

Date-05-October 2018

Day- Friday

Daily Agenda

8:45-9:00- Morning Meeting

9:00-9:30- Phonics 'N'

9:30-9:40- Break

9:40-10:10- Clothes

10:10-10:30-

10:30-11:00- Lunch Break

11:00-11:45- Maths

11:45-12:00- Break

12:00-12:30- Hindi

12:30-1:00- Meditation+Closing

ANNUAL REPORT

2018-2019

A B C



TEACHFORINDIA



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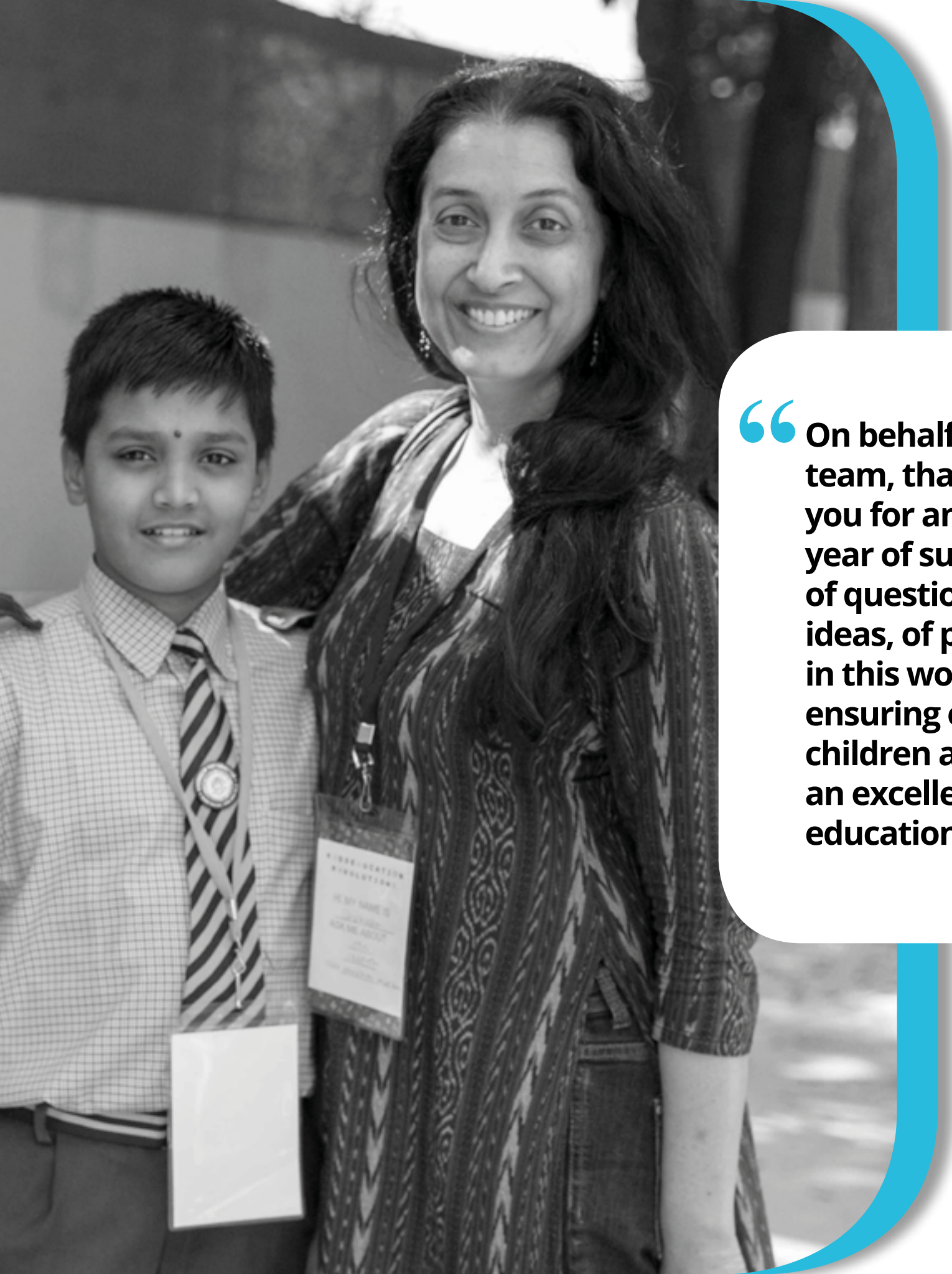
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“On behalf of my team, thank you for another year of support, of questions, of ideas, of partners in this work of ensuring our children attain an excellent education.”

LETTER FROM SHAHEEN MISTRI

The year gone by was one of truth and hope. As we prepared to enter our tenth year, we stepped back to reflect on the progress we've made over this decade.

Ten years ago, we did not have a Fellowship. Today, we see 1,016 Fellows and 37,500 students learning in our classrooms. Ten years ago, we did not have Alumni. Today, I bump into our 2500 Alumni everywhere. They work across all levels of the education system. Ten years ago, we launched Teach For India with 8 Staff members. Today, our team of 280 work harder than just about anyone I know. Ten years ago, there were three countries in the Teach For All network. Today, we're one of 50 countries around the world fighting for educational equity.

While there is such hope embedded in the fact that we're building leadership for the education system, there are painful truths intrinsic in the work that we do. Over this year, these challenges surfaced in difficult ways. Our community was shaken with cases of sexual harassment, issues of child protection, concerns around Fellow safety in our school environments. We took on these challenges in the best way we could, improving our ability to listen, accepting our blind spots, taking steps to improve

our policies and program, and building our own capacity to lead better. I feel confident that while the work of becoming stronger is never-ending, we are on the right path.

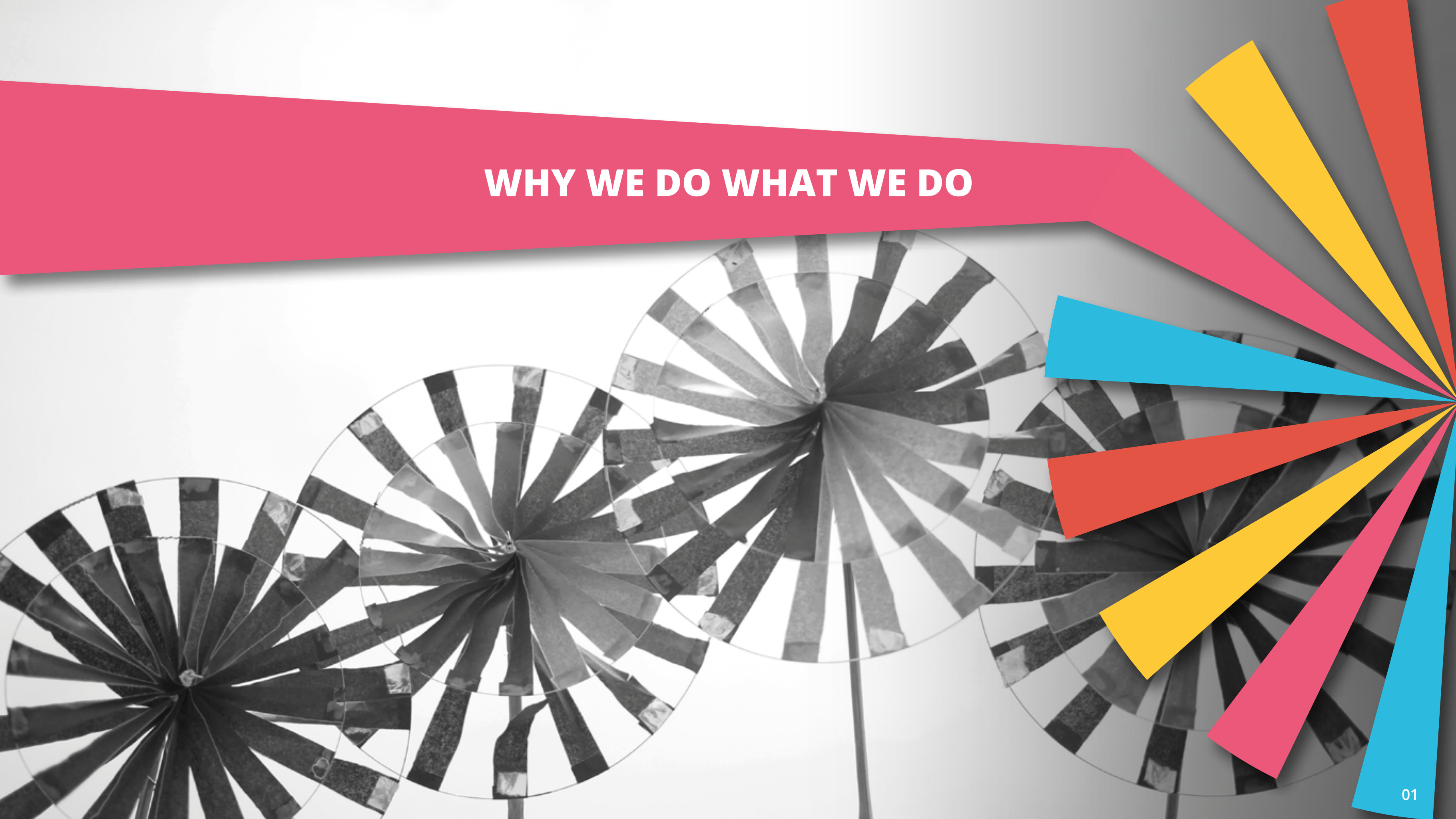
In this report you will see glimpses of Teach For India's world. You'll see examples of our brave and hard-working Fellows and Students, you'll see the impact that our Alumni are having as they spread further across India, and you'll see the ways we continue to innovate to take our impact beyond Teach For India to the wider movement.

Ten years down the path to educational equity, I feel surer than ever before that building a pipeline of leaders in classrooms, schools, and communities, and at all levels of the education system is the most important thing we can be doing.

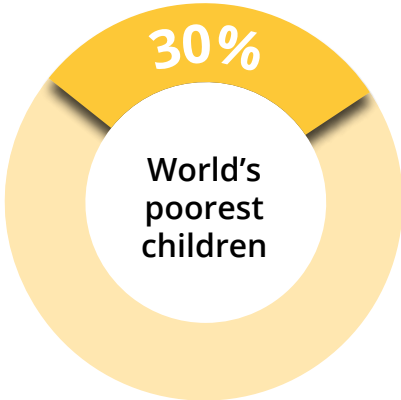
On behalf of my team, thank you for another year of support, of questions, of ideas, of partners in this work of ensuring our children attain an excellent education.

Love,
Shaheen

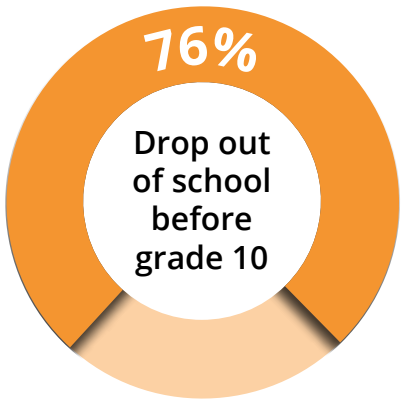
WHY WE DO WHAT WE DO



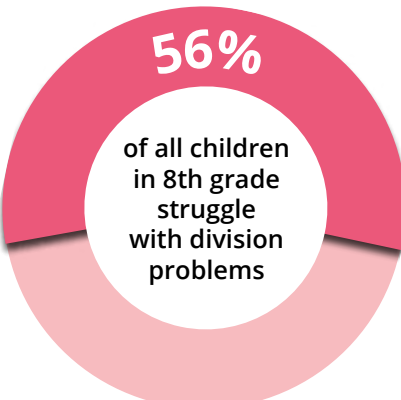
THE EDUCATION CRISIS



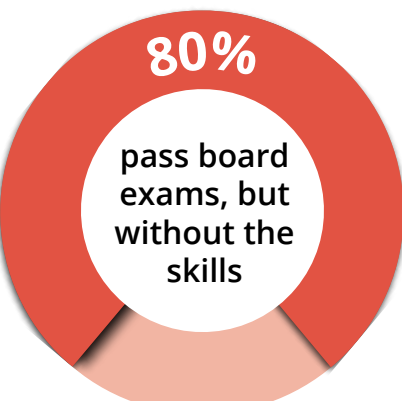
Our numbers are large
30% of the world's poorest children - approximately 116 million children - live in India.



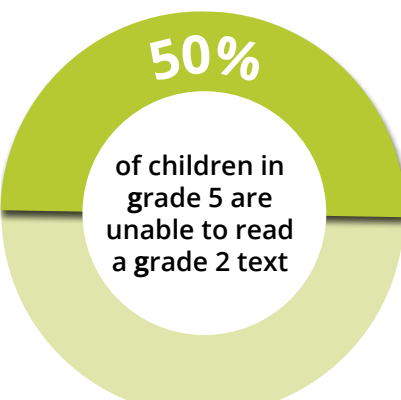
Poverty is a vicious cycle
With more than 260 million Indians living under \$2 (Rs 136) a day, our children face severe socio-economic disadvantages. **76%** of them drop out of school before grade 10, and less than **5%** of India's under-resourced youth are enrolled in college.



Quality of education is poor
Our children fail to receive the academic foundation, or the 21st century skills required to succeed. If we look at Math statistics, **56%** of all children in grade 8 struggle with division problems. The status-quo on reading comprehension is equally startling with **50%** of children in grade 5 unable to read a grade 2 text, and **1 in 4 children** leaving grade 8 without basic reading skills.



Education impacts economics
Educational inequity has lasting negative implications for our national productivity and global competitiveness. **80%** of our students - our future workforce - pass board exams, but without the skills necessary to succeed in the job market and in life.



The education crisis in India runs deep and wide, with numerous complexities. At Teach For India, we believe that at the root of this crisis in education lies a crisis of leadership. There is a severe deficit of people at all levels of the education system who are committed to working together to improve the capacity and quality of our nation's schools.

By 2025, 25% of people entering the global workforce, a staggering 900 million, will be Indian. Yet globally, our children are way behind. In the most recent PISA Assessment, an international assessment that measures 15-year-old students' competence in reading, mathematics, and science, India ranked 72 out of 73 countries, scoring higher than only Kyrgyzstan.

Our youth have tremendous potential that can be harnessed only with the tools and mindsets that an excellent education provides.

Sources

1. Ending Extreme Poverty: A Focus on Children; A report by UNICEF and the World Bank Group; Oct 2016

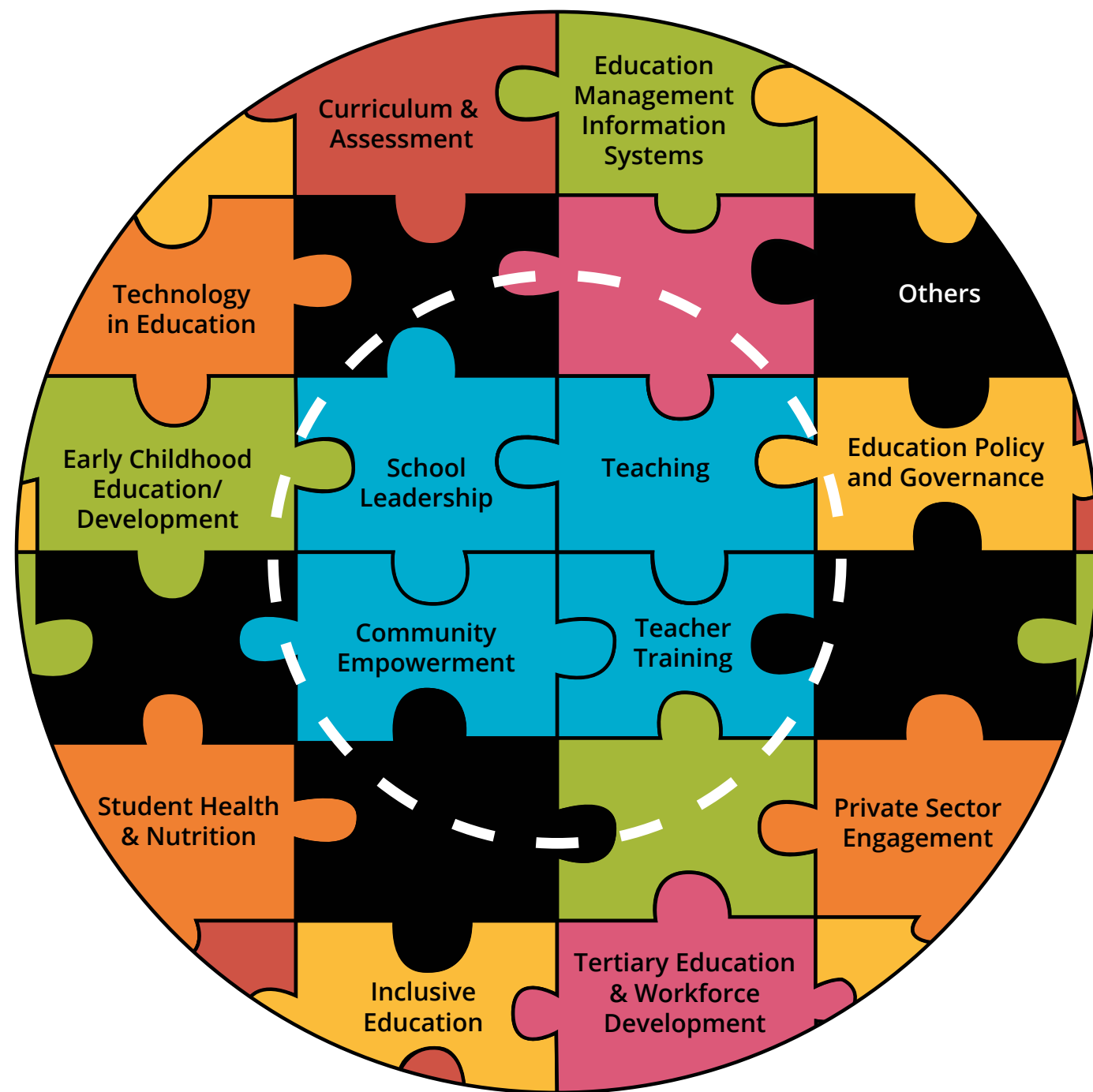
2. ASER 2017 report

3. World Bank Poverty and Equity Databank, 2011

4. All India Survey on Higher Education, 2016-17

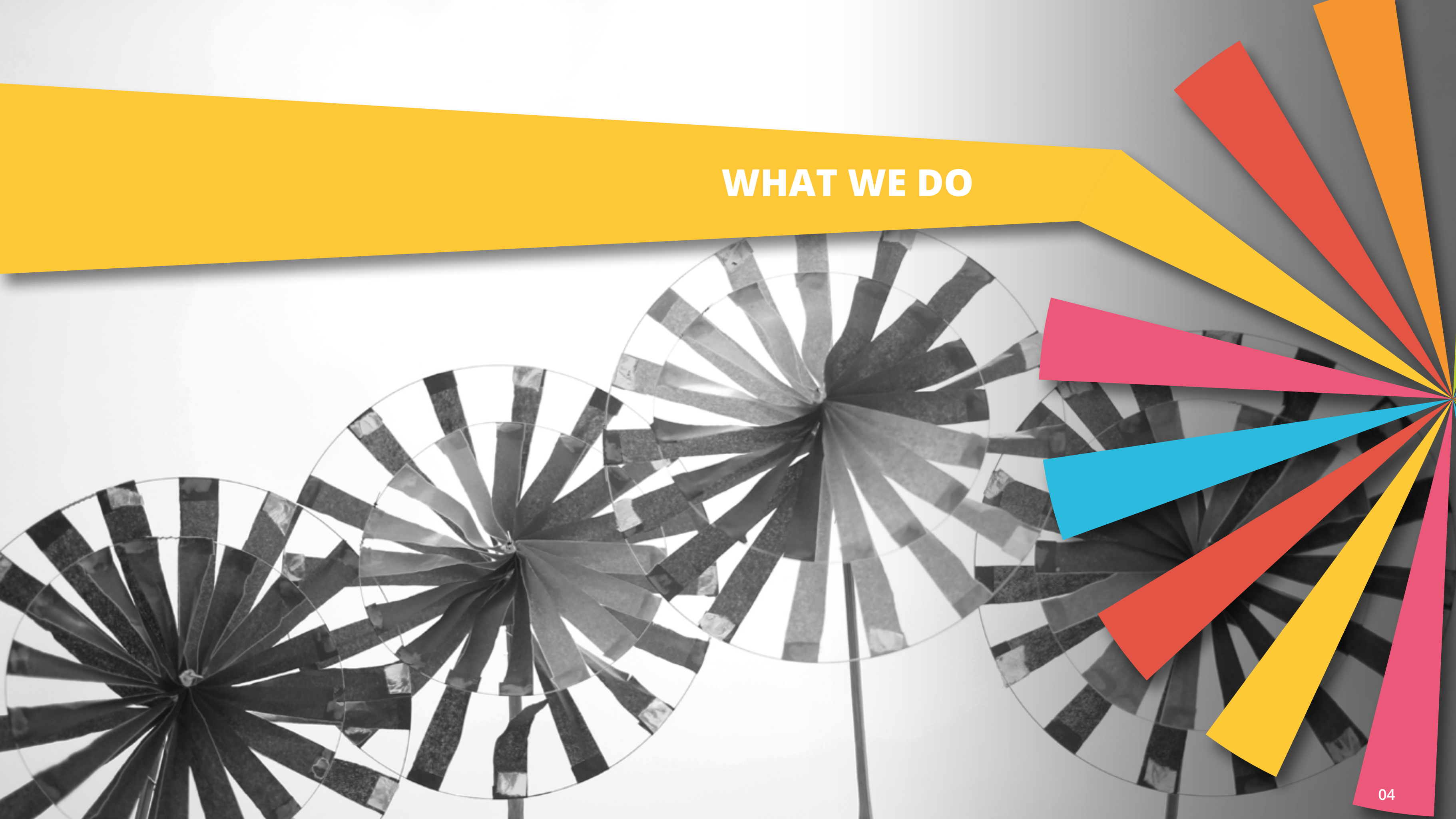
5. India Skills Report 2018, UNDP

THE PUZZLE OF EDUCATIONAL INEQUITY



Addressing the complex challenge of educational inequity is like solving a seemingly impossible jigsaw puzzle; successfully putting the pieces together demands **leadership** and a **collective commitment**.

WHAT WE DO



VISION

One day, all children will attain an excellent education

MISSION

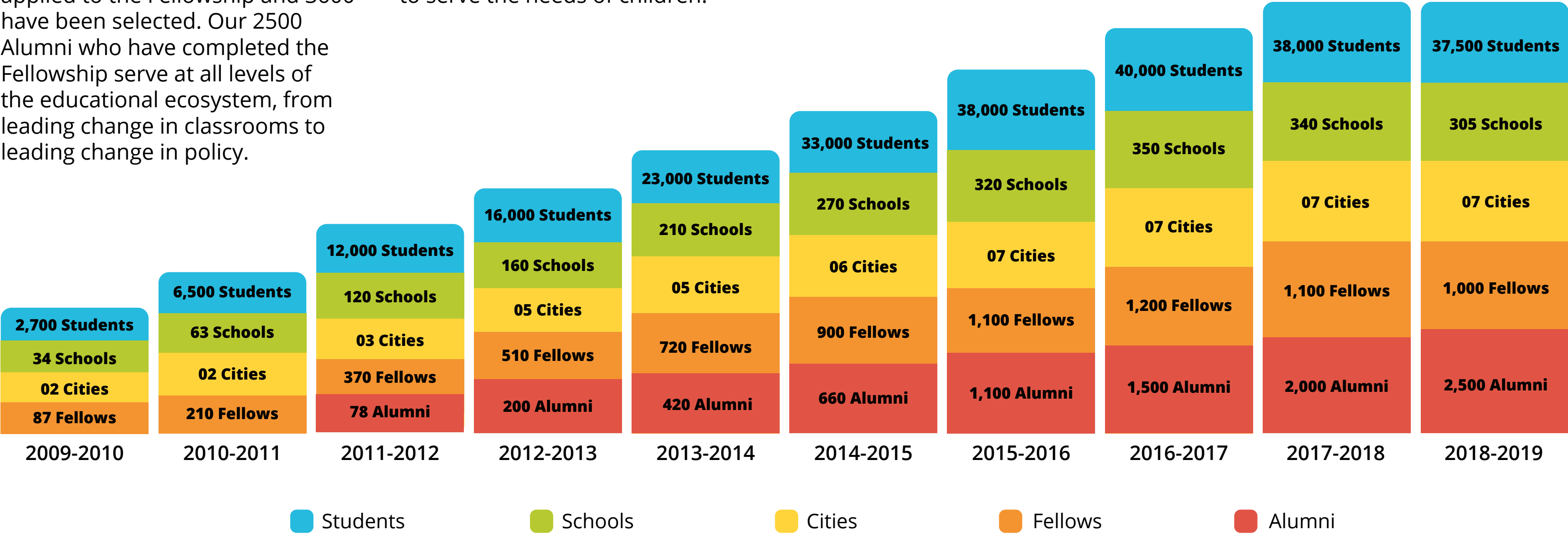
To build a movement of leaders to eliminate educational inequity



OUR 10-YEAR JOURNEY

Over the last decade, we've set up a Fellowship program that has proven impact for accelerating both Student learning and Fellow leadership development. 75,000 people have applied to the Fellowship and 3600 have been selected. Our 2500 Alumni who have completed the Fellowship serve at all levels of the educational ecosystem, from leading change in classrooms to leading change in policy.

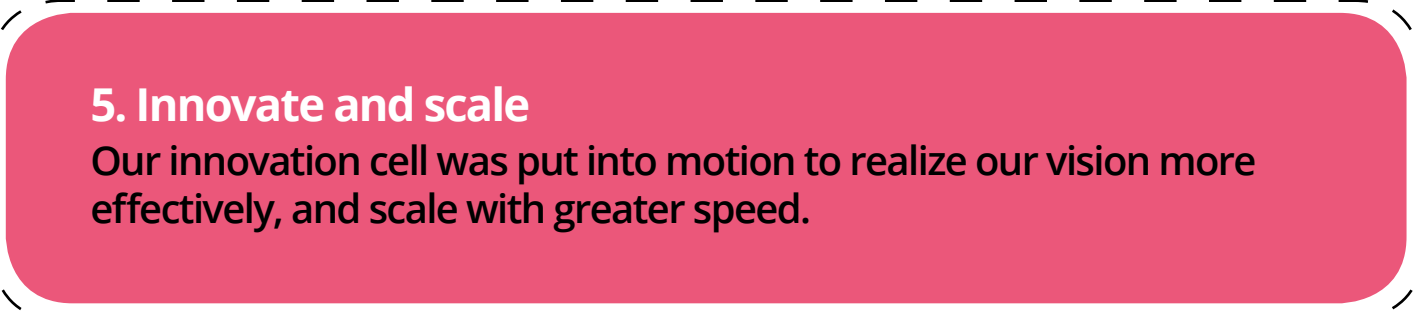
The road to the end of educational inequity is curved and long. In the next few years, we will nurture a steady stream of Alumni who will work across the education system to serve the needs of children.



OUR THEORY OF CHANGE

Our two-part theory of change aims to create a sustainable movement of leaders committed to educational equity in the long run, the foundation of which is the Fellowship.

We not only recruit and select promising leaders, but we also support their leadership journeys as they work to provide India’s children with greater opportunity. Over time, we accelerate their collective leadership towards the vision of an excellent education for all children.



HOW WE ARE BUILDING A MOVEMENT OF LEADERS



WHO ARE OUR FELLOWS

Every year we seek to recruit Fellows who are committed, and envision an India where all children get an excellent education. In 2018, Teach For India received 16,761 applications, as compared to 15,151 in the previous year. The applicants spanned graduates and professionals from top colleges and companies, with a selection rate of over 6%. Our Fellows draw on their diverse cultural, educational, and professional backgrounds in their role as teachers in under-resourced classrooms. Our Fellows from over 240 college campuses and 130 diverse companies embody a strong skill-set encompassing problem solving and critical thinking abilities.

In 2018-19, 1,016 Fellows from seven cities were united by the vision that one day, every child will receive an excellent education.

TCS Infosys Accenture Cognizant Wipro Technologies Amazon
Deloitte USA Ernst & Young Global Axis Bank Teach For India
ICICI Bank Larsen & Toubro Ltd. ZS Associates Ernst & Young India

KPMG Mu Sigma PricewaterhouseCoopers (PwC) Capgemini
Times Of India Group Aditya Birla Group Ericsson India HCL
Reliance Industries Ltd. Vodafone India American Express AIESEC

Cisco Systems India Tech Mahindra/Mahindra Satyam
Citigroup Freedom English Academy Barclays Group
Dell India Make A Difference JP Morgan Chase Flipkart

Mu-Sigma Business Solutions L&T Tech Services Nomura Group
Schneider Electric State Bank of India Tata Group Art of Living
Bank of America Bosch Ltd. Citibank India Crompton Greaves Ltd.

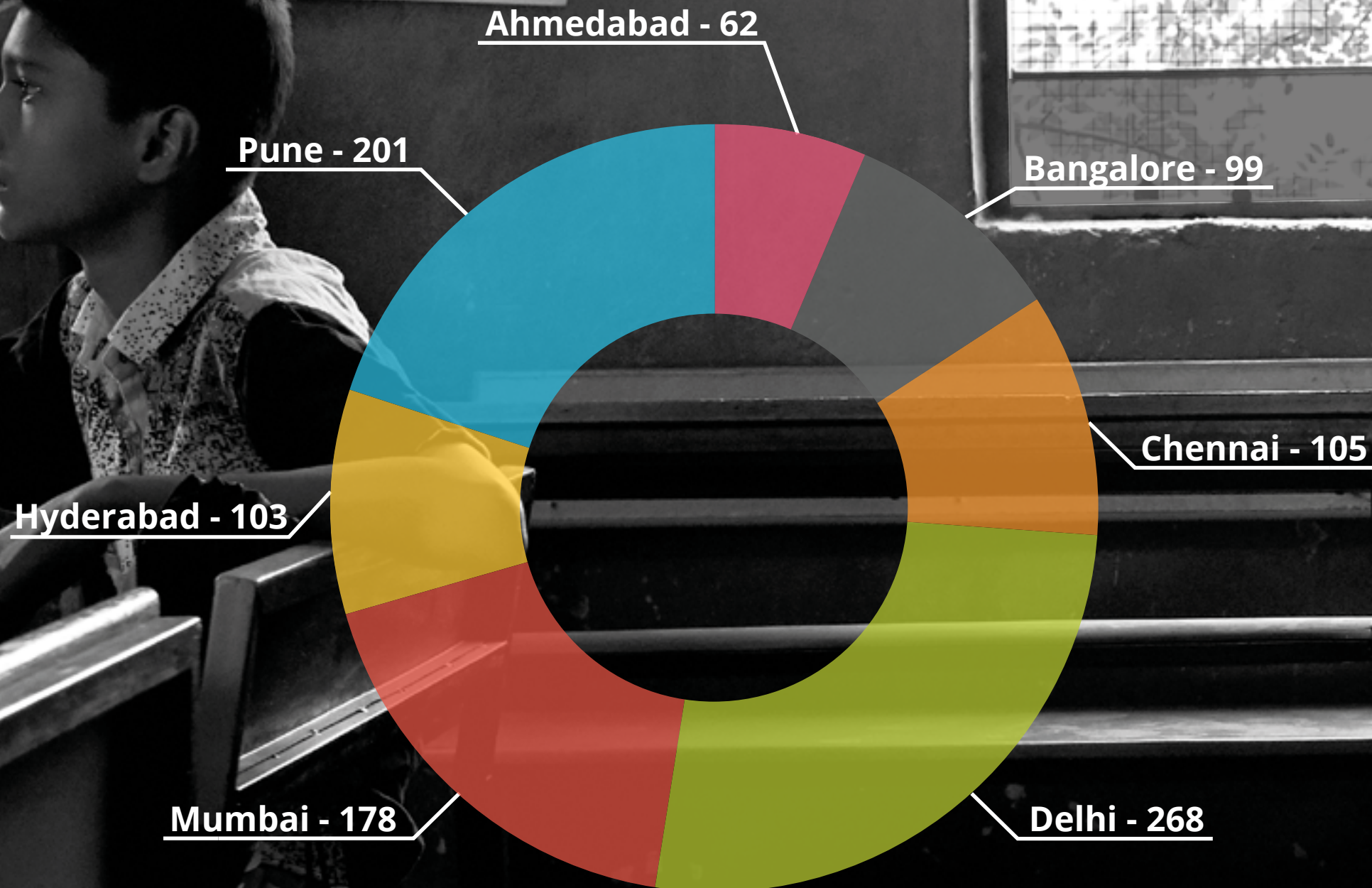
Deloitte Shared Services Directi Genpact India
Educational Initiatives GE HDFC Bank ABB Ltd.
HDFC Insurance Hindalco HT Media ACC Ltd.

Idea Cellular India Limited Indian Railways Jindal Steel & Power
Lowe Lintas Northern Trust Ogilvy & Marther S&P Capital IQ
Samsung India SAP Labs India Pvt Ltd Standard Chartered Bank

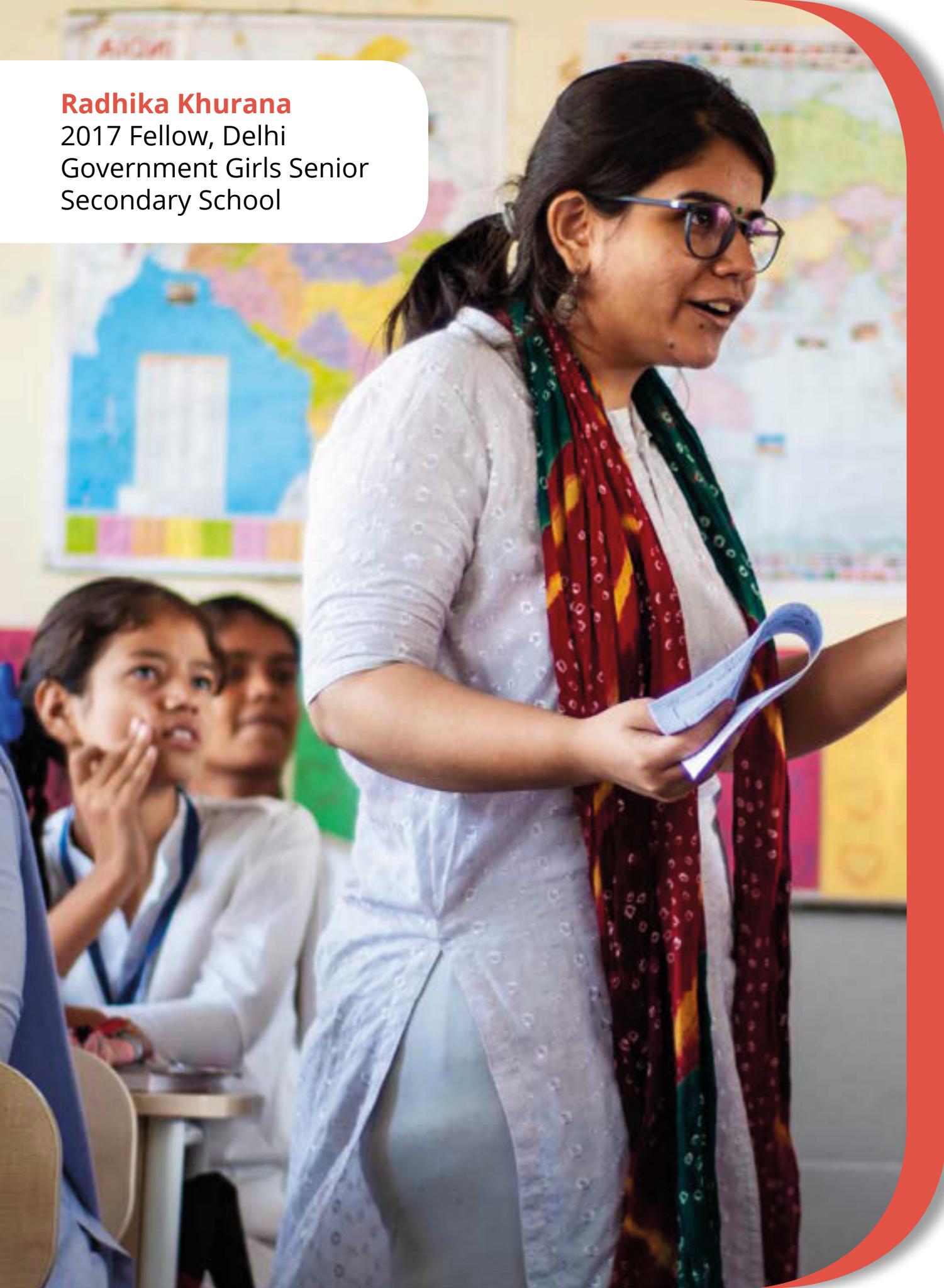
ANZ Bajaj Auto Ltd. Bank of Baroda Biocon Facebook
Aon Hewitt Deloitte India CII FactSet Birla Sun Life AMC
Convergys India DHL Logistics Pvt. Ltd. Ford India FIAT

Sutherland Thomson Reuters Wells Fargo India Solutions ADP
Lowe Lintas Zensar Technologies Ltd. Zoho Corporation Alstom
Amarchand & Mangaldas & Suresh A Shroff & Co Ashoka University

FELLOWS BY CITIES



Radhika Khurana
2017 Fellow, Delhi
Government Girls Senior
Secondary School



MEET OUR FELLOWS

Prior to the Fellowship:

Graduate, BA from Indraprastha College for Women, Delhi (2017)

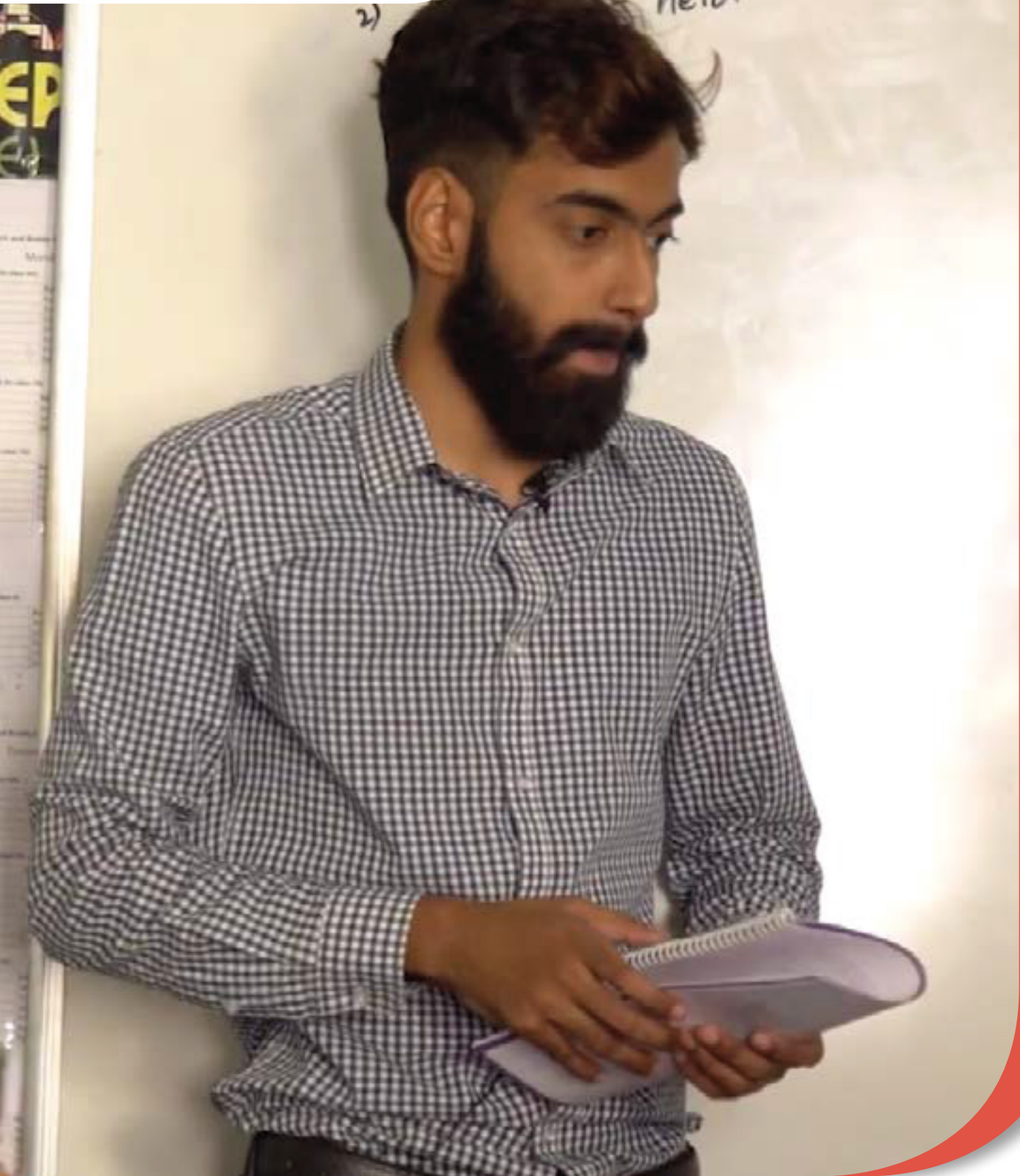
“**My vision is to see my students as independent, conscious, and critical decision makers.**”

Radhika, Fellow

Radhika's students, who proudly refer to themselves as Super Khojis, actually live up to their name. They keep learning new things in the class and make sure that they apply those skills in their real life. One of the things which make them stand out is their ability of critically analysing several things which has ultimately led to the beginning of a lot of student led projects from the class. They know how to identify their strengths, leverage them and bring something for each and everybody to learn from, on the table. They reaffirm their capability when they bring to Radhika different plans which they would like to execute for their own class, other non-Teach For India classes, or the students in the community, with a very solid why.

Phani Krishna

2017 Fellow, Hyderabad
KARE School



“My vision is to build independence and responsibility in my Students.”

Phani, Fellow

MEET OUR FELLOWS

Prior to the Fellowship:

Graduate, Engineering from GITAM Vizag (2017)

Being a literacy teacher, Phani realised the importance of picking up good texts in order to push critical thinking skills, imagination levels, and interest levels of the children. The challenges that he faced with the SCERT texts, stories and poems were short because of which the children could not get absorbed into the book. Phani picked up 'Matilda' by Roald Dahl in the first year of his Fellowship and used it in grade 6 and 7. This built the students' love for reading good texts. In the second year of the Fellowship, he picked up 'Dear Mrs. Naidu' by Methangi Subramanyam and has used it in grades 7 and 8.

The literature circles Phani introduced helped cater to different interests in the classroom and children got to pick their role in the circle.

Himani Verma

2017 Fellow, Delhi
RSKV West Vinod Nagar



“I want every kid to contribute to the classroom culture and achievement.”

Himani, Fellow

MEET OUR FELLOWS

Prior to the Fellowship:

Graduate, BA from Indraprastha College for Women, Delhi (2017)

Himani is a strong believer of 'Women in Science'. She always tells her Students that when Kalpana Chawla entered college, she was the only girl to graduate in Aeronautical Engineering. She has always tried to encourage the innate curiosity that every child has, by talking about scientists like Tesla, doing spark sessions, experimentation, giving them problems and asking them to explore them through the quest of looking for science beyond the classroom. She has put in place structures like community learning circles, bi-weekly community service, reading hours, group reflections during closing circles, to ensure that every child participates and practises in an environment of values and empathy - creating a sustainable learning environment. The classroom becomes a space where kids are authentic, self-aware, and independent learners living in a symbiotic learning environment with a sense of community from where they are coming.

MEET OUR FELLOWS



Sanjana Sinha

2017 Fellow,
Government Boys
Senior Secondary
School, G-Block, Saket



Ishani Banerjee

2017 Fellow,
Government Boys
Senior Secondary
School, G-Block, Saket

“Our students have a firm belief of wanting to grow out of their current realities.”

Sanjana and Ishani, Fellows

Prior to the Fellowship:

Graduates, BA from Miranda House, Delhi (2017)

Sanjana and Ishani call their class Superheroes Headquarters. The school environment in which our students thrive is not very conducive for their learning and holistic development. They also hail from extremely diverse and possibly violent neighbourhoods with students travelling from over seven far-off communities. As Fellows, two actions that perhaps had the greatest impact on our students were our own reflection and reading up. This meant constantly looking up Transformational Impact Journey (TIJ) videos, and other sites to look for innovation. Daily reflection helped us identify where we were facing challenges and how we could effectively support each other. This has helped make them self-aware and motivated towards their purpose and goals. All aspire to take up subjects they are passionate about in the future and pursue their higher studies or their area of interest.

MEET OUR FELLOWS



Amalaya Jashnani

2017 Fellow,
Dharavi Transit Camp
School, Mumbai



Ravela Da Cruz

2017 Fellow,
Dharavi Transit Camp
School, Mumbai

“We want our Students to feel like they have each other’s support 100 per cent, and can count on each other.”

Amalaya and Ravela, Fellows

Prior to the Fellowship:

Amalaya Jashnani - Graduate, BA from Jai Hind College, Mumbai (2017)

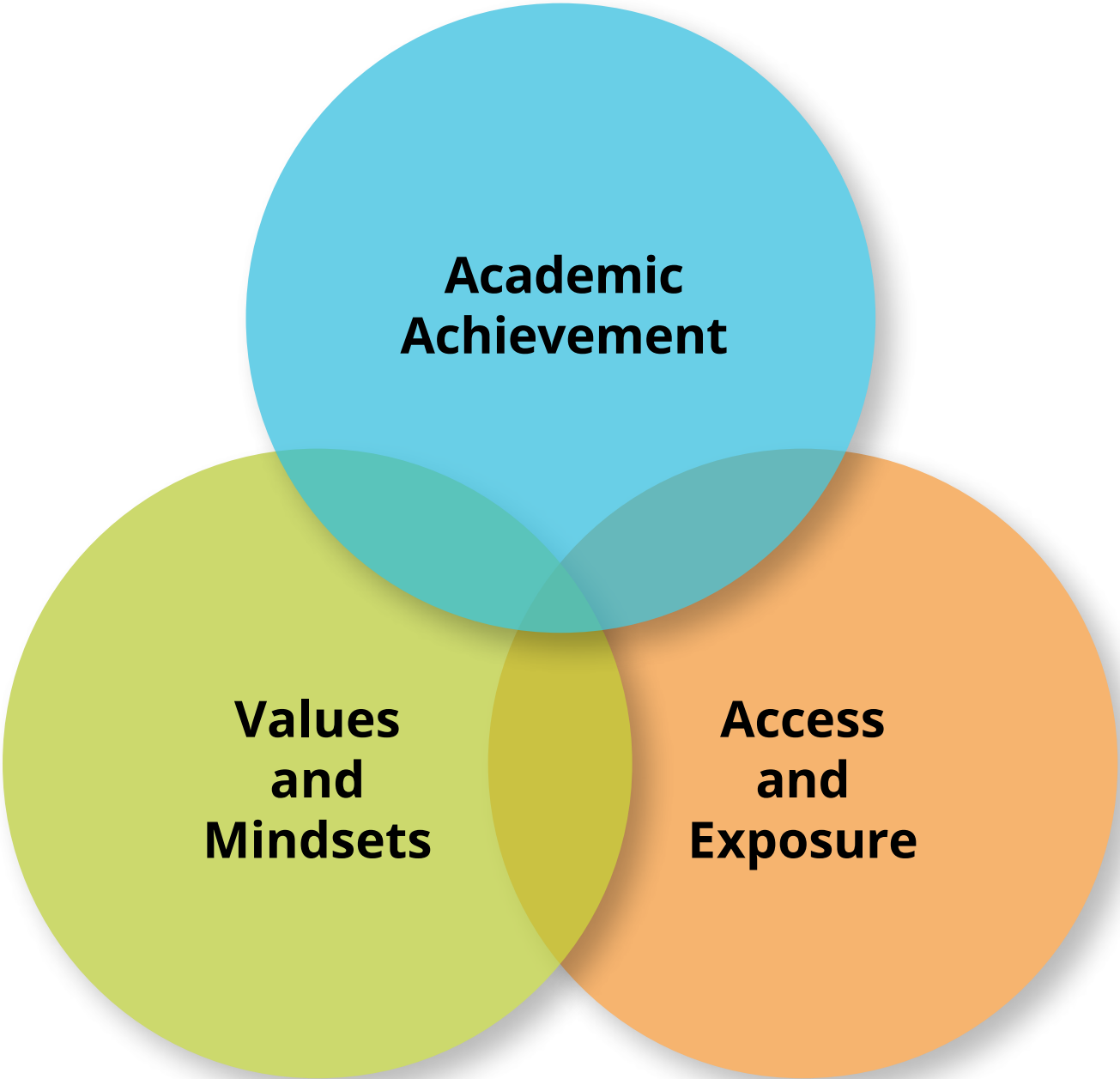
Ravela Da Cruz - Post-graduate, Science from St Xavier’s College, Mumbai (2017)

Our students believe that the classroom is an interactive space for learning and growth. They are enthusiastic about creating an ideal environment for learning. A year and a half ago, only a handful of students were able to read, but today, 60% of our students across reading levels have made more than 2 years of growth in Reading Comprehension in the past year and a half, or from the time they joined us. We wanted our students to get to know each other, to open up to each other, and view the entire class as a family, and not just a few children. We also wanted students to appreciate everyone in the classroom, and not just a few children, who were good at academics or football. This is why we changed the seating arrangement, factored in a lot of group and student work time, introduced the buddy system, and introduced the Circle of Trust.

ARE OUR CHILDREN LEARNING?

The Student Vision Scale (SVS) is a tool we use to gauge how our classrooms are progressing on the route to providing a holistic education to our children. A quality education encompasses a strong culture of achievement within the classroom, rigorous content that enables Students to become independent and critical thinkers, values and mindsets that lead them to make positive choices, and access and exposure to different experiences that will lead them to aspire for more.

This year, over 75% of our classrooms are rated at 3 or above out of 5 on the SVS. This positively implies that Students are beginning to explore themselves, the world around them, and essential learning is underway in the classroom. Students are also able to demonstrate core values and think about ways in which they want to contribute to their community. Students who have already reached a 5 on the scale are passionate and joyful, and can work through challenging content.



ARE OUR CHILDREN LEARNING?

Academic Achievement

Over 94.36% of our Students were rated 3 and above on academic achievement as per our internal assessment. More than 76% of our Students cleared grade 10 in 2019, compared to 77%¹ who cleared the SSC exams in Maharashtra, and 91%² who cleared the CBSE exams.

Values and Mindsets

95.95% of our Students have scored 3 and above on values and mindsets. This substantial increase is a result of our Fellows' ongoing efforts and commitment to shifting the way their Students perceive their education and live their life.

Access & Exposure

83% of our classrooms have scored 3 and above which is evidence of building student awareness by exposing them to opportunities through projects and experiences outside the classroom.

Sources

1. <https://www.moneycontrol.com/news/india/maharashtra-ssc-exam-results-over-77-pass-girls-outshine-boys-4076571.html>

2. <https://www.businesstoday.in/current/economy-politics/cbse-class-10th-result-declared-pm-modi-congratulates-students/story/343742.html>



STUDENT STORIES

Paper Presentation: Chennai

Three of our students P. Priyadarshini, S. Santhosh, S. Bharath Mathew from CMS MGR Nagar II were selected to present their paper on 'Conservation Of Energy Through Judicious Use Of Electricity' at the City as Lab (CaL) Conference in Mumbai on March 3rd, 2019.

City as Lab (CaL) is founded with the belief that there is a researcher in every child. It is an annual, city-based research project undertaken by school children for 3-4 months, which culminates in a one-day conference event.

Awards from GoLaadli: Chennai

Three students from CHS Velachery, Chennai were selected for the awards from 'GoLaadli', a nonprofit created with the mission of encouraging and empowering young women in India to raise their voices, be problem solvers and leaders, and to provide them with scholarships to go to college. The students were awarded a cash prize upto 1 Lakh Rupees each.



STUDENT STORIES

Times Connect: Hyderabad

At Times Connect, an event initiated by Times of India, Hyderabad, our students from Marredpally government school have questioned the civil authorities of Hyderabad in regards to different issues that have concerned them from child labour to traffic problems. This just has gone on to further proof that these are the children who will soon form the backbone of our country and all we need to do is give them that extra encouragement!

Youth Social Innovation Conference, China: Delhi

5 of Delhi's Ubuntu Students participated in the Youth Social Innovation Conference in Xi'an China in May 2018. The Conference included sessions on topics such as 'Leadership as a way of life', 21st Century Skills, problem solving, bullying and stress management. The result was the collective wisdom of students from three different countries collaborating with each other to deep dive into solving "Bullying" and come up with programs they can implement at school and state levels.



HOW WE ARE SUPPORTING OUR FELLOWS IN THEIR LEADERSHIP JOURNEY

Throughout their two years in the classroom, Fellows consistently strive to adopt innovative methods to aid and accelerate their own growth, as well as their Students’ growth. In addition, they routinely measure their Students’ progress in academics, values and mindsets, and access and exposure on the Student Vision Scale (SVS). We provide our Fellows with extensive training and support to equip them with the knowledge, skills and mindsets to become successful teachers and leaders. Our support is both pre-service and in-service -

Institute

Prior to their school placements, all Fellows undergo a rigorous five-week residential training program that focuses on classroom practice and leadership development. At Institute, Fellows are not only introduced to the pedagogical foundations of classroom instruction and content instruction, but they also begin to internalize the mindsets and beliefs needed to drive transformational change within the education sector.



Ongoing Support

Throughout the two years, Fellows receive in-person training sessions, attend leadership forums, and can access online training courses and resources. In addition, each Fellow has a full-time Program Manager who provides real-time, intensive technical, leadership and emotional support. Out of 72 full-time Program Managers across seven cities, each Program Manager supports an average of 16 Fellows each.

Be The Change Project (BTCP)

In the second year of the program, each Fellow is responsible for designing and executing a “Be The Change Project”, where they identify a pressing problem in the community and work with their peers and Students to solve it. During the course of the two years, Fellows immerse themselves in the communities to build bonds with stakeholders and start initiatives that impact the larger society. These BTCP allow our Fellows to grow in their commitment to equity while inducing in children, a sense of responsibility towards the growth and upliftment of their community.

FELLOWSHIP COMMITMENT SCALE (FCS)

What is the Fellow Commitment Scale?

Every Fellow's leadership development journey is assessed on a Fellow Commitment Scale. The Commitment Scale is a tool used to define three commitments that we believe are essential to build in leaders working for educational equity, enabling Fellows, Staff and Alumni to know where they are on each commitment and where they can optimistically reach.

» The Commitment to Personal Transformation:

Exploring who we are, our purpose, and striving to be better people.

» The Commitment to Collective Action:

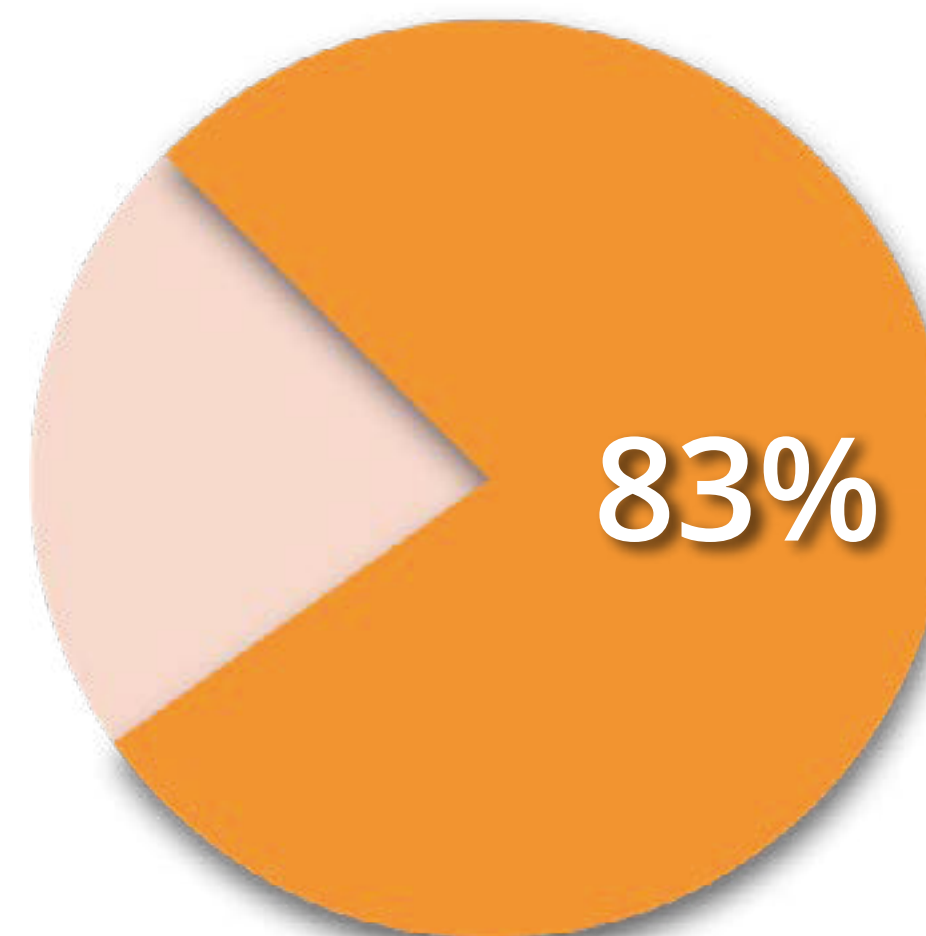
Building relationships and organising partners to multiply and deepen our impact.

» The Commitment to Educational Equity:

Deepening our understanding of educational equity and committing to attaining it.

According to a recent survey conducted with our Head Masters:

- 88.5% agree that there is a marked increase in student engagement and willingness to learn in Fellow-led classrooms compared to earlier.
- 95.4% believe that Teach For India Fellows have positively impacted the overall environment of the school.



Fellows were rated 3 or above out of 5 on the Personal Transformation aspect of the Fellow Commitment Scale.

HOW WE ARE SUPPORTING OUR ALUMNI

Teach For India catalyses 2500 Alumni to collectively drive systemic change, enabling children across the country to attain an excellent education.

1. In 2018, Teach For India launched a digital platform that connects our growing community of Alumni, Fellows and Staff in a common virtual space.



2. Incubator Programs: Over 30 mission-driven organisations have been founded by Alumni entrepreneurs, who have raised funding worth INR 100+ million. These organisations have been selected for support by some of the leading start-up incubators in India, including Villgro, Central Square Foundation, N/core, NSRCEL at IIM Bangalore and CIIE at IIM Ahmedabad.

• InnovatED

A support program for entrepreneurs in the education ecosystem was launched in 2015. Entrepreneurs receive support in the form of monthly stipends, skill-building workshops, access to networks, and more. Over 20 early-stage education entrepreneurs have benefited over the last 3 years, helping them raise follow-up capital, refine their solutions, and grow their teams.

• Alumni Leadership Incubator

In 2018-19, the National Alumni Impact team at Teach for India initiated an Alumni Leadership Incubator program to provide interested individuals with a stepping stone to take up diverse positions of influence in education systems across the country. This program is supported by Teach for India in different schools, community, and government departments through 61 participants across 8 different geographies. The same is implemented through collaboration with a set of Training and Implementation Partners, each of whom brings their relevant technical expertise and networks to the table.

MEET OUR ENTREPRENEURS



Aditya KV

Umoya Sports
Focus: Inclusive Education

Umoya Sports provides holistic development opportunities for students with disabilities and builds an inclusive culture in schools through the medium of sports. Aditya worked as a technology consultant before joining the Teach For India Fellowship, and went on to join an international sports management organisation before starting his journey with Umoya Sports. Umoya's flagship program - Joy of Play, is an in-school sports program specially curated for children and adults with intellectual disabilities and special needs. The organisation also conceptualises and hosts inclusive sports events to spread awareness about disabilities and build inclusion in society.



Jigyasa Labroo

Slam Out Loud
Focus: Arts in Education

Slam Out Loud uses the transformational power of the arts to build leadership and 21st century skills that can drive universal change. It envisions that "Every individual will have a voice that empowers them to change lives". They provide artistic opportunities and art-based learning to individuals in at-risk communities. Jigyasa completed the Teach For India Fellowship and subsequently worked as a Student Leadership Consultant on Teach For India Staff. She is a certified Action Learning coach at School for Social Entrepreneurs India, and an entrepreneur incubatee with the Government of Delhi.

MEET OUR ENTREPRENEURS



Swetha Guhan

Key Education Foundation
Focus: Early Childhood Education and Development

Key Education Foundation works to ensure quality early childhood education for children from low- income communities in urban India - by enabling schools, teachers and parents. Key Education executes their School Readiness Program through early childhood kits, classroom libraries, teacher training, leadership development of the school management, parent engagement, and program support through continued engagement to ensure long-term impact. Swetha is the Co-Founder and Head of Product at Key Education Foundation. After the Teach For India Fellowship, she has worked in the core academic team at Agastya foundation, and has led Research and Product development at Experifun Educational Solutions.



Ashish Navalakha

Loop Education Foundation
Focus: School Leadership

Loop Education Foundation develops high performing ecosystems of schools - one cluster at a time, by leveraging technology and resource-sharing. The foundation's work impacts three aspects of a school - School Leader Development, Teacher Development, and Processes and Systems. Technology is a key component of their approach. Ashish, an IIT graduate worked at an MNC before joining the Teach For India Fellowship. Post the Fellowship, he facilitated various social projects ranging from waste management to water & sanitation, subsequently co-founding Loop Education Foundation.

FUELLING LEADERSHIP AT EVERY LEVEL

Our path of cultivating Fellow leadership starts at Institute, continues through two years of ongoing training and support, and leaves our Fellows feeling inspired and prepared to join the Alumni movement.

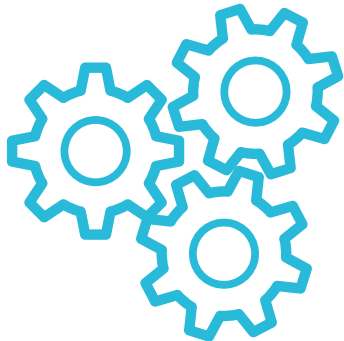
Teach For India remains the largest Fellowship and pipeline of talent into the education sector, with over 500 Alumni joining the movement for equity each year. As of 2018-19, the number of Alumni who graduated from the Fellowship stands at 2500.



CLASSROOM



SCHOOL



SYSTEM

FUELLING LEADERSHIP AT EVERY LEVEL

Alumni leading classrooms:

For dozens of our Alumni, the decision to join Teach For India was the first step towards finding their purpose in teaching. Despite the barriers to working as a teacher in a low-income school in India, a growing number of Alumni are continuing to have a transformative impact on students in classrooms. In the last three years of the CENTA Teaching Professionals Olympiad, Teach For India Fellows and Alumni have consistently ranked in the top 10 out of thousands of teachers who participate in the competition across India.

Alumni leading schools:

Spending two years as teachers in low-income schools exposes Fellows to the challenges that affect learning outcomes, and empowers them with opportunities to lead change. Today, more than 156 Alumni are currently driving change through leadership roles in schools. Even at an early stage, many of these schools have transformed outcomes for the students they serve.

Aravindhan Anbazhagan

2016 Fellow

Currently: City Development Associate, Teach For India Chennai



FUELLING LEADERSHIP AT EVERY LEVEL

Alumni leading communities:

During the two years, Fellows address problems in their schools and communities through multiple projects. These experiences strengthen their commitment as Alumni to continue working with similar communities, where they tackle issues ranging from financially empowering women to equipping parents with greater skills and knowledge to impacting early childhood education.

Alumni working with the government:

Several Teach For India Alumni are working closely with local, state and national government bodies in order to strengthen policy and governance environments for schools and school systems.

Vishakha Hegde

2016 Fellow

Currently: HR & Communication
Executive, Life-Lab &
Co-Founder, happyhearts



MEET OUR ALUMNI



Hemakshi Meghani

2011 Mumbai Fellow, Co-Founder at Indian School of Democracy

Hemakshi founded the Indian School of Democracy with a vision to nurture leaders who will be the epitome of principled leadership, and will serve the nation with a goal to reach the unreached. The ISD trains young people aged 25-40 for the political and governance space, and creates pathways for them to serve after the program. These leaders go on to serve in executive, legislative, judiciary, and media.



Subhankar Paul

2014 Mumbai Fellow, Founder and CEO - Lantern Edusports Foundation

Through Lantern Edusports Foundation, Subhankar turned his passion into action. Founded in 2018, it is an initiative to transform education in affordable schools by developing lifelong leaders in marginalised communities by training and mentoring teachers in knowledge, skills, mindsets, through an immersive 2-year Fellowship program.



Santosh More

2009 Pune Fellow, Co-Founder at Mantra4Change

Mantra4Change works to transform schools to deliver what our children deserve- quality education. Through his Fellowship, Santosh identified the need to deliver what India's children deserve - quality education. His organisation, Mantra4Chage thus works to transform school and fill this gap. It is currently working with four low-income private schools and three government schools in urban Bangalore.

TFlx

TFlx is a year-long incubation program that enables entrepreneurs to launch and sustain independent, high-impact Fellowships to impact local communities that Teach For India does not currently have a presence in.

TFlx is the first ever incubation program which provides training and support to these entrepreneurs in creating a very contextualised Fellowship model to reach their vision.

1. In its first cohort, TFlx had 8 Alumni who successfully launched their Fellowships, impacting 29,000 kids and empowering 200 local youth, who were involved as Fellows.
2. The second cohort of 2018 has launched 10 Fellowships impacting approximately 12,000 kids and empowering nearly 170 Fellows.



TFlx



MEET OUR 2018 TFIx ENTREPRENEURS

Tejaram Mali

Manthan

Focus Area: Rural development by empowering communities

Thirty years in the sector taught Tejaram that a focus on education is the first step in sustainable development. The challenges to education in rural areas could be overcome with investment in technology. Manthan works with communities in Kotri, Rajasthan, where several insurmountable challenges impede access to basic needs. It provides the community with vast, interactive, and constant learning making them 'curious' about the world, aiming to eliminate the rigidity brought in by only bookish knowledge.

Sajida Vadgama

Ummeed

Focus Area: Enabling Children with developmental disabilities

Despite hailing from a background where education was not given importance, Sajida was fortunate to continue education even after marriage at a young age. She realised that not everyone got this support, and this inspired her to strive for social change. Ummeed enables inclusivity in education to bring a shift in children's understanding of the world and challenge biases. Today Ummeed provides specialised care for most developmental disabilities advancing empathy towards others. It has entered areas like training, research, and advocacy.



Jamkhojang Misao

Integrated Social & Institutional Development for Empowerment. (InSIDE - North East)

Focus area: Sports for development and women empowerment

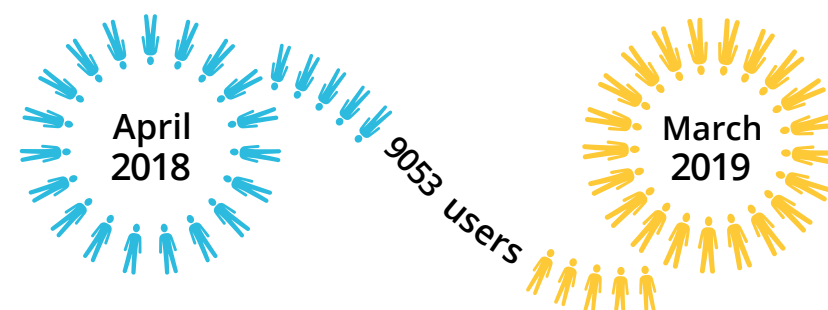
'Education will enable young North-East-Indians to become an asset for the nation', is what inspired Jamkhojang to initiate a national program - Gun to pen. Setting up book banks and Shom-ins (life-skill building institutions) in villages are the first steps InSIDE has taken to bring children on the path to excel in their passion and create a dignified and safe environment. InSIDE believes that 'every child is a leader', and has potential that needs to be developed through innovative methods.

FIRKI

Firki enables teachers across the country to access an open-source, online teacher training portal to support their professional development. Through the blended learning model, Firki focuses on principles and strategies, which have proven successful in improving teacher competencies in low-resourced communities.

Through courses, webinars, resources, learning groups, one-on-one mentor support, and classroom observation and feedback, Firki helps teachers identify their strengths and leverage them to build an effective practice, leading to improved student outcomes.

Between April 2018 and March 2019, the number of FIRKI users increased to 9053, with the Firki Mobile App going live in May 2018.



The Firki mobile app has 1120 lifetime installs and in all, Firki features over 40 courses (15 of them are translated into 5 Indian Languages), a webinar section, a discussion forum, and a new resources section across web and mobile devices. The Resource section is created in partnership with various organisations like British Council, Khan Academy, Pratham Books, Teach For India, Small Science, and Life Labs. All Firki courses are aligned to CANTA and TAL standards allowing users to take a long-term approach to their development.

Course enrolments stand at 9750 and in 2018-19 over 20+ webinars were conducted with over 400 participants, over 4000 views, and 12,200 minutes of watchtime.



KIDS EDUCATION REVOLUTION (KER)

The Kids Education Revolution (KER) is a committed collective of schools and educational organisations that are working towards reimagining education at scale, and are driven by a profound belief in the power of student leadership.

KER partners practice 3 principles and the approach of love through their work. This culminates in a student-led National Summit that aims to bring students and educators closer together towards a partnership that is shared and equal.



Afsaar Maniyar (Pune) - To spread the idea of student voice far and wide, Afsaar, along with 3 friends, started Project IQ or Inner Quest, which took place once a week at their school. The scale of this project spanned across 9 extracurricular clubs, 20 mentors, 9 observers, 4 executive board members, and 120 participants. After a successful first year, the team of 4 is now planning to spread Project IQ to different schools in Pune and slowly convert it into a business plan.



Isha Thakur (Delhi) - Isha is an inspiring and efficient 10th grader from Delhi who is a part of the Teach For All Student Advisory Committee, as well as the KER National Committee. With three other friends, Isha organises a residential camp called Jalebi. This camp, which is for students, educators, and parents, aims to give people the chance to get out of their busy lives, and come together to try and solve problems they see in the community, and ultimately spread happiness.



KIDS EDUCATION REVOLUTION (KER)



Rehan Noor Alam (Ahmedabad) - Rehan, a 6th grader from Ahmedabad, is working on a project called 'Community Service' which aims to solve the community's problem of pollution that is being caused by a garbage dump at the centre of the community. He worked hard to find the root cause of this issue, and then mobilised the people to write a letter to the municipal body of Ahmedabad. Rehan has set up 10 community centers through Pencil Bricks to tackle issues of garbage, junk food, foundational learning, and the environment.



Safe Spaces
for voices



Kids and Adults
as Partners

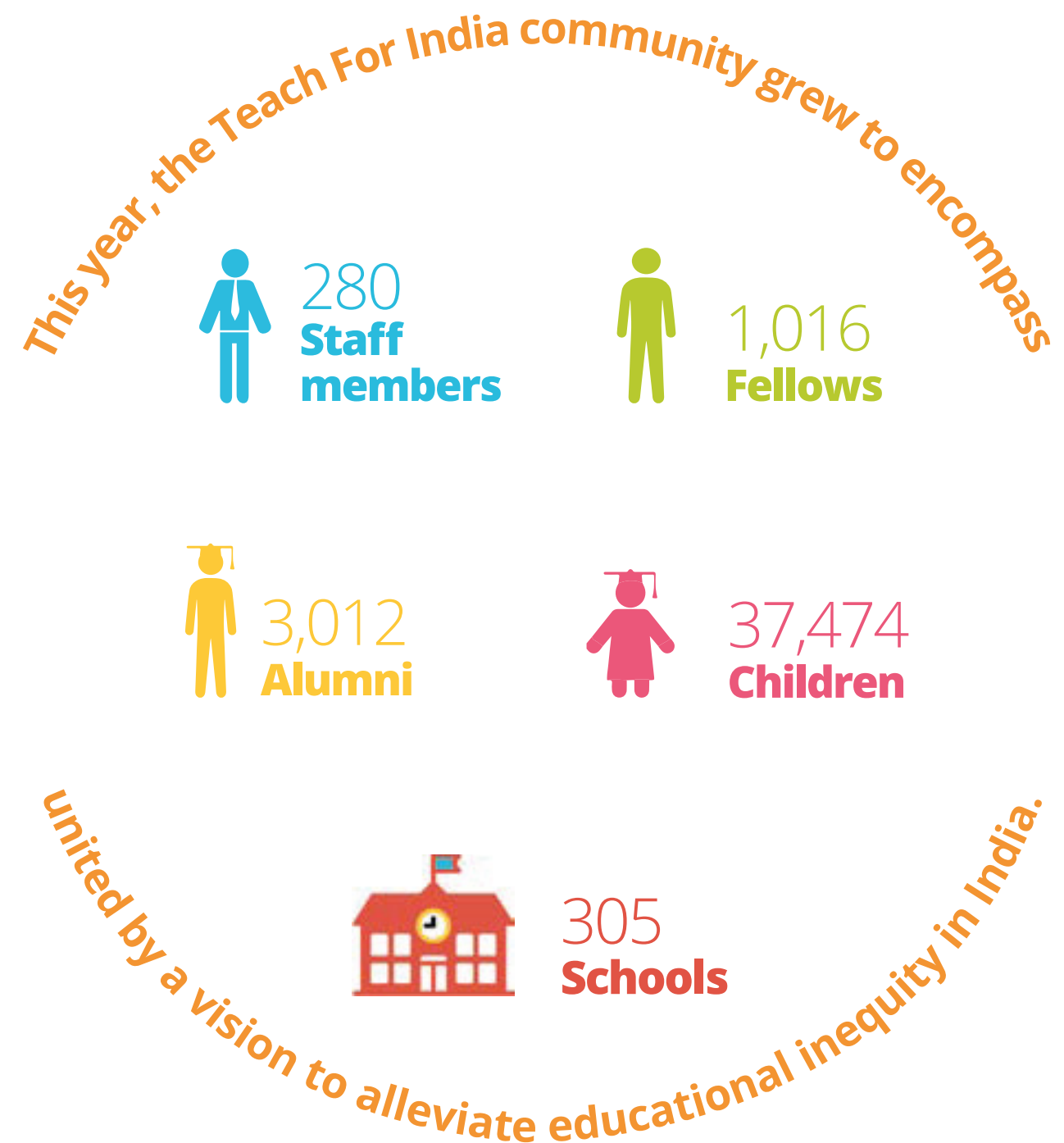


Kids as
Changemakers

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HOW WE ARE BUILDING A SUSTAINABLE INSTITUTION



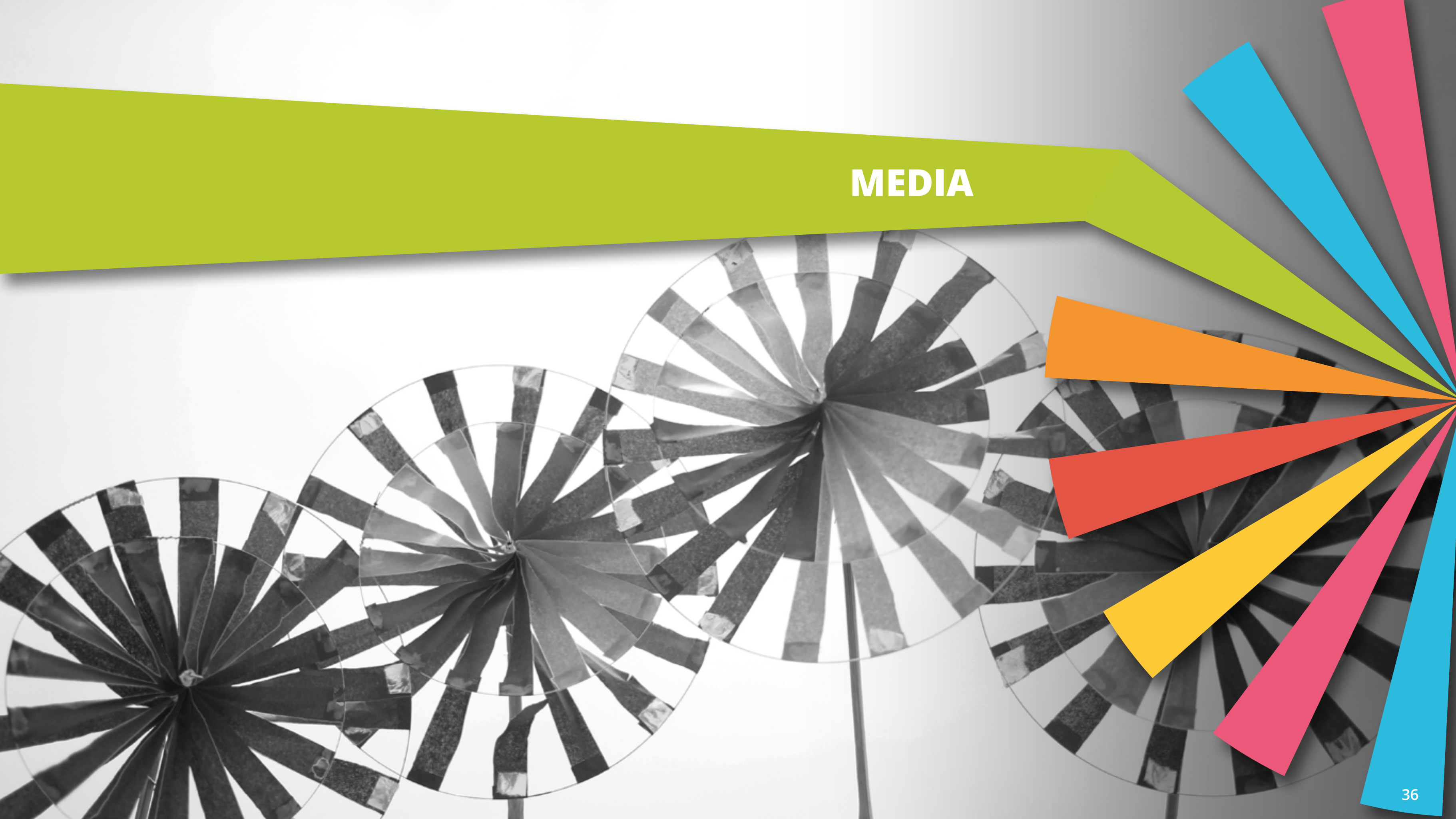


Our strength lies in the diversity of our Staff, Fellows and Alumni. Their experiences at leading corporates and educational institutions, as well as their passion and dedication helps nourish and accelerate the movement for education equity.

Staffing was maintained at 94% or more during the year, retaining our top quality talent with substantial room growth and progress in their roles. Recruiting candidates both internally and externally demonstrates that our stakeholders see value in Teach For India and the roles offered.

We have directly engaged with 1,985 applicants (i.e. 38% who cleared application review) and expectantly infused within them, faith in the larger movement. Additionally, we have also successfully built new partnerships with over 15 educational institutions and youth organisations, aided by a strong and amplifying online presence on LinkedIn (over 40,000 followers) and Glassdoor, to create a strong pipeline for talent.

MEDIA



MEDIA

Our Students, Fellows, and Alumni strive to shift the paradigm in the education sector by transforming their schools, impacting their community, setting up new projects, creating new opportunities in the education sector, and more. Their inspiring stories are regularly featured in leading mass media channels through articles, radio shows and interviews.



(Social media as per June 2019)



(Clockwise from left) Jasmine Bala, Priya Dugar and Ridhi Gathini with their students

Gen Y gives lessons on the ground

CHANDREYEE GHOSE

■ *Jasmine Bala of Alipore never had to use public transport while studying at La Martiniere for Girls. On her return from Brown University in Rhode Island, however, she started taking a local train to a slum in Malad, Mumbai, to teach first-generation learners.*
■ *Priya Dugar, an ex-student of Loreto House, spent two years teaching in a government-aided school and a low-income private school in Dharavi, Mumbai, after graduating from University of California, Berkeley.*
■ *Ridhi Gathini, who passed out of The Heritage School and went on to study engineering at Manipal University, taught in a low-income school and counselled students facing relationship and domestic issues.*

Calcutta: The trio are among a growing number of young professionals and students in the city choosing to

launched in 2011. Last year itself, 28 youths from the state signed in for the project.
Ridhi, who is now back in her Ballygunge home, is busy exploring if the Teach for India module can be extended to Calcutta as well.
The project had taken Ridhi to Pune around four years ago. She spent two years teaching general science in classes VI, VIII and IX. "I would try to strengthen their knowledge base and make the learning fun," said Ridhi, 27. She also helped set up a students' council and started an after-school adult learning class.
Jasmine, too, did not stick to classroom teaching during her stint in the Malad slum.
"The school did not have proper washrooms. I had to take an auto to a restaurant two kilometres away to use the washroom. There was no water in the area. The dropout rate at the secondary level was also high," said Jasmine, 24.

From helping get corporate sponsors to build washrooms

ther's business in Calcutta.
The economics graduate would love to do something similar in Calcutta. "It was a learning experience for me. Living alone, surviving on a stipend and working under stressful conditions," she said.
Fresh from the US, Priya too, was faced with unhygienic washrooms and classrooms without fans. But she was determined to motivate her students as well as fellow teachers. "I found the students different and teachers unwilling to teach," said the economics and public policy graduate.
"The students would be promoted but lagged behind in every subject. I started with maths and Social Science. Subsequently had to help them in most subjects," said Priya who created a library in every class she taught and also encouraged her students to write journals. "My experience will help me in my future projects," said the professional who plans to work in the software sector in Myanmar next.

GOVERNANCE



GOVERNANCE

At the heart of our work is a team that operates with relentless belief and passion towards our vision.

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Founder & Chairman,
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Meher Pudumjee

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(from 31st October 2018)

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Shaheen Mistri

Founder & CEO, Teach To Lead

Zia Mody

Founder and Managing Partner,
AZB & Partners



GOVERNANCE

Friends of Teach For India was established to deepen and accelerate our work by:

- Spreading awareness about Teach For India to mobilize Fellows, Staff and volunteers to join the program.
- Raising financial and other resources for Teach For India.
- Sharing educational and organisational best practices to accelerate Teach For India’s impact.
- Mobilizing Teach For India Alumni in the U.S. to remain deeply connected to the mission.

FRIENDS OF TEACH FOR INDIA BOARD OF DIRECTORS

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CEO, Leadership For Equity

Wendy Kopp
CEO & Co-Founder, Teach For All
and Founder, Teach For America

Mihir Doshi
MD and Country CEO, Credit Suisse,
India (upto 26th July 2018)

Tarun Cherukuri
Co-Founder & CEO, Indus Action

DONORS AND SUPPORTERS

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The above list is indicative of some of our key donors who have supported /committed to support our cause. We are also grateful to all our other donors who have helped us build the Teach For India movement. We wish to acknowledge our auditors, M/s Haribhakti & Co. LLP, M/s Aneja Associates and our Bankers, HDFC Bank Ltd. and State Bank of India for their guidance during the year.

DONORS AND SUPPORTERS

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Salesforce.com India Pvt. Ltd

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S. Krishnan

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Symantec Software India Pvt. Ltd

Synopsys through Give2Asia

Teach For All subgrant made possible by Deutsche Post DHL

Teach For All subgrant made possible by the IKEA Foundation

Thermax Foundation

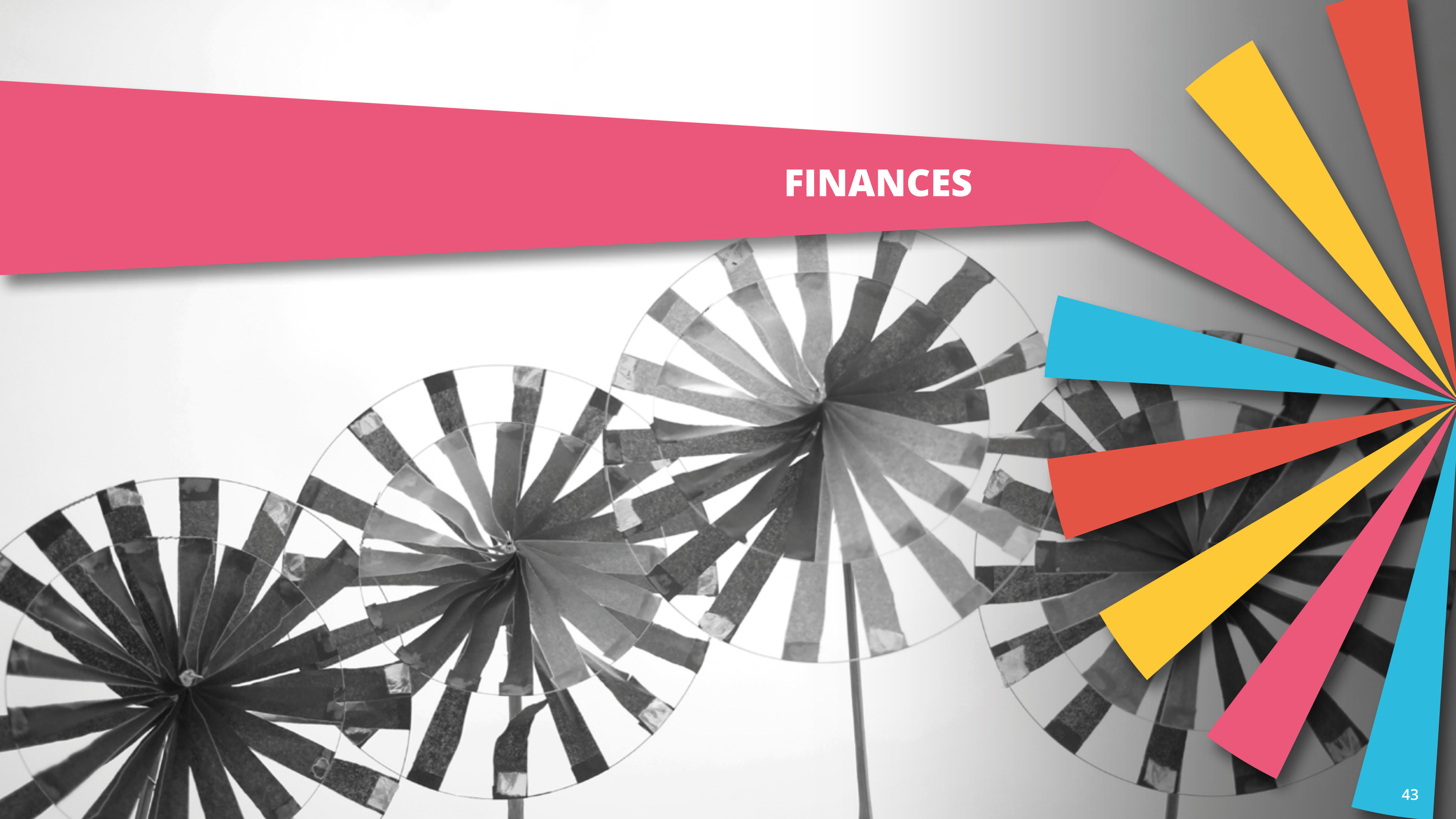
The Kernco Foundation through FTFI

United Way Of Mumbai

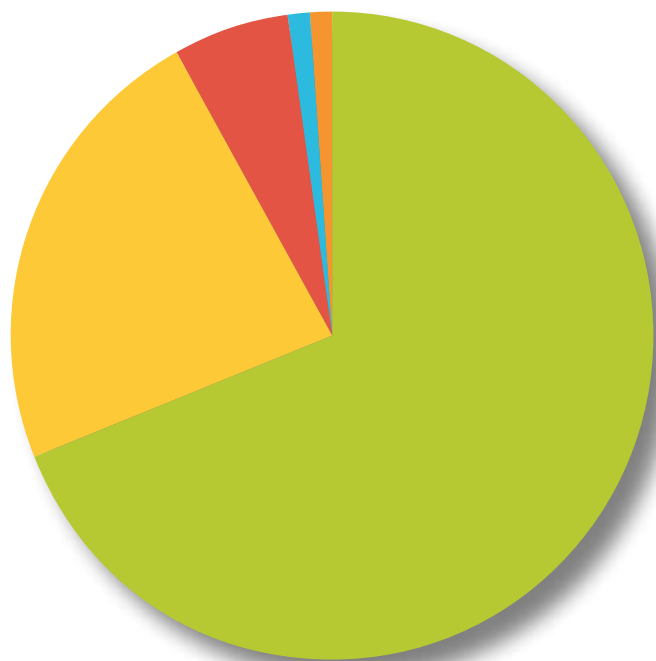
Wells Fargo (EGS) India Pvt. Ltd

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FINANCES

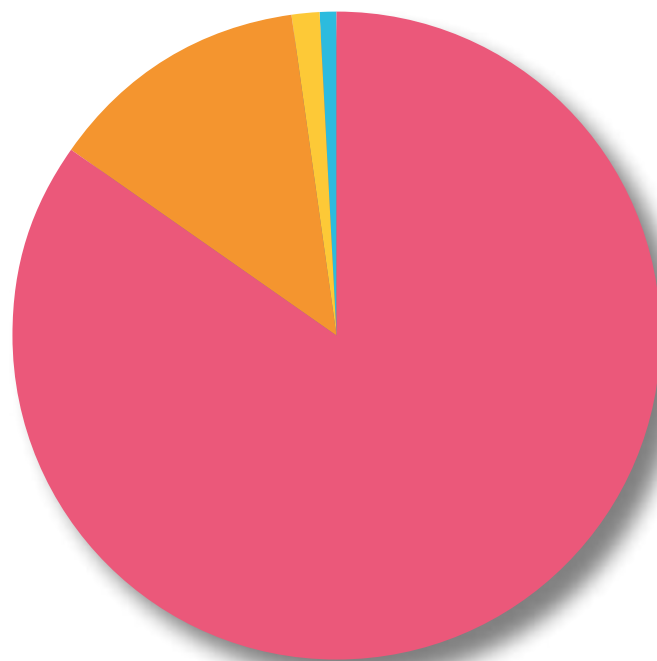


FINANCIAL SNAPSHOT



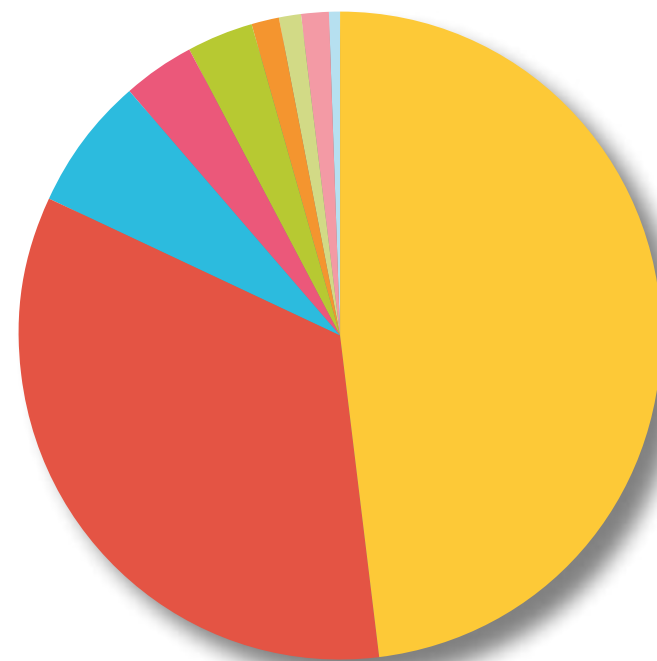
Where the money came from

- Corporates - 68.6%
- Foundations - 23.1%
- Trusts - 6.4%
- Individuals - 1.1%
- Others - 0.8%



How the money was spent

- Programs - 85.3%
- Administration - 12.6%
- Fund Raising - 1.5%
- Depreciation - 0.7%



Program cost split

- Fellows - 48.2%
- Staff Cost - 33.9%
- Training & Teaching - 6.6%
- Other Program Costs - 3.7%
- Travel - 3.3%
- Recruitment & Selection - 1.4%
- Fellow Projects - 1.2%
- Student Impact - 1.2%
- Secondary School Support - 0.5%

SUMMARY BALANCE SHEET AS AT 31ST MARCH

(Rupees in Lakhs)

FUNDS & LIABILITIES	2018-19	2017-18	PROPERTY & ASSETS	2018-19	2017-18
Trust Funds or Corpus Balance as per last Balance Sheet	0.01	0.01	Fixed Assets Balance as per last Balance Sheet Additions during the year	77.52 67.33	55.94 53.32
Other Earmarked Funds (created under provisions of the trust deed or scheme)	269.20	313.05	Less: Deduction during the year Less: Depreciation for the year	144.85 (1.58) (46.99)	109.26 - (31.74)
Liabilities For Statutory Dues For Expenses For Others For Donations received in advance	66.95 197.29 - 1,644.97	54.15 151.34 40.04 1,176.14	Advances To Fellows for projects To Others	0.17 43.29	1.08 51.13
Income and Expenditure Account Balance as per last Balance Sheet Add: Transfer from Specific/ Earmarked Funds Add/(Less): Surplus/ (Deficit) as per Income and Expenditure Account	1,909.21 1,374.37 85.12 (23.52)	1,421.67 1,316.72 - 57.65	Income outstanding Income receivable Interest	43.46 10.20 11.92	52.21 9.63 17.28
			Other asset receivable Deposits TDS Receivable Others	22.12 24.24 45.71 0.17	26.91 29.73 32.73 0.15
			Cash and Bank Balances a) In Saving account In Fixed Deposit account b) Other (Cash on Hand)	70.12 565.99 2,815.00 1.42	62.61 652.33 2,236.00 1.52
	1,435.97	1,374.37		3,382.41	2,889.85
Total	3,614.39	3,109.10	Total	3,614.39	3,109.10

Notes:

- Summarized from Accounts audited by M/s Haribhakti & Co. LLP, Chartered Accountants for the even period
- Prior year’s comparisons have been regrouped wherever necessary

SUMMARY INCOME & EXPENDITURE ACCOUNT FOR THE YEAR

(Rupees in Lakhs)

Expenditure	2018-19	2017-18	Income	2018-19	2017-18
To Establishment Expenses	878.51	786.42	By Interest		
To Remuneration to Trustee	56.94	50.81	On Bank Deposits:		
To Audit Fees	5.90	-	Accrued	13.24	19.20
To Amount written off:			Realised	77.86	54.53
Bad debts		-	On Savings Bank Account	91.10	73.73
Irrecoverable	5.50	0.90		17.16	14.73
Other items		-	By Donations in Cash or Kind		
To Other expenses - depreciation on fixed assets	46.99	31.74	Local	4,622.75	3,525.95
To Amount transferred to reserve or specific funds	218.95	322.50	FCRA	1,951.19	2,647.28
To Expenditure under objects of the trust			FCRA Donations in kind	36.00	6.91
Religious	-	-		6,609.94	6,180.14
Educational	5,752.79	5,344.47	By Grants		
Medical relief	-	-	Local	-	-
Relief of poverty	-	-	FCRA	218.95	322.50
Other charitable objects	-	-	By Income from other sources	218.95	322.50
To Balance carried over to Balance sheet	-	57.65		4.91	3.39
			By Balance carried over to Balance sheet	23.52	
Total	6,965.57	6,594.49	Total	6,965.57	6,594.49

Notes:

- Summarized from Accounts audited by M/s Haribhakti & Co. LLP, Chartered Accountants for the even period
- Prior year’s comparisons have been regrouped wherever necessary

مدرسه نورانی اور چان آباد سوسائٹی
MADRASA NOORANI - E - ILAMI &
JAAN ASSOCIATION

TEACHFORINDIA

