

Annual Report

Report on The Teacher Foundation's work (April '20 – March '21)

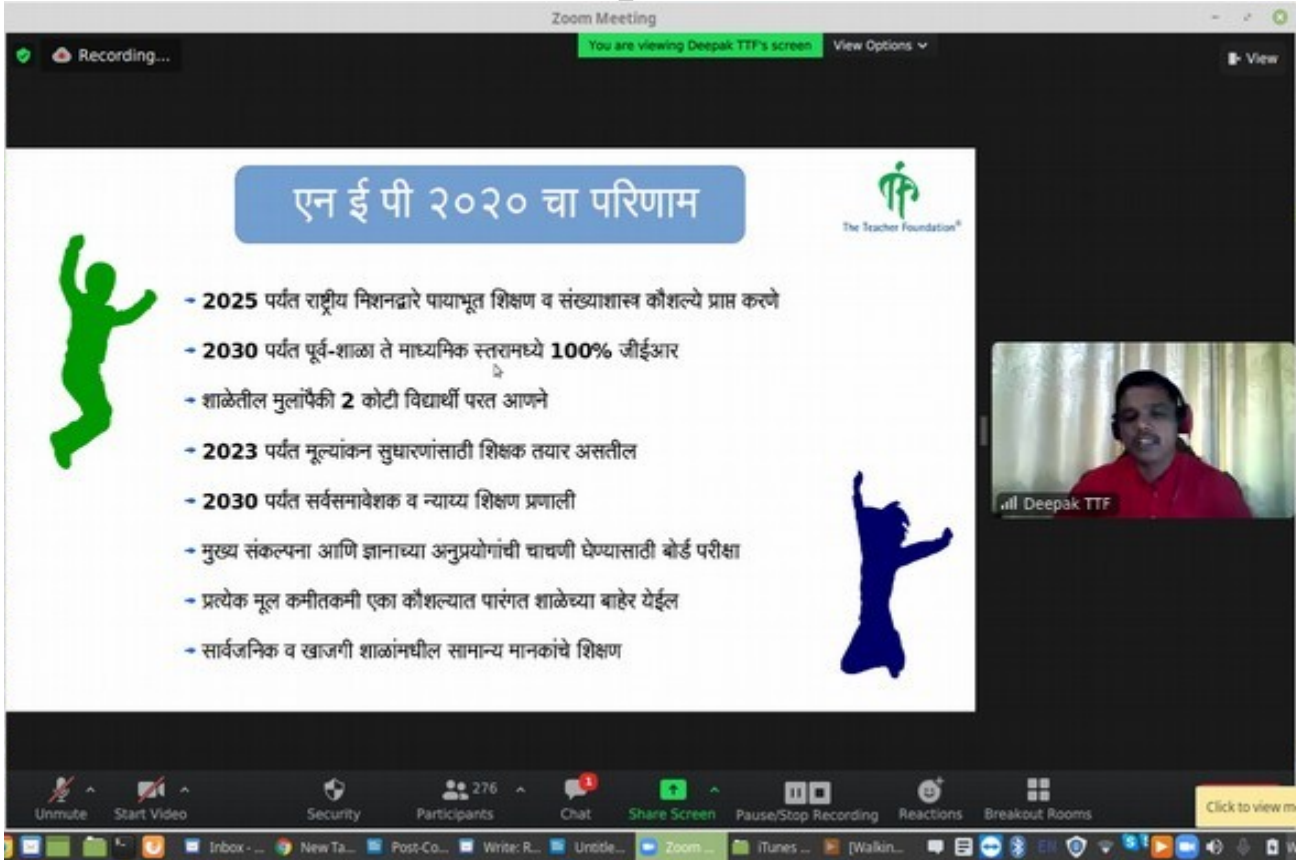
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Zoom Meeting

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The Teacher Foundation®

- 2025 पर्यंत राष्ट्रीय मिशनद्वारे पायाभूत शिक्षण व संख्याशास्त्र कौशल्ये प्राप्त करणे
- 2030 पर्यंत पूर्व-शाळा ते माध्यमिक स्तरामध्ये 100% जीईआर
- शाळेतील मुलांपैकी 2 कोटी विद्यार्थी परत आणणे
- 2023 पर्यंत मूल्यांकन सुधारणांसाठी शिक्षक तयार असतील
- 2030 पर्यंत सर्वसमावेशक व न्याय्य शिक्षण प्रणाली
- मुख्य संकल्पना आणि ज्ञानाच्या अनुप्रयोगांची चाचणी घेण्यासाठी बोर्ड परीक्षा
- प्रत्येक मूल कमीतकमी एका कौशल्यात पारंगत शाळेच्या बाहेर येईल
- सार्वजनिक व खाजगी शाळांमधील सामान्य मानकांचे शिक्षण

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TTF's Annual Report

This report is a summary of the work done by The Teacher Foundation (TTF) in the financial year 2020 - 21. During this period, as schools were closed owing to the pandemic, TTF swiftly and successfully moved to **online mode**, providing professional development support for teachers and heads. Undoubtedly, it has been a year of upheaval – with TTF having to minimise costs by 'letting go' staff and the physical office spaces – both in Bangalore and in Mumbai.

This 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

At a Glance :

- i) [Coaching for School Success \(CFSS\)](#), Thane District, Maharashtra – supported by Mastek Foundation
- ii) [Government Projects in Karnataka](#) – supported by Deloitte and United Way, Bengaluru
- iii) [Prerana - Teacher Accelerator Programme](#) for Affordable Private Schools in Mumbai – supported by Nomura Holdings
- iv) [Life Skills Collaborative \(LSC\)](#) – Steered by Sattva Consulting and supported by MSDF, Porticus, Echidna Giving and Omidyar Network
- v) [Mental health and Psycho-Social support](#) for children and youth using ISELF & QCT - supported by CBM India
- vi) [CFSS](#) - Tripura Project - a small pilot

Some details on the funded projects under Shraddha Trust

Coaching For School Success Thane District, Maharashtra *(supported by Mastek Foundation)*

The CFSS project aimed to 'seed' every school with 2 rigorously trained and motivated pedagogical leaders or 'Coaches'. These Coaches in-turn build the capacity of other teachers in the school, thereby enhancing the quality of teaching-learning across the entire staff.

Participants: A total of **60 designated 'Coaches'** from 'Thane' district, Maharashtra were part of this programme.

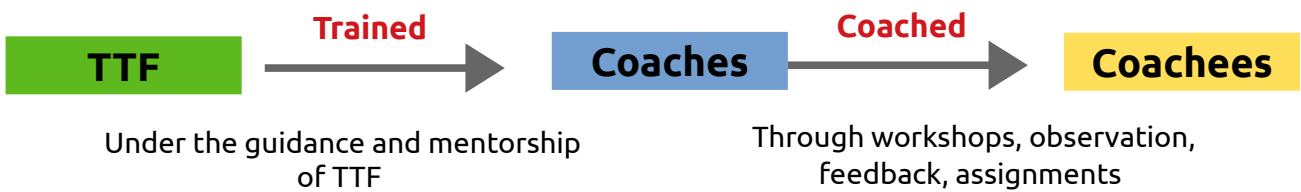
Duration: The programme began in July 2020 and culminated in March 2021.

Mode of delivery: Online, through the use of ZOOM , Google Classroom and other online teaching-learning tools.

Objectives:

The CFSS programme had a two-fold objective -

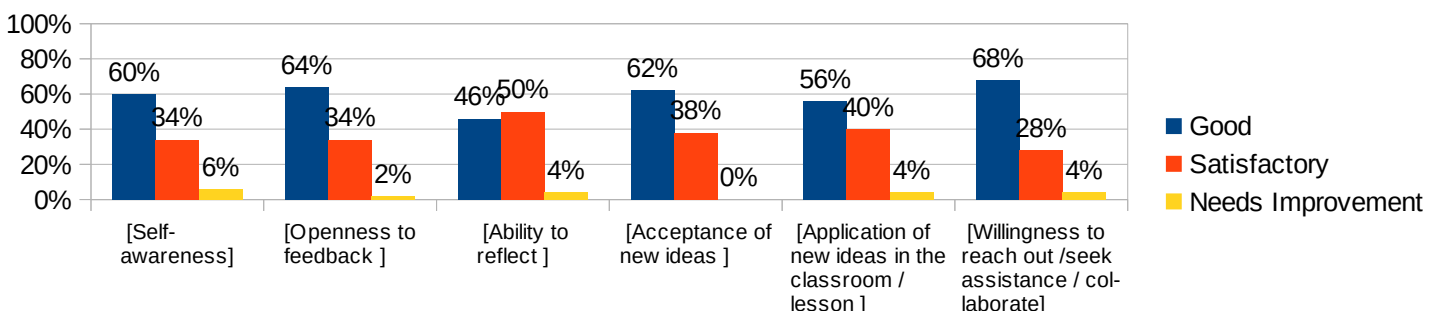
1. Coaches become aware of the best-practises in teaching and to apply them in their own classrooms.
2. Coaches learnt to hand-hold junior teachers and support them in embedding these practices



In order to do so, the following were the interventions by TTF -

Steps	Interventions by TTF
Orientation to the programme	Introduction of the programme and its objectives; online tools for training; expectations from the participants.
Baseline Survey	Online survey - Self-reflection about attitudes towards teaching by participants
Online Training sessions	19 online training sessions covering - a) Personal development b) Teaching, learning and assessment strategies c) Coaching skills The online sessions are conducted on ZOOM and training material was made available on Google Classroom.
Practical Assignments and Development of lesson plans	Assignments to instil good teaching practices and develop coaching skills in a step-by-step manner. 30 lesson plans developed by Coaches and Coachees together
End-line survey	Online Survey - Self-reflection about attitudes towards teaching by participants after the programme.
Coaching Reflection	Reflection and feedback by Coaches and Coachees on development of coaching skills

Feedback about Coachees from the Coaches

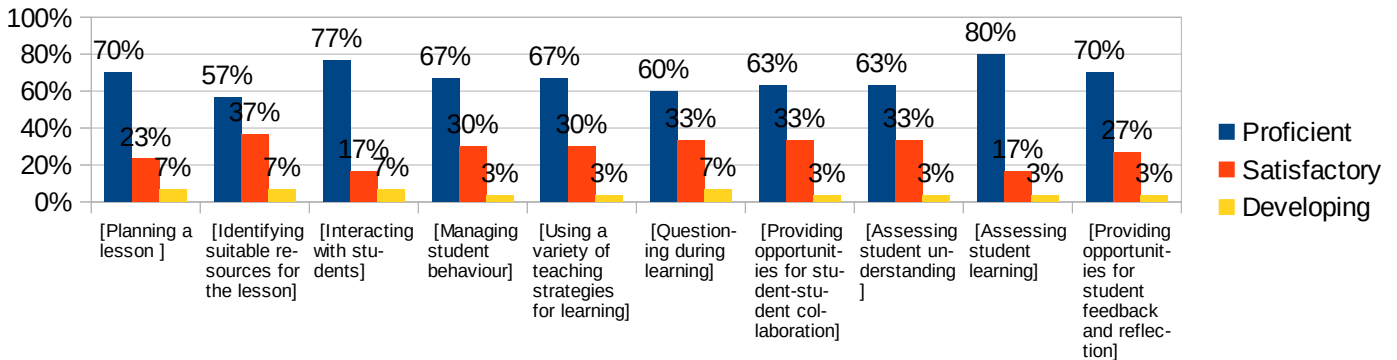


Coaches felt that coachees have been willing and receptive to the inputs and feedback provided by the coach. They do feel that coachees must learn to be reflective.

Each of these qualities mentioned above is related to how coaches deal with their coachees. The CFSS programme has introduced coaches to different styles of coaching based on the stage of a

coachee's development and steps to be taken before, during and after feedback. Consistent and frequent interaction between a coach and coachee is directly proportional to application in the classroom and positivity towards teaching and learning on the part of the coachee!

Self-reflection by Coachees



Coachees seem to be confident when interacting with students and providing opportunities for student feedback. Coaches need to help coachees identify better resources for teaching and strategies for formative assessment.

Each of these sub-skills have been dealt with in detail through online workshops. Coaches need to get together with coachees to find solutions to existing problems and come up with new and engaging ways of teaching and learning.

Testimonials from Participants:

"It becomes very easy for a teacher to win student's 'vote of confidence', just by having a strong bond with them, called as relationship"

Mr. Bhushan Khairnar, Z.P.School, Sakhare

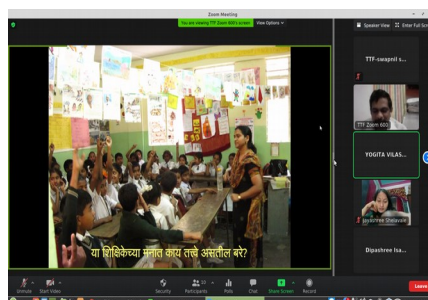
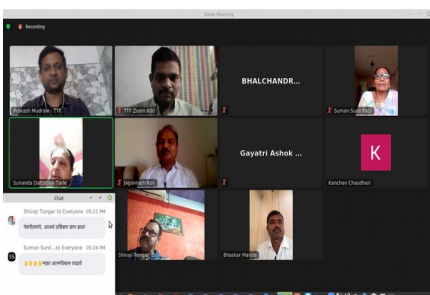
"Relationship can be strengthened more with the help of a tool called 'Teaching-Learning' process"

Mr. Shivaji Tungar, Z.P.School, Chasole Budruk

"As a child learns quickly from her mother, a student will learn intuitively from the teacher and understanding each other is the key to positive relationship building"

Mr. Jaggannath Koli, Z.P.School, Karvele

Dhanaji Deshmukh - a teacher from Z.P. School Talegaon, traveled to a specific location in order to attend our training sessions on a regular basis. He is an optimist and participates enthusiastically in every session. He performs all the tasks assigned to him during our session activities. He is truly an inspiration to us and we are looking forward to his continued presence & active participation throughout.



Government Projects, Karnataka

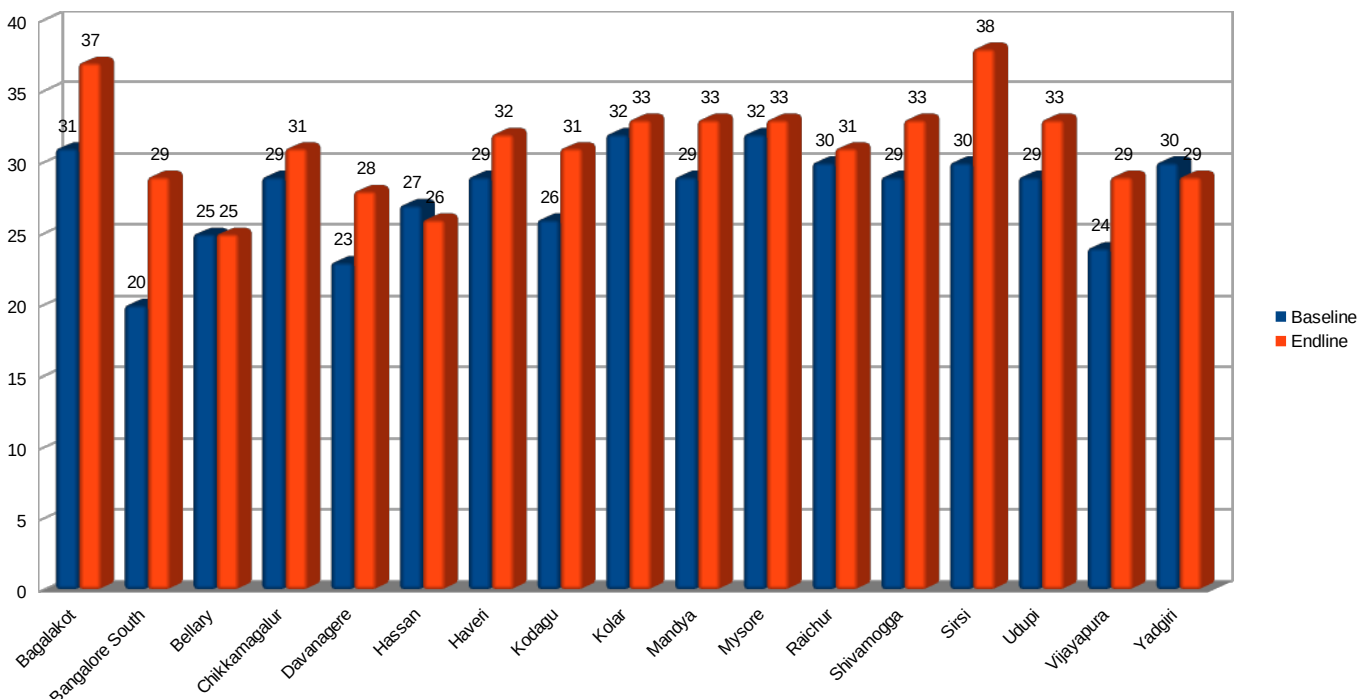
Programme: Online Professional Development Programme for Government School Teachers during Covid & Happy, Healthy Teachers and Students in Clean, Cheerful Schools

Project Deliverables: Implemented the following deliverables in 2020-21.

- a) Trained **656 Government school teachers** from **17 districts** of Karnataka on English Encounters through online mode.
- b) Distributed **10 wellness kits to 10 Government Schools** in South-4 educational block of Bangalore Urban district.
- c) **5 short videos** were created for teachers and parents on physical and mental well-being during times of quarantine, self-isolation and while going to schools. These videos were shared with teachers through WhatsApp.

Impact:

Comparison - English Encounters - District-wise

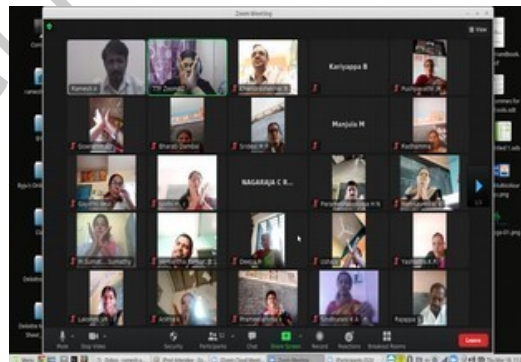
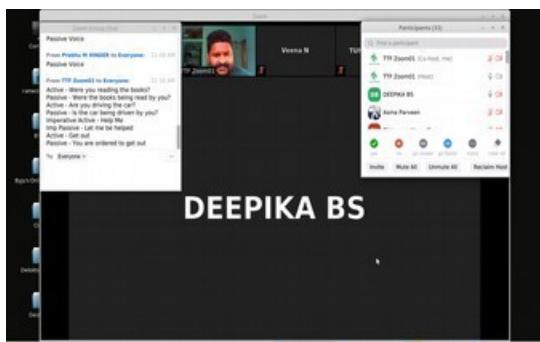


When comparing the Baseline and Endline data, **Sirsi district** records the highest impact with an increase of 8 points followed by Bagalkot district with an increase of 6 points, Davanagere, Kodagu and Vijayapura districts with an increase in 5 points; Mandya, Shivamogga and Udupi districts with an increase of 4 points and Haveri with an increase of 3 points. Yadgiri and Hassan districts shows a dip of 1 point. This could be for various reasons, most critically owing to the accelerated nature of delivering the training within a short time window

The enthusiasm of the teachers was indisputable! Most of the teachers would login before the scheduled time of the session, and wait for the host to admit them. Teachers tried their best to interact in English with the facilitators. Teachers got comfortable using a range of exciting digital tools like **Edpuzzle, Flipgrid, Google Docs and Google Forms**. At times, teachers took the role of mentors with their group members and cleared their doubts with respect to submitting assignments. Teachers interacted with ease in the break-out rooms and participated in all the activities.

Highlights / Achievements:

- 22 batches of teacher participants were trained - **20 online sessions** conducted per batch, **440 sessions in total**.
- We worked with teachers from **17 districts of Karnataka**. The districts were Bagalkote, Bangalore South, Bellary, Chikkamagalur, Davanagere, Hassan, Haveri, Kodagu, Kolar, Mandya, Mysore, Raichur, Shivamogga, Sirsi, Udupi, Vijayapura and Yadgiri.
- Responses from the participants undergoing the programme have been very good; teachers have given positive feedback on the overall programme, content and the mode of training.
- 10 Government schools received **1 Vacuum Cleaner and 4 wellness kits**. Each wellness kit comprised of **1 N95 Mask for the teacher, 1 Face Shield, 1 litre Sanitizer, 1 thermometer, 1 pair of Hand gloves**. Also **100 masks** for children were provided in each kit.



- Teachers and students from two schools - **Government High School, Ramamurthy Nagar** and **Government Higher Primary School, Chikkabasavanapura** - were chosen for our video shoots on maintaining physical and mental health during Covid times.

A total of 5 videos were created. They focus on:

- a) Basic Hygiene and Sanitation - <https://youtu.be/fP7P3dSHf1w>
 - b) Wearing and Caring of Masks & Social Distancing - <https://youtu.be/H9uZGobExrQ>
 - c) If someone around you has Covid-19 - <https://youtu.be/kdKI96WTI1Q>
 - d) Dealing with negative emotions - <https://youtu.be/xRRyUvs-ggo>
 - e) Be Happy - <https://youtu.be/RYS0ITUWVTE>
- The videos were shared with all the teachers to use in their respective schools, through WhatsApp.

Challenges:

- Information about the teachers in the list provided by district officials needed to be cross verified and this took a lot of effort from TTF's part, requiring us to contact individual teachers.
- The sessions had to be conducted back to back owing to the very limited time to implement the training for 22 batches. This resulted in running multiple simultaneous batches and engaging many more facilitators than planned.
- Low attendance was a concern in a few batches.
- Contacting individual teachers to nudge them to enroll for the programme and encouraging them to create gmail IDs to participate in the sessions was time consuming.
- Poor connectivity was an issue with a few teachers while attending the training, since teachers were accessing the programme from remote locations.

Testimonials from Participants:

1. Ms. Niveditha, from Haveri - https://youtu.be/_bBzrVJUhJA
2. Ms. Janet Clara Gaga, from Udupi – <https://youtu.be/Gatan04HyAw>
3. Ms. Komala Doddamani, from Haveri - <https://youtu.be/2t1nytb4f18>

Prerana - Teacher Accelerator Programme for Affordable Private Schools in Mumbai

(supported by Nomura Holdings)

Program / Project Description:

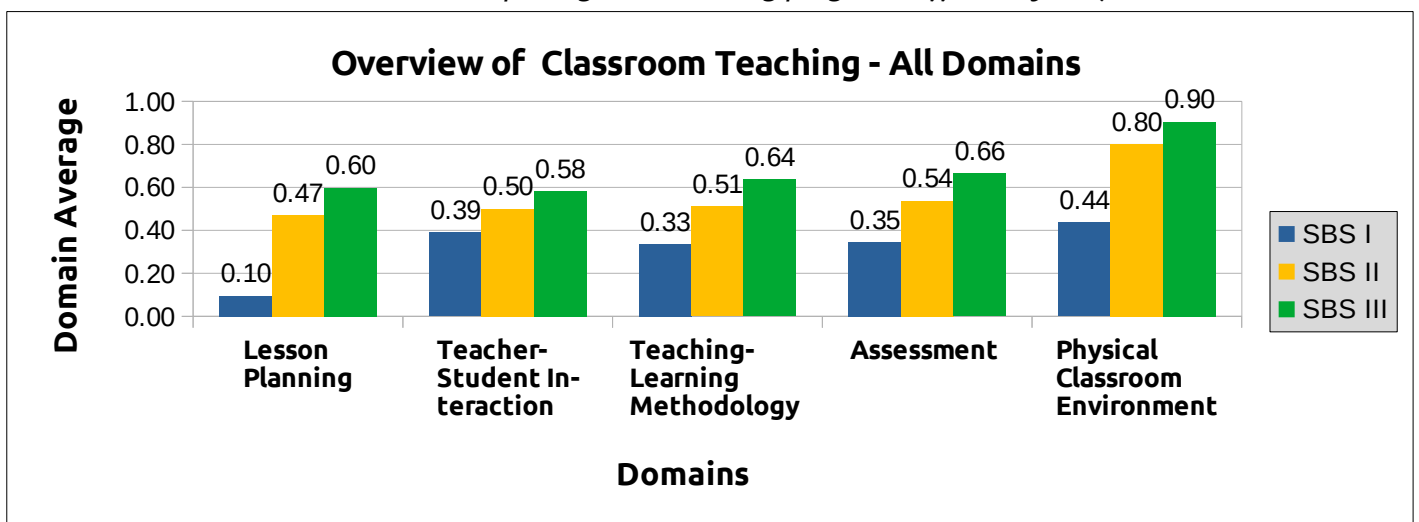
The overall objective of the project is to improve the quality of teaching-learning and leadership in schools

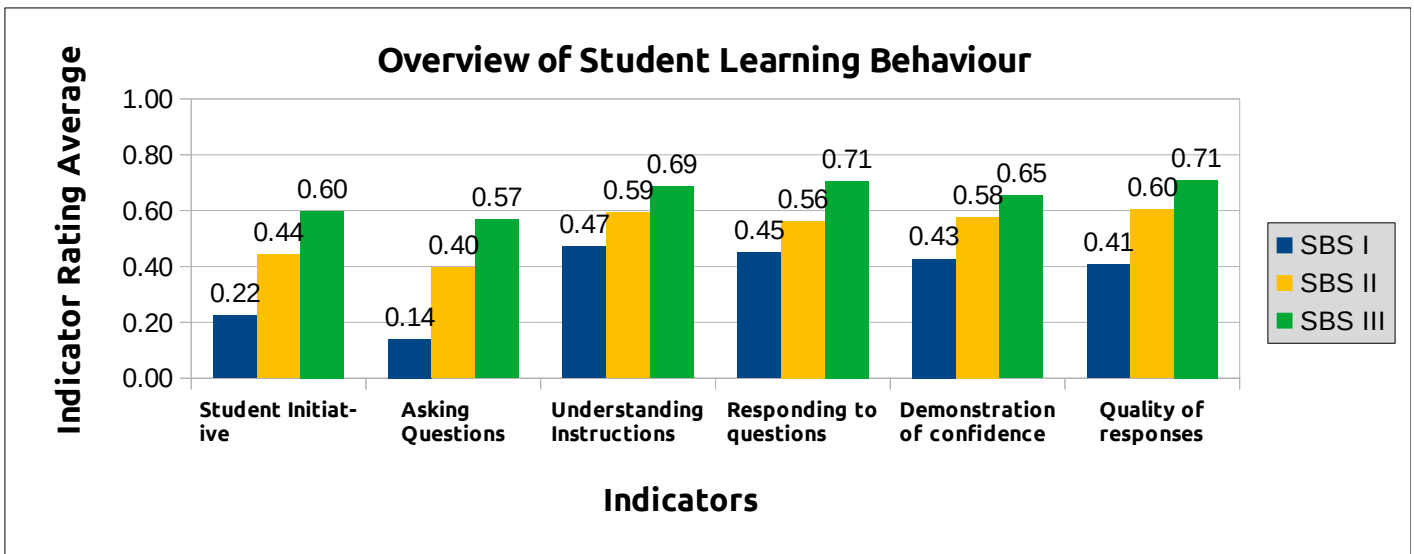
Programme / Planned Deliverables:

- Conducted **10 days of Training(20 online sessions) and 4 rounds of Support**(includes Baseline Observation of 30% teachers) for 1000 teachers and **6-days of training for 100 heads and 2 rounds of coaching support** for school heads.(Deliverables are the same for the new 1k project that commenced in Dec2020)
- **Extended Support:** provide **one additional round of School Based Support** for 528 teachers and **2-days of training on Coaching** for the 75 heads followed by **two rounds of Coaching Support**.

Highlights/Achievements:

- **1052 teachers** completed the Teacher Accelerator Program and culminated with an **Online Graduation Ceremony** in the month of January, 2021
- Heads' Training for the Leadership was successfully completed in the month of October, 2020
- Organised an **Online School Leaders' Collective** for the new cohort of 1000 teachers (TAP) in February, 2021
- Onboarded **1338 teachers from 37 Schools** for the Online 1K Project(Dec 2020 to Nov 2022)
- Educators adapted themselves to the new mode of teaching through the various online tools and techniques.
- Teachers reflected on their online teaching practices and the system at large. They identified areas for improvement and asked for TTF's support in implementing the same.
- Through constant interaction with TTF facilitators, school leadership teams have started developing the understanding & application of coaching their teachers to be change agents to positively influence student learning. *(A couple of Schools like JES and Pragnya Bodhini evinced interest in exploring other training programs offered by TTF)*





Challenges:

- **Technology** - At the beginning, it was a great deterrent to the successful implementation of online training; availability of devices such as laptop and smartphones added to the woes of infrastructure. Internet and data pack limitations increased the rural-urban divide in terms of digital accessibility.
- **Teaching strategies** - Teachers were found to be focused on packing many offline-online teaching strategies/activities, discussed in the workshops, in their class instead of choosing them based on their effectiveness in terms of student learning. This thought process was addressed and a positive shift was visibly observed across the three rounds of SBS.
- **Teacher numbers** : Lack of funds and tech infrastructure forced many schools to trim their staff and lay off many teachers' resulting in a decrease in beneficiaries' numbers. 3 schools considered discontinuing the programme, however, TTF team convinced the school management to continue the programme.

Testimonials from Participants:

It has been a wonderful journey working with your team to enhance teachers' capabilities in classroom management. It was really helping the teachers to change their mind set under the able guidance and support given by your team. Unfortunately, the severity of the pandemic confined us to be at home and we surrendered ourselves to online teaching. However, during this period, sessions taken by the team encouraged the teachers to change their teaching process in online too and the feedback given by the team was really motivating. **Mrs. Sumathi Suresh Shetty, Head Mistress Matunga Lions Pioneer English School**

Our teachers have really benefited with the workshops/training by your skilled mentors/trainers, and our teachers are using it in their teachings and it is well reflected there. They are now providing far better teaching and understanding skills in the students, who in turn, are able to understand the subject better than before. It is a great achievement for us and our teachers because of the honest and enthusiastic approach by your mentors/trainers in developing in our teachers, the real and practical skill/way of teaching.

Mohd. Akbar Siddiqui Trustee, Shafaat English School

Life Skills Collaborative (LSC)

Steered by Sattva Consulting, funded by MSDF, Porticus, Omidyar Network and Echidna Giving

Objectives for LSC (the whole collaborative):

- Create a Glossary of Life skills for Indian children of ages 11-18 years.
- Design assessment tools to measure some of these life skills – with a focus on employability and future readiness and mental health. Also, teachers will be assessed on their readiness to develop life skills in students.
- Engage with the governments of **4 states** – Rajasthan, Mizoram, Uttarakhand and Maharashtra.
- Capture voices from the ground in each of these states regarding life skills.

Objectives for TTF as Glossary Partner:

- Research and compile an India list of life skills.
- Collaborate with Harvard Easel Labs to map these life skills against other frameworks from across the world.
- Provide comprehensive definitions of each of the life skills and detail out the manifestation of each skill in the form of Skills in Action.
- Contextualise the life skill definitions
- Support the roll out of Assessment tools in 5 districts of Maharashtra in collaboration with Shantilal Mutha Foundation.

Duration : 3 years (Jan 2021 – Dec 2023)

- Target Audience : Age bracket of 11 to 18
- Target Schools : Government schools
- Target Zones : Maharashtra, Rajasthan, Uttarakhand & Mizoram

Achievements :

- Harvard Easel has done the first mapping exercise of 26 SEL and Life Skills frameworks selected by TTF, which included ISELF. The mapping is available on their site <http://easel-india-life-skills-collaborative.s3-website-us-east-1.amazonaws.com/compare-domains/>
- TTF has also completed the first phase of literature review and gathering insights from 50 SEL and Life Skills specialists and other professionals.

Challenges :

- There was a delay of 2 and a half months in receiving funds : This delayed the onboarding of relevant team members on the project which affected our initial timelines.
- We envisage an indirect impact of covid resulting in a delay of approximately a month.
- Due to the covid situation, there was a challenge in executing the pilot of the assessment tools.

Mental health and Psycho-Social support for children and youth (Supported by : CBM India)

Objectives :

Design **50 QCT lesson plans** using the social emotional learning standards and outcomes detailed out in TTF's Indian Social Emotional Learning Framework (ISELF). There will be a special focus on inclusion especially when selected members of the community are trained in using the QCT plans. The funders – CBM desire this will contribute to addressing the mental health and psycho-social needs during COVID 19 pandemic among children and youths including those with disabilities in Karnataka.

Objectives for TTF:

Improve mental health and well-being of children and youths with and without disabilities, during Covid pandemic through a community based approach, led by persons with lived experience of psychosocial disability in Rural Bangalore.

Duration : 1 year (01-01-2021 to 31-12-2021)

- Target Audience : Children and youth with or without disabilities (b) Age bracket : 11 to 24 years.
- Target Zone : Rural Bangalore

Deliverables :

- 50 QCT (Whole School Quality Circle Time) plans prepared using ISELF.
- Development of Inclusive-ISELF curriculum (i-ISELF)
- Train 50 Master Trainers on the curriculum and digital tools

CFSS Pilot – Tripura Project

TTF in collaboration with Samagra Shiksha Tripura has implemented a **Coaching for School Success Programme (CFSS)** for **8 Master Trainers** from Charilam Block of Tripura.

Project Objectives:

CFSS aims to set up a coaching culture in the schools by instituting a culture of ongoing professional learning and enhancement among the selected Master Trainers

Target: 8 Master Trainers from Charilam Block

Delivery Plan: Provide 26 Online Training; 5 Practical Assignments; 2 rounds of Coaching Support.

The programme commenced with an orientation on 20th Jan 2021, alongwith 5 participants from Vedavalli Schools in Tamil Nadu

Status: 18 online sessions have been completed as of 19th March, 2021. Due to the Pandemic the 2nd phase of In-School Coaching support and the balance modules have been postponed.

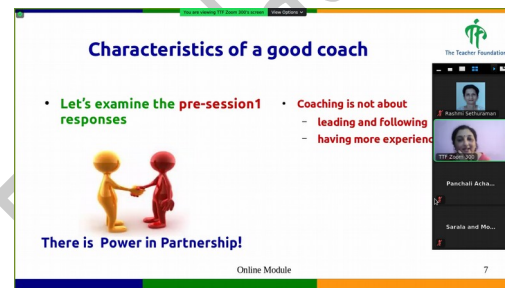
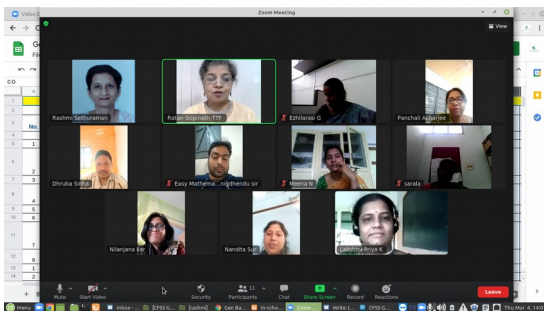
Testimonials from Tripura Participants:

The TTF training program is rich in its content. All of our mentors or facilitators are quite resourceful in their respective fields. And they listen, understand and teach and also encourage in a very nice, passionate way. The modules here are nicely designed to serve the purpose of activity based Teaching learning methodology in a true sense.

Snigdendu Bikash Chakraborty

There were limitations in the strategies that I was using earlier. This programme has benefitted me tremendously especially my relationship with my learners, communication with my learners and learning how to plan a lesson which is very crucial in the teaching learning process. I have learned how to fulfill the objectives necessary to achieve goals in a particular topic. How to apply teaching strategies and planning to everyday teaching has been very helpful and which was lacking earlier. Especially strategies like Group Work and KWL, which I have already started using in my classes and are very popular with my students. My students have also begun to reflect their lessons. Formative and summative assessments have been extremely helpful too. I am extremely enriched by this programme.

Dhruba Sinha



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.

At a Glance:

- School Improvement** at Sudhagad Pali, Raigad District, Maharashtra – supported by Swades Foundation
- School Relationship Team** – Enabling private school sign ups
- Private School Operations** – A handful of private schools were quick to switch to online teaching and TTF was equally responsive to offering support and training to teachers and heads of schools to help them shift into a digital mode of education.
- Digital Communications** – Since April 2020 TTF's work has been 100% online and this function was critical, including the recent initiative of launching a **TTF App**
- Training & Content Development** – Most of our existing training content had to be digitised for online training.

Some details of the projects under TESL

School Improvement at Sudhagad Pali, Raigad District Maharashtra

(supported by Swades Foundation)

This project, usually under Shraddha Trust, was shifted to TESL, last year owing to the changes in the FCRA norms. The initial part of this 2-year project in Sudhagad Pali, was completed by TTF in the 8 months spanning Aug 2019 to March 2020. Then schools shut down due to the Pandemic. The project commenced again in September 2020 and a blended approach was used to complete the remaining deliverables of the project. This included online and offline activities.

Participants: A total of **80 schools with 221 Teachers & Principals** were part of this programme.

Phase I – Online: The programme began in October 2020 and will culminate in August 2021, and was conducted online, through the use of ZOOM, Google Classroom and other online teaching-learning tools.

Phase II – Offline: The programme will commence in September 2021 and culminate in January 2022. However this may need to be modified after consulting with the funder, owing to the expected continued closure of schools.

Objectives: To enhance the learning outcomes of students by improving teachers' online teaching skills and heads' leadership skills.

Provided below is an update of the deliverables completed and the plan for the remaining deliverables.

Steps	Interventions by TTF	Current Status
Online Training sessions - Principal	Coaching plus Session 1 & 2	84% Covered
Online Training sessions - Teachers	8 online training sessions on various modules	96% Covered
Creation of 125 Video	Encourage and support teachers to make Videos as lessons	34 completed
Design 125 worksheets/ assignments	Encourage and support teachers to design worksheets & assignments	Completed

Testimonials from Participants:

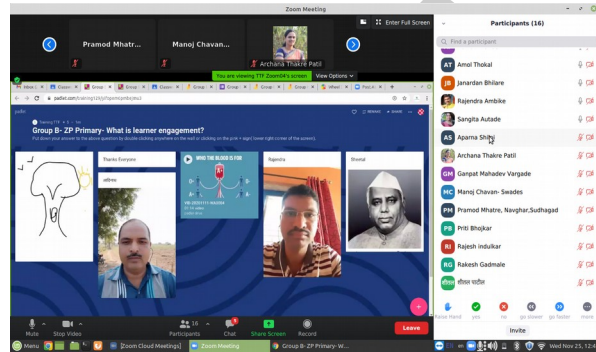
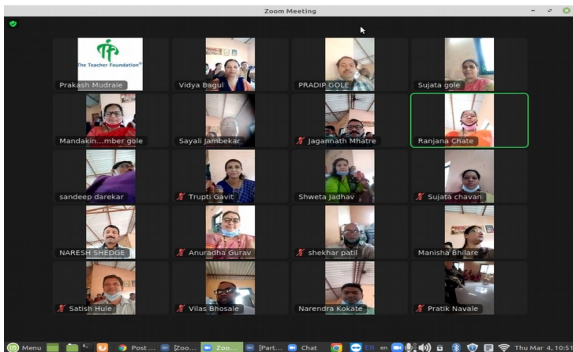
"I have learnt many different online tools for the purpose of teaching such as - Google Form, Edpuzzle, Flipgrid, Padlet etc. TTF facilitators have provided us many opportunities to participate and get hands-on experience on the use of tools, in order to make us comfortable & friendly with these tools. I specially use Google Form and Edpuzzle for my online teaching classes. I am enjoying all the TTF online trainings."
Swara Shinde - Asst. Teacher RZP School Pali No. 2

"In this pandemic situation, TTF has provided us with very useful training. We have thoroughly understood that how we can create a Google Classroom and make use of features in Zoom Meetings. I have created a GC for my class and it is very helpful to teach online. All my students are very happy to make use of tools such as Padlet & Jamboard. I make use of Question Matrix for online assessment and worksheet purpose."

Rajendra Ambike - Asst. Teacher, RZP School Nenavali

"I have understood different roles and responsibilities of a coach. COR is being very useful for observing teachers lesson. It has helped me to identify that, 'how to find critical incident in a lesson' and I have also learnt that how to give feedback to a teacher and it's Six Category Framework. Overall this Coaching Plus Session are incredible for the HM."

Sarita Sawant, Principle, Wavloli Ashramshala



School Relationship Team (SRT)

Summary of programmes signed up by SRT:

Programme	Teachers Trained	Schools Reached
Energize Online Learning	248	5
Quality Circle Time	212	5
Quality Circle Time – Demo	90	2
ISELF (Orientation)	240	13
TPODS and other short workshops	433	3
HeadLAMP	11	4
Total	1234	28*

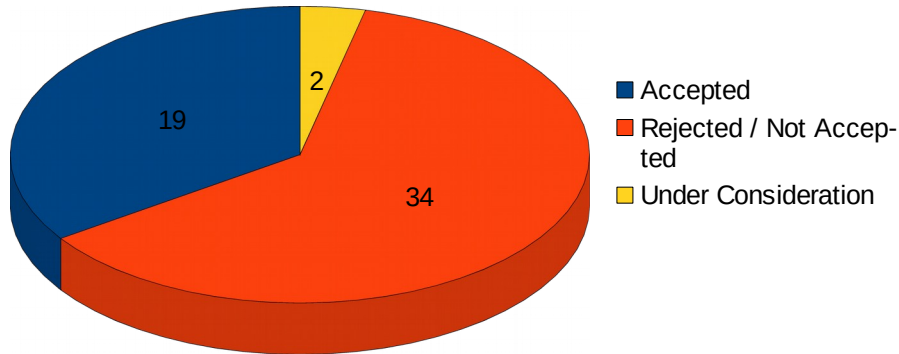
One school signed up for the programme but the sessions are yet to be delivered:

Programme	Teachers	Schools Reached
QCT	60	1
Total	60	1

Overview of proposals sent:

There were a total of 55 proposals sent in the last academic year. The following chart provides the breakup of the same:

Total Proposals: 55



The major reasons for proposals being rejected / not accepted are as follows:

- Management did not take a decision after principal shared the proposal with them, even after following up multiple times.
- The schools felt the cost was too high for them

Webinars conducted marketed by the SRT team:

Webinar Speaker	Participants Registered	Participants Attended	Schools Registered
David Weston , <i>Teacher Development Trust, UK</i>	412	250	95
Naveen Mahesh , <i>Headstart Learning Centre, Chennai</i>	226	120	55
Jenny Mosley , <i>Creator of the Whole School Quality Circle Time Model</i>	1399	800	233
Neil Mercer (*recording), <i>Prof. Of Education, University of Cambridge, UK</i>	500	135	145
TTF-TISS Collaborative Webinar on Student and Teacher Well-being (Part 1)	593	330	234
TTF-TISS Collaborative Webinar on Student and Teacher Well-being (Part 2)	593	220	234
Lucy Crehan , <i>Author of Clever Lands</i>	556	409	226
Meeta Sengupta , <i>Educator, on the NEP 2020</i>	790	520	163
Total (Cumulative)	5069	2784	1385

Highlights:

- **1223 teachers trained in 'online' short term programmes** such as QCT, TPODS, Energize Online Learning etc. These programmes were conducted in 25 schools and 3 organisations.
- **24 School heads** were trained in the 16 session 'online' HeadLAMP programme.
- **6 webinars** were conducted, including a two part webinar with TISS, with a cumulative total of 2264 participants attending them from around **1200 schools** and organisations from across the country and a few other countries too.
- TTF quickly adapted to the online mode of training and started offering online programme from the very first month of the pandemic. All the programmes were conducted in online format only.

Challenges:

- During the initial months of the Pandemic there was lot of uncertainty and school were not sure of taking up online programmes and wanted to wait and see.
- A few programmes which were expected to be signed up in initial stages were affected by the closure of schools due to COVID19 pandemic.

Private School Projects Operations

The need of the hour due to the pandemic was online training. TTF swiftly rose to the occasion and has successfully provided Online Professional Development support to teachers and heads. We have trained over 2300 teachers on various programmes, including how to engage students in effective online learning.

Online Programmes signed up during the Year 20 -21

TTFs ONLINE TRAINING SESSIONS - TESL					
Activity	Schools	No. of Batches	No. of Sessions	No. of Teachers Trained	Total Training Hours
Single Modules	5	10	12	265	24
HeadLAMP	6	2	36	24	72
ISELF	35	17	54	564	108
CFSS	10	2	52	51	104
Byjus		10 + 2	182	284	364
Energize Online Learning	21	23	92	686	184
QCT	13	12	36	395	72
CBM Inclusion Modules	3	3	10	95	20
TOTAL	93	81	474	2364	948

The sessions have been very successfully implemented and our facilitators are now well versed with the different aspects of online training and educational tools. A huge learning for the entire team!

- The Operations team had to change address on official documents as we no longer have the Ulsoor office. The official documents now also have the TTF Watermark.
- Online training also necessitated subscription to various online educational platforms, including Zoom, Padlet, Mentimeter, Mindmeister, to name a few

Digital Communications

The pandemic has created a shift in the usage of social media with most organisations working online. This has effected a change in when users frequent social media platforms the most; it is now between 9.00am to 9.00pm! Also, more emphasis is now being placed on using social media channels as vehicles for brand visibility and leverage rather than just for social interaction. TTF has carved a niche for itself with its well-attended Heads' Net Webinars organised through the year. These webinars have increased traction on our various social media platforms.

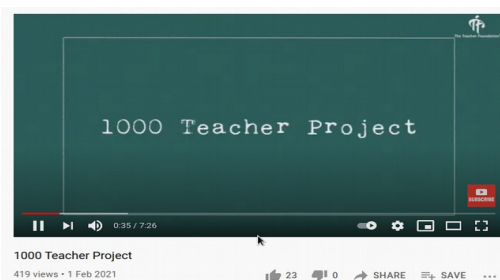
Webinar Speaker	Links
David Weston	https://youtu.be/t8K_s4BTntM
Jenny Mosley	https://youtu.be/uVD80a0iHEQ
Neil Mercer	https://youtu.be/VlXAJarnC4s
Lucy Crehan	https://youtu.be/Q_77vGavv9E
Meeta Sengupta	https://youtu.be/Oy4DkUXJSW8

- We tweeted live during our webinars and some of the webinars we held were livestreamed on Facebook

Other Deliverables:

- Regular updates on social media - sharing and retweeting resources and videos/images of our work on social media channels
- Increased followers on FB, Twitter and LinkedIn
 - ➔ Facebook – **450 + new followers**
 - ➔ LinkedIn – **500 + new followers**
 - ➔ Twitter – **770+ new followers**
- Quarterly newsletters – **The Buzz @TTF**
- Videos on online training and our 1000 Teachers project (supported by Nomura)

The 1000 Teachers project film -
<https://youtu.be/ZFYrFN2Feb4>



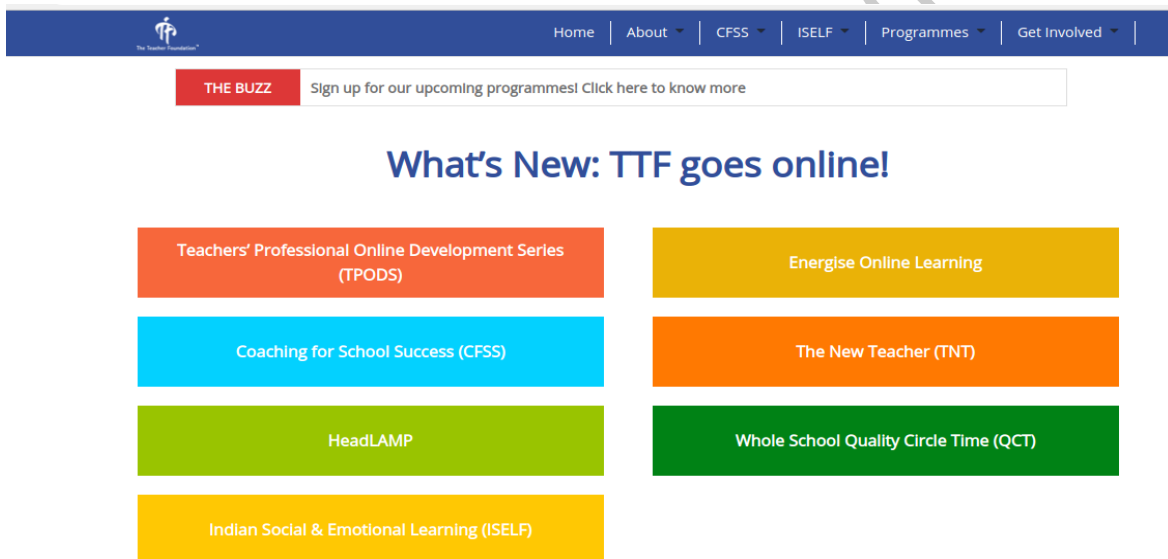
TTF goes online video -
https://youtu.be/_6hoxcmc6wM



QCT online video -
<https://youtu.be/DKZSX7j3FHg>



- **TTF website** - Tabs with our latest online projects and a ticker which shows upcoming projects; regular updates on other pages



Home | About | CFSS | ISELF | Programmes | Get Involved

THE BUZZ Sign up for our upcoming programmes! Click here to know more

What's New: TTF goes online!

- Teachers' Professional Online Development Series (TPODS)
- Energise Online Learning
- Coaching for School Success (CFSS)
- The New Teacher (TNT)
- HeadLAMP
- Whole School Quality Circle Time (QCT)
- Indian Social & Emotional Learning (ISELF)

Training and Content

A. Training

This is TTF's core function and last year in April swift and concerted action was taken in very uncertain prevailing circumstances to go fully online. This required all our facilitators to be trained in a range of digital tools, online training norms and presence, converting most of our modules into online versions. Besides we took an informed decision to use a combination of Zoom and Google Classroom instead of using any bespoke online platforms. This was cost effective as well as easy to learn quickly.

- **Programmes conducted in 2020-21**

Name of the programme : CFSS in Private Schools

Deliverables :

- To train nominated teachers from schools to become coaches of other teachers
- To conduct various interventions such as training, feedback on practical assignments, in-school coaching support

	Batch 1 (TESL)	Batch 2 (ST)
Participants	33 Ps from Kumarans schools, Oasis International and Trio World school	12 Ps from Tripura Govt schools and Vedavalli schools
Timeline	May 2020 – Feb 2021	Jan 2021- Ongoing
Highlights	First full-fledged online course Assignments were highly appreciated by all Ps Click here to view Flipgrid video testimonials	
Challenges	50% of the coaches were handling classes only in the asynchronous mode. Tweaking of the practical assignments, COR report format and PCOR was needed	Tripura Ps are not attached to schools and have many departmental duties due to which they are irregular to the sessions. The Coaching support Round 2 is held for Tripura as their schools are closed now.

Online Training effectiveness measures

- **Whole Team TTT- April 27 and 28 2020**
 - Focus of the TTT : Introduction to online training and tools
 - Fs were introduced to GC, ZOOM features, mode of conducting in-session activities. They practised a complete session TFT 1 which was adapted online.
- **Google Classroom Management training for the Ops team – May 2020**
 - Focus of the training: Invite Fs and Ps, making batches, managing document settings
 - Ops team practised making batches, making copies of documents etc.
- **Facilitator meetings – 2 February 2021**
 - Focus on online SBS process, feedback by Ps, debrief by Fs and new ideas for module development

- **Facilitator Briefings**
 - Briefings and shadowing for all modules as per needs of teams and Fs
 - Intensive briefing and hand-holding for EOL series in July 2020
 - Training on online tools for EE programme – 3 sessions done in January 2020.
- **Modifications in our processes for online support of teachers**
 - TTF Classroom Observation Rubric was tweaked to suit online teaching
 - PCOR – **Post Classroom Observation Record** adapted to online teaching
 - Reports in various formats -
 - Classroom Observation Report of synchronous and asynchronous classes separately
 - Coaching assessment Report is now available for individuals (especially CFSS) as well as schools and blocks

B. Content

- **Content development / adaptation**

Individual Modules adapted for online training	Teaching as Relationships, Positive Behaviour Management, Power of Questioning, Brain-based Learning, Multiple Intelligences, Active Learning, Using Textbooks Effectively, MMS, Tools For Teaching -1&2, Dimensions of Learning, Assessment of Learning and Assessment for Learning, Designing Learning 1& 2, Communication Skills, Coaching Skills
Programmes adapted to online training	<ul style="list-style-type: none"> • Prerana • ISELF training (3-4 sessions) • QCT training (4 sessions) • English Encounters (20 -sessions) • Inclusive Education (7 modules done – 7 to be done) • HeadLAMP - (18 sessions)
New Modules developed in 2020-21	<ul style="list-style-type: none"> • Energising Online Learning – 4 sessions • Developing Asynchronous Learning modules • Subject-based Pedagogy – 2 sessions for Byju’s • Contemporary Learning theories – 2 sessions for Byju’s • Topic Plan to Story board – 1 session for Byju’s

- **Projects**

DishaEY (TESL) – Development of 30 modules for E & Young Foundation

- **Timelines:** April 2020 – April 2021
- **Deliverables :** Content development for **30 online sessions on life skills** for students from grade 11 to 3rd year of college. Training material developed for every session included – presentation, flowline and handouts
- **Highlights :** The activities and material for many of the modules were highly appreciated by EY foundation. Here is feedback for the module ‘Making an Impact’ given by Anupriya Biswal, coordinator from EY Foundation -

"It is an awesome compilation of almost everything related to making an impact. All the 6 videos are so inspiring and impactful ! Session 2 also consists of few other elements apart from "Johari Window" concept. Overall, a perfect module."

- **Challenges :** Change in the content team in the middle of the project caused a delay and a 2 month extension was sought. The project which was due in Feb 2021 was completed in April 2021.

- **MI Assessment for Byju's (TESL)**
 - **Client:** Byju's
 - **Timelines:** February 2021
 - **Deliverables :** Development and pilot of assessment of Multiple Intelligences (MI) for children of grades 4-6. The assessment culminated in an automated individual report for each test-taker.
 - **Highlights :** The report format which included the MI wheel contains options and creative activities to develop MI.
 - **Challenges :**
 - **Lack of understanding of the assessment tool in terms of the client's expectations** – TTF created the tool on Google spreadsheet and Google classroom as we were under the impression that students should get a report immediately without our intervention. Byju's however later communicated that the marketing team would be implementing the test and the report would be discussed by a counsellor. They changed the manner of test tasking – changing it into a form and then plugging in the results into the sheet. This created some hurdles in the implementation of the test.
 - **Lack of adequate training for the implementation team** – The 5 members who attended the training by TTF were not the same as the actual implementation team. This resulted in lack of understanding about the reason and purpose of the assessment.

- **Swimming Matters Curriculum Development**
 - **Client:** Winning Matters Pvt. Ltd.
 - **Timelines:** April 2020 – June 2021
 - **Deliverables :** Development of a Swim Curriculum for India, considering the AustSwim Curriculum of Australia, detailing out the overall approach and key principles of a swim curriculum, Objectives mapping of 8 stages, teaching methods and assessment strategies.
 - **Highlights :** The overall draft structure of the curriculum was ready in September 2020
 - **Challenges :** This curriculum has been challenged by the multiple changes in the brief given to TTF and the long delay in the client reverting with feedback. Then TTF became preoccupied with other projects.

Part 3 - ST & TESL

HR Report

No. of Employees & Freelancers as on 31.03.2021

S. No	Particulars	Shraddha Trust	TESL	Total
1	Full time	15	3	18
2	Part time + Consultants	0	0	3
3	Freelancers			24
	Total			45

Total employees and freelancers of the organisation is 42 members

Recruitment Status for the period April'20 to March 2021

Shraddha Trust - Nil

TESL - 1

Shraddha Trust				TESL			
Month	No of Positions	Designation	Location	Month	No of Positions	Designation	Location
Jan				Oct	1	Coordinator – Training & Teacher Support	Raigad
Total					1		

Calculation of Attrition Ratio

Calculation of Attrition Ratio Apr'2020 to Mar-2021													
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 2020	36	3	39	0	3	3	11	0	11	25	6	31
2	May 2020	25	6	31	0	0	0	2	0	2	23	6	29
3	June 2020	23	6	29	0	0	0	1	1	2	22	5	27
4	July 2020	22	5	27	0	0	0	6	0	6	16	5	21
5	Aug 2020	16	5	21	0	0	0	0	0	0	16	5	21
6	Sep 2020	16	5	21	0	0	0	1	1	2	15	4	19
7	Oct 2020	15	4	19	0	1	1	0	1	1	15	4	19
8	Nov 2020	16	3	19	0	0	0	1	0	1	15	3	18
9	Dec 2020	15	3	18	0	0	0	0	0	0	15	3	18
10	Jan 2020	15	3	18	0	0	0	0	0	0	15	3	18
11	Feb 2020	15	3	18	0	0	0	0	0	0	15	3	18
12	Mar 2020	15	3	18	0	0	0	0	0	0	15	3	18
Total					0	4	4	22	3	25			

Finance

Shraddha Trust Income & Expenditure 2020-21

Particulars	Amt In lacs	
	FY 2021	FY 1920
Excess of Income over Expenditure	1.43	23.47
Income		
Grants	144.80	308.57
Donation	11.63	40.79
Others Income	0.98	2.21
	157.41	351.57
Expenditure		
(525-001) Building & Occupancy	4.66	15.49
(509-100) Compensation	121.67	211.46
(537-000) Core Project Activities	17.27	70.29
(540-000) Contractual	3.64	1.38
(509-000) Operating Expenses	0.55	5.05
(520-001) Support & Other Services	8.18	24.44
	155.98	328.11

Shraddha Trust Project Financial Status as of 31st March 2021

S. No	Donor	Program	Region	Project Period	Amt in lacs		
					Budget	Expenditure for the period till March 21	Closing Balance C= A-B
Current Projects							
A. Shraddha Trust							
1	Nomura Capital India Pvt Ltd	Teacher Training at Mumbai – 1000 Teachers	Mumbai	April to Dec 20	62.34	62.34	0.00
2	CBM	Inclusion Project	Bangalore	July to March 21	9.40	7.00	2.40
3	Mastek	CFSS- An Online Approach	Mumbai	July to March 21	12.00	12.00	0.00
4	Deloitte	An In-School Post-Covid approach	Bangalore	April to March 21	31.55	31.55	0.00
5	Sattva	LSC Project	Bangalore	Jan 21 to Dec 23	222.00	9.99	212.01
6	Nomura Capital India Pvt Ltd	Teacher Training at Mumbai – 1000 Teachers	Mumbai	Dec -20 to Nov 21	75.36	19.67	55.69
7	CBM-Italy	Inclusion Project	Bangalore	Jan 21 to Dec 21	14.00	2.25	11.75
	Total (ST)				426.65	144.80	281.85
B. TTF Education Services Pvt Ltd							
5	Swades		SudhagadPali	Sept 20 to July 21	17.42	9.22	8.20
	Total (TESL)				17.42	9.22	8.20

TESL Profit & Loss Account for the FY 2020-21

Particulars	FY2021	FY1920
Profit /(Loss) (a-b)	5.64	-11.47
Income		
Fees for services	75.81	60.59
Others Income	0.96	3.48
Subtotal (a)	76.78	64.07
Expenditure		
(525-001) Building & Occupancy	2.07	5.61
(509-100) Compensation	45.06	25.63
(537-000) Core Project Activities	9.23	15.04
(540-000) Contractual	4.24	9.74
(509-000) Operating Expenses	0.94	1.72
(520-001) Support & Other Services	9.59	17.80
Subtotal (b)	71.14	75.54

Target Status:

Target for the year	INR 75 Lacs
Achieved (in terms of Amt)	
- Marketing	INR 9.76 lacs (13.01%)
- TTF	INR 61.37 lacs (81.82%)
- Total	INR 71.12 lacs (94.83%)

Target Comparison(19-20 vs 20-21)

Financial Year	Target	Achievement	%
2019-20	INR 75 lacs	INR 71.39 lacs	95.18%
2020-21	INR 75 lacs	INR 71.12 lacs	94.83%



Number of Teachers Trained

Teachers Trained							
Financial Year	Private – Fee for Service			Funded			Grand Total
	Heads	Teachers	Total	Heads	Teachers	Total	
2002-03	0	0	1065	0	0	0	1065
2003-04	0	0	1025	0	0	0	1025
2004-05	0	765	765	0	30	30	795
2005-06	0	0	963	0	125	125	1088
2006-07	0	0	1287	164	513	677	1964
2007-08	0	0	2032	164	513	677	2709
2008-09	0	0	623	87	641	728	1351
2009-10	23	2315	2338	79	1264	1343	3681
2010-11	21	2660	2681	105	1225	1330	4011
2011-12	233	3075	3308	24	532	556	3864
2012-13	65	4401	4466	62	856	918	5384
2013-14	18	6024	6042	54	585	639	6681
2014-15	25	6330	6355	560	1754	2314	8669
2015-16	144	3310	3454	935	6178	7113	10567
2016-17	105	3304	3409	121	6135	6256	9665
2017-18	122	5645	5767	26	4870	4896	10663
2018-19	63	3294	3357	51	2030	2081	5438
2019-20	0	2697	2697	0	585	585	3282
2020-21	24	2187	2211	60	2245	2305	4516
2021-22	16	105	121	0	0	0	121
	859	46112	53966	2492	30080	32572	86538