

ANNUAL REPORT

2017- 2018



TEACHFORINDIA

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“**My classroom was a journey of realizing my potential, and then spreading the light that my *didi and bhaiyas* gave me.**”

LETTER FROM A STUDENT

The first time I met my didi, I remember holding onto my tiny bag and gazing at this person who was talking about my dreams in a voice that gave me a sense of euphoria.

In the fairy world of my classroom, I could dream and unleash my true potential. Later as I grew alongside my didi, I realized she taught me more than just classroom activities, morning meditation, English and Math. She taught me courage to stand up for what I believe in, compassion to love the unknown, and she gave me the wisdom to keep going.

From a dancer and a dreamer, I slowly became a leader in life. This is the same change Teach For India has brought in the life of thousands of other children like myself. My classroom was a journey of realizing my potential, and then spreading the light that my *didi and bhaiyas* gave me. If not this, then what else is an excellent education?

I have started to believe that a classroom without values, adventures and exploration limits learning to our school subjects. Now that I am in grade 9, I can see that the things you learn in class like the history of Nazism, Algebra and Gravity are not just concepts, they are stories.

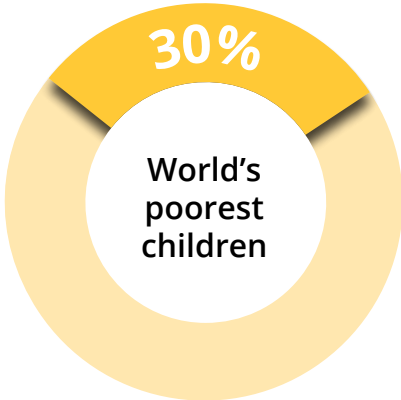
I am motivated to continue to work hard in class because despite any insecurities that I have, my Didi and Bhaiya's voices ring the loudest within me. I know I have my mentors and guides nurturing me. All that they have taught me is still changing me as a person, who reflects, thinks, gathers strength and dreams large.

Now, at every step in my life I have a student leader within me who dreams of fixing not just the challenges around us, but the mountains people create in themselves. I now see myself as a changemaker everyday.

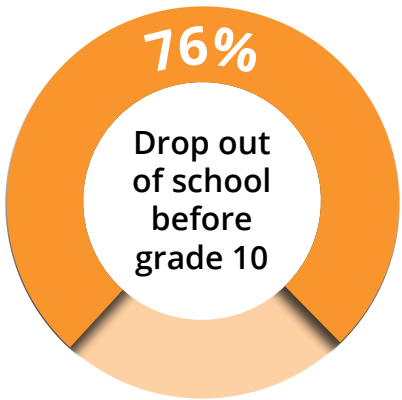
- Khushi Chauhan

WHY WE DO WHAT WE DO

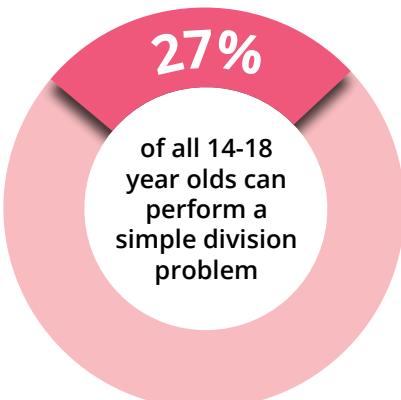
THE EDUCATION CRISIS



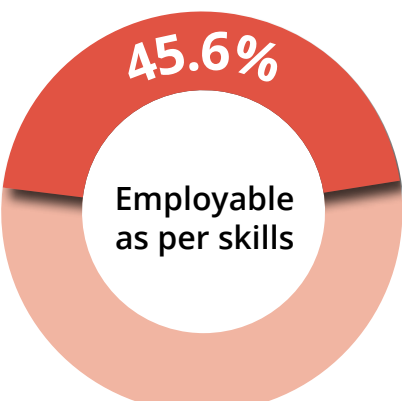
Our numbers are large
30% of the world's poorest children - approximately 116 million children - live in India.



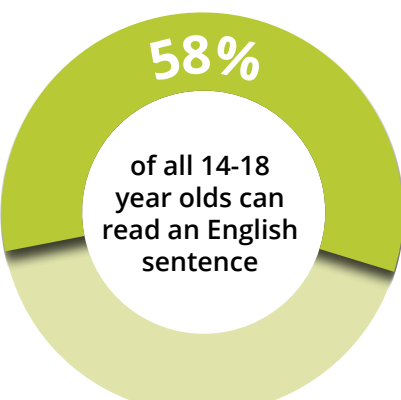
Poverty is a vicious cycle
With more than 260 million Indians living under \$2 (Rs 136) a day, our children face severe socio-economic disadvantages. **76%** of them drop out of school before grade ten and less than 5% of India's low-income youth are enrolled in college.



Quality of education is poor
Our children fail to receive the academic foundation or the 21st century skills required to succeed. Only **27%** of all 14-18 year olds can perform a simple division problem and only **58%** can read an English sentence.



Education impacts economics
Educational inequity has lasting negative implications for our national productivity and global competitiveness. Only **45.6%** of our students - our future workforce - were found to be employable as per the skills needed in the current job market.



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.

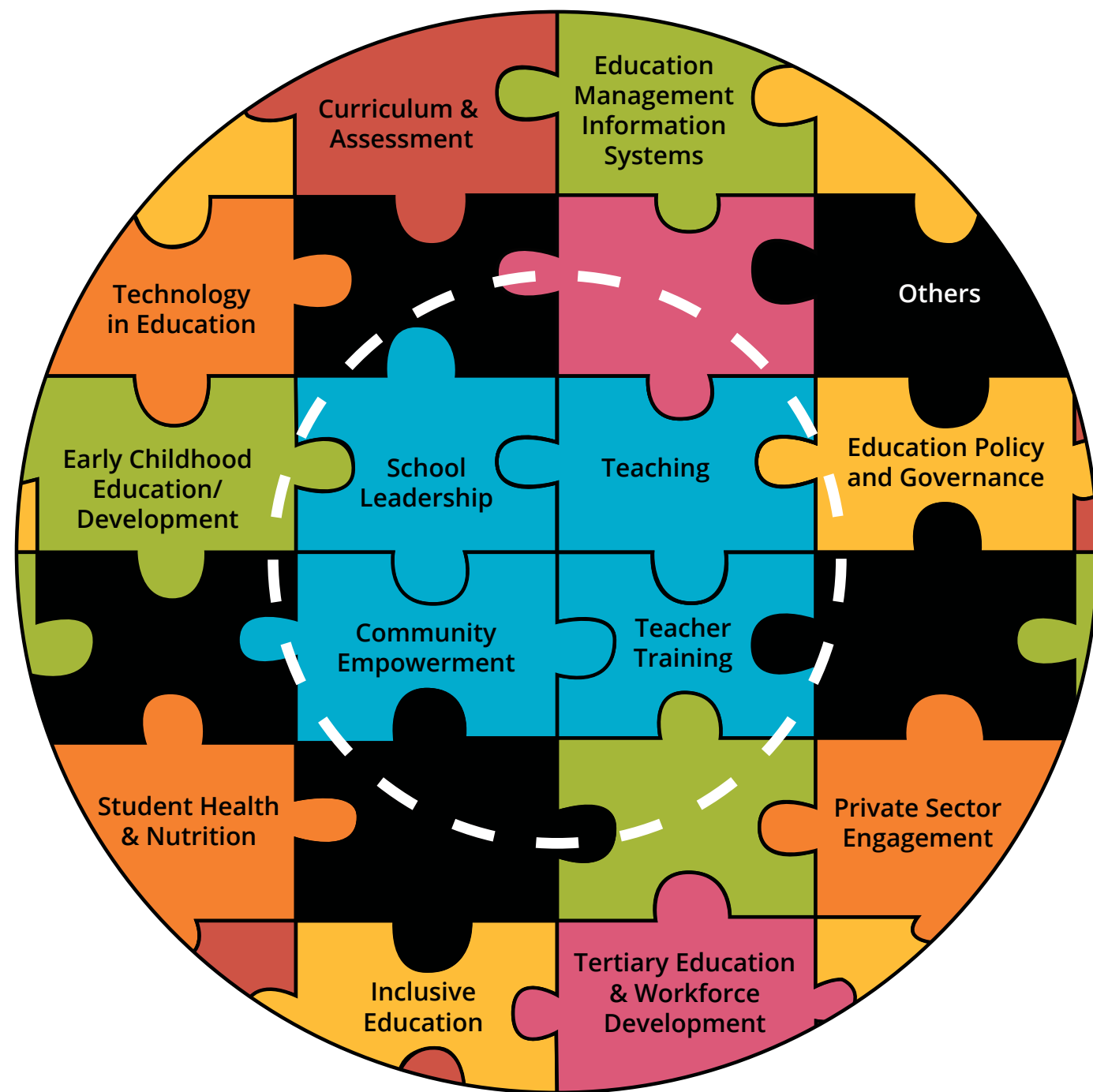
By 2025, 25% of people entering the global workforce, a staggering 900 million, will be Indian. Yet globally, our children are way behind. In the most recent PISA Assessment, an international assessment that measures 15-year-old students' competence in reading, mathematics and science, India ranked 72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



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

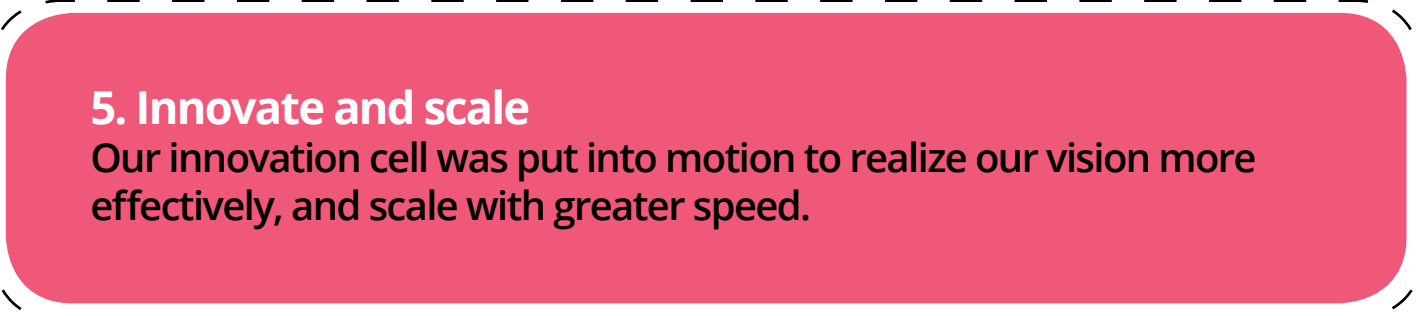
To build a movement of leaders to eliminate educational inequity



OUR 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 exhibit a commitment to providing every child in India with an excellent education. In 2017, Teach For India received 14,555 applications, as compared to 13,500 in the previous year. The applicants spanned graduates and professionals from top colleges and companies, with a selection rate of approximately 7%. 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 top companies embody a strong skill-set encompassing problem solving and critical thinking abilities.

Today, 1094 Fellows from seven cities are united by the vision that one day, every child will receive an excellent education.

Vodafone India ITC Reliance Industries Ltd. Varroc Engg. Pvt. Ltd.
Bank of America Bosch Ltd. Citigroup Wipro Technologies IBM
BNP Paribas ISPL Axis Bank Biocon Teach For India Flipkart

Capgemini Zensar Technologies Ltd. Oriental Bank of Commerce
KPMG Tech Mahindra/Mahindra Satyam Johnson & Johnson
Accenture Thoughtworks Zoho Corporation Thomson Reuters

PricewaterhouseCoopers (PwC) Times Of India Group
Jindal Steel & Power SAP Labs India Pvt Ltd SKP group
Wells Fargo India Solutions Morgan Stanley Mu Sigma

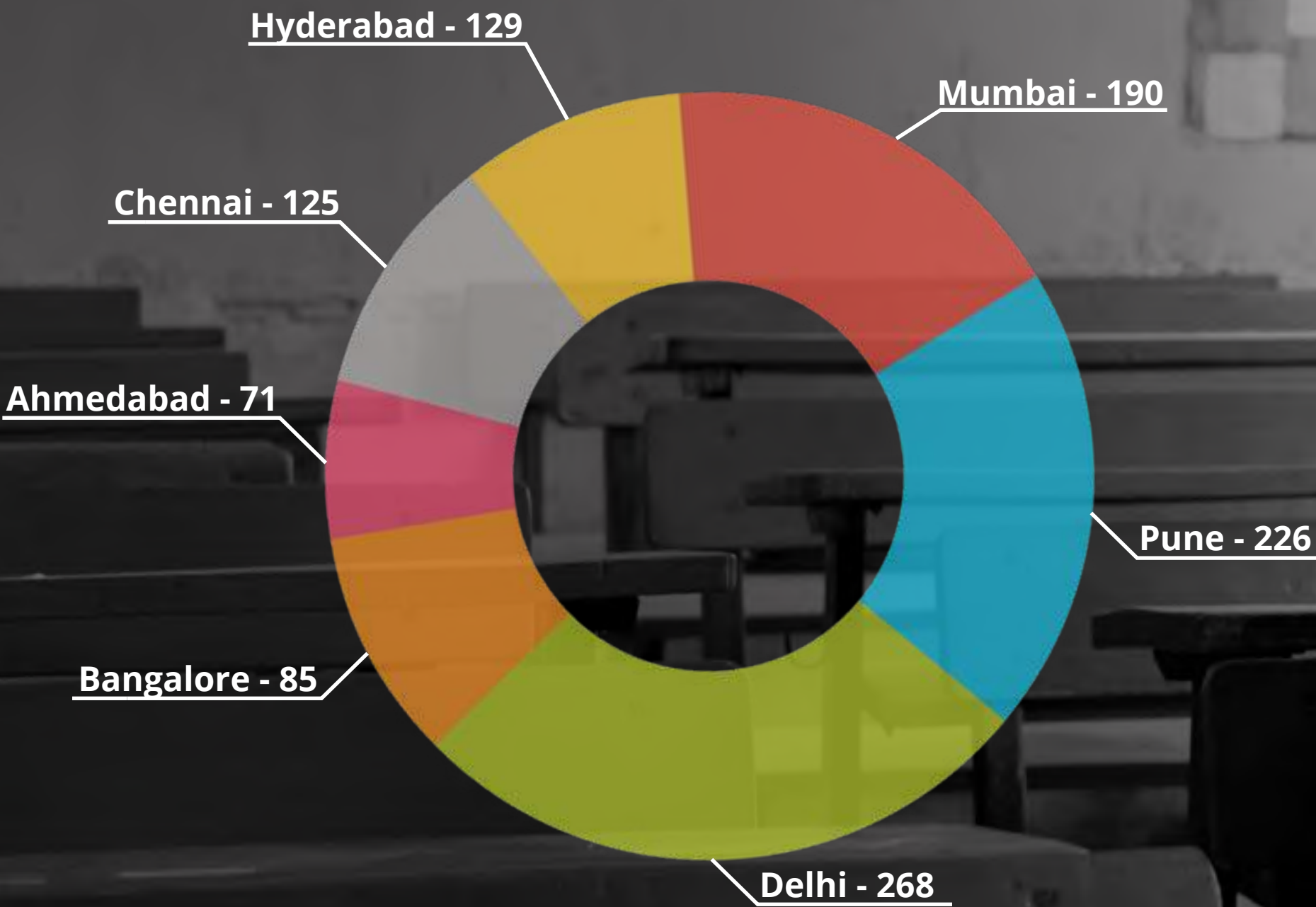
Aricent TCS Schneider Electric Jain Group of Institutions
ICICI Bank Larsen & Toubro Ltd. Steel Authority of India Ltd.
Amazon Microsoft Corporation TVS Group S&P Capital IQ
Mu-Sigma Business Solutions Lowe Lintas
American Express Crompton Greaves Ltd.
Lodha Group Genpact India Tata Group

Fidelity Management And Research India Idea Cellular India Limited
Deloitte India Ericsson India Ernst & Young India General Motors
Ernst & Young Global Shared Services Frost & Sullivan Dell India

Deloitte USA Bajaj Auto Ltd. Art of Living Amdocs
Aditya Birla Group Deloitte Shared Services AIESEC
Infosys Barclays Group Cisco Systems India Directi

Harita Seating Systems Ltd. Indian Railways Honeywell India HCL
Cognizant HT Media IDBI Bank Ltd. Goldman Sachs Deutsche Bank
Hindustan Petroleum Corp. Ltd. Essel Group (Zee) ICICI Securities

FELLOWS BY CITIES



Shekhar Hariharan
2017 Fellow, Bangalore
GHPL Primary School



MEET OUR FELLOWS

Shekhar is a Computer Engineer with two MBAs, in 2016 he became a Teach For India Fellow to pursue his lifelong dream of becoming a social entrepreneur. Inclined to pursuing social work throughout his successful 20 year career, Shekhar would actively donate and volunteer for organisations supporting social causes.

Shekhar aspires to mould his Teach For India students into “self-learners” and independent thinkers. Shekhar’s ambition is to start an NGO, which intervenes at a family level, encouraging an atmosphere that promotes education for a deeper and more sustained impact on the alleviation of educational disparity. The Teach For India Fellowship is the first step for Shekhar on his way to being a long term change-maker in the education sector in India.

“My father was a self made man, I saw the wonders education did for him. I wanted to do more than writing cheques and volunteering. I witnessed the difference that an excellent education brought in my daughter and how it developed her so differently,”

said Shekhar

Sharebanu Jariwala

2017 Fellow, Ahmedabad
Danilimda Public School



MEET OUR FELLOWS

“The Fellowship has encouraged me to do things I would have never done before, like developing reading as a hobby and even dancing for the first time, at the Fellow Durbar.”

“I aim to work towards the development of children below the age of five, as I believe that is the optimal stage where students absorb the most and can be molded easily.”

shares Sharebanu, about her plans after the Fellowship.

Sharebanu completed her MCom in Ahmedabad and went on to get extensive experience at top schools in Jeddah and Hyderabad, and returned to her roots in Ahmedabad in 2015 with her children. Initially apprehensive about her children's enrolment in a Teach For India school, Sharebanu was eventually delighted by the exceptional growth her children had exhibited with the support of Fellows.

Motivated by the investment and dedication of the Fellows, Sharebanu decided to join the Fellowship in 2017.

Interactions with her students and their communities led Sharebanu to undertake the monumental task of building a library in her school to imbibe the habit of reading and lifelong learning in her students.

Angeline Dias

2017 Fellow, Mumbai
Varsha Nagar MPS



MEET OUR FELLOWS

“My aim was to transform my students into independent learners and empower them, as well as their families to take wise decisions for a successful and bright future,”

said Angeline about her vision for her grade 5 students.

“I wish to continue working in the education sector, helping with teacher training and aim to take up a leadership role to transform the state of education in India”

says the fourth-year Fellow about her post-Fellowship plan.

Angeline was captivated by Teach For India's vision since its inception in 2008, when she was in the 10th grade. She was always in close association with the community, and had witnessed the disparity in educational opportunities first-hand. This inequity reaffirmed her decision to join the Fellowship after her graduation in 2014 to help the children from her own community transform into future leaders.

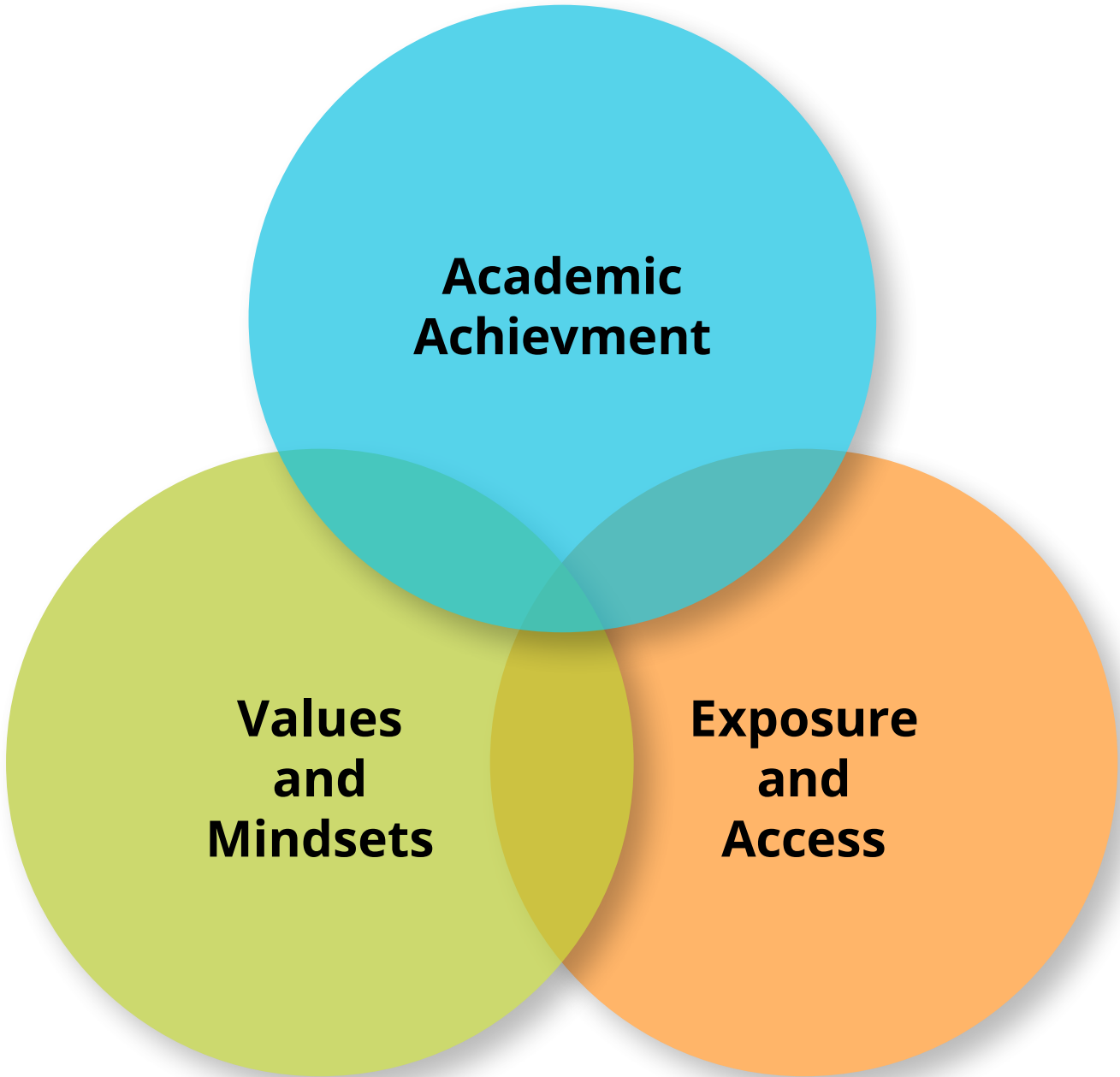
The primary hurdle for Angeline was her students' lack of comprehension skills, which she eventually helped them overcome with immense dedication by enhancing the reading abilities of the students close to their grade at the end of her tenure in 2016.

Angeline continued seeing her students grow when she took up the role of a Program Manager. During this time, she witnessed how students still lacked vital skills, leading some of them to drop-out of college. This led her to re-join the Fellowship in 2017 to undertake the significant task of equipping her grade 9 and grade 10 students with the essential skills to assimilate in top colleges in Mumbai.

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 exposure and access to different experiences that will lead them to aspire for more.

This year, over 72% 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 56 percent of our students were rated 4 and above on academic achievement as per our internal assessment. More than 95 percent of our students cleared grade 10, 58% of them secured a First Class.

Values and Mindsets

42 percent of our students have scored 4 and above on values and mindsets as compared to 36 percent last year. 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.

Exposure and Access

72 percent of our classrooms show increasing evidence of building student awareness by exposing them to opportunities through projects and experiences outside the classroom.



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 78 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 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:

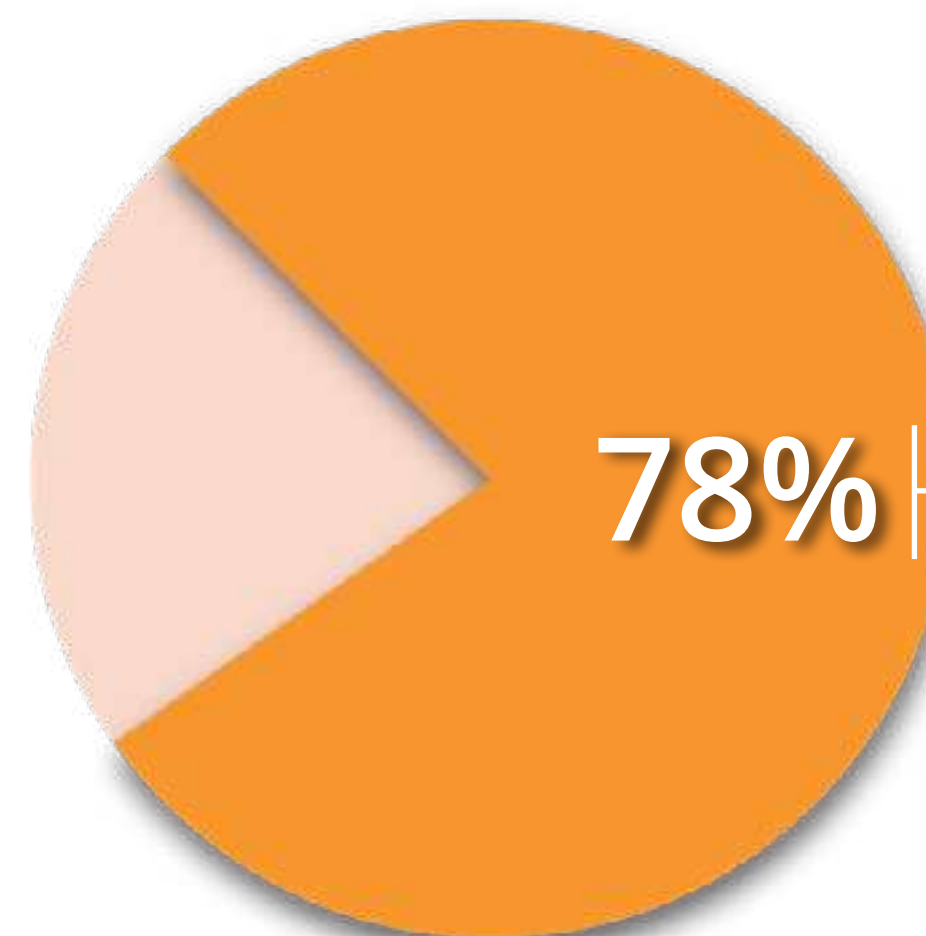
Building relationships and organizing partners to multiply and deepen our impact.

» 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:

- 91% agree that there is a marked increase in student engagement and willingness to learn in Fellow-led classrooms compared to earlier.
- 99% 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 catalyzes 2036 Alumni to collectively drive systemic change, enabling more than 300,000 children 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.

TEACHFORINDIA
CONNECT

Innovat**ED**

2. Incubator Programs: Over 30 mission-driven organizations have been founded by Alumni entrepreneurs, who have raised funding worth INR 100+ million. These organizations 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.

- **Community Aggregator Project:**

Teach For India gained four community aggregators in 2017-18, a number that will double to approximately 15-20 community aggregators in 2018-19. The aggregator project resulted in a direct reach of a total of 6770 children, teachers, parents and other community members, and another 3000 reached indirectly.

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 2017, the number of alumni who graduated the fellowship stands at 2036.

The Fellowship builds three important commitments:

The commitment to personal transformation

To collective action

To educational equity

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 40 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.

63 Teach For India Fellows and Alumni have secured ranks in the top 100 of the CENTA Teaching Professionals Olympiad from 2015 to 2018.



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.



MEET OUR ALUMNI



Mohini Pandey

2015 Amdavad Fellow, Co-founder, iTeach Schools and Secondary Teacher Currently teaching Math/Accounting at Avasara Leadership Academy, Pune

Mohini gave students an opportunity to continue their education through grade 9 and 10 by co-founding iTeach schools, where she was also the lead teacher, teaching grades 8, 9, and 10. There are five iTeach schools today, and 99% of the first batch of grade 10 standard students are now in college. Mohini has taught 800 students and currently teaches girls at the Avasara Leadership Academy.



Jagnoor Grewal

2011 Delhi Fellow, Block Development and Panchayat Officer (Civil Servant) - Rural Development, Punjab

As a civil servant Jagnoor helps shape policy design for rural development schemes. Jagnoor oversees school progress in 100 villages by driving changes with the Principal Secretary and Finance Commissioner for Rural Development in Punjab, and district level politicians in charge of broad development goals.



Sai Pramod

2015 Hyderabad Fellow, City Head, India School Leadership Institute (ISLI), Hyderabad

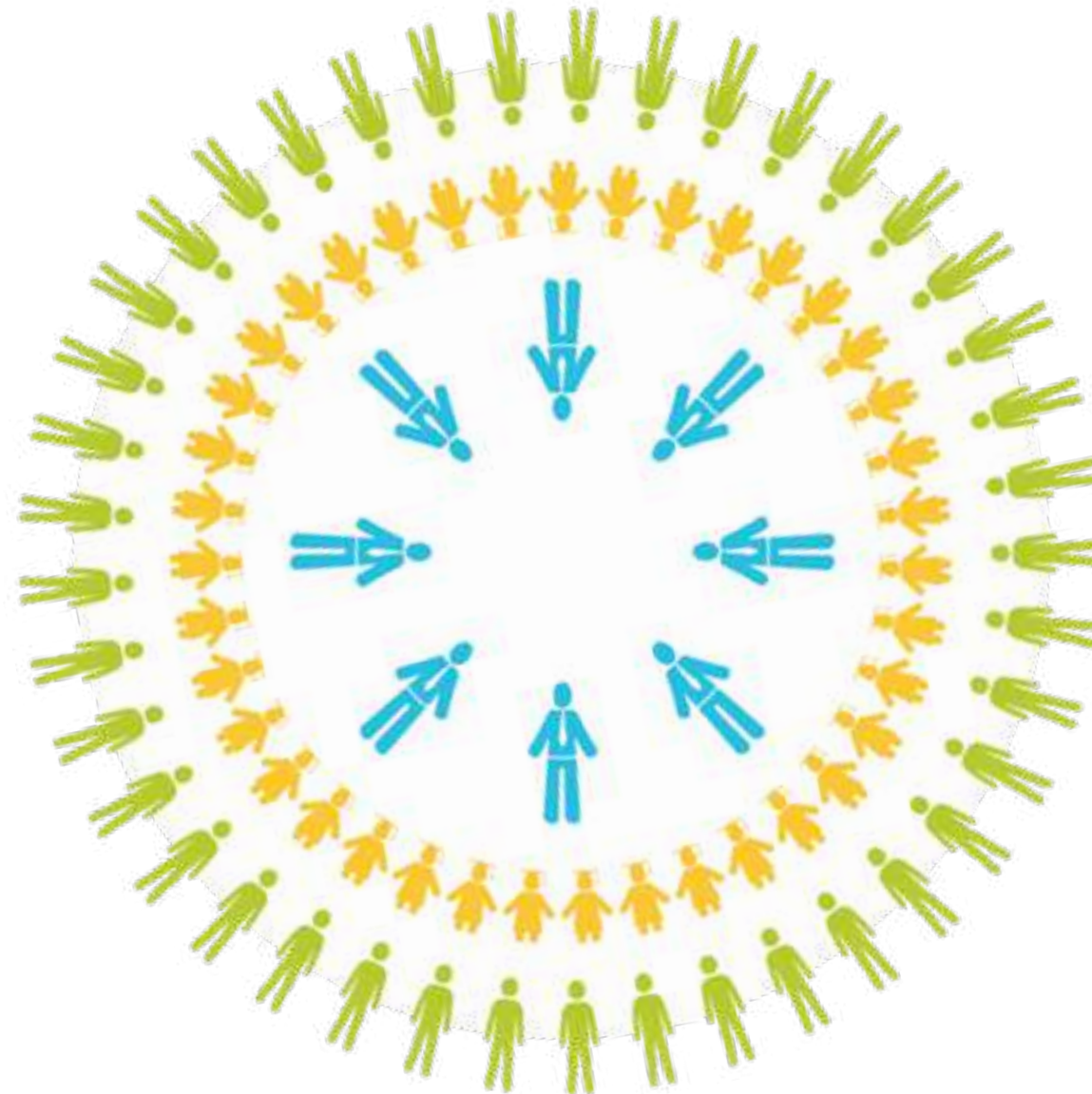
Sai changes mindsets of school leaders, from an administrative approach towards an instructional leadership approach. He has helped built administrative capacity by training 200 school leaders of government and budget private schools, and has impacted approximately 80,000 children from low-income communities. Last year, ISLI impacted 421 school leaders and 305,216 students in four cities.

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 contextualized 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. In the second cohort of 2018, 10 current entrepreneurs will launch their fellowships in 2019 impacting approximately 36,250 kids and will empower nearly 250 Fellows.



TFlx

MEET OUR TFIx ENTREPRENEURS

Divakar Sankla (Cohort of 2017)

Founder: Alohomora

After taking up the challenge of becoming a Teach For India Fellow in 2012, Divakar found his passion for education. Seeing the challenges faced by the students and their families in achieving their potential he realized that he needed to do something about it. With that goal in mind, he founded Alohomora three years ago and has been working tirelessly towards educational equity since then.

Suraj Sudhakar (Cohort of 2017)

Founder: CoolCoach

Suraj's passion for service led him to work as a volunteer in two orphanages. As a volunteer witnessing the many social challenges facing India he realised that leadership was key in affecting social change. He is interested in solving the challenge of vocational education. He is passionate about sharing skills that will empower unemployed youth in India. This is how the idea of CoolCoach was born.



Sandhya Gupta (Cohort of 2017)

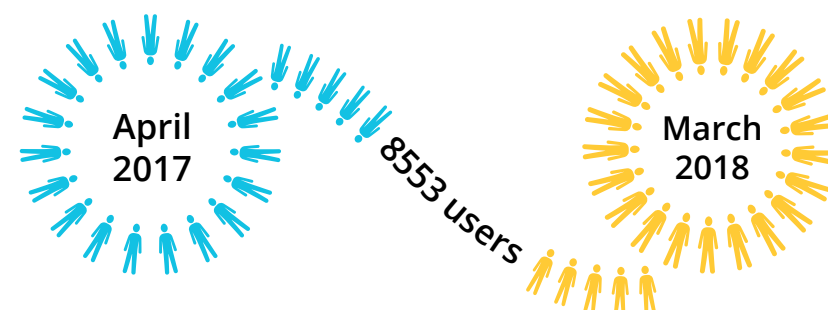
Founder: Aavishkar

After completing a Phd in Electrical Engineering and an MS in Public Affairs, Sandhya realised that she was driven by the desire to create community wide impact. She returned to India from the US in 2009 and got involved with community issues in Palampur. She used her knowledge of public policy to give people in the village a voice, but, she began to realize through this experience that our society needs curious, creative, and critical thinking citizens of tomorrow. She recognized how the culture of rote memorization in the current education system is crushing creativity in students. This is what compelled her to launch Aavishkar in 2014.

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-resources communities.

Through courses, webinars, 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 2017 and March 2018, the number of FIRKI users increased to 8553, with Pune and Mumbai being leading cities for usage. The Firki Mobile App will be launched in 2018.

Firki kicked off its webinar series in January 2018 with three webinars conducted until March 2018:

- 1. Math Charcha Part I -**
Primary School edition
- 2. Math Charcha Part II -**
Secondary School edition
- 3. English as Second Language Part I -**
Best Practices

Together, these webinars had 177 registrations and their recordings had 340 total views.



KER

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

KER partners practice 5 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.



Saurabh Tiwari (Pune) - Teaching is the best way to learn. That is the belief that led Saurabh Tiwari and his friends from St. Francis High School to set up the Digital Literacy Centre in Pune. Though it was uphill climb for these kids at first to secure all the resources they needed such as space, technology, stationery and so on, to launch this centre, Saurabh and his friends now proudly host DLC sessions three days a week at full capacity, with six subjects being taught.

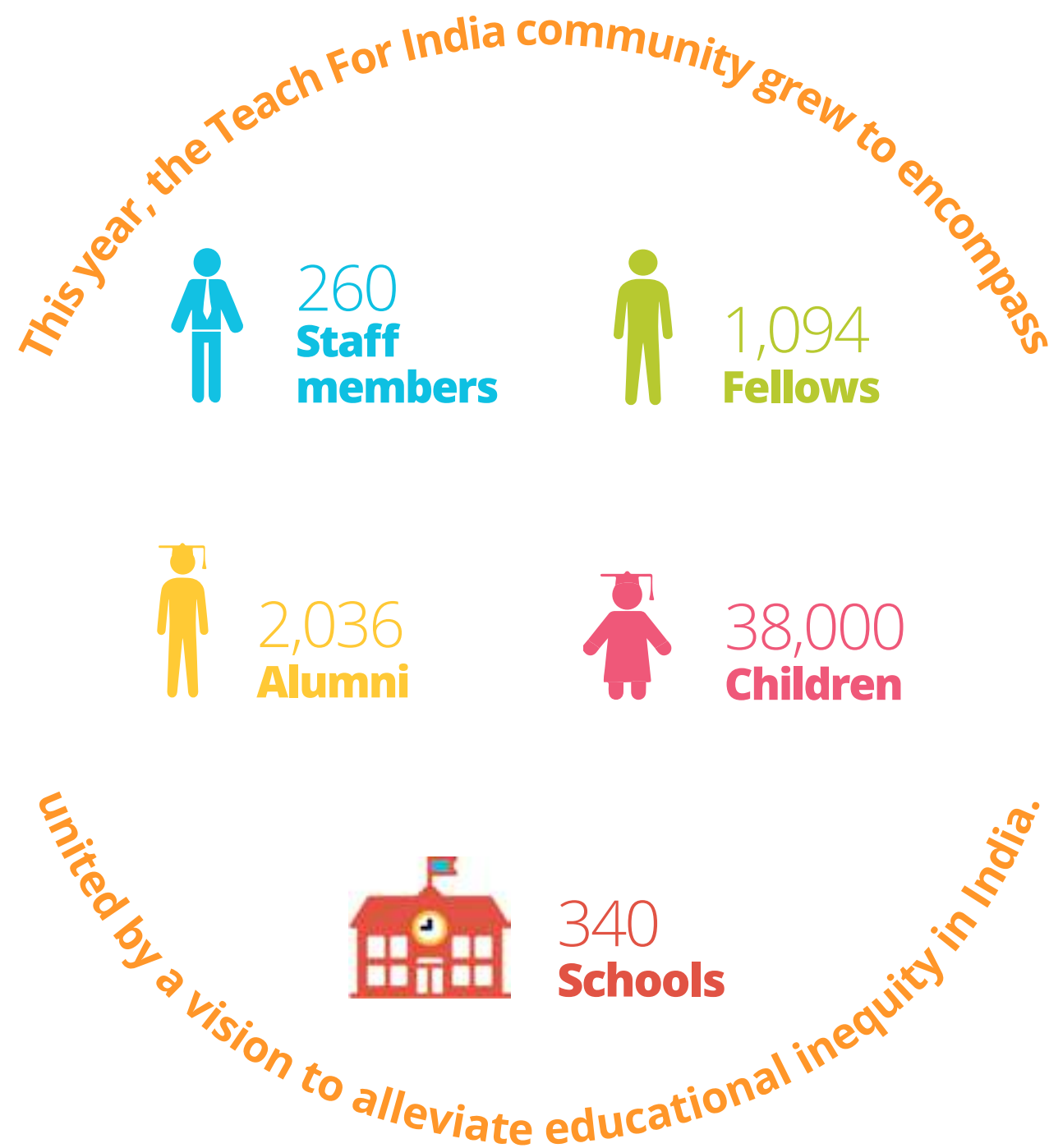


Aftab Ansari (Mumbai) - In a country where mental health and well-being are deprioritised, often stigmatised, Aftab Ansari, a grade 10 student from Mumbai recognised this issue and took the brave step of reaching out to a counsellor and establishing therapy sessions at his school. Although it was very challenging at first to convince his peers to overcome the stigma of seeing a counsellor, and to wait for as long as it took to change their minds, Aftab now sees that with a lot of patience and a little push from a good friend, several of his classmates have started taking advantage of this resource.

K I D ⚡
E ▶ U C
A T I ❤️
N R 🌱 V
⚙️ L U T
I O N 🌸

HOW ARE WE BUILDING A SUSTAINABLE INSTITUTION



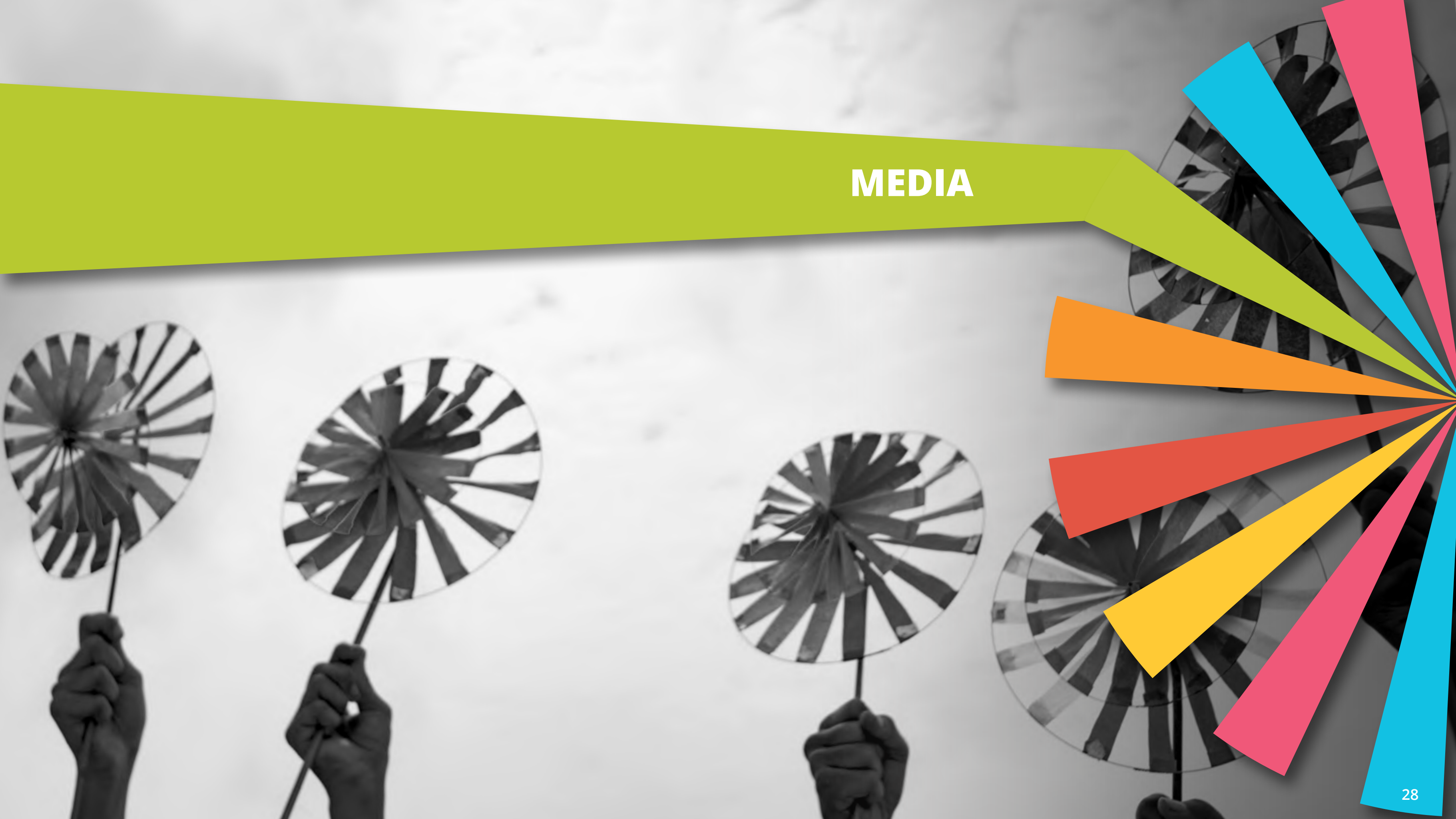


Our strength lies in the diversity of our Staff, Fellows and Alumni. Their experiences at leading corporates and educational institutions, as well as their passion and dedication helps nourish and accelerate the movement for education equity.

Staffing was maintained at 96% 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 1,100 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 organizations, aided by a strong and amplifying online presence on LinkedIn (over 33k 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.

Total Media Mentions in Print And Online Publications - 330+

Facebook - 930,769 Followers

Instagram - 29,340 Followers

Twitter - 1,376,935 Followers

LinkedIn - 32,875 Followers

Why is India's youth inclined towards teaching?

Shyaam Subramanian
• [letterofthedaytimes.com](#)

The power of collective purpose in igniting large-scale, sustainable impact cannot be undermined. A recent survey that was conducted with 74 candidates who were offered a teaching position in Teach for India's 2013 Fellowship revealed that more than 65% of them (65%) joined out of a desire to work for a larger purpose, whether it is educational change, general societal change or just getting a personal sense of meaning.

Jai Mishra, a 2013 alumnus from the Fellowship sought to improve the quality of education by mobilizing an entire community, with key players including teachers, school administrators, the community at large and the students themselves. He was conferred with the Teacher of The Year award by the Institute of Social Sciences (TISS) to explore the potential to chart out a plan to extend the initiative to the state of...

Along with the exemplary efforts of mobilization, other youth who vocalize their passion for teaching raise the question: what catapults the youth today towards the education sector and what is causing the increasing inclination towards teaching?

Although my role in the organization allowed for occasional classroom visits to experience the teacher-student interaction, I had never served as a teacher myself. In an attempt to grasp the ground realities and answer this question, I decided to put myself in the shoes of a teacher one day and was invited to teach economics of 8th graders.



education crisis FILE/NT

empowered to participate in the shift of the youth from the state to social sector contribution. The ongoing phenomenon of organizations con- answers to the then the last two m beneficiary etal impact are at tage point that to join the social ers.

because the experience of teaching children is affected in turn fosters sustaining the s to solve the equity problem. of such leader- a sense of com- ectivism.

challenges such as inequity require action from all stakeholders with the child- educated. Consultative problem shared visioning actise.

experience that capabilities and build the kind of

GOVERNANCE



GOVERNANCE

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

BOARD OF TRUSTEES, INDIA

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Teach To Lead

Nandita Dugar
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Zia Mody
AZB Partners

* formerly with



GOVERNANCE

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

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School Leader

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CEO, Indus Action

Wendy Kopp
CEO, Teach For All

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Founder and CEO, Teach To Lead

DONORS AND SUPPORTERS

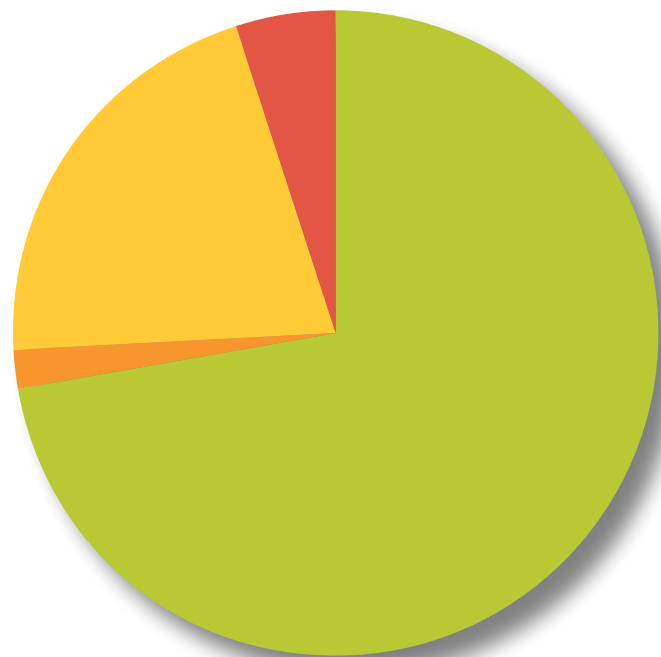
Acacia Partners	Deutsche Bank	Indira Foundation through Akanksha Fund Inc.	Rennaisance Foundation through Akanksha Fund Inc.
Amdocs Development Centre India LLP	DHL Logistics India Pvt Ltd Eaton India Foundation	Invitrogen Bioservices India Pvt Ltd	R.G. Manudhane Foundation for Excellence
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D.E. Shaw India Private Limited	HT Parekh Foundation	RDA Holdings Pvt Ltd	

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.

FINANCES

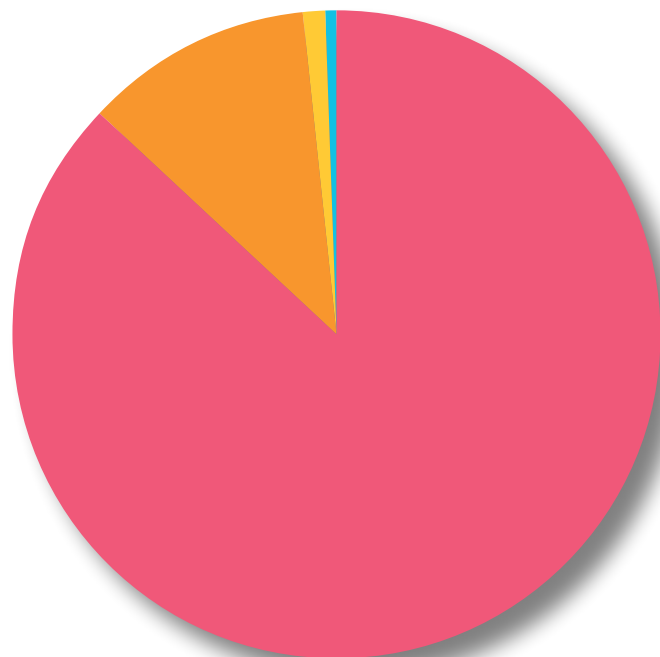


FINANCIAL SNAPSHOT



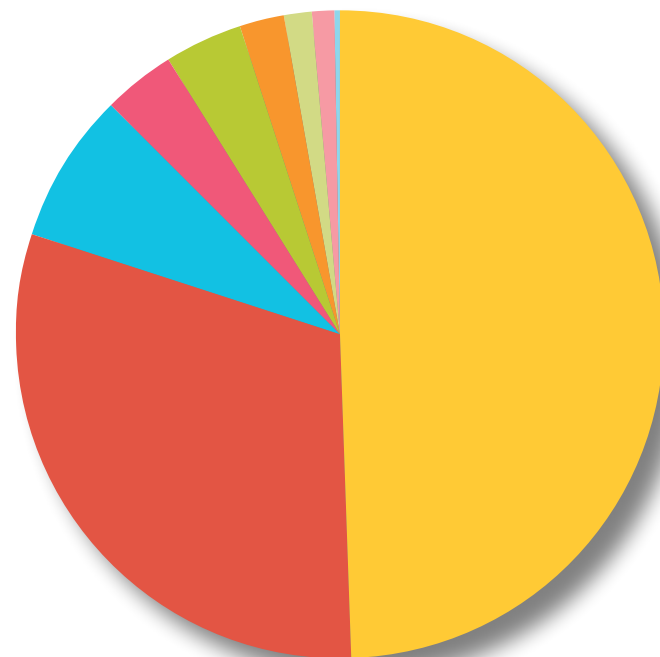
Where the money came from

- Corporates - 72%
- Individuals - 2%
- Foundations - 21%
- Trusts - 5%



How the money was spent

- Programs - 87%
- Administration - 11%
- Fund Raising - 1.06%
- Depreciation - 0.51%



Program cost split

- Fellows - 49.5%
- Staff Cost - 30.7%
- Training & Teaching - 7.5%
- Other Program Costs - 3.6%
- Travel - 3.7%
- Fellow Projects - 2.4%
- Student Impact - 1.1%
- Recruitment & Selection - 1.2%
- Secondary School Support - 0.2%

SUMMARY BALANCE SHEET AS AT 31ST MARCH

(Rupees in Lakhs)

FUNDS & LIABILITIES	2018	2017	PROPERTY & ASSETS	2018	2017
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	55.94 53.32	81.55 24.18
Other Earmarked Funds (created under provisions of the trust deed or scheme)	313.05	55.02	Less: Deduction during the year Less: Depreciation for the year	109.26 - (31.74)	105.73 - (49.79)
Liabilities For Statutory Dues For Expenses For Others For Donations received in advance	54.15 151.34 40.04 1,176.14	50.67 177.86 - 935.51	Advances To Fellows for projects To Others	1.08 51.13	1.86 40.57
Income and Expenditure Account Balance as per last Balance Sheet Add/(Less): Surplus/ (Deficit) as per Income and Expenditure Account	1,421.67 1,316.72 57.65 1,374.37	1,164.04 1,345.70 (28.98) 1,316.72	Income outstanding Income receivable Interest	52.21 9.63 17.28	42.43 16.32 4.80
			Other asset receivable Deposits TDS Receivable Others	26.91 29.73 32.73 0.15	21.12 16.10 51.88 0.06
			Cash and Bank Balances a) In Saving account In Fixed Deposit account b) Other (Cash on Hand)	62.61 652.33 2,236.00 1.52	68.04 497.87 1,848.99 1.40
Total	3,109.10	2,535.79	Total	3,109.10	2,535.79

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	2017-18	2016-17	Income	2017-18	2016-17
To Establishment Expenses	711.09	600.11	By Interest		
To Remuneration to Trustee	50.81	47.98	On Bank Deposits:		
To Amount written off:			Accrued	19.20	5.34
Irrecoverable	0.90	0.08	Realised	54.52	73.14
To Other expenses - depreciation on fixed assets	31.74	49.79	On Savings Bank Account	73.72	78.48
To Amount transferred to reserve or specific funds	322.50	151.00	By Donations in Cash or Kind	14.73	11.36
To Expenditure under objects of the trust			Local	3,458.43	2,950.20
Religious	-	-	FCRA	2,647.28	2,408.01
Educational	5,419.80	4,864.69	FCRA Donations in kind	6.92	8.10
Medical relief	-	-		6,112.63	5,366.31
Relief of poverty	-	-	By Grants		
Other charitable objects	-	-	Local	-	21.00
			FCRA	322.50	130.00
To Balance carried over to Balance sheet	57.65	-	By Income from other sources	322.50	151.00
				70.91	77.52
			By Balance carried over to Balance sheet	-	28.98
Total	6,594.49	5,713.65	Total	6,594.49	5,713.65

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

TEACHFORINDIA

Quote of the day: I CAN, YOU CAN, WE CAN!

Topic - Health is Wealth

Ans. Early to bed means sleep on time.
Early to rise means wakeup early.

Make us healthy means having healthy body
and mind

Healthy and means eat healthy food
makes us strong

Sans) There are 3 good habits

- 1) Bathe every day.
- 2) Cut your nails every
- 3) Wash your hand after using

up early
and go
quickly
the right
right time
at
good
our health

