

ANNUAL REPORT

TEACHTOLEAD
2015-2016



This has been a year of *learning*.

37,920 children have *learned* across Teach For India classrooms.

In teaching them, 1100 Fellows *learned* to lead.

And 1000 Alumni today are *learning* to commit to a singular goal – an excellent education for all children.

This was the year when 50 industry leaders came into our classrooms to teach, where we hosted an innovation weekend to problem solve on secondary school access, where Maya the Musical became Maya, our study of Student Leadership. This was the year when Fellow projects like Aarzoo and Dramebaaz brought parent engagement and drama to life, where the Transformational Impact Journey showed us how brilliant strong teaching can be, where our Alumni survey showed us that over 60% of all Alumni are working, full-time, in education.

But what has defined this year has been *learning* to dream. Over this year, we envisioned our next 5 years, dreaming and committing to give one million children access to an excellent education. Phase 3, as we call these next 5 years, will keep as its core Student, Fellow and Alumni leadership. We will commit to developing 10,000 Student Leaders. We will double the number of Fellows. And we will shift our approach to one of collective action, multiplying the depth and scale of our Alumni movement.

This has been a year of *learning* this truth: that though we've taken significant steps and have so much to be grateful for, the dream ahead is distant.

And yet, as with any distant dream that deeply matters to so many, we believe the year ahead will bring it closer and clearer.

With love,
Shaheen

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VISION

ONE DAY ALL CHILDREN WILL ATTAIN AN EXCELLENT EDUCATION.

MISSION

**TO BUILD A MOVEMENT OF LEADERS WHO WILL ELIMINATE
EDUCATIONAL INEQUITY IN INDIA.**



THE WHY, WHAT AND HOW OF OUR WORK

Across India, we believe in the sheer power of an excellent education.

Fulfilling that fundamental promise for every single one of India's children would be a momentous opportunity to redraw and transform this country. It would be an opportunity, moreover, to ensure that all of our people realize their highest potential.

Delivering on that promise, though, demands leadership that is relentlessly committed to the power of its potential. At Teach For India, we endeavor to build that movement – a force of leaders committed to transforming the social fabric of India. In the short-term, through our two-year Fellowship, we provide an opportunity to India's most promising talent to serve as full-time teachers to children from low-income communities. Through

the relentless pursuit of transforming the lives of their children, our Fellows learn about the reality of India's education system while simultaneously cultivating the skills and mindsets necessary to lead long-term change towards educational equity.

In the long-term, we engage with our Alumni – the very people now leading change for children - and support them by not only accelerating their development and impact, but also connecting their work to the larger network of more than 1000 Alumni. Our Alumni work in diverse roles within the education sector as teachers, teacher-trainers, school principals, curriculum designers, and education policy researchers as well as in the ecosystem surrounding and supporting the education sector as journalists, lawyers, health experts, entrepreneurs, and corporate leaders.

52% of our children in grade 5 cannot read a grade 2 text

48% of our children drop out before secondary school

76% of our children don't enter college

*ASER Report 2014

As a nation, we need a movement of leaders to collectively address this issue from the grassroots up. Teach For India exists to provide leadership that will address multiple levels of educational inequity.

WHAT WE MEASURE AND WHY

At Teach For India, we believe that our greatest impact on the children of India is that which is immeasurable; it lies within the countless seeds we plant, the people we inspire, the lives we change, and the mindsets, attitudes, and behaviors we ultimately change as a result. It lies, moreover, within the conversations that we're able to evolve. We are unequivocally committed to gleaning insights and learnings from the many data points we collect, and we believe that those tangible measures are an important gauge of the progress we're making. At the same time, though, we're simultaneously cognizant that so much of our work is long-term and invisible.

The collection of stories, data points, and analyses below is our attempt to capture both the measurable and immeasurable. Collectively, we believe and hope that they offer a more holistic preview into all our children and people are capable of – into the sheer potential of India.

Furthermore, we measure success through the collective impact of our community - the growth and development of 37,920 children, the leadership growth of 1104 Fellows and 200 staff members, and the impact of 1000 Alumni.

7 QUESTIONS TO MEASURE OUR IMPACT

WHO ARE OUR CHILDREN?

ARE OUR CHILDREN LEARNING?

WHO ARE OUR FELLOWS?

ARE OUR FELLOWS DEVELOPING INTO LONG-TERM LEADERS FOR EQUITY?

ARE OUR ALUMNI HAVING IMPACT TOWARDS OUR VISION?

ARE WE BUILDING A SUSTAINABLE INSTITUTION?

WHAT ARE THE SEEDS THAT WE PLANT?



WHO ARE OUR CHILDREN?

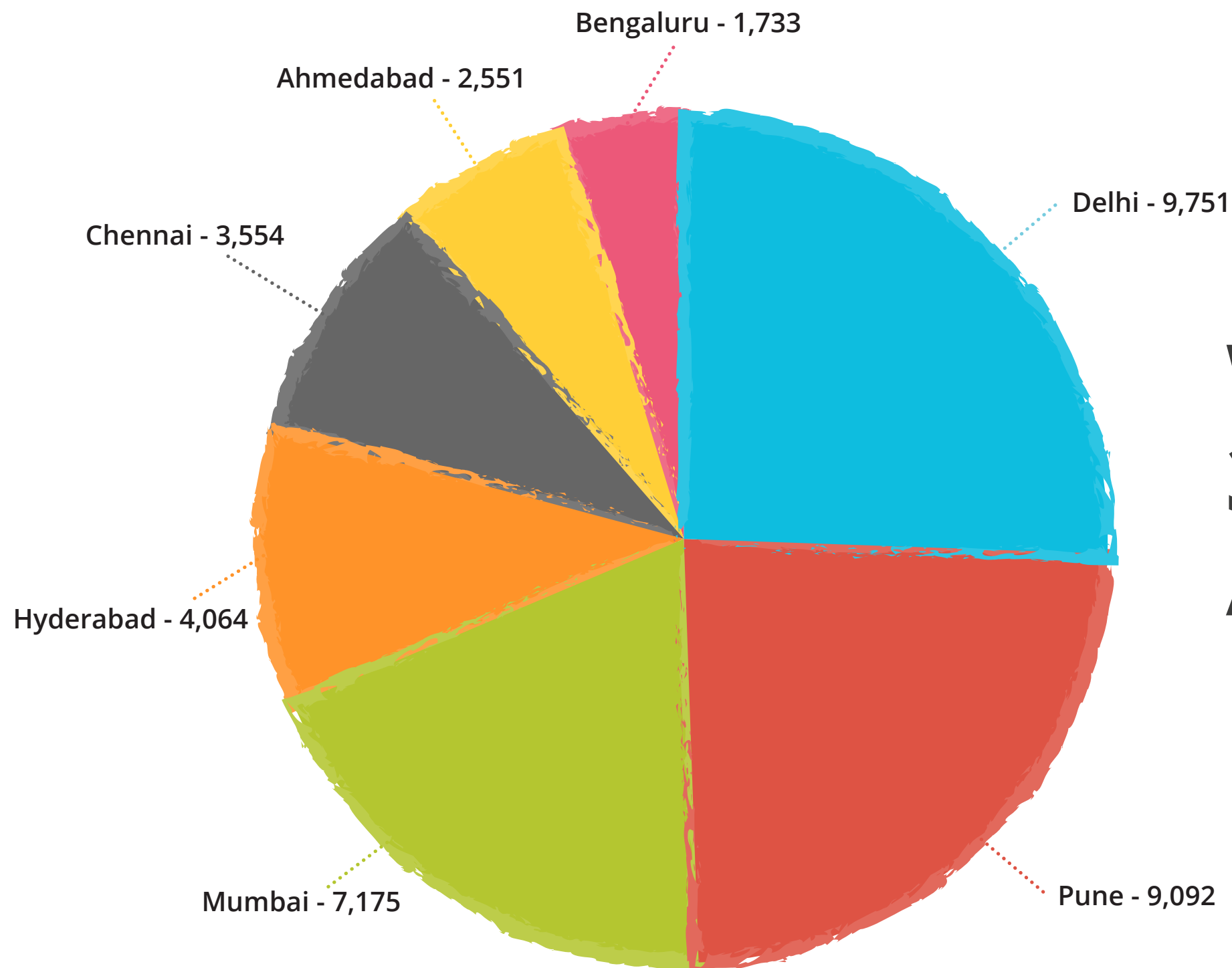
When we look at the heart of who is impacted by this crisis, we realise the complexity of the task ahead of us.

30% of India's population is below the age of 14. There are 12 million young adults joining the workforce every year. However, 32% of standard 2 children cannot recognize numbers and 50% of standard 5 children cannot do basic subtraction. (ASER Report 2014)

Our commitment to educational equity is towards the children behind those statistics - the children who typically live in make-shift houses in urban low-income communities. Most of them have no access to avenues of learning, no mentors to guide them through their childhood, no hopes of escaping their noisy and cramped homes and communities. Instead, they are plagued with varying challenges from financial stress, unhygienic living conditions, natural disasters, and cultural pressures - challenges that are unquestionably prioritised over education.

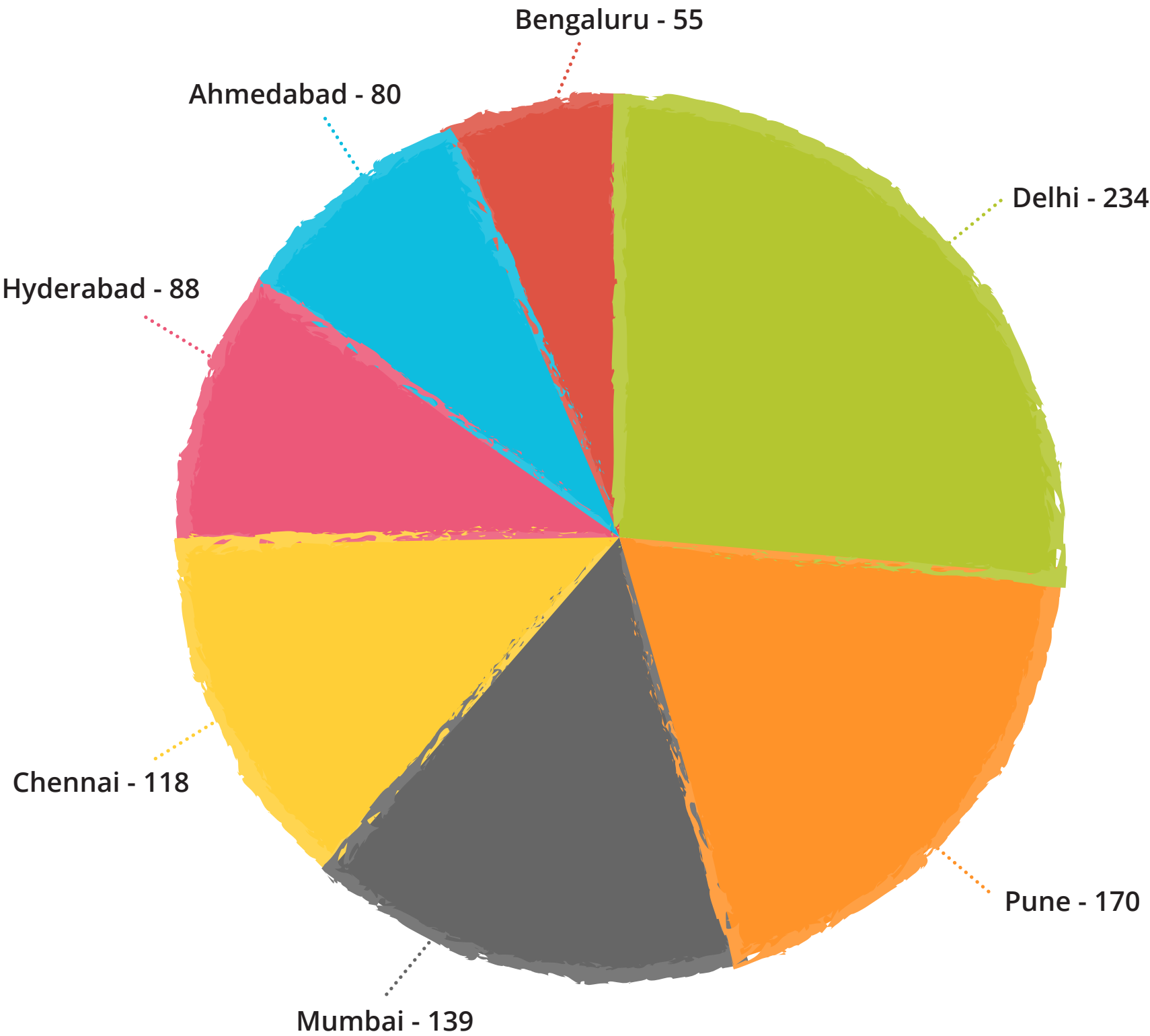
Our Fellows often enter classrooms where students are two to five years behind their peers. Despite coming into English medium schools, Fellows find their students unable to articulate any sentences in English. Their task is to not only teach the required subject matter, but to first bring their students up to their grade level in the fastest, most fun, most effective way.

Yet, our Fellows find in their children a tremendous sense of possibility, eagerness and optimism. This assures them that our vision is worth fighting for.



**WE HAVE
37,920 STUDENTS
ACROSS 7 CITIES**

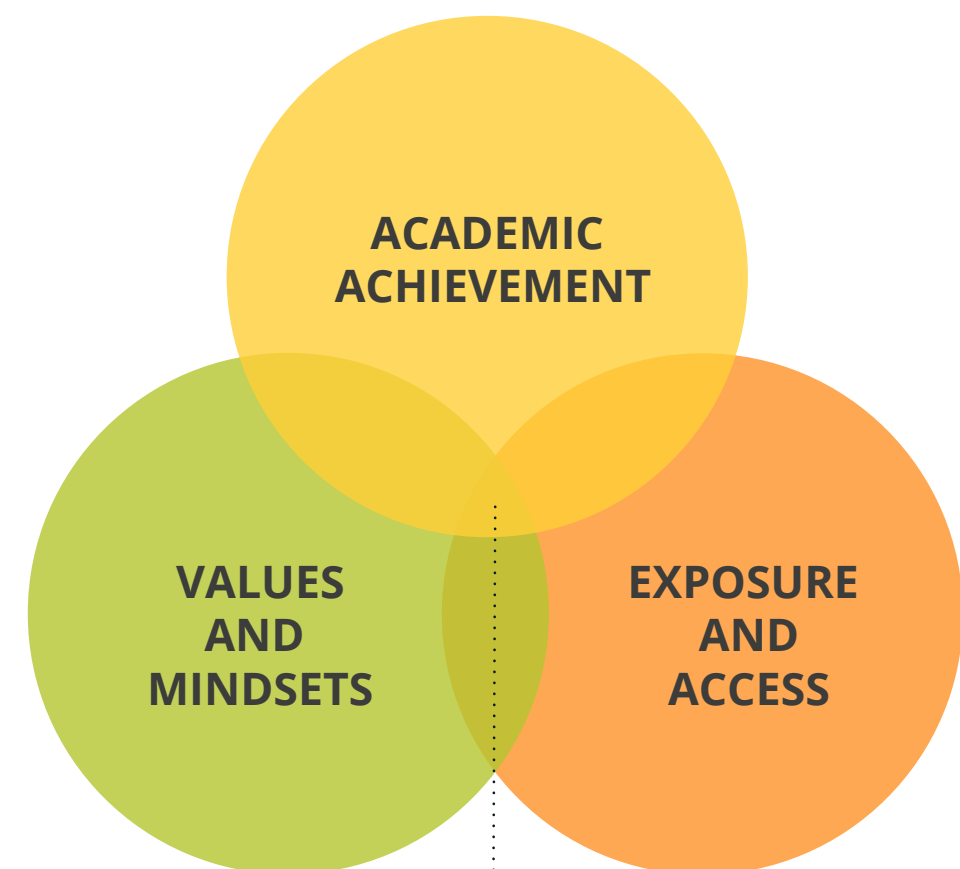
**WE HAVE
884 CLASSROOMS
ACROSS 7 CITIES**





ARE OUR CHILDREN LEARNING?

We believe an excellent education is best suited to our child needs when it is holistic and relevant. We therefore espouse a three-pronged vision for the children we serve:



Students on a different life path

STUDENT VISION SCALE

The Student Vision Scale is our measure of how classrooms are doing on academic achievement, exposure and access, and values and mindsets. It is a heavily normed rubric that our Program Managers have rated, based on conversations rooted in a common vision of success in our classrooms. This year, our classrooms have been rated a 2.97 on our Student Vision Scale. This implies that students are beginning to explore themselves, the world around them and basic learning happening in the classroom. Students are also able to demonstrate class values, and start to think about how they want to contribute to their community. Students who have already reached a 5 are passionate and joyful, and can evaluate and create challenging content. They are able to independently demonstrate class values, both in and out of class, and are able to leverage opportunities in the community and world around them.

ACADEMIC ACHIEVEMENT

The knowledge and skills required to be on a path of expanded opportunity.

Longitudinal Study: The Longitudinal Study is a comparative study of Teach For India and non-Teach For India classrooms over time, designed and implemented in collaboration with Educational Initiatives and Columbia University. 2015-16 was the concluding year of the 4-year study, which showed the following preliminary results:

- *In 2016, the final year of the study, Teach For India classrooms grew more than 4 times that of control classrooms in literacy.*
- *In 2016, Teach For India classrooms grew approximately twice as much in Mathematics.*

VALUES AND MINDSETS

Values and mindsets are what shape how our children choose to operate in the world and how they choose to contribute to making the world better.

Our Program Managers have rated 85% of our Fellows as teaching students to demonstrate values.

EXPOSURE AND ACCESS

We believe that access to different experiences will lead our children to creating aspirations and goals for themselves. 60% of our classrooms show evidence in building students' awareness of strengths and goals through exposure to different opportunities. Some of these examples are:

- **Slam Out Loud** - *Slam Out Loud is an initiative that provides children from marginalised and under resourced communities a platform to express their feelings and voice their opinions through poetry and storytelling. The purpose behind this is to use the art of poetry as a tool to enable dialogue, start important discourses in their communities, foster critical consciousness, identify and craft solutions for challenges - all the while renewing and re-envisioning the idea of leadership.*
- **Carpe Diem** - *Carpe Diem is an educational residency camp for Grade 6 and Grade 7 students that aims at initiating a change in the lives of the impressionable young minds from lower income communities. It is a capacity building program that aims to build a movement of self aware leaders who strive for peace and development and amplify their impact through collaboration.*



MAYA 2.0

We believe that solving India's educational crisis demands that we empower our students and communities to be at the forefront of our fight for change. Within our classrooms, we aim to develop student leaders who show transformational change both in themselves and in their environment.

Maya is our symbol of student leadership. Through the Maya 1.0 journey of 30 children, and now with the Maya 2.0 children across five of our cities, we have begun to understand and define student leadership, and what it takes to build and share this leadership with both depth and scale. This year, our cities undertook projects that pushed our students to learn, grow, problem solve, and contribute to their communities.





CHENNAI

Maya 2.0 Chennai was a journey with our students to explore the idea of student leadership, learn the craft of drama, and reflect deeply on their individual and group journey. The Maya students did a multitude of things - immersing themselves in two city retreats, traveling to the TFI Institute to perform, performing for the Mayor of Chennai during Independence Day, completing a theatre workshop with ASTEP and showcasing a beautiful, contextualized version of the Maya Musical--centred around the tragedy of the Chennai rains.

AHMEDABAD

The Maya students in Ahmedabad showcased their project through a Forum Theatre show called "My Maya Will Act". Just like the character Maya, the students also explored their communities, identified three curses (domestic violence, street violence and garbage littering) in their communities and performed for an audience of 300 people. The uniqueness of their forum theatre format was that the actors showed a conflict which needed a solution, and invited the audience to intervene and participate in the solution. The project aimed at making the children self-aware, solution oriented leaders who would embody the idea of "be the change".

PUNE

Maya students in Pune followed the designing thinking process towards a vision for their community - **"Create a space to get a group of people together towards a collective voice for their community."**

The students decided to work on one challenge that the community thought had to be solved - clean up of the washrooms (students took votes from all the families to get to this).

Fellows partnered with Samagrah (an NGO that spreads awareness on clean toilets and helps in clean-up projects) who came in to take sessions and the students facilitated the process with them to get 96 families to give Rs 100 each (they made posters, took sessions to help them to understand the role everyone plays in this process). They then formed a student committee that collected money, monitors cleanliness of the toilets and ensures that everyone carries a bucket.

DELHI

Udyami, the Maya 2.0 project in Delhi followed the design thinking process that empowered students in Delhi to transform their lives and communities. Udyami focused on the following for their students:

The Journey of Self-Awareness

The Ability to Confidently Express

The Understanding of our Problem Statement in Depth

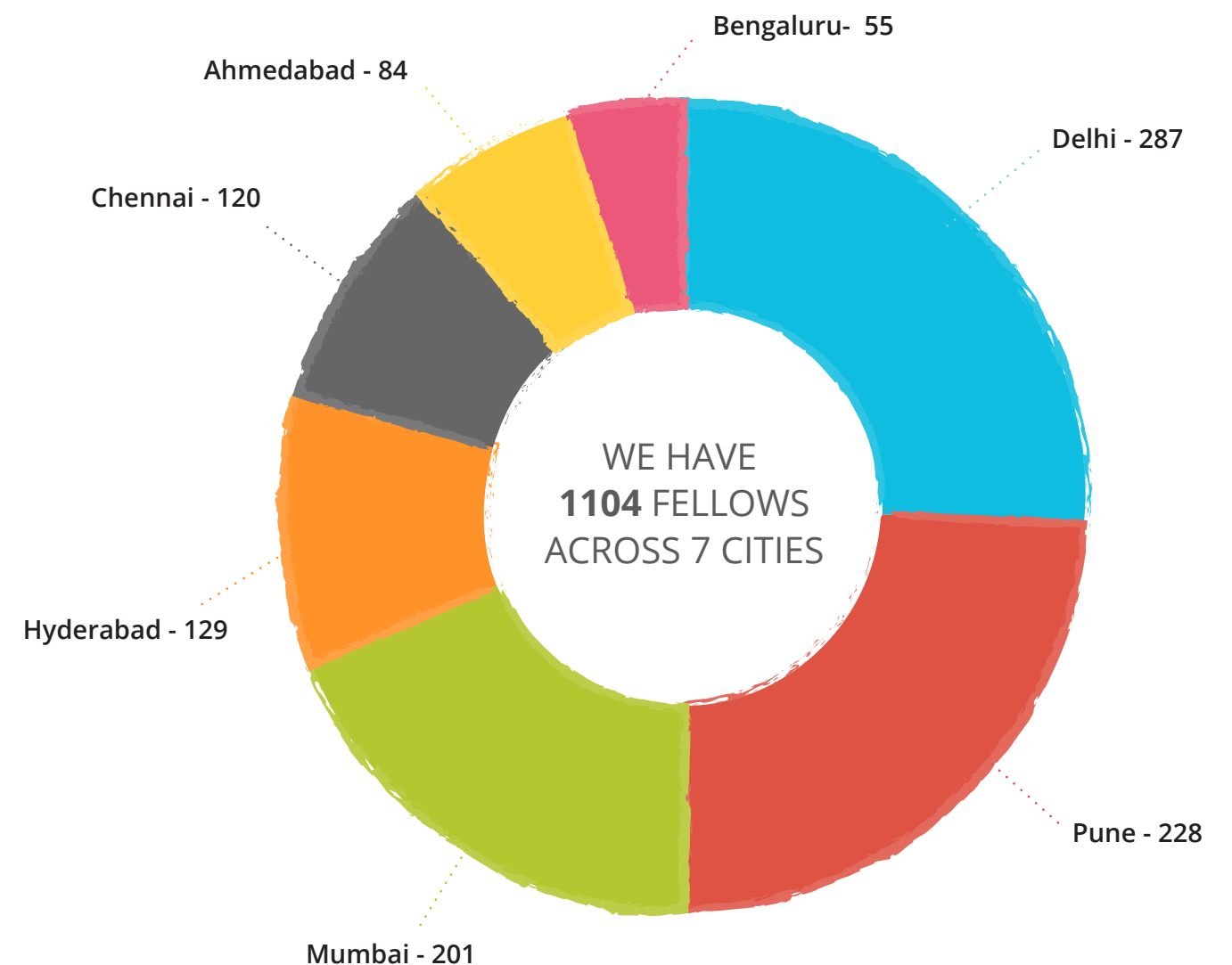
The Insight into Real, Global issues to bring knowledge and perspective

Children participated in milestone performances throughout the year and a special spoken word poetry performance during the Alumni Induction. They continue in their vision to create proof points of student leadership, which can inspire Fellows and advocate for students across the city, through the power of love, and their voice.



WHO ARE OUR FELLOWS?

Teach For India Fellows come from a broad and diverse array of disciplines, sectors, and professional backgrounds. Scattering more than 300 colleges and 500 companies, our Fellows are bound by a common vision – their commitment to eliminating educational inequality. That diversity, we believe, is one of the central strengths of our Fellowship and our Alumni movement.



REFLECTIONS FROM A FELLOW

I am often asked by others - why have I given up two years to do the Fellowship.

***Test Day:** Out of the 40 students writing the weekly history test, only about 6 are still diligently writing. They have been struggling with memorising and rote learning. As have I. I don't really see the point in it. It does not help the kids learn and grow. They are just replicating what already exists often without understanding. What exactly are the board exams testing? Isn't skill building more important? Social skills. Communication skills. Problem solving skills.*

This is what I have been struggling the most with since I started my Fellowship last June - academics or enduring skills and values. How can we teach both? We are a 10th grade, second year intervention class. My kids are going to appear for the board exams this March, so our focus has been majorly on understanding and rote learning, as is required for the exams. Till standard 8, before Teach For India intervention, this is all my kids knew. Their English levels range from kindergarten level to 3rd grade level. The burden on these kids is enormous. They have been pushed a grade higher each year, without actually learning much.

A year from now these kids will be scattered across various junior colleges in the city. How are we preparing them to cope up with that?

Every week a new problem is thrown at us. But this one remains constant. How can we teach them skills to survive in college if we are not sure if they will pass the boards and get into a college? And if we do drill them with academics and get them into a college, how do we make sure they are equipped to deal with everything? College is a completely different ball-game. They need to take ownership of their learning. They need to be able to understand what is being taught. How do we do that given their current academic levels? It feels like every time we take a step forward, we are moving two steps behind.

Sure, we are in a much better place this year as compared to last year. Sabeena has moved from scoring 17% to topping in English. Maruti is analysing his papers and has decided he needs to focus on inference based questions now. But Farhan and Ganesh are failing in the unit tests, despite focusing and rote learning. Shabaz not only studies sincerely, he encourages everyone around him to focus in class, but Pratima is sliding back down because she can't cope up with the pressure. Soni and Alishfa are acing the tests and helping their classmates, but Shani has started questioning if he will ever get to the top.

Every day is a challenge, a few steps forward and a few back as we balance this dichotomy. But one thing is certain - that even two years isn't enough. Our kids deserve an excellent education, and that's why I'm here.

Meenakshi Gokhale | 2015 Fellow



ARE OUR FELLOWS DEVELOPING INTO LONG-TERM LEADERS FOR EQUITY?

In addition to their direct impact on children, Teach For India's long-term theory of change is rooted in the development of leaders who will continue to fight for educational equity. Every Fellow's leadership development journey is assessed on a Fellow Commitment Scale, a tool used to define the three commitments that we believe are essential for leaders striving to successfully realize our ultimate vision.

3 COMMITMENTS

- *The Commitment to Personal Transformation:*
Exploring who we are, our purpose, and striving to be a better person.
- *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.

75% of our 2015 Fellows are above 2.3 out of 5, meaning they are aware of the problem of inequity and are beginning to gain clarity on the long-term role they will play in the movement.

INSTITUTE

Five week residential training program.

PROGRAM MANAGER SUPPORT

Ongoing support in and out of classrooms.

Continuous learning and development.

CAREER FAIR

Exploring opportunities post the Fellowship.

LEADERSHIP FORUMS

Opportunities for Fellows to interact with pioneers in different sectors.

BE THE CHANGE PROJECTS

Accelerate student impact by removing barriers to learning.

SUMMER INTERNSHIP

Explore different areas of work.

FELLOW JOURNEY

BE THE CHANGE PROJECT

In their second year, our Fellows lead a Be The Change Project (BTCP), which identifies and addresses a barrier in the classroom, school or community that limits progress towards contextualized, collective vision for our children. These projects give Fellows an opportunity to accelerate students' progress, deepen their practice of the three commitments, while exploring a puzzle piece of the education system that is aligned to their long-term aspirations and strengths.

Fellows also have an opportunity to pursue internships between their first and second year of the program. In the past, our Fellows have worked with a range of diverse organizations, from early-stage start-ups in the social sector to well-established organizations in the corporate sector.

AARZOO, DELHI

Project Aarzo, a BTCP brainchild of 2013 Fellow Deeganta Dutta and 2014 Fellow Nidhi Lamba, began with 350 children from across 12 schools and 40 mothers. In April 2016, they put up a showcase where mothers presented a dance about the role of women and also made jewelry, clothes, bags and chocolates.

Aarzo aims to reach 6,500 kids eventually. The initiative has received attention from UNESCO, Commonwealth Foundation and Youth For Peace International, in addition to local support. The team hopes to see Project Aarzo become a learning institute that combines alternative education with the performance arts.

"The students at Majnu Ka Teela (an all-girls school) conducted a survey in the community to uncover problems they faced. They then created a musical based on communal riots and the condition of women."

NIDHI LAMBA | 2014 Teach For India Fellow

DRAMEBAAZ, HYDERABAD

When Prasanth Nori first met his class, he discovered that his students were often violent - using unproductive and destructive ways to express their feelings. That's when he reached out to co-Fellow Soumya Kavi and together they brought drama into the classroom to encourage dialogue in the form of 'Dramebaaz'. "We asked the children to discuss issues and write their own plays so that they become solution-oriented when they grow up." In December 2015, the group pulled off their inaugural show featuring 15 ten-minute original plays - written and performed by 150 students from 15 schools in Hyderabad. Most of the plays explore surprisingly hard-hitting, complex topics like the hypocrisy of society and intolerance. On April 13th, 2016 the Dramebaaz team organized 'Spotlight' at LaMakaan. The show featured six plays, one of which was coordinated by a school outside of the Teach For India network.

Dramebaaz's vision is to use theatre to empower 1000 students with the essential life skills required to become confident and creative agents of social change.

"I didn't see this coming but the teachers grew more confident. They were so used to blackboard teaching. When we helped them discover drama as a tool, they began working closely with their students and became so engaged!"

SOUMYA KAVI | 2014 Teach For India Fellow

TRANSFORMATIONAL IMPACT JOURNEY

The Transformational Impact Journey showcases Teach For India's strong teaching and leadership examples. Over the year, Teach For India studies and documents over 100 nominated classrooms through classroom videos, interviews with Fellows, students, parents, Head Masters. It identifies the strongest examples of Fellow Impact that are then shared with the larger community for learning best practices, inspiration and training.

This year's process, the fourth annual cycle of the TIJ, exceeded our expectations in countless ways. The three 2014 Fellows and TIJ finalists – Kamna, Subodh, and Ishita – not only pushed our thinking on what's possible, but they instilled us with renewed belief. From classrooms rooted in entrepreneurship and exemplary practices driving inclusivity to the overcoming of seemingly insurmountable community challenges – they reminded us of the power of an excellent education to deliver greater opportunity, regardless of background.

"What I brought into the Fellowship is justice. Every child is different and unique but they all deserve equal opportunities."

KAMNA KATHURIA | 2014 Teach For India Fellow

"Our Didi doesn't force us to become something or have a vision. We all are seekers and we have our own goals. Didi only helps us to achieve them."

SIDDESH | Kamna's student



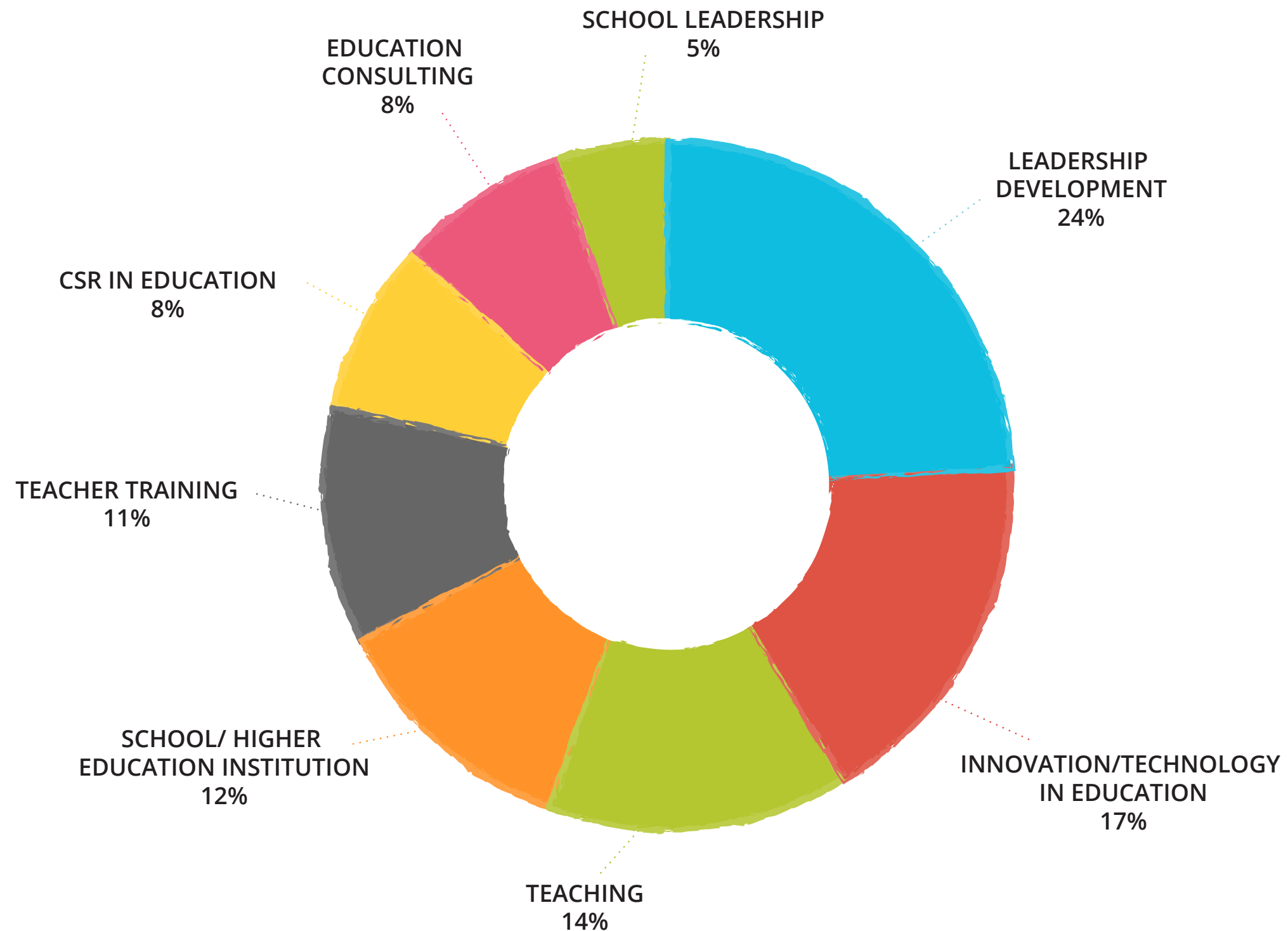


ARE OUR ALUMNI HAVING IMPACT TOWARDS OUR VISION?

We envision a movement of Alumni, working in leadership roles and positions of influence across sectors, who are committed to eliminating educational inequity across India.

We strive to ensure that our Alumni play a dual role - not just as leaders in their respective fields and workplaces (i.e. 60% of Teach For Alumni currently work within the education sector post the Fellowship), but also as builders of a movement for educational equity. Our Alumni work across diverse sectors mobilising resources and organize people to engage in a wider dialogue around educational equity.

60% OF ALUMNI ARE CURRENTLY WORKING IN THE EDUCATION SECTOR IN A RANGE OF DIFFERENT PATHWAYS



**70% OF ALUMNI
ARE BASED IN
THE 7 CITIES
WHERE TEACH
FOR INDIA
IS CURRENTLY
OPERATING.**

Delhi		Ahmedabad		Mumbai		
Pune		Bengaluru		Hyderabad		Chennai



MEET OUR ALUMNI



Anurag Kundu | 2013 Fellow

A 2013 Fellow, Anurag leads advocacy and community engagement efforts at Indus Action for effective implementation of Right to Education Act. Section 12(1)(c) of Right to Education mandates every private school to admit for 25 percent of its entry level classroom seats children belonging to economically weaker section and socially disadvantaged sections and aims to make society more inclusive by means of inclusive schools. Anurag also holds consultation on behalf of Government of Delhi with various stakeholders and prepares policy briefs for Minister of Education, Government of Delhi.



Prateek Kanwal | 2011 Fellow

A 2011 Fellow, Prateek worked with Ark after completing his Fellowship. Ark is a UK based charity that runs 34 academies in London and has recently collaborated with South Delhi Municipal Corporation to adopt one of their schools. In India, Ark also works with the governments of Madhya Pradesh and Delhi to help them evaluate the quality of their schools. Prateek worked with both these governments to build capacity of their education department to assess and improve quality of their schools. Today, Prateek is pursuing his Master's in Public Policy at Harvard Kennedy School.



Srini Swaminathan | 2010 Fellow

A 2010 Fellow, Srini joined us after working for several years at Schlumberger. While working at Schlumberger, he learned about Teach For India and decided to leave his job to build leadership skills as a Fellow in the classroom – his journey brought him to Dharavi Transit Camp School in Mumbai where he taught 2nd standard. After graduating from the Fellowship, Srini moved to launch and run Teach For India's operations in the city of Chennai as City Director. He now works as a consultant for Apple's education and technology arm, where he aims to transform education through technology.



ARE WE BUILDING A SUSTAINABLE INSTITUTION?

Teach For India staff are the backbone of our work. Our staff come from diverse backgrounds (education, social sector, corporate) and are carefully selected for their passion and solution oriented commitment towards our vision.

Our staff grow through a leadership development framework that forms the bedrock of their learning.

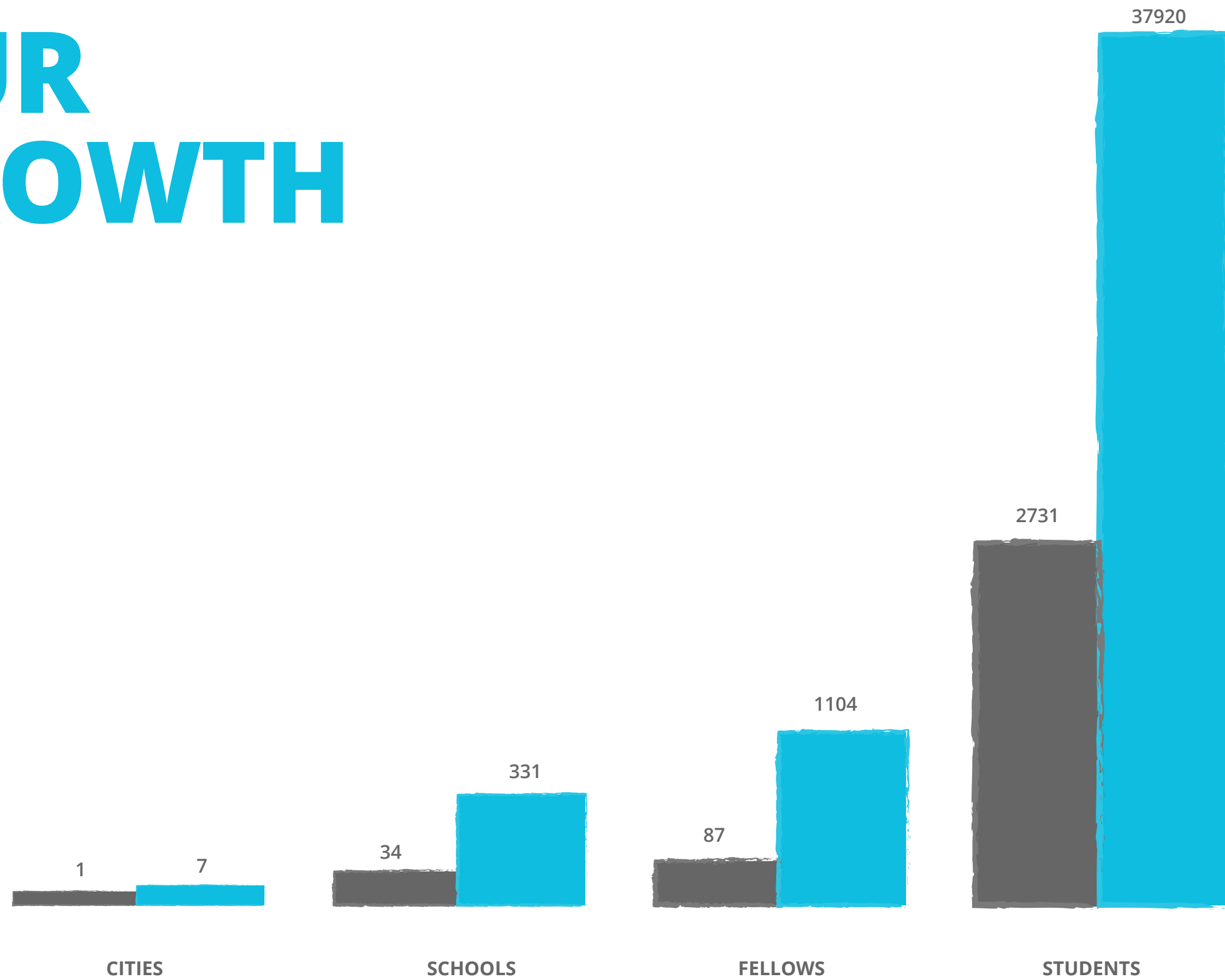
The 2015 Engaging For Results (EFR) survey conducted by the Boston Consulting Group showed that 95% of our staff showed strong belief in Teach For India's vision and core values, and alignment between organizational success and their daily contribution.

We are also deeply humbled by the support of our donors and partners that helped us raise INR 60 crores with ongoing commitments to sustain our growing organization.

OUR GROWTH

2009

2015



SENIOR LEADERSHIP TEAM

CITY OPERATIONS

MUMBAI
DELHI
HYDERABAD
PUNE
CHENNAI
AHMEDABAD
BENGALURU
EXPANSION

NATIONAL OPERATIONS

TECHNOLOGY
COMMUNICATIONS
DEVELOPMENT
ADMINISTRATION
ORGANIZATIONAL EFFECTIVENESS
HUMAN RESOURCES
GOVERNMENT RELATIONS
FINANCE

PROGRAM

FELLOWSHIP RECRUITMENT
FELLOWSHIP SELECTION
TRAINING AND IMPACT
ALUMNI IMPACT

BOARD OF TRUSTEES

ARNAVAZ AGA

Age - 73, Female
Founder Trustee
Date elected to the Board - December 2008
Position in the Board - Chairperson

SHAHEEN MISTRI

Age - 45, Female
CEO, Teach To Lead
Founder Trustee
Date elected to the Board - December 2008

NEEL SHAHANI

Age - 46, Male
Founder Trustee
Date elected to the Board - December 2008

NANDITA DUGAR

Age - 45, Female
Founder Trustee
Date elected to the Board - December 2008

DEEPAK SATWALEKAR

Age - 67, Male
Date elected to the board - 28th March, 2009

NISABA GODREJ

Age - 35, Female
Date elected to the Board - 22nd June, 2010

ZIA MODY

Age - 59, Female
Date elected to the Board - 22nd June, 2010

MEHER PUDUMJEE

Age - 49, Female
Date elected to the Board - 8th September, 2010

ASHISH DHAWAN

Age - 46, Male
Date elected to the Board - 4th August, 2011

S. RAMADORAI

Age - 71, Male
Date elected to the Board - 15th February, 2012

* All the Board members are Indian nationals.

* None of the Board members are related to each other except Arnavaz Aga & Meher Pudumjee, who are mother & daughter.

* None of our Board members hold political/religious office except Arnavaz Aga & S.Ramadorai who are MP, Rajya Sabha member & Advisor to the Prime Minister of India in the National Council on Skill Development, respectively.

* None of the Board members except Shaheen Mistri receives monetary or other compensation from Teach For India.

* For more information, please visit our website www.teachforindia.org



DONORS & SUPPORTERS

PLATINUM

Arnavaz Aga
Infosys Foundation
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Dr.Reddy's Laboratories Ltd.
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Great Eastern CSR Foundation
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Genpact India
Cheil India Pvt Ltd.
Teach For All
Bloomberg Data Services (I) Pvt Ltd.
K Raheja IT Park(Hyd) Pvt. Ltd.
Central Square Foundation
Nomura Capital India Pvt Ltd

BRONZE

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Actis LLP
Credit Suisse Securities
Mckinsey & Co Inc
ICICI Bank Ltd.
Axis Risk Consulting Services
Hemchandra Agarwal
All Scripts India Pvt Ltd
Give Foundation

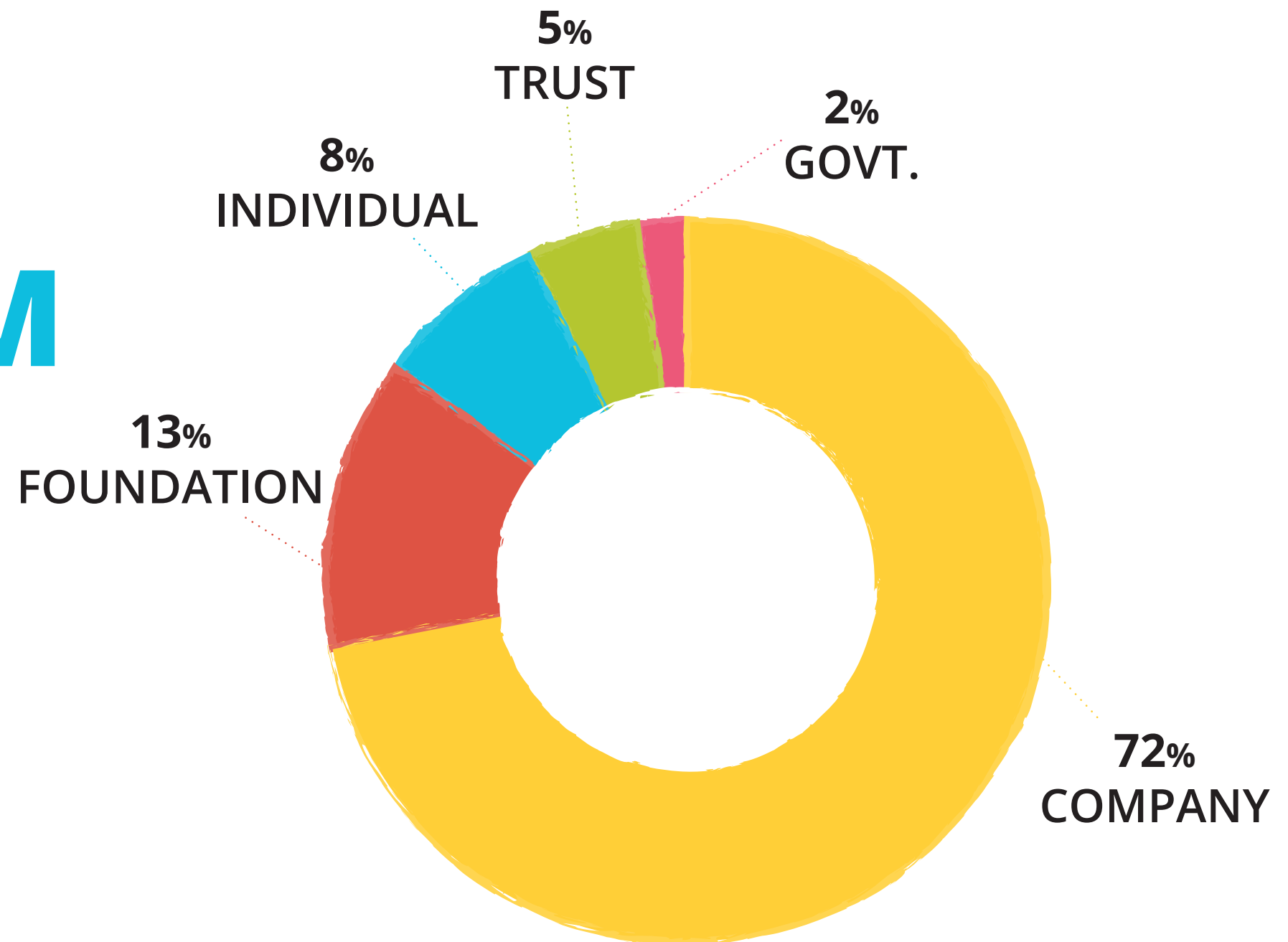
FUNDING BY WORKSTREAM

Ear-marked donation 2015-16:


INR 1,94,21,315

General donation 2015-16:

INR 56,13,39,157



* See page 33-35 for financial statements



“Teach For India is a wonderful way for young bright Indians to learn both leadership skills and the ground reality to then go on and become change agents who can help us transform our education system.

NISABA GODREJ

Executive Director, Godrej Consumer Products
Teach For India Donor

WHAT ARE THE SEEDS THAT WE PLANT?

While a large part of our efforts result in tangible impact within our classrooms, we are so grateful for the intangible and long term impact that our larger network has for our mission. Every innovative solution by a Fellow, every referral to the Program by our friends, every article published by our media partners, every collaborative idea by our Alumni, and every story shared by our advocates is a seed planted. We believe that these seeds will grow into powerful opportunities that will fuel our movement.

200
STAFF MEMBERS

1000
ALUMNI

1104
FELLOWS

37920
CHILDREN

inspirED

The inspirED conference aims to raise awareness and generate a deeper understanding of India's educational landscape and the inequity currently stymieing progress. It provides a platform to connect people, spark ideas, and start dialogues that will solve the problem.

This year, Teach For India hosted the Innovation Weekend, in Pune. The Conference witnessed a diverse group of participants come together to find sustainable solutions to the problem statement - 'How do we ensure high school students in Pune attain the knowledge, skills and mindsets necessary for the 21st century?' The event hosted eight teams of six participants, who immersed themselves in documented research and sessions on 'Design Thinking' and 'Business Model Canvassing' to unearth underlying development areas and simultaneously propose possible solutions. The jury, comprising of Joseph Cubas (Head of Research & Planning at Avasara Academy), Meher Pudumjee (Chairperson at Thermax Ltd.) and Sheetal Bapat saw truly innovative ideas emerge ranging from tech-enabled platforms for connecting skilled mentors to students to building parent investment through community centers that encourage open dialogue. The Innovation Weekend ended with each participating student sharing their 2025 vision for Pune, imagining the weekend's solutions coming to life.

"My team were blown away by the commitment and enthusiasm of your Fellows and the result on the kids."

RUMANA HAMIED | Head Of CSR, Cipla

TEACH FOR INDIA WEEK

In an effort to raise awareness about India's educational crisis and the power of an excellent education to redraw the country's social fabric, we hosted our fourth annual Teach For India Week – a showcase of Student Leadership in December, 2015.

Over 50 industry stalwarts and celebrated leaders, including Arti Kirloskar, Shereen Bhan, Nandita Das, Vanitha Datla, Aruna Jayanthi and Vineeta Rai, stepped into our classrooms across 7 cities to spend time sharing their knowledge, wisdom and expertise with our Student Leaders! The week-long event not only left our guests feeling inspired and invested in our movement but also paved the path for potential CSR partnerships with Cipla, PWC and Intel.

"It's been a long time since I have come and spent time in a classroom and I underestimated the knowledge of the kids. The highlight of the visit for me was some of the very intelligent questions and comments on values they made."

SHANTI EKAMBARAM | President, Kotak Mahindra Bank

MEDIA

7,65,875

FACEBOOK LIKES

4,36,000

TWITTER FOLLOWERS

346

ARTICLES PUBLISHED

"Lovely teaching hour with the kids at a @TeachForIndia school in Kharadi Pune - TFI Fellows are changing the world!"

GANESH NATRAJAN | Founder of 5F World

"Spent a lovely afternoon with the kids at the BMC school for #TFIWeek2015 with @TeachForIndia Fellows. Need more of them."

NANDITA DAS | Film actress



LOOKING AHEAD - PHASE 3

Phase 3 (2017-2022) is our next step towards reaching our vision. It began with us trying to answer the question, *how can we do as much as we can for as many children as we can?* We believe that we cannot achieve our vision alone, but need to work collectively with various partners, supporters and stakeholders from our Fellows, Alumni, staff, and our students, to NGOs in the industry, individuals and corporations invested in education, and the government towards this ambitious goal.

In Phase 3, we will focus on expanding geographically while continuing to deepen our impact in our existing classrooms and schools, and also start to reach students in semi-rural and rural settings, including those in non-English medium schools. We will continue to invest in the leadership development of our growing number of Fellows and Alumni, with a focus on collective action, while also cultivating 10,000 student leaders through the Maya movement. By innovating and remaining nimble, we hope to ensure that one million children will access an excellent education by 2022.

Phase 3 beautifully brings together both scale and depth - reaching one million children over the next five years, while continuing to deepen our impact in our classrooms. 2016 will be an exciting year for Teach For India - a year when we have more Alumni than Fellows. Phase 3 will see a shift in how we support our Alumni, how we infuse talent into the system and how we work collectively to reach our vision of one day.

NANDITA DUGAR

TFI in phase 3 will accelerate their impact on students and the system, when all the hard work of the earlier years will pay off with a super multiplier growth effect.

NEEL SHAHANI

POSSIBILITIES

In Phase 3, we will focus our efforts on five strategic possibilities :

The Maya Movement: Develop and cultivate 10,000 student leaders who will act not only as proof points of what is possible, but will also help other children access an excellent education.

The 6000 Leaders: Recruit, select and develop 6,000 Fellow and Alumni leaders who, in the short-term, transform the lives of their students and in the long-term become life-long advocates for educational equity.

The Talent Incubator: Support Alumni to enter key roles or launch new organizations within prioritized puzzle pieces, particularly where the barriers to entry are high but the potential for impact is large.

The Leadership Accelerator: Accelerate the leadership development of select Alumni working in prioritized puzzle pieces and enable them to gain mastery in their roles.

The Alumni Learning Circle: Empower Alumni to create collaborative spaces, both virtual and in-person, to foster a culture of shared inspiration, support, and learning through the Alumni network.

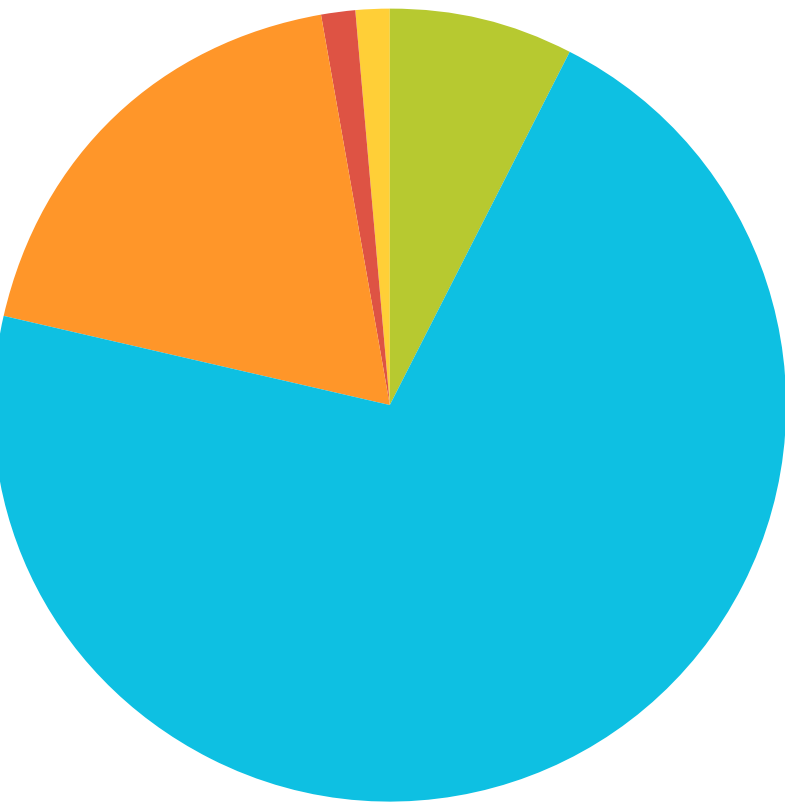
In addition to our five possibilities, we will also implement a growth model – TFlx – to decentralize Teach For India to scale the leadership pipeline, and enable other entrepreneurs to set up similar models that will reach out to children who we are currently unable to serve, including rural areas, tier 2 cities and regional mediums.

Fueling the internal capacity to drive these strategic shifts, we have prioritized three key enablers to undergird our organizational health: Talent, Partnership, and Learning.



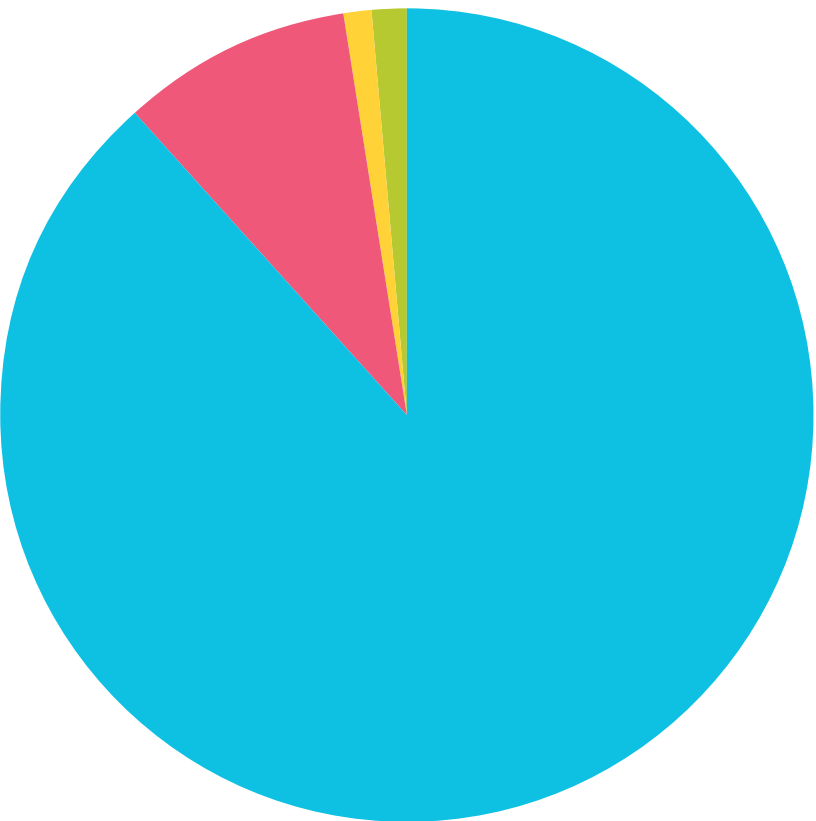
FINANCIAL SNAPSHOT

WHERE THE MONEY CAME FROM



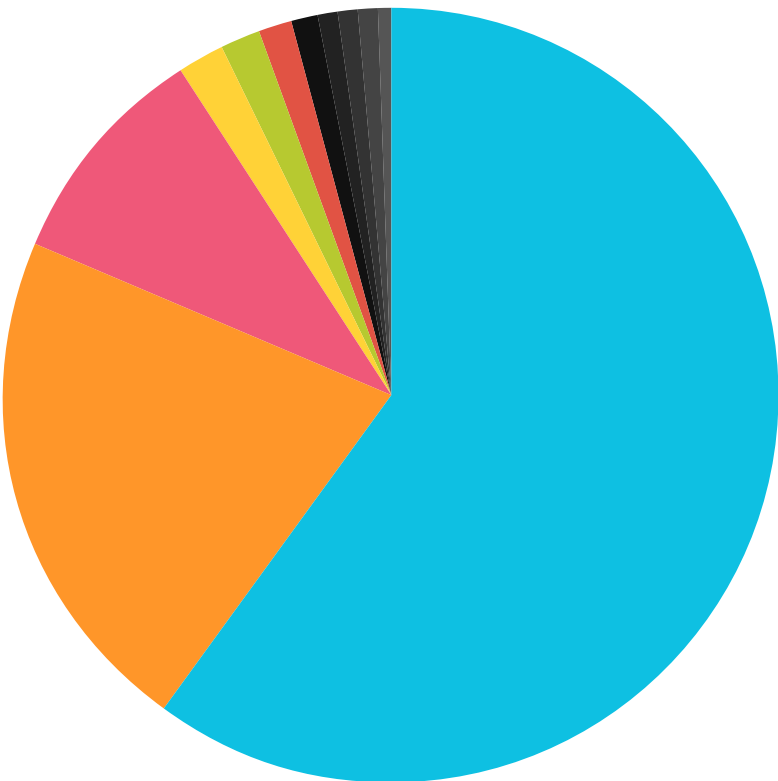
- CORPORATES - 71.1%
- INSTITUTIONS - 18.8%
- INDIVIDUALS - 7.6%
- OTHER INCOME - 1.3%
- INTEREST - 1.2%

HOW THE MONEY WAS SPENT



- PROGRAMS - 88.4%
- ADMINISTRATION - 9.2%
- FUND RAISING - 1.2%
- DEPRECIATION - 1.2%

PROGRAM COST SPLIT



- FELLOWS - 60%
- STAFF - 21.6%
- TRAINING & TEACHING - 9.4%
- OTHER PROGRAM COSTS - 2%
- TRAVEL - 1.6%
- FELLOW PROJECTS - 1.5%
- MAYA CINE PLAY - 1%
- STUDENT IMPACT - 0.9%
- RECRUITMENT & SELECTION - 0.9%
- TEACHER TRAINING PROGRAM - FIRKI - 0.7%
- SECONDARY SCHOOL SUPPORT - 0.4%

BALANCE SHEET

SCHEDULE VIII
(Vide Rule 17(1))

Bombay Public Trusts Act, 1950
The Public Trust - Teach To Lead
Balance Sheet as on March 31, 2016

Registration no: E-25360 dated December 24, 2008
FCRA registration No. 83781358 dated January 11, 2013

FUNDS & LIABILITIES	₹	₹	PROPERTY & ASSETS	₹	₹
Trust Funds or Corpus Balance as per last Balance Sheet		500	Fixed Assets (Schedule C) Balance as per last Balance Sheet Additions during the year	36,17,742 1,06,08,716	
Other earmarked funds (Schedule A) (created under provisions of the trust deed or scheme)		87,14,086	Less: Deduction during the year Less: Depreciation for the year	1,42,26,458 95,868 59,75,895	81,54,695
Liabilities (Schedule B) For Expenses For Donations received in advance	1,85,68,454 9,53,59,142	11,39,27,596	Advances (Schedule D(i)) To Trustees To Fellows for projects To Contractors To Lawyers To Others	- 78,748 - - 46,96,393	47,75,141
Income and Expenditure Account Balance as per last Balance Sheet Add: Deficit (as per Income and Expenditure Account)	2,74,53,859 10,71,16,352	13,45,70,211	Income outstanding (Schedule D(i)) Income receivable Interest	12,19,556 5,33,684	17,53,240
			Other asset receivable (Schedule D(ii)) Deposits TDS Receivable Others	12,35,000 46,43,032 -	58,78,032
			Cash and Bank Balances (Schedule E) a) In saving account In Fixed Deposit account b) With the trustee c) With the Manager d) Other (Cash in hand)	3,05,87,817 20,58,00,000 - - 2,63,468	23,66,51,285
Total		25,72,12,393	Total		25,72,12,393

Notes to Accounts are mentioned in Schedule H
The Schedules referred to above, form an integral part of the
Balance Sheet

Place: Mumbai
Date: 14th September, 2016

As per our report of even date
For Haribhakti & Co. LLP
Chartered Accountants
ICAI Firm Registration No. 103523W/W100048

Atul Gala | Partner
Membership Number: 048650

For Teach to Lead

Trustee

Trustee

CFO

INCOME & EXPENDITURE

SCHEDULE IX
(Vide Rule 17(1))

Registration no: E-25360 dated December 24, 2008
FCRA registration No. 83781358 dated January 11, 2013

Bombay Public Trusts Act, 1950
The Public Trust - Teach To Lead
Income & Expenditure for the year ended March 31, 2016

EXPENDITURE	₹	INCOME	₹	₹
To Establishment Expenses (Schedule F(i))	4,70,85,435	By Interest (Schedule G(i)) On Bank Deposits: Accrued Realised	5,92,982 53,16,588	59,09,570 13,22,578
To Remuneration to Trustee	42,27,280	On Savings Bank Account		
To Amount written off: Bad debts Irrecoverable Other Items	- 14,000 -	By Donations In cash or kind (Schedule G(ii)) Local FCRA FCRA Donations in Kind	27,50,41,494 27,95,95,439 67,02,224	56,13,39,157
To other expenses - depreciation on fixed assets (Schedule C)	59,75,895	By Grants (Schedule G(iii)) Local FCRA	88,20,603 1,06,00,712	1,94,21,315
To Amount transferred to reserve or specific funds (Schedule A)	1,94,31,864	By Income from other sources (Schedule G(iv))		76,95,890
To Expenditure under objects of the trust Religious Educational (Schedule (Fii)) Medical Relief Relief of poverty Other charitable objects	- 41,18,37,684 - - -			
To Balance carried over to Balance Sheet	10,71,16,352			
Total	59,56,88,510	Total		59,56,88,510

Notes to Accounts are mentioned in Schedule H
The Schedules referred to above, form an integral part of the
Income and Expenditure Account

Place: Mumbai
Date: 14th September, 2016

As per our report of even date
For Haribhakti & Co. LLP
Chartered Accountants
ICAI Firm Registration No. 103523W/W100048

Atul Gala | Partner
Membership Number: 048650

For Teach to Lead

Trustee

Trustee

CFO

JOIN THE MOVEMENT

DONATE

This year, 1104 Fellows are directly transforming the lives of 37,920 children. Our mission is to mobilize and inspire a wider movement of leaders that will lead to the same transformation for all children in the country. Contribute and join the movement to fight for educational equity in India. Your donation will fuel a movement of leaders into the action required to reach our goal for all children.

Email
donate@teachforindia.org

JOIN STAFF

We are committed to our vision that all children in India will attain an excellent education. We are chasing big goals and need a diverse group of people to come together with the passion, drive, openness, and care that it takes to realize this vision. If you want to contribute to the success of our movement, join our team.

Email
careers@teachforindia.org

BECOME A FELLOW

The Fellowship is a transformational journey in leadership, impacting children by putting them on a fundamentally different life path. Teach full-time in a low income school for two years to transform the lives of 35 children, build a nation, and your future.

Email
apply@teachforindia.org

log on to our website www.teachforindia.org

TEACH**FOR**INDIA

