



The Teacher Foundation®

Annual Report

Report on The Teacher Foundation's work (April '18 – March '19)

This report is a summary of work done by The Teacher Foundation (TTF) in the financial year 2018 - 19. The report is in 3 parts - the grant-driven and funded projects are reported under Shraddha Trust (Part 1) and the short-term, sustained and customised programmes that we offer private schools are provided under TTF Education Services Pvt. Ltd. (TESL – Part 2). The common services like HR and Finance are reported as Part 3.

Part 1 Shraddha Trust

Some details on the funded projects under Shraddha Trust

Coaching for School Success (CFSS) in Government Schools - Yadgiri, Haveri & Bangalore Rural Districts *supported by Maitri Trust and Asha For Education*

CFSS is aimed at building the internal capacity of coaches (School Heads and Senior Teachers) to become effective and reflective coaches of other teachers, to embed a learning culture that fosters ongoing professional development within schools. Though most teachers are able to speak about how a good lesson should unfold and what constitutes effective learning, it is rarely translated into actual classroom practice. The CFSS programme provides the opportunity to bridge the gap by 'seeding' a rigorously trained & inspired pair of school coaches within each school.

CFSS has been a sustained programme which aims to empower and enthuse school leaders and coordinators to make the teaching and learning effective in their schools by:

- Enhancing their personal effectiveness in leadership roles
- Focusing on the how and why of contemporary teaching learning practices in classrooms.
- Exposing them to the latest in educational practice
- Focusing on the how and why of contemporary coaching culture in schools
- Creating a cohesive couple of school coaches in the participating school

The project covered **76 coaches from 38 schools** supported by Maitri Trust and **78 coaches from 39 schools** supported by Asha For Education

The programme involves **10 days of training and 11 days of In-school coaching support** for School Heads and Senior Teachers - Yadgiri, Haveri, Bangalore Rural districts

I. Activities:

- Orientation to school heads and senior teachers (coaches) was conducted at all 3 locations.
- Baseline observation was conducted in all schools at all 3 locations.
- Training for 10 days was completed at the 3 locations for all **154 coaches**.



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- School-based support including deciding on action plans, demonstration on group work strategies, coaches orienting the coachees on power of questioning techniques and active learning strategies, and providing support to write objectives in ABC and SMART forms, were completed in all schools at the 3 locations.
- Triad observations (Round 1 & 2) were completed for all schools supported by Maitri Trust (38 schools, 76 coaches); at the 3 locations.
- Triad observations (Round 1) were completed for schools supported by Asha For Education (39 schools, 78 coaches) at Haveri and Yadgiri districts, and Round 2 observations will be executed during the months of June-July 2019.
- The Graduation Ceremony was completed in Doddaballapur; Haveri and Yadgiri is scheduled to be held in July 2019.

II. Highlights / Achievements:

- **Good Rapport with the Department and support:** TTF has built a good rapport with DSERT, DIET, BEOs, BRCs, Heads of Schools and Teachers. The visits and interactions by the Department officials has been encouraging for TTF and for the participants in the 3 locations (Doddaballapur, Haveri and Yadgiri).



- **Active involvement of coaches:** Participants volunteered to schedule TTF's School-based Support. Some of them changed their schedules to assist TTF's visit at Doddaballapur and Haveri.
- **Sharing platform:** Participants formed a WhatsApp group and have started sharing teaching-learning strategies, being implemented at the 3 locations. The key sharings included coaches sharing their experiences of group work techniques, active learning strategies and graphic organizers. Graphic Organizers, especially were a big hit, with children very keen to express their learnings using them. Coaches also shared lesson plans in whatsapp groups and were seeking support from TTF facilitators at all 3 locations.

- The **exposure to educational debates** and discussions has helped most of the participants to see the relevance of the programme. Implementing is still a far cherished desire; however, acceptance of new perspectives and ideas is welcoming and has helped the session to be energetic and challenging.
- TTF commissioned the **Tata Institute of Social Sciences (TISS)** for an external evaluation of the CFSS project. Prior to beginning the evaluation TISS charted an outcome indicator list in consultation with TTF. **TISS** completed 2 rounds of school visits at Yadagiri and Haveri (8 schools per location) during the time frame between November 2018 and March 2019. These schools are from the batches that participated in CFSS



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during 2016-17 & 17-18. The team lead by Jennifer Thomas, Meenakshi Kadkol and Sunil interacted with the coaches and department officials.

III. Concerns:

- There was a delay in sharing the baseline report with the government department. Moreover department's own programmes in Haveri and Yadgiri, caused a further delay with respect to the project supported by Asha For Education.
- The CFSS project is designed to have 10 days of training and 11 days of School Based Support. Through this structure, it is difficult to effectively implement and complete the project in 1 academic year if the number of schools is more than 20.
- It would be helpful if the project period was for 18 months rather than 12 months. Also, for ensuring sustainability of the process in the school, an additional support for 6 months would be valuable.
- The usual hierarchical nature in the system sometimes creeps into the coaching process, especially when asked to share feedback. Some coaches hesitate to provide feedback to senior teachers.
- Some heads have not involved themselves in the programme, due to departmental work and pressure.
- Teachers appreciated the strategies they learnt, but many of them face difficulties while executing the same in their respective classrooms.

V. Testimonials:

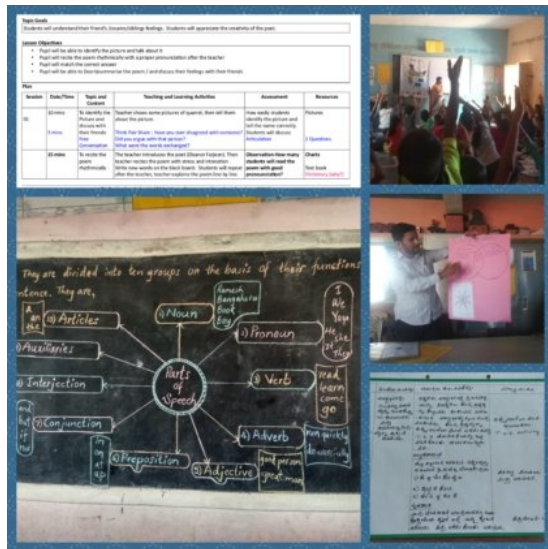
"CFSS programme has helped to develop professional skills. Through this programme I have learnt many strategies that promote Active learning, classroom management techniques, promoting questioning skills among students and many more. This has helped me to improve my relationship with students and my colleagues." - **Mrs. Nirmala**, Coach, GHPS Katti Hosahalli, Doddaballapur

"TTF trainings and their support had helped the school to involve children more effectively in classroom transactions. This programme has improved my confidence and has helped for teaching effectively." - **Mr. Guruswamy BP**, Coach, GHPS Malagatti, Yadgiri



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Belagu in Government Schools in Haveri District – Ranebennur & Shiggaon blocks supported by Vistaar Financial Services Pvt Ltd



A total of **53 teachers** representing 30 schools, completed 8.5 days of training and 4 rounds of SBS. Government officials, representatives of Vistaar (Mr. Prashanth-Vice President, Mr. Vadiraj-Asst Manager-Legal and Ms. Chinnameyi, Asst Manager, Finances) attended the Graduation Ceremony held on 16th and 17th November 2018 at Shiggaon and Ranebennur respectively. QCT resource kits and certificates were distributed.

School Development in Raigad district (supported by Swades Foundation)

The key intervention components:

- School Based Support+Feedback+ Demo: This phase included Baseline Survey and 6 rounds of School based Support.

The programme aimed to:

- effect observable changes in the teaching-learning processes as well as student environment in the 200 schools in the six blocks of Raigad district: namely - Shriwardhan, Tala, Poladpur, Mhasala, Mangaon & Mahad, in the course of one year. **TTF worked with 900 teachers from the six blocks.**
- Help the schools develop a culture of ongoing professional learning and development amongst the teachers, resulting in better student learning, experience and outcomes.
- offer a holistic and coherent professional development experience within their own schools. Additionally, Demo lessons were conducted in their schools to help teachers recognise the full potential of student-centred learning practices, despite existing constraints. This is finally aimed to embed better teaching practices in their classroom.

I. Activities:

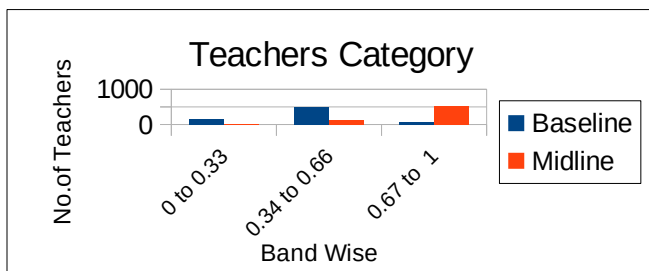
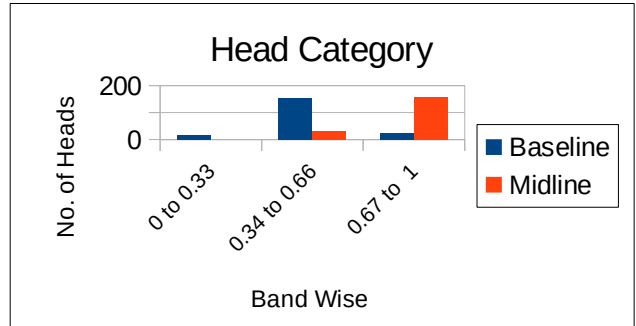
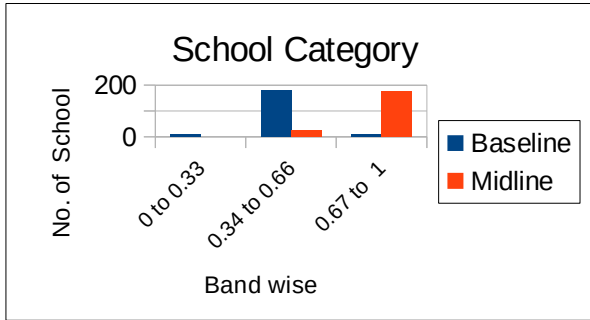
- Baseline : 200 schools & 904 teachers have completed Baseline.
- SBS 1 : 200 School s have Completed SBS 1
- SBS 2 : 200 School s have Completed SBS 2



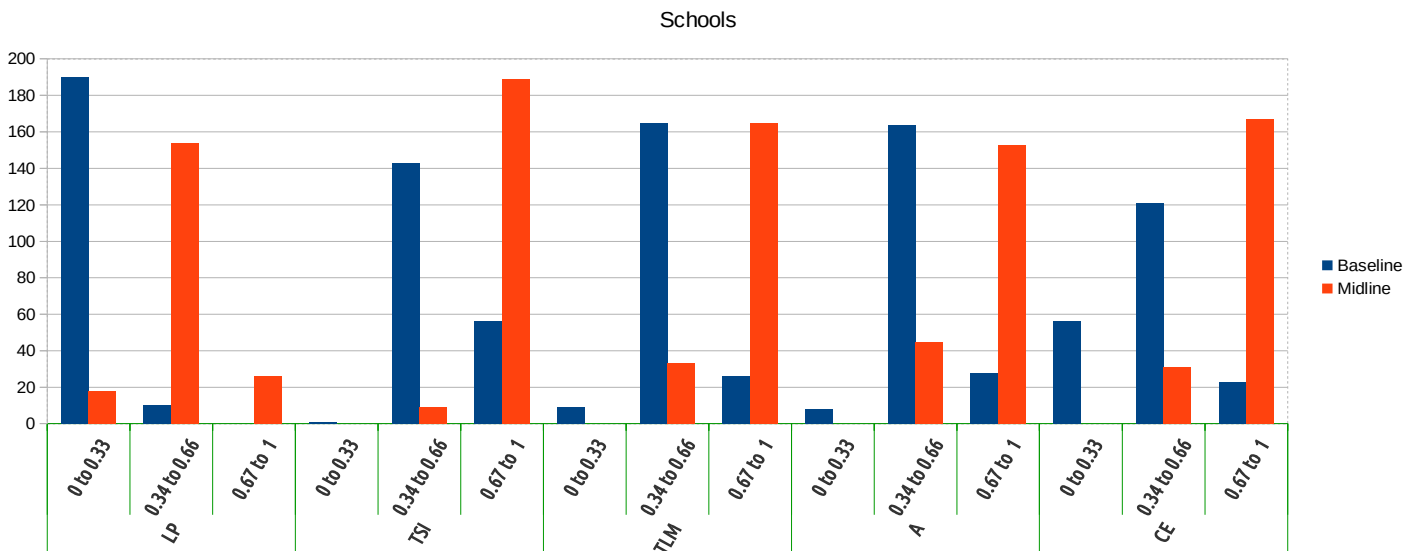
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- SBS 3 (Midline) : 198 schools & 849 teachers have completed Midline Survey
- SBS 4 : 198 Schools have Completed SBS 4

Overall Performance of Baseline and Midline



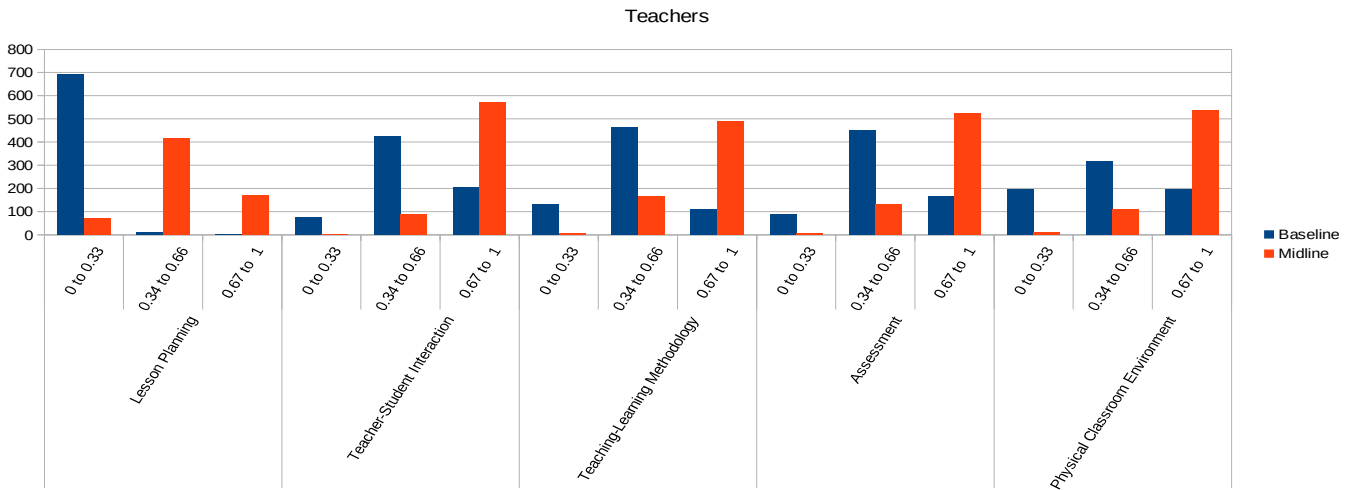
Comparing Baseline & Midline Classroom observation scores @ School Level



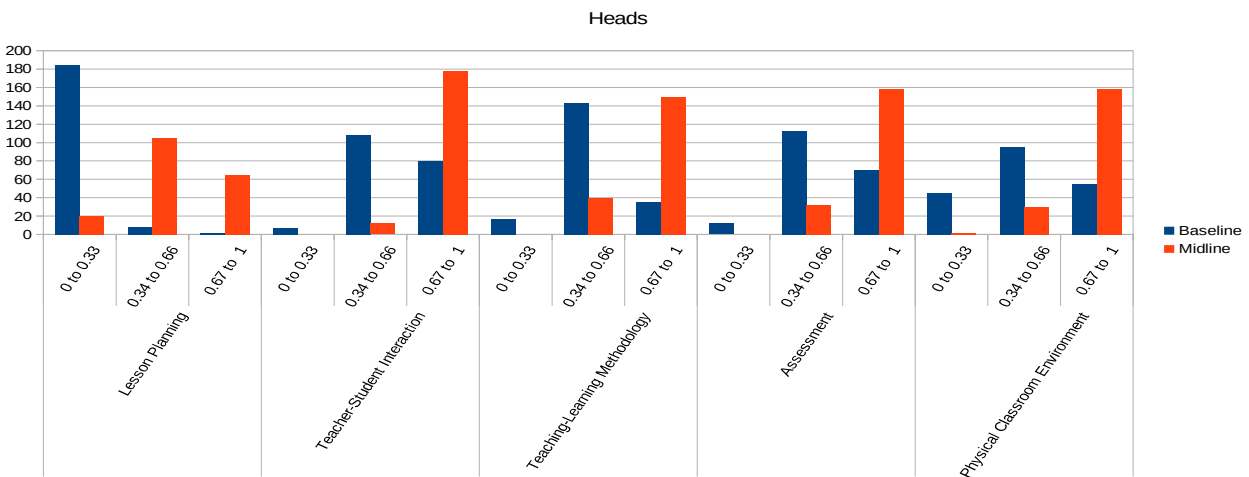


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Comparing Baseline & Midline Classroom observation scores @ Teacher Level



Comparing Baseline & Midline Classroom observation scores @ Heads Level



II. Highlights / Achievements:

- Teachers use age appropriate and relevant content.
- Teachers write lesson objectives on the board.
- Teachers use activity based learning in the classes.
- Collaborative learning techniques used in the schools.
- Extensive use of display boards for showcasing students' creative ideas and improving their reading skills.
- Teachers give wait time to the students to respond to their queries.





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- Ground rules have been set for the students which they follow effectively during school hours.
- Use of open and close-ended questions in the assessments are being used by the teachers.

III. Concerns:

Areas schools need to improve:

- Design more meaningful lessons.
- Get students to take more initiative.
- Better use of Resources.
- More opportunities for student feedback.
- When students ask questions, the teachers need to use them more purposefully to initiate deeper discussions on what is being taught.
- Covering 2 schools per day has been difficult for TTF facilitators.



Way Forward:

- Discussions on challenges faced by educators in Cluster Conferences.
- Discussion with education officers (BEO, Cluster Head, BRC Coordinator) and Swades Coordinators, on follow up of the programme.
- Charts on various topics like *Graphic Organisers, School Activities, Establishing Ground Rules, Blooms Taxonomy, Energizers, etc* will be provided to the schools.

IV. Testimonials:

- “The method of lessons taught effectively with group discussions and deriving student responses through questioning skills was helpful.” **Mrs.Sarita Lad**, RZP School, Chochinde
- “Importance of conducting student-oriented teaching and learning & involving non-participating students actively and using limited resources to make the lessons more interesting were a great help.” **Nivrutti Channe & Dadasaheb Munjal**, RZP School, Aadhi
- “Writing lesson objectives helped the teachers to be focused in their tasks.”
Tanaji Kadam, RZP School, Dasgaon





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Prerana - Teacher Accelerated Programme - supported by Nomura Holdings in collaboration with Samhita

The 500 teachers and their respective School Heads from 25 low cost affordable private schools, from Mumbai, went through one and half years of training & support to improve their personal interactions with children and their skills in teaching and leading the schools.

The programme was held from September 2017 to March 2019 / 18 months

The target audience included:

- Teachers
- School Leadership team (Principal & Coordinators / Supervisors)
- School Management team (School owners / Trustees)

I. Activities:

No. of schools :

- Visited – 158
- Signed up - 25
- Orientation completed - 25
- Baseline completed - 25
- Reports (Baseline, SBS1, SBS2) generated & shared - 25
- All 12 training modules completed - 25
- All 4 training modules for School Heads completed - Essential Pieces, HeadLamp, Coaching Plus - 25
- Total number of teachers trained – 493
- Ongoing support and monitoring for 25 schools after completion of the project – under discussion



II. Highlights / Achievements:

- The teachers have now started to attempt to make meaningful lesson with more clarity
- A considerable number of classrooms that we have worked with have seen an increased teacher – student interaction in behaviour, attitude and overall achievement
- Our intervention has helped teachers to focus both on assessment for learning & assessment of learning.
- The teachers have modified their methodologies to ensure a high level of student engagement in their classrooms.
- The teachers have started making effective use of the physical environment to promote student learning in the classroom with the available resources.





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- **Teacher's Day Celebration**
 - On the 5th September 2018, teachers from 13 participating schools accepted an invitation from Nomura and joined us at celebrating Teacher's Day in Worli.
- **Extended Support**
 - Extended support in the form of SBS3 and Extended support for Coaching Plus was provided to all 25 schools.
- **Principals' Collectives**
 - In September 2018, we organised an event in Kharghar for prospective school heads from Mumbai to participate in the principal's collective event. With over close to 70 participants from the different schools, the event was a success.
- **English Encounters**
 - The onboarding of schools for this brief programme, conducting workshops, generating & sharing the reports on the change effected. Time invested in this activity was between October 2018 and May 2019.

III. Concerns:

- Teacher attrition rate - The frequent changes in the teacher pool in the school

IV. Testimonials

"Thank you so much team TTF. Thanks for your motivation and appreciation. It was awesome working with you and each of your team member was so supportive and cooperative that they changed the teachers' attitude and vision. The award is not just motivating but also tells us that we are on the right path. Once again, thank you so much team TTF & Nomura & Samitha for their support."

Mrs. Sanjana Sawant, Principal, KEM High School



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School Well-being Team

Indian Social & Emotional Learning Framework (ISELF)

The piloting of ISELF in 6 schools was the culmination of the 6 year research study that we undertook to develop the SEL Framework. The age-banded Indian Social & Emotional Learning Framework has been split into 5 booklets – one for each age-band. These booklets are accompanied by a Handbook of guidelines.

I. Activities: Pilot Programme:

- This phase looked at pilot testing ISELF across a cross section of schools – urban, rural, private, government through one complete academic year.
- A set of control and experimental schools under each of the 6 categories (private urban low, mid and high; government urban; government rural and private rural) were identified for the pilot programme. Baseline survey was conducted in all the schools and the teachers from the experimental schools were oriented to the framework and the handbook. Periodic support was given to these schools to incorporate the ISELF into their daily plans.
- Apart from these schools, TTF collaborated with EduSports to look at integrating ISELF in their Sports curriculum and pilot testing it out in a few of their schools.

II. Highlights / Achievements:

- Christel House, Brigade JP Nagar and some teachers from RBANMS Primary school incorporated ISELF learning outcomes in their daily plans. Although they faced some initial difficulty in mapping their plans to SEL outcomes, many teachers were able to integrate quite well with TTF's support.
- Their feedback helped us fine-tune certain aspects of the framework.



III. Challenges:

- Though the teachers started integrating ISELF with some of their lessons, they have not been consistent about it. They do need periodic reminders from our end to move forward. But this was expected since focussing on SEL is yet to become mainstream.
- Moreover the government schools in the experimental category did not implement ISELF (despite approval from the government department) citing reasons of being busy in completing portions!
- Despite putting together an initial set of plans, Edusports resource persons were not able to incorporate ISELF consistently.



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IV. ISELF Advocacy:

- While the pilot was in progress, advocacy for and publicising ISELF was initiated with meetings held in Delhi with the state government's Happiness Curriculum team and CBSE board to talk about the ISELF and its potential. The Director of Skill Education and Training, CBSE - Dr. Biswajit Saha stated they could upload ISELF on their online portal.

- ISELF Launch events were conducted 5 cities across the country. The inaugural launch of ISELF was held on 18th January, 2019 in Bangalore. Dr. Shekhar Seshadri, Professor and HOD, Child and Adolescent Psychiatry, NIMHANS and Dr. Neena David, Clinical Psychologist and Counsellor, who have both been deeply involved as Advisory Council members in TTF's research on ISELF, spoke on Social & Emotional Learning (SEL) for Mental Well-being of School Students.



- In February 2019 ISELF was launched in Ahmedabad. Ms. Kiran Bir Sethi Founder Director, The Riverside School, Ahmedabad and Founder, Design For Change spoke on SEL through Design for Change. The launch did not have the expected numbers (40) and was attended by only 27 participants.

- In March 2019, ISELF was launched in Mumbai. Ms. Zarina Screwvala, Managing Trustee of Swades Foundation, who was the Chief Guest for the evening, spoke on Building Human Capital through SEL. Robin Chaurasiya, Founder of Kranti and a finalist in the Global Teacher Prize 2016, talked about Kranti through SEL. Guest of Honour, Dr. Vikas Mahatme, Padmashri Awardee, Rajya Sabha MP and founder of the 'Institute of Science of Happiness', shared his thoughts on the importance of fostering SEL in children.

- In April 2019, ISELF was launched in Delhi to a packed hall at Indian Habitat Centre. Dr. Krishna Kumar, former Director of NCERT spoke as the Chief Guest. His talk was titled " Learning Must Touch". ISELF Advisory Council Members, Dr. Anjuma Sibia and Dr. Renu Singh also spoke briefly at the launch.



- Each launch saw close to a100 registrations and 80 + actual turnout. And the participants acquainted themselves with the scope and sequence of ISELF through an experiential activity

- Apart from the events hosted by TTF, ISELF was also launched in Nagpur, **as part of the Beyond IQ conference organised by Dr. Vikas Mahatme.**

- As part of the advocacy a short video was made on the Journey of ISELF capturing its research phase and ending with the pilot. Various stakeholders including the pilot schools, core team behind the research and advisory council members have been featured in this film.



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V. Designing and Finalising of ISELF and Hand Book:

- Over the months the entire contents of ISELF and the handbook was reviewed, modified and proof read by the team. This included finalising the format, adding more tasks and activities in the framework, verification of the weblinks mentioned in the annexures in the handbook, mapping the framework to key themes. Each learning opportunity in ISELF was given a serial number for easy identification and navigation. Changes were made based on the feedback received from teachers of Pilot school.

Donor Relations and Fundraising

The 2 member Donor Relationship Team (DRT) came into existence in 2018 to maximize Shraddha Trust's annual growth in terms of grants from Foundation, Corporates, PSU's and Individuals .

➤ As on 31st March 2019 :

No. of Donors Reached – 70
Total Proposal Submitted - 22 (INR 7.1 Cr)
Proposal Rejected/ Hold – 18 (INR 5.65 Cr)
Proposal Accepted/Confirmed - 2 (INR 0.55 Cr)

I. Activities:

➤ Networking:

DRT has been communicating regularly to prospective donors – through con calls and meetings with corporates to explain and advocate teacher training & development.

In the past year the team has attended a couple of Conferences / CSR programs for relationship building:

- Development Dialogue Program by Deshpande Foundation in Hubli
- Tata Pro-Engage Meet in Bengaluru
- Women on a Mission by Your Story in Bengaluru

➤ Our Collaborations:

In the FY 2018-19, The Teacher Foundation added a new project location in Udupi, with the support of **Dr BR and CR Shetty Foundation** and for programme continuation of Coaching for School Success, in Haveri with the support of **Scientific Games**. Collaborations with committed donors are pivotal to TTF's pursuit of enabling and inspiring thousands of teachers each year.

➤ Resource Mobilization:

The Donor Relationship Team attempted to build partnerships with corporates, PSUs, Foundations, High Net-Worth Individuals (HNIs), and donors. This has helped us increase our reach to new locations. g information via RTI, etc.



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The team has begun to follow a systematic donor funnel which is updated monthly – highlighting the team efforts and includes timelines – from the proposal being submitted, to the final confirmation and grant allocation.

➤ Goodwill Ambassador Idea:

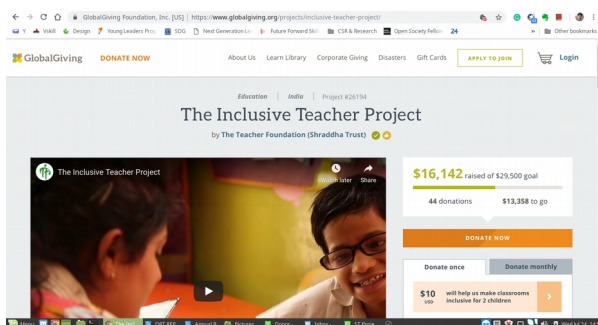
During the year, the team has suggested the idea of TTF having a Goodwill Ambassador, to involve a few eminent leaders/ celebrities and education experts, with varied experience in their respective fields. They could assist in advocacy and promote the importance of teacher training and quality education. This idea is yet to be actioned

II. Highlights/ Achievements:

➤ Global Giving:

The Teacher Foundation promoted and raised funds for The Inclusive Teacher Project on the Global Giving platform with a target of \$29,500 and the project has to date raised - \$16,142 from 44 donors.

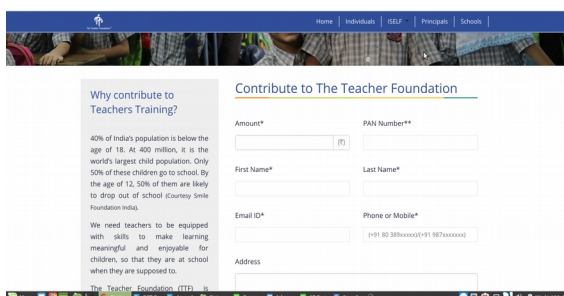
The team also sent emailers and information to reach more potential donors.



<https://www.globalgiving.org/donate/8960/the-teacher-foundation-shraddha-trust/>

➤ CC Avenue/ Online Payment Gateway :

The CC Avenue payment gateway has been finalized. The donation page was created so that prospective / individual grants can be received easily. An individual can easily donate via Debit / Credit Cards on the payment gateway. The active donation page on the TTF website is shown below.



<https://www.teacherfoundation.org/contribute>



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III. Concerns:

- We need to compile more Impact reports at the organisational level/ Third party assessment reports.
- TTF needs to leverage technology more to scale our programmes.
- There needs to be a greater momentum created for fund-raising.

Part 2 TTF Education Services Private Ltd. (TESL)

The Teacher Foundation has established itself as a leading provider of quality professional development services to schools. Trust and credibility amongst schools are vital for getting schools to albeit sometimes reluctantly, invest in teacher development. Many private schools request for professional development services from TTF based on their past interactions with us. Others reach out to TTF based on recommendations from other schools. But many schools need to be contacted cold by our school relationship team.

The work we do under TESL is front-ended by both the School Relationship Team and the senior team members at TTF.

Some details of the projects under TESL

Projects under School Relationship Team

I. Activities:

- **Short-Term Livewire sessions** – 317 teachers in total from the following schools
 - Meghe Group of Schools, Nagpur (70)
 - St Kabir, Chandigarh (57)
 - SIS, Ranchi (50)
 - Euro School, Whitefield (140)
- **QCT** – 160 teachers in total from Sunbeam Schools, Varanasi
- **HeadLAMP** (general batch) – 13 school heads / co-ordinators in total
- **Essential Pieces** – 60 participants in total from Sisters of Apostolic Carmel Congregation in Bangalore.
- Doing **Projects with Purpose** workshop was conducted by Magsasay Award winner P.Sainath of People's Archive of Rural India (PARI). 35 teachers from various schools were part of this workshop.
- **School Leaders' Collective** was conducted on the topic "Schools as agents of social change". 48 schools heads from around 30 schools were part of this event in July 2018.



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Programmes signed up during this period

- Sustained Teacher Development Programme for 30 teachers was confirmed by Global Public School, Kochi. However, they officially began in April 2019 due to funds being allotted in FY19-20 for this programme.

II. Highlights / Achievements:

- Reached out to over 1400 schools through mails regularly. Personalised mails for schools well known by TTF and bulk mails for the first time, to contact schools using Mailchimp. Regular calls and follow ups to over 100 schools and school visits to over 50 schools in total were conducted.
- Teacher's Day 2018 Radio Programme: The SRT team got in touch with various radio channels and got two announcement slots on air with Radio City (Roopa) and Fever (Maya Menon).
- Press Coordination: SRT got in touch with major news papers regarding the ISELF event in Jan'19. With help of the larger team, an article on ISELF was published in Hindu, The and in Mentor magazine.
- Twitter wall & Live streaming: Setting up twitter wall for the events and live streaming of events was explored and successfully implemented.

III. Concerns:

- The method of cold calls and cold visits employed in various times has been largely inefficient. A pull strategy needs to be developed for marketing.
- The database maintained currently is very limited in terms of applicability. Using a DBMS software needs to be explored.
- Need to have a repository of evidence of our work / impact in the form of case studies, testimonials. This would help in conversion rate, especially for sustained programmes.

Private School Projects Operations

Programmes signed up during this period:

- A School Development Support Programme for 35 (originally 25) teachers was confirmed by Endeavour Academy during this period. This is a 3 year programme, and the first year will be completed in November 2019.
Status – 3 workshops have been completed
- Sustained Teacher Development Programme for 9 teachers was confirmed by RBANMS for an eight month period.
Status – Baseline observation has been completed so far
- An **In-School Mentoring Programme (ISMP)** for 14 Coaches + 28 Coachees was confirmed by **Kamala Niketan Montessori School** for one year.
Status – SBS 1, 2, and 3 have been completed; topic plans have been vetted by the facilitators and feedback given.
- Sustained Teacher Development Programme for 30 teachers was confirmed by **Global Public School, Kochi**. However, they will officially be signing up in April 2019 due to funds being allotted in FY19-20 for this programme.



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Creating Safe and Caring Spaces for Students – a customised programme with Jindal Schools, Bellary

The customised programme which comprised of QCT training & support as well as Child Safeguarding Programme (CSP), looked at helping the schools develop and sustain a whole school culture that is positive and safe for all its stakeholders. The programme was from June '18 to March '19. The **baseline audit** conducted at the start helped us understand the school's strengths, areas of concern and how the intervention can address the gap. The honest responses helped highlight the real concerns and strengths of the school.

The schools involved were - Jindal Adarsh Vidyalaya (State Board School) - 190 teachers and Jindal Vidya Mandir (CBSE school) – 150 teachers

Some of the key concerns raised based on the findings were:

- Teachers stating that they do not have the freedom to voice their concerns and opinions.
- Teachers finding it difficult to positively handle student distractions in class
- Punishments awarded for discipline issues
- Students lacking the confidence to speak with others
- Reports on teasing and bullying
- High amount of Teacher Talk

I. Activities Carried out:

- The intervention looked at training teachers on Whole School Quality Circle Time followed by providing support to them through lesson planning, QCT demos, observations and feedback.
- Sessions on Positive Behaviour Management and Child Safeguarding were carried out to familiarise teachers with aspects of handling student behaviours and safeguarding children from different forms of abuse.
- As with every sustained programme, Baseline and Endline were carried to ascertain the impact of the programme and changes brought about.

II. Highlights

- The Primary section at Jindal Adarsh Vidyalaya, had QCT sessions every morning where grade wise, the teachers met to share their experiences and learnings. Each day, one teacher took turns to conduct the session.
- Drawing from the ethos of QCT, schools have looked at appreciation as a powerful motivator and have looked at student volunteers for maintaining order in school and incorporating a buddy system in classrooms.
- Some of the strategies adopted after the Positive Behaviour Management Workshop were Ice-cream sticks to randomly call out children to respond to questions, Energizers,



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Visual Cues, setting Ground Rules, Voice level charts, using restitution to address persistent negative behaviours amongst students.

- As a restitution strategy to stop a 3rd standard child from calling his fellow-mates, 'Kutha', the teacher asked him to do 'research work' on dogs and write an article on the topic. This according to the teacher helped him get 'back on track.'

III. Challenges

- During QCT Sessions, teachers were often observed to be merely skimming the surface of the selected theme/topic, thus the sessions tended to be rather mechanical and superficial.
- Teachers often faced difficulty in conversing with students as they come from different linguistic backgrounds. Teachers own lack of communication skills hindered the overall learning environment and level of discussion during the circle time.
- The JSW Foundation has decided to take up another intensive programme for the coming academic year for their schools. Although school heads have scheduled QCT in their time-table there is a possibility of it taking a back seat owing to the new programme deliverables.



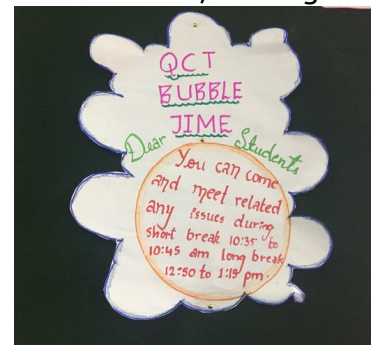
IV. Testimonials

"It is a great feeling and experience to know the strength n shortfall of my pre primary team. It gave a very good insight about my kg team of facilitators. I could understand the strong bond b/w them n also could spot some common misunderstandings of the group. This will definitely help my grp to overcome n give their best. Tq team QCT "

Vijayalakshmi , JVM Head Mistress, V V Nagar

"The QCT session which was conducted for the ayammas was good and interactive. First they refused to sit on the chair with the teacher but after explaining the QCT rules they agreed. They felt it was a great move, They re-lived childhood days through the session. Stem sentences which were given to them were I feel happy when and One thing that hurts me isAt the end of the session I noticed thankful tears in their eyes."

Manjula, JVM, Vidya Nagar



- "With QCT Priyanka has started sharing her views and started talking to her friends the one who did not speak or answer to me ."

Pushpa L, JAV



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- “Bubble Time has really helping my class students to open up with me. They trust me and I have gained their confidentiality. One student really corrected his mistake and changed himself. Thank you.”

Surekha A, JAV

Whole School Quality Circle Time

QCT / QCT Plus sessions that were conducted between April '18 and March '19. A total of 421 teachers were trained across schools Bangalore, Hyderabad, Mumbai and Varanasi.

Schools were : Klay Schools, Primus Public School (QCT Plus), Suchitra Academy, Samhita Academy, De Paul International School, Manthan Internation School, JBCN International School, Sunbeam School, Varanasi

Child Safeguarding Policy

The programme starts with a baseline audit focusing on different aspect of Child Safety. Followed by a session for teachers to help understand child rights, abuse and importance of child safeguarding. Post the workshop the school needs to work on the aspects highlighted on the Baseline Report, which includes putting the Child Safeguarding Policy with the help of TTF and Child Safeguarding Committee in place. Following are schools who have taken up the programme in this financial year: Sishu Griha, Sri Sri Academy , Deen's Academy

I. Concerns:

- Schools usually take longer than the stipulated time (3 months) to ensure the highlighted aspects are put in place, which subsequently delays the Endline Audit.

Development of a Whole School Behaviour Policy (WSBP) for a chain of schools

- A WSBP was developed for Presidency group of schools, Bangalore. The aim was to ensure consistent positive and safe interactions amongst all the stakeholders (heads, teachers and students) across all school spaces.
- All stakeholders (Heads, Teachers and Students) were taken through the need and scope of an effective behaviour policy. Acceptable and unacceptable behaviours and their accompanying rewards and sanctions were discussed with all three stakeholders. This was then synthesized, collated and shared with the school as a draft policy to be finalised.



Part 3: Shraddha Trust & TESL

The common functions of Training, Content, Digital Communications, Human Resources and Finance are reported in this section.

Training

This function is the lynch pin of all the work we do at TTF and we therefore have days dedicated for internal training every month. Much of the focus this quarter has been on designing the internal Train-the-Trainer (TTT) sessions for whole staff of TTF (from all locations) to ensure they are all on the same page with regard to our work. The aim was to provide opportunities for facilitators to discuss and clarify our approach to providing teaching solutions, understanding their role in effecting visible impact in schools. Following were the themes for the TTT, this quarter:

- **Who's Responsible ?** – a new module for teachers
- **Facilitators as Change Catalysts**
- **ISELF** – an orientation to the framework

Content

I. Activities:

- **Who's Responsible? (ST)** – A one day module was created to make teachers, especially of government schools, aware of their responsibility and role in the teaching learning environment. This will be offered to schools as a part of sustained programmes.

II. Highlights / Achievements:

- Was a part of TTT in March 2019

Digital Communications (Jan to March 2019)

The Digital Communications Report is intended to serve as a roadmap in our ongoing quest to understand the needs and goals of our audiences, so that we can better tailor our digital communications to meet them where they are.

Objective – to increase our social media presence on all channels by increasing the number of followers and by becoming thought leaders in school education, particularly teacher and school-leader development. To reach out to funders, existing and prospective, and share our stories with them. To increase online donations through an easily navigable page.



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I. Activities:

- Sharing success stories
- Documentation of funded projects
- Changing focus of what we say on the website; review progress and content every month

II. Highlights / Achievements:

- Signature on emails with our social media icons
- Regular updates on social media - Sharing and retweeting resources and videos/images of our work on social media channels
- New LinkedIn page
- Increased followers on FB, Twitter and LinkedIn
- Quarterly newsletters
- Website changes – photos replaced, ISELF page, Newsletter page, Our Team

III. Social Media Analytics

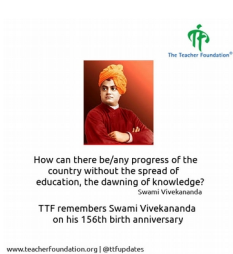


99 new likes
 44333 Organic Reach (unique users)
 2811 People who have liked our Page & engaged with our post

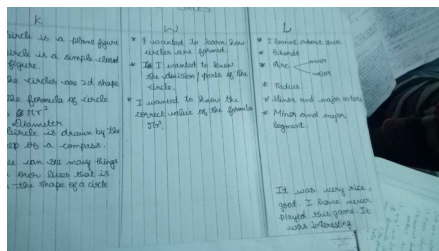


208 new followers
 106 tweets
 44.9k tweet impressions
 2685 profile visits
 337 Mentions

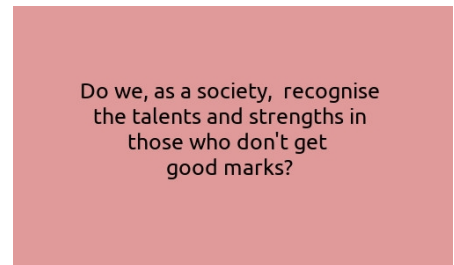
Below are the Top Media Tweets:



674 impressions



609 impressions



981 impressions



148 total page views
 418 total unique visitors



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Teachers are like Trees



556.159 Watch_time_minutes
260 Views
4.3348 Average_view_duration
417 Video_thumbnail_impressions



21724 Visits
78494 Pages
467780 Hits

The last 3 months' retrospective report makes a few things clear:

- Our users are engaging with our content on their mobile as well as their laptops/desktops
- Followers and engagement on social channels is steadily growing, with more interactions with our content

These facts help us focus on a few valuable and achievable goals for the coming year:

- Continue to improve the user experience on our social media channels
- Make our social media channels even more goal-oriented
- Grow our public audiences through creative digital marketing campaigns, regular updates and videos

IV. Concerns:

- Facilitators find it difficult to take photos whilst conducting their workshops because of which there is not enough material to post on a daily or weekly basis
- **Videos/photos** taken by facilitators are very often of poor quality
- Turn around time for web team to implement changes is sometimes slow and repeated requests need to be made



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HR Report

No. of Employees & Freelancers as on 31.03.19

S. No	Particulars	Shraddha Trust	TESL	Total
1	Full time	44	1	45
2	Part time	0	0	0
3	Freelancers			13
		Total		58

Total employees and freelancers of the organisation is 58 members

Recruitment Status for the period - 25 positions in Shraddha Trust & 2 in TESL were closed.

Shraddha Trust			TESL		
Position Filled	No of Positions	Location	Position Filled	No of Positions	Location
Sr.Coordinator – Donor Relationship	2	Bangalore	Coordinator – Operations	1	Bangalore
Sr.Coordinator – HR	1	Bangalore	Coordinator – SRT	1	Bangalore
Sr.Coordinator – Digital Communications	1	Bangalore			
Head Content	1	Bangalore			
Coordinator – Marketing & Ops	1	Bangalore			
Admin Assistant	1	Bangalore			
Coordinator – Training & Teacher Support	3 4 2 1	Mumbai Raigad Haveri Bangalore			
Sr.Coordinator – Training & Teacher Support	3 2	Mumbai Bangalore			
Freelancers	2 1	Mumbai Bangalore			
Total	25			2	



Pending Positions - 13

S. No	Positions Pending	No. of Positions	Location
1	Sr. Co- Ordinator- Training & Teacher Support	1	Mumbai
2	Co- Ordinator- Training & Teacher Support(Govt)	1	Mumbai
3	Co- Ordinator- Training & Teacher Support	1	Raigad
4	Freelancers	2	Mumbai
5	Freelancers	8	Bangalore
	Total	13	

Calculation of Attrition Ratio

Calculation of Attrition Ratio April 2018 to March 2019													
Sl No.	Month	Opening balance			No. of Employees Joined			Employees Left			Closing Balance		
		ST	TESL	Total	ST	TESL	Total	ST	TESL	Total	ST	TESL	Total
1	April 2018	33	3	36	0	0	0	0	0	0	33	3	36
2	May 2018	33	3	36	0	0	0	0	0	0	33	3	36
3	June 2018	33	3	36	4	0	4	3	0	3	34	3	37
4	July 2018	34	3	37	2	1	3	0	0	0	36	4	40
5	Aug 2018	36	4	40	7	0	7	1	0	1	42	4	46
6	Sep 2018	42	4	46	2	0	2	1	0	1	43	4	47
7	Oct 2018	43	4	47	1	0	1	2	2	4	42	2	44
8	Nov 2018	42	2	44	0	0	0	0	0	0	42	2	44
9	Dec 2018	42	2	44	2	1	3	3	1	4	41	2	43
10	Jan 2019	41	2	43	0	0	0	0	0	0	41	2	43
11	Feb 2019	42	2	44	2	0	2	0	1	1	44	1	45
12	Mar 2019	44	1	45	2	0	2	2	0	2	44	1	45
Total					22	2	24	12	4	16			

Cumulative ST & TESL	ST
Total Left	16
Total Joined	22
Closing Balance	44
Attrition Ratio	23.19

Note: TESL has very few employees and the Opening Balance of employees for the year was 3. The closing balance was 1 by end of the financial year owing to resignation and layoffs. Hence the attrition rate has not been calculated for it separately because it would look artificially inflated.



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Financial Report

Shraddha Trust

The 17th financial year for Shraddha Trust ended March 31st 2019. Reports have been prepared in accordance with the Indian Accounting Standards.

On a consolidated basis, turn over has been increased by 42% compared to the last fiscal year.

Overview for the financial year 2018-19 are provided below:

		Amt in lakhs
2017-18 Amounts in Rs	Income	2018-19 Amounts in Rs
237.43	Project Grants	343.11
10.26	Other Income	11.79
247.69	Total (A)	354.90

		Amt in lakhs
2017-18 Amounts in Rs	Expenditure	2018-19 Amounts in Rs
12.41	(525 - 001) BUILDING & OCCUPANCY	14.26
133.55	(509-100) COMPENSATION	203.73
81.96	(537 -000) CORE PROJECT ACTIVITIES	80.92
6.31	(540-000) CONTRACTUAL	22.32
1.33	(509-200) EMPLOYEE BENEFIT	13.57
4.04	(509-000) OPERATING EXPENSES	6.20
15.32	(520-001) SUPPORT & OTHER SERVICES	21.34
254.92	Total (B)	362.35

2017-18 Amounts in Rs		2018-19 Amounts in Rs
(7.23)	Excess of Expenditure over Income	(7.45)
(7.23)	Total	(7.45)

TTF Education Services Pvt Ltd

The 8th financial year ended March 31st 2019. Reports have been prepared in accordance with the Indian Accounting Standards.

On a consolidated basis, profit has been increased by 3.6 times compared to the last fiscal year.

Overview for the financial year 2018-19 are provided below:



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		Amt in lakhs	
		In Rs	In Rs
	Particulars	2018-19	2017-18
I	Revenue from Operations	77.13	133.89
II	Other Income	8.40	1.80
III	Total Revenue (I + II)	85.53	135.70
IV	Expenses		
	Employee benefit exps	42.27	63.52
	Finance costs	0.39	0.22
	Depreciation & amortisation	0.62	1.20
	Other expenses	39.14	72.26
	Total Expenses	82.42	137.21
V	Profit Before Tax (III-IV)	3.11	-1.51
VI	Tax Exps		
	1)Current Tax	0.00	0.00
	2)Deferred Tax	0.02	0.30
VII	Profit for the period from continuing operations (V-VI)	3.13	-1.21
VIII	Profit from discontinuing operations	0.00	0.00
IX	Profit from continuing operations	3.13	-1.21

(The detailed Finance Report can be shared separately)