Transforming Lives through Education

Annual Report 2020–2021

www.peepulindia.org
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What’s in our name?

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

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

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

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

All our actions are driven by what is best for the children we work for.
A note from the CEO

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

**2020 was a defining year for the organisation.**

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

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

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

In Madhya Pradesh, with the school closures, we saw a once-in-a-lifetime opportunity to engage directly and deeply with teachers – leverage the ‘pause’ to build their skills and abilities to effectively engage children in the classroom in more meaningful and high-impact ways. We saw that, if we could use the time of the pandemic to bring about a transformation of teaching practices, the schools and classrooms would be much stronger once schools re-opened, and children were back.
That’s how CM Rise in MP was launched in partnership with the School Education Department of the state government – on the back of that vision but closely supported by strong execution on ground and high-quality programme content.

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

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

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

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

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

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

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

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

Warm regards,

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

Our Mission
To transform learning in government schools, so that children of the poorest of the poor are given an excellent, holistic education
The Peepul Model of Strengthening Public School Systems
Understanding the crisis

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

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

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

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

\(^1\)For instance, the budgeted expenditure for education was over INR 4.5 lakh crore (800 million USD) in 2016-17.
Many factors are responsible for this continued shortfall on outcomes, including aspects of poor policy, implementation, and governance.

COVID-19 has caused the learning gaps to widen even further. Studies have noted a regression in previously acquired foundational and conceptual learning abilities – for instance, 82% of children studied ‘forgot’ at least one specific mathematical ability from the previous year, across all Grades from 2 to 5.

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

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

2 Finding from the report Loss of Learning during the Pandemic, Azim Premji University, February 2021
Our **Belief and Approach**

We thought long and deep about this: What is our theory of impact? What will it take to improve the quality of education of the public education system? Do we try to tackle the whole problem in toto, or tackle a specific part? And most importantly, what could make us believe our solution is what it takes?

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

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

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

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

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**Data-backed:**

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

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**Research-backed:**

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

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**Policy-backed:**

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

- **Focused, timely teacher skilling**
  to enlighten and enable for action

- **High-engagement Teaching Toolkit**
  that enables meaningful teacher-student interaction

- **Academic mentoring and coaching**
  to help manage the change

- **Aligned incentives and accountability**
  to bring focus on the things that matter
The **Peepul Model**

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

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

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

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

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

Focused, timely teacher skilling

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

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

Building Academic Mentors

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

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

Aligning incentives and accountability

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

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

Towards this, we also leverage government technology platforms.
I have watched Peepul's scale journey very closely. It has been a privilege to mentor them as they conceptualised and executed on the idea of Exemplar Education Ecosystems.

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

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

**Sanjay Purohit**

Chief Curator, Societal Platform, EkStep Foundation
Our Programmes
We run four programmes across Delhi and Madhya Pradesh, in line with our model

Delivering **direct impact**

Exemplar Schools
Pioneering a new PPP model
Delhi

SDMC Sitara
Building Teacher Capacity in SDMC Schools
Delhi

Partnering on **education system strengthening**

SDMC Parivartan
Supporting a Holistic School System Transformation
Delhi

CM Rise
Strengthening Institutions for Teacher Empowerment
Madhya Pradesh
Exemplar Schools
Pioneering a new PPP model

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

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

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

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

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

**Enrolment**

- 9 students in 1 school
- ~1200 students in 3 schools

**Attendance**

- <40% annual attendance
- >75% annual attendance

**Learning outcomes**

- >85% students meeting or exceeding minimum grade-level expectations

**Parental involvement**

- 95% parent-teacher meeting attendance

The data captures our journey in exemplar schools from 2015-16 to 2019-20
The Peepul approach: What our schools do differently

Our success is built on three pillars

- **Nurturing children** in their ‘attendance to attainment’ journeys
- **Empowering teachers** to deliver excellence in education
- **Engaging closely with communities** that shape our children’s formative years
Nurturing children in their ‘attendance to attainment’ journeys

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

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

Data-backed, child-specific interventions
We celebrate every child’s uniqueness by recognising that not all children in a classroom are equally empowered. We regularly monitor and assess child-level learning indicators, to give each child the attention and support they require.
Empowering teachers to deliver excellence in education

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

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

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

Capability building:
We partner with and work hand-in-hand to build the knowledge, skills and capacity of government teachers who work in our exemplar schools. We introduce them to innovative pedagogy and impactful teaching practices that will help them bring about transformation in their classrooms.
Engaging closely with communities that shape our children’s formative years

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

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

**Counselling and support:**
Our social workers engage with parents and families to diagnose issues at home to try and support/counsel where needed and possible. We also monitor the child’s health and family conditions so that we can speak with the family in the case of illness or poor attendance.
**Peepul impact:** significantly higher achievement in external evaluations

2–3x better performance in Mathematics and Hindi

### Grade 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Comfort with numbers (10-99), subtraction, division</th>
<th>Comfort with reading paragraphs/stories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td><img src="44" alt="93" /> 93 2.1x</td>
<td><img src="18" alt="44" /> 18 2.3x</td>
</tr>
<tr>
<td><strong>Hindi</strong></td>
<td><img src="47" alt="73" /> 73 2.7x</td>
<td><img src="47" alt="80" /> 80 1.7x</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><img src="47" alt="51" /> 51 17x</td>
<td><img src="47" alt="63" /> 63 5x</td>
</tr>
</tbody>
</table>

### Grade 3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Comfort with numbers (10-99), subtraction, division</th>
<th>Comfort with reading paragraphs/stories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td><img src="47" alt="73" /> 73 2.7x</td>
<td><img src="47" alt="80" /> 80 1.7x</td>
</tr>
<tr>
<td><strong>Hindi</strong></td>
<td><img src="47" alt="73" /> 73 2.7x</td>
<td><img src="47" alt="80" /> 80 1.7x</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><img src="47" alt="63" /> 63 5x</td>
<td><img src="47" alt="63" /> 63 5x</td>
</tr>
</tbody>
</table>

Source: ASER assessment, implemented by Grey Matters India, February 2020
Sample size: Control (Govt.): for Grade 2 = 551 students, Grade 3 = 551 students, across 20 schools | Peepul: Grade 2 = 41 students, Grade 3 = 40 students; from Lajpat Nagar 3 school
We also facilitate cross-state learnings through exposure visits to the Peepul Exemplar schools

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

Classroom observation

Facilitated group work and reflection

Design thinking workshop

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

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

**Anil Swarup**
Former Secretary, Ministry of Education, Government of India  
Founder and Chairman, Nexus of Good
Snapshots from our schools

Happy Learning Spaces
Snapshots from our schools
Snapshots from our schools

We are a box of crayons, each of us unique, but when we get together, the picture is complete.

KINDNESS MAKES US BLOOM!

#5thgradersarekind
Snapshots from our schools

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

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

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

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

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

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

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

Made for Peepul schools. Open to everyone.

The learning content created by Peepul teachers have proven impactful in keeping the learning of our students going. And so, we are making them available freely for anyone to use. We hope you can use these resources to good effect, too.
We have over the last year designed and executed the programme with **empathy for the situation of the parents and children**

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

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

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

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

### Ensuring curated content suits the child
- Accent, context, content of curated materials may be barriers to appeal and understanding for the child. Hence, wherever we sent materials from outside, **we added a voice note from the teacher** to help the child understand what the video is about.
During the lockdown, we regularly tracked the number of children who had been reached and engaged across the weeks.

As the weeks went by, we carefully designed and conducted a deeper impact analysis of the learning outcomes of the children. For all the immense effort that went into digital teaching-learning for our children, were we able to make an impact?

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

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

### Grade 3 – English assessment

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading comprehension (RC) - I</td>
<td>69%</td>
<td>90%</td>
<td>+21%</td>
</tr>
<tr>
<td>Reading comprehension (RC) &amp; error detection</td>
<td>50%</td>
<td>39%</td>
<td>-11%</td>
</tr>
<tr>
<td>Reading comprehension (RC) - II</td>
<td>50%</td>
<td>61%</td>
<td>+11%</td>
</tr>
</tbody>
</table>

**Change in mean scores across teaching modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC - II</td>
<td>6.2</td>
<td>6.9</td>
<td>+0.7</td>
</tr>
<tr>
<td>RC &amp; error detection</td>
<td>5.2</td>
<td>5.8</td>
<td>+0.6</td>
</tr>
<tr>
<td>RC - I</td>
<td>7.9</td>
<td>8.2</td>
<td>+1.0</td>
</tr>
</tbody>
</table>

Total score: 10

### Grade 3 – English assessment

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading comprehension (RC) - I</td>
<td>76%</td>
<td>83%</td>
<td>+7%</td>
</tr>
<tr>
<td>Informal letter writing</td>
<td>41%</td>
<td>70%</td>
<td>+29%</td>
</tr>
<tr>
<td>RC-II &amp; collective noun</td>
<td>59%</td>
<td>67%</td>
<td>+8%</td>
</tr>
</tbody>
</table>

**Change in mean scores across teaching modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC-II &amp; collective noun</td>
<td>5.9</td>
<td>7.3</td>
<td>+1.4</td>
</tr>
<tr>
<td>Informal letter writing</td>
<td>5.6</td>
<td>7.2</td>
<td>+1.6</td>
</tr>
<tr>
<td>RC - I</td>
<td>7.5</td>
<td>8.4</td>
<td>+0.9</td>
</tr>
</tbody>
</table>

Total score: 10

---

Note: These children were given a pre and a post test for 4 different modules of three subjects - Math, Hindi and English. The test data was then analysed to find growth - positive or negative, patterns for the changes and a better understanding of concept mastery.
What had seemed like a temporary situation turned into **long-term school closure**. And so, we reimagined.

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

- Training teachers, parents and children on how to use platforms like Google Meet and Zoom
- Increasing the time children spent daily in synchronous classes
- Ensuring access by providing every child a tablet or a smartphone and uninterrupted data
- Training our teachers in making online lessons engaging for children
Virtual School and a Blended Model

An English Lesson made easy with simplified text and engaging discussion

Science experiments with materials available at home

Ensuring #NoLockdownOnLearning

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

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

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

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

4
years

2800
teachers

500+
schools

4
Resource Centres across all SDMC Zones

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

48
Master Trainers to champion training interventions

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

9
month long immersive training for new recruits

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

5
Part holistic set of outcome focused interventions

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

* Cadre of high caliber teachers who support capacity building for their peers in the system
In the first year of Sitara, we have trained

450+ Government teachers across 200 schools enriching 18,000 children

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

Our results and feedback speak for themselves

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

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

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

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

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

**Gyanesh Bharti, IAS**
Commissioner, South Delhi Municipal Corporation (SDMC)
The Peepul approach: A unique recipe for teacher training

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

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

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

- **Practical, bite-sized modular training sessions,** including hands-on practice, role plays, etc., to help learnings ‘stick’
- **Follow-ups and classroom observations** at schools; discussions with principals to explain relevance of new approaches
- **Virtual and physical learning communities** to share best practices and inspire others
With Peepul’s teacher training programme, we are getting **great insight into the methods that are most effective in the classroom**. Through classroom observations, we can directly see how the methods we are trained in are used.

**Neeru Sethi**  
Teacher, SDMC Badarpur School

---

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

**Rajni**  
Primary Schoolteacher,  
SDMC Primary School, Srinivaspuri (Girls), South Delhi
Our training sessions have received **positive feedback from teachers**... 

- **98%** Teachers felt the training was relevant to their every classroom practice
- **99%** Teachers said they learnt new techniques in the training
- **99%** Teachers found the sessions engaging and well-planned

Based on Post-training feedback forms for sample population

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

- **94%** Teachers used Peepul classroom management techniques
- **78%** Teachers exhibited right mindset on language pedagogy post Peepul training and coaching intervention
- **86%** Teachers could maintain active student engagement using Peepul techniques
- **73%** Teachers delivered lesson content leveraging effective questioning

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

Views from the Closing Ceremony of the SDMC Teacher Training programme 2020
Teaching-learning in the new normal. A demo online class with observation by Headmaster ongoing in an SDMC school.

SDMC Parivartan
Supporting a Holistic School System Transformation

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

### Programme Objectives

- **Improve the learning outcomes** of students in the SDMC school system
- **Develop the capacity of the SDMC** to support and further improve its education system

### Programme Approach

- **Academic reforms**
- **Administrative reforms**
- **Institution-building**

**Improvement of Learning Outcomes in SDMC**
The launch of CM Rise by Hon’ble Minister Shri Tulsiram Silawat at Bhopal, on 1 May 2020

CM Rise
Strengthening Institutions for Teacher Empowerment

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

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

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

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

**Teachers are the frontline resources for children that need to be equipped to deal with these challenges and serve as the ‘last mile’ support for the child.**
The Government of Madhya Pradesh and Peepul have partnered to conceptualise, design and implement CM Rise, to create a holistic learning ecosystem for the 300,000 teachers in the state, to help them navigate the current and future times, and empower them to be effective last-mile support, counsellors and educators for their students and their families.

We began the journey with CM Rise Digital Teacher Training, leveraging the national platform DIKSHA of the Ministry of Human Resource Development, to deliver bite-sized, modular training courses for the teachers. This has since evolved into a three-year programme vision and plan for the state on teacher professional development.
The programme supports teachers across the 52 districts of the state

9,500,000 School students

300,000 School teachers (Grade 1 to 12)

100,000 Schools
Creating a concerted learning ecosystem that enables every teacher to support their students, linked to their realities and needs.

This programme aims to:

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

2. Create an ecosystem of continued development for teachers that is personalised, need-based and supports societal and academic goals, to build a more aware, capable and resilient teacher workforce for the future.
Every course covers the complete training arc—from introduction to reinforcement

**Pre-work**
An initial ‘hook’ to engage participants and get them thinking about the course subject

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

**Post-work**
Exercises that involve self-assessment and application of acquired learnings

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

- Videos
- Podcasts
- Readings
- Quizzes and questionnaires

**Explore all CM Rise courses**
We have been at the heart of the programme design and implementation

Programme Strategy and Oversight
*Nurturing the programme and setting direction to its growth*

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

Content curation and creation
*Keeping the training #LightButRight*

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

Technical integration and tracking

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

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

Field Support and Feedback
*Debottlenecking field issues, and creating feedback mechanisms*

- Set up of robust feedback mechanisms and support structures to enable issue debottlenecking – directly and through partnerships
- Establishing methods and SOPs for decentralised technical support to teachers (e.g., through block MIS teams)
- Targeted support to low-performing districts
Madhya Pradesh has been an integral part of Peepul’s journey. The support we got in 2014 for developing the Shala Siddhi framework was the beginning. Together, we worked to rollout and implement Shala Siddhi across 25,000 schools in the state and build the capacity at the district level to conduct self and external school assessments.

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

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

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

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

**Rashmi Shami**
Principal Secretary, School Education, Government of Madhya Pradesh
The program has seen much success, with record enrolments and completion rates

All data current as of 15th January 2021

The big picture

- 4.6 million+ enrolments
- 4.4 million+ course completions
- 4.4 million+ certificates issued

Access and engagement

- 290,000+ Madhya Pradesh teachers completing CM Rise courses on Diksha
- 5.8 million+ hours of learning time delivered
- 96%+ course completion rate across all 18 courses launched
- 160,000+ users from other states completing CM Rise courses on DIKSHA

Note: All comments exactly as submitted by users on the DIKSHA portal using the feedback functionality
The CM Rise programme also supported the successful implementation of the NCERT NISHTHA 2021 programme in Madhya Pradesh on Foundational Literacy and Numeracy

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

**Our support included, for these 18 training modules:**

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

**The results**

269,000+
Madhya Pradesh teachers completing the training

~95%
completion against target

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


Featured in the “India Report: Digital Education” by the national Ministry of Education.
We will continue the CM Rise programme to provide need-based learning journeys for teachers, towards Continuous Professional Development

Key initiatives planned
- A unifying Teacher Competency Matrix
- Synchronous and asynchronous Learning Forums
- A tech tool to support personalized, individualized learning journeys
- Classroom observation and coaching
The Peepul team has been excellent in their support especially by activating stakeholders at all levels in the education system, ensuring seamless coordination with multi-stakeholders for the programme. Their efforts in ensuring that this programme has the enthusiastic participation and support of all teachers, academic officials, various institutes across the state, and other partners (technology and content collaborators) has been remarkable. This has been a valiant effort from Peepul and makes them a valued partner in this flagship endeavour of the Department of School Education."

**Lokesh Jatav**
Former Commissioner, School Education Department
Government of Madhya Pradesh
About Us

Highlights
Our Values

**Impact**
*Put the child’s interest ahead of all others*

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

**Excellence**
*Pioneer thinking and approaches to transform educational ecosystems*

- Uphold a high bar on quality for all pursuits
- Partner with policy-makers and educators to enable high academic outcomes
- Integrate learnings from exemplar schools and school systems worldwide

**Leadership**
*Nurture an unbeatable environment to deliver excellence*

- Sustain and celebrate a mindset of trust and mutual respect
- Exemplify courage and resilience
- Inspire others to continuously grow and improve
The Peepul family has received many awards & accolades

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<td>SDMC Best School Award</td>
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<tr>
<td><img src="image" alt="Women Super Achiever Award 2018" /></td>
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</tbody>
</table>
The Peepul family has received many awards & accolades

- BW 40under40 list 2019
- Millennium Alliance Innovation Award
- BW Woman Social Entrepreneur of the Year 2019
- 50 Fabulous Innovative Leader by World Innovation Congress
- 51 Fabulous Global Social Innovators by World CSR Day
- Global Women Super Achiever Awards
Our supporters
Our supporters
Certifications and Accreditations
Our senior leadership team brings a diverse range of experiences and expertise

**Kruti Bharucha**  
Founder and Chief Executive Officer  
As the CEO, Kruti sets the vision and strategic direction to Peepul’s work. She has **20 years of experience in various leadership and management roles** in the education, management consulting and advisory sectors as well as with multilateral institutions. Prior to Peepul, she worked with CEB’s India and Washington DC offices, McKinsey and Co., The World Bank and the International Monetary Fund (IMF).  
Kruti was recently recognised on Business World’s 40 Under 40 List (2019), Social Entrepreneur of 2019 by Business World and Promising Leader for Innovation in Education by the World CSR Forum and an Exemplar Leader by the Asian African Chamber of Commerce and Industry.

**Urmila Chowdhury**  
Education Director  
Urmila has over **30 years of varied experience in the field of education**. In her role as the Education Director for Peepul, she leads the education and academic team to run Peepul’s exemplar schools, contextualize and use international best practices, design new programmes and in partnership with governments, develop scalable solutions for learning challenges faced by children from underprivileged backgrounds.  
She has been a teacher for two decades in prestigious schools like La Martiniere and the Shri Ram School. She has been a school leader and teacher trainer, a Drama in Education practitioner and an English Language Learning (ELL) consultant. Her work and writing have been featured in Times Education Supplement UK, Business Standard, Times of India and Reader’s Digest.

**Girish Ananthanarayanan**  
Chief Operating Officer  
Girish, as the Chief Operating Officer, is the Programme Director for Peepul’s programmes in Madhya Pradesh, and also has the responsibility of managing key corporate functions.  
For the last 8+ years, he has worked in delivering systemic and technology solutions across agriculture, renewable energy, education and financial inclusion. Prior to Peepul, he worked as an Engagement Manager with McKinsey & Co. in the Asia-Pacific region. He has worked as the Country Manager of Generation (McKinsey-incubated skill development non-profit) and at ITC Ltd. He is an alumnus of IIT Madras and IIM Ahmedabad and is a One Young World Ambassador.
Peepul’s management team comprises exceptional individuals with a shared passion for education

**Sonia Mondal**  
Teacher Development Lead  
**Sonia has 14 years in the field of elementary education**, working on interventions with both children and educators. Has developed training modules for government teachers on classroom management, lesson planning and developed curricular toolkits that can be used by teachers to deliver classroom instruction more effectively. She has worked at Amity International School, Heritage School and Tagore International School. Published curricular content /books with Amity University Press, Eklavya and the NCERT. She holds a Masters in Elementary Education from TISS, Mumbai; and has been trained by Cambridge.

**Sachin Ashapure**  
Programme Manager, Madhya Pradesh  
Sachin has been with Peepul since 2014, based out of Bhopal. Sachin brings in deep experience of government relations and implementation and is co-leading our state reform programme in Madhya Pradesh. He works with Government of Madhya Pradesh officials to track project progress, provide data/dashboards to flag potential issues with implementation and liaise with various state departments to enable institutionalization of the efforts. Beyond acting as the primary liaison with the School Education Department, Sachin manages a team of Implementation Coordinators in the state that work closely with field officials, to provide support and capability building to districts in implementing key programmes. Over the last few years, his primary responsibility were the oversight, implementation, and technical support the School Quality Assurance (SQA) programme, rolled out as Shala Siddhi across 25,000 schools, including coordinating the training of 40,000+ individuals.

**Rahul Raina**  
Programme Manager, Madhya Pradesh  
Rahul brings in a mix of deep academics and operational experience and is co-leading our state reform programme in Madhya Pradesh. Rahul has spent the last 8+ years of his career in the education sector working deeply on school-wide transformation projects. Before joining Peepul, Rahul was working as a Programme Lead with the India School Leadership Institute (ISLI), where he worked on coaching and mentoring school principals of government and private schools on school improvement projects on capacity building in early childhood education, literacy projects, teacher development, building school culture, community investment in rural and urban schools. Before coaching school leaders, Rahul was a school leader himself, leading a school in rural Maharashtra where he worked closely with teachers, parents and community on developing of school. He was also a Teach for India fellow, having taught primary grades in a low-income school in Hyderabad.
Our Board and advisors comprises of eminent experts from the education, public affairs, and corporate sectors.

**Board Members**

**Ramesh Srinivasan**  
Senior Partner, McKinsey and Company

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

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

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

**Vibha Parthasarathy**  
Former Chairperson, National Commission for Women

Vibha Parthasarathi is a renowned educationist with almost fifty years of experience in teaching and learning, and education systems reform in the west (UK and USA) as well as in the global south (India and Kenya). Educated at Cambridge University, and Boston University, Vibha went on to serve as the Chairperson of the National Commission for Women (NCW) from 1999 to 2002. She also served as the Principal of Sardar Patel Vidyalaya in New Delhi.
Soumya Rajan  
Founder, MD and CEO Waterfield Advisors

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

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

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

Lisa Jordan  
Managing Director, Draper Richards Kaplan Foundation

With a career focused on social impact and systemic change for two decades, Lisa Jordan is currently the Managing Director at the Draper Richards Kaplan Foundation, and the founder of Aim for Social Change. She has previously held senior leadership positions at the Bernard van Leer Foundation, Porticus Foundation and the Ford Foundation. Committed to strengthening civil society, Lisa also contributes her time as a member on the boards of several leading social enterprises and not-for-profits working towards social justice. She has to her credit the title of being amongst the top ten influencers in civil society, in the Netherlands (2018). Lisa holds a Master’s Degree in Development Studies from the Institute of Social Studies in The Hague, Netherlands.
The Reach & Teach programme we began in our three Exemplar schools was soon picked up for scaling/replication by the SDMC across all the system.

An older article: An article that appeared in 2018, when we had started working with SDMC with a long-term vision of holistic development of the schools via enabling teachers through skilling.
Mr. Bhagvati Pandit, a government school teacher, writes about the CM Rise Digital Teacher Training course offerings, and his learnings.
Peepul In the News

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

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

There had been repeated requests from the founders of Peepul to visit the Municipal Corporation School at Lajpat Nagar, New Delhi, because I was busy travelling around the country to find some of the nuances and the problems that beset school education in the country, but my time was not available. Finally, I could only spare time but it took me almost two years to do that. And what an experience it turned out to be. It was indeed a perfect example of the ‘Nexus of Good’.

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

Peepul took an under-enrolled municipal corporation school and its two neighbourhoods of South Delhi—Lajpat Nagar and its adjacent poor grade KG, and one in this school was only nine pupils. Most students and parents had moved into low-cost private schools with the perception that the quality of schooling was better in these schools. A situation where there was a government school spread over 2.5 acres and had all the facilities of a school, but a total of around 50 students across grade one to four.

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

The exemplar school had performed well in the initial stages, as the school was a shining example of what great looks like. However, the school faced several challenges, such as the need for better infrastructure and student engagement. The school became a model for other schools and was featured in various media outlets, including the Millenium Post.

The school’s success was attributed to the collaborative efforts of various stakeholders, including parents, teachers, and the government. This made the school an exemplar of what can be achieved when schools work together to provide quality education to all children.

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

Dainik Vijaya Ujala
27th March 2021
## Financials

### Balance Sheet

**Absolute Return for Kids**  
**Balance Sheet as at 31st March 2021**  
*(All amounts are in Indian Rupees unless, otherwise stated)*

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</tr>
<tr>
<td>Non-Current Assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed Assets</td>
<td>9</td>
<td>33,60,704</td>
<td>-</td>
</tr>
<tr>
<td>Investments in Fixed Deposits</td>
<td>3</td>
<td>1,45,20,000</td>
<td>2,25,20,000</td>
</tr>
<tr>
<td><strong>Current assets, loans &amp; advances</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advances</td>
<td></td>
<td>3,15,418</td>
<td>6,26,633</td>
</tr>
<tr>
<td>Cash &amp; cash equivalents</td>
<td>4</td>
<td>6,55,44,567</td>
<td>1,31,31,411</td>
</tr>
<tr>
<td>Accrued Interest</td>
<td></td>
<td>-</td>
<td>5,21,602</td>
</tr>
<tr>
<td>Other Current Assets</td>
<td>5</td>
<td>2,54,901</td>
<td>1,26,405</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>8,39,95,590</td>
<td>3,69,26,051</td>
</tr>
</tbody>
</table>

Schedules referred to above form an integral part of Balance Sheet

As per Report of our even date

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

George Koshi  
Partner  
Membership Number: 82961

Krati Bharucha  
Chairperson

Urmila Chowdhury  
Secretary

Place: Delhi  
Date: 20-Dec-21  
UDIN: 21082961AAAA9G6975
# Financials

## Income and Expenditure

### Absolute Return for Kids
**Statement of Income & Expenditure for the year ending March 31, 2021**
*(All amounts are in Indian Rupees unless, otherwise stated)*

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

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

As per Report of our even date

---

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

George Koshi  
Partner  
Membership Number: 82961

---

Kruti Bharucha  
Chairperson

Urmila Chowdhury  
Secretary

---

Place: Delhi  
Date: 20-Dec-21  
UDIN: 21082961AAAAGD6975
Connect with us

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