

ANNUAL REPORT

2016 - 2017



TEACHTOLEAD®



A LETTER FROM A STUDENT

Dear Readers,

I'm new to Teach For India and this is my first year! Before Teach For India came to my life, I kept to myself and never helped anyone in their studies or in any other area they needed help. But now, I am working to be a student leader.

In the beginning, I did not understand the concept of student leadership. As months passed, I attended extra classes with my Didi and Bhaiya and I've started thinking more about others. They are encouraging me to communicate with the outside world, interact with new people, help them and become an inspiring role model for other children. Education for me is not limited to books, even though my parents, teachers and I have a lot of expectations for my academics.

A "reimagined education" is quite a big idea. For me, education should help students understand the concepts of life. We should discover innovative ways to educate ourselves by encouraging self-studies, pre-reads, and by being creative! These are some of my plans for ensuring an excellent education for all children!

My friends have their own perspective on education. Some say, it's about getting good marks so we get admission in a good college. There are so many people with so many thoughts and each is important. I would like to thank all the student leaders who share my vision of changing the world through a reimagined education! We should help others in their difficulties, encourage them, support them, and give them confidence to face challenges. It will make them independent. I am grateful to all my Fellows for giving me the opportunity to be a student leader. I thank you all for making our studies and life so much fun and for making me confident. I will never forget these skills and what it means to be a leader. These lessons are very precious to me! Thanks to all the student leaders, didis and bhaiyas.

Suryanshi Kuyate
10 th Grade, Worli Seaface BMC English High School

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VISION

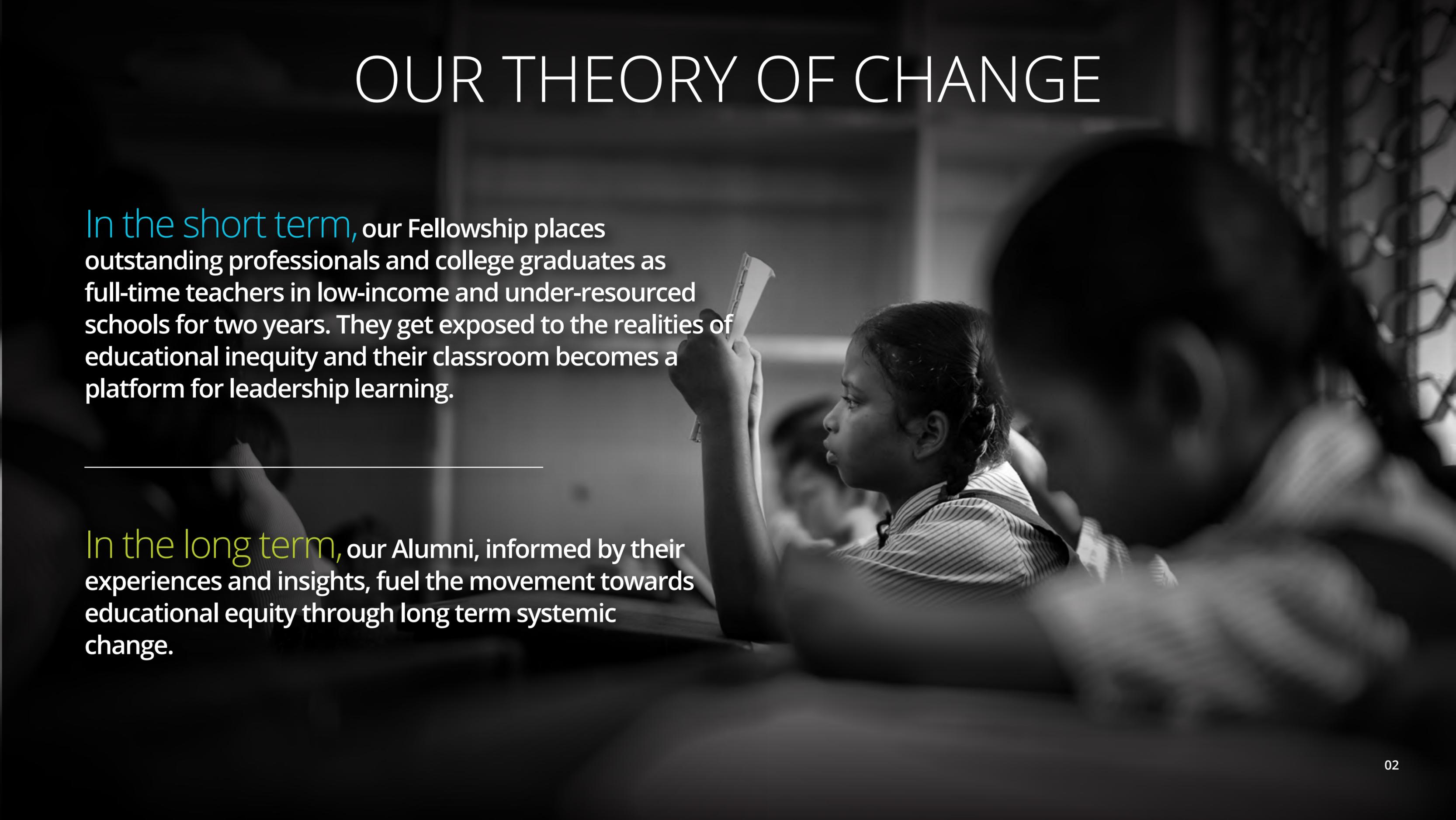
**ONE DAY ALL CHILDREN WILL
ATTAIN AN EXCELLENT EDUCATION.**

MISSION

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



OUR THEORY OF CHANGE



In the short term, our Fellowship places outstanding professionals and college graduates as full-time teachers in low-income and under-resourced schools for two years. They get exposed to the realities of educational inequity and their classroom becomes a platform for leadership learning.

In the long term, our Alumni, informed by their experiences and insights, fuel the movement towards educational equity through long term systemic change.

2016-17 GOALS

1

Recruit, select and develop 750 Fellows with the potential to become leaders who will work relentlessly to eliminate educational inequity

2

Place every child that Teach For India works with on a different life path through a focus on rigorous academic growth, values and mindsets, exposure and access

3

Inspire, network and catalyze 1600 Alumni who are at the forefront of the educational reform movement, working across sectors to ensure every child attains an excellent education

4

Generate national focus around the educational crisis in India, the importance of educational equity and the role every person has to play in solving it

5

Build Teach For India into a great, enduring institution that has the talent, passion, and resources needed to reach our vision

WHAT WE MEASURE AND WHY

We believe that the impact we have on the lives of our children is largely immeasurable. It lies in the seeds of knowledge we plant, shift in the values and mindsets we make, and change in the behaviours we drive.

While we seek to learn from the data we have, we recognize that so much of our work is intangible and invisible.

How can you record the moment when a child transforms to meet her greatest potential despite the circumstances of her birth?

How can you capture a teacher's true impact on a child's belief in herself?

How can you describe the symbol a young college student becomes to society when he walks the path less trodden?

How can you see the full value of the impact of an Alumnus who is a bright spot of hope in a system that often feels hopeless?

Therefore, the stories, data and experiences captured in this report are an honest attempt to show both the measurable and immeasurable - the collective impact of our ever-growing community.

In this report card, we'll ask and try to answer seven questions

1. Who are our children?

2. Are our children learning?

3. Who are our Fellows?

4. Are our Fellows developing into long-term leaders for equity?

5. Are our Alumni having impact towards one day?

6. Are we building a sustainable institution?

7. What are the seeds that we plant?

WHO ARE OUR CHILDREN?

52% of grade 5 students cannot read grade 2 text

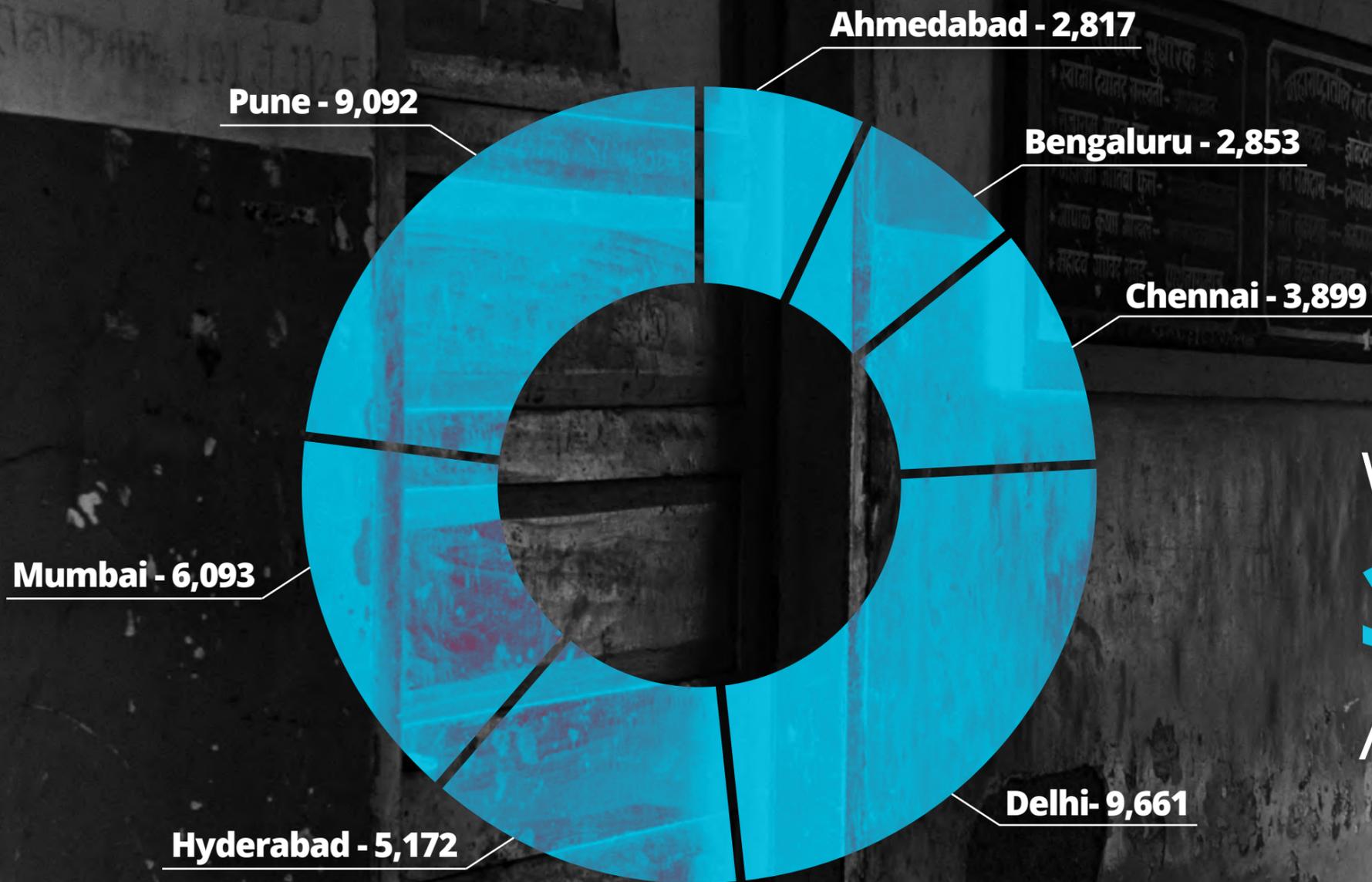
32% of grade 2 students cannot recognize numbers

76% of students don't make it to a higher education system

Our children typically live in sprawling, urban, low-income communities. Most of them live in one-room, often illegal tenements, and share a small space with their large family. They grow up with close to no privacy, in spaces that are noisy and cramped, susceptible to disease and natural disasters. Many of them lack a stable and nurturing home environment, financial stability, and the basic necessities for livelihood.

Despite these odds, our Fellows find a tremendous sense of possibility, eagerness and optimism in their students. Holding this close to their hearts, our Fellows set themselves and their children up for a journey of transformational change. Their first task at hand is to bring their students up to their grade level in the most effective and efficient manner.

What gives us hope are students like Priyanka, who after being part of the Maya Musical journey, went to Italy to study at the United World College of Adriatic, and is currently on her way to Franklin and Marshall on a full scholarship. Despite coming from a broken home with minimum access to opportunities, Priyanka seized the opportunities and found her path up the education system. This is just one of the many examples of children who are viewing the possibility of a life full of choices and success.



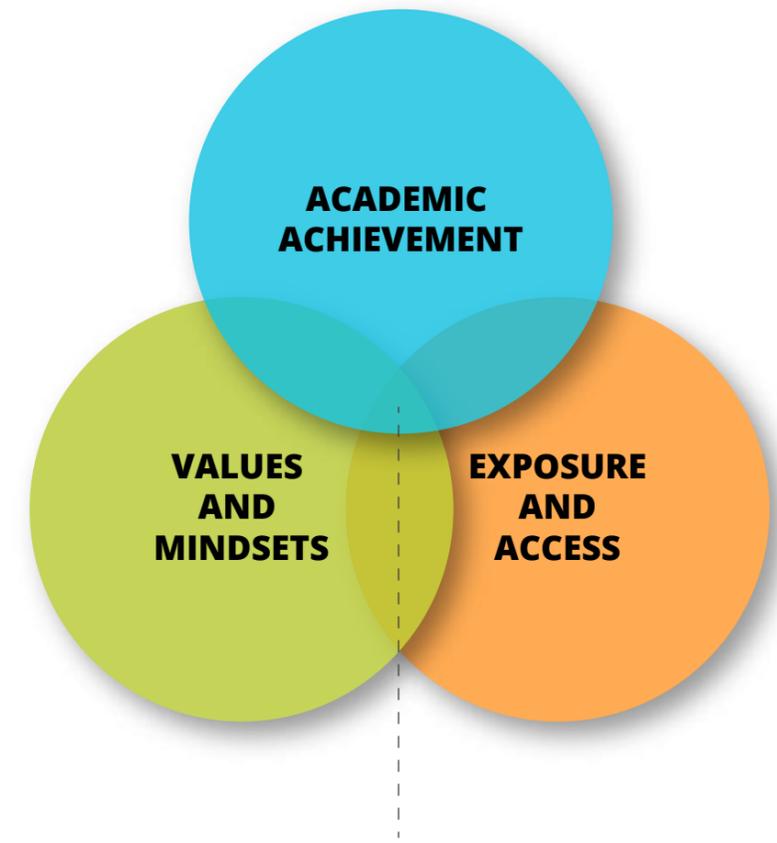
WE HAVE
39,587 STUDENTS
ACROSS 7 CITIES



ARE OUR CHILDREN LEARNING?

The Student Vision Scale (SVS) is a tool we use to gauge how our classrooms are progressing on providing a holistic education to our children. A quality education includes 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, our classrooms are rated at a 3.2 out of 5 on the SVS. This implies that students are beginning to explore themselves, the world around them and basic learning is underway in the classroom. Students are also able to demonstrate class values and think about how 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.



Students on a different life path

ACADEMIC ACHIEVEMENT

51 percent of our students were rated 4 and above on academic achievement and as per our internal assessment, average reading levels of students in secondary school went up by nearly 21 percent by the end of the year.

VALUES AND MINDSETS

36 percent of our students have scored 4 and above as compared to only 25 percent last year. This increase is a result of our Fellows' ongoing efforts and commitment to shifting the way their students see and live life.

EXPOSURE AND ACCESS

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

Little Voices Big Ideas: Two children scripted and co-hosted a talk show that serves as a platform to engage communities on pressing topics and critical issues. This talk show is available as a web-series on our Youtube channel. This platform is an opportunity for our students to demonstrate their research, communication skills and share their stories with the world. Click [here](#) to watch the episodes from Season 1.

Voices From Malvani: Voices From Malvani is weekly periodical authored and produced by students in Malvani, a lower income settlement in North Mumbai. Students, with the help of their Teach For India Fellows, use this online and print periodical to share ideas, opinions and stories from their communities and have almost 100 subscribers! Every article is an original piece of writing or artwork created by a student. The writing includes fiction, interviews, dialogues, and research articles and also features comic strips, informative posters, creative sketches and paintings.



STUDENT LEADERSHIP - MAYA 3.0

In 2014, Teach For India staged a Broadway-style musical called Maya. The Maya story follows a young princess who is on a journey to bring “light” back to her kingdom, but discovers that the light she is seeking is within her all along. The Maya production demonstrated the incredible potential of all children and inspired our focus on student leaders as changemakers. Today, the values of courage, compassion and wisdom symbolized by the Maya story guide the Maya Movement: an initiative that helps students research, design and execute projects to improve their communities. “Maya 3.0” aims to cultivate student leadership and accelerate progress towards our vision.

In 2016 the Parth Education Foundation in Delhi worked with their students and re-enacted the original Maya musical production! The students went through a similar journey of learning the arts, understanding and experiencing the values of courage, compassion and wisdom, and putting on a truly fantastic performance of the Maya Musical.

Similarly, the students at Epiphany school in Pune, staged a breathtaking performance. The collective action of the students, Fellows, teachers, Head Masters, and two Maya students, who worked relentlessly to make this a success, is commendable. We can see the values of courage, compassion and wisdom, embedded in Maya's Story, spread across schools and cities that are helping students contribute to their communities everyday.



Ahmedabad: Some of our third grade students in Ahmedabad set out to do more than solve problems -- they wanted to engage their community members in a novel, creative way. The Forum Theater was that way! These students analyzed their community and arrived at three pressing problems. Being action oriented, they decided to educate the community about each problem by enacting a play and asked the audience to “step into” the performance to contribute ideas. The message was that “everybody has a Maya inside them!” In the process of creating the Forum Theater, they learned about Theater of the Oppressed along with other art forms, and how to devise better solutions to problems.

Pune: 25 seventh-grade students at Anjali English Medium School decided to address the challenge of lack of hygienic sanitation facilities in their neighborhood. They started by surveying residents of the Ramwadi slum about toilet use, drainage systems and garbage. Through the survey they realized that the main issue contributing to poor sanitation in the community was lack of clean water and drains. In order to showcase their findings, they spoke to other children in the slum. Gradually, the students brought parents to meetings where they presented their ideas about improving the situation. With the help of their Teach For India Fellow, they connected with Samagraha, a nonprofit, to construct toilets and collectively ensured that the community used these facilities properly. Once the project was complete, they summarized their thoughtful, action-oriented response in the form of a play.

Mumbai: Our Maya Students in Mumbai chose to promote the idea of student leadership and encourage other children to embark on projects as they do. The students immersed themselves in a community they weren't familiar with, to meet people from diverse backgrounds. Each student interviewed either an adult or a child, and discovered that each person had a unique, and often hard-hitting, story. The children wrote monologues and choreographed dances about each individual, assuming the role of the subject. When performed together, they created a tapestry of the community and told stories of people who might have otherwise been invisible. Finally, they collaborated with their Fellow to encapsulate their experience in a film that would help other children replicate this project and inspire them to create even more!



Delhi: Dimple and her friends from the community of Sangam Vihar in Delhi decided to start a movement against child sexual abuse, when they realized how this social evil was creeping into the lives of their classmates and community. Through a three-month long research project, they developed a report on sexual abuse within their community and shared it with their teachers, school leader, the police, local NGOs and their local government representatives. Through workshops and campaigns they reached out to nearly 400 children and community members, to shift their mindsets and spread awareness.

Bangalore: Leaders come in all shapes and sizes and, and so does love. Love for other humans, love for the community, and love for the environment. Little Humans of Udbhava, a Maya project in Bangalore successfully organized an interactive Seva Cafe- featuring handmade cards, bookmarks, and local food items prepared by students. The children used this platform to present their vision for community cleanliness. Reliant on altruism and the power of love, the Café raised sufficient donations towards student led community projects. Some of the students used their Seva Cafe funds to buy and set up segregated dustbins in their school and community.

POETRY BY OUR CHILDREN

Story of Strength

Strength is a powerful little girl
who stands with silent pride in your shadow
she is a spark that doesn't need a single second
to be transformed into fire
"Strength" she is the pillar of your nature
she is amazing, a great, a mysterious creature
strength has a backbone made of steel
she can carry you through almost any ordeal
and make you smile, no matter how you feel

Akash

Story of Inspiration

Inspiration is just beyond the next mountain.
so while you climb in the shadows...
remember she is there.
Inspiration will hit you like a strong gust of wind
just as you take your final step up
and look at the view
she will widen your eyes and slow down your breath
and make you feel big. So big So big.

Kadambari

ACCORDING TO A RECENT SURVEY OF OUR STUDENTS' PARENTS...



88%

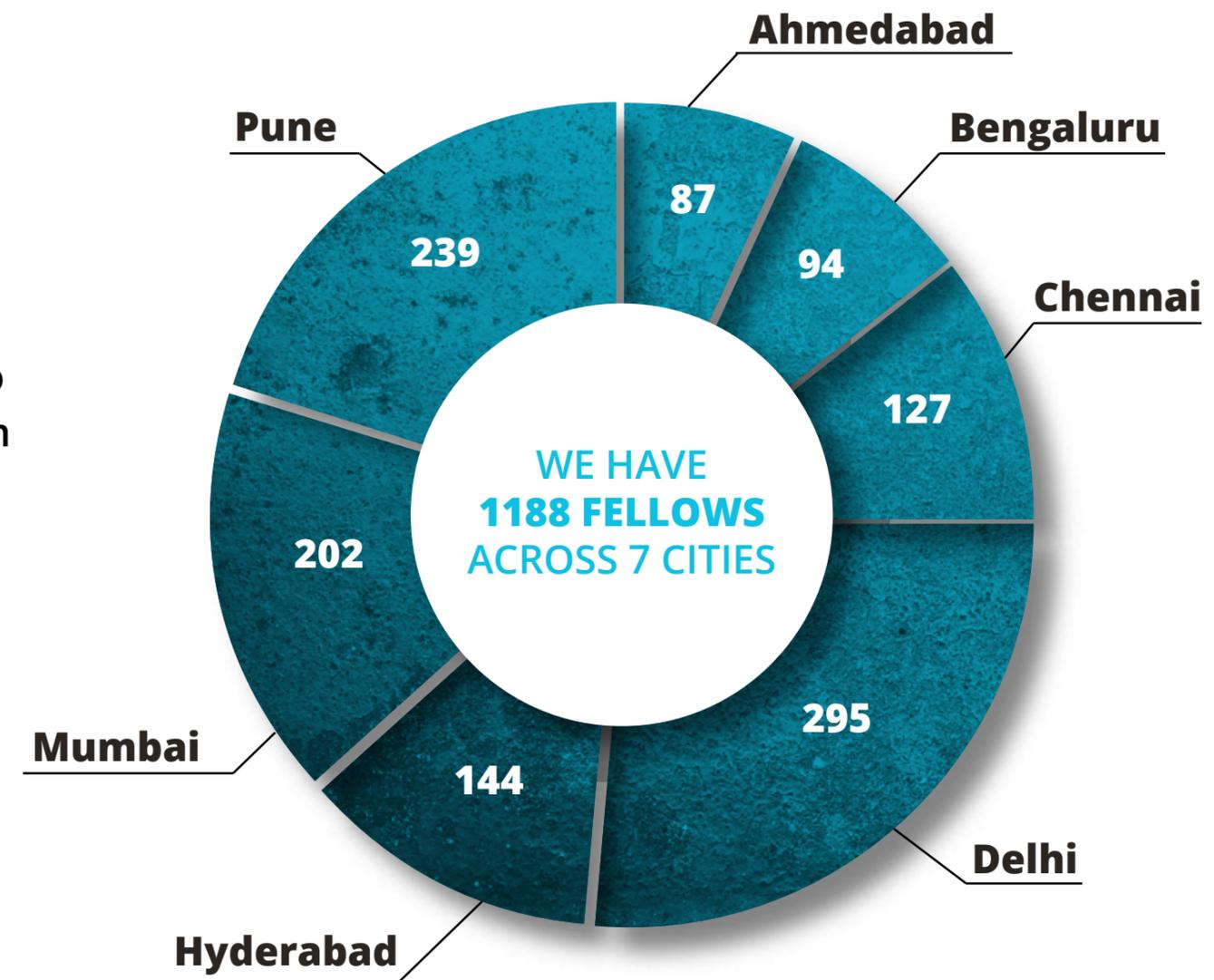
agreed their child grew more confident through their engagement with the Teach For India community



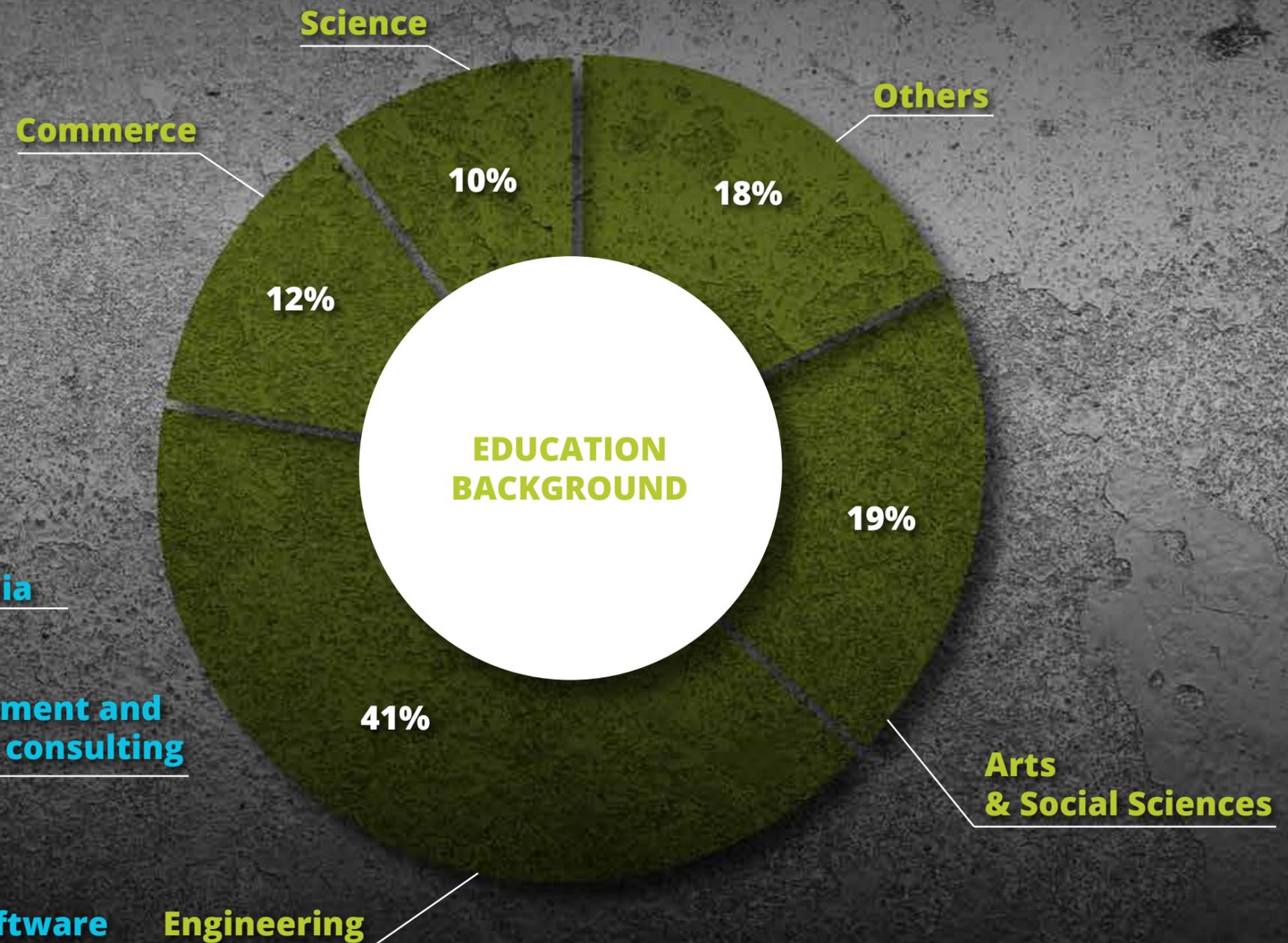
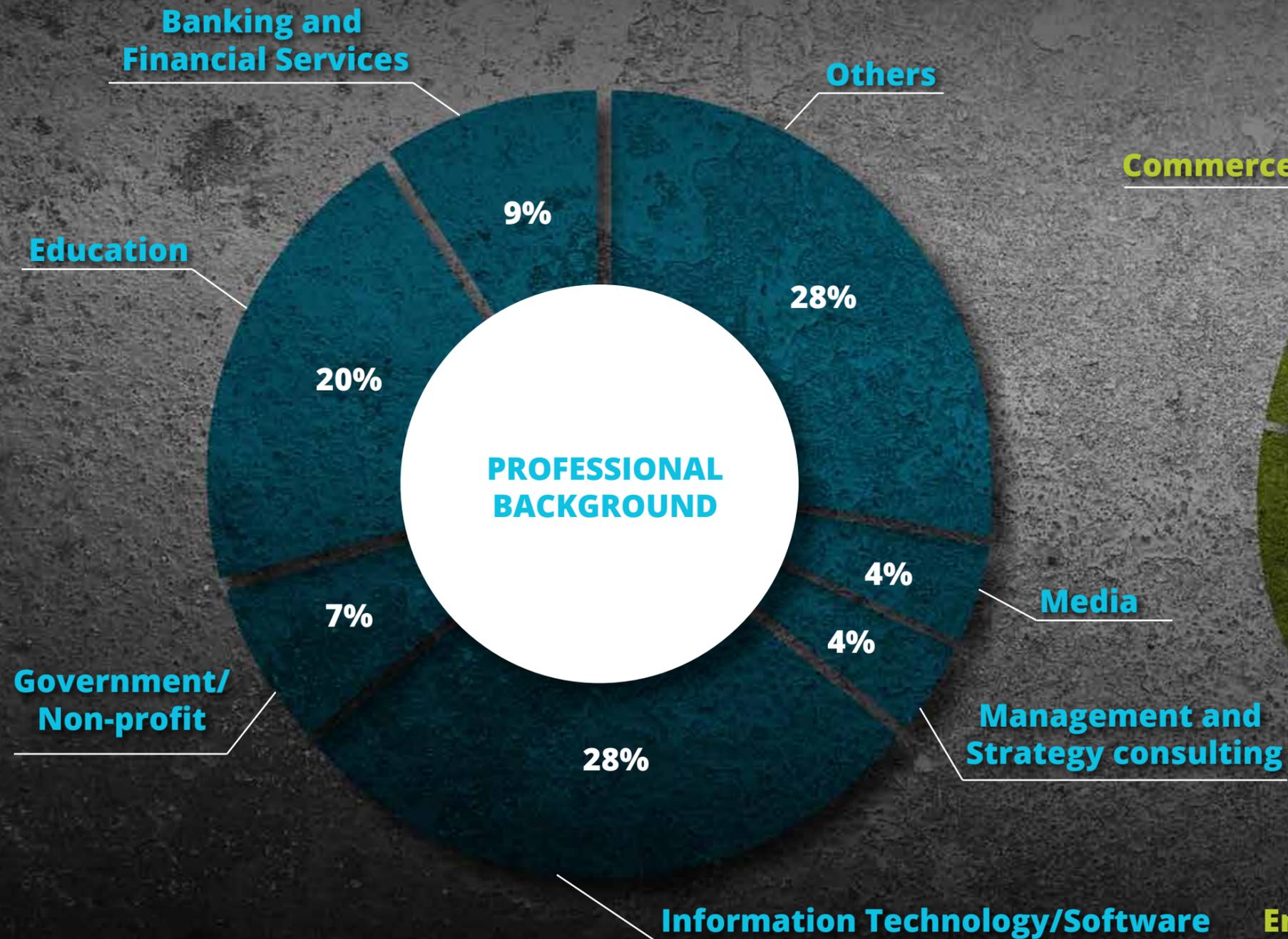
WHO ARE OUR FELLOWS?

We believe that our Fellows are going to be leaders of the movement towards educational equity, and to that end, we seek to recruit outstanding graduates and professionals. In 2009 we received 1,200 applications and today this number has grown to 13,500, resulting in a selectivity rate of approximately 7 percent. Our Fellows bring a diverse set of skills from more than 300 college campuses and 500 companies, and experiences from urban and rural India, and abroad. In addition to passion and commitment to our vision, we look for critical thinking and problem solving abilities. Our Fellows must communicate effectively with various stakeholders, and set high expectations for themselves and for others. Finally, we aim to identify those who will develop their leadership potential throughout the Fellowship.

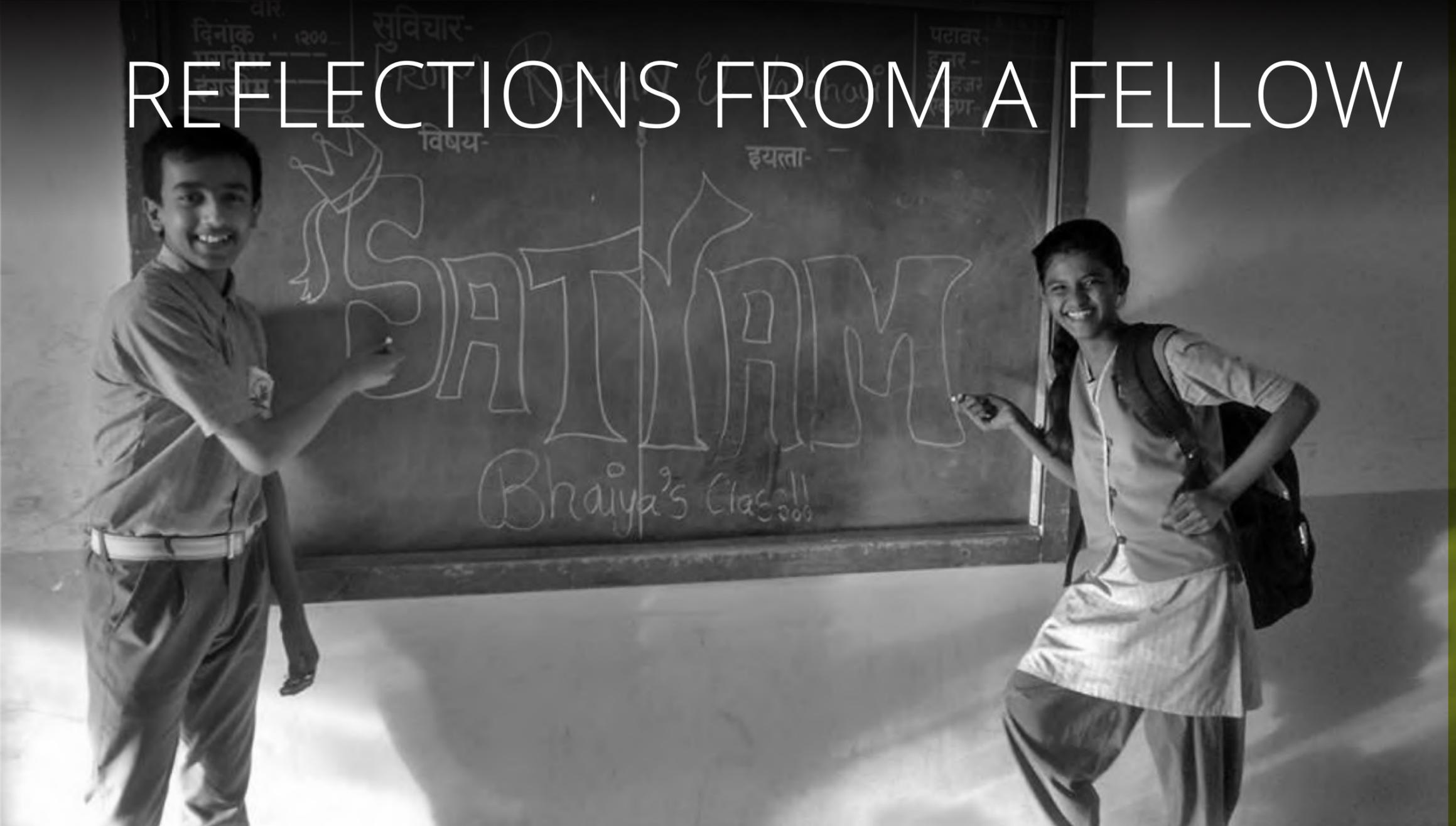
In 2016, 607 Fellows joined the program with over 55 percent with professional work experience from consulting firms, IT, Banking, Government and the education sector.



BACKGROUND OF OUR FELLOWS



REFLECTIONS FROM A FELLOW



Satyam Mishra, 2015 Fellow, currently working with refugee children at the Malala Yousafzai All Girls School in Lebanon

One of my students, Salman, comes from a family of limited resources, and one day in conversation he mentioned he was 'satisfied' scoring 70-75 percent in Math. Somewhere, I knew his potential was way more. We started working on numbers, and talking about the engineering colleges such as the Indian Institute of Technology. I used Bollywood songs to teach the class trigonometry and the Hollywood movie '21' to teach probability. Salman worked harder and harder, and after a point, his speed and accuracy jumped. He ended up

scoring 94 percent in Math in the tenth grade this year! Salman realized he was capable of more and that simply being "satisfied" is not a virtue. He now wants to go to Massachusetts Institute of Technology. I hope he does, he deserves it! My students' dedication over 16 months earned us a class average of 80.3/100 and 95 percent of my students crossed 70 percent, but most importantly, they showed me what perseverance looks like. A lesson I hold dear to me, everyday.

REFLECTIONS FROM A FELLOW



**Neida Khurshid, 2015 Fellow
currently working with
Teach For India in Ahmedabad**

“I have learnt that each one of us is a leader. The person who can help someone realize that about themselves is a leader in the truest sense. A leader is patient, non-judgemental, genuine and empathetic. One key takeaway from my journey is that a leader is a learner, faster to adapt to changes than anyone else. My biggest learning from the journey is that a leader believes in the cause, reflects and has goals that are concrete. What has played out the most in my journey as a teacher is to be able to put others before myself, which is very synonymous to a leader.

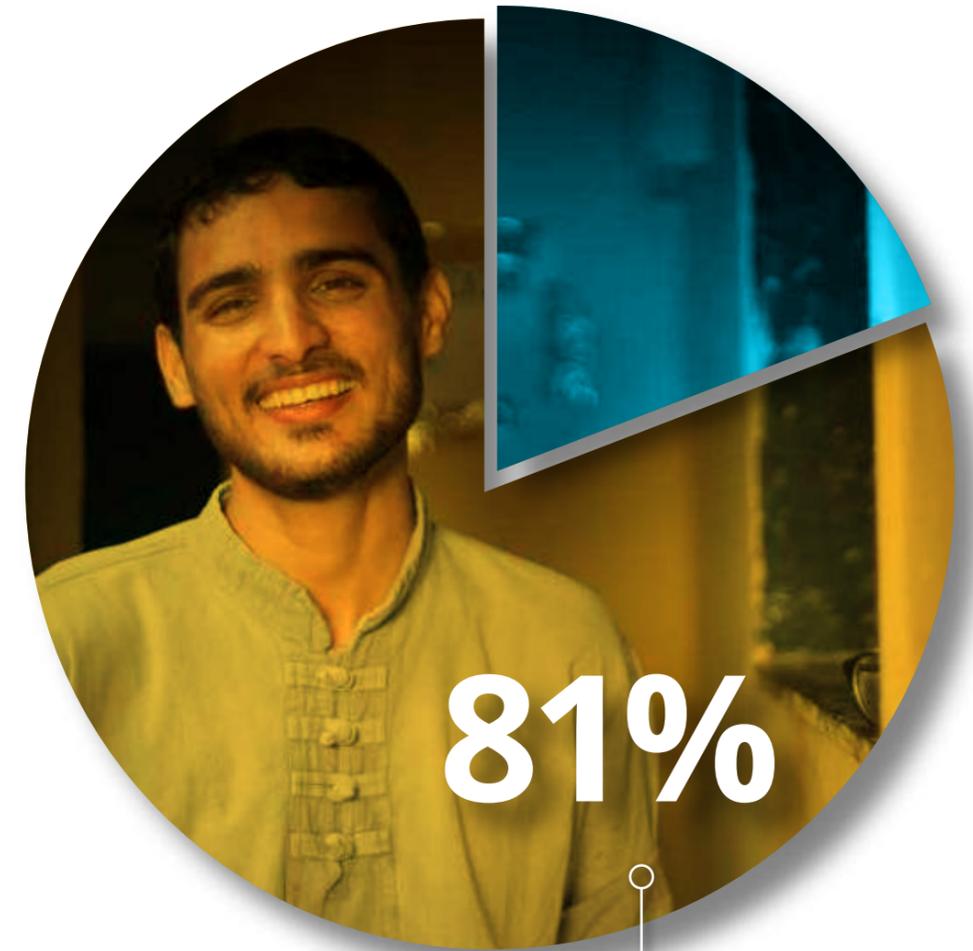
A teacher facilitates collective action and values by embodying the message. Teaching has helped me evolve into a more conscious person, one who is aware, planned and prepared. It has helped me understand contexts and communities better. If I had to re-do my Fellowship, I would start by first getting parents and my children’s tuition teachers on-board to invest and leverage their presence in their child’s education. This would have helped me make a greater impact on the children and would have ensured enduring results on the classroom as a whole.”

Click [here](#) to watch Neida’s Transformational Impact Journey video.

FELLOWSHIP COMMITMENT SCALE

The Fellow Commitment Scale measures progress on the three commitments that we believe are essential for leaders striving for our ultimate vision.

- » **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.



81%

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

According to a recent survey conducted with our Head Masters:

- » **85%** agree that our Fellows have a positive influence in the school environment.
- » **92%** of them would continue to place our Fellows in their schools in the next academic year.

ARE OUR FELLOWS DEVELOPING INTO LONG TERM LEADERS FOR EQUITY?

Throughout their two years, Fellows regularly assess their progress on the Fellow Commitment Scale and determine how they will continue to improve. In addition, they routinely measure their students' progress in academics, values and mindsets, and access and exposure on the Student Vision Scale. 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.

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.

IMPACT STORIES

Sahil Gandhi, 2015 Fellow

While teaching in New Usmanpur in New Delhi, Sahil Gandhi, a 2015 Fellow realized that his students lacked knowledge on current affairs. To address this challenge, Sahil initiated structured quiz competitions in his class and gradually with the help of three other Fellows in Delhi, he formed inQUIZitive, a quizzing league for underprivileged students. In April 2016, four months after their first meeting, the organization held its inaugural competition, which drew participation from 2,800 students from 57 classrooms across the city. They also recruited renowned quizmaster Kedar Sastry and recently partnered with Quizcraft Global Knowledge Solutions, a national company that manages live competitions and online contests. inQUIZitive is now working to build a robust research culture among its students, aided by net-based tools. They are focused on reaching more children and expanding their network beyond Teach For India schools. Their goal is to instill a lifelong curiosity about the world in every student, one trivia question at a time!

Shivaranjani R, 2016 Fellow

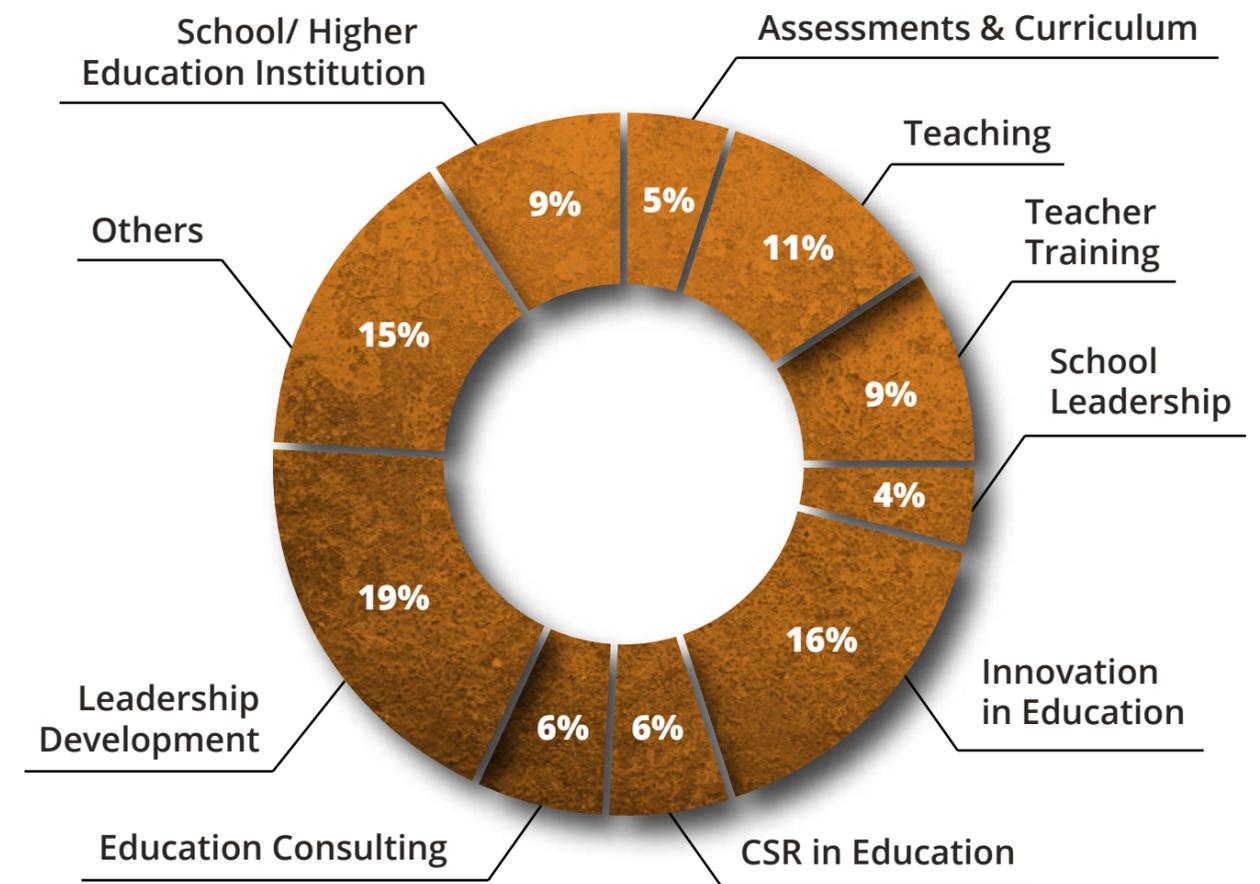
Together with her eighth-standard students, Shivaranjani R, A 2016 Fellow, at Chennai Girls Higher Secondary School in West Saidapet, initiated a project to grow vegetables on the campus to help her students learn more about agriculture and help the school become self-reliant. "We were having a problem-solving class, where we discussed the floods which hit the city and how important it was for us to align with nature. We then decided to do our bit by having our own organic garden at school," said Shivaranjani. In collaboration the faculty, students and Grow Your Own Veggies Trust, they kick-started the project, where students sow native seeds of three varieties. "The fenugreek seeds have sprouted. It is a great experience watching it," says one of her students. The students are assigned shifts to water the plants. "The moment school is over, they all rush to the plants and spend their time observing and learning about them. A few have also started growing plants near their houses" says Layla P.G., the principal of the school.



ARE OUR ALUMNI HAVING IMPACT TOWARDS OUR VISION?

We envision a movement of Alumni, working in positions of influence across sectors, who are committed toward ending educational inequity in our country. By 2016-17, our growing Alumni community consisted of 1472 individuals. A survey conducted in 2016 revealed that 74 percent of our Alumni are working across the education ecosystem: in schools, nonprofits, corporates, and with national and local government bodies. As we embark on the next phase of our journey, the big question we are asking ourselves is **“How can we continually expand the individual and collective impact of our community towards our vision?”**

Our Alumni are working in the educational sector in a range of pathways



Source: Internal Alumni survey conducted in 2016.

ALUMNI POSSIBILITIES COMING ALIVE

InnovatED (A National Initiative)

InnovatED, is an incubator program for early-stage entrepreneurs from the Teach For India network who are working towards eliminating educational inequity. We identified 12 aspiring individuals who are addressing diverse issues including parent and community engagement, school leadership, teacher-training, educational technology and education management information systems. The program will support these early-stage entrepreneurs and help them fully establish their organizations in the coming months. Support includes a stipend for eight months, professional advice in areas such as legal, human resource, finance, and access to coaches and mentors and a community of entrepreneurs. We will also facilitate national level innovation boot camps throughout their incubation period to monitor growth and impact.

System Leadership Accelerator (A National Initiative)

System Leader Accelerator, is a program to deepen our understanding of how to cultivate and develop Alumni leaders towards a shared vision of change. As a part of this initiative, we selected 25 Alumni members who have actively engaged with frameworks of adaptive leadership, educational change and systems-thinking. Last year, we also conducted a series of three experiential workshops that took place in Pune (in partnership with Adaptive Change Advisors), in Bangalore (in partnership with Azim Premji University) and in Jhunjhunu (in partnership with Kaivalya Education Foundation).

ALUMNI CITY INITIATIVES

Pune: School Transformation Accelerator

A Pune-centered program, School Transformation Accelerator, was designed in partnership with Joseph Cubas from Avasara Academy. The program aims at creating a community of Alumni who will work towards building excellent schools and accelerate impact. We selected ten Alumni members who were directly working in supporting schools, or were involved in school transformation projects at scale. As a part of this program, these members took a series of workshops on leadership and personal effectiveness. 70 percent of participants rated the program at 4 or higher on a scale of 5!

Mumbai: School Leadership Incubator

A Mumbai based program, School Leadership Incubator, was designed in partnership with Akanksha Foundation, The American School of Bombay, Adhyayan, and the Shishuvan School. The Incubator program includes a series of workshops on a range of topics, from educational philosophies, perspectives on school leadership, to conducive school environment for holistic development of children. As a result of this program, more than 20 Fellows and Alumni were equipped with the knowledge, skills, and mind-sets to take up roles of school leadership in low-cost government and private schools and 14 such positions have been secured!

Chennai: Fellow Durbar

The Fellow Durbar program was launched in Chennai last November. The objective of this initiative is to build a platform for Fellows to interact with our Alumni network and the larger educational community including Head Masters and other partners. This is a platform for our Fellows to keep themselves informed about the challenges and innovative best practices in the education space. In addition to creating an enabling environment, these sessions have resulted in tangible outcomes such as opportunities for internships and full time positions for the Fellows and potential partnerships for new initiatives.

“ Such spaces are essential to build culture and help people connect with one another. I used to lead something similar at Cognizant. Appreciate that you are taking the effort to do this here. ”

- Ms. Rajshree Natarajan, COO, Cognizant

ALUMNI IN FOCUS

Anurag Kundu, Member, Education Task Force, Government of Delhi

Theoretically, the national Right To Education Act (RTE) guarantees a good education to all. It also dictates that every recognized “private unaided school is required to reserve 25 percent of its entry level seats for students from economically weaker sections and socially disadvantaged groups” (Section 12 (1) (c)). However, when 2013-2015 Alumni Anurag Kundu began conducting research after his Fellowship, as the Lead of Advocacy and Community Engagement at Indus Action, he discovered that a majority of private schools regulated by the North, South, and East Delhi Municipal Corporations (MCD) were in violation of this provision. Deeply disturbed by the injustice, Anurag began documenting the violations to draw attention to incidences of non-compliance. He spent a year filing Rights to Information (RTIs), publishing a research study, writing to child rights commissions, and coordinating with other organisations who work on similar themes. He sought help from legal professionals and activists, and organised calling campaigns with elected municipal representatives. When his efforts failed to break through the apathy of political and government officials, he filed a Public Interest Litigation (PIL) in December 2016 – the linchpin of his relentless struggle – that marked the beginning of a four-month long courtroom battle. On 26th April 2017, the Delhi High Court ordered the MCD to make the admission process under this provision in private schools fair and transparent. This was a major victory for Anurag and his team.

“ This will guarantee the rights of approximately 12,000 children annually in Delhi! Plus, it sets a precedent that can be used in other states when seeking the court’s help ”

ARE WE BUILDING A SUSTAINABLE INSTITUTION?

This year our community grew to 240 Staff members, 1200 Fellows, 1500 Alumni and 40000 children spread across 350 schools. We received nearly 15151 applications through our last recruitment cycle with a selection rate of 6.9 percent.

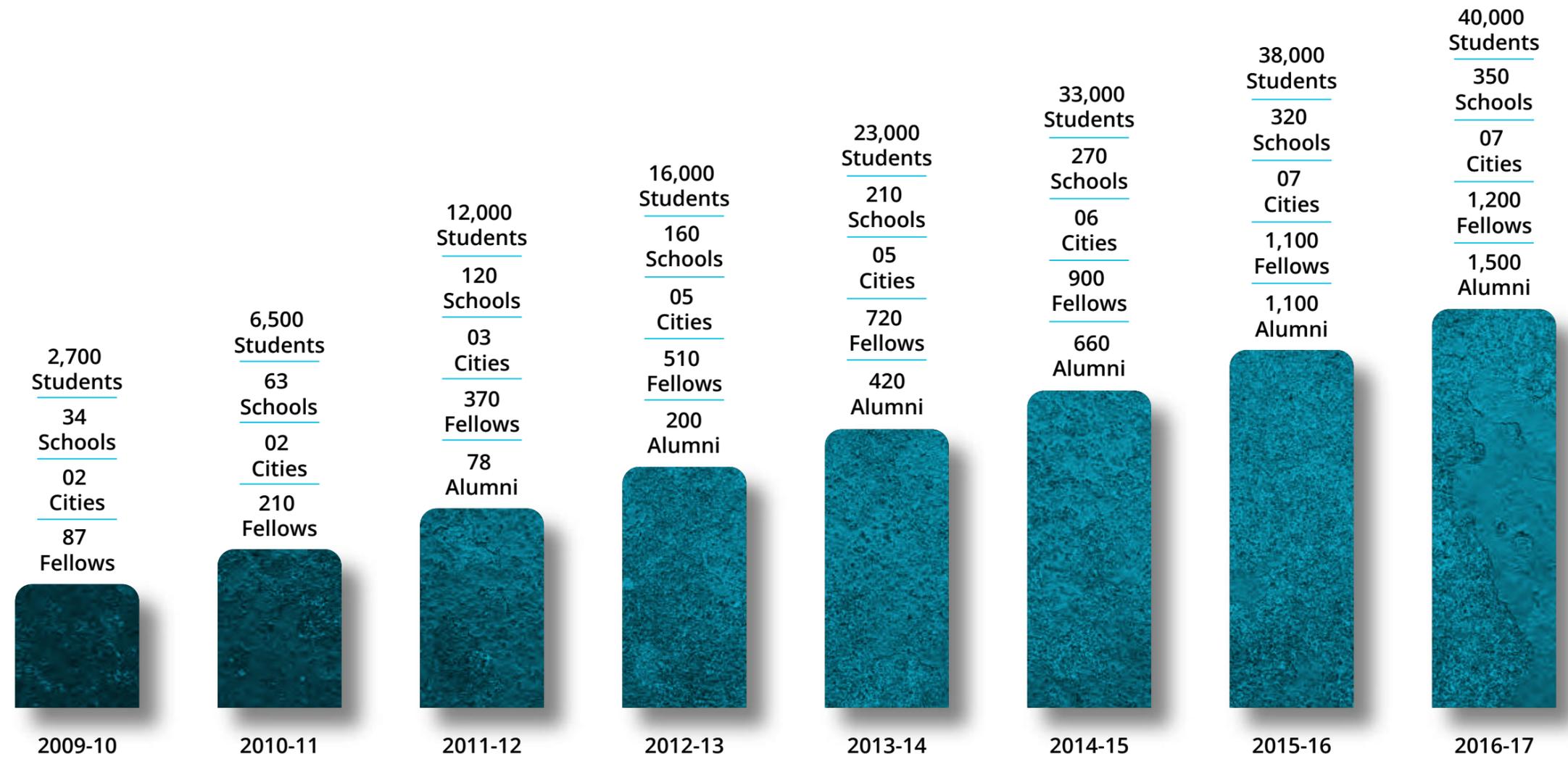
Our formidable force of passionate, talented staff members are both enablers and architects of the movement. They come from diverse backgrounds - some having worked with leading corporates, some with non profits and some from the Fellowship - but all are united by their unwavering belief in the mission. While they work relentlessly towards achieving it, this journey pushes their own growth and learning and all of this is fostered by the culture of trust and autonomy, warmth and openness.

Last year, we featured as one of the **Top 5 NGOs** to work for in India through a survey conducted by Great Place to Work. This award took into consideration five dimensions of workplace culture: credibility, respect, fairness, pride and camaraderie. As per the 'Engaging For Results' survey conducted by the Boston Consulting Group, 95 percent of our staff believes in Teach For India's vision and values, 93 percent feel pride in working for Teach For India and 91 percent understand how their work contributes to the success of Teach For India.

“ I love the fact that I am someone whose actions are directly counted in the organisation! This connect and satisfaction go over and above everything else. ”

- Staff member

OUR GROWTH



Fellow Growth 13x

Alumni Growth 26x

WHAT ARE THE SEEDS WE PLANT?



Firki is India's first and only online teacher training portal: a world-class, open-source, blended learning program for teachers across India to use and transform their teaching methods.

While several factors contribute to student achievement, research suggests that among school-related factors, "Teachers" matter most. Therefore, there is an urgent need to focus on attracting the best and provide them with effective ongoing training, support and professional development.

Firki, by Teach For India does just this! Through a blended learning model, Firki focuses on the principles and strategies, which have proven successful in improving teacher competencies in low-resource communities.

Through online learning, in-person training, one-on-one coaching and classroom observation and feedback, Firki helps teachers identify their strengths and leverage them to build an effective practice, leading to improved student outcomes.



TFIX

TFix is a year long incubator program for passionate entrepreneurs who are willing to adapt Teach For India's model to their context and region. Last year, we selected our first batch of eight promising entrepreneurs from across India including Saharsa (Bihar), Kolhapur (Maharashtra), Palampur (Himachal Pradesh), Gopalganj (Bihar), Kotra (Rajasthan), Pune (Maharashtra), Gurgaon (Haryana) and Munger (Bihar).

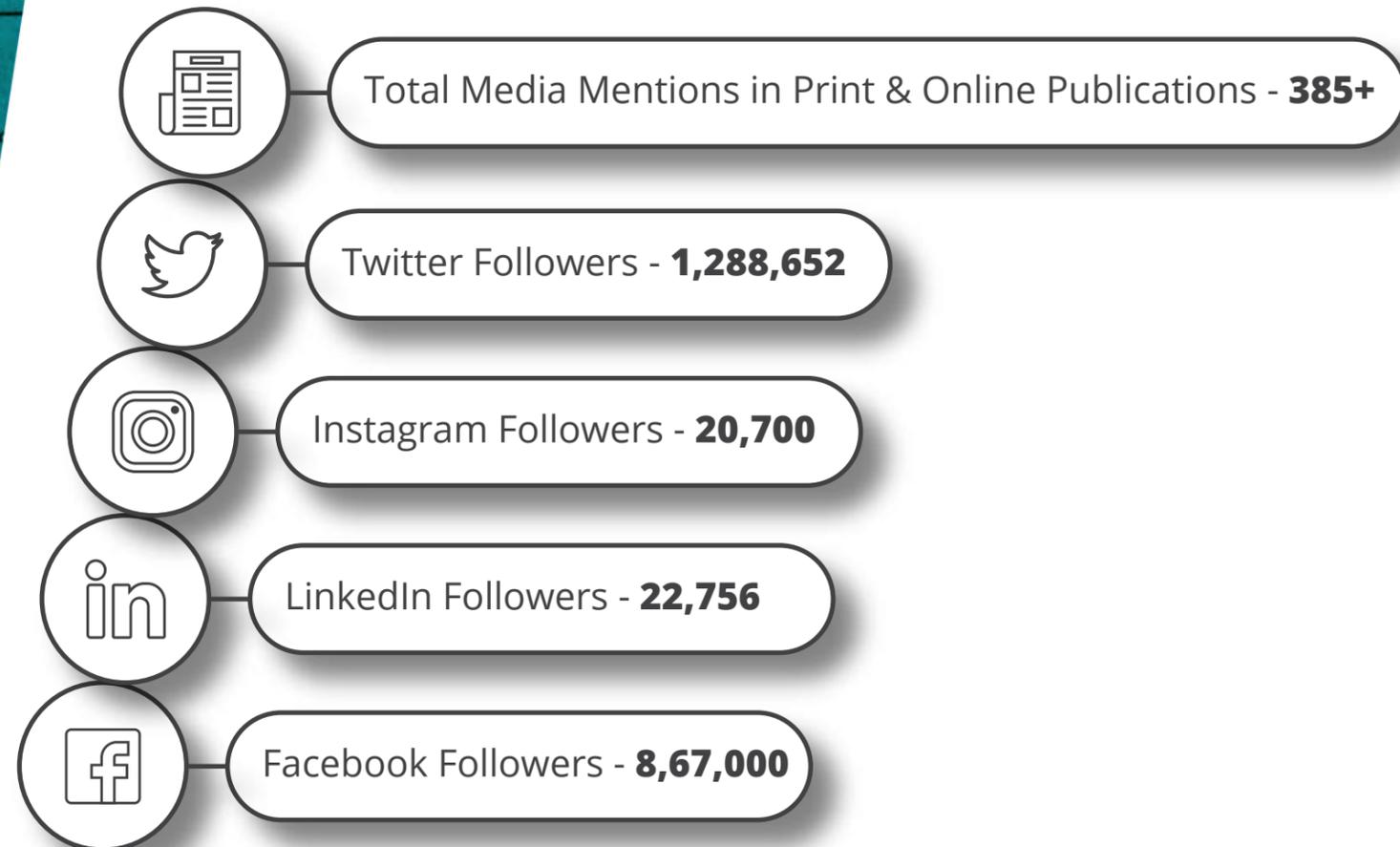
These eight entrepreneurs are working to eliminate educational inequity in their regions through technology, sports, project-based learning in math and science, art, storytelling, drama and by cultivating 21st century skills. In the last few months, these promising individuals received a highly customized support program. They traveled and shadowed existing Teach For India Staff, found mentors, received exclusive coaching from the TFix team, fostered strong relationships with other TFix entrepreneurs, and built an ongoing ecosystem of support for themselves. Wherever possible, we also help these entrepreneurs access resources, and provide need based scholarships in their incubation year.



MEDIA

Changing the Conversation

Our Students, Fellows and Alumni are challenging the status quo in education by transforming their schools, impacting their community, setting up new ventures, creating new opportunities in the education sector and more. Their stories are regularly featured in leading mass media channels through articles, radio shows and interviews.



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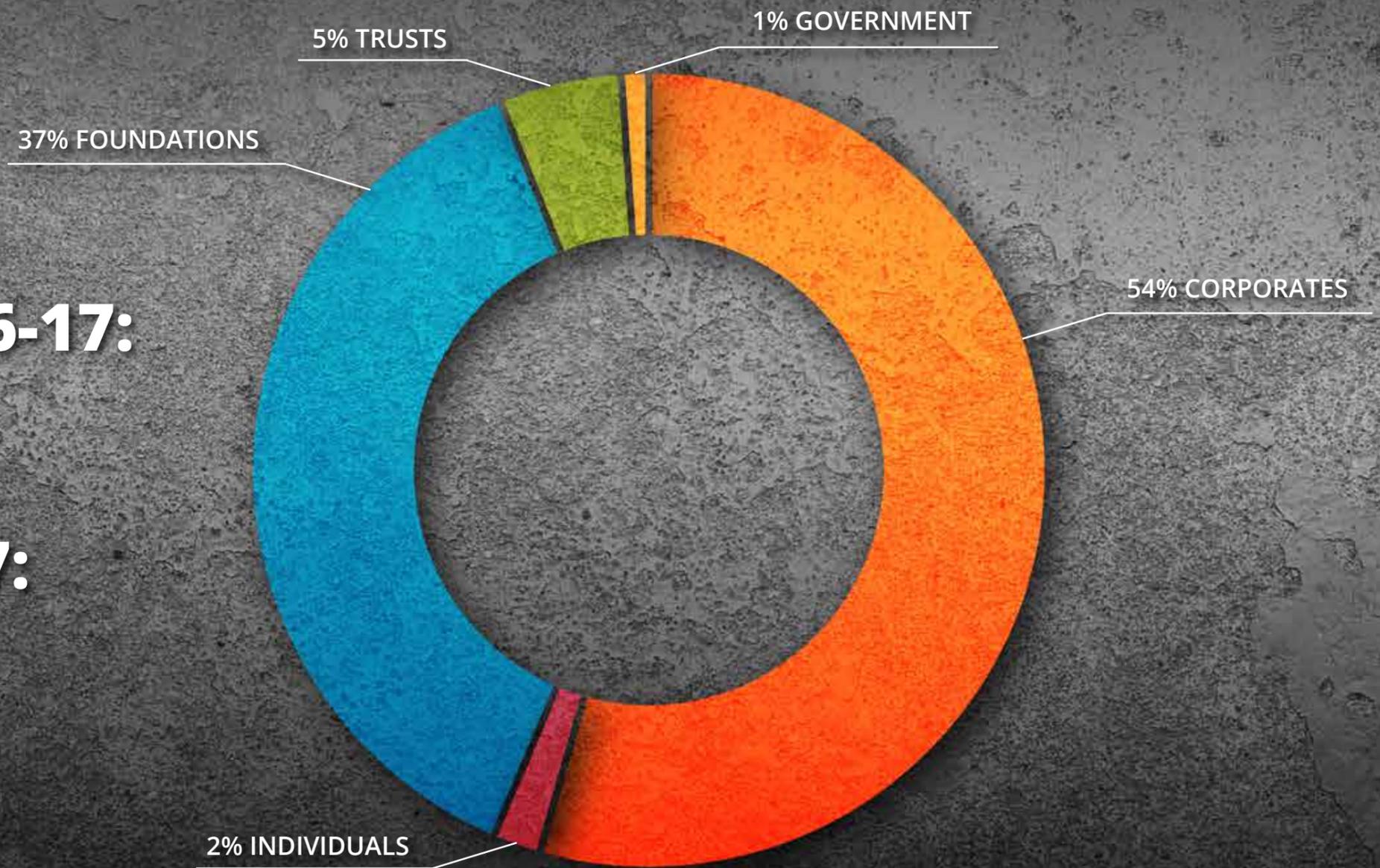
Western Outdoor Interactive Pvt. Ltd.

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.

FUNDING BY WORKSTREAM

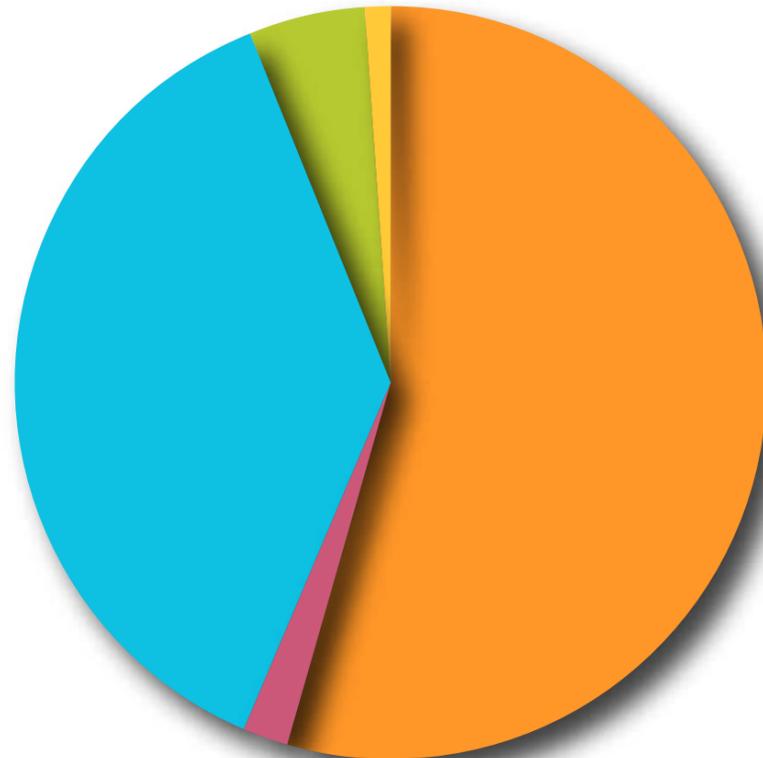
**Earmarked donation 2016-17:
INR 1,51,00,000**

**General donation 2016-17:
INR 53,66,30,910**



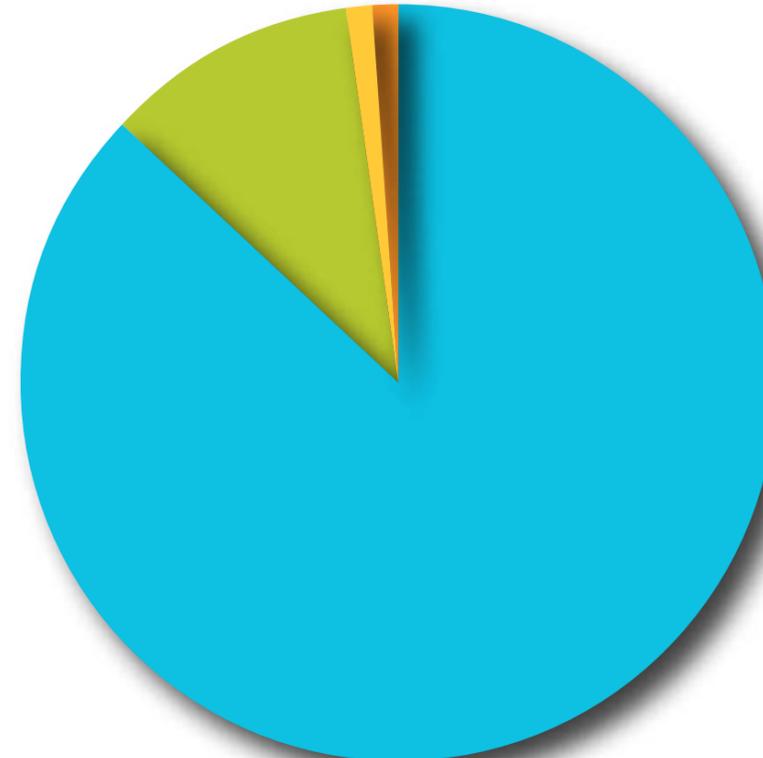
FINANCIAL SNAPSHOT

WHERE THE MONEY CAME FROM



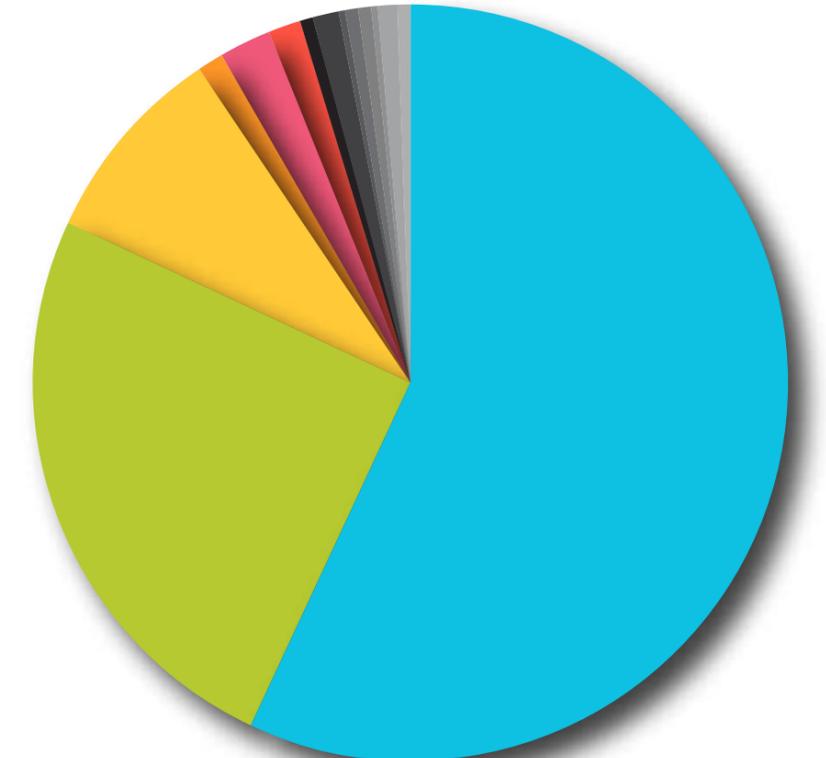
- Foundations - 37%
- Trusts - 5%
- Government - 1%
- Corporates - 54%
- Individuals - 2%

HOW THE MONEY WAS SPENT



- Programs - 87%
- Administration - 11%
- Fund Raising - 1%
- Depreciation - 1%

PROGRAM COST SPLIT



- Fellows - 57.1%
- Staff Salaries - 25%
- Training & Teaching - 8.5%
- Other Program Costs - 1.1%
- Travel - 2.2%
- Fellow Projects - 1.5%
- Student Impact - 0.6%
- Recruitment & Selection - 0.9%
- Teacher Training Program - 0.4%
- Secondary School Support - 0.5%
- TFlx Project Expenses - 0.5%
- Chennai Schools Flood Relief Program - 0.4%
- Section 35AC Project Expenses - 0.9%
- Maya 2.0 Expenses - 0.3%

SUMMARY BALANCE SHEET

(Rupees in Lakhs)

FUNDS & LIABILITIES	2016-17	2015-16	PROPERTY & ASSETS	2016-17	2015-16
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	81.55 24.18	36.18 106.08
Other Earmarked Funds (created under provisions of the trust deed or scheme)	55.02	87.14	Less: Deduction during the year Less: Depreciation for the year	105.73 - (49.79)	142.26 (0.96) (59.76)
Liabilities For Statutory Dues For Expenses For Donations received in advance	50.67 177.86 935.51	30.73 154.95 953.59	Advances To Fellows for projects To Others	1.86 40.57	0.79 46.93
	1,164.04	1,139.27	Income outstanding Income receivable Interest	42.43	47.72
Balance as per last Balance Sheet Add/(Less): Surplus/ (Deficit) as per Income and Expenditure Account	1,345.70 (28.98)	274.54 1,071.16	Other asset receivable Deposits TDS Receivable Others	16.32 4.80	12.20 5.34
	1,316.72	1,345.70	Cash and Bank Balances a) In Saving account In Fixed Deposit account b) Other (Cash on Hand)	21.12	17.54
			Deposits TDS Receivable Others	16.10 51.88 0.06	12.35 46.43 0.03
			Cash and Bank Balances a) In Saving account In Fixed Deposit account b) Other (Cash on Hand)	68.04	58.81
			a) In Saving account In Fixed Deposit account b) Other (Cash on Hand)	497.87 1,848.99 1.40	305.88 2,058.00 2.63
				2,348.26	2,366.51
Total	2,535.79	2,572.12	Total	2,535.79	2,572.12

NOTE :

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

(Rupees in Lakhs)

EXPENDITURE	2016-17	2015-16	INCOME	2016-17	2015-16
To Establishment Expenses	606.45	470.85	By Interest		
To Remuneration to Trustee	47.98	42.27	On Bank Deposits:		
			Accrued	5.34	5.93
			Realised	73.14	53.17
To Amount written off:				78.48	59.10
Bad debts	-	-	On Savings Bank Account	11.36	13.23
Irrecoverable	0.08	0.14			
Other items	-	-	By Donations in cash or kind		
To Other expenses - depreciation on fixed assets	49.79	59.76	Local	2,950.20	2,750.41
To Amount transferred to reserve or specific funds	151.00	194.32	FCRA	2,408.01	2,795.95
			FCRA Donations in kind	8.10	67.02
To Expenditure under objects of the trust				5,366.31	5,613.38
Religious	-	-	By Grants		
Educational	4,858.35	4,118.38	Local	21.00	88.21
Medical relief	-	-	FCRA	130.00	106.00
Relief of poverty	-	-		151.00	194.21
Other charitable objects	-	-	By Income from other sources	77.52	76.96
To Balance carried over to Balance sheet	-	1,071.16	By Balance carried over to Balance sheet	28.98	-
Total	5,713.65	5,956.88	Total	5,713.65	5,956.88

NOTE :

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

DFC
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