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Dear Community,

2020 was a year of unprecedented struggle but what came out of it was the true resilience of our community. As the pandemic hit our nation and its children, we saw schools close, education become virtual and inequity increase. Still, we did what we could to rise to the occasion, found ways to connect and reach our children, raised funds, procured devices, retrained our Fellows - all to stay true to our mission. Through all of this, our movement grew to 3400 Alumni who impact 1 million children directly and touch the lives of 33 million indirectly.

You’ll find examples of Fellow and Student leadership through these pages. Fellows who have gone over and above for their Students, been selected as excellent teachers by CENTA, who have started a range of ‘Be The Change Projects’, who have nurtured Students leaders who in turn are leading projects of their own.

You’ll find examples indicative of the strength of our Alumni movement through these pages. The publishing of our first Alumni Impact Report, an Alumnus becoming the Chairperson of the Delhi Commission for Protection of Child Rights, an Alumna being selected as a WISE Emerging Leader and much, much more.

This year while continuing to advocate for equity in education, we also advocated for the reopening of schools, a feat that wasn’t easy but so very important. Members of our community appeared on television, published articles, took part in webinars and panel discussions with the aim of highlighting the catastrophic impact school closures would have on our children’s lives.

It took way too much time, but schools eventually started reopening and most of our children started in-person learning again. We are waiting anxiously for all our children to return to school.

Over the past year, more so than in previous years, our social media has become a platform for our community’s voice. We have sustained a following of 1.3 million Twitter, 900,000 Facebook and 111,000 LinkedIn followers. Subsequently, our Innovation Cell has enabled our impact to multiply. TFix entrepreneurs are impacting 62,344 Students in India. The Kids Education Revolution’s belief that partnership with Students is at the crux of ending educational inequity spread to 37,195 students and educators this year. Our Firki online teacher training platform reached 100,000 teachers, and played a role in supporting teachers to adapt to the lockdown. In April 2020, Firki began an initiative called Learning during Lockdown, a series of webinars by experts who touch upon multiple challenges. The InspirED 2020 Conference, held in October 2020 and organized by Firki, brought 170+ speakers and panellists and garnered 2,00,000+ views across sessions.

So many have come together to make all this, and so much more, possible. Our Regional and National Boards, our devoted donors who are such strong partners in this work, the governments and schools we partner with, and our team of Students, Fellows, Alumni and Staff, who tirelessly keep at it, one step at a time, working with love and passion. I am so grateful for each of you.

With love,
Shaheen
OUR JOURNEY
2009-2021
Since it was founded, Teach For India Alumni are reaching more than 33 million children - that's 1 in 10 children in India - at various levels of the system from schools, communities to governance and policy-level initiatives.
In 2020, we were presented with unimaginable challenges and devastation. No words can capture the fear, anger, and grief felt about the losses so many in our community and across our country have experienced.

Teach For India responded by first identifying challenges faced by our Students, Fellows, and Staff. We heard from 21K of our Students. 44% struggled financially or had just enough finances for 2 weeks of expenses, 35% had no or limited access to rations and money for immediate use and 49% had no or limited access to a laptop/phone or internet for online learning.
The Pandemic Year and Our Impact

Although we have improved our Students’ access to learning, we still need to improve access and ensure full engagement with all learning spaces.

24% of our Students are attending all async spaces, 27% of our Students are attending all sync spaces, 35% of our Students have no device or restricted device access. Parental investment is a key strategy for increasing learning time, engagement, and home support and needs to be strengthened.

45% of Students with disengaged parents are at high risk of not reaching their grade level target, while this is only 23% for Students with invested parents. 35% of parents are not invested, while 6% are unreachable - this is quite a high share of parents and we need to take more active efforts in parental outreach and investment to get to 100%.
Our Covid-19 Relief and Learning Fund was created to ensure our children and families get immediate relief - food and basic supplies - and that they don’t stop learning.

- **19,000 of our Students’ families’** were supported with ration of **Rs. 1.26 crores**
- **21,000 internet recharges** were provided of **Rs. 69 lakhs**
- We started a **fund of Rs 5,000** to cover the physical and mental health expenses of Fellows and Staff.
- The **Michael and Susan Dell Foundation** supported us with a grant of Rs 22Cr. towards the implementation of Blended Learning across our secondary classrooms.
- We wrote a [white paper on Blended Learning](#).
- We fundraised for **10000 devices** through the **#DontStopLearning campaign**.

Ensure that our classrooms have the technology to fuel blended learning.

Sponsor a device. Help us bridge the digital divide.

[www.teachforindia.org](http://www.teachforindia.org)

#DontStopLearning
FELLOW HIGHLIGHTS
We brought in **49 Transformational Teaching Fellows**, which offers a pathway for Alumni teachers to advance learning and leadership among children growing up in low-income communities in India.

**Our Pune Fellows** set up ‘Panaah’ community center to tackle learning gaps. Oxygen levels were checked and sanitizer given to visitors. Kids were in class observing social distancing norms and wearing masks. Clear signage on the walls reinforced safety rules.

Teach For India Fellow, **Shreyasi Rao**, who works at Elite English High School in Bengaluru leveraged the power of social media to appeal to those in her network to donate to a crowdfunding campaign for her colleagues in her school.

**Fellows in Chennai** met with parents to emphasize the need for attendance in virtual classrooms.

**Albert Bonnie**, a 2019 Fellow made a documentary film ‘**Lockdown on Learning**’ about the plight of Students during the pandemic and their preparedness for the board exams.
In Ahmedabad, we developed a bridge program to enhance Students’ learning, in light of the learning loss over the year.

Priyanka Patil started as a Student at Epiphany High School, Pune and was raised by a single mother. As our Student, she was able to realize her true potential through theatre. In 2020, she was added to Teach For India’s Advisory Board, ensuring Student voices are heard at every level. She graduated from the Franklin and Marshall College, USA in May 2021.

Divya Dhangar who started as a Student in an Akanksha intervention school became a Fellow this year. Raised in an under-resourced community in Pune, through her school teachers, she was able to realize her passion as a stage actor when she was in the cast of The Greatest Show on Earth. Her story is a testament to how we build leaders across the system, who want to make a difference to the education sector.

In 2020, we had 11,542 applications and 471 Fellows successfully began their training. We were able to pivot into an online operation model quickly, without compromising both scale and quality. All our Assessment Centres became virtual. We increased our cohort size by 5% from 2019.
Venil Ali, our Alumna along with a production house Disoriented Penguin have launched a podcast series called, ‘A New Kind of Celebrity’.

Anurag Kundu, who was a Member of the Delhi Commission for Protection of Child Rights became its Chairperson.

Our Alumnus, Srini Swaminathan, was chosen as one of the twelve ‘Bharat Ke Mahaveer - a campaign celebrating Indians who showed extraordinary kindness during the Covid-19 pandemic.

Jigyasa Labroo, Co-Founder, Slam Out Loud, was selected as a WISE Emerging Leader 2020. She is a 2014 Alumni from Delhi.

Aniket Doegar and the entire team at Haqdarshak foreclosed their pre-Series A round at Rs 6.65 crore.

Our 2019 cohort were inducted into the Alumni community, entirely virtually.

In December 2020, we launched our 2009-2021 Impact Report at ConnectED, our first-ever Alumni Summit.
Prasanna Sundaram and his team at Augmented Understanding have launched ‘The Data School’, an online live classroom where they offer customized training sessions for those attending to get more comfortable with data using a variety of tools.

The Delhi Alumni Association, a regional Alumni committee was set up with the aim of fostering connection, providing support and highlighting the impact of Alumni in the city. The committee was set up through a democratic process of nomination and election, which ultimately came to a close with Hemakshi Meghani, Co-Founder, Indian School of Democracy and Teach For India Alumna being elected as the head along with a team of passionate and committed individuals.

Teach For India Alumnus, Ankit Vyas was featured in the World Economic Forum for his views on how local innovations in India are helping bridge the digital divide.

The Apprentice Project by Anand Gopakumar launched a new online program called ‘Girls in Tech’ for Teach For India Fellows' classrooms in which they will be running SEL based online coding sessions for 100 girls across India for free.

Pi Jam Foundation by Shoaib Dar hosted a series of webinar conferences with the objective of inspiring and demystifying tech for young girls. The first edition held on the 11th of July received a massive response.
InnovatED incubates and supports early-stage entrepreneurs who represent ideas ranging from mental health to early childhood development, from transforming school clusters to creating public leaders. This year, owing to the challenges the pandemic threw at us, we decided to do a modified version of InnovatED and focus on pre-incubating organizations for 6 months as against the regular 9 months incubation, called InnovatED Launchpad. The 9 entrepreneurs from the 2020 cohort of InnovatED Launchpad have impacted 3268 children and youth and 140 educators.

Entrepreneur Cohort 2020

**Akshay V**
Edzola
Bridging the gap between nonprofit organizations and technology by creating awareness, customisation and deploying technology solutions for nonprofits.

**Ashna Mehta**
CatAlyst
Changing how science is taught and perceived in secondary classrooms by creating a culture of experimentation and love for science.

**Pooja Agarwal**
Aikaarth Foundation
Enabling children from government and budget private schools exercise the rights of Article 31 (Convention on the rights of the child, UN Human Rights).

**Raman Bahl**
Learning Initiatives For India
Creating a movement of stakeholders in the country who can dedicatedly work with out-of-school children.

**Sai Pramod Bathena**
Alokit
Empowering educational leaders to drive improved systems, schools, and student outcomes.

**Sathyanand S.**
Aurasky Academy
Equipping at-risk children and youth with the skill of leveraging no-code tools and platforms.

**Shekar Hariharan**
Shifting Orbits Foundation
Providing sustained support to low-income families in getting their children to complete their educational journey.

**Shreya Krishnan**
The Better Design Foundation
Creating equitable development opportunities for the underserved through human-centric design.

**Sohaib Beg**
Udaan
Building 21st-century skills by developing and partnering with community members using curriculum based on leadership framework.
Muskan Tanwani, Our Student Alumna was selected for HundrED’s Youth Ambassador Program. HundrED Youth Ambassadors are an active community of students from around the world who are passionate about education’s potential and want to be a part of its change together.

Kamal Vardhan in Hyderabad took part in the Cambio Online MUN which was held over Zoom from the 9th of July to the 11th of July. Through his experience of taking part and preparing, Kamal honed his negotiation and research skills which he believes are valuable skills for anyone to have.

Suraj Gupta, got admission in IIT Kharagpur. He remembers joining Akanksha at an extremely young age of five years. He was able to fulfill his childhood dream of going to IIT. He says, “No matter what others tell you, if you believe in yourself your hard work will pay off. “

Our Student Alumnus, Raghavendra Yadav, took over Wendy Kopp, CEO, Teach For All’s Twitter account where he spoke about reimagining education in the times of Covid-19.

Rehan, Our Student from Ahmedabad distributed ration during the lockdown, to help his community.
For most of the past year, we shifted our approach to blended learning to ensure that our kids are able to learn even as schools remain shut. While we made progress in procuring hardware for Students who lack access and engaging them in online and offline spaces, we also faced significant challenges in ensuring that they received the requisite amount of instructional hours and support. **84% (24,000) of our enrolled Students are currently reachable**, and the data here is shared based on these reachable Students:

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Question</th>
<th>TFI</th>
<th>NATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many Students have access to a device in their own home?</td>
<td>92%</td>
<td>74%</td>
</tr>
<tr>
<td>How many Students are engaging in synchronous learning (live or online classes)?</td>
<td>69%</td>
<td>18%</td>
</tr>
<tr>
<td>What are weekly instructional hours for Students?</td>
<td>18</td>
<td>0-9.5</td>
</tr>
<tr>
<td>How many Students are receiving some teaching material or activities regularly?</td>
<td>100%</td>
<td>41%</td>
</tr>
<tr>
<td>How many teachers have received formal training on how to conduct remote teaching-learning?</td>
<td>100%</td>
<td>50%</td>
</tr>
</tbody>
</table>

1. ASER Survey conducted in Sept 2020, in 52,227 rural HHs for children aged 5-16. We used the TFI govt school data against the ASER private school data.
2. Instructional hours calculated basis UNESCO estimates that India lost 65%-74% of learning time, and with a baseline of 4-4.5 instructional hour per day per RTE
TFIx is Teach For India’s incubator for organisations that work with the Fellowship model towards the goal of ending educational inequity and building a community of lead-entrepreneurs.

www.tfix.teachforindia.org

Firki is a free, world-class online teacher education platform, which focuses on supporting and celebrating multiple aspects of being an educator. Through a blended (online and offline) learning model, firki focuses on the principles and strategies, which have proven successful in improving teacher competencies in low-resource communities.

www.firki.co

The Kids Education Revolution is a bold and ambitious platform that is bringing educational institutions together, aiming to influence the conversation towards reimagining an excellent education, which fulfils the individual potential of each child. It is built on three key principles - Safe Spaces for Voice, Kids and Educators as Partners and Kids as Changemakers.

www.kidseducationrevolution.org
Teach For India piloted the TFIx incubation program in 2017. By partnering with 8 local Entrepreneurs from across the country, they support entrepreneurs across India to adopt Teach For India’s Fellowship Model and launch contextual Teaching Fellowships in their diverse geographical and social geographies.

In 4 years, TFIx has been able to incubate 23 education entrepreneurs. The incoming cohort of 2020 has 11 incubatees. These 32 organizations are located across 13 states of the country.

As of December 2020, 26 out of 32 Alumni entrepreneurs have a fully functional Fellowship for this year. Currently, 877 Fellows are reaching 62,344 children.
Innovation Cell: TFIx

Cohort 2020-21

VIDYA
Agragamee
Their Fellowship has a dual focus on economic development and social mobilization and a reach across the most backward blocks of Odisha.

GANESH
Learning Companions
Their Fellowship program involves young graduates who facilitate learning and document the entirety of the process to streamline it further.

SAKSHI
Anubhuti Foundation
Abubhuti works to exponentially minimize school dropouts with their integrated, community-driven curriculum.

SAMYAK
Involve
Their experience-based Fellowship model involves learning valuable life skills, personalized education, and exposure.

PRATAP
Gramothhan
Through their Fellowship, they aim to create learning spaces that promote sustainable local livelihoods.

VENKATESAN
Vidyaposhak
Vidyaposhak provides support structures to young, meritorious students constrained only by a systemic lack of resources.

SUMMAYA
Lakshya Jeevan Jagriti
With a wide range of programs from developing IT capabilities to vocational and corporate skills, they empower women from two generations to be leaders in their communities.

VAISHNAVI
Bhumi
Their Fellowship program allows Fellows to contribute their own innovative teaching methods and to build a forum for idea exchange and proof of value to transform schools.

TABISH
Project Second Chance
Through their Fellowship model, they help build capabilities and life skills amidst incarcerated individuals, making them ready for the outside world.

KAMLESH
Nanakmatta Public School
Nanakmatta focuses on teaching not just academics but also a way of life through a meaningful understanding of the subject matter.

MICHAEL
Sneha Charitable Trust
Their Fellowship model focuses on the completion of schooling in the context of HIV stigma, specialized healthcare needs as well as various other challenges.
Innovation Cell: TFlx

Stories Of Hope

“Through our online sessions and workshops, we have worked with almost 80 organizations and govt. school teachers impacting 1000+ students. We have also collaborated with a total of 12 organizations to start a Math & Science collective and a year-long training program with 80 teachers to strengthen conceptual understanding and encourage creative thinking in our students.”

Sandhya Gupta
Co-Founder, Aavishkaar
and our Entrepreneur Partner, 2017 Cohort

Supporting the Most Vulnerable Children

Adwait Dandwate, Founder, Vardhishnu- Social Research & Development Society has enrolled and sustained 300+ children belonging to the communities of waste-pickers in schools. He started a year-long unique support program and is incubating 6 initiatives (5 from Maharashtra & 1 from Madhya Pradesh) to share his learnings with these early-stage organizations working with children from economically disadvantaged communities to create a sustainable movement. Adwait also started a Sunday Library to support children of his community in accessing books.
Through the year, Firki has played a major role in supporting teachers to adapt to the lockdown. In April 2020, Firki began an initiative called Learning during Lockdown, a series of webinars by experts who touch upon multiple challenges.

The **InspirED 2020 Conference**, held in October 2020 and organized by Firki, brought *170+ speakers and panelists and garnered 2,00,000+ views across sessions*. It focused on taking the National Education Policy (NEP) 2020 to action, and 13 partners released 12 white papers that are in line with NEP priorities.
At InspirED 2020, we were amongst students, educators, policymakers, parents, and funders. We listened to each other. We held diverse perspectives. And we found synergy and acted collectively towards an excellent education for all our 260 million school children. **Twelve white-papers** were published at the conference in service to schools, educational organisations, local and state government bodies. Over 75000+ people tuned into InspirED 2020 and listened to thought leaders, educators and students.
Innovation Cell: FIRKI

140 Total number of translated courses

- 26 Marathi
- 26 Telugu
- 26 Hindi
- 26 Tamil
- 36 Kannada

Firki has taught me many things but most importantly, it has taught me the importance of building strong relationships with my students. Inspired by Firki, I have started my own multimedia workshops.

Praveen
Sant Gadge Maharaj Secondary School, Pune
Grades 8 and 9
"Thanks so much for such lovely messages. I really enjoyed preparing for the inspirED conference and I'm glad it was well-received. I know it takes an enormous amount of effort to pull off such an amazing event, so I truly appreciate you taking on the added task of thanking the speakers. Especially when you make such specific and relevant comments! That's real class. Thank you. As I said, I always love my TFI interactions. You folks are wonderful."

Jo Chopra
Executive Director,
Latika Roy Foundation

Firki, Teach For India's online teacher training portal proudly announced ‘Learning Paths’, an amazing blend of synchronous and asynchronous learning opportunities for teachers and teacher educators with the aim to improve classroom (online & offline) practices and contribute to professional development. As part of this initiative, Firki has already initiated many learning paths such as ‘Teachers’ Continued Professional Development’ and ‘Science Pedagogy and Practices’ in partnership with the British Council and Avasara Academy respectively.
Innovation Cell

Over the past year, KER began several initiatives to work with Student leaders virtually - including host KER Live Sessions on Instagram.

Revolutionary Council

Students from all across the country worked with the KER team on multiple projects. This quarter, KER shone globally, being selected as one of the 100 innovations at the HundrED Summit and by leading a 3-day track on Equal Partnership at the Teach For All Global Conference, which saw an audience of over 300.

Fellows of the Future track 2020

In an 8-week collaboration with Teach For India's Institute, Student interns worked in partnership with Staff members across cities on Fellow Training. The Fellow also spent 6 weeks engaging in various sessions and exploring their abilities as a beginning level teacher. They began with understanding the reality of India's education system and then went on to learn the pedagogy skills they would need to bridge that achievement gap.
Archana, an 8th grader, strongly believes in bringing positive change in society. She aims to grow up and serve as an Information Services Officer in the government. She has started working on this goal at a young age, by working with children who were not enrolled in school. Through surveys in her community, she identified five children who were not going to school. She spent months having conversations with the children and their parents about the benefits of receiving an education. Today, 4 out of those 5 children are enrolled in schools.

Navya and Sneha, two friends and classmates from a Grade 9 Teach For India class in Bengaluru decided to help their classmates who were struggling to cope. They started online peer to peer classes when they noticed how many were lagging behind. On the advice of their Fellow, they took one session, which then turned into two sessions, soon becoming a regular practice.
Teach For India has garnered over 300+ pieces of positive news coverage between 2020 - 2021. Throughout the year, we were able to engage the national media in several interactions and managed to collaborate with many opinion leaders and influencers to generate dialogues around ‘One Day All Children’.
Over **30 thought leaders** and influencers advocated for our cause in 2020 with a cumulative reach of **6 million**.

We also partnered with coveted organisations like **Lexus, Red FM, Hakuhudo and The Alchemy Group.**
We got certified as a Great Place to Work and saw our highest Net Promoter Score (NPS) of 48.

Our 220 Staff members mentioned supportive culture, shared vision, opportunities to grow and flexibility of the organization as positives based on our Engaging For Results (EFR) survey.

WE are POSH Certified and CPP complaint. We conducted annual policy sensitisation for these policies.

Well-Being Initiatives
1. Weekly Counselling Sessions for Staff & Fellows
2. ‘People Manager’ WorkShops
3. Positive Psychology Webinars accompanied by 6 Communities of Practice
4. Mental Health Orientations

The Covid Safety Reimbursement Fund reimbursed the mental health expenses of Fellows and Staff, upto Rs 5,000.
Our Leadership Team

- SHAHEEN MISTRI
  CEO and Founder Trustee

- SANDEEP RAI
  Chief of City Operations

- AAKANSHA GULATI
  Chief Program Officer

- MANASI JAIN
  Chief of Staff

- TANYA ARORA
  Director, Human Resources

- PAYOSHNI SARAF
  Director, Alumni Impact

- ALPANA MALLICK
  Director, Training and Impact

- SARA KHAN
  Director, Development

- DEVANGANA MISHRA
  Director, Recruitment

- ABHIK BHATTACHERJI
  Director, Marketing and Communication

- ALOMA REGO
  Director, Fellowship Selection

- ADITYA MALLYA
  City Director, Mumbai

- NALIKA BRAGANZA
  Program Director, Training and Impact

- SHIVANI AGRAWAL
  Director, Strategy And Learning

- KESHAR MOKHA
  City Director, Pune

- APOORV SHAH
  City Director, Ahmedabad

- VIGNESH KRISHNAN
  City Director, Hyderabad

- DAKSHINAMOORTHY VISWESWARAN
  City Director, Chennai

- TULIKA VERMA
  City Director, Bangalore

- MANSI JOSHI
  City Director, Delhi

- RAJSHREE DOSHI
  Director, TFIX

- ASHWATH BHARATH
  Director, Firki

- KRITIKA RAWAT
  Coach, Kids Education Revolution

- HITESH RAWTANI
  Director, Technology

- FRANCIS VIDHAYTHIL
  Chief Financial Officer

- PRAMOD PUJARI
  Manager, Administration
Teach For India National Board

NISABA GODREJ
Chairperson and Managing Director of Godrej Consumers Products Limited

SHAHEEN MISTRI
CEO and Founder Trustee of Teach For India, Founder of Akansha

ARNAVAZ AGA
Director on the Board of Thermax Limited

NANDITA DUGAR
Ex-Consultant, Boston Consulting Group

NEEL SHAHANI
Former banker with J.P. Morgan and Barclays

ZIA MODY
Founder and Senior Partner of AZB & Partners

MEHER PUDUMJEE
Chairperson of Thermax Limited

ASHISH DHAWAN
Founder and Chairman of Central Square Foundation (CSF)

RAMESH SRINIVASAN
Senior Partner at McKinsey and Company
Teach For India Advisory Board

CRAIG JOHNSON
Head of the American School of Bombay (ASB)

WENDY KOPP
CEO and Co-Founder of Teach For All

DEEPAK SATWALEKAR
Chairman, Board of Governors of the IIM, Indore

KIMBERLY FERNANDES
Doctoral scholar from the University of Pennsylvania

ANIKET DOEGER
CEO and Co-Founder of Haqdarshak

KRISHNAN SUBBARAMAN
Part of the management team at Central Square Foundation (CSF)

PRIYANKA PATIL
Student at Franklin and Marshall College in the USA

JYOTI CHAUHAN
Grade 12 Student pursuing humanities in Delhi Public School

ANURAG KUNDU
Chairperson, Delhi Commission For Protection of Child Rights (DCPCR)

PRAMATH RAJ SINHA
Founder & Chairman of Harappa Education
**Bangalore Regional Board**

**ARNAVAZ AGA**  
Retired Chairperson, Thermax Limited

**K. VAIJAYANTI**  
Resource and Research group head at the Akshara Foundation

**PAVITHRA K.L.**  
Associate Director, Program, Dream a Dream

**SHASHI NAIR**  
Director at Viridus Social Impact Solutions

**TEJAS GOENKA**  
Executive Director, Tally Solutions

**TULIKA VERMA**  
City Director, Bangalore

**V RAVICHANDAR**  
Chairman, Feedback Consulting
Delhi Regional Board

TARA SINGH VACHANI  
Executive Chairman,  
Antara Senior Living

AAKANKSHA GULATI  
Chief Program Officer,  
Teach For India

AKHIL SIBAL  
Senior Advocate

AMITAV VIRMANI  
Founder and CEO,  
The Education Alliance

ANU PRASAD  
Founder-Director,  
India Leaders for Social Sector

MANSI JOSHI  
City Director, Delhi

TARUN CHERUKURI  
Founder and CEO, Indus Action
Pune Regional Board

MEHER PUDUMJEE
Chairperson of Thermax Limited

ANSHOO GAUR
Global Tech Executive, Entrepreneur

JOSEPH CUBAS
Head of School, Avsara Academy

KESHAR MOKHA
City Director, Pune

KUMAR GERA
Chairman, Gera Developments Pvt. Ltd.

PRADEEP BHARGAVA
Former Managing Director of Cummins Generator Technologies India Limited

RATI FORBES
Director at Forbes Marshall Ltd

SIDDESH SARMA
Co-Founder and Chief Programs Officer, Leadership For Equity (LFE)
Donors

Aakaar Iron Creations
Anu Aga
AGM India Advisors Pvt. Ltd.
Atlassian International
Bain Capital
Bajaj Auto Ltd.
Bajaj Allianz Life Insurance Company
KTM
Bank of America
The NASSCOM Foundation, The UK Online Giving Foundation
Bloomberg
BNP Paribas India Foundation
Boston Consulting Group (India) Private Limited
Capgemini

Chemetall India Pvt. Ltd.
Chubb Business Services India LLP
Credit Agricole Corporate & Investment Bank
Deepak Satwalekar
Deloitte Foundation
Deutsche Bank India
Deutsche Post DHL Group
DHL Express (India) Pvt. Ltd.
DHL Global Forwarding
Eaton India Foundation
Egon Zehnder Information And Research Services Private Limited
Egon Zehnder International Private Limited
Emcure Pharmaceuticals Ltd.

Fiat India Automobiles Private Limited
Forbes Marshall Foundation
Franklin Templeton Asset Management (India) Private Ltd.
Fujitsu Consulting India
Godrej
Genpact
Gera Developments Pvt. Ltd.
GiveIndia
Maersk Procurement
Great Eastern CSR Foundation (GECSRF)
HDFC Ltd & the H T Parekh Foundation
Hansgrohe India
HDFC Life
HSBC India
Donors

IG GROUP
Infina Finance Private Limited
Info Edge India Ltd.
Infosys Foundation
K7 Computing Pvt Ltd.
The Kernco Foundation
Krishnan Subramanian
Leiner Shoes Pvt Ltd
Marsh India Insurance Brokers Pvt. Ltd.
Max India Foundation
Meher and Pheroz Pudumjee
Michael & Susan Dell Foundation
Nomura Services India Private Limited
Omidyar Network India
Oracle
Pragati Offset Pvt. Ltd.
PricewaterhouseCoopers (PwC) India Foundation
RG Manudhane Foundation For Excellence
Sudarshan CSR Foundation (Under Sudarshan Chemical Industries Ltd.)
Murty Foundation
Sumitomo Mitsui Banking Corporation
Suresh Challa
Synopsys (India) Pvt. Ltd.
Tabassum Inamdar
Tata AutoComp Systems Ltd.
The Associated Auto Parts Private Limited
TSS Consultancy Pvt. Ltd
Microsoft
Mi India
Mrs Estella Guter
Bajaj Finserv Limited
Cybage Software Pvt. Ltd.
Western Union Services India Pvt Ltd.

Strategic Partner
Teach For India U.S.

Crowdfunding Platforms
Teach For India Website - Online
Milaap
Financial Snapshot

Where the money came from
- Corporates - 56.6%
- Foundations - 39.2%
- Trusts - 2.1%
- Individuals - 2.1%
- Others - 0.1%

How the money was spent
- Programs - 79.6%
- Administration - 13.9%
- Fundraising - 2.3%
- Depreciation - 4.1%

Program cost-split
- Fellows - 53.5%
- Staff Cost - 36.6%
- Training & Teaching - 0.4%
- Other Program Costs - 2.7%
- Travel - 0.4%
- Recruitment & Selection - 0.8%
- Fellow Projects - 0.5%
- Secondary School Support - 3%
- Blended Learning - 2.1%
# Summary Balance Sheet

(as at 31st March)

## Funds & Liabilities

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trust Funds or Corpus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance as per last Balance Sheet</td>
<td>0.01</td>
<td>0.01</td>
</tr>
<tr>
<td>Other Earmarked Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(created under provisions of the trust deed or scheme)</td>
<td>39.45</td>
<td>42.93</td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Statutory Dues</td>
<td>72.39</td>
<td>70.68</td>
</tr>
<tr>
<td>For Expenses</td>
<td>160.62</td>
<td>198.65</td>
</tr>
<tr>
<td>For Others</td>
<td>18.00</td>
<td></td>
</tr>
<tr>
<td>For Donations Received in Advance</td>
<td>1,071.90</td>
<td>1,366.18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,322.91</td>
<td>1,635.51</td>
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</table>

## Property & Assets

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fixed Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance as per last Balance Sheet</td>
<td>106.98</td>
<td>96.28</td>
</tr>
<tr>
<td>Additions during the year</td>
<td>823.70</td>
<td>61.09</td>
</tr>
<tr>
<td>Less: Deduction during the year</td>
<td>930.68</td>
<td>157.37</td>
</tr>
<tr>
<td>Less: Depreciation for the year</td>
<td>(11.85)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>690.02</td>
<td>106.98</td>
</tr>
</tbody>
</table>

## Income and Expenditure Account

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income Receivable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income Receivable</td>
<td>122.88</td>
<td>134.82</td>
</tr>
<tr>
<td>Interest</td>
<td>4.27</td>
<td>0.01</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>127.15</td>
<td>134.83</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other asset receivable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>25.02</td>
<td>24.99</td>
</tr>
<tr>
<td>TDS Receivable</td>
<td>26.99</td>
<td>46.08</td>
</tr>
<tr>
<td>Others</td>
<td>0.18</td>
<td>20.63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>52.19</td>
<td>91.70</td>
</tr>
</tbody>
</table>

## Cash and Bank Balances

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) In Saving account</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Fixed Deposit account</td>
<td>3,100.84</td>
<td>3,076.00</td>
</tr>
<tr>
<td>d) Other (Cash on Hand)</td>
<td>406.00</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.12</td>
<td>2.29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,508.96</td>
<td>3,078.29</td>
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</tbody>
</table>

## Total

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>4,434.14</td>
<td>3,467.06</td>
</tr>
</tbody>
</table>

## Total

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>4,434.14</td>
<td>3,467.06</td>
</tr>
</tbody>
</table>

**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 and Expenditure Account for the Year

(Rupees in lakhs)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To Establishment Expenses</td>
<td>839.75</td>
<td>989.72</td>
<td>By Interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Remuneration to Trustee</td>
<td>63.15</td>
<td>63.26</td>
<td>On Bank Deposits:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accrued</td>
<td>4.61</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Realised</td>
<td>-</td>
<td>64.68</td>
</tr>
<tr>
<td>To Audit Fees</td>
<td>5.90</td>
<td>5.90</td>
<td></td>
<td>4.61</td>
<td>64.68</td>
</tr>
<tr>
<td>To Amount written off:</td>
<td>0.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>106.92</td>
<td>42.08</td>
</tr>
<tr>
<td>To Other Expenses - depreciation on fixed assets</td>
<td>228.81</td>
<td>50.39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Amount transferred to reserve or specific funds</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Expenditure under objects of the trust</td>
<td>4,445.44</td>
<td>5,301.19</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Religious</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational</td>
<td>1,283.16</td>
<td>352.64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical relief</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relief of poverty</td>
<td>-</td>
<td>-</td>
<td>Local</td>
<td>4,004.64</td>
<td>4,640.08</td>
</tr>
<tr>
<td>Other charitable objects</td>
<td>-</td>
<td>-</td>
<td>FCRA</td>
<td>2,551.23</td>
<td>1,973.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FCRA Donations in kind</td>
<td>187.98</td>
<td>36.57</td>
</tr>
<tr>
<td>To Balance Carried over to Balance Sheet</td>
<td>1,283.16</td>
<td>352.64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By Income from Other Sources</td>
<td>1.69</td>
<td>6.93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By Balance Carried over to Balance Sheet</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6,866.21</td>
<td>6,763.34</td>
<td>Total</td>
<td>6,866.21</td>
<td>6,763.34</td>
</tr>
</tbody>
</table>

**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
Ahmedabad

The 25 8th Graders from Rakhail English School No 1 in Ahmedabad were not only the first generation learners but also the first generation digital learners of their community. A girl used to walk to her relative's house daily to access a learning device. Employees of the photocopy shops helped with printouts and the shopkeepers solved technical difficulties. Above all, it was the resilience, courage and passion of the Students towards learning that has kept the classroom a happy space.

Haya took up the responsibility of teaching Urdu to a batch of 10-15 Students who were struggling with the basics. She took a note of who was struggling with their homework submissions and made sure she was aware of their weak points. Tapaswini, her Fellow, says, “She wants to be a teacher when she grows up, and she felt it would be best to start with the basics. This is a story of hope.”

In partnership with Beautiful Homes Services by Asian Paints, MuseLab created an art installation with Channapatna toys which exhibited in Ahmedabad in February 2021. These 500 toys were donated to kids in our communities.

Some Good News From Our Cities
With the COVID-19 pandemic, Ramprasad Subramanian, a Fellow in Bangalore, spearheaded ‘The Learning Room’ project along with a few volunteers who decided to change learning to fit the virtual realm so that it could be used by teachers and Students in the current climate. He did this through structured interactive lessons consuming extremely low internet bandwidth. Ram created a reference set of lessons for secondary grade Science using the National Geographic Education and lesson plan structure. He submitted this idea to the National Geographic Covid Education Fund, which was open to grant projects and received the grant!

To keep learning going for her Students who don’t have smartphones, Swathi Kalra, a 2020 Fellow in Bangalore took via conference calls. She sends her kids a group SMS in the morning and calls them half an hour before the class starts asking them to find a nice quiet place for the class and to have a book, stationery and a bottle of water ready before the class. On the calls they practise Reading Fluency, Reading Comprehension and Writing.

The Bangalore Team organized conversations on social movements, with activists and donors.
Chennai had its second official engagement opportunity with the GCC Education Department for this Academic Year on 6 June 2020. They approached Teach For India to give an orientation on "How to teach in front of the camera". There were 50 teachers, Area Education Officers, Education Officers and the District Chairperson of Education that attended the session, facilitated by our Alumna Swarna (2016 Chennai Alumni). After the session, the Deputy Commissioner (Education) shared that she wanted to engage our Alumni more in spaces similar to this.

Chennai Fellows hosted the first ever Madras Party, where around 50 participants were present in the space. The Students' performed a dance number, sang a song, drew their teacher, excelled in story-telling (penned by the fourth grader herself!) and gave spectacular speeches on 'Outer space and Passion' and 'Redefining beauty'.

Petror Koodam, was created as a space to engage with Parents and help Fellows build healthy Parent-Teacher relationships. Around 48 participants and 4 speakers shared their knowledge and experiences from health and safety tips to the well being of students and Parents.

Some Good News From Our Cities
Kumkum Chauhan, a Grade 10 Student in Delhi started a project which aims to support, listen to and uplift members of the LGBTQIA community. The project had been in the works for 2 years with Kumkum running surveys to better understand the needs and challenges members face. She performed street plays along with her friends and engaged in conversations with people with different points of view through which she was able to change a few mindsets. Happy with this but wanting to do more, she started a community page where she aims to do the same but at a much larger level.

The Deshbhakti curriculum by the Delhi Government, was a first-ever government initiative to roll out a curriculum at scale around the principles embedded in our Constitution - liberty, justice, equality and fraternity. Teach For India was one of the organizations chosen to work on this curriculum. More than 50+ teachers, Alumni, Fellows and Staff members came together to write and review lessons for this curriculum, and we are hopeful that this will reach millions of students in Delhi.
The Hyderabad team led a six months long qualitative study to explore the lived experiences of children and their learning experiences during the year. This is a one of its kind study that captures the voices of Students and their families. The team interviewed over 80 students in Secondary grades, 30 parents and 14 Fellows. This research has culminated in a comprehensive research paper.

Veeranna and Dashrath, Students of GHS Bandimet in Hyderabad started a YouTube channel where they demonstrate how to create home-made products through cost-effective materials. Their first video shows how they solved the problem of power cuts in their school.

Safoora and her family in Hyderabad cooked and distributed food to 50 families in their area who were in urgent need.
The Mind Room was created by Anju Joseph, Shraddha Ghadi, Sajida Munaf, Sumona Shetty, Dipti Balwani and Romana Shaikh with the support of Elgiva Kharsati and Pooja Pawar from the Mumbai Alumni Impact team. They now organise workshops and hold spaces to foster sustained mental health support for members of our community.

Shreya Tobias (2019 Alumna) and her co-Fellow, Bhavna Bhatia (2019 Alumna) in Mumbai reached out to companies such as Camel, DOMS and Fevicryl about changing the names of their art products from names that depict colours of skin tones. For eg, ‘Flesh Tint’ to something less racial in nature. To their delight, Camel responded saying they would make the change immediately!

The Mumbai team held a PTM for Grade 10, at Mohili Village’s newly renovated community center. They received consent for teaching at in the centre. The Mohili School building is under construction and the team has made a few investments in the community centre to start small group learning.
To amplify Student voice, Teach For India Pune assembled a Student Advisory Council (SAC). The SAC envisions Students working as aggregators. These Student advisors worked closely with Fellows and Staff to support the planning and execution of different events and projects in the city. They also created spaces for Student voice in the form of Student led events.

Sadhana B, a 2019 Alumna, realised the importance of parent engagement and empowerment. Through her Youtube channel and ‘Learning Circles’ with parents she empowered them to use tracking to help and support Students with their learning at home. She used bilingual instructions in these spaces to build basic English vocabulary in her parents.
TEACH FOR INDIA

Godrej One, 2nd Floor
Pirojshanagar, Eastern Express Highway
Vikhroli (East), Mumbai - 400079