

TEACH**FOR**INDIA

2009 - 2021



ALUMNI  
IMPACT  
REPORT

We've come from the dot  
of an idea planted decades ago  
on the other side of the planet,  
to dots of change across India.

**DOTS THAT  
SHINE, MERGE,  
GAIN  
MOMENTUM,**

**POWERING  
GENTLY,**

**ALONG IN  
PURSUIT OF  
EDUCATIONAL  
EQUITY.**

As we look to the future, my dream  
for us is this: let's keep the bar high.

Let's believe in the fullest potential  
of what education can unleash.

Let's fight with love, courageously, until every  
child, armed with that fullest potential of education,  
lives in a world free of poverty and filled with love.

**LET'S DO THIS  
WITH OUR CHILDREN.**

**Shaheen Mistri,  
CEO & Founder,  
Teach For India**





Every year, reasons change, but the result remains the same. I religiously visit the Teach For India Institute annually. Simply because I have never experienced a happier place. I doubt one can possibly exist. It creates a surreal space enabling people, even the most guarded ones, to be vulnerable yet safe, encourages them to be silly without judgment and allows them to have inner conversation in peace despite the overdose of activities.

So when in 2016, I passed through one of the toughest phases of my life, bordering on a phase of constant melancholy, unexplained bitterness, and a lost sense of self-worth, I showed up at Institute for 10 days and I knew I was home. Spoke to none about my inner struggles, yet it was therapy.

This sense of community is rare. I'm sure I share this affinity with thousands though we may have experienced it differently.

It is perhaps our abiding love for our country, and its many children through whom we understand each other deeply even in our differences, or perhaps our shared pursuit of entrepreneurial search for meaning in life by means of service, or perhaps our common (and too many) struggles during our Fellowship, or perhaps just the fact that Teach For India attracts certain kinds of people.

The last ten years have given us much to celebrate: Our students have markedly higher levels of language proficiency, they are able to engage with problems critically, and their confidence levels are amazing. Our Alumni have embarked on journeys to solve some of the most complex problems our country has ever seen, while building a community of support for one another.

It is a remarkable feat by Teach For India to have mobilised and then retained more than three thousand (and counting) young, motivated people in the development sector while challenging and redefining the discourse on pedagogy and classroom management practices.

However, I must strike a note of caution. The ultimate barometer of our success lies in improving the lived realities of our children, and their families. Therefore, we must constantly pause and reflect to consciously ensure that there remains no difference between our own social mobility and that of the communities we seek to serve. The moment it begins to diverge or our own upward social mobility takes precedence, we have lost.

Who knew that a chance conversation back in 2011 where I first heard about Teach For India would bring me here. :)

But then here we are,  
Cheers,

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# ANURAG KUNDU

2013 Teach For India Fellow



Teach For India was founded with the recognition that the path to a better tomorrow demanded something radically different. It demanded leadership. People who not only understand India's ground realities, but also have the commitment and gumption to change them.

Over the past twelve years, more than 120,000 young people have applied to Teach For India's Fellowship Program. We have since infused the system with more than 3400 leaders – people who have honed the courage and skill to spend a lifetime serving the country's most vulnerable children and families. It was a journey, for each of them, that began with two years in India's most challenging – and most impoverished – classrooms. The four walls of their schools presented a microcosm into the issues vexing the country. And the children who stared back at them offered an opportunity to transform.

**Today, these 3400+ leaders are starting their very own schools. They're running organizations. They're training teachers. Designing policy. And continuing to serve within classrooms, non-profits, and corporate institutions. Most importantly, though, they're working together to collectively build a better India.**

The Teach For India Alumni Impact Report, found in the pages that follow, offer a glimpse into the path-changing innovations, breakthroughs, and relentless efforts our Alumni are pioneering, every single day.

It tells us that, twelve years later, Teach For India Alumni are reaching more than 33 million children - that's 1 in 10 children in India - at various levels of the system from schools, communities to governance and policy - level initiatives. More than 77% of our Alumni continue to serve in the social sector, a commitment that is fueled by belief: more than 90% of our Alumni are convinced that India's children can receive an excellent education. It also tells us that our community has founded 150+ organizations.

In reading the report that follows, we hope you join us in finding room to pause, to celebrate what our community is capable of, and to hold the truth and the hope of our collective journey ahead.

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**SANDEEP RAI**  
Chief of City Operations







Our Vision

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

Our Mission

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





## Our First Decade

- 1 Will the country's most promising and passionate talent join the **Teach For India Fellowship**? 1
- 2 Can our Fellows, together with their Students, deliver an excellent education while simultaneously growing themselves into **India's future pipeline of leadership**? 7
- 3 Will our Alumni garner the passion, commitment, and leadership skills needed to **multiply their impact**? 15
- 4 **Will we come together, as a growing movement,** to begin creating impact that is transformational and sustainable for impoverished children and communities? 49
- 5 Can we **learn from – and spread – innovations** rapidly so we serve not some, but **all children**? 51

**The Next Decade** 55

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## 2

## Can our Fellows, together with their Students, deliver an excellent education while simultaneously growing themselves into India's future pipeline of leadership?



Studies conducted by Columbia University and Educational Initiatives, and Board exam results over the last 4 years indicate that our interventions have helped bridge learning gaps, allowing our Students to outperform their peers in government and affordable private schools.

Our Fellows have also worked tirelessly to provide not just academic but holistic opportunities to our Students in and beyond classrooms, focusing on the role of values, the importance of reflection and holding ourselves and others to high expectations. Our own sense of possibility has been pushed as some of our Students have gone on to attend prestigious institutions like the United World Colleges and IIT, have taken part in state-level sports and interned with leading organisations.

Simultaneously, our Fellows have grown as leaders as they've grappled with overwhelming challenges in the Fellowship. They've co-created ecosystems of support with parents, teachers and school administration, resulting in 95% of our partner Headmasters wanting to continue our partnership year on year.

And as our Fellows take stock of their journey, they've recognized that our work isn't just restricted to 1,000 Fellows and 32,000 Students, but deeply ingrained in a collective of more than 200,000 individuals across 7 cities- Students, Fellows, parents, teachers, community members, corporates, NGO partners and more - bound by a shared vision of serving children.

While we've made progress, our most pressing challenges remain in providing a holistic education to all our children. We need to ensure that the Students still below grade-level proficiency in reading are caught up. Our Math interventions need to be strengthened, rapidly. We need to establish better systems of support for our Students post the 10th grade, along with broadening the scope of opportunities and strengthening our support in specific areas so that our Fellows may experience maximum growth and success.

In the next decade, this is the question we're holding:

***How can we ensure that all of our Students receive a 21st century holistic education that grows their leadership and prepares them for a rapidly evolving world?***



# We have a program that has consistently proven to be better than the alternative for Students

## Student Results

### Student Achievements

- 96% of all Teach For India Students who appeared for the 10th grade exam passed overall. While 100% of Teach For India Students in Chennai and Hyderabad graduated due to Government mandate, 98% of Pune Students, 96% of Mumbai Students, and 94% of Delhi Students passed the exam
- Our Students are going on to University, and a majority of Students who are selected for the prestigious Avsara Leadership Academy in Pune and the Rajkiya Pratibha Vikas Vidyalaya (RPVV) schools in Delhi come from our classrooms

### CENTA Olympiad

Of the Teach For India Fellows who participated in the 2019 CENTA Olympiad, 31 ranked in the National Top Ranks, 26 received Regional Ranks and 35 received Subject Ranks

## Past Externally Validated Studies

### Columbia SIPA (2012-16)

Key findings from a longitudinal study conducted over these 4 years:

- **English:** Teach For India Students grew 5 times as much as students in non-Teach For India classrooms
- **Math:** Teach For India Students grew 2.5 times as much as students in non-Teach For India classrooms



### Educational Initiatives (2016-17)

Key Findings from an end-year assessment for grades 3, 5 and 7 in English and Mathematics:

- In higher grades (5 and 7), Teach For India Students performed significantly better than their counterparts in government and affordable private schools
- Pune and Mumbai were at the higher end across multiple classes and subjects, indicating that the more mature a site and program, the higher the chances of its Students performing well over time

**77%**

Students shared that **Fellows ensured they were understanding content in the classroom.**

**81%**

Students stated that **Fellows held rigorous expectations from them.**

**78%**

Students reported that **Fellows valued their ideas and inputs.**

**73%**

Students shared that **Fellows were able to create an engaging learning environment.**



**IN A SURVEY CONDUCTED BY TEACH FOR ALL, STUDENTS SHARED HOW FELLOWS POSITIVELY CONTRIBUTE TOWARDS THEIR HOLISTIC DEVELOPMENT.**



## Fellows feel connected to our movement and hold a strong sense of community

Results from the National Fellow Engagement Survey indicate that our Fellows believe deeply in our vision and mission, are able to see their impact & achievement come alive and experience a strong sense of community.

**99%**

Fellows share a strong belief that they have a role to play in ensuring all children attain an excellent education

**95%**

Fellows reported that they feel part of a larger movement that is working to ensure that all children in India attain an excellent education

**95%**

Fellows find purpose and meaning in the work they do

**94%**

Fellows reported that people at Teach For India collaborate effectively towards providing an excellent education for our Students

In the latest Alumni survey, the Fellowship scored a **Net Promoter Score of**

**39,**

indicating that our Fellows have a very positive experience during the 2 years.

## Alumni quote the vision and impact of the Fellowship

as well as the associated learning curve as the top most reasons for recommending it to friends and colleagues.

Mahesh Medlari, 2014 Cohort,  
People & Culture, Openhouse

"The Fellowship and the time that I spent being a Teach For India Staff member made me realise the collective impact a group of brilliant, diverse and driven individuals working for a cause can have."



## **Professor Julie Hennessy**

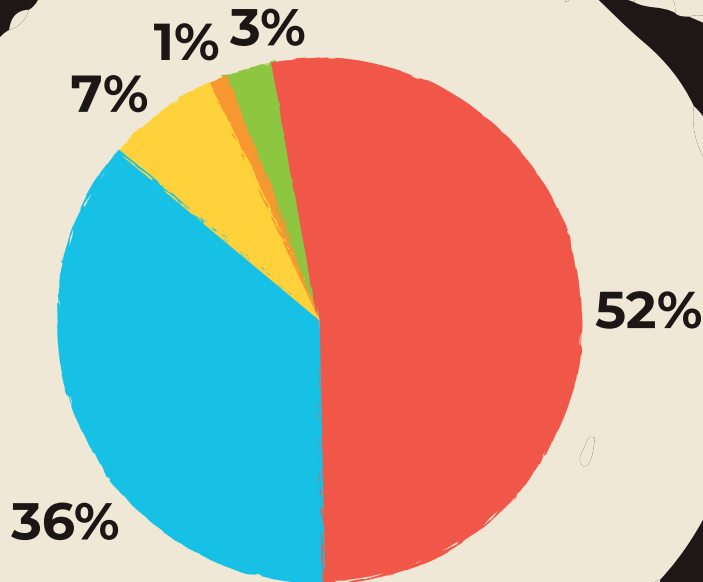
Clinical Professor of Marketing, Kellogg School of Management

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“Teach For India makes an enormous difference in the lives of children, but also in the lives of those volunteers who teach as a part of this program. Teach For India Alums exhibit a guiding sense of personal purpose, a practical approach to getting things done with the resources available, and willingness to take on huge challenges. These qualities make them visionary leaders in any organization that they join. Teach For India’s contributions in this way are immeasurable.”

# TEACH FOR INDIA ALUMNI ENGAGEMENT SURVEY MARCH 2020

**52% Alumni** indicated that the Fellowship experience played a pivotal role in their decision to work in the sector.



Fellowship experience made me want to stay on in the sector

I had always planned to stay on in the sector because I want to contribute to education / society

It matched my skills and experiences

My first preference was the private sector / some other sector but was unable to get in

Others

## Jahnavi Reddy, 2015 Cohort, The News Minute

"I would say it was one of my first experiences where I had to constantly think about how structural/systemic flaws affect people from oppressed castes and religions on a daily basis, through my Students and their parents."

## Ashish Srivastava, 2009 Cohort, Shiksharth

"After my Fellowship with Teach For India, my job took me to different rural and semi-rural locations in North India, which exposed me to the stark difference in support that marginalised communities receive in such locations. While cities see a large number of CSOs doing great work, just within 100 kms, one would notice vastly poorer human development indicators. This exposure to the spectrum of inequity and the urge to go back to classrooms led me to quit my job and go on an exploration journey across India. During that journey, I landed up in Dantewada, Bastar in Chhattisgarh and never went back."



# 3

## Will our Alumni garner the passion, commitment, and leadership skills needed to multiply their impact?



### Our Alumni surveys tell us that:

Our Alumni **believe**. Almost 100% say that they understand the challenges, and in spite of the struggles, continue to believe that all children can attain an excellent education.

Our Alumni are **committed**. 77% of our Alumni are working in the social sector. Amongst the 23% spread across the private sector, academia and other fields, many remain connected to children.

Our Alumni have **widespread reach** as they are cumulatively reaching more than 33 million children - or 1 in 10 children in India - through their work across schools, communities, policy and various levels of the system.

Our Alumni are beginning to **influence the system**. Nearly 12%, almost 400 Alumni, have founded 150+ organisations or occupy senior leadership positions such as CEOs, CXOs and policymakers.

Our Alumni bring **strengths that the sector needs**. Employers tell us that Teach For India Alumni bring qualities that make them an asset to organisations and individuals that they serve.

- 1. A deep **passion**
- 2. An understanding of grass-root realities and **what children truly need**
- 3. An **entrepreneurial spirit** and the courage to act quickly
- 4. Strong **technical skills in teaching**

However, the Alumni journey continues to be challenging. Entry barriers to numerous pathways like policy, curriculum design and assessments are high. Our knowledge of the larger system is limited. Our entrepreneurs need access to resources to strengthen and scale organisations. Our teachers and school leaders experience challenges deeply ingrained in our system. Our Alumni need ongoing support and professional development, but their needs also vary greatly across cohorts and Alumni pathways.

*How can we build not only the knowledge and capabilities, but also the partnerships needed to accelerate and deepen our Alumni's impact towards educational equity?*

## Anu Prasad

Founder, Director, India Leaders for Social Sector

"Teach For India is a powerful movement of empathetic, committed, passionate, leaders who are grounded in the realities of the lives of their communities. Being a part of Teach For India is character-forming, it seems like a rite of passage for those who wish to contribute or build a career in public service. We already see the impact of a decade of Teach For India in various organisations across the development sector and beyond. May this tribe increase."

## Ashish Dhawan

Founder & Chairman, Central Square Foundation

"Teach For India Alumni combine their understanding of education grassroots with a passion to impact things at a system level. Irrespective of whether they are setting up new organisations, working as school leaders or assisting the government in policy formulation, they keep teachers and students at the centre of their efforts. Also, education reform requires long-term commitment, and one's efforts and network add-up over a period of time. I am glad that the majority of the Alumni stay back in the sector with a deep and long-lasting commitment to education reform."

## Safeena Husain

Founder, Educate Girls

"Teach For India Alumni demonstrate not only the technical skills but also a deep sense of empathy for the demographic we serve. Our experience with Teach For India Alumni has been nothing short of incredible. If you are an education-focused civil society or a research organization, I would unequivocally recommend Teach For India Alumni."

## Shriya Sethi

Country Director, International Innovation Corps

"The fact that all the Teach For India Alums have spent two rigorous years on the ground understanding the grass-root challenges of the education system instills in them a sense of purpose, passion and vision which is really crucial in the domain of policy and governance. They come in within immense sense of empathy which helps them to form strong relationships with stakeholders across the board and also lead multiple initiatives."





77% of Alumni work in the **Education and Social Sector**



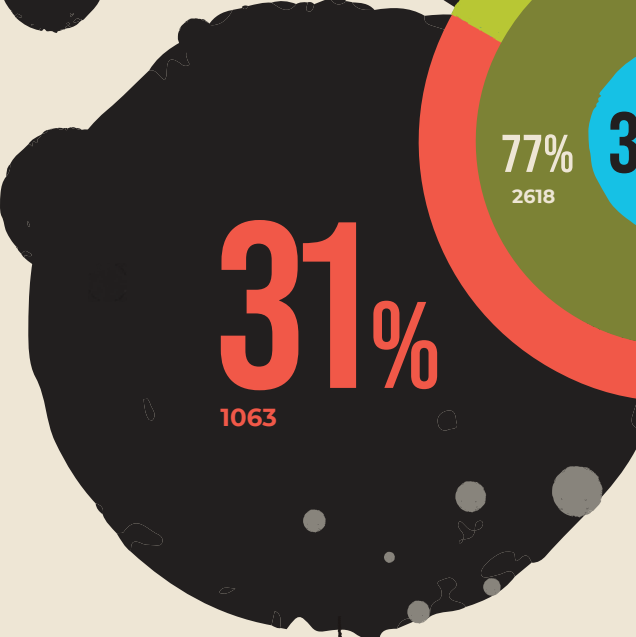
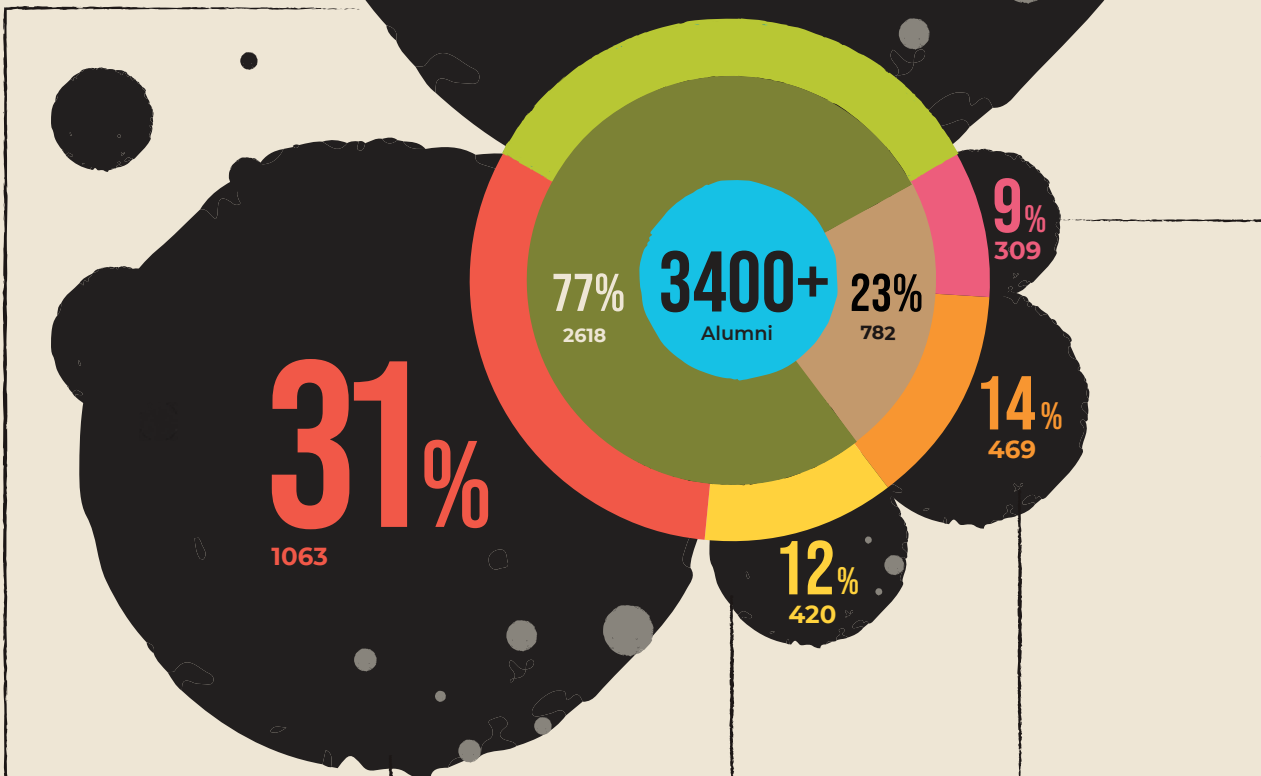
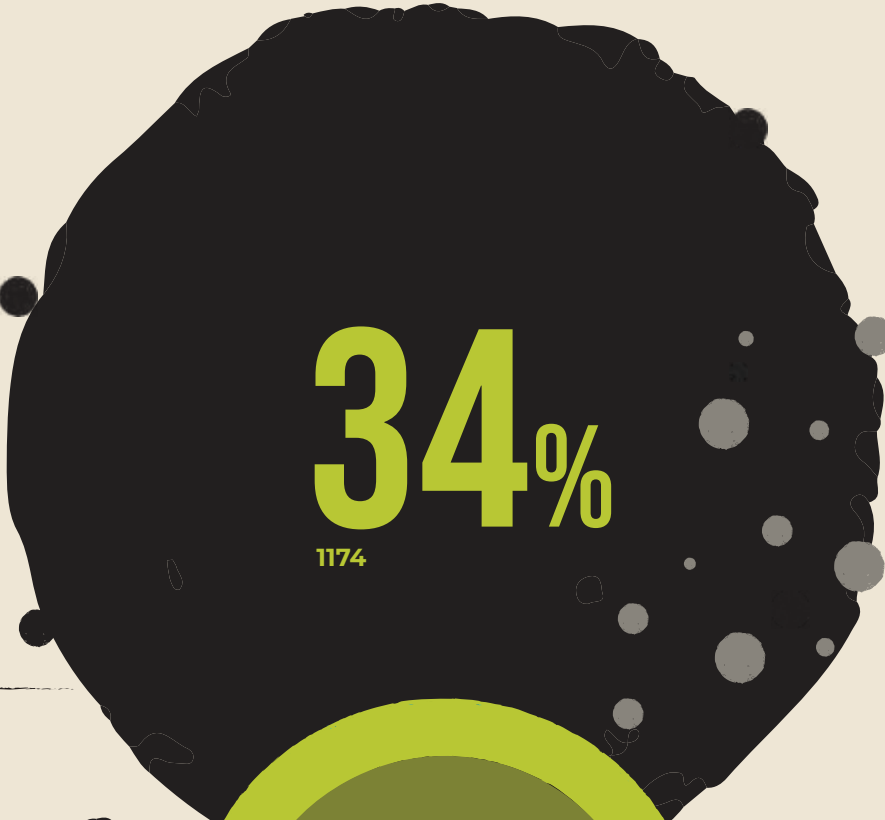
23% of Alumni work in **other sectors, yet many remain connected to children**



Alumni working with children from **socio-economically disadvantaged groups**



Alumni working with children from **higher income backgrounds**



Alumni working in **direct pathways in the Education sector**



Alumni working in **indirect pathways in the Education sector**



Alumni working in the **social sector (outside of Education)**



Alumni working in the **corporate sector**



Alumni working in **other sectors**



In 2 years, Fellows support **32,000 children directly.**

**~1000x**

After the Fellowship, Alumni significantly multiply their impact. Our Alumni community today is reaching 1000-times the number of children we work with in the Fellowship.

**IMPACT AT DEPTH**

Our Alumni working closest to children in school systems and communities are reaching almost 1 million children.

**=**

**IMPACT AT SCALE**

**33,000,000**

**KIDS**

When we add up the number of children reached by Alumni across all levels from schools, community to policy and government systems, our Alumni are cumulatively reaching 33 million children.



# 34% of our Alumni work directly on the ground with children



**Aniket Thukral**  
2009 Cohort,  
Director of Programs,  
Global School Leaders



**Alpna Mallick**  
2011 Cohort,  
Director, Training and Impact,  
Teach For India



**Sriram Chemuturi**  
2010 Cohort,  
Principal,  
Matshori English Medium School



**Dipti Balwani**  
2012 Cohort,  
Program Lead,  
Saturday Art Class; Transformational  
Teaching Fellowship Fellow



**Shekar Hariharan**  
2017 Cohort,  
Founder,  
Shifting Orbits Foundation



**Sruti Sriram**  
2016 Cohort,  
Teacher,  
Avasara Academy



**Nathaniel Seelan**  
2013 Cohort,  
ASL,  
Vidyaniketan, Chennai



**Abhiram Natarajan**  
2014 Cohort,  
Lead,  
1M1B



**Mrinalika Rathore**  
Project Lead,  
Sashaktikaran Foundation,  
2015 Cohort



● Alumni working with children from **socio-economically disadvantaged groups**

● Alumni working with children from **higher income backgrounds**

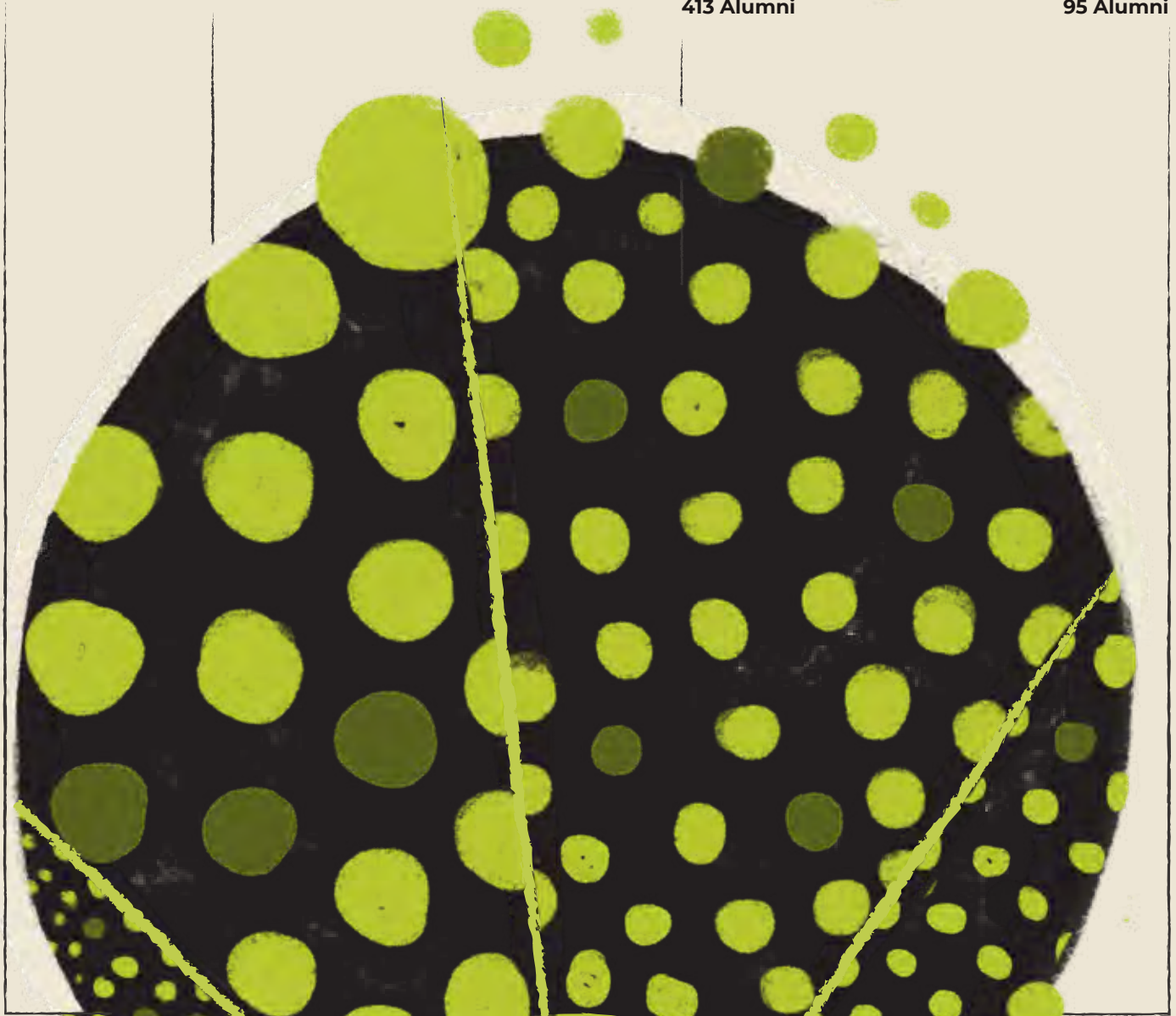
# The Hope

School Leadership  
**245 Alumni**

Teacher Training  
**421 Alumni**

Teaching-Related Domains  
**413 Alumni**

Community Empowerment  
**95 Alumni**



## Alumni Speak: 'Our Why'

Sneha Shetty, 2017 Cohort,  
Avasara Academy

"Knowing that I am a valuable adult in their lives, not as a role model, but at least as a mentor, guide or listener is important. Ask yourself: What are you ready to trade for the work you love doing?"

Aditya Krishnan, 2014 Cohort,  
Teach For India

"We need to deep-dive into why the status-quo is so - no one wants low quality teaching, but it happens. With patience, change is possible - I've seen it, and that has been the biggest reward."

Jasmine Sachdev, 2013 Cohort,  
Shiv Nadar School, Aagaaz Theatre Trust

"Working with smaller systems can lead to big change. I love teaching 30 kids & seeing ripples through the larger system."

### The Challenges

Only 7% of Alumni are currently teachers. Alumni face multiple barriers in working with school systems, especially those serving kids from economically weaker communities.





ALUMNI SPOTLIGHT  
**Tanvi Metre**

2015 Cohort,  
 Founding Team Member and Manager,  
 iTeach Schools



A 2015 Fellow in Pune, Tanvi Metre believes that the two years she spent in a classroom were enough to inspire her to continue to work in education after her Fellowship ended. “Objectively, none of this would have been possible without the Fellowship. Would I have thought of building a career in the ed-sector (forget actually doing it)? Would I have gotten the opportunity to contribute towards building a solid NGO? Would I have met the people who have inspired me to stick around? No.”

The biggest challenge that she has encountered in her work is her attempt to reach every single child. According to Tanvi, current core programmatic interventions work for only 80% of the students, making it difficult to include the remaining 20%. But what has kept Tanvi going are her colleagues who are a constant source of inspiration and in spite of the work being tough, have never let her feel alone.

**Tanvi's  
 message  
 to...**

**OUR ALUMNI  
 COMMUNITY**

“Thank you! Akele, humse na ho payega. Need the momentum of a community of people working towards a common mission.”

**OUR FUTURE  
 FELLOWS**

“It will not be easy, but it will be 200% worth it!”

**THE YOUTH  
 OF THE COUNTRY**

“Show up and stay. We can collectively break the status quo for the most under-resourced children in our country.”

# 31% of Alumni indirectly strengthen the overall education ecosystem



**Sarthak Satapathy**

2013 Cohort,  
Former Team Lead, DIKSHA-PMU,  
Central Square Foundation



**Divya Behl**

2010 Cohort,  
Programme Manager,  
Global Schools Forum



**Lewitt Somarajan**

2011 Cohort,  
CEO,  
Life Lab



**Arja Dayal**

2012 Cohort,  
Former Country Director  
of Sierra Leone and Liberia,  
Innovations for Poverty Action



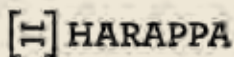
**Kushal Dattani**

2014 Cohort,  
Founder,  
Samait Shala



**Shefali Mishra**

2015 Cohort,  
Manager, Partnerships,  
Harappa Education



**Ashish Srivastava**

2009 Cohort,  
Founder,  
Shiksharth



**Sowmya Lakshminarayanan**

2017 Cohort,  
Founder,  
Lead by Design



**Vishal Sharma**

2016 Cohort,  
Founder,  
SMILES in Life Foundation



● Alumni working with children from **socio-economically disadvantaged groups**

● Alumni working with children from **higher income backgrounds**

# The Hope

Technology in Education  
**226 Alumni**

Early Childhood Education  
**83 Alumni**

Student Health & Nutrition  
**11 Alumni**

Education Management  
**109 Alumni**

Tertiary Education & Workforce Development  
**82 Alumni**

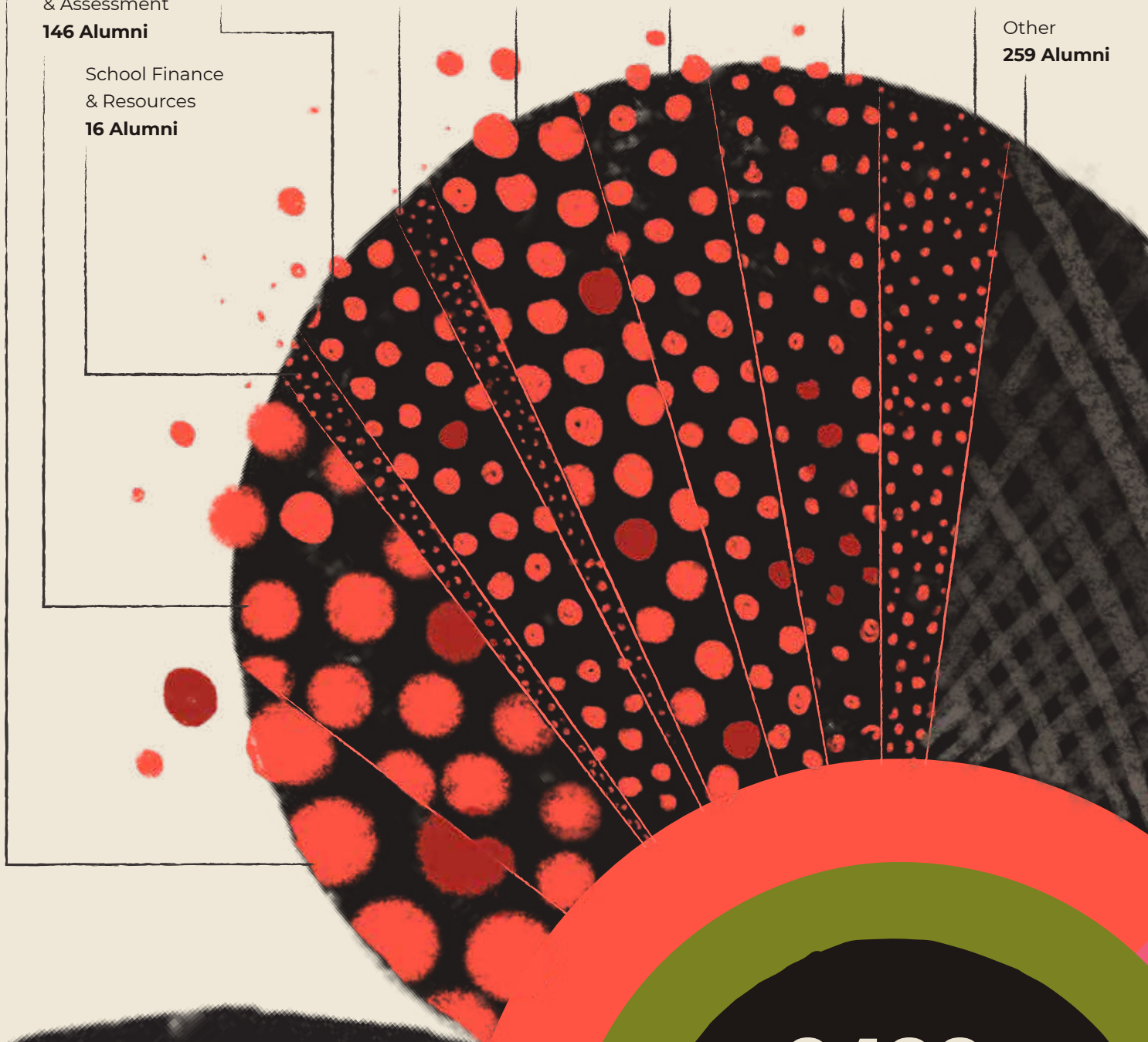
Inclusive Education  
**75 Alumni**

Private Sector Engagement  
**56 Alumni**

Curriculum & Assessment  
**146 Alumni**

School Finance & Resources  
**16 Alumni**

Other  
**259 Alumni**



# 3400+

Alumni



## Alumni Speak: 'Our Why'

Prapti Bhasin, 2016 Cohort,  
Afaaq Foundation

"I wanted to try to make a difference in places where there is highest need - and I saw that just 20-30-50 kms outside our cities."

Ashish Srivastava, 2009 Cohort,  
Shiksharth

"I do it because of the need. It's not about my aspirations. Bastar region is larger than Kerala - there is no one there other than us. We have to do this. Hum witness bhi hain, hum awaaz bhi hain - hopefully a time will come when people will see this. Once you make this commitment you have to stick it out - we have to stay as long as we can."

### The Challenges

While Alumni working in indirect pathways are able to reach kids at scale, many of their initiatives are unable to reach kids in the remote and rural parts of the country. Alumni surface the steep drop in support for children in India's most vulnerable areas.

Varun Sharma, 2016 Cohort,  
Ministry of Home Affairs

"Actual solutions are very aligned to the broad framework we learned at Teach For India - the permutations and combinations are helping me drive change across all the departments I work with - only the problems are different. I don't have 6 months to study the system, I just have to jump in & continuous learning is key."



ALUMNI SPOTLIGHT  
**Ramya Krishnan**

2015 Cohort,  
 Team Lead,  
 Central Square Foundation



“We are not going to solve the education crisis without improving the number and quality of teachers and our teaching methods.” Ramya asserts that the education crisis needs our plans to be simple but differentiated. Thrilled that the NEP has emphasized basic literacy and numeracy, and made room for 21st century skills, she feels it is time for us to peg our goals and get creative about achieving them.

Her proudest moment in her journey so far has been bringing together various stakeholders in order to relay feedback from the last mile beneficiary to the decision makers. “I worked on a project called DIKSHA (an education technology stack), which started just as an idea and 18 months later had been adopted by the government. There were so many people, iterations, opinions and philosophies that had to come together for it.”

Currently working at Central Square Foundation, Ramya says that the biggest challenge for her has been learning radical prioritization. “The numbers in India are huge and our problems are complex but we need to start somewhere to ensure we get the maximum impact with the limited resources we have.”

But despite all the challenges, what has kept Ramya going is people. Whether it's people who are making a pit stop in the social sector or someone who is starting from scratch, she says, people can surprise you with their wit, warmth and openness. “It is possible to work with an investor's head, a teacher's heart and a farmer's hand.”

**Ramya's  
 message  
 to...**

**OUR ALUMNI  
 COMMUNITY**

“Find ways to collaborate, and build off of each other's work. Whatever you do, it matters. The work of our Alumni community in bringing about change is palpable.”

**THE YOUTH  
 OF THE COUNTRY**

“Give in whatever way you can - no work is too big or too small to do, no amount too little or large.”

**OUR FUTURE  
 FELLOWS**

“It's only crazy till you do it, after that, hold onto the craziness, there is a huge family to back you. There's no stopping till there is free quality education for every child and that includes your own kid (That's my yardstick!).”

# 12% of Alumni work in the Government and larger Social Sector



**Daniel Lobo**  
2009 Cohort,  
Director,  
Leaders' Quest



**Piyush Gupta**  
2015 Cohort,  
Manager, Policy Support,  
Ministry of Electronics and  
Information Technology



**Rahul Balakrishnan**  
2014 Cohort,  
Co-Founder,  
Arthan



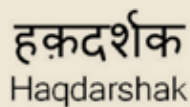
**Jagnoor Grewal**  
2011 Cohort,  
Punjab Civil Services,  
Govt. of Punjab



**Anurag Kundu**  
2013 Cohort,  
Senior Officer,  
Govt. of Delhi



**Aniket Doegar**  
2010 Cohort,  
Co-Founder and CEO,  
Haqdarshak



**Aaditya Tiwari**  
2012 Cohort,  
Officer on Special Duty to  
the CM of Arunachal Pradesh



**Sivaram Renganathan**  
2017 Cohort,  
City Director,  
Reap Benefit



**Leeja Pillai**  
2016 Cohort,  
Campaign Strategy,  
Indian Political Action  
Committee (I-PAC)





● Alumni working with children from **socio-economically disadvantaged groups**

● Alumni working with children from **higher income backgrounds**

# The Hope

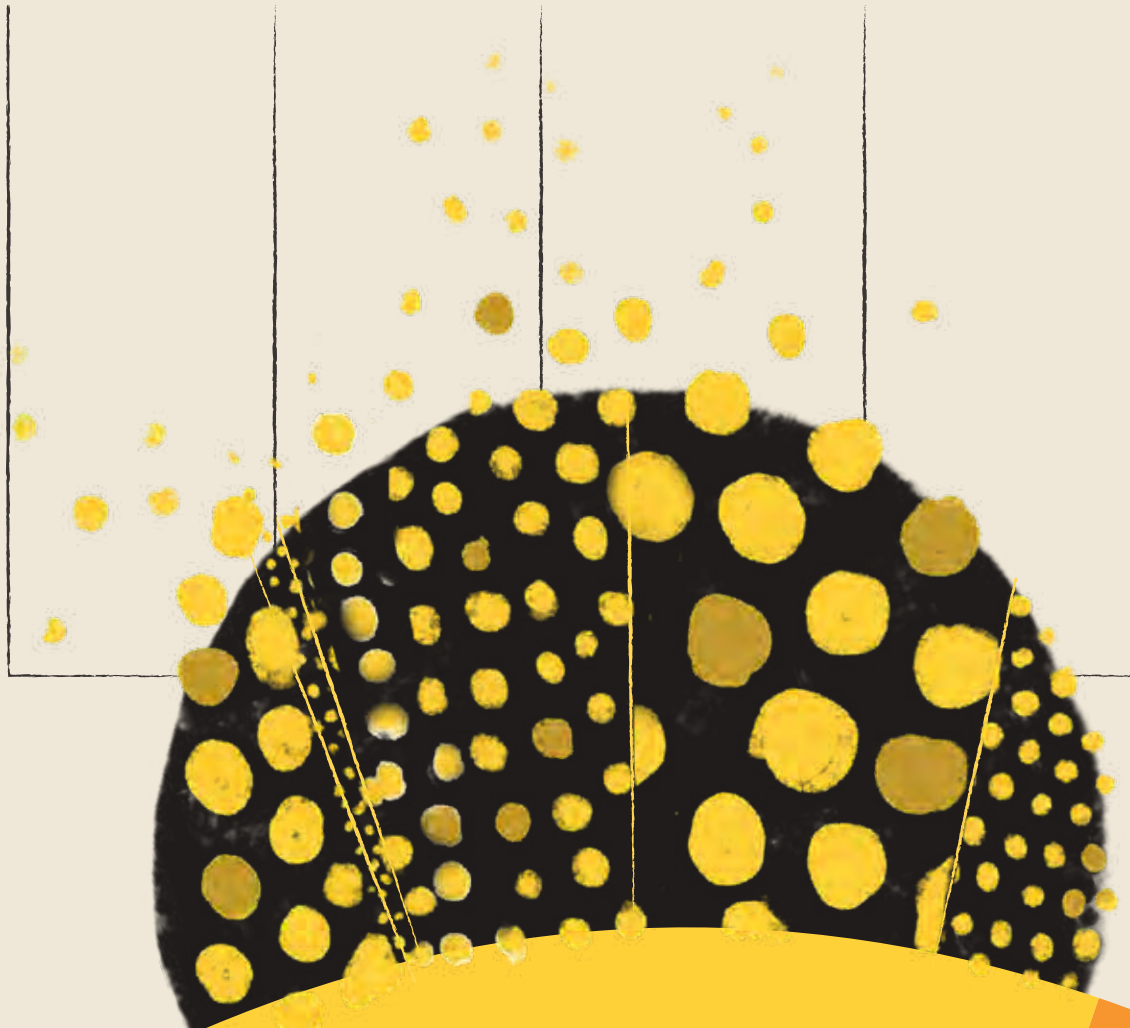
Policy and Governance  
**48 Alumni**

Health and Nutrition  
**19 Alumni**

Research and Consulting  
**136 Alumni**

Livelihoods and Community Development  
**164 Alumni**

Social Environment  
**53 Alumni**



**3400+**  
Alumni

## Alumni Speak: 'Our Why'

Jasmeet Walia, 2013 Cohort,  
Creatnet Education

"The desire to make an impact at scale brought me here. The numbers in our country haunt you. Trying to work towards both scale and depth pushed me to work more closely with the Delhi Government."

Madhukar Banuri, 2009 Cohort,  
Leadership For Equity

"The aim of reaching millions of children who belong to the bottom of the pyramid, studying in government schools, has always been a huge motivator for me to work in the education space. We are all aware of the reasons educational inequity is widespread in India. I strongly believe that the only way to eradicate inequity in India is by working with or within the government. If we, as the influential generation, don't step in to do this, then who else will?"

### The Challenges

Alumni in these pathways surface challenges that can arise when working with governments: "You need to come into this work with a lot of patience, empathy and an ability to really listen, learn and understand the challenges of policy makers and government leaders. There needs to be trust, otherwise it is not possible to do this work."



## ALUMNI SPOTLIGHT **Dhruv Gupta**

2014 Cohort,  
Consultant - Global Education Practice,  
The World Bank



“The biggest challenge in my work has been to align a multitude of stakeholders towards a common shared vision. I've often had to deal with conflicting, competing and different expectations and interests but what's kept me going is pausing, and then bringing the focus back to the children we work with.”

Over the past seven years, Dhruv's work with diverse stakeholders in the education sector has been bolstered by the on-ground experience he gained during the Fellowship. His knowledge of how policy translates into practice at a school-level along with his understanding of front-line workers has acted as a strong foundation for him.

Dhruv works in the education sector because he has experienced the value of a good teacher firsthand: a teacher once painstakingly rebuilt his confidence after he faced several adverse circumstances at school. Life came full-circle for Dhruv when his own Student attributed his confidence to the after-school conversations he had with Dhruv - a moment he considers his biggest success till date.

“All children are not the same and their needs differ. In a society as heterogeneous as ours, we need to look beyond the aggregate level data available to us on learning poverty. We need to study the intersection between social justice and education, and identify the most vulnerable groups of children including children living with disabilities, children belonging to minority groups, children displaced due to forced migrations, abuse and trafficking survivors and children living with chronic illness. Child protection, health, nutrition and education outcomes for these children are much worse than the national average we use for our baselines. We need to pay special attention and focus on these children.”

**Dhruv's  
message  
to...**

**OUR ALUMNI  
COMMUNITY**

“We need to collectively celebrate our failures and achievements, communicate and collaborate with each other so that we aren't reinventing the wheel.”

**THE POLICYMAKERS**

“We don't need convincing that investment in human capital development is an effective way to end extreme poverty, we don't need convincing that education is an effective tool to transform our society, and we don't need convincing that prioritizing children is better for both social and economic outcomes, what we need is effective and prioritized action.”

**OUR FUTURE  
FELLOWS**

“The best way to create sustainable and inter-generational impact is to develop a strong partnership with parents and the larger community.”

# 14% of Alumni are currently working in the private sector across diverse areas



**Charag Krishnan**  
2009 Cohort,  
Partner,  
McKinsey and Company



**Priyanka Agrawal**  
2013 Cohort,  
Engagement Manager,  
McKinsey and Company



**Surabhi Venkatesh**  
2014 Cohort,  
Director, People & Culture,  
Heads Up For Tails



**Sharmili Phulgirkar**  
2015 Cohort,  
Vice President,  
Citi, Singapore



**Atul Sahu**  
2016 Cohort,  
General Manager,  
Aditya Birla Chemicals



**Kaushik Ananthanarayana**  
2010 Cohort,  
Analytical Lead and Industry Manager,  
Google India



**Shitanshu Maurya**  
2017 Cohort,  
Business Analyst,  
Egon Zehnder





14% of our Alumni are currently working in the private sector across diverse areas, yet many continue to stay connected to kids and the larger mission

## The Hope



**3400+**  
Alumni

## Alumni Speak: 'Our Why'

Yash Kumar, 2009 Cohort,  
GenYMedium

"Working across both the private and development sectors enables one to work with a diverse set of stakeholders and contribute to the larger ecosystem."

Mayank Lodha, 2010 Cohort,  
KPMG India

"Being able to look at things with a strategic lens and creating impact at scale, by working with multiple levels of the ecosystem is what motivated me to join the for-profit space"

### The Challenges

Teach For India Alumni in the private sector strive to balance two worlds. "There are several Alumni working in for-profit corporations, but they are more disconnected from Teach For India as compared to Alumni directly working in the sector. We would like to change that."

Ankita Nayak, 2013 Cohort,  
JP Morgan and Chase

"The Fellowship allowed me to adopt a systems view of thinking. I continued my journey in the private sector in a role that allowed me to work in the education and development space."



ALUMNI SPOTLIGHT

**Charag Krishnan**

2009 Cohort,  
Partner,  
McKinsey and Company



Charag’s journey from teaching in a Pune Municipal School to becoming the first Teach For India Fellow being elected Partner at McKinsey & Company shows how malleable the Fellowship really is – preparing one with skills that can be leveraged in any field, even those perceived to be far removed from education. Currently, specializing in financial transformations for higher education institutions and the setup of workforce development programs, Charag helps universities overcome challenges by advising them on how to adapt to their rapidly changing external environments.

Having learnt the power of perseverance as a Teach For India Fellow, Charag says what keeps him going is knowing that behaviors and mindsets can be changed. Still in touch with several of his 52 kids, he recently caught up with them over Zoom and was filled in on the latest developments in their lives. Despite the number of accolades to his name, nothing makes Charag prouder than his Students being enrolled in college, changing the trajectory of their own lives. And it warms his heart to know that he played a tiny role in making that possible.



200 Alumni have  
**FOUNDED**  
**OVER 150+**  
**ORGANIZATIONS**

200 Alumni now  
**SERVE IN**  
**CXO & SENIOR**  
**POSITIONS**

- Sports For Leadership
- Code To Enhance Learning
- Samait Shala
- Roots Learning Academy
- ElemenTree Education Foundation
- TarkWorks
- Augmented Understanding (AU.)
- The Tiffin Room
- Smiles in Life Foundation
- Shifting Orbits Foundation
- The Better Design Foundation
- CMU Scott Institute of Energy Innovation
- Math love
- Thrive Foundation
- Vasippu Trust
- Dryfix
- Kanavu
- Ordaap Technologies
- Jungroo Learning Private Limited
- dHive-labs
- Yein Udan
- Talking Yak
- FoodShaala
- Saarthi Education
- Empower-ed
- Slam out loud
- Creatnet Education
- Simple Education Foundation
- Sashaktikaran Foundation
- Flockwork
- Alohomora Education Foundation
- Jarved
- Edspectrum Foundation
- Nakkashi
- Aafaaq Foundation
- Labhya Foundation
- Travelling Light Pictures Pvt Ltd
- YUltimate
- Inqui-Lab Inventions Foundation
- Umeed
- Camp Diaries,
- Creating Dreams Trust
- Aikaarth Foundation
- Tvarita Foundation
- Alokit
- LibTech India
- Zee's Learning Center,
- Viswambhara eco services
- EdSpark
- Umoya Sports
- Spacebar
- Film Engineers
- Future School of Performing Arts
- Tragopan Collective
- 321 Education Foundation
- Shikshalaya
- Indian School of Democracy
- Aasmi Foundation
- Saturday Art Class
- Alternate Healing Solutions
- moringa

- Edoocation Innovations
- Enabling Leadership
- Pankhuri
- The MoBy early learning centre
- The Cuprising
- Pune Children's Zone
- LeapLearner
- The Moonlight Bakers
- ESAI Ventures
- Ikegai Education Labs
- Akanksha Foundation
- Aftertaste Foundation
- Altry Foundation
- Lantern Edusports Foundation
- Museum of Solutions - JSW
- Gten Consultancy Digital
- Viviana
- GenYMedium
- The Apprentice Project (TAP)
- Alag Soch
- Haqdarshak Empowerment
- Co.lab^x
- Shiksharth Trust
- Open Links Foundation
- SQUATS
- SWAYAMBODH Gurukul
- UMMEED
- Life-Lab
- Leadership For Equity
- Key Education Foundation
- Trustln
- Wolf Regalos
- MicroGenesis Learning Pvt. Ltd.
- Mantra4Change
- Ceramics by Shibani
- Pi Jam Foundation
- Foundation for Mother and Child Health
- Manglam Construction
- iTeach Schools
- MicroGenesis Pvt Ltd
- Ashraya Initiative for Children
- Mountain Village Foundation
- Insight walk
- KKMf
- New Education Project
- Just4Art
- Alohomora
- Samarthya
- Cartwheel School
- Youth Alliance
- SEF
- Meraki
- One Step Foundation
- Indus Action
- Khwaab
- Joy of Learning Foundation
- Imbue Education

2009 Cohort

2010 Cohort

2011 Cohort

2012 Cohort

2013 Cohort

2014 Cohort

2015 Cohort

2016 Cohort

2017 Cohort

- School To Lead Foundation
- Tata consultancy services
- Teach For India
- Travelling Light Pictures Pvt Ltd
- Centre for Applied Research
- and People's Engagemen
- Ekya Schools
- Mantra4Change
- Teach For All
- Tribyte Technologies
- LEAD School
- Pankhuri
- Elevar Equity
- Enabling Leadership
- Shifting Orbits Foundation
- Jungroo Learning Private Limited
- Talking Yak
- IndiVillage
- HungerBox
- The/Nudge Foundation
- Toddle
- Guardians Of Dreams
- Government of Mahdya Pradesh
- Bridge International Academies
- School For Social Entrepreneurs
- Department of Environment Food and Rural Affairs
- Equitas Small Finance Bank
- Reap Benefit
- Thrive Foundation
- CS Academy
- Assefa
- Association for Sarva Seva farms (ASSEFA)
- Creatnet Education
- Filatex India limited
- Heads Up For Tails
- Ministry of Electronics and Information Technology
- Samarthya
- Simple Education Foundation
- Slam out loud
- Y-Ultimate
- Augeo Advisors
- Angel Xpress Foundation
- Ministry of Defence, Govt of India
- Teach For Italy
- Innovations for Poverty Action
- Union Government
- Million Sparks Foundation
- FoodShaala
- Generation India Foundation
- The Swaraj & Balraj Foundation
- LeapLearner
- HunderED
- HELGO e.v- SHIS
- Access Livelihoods Group
- Geniecampus Technologies
- Inqui-Lab Inventions Foundation
- Sikshana Foundation
- Creya Learning
- GenYMedium
- Manglam Construction
- Government of Arunachal Pradesh
- Sterlite EdIndia Foundation

- GEMS
- VentureVillage Learning Solutions India Pvt Ltd
- SECMOL (The Students educational and cultural movement of Ladakh)
- Alliance College-Ready Public Schools
- Indian National Congress/ Gurukul Group of Institutions
- Ayang Trust
- Government of Punjab
- Aangan Trust
- 321 Education Foundation
- Acres Foundation
- Axis Bank
- Citi
- High Court
- Diecraft engineering
- Educate girls
- Global Fund for Children
- Hasanat High School
- ICICI
- Kashvi Learning Centre
- LeverageEDU
- Lido Learning
- Mudra Co-op credit society Ltd
- Reality Gives
- Tech Mahindra Foundation
- The Foundation
- The Pomegranate Workshop
- Viviana
- Foundation for Mother and Child Health
- Global School Leaders
- Hopscotch Health
- Leaders' Quest
- Arthan
- Kaleidofin
- Sunset cinema club
- J-PAL (Poverty Action Lab)
- SDGC
- Uttar Pradesh Government
- EDAC
- PCZ
- The Akanksha Foundation
- Ashraya Initiative for Children
- iTeach Schools
- Leadership For Equity
- Life-Lab
- LMB Production
- Pi Jam Foundation
- SWAYAMBODH Gurukul
- TAP
- Thermax Foundation
- Chhattisgarh Infotech Promotion Society,
- E&IT Department, Government of Chhattisgarh
- Goa School of Light
- Quarter Zero
- Glakyn Academy
- Codeplay education
- Alternate Healing Solutions
- Government of India
- Dharohar
- Nakkashi
- World Bank



Gaurav Singh, 2009 Cohort,  
321 Education Foundation

“I found a problem I was passionate about and developed an approach that not many people were taking. I was too young at the time to understand how hard it would be but that is how my journey actually started.”

## The Challenges

Funding continues to be a key challenge for social entrepreneurs. “Funding. It is the biggest constraint. The sword that is always hanging on the heads of most social entrepreneurs.”

## Alumni Speak: ‘Our Why’

Prasanna Sundaram, 2014 Cohort,  
Augmented Understanding

“I joined the Fellowship after 10 years as a strategy consultant. I understood data usage was a big gap in the sector and that’s how the idea for Augmented Understanding came up.”

Ketaki Patil, 2016 Cohort,  
Ummeed

“I never thought that I would want to be an entrepreneur. It was an organic journey. Interaction with parents, especially mothers, during the Fellowship made me think of how a mother’s independence can make a difference to a child.”



## ALUMNI SPOTLIGHT **Shreya Krishnan**

2017 Cohort,  
Co-Founder  
The Better Design Foundation



Shreya Krishnan, an architect by training and a 2017 Fellow, founded The Better Design Foundation (BDF), a nonprofit design and innovation organisation. The Fellowship allowed her to develop a grassroots understanding of the education crisis and pushed her to try new things, which in turn deeply informed her work at BDF. Her proudest moments were “those when I saw my Students displaying leadership and when I was successful in reversing Student dropout rates.” Despite the inevitable obstacles that have stood in her way as a changemaker, the fuel that drives Shreya is the “ecosystem of support available to [her] through the incubators and peers in the sector.”

Shreya’s hope is that the Teach For India community will continue to address the barriers hampering educational equity, and grow to “make quality education accessible to more Students.”

### Shreya’s message to...

#### OUR ALUMNI COMMUNITY


“Leverage the strength of Teach For India’s community and reach out when you need help because more likely than not, you are going to get it.”

#### THE STAKEHOLDERS

“Be more open to unconventional ideas - try something new even if you don’t fully believe in it- it might just surprise you with a positive outcome.”

#### OUR FUTURE FELLOWS

“Immerse yourselves in every experience – the companionship among Fellows, the ups and the downs of the classroom and every small bit of it – because there is nothing like it.”



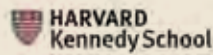
“Over the years, I have had the opportunity to interact with at least 500 Teach For India Alumni, many of whom are now young social entrepreneurs running various education programmes across the country. Their passion, dedication, courage and leadership has left me wowed almost every single time. What Teach For India has done in the last decade to contribute to the leadership pool in India's social development sector is probably unmatched and I would think, exceeds the contribution of many schools of social work and development as well.”

Venkat Krishnan N,  
Principal Trustee,  
India Welfare Trust

# Our Alumni pursue higher education at prestigious institutions across the world



**Aaran Patel**  
2015 Cohort,  
Master of Public Policy, Social and Urban Policy,  
Harvard Kennedy School



**Kimberly Fernandes**  
2011 Cohort,  
Joint PhD in Human Development/Quantitative Methods (Education) and Anthropology,  
University of Pennsylvania



**Hari Haran**  
2014 Cohort,  
MBA,  
INSEAD



**Vatsala Misra Sharma**  
2017 Cohort,  
Masters of Education in Human Development and Psychology,  
Harvard Graduate School of Education



**Harvard**  
Graduate School of Education



**Leena Bhattacharya**  
2015 Cohort,  
PhD in Economics,  
Indira Gandhi Institute of Development Research, Mumbai



**Abhijit Thakur**  
2016 Cohort,  
MBA,  
Indian School of Business



**Manu Gupta**  
2017 Cohort,  
MBA,  
Saïd Business School,  
University of Oxford







## ALUMNI SPOTLIGHT **Kimberly Fernandes**

2011 Cohort,  
PhD Candidate, Education  
(Human Development) and Anthropology,  
University of Pennsylvania



The Fellowship made a significant difference to the way that Kim thinks about their own involvement in spaces like education and development. It specifically got them interested in monitoring and evaluation, and in inclusive learning environments. Currently doing fieldwork for their PhD in Delhi, Kim is primarily focused on how disabled bodies are made legible to governments through quantification and identification, including the processes of being counted in the census and of obtaining a disability certificate or unique disability ID.

A 2011 Fellow, Kim states that being away from the classroom these past few years has been the biggest challenge they've faced. "I really enjoyed teaching during my Fellowship, and being able to stay connected with work in and around classrooms through a range of different sectors and lenses has kept me going." At present, a PhD candidate in Education and Anthropology at the University of Pennsylvania, Kim states that it was the Fellowship that made them certain that they wanted to come back to the classroom to teach. "I am grateful for how crucial the Fellowship has been in introducing me to a range of issues that I have continued to be interested in and work on."

### **Kimberly's message to...**

#### **OUR ALUMNI COMMUNITY**

"We have an incredibly rich and connected Alumni network, and I hope that continues to feel like home long after your Fellowship is done!"

#### **THE FAMILIES OF OUR STUDENTS**

"Thank you for trusting us to care for your children - it is such an honor to have spent the time that we did/do with them!"

#### **OUR FUTURE FELLOWS**

"The Fellowship is a two-year journey that allows you and your Students to find adventure, make mistakes, and shape it the way you'd like -- I hope you enjoy it tremendously!"



## Nisaba Godrej

Executive Chairperson, Godrej Consumer Products  
Chairperson and Trustee, Teach For India Board

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“The amazing thing about Teach For India Alumni is their imagination and realism. Their ground work in the classrooms and communities has given them a hard realistic look at the inequity and injustice children face and what it takes to create a shift. Their love, intelligence and tenacity let’s them imagine a more fair and luminous world as they dedicate their lives to creating the path for equity.”



# THE COMPLEX WORK ACROSS SECTORS TODAY DEMANDS 21ST CENTURY LEADERSHIP.

1. Ability to lead through more complexity and ambiguity

2. Ability to lead more quickly

3. Ability to lead through influence

Top 3 skills for 21st century leaders, according to a study by Deloitte:

97%

of leaders in Indian NGOs feel leadership is important.

53%

of NGOs do not have confidence that someone could lead the organization in absence of their founder/ leader.

50%

of NGOs are unable to prioritise leadership development due to inability to secure funding for capacity building.

## GOOD LEADERSHIP IS CRITICAL IN THE SOCIAL SECTOR:

Research by Bridgespan indicates a critical leadership gap in India's social sector.



## BEFORE FELLOWSHIP

Before the Fellowship, the likelihood of potential Fellows joining the social sector is low

## DURING FELLOWSHIP

The Fellowship transforms their mindsets and career paths

## AFTER FELLOWSHIP

At the end of the Fellowship, Fellows show a higher likelihood of working in the education sector.

**AN INDEPENDENT STUDY INDICATES THAT THE TWO YEAR FELLOWSHIP HAS A SIGNIFICANT IMPACT ON TEACH FOR INDIA ALUMNI'S FUTURE CAREER CHOICES**

### “The Impact of Teach For India on Participant Career Pathways and Aspirations” (2015)

Katherine Conn, Teacher’s College at Columbia University and Cecilia Mo, University of California, Berkeley

**55%**

more likely to be working in the field of education

**50%**

more likely to hold a job that focuses on addressing a social cause

**32%**

more likely to be engaged in an activity related to serving low-income communities

**26%**

more likely to work in a socially-inclined service-oriented sector

**38%**

less likely to work in the private, for-profit sector



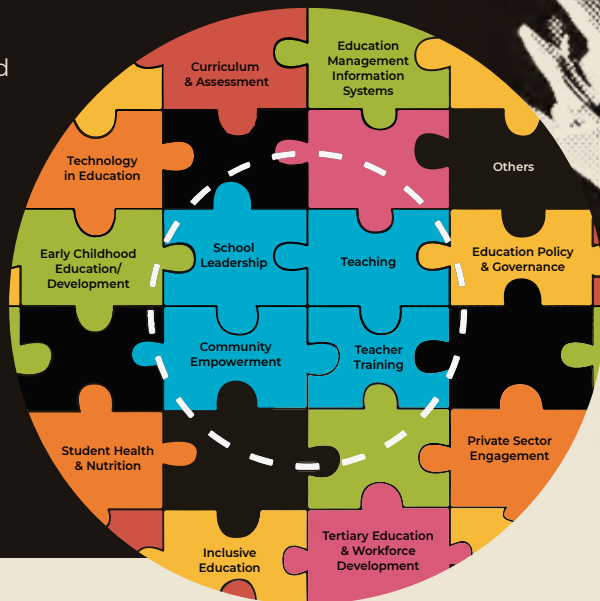




## 4

**Will we come together,  
as a growing movement,  
to begin creating impact  
that is transformational and  
sustainable for impoverished  
children and communities?**

Ahmedabad  
Bengaluru  
Chennai  
Delhi  
Hyderabad  
Mumbai  
Pune



To put our children on a life-changing path, we need various puzzle pieces to come together. From early childhood education and parental support, to safe spaces in schools, holistic teaching, assessments and curriculum, sound governance and policies- all of these play an equal and necessary part. Establishing and executing systems that will fulfill these multiple needs, is perhaps, our most important role as educators. We have learned that aggregating these pieces is daunting, complex and often slow, but if we hope to reach ALL children, this needs to be done.


Looking at the story of what Delhi has been able to achieve over the last 9 years fills us with hope that we might just be on the cusp of change. Currently, our 260 Fellows and 800+ Alumni impact 4.4 million children in the city. Fellows across Delhi have set up community centers to facilitate additional learning time and have introduced projects and Student-run community interventions to foster peer learning. Additionally, 30+ organisations have been founded by Teach For India Alumni in Delhi, filling numerous

gaps in the system from early childhood education to parent empowerment. Moreover, 1000+ Student leaders are driving change. Jyoti Singh Chauhan, a Teach For India Student in Delhi started project Gurukul, where she invites other Students to conduct workshops in art and spoken word poetry with the aim of building respect for the arts and artists in our communities.

If our community continues to fuel collaboration and partnership towards driving change, the way they have been, in the coming decade we could shift education and life outcomes for children in Delhi, one block at a time, and make considerable headway in our goal of 'One Day All Children'.




And while we endeavour to do this, we root ourselves in answering one question-

***How must we work together across communities, districts and regions – across lines of difference – to multiply our impact so that all of India's children receive an excellent education?***





**“In my capacity as Secretary, School Education and Literacy, Government of India I had the occasion to interact with those associated with Teach For India. I was impressed with their professionalism and commitment in attempting to bring about a positive change in school education.”**

Anil Swarup  
Former Secretary,  
School Education and Literacy,  
Government of India



**“Over the years I have seen the Teach For India community grow stronger as their influence and impact has grown beyond Teach For India programs and schools: to social enterprises, government initiatives and other fellowship programs. However, even in this diversity their passion and commitment to empower education for all has always been a guiding force.”**

Prachi Windlass,  
Director,  
Michael and Susan Dell Foundation





## Can we learn from – and spread – innovations rapidly so we serve not some, but all children?



Given the vastness of the education crisis, we started recognizing the need of amplifying our community's learning and innovations as greatly as we can into the system.

Through TFIx we began incubating entrepreneurs who would adopt the Fellowship model to launch contextualised programs across high-need, sub-urban and rural regions in India. 19 Fellowships with 382 Fellows are currently being run across Bihar, Assam, Kashmir and more reaching 30,000+ children.

Through Firki, our online teacher training portal we started creating a world class, open source, blended learning program for teachers, more than 97,000 of whom across India are leveraging 200 courses in English, Hindi, Tamil, Telugu, Kannada and Marathi to deepen and transform their teaching methods.

The Kids Education Revolution (KER) started taking shape as a bold and ambitious collective of schools and educational organisations working to reimagine education at scale. Today, KER is driven by a profound belief in student voice, student leadership and in students and educators being partners. The essence of KER lies in the sentiment that education cannot continue to be something that happens to our kids - but needs to happen with our kids, and for our kids. This seemingly simple, yet incredibly potent idea has already reached close to 40,000 student revolutionaries and educators.

Over the last 4 years, the early seeds of these ideas have been cultivated by our collective community.


The pandemic has highlighted, in ways like never before, the gross inequities our children continue to face. In the coming decade, perhaps one of the most important questions we must continue asking ourselves is:

*How do we continue innovating – and begin democratizing education – so we discover better and faster ways to improve the lives of India's children?*

**TFIx**

K I D  
E D U C  
A T I  
N R V  
L U T  
I O N






**“When I think of KER, I sense a hope that a safe space for us Students to grow is possible, where we get recognition and a voice. In the next few years, I hope to see KER working in partnership with the government more, where we help the government design events, so that they realise the importance of bringing kids into the system.”**

Raghavendra Yadav,  
Student Alumnus

**“Firki has been a great partner on our journey as we move closer to putting ‘a book in every child’s hand’. Through our association with Firki, we hope to equip teachers with resources that help build joyful and engaged classrooms.”**

Vineetha Menon,  
Pratham Books



**“The TFlx journey brought alive the power of the collective. The experience has been one of the most profound experiences both with regards to personal growth and as a changemaker in the space of education. Above all, it provided everyone with a safe space to share, listen and grow!”**

Sajida Vadgama,  
Ummeed Child Development Center





M PUBLIC SCHOOL

# INTO THE NEXT DECADE

The 2009 - 2021 Impact Report offers a peek into our journey over the last 12 years and our first 10 cohorts. Take a minute to pause, to celebrate what our community is capable of, and to hold the truth and the hope of our collective journey ahead.

The impact of our first decade was embedded in our attempt to answer those original five questions - attempts which have given rise to more complex questions. Questions, which we should work in service of answering over this next decade.

**What will it take to grow and strengthen our Fellowship in size, diversity, capability and commitment?**

**How can we ensure that all of our Students receive a 21st century holistic education that grows their leadership and prepares them for a rapidly evolving world?**

**How can we build not only the knowledge and capabilities, but also the partnerships needed to accelerate and deepen our Alumni's impact towards educational equity?**

**How must we work together across communities, districts and regions - across lines of difference - to multiply our impact so that all of India's children receive an excellent education?**

**How do we continue innovating - and begin democratizing education - so we discover better and faster ways to improve the lives of India's children?**



**In the poem that follows, Muskaan opens a window to the truth for most children today. She says:**

dressing up for school feels like going for a war that I never want to fight  
all I saw in the classroom was catcalling, rude comments and arguments  
I am taught to break myself and destroy everything other than that  
performance graph

**This incredible, talented, bright-eyed, insightful child writes:**

I am a part of those children who don't matter  
My identity is that of an average child

**Read between the lines, as I did. Read Muskaan's poem again and again and again. Do you see part of your school experience in hers? Can you feel her plea? Can you hear her say:**

**Teach us:**

to calculate, but to calculate goodness  
to learn languages, but to write poetry  
to speak, but to recite my feelings  
to believe, so that my classroom becomes a home of changemakers

**Show me that the world can be magic.**

As we march ahead, more than the knowledge that we are touching millions of lives, let's keep asking ourselves:

**How deeply are we touching them?**

**What do they need?**

**Are we equipping them for a life dotted with moments of magic?**

**Who do we need to be to serve?**

**As we march ahead,** let's remember the profound power of an excellent education. It's ability to deepen our awareness of self. To shift the way we respect, and value, and interact with others in the world. To equip us to solve, and create, in service of a better world.

**Finally, here's a closing note about dots.** They are as tiny as the tip of a pencil and as large as the universe. They are complete as a raindrop and can merge together to create powerful water bodies. Perhaps that is my hope. That each of us is our most authentic self. But that we come together, with acceptance, belief and love, to address all the boulders that will inevitably come our way on the long road to equity.

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# SHAHEEN

Founder & CEO

## DEAR AMMI,

Funny how in the morning the alarm doesn't wake me up, your voice calling my name does  
But each and every day dressing up for school feels like going for a war that I never want to fight, becoming a soldier that I never want to be, a uniform that I never want to see myself in.

But what if I tell you that the journey is harder than just dressing up,  
What if I tell you that at school, I am called an average kid?  
What if I tell you understanding what it means led me to step into a puddle of misperceptions.

Even after putting my nose to the grindstone,  
I saw my academic performance graph looking like the shape of a mountain.



Understanding what it means led to me questioning my existence  
My achievements  
My hard work  
Me and my identity  
And greeting my abilities with multiple question marks

What if I tell you that it made me question the times I aspired fearlessly  
The times believed in my ambitions  
When I could proudly recite my feelings in front of a thousand people  
When all I saw in the classroom was catcalling, rude comments and arguments and I believed that one day I will hear them reciting poems and giving shout outs to each other?  
What if I tell you that it made me question the times I believed that my classroom could become a home of changemakers and not bullies?  
What if I tell you it felt like walking barefoot in the middle of a desert and finding a way home, a home that was never built?  
Questioning the times I failed but still did not stop believing

You know, broken dreams hit us hard, really hard  
It exactly feels like how you felt on the day when you got married  
right before the day of your biggest dance performance  
It feels like spilling water on a canvas that you have been painting since months  
And in my case, since years  
My canvas looks all messed up  
Your canvas looks messed up

What if I tell you it feels like I am broken into multiple fragments  
 And this word destroyed all of them  
 And only left the mountain shaped graph  
 What if I tell you that at school they teach me calculation?  
 I am taught to calculate goodness with percentage, grades  
 and numbers  
 At school, they teach me languages  
 But not to write a poem in those languages  
 At school I am taught to break myself and destroy everything  
 other than that performance graph  
 What if I tell you at school I am greeted with thousands of  
 question marks?

At school, my identity is limited to an average kid  
 Being a part of those children who never really matter  
 Whose existence is no more important than the blackboard,  
 the chalk and the desks in a classroom?

At school we believe that a person who schools  
 you is the person who educates you  
 The person who schools you is called a teacher.  
 And I am called an average kid

I am sorry, this system wasted all your efforts, broke you  
 into pieces just like me  
 I am sorry to tell you that this world holds no magic  
 But I know I will always see your eyes sparkling the most  
 in the audience  
 And I know that is where miracles happen



**MUSKAAN**



# APPENDIX

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## **Alumni Engagement Survey, March 2020:**

In our efforts to get feedback from our Alumni community, we designed an engagement survey this year. The objective of the survey is to gauge the effectiveness of the spaces and initiatives created for the community as well as to understand the level of engagement of the community with the cause of education, Teach For India, and the broader Teach For All network. We completed the survey, with a final response rate of 47%. (Data used in multiple pages)

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## **Alumni Impact Short Term Study, November 2019:**

As an internal initiative to assess the impact of our Alumni in an objective manner, the Strategy & Learning and the Alumni team conducted a randomized study with ~200 Teach For India Alumni. Considering a 7% margin of error, a 95% confidence level, and a response rate of 50%, an initial sample of 400 Alumni was created for the study. We ended up interviewing 188 Alumni via one-on-one telephonic/video interviews to know more about their current professional status, ways in which they are engaged in the education or development sector, and their learnings from the Fellowship. (Data used in multiple pages)

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**10th Grade Board Results (2020)** reported are based on 96% of our Students, for whom we have data available. This may change slightly once we receive data for all our Students. (Page 8)

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**CENTA (Centre for Teacher Accreditation)** conducts a Teaching Professionals' Olympiad every year. In 2019, 79 Fellows from Teach For India participated in the Olympiad across 12 Test Tracks. (Page 8)

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**Educational Initiatives**, an organization working in the field of educational assessments, conducted benchmarking assessments for our students of Grades 3, 5 and 7 across all our 7 cities in 2017. (Page 8)

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**The Four Year Longitudinal Study**, conducted in partnership with Columbia University (2012-16), was executed by practitioners from Columbia University's School of International and Public Affairs. The study aimed to measure the growth of Teach For India's students in literacy and mathematics over time. (Page 8)

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The **Teach For All Student Survey** is conducted annually by Teach For All, and gathers feedback about their classroom experience across 19 key areas. In 2018, the survey gathered responses from 517 Secondary and Upper Primary Students taught by 15 Fellows (2017 and 2018 cohorts). The responses included here are from Secondary Students. (Page 9)

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**National Fellow Engagement Survey (FES)** is one of the most important tools we have to collect feedback from Fellows on the Fellowship program. Data reported is taken from the mid-year FES for 2020-21. (Page 10)

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## **Deloitte Global Human Capital Trends Survey, 2019**

Note: Only respondents who believed that 21st century leaders faced new and unique requirements answered this question (Page 45)



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**“Building the Bench at Indian NGOs”**, 2017, is a report by The Bridgespan Group that looks at the root causes of the leadership development gap in India and highlights replicable approaches NGOs and funders can take to bridge it. (Page 45)

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**“The Impact of Teach For India on Participant Career Pathways and Aspirations” by Katherine Conn, Teachers College at Columbia University and Cecilia Mo, University of California, Berkeley:**

As a part of the ‘Global Equity within Reach’ multi-country impact evaluation study by Teach For All, researchers Katherine Conn, (Teachers College, Columbia University) and Cecilia Mo (University of California, Berkeley) investigated the impact of Teach For India on the career trajectories, mindsets, and policy preferences of Alumni. The impact evaluation study used a regression-adjusted model to form a comparison group of non-participants. The study targeted applicants from 2009-2014 cohorts; the final sample size was approximately 3,185. (Page 46)

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The **testimonials from industry experts** were gathered in May 2020. (Data used in multiple pages)



# A COLLECTIVE MOVEMENT

**Ahmedabad**

**Bengaluru**

**Chennai**

**Delhi**

**Hyderabad**

**Mumbai**

**Pune**

2021

**47 Fellows  
2000 Students  
181 Alumni**

**Students make it to Rome for the ICAN Conference**

Two of our Students were invited to present their project at the International ICAN conference in Rome. Their project involves running community centers run by and for Students in the community.

2019

2016

**20 schools, 80 Fellows, and 2000 Students on the path**

We saw our elementary Students outperform on every single metric when it came to the mastery of basic operations and reading. We were above the state and city averages for both.

**Parent Engagement and Annual Days**

Fellows build partnerships with parents towards their child's development. Project Parvarish started to build a safe learning environment at home. The majority of our schools had their first ever annual day celebration.

2015

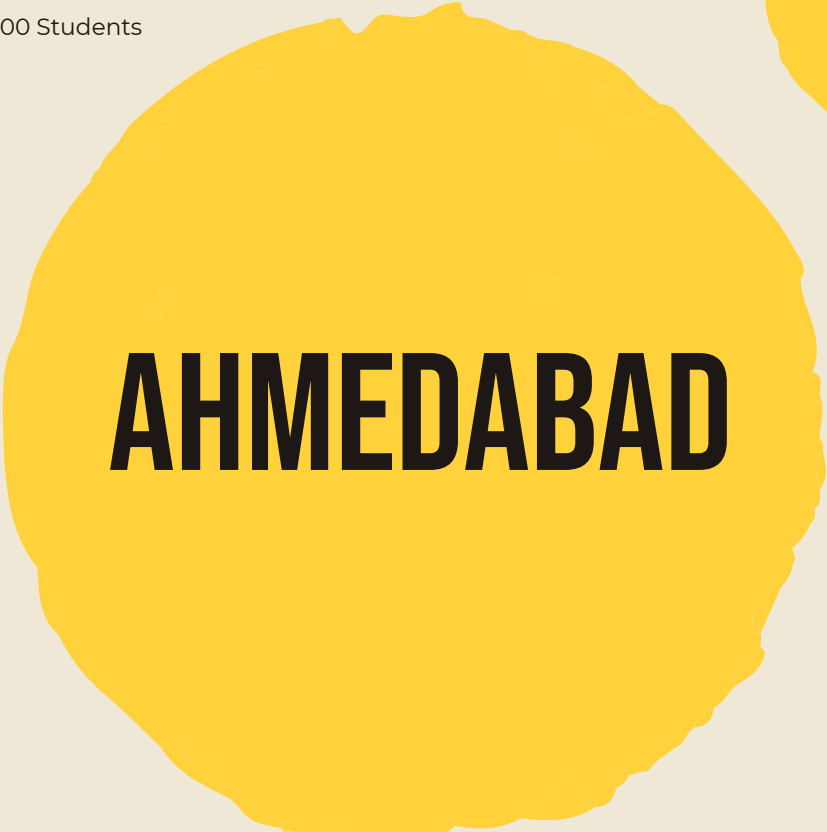
2014

**Ahmedabad's first cohort with**

34 Fellows & 1100 Students

2009

**The Fellowship** begins in Mumbai & Pune



**AHMEDABAD**

## Ahmedabad

# WHAT HAS ENABLED CHANGE

**Samait Shala was started by Kushal Dattani** who is a 2014 Ahmedabad Fellow. The organisation trains teachers directly to ensure that classrooms are inclusive of Students who learn in different ways and at different paces.

## Relationships and Collaboration

The relationships that we have built with our Students, their parents, our school leaders, our community members, and between Fellows and staff of Teach For India have been instrumental in almost everything that we have achieved. Culture of collaboration is the bedrock of all the success we have achieved in the region.

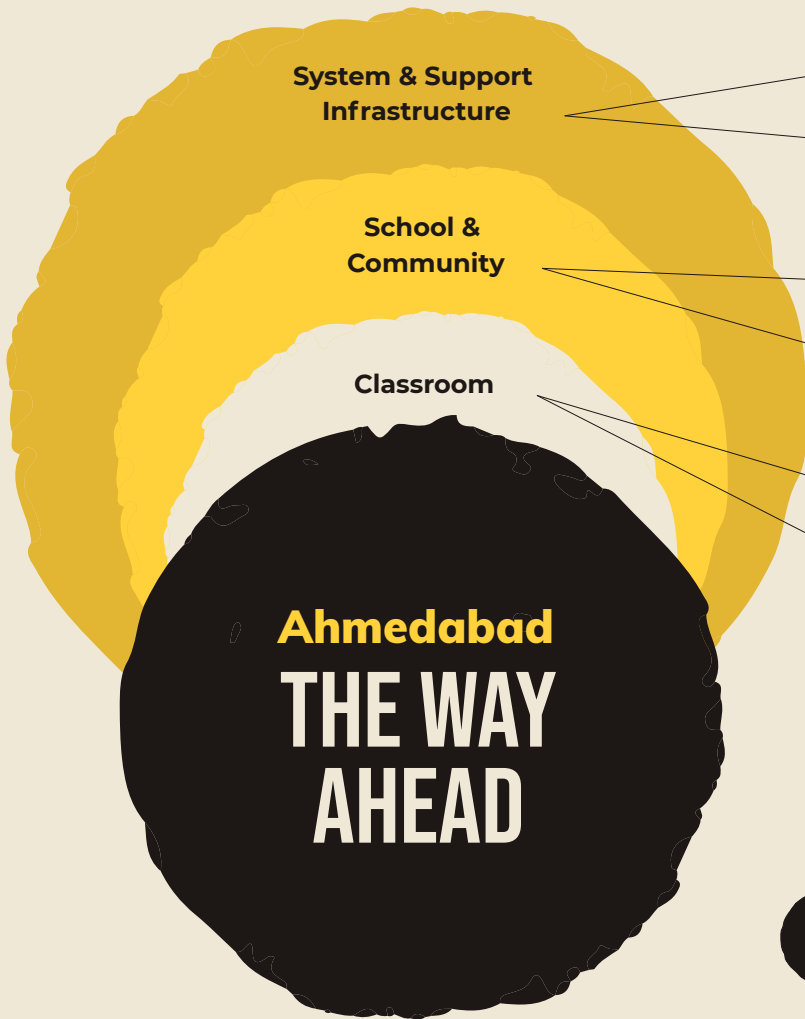
## Keeping children at the center

In every decision we take and every plan we make, we have kept our children at the center. It has been our north star in deciding strategy and priority. Building partnership with our Students to ensure that their voices are taken into consideration when decisions impacting them are taken.

**Our Alumni Irfan Lalani** teaches **coding** to Students from our schools as it is a 21<sup>st</sup> century skill that our schools do not cover.

**Project We Can** works on spreading awareness around gender inequality and gender stereotyping with mothers of Students.





- **Ankit Saraf, 2010**  
(Education), IIM-A  
PhD Candidate
- **Revathi Ramanan, 2011**  
Education Alliance  
Gujarat State Head
- **Kushal Dattani, 2014**  
Samait Shala  
Founder
- **Irfan Lalani, 2014**  
Code to Enhance  
Learning, Founder
- **Gaurav Sharma, 2017**  
Akanksha Foundation  
Assistant School Leader
- **Anukshi Mittal, 2015**  
321 Education Foundation  
Design Manager

**1. Scaling our direct impact**

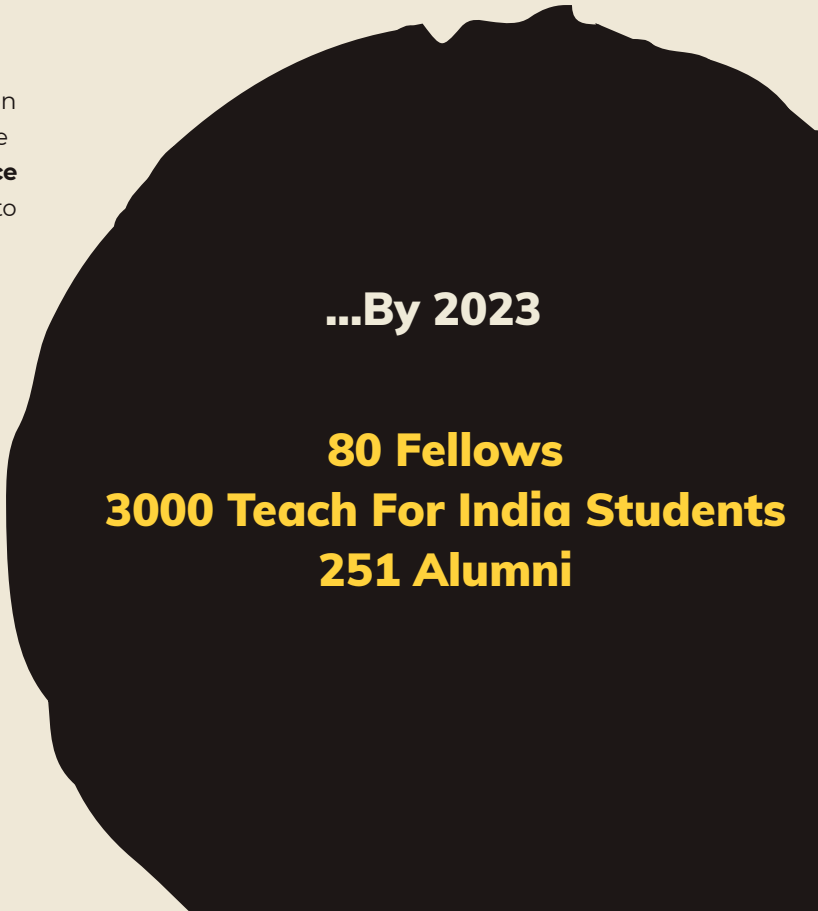
We want to work **with more** schools in the communities we work in so that we can impact the entire community.

**2. Wrap around support for Students**

The pandemic has shown us that our Students need support not just in education related matters but in other areas as well. We want to build support for **health and finance** for each Student so that they are able to go to the college of their choice.

**3. Increasing local opportunities**

We want to create opportunities for our Fellows to **stay back** after they finish their Fellowship in the region. We want to do this by promoting entrepreneurship amongst our Fellows and also partner with external organizations for opportunities.



**...By 2023**

**80 Fellows**  
**3000 Teach For India Students**  
**251 Alumni**

2021

120 Fellows  
3,000 Students  
222 Alumni

**Alumni innovations mushroom**

Alumni start 7 education enterprises, enter system roles like Assistant School Leaders, Cluster Transformation Leaders.

2018

2017

**Student revolutionaries create community solutions**

Student projects move towards enrolling out-of-school children, solving community challenges.

**Community centers emerge to solve contextual challenges**

Fellows across the city set up community centers to facilitate additional learning time and student-run community interventions.

2016

2015

**Bengaluru's first cohort with**

57 Fellows  
2182 Students

2009

**The Fellowship begins in Mumbai & Pune**



**BENGALURU**

## Bengaluru

# WHAT HAS ENABLED CHANGE

## Proof points of strong Student outcomes

Our children are increasingly becoming the leaders we wish to see and are taking up projects that solve for contextual challenges. In the last 3 years, we have gone from 6 sustained Student projects to 23. 24 Student partners have worked with their teacher partners through the year to strengthen their classrooms. We have leveraged multiple partnerships for holistic learning for our children like Reap Benefit, InquiLab, Goldman Sachs MUN, Apple Tech Project.

## A culture of innovation and collaboration

A culture of innovation sits at the heart of the progress we are seeing in Bengaluru. Alumni, Fellows, Staff and partners are leveraging the ripe ecosystem of entrepreneurship in the region to accelerate impact and solve contextual challenges. Teach For India Alumni now lead 7 education enterprises ranging from teacher training, career readiness, early childhood to ed-tech. Platforms like Karnataka Learning Partnership, EkStep and Shikshalokam are fueling collaboration across these various initiatives.

## An Alumni network growing in influence

Teach For India's Alumni network has grown from 150 to 420 in the past 5 years. Our Alumni are now coming together to partner with government bodies, leading organizations ranging from early childhood and career, and to building capacity and teacher training as well as ed-tech platforms. We are now piloting a shared regional pilot with Alumni and other organisations to work towards a common goal in a focused geography.



Teach For India has partnered with **Mr Narayana Murthy** and Government of Karnataka to support teacher training of all state Government teachers through Teach For India's FIRKI teacher training platform.



In 2017, **Bhargavi Somshekhar** started her project to end gender discrimination in her classroom and community. Today, Bhargavi is working to mobilize children from across the city to come together, express their experience with our education system in a theater format and mobilize change through the power of their expression.



**Santosh** founded **Mantra4Change** to build capacity in government stakeholders.



**Swetha** founded **Key Education Foundation** to train teachers on early childhood interventions.



**Shekar** founded **Shifting Orbits** and runs after-school centers to enable career/college readiness for kids from Grades 9 to college.





- **Santosh More, 2009**  
Mantra4Change  
Founder and CEO
- **Oishanee Ghosh, 2017**  
Lakshya Public School  
School Leader
- **Shekar Hariharan, 2017**  
Shifting Orbits  
Founder and CEO
- **Shreya Krishnan, 2017**  
The Better Design Foundation  
CEO
- **Neha Khambete, 2018**  
Teach For India Transformational  
Teaching Fellow

**1. Aggregate impact in a focused geography**

work directly with education sector players, corporates and government stakeholders towards a shared vision of 90% 10<sup>th</sup> pass rate and reducing dropouts by 50% by 2030. 7 organizations have come together for this initiative led by Teach For India.

**2. Focus on schools, classrooms and government capacity**

We will strategically place Alumni closer to the ground, in roles working directly with kids in schools and classrooms, and across the government machinery to build capacity in decision makers.

**3. Build regional pride**

We will focus on building love for Bengaluru by focusing on making progress visible, sustaining and accelerating momentum, mobilizing people and resources and creating early proof points of impact.

**...By 2023**

- 20% increase in Grade 10 graduation rates across South Bengaluru
- 50% decrease in dropout rates across South Bengaluru

**200 Fellows**  
**4000 Teach For India Students**  
**600 Alumni**

2021

110 Fellows  
3300 Students  
365 Alumni

**First Batch of Grade 10 Students graduate and the beginning of blended learning**

- 40% of our Students graduate with first class and distinction.
- We see a complete shift in our classrooms as they move towards the online format.

2019

**Partnership with government of Tamil Nadu**

Our Alumni work as consultants for the Tamil Nadu Education Department in developing the state Education Information Management System and Digital Content Platforms for all teachers and students in the state.

2018

**Focus on student leadership opportunities**

Students visit NASA, participate in Young Entrepreneurs Academy and TEDx.

2017

**Alumni Entrepreneurs**

We saw our Alumni venture into entrepreneurial journeys that diversified into geographies beyond Chennai.

2015

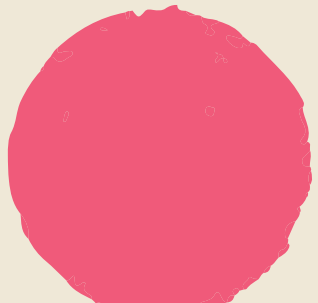
**Chennai's first cohort with**

32 Fellows  
660 Students

2012

2009

**The Fellowship**  
begins in Mumbai & Pune



## Chennai

# WHAT HAS ENABLED CHANGE

## Early stages of Public-Private Partnerships

Tamil Nadu has always had a high number of NGOs but the scope of NGOs and government departments working together in a long-term partnership, in the education landscape, has been limited. The last 4-5 years has seen a shift with a significant number of opportunities for civil society to explore long-term partnerships. Today, we have NGOs, private companies, individuals, almost all of which have our Alumni leading change at scale. Public-private partnerships, though in the early stages has enabled opportunities for our Alumni to explore impact at scale.

## Diversity

The Chennai region today is 300 Alumni strong who have chosen diverse pathways post the Fellowship. Ranging from teachers to teacher trainers, curriculum developers to ed-tech entrepreneurs, NGO representatives to working in government, the diversity of our Alumni is immense. They work in rural, urban and tribal regions, spread across 13 districts in the state of Tamil Nadu and bring in perspectives, opinions and voices from many walks of life, enabling us to understand not just educational inequity, but inequity in all aspects of life.

## Social Entrepreneurship

In the past 4-5 years, we have seen 7 Alumni organisations take birth in the region. Chennai and Tamil Nadu have a vibrant and unique social entrepreneurship ecosystem that in recent years has grown leaps and bounds. The number of social enterprises in the region is increasing year-on-year, which enables us to take our impact beyond Chennai to other districts in Tamil Nadu and create more opportunities for our Alumni in education and beyond.



Madhi Foundation was started in 2015, working with 15 Corporation Schools in Chennai. Started by a staff alumna of Teach For India, **Merlia Shaukath**, today Madhi Foundation is one of the most prominent NGOs that is a trusted partner of the state government of Tamil Nadu, working towards improving Foundation Literacy and Numeracy. Today Madhi has 6 Teach For India Alumni in their core team.



**Sethuraman T A**, an Alumnus from the cohort of 2014, founded Jungroo Learning, which explores the role of Artificial Intelligence in the way children learn and are assessed.



**Shivananjani Ramasubramanian**, an alumna from the 2016 cohort is passionate about working with women's collectives. She is currently working in rural Cuddalore at Kanavu - an organization she has co-founded with 3 other Teach For India Alumni.



**Srini Swaminathan**, a 2010 Alumnus and our former Chennai City Director couldn't stay idle when migrant workers started going back to their hometowns by foot. He started distributing food packets and was able to serve 135,000 labourers. His efforts were recently recognised globally when the United Nations in India and NITI Aayog launched #BharatKeMahaveer which celebrates Indians who have shown extraordinary kindness at the wake of COVID-19.





**1. Building a Thriving and Engaging Community of Alumni**

We hope to build a community that is thriving, engaging and growing in size year-on-year. We hope to bring together Alumni, organizations and our network NGOs towards for the development of Tamil Nadu’s education landscape.

**2. Encouraging Social Entrepreneurship**

We hope to encourage social entrepreneurs in the region who will be able to compliment our collective efforts and in turn, create opportunities for more people to participate in the long term movement in the education landscape of the Tamil Nadu region.

**3. Autonomy, Accountability & Grasstop coalition for the region**

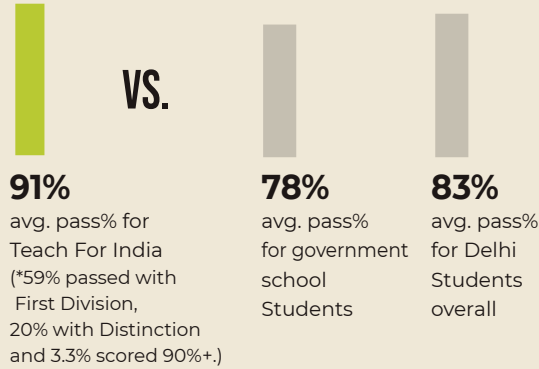
We hope to create pathways for Alumni to be instruments of change in our multiple school ecosystems. We hope to immerse Alumni in the various facets of inequities, leveraging the community towards social activism.



**...By 2023**

**130 Fellows**  
**4000 Teach For India Students**  
**600 Alumni**

### Teach For India Delhi Students outperform their peers, and their own odds



**260 Fellows  
8300 Students  
952 Alumni**

**2021**

**2019  
2020**

**2017**

**2016**

**2014**

**2011**

**2009**

### 30+ Delhi orgs founded by Teach For India Alumni

From early childhood education to parent empowerment, Delhi Alumni's initiatives are starting to fill numerous gaps in the schooling system.

### 1000+ Student leaders start driving change in the city

Jyoti started project Gurukul, inviting Students to conduct workshops in art & spoken word poetry for other Students, hoping to build respect for arts & artists in our communities.

### Community centres supplement student growth and innovation

Fellows across the city set up community centers to facilitate additional learning time and introduce projects and Student-run community interventions.

### Delhi's first cohort with

65 Fellows  
2000 Students

**The Fellowship begins in Mumbai & Pune**



**DELHI**

**Delhi****WHAT HAS  
ENABLED  
CHANGE****An Alumni network  
growing in size & influence**

700+ Delhi Alumni span a diverse set of puzzle pieces from teaching and teacher training in schools, community-level initiatives, policy, governance and state-level reforms to health, sanitation, nutrition and the private sector. Moreover, as more Alumni are starting to occupy positions of influence - as CEOs, Founders and heads of government bodies, they're starting to impact 4.4 million Delhi children through various programs and initiatives.

**A culture of ownership  
& collaboration**

Teach For India Delhi staff and Alumni have operated with a lens of high ownership and deep collaboration. The results are evident not only in the number of BTCs, Community centers, Staff, Fellow and Student-run initiatives in the Fellowship, but also in the number of Alumni entrepreneurial ventures, strategic partnerships and overall connectedness of the Teach For India community in Delhi.

**Deepening partnership with  
the Government**

The state government's focus on spending 26% of its budget on education has been a huge opportunity for the region. The recent involvement of both Teach For India, as well as Teach For India Alumni in projects spanning the model school development, mentor teacher training, democracy curriculum, child protection and more is a proof point of how the Teach For India Delhi community is becoming a partner in changing the face of education in Delhi.



**Delhi Govt. & Meraki, led by Alum Seemant Dadwal,** join hands to enable parental support for kids education during Covid-19.



**Teach For India Alumni placed with Delhi Commission of Child Rights and Directorate Of Education.**



**Delhi Government & Alohomora, led by Divakar Sankhla & Parinita Jain,** work on Entrepreneurship curriculum for 11<sup>th</sup> & 12<sup>th</sup> grade. Additionally Alohomora & Teach For India collaborate to get 2,000 kids college-ready.



Tarun Cherukuri  
Founder, Indus Action



Bikkrama Singh  
CO-MD, Central Square Foundation



Anurag Kundu  
Chairperson, Delhi Commission for Child Rights

**Alumni in Delhi beginning to influence organisations and policies that are impacting thousands of children across the city.**





- **Pradyumna Bhattacharjee, 2013**  
World Bank  
Consultant
- **Anurag Kundu, 2013**  
DCPCR  
Chairperson
- **Sahil Babbar, 2015**  
Samarthya  
Co-founder
- **Seemant Dadwal, 2011**  
Meraki  
Co-founder
- **Richa Gupta, 2017**  
Labhya Foundation  
Co-Founder
- **Arzoo Rikhy, 2015**  
Primary Department, Shiv  
Nadar School  
Teaching and Learning Lead

**1.**

**Balancing our work across  
Grassroots & Grass Tops  
in Prioritized Puzzle Pieces**

A focus on building skills and increasing opportunities that allow our Fellows and Alumni to work within prioritized puzzle pieces of: **Policy & governance, holistic curriculum & assessment, and community & stakeholder engagement.**

**2.**

**Building advocates and  
ambassadors for the  
Delhi regional movement**

Cultivate a movement of leaders that work collectively to create proof points of holistic education for a better Delhi.

**3.**

**Re-imagine  
education  
for every child**

Keeping our individual and collective actions rooted in enhancing what is possible for every child in Delhi every day every time.



**...By 2023**

- 300 Fellows**
- 10,000 Teach For India Students**
- 1200 Alumni**

2021

87 Fellows  
3600 Students  
422 Alumni

2019-2020

Alumni led organisations and Alumni in positions of influence with the government.

2018

200+ Student Leaders

Hyderabad saw a diverse range of student led initiatives that fundamentally redefined our belief of what is possible!

2017

Alumni Learning Community - Prayas

A group of like-minded Alumni came together to conceptualise the first Alumni led learning community - Prayas, an attempt to create a collaborative problem-solving space to bring transformative change in schools.

2014-2015

Inception of Fellow Durbar

Fellow Durbar is an organic space for people to come together and share. Fellow Durbar is now an integral part of Teach For India's ecosystem across 7 cities.

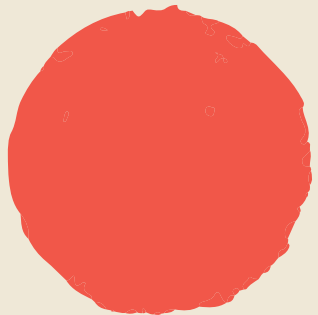
2012

Hyderabad's first cohort with

46 Fellows  
1800 Students

2009

The Fellowship begins in Mumbai & Pune



## Hyderabad

# WHAT HAS ENABLED CHANGE

## Alumni Collaboratives

We have witnessed multiple collaboratives come alive since the inception of Teach For India. Be it the diverse range of Institutions like Alokita, Catalyst and 321, started/led by Alumni entrepreneurs, or be it the diverse set of Alumni collaboratives such as Prayas, Bharat Dekho and others conceptualised to mobilise the Alumni collective, we have witnessed multiple initiatives that have led to a meaningful shift in the region.

## Invested Government Institutions

The last few years have seen a significant shift in the way government institutions such as the SCERT, Samagra Siksha, Directorate of School Education, and the Telangana Social Welfare Institutions are steering change in the region. There has been an increased emphasis on improving learning outcomes and foundational literacy and numeracy in the region. Government institutions are open to exploring a range of public-private partnerships.

## Growth of service-based Educational Institutions

The last decade has also witnessed mass migration of Students from state-run government schools to low-income private schools. This led to a huge demand for affordable high quality teaching-learning resources, school leadership training, teacher training, among various other areas. The region has seen organisations like Learning Curve, LEAD, 321 Education, Godrej Foundation, among others, that are working directly with the BPS segment in steering key service delivery to these schools.



**J-PAL, Haqdarshak and Indus Action**

have played a pivotal role in steering key changes in policy and governance in the state of Telangana.

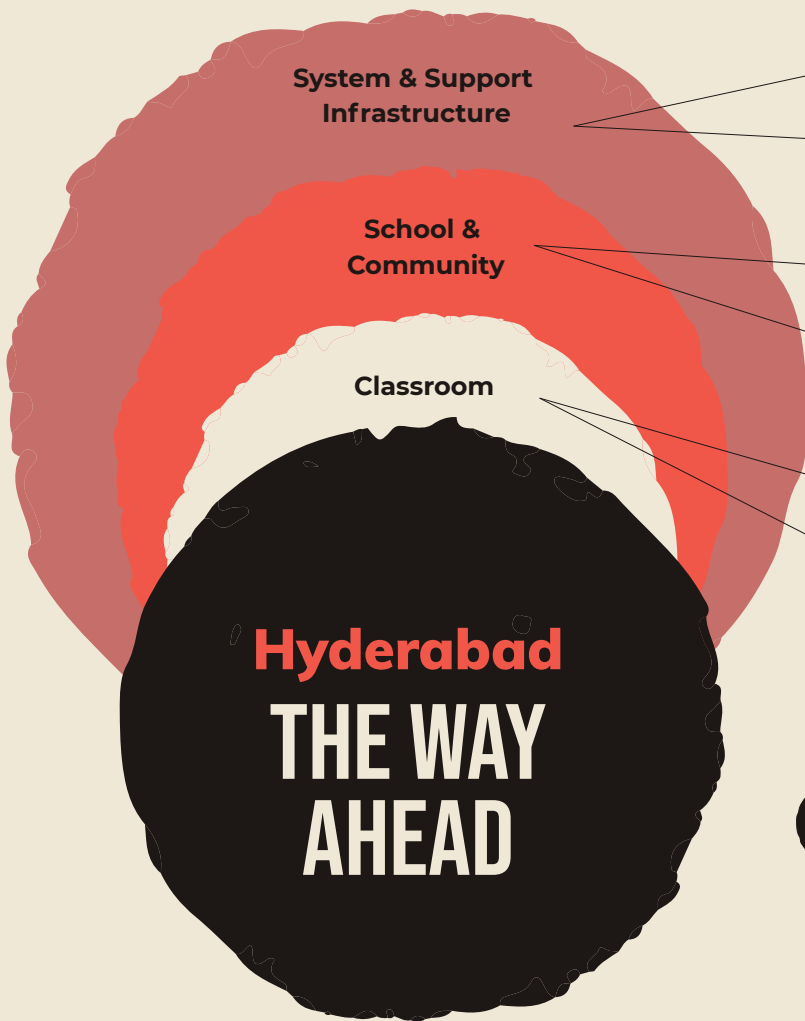


**TSWREIS, Inqui-Lab Foundation and Teach For India** came together to conceptualize the **Freedom schools**,

a chain of innovative democratic government schools set up by TSWREIS under the leadership of Dr. Praveen Kumar, IPS, one of Teach For India's many regional champions.







- **Sumanth Uppuluru, 2014**  
State lead - Telangana  
Indus Action
- **Archana Prabhakar, 2017**  
Research Associate  
J-PAL, Hyderabad
- **Sai Pramod Bathena, 2013**  
Co-Founder  
Alokit
- **Jyoti Upadhyayula, 2015**  
Director of Programs  
Learning Curve
- **Sahithya Anumolu, 2014**  
Co-Founder  
Inqui-Lab
- **Srimanth Sattenapalli, 2017**  
Teacher  
Living Vikasa Vidya Vanam

**1.**

### **Design Learning and Innovation Lab**

Through our learning and innovation lab, we hope to carefully study and identify the work of our Fellows and Alumni, and amplify their innovations in the region to increase our influence to a wider audience.

**2.**

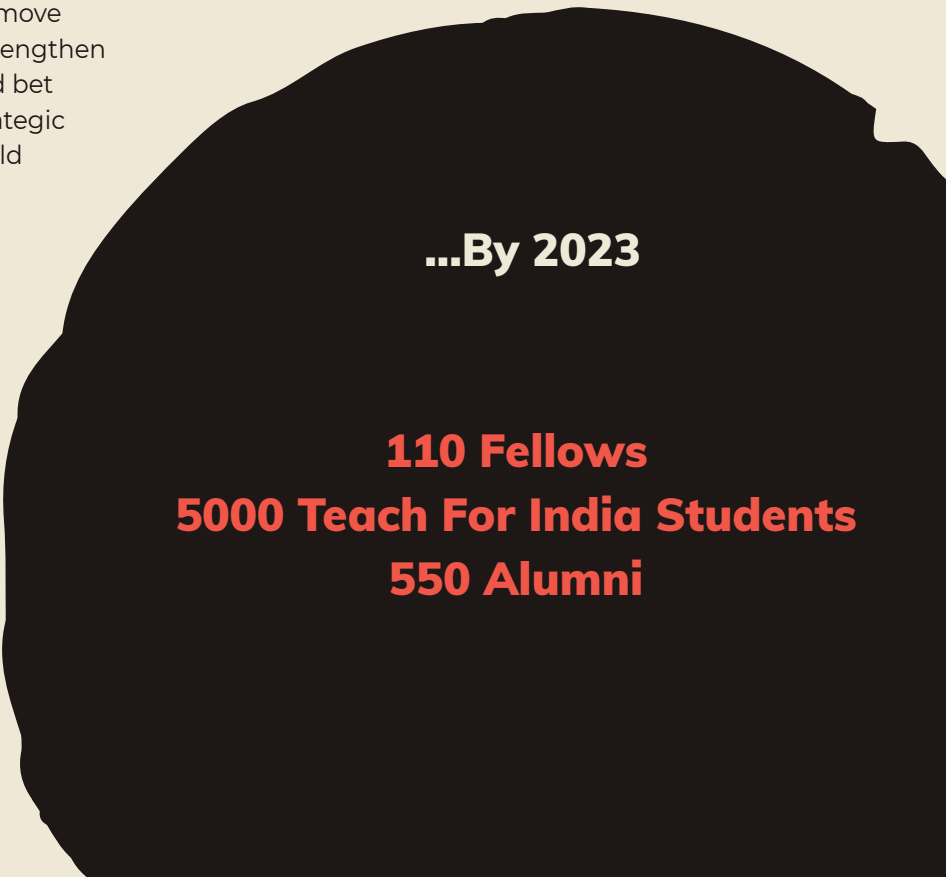
### **Nurture & Strengthen Partnerships**

We believe that the only way to move the needle in the system is to strengthen the collective. Hence, our second bet is to nurture and strengthen strategic partnerships in the region to build a strong collective movement.

**3.**

### **Inculcate a love for Hyderabad**

Through a culture of collaboration, ownership and excellence, we hope to nurture a love for the city across our Fellows, Students, and the Alumni community.



**...By 2023**

**110 Fellows**  
**5000 Teach For India Students**  
**550 Alumni**

2021

**144 Fellows  
4000 Students  
817 Alumni**

**Teach For India Mumbai's growing collaboration with MCGM**

Teach For India's partnership with the government has evolved over the years from being mere service providers to them reaching out to us for advice and collaborating on projects like training MCGM staff, Student Advisory council, best practice sharing.

2020

**Bridging the reading gap**

60% of our Grade 4 Students in Mumbai will bridge the reading gap to grade by the end of this academic year. According to the longitudinal study in partnership with Columbia University, classrooms in Mumbai with Teach For India intervention showed 3-4X growth as compared to non-Teach For India classrooms.

2019

**Teach For India Mumbai's first batch of Students graduate from 10<sup>th</sup> Grade**

Our Grade 10 SSC pass % was 93% in 2016-17, 94% in 2017-18 and 23% higher than the MCGM average in 2018-19 and 96% in 2019-20. Over the next four years, nearly 3000 Students will have graduated from Teach For India Mumbai and a significant percentage will be enrolled in colleges across the city and elsewhere.

2017

**Building Alumni Movement**

The city has been steadily growing its Alumni network from 43 Alumni in 2011 to 280 in 2015. 321, Mumbai's first Alumni led organization is already establishing its impact. For the first time, we have about 80 odd Alumni in one room talking about Teach For India's phase 3.

2015

**Mumbai's first cohort graduates**

46 Fellows  
1122 Students

2011

2009

**The Fellowship**

begins in Mumbai & Pune  
87 Fellows

**MUMBAI**

## Mumbai

# WHAT HAS ENABLED CHANGE

## Alumni strengthening the school ecosystem

Students in Mumbai classrooms are growing in their values, exposure and awareness with the presence of Alumni-led opportunities like Right Pitch, Just For Kicks, Saturday Art Class, Claylabs, OnTrack, Udaan, Ummeed and others. Whether it's extra-curricular activities, inclusive support, career guidance or value-based education, our Alumni are present in every level of the schooling system and are filling the academic and holistic growth gap.

## Fellows rooted in the needs of children

Our Fellows know what it means to set their Students on a transformational and holistic life path and have been recognized by CANTA TPO for their outstanding contribution to their classrooms. Some choose to continue teaching for 2-4 years beyond their Fellowship. Our Fellows have expanded their impact beyond their classrooms towards transforming outcomes for their schools through projects, persisting through challenges and creating proof points of what is possible in our highest needs classrooms and communities.

## A rich ecosystem of organizations

Mumbai has a great ecosystem of organizations operating in different parts of the education sector. Many Alumni have joined these organizations in various roles. For example, Aseema, Akanksha and Muktangan have created proof points of an excellent schooling system. Ummeed, Seeds of Awareness, Sols Arc and Jai Vakeel strive for inclusive and remedial education. Praja, Dasra, Project Mumbai and Haqdarshak are examples of organizations working as a bridge between government and citizens.



**Subhankar (L) and his student Arshad (R)** have both had their lives transformed by the Fellowship. Arshad successfully graduated 10th grade from a Teach For India classroom, and is now studying in a top-tier college while interning with Lido Learning. Subhankar went onto start his own organization after his Fellowship. He now trains teachers in low-income private schools. In Arshad's words, "Shubhankar Bhaiya taught me what it means to be a good human being, in class, on the field and in life. That is who I want to be"



- **Daniel Lobo, 2009**  
Leaders Quest  
Director
- **Neha Soneji, 2012**  
Tech Mahindra Foundation  
Head: Education
- **Shalini Datta, 2010**  
Aftertaste  
Founder
- **Manasi Mehan, 2016**  
Saturday Art Class  
Co-Founder
- **Samina Quettawalla, 2017**  
Assistant School Leader  
Akanksha
- **Sohaib Beg, 2016**  
Co-Founder  
Udaan Community  
Center

**1. School as a unit of change will be our biggest priority**

We will get more Alumni to operate schools, work as school leaders or find other models to excellent schools in the city.

**2. Collaboration with State and MCGM towards strengthening the system**

We will work on collaborative projects with the government, and look to open up opportunities for Alumni to work in key positions within the government ecosystem as a strong collective movement.

**3. Funding ecosystem for Alumni-led organizations and Alumni as teachers**

We will look to unlock the value of the private sector to create a funding pool for Alumni ventures.



**...By 2023**

**160 Fellows**  
**5000 Teach For India Students**  
**960 Alumni**



2021

**145 Fellows**  
**7500 Students**  
**854 Alumni**

**10 Year Partnership with low-income private schools**

Completed 10 years of working with low-income private schools in Pune while providing excellent education to Students across grades

2020

2019

**First Board Results**

Our first batch of Grade 10 Students cleared the SSC exams with 98% Students passing.

2018

**Access to Secondary Education**

Access to English-medium secondary classrooms, a huge issue for Pune's kids, addressed through the PPP model partnerships with Aakanksha Foundation and iTeach Schools.

2014

**Community Engagement**

Series of Community Centres started across clusters to address the academic gap, programs for parents and extra-curricular activities.

2011

**Pune's first cohort graduates**

32 Fellows  
1100 Students

2009

**The Fellowship**

begins in Mumbai & Pune  
87 Fellows



**Pune**

**WHAT HAS  
ENABLED  
CHANGE**

**Culture of Innovation and  
Problem Solving**

Over the years, the Pune team has fostered a culture of problem solving and innovation amongst the Fellows. The city has seen legacy projects run completely by Fellows - like Show Us The Talent (Shoutt) and Model United Nations (Teach For India MUN) which continue to grow in size and impact. A large number of BTCs have established themselves as long-standing projects and some, eventually organisations, like Life Lab, Pijam, TAP providing crucial value added services to our schools.

**A growing network of  
Alumni in the region**

81% of the Alumni in the region continue to work in the education sector. From teacher training to child safety, technology to school leadership, our Alumni in the region continue to impact more than 1 million Students, 40,000 teachers and 800 government officials. Many Alumni led organizations have also created jobs for our graduating cohorts across various projects and roles.

**Strong Network  
of Advocates**

Since 2014 the Pune Advisory Board has, through their relationships and influence, enabled us to form long lasting financial partnerships in the city, in addition to guiding our strategic work. The Pune Alumni Chapter, which comprises of Alumni across organizations, helps create spaces that enable collaboration within the Alumni community, thereby catalysing the work in the region.



A powerful network of schools like **iTeach, Akanksha and Avsara Schools** have allowed for our Students to access excellent education and fill a major gap in the city. 13 of these Pune schools are led by Teach For India Alumni and have played a pivotal role in steering key changes in policy and governance in the state of Maharashtra.

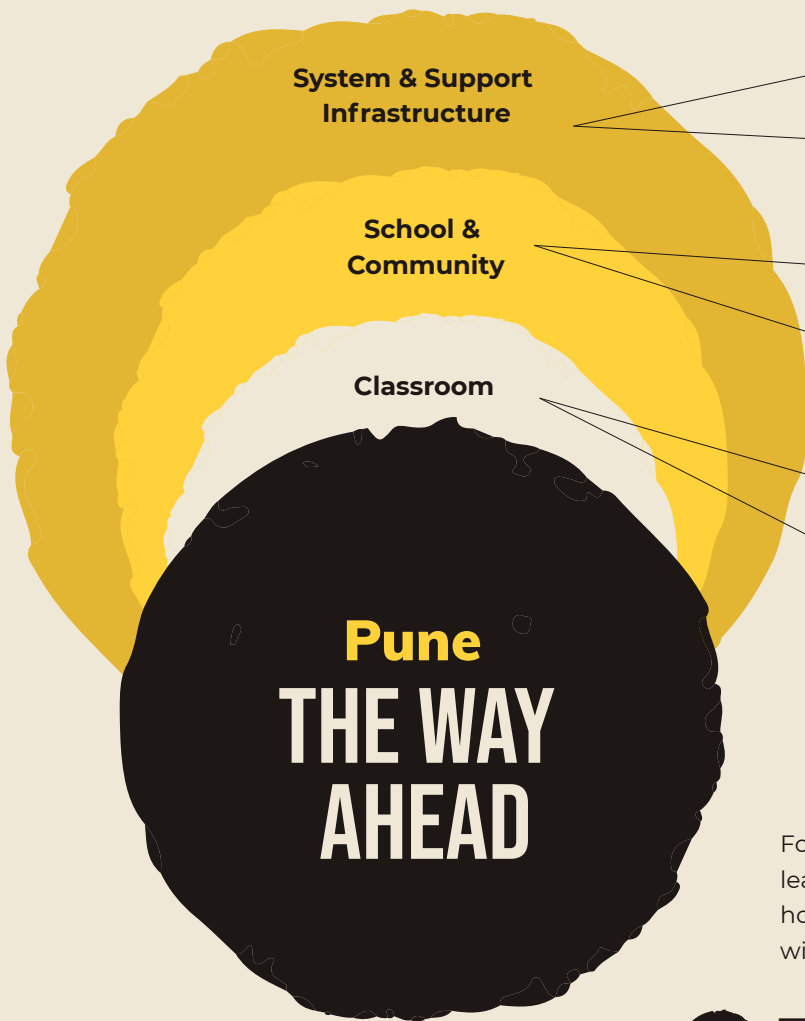


Over the last few years, through multiple efforts of developing Student leadership, we have been able to develop a partnership between Students and Fellows in creating a safe space for Students and empowering them towards a path of extended opportunities like **KER Revolutionaries (50 Students from Pune), Maya and the Greatest Show on Earth.**



**InnovatED and TFix** have enabled Alumni led organizations - Pune Children's Zone, The Apprentice Project and PiJam Foundation to impact over 3000 children and over 100 families.





- **Aniket Doeghar, 2010**  
Haqdarshak,  
CEO and Founder
- **Madhukar Banuri, 2009**  
Leadership For Equity  
CEO and Founder
- **Jai Mishra, 2013,**  
Ummeed Community Centre  
Founder
- **Soumya Jain, 2013**  
iTeach Schools  
CEO and Founder
- **Mohini Pandey, 2013**  
Avasara Academy  
Lead Teacher
- **Arefa Bootwala, 2017**  
Akanksha Foundation,  
Teacher

For the next 3 years, our city's vision is to build strong leaders at the school and community level towards holistic development of children. To achieve this, we will be working on:

### 1. Teaching

Teaching has a direct impact on children and therefore, a shift in teaching habits will help facilitate achievement amongst children in the classroom.

### 2. Teacher Training

Deep, sustainable change in a classroom is possible only when we strengthen the teachers in the system both by empowering existing teachers and by pumping strong teachers in the system.

### 3. Community Engagement

A child's holistic development is not limited to a 'school' and there is an urgent need for a strong ecosystem of support and partnership with parents and communities.



**...By 2023**

**175 Fellows**  
**6800 Teach For India Students**  
**1000 Alumni**







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## Acknowledgements

# TEACH**FOR**INDIA

A special thank you to



for their investment in our Alumni initiatives  
and this Impact Report.

## We extend a heartfelt gratitude to our...

Alumni  
Donors  
Fellows and School Partners  
National, Regional and Friends of TFI Board  
Partners and Supporters  
Students and Parents  
Staff

Designed & Illustrated by  
The Drawing Board



# TEACHFORINDIA

<https://www.teachforindia.org/>

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