindra Sharma ji, Principal, GHSS Padma, Gwalior

3.6 School System Transformation, New Delhi

The School Systems Transformation programme was launched on April 1st, 2021, with the aim of enhancing the learning outcomes of students across South Delhi Municipal Corporation. It is a three-year flagship programme in partnership with MCD Education Department. This programme aims to improve the learning outcomes of the system through academic, administrative, and institutional reforms.

Objectives:

- **To Improve students' learning outcomes** in the state school system.
- At a system level, **develop the capacity of the state to support and further improve its education system** after the programme's conclusion.

Improvement of Learning Outcomes in MCD

Academic Support

Administrative Support

Institution Building

Enabler initiatives

The 2022-23 Academic year started with the merger of SDMC with two other municipal corporations of Delhi -East (EDMC) and North (NDMC), and the three bodies unified as Municipal Corporation of Delhi (MCD) through the Delhi Municipal Corporation (Amendment) Act, 2022. The Govt of India announced the unification in April this year, stating reasons for better governance and fund management. This increased the scope of work, as shared below. (*Data as of 31/08/2022*):

Zones	Schools	Teacher	Students
12	**1535**	**17,628**	**8,56,447**
4	586	6000	3,00,000
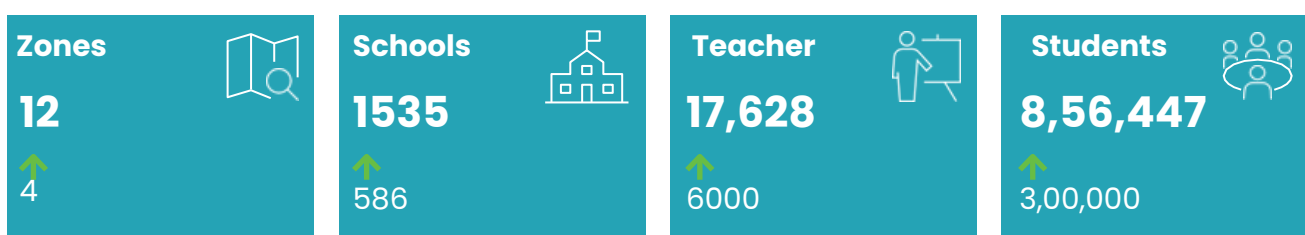
Key interventions and achievements of the year 2022-23:

In the second year of the programme the following interventions were executed:

Assessing Student Learning Outcomes:

To measure the impact on student assessments a baseline and endline third party assessment was conducted. The baseline conducted in August 2022 across 30 schools assessed 3200 students. The data showed **"44% of students have acquired prerequisite grade level skills in one or all subjects assessed and 13% of all assessed students are showcasing grade level competency in the skills assessed."** To measure the impact an endline assessment was conducted in February. (End line Analysis pending).

Students at grade level by subject

Percent

Class 3   Class 4   Class 5

Subject	Class 5	Class 4	Class 3
Math	16	4	13
Language	23	14	8
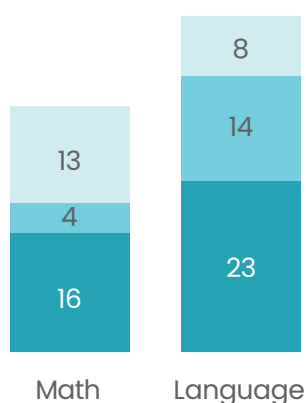
Performance across difficulties

Each question is mapped to a specific difficulty level based on respective grades and here is a summary of their performance at various difficulty levels

Percent

Grade	Grade-1	Grade-2
38	41	51
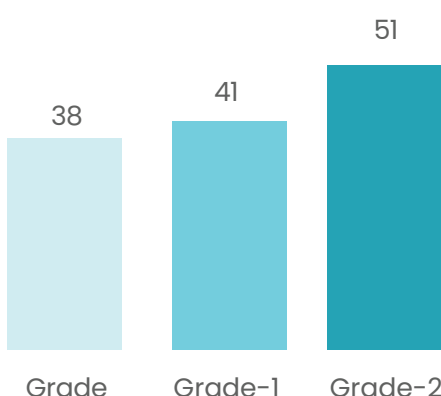
The students on an average are answering 45% of the total questions correctly

Teacher Skilling:

A training resource center was set up as a Teacher Professional Development initiative in Karol Bagh Zone. A total of 240 Grade 2 & 3 teachers were trained in Hindi Pedagogy and classroom management techniques. The workshops saw 84%. Attendance with 99% of teachers rating the workshop well due to its ease of understanding and toolkit application. The teachers demonstrated knowledge gains from 26% in the baseline to 46% in the endline.

Academic Mentoring:

Post training, 50+ Classroom Observation visits were done to support teachers in implementing the workshop learnings in their classrooms. To create a sustainable mentoring programme, we worked and built the capacity of 7 Mentor Teachers in Karol Bagh zone to support classroom implementation of practices by doing classroom observations. 82% of teachers were observed using the Hindi Tool kit and Classroom Management techniques during Classroom Observation. There has been a significant increase in the teacher's knowledge of the importance of giving clear and specific instructions from 4% in the baseline to 57% in the endline. The teacher's ability to use differentiated teaching and learning in the classroom improved from 56% in the baseline to 72% in the endline.

Strengthening Parent Engagement:

A workshop was conducted for the HMs of central zone to share best practices to improve parent engagement in the schools. A toolkit was also distributed to the participants to serve as ready reckoner

The workshop had attendance of ~80% of principals.

~94% participants found the workshop helpful for improving parent engagement in their schools.

~95% participants found the toolkit useful in **implementing the practices** shared in the workshop.

~90% of the respondent schools organized parent engagement activity 3 months after the workshop and used the toolkit provided during the workshop.

In **2022–23**, Year 2 of the programme, in addition to our milestones, **we also supported the MCD FLN to Excellence Programme to build stronger relationships** with the new stakeholders in MCD HQ.

- *Teaching Resources*: The MCD education department set up a centralized system to disseminate **monthly Lesson plans and Monthly planners.** The Peepul team reviewed the plans and assessments and **shared their feedback to make the Lesson plans and Periodic Assessments focus on student competencies/learning Outcomes rather than syllabus completion.**

- *Summative Assessments*: The MCD education department has set up a centralized system to disseminate Learning Outcomes based **Summative assessments**. The Peepul team reviewed the assessments and shared feedback to make the mid-term and end-term assessments more competency based.

- *Digital observation and mentoring tool*: Based on the form used for class observations in SDMC for **online teaching during the pandemic**, the MCD designed an observation form to be filled by the Mentor Teacher; **the team supported to standardize the form.**

- *Dashboard rollout*: **The Peepul team supported MCD to analyze and visualize the data captured** by the observation form to generate insights in a **dashboard at HQ, Zonal, School and Mentor Teacher Level.**

Success stories of our interventions

This session from the Peepul NGO has been very fruitful. It was totally appropriate according to our demands and as per our needs regarding classroom practices. When the peepul team came to our school I was the one who suggested this that ma'am please keep a session on classroom management, and I am thankful to all the team who similarly understood our problem and included the topic in the session. The session was very good, very adaptable with appropriate and suitable things which we can practically do in the class.

Most of all, I liked that the things you have told here are already being followed in some schools. So, whatever we have is already being practiced somewhere and we can also practice it easily. Well, I am saying all these things from the bottom of my heart. All these things are doable, we can do them actually and this saves our energy. I was having this problem during the classroom practice I am such a teacher who wants to do everything, most teachers want to do everything, our energy was being utilized but the energy of the children was not being utilized. I do not want to waste the energy of the children and mine; I must utilize it. So now we have started using attention grabber 'do now' sessions, hand signals etc. these are going to help us a lot.

– Teacher Karol Bagh Zone

3.7 Mission Education, Madhya Pradesh

Mission Education is the Ministry of Education's effort focused on the 'lowest performing districts' of the country in the National Achievement Survey (NAS) conducted in the year 2017. One such tribal district, Alirajpur, has been chosen to take part in and gain from the "Mission Education" programme. Several socioeconomic factors, such as Alirajpur's challenging geography, its predominantly tribal population, migration for work to neighbouring districts, its low level of education-related sensitization, and the absence of local role models, contribute to its low performance in school education indices. Peepul is supporting the Government in the implementation of Mission Education in Alirajpur, Madhya Pradesh through a few interventions, such as:

- Capacity Building for Teachers and •Mission Ankur Dissemination.
- BRCs/BACs/CRCs (Block resource coordinator/ Block academic
- Twinning of schools/cluster schools coordinator/ Cluster resource
- Provision of Teaching learning material coordinator) for Foundational Literacy and Numeracy.
- Leveraging DIKSHA to support teachers
- Governance Process and Monitoring and students with e-content for Mechanism. continuous learning and growth.
- Continued mentorship of teachers.

Objectives

- Improving learning outcomes in identified districts.
- Improving elementary language and mathematics scores in classes 3 and 5 to be at
- least at par with the national average as per the baseline test of NAS 2021.
- As per the NIPUN Bharat Framework, at least 50% of students attain proficiency level in
- basic literacy and numeracy up to Grade 3.
- To ensure sustainability of efforts and achievements made in a year.

Alignment and selection of National Level KPIs

The Ministry of education created a primer which suggested practices that can help improve the learning level of students in the district. The primer suggests 11 Key Performance Indicators (KPIs) which are to help as guidelines to plan interventions for Mission Education and to ensure that the interventions are focused, and time bound.

Sr. No	Key Performance Indicators (KPIs)
1	Percentage of students acquiring proficiency in foundational literacy and Numeracy in grade 3 & 5
2	Percentage of children who have acquired grade level Oral Reading Fluency
3	Percentage of teachers completing FLN-NISHTHA successfully
4	Number of times the CRC/BRC visits the school to assess performance
5	Percentage of Teachers using innovative pedagogies and toy/game-based pedagogy in the classrooms as reported through CRC/BRC visit
6	Development of Core TLM for literacy and mathematics foundational year (Class 1 to 3) students having access to core TLM
7	Percentage of schools where parents made aware of NIPUN Bharat Lakshya.
8	Teacher manuals, resource materials for teachers on FLN coded or energized with e-content tagging through DIKSHA
9	Clearly defined learning outcomes and their explanation available for Classes 1-3 in local language on DIKSHA
10	Percentage of teachers teaching Classes 1-3 who have access to these resources
11	Percentage of children enrolled in Class 1 who underwent Vidya Parvesh- School preparation module

Peepul's Support in Mission Education: KPIs selected by the team to work on

Team Mission Education has been supporting District Institute of Educational Training (D.I.E.T.) Alirajpur in implementing the project. As a first step, we identified the KPIs we are strong in as an organization and designed interventions in these areas.

- Percentage of students acquiring proficiency in foundational literacy and Numeracy in grade 3 & 5.

- Percentage of children who have acquired grade level Oral Reading Fluency.

- Percentage of teachers completing FLN-NISHTHA successfully.

- Number of times the CRC/BRC visits the school to assess performance.

- Percentage of Teachers using innovative pedagogies and toy/game-based pedagogy in the classrooms as reported through CRC/BRC visit.

- Development of Core TLM for literacy and mathematics foundational year (Class 1 to 3) students having access to core TLM.

- Teacher manuals, resource materials for teachers on FLN coded or energized with e-content tagging through DIKSHA.

- Clearly defined learning outcomes and their explanation available for Classes 1-3 in local language on DIKSHA.

- Percentage of teachers teaching Classes 1-3 who have access to these resources.

The team has been supporting DIET Alirajpur through different methods focusing on strengthening the processes catering to Mission Education.

Success stories and major achievements

- **Digital Courses –** There has been a great improvement in the performance of Alirajpur district. During the initial course performance, Alirajpur ranked at 52 but in courses that have been launched later, Alirajpur has been in the top 10, ranking at first and second rank in four different courses.

- **Professional learning community –** Shaikshik Samvad has been ensured at the state and district levels to develop the teachers in Alirajpur district as a professional learning community. In accordance with this program, Peepul has helped the District Education Centre and DIET organize the district-level Shaikshik Samvad with utmost success. Peepul has also made consistent efforts to ensure that teachers actively participate in the Samvad's instruction. When the team visited regular schools, they also helped with implementation at the school level. As a result of the intervention, many schools now have libraries and print-rich environments, which has improved Shaikshik Samvad performance at the district level.

- **ARSO- An Innovation under project** - Assistant Project Coordinator- Academic had approached team Mission Education to develop a booklet like 'Hamare Shikshak Hamare Prernastrot' (HSHP)in the Context of Alirajpur. The name Arso – Warlu kam karso, to

warlo dikhaise translates to Mirror – When you do good, it looks good. This is primarily a collation of exemplar best practices from Alirajpur district. The team has tried to incorporate local design elements like Pithora which is a visual art of Bhil community in Alirajpur. Like HSHP, this will be a recurring booklet and will be published monthly.

- **Mid-Term Achievement Survey -** The district of Alirajpur has been identified as having a low-performance pace based on the results of the 2017 National Achievement Survey. In November 2022, Alirajpur conducted the Mid-Term Achievement Survey to measure this. The results of this survey were analyzed, and it was found that the district's students had outperformed NAS 2017 and NAS 2021. Nearly all the student's learning objectives in Hindi, mathematics, and environmental studies showed their effectiveness.

Observation

During the implementation of Mission Education, we observed that migration and low literacy rates were significant causes of the low learning level of students in Alirajpur district. Many students came from families that had migrated to other districts, and this often led the disruption in their education, making it difficult for them to keep up with their studies. Additionally, almost all the students in Alirajpur district were first generation learners, which posed unique challenges in terms of ensuring their success in academics. This lack of generational learning experience made it difficult for students to develop study habits and other essential skills needed to succeed in their studies.

We have observed that education was a complex issue, with three different departments having stakes in education in Alirajpur as a tribal district. This created challenges in terms of coordination efforts and ensuring that all stakeholders were on the same page, which sometimes led to delays and inefficiencies in the implementation.

Finally, we observed that the challenging topography of Alirajpur district posed unique challenges in terms of ensuring access to education in remote and hard-to reach areas. The difficult terrain often made it challenging, which further compounded the challenges facing the education system in the district.

Conclusion

Mission Education has contributed successfully to achieving its objective of enhancing the quality of education in Alirajpur District. Through the implementation of digital courses, we have been able to rank highly in state rankings in different courses.

Moreover, through the Shaikshik Samvad, we have been able to build strong relationships between educational functionaries and teachers, leading to increased collaboration and improved outcomes of students. The program has been successful in enhancing the quality of education in Alirajpur District and creating a more supportive and conducive environment for peer learning.

Furthermore, the success of Mission Education has led to a greater acceptance within the educational functionaries and teachers, who are now more committed than ever to providing quality education to our students. We are confident that the impact of the program will be felt for years to come.

3.8 Assessment Strengthening Programme, New Delhi

Programme Overview

This is a multi-year project focusing on **"Assessment-informed Instruction"** to drive improvement in student learning outcomes. The programme is funded by the FLN-focused Development Impact Bond (DIB) viz., Lift-ED - Development Impact Bond is an outcome-focused fund that aims to lay a strong FLN foundation among the primary school children of government schools. This is the 3rd DIB in education sector in India, providing risk capital to the implementing partners to deliver effective and scalable systemic intervention to improve the FLN outcomes. The key feature of any DIB is that the return on the risk capital is contingent on the achievement of pre-agreed outcomes or impact metrics by the implementing partner. This strongly incentivises the implementing organization to focus on achieving measurable outcomes through constant innovation and developing lean, **cost-effective and scalable interventions.**

The current structure of Lift-ED DIB

Role	Organisation
Outcome Funders	Michael & Susan Dell Foundation (MSDF) United States Agency for International Development (USAID)
Risk Investors	Kaizenvest Bridges Outcomes Partnerships
Facility Designer & Performance Manager	Dalberg Advisors
Transaction Manager	British Asian Trust
FLN Technical Advisor	Centre Square Foundation
Implementing Partners	Peepul (one of the implementing partners)

Objectives of the program

DIB on Assessment Strengthening for improving FLN learning outcomes in the two zones of MCD is a multiyear programme. The first year of the program is the learning year, which is leveraged to try out, innovate and refine our interventions, whereas the next four years are the outcome years wherein the student learning outcomes are monitored against a set target.

At the end of the 5 years, the program aims to improve the students' learning outcomes through a series of interventions with the stakeholders including teachers, HMs and MCD officials. The idea is to upskill them in data-driven decision-making to improve classroom practices and thereby make the entire ecosystem self-sustainable.

Focused **teacher capacity building** on Assessment based instruction

Assessment-informed classroom instruction

Academic mentoring and coaching to help manage the change

Data Driven Systemic Incentives and Accountability
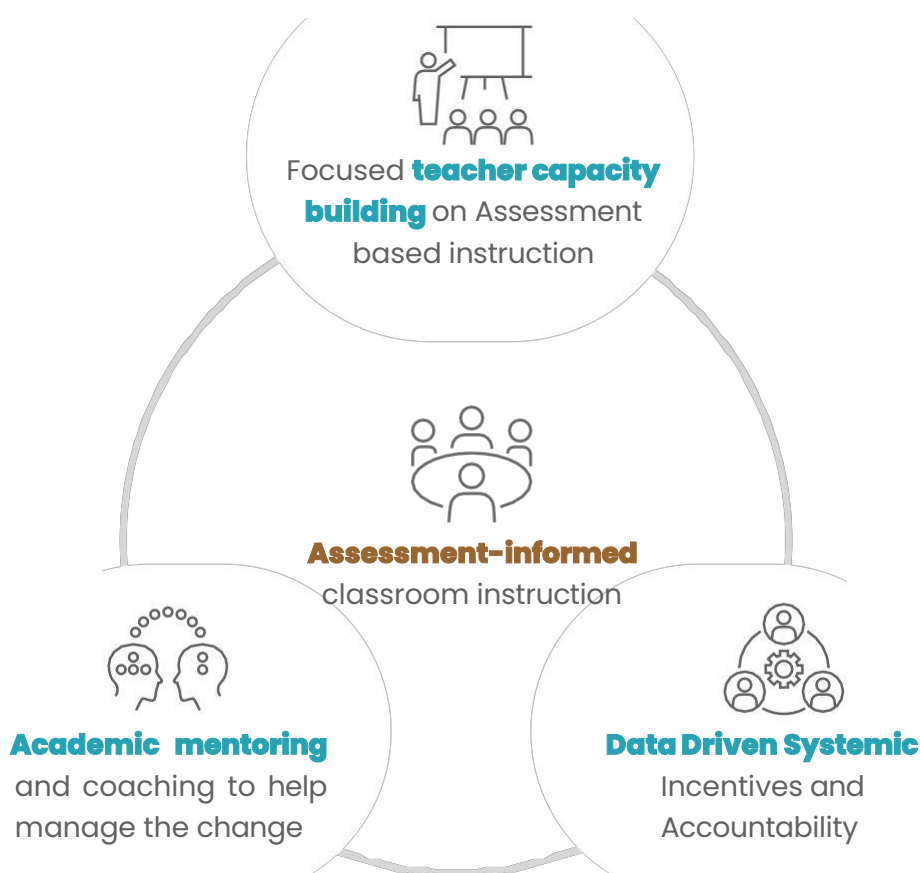
Interventions during learning year (2022-23): In the learning year, the following interventions were implemented on-ground:

Learning, Assessment & Pedagogy (LeAP)

- Designed reading progression matrix to track the reading progress of students

- Provided high-engagement Hindi literacy toolkit to the teachers

- Designed/curated and disseminated recommended Formative Assessment Strategies

- Curated remedial instructional strategies focused on Foundational learning and shared with teachers

Capacity-building of teachers

The team built the capacity of teachers during in-person training followed by academic support on:

- Competency-based teaching and learning
- Using assessment data for remedial teaching

Leveraging HMs as Instructional Leader – Pilot Study

A Teacher Enrichment Plan (TEP) with HM involvement was designed to extend support to 50 teachers (out of the 153 teachers targeted for CROs) in improving their instructional practices by incorporating the learnings of the trainings into practice, mentor them with the help of HMs and in turn drive better learning outcomes.

The whole process begins with orienting HMs about the content of the trainings conducted and setting expectations of their role as an instructional leader when the Peepul team member goes for classroom visit post every training module. The team members along with HMs conducted joint Classroom Observations (CROs) identifying the learnings from trainings that are being implemented in the classroom by the teachers (glows) and areas of improvement (grows). The team members encouraged teachers to conduct self-reflection to identify their own glows and grows before sharing their observations and actionable feedback (basis the growth) for the teacher to work upon until the next CRO.

Figure 1: Overview of TEP
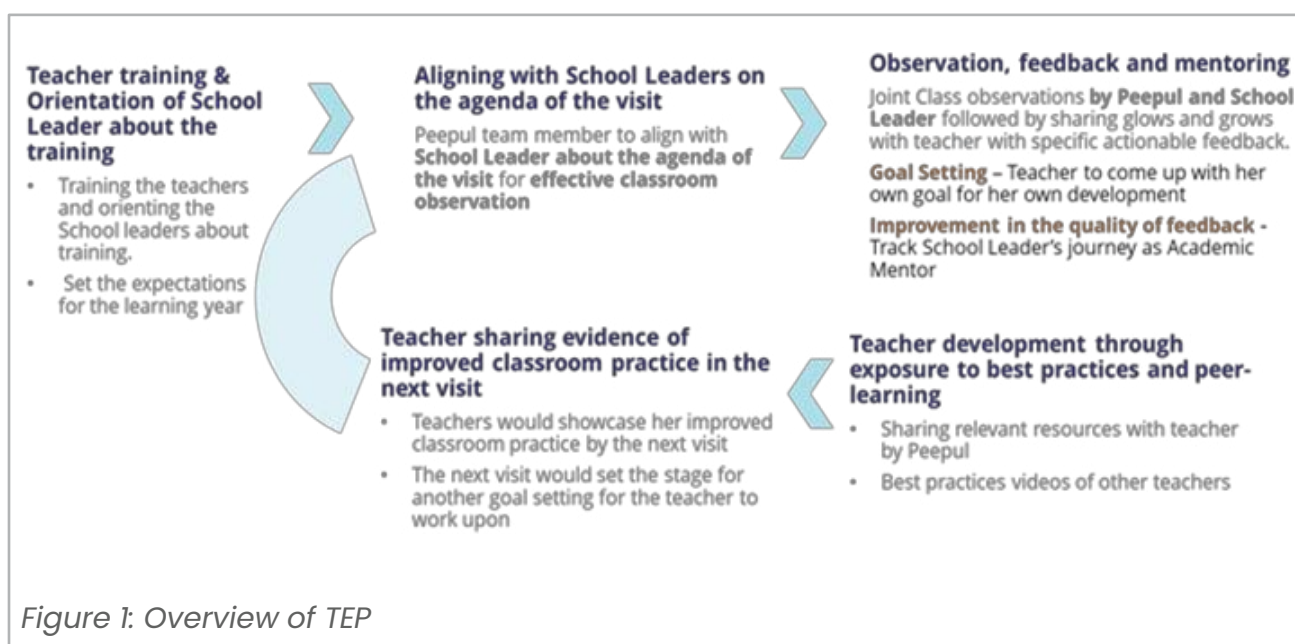
Reward & Recognition system for Teachers was institutionalized by:

- Sharing best practices on WhatsApp groups of teachers and system stakeholders
- Felicitation of star performers during the training

Monitoring & Evaluation System by closely working with the MEL team to:

Design robust MEL framework to track the progress, assess the impact, and capture the learnings

Impact

Programme Reach

- Successfully conducted two rounds of training on Assessment-informed Instruction to build the capacity of 947 teachers of Grade 2 and 3 in Central & West Zones

- **Leveraging HMs as Instructional Leader – A Pilot Study**

- Oriented 16 HMs on our training program and involved them in in the capacity of Instructional Leader during the classroom observation conducted post the training modules, to provide academic feedback to the trained teachers.

Teacher Capacity Building

- **High Attendance:** We had a consistently high attendance of teachers during both the rounds of training, i.e., >85%. This is a significantly high number since the teachers have many other administrative duties and priorities, but a good relationship with the teachers and optimum nudges and reminders helped us ensure this number.

- **Teacher Feedback:** A consistently high % of teachers (>85%) rated the course content of the two modules as "good to excellent".

- **Shifts in the classroom practices observed during CROs**

- 50 CROs were conducted post each training module to assess the impact, provide academic support to a sample set of teachers and understand their challenges in translating the training content into effective classroom practices. The results of two rounds of post-training CROs have been encouraging when compared to pre-training observations as shared below:

  - A substantial increase of **48%** was observed in teachers who were using **grouping strategies** at some point in the class to enhance the reading levels of the students. Moreover, out of the teachers who grouped students in classrooms, a rise of 80% in teachers employing differentiated reading materials and 47% in teachers customizing student support could be observed.

  - Post the training, a higher % of teachers (51%) started using **differentiated reading practice** in the lesson. Out of the teachers who did differentiated reading, an improvement could also be seen in the teachers devoting more time to reading practice ie. 40% more teachers gave more than 10 mins on the reading during the lesson.

  - There was a rise (32%) in teachers conducting formative assessments to check and understand student levels during class.

- Further, a jump of 20% was observed in teachers keeping a record of the reading levels of students (either in the student reading progression register provided by Peepul or in the Buniyaad register).

Leveraging HMs as Instructional Leader – Pilot Study insights

- HMs accompanied Peepul team members in 72% of the CROs & nearly 74% of total observations took place for more than 10-20 minutes, and in 75% of the observations the HM observed with the checklist in hand, hinting at how HMs demonstrated motivation to observe classrooms.

- **Improvement in the quality of feedback-**The team witnessed a 15% increase in HMs providing higher quality feedback in Module 2 CROs when compared to Module 1, thus supporting our hypothesis that HMs can provide quality feedback if provided with an adequate support.

- All 19 teachers who were observed twice under the Mentorship Pilot-Study were able to accomplish their goals set in the first visit, either fully or partially. While 7 of these teachers (37%) received acceptable feedback (able to highlight only 1 glow and 1 grow, able to provide feedback but not actionable to improve classroom practices) from HMs in the Module 1 CRO, 12 of them (63%) received feedback from Peepul team members. **The study thereby indicates that an effective feedback mechanism can contribute towards better teaching practices by encouraging teachers to reflect, set realistic goals and work towards their achievement.**
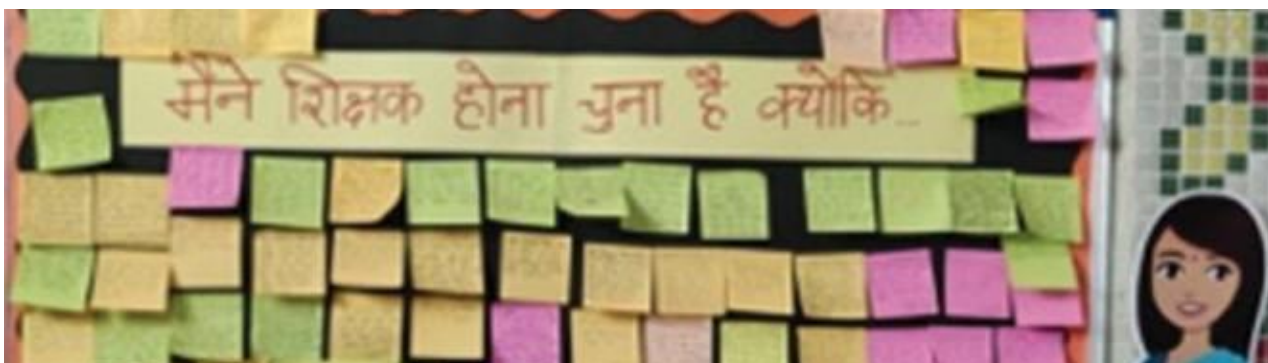
Engagement strategy at the session

Rewards and Recognition for winning team at the training session

Posters sent on teacher whatsapp group as engagement strategy to set targets and revise the content of the session

MCD School teacher with her feedback form (Glows and Grows sheet) post classroom observation.

HM with teacher holding HM feedback post Classroom observation

## Micro-innovations in the Programme

The program relies heavily on innovation and flexibility to ensure its impact on the student learning outcomes, which makes it agile and dynamic. Throughout the learning year, there have been micro-innovations in each workstream, which are:

- **Additional batches to ensuring High participation of teachers during the capacity building programme:** Apart from academic work, teachers have to perform various other administrative tasks throughout the year, and therefore end up missing some training modules. Keeping their situation in mind, the team organized two additional batches, one for each zone, especially for those teachers who missed the training earlier. Through this accommodative approach of improving the student learning outcome of every child, the team was able to attain 85%+ attendance in both the rounds of training.

- **Teacher-friendly tool to track student learning data:** With our aim of tracking student learning outcomes, the team designed a student register. The teachers found that it becomes difficult to maintain that register and is time consuming. Basis on the feedback received from the teachers, the team revamped the format and created a version 2 of the register which was very well received by the teachers. This register tracked the improvement of students' Hindi reading competency based on their reading level. By using this tool, teachers were able to monitor their students' progress over time and identify areas where they needed further support, ultimately leading to improved learning outcomes. As the teachers move to the next class along with their students, this register would help them to accurately track the learning level of their students.

- **WhatsApp Engagement Strategy to support teachers beyond training:** The team successfully developed and implemented a novel online engagement strategy to sustain the momentum of the training on assessment informed instruction among the teachers, even after the training sessions. The online engagement strategy involved the following key design principles:

  - The messages were focused on nudging the teachers to achieve the goals set for them during the training without being intrusive.

- The nudges were delivered through various WhatsApp tools such as polls, weekly questions, open sessions, and customized posters with specific goals for each group.

- These WhatsApp groups were opened for all the participants for 3 days a week from Friday to Monday to make it a more inclusive platform for all the members.
During these three days, the teachers could resolve their queries regarding the tools provided to them, along with clearing their pedagogical doubts. This also provided a platform for teachers to interact amongst themselves and share their best practices with their peers.

- The online engagement also motivated teachers, who are generally silent during the training, to share their classroom practices with the Peepul team over personal messages. Some teachers may not be comfortable in responding in the group, but the nudges that were provided in the group motivated them to share the best practices with the program team on personal chats.

- Out of the six strategies, **two seemed to be working more effectively** than the others, i.e. *polls and open sessions*. The engagement strategy proved to be highly effective, with over 60% response rates in most groups, and it helped maintain a positive relationship with the teachers.

Target oriented process for Classroom Observation by School Leaders (HMs)

To improve teaching practices in the classroom through academic feedback, a checklist was provided to the HMs as part of our intervention with them. This checklist included the expected observable behaviour of the teachers based on the training, in an easy-to-understand manner for the HM. This tool enabled the HMs to effectively utilize their time in conducting classroom observations (CROs) and provide actionable academic feedback to the teachers, ultimately leading to the improvement of teaching practices in the classroom.
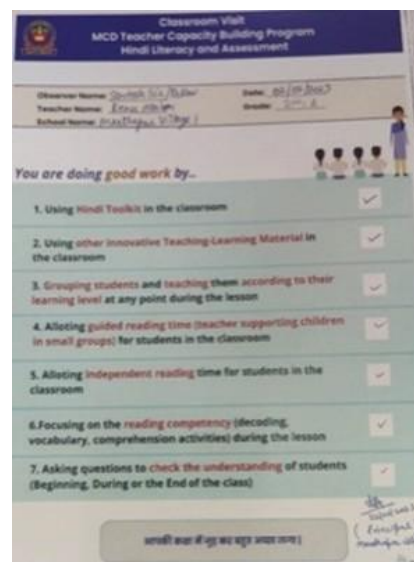
After Action Review (AAR) for internal reflection and learning

The team tried out the AAR at the end of the learning year, wherein we reflected on the program interventions to identify successes, challenges, and areas for improvement. AAR is a structured approach that encourages individuals and teams to reflect on their performance, identify strengths and weaknesses, and apply lessons learned to future endeavors. The entire process encouraged the team members to take ownership of their performance, learn from mistakes, and apply lessons to improve the project outcomes in the upcoming years.

These micro-innovations have been crucial in adapting to the changing needs and challenges faced during the program implementation and ensuring maximum impact on student learning outcomes.

Funders' Visit to Sarai Kale Khan School

- Our team hosted delegates from USAID, MSDF, British Asian Trust and Dalberg Advisors in Sarai Kale Khan, a MCD primary school located in the heart of Delhi, to give them a sense of the

  on-ground intervention, challenges and provide them a first-hand experience of the impact created by our intervention in the classrooms.

- The delegates got a chance to interact with the stakeholders (the teachers & HMs) and understand the systemic issues and the resulting structural challenges. It was a meeting of minds as Peepul team also shared their thought process for the outcome years during their visit.

- Peepul team expressed their gratitude towards the school principal and teachers by sharing a photo-memory of the event as a token of appreciation.

Sharing a token of appreciation with the Sarai Kale Khan School HM and Teachers post delegate visit to their school

04

Peepul's Highlights

4.1. Our Name

Peepul 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 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 phonetically also imitates the

word "people".

In all our interactions, we are a people-centric and people-first organization, where the heart of every decision is the students interest. In our organization, we nurture exceptional talent to create an unrivalled environment for learning, opportunity, and growth.

4.2. Our Dream and Mission

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 holistic education

4.3. 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

4.4. Awards & Accolades

Sl.No	Accolade	Awarded By	Brief about the award	Year
1	Shortlisted	T4 Education, a global education-based organization	Shortlisted as One of the top 10 World's Best Schools globally in 2022, for Innovation	2022
2	Awarded	The Commonwealth	Won the Commonwealth Education Award 2022 in the category "Rethinking Innovation in Education", amongst 2500+ applications across the commonwealth countries	2022
3	Appreciated	NCERT, at a National NCERT conference	CM Rise TPD Programs as the Best performing initiatives among all states in the country who have developed and are implementing innovative teacher capacity building initiatives.	November 2022
4	Awarded	Chief Minister of Madhya Pradesh	CM Excellence award was given to CM Rise TPD programme run by Peepul in close partnership with State Education Department, Madhya Pradesh. The award was given recognizing the programme and being a lighthouse and an exemplar of teacher training and capacity building programmes.	2022
5	Shortlisted in Top 20 Finalists	Elevate Prize Foundation	Peepul has been shortlisted for the Elevate Prize 2022 for good and igniting a systems transformation shift in education system across India. The shortlisting was done basis on how we have shifted culture to create a worls where more people are inspired to take action.	2022
6		The Fifth Estate HCL Compendium, Vol VI	CM Rise TPD Programme has been mentioned as one of the pioneering programmes for teacher capacity and development programme. It recognizes the programme had empowered Government School Teachers as Last-Mile Support and Educators to the Poorest and Marginalized Communities across the State of Madhya Pradesh	2022
7	Recognized	National Ministry of Education	Featured in the "India Report: Digital Education"	Both 2021, 2020
8	Recognized	NCERT	Strategies used for adoption and monitoring of CM Rise courses. They are extensively used as best practice in the 'Guidelines for Implementation of NISHTA on DIKSHA', sent to all states in the country	2021
9	Recognized	United Nations Sustainable Development Solutions Network	One of 50 youth-led solutions globally, featured in the Youth Solutions Report 2020.	2020

4.5 Our Team

1.   Executive Team

Kruti Bharucha, Chief Executive Officer

As the CEO, Kruti sets the vision and strategic direction to Peepul's work. She has over 23 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 (now Gartner) India and Washington DC offices, McKinsey and Co., The World Bank and the International Monetary Fund (IMF). Kruti has been selected as a Rainer Fellow by Mulago Foundation in 2020, the only Indian selected. She was also recognised as Top 100 Women Transforming India by Niti Aayog. She received the Social Innovation Leader Award by World CSR Congress in 2020 as well as the Excellence in Leadership Award by 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 hold degree in MSc (Development Studies) with Distinction from London School of Economics, MA (Economics) from the University of Maryland and BA (Economics) with Distinction from Lady Shri Ram College, University of Delhi.

Urmila Chowdhury, Education Director

Urmila brings with her over 30 years of vast 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, 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 school leader for 5 years. Her work and writing have been featured in Times Education Supplement UK, Business Standard, Times of India and Reader's Digest.

2.   Management Team

Sonia Mondal, Teacher Training Lead, Delhi Programs

Sonia has 16+ 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, Madhya Pradesh
Sachin has over 18+ 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 programme 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 8+ 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, Madhya Pradesh
Shiladitya brings a wealth of experience and a diverse professional background to the field of educationand 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 program. 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 modelto transform academicpractices, and taughtGrade 10 CBSE and IGCSE9 & 10 students.Additionally, he conducted CBSE grade 10 & 12 exams as a CentreSuperintendent. 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 VidyaGyanLeadership Academy and as a Director for Teacher Empowerment Initiatives at Encyclopedia Britannica.

Rashmi Pandey, Chief of Staff

Rashmi is a highly accomplished professional with the ability to seamlessly bridge the gap between various organizational functions. At Peepul, her role involves collaborating closely with the CEO to reinforce our functional verticals, spearheading the rollout and execution of organization-strengthening initiatives, and providing robust operational support to ensure our commitment to quality at a larger scale. Prior to Peepul, Rashmi worked at IDInsight and brings 11 years of strong operational and functional experience. At IDInsight, she was overseeing IDinsight's India region operations as a Senior Manager. She also worked at MIT's Abdul Latif Jameel Poverty Action Lab (J-PAL) with the Executive, Capacity Building, and Research team. Prior to that, she worked as a journalist at Hindustan Media Ventures Limited. She also worked part-time at Doordarshan as a youth television anchor and at All-India Radio as a voice-over artist and interned with Relative Media. Rashmi holds a bachelor's degree in mass communication from Patna Women's College.

Upasna Sachdeva, Senior Programme Manager

Upasna possesses a diverse range of skills and proficiencies spanning Data & Business Analysis, fundraising/Sales & Pitching, People & Team Management, and Creative Skills, including Content Creation. Presently, she holds the position of Senior Programme Manager at Peepul, where she leads the CM Rise Schools programme. In this role, she collaborates closely with state bureaucratic leadership to strengthen the education system in Madhya Pradesh. Before joining Peepul, Upasna worked as a Senior Curriculum Designer at Mastree Learning, where she innovated a new curriculum that utilizes English Language Arts to teach critical thinking, active citizenship, and leadership skills to adolescents. Additionally, Upasna served as a Fellow with Teach for India, where she taught English, Math, Science, and Social Studies to 50 students in the VIthand VIIth Grades in an urban slum. Before her career in education and development, Upasna worked in the banking sector as a director of capital markets at Standard Chartered Bank. In this role, she honed her skills in building relationships with top Indian clients and investors.

Amit Ranjan, Finance Lead

Amit is a finance professional with over 19 years of extensive experience in Finance & Accounts, Statutory Compliance, Audit, Budgeting, and Reporting. His diverse background includes working with various organisations, particularly in the international development sector, collaborating with multi-country teams. Prior to joining Peepul, Amit worked as the Sr. Manager- Finance at ActionAid India. Before that, he held key roles such as Chief Accounts Officer at YWCA of Delhi and Sr. Manager– Finance Operations at ICRA Management Consulting Services Ltd. Amit is a qualified Chartered Accountant with a completed CA-IPPCC Level from ICAI, New Delhi. Additionally, he holds an MBA in Finance and a B.Com. degree from Patna University.

4.5.2 Board & Advisory

Our Board Members comprises of our executive team and eminent professionals

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 Master's 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 Advisor**
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 (Universalization 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.
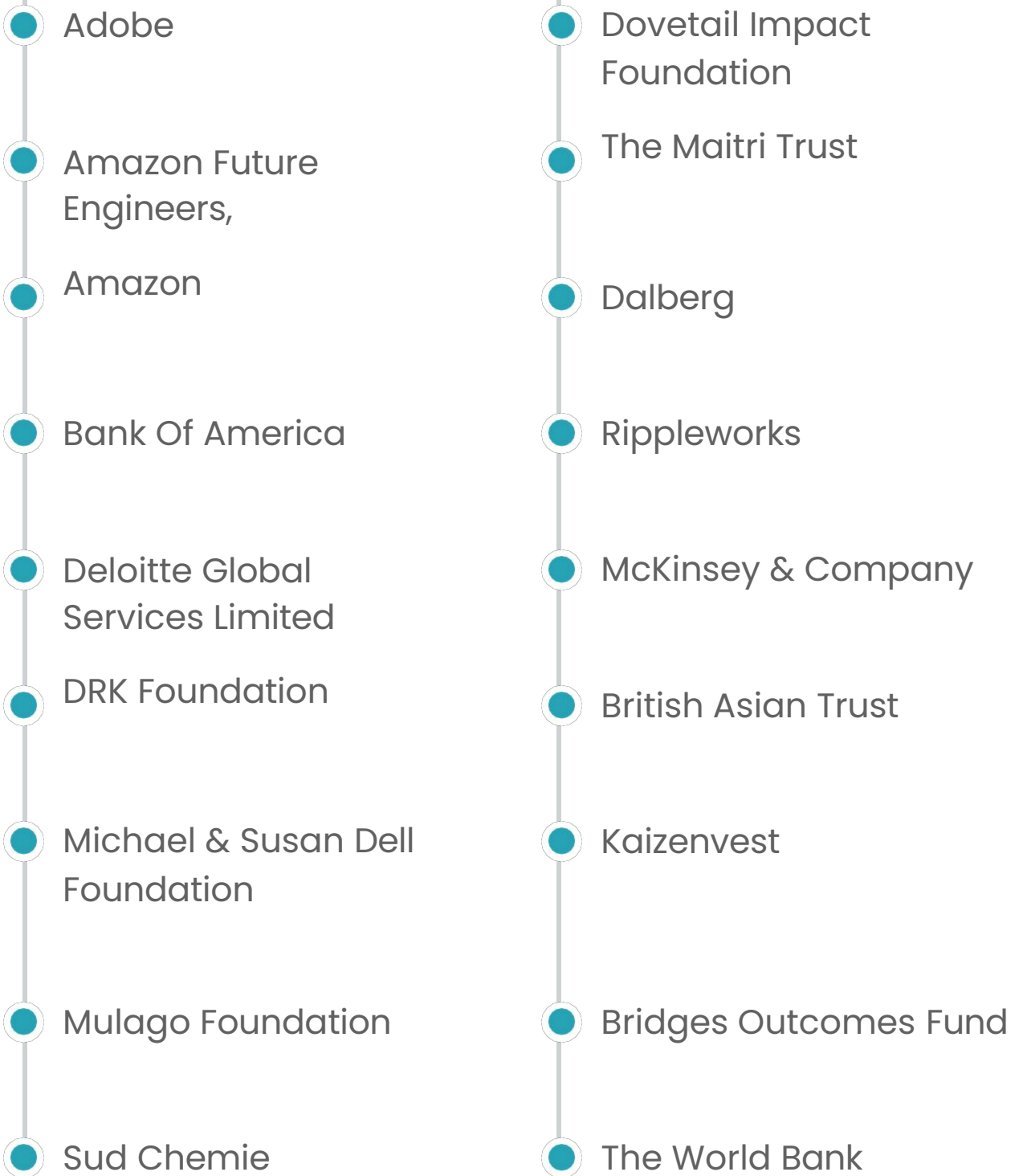
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Peepul in the News

Blog Link	Brief	Posted on	Posted by
https://theprint.in/opinion/how-india-can-make-over-worked-teachers-adapt-to-newer-policies-to-fix-learning-loss-in-kids/972625/	Adapting to new policies	27th May, 2022	The Print- https://the-print.in/
https://www.millenniumpost.in/opinion/nexus-of-good-ensuring-last-mile-excellence-498575	Winner of the Annual Nexus of Good Award	9th November, 2022	Millennium Post- https://www.millenni-umpost.in/
https://economictimes.indiatimes.com/news/india/5-indian-schools-on-shortlist-for-first-ever-worlds-best-school-prizes/articleshow/92102181.cms?-from=mdr	MCD's primary school in Lajpat Nagar III was named in world's top 10 school by global T4 education.	9th June 2022	Economic Times- https://eco-nomictimes.indiatimes.com/
https://www.millennium-post.in/delhi/mcd-school-named-in-worlds-top-10-school-481536	MCD's primary school in Lajpat Nagar III was named in world's top 10 school by global T4 education.	10th June, 2022	Millennium Post- https://www.millenni-umpost.in/
https://news.careers360.com/worlds-best-school-delhi-sdmc-school-counts-diversity-interactive-teach-ing-its-unique-features/amp	MCD's primary school in Lajpat Nagar III was named in world's top 10 school by global T4 education.	10th June, 2022	Careers 360- https://news.careers360.com/
https://www.cxotoday.com/press-release/amazon-fu-ture-engineer-completes-one-year-in-india-provid-ing-computer-science-ed-ucation-and-career-expo-sure-to-more-than-4-5-lakh-students/	Amazon Future Engineer completes 1 year	3rd November, 2022	CXO Today- https://www.cxotoday.com/
https://www.newsclick.in/MP-BJP-bets-CM-rise-schools-poll-bound-state	CM Rise Schools	3rd November, 2022	News Click- https://www.newsclick.in/
https://www.oneyoungworld.com/news-items/ambassa-dor-spotlights-october-2022	Featuring Peepul for creating significant social impact	1st November, 2022	One Young World- https://www.oneyoung-world.com/
https://dominicanewson-line.com/news/homepage/homepage-carousel/six-fi-nalists-announced-for-com-monwealth-educa-tion-awards-2022/	Six finalists have been selected including Peepul India for the 2022 Commonwealth Education Awards for their positive impact on education across the Commonwealth.	2nd May, 2022	Domnica News On-line- https://dominicanew-sonline.com/news/
https://arkonline.org/news/education-right-of-every-child-peepul	About Peepul	9th June, 2022	Ark- https://arkonline.org/

06

Our partners in our journey

Adobe

Amazon Future
Engineers,

Amazon

Bank Of America

Deloitte Global
Services Limited

DRK Foundation

Michael & Susan Dell
Foundation

Mulago Foundation

Sud Chemie

Dovetail Impact
Foundation

The Maitri Trust

Dalberg

Rippleworks

McKinsey & Company

British Asian Trust

Kaizenvest

Bridges Outcomes Fund

The World Bank

07

Financials

7.1. Balance Sheet

Absolute Return for Kids
Balance Sheet as at 31st March 2023
(All amounts are in Indian Rupees unless, otherwise stated)

Particulars	Note	FCRA	Local	As at 31 March 2023	As at 31 March 2022
LIABILITIES					
General Fund	1	55,13,419	-	55,13,419	-
Corpus Fund	2	2,13,62,841	13,58,429	2,27,21,270	2,27,21,270
Reserves & Surplus - Restricted	3	6,88,89,835	11,01,783	6,99,91,617	10,38,19,489
Reserves & Surplus - Unrestricted	3	11,43,97,999	1,20,51,347	12,64,49,346	31,48,347
Current Liabilities	4	10,22,136	47,66,105	57,88,241	10,93,795
Capital Asset Fund	10	11,88,653	26,21,640	38,10,293	-
Total		**21,23,74,882**	**2,18,99,305**	**23,42,74,187**	**13,07,82,900**
ASSETS					
Non-Current Assets					
Donor Funded Fixed Assets	10	11,88,653	26,21,640	38,10,293	42,66,236
Current assets, loans & advances					
Advances				-	
Cash & Cash Equivalents	5	20,09,65,606	1,63,73,356	21,73,38,962	12,45,68,810
Other Current Assets	6	1,02,20,624	29,04,308	1,31,24,932	19,47,855
Total		**21,23,74,882**	**2,18,99,304**	**23,42,74,187**	**13,07,82,900**

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: 26th October, 2023
UDIN: 23082961BGPTFC6411

7.2. Income & Expenditure

Absolute Return for Kids
Statement of Income & Expenditure for the year ending March 31, 2023
(All amounts are in Indian Rupees unless, otherwise stated)

Particulars	Note	FCRA	Local	As at 31 March 2023	As at 31 March 2022
Income					
Grant Donation				-	9,73,50,122
- Restricted Funds		8,11,48,604	4,67,44,096	12,78,92,699	-
- Unrestricted Funds		4,60,31,653	12,00,000	4,72,31,653	-
General Donation		6,76,382	4,69,678	11,46,060	1,12,54,025
Other Income	7	81,38,206	12,56,488	93,94,694	43,41,371
Total Income		**13,59,94,844**	**4,96,70,262**	**18,56,65,106**	**11,29,45,518**
Expenditure					
Programme Implementation Expenditure	8			-	6,00,18,282
- Restricted Funds		6,12,01,500	3,20,72,901	9,32,74,401	-
- Unrestricted Funds		64,77,901	43,65,264	1,08,43,166	-
Administrative & Other Costs	9			-	1,55,96,685
- Restricted Funds		1,83,22,162	1,11,66,895	2,94,89,057	-
- Unrestricted Funds		29,44,139	53,01,471	82,45,610	-
Donor Funded Fixed Assets	10	16,24,942	35,04,300	51,29,242	23,83,697
Total Expenditure		**9,05,70,644**	**5,64,10,831**	**14,69,81,475**	**7,79,98,663**
Excess of Income Over Expenditure		**4,54,24,200**	**-67,40,568**	**3,86,83,632**	**3,49,46,855**
Amount Transferred To Reserves		4,54,24,200	-67,40,568	3,86,83,632	3,49,46,855

Significant Accounting Policies and Notes to Accounts as per Schedule 12
Schedules 1 to 12 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: 26th October, 2023
UDIN: 23082961BGPTFC6411

Connect with us