



Confidential & privileged

December 23, 2022

Max India Foundation
Max Towers
Level 20M Sector 16B
Noida Uttar Pradesh 201 301

For the kind attention of the management

Dear Madam/Sirs,

CSR impact assessment | Year ended March 31, 2021 | Final report

We refer to the defined scope of work forming part of the engagement letter with Max India Foundation ('MIF' or 'the Foundation') dated September 07, 2022. In accordance with the same, MGC Global Risk Advisory LLP ('MGC Global', 'our firm', 'us', 'we') has undertaken assigned procedures pertaining to the CSR impact assessment for the projects undertaken by Network for Quality Education Foundation ('the NGO Partner' or 'The Education Alliance') during the year ended March 31, 2021, in the context of the grant given to the NGO Partner by MIF.

We are pleased to enclose our report covering our observations.

Our main observations have been summarized in the executive summary in section 01 of this report, while section 02 provides the background and context; and section 03 provides an overview of our approach and methodology. Our detailed observations are stated in section 04 of the report. Summaries of our interactions with specific stakeholders (*including beneficiaries*) with their perspectives on the impact of the projects and their experience are in section 06.

The sufficiency of the work plan and the contents of our observations are solely the responsibility of your management. Consequently, we make no representation regarding the sufficiency of the work plan either for the purpose for which our observations have been requested or for any other purpose.

Please note that since this report is based on limited procedures as assigned to us, our observations should be read in light of the caveats in section 05 of this report.

Our work does not constitute an audit or review of the financial or other data; the objective of which is the expression of an opinion or limited assurance, or a part thereof, or verification of the accuracy of management responses to our inquiries or commenting on the control framework prior to our appointment. Further, our work should not be relied upon to disclose errors, irregularities, or illegal acts, including fraud or defalcations in the financial records and data, which were used for the management review.

This report is sensitive, privileged, strictly confidential and for the use of the addressee only. It cannot be reproduced, either wholly or partly for any circulation or discussion with any other party, without the prior written consent of our firm.

Yours faithfully,

MGC Global Risk Advisory LLP

MGC Global Risk Advisory LLP

Contents

Section 1 | Executive summary

- 04 Key facts
- 05 Assessment

Section 2 | Background & context

- 06 MIF's CSR focus
- 07 The NGO Partner's CSR mandate

Section 3 | Approach & methodology

- 08 Overview, desktop study & evaluation process
- 09 Stakeholder discussion & evaluation

Section 4 | Detailed observations

- 10 SQEP with SDM
- 23 PLP
- 27 SATH-E

Section 5 | Caveats

- 49 Key assumptions for the reader
- 50 Document limitations

Section 6 | Annexures

- 51 Annexure I: Questionnaires
- 52 Annexure II: Community voices
- 53 Annexure III: Meetings & stakeholders covered

Executive summary | Key facts

1.1 MIF had committed INR 2 crore towards the following CSR projects led by the NGO Partner during the year ended March 31, 2021.

- a) School Quality Enhancement Program ('SQEP') with South Delhi Municipal Corporation ('SDMC');
- b) Principal-Led Program ('PLP'), Delhi; &
- c) System Design and Delivery Unit with Education Department, Madhya Pradesh ('SATH-E').

1.2 These activities sought to enhance student enrolment & attendance, improve student learning outcomes, provide professional development for teachers and to build leadership capacity in order to empower teachers and middle management and eventually improve learning outcomes to a wide coverage of students in identified government schools. Promotion of education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects are eligible for CSR expenditure in pursuance of Schedule VII of the Companies Act 2013.

1.3 The methodology of CSR impact evaluation adopted by MGC Global was based on the normative framework set out by The Organization for Economic Co-operation and Development ('OECD') DAC Network on Development Evaluation. On this basis all activities undertaken by the NGO Partner for each of the three projects were identified and evaluated on the basis of the 5-point criteria (*relevance, efficiency, effectiveness, impact & sustainability*).

1.4 The ensuing table provides an overview of the impact assessment for the SQEP with SDMC.

Nature	Partnering with select non-profit organizations and government schools to improve student learning outcomes and overall school development in a sustainable manner.			
Target	1 NGO partner; 2 schools; & 816 students			
Actual	3 schools covered, 908 students covered, reached 681+ students digitally & had an attendance of 73%.			
Activities	No	Calculated score	Score upper limit	Accomplishment
	5	317	375	84.53%

1.5 The ensuing table provides an overview of the impact assessment for the PLP.

Nature	Aimed to support select SDMC government schools build their leadership capacity by onboarding partners, experts and technical advisors, who provide support to create and deliver on a plan for holistic development.			
Target	4 schools; & 800 students			
Actual	Nil			
Activities	No	Calculated score	Score upper limit	Accomplishment
	1	65	75	86.66%

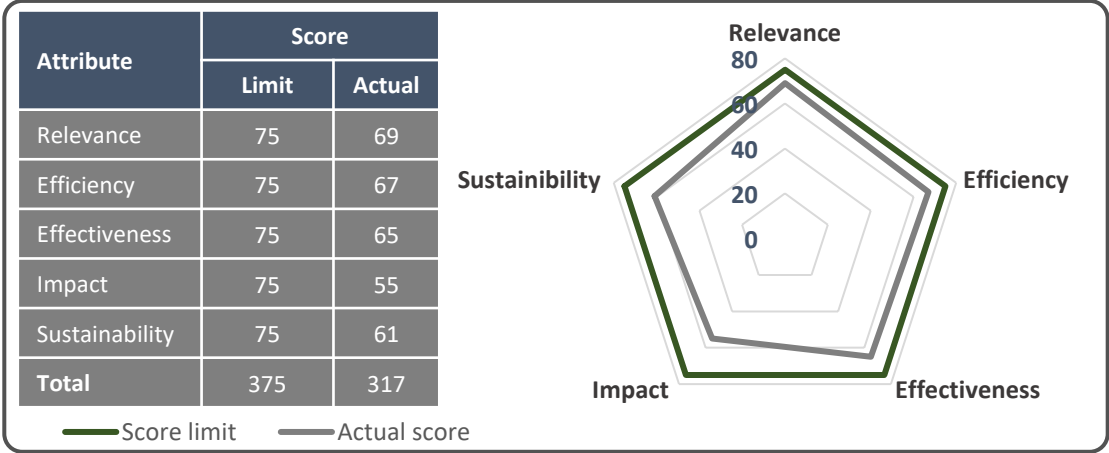
1.6 The ensuing table provides an overview of the impact assessment for SATH-E.

Nature	Executed by a joint team of Boston Consulting Group and NQEF personnel to engage with the state authorities for end-to-end education system transformation and includes key areas of governance restructuring, academic program design, learning outcomes assessments, etc.			
Target	1.23 lakh government schools			
Actual	For SATH -E program - covered 1 Lakh schools & 90 Lakh students.			
Activities	No	Calculated score	Score upper limit	Accomplishment
	9	481	555	86.66%

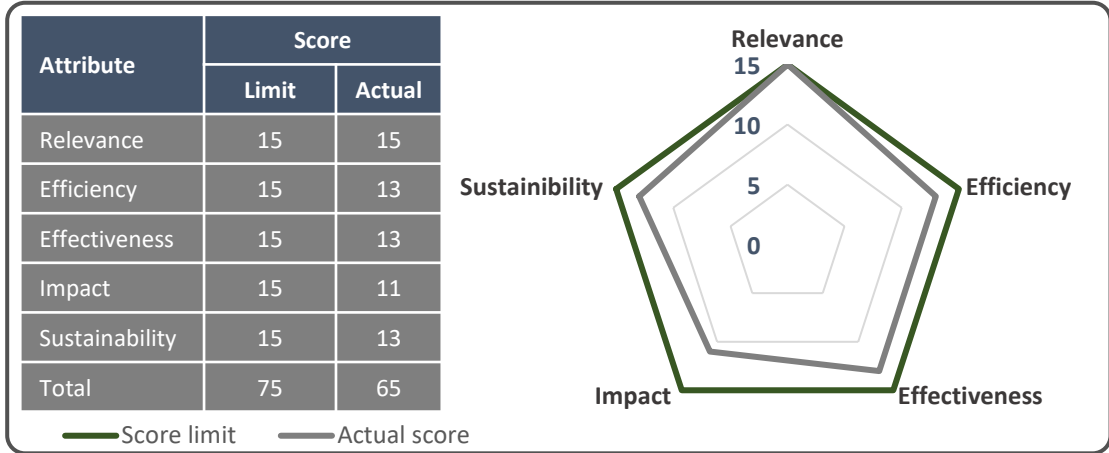
1.7 The ensuing table provides a comparison between the planned and actual deployment of funds during the year ended March 31, 2021, as provided to us by the NGP Partner.

Programs	Budget	Actual
SQEP Schools with SDMC	INR 50 lakhs	INR 87 lakhs
SQEP schools - PLP	INR 74 lakhs	Nil
SATH-E (Madhya Pradesh)	INR 76 lakhs [3 Program Associates @ 12 lakhs, 1 Program Manager @ 30 lakhs]	INR 27 lakhs
Total	INR 2 crore	INR 1.14 crore

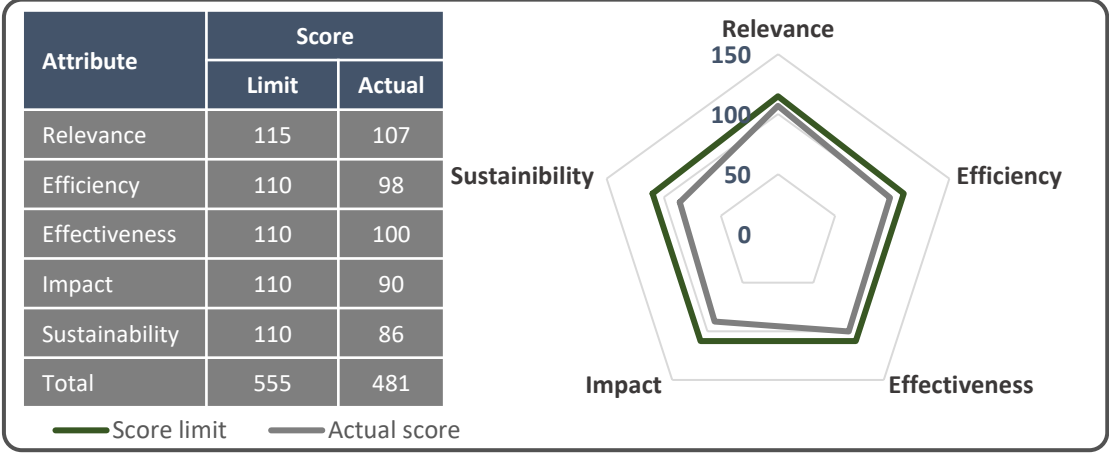
1.8 The ensuing table & radar chart provides an overview of the ability of the activities relating to SQEP with SDMC to fulfill the 5-point criteria.



1.9 The ensuing table & radar chart provides an overview of the ability of the activities relating to PLP to fulfill the 5-point criteria.



1.10 The ensuing table & radar chart provides an overview of the ability of the activities relating to SATH-E to fulfill the 5-point criteria.



Appreciation

1.11 We are thankful to the representatives of MIF and the NGO Partner for their cooperation that was extended to us for this engagement.

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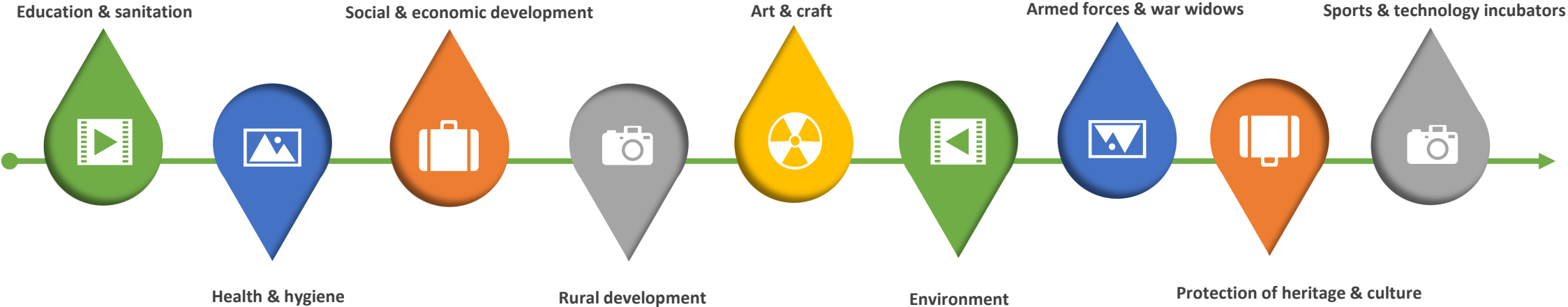
Background & context | MIF's CSR focus

- 2.1 The Max group of companies ('the Group') strive to achieve a balance between economic growth, environmental protection and various social imperatives. MIF was created in 2002 with the inclination to give back to society and included aspects of philanthropy such as education, sports, and health among other areas of focus. In 2008, the MIF's Charter was reconstituted with a specific focus on healthcare for the underprivileged. Since then, 35 lakh individuals have benefitted from wellness-related support including preventive health measures, screening, awareness, surgeries, treatment and cure.
- 2.2 MIF has also adopted two village clusters in Uttarakhand - Dhakrani and Chandrothi and one in Punjab - Rail Majra, primarily for intervention on health-related issues such as sanitation and waste management to improve the quality of life for those who reside in villages. Since it's inception, the Foundation has benefitted over 34 lakh people in over 800 locations in partnership with more than 450 NGOs. From April 2019, MIF has identified education as its new area of focus and has been facilitating, monitoring and ensuring quality and value-based education to underprivileged children. MIF has been supporting initiatives that empower children in need with quality education to help them build a bright future. Most government-run and NGO-run schools have insufficient staff and facilities, hence by filling in these gaps through support and monitoring the use and methods employed, MIF has through different organizations and its own initiatives brought about significant change in the performance and productivity of the next generation.
- 2.3 MIF conducts interventions in the following 9 domains.

"To fund and support Corporate Social Responsibility projects with Sustainability as a guiding principle giving priority to issues of foremost concern as in the national development agenda likesafe drinking water for all, provision of toilets, health, sanitation, education, etc., and to reach a wide spectrum of beneficiaries with a view to empower economically and socially backward communities, children, youth, etc., by contributing in rural development, environmental protection, sanitation, creation of livelihood, skill development, etc."



Max India Foundation's CSR and sustainability vision and mission



Background & context | The NGO Partner's CSR mandate

- 2.4 The Education Alliance was founded in 2014 with a mission to transform under-performing government schools into centres of quality education by enabling partnerships between state and non-state actors. The NGO Partner plays the role of the lead project management partner to facilitate an ecosystem where government and non-profit organizations work together to support the government schools in an effective manner.
- 2.5 The Education Alliance has been working with various state government authorities in India NGOs to create exemplary government schools where economically underprivileged children get access to free and high-quality education through Government-Partnership Schools.
- 2.6 Its initiatives have included research to study existing models and impact of partnership schools, a pilot program with SDMC in 1 school where the enrollment had increased from less than 20 to over 150 in a relatively short span of 3 months, a partnership with SDMC that is recognized as the SQEP, where 11 additional schools and 7 new NGO partners were added, a memorandum of understanding with Samagra Shiksha in Tamil Nadu to monitor NGOs working in government schools and a systems reform approach for public education department in partnership with various leading and esteemed such as Boston Consulting Group and Central Square Foundation to partner with state education departments.
- 2.7 MIF had executed a MoU with the NGO Partner on June 30, 2020, for the provision of support in the following.

- (a) SQEP with SDMC | A school quality enhancement program (*setting-up of government partnership schools with an aim to improve student enrolment, attendance, student learning outcomes, teacher professional development, community engagement and overall school development in a sustainable manner*);
- (b) PLP, Delhi | A school quality enhancement program focused on a principal-led partnership model to work with government school principals to build their capacity and work with them/ support them to create a vision and a plan for the development of the school, help strategize and operationalize a plan by providing support to execute the strategy by bringing in partners, experts and technical advisors; &
- (c) SATH-E | A system design and delivery unit with the Education Department of Madhya Pradesh, in partnership with Boston Consulting Group, for sustainable action for transformation of human capital in education.

- 2.8 The Foundation has committed funding support of INR 2 crore to The Education Alliance for the afore-stated projects in South Delhi and Madhya Pradesh.
- 2.9 The ensuing table provides the timelines for the proposed disbursement of the grant.

Instalment	Period of proposed disbursement	Amount
First	April 2020 to June 2020	INR 50 Lacs
Second	July 2020 to September 2020	INR 50 Lacs
Third	October 2020 to December 2020	INR 50 Lacs
Fourth	January 2020 to March 2021	INR 50 Lacs
Total		INR 2 Crore

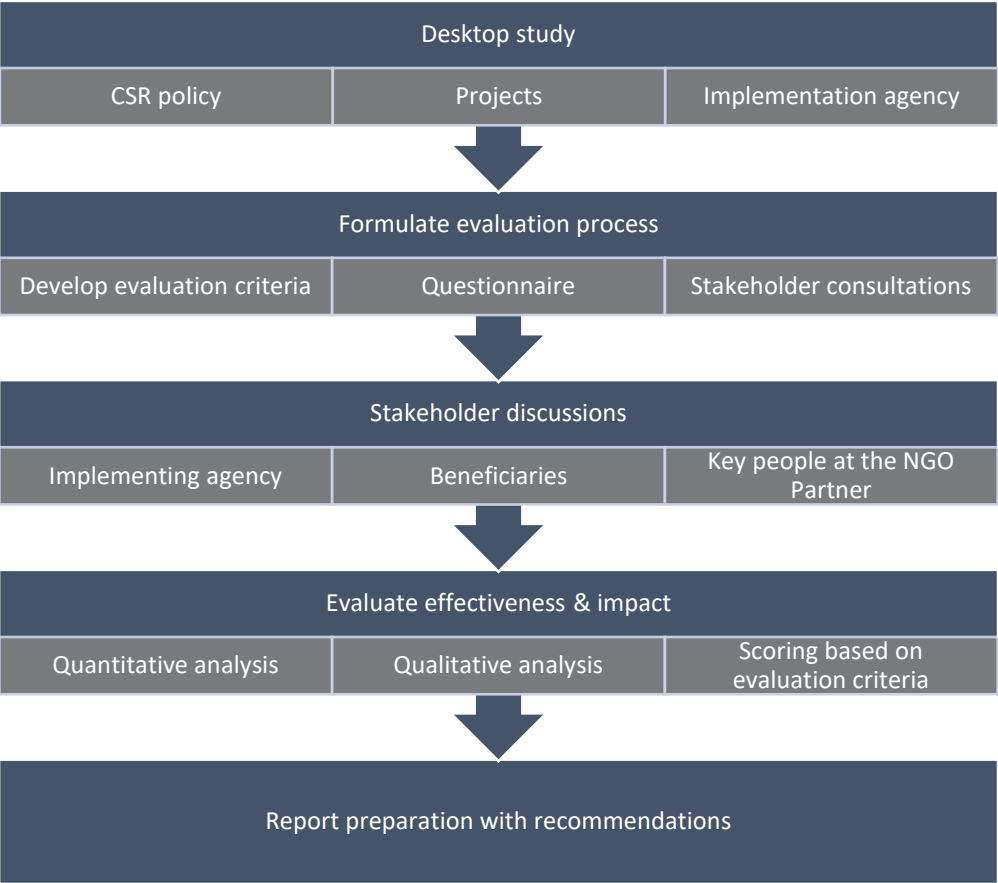
- 2.10 MIF had disbursed a total cumulative grant of INR 1.14 crore till March 31, 2021, which was based on the requirements stated by the NGO Partner. Screen shorts of certificates from the chartered accountants of the NGO Partner for utilization of the grant have been pasted below.

The image displays two screenshots of financial documents from Ambani & Associates LLP, Chartered Accountants. The left screenshot is a 'Utilization Certificate' dated 31st March 2021, certifying that the grant of INR 114,00,000.00 has been utilized for the specified projects. The right screenshot is a 'Statement of Accounts' for the period from 01st April 2020 to 31st March 2021, showing a total amount of INR 114,00,000.00 and a balance of INR 0.00.

Approach & methodology | Overview, desk top study & evaluation process

Overview

3.1 The ensuing chart provides an overview of the approach and methodology adopted by MGC Global for the impact assessment.



3.2 This methodology has been more fully described in the paragraphs that follow.

Desktop study

- 3.3 At the inception of evaluation, a desktop study was initiated by MGC Global. The CSR policies of MIF and the NGO Partner were inspected to gain an understanding of the thematic and geographic areas of focus and coverage. A list of projects implemented by the NGO Partner were obtained and examined with a specific focus on the objectives, what the projects intended to achieve, the geographical spread, the stakeholders targeted, and the thematic area covered. Financial aspects of the projects undertaken by the NGO Partner were obtained to gain an understanding of in terms of how much funds were deployed and under what mechanism.
- 3.4 On inquiry and inspection of the project reports, a list of implementation agencies, who were involved in the execution of the projects, were identified. On inquiry we gained an understanding of the organizational structure of NGO Partner, the implementation agency, manpower deployment and their experience with track record, Section 135 of The Companies Act, 2013 relating to Companies (Corporate Social Responsibility) Rules, 2014 and Schedule VII which prescribes mandatory provisions for Companies to fulfil their CSR were studied and retained as reference to assess if the projects and implementation agencies were eligible and as such the expenditure relating to the same would not be disallowed from claiming credit under the CSR spent.

Formulate evaluation process

- 3.5 The evaluation process was developed in accordance with The Organization for Economic Co-operation and Development ('OECD') DAC Network on Development Evaluation that provides a normative framework used to determine the merit or worth of an intervention (*policy, strategy, program, project or activity*). Based on the OECD framework, MIF's and the NGO Partner's CSR policies, the following 5-point evaluation criteria was developed for assessment for each of the projects.
 - a) **Relevance** | Effectiveness of the intervention (*steps and the target beneficiaries*) and how well were they suited to the priorities and policies of MIF and the MOU with the NGO partner.
 - b) **Efficiency** | Specific qualitative and quantitative outputs concerning the inputs defined and whether the most efficient processes were adopted (*example cost-efficient; time; skill sets, technology and other influencing factors*).
 - c) **Effectiveness** | The extent by which the intervention attained or did not attain its objectives. Outline the positive or negative changes produced by an intervention, directly or indirectly, intended or unintended.
 - d) **Impact** | Measurement of the validity and attainment of the objectives through the activities and outputs.
 - e) **Sustainability** | Would the ownership of activity would remain and continue even after MIF stops investment, interventions or withdraws to move into other projects.

Formulate evaluation process (cont...)

3.6 The CSR activities implemented by the NGO Partner were grouped together and classified under the three categories as listed below. These categories are in concurrence with the CSR policy of MIF and the NGO Partner.

No	Title	Brief
1	SQEP with SDMC	Involving partnering with select non-profit organizations with government schools to improve student learning outcomes and overall school development in a sustainable manner.
2	PLP, Delhi	A program aimed to support select SDMC government schools build their leadership capacity through onboarding partners, experts and technical advisors, who will provide support create and deliver on a plan for holistic development.
3	System Design and Delivery Unit with Education Department, Madhya Pradesh	System Design and Delivery Unit with Education Department of Madhya Pradesh (SATH-E) is being executed by a joint team of Boston Consulting Group and the NGO Partner’s personnel to engage with the State for end-to-end education system transformation and include key areas of governance restructuring, academic program design, learning outcomes assessments, etc.

3.7 Activities undertaken for each of the afore-stated three projects were identified and evaluated on the basis of a curated 2D model with the previously-mentioned 5-point criteria and the extent of fulfilment with relation to I. Inputs, II. Coverage, & III. Outcome.

3.8 If the activity had no impact on the criteria, no points were assigned to the same. In the event of a minimum impact “1” point was assigned, for moderate impact “3” points were assigned and for high impact “5” points were assigned. Though the process of assigning points was qualitative in nature, once the same were assigned, the evaluation became quantitative, while minimizing subjectivity on assessments.

Stakeholders' consultation

3.9 Consultations were carried out by social experts in a scientific and objective manner and facts obtained from the same have been presented in this report after verification with different stakeholders. This has enabled the evaluation team from MGC Global form a professional basis to evaluate the activities and projects on the 5-point evaluation criteria.

3.10 While the focus of interaction was on evaluation of the long-term sustainable benefit accrued out of the project activity, our interactions with the implementation agency revealed the process adopted and the nature of further investment that may be required.

3.11 Site visits were undertaken by representatives of MGC Global at SDMC School, Ambedkar Nagar; SDMC School, Hauz Khas; and Andrews Ganj School; all in New Delhi to physically verify the CSR activities, in addition to visiting the NGO Partner’s office in Kailash Building, KG Marg in New Delhi. During the site visits, interactions with around 20 stakeholders were held. Consultations with beneficiaries were also carried out through video/teleconference arranged by the NGO Partner at various project sites. Due to the limitations of not getting a physical appointment with the stakeholders in Madhya Pradesh, virtual meetings were held with the representatives of BCG Consulting. The NGO Partner’s personnel involved in implementation of the project activity were also interviewed to understand the involvement of their staff and capacity build out.

Evaluate effectiveness and impact

3.12 The effectiveness and impact of CSR activity was evaluated on both qualitative as well as quantitative terms. In quantitative terms amount of funds spent, number of facilities covered, and number of direct beneficiaries were evaluated; while in qualitative terms, the sustainability of the project activity, extent of employee involvement, empowerment of weaker sections, community engagement was evaluated. The qualitative evaluation of the impact depended predominantly on the professional judgment of the professionals undertaking the evaluation. Radar tables were used to evaluate effectiveness and impact for each project, which have been presented based on the 5-point evaluation criteria in clauses 1.8, 1.9 & 1.10.

Findings and recommendations

3.13 The contents of this report are stated on the basis of information and documentation provided to us and are subject to the caveats stated in section 5 of this report. Our recommendations may be considered by MIF to further improve and rationalize its CSR expenditure in the coming years.

Detailed observations

SQEP with SDMC

4.1 **Training of teachers** | The ensuing table provides the assessment of the support provided to teachers with the objectives of enhancing their teaching techniques and professional development.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Conduct of external seminars with experts and internally designed training sessions. The NGO partner further collaborated with other NGOs for support. Activities and modules were planned by teachers for academic years in collaboration with Katha & Vidya. 	<ul style="list-style-type: none"> Conducted training workshops in excel, smart teaching, online class platforms such as Zoom and Google meet for teachers. Simple Education Foundation ('SEF') provided support teaching staff. 	Teacher trainings covered aspects (<i>such as mental health of students, time management, mind mapping, etc</i>) that were pertinent during times of COVID.	Enhancement of psychological health of teachers by taking up sessions with them.	<ul style="list-style-type: none"> Recordings of the seminars and training can be used for subsequent sessions. The NGO partner has attempted to ensure that trained teachers continue for a minimum of 2 years. In many cases, these teachers have stayed for as long as 6 years. 	Score 23/25
	Score 3/5	Score 5/5	Score 5/5	Score 5/5	Score 5/5	
Coverage	Teachers.	Collaborated with Katha, Vidya and SEF for enhancing the teaching capacity of the faculty by providing support staff and conducting training sessions.	Focussed on the provision of an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning.	Enhancement of skills in communication, listening, collaboration, adaptability, empathy and patience.	Current set of teachers can train a new set of teachers.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 5/5	
Outcome	17 NGO teachers and 21 SDMC government teachers.	<ul style="list-style-type: none"> Katha continued to share its learning content through google drive. Vidya carried forwarded online teaching through the medium of google classrooms. 	Improvement of student decorum and individual behaviour in the classroom.	Improvement in teaching and Leadership skills.	Motivated teachers & students can serve as ambassadors to others, as a result of which the overall attendance and grades can improve on an ongoing basis.	Score 23/25
	Score 5/5	Score 3/5	Score 5/5	Score 5/5	Score 5/5	
Total	Score 13/15	Score 13/15	Score 15/15	Score 13/15	Score 15/15	69/75
Comments & recommendations:		<ul style="list-style-type: none"> In situations where physical assessments are not feasible (<i>such as during a pandemic</i>), a secure link to the repository of dates of seminars, recording of the training sessions & attendance records (<i>maintained by the collaborated NGO partners</i>) can be provided to TEA for monitoring the progress. The ongoing initiatives by the current set of teachers in training additional faculty, may be tracked, saved in a repository with the link to the same provided to TEA for reference and monitoring. 				

Detailed observations

SQEP with SDMC

4.1 Training of teachers | Cont...

Summary of training

- Series of workshops for teachers were conducted on mind mapping tools by Mr Ajay Aggarwal (*Author, MasterTrainer and Business leader*).
- Teachers were instructed on modern teaching skills covering speed reading, long-term memory development, listening and managing teaching time.

4.1 Training of teachers | Cont...

Interaction with Grace Gulab Kujur (*Principal of SDMC School, Ambedkar Nagar*), Deepti (*Katha*) & Astha (*The NGO Partner*) at SDMC School, Ambedkar Nagar on November 15, 2022



Summary of our interaction

- Katha had provided smart books training, excel training, training for Zoom, Google meet & smart teaching practices.
- The frequency of such training was generally once in a week or based on requirement, which has not got calendarized as monthly trainings for teachers.
- KPI trackers were maintained by Katha and shared with the NGO Partner.
- The main challenge was to get teachers to agree and adapt to the new teaching method in the initial days.

4.1 Training of teachers | Cont...



SDMC and NGO teachers.
Source: TEA's coffee table book.

Detailed observations

SQEP with SDMC

4.2 Online teaching & learning | The ensuing table provides the assessment of the continuity of learning in collaboration with Katha & Vidya.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Access was given for the 'Katha Khazana', an application that was made in accordance with National Council of Education Research & Training guidelines. This was for reading purposes. Study based content in the form of stories such as 'laapata sabun ki kahani' (<i>translates to 'the mystery of the missing soap'</i>). Mental wellbeing was also an area of focus, with children being encouraged to engage in regular exercise and plays by PITARA International TYA festival. 	<ul style="list-style-type: none"> Virtual sharing of academic content. Workbooks were also delivered to students. 	Combination of virtual sharing with students & parents to maintain continuity of learning & physical delivery of workbooks.	Students received exposure through engaging means to grasp academic and wellbeing concepts.	Durability in terms of learning with the help of moral based stories that retain interests in the focus group (<i>i.e. students in this case</i>).	Score 21/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Coverage	Grade 3 to 5 students.	<ul style="list-style-type: none"> Story access was provided through the application; and also otherwise shared via social mediums such as WhatsApp. Analysis for ascertaining the number of student viewing the shared content was undertaken. 	Creation of new-age teaching material helped in enhancing teaching approaches and redefining the ways in which students learnt and grasped concepts by making them more entertaining.	Activities conducted ensured continuity in learning and minimal gaps in education during times of COVID.	Ongoing usage of the developed application (<i>katha khazana</i>) going forward.	Score 23/25
	Score 5/5	Score 3/5	Score 5/5	Score 5/5	Score 5/5	
Outcome	3 Schools, 900 children & 73% attendance.	Enhancement of learning outcomes through the hybrid methods of virtual means and delivery of tangible study related material.	Making learning easy, and entertaining through storytelling and usage of applications.	Significant number of students were given access to experiential learning which was a change from the regular curriculum, making them aware of other learning platforms.	The enhanced mediums of learning made concepts clearer and enhanced the retention of the same amongst students.	Score 21/25
	Score 5/5	Score 3/5	Score 5/5	Score 5/5	Score 3/5	
Total	Score 15/15	Score 11/15	Score 15/15	Score 13/15	Score 11/15	65/75
Comments & recommendations		<ul style="list-style-type: none"> Acknowledgement of students to whom data packs/smartphones were provided, could be retained. Documentation requests by TEA to its collaborated NGO partners could be more expansive in pandemic-like situations to track activities holistically. Students had limited access to internet and limited space in their house to carry out activities and their studies. 				

4.2 Online teaching & learning | Cont...



Katha Khazana's app available on playstore.

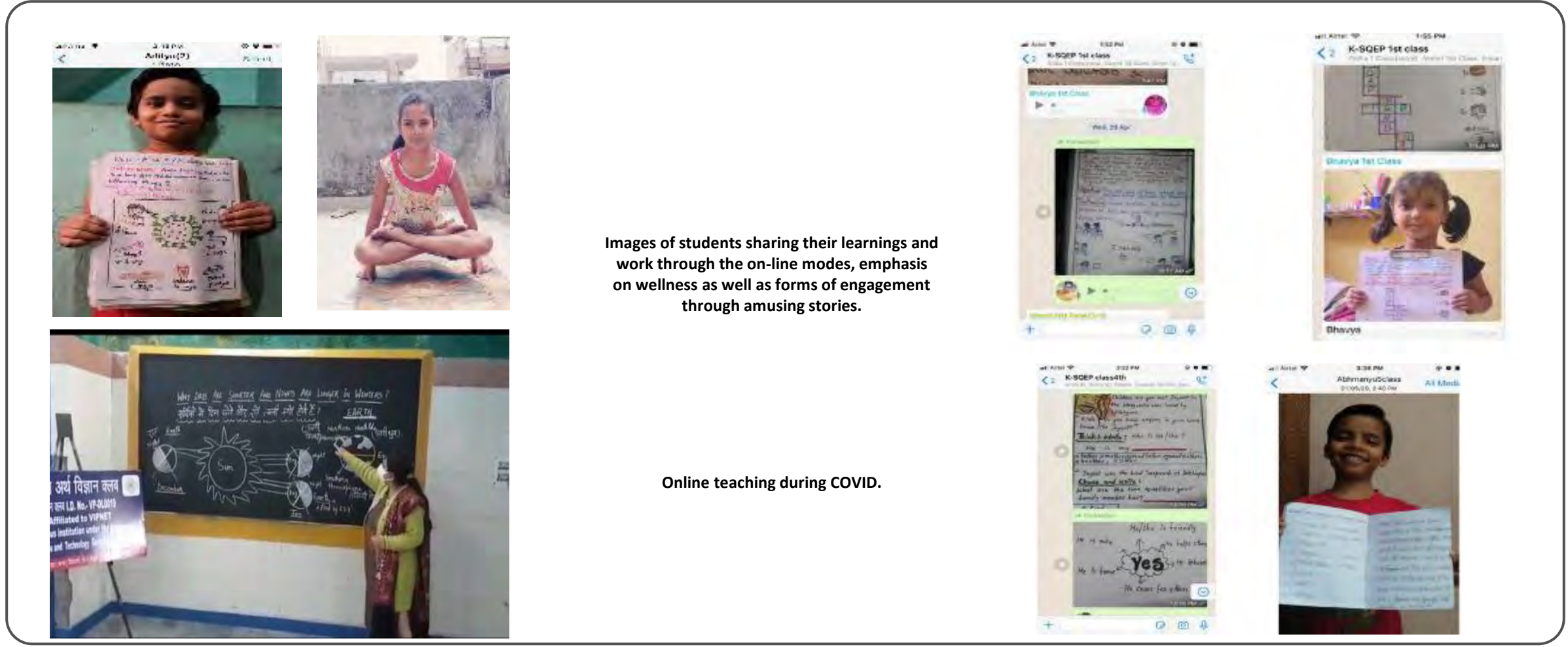


Edit for 'Laapata sabun ki kahani' (*the mystery of the missing soap*).

Detailed observations

SQEP with SDMC

4.2 Online teaching & learning | Cont...



Detailed observations

SQEP with SDMC

4.3 **Extracurricular activities** | The ensuing table provides the assessment of holistic development of students through extracurricular activities such as arts theatre, public speaking, music & sports.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Engagement activities were planned for students with music, culture, art & science being the central themes. Awareness campaigns were organized on safety measures, healthy habits and internet safety for students. 	<ul style="list-style-type: none"> Student participation was encouraged through posting prompts online. Shared artwork and other articles by students were posted on groups and other online platforms to encourage them to indulge in such activities. 	Skill building, wellness habits and values of team spirit were a part of the theme.	Activities focussed on holistic development of students.	Once engaged effectively, students will be inclined towards creating artwork and following healthy lifestyles on their own.	Score 21/25
	Score 5/5		Score 5/5	Score 5/5	Score 3/5	
Coverage	Students.	Students actively engaged in music, art, dance, storytelling and science programs in collaboration with Music Basti, MyStem Lab and Artly.	Creative approaches for interdisciplinary teaching by using musical and story sessions as mediums to teach English, while also promoting art and crafts & sports.	Children were provided the opportunity to explore different areas of interest, increase self-confidence, build leadership skills and even improve grades - all while having fun.	Student participation in cultural events and environmental projects have facilitated the holistic personality development of students while giving a balanced shape to their perspectives.	Score 23/25
	Score 5/5		Score 5/5	Score 5/5	Score 3/5	
Outcome	3 schools, 900 children & 73% attendance.	Entertaining activities enhanced the levels of engagement, as a result of which attendance observed an upscale movement during COVID.	Online student participation was increased as a result of interesting activities being conducted.	Extracurricular activities have helped children develop their social skills and learn how to work in a team to achieve a shared goal.	Increase in awareness of healthy habits enabling students set examples for others to follow.	Score 25/25
	Score 5/5		Score 5/5	Score 5/5	Score 5/5	
Total	Score 15/15	Score 15/15	Score 15/15	Score 11/15	Score 13/15	69/75
Comments & recommendations		<ul style="list-style-type: none"> Documentation requests by TEA to its collaborated NGO partners could be more expansive in pandemic-like situations to track activities holistically. 				

Detailed observations

SQEP with SDMC

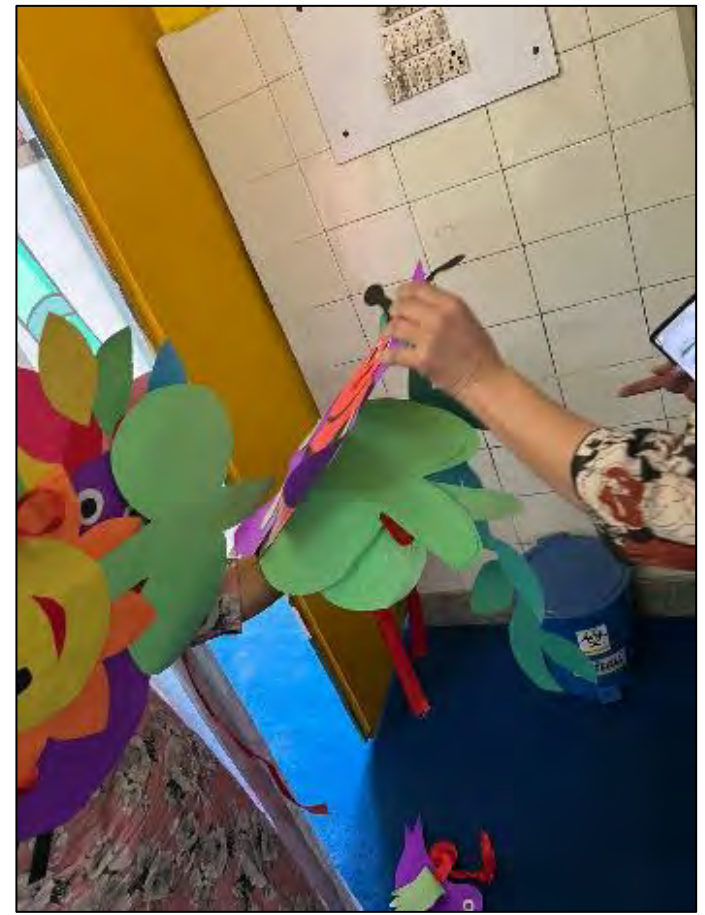
4.3 Extracurricular activities | Cont...



Students learning computers.



Art and craft by students.



Detailed observations

SQEP with SDMC

4.3 Extracurricular activities| Cont...



Images of students sharing their experience & creative work.

Detailed observations

SQEP with SDMC

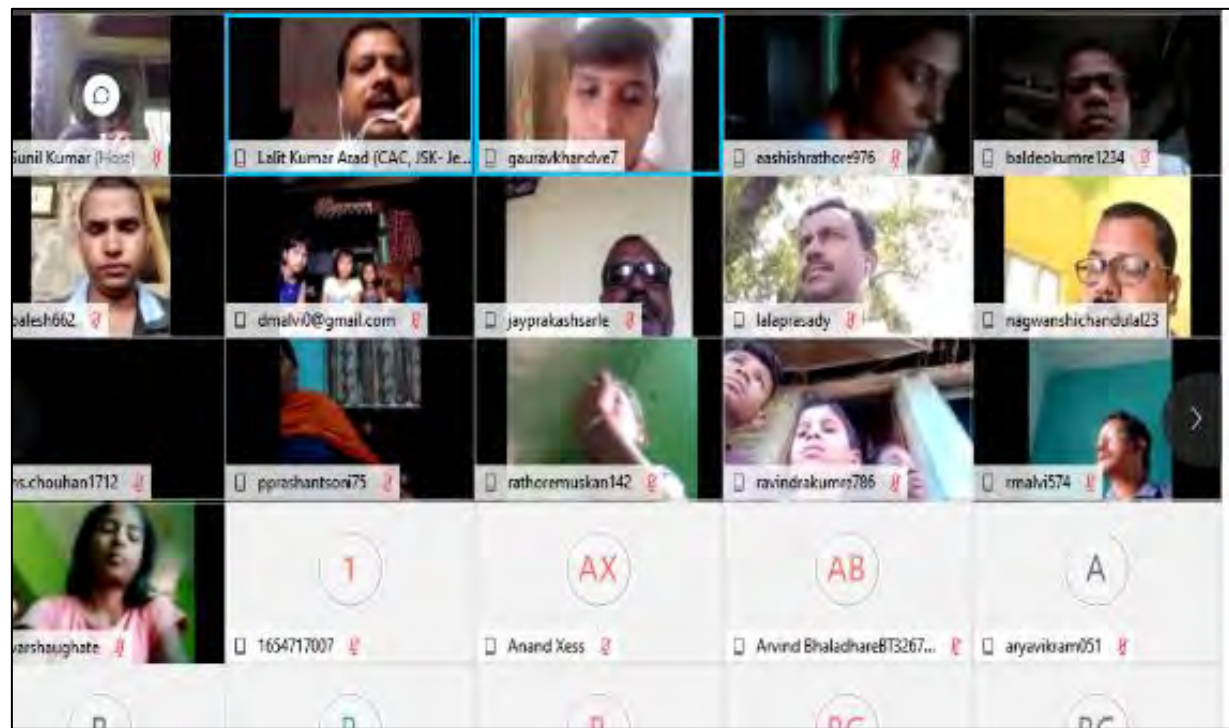
4.4 **Parental engagement & community events** | The ensuing table provides an assessment of the parental engagement through community events.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	Connections between volunteers and parents were established.	Parent teacher meetings were conducted through virtual platforms and community visits were undertaken to discuss each students' progress.	Parents were apprised of their wards' performance and briefed on the importance of online education.	Created a stronger connect between students and their parents.	Ongoing participation of parents in the progress of their wards.	Score 21/25
	Score 5/5	Score 5/5	Score 3/5	Score 3/5	Score 5/5	
Coverage	Parents and through them, the students.	Awareness of online learning modes and application usage was spread amongst parents by the volunteers conducting visits to students' residences.	Involvement of family members as key stakeholders in the development of the children.	Improved attendance and student participation that led to an enhancement of the reputation of the concerned schools.	Parents staying continuously engaged with faculty and were aware of their children's' performance.	Score 21/25
	Score 5/5	Score 5/5	Score 3/5	Score 3/5	Score 5/5	
Outcome	Numbers could not be provided due to inherent restrictions during COVID & reverse migration of students to their villages.	Several parents who could not be contacted due to digital challenges were met in person.	Community visits helped in strengthening the trust of the parents in the schooling system.	Regular communication lines between parents & teachers helped in understanding and tracking the students' performance.	Results of this exercise along with regular involvement of parents can lead to higher attendance, better behaviour and adaptation to the school environment and sociable skills.	Score 15/25
	Score 3/5	Score 3/5	Score 3/5	Score 3/5	Score 3/5	
Total	Score 13/15	Score 13/15	Score 9/15	Score 9/15	Score 13/15	57/75
Comments & recommendations		<ul style="list-style-type: none"> • Many families had lost their jobs due to COVID lockdown and with no source of livelihood in cities, they had migrated back to the villages making it challenging for the teachers to reach the students and their parents. • Achieved outcomes can be continued with the ongoing support and supervision of parents. • The role of parents in the ongoing education of their ward/s may be measured through predetermined criteria. • All training & workshops whether virtual or in-person could be recorded for reference purposes. • Acknowledgement of parents upon community visits may be recorded. 				

Detailed observations

SQEP with SDMC

4.4 Parental engagement & community events | Cont...



Parental engagement & community events through virtual modes.

Detailed observations

SQEP with SDMC

4.3 Extracurricular activities | Cont...



Clean and inviting class / reading rooms resulting into happy students.

Detailed observations

PLP model with SDMC

4.5 **Partnering with principals** | The ensuing table displays an overview of the collaboration between the NGO partner and the selected principal(s) / school(s).

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Brought in productive partners in the form of experts and technical advisors. TEA collaborated with its NGO partners to support the SDMC school staff. 	Support in terms of teaching was provided by SEF (to SDMC Andrews Ganj).	Assessments were undertaken to shortlist schools under the PLP model.	Created the base for partnerships with school principals to enhance overall vision and strategy for their schools.	Partnerships enable current principals to pass down an effective model of teaching to future principals.	Score 19/25
	Score 5/5	Score 5/5	Score 3/5	Score 3/5	Score 3/5	
Coverage	Public schools as an entity, state administration, teachers and students.	TEA personnel stayed connected with the school principal and teachers-in-charge to remove roadblocks in the system whenever required.	Skill building for students, infra development and support to school teachers were provided.	A dedicated resource for computers and additional teaching staff for English and other need-based subjects were provided.	Base for expansion of coverage established with participation from experts, technical advisors and SEF.	Score 19/25
	Score 5/5	Score 5/5	Score 3/5	Score 3/5	Score 3/5	
Outcome	1 school i.e. Andrews Ganj.	Educators were motivated by way of the partnerships formed with the school and its senior administration.	The collaboration resulted in educational support for teachers and students and skill enhancement such as computer learning.	From the intended 10 schools, 1 had been onboarded while 3 were shortlisted in March of 2022.	The intended objective is to make the selected schools centres of excellence and capable of conducting activities and filling shortages on their own.	Score 19/25
	Score 3/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Total	Score 13/15	Score 15/15	Score 11/15	Score 9/15	Score 9/15	57/75
Comments & recommendations		<ul style="list-style-type: none"> Timelines can be instated for mitigating teacher shortages in order to avoid delays in delivery. TEA and SEF should finalize the need and intervention areas in consultation with SDMC's school staff. Planned activities under the model could not be executed as per set timelines due to inherent restrictions during COVID. The overlap in terms of this activity and others being assessed as part of SQEP (due to similarity in the model during COVID) has been considered. 				

Detailed observations

PLP model with SDMC

4.5 Partnering with principals | Cont...



Interactions with SDMC teachers, NGO support partners and students (*who were enthusiastic about sharing their learning experiences*).

4.5 Partnering with principals | Cont...

What do we do?

- Teachers **teach** well inside their classrooms
- Principals **lead** schools in a way that supports all stakeholders to do their best - be their best
- Parents **nurture** their children towards excellence



Source: PLP plan shared by SEF & TEA.



Vision plan in the Principal's office.

Detailed observations

PLP model with SDMC

4.5 Partnering with principals | Cont...



2nd April 2021

To,
Director (Education)
South Delhi Municipal Corporation,
Civic Centre, New Delhi.

Subject: Permission to work with 3 schools (SDMC Andrews Gani School, SDMC Lajpat Nagar IV (girls) School, SDMC Garhi Ibaria Maria School under the SOEP- Principal Led Program (PLP) in partnership with Simple Education Foundation

Respected Ma'am,

The Education Alliance (TEA) is a non-profit organisation founded with the mission of creating exemplary government schools and reviving public education system to deliver a high-quality and relevant education.

TEA is the lead project management partner facilitating the establishment and operations of Government-Partnerships schools by setting up rigorous selection and monitoring processes and collecting data to drive accountability conversations between the NGOs and SDMC. Additionally, we support the SDMC on building internal capacity to identify, select and performance manage partner organisations thus enabling them to scale the program using its own staff and resources.

Permission letter extended by the founder, TEA to the Government for their approval for the PLP model.



Indu Batra, Principal, Andrews Ganj school | A teams call was conducted with her for the PLP model.

Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.6 **Hamara Ghar, Hamara Vidyalaya (remote learning program)** | The ensuing table lays out the effectiveness of the program that was run for all students of grades 1 to 12 as a COVID response measure.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	Development of a home-learning model titled, 'Hamara Ghar, Hamara Vidyalaya' to ensure continuity of education during COVID.	<ul style="list-style-type: none"> Educational radio programs for grades 1-8 (with one hour for academic activities and half an hour for physical and mental wellness). Edu-classes on TV for grades 6-8 (for 1.5 hours daily). DigiLEP videos via whatsapp (an awareness and know-how session was also conducted for parents). Home-based activities and textbooks / worksheets disseminated. Mohalla classes for community teaching. Textbook content made available on diksha portal. Telephonic outreach by teachers to students to keep them motivated. 	Continuity of learning through online and community programs ensured that restrictions during COVID did not impinge upon students' education by breaking the flow.	Students were taught the importance of creating a learning environment in places other than their schools.	<ul style="list-style-type: none"> Regular classes continued to be conducted for grade 10 to 12 students (except for lockdown districts) using a monthly academic calendar with DigiLEP links mapped. The program acted as model for replication during similar force majeure events in future. 	Score 21/25
		Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Coverage	Students and parents.	Guidance to students was provided via phone calls and mohalla classes were conducted for students that were not using digital platforms.	Access to education was ensured for students digitally and even otherwise.	<ul style="list-style-type: none"> The awareness session on DigiLEP successfully motivated approximately 100 parents who attended the session. A network of more than 50K WhatsApp groups connecting over 21 lakh parents was created. 	<ul style="list-style-type: none"> Technological awareness will benefit parents & students in the long run. Linkage of content to chapters and making the same accessible via the DIKSHA portal, will provide long term benefits. 	Score 21/25
		Score 5/5	Score 3/5	Score 5/5	Score 5/5	
Outcome	81 lakh students.	A repository of 10K (high) quality videos was developed for learning purposes.	96% elementary and 80% secondary students were the recipients of text books/workbooks.	<ul style="list-style-type: none"> Provided a holistic school atmosphere at home. Continuity maintained in the curriculum through the project. 	Enabled learning for all students in a structured and effective manner, even when at home.	Score 23/25
		Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Total	Score 15/15	Score 13/15	Score 13/15	Score 11/15	Score 13/15	65/75
Comments & recommendations		<ul style="list-style-type: none"> All training & workshops whether virtual or in-person could be recorded for reference purposes. For technology to be an enabler, access to smart phones and enhanced internet connectivity are imperatives. Students had limited access to internet and limited space in their respective houses to carry out activities and their studies. 				

4.6 Hamara Ghar, Hamara Vidyalaya (remote learning program) | Cont...

Fostering effective use and learning

The central curriculum team in the state has been disseminating messages to District DigiLEP WhatsApp groups targeting district and block level education officers in the state along with cluster level officials, who in turn have their own WhatsApp groups with school principals and teachers to disseminate daily messages. (Clusters and blocks are administrative levels in the state.) A dedicated WhatsApp helpline has been added to all 3 000+ WhatsApp groups for monitoring, and video messages were circulated to set norms at the beginning of the exercise. In addition to WhatsApp, the material is uploaded on the [DIKSHA platform](#), where lessons are packaged into courses and sent out to teachers with clear targets and deadlines. After about 8 weeks, there were 51 000 WhatsApp groups with almost 2.1 million parents. However, only 600 000-700 000 students have watched the videos shared with the groups on any given day. This number has been rising continuously through consistent communication campaign by the state, but points to the challenges in the field, which are elaborated subsequently: awareness, motivation, technical and various other challenges given the COVID-19 situation among the target segment of the population.

Digital learning materials

Resources for students. Competency-aligned videos for Grades 1-12 were curated as part of the [DigiLEP](#) video library and launched on 9 April 2020 by the Chief Minister. (DigiLEP is the Digital Learning Enhancement Programme launched to support online studies in the state.) High-quality content from existing service providers, such as Khan Academy, Pratham Open School, Bodhaguru, The TeacherApp, Avanti Learning, etc. and new video libraries, such as TicTacLearn, were mapped to key competencies for these grades to ensure that learning continued during the lockdown. The TicTacLearn video library was developed by Central Square Foundation, in partnership with Google.org. It was launched in April with over 10 000 high-quality videos for mathematics and science in 5 languages. The byte-sized video sequences curated for the DigiLEP programme provide topic-wise seamless learning experiences for all subjects, and include a variety of examples and activities. The DigiLEP library and the learning apps are disseminated through WhatsApp and the existing national DIKSHA portal run by the government of India. The cascade method of dissemination through WhatsApp groups across multiple levels reaches grade-specific parent-teacher groups, where a 20-minute lesson or educational sequence is shared every day at 9 a.m. Boston Consulting Group co-ordinated the curation efforts as part of the ongoing Sustainable Action for Transforming Human Capital project mentioned above.

Information related to DigiLEP.

4.6 Hamara Ghar, Hamara Vidyalaya (remote learning program) | Cont...



Innovation under HGHV - Bike School.



A teacher in Damoh district engaging with students at the fields during the harvest season.



Parental awareness of digiLEP.

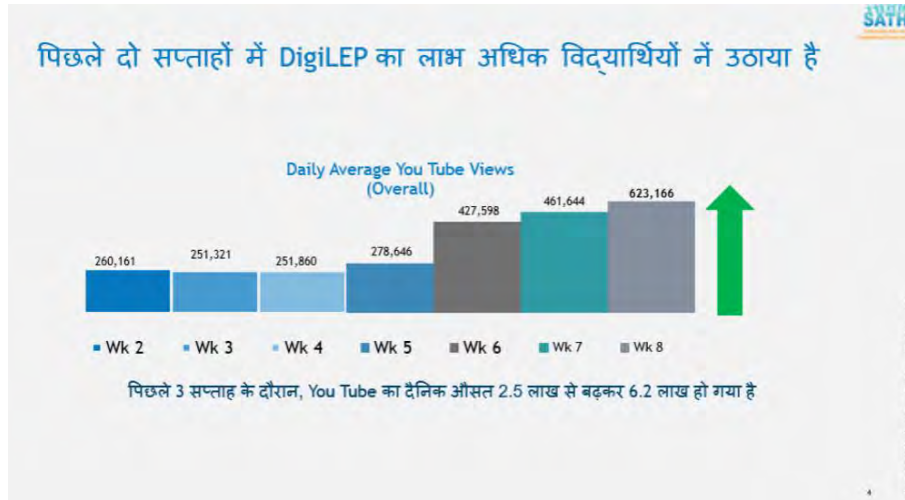


The teacher regularly called and visited the students.

As shared by TEA, the students were so dedicated to keep up with the learning material shared that in case of phone shortages, they would gather and play the sound / video on the nearby temple's speakerphones.

Note: OECD has done a case study on the HGHV project considering its magnitude.

4.6 Hamara Ghar, Hamara Vidyalaya (remote learning program) | Cont...



GAP ANALYSIS- कुल 30 लाख पालकों के पास WhatsApp है, इनमें से केवल 55% ही DigiLEP से जुड़े हैं एवं केवल 20% ही दैनिक रूप से बच्चों को सामग्री दिखा रहे हैं

- 92 लाख → सरकारी विद्यालयों में पढ़ने वाले कुल विद्यार्थियों की संख्या
- 30 लाख¹ → ऐसे पालकों की अनुमानित संख्या जिनके पास WhatsApp है
- 20 लाख → DigiLEP के 50,000 से ज्यादा समूहों से जुड़े पालकों की संख्या
- 15-16 लाख² → उन पालकों की संख्या जिन्हें रोजाना समय पर सामग्री मिल रही है
- 6.2 लाख³ → कुल इतने विद्यार्थियों* द्वारा YouTube पर सामग्री देखी जा रही है

1. Estimates 35-40% population has smartphones in MP - accounting for income wise disparity of smartphones, assuming the number to be 30% for parents of students attending Govt. schools
2. 600+ groups randomly selected across the state and surveyed, data derived from this estimate
3. *Bharu Bhai aur Bahai ke liye* - 100% digital access to all children of the state



ab padhai nahi rukegi

Digital Learning Initiatives

DigiLEP Status Discussion

15 June 2020

Review deck for DigiLEP initiated from April 2020.

Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.7 **Board examinations' result enhancement (helping students succeed in their post-secondary studies)** | The ensuing table gives an overview of the initiative wherein NQEF analysed the students' performance based on 4 years of results to help them achieve better marks.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Carried out an analysis to identify trends in student performance. Developed optimization strategies for performance enhancement covering study and wellness aspects. Set performance benchmarks for grades 10 and 12 at >70% and >80% respectively. Enabled data-based governance at district/block/school level, soft skills development. 	<ul style="list-style-type: none"> Data was acquired by the schools and interpreted by the NGO partner. Workshops on tips and tricks for board examinations were conducted for grades 10 to 12. Progress review meetings between district officials and principals were held. 	<ul style="list-style-type: none"> The NGO partner studied and prepared an analysis framework for the activity. Question banks containing important questions (<i>prepared by subject experts using the QP blueprint, past 4-5 years' QPs etc.</i>) was created for subjects in grades 9 to 12) and distributed to students at school level. 	Better results served as motivation for students to enhance their performance.	Question banks as a form of learning material will serve as a point of reference for students till the course is revised.	Score 21/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Coverage	The school as an entity and students as the eventual beneficiaries.	Every student's performance was assessed in this exercise through data interpretation.	Targets based on past performance were set by principals. Dedicated attention was planned for low-performing schools.	An increase in results was observed.	Low performing schools have benchmarks to follow for continuous improvements.	Score 21/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Outcome	1 lakh schools, 90 lakh students.	Board results were assessed through data mining for a wide outreach.	Benchmarks were created to ensure better performance.	Data-driven optimization strategies were put in place.	Since the initiative has been handed over to the state government it is expected to gain further traction.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Total	Score 15/15	Score 15/15	Score 15/15	Score 11/15	Score 9/15	65/75
Comments & recommendations		<ul style="list-style-type: none"> The activity performed for the board results' enhancement and best practices could be shared as a case study for reference. The conduct of half yearly examinations and review meetings between the district officials and principals may be monitored through a collaborative approach to address ongoing challenges. 				

4.7 Board examinations' result enhancement (helping students succeed in their post-secondary studies) | Cont...

कक्षा 10वीं एवं 12वीं के विद्यार्थी ध्यान दे!
क्या आपको निम्नलिखित सामग्री मिली है?

1. म. प्र. बोर्ड द्वारा प्रदान किये गए मॉड्यूल
2. मासिक शैक्षणिक कालखण्ड (अध्ययन-वार विमर्श युद्धक के सिक्स क साथ)
3. प्रश्न बैंक (अध्ययन-वार विमर्श युद्धक के सिक्स क साथ)
4. परीक्षा परिणाम बढ़ाने हेतु टिप्स ऐंड ट्रिक्स पर ऑनलाइन वीडियो एवं कार्यशालाएं

यदि आपको उपरोक्त सामग्री नहीं मिली हो, तो अपने विद्यालय के शिक्षक/प्राचार्य से तुरंत संपर्क करें एवं उनसे यह सामग्री अवश्य लें।

Module for Remedial Classes 2020-21
Subject: English Class: X

Assessments conducted and data set prepared.

District Performance Card - Grade 10

District Name: Bhind | Division: Gwalior | DEO: H S Tomar | ADPC: Satyabhan S

Previous years' Board exam results

Year	Rank (basis Pass %)	Rank (basis % of students who passed with First Division)
2017-18	44	39
2018-2019	42	28
2019-2020	50	42

Latest assessment results

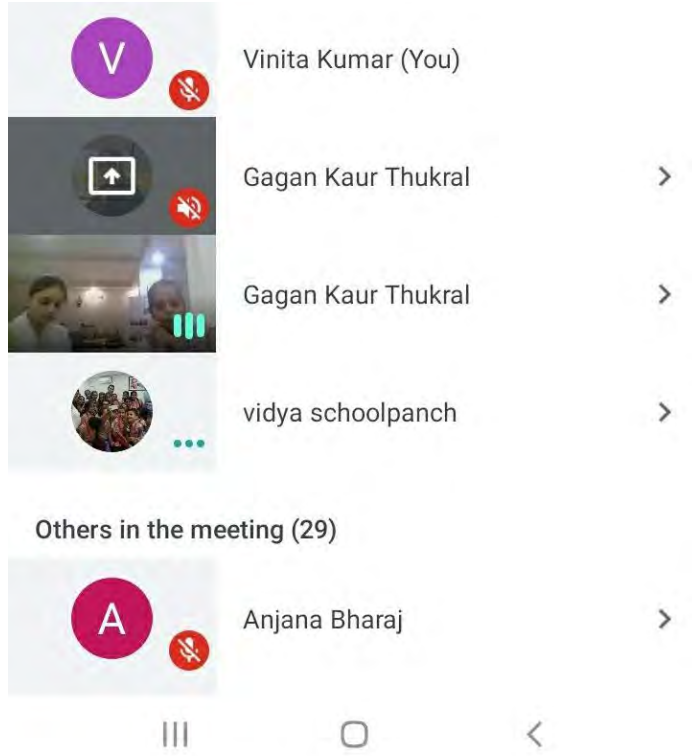
District Rank: **48**

Metric (out of total enrolled students) | District

District	Division	Rank (Basis Pass %)				Rank (Basis First Division %)			
		Revision Test	Boards - 2017-18	Boards - 2018-19	Boards - 2019-10	Revision Test I	Boards - 2017-18	Boards - 2018-19	Boards - 2019-10
Agar Malwa	Ujjain	15	18	22	26	17	18	21	21
Alirajpur	Indore	48	39	32	44	47	49	42	51
Anuppur	Shahdol	44	29	33	30	41	40	46	40
Ashoknagar	Gwalior	31	27	40	27	32	25	38	25
Balaghat	Jabalpur	2	19	20	3	2	19	14	4
Barwani	Indore	27	20	18	29	24	38	31	35
Betul	Hoshangabad	30	11	9	23	16	13	9	31
Bhind	Gwalior	36	44	42	50	42	39	28	42
Bhopal	Bhopal	13	13	10	11	13	6	8	12
Burhanpur	Indore	46	3	24	14	43	8	27	26
Chhatarpur	Sagar	10	35	21	33	14	33	20	23
Chhindwara	Jabalpur	17	8	7	8	15	24	18	19
Damoh	Sagar	14	22	15	13	27	23	22	11

*For internal use only by MIF.

4.7 Board examinations' result enhancement (helping students succeed in their post-secondary studies) | Cont...



Workshop on 'health and nutrition management'.

Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.8 **Shala Darpan 2.0 (revised school monitoring system)** | The ensuing table sets out the system to facilitate the move from ‘monitoring to mentoring’.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	Focus was shifted from monitoring activities to core academics and processes were redesigned.	<ul style="list-style-type: none"> The resolution processes were smoothened by redesigning issue trigger logic. Data dashboards were created to ensure regular feedback mechanisms. 	Report cards for schools were redesigned in accordance with a scoring metric.	Reengineered process ensured quicker resolution of issues and made time for government officials to carry out the other substantial task.	The renewed processes and dashboards can be availed of if teaching staff continues to build on the model.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Coverage	Public schools as an entity, teachers and students.	Demand-request for classroom observations was made possible by teachers for better support.	Processes were renewed making more time for academic activities and better mechanisms for feedback.	Schools attained feedback on performance improvement.	The state was able to obtain multiple data points from schools for subsequent reference.	Score 23/25
	Score 5/5	Score 3/5	Score 5/5	Score 5/5	Score 5/5	
Outcome	1 lakh schools.	Data driven points for decisions.	The creation of report cards resulted in assessing schools’ performance based on specific parameters that can be applied consistently.	The activity resulted in targeted monitoring for low-performing schools that required more attention.	Decisions based on assessments and data studies can ensure targeted outcomes by a large number of schools.	Score 21/25
	Score 5/5	Score 3/5	Score 5/5	Score 3/5	Score 5/5	
Total	Score 15/15	Score 11/15	Score 15/15	Score 13/15	Score 13/15	67/75
Comments & recommendations		<ul style="list-style-type: none"> The NGO partner could stay engaged with the state to ensure that the inputs and data provided are being used effectively. Additional clarity may be provided to districts on the best sources of data to facilitate effective data-driven decisions, in instances where there is a multiplicity of data sources and monitoring agencies. The integrated monitoring system for CM RISE schools should focus on all grades, while combining elements of both ‘Shala Darpan’ and the current ‘Vimarsh’ portal for secondary monitoring. 				

Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.8 Shala Darpan 2.0 (revised school monitoring system) | Cont...

Proposed School Visit Report Card Template - (I/IV)

Overall score is weighted average of scores from:

- Student attendance (10%)
- Teacher attendance (10%)
- Main visit form (80%)

Scores can be supplemented with a smiley where:

- >80% = 😊
- 60-80% = 😐
- <60% = 😞

Students Attendance Section would have 5 slabs for scoring:

1. <60%
2. 60-70%
3. 70-80%
4. 80-90%
5. 90-100%

Teachers Attendance Section scoring will be basis teachers present during visit vis-à-vis on payroll, adherence to leave policy if absent (if absent on days of the visit without sanctioned leaves)

Detailed scoring for Main visit form explained post visit report card template

Recommended School Visit Performance view

Overall score 73% (70%)

Student Attendance 67% (70%)

Teacher Attendance 89% (90%)

Main Visit Form score 60% (65%)

EPES Part score 70% (72%)

Rank in Cluster 7

Cluster average scores displayed for comparison

Detailed main visit section trend analysis added; similar trend analysis for EPES schools

Recommended school-visit and school-performance templates.

Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.9 **School consolidation ('Ek Parisar, Ek Shala' and physical mergers)** | The table set below provides an assessment of the initiative that resulted in schools getting merged for enhanced learning & efficiencies.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> A framework for consolidation and evaluation was created by the NGO partner. Digital training modules were created for school heads. 	3 full time resources by the NGO partner were onboarded to work in collaboration with Boston Consulting Group.	Modules were targeted towards cultural and academic improvements.	Inefficiencies related to student-teacher ratios were identified.	The framework created by the NGO partner with the digital modules can be used by the state for further consolidation and training.	Score 21/25
	Score 5/5	Score 5/5	Score 3/5	Score 3/5	Score 5/5	
Coverage	Public schools as an entity, state administration, teachers.	Documented guidelines to integrate administrative and academic parameters were rolled out to orient the field officers and school stakeholders.	Provision of bigger schools that house more students and teachers as part of one system.	School mergers with the support of the NGO partner lead to better performing schools.	State government is taking the program forward as CM rise.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Outcome	1 lakh schools were targeted of which ~35,000 schools were merged into ~16,000 campuses.	Individual school units were made more efficient with streamlining through consolidation.	Improvement in the student teacher ratio.	School mergers led to formation of more effective and impactful learning institutes.	Program transitioned to CM rise for 9,300 schools.	Score 19/25
	Score 5/5	Score 3/5	Score 3/5	Score 5/5	Score 3/5	
Total	Score 15/15	Score 13/10	Score 11/15	Score 13/15	Score 11/15	63/75
Comments & recommendations		The success of merging schools may be measured through enhanced coverage of students, greater attention to students by the faculty and improvement in the academic performance of the students. These and other parameters may be further developed and tracked by the NGO partner with ongoing interactions with the state government.				

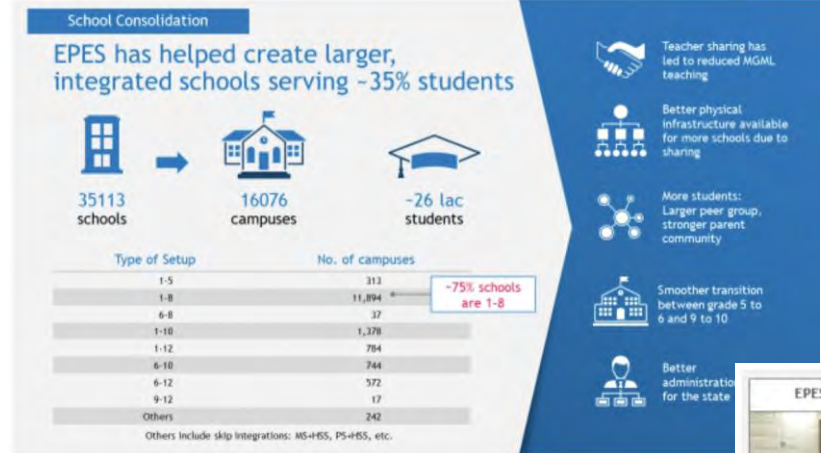
Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.9 School consolidation (E'k Parisar, Ek Shala' and physical mergers) | Cont...



Our interaction with Garima Batra, Managing Director & Partner, Boston Consulting Group.



Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.10 **Assessment through online mediums** | The table set below provides the assessment of the WhatsApp based quiz for English and Hindi subjects in the state of Madhya Pradesh.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	Conducted assessments by sharing quiz links through WhatsApp for grades 1 to 8 in phase I and grades 9 & 10 in phase II.	<ul style="list-style-type: none"> Collaborated with ConveGenius to develop quizzes for various subjects. Revision material was shared for better retention. 	DigiLEP videos were linked to WhatsApp based assessments with the ConveGenius team.	The activity provided an immediate remedial lesson for students answering incorrectly, based on the concept of personalized adaptive learning.	Parameters developed for assessment with the quiz questions can be used for subsequent surveys.	Score 19/25
	Score 3/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Coverage	Students.	The quiz tested students on competencies covered under the Hamara Ghar Hamara Vidyalaya program with emphasis on the impact on learning levels of the students.	The quiz was accessed by multiple users in a single device and hence had a vast outreach.	Average performance was assessed with a score of 79% for Hindi and 78% for Maths.	Survey links can be used for limited durations on completion.	Score 19/25
	Score 5/5	Score 3/5	Score 3/5	Score 5/5	Score 3/5	
Outcome	Grades 1 to 8, with over 14 lakh students taking the quiz in the first 4 weeks itself.	The system was piloted in Bhopal and Hoshangabad divisions in the first two weeks and expanded to the whole state in the third week.	Conducted the 'Bridge course' (a program to develop Foundational Literacy & Numeracy 'FLN' skills of grades 1 to 8 students) and HGHV baseline in the first two weeks of October 2020.	Coverage across the targeted profile with validation through the mock National Achievement Survey that was conducted for 4 weeks in December for grades 9 & 10 students (on three subjects) to ascertain their baseline levels.	Expansion of the pilot project by the state government.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 5/5	
Total	Score 13/15	Score 13/15	Score 13/15	Score 11/15	Score 11/15	61/75
Comments & recommendations		<ul style="list-style-type: none"> Expansion of the pilot project by the state government with the assessment being a combination of the virtual and physical assessments. The model for the physical assessments may be defined for adoption. Results of the assessment for all grades should be retained for reference. Enhancement of the number of devices for usage. WhatsApp links may be provided for longer durations on cloud for reference. 				

Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.11 **Digital mainstreaming and blended learning model** | The ensuing table presents an overview of the results of the assessment of the blended learning model.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	Developed a plan to implement digital learning in both CM-RISE as well as non CM-RISE schools.	Collaborated with ConveGenius to understand the impact and acceptability of the digital content digital learning.	A repository of digital learning content was created subject and competency wise.	The repository can be used by the Government for various activities.	The activity was handed over to the state government.	Score 25/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 5/5	
Coverage	Public schools as an entity, state administration, teachers, students.	Usage of curated digital content repository to assist in class/at-home learning.	The pilot phase was extended to additional schools through the digital mode.	Schools identified for CM-RISE as well as other schools (<i>non-CM RISE</i>) were covered.	The tech-based lesson planning tool for teachers and tech-based platform for conducting spot tests / formative assessments digitally can be used on an ongoing basis.	Score 21/25
	Score 5/5	Score 5/5	Score 3/5	Score 5/5	Score 3/5	
Outcome	3,050 schools were covered.	Students introduced to the models of digital learning.	<ul style="list-style-type: none"> PAL pilot was conducted for 900 schools. Digital learning for 2,150 schools. 	Continuity in academic learning.	Basic digital infrastructure including smart classes / projectors in select CM RISE schools will facilitate access and interaction with digital learning material.	Score 21/25
	Score 3/5	Score 5/5	Score 5/5	Score 3/5	Score 5/5	
Total	Score 13/15	Score 15/15	Score 13/15	Score 13/15	Score 13/15	67/75
Comments & recommendations		Having created the content, the NGO partner may consider ongoing interactions with the state government to track and monitor the progress independently, from the perspective of measuring sustainability and outcome over a medium to long term (3 to 5 years).				

4.11 Digital mainstreaming and blended learning model | Cont...

While the non-digital interventions cannot be tracked precisely, the metrics to monitor the implementation success of the DigiLEP programme are:

- Number of parents: The objective is to increase the reach of parents: 2.1 million parents have been added to the groups so far (starting from about 1.3 million in the first two weeks of the programme).
- Minimised spam messages on the WhatsApp groups through randomised monitoring.
- Percentage of teachers who report calling and engaging with five students every day.
- Overall number of students viewing resources on the DigiLEP, including a tracking of grade and subjects and split across various districts to drive district-specific strategies and action.

Impact of DIGILEP - Hamara Ghar Hamara Vidyalaya.

Name box (Ctrl + J)	Week #	Class	Subject	Competence	Revision Video Link 1 (Curator)	Revision Video Link 2 (Curator)	M
	1	For Class 1-2	Math	Count, recognise, and write numbers up to 20	https://www.youtube.com/watch?v=QH8vkk1qNU&	https://www.youtube.com/watch?v=Q_2	
	1	For Class 1-2	Hin	भाषा में मोहित ध्वनिर्मा और शब्दों के साथ खेलने का	https://www.youtube.com/watch?v=B6reenJWZ4U	https://www.youtube.com/watch?v=rv4j	
	1	For Class 1-2	Eng	Read, write, and recognise letters (capital + small) and	https://www.youtube.com/watch?v=PqZV4smKrBI	https://www.youtube.com/watch?v=i9fj	
	1	For Class 1-2	Math	Compare numbers up to 20 (example: are there more	https://www.youtube.com/watch?v=YBp_VizL4YI&is	https://www.youtube.com/watch?v=Xp	https://PLqD
	1	For Class 1-2	Hin	स्वर वर्णों को पहचानते और पढ़ते हैं	https://www.youtube.com/watch?v=TM83zp1AkUM	https://www.youtube.com/watch?v=N0j	https://hYO
	1	For Class 3-5	Math	Addition of 2 digit numbers with carry over	https://youtu.be/KRbQ39nIDbc	https://youtu.be/9174ZUx8bIA	
	1	For Class 3-5	Hin	बारहखड़ी	https://www.youtube.com/watch?v=pQal22GNvM&	https://www.youtube.com/watch?v=Wx	
	1	For Class 3-5	Eng	Associate familiar objects and pictures with names	https://www.youtube.com/watch?v=J56w5NhnAqI	https://www.youtube.com/watch?v=Blp	https://PLqD
	1	For Class 3-5	Math	Subtraction of 2 digit numbers with carry over	https://youtu.be/Xr_QoZVzaMo	https://youtu.be/MkAeK_VVkjw	https://PLqD
	1	For Class 3-5	Hin	अन्य चिह्न अनुस्वार, अनुनासिक, विसर्ग, आगत	https://www.youtube.com/watch?v=KL01HJvcMA	https://www.youtube.com/watch?v=P1j	https://LmYt
	1	For Class 6-8	Math	Count, recognise, and write numbers up to 999 using	https://youtu.be/PZwr1uTJx8w	https://youtu.be/5tcEYAcUw3A	
	1	For Class 6-8	Hin	लिंग (लड़का जा रही है / लड़की जा रही है)	https://www.youtube.com/watch?v=QOxsgNGW3p4	https://www.youtube.com/watch?v=SN	
	1	For Class 6-8	Eng	More thematic vocabulary - transport, musical	https://www.youtube.com/watch?v=1HhRFOs2irc&is	https://www.youtube.com/watch?v=wif	
	1	For Class 6-8	Math	Solve daily life problems using addition and subtraction up to 999	https://www.youtube.com/watch?v=AyBG4CkibXc	https://www.youtube.com/watch?v=D	https://PLqD
	1	For Class 6-8	Hin	संज्ञा एवं उसके भेद	https://www.youtube.com/watch?v=zRmlKYvWRPU	https://www.youtube.com/watch?v=1br	https://FFvry
	2	For Class 1-2	Eng	Associate familiar objects and pictures with names	https://www.youtube.com/watch?v=J56w5NhnAqI	https://www.youtube.com/watch?v=Blp	

<https://www.youtube.com/watch?v=LXwamAb7QEM>

Digital content created for home learning in MP.

Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.12 **Strengthening field execution** | The table set below provides an assessment of the activities undertaken to strengthen field execution.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total	
Inputs	Collaborations were formed with partner organizations to develop prototypes of integrated dashboards.	Review meetings for district and block levels were conducted.	Monitoring frameworks developed to track performance.	Development of a prototype of an integrated dashboard.	Best practices from the model can be carried forwarded.	Score 23/25	
	Score 3/5		Score 5/5	Score 5/5	Score 5/5		Score 5/5
Coverage	Public schools as an entity, state administration, teachers.	Revised the DPMU-BPMU meeting structure including composition, cadence, agenda and minuting process as well as the associated reporting, tracking and monitoring structure around it in order to ensure effective reviews and monitoring at the district and block level.	Renewed meeting structures, while enhancing productivity.	The dashboard includes data related to the admin units under jurisdiction, the officials reporting into the user as well as data related to the personal professional development of the user itself.	The renewed structures can enhance the field execution over a short to medium term (<i>months to 3 years</i>).	Score 21/25	
	Score 5/5		Score 5/5	Score 3/5	Score 5/5		Score 3/5
Outcome	Establishment of committees for (a) infrastructure; (b) staff management; (c) teacher availability; (d) teacher professional development; (e) digital education; (f) school leadership; (g) monitoring & governance; (h) academic initiatives; (i) pre-primary education; (j) vocational education; (k) transportation; (l) school academic & administrative processes; (m) community & parental engagement; (n) setting quality benchmarks, evaluation/ appraisal & school certification; (o) communications, launch & documentation; (p) extra-curriculars; (q) physical education & sports; & (r) science education.	Notification of initiative wise sub-committees for CM-RISE schools.	State and division level orientation and visioning workshops organized for drafting vision and mission document for CM-RISE schools.	<ul style="list-style-type: none"> 18 sub-committees constituted to drive action on priority. Workplans drafted by 11 sub-committees. 	Effective monitoring of the execution of the strategy can ensure sustainable benefits over the long term (<i>3 to 5 years</i>).	Score 23/25	
	Score 3/5		Score 5/5	Score 5/5	Score 5/5		Score 5/5
Total	Score 11/15		Score 15/15	Score 13/15	Score 15/15	Score 13/15	67/75
Comments & recommendations		<ul style="list-style-type: none"> The NGO partner should continue with its ongoing efforts to make online DPMU-BPMU meetings more effective by addressing the learnings from the challenges associated with use of technology during COVID. Committee charters should be developed, published and monitored with an assessment of the requirement for the continuity of the committee on accomplishment of objectives. 					

4.12 Strengthening field execution | Cont...

Monthly district wise report cards were developed and sent (manually) to drive data-based decisions on the field



- Monthly report cards for each district created manually by SATH Team to provide detailed, block wise information about 8-10 key academic parameters like school visit outcomes, DU implementation Student Tracker Usage every month
- This formed the basis of academic discussion at various DPMU meetings (image: DPMU Umariya led by DPC in presence of DC)

संशोधित MoM टेम्प्लेट

DPMU/BPMU Room for various Districts						
A. Room for various Districts						
1	डिस्ट्रिक्ट					
2	प्रमुख अधिकारी					
3	सहायक अधिकारी					
4	अधीनस्थ अधिकारी					
5	अधीनस्थ अधिकारी					
6	अधीनस्थ अधिकारी					
7	अधीनस्थ अधिकारी					
B. Block wise Report Card						
ब्लॉक	एजेंडा	एजेंडा के मुख्य बिंदु	मुख्य निर्णय	अधिकांश बिंदु मुख्य निर्णय व निर्णय/कार्य	कार्यवाही/अनुमति का नाम	अवधि/दिनांक
ब्लॉक 1						
ब्लॉक 2						
C. Summary Report Card						
ब्लॉक	एजेंडा	मुख्य निर्णय/कार्य	मुख्य निर्णय/कार्य का नाम	विवरण		

- बैठक के मूल धारणा को प्राप्त करने के लिए अनुभाग जिसे दिनांक, समय, उपस्थिति और प्रतिभागियों का फॉर्म है
- केंद्रीय रूप से परिभाषित और जिसे द्वारा निर्धारित दोनों व्यापक एजेंडा
- घरों के मुख्य बिंदु
- अगले महीने के लिए निर्धारित कार्य बिंदु और लक्ष्य
- कार्यवाही/अनुमति में टीम द्वारा गठित निर्णय/कार्यवाही का नाम और अवधि
- कार्यवाही/अनुमति के लिए समयरेखा
- प्रतिभागियों से प्रतिक्रिया और सुझाव प्राप्त करने के लिए संशोधित अनुभाग

बैठक का एजेंडा

- DPMU / BPMU की मासिक बैठक दो घंटे की होगी।
- हर माह की 25 तारीख तक राज्य द्वारा अगले माह की बैठक हेतु एजेंडा भेजा जाएगा।
- इसके अतिरिक्त जिलों व प्रकाश खंडों द्वारा स्थानीय परिस्थितियों के अनुसार एजेंडा बिंदु जोड़े जा सकते हैं।
- बैठक आयोजन के एक सप्ताह पहले सभी प्रतिभागियों को एजेंडा के बारे में अवगत कराया जाना है।

एजेंडा बिंदुओं को समय आवंटित करने का सुझाव

कार्यसूची का विषय	समय	ध्यान
पिछली बैठक से MoM की पुनरावृत्ति	15 मिनट	निरंतरता सुनिश्चित करने के लिए पिछली बैठक के MoM के प्रमुख बिंदुओं पर चर्चा
केंद्रीय एजेंडा पर चर्चा	60 मिनट	केंद्रीय एजेंडा प्रत्येक माह की 25 तारीख तक RSK और DPI द्वारा संयुक्त रूप से भेजा जाएगा
ब्लॉक के प्रशासक एजेंडे पर चर्चा	30 मिनट	स्थानीय संदर्भ के आधार पर जिलों/ब्लॉक द्वारा तय की जाने वाले प्रशासक एजेंडे पर चर्चा
प्रतिभागियों से प्रश्नोत्तर/प्रतिक्रिया/सुझाव	15 मिनट	MoM में एक अलग खंड में दर्ज किया जाना
संपूर्ण	2 घंटे	

Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.13 **Performance-based certification of schools** | The ensuing table provides an assessment of the plan for the rewards & recognition scheme for schools.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	Finalized the plan for the rewards & recognition scheme. This plan has not yet been approved by the state government.	<ul style="list-style-type: none"> Bands such as 'gold', 'silver', etc. were designed. Criteria for fulfilling requirements to attain the bands was created. 	Basis the performance of the students of the schools in this assessment, the schools will get the certification.	Associated incentives linked to each category.	Inclusion of the above-gold category called 'Siddha'. where the school will need to excel in extra-curricular domains and competitive exams to achieve certification under this category.	Score 21/25
	Score 3/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Coverage	Public schools as an entity and the state administration.	Scheme not launched during the year.	Scheme not launched during the year.	Scheme not launched during the year.	Scheme not launched during the year.	Score 5/5
	Score 5/5	Not applicable	Not applicable	Not applicable	Not applicable	
Outcome	Scheme not launched during the year.	Scheme not launched during the year.	Scheme not launched during the year.	Scheme not launched during the year.	Scheme not launched during the year.	Not applicable
	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	
Total	Score 8/10	Score 5/5	Score 5/5	Score 5/5	Score 3/5	26/30
Comments & recommendations		<ul style="list-style-type: none"> The criteria for certification will be two-fold, in which the school will need to fulfil certain process goals such as teacher-student attendance levels, after which the school will be eligible for taking part in an academic assessment. On the basis of the performance of the students of the schools in this assessment, the school will get the certification. Since this plan was neither designed and conceived nor launched during the year, we have not commented on specific aspects relating to its coverage and outcome. The plan needs to be tested in terms if its effectiveness in order to assess its impact. We understand that the state government's approval for the rewards & recognition plan is awaited on date. 				

4.13 Performance-based certification of schools | Cont...

Teacher level incentives

Awardees:	Principal + all teachers of Special tier schools	Principal + all teachers of Gold schools	Principal + all teachers of Silver schools	Principal + all teachers of Bronze schools
Incentives	Special Tier	Gold	Silver	Bronze
Felicitation, special certificate for school principal & staff at CM/EM/PS/CPI/CRSK level	at CM level	at EM level	PS/CPI/CRSK level	PS/CPI/CRSK level
Leadership trainings at top schools	National institutes (IIMs, etc.)	National institutes (IIMs, etc.)	Regional institutes (within MP)	
Exposure visits to top schools	Top national schools	Top national schools	Top regional schools (within MP)	
Priority in transfer of choice (wherever possible)				
Listing of achievement in service manual				

Detailed observations

SATH-E (in partnership with Boston Consulting Group for the state of MP)

4.14 'CM-RISE' schools | The ensuing table provides an assessment of the efforts undertaken towards the CM-RISE schools program.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> The initiative aims to provide at least one high quality school within every child's vicinity. Developed benchmarks for quality education and learning for schools in adjoining areas. 	<ul style="list-style-type: none"> Diligence undertaken to identify the target schools based on defined parameters for CM-RISE Schools. SOPs on management of CM-RISE schools prepared. Vision & mission documents along with 'code of conduct' developed. Workshops for integrated working conducted. 	The schools will be spread evenly across the state and will act as a benchmark for quality education and learning for surrounding schools.	The project has paved the way for structural changes in the educational system in the state.	The School Education Department had submitted a proposal for CM-RISE schools to the Honorable Chief Minister of MP and the Cabinet (<i>comprising of all elected ministers in state</i>), which has received an in-principle approval.	Score 19/25
	Score 3/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Coverage	Public schools as an entity and state administration.	A two-day state level visioning workshop was organized with the SED leadership on February 18 & 19, 2021 and subsequent visioning workshop was facilitated by state representatives held with district level officers in each of the 9 divisions on March 03, 2021.	Development of 3 to 4 CM-RISE schools was finalized in every Jan Shiksha Kendra (<i>area</i>).	350 CM-RISE Schools are being prioritized in Phase I while remaining ~8,850 schools will receive a basic infrastructural face uplift and a core teaching staff to ensure that academic goals are met with.	Full-fledged development of the ~8,850 schools will be taken up in Phase II (<i>2023 onwards</i>).	Score 23/25
	Score 5/5	Score 3/5	Score 5/5	Score 5/5	Score 5/5	
Outcome	9,126 schools out of a population of 9,200 have been brought under the CM-RISE model.	A collective shared vision and mission for CM-RISE schools have been articulated based on inputs collected from all stakeholders.	A vision document, school leader handbook, teacher handbook, code of conduct and administrative rules and regulations have been developed.	The state government has approved funding of INR 1,500 Crores for year 1 of the program.	The collective vision is expected to facilitate building exemplar CM-RISE schools.	Score 25/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 5/5	
Total	Score 13/15	Score 13/15	Score 15/15	Score 13/15	Score 13/15	67/75
Comments & recommendations		<ul style="list-style-type: none"> The benchmarks for assessments, a strategic blueprint & SOPs may be retained for reference even though the state government will be spearheading the program. Approvals from the government may be tracked and pursued within defined timelines to ensure substantiality of the efforts. 				

4.14 'CM RISE' schools | Cont...

Building a collective vision crucial towards ensuring truly exemplar CM RISE Schools; 3 workshops held so far...

State Level Officials



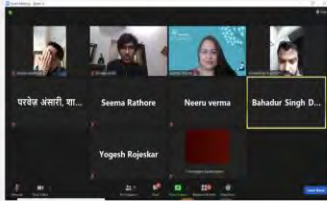
A two-day state level visioning workshop with SED leadership on 18-19 Feb 2021

Divisional / District Level Officials



In-person workshops conducted with divisional / district level officers in each of the 9 divisions on 3 March 2021

School Teachers



Virtual workshops conducted with select teachers on 17-18 May 2021

A collective shared vision and mission for CM RISE schools will be articulated by Jun '21

8

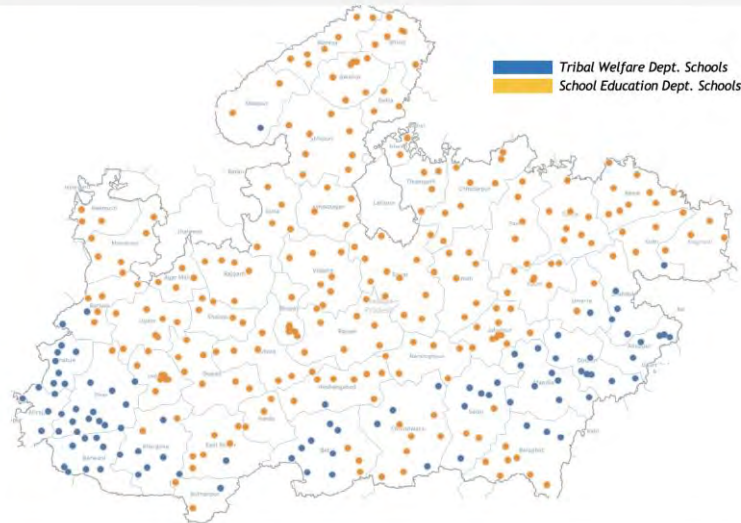
Link for CM rise Launch : <https://www.youtube.com/watch?v=6yGgmyNJBOI>

[https://www.vimarsh.mp.gov.in/\(S\(zfwwjcmte1kodargucamdez\)\)/cmrise/result.aspx](https://www.vimarsh.mp.gov.in/(S(zfwwjcmte1kodargucamdez))/cmrise/result.aspx)

Phase I 350 schools¹ selected as CM RISE Schools in each block

Schools with *most land available and closest proximity to Block HQ* prioritized among other schools in the block

1. District Excellence schools kept outside the purview of CM RISE schools considering their at-par performance



11

4.14 'CM RISE' schools | Cont...

Key achievements from SATH Phase 1 (2/2)



- 8 Large scale, effective teacher training — SRGs selected on merit, 2 rounds of DU training and 1 round of FLN training undertaken with tech based interactive delivery formats and tracking; 2 lakh+ teachers trained on remediation processes
- 9 'Shaala Darpan' app based school visits and academic monitoring system put in place for data driven accountability reviews
- 10 Wall of Fame Rewards – School level rewards & recognition program started
- 11 MIS strengthening – 16 modules completed and being stabilized; others in progress
- 12 Formation of assessment cell — Educational Initiatives on-boarded for assessments capacity building via RFP process; work initiated

Our philosophy for SATH 2.0 is different from earlier phase, in four key ways



- 1 Actively supporting state on Learning during COVID & learning recovery
- 2 Aligning existing initiatives more closely to NEP e.g. FLN focus, exemplar schools
- 3 Building capacity for state to take on SATH 2.0 post BCG-PFEL exit e.g. strengthening monitoring efforts
- 4 Further implementation excellence, close gaps e.g. in DU, EPES

While the SATH-E 1.0 contract period officially ended in March 2020, the SATH project continued to operate during the pandemic, driving the launch of several key initiatives such as DigiLEP program, CM Rise (Leader Schools), and improved governance and monitoring. Subsequently, the SATH-E 2.0 project was officially renewed in October 2020. This document details the roadmap for this phase of the project.

4.14 'CM RISE' schools | Cont...



Divisional level visioning workshop under CM-RISE.



State level visioning workshop with sub-committees.

Sources of information

- 5.1 The information contained in this report has been obtained primarily from discussions with the management of the NGO partner & documentation provided by the NGO partner.
- 5.2 It follows that information from any other source which has not been disclosed to us, could have a material impact on the objectives for which we were given this assignment.

Scope of work

- 5.3 Our review does not constitute an audit in accordance with auditing standards and no such verification work has been carried out by us. We have relied on explanations and the source information provided by the management of MIF and the NGO Partner. Consequently, we do not express an opinion on the numbers or any other aspect stated in this report. The scope of our work has been limited both in terms of the activities relating to the projects undertaken by the NGO Partner and the extent of the documentation and explanations provided to us. There may be matters, other than those noted in this report, which might be relevant in the context of this engagement and which a wider scope or which a complete set of records or an extensive audit might uncover.
- 5.4 The scope of our work did not require MGC Global to obtain a testimony from our interviews or gather physical evidence or undertake surveillance or a sting operation.
- 5.5 Though areas of improvements at the NGO partner level have been noted by us, these are based on the information and documents provided to us till December 08, 2022. It is possible that additional information with explanations may require us to alter our observations in this report.

Scope limitations

- 5.6 The areas of our focus on this assignment, as specified in our engagement letter of September 07, 2022, have been covered in this report. It is possible that a wider scope (*including coverage of activities beyond the period of our review*) may uncover other facts that may be material in relation to the objective for which such work was assigned to us.
- 5.7 It may be noted that since our work was based on specific pre-assigned procedures, which include a combination of various approaches, the same cannot and should not be used to identify and detect existing, past and irregularities non conformalities. We wish to highlight that there is an inherent risk in any such review. Such an inherent risk can be defined as the likelihood of a misstatement that would be material in one area when aggregated with misstatements in other areas or classifications, assuming that there were insufficient related internal controls.

Scope limitations (cont...)

- 5.8 We are not lawyers and are not a law enforcement agency or prosecuting officer. We do not have power to subpoena records or power to subpoena witnesses to testify under oath. We are a private consulting firm conducting a specified consulting service based on information voluntarily provided to us.
- 5.9 We do not draw legal or other conclusions here and instead raise matters for consideration and further investigation by you. Exercising our judgment, and erring on the side of transparency and disclosure, we are identifying specific risks to the management of MIF, so that they can determine appropriate next steps.
- 5.10 For purposes of the exercise, MGC Global has used information obtained from various enquiries, primary interactions and secondary information sources, which we believe to be reliable, and our assessment is dependent on such information being complete and accurate in all material respects. We do not accept any responsibility or liability for any losses occasioned to any party as a result of our reliance on such information. If any of the facts and assumptions is not complete or accurate, it is imperative that we be informed accordingly, as the inaccuracy or incompleteness thereof could have a material effect on our conclusions.
- 5.11 This report is for information purposes only. While due care has been taken during the compilation of this report to ensure that the information is accurate to the best of MGC Global's knowledge and belief, the content of this report is not to be construed in any manner whatsoever as a substitute for professional advice.
- 5.12 This report sets forth our views based on the assumption that the management of the Foundation and the NGO partner have provided complete and accurate facts, as stated to us and any assumptions that were included.
- 5.13 MGC Global does not owe duty of care (*whether in engagement letter or in tort or under statute or otherwise*) to any person or party to whom the report is circulated to and MGC Global shall not be liable to any party who uses or relies on this report. It is understood by MIF the MGC Global disclaims all responsibility or liability for any costs, damages, losses, liabilities, expenses incurred by such third party arising out of or in connection with usage of the report or any part thereof.

Pending information

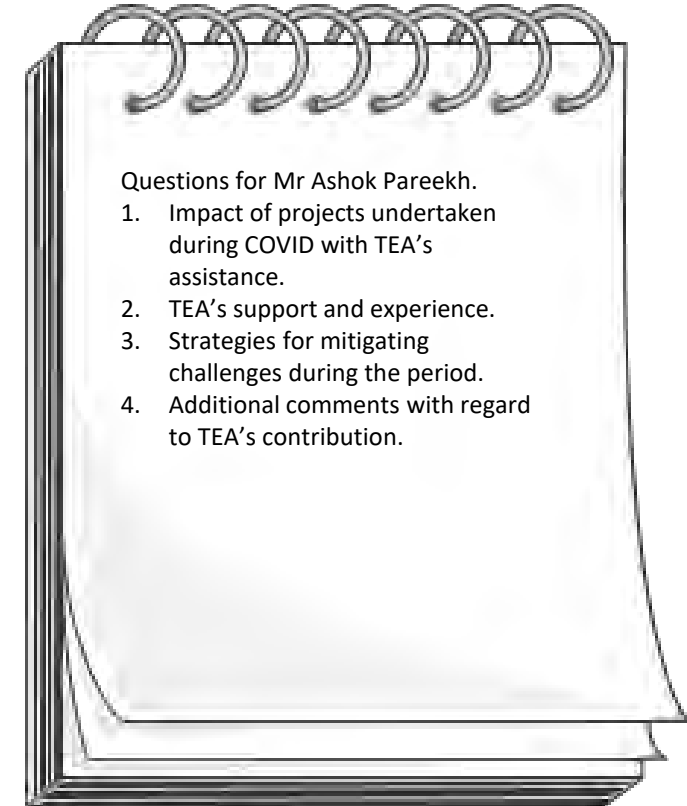
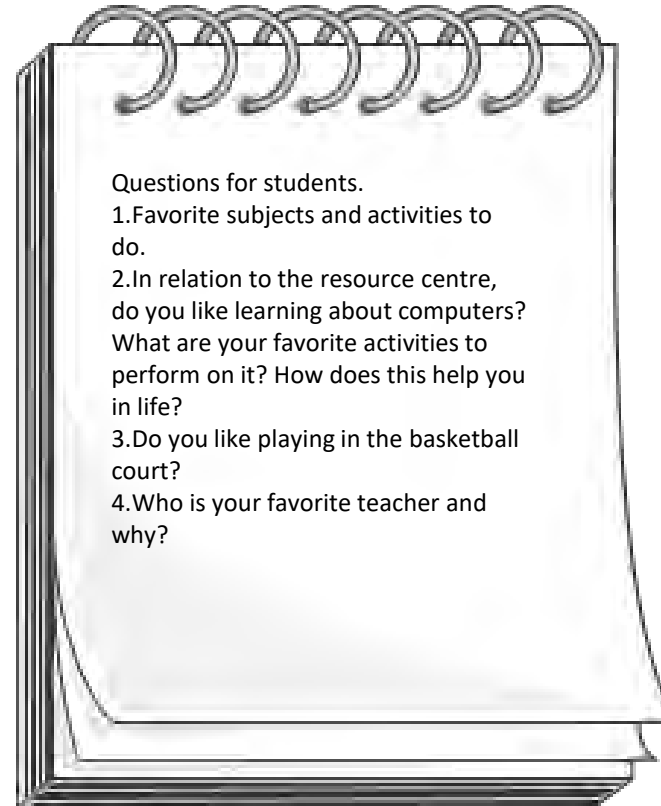
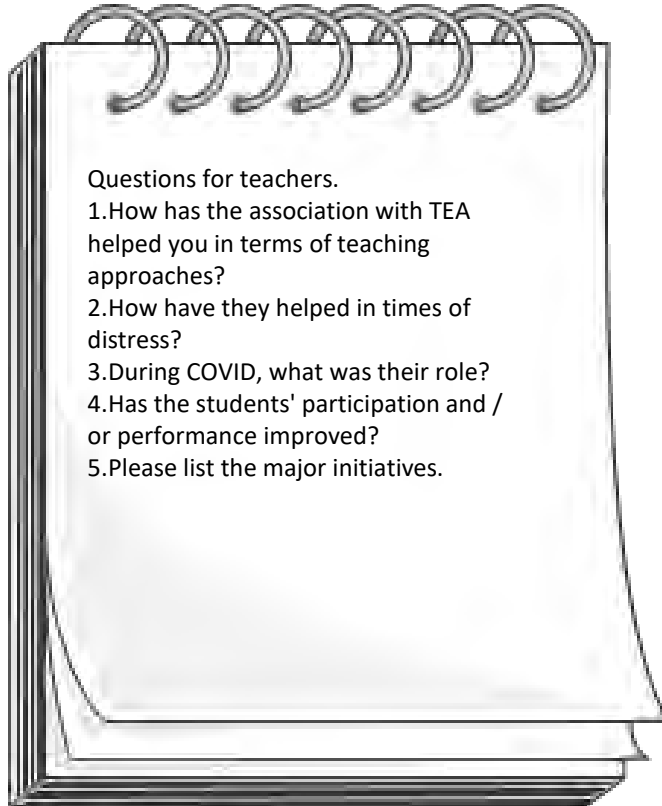
5.13 The table set below lists the pending documents/photographs for the activities undertaken.

No.	File type
1	Training recordings.
2	Quarterly reports shared by NGO partners namely Katha, Vidya, and SEF.
3	SOPs provided to government schools under SATH-E.
4	Pictures related to other workshops conducted.

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Sample questionnaires | Teachers & students

6.1 The lists set below contain sample questions used for teacher & student interactions.



Community voices | Teachers, students & NGO partners

6.2 The information set below contains comments by teachers, students, and NGO partners about their experience.



Ms Vinita (*Vidya*)

The number of students in the school has gone up since our association with TEA. Community visits have helped us in spreading awareness about the importance of education. Due to word of mouth, parents want to send their kids here as the way in which children are taught is different from other schools in their area.

TEA has helped Vidya form alliances with government schools and bring about systemic changes in the way schools are run. The objective was to change the mindset and perceptions of people towards government schools. TEA has enabled us to apply our ideas and make durable changes.

Community voices | Teachers, students & NGO partners (cont..)

6.2 The information set below contains comments by teachers, students, and NGO partners about their experience.



Ravi (*name changed for confidentiality reasons*) loves visiting the library in his free time and during the designated library period – a change brought in by the NGO partners working with TEA under the SQEP model. He is one of the top performing students at his school and participates in co-curriculars as well. Ravi feels happy coming to school and likes participating in class when asked questions by his teachers.

Other comments

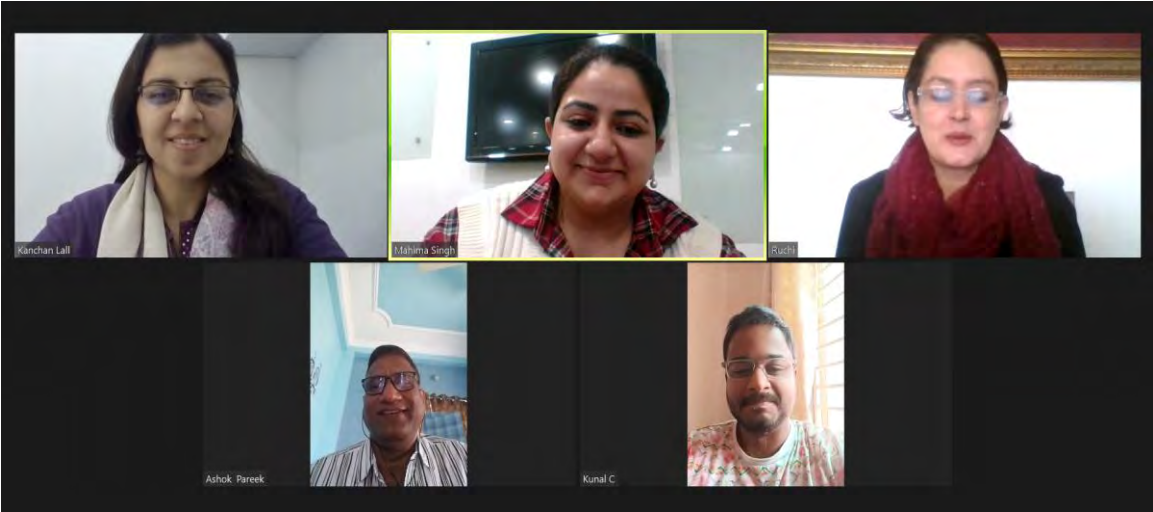
Beneficiaries: Students (*names not mentioned for confidentiality reasons*) | Model: PLP

Impact of the project | Key messages from our discussions with 7 students studying at Andrews Ganj school (*under the PLP model*).

- I like computers. We learn about privacy and the importance of internet.
- I remember names of all the computer parts and am excited to learn more.
- Ma'am lets us use paint and teaches us good things about making artwork on the computer. I love learning computers as it's a new skill.
- I like performing good in studies and now at computers as well. Learning it makes me feel good and I go home feeling happy.
- I love my teachers here. They teach us new things.
- Learning new things makes school seem more fun.

Community voices | Teachers, students & NGO partners (cont..)

6.2 The information set below contains comments from Mr Ashok Pareekh about his experience.



Stakeholder: Mr Ashok Pareekh, Deputy Director & Controller, Curriculum and FLN, Rajya Shiksha Kendra (Madhya Pradesh).

Project: SATH-E.

Impact of the project: During COVID, we started radio and loudspeaker schools which benefitted the entire community and not just students. We wanted the kids to feel as if they are still going to school and not missing out on anything.

Due to the loudspeaker learning under Humara Ghar Humara Vidhyalaya, everyone present in the neighbourhood was able to receive benefits of the initiative as a result of which learning gaps were mitigated.

Further, TEA’s team helped in ensuring that content is reaching children easily and they are able to watch the content on youtube and other platforms comfortably.

Impact of the project (cont..): We realised that there were many impending challenges that parents and students were facing such as lack of funds and motivation, shortage of digital means and other health-related concerns. We stayed connected with parents and urged them to get involved in their children’s education. We tried to fulfil the needs for phones and recharges to ensure that students do not face problems accessing online mediums.

In relation to administrative machineries, we helped by making district and block level meetings that had members such as DEO, DIET principal, DRC etc., more productive by planning calendars and templates for checking effectiveness.

Other comments: TEA has been extremely helpful in delivering the intended objectives. Kanchan and Kunal both have been great help and have extended support whenever I have reached out to them. Their involvement in the projects is indispensable. Our learnings during COVID have been such that now with cases surging, I do not feel afraid rather prepared.

Meetings & stakeholders covered

Our coverage

Our interactions included speaking with school heads and various subject teachers, students, NGO partner heads and founder & project directors at The Education Alliance.

A summary of our meetings along with their respective dates and stakeholders involved is set here.



No	Date of meetings	Location	Key participants	Stake holders
1	September 12, 2022	Teams call	Dhruv Pandey	TEA
			Kanchan Lall	TEA
			Garima Gagr	MIF
			Monish Chatrath	MGC Global
			Ruchi Dadwal	MGC Global
			Surender Sharma	MGC Global
			Mahima Singh	MGC Global
			Anoop Kumar	MGC Global
2	October 19, 2022	TEA's office new Delhi's CP	Amitav Virmani	TEA
			Kanchan Lall	TEA
			Surender Sharma	MGC Global
			Mahima Singh	MGC Global
3	November 15, 2022	TEA partner Schools of MCD Ambedkar nagar & Hauz khas	Astha Soni	TEA
			Grace Gulab Kujur	Principal for Katha
			Ms Dipti	Katha
			Ms Vinita	Teacher incharge, Vidya
			Mahima Singh	MGC Global
			Anoop Kumar	MGC Global
4	November 16, 2022	Zoom Call	Indu Batra	Principal Madam, Andrews ganj school
			Ruchi Dadwal	MGC Global
			Surender Sharma	MGC Global
			Mahima Singh	MGC Global
5	November 17, 2022	Principal-led partnership model school of MCD	Ms Seema	Teachers incharge
			Ms Rekha	Teachers incharge
			Ms Dipti	Computer teacher
			Ms Shalini	Special attention student
			Ms Bilal	TFI fellow sent by SEF
			Ms Garima	MIF
			Ruchi Dadwal	MGC Global
			Surender Sharma	MGC Global
			Mahima Singh	MGC Global
6	November 18, 2022	Teams call with BCG partner	Garima Batra	MIF
			Ruchi Dadwal	MGC Global
			Surender Sharma	MGC Global
			Mahima Singh	MGC Global
7	December 23, 2022	Teams with Mr Ashok Pareek	Kanchan Lall	TEA
			Mr Kunal	TEA
			Ashok Pareekh	Rajya Shiksha Kendra, Madhya Pradesh
			Ruchi Dadwal	MGC Global
			Mahima Singh	MGC Global

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Team MGC Global Risk Advisory says -



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We have arrangements with our associate firms to service our clients in all other major cities in India.





Confidential & privileged

December 27, 2022

Max India Foundation
Max Towers
Level 20M Sector 16B
Noida Uttar Pradesh 201 301

For the kind attention of the management

Dear Madam/Sirs,

CSR impact assessment | Year ended March 31, 2021 | Final report

We refer to the defined scope of work forming part of the engagement letter with Max India Foundation ('MIF' or 'the Foundation') dated September 07, 2022. In accordance with the same, MGC Global Risk Advisory LLP ('MGC Global', 'our firm', 'us', 'we') has undertaken assigned procedures pertaining to the CSR impact assessment for the projects undertaken by Teach To Lead ('the NGO Partner' or 'Teach for India' or 'TFI') during the year ended March 31, 2021, in the context of the grant given to the NGO Partner by MIF.

We are pleased to enclose our report covering our observations.

Our main observations have been summarized in the executive summary in section 01 of this report, while section 02 provides the background and context; and section 03 provides an overview of our approach and methodology. Our detailed observations are stated in section 04 of the report. Summaries of our interactions with beneficiaries around their perspectives on the impact of the projects and their experience are in section 06.

The sufficiency of the work plan and the contents of our observations are solely the responsibility of your management. Consequently, we make no representation regarding the sufficiency of the work plan either for the purpose for which our observations have been requested or for any other purpose.

Mumbai address: 101, RNA Azzure, Service Road, W.E. Highway
Bandra East, Mumbai, 400 051 Maharashtra

Branch office: Novel Office, MG road, Road No. 8, 2, Ulsoor Road,
Yellappa Chetty Layout, Halasuru, Bengaluru 560 042, Karnataka

Please note that since this report is based on limited procedures as assigned to us, our observations should be read in light of the caveats in section 05 of this report.

Our work does not constitute an audit or review of the financial or other data; the objective of which is the expression of an opinion or limited assurance, or a part thereof, or verification of the accuracy of management responses to our inquiries or commenting on the control framework prior to our appointment. Further, our work should not be relied upon to disclose errors, irregularities, or illegal acts, including fraud or defalcations in the financial records and data, which were used for the management review.

This report is sensitive, privileged, strictly confidential and for the use of the addressee only. It cannot be reproduced, either wholly or partly for any circulation or discussion with any other party, without the prior written consent of our firm.

Yours faithfully,

MGC Global Risk Advisory LLP

MGC Global Risk Advisory LLP

Contents

Section 1 | Executive summary

04 Key facts & assessment

Section 2 | Background & context

05 MIF's CSR focus

06 The NGO Partner's CSR mandate

Section 3 | Approach & methodology

07 Overview, desktop study & evaluation process

08 Stakeholder consultation & evaluation

Section 4 | Detailed observations | Fellowship program

9 Learning from home

15 Fostering community connections

20 Extra co-curricular and awareness activities

25 Fellow training, teaching and engagement

33 Fellow leadership

38 Be The Change Project ('BTCF')

42 Way forward for the fellows

Section 5 | Caveats

45 Key assumptions for the reader

Section 6 | Annexures

46 Annexures I: Community voices

51 Annexures II: Documents

52 Annexures III: Meetings & stakeholders covered

Executive summary | Key facts & assessment

- 1.1 MIF in their agreement with Teach To Lead had committed INR 2 crore towards the CSR project led by the NGO Partner called the 'Fellowship program' in Delhi, for the year ended March 31, 2021.
- 1.2 The program sought to create a movement of leaders across sectors who were committed towards ensuring accessibility of good quality education for every child in India. In addition to the existing fellows, TFI had invited selected alumni with 3-4 years of teaching experience to the 'Transformational Teaching Fellowship', a project to extend teaching support to students. Promotion of education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects are eligible for CSR expenditure in pursuance of Schedule VII of the Companies Act 2013.
- 1.3 The methodology of CSR impact evaluation adopted by MGC Global was based on the normative framework set out by The Organization for Economic Co-operation and Development ('OECD') Network on Development Evaluation. On this basis all activities undertaken by the NGO Partner under the Fellowship program were identified and evaluated on the basis of the 5-point criteria (*relevance, efficiency, effectiveness, impact & sustainability*).
- 1.4 The ensuing table provides an overview of the impact assessment for the Fellowship program.

Nature	Creating a leadership force to work towards providing excellent education to students in low income communities and to provide for a pool of high-calibre and emotionally intelligent individuals for social sector and corporate roles.			
Target	23 schools, 1,500 students, 40 fellows, 80% average attendance.			
Actual	23 schools, ~900 students, 40 fellows, 55% average attendance.			
Activities	No	Calculated score	Score upper limit	Score achieved
	7	483	525	92%

- 1.5 The ensuing table provides a comparison between the planned and actual deployment of funds during the year ended March 31, 2021, as provided to us by the NGO Partner.

Program	Budget	Actual
Fellowship program, Delhi	INR 2 Cr	INR 2 Cr
Total	INR 2 Cr	INR 2 Cr

- 1.6 The ensuing table & radar chart provide an overview of the ability of the activities relating to the Fellowship program to fulfill the 5-point criteria.

Attribute	Score	
	Limit	Actual
Relevance	105	105
Efficiency	105	105
Effectiveness	105	99
Impact	105	95
Sustainability	105	79
Total	525	483



Appreciation

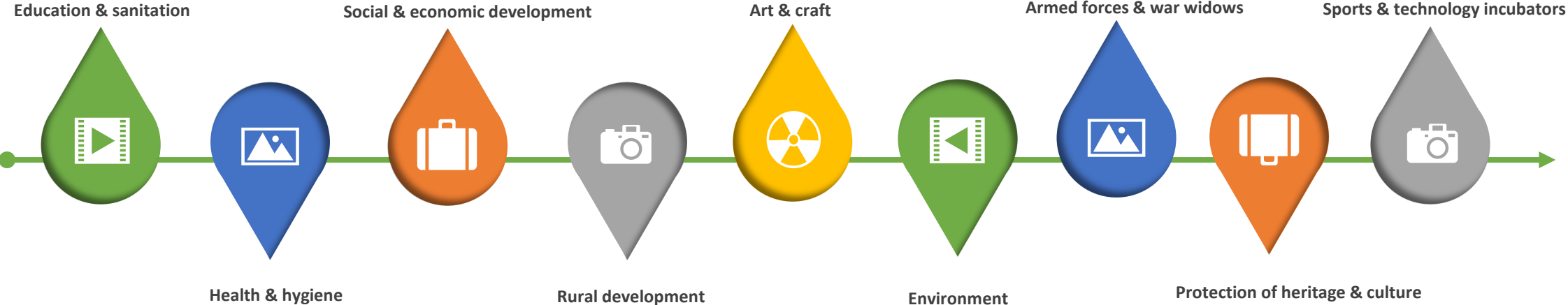
- 1.7 We are thankful to the representatives of MIF and the NGO Partner for their cooperation that was extended to us for this engagement.

Background & context | MIF's CSR focus

- 2.1 The Max group of companies ('the Group') strive to achieve a balance between economic growth, environmental protection and various social imperatives. MIF was created in 2002 with the inclination to give back to society and included aspects of philanthropy such as education, sports, and health among other areas of focus. In 2008, the MIF's Charter was reconstituted with a specific focus on healthcare for the underprivileged. Since then, 35 lakh individuals have benefitted from wellness-related support including preventive health measures, screening, awareness, surgeries, treatment and cure.
- 2.2 MIF has also adopted two village clusters in Uttarakhand - Dhakrani and Chandrothi and one in Punjab - Rail Majra, primarily for intervention on health-related issues such as sanitation and waste management to improve the quality of life for those who reside in villages. Since its inception, the Foundation has benefitted more than 34 lakh people in over 800 locations in partnership with more than 450 NGOs. From April 2019, MIF has identified education as its new area of focus and has been facilitating, monitoring and ensuring quality and value-based education to underprivileged children. MIF has been supporting initiatives that empower children in need with quality education to help them build a bright future. Most government-run and NGO-run schools have insufficient staff and facilities, hence by filling in these gaps through support and monitoring the use and methods employed, MIF has through different organizations and its own initiatives brought about significant change in the performance and productivity of the next generation.
- 2.3 MIF conducts interventions in the following 9 domains.

"To fund and support Corporate Social Responsibility projects with Sustainability as a guiding principle giving priority to issues of foremost concern as in the national development agenda likesafe drinking water for all, provision of toilets, health, sanitation, education, etc., and to reach a wide spectrum of beneficiaries with a view to empower economically and socially backward communities, children, youth, etc., by contributing in rural development, environmental protection, sanitation, creation of livelihood, skill development, etc."

Max India Foundation's CSR and sustainability vision and mission



Background & context | The NGO Partner's CSR mandate

2.4 Teach For India was founded with the vision, “one day all children will attain an excellent education” and has been working towards this end with its mission being “to build a movement of leaders to eliminate educational inequity”. TFI introduced its fellowship program and welcomed the first cohort of fellows in the year 2009. Two years later, the batch graduated from the Fellowship and became the first cohort in the Alumni movement. The first ever entrants to the Alumni went into teaching, teacher training, school leadership, and government policy. Today, TFI has around 900 Fellows working to change the lives of students in classrooms and becoming leaders for change themselves. Alumni to the tune of 3,400 are collectively fueling the larger movement towards realizing TFI’s vision.

2.5 TFI, through its fellowship programs aims to create a movement of leaders across sectors who are committed to and will work toward ensuring that every child in India attains an excellent education.

2.6 The NGO partner has built a national focus on repairing India’s educational crisis through its ‘Innovation Cell programs’ that equip teachers, students and entrepreneurs to spark long term change in the field of education. Through social and print media, TFI has garnered the support of thousands of people from a wide range of sectors, all of whom are invested in the vision of an excellent education for all children.

2.7 MIF had executed an MoU with the NGO Partner on June 30, 2020, for the provision of support to the **Fellowship program in Delhi**, a project seeking to provide accessibility to good quality education to students belonging to low-economically advanced communities by creating a leadership force for the same.

TFI’s objectives were the following:

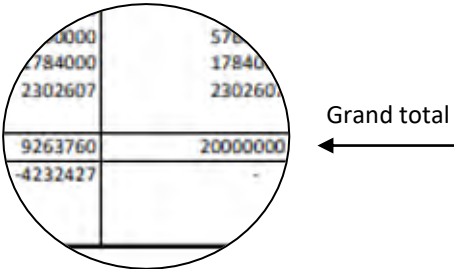
- Provide students growing up in low income communities with the educational opportunities by providing schools with high quality teaching capacity and additional support.
- Give participants an opportunity for personal growth through experience in a leadership role as teachers and through training.
- Provide social sector and corporate employers with a pool of high calibre individuals with challenging leadership experience.
- Create a culture of greater accountability and output orientation in schools and to build a new leadership force (*through alumni*) who will work for change within education and other related social sectors.

2.8 The Foundation has committed funding support of INR 2 crore to Teach For India for the afore-stated project in the districts of Delhi.

2.9 The ensuing table provides the timelines for the proposed disbursement of the grant.

Instalment	Period of proposed disbursement	Amount
First	April 2020 to June 2020	INR 49,06,000
Second	July 2020 to September 2020	INR 50,31,334
Third	October 2020 to December 2020	INR 50,31,333
Fourth	January 2020 to March 2021	INR 50,31,333
Total		INR 2 Crore

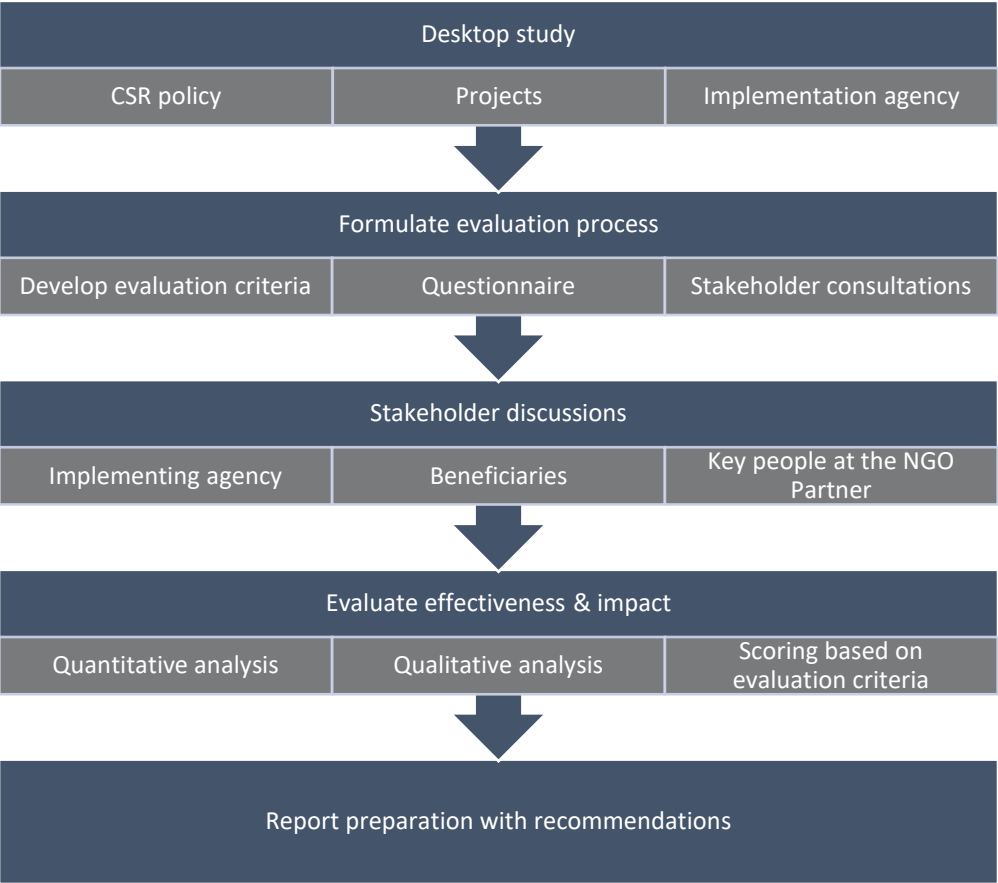
2.10 MIF had disbursed a total cumulative grant of INR 2 crore till March 31, 2021, which was based on the requirements stated by the NGO Partner. A screen short of the certificate from the chartered accountant of the NGO Partner for utilization of the grant have been pasted below.



Approach & methodology | Overview, desk top study & evaluation process

Overview

3.1 The ensuing chart provides an overview of the approach and methodology adopted by MGC Global for the impact assessment.



3.2 This methodology has been more fully described in the paragraphs that follow.

Desktop study

3.3 At the inception of evaluation, a desktop study was initiated by MGC Global. The CSR policies of MIF and the NGO Partner were inspected to gain an understanding of the thematic and geographic areas of focus and coverage. A list of projects implemented by the NGO Partner were obtained and examined with a specific focus on the objectives, what the projects intended to achieve, the geographical spread, the stakeholders targeted, and the thematic area covered. Financial aspects of the projects undertaken by the NGO Partner were obtained to gain an understanding of in terms of how much funds were deployed and under what mechanism.

3.4 On inquiry and inspection of the project reports, a list of implementation agencies, who were involved in the execution of the projects, were identified. On inquiry we gained an understanding of the organizational structure of NGO Partner, the implementation agency, manpower deployment and their experience with track record, Section 135 of The Companies Act, 2013 relating to Companies (*Corporate Social Responsibility*) Rules, 2014 and Schedule VII which prescribes mandatory provisions for Companies to fulfil their CSR were studied and retained as reference to assess if the projects and implementation agencies were eligible and as such the expenditure relating to the same would not be disallowed from claiming credit under the CSR spent.

Formulate evaluation process

3.5 The evaluation process was developed in accordance with The Organization for Economic Co-operation and Development ('OECD') Network on Development Evaluation that provides a normative framework used to determine the merit or worth of an intervention (*policy, strategy, program, project or activity*). Based on the OECD framework, MIF's and the NGO Partner's CSR policies, the following 5-point evaluation criteria was developed for assessment for each of the projects.

- a) **Relevance** | Effectiveness of the intervention (*steps and the target beneficiaries*) and how well were they suited to the priorities and policies of MIF and the MOU with the NGO partner.
- b) **Efficiency** | Specific qualitative and quantitative outputs concerning the inputs defined and whether the most efficient processes were adopted (*example cost-efficient; time; skill sets, technology and other influencing factors*).
- c) **Effectiveness** | The extent by which the intervention attained or did not attain its objectives. Outline the positive or negative changes produced by an intervention, directly or indirectly, intended or unintended.
- d) **Impact** | Measurement of the validity and attainment of the objectives through the activities and outputs.
- e) **Sustainability** | Would the ownership of activity would remain and continue even after MIF stops investment, interventions or withdraws to move into other projects.

Formulate evaluation process (cont...)

3.6 The CSR activities implemented by the NGO Partner under the Fellowship program are listed below. These are in concurrence with the CSR policy of MIF and the NGO Partner.

No.	Description of activity
1	Learning from home
2	Fostering community connections
3	Extra co-curricular and awareness activities
4	Fellow training, teaching and engagement
5	Fellow leadership
6	Be The Change Projects
7	Way forward for the fellows

3.7 The afore-stated activities under the Fellowship program were identified and evaluated on the basis of a curated 2D model with the previously-mentioned 5-point criteria and the extent of fulfilment with relation to I. Inputs, II. Coverage, & III. Outcome.

3.8 If the activity had no impact on the criteria, no points were assigned to the same. In the event of a minimum impact “1” point was assigned, for moderate impact “3” points were assigned and for high impact “5” points were assigned. Though the process of assigning points was qualitative in nature, once the same were assigned, the evaluation became quantitative, whiling minimizing subjectivity on assessments.

Stakeholders' consultation

3.9 Consultations were carried out by social experts in a scientific and objective manner and facts obtained from the same have been presented in this report after verification with different stakeholders. This has enabled the evaluation team from MGC Global form a professional basis to evaluate the activities and projects on the 5-point evaluation criteria.

3.10 While the focus of interaction was on evaluation of the long-term sustainable benefit accrued out of the project activity, our interactions with the implementation agency revealed the process adopted and the nature of further investment that may be required.

3.11 Site visits were undertaken by representatives of MGC Global at, Rajkiya Sarvodya Vidyalaya West Vinod Nagar, New Delhi to physically verify the CSR activities, in addition to visiting the NGO Partner’s office in Green Park Extension in New Delhi. During the site visits and over virtual calls, interactions with around 40 stakeholders and beneficiaries were held. The NGO Partner’s personnel involved in implementation of the project activity were also interviewed to understand the involvement of their staff and capacity build out.

Evaluate effectiveness and impact

3.12 The effectiveness and impact of the CSR activity was evaluated on both qualitative as well as quantitative terms. In quantitative terms amount of funds spent, number of facilities covered, and number of direct beneficiaries were evaluated; while in qualitative terms, the sustainability of the project activity, extent of employee involvement, empowerment of weaker sections, community engagement was evaluated. The qualitative evaluation of the impact depended predominantly on the professional judgment of the professionals undertaking the evaluation. Radar tables were used to evaluate effectiveness and impact for each project, which have been presented based on the 5-point evaluation criteria in clauses 1.4 & 1.6.

Findings and recommendations

3.13 The contents of this report are stated on the basis of information and documentation provided to us and are subject to the caveats stated in section 5 of this report. Our recommendations may be considered by MIF to further improve and rationalize its CSR expenditure in the coming years.

Detailed observations

Fellowship program

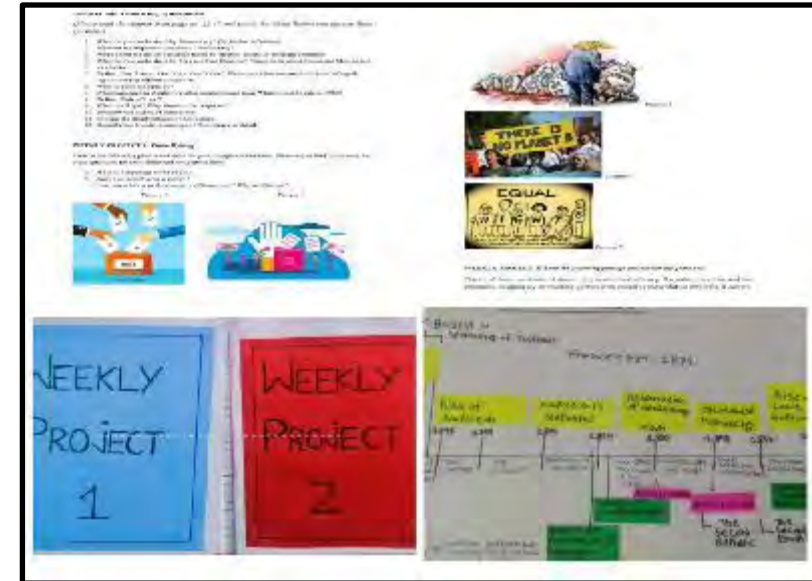
4.1 Learning from home | The ensuing table gives an assessment of learning activities conducted from home during COVID.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Shifted to online / other modes of teaching to ensure learning does not stop for students. Fellows remained engaged with the program and explored different ways to enhance their leadership skills. Sought feedback from parents and students on online teaching. 	<ul style="list-style-type: none"> Classes were held on zoom, google classrooms, etc. Devices were given to students who needed them. Recharges were also done. Study material was shared by fellows via whatsapp. Packets of study material were created by fellows and shared with students. Digital methods of learning and quizzing were introduced by fellows. Revised timetables and teaching approaches were circulated. Conducted classes in parks / other public places for students to ensure continuity in the program. Regular follow up calls to students were made. Feedback on online learning was acquired from students. Online tests were conducted on google forms regularly. 'Buddy system' wherein students motivate each other to study online was introduced by the fellows. 	Ensured continuity of learning with the help of online studies and digital quizzes.	<ul style="list-style-type: none"> Students received experiential lessons and lessons in critical thinking through project packets and other study material. As a result of learning online, the students became increasingly tech-savvy. Students learnt team-work and accountability by keeping check of each other's work. 100% students in one fellow's class were provided with devices during COVID (<i>need-based assessment</i>). 	<ul style="list-style-type: none"> Students may continue with online learning methods by exploring other avenues. Activities undertaken facilitated students to become cognizant of managing time and their schedules efficiently, a learning they can carry forward. 	Score 21/25
	Score 5/5	Score 5/5	Score 3/5	Score 5/5	Score 3/5	
Coverage	Fellows, students and schools as a system.	Leadership and interpersonal skills were honed by fellows and due to their efforts, by their students too.	Fellows continued to achieve the objectives of the program by reinventing measures to carry out the teaching process.	The fellows ensured that students take interest in academics as well as other activities necessary for their overall development and optimally utilized online platforms for the same.	Fellows will continue to leverage online learning methods under blended learning methods.	Score 23/25
	Score 5/5	Score 5/5	Score 3/5	Score 5/5	Score 5/5	
Outcome	12 schools, ~800 students, 40 fellows.	Schools benefitted as a system with their students continuing to study with fellow-support. Enhanced skills amongst fellows and students helped in guiding their peers and sharing new experiences for further skill building.	Students learnt how to set goals, leadership skills, etc. as part of 'Social Emotional Learning' and also conducted student elections virtually.	<ul style="list-style-type: none"> Development of leaders (<i>fellows</i>) with exceptional problem-solving skills. Incorporation of skills such as adaptability and performing under pressure for students. Learnt the effectiveness of studying online / independently. Project completion by students went up from 50% to 85% (<i>data based on a fellow's contribution</i>). 	Online teaching models can be accepted as regular teaching practices with students taking initiatives to become eager to learn online. By word of mouth and peer-to-peer, learning can be enhanced by adopting such methods.	Score 21/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Total	Score 15/15	Score 15/15	Score 11/15	Score 13/15	Score 11/15	65/75
Comments & recommendations		<ul style="list-style-type: none"> The NGO Partner could maintain a repository of the recordings of online learnings and consider modifying the same in a way they can be referred to by additional students with ease. Many students' families had migrated back to their native places making it challenging for the teachers to reach the students and their parents, however it appears that the NGO Partner has made significant progress in terms of outreach. Students had limited access to internet and limited space in their house to carry out activities and their studies in many instances. 				

4.1 Learning from home | Cont...



Online quiz for students using quiz led to help them understand concepts better and make online learning fun.



Learning packets for students to follow assignments and apply their critical thinking capacity.

Detailed observations

Fellowship program

4.1 Learning from home | Cont...

	A	B	C	D	E
1	Name	18.06.2020	21.06.2020	22.06.2020	29.06.2020
2	Sushma	👍	👍	👍	👍
3	Sejal	👍			
4	Nidhi				
5	Sanjana Kumar	👍	👍	👍	👍
6	Shwaks				
7	Bethi				
8	Kavita				
9	Pooja Kumar	👍			
10	Himanshi (H)	👍	👍	👍	👍
11	Ishika Shukla	👍			
12	Angel	👍	👍	👍	👍
13	Anushka				
14	Sunithya				
15	Gunjan Khande				
16	Chhavi (J)	👍	👍	👍	👍
17	Muskan	👍	👍	👍	👍
18	Nupur	👍	👍	👍	👍
19	Prachi				
20	Aarohya	👍	👍	👍	👍
21	Jyoti				
22	Chhavi (M)	👍	👍	👍	👍
23	Gunja				
24	Tanvi	👍	👍	👍	👍
25	Kausthub	👍	👍	👍	👍
26	Himanshi (D)	👍	👍	👍	👍
27	Nancy	👍	👍	👍	👍
28	Prachi	👍	👍	👍	👍
29	Aarohi				
30	Roshni				
31	Urvashi Jaisav	👍	👍	👍	👍
32	Roshni	👍	👍	👍	👍
33					
34					
35					



Attendance and participation tracking during COVID.

4.1 Learning from home | Cont...



Online classes on zoom.



Those who are not using Zoom, you can message me personally for doubts.

Reminder for today:

1. Grammar quiz
<https://forms.gle/YCvBeZz3RBNqzPrv6>
2. Feedback form
<https://forms.gle/2NfxP4XBzBsM3CyJ8>

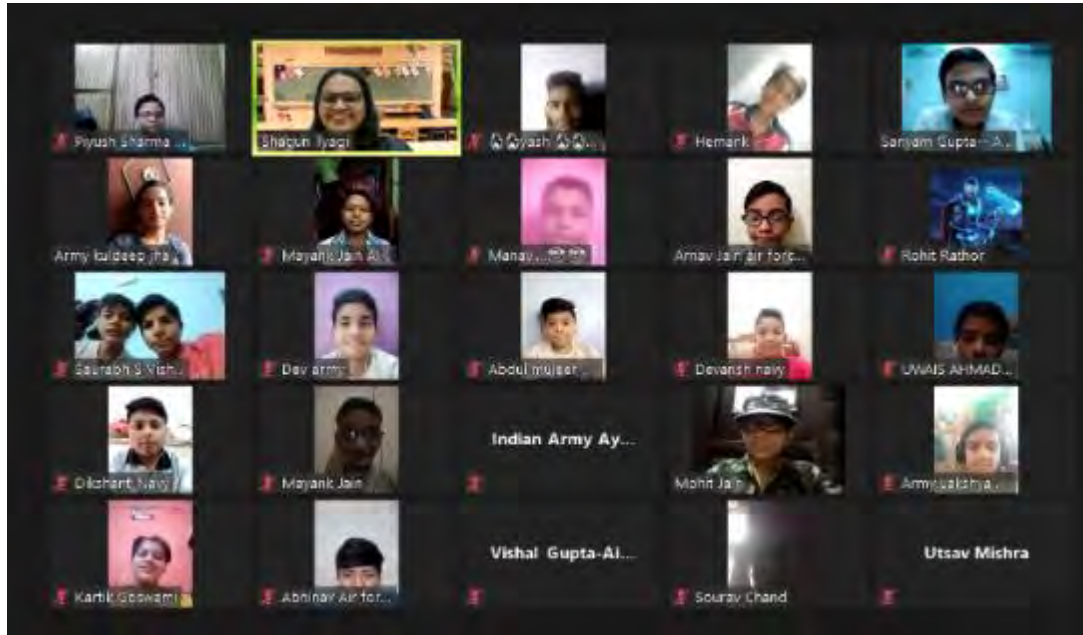
Have a good day!

Feedback from students / parents on online learning.

Detailed observations

Fellowship program

4.1 Learning from home | Cont...



Fellows taking 'class photographs' with their students.

DATE	21ST SEP 2020	21ST SEP 2020	21ST SEP 2020
CRITERIA	AIR FORCE	NAVY	ARMY
HIGHEST ATTENDANCE	PLUS 50		
TEST GIVEN	PLUS 1000	PLUS 700	PLUS 1000
TOTAL 21ST SEP 2020	1050	700	1000
DATE	22ND SEP 2020	22ND SEP 2020	22ND SEP 2020
CRITERIA	AIR FORCE	NAVY	ARMY
HIGHEST ATTENDANCE			PLUS 50
EXIT SLIP	PLUS 900	PLUS 400	PLUS 600
TOTAL 22ND SEP 2020	900	400	650
DATE	23RD SEP 2020	23RD SEP 2020	23RD SEP 2020
CRITERIA	AIR FORCE	NAVY	ARMY
HIGHEST ATTENDANCE	PLUS 50		
BONUS FOR OFFICE HOURS	PLUS 350	PLUS 200	PLUS 250
EXIT SLIP	PLUS 500	PLUS 500	PLUS 400
TOTAL 23RD SEP 2020	900	700	650

Interesting ways to keep up student attendance – categorizing the class under titles such as 'army, navy and air force'.

4.1 Learning from home | Cont...

TEACHFORINDIA
INSTITUTE 2020
A NEW WAY

COVID IMPACT

What will shift in our priorities, strategy, projects and operational plans because of COVID?

What are the challenges we're facing?

- How do students learn online and can we bridge the huge summer learning gap they are coming with?
- Will Fellows get a deep understanding of the region and challenges of the Fellows without being on ground?
- What will we have to re-negotiate in regions?
- How can staff hold space to bring authenticity, vulnerability and deep listening into a virtual space?
- How do we manage placements without guarantee of show-ups? What mechanisms do we put in place for that?

What stays constant

We build & learn through reflection and then we act. Deeply. Every day.

What needs to evolve

Learn faster.

Fellow reviews and completes all tasks by Saturday. Fellow reviews what they need to learn for next week.

Fellow lesson is observed and assessed. PM sets up DDC time post observation.

Fellow meets that lesson with the students they are mapped to.

Fellows submit a lesson with their notes and get feedback. Fellows also complete Weekly Survey.

How do Fellows learn & teach content?

SECONDARY	W1	W2	W3	W4
A	Reading	Writing	Maths	Science/SST
B	Science/SST	Reading	Writing	Maths
C	Maths	Science/SST	Reading	Writing
D	Writing	Maths	Science/SST	Reading

ELEMENTARY	W1	W2	W3	W4
A	RF	RC	Writing	Maths
B				
C	Maths	RF	RC	Writing
D				

Monday & Tuesday Learn Content

Wednesday observe & debrief with a teacher from your city teaching your content

Thursday & Friday practice teaching with your collab then teach your kids

New teaching approaches in COVID.

Detailed observations

Fellowship program

4.2 Fostering community connections | The table set below provides an assessment of the initiatives undertaken by fellows during times of COVID.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	Connections built with parents and strengthened with students during COVID.	<ul style="list-style-type: none"> Video calls with parents were conducted to spread awareness and to understand their challenges. Community visits were undertaken. The concept of emotional understanding was explained to the students. Parent-teacher meetings were conducted. Groups were created with students' mothers for regular interactions. Attention was shifted to relief measures by raising funds through websites, personal networks, etc. 	<ul style="list-style-type: none"> Issues shared by parents such as scarcity of resources, food, etc. were taken care of. Parents became more aware of their children's mental health issues and learnt how to deal with them. As a result of community building, children started to help their parents with household chores and learnt new skills such as gardening and cooking. Better social and emotional well-being of parents was observed. 	<ul style="list-style-type: none"> Student attendance increased as parents were taking accountability for the same. Parent-child relations improved due to activities such as coloring and card-making with children. Economic severity was reduced for student families by fellows as they helped in raising funds for relief. 	Attitudinal shifts that will outlive the duration of the project for all stakeholders - students, parents and fellows.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Coverage	Students and parents.	Connections helped in meeting the set educational (<i>mental and emotional</i>) goals by fellows and strengthened parental contributions towards their wards' learning.	Fostering connections with parents led to discussions around health as well, such as eye-care to avoid damage from screen time.	Parents became acquainted with the fellows' teaching styles and began to support their children and fellows.	Student-parent equations have seen a shift with both becoming more empathetic and understanding towards each others needs. The activity has also expanded the perception of a teacher with fellows making the said efforts.	Score 23/25
	Score 5/5	Score 5/5	Score 3/5	Score 5/5	Score 5/5	
Outcome	~750 students and ~500 student families.	Fellows tracked their students and undertook initiatives to visit their homes and interact with parents in their place of residence.	The visits helped the parents as they were able to rely on the teaching methods of the fellows and in return, fellows benefitted by understanding the issues that their students and parents were facing.	Initiated visits helped fellows in getting a closer view of their students' lives to better the same and in motivating the parents to contribute towards their child's education which ensured continuity in learning.	An activity that started out with basic interactions led to the creation of congenial relations between fellows and their students' parents. This could lead to further strengthening of relations wherein fellows can even provide their support if need be.	Score 21/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Total	Score 15/15	Score 15/15	Score 13/15	Score 13/15	Score 11/15	67/75
Comments & recommendations		<ul style="list-style-type: none"> The NGO Partner could develop specific parameters to measure the attitudinal shifts, pertinent to each category of beneficiaries. Given the relatively strong participation of the stakeholders, the NGO Partner could introduce parental involvement as a regular and measurable activity under the program. Acknowledgement of parents upon community visits may be recorded. 				

4.2 Fostering community connections | Cont...



Work shared by students.



Flyer for the 1st PTM conducted on Zoom.



Fellows visiting their students' homes.

4.2 Fostering community connections | Cont...

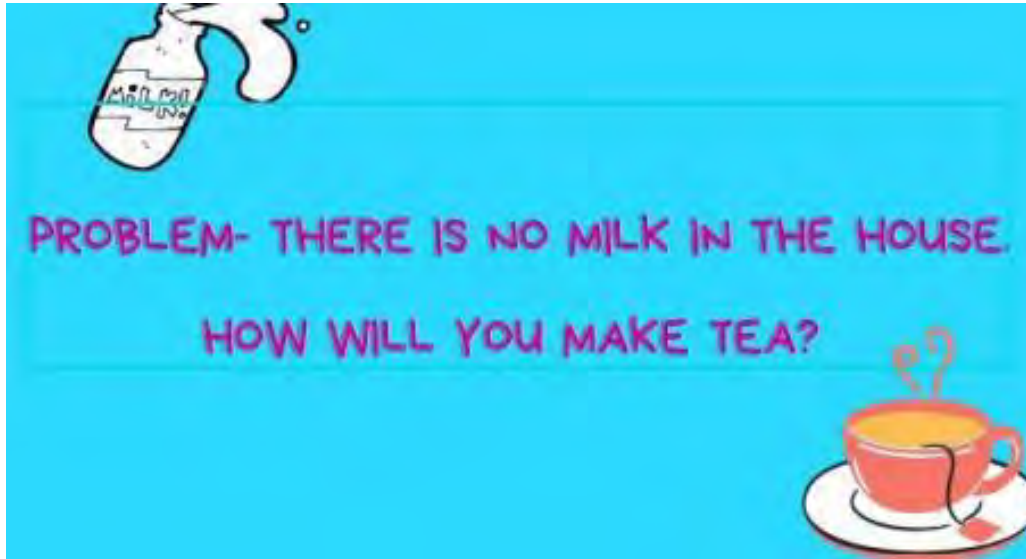


Online PTMs to strengthen collaborations between parents, students and fellows.



Parent-child interactions / study sessions together.

4.2 Fostering community connections | Cont...



Critical thinking prompts for students.



Students helping their parents out during COVID.

Detailed observations

Fellowship program

4.2 Fostering community connections | Cont...



Fellows meeting their students with their family members for the first time.



Detailed observations

Fellowship program

4.3 Extra co-curricular and awareness activities | The ensuing table gives an overview of additional activities conducted by fellows for student engagement and skill-building.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Fellows conducted activities related to art, culture, dance, communication building, poetry, chess, etc. for the benefit of their students. Workshops for awareness and knowledge building were conducted. International collaborations were created for students to learn beyond borders during COVID. 	<ul style="list-style-type: none"> Teach For India collaborated with Teach For Lebanon to provide their students international exposure. A 'desh bhakti' curriculum was developed as a result of TFI's collaboration with the Delhi Government for students to learn patriotism and thematic values. Awareness campaigns on the LGBTQ+ movement were conducted. Health & hygiene and financial literacy sessions conducted by MIF. Fellows arranged for educational tours and visits such as covering the Rail museum and collaborating with the policy conclave at St Stephens College, New Delhi. 	<ul style="list-style-type: none"> Students were motivated to share their artwork. Students felt motivated and learnt new skills such as theatre, poetry, etc. Students were briefed on health and professional aspects that enriched their interests and passion. 	As a result of the awareness campaigns, students were sensitized on subjects such as health, gender and identities.	<ul style="list-style-type: none"> Activities led to higher levels of retention in students. Focus on aspects related to health and decision-making helped students to understand the importance of holistic wellbeing and choosing one's career wisely. 	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Coverage	Students, teachers.	Awareness regarding wellbeing, cyber hygiene and social issues enabled students to learn and form their perceptions about the society.	Workshops on topics such as cyber-grooming spread awareness and guided students to ensure their safety on the net.	Overall personality development of students with leadership skills being the primary focus.	Students undertook independent initiatives to engage in discussions with members of the society and spread awareness about pertinent issues. Their initiatives helped in reshaping attitudes towards skill enhancement.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Outcome	Between 750-850 students, 40 fellows.	With over 800 students participating in online and at-home creative tasks, the activity led to confidence building for students as well as technical enhancement.	Student exposure and knowledge enhancement.	Knowledge sharing in the form of international collaborations and educational tours served as meaningful avenues of exploration for students.	Development of long term skills and hobbies amongst students as well as the willingness to take creative design and social initiatives.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 5/5	
Total	Score 15/15	Score 15/15	Score 15/15	Score 13/15	Score 11/15	69/75
Comments & recommendations		The NGO Partner could consider undertaking a survey-based outreach to the students and fellows covered under the program periodically (<i>suggested frequency of 6-9 months</i>) for their ongoing forms of engagement in order to cover a wider base.				

4.3 Extra co-curricular and awareness activities | Cont...



Students sharing their artwork.



Playing and winning in online chess.



Students summarizing their wonderful experience learning theatre.

4.3 Extra co-curricular and awareness activities | Cont...



Attempts by 10th graders to spread awareness and conduct discussions around the challenges that the LGBTQ+ community faces.

Fellows teaching students about worldwide movements in the same vein.

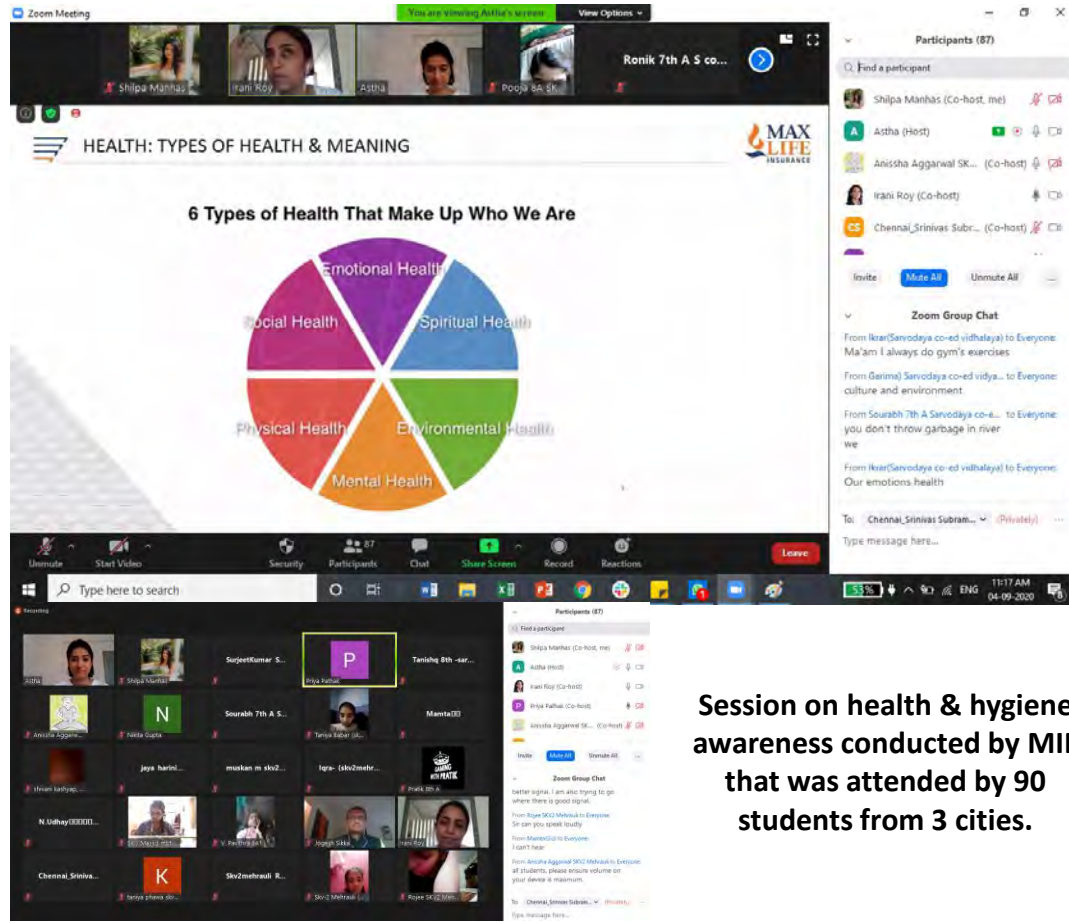


Students making electric torches under their fellows' guidance.



Informative flyer on cyber-grooming.

4.3 Extra co-curricular and awareness activities | Cont...



Session on health & hygiene awareness conducted by MIF that was attended by 90 students from 3 cities.

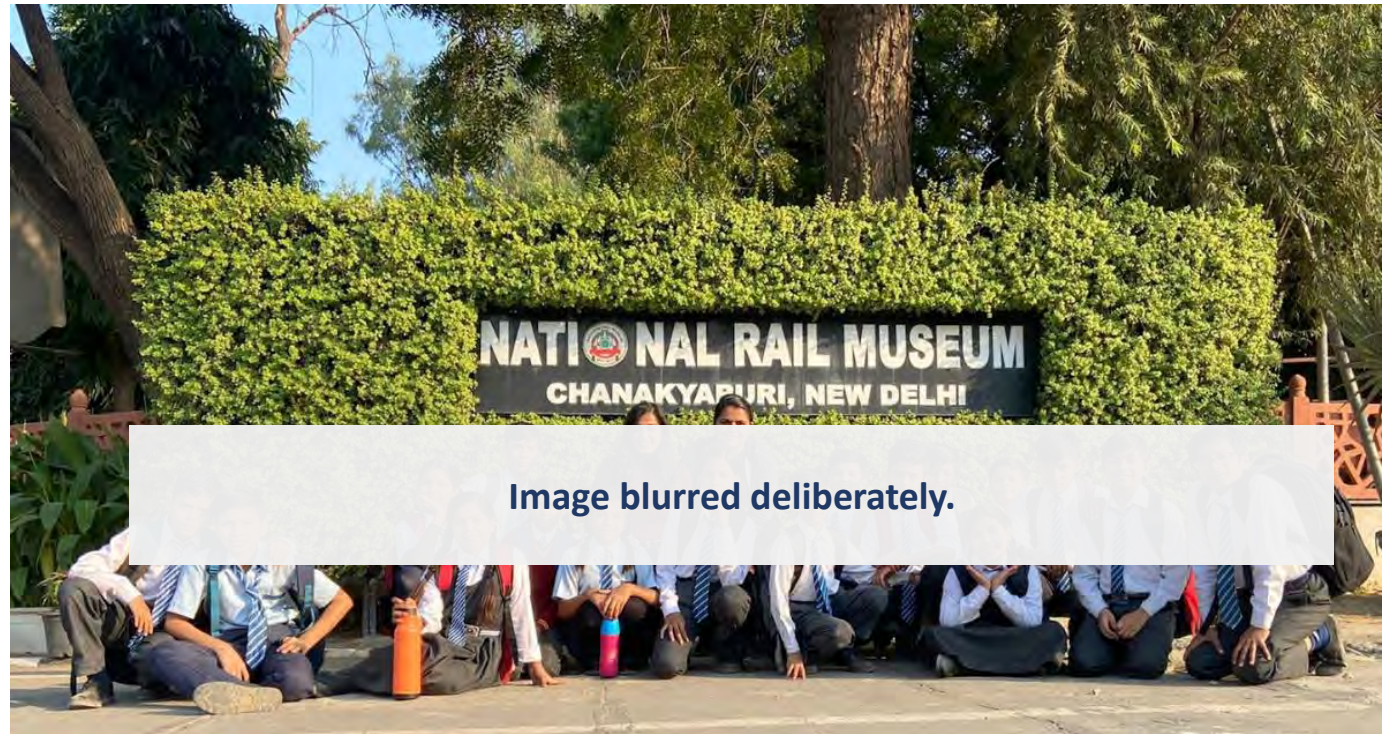


Session on financial literacy conducted for female students by MIF employees.

4.3 Extra co-curricular and awareness activities | Cont...



Visit to St. Stephens, New Delhi.



Visit to National rail museum, New Delhi conducted by Megha (*fellow*).

Detailed observations

Fellowship program

4.4 Fellow training, teaching and engagement | The table set below provides an understanding of the fellowship training, its impact on the students and additional activities.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Introduction of the first ever 'virtual summer teaching training institute'. Discussions and feedback mechanisms to enhance leadership and the fellowship experience. Post-fellowship goals were discussed with fellows to guide them in the right direction. Revised modules and teaching guides were circulated for fellows to train them in 'blending teaching'. 	<ul style="list-style-type: none"> The training was extended by 2 weeks to provide fellows additional skills to cope during COVID. Feedback and review meetings were conducted with fellows for improvements. Upskilling was ensured with 'learning circles' and 'fellow-mentor track' wherein teachers came together to learn and share best practices. 	Fellows learnt about pedagogy styles, child development, social emotional learning and other aspects in order to develop the correct mindset.	<ul style="list-style-type: none"> Fellows expressed that the fellowship program was transformational and provided insights into organizational behavior. Teaching styles were so impactful that students that passed out of TFI schools to go to Government schools for higher education scored the highest marks with a 100% passing rate (<i>as narrated by the headmaster of one such TFI school</i>). 	Best practices by ex-fellows could be passed on to future fellows where by they could successfully mentor students.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Coverage	Fellows, teachers, students.	Engagement surveys were conducted for the Headmaster and fellows to ascertain their opinions on teaching conducted by TFI and to assess the impact of the fellowship program on fellows respectively.	Feedback mechanisms ensured improvements were made wherever necessary.	<ul style="list-style-type: none"> Amongst the toppers, 3 of the TFI students scored 97%, 93.5%, 93% in the Board examinations. 100% Heads were satisfied with TFI and agreed that it will have a lasting impact. 	The impact of the fellowship is so deep that students fondly remembered their fellows from 5 years ago.	Score 25/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 5/5	
Outcome	Between 750-900 students, 40 fellows.	Skill building needs were fulfilled for the fellows with ongoing improvements being taken up in the form of activity reviews and mentorship & guidance.	Learning continuation for fellows to enhance teaching styles was ensured during the fellowship period as well.	Fellows confirmed that the fellowship program was a great investment in terms of personal and professional growth and helped in developing their personality.	The attitudinal change wherein fellows' way of conduct made students comfortable quickly and they loved addressing them as 'bhaiya' and 'didi'. This also removed the fear of teachers from within many students.	Score 21/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Total	Score 15/15	Score 15/15	Score 15/15	Score 13/15	Score 11/15	69/75
Comments & recommendations		The extension of the training period for fellows was a consequence of COVID, however, if found comparatively effective, the NGO Partner could consider altering the duration from 6 to 8 weeks on an ongoing basis.				

4.4 Fellow training, teaching and engagement | Cont...



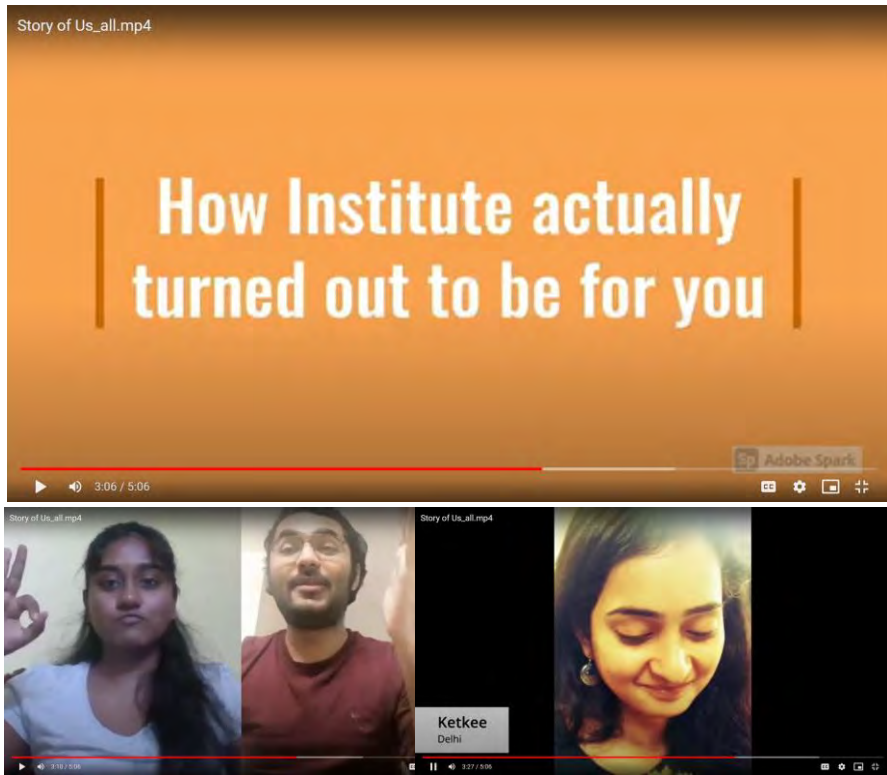
Applications for the Teach For India 2021 Fellowship are open!

India's most underserved children need the best teachers now more than ever. If you know someone who has always wanted to make a difference, this right here is their chance. Help spread the word.

Visit apply.teachforindia.org and apply today!

Online fellowship training.

4.4 Fellow training, teaching and engagement | Cont...



Positive video feedbacks by fellows on their teacher training.

We recruit, select, and develop India's most promising leaders to provide our children with greater opportunity.

Teach For India Fellows come from a diverse array of disciplines, sectors, and professional backgrounds.

Our Fellows are bound by a common vision – their commitment to eliminating educational inequity.

This diversity, we believe, is one of the central strengths of our Fellowship and our Alumni movement.

Fellow Engagement Survey

- **92%** of Fellows feel that TFI has been a good investment in their personal and professional growth and development
- **85%** of Fellows reported that their Program Manager consistently shares helpful feedback on their development as a teacher with them

Head Master's Survey

*We observed an increase in the demand for our Fellows, with **55%** of the Head Master's additional Fellows in their schools*

96% of Head Master's feel that TFI Fellows have a lifetime impact on Students

Detailed observations

Fellowship program

4.4 Fellow training, teaching and engagement | Cont...



Board members discussing ways to enhance TFI and its fellows' contribution to student lives and the education system.

4.4 Fellow training, teaching and engagement | Cont...

Overall summary for TFI Delhi

955 TFI Delhi students appeared for CBSE 10th grade exams

94% of the 955 students passed overall

56% passed with 1st Division (i.e. 60% or more)

19% passed with Distinction (i.e. 75% or more)

1.6% or 12 students scored 90% or more

Key Highlights

Highest marks achieved by a TFI Delhi student in:

Math: **100%** Science: **95%**

Eng/Hin/Sans: **97%** Social Science: **97%**

TFI Delhi top 3 aggregate scores:

96.4% (1 student) **93.4%** (1 student)

92.8% (1 student)

Results of the efforts put in by the fellows; CBSE
Grade 10 Boards marks.



Laxmi, a student in a MIF supported classroom shares, "After completing school, I want to pursue some courses related to computer science. I also want to get admission in college. I like studying English and SST most in the school. My aim is to become a teacher because my interest is in teaching. I love when teachers teach me. My Didi helped me by clearing my doubts by taking extra classes, understanding my personal problems, and arranging books and devices for me. My basics of Maths and English were not clear because I was from Hindi Medium. Didi helped me by correcting my mistakes and giving suggestions to improve my communication skills. She even helped me during the lockdown by providing ration support, a device and recharges."

Laxmi | A student case study.

4.4 Fellow training, teaching and engagement | Cont...

Current approaches being followed by fellows.



In the picture: A fellow conducting interesting group activities with her students to teach them about plants.



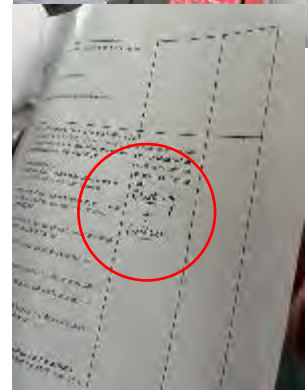
The happy students cheered for their classmates and showed support by 'clicking' their fingers, an innovative way taught by their fellows.

4.4 Fellow training, teaching and engagement | Cont...

Current approaches being followed by fellows.



Presently learning history; the fellow introduced the lesson in the form of a story to make it interesting for her students.



Creativity and collaboration, as set objectives for the activity.



In the picture: 6th graders learning and demonstrating the Archimedes principle. Their fellow conducted the activity as the students were curious about the said concept.

Detailed observations

Fellowship program

4.4 Fellow training, teaching and engagement | Cont...

Delhi- Comparison with National Level Data

Overall Feedback			Fellow Level		
Question	Del.	National	Question	Del.	National
I'm satisfied I am aware of the basic expectations of Fellows as per the MoU and Child Protection Policy (CPP)	98%	96%	Regularly conducting classes online and offline	98%	94%
I am satisfied with the Teach for India Fellows currently in my school	100%	94%	Planning and executing strong lessons	99%	94%
The Teach for India classrooms in my school are high performing classrooms demonstrating impact in academic and holistic outcomes	100%	92%	Dressing appropriately	100%	96%
The current Teach for India Fellows have made a positive impact in my school	100%	93%	Clearly communicating with you on classroom progress and requirements	96%	86%
I believe that Teach for India Fellows will have a lifetime impact on students	100%	96%	Involving and investing parents in the education of their children	100%	91%
I interact with someone (in-person or over call) from Teach For India staff, apart from Fellows, at least once a month	68%	78%	Supporting other teachers in the school	97%	86%
I have found it easy to work with Teach for India Staff (apart from Fellows) and communicate feedback and thoughts with them	94%	97%	Building a good relationship with you	98%	91%
I feel a sense of partnership between Teach For India and my school	96%	96%	Creating safe learning environments, both online and offline, for all students in the class	100%	96%
I believe that it is possible for every child in India to attain an excellent education	96%	99%	Facing challenges in the classroom with grit and determination	96%	92%

Results of the HM level surveys conducted.

Detailed observations

Fellowship program

4.5 Fellow leadership | The ensuing table explains the initiatives introduced by fellows towards student betterment and skill development amongst them.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Fellows worked on their leadership skills by initiating projects for change and wellness and encouraged students to do the same. Activities to improve the school system and enhance student-learning experiences were undertaken by the fellows. Fellows took demonstrated interest in understanding their students and their home environment. Fellows tracked student performance and gave them the encouragement to perform better. 	<ul style="list-style-type: none"> Prompted the school heads to include games periods and arrange for relevant supplies. Ensured libraries and science labs were made operational by arranging for supplies and providing students an impetus to engage in the said activities. Introduction of school newspapers. Weekly discussions between regular teachers and fellows to keep track of student performance and share best practices. Conducted camps (<i>Jashn-e-falak</i>) and other activities for student engagement on occasion of Women's day to celebrate women breaking stereotypes. The campaign witnessed international attendees as well. Be The Change Project (<i>covered as a separate activity</i>). Fellows made efforts to stay connected with their students' parents to understand and improve their home situations. Fellows made part of the Change-Makers In Education ('CMIE') fellowship program by SCERT. Students exhibited leadership skills by introducing apps and projects for change, such as 'Young Corp Fellowship' to tackle water shortage. Tracking the student vision scale (<i>a tool that records and tracks impact of fellows upon student learning outcomes</i>). 	<ul style="list-style-type: none"> Excellent relations with existing teachers in the schools and headmasters / head mistresses. Better relations with students as a result of being aware of their personal lives. Improvement in student performance as home situations were looked into by the fellows. TFI students introduced app prototypes and learnt ways to exercise their agency and leadership skills. 	<ul style="list-style-type: none"> School satisfaction with the methods opted by the fellows. Parent satisfaction with the teaching methods. Overall development in the life of a student with the fellows' contribution and remediation measures. 	Promotion of attitudinal shifts in parents resulting in better ways of handling their child and coping with mental health stress.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Coverage	Fellows, students, parents, schools as a system.	<ul style="list-style-type: none"> Fellows strived to ensure that students' home atmospheres were improved as this affected their performance. Students' alumni keep a track of their performance after they graduate from TFI schools (<i>around 1,000 students are part of the same</i>). 	Enhanced capabilities of fellows by partaking of the CMIE program.	Summits and workshops were held around the principles of 'safe spaces for voice', 'kids and educators as partners' and 'kids as change makers' and also brought out the importance of 8Cs of leadership.	Students will remember the importance of breaking stereotypes and become agents of change as a part of their future endeavours.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Outcome	Between 750 to 900 students, 40 fellows.	<ul style="list-style-type: none"> Entertaining activities and personal interactions undertaken by fellows added towards the holistic development for students. Conducted virtual regional summits to strengthen student leadership bringing together 70 educators and ~600 students. 	Students learnt the importance of breaking gender barriers in a global setting.	Students honed leadership qualities and developed entrepreneurial mindsets. App prototypes such as 'Sarang' to collect complaints regarding water shortages were introduced.	Fellows stayed connected with their students even after the students graduated from TFI schools and worked in the field of education post fellowship as well.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Total	Score 15/15	Score 15/15	Score 15/15	Score 15/15	Score 9/15	69/75
Comments & recommendations		The NGO Partner could consider ensuring that skill development programs take present and emerging challenges into account in order to upskill students and fellows as per the current needs. Specific inherent limitation the the ability of the parents to adapt to changing circumstances remains a challenge.				

4.5 Fellow leadership | Cont...



Head master displaying the school newspaper started by fellows and students.



Head master showing the list of games and supplies suggested by the fellows.



Students that formed the Sarang app.

Student Vision Scale

		1	2	3	4(4-5)
Leading Self I actively take care of my health and well-being.	Understand Self	I am not aware of my feelings, interests, aptitudes, skills and talents.	I know the basic aspects of my ability, interests, aptitudes, skills and talents.	I appreciate and leverage aspects of my talents, interests, aptitudes, skills and talents towards the good.	I use all my talents and skills to achieve the best of my life. I try to help others whenever I can.
	Learn and Grow	I am not interested in learning new things and I do not make plans for my professional growth.	I am consistently active in learning regions and I attend courses and workshops of my learning goals.	I am motivated and work hard to achieve my learning goals and I learn aspects which I need to improve.	I create opportunities to learn and collaborate with others for the benefit of others.
Leading Others I am able to help others in need.	Empathize	I do not yet know the needs of disadvantaged others.	I understand the needs and aspirations of others.	I am ready to help, advise and support others.	I help others in need whenever I can and I encourage them to help others.
	Build Relationships	I do not build strong relationships with people and do not seek their help.	I build strong relationships with people and seek their help when I need it.	I build strong relationships with people and seek their help when I need it.	I am able to help others in need whenever I can and I encourage them to help others.
Leading India I am proud to be an Indian.	Understand India	I do not know the values of respect, care, liberty and freedom.	I am proud to be an Indian and I know the values of respect, care, liberty and freedom.	I use the values of respect, care, liberty and freedom.	I make sure I support others to achieve the best of their lives.
	Work Together	I am not aware of problems and do not know how to solve them.	I understand problems, I face and create solutions.	I understand problems, I face and work with others to create solutions.	I understand problems, I face and work with others to create solutions.

TEACHFORINDIA

The 'Student vision scale' for tracking the impact of the fellows.

4.5 Fellow leadership | Cont...

INTERNATIONAL WOMEN'S WEEK | MARCH 1 | MARCH 7 | 2021

JASHN-E-FALAK

ABOUT US



Heena Khanna

On the occasion of International Women's Day, we (Heena Khanna & Shivani Garg) wanted to celebrate all the women who 'chose to challenge' in and across our TFI community. So we came up with a 7 day campaign on the theme "#ChooseToChallenge" to inspire, create an awareness and celebrate all the women who are challenging stereotypes.



Shivani Garg

OUR TEAM



Chahat Sharma
&
Astha Agarwal
Communication



Nikhil Pant
Durbaar



Katyayani
Raghuvanshi
Book Reading



Amrita Singh
Human Library



Amarjet Singh
Bhangra Workshop

#ChooseToChallengeDilli

Jashn-e-falak, a 7-day entertainment & learning campaign conducted by fellows.

4.5 Fellow leadership | Cont...



Collaborations between Teach For India, Teach For Pakistan, Teach For Lebanon, Teach for Kenya, and Teach For Ghana.

LIT Pillars and Strands

Leadership in Teaching Framework

Excellent teachers and leaders build environments that foster learning and growth. They connect deeply with themselves, their context, and the communities that they serve. They immerse themselves in the lived experiences of their people and together envision bold possibilities. They plan effectively to meet the vision. They build a culture that promotes safety and love, and drives for outcomes and they consistently reflect on their outcomes as well as their leadership they display every day.

The five pillars and 25 strands below build our fellows and leaders with a strong commitment to Self, Others and to India. This sets them up to contribute in the most effective manner towards an India free of poverty and filled with love and the "one day" that we envision for all children.



The 'Leadership in teaching framework'.

4.5 Fellow leadership | Cont...



Libraries were made operational and book clubs were formed by fellows to inculcate a love for reading amongst students.

The students were encouraged to maintain a 'vocabulary diary' wherein they write new words learnt by them.

Detailed observations

Fellowship program

4.6 BTCP | The ensuing table covers projects undertaken by the fellows as their BTCPs.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Requirement of forming BTCPs by fellows for creating change as part of the fellowship program. Special tracks and incubation centres were created for the development of the same. 	<ul style="list-style-type: none"> Introduction of a special track called the 'Social Entrepreneurship Track' ('SET') to create a community for budding entrepreneurs under TFI. Collaboration with IIM-A to enable 9 BTCPs to become foundations. SOPAN: Professionals briefing students on prospective careers. AAS: Fight for non-violence. Galaxy Cruise: Astronomy. Kaleidoscope: Project for teaching support and psychometric assessments. Bhaav: To tackle problems of low social-emotional literacy and lack of self expression amongst kids. Playground: For organizing tournaments and games. 'Design For Change' category introduced for special projects. Dil Se Khelo: For conducting sports related events. Project Gurukul: Collaboration with expert organizations to organize art, music and theater workshops. Aarohan: Introducing innovation; tracker for attendance, assessments, mental health, etc. Pehli baat, Hamarat, etc. Project Sampoon: Nutrition, physical and environmental wellness. 	<ul style="list-style-type: none"> Platforms were introduced for students to express themselves through poetry and other works of art. The incubation track worked towards strengthening the innovation pipeline at TFI by focusing on better outcomes for Fellows and ensuring quality BTCPs. 	<ul style="list-style-type: none"> Increased health and general awareness, built trust and better relationships. Gave way to personality development, better self expression, skill building and overall enhancement. Developed critical thinking by broadening perspectives on academic and emotional learning, and holistic development. Boosted confidence and improved their idea of 'self'. Constant support from fellows accelerated learning and increased student participation. 	<ul style="list-style-type: none"> Students were introduced to new concepts that contributed towards self realization that will help them going forward. Fellows exercised their abilities to contribute towards society and build character and would benefit from the learnings received during their BTCP formulations journeys. 	Score 25/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 5/5	
Coverage	Fellows, society at large.	Incubation cell InnovatED introduced 'project iLab' which is a pre-incubation track for fellows with the objective of imparting entrepreneurial development and foundational support.	<ul style="list-style-type: none"> 4 MIF funded fellows were made part of the SET track. Provision of help to fellows for BTCPs was made possible through iLab. 	Benefits were received by students and members of the society at large in the form of exposure to platforms to learn and enhance skills.	Working on BTCPs inspired fellows as well as students to lead with growth mindsets and apply entrepreneurial skills in other aspects of their lives.	Score 21/25
	Score 5/5	Score 5/5	Score 5/5	Score 3/5	Score 3/5	
Outcome	40 fellows, ~900 students.	Fellows were encouraged to continue their projects in the form of foundations. Along with this, their students were motivated to undertake similar initiatives.	Formulation of better strategies and stronger BTCP projects that could possibly become separate establishments.	With the help of these projects and fellow support, students got the opportunity to grow and nurture their mental and emotional health.	A substantial number of BTCPs are still in progress and function as foundations. One such instance in 'Laugh out loud'.	Score 25/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 5/5	
Total	Score 15/15	Score 15/15	Score 15/15	Score 13/15	Score 13/15	71/75
Comments & recommendations		To enable students progress with their learnings a special focus on placements and creation of jobs through collaborative arrangements may be considered.				

4.6 BTCP | Cont...



Students learning about space under the BTCP 'Galaxy cruise'.



Students interacting with professionals under the BTCP 'SOPAN'.



Pictures from interactions under the BTCP 'AAS'.



Project Sampoon aims to address these challenges by:

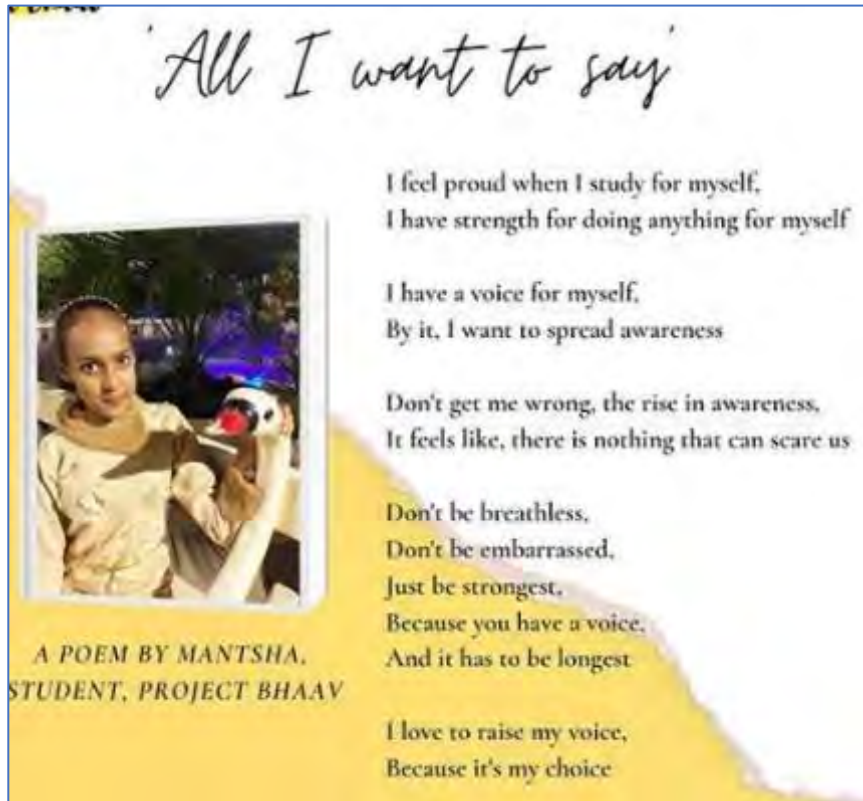
1. **Healthy eating:** *Inculcating healthy habits by bringing in nutritionists on board to educate parents about proper nutrition*
2. **Healthy doing:** *Conducting physical well-being classes for students 5 days a week to keep them active and healthy. They also conducted SEL spaces for the parents and students.*
3. **Waste Management:** *Creating modules and collaborating with various organizations to help build clarity on waste management and practices to follow.*

With the above-mentioned interventions, Sadiya and Riya saw a shift in the well-being of their Students. They was a positive change in BMI for 7 out of 10 students. They also analyzed their attendance and engagement data for three months and measured growth. They further explored the mindset shift for qualitative data and how many practices students, and their families have started implementing, like composting, recycling, following daily meal plans, etc.

Team Sampoon is presently in the phase of incubation with the help of the mentors at InnovatED. Their medium-term plan is to implement the project in 4 classrooms. Their long term goal is to collaborate with the Government to implement it across schools in Delhi.



**Project Sampoon, a BTCP in the incubation phase
with InnovatED.**



A student's poem written under the BTCP Bhaav.



Sports day conducted for students under the BTCP Dil Se Khelo.

Detailed observations

Fellowship program

4.7 Way forward for the fellows | The ensuing table provides an assessment of the initiatives undertaken by / for fellow alumni.

Description	Relevance	Efficiency	Effectiveness	Impact	Sustainability	Total
Inputs	<ul style="list-style-type: none"> Alumni led system reforms were undertaken. Ex-fellows placed in leadership positions in the social (<i>government and NGOs</i>) and corporate sectors. Observed an alumni track. 	<ul style="list-style-type: none"> More than 20 organizations were created by TFI Alumni working towards early childhood, parent empowerment, mental health betterment, etc. creating a shift in the education ecosystem through their entrepreneurship efforts. Fellows placed in leadership positions in fields such as education, mental health, wellbeing, etc. Fellows placed with the Government of Delhi to liaison between the NGO partner and the government efficiently. 	<ul style="list-style-type: none"> Many ex-fellows shifted to foreign countries and were known to be working with reputed companies. By way of being placed in leadership positions in the social sector, ex-fellows continued to work towards TFI's objectives. 	Organizations led to systemic changes on a societal level.	<ul style="list-style-type: none"> Ex-fellows have visited the schools where they used to teach and have stayed connected with their students as their mentors even post-fellowship. BTCPs that became foundations, as well as the freshly set up foundations continued to create a more permanent wave of change in the society. 	Score 25/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 5/5	
Coverage	Fellows, society at large, corporate and social sector.	Collaboration with IIM-A to create foundations out of BTCPs introduced by fellows.	Fellows continued to work in the field of education / social work.	MIF objectives were met along with TFI's objectives simultaneously with educational initiatives becoming more prominent and new-age leaders joining the corporate / social employee groups.	A significant number of alumni continue to work in direct pathways in the education sector.	Score 25/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 5/5	
Outcome	4.4 million students through alumni initiatives.	4 MIF funded fellows were made part of the SET to foster entrepreneurial spirit within themselves.	Although the fellowship ends, the bond that fellows shared with their students continues to stay strong as ex-fellows still counsel / guide children.	Development of entrepreneurial spirit amongst fellows.	Fellowship alumni have founded more than 150 social sector organizations.	Score 23/25
	Score 5/5	Score 5/5	Score 5/5	Score 5/5	Score 3/5	
Total	Score 15/15	Score 15/15	Score 15/15	Score 15/15	Score 13/15	73/75
Comments & recommendations		The NGO Partner could consider exploring the installation of a portal for alumni to regularly provide specific information about their projects and form a community for knowledge sharing with other existing fellows.				

4.7 Way forward for the fellows | Cont...



Garima Garg, an alumna of the fellowship program serves as the Head of MIF today and supports multiple foundation activities undertaken by the organization.



Adarsh currently works with the government of Delhi under the education department and is a TFI alumnus. During MGC Global's team interactions with Adarsh, he spoke about his enriching fellowship days that gave him the requisite experience to go on to establish a secondary school in his area of teaching post the fellowship program.

4.7 Way forward for the fellows | Cont...



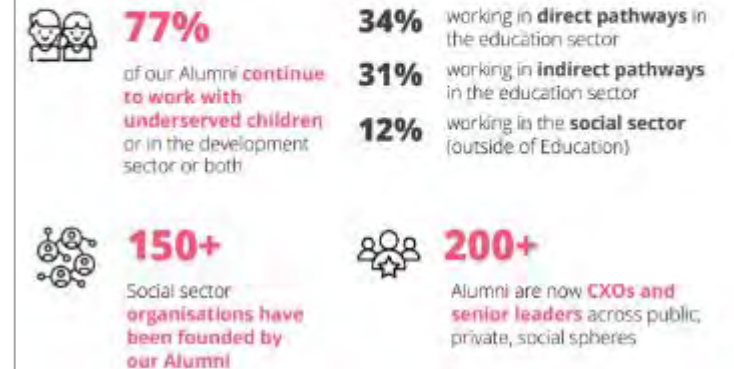
Interactions with the TFI team, wherein a significant number of members have served as fellows prior to joining full time.



Foundations set up by Alumni.

The Ripples of Our Collective

33 Million* children are directly or indirectly reached by Teach For India Alumni in some way today.



An account of how TFI alumni continue to impact through their professional and personal venture journeys.

Sources of information

- 5.1 The information contained in this report has been obtained primarily from discussions with the management of the NGO partner & documentation provided by the NGO partner.
- 5.2 It follows that information from any other source which has not been disclosed to us, could have a material impact on the objectives for which we were given this assignment.

Scope of work

- 5.3 Our review does not constitute an audit in accordance with auditing standards and no such verification work has been carried out by us. We have relied on explanations and the source information provided by the management of MIF and the NGO Partner. Consequently, we do not express an opinion on the numbers or any other aspect stated in this report. The scope of our work has been limited both in terms of the activities relating to the projects undertaken by the NGO Partner and the extent of the documentation and explanations provided to us. There may be matters, other than those noted in this report, which might be relevant in the context of this engagement and which a wider scope or which a complete set of records or an extensive audit might uncover.
- 5.4 The scope of our work did not require MGC Global to obtain a testimony from our interviews or gather physical evidence or undertake surveillance or a sting operation.
- 5.5 Though areas of improvements at the NGO partner level have been noted by us, these are based on the information and documents provided to us till December 09, 2022. It is possible that additional information with explanations may require us to alter our observations in this report.

Scope limitations

- 5.6 The areas of our focus on this assignment, as specified in our engagement letter of September 07, 2022, have been covered in this report. It is possible that a wider scope (*including coverage of activities beyond the period of our review*) may uncover other facts that may be material in relation to the objective for which such work was assigned to us.
- 5.7 It may be noted that since our work was based on specific pre-assigned procedures, which include a combination of various approaches, the same cannot and should not be used to identify and detect existing, past and irregularities non conformalities. We wish to highlight that there is an inherent risk in any such review. Such an inherent risk can be defined as the likelihood of a misstatement that would be material in one area when aggregated with misstatements in other areas or classifications, assuming that there were insufficient related internal controls.

Scope limitations (cont...)

- 5.8 We are not lawyers and are not a law enforcement agency or prosecuting officer. We do not have power to subpoena records or power to subpoena witnesses to testify under oath. We are a private consulting firm conducting a specified consulting service based on information voluntarily provided to us.
- 5.9 We do not draw legal or other conclusions here and instead raise matters for consideration and further investigation by you. Exercising our judgment, and erring on the side of transparency and disclosure, we are identifying specific risks to the management of MIF, so that they can determine appropriate next steps.
- 5.10 For purposes of the exercise, MGC Global has used information obtained from various enquiries, primary interactions and secondary information sources, which we believe to be reliable, and our assessment is dependent on such information being complete and accurate in all material respects. We do not accept any responsibility or liability for any losses occasioned to any party as a result of our reliance on such information. If any of the facts and assumptions is not complete or accurate, it is imperative that we be informed accordingly, as the inaccuracy or incompleteness thereof could have a material effect on our conclusions.
- 5.11 This report is for information purposes only. While due care has been taken during the compilation of this report to ensure that the information is accurate to the best of MGC Global's knowledge and belief, the content of this report is not to be construed in any manner whatsoever as a substitute for professional advice.
- 5.12 This report sets forth our views based on the completeness and accuracy of the facts stated to us and any assumptions that were included. In connection with our report or any part thereof, MGC Global does not owe duty of care (*whether in engagement letter or in tort or under statute or otherwise*) to any person or party to whom the report is circulated to and MGC Global shall not be liable to any party who uses or relies on this report. We thus disclaim all responsibility or liability for any costs, damages, losses, liabilities, expenses incurred by such third party arising out of or in connection with the report or any part thereof.

Community voices | Teachers, students & NGO partners

6.1 The ensuing paragraphs contain excerpts from discussions with TFI students.

Students belonged to grade X and grade VII and had been in the school for about 4 to 5 years. Some of the students had been under TFI's wings for longer (ex. grade 3).

Students communicated in manner that displayed advanced levels of thinking. They seemed to have developed exceptional emotional intellect and self-awareness, which is commendable at such a young age. Their fluency and diction and ability to articulate their emotions were admirable. Amongst these beams of youth, there was poets, blog writers, avid readers, conversationalists, political enthusiasts and even chefs.

1. Arna (*name changed for confidentiality reasons*) for instance, after she gave her introduction, was interested to know about our interviewer representatives (*Ruchi Dadwal and Mahima Singh*). She expressed an interest in Marketing and even exchanged an email to take this further.

2. Malini (*name changed for confidentiality reasons*) a TFI student for the past 2 years, said that she felt she had learnt and grown exponentially with TFI. She felt she was able to realise her interests and tap on opportunities because of TFI teachers. She went on to say that she loved her TFI teachers and also the environment they created for enhancing learning.

3. Anu (*name changed for confidentiality reasons*) – a first year TFI student, was a delight to speak with. She asked the interviewers what their names were and upon asking what she liked doing, she responded by saying that she loved sharing her thoughts with God. When speaking about her experience with TFI, she said that she found her teachers understanding and compassionate.

4. Active and full of life, one of the students, **Tanisha** (*name changed for confidentiality reasons*) revealed that she did not like sitting idle. And one of the reasons she loved her TFI teachers was that they always tried to engage students in something new. She signified that TFI teachers gave students space for sharing their thoughts and held discussions with them.

We all know that change is part of life, however it is not always easily absorbed. For a student to change his / her beliefs about subjects takes a lot of hard-work on the teachers front; and this proves to be **one of TFI's biggest achievements – the fact that many students now had different 'favorites' for subjects,** which they were not inclined towards previously.

Students gave credit to one of the fellows - Meenakshi didi (*for English & political science*) for making them fall in love with literature and Shruti didi for helping them with maths and making it their favorite subject. With her support, students also attended math competitions and won the first 2 positions.

5. Sarita (*name changed for confidentiality reasons*), a grade 7 student expressed that TFI fellows changed her perception of teachers as she was previously used to seeing strict academicians. This shift brought in by TFI students impacted her performance rather positively and induced confidence in her.

6. Priya (*name changed for confidentiality reasons*), another grade 7 student conveyed that her teachers at TFI provided her comfort and helped develop an environment of transparency and honesty. She felt no hesitation whilst addressing an otherwise sensitive topic of 'periods' and said that the TFI teachers were approachable and empathetic towards girls sharing their experiences or issues with them.



Community voices | Teachers, students & NGO partners (cont..)

6.1 The ensuing paragraphs contain excerpts shared by fellows with regard to their fellowship experience.

1

Thank you for supporting me to continue this Fellowship Program that has transformed my life and has changed my perspective to look at the world and the education system of India. Without your support, I would not have been able to make a difference in the life of my students and contribute in the country's education system. The most exciting part of my Fellowship is spending time with kids and working to make a difference in their life. When I see my kids, I forget all my tensions as I see hope in the eyes of my kids. I strongly believe that education can only change their life. I believe in Nelson Mandela's saying "Education is the most powerful weapon which you can use to change the

2



Amarjot | TFI alumnus, now team member

- Online teaching: **His first year of fellowship during COVID** – convinced teachers, parents to let the fellows teach students in person, so they started teaching in the parks.
- Teachers were not that welcoming initially. Students loved the fellows as they never resorted to corporal punishments and referred to them as 'didi and bhaiya'. They would meet parents and try to learn more about the students as well. **Regular teachers showed reluctance and this was a challenge for fellows.**
- The program is hugely different from regular teaching as teachers are not just meeting parents once in a blue moon.
- **The impact of the fellows is so deep that students remember their teachers even after ages.**
- **The fellowship, says Amarjot, has given him insights into organizational skills.**

Fellows expressing their views on the fellowship experience and thanking MIF for its contribution.

Source: Our interactions and TFI's reports.

Community voices | Teachers, students & NGO partners (cont..)

6.1 The ensuing paragraphs contain excerpts from discussions with Mr Vikas, Principal, Gangotri Public School and Megha, TFI fellow teaching at the school.



During our interactions with the **Principal**, he confirmed that his experience with the fellows had been wonderful, and he felt satisfied in terms of his school's improvements in performance. Initially, as he recalled, there was resistance from the school's staff as well as parents because the model was new and stakeholders were unaware of its effects, however as time passed, the school staff became well acquainted with the fellows' teaching style and even started to observe their classes to reinvent conventional methods of pedagogy. In addition, the fellowship program had been a huge success with parents who now want to enroll their kids in classes with TFI fellows.

Further, the teachers at the school and fellows made it an ongoing practice to sit together every Friday to discuss the week-gone-by's progress and best practices to enhance student performance.

Lastly, with students making extra efforts to learn and participate in co-curriculars due to fellows encouraging them towards the same, the school is arranging for requisite supplies to enable students to partake of different games and academic activities.

Megha, one of the fellows at the school, shared her experience under the fellowship program and how enriching it had been for her personally as well as professionally. From encouraging students to read books to conducting academic tours with them, her influence has been positive and well received so much so that her students show a keen interest in visiting the school library which has been made operational with the help of TFI fellows and even maintain a diary to record new words that they learn. They also discuss new books they read with Megha who listens to them and piques their curiosity with interesting prompts. Speaking of curiosity, scientific experiments such as litmus tests were also conducted with the students assisting in the same. Not only did this give them an impetus to learn and retain concepts better but also gave them practical insights into the world of science.

Megha ensured that parents were aware of their child's performance and monthly PTMs were conducted to this end with over 80% parental attendance. Further, in order to overcome language barriers, lessons were made bi-lingual and ensured that content was comprehensible for students.

Community voices | Teachers, students & NGO partners (cont..)

6.1 The ensuing paragraphs contain excerpts from discussions with fellows at one of the TFI schools in West Vinod Nagar, New Delhi.

Fellow name	Impact of the project & additional comments
Ms Kausheen	Worked with students to help them understand their emotions and paid special attention to students who were seemingly facing severe challenges.
Ms Devanshi	Helped kids who came from abusive homes. Took a lot of sessions to break the ice. Focus was laid on student mental health with the help of data. Potential dyslexia was also detected in students and the requisite help was provided to them.
Gauri Chauhan	Administrative efficiencies were brought in by lessening paperwork for teachers. A portal was introduced to track student performance and also their mental health.
Vanshika	Started a BTCP called 'Vaani'. Social emotional learning for students as well as parents was undertaken. Sessions were conducted with the objective of enhancing parental engagements where they were made aware of how to be more receptive when their children gave them greeting cards.
Meenakshi Mahajan	Served as a mentor to other fellows and took up skilling sessions under the tracks created by TFI. COVID challenges helped in proffering sustainable solutions through BTCPs by creating awareness around substance abuse, self harm and other social issues. Created channels for students to enhance their leadership skills in order to make them flagbearers of change for their communities. Fellows also taught other classrooms that do not fall under their direct jurisdiction.
Ms Mrinalinee	Helped arrange for digital devices for almost 100% of her students with TFI's support. BTCP 'Pehli baat' was introduced to create a safe environment for the students by taking their mothers into confidence, now also finding ways to involve fathers into the program.
Pranay Das	Joined the fellowship program from a different city and found it overwhelming, however soon realized that the program helped in breaking his old and obsolete beliefs about teaching and he was able to build a good connection with his students. The fellows had a supportive mentality towards each other and were not competitive. They wanted to build each other up and assist wherever possible in terms of realising the collective vision.
Shruti Sharma	Thorough ways of teaching math to students helped in changing their perception on the subject and made it seem easier to them. Due to TFI's methods, students were able to distinguish regular teachers from TFI teachers in a positive way. Students also referred to TFI fellows as 'didi' and 'bhaiya' which showed a close connect.
Sneha Singh	Brought in innovative ways to teach students science. To gauge student performance and improve creativity in work, a BTCP was introduced that taught students about their behaviours in order to better cope with stress and mental health issues. Activities conducted also focused on mitigating societal taboos and stereotypes.

6.1 Community voices | Teachers, students & NGO partners | Cont...



Interactions with students and their fellows; unearthing observations and teaching insights.

Cost related documents

6.2 The following are cost-break ups and other financial related documents and tables given in the MoU.

ANNEXURE III

Cost Details:

Funding Duration	Funding Priorities	Impact	INR
2020 – 21	Fellowship	Support 40 Fellows (Cost Per Fellow: 4.9 Lacs/ Annum)	1,78,40,000.00
	Operational Costs	Support the operating expenses of Delhi city to ensure sustainability	21,60,000.00
	Total		2,00,00,000

Cost per Fellow Break up

Fellow Cost	FY 2020-21
Stipend and Allowances*	2,92,000
Other Program Costs**	1,54,000
Subtotal	4,46,000
Operational Cost at 10%	44,600
Cost of a Fellow	4,90,600

*Stipend + HRA + Travel allowances
 **City Support (Program Manager, Senior Program Manager, Program Manager Coach & City Director compensation) + Recruitment + Selection + Training and Impact

ANNEXURE IV

NON-FCRA DECLARATION FORM

(NON- FCRA DECLARATION – AS APPLICABLE)

(Referred to in the Donor Agreement between MAX INDIA FOUNDATION and Teach To Lead dated 2nd April 2020)

To:
 Teach To Lead
 Godrej One, 2nd Floor
 Pirojshanagar, Off Eastern Express Highway
 Vikhroli (East)
 MUMBAI 400079

Re.: Declaration of being a Local Source under the FCRA, 2010
 Ref.: Donation of INR **2,00,00,000** made to TEACH TO LEAD to be deposited into your Local Account No. 0357-145-0000143 with HDFC Bank Ltd. Parel Branch, Mumbai 400012

Dear Madam/Sir,

With reference to the captioned subject, this is to confirm that our organization is a "Local Source" as defined by the FCRA Act, 2010 as amended by the Finance Act 2016. Our Company is incorporated in India and it's CIN/registration No. is [●] and PAN is [●].

Our donation to Teach To Lead would have to be deposited into your Local Bank Account mentioned above. We confirm that in case required, this letter can be produced as legal evidence before any Bank / Statutory Authority.

Thank you,
 Sincerely,
 For _____
 Authorised Representative

Annexure III | Meetings & stakeholders covered

Our coverage

6.3 The table set below contains a summary of our meetings with TFI stakeholders and team members.

No	Date of meetings	Location	Key participants	Stake holders
1	September 15, 2022	Teams call	Avantika Kakkar	TFI
			Monish Chatrath	MGC Global
			Ruchi Dadwal	MGC Global
			Surender Sharma	MGC Global
			Mahima Singh	MGC Global
2	November 07, 2022	TFI's office, Green park extension, New Delhi	Mansi Joshi	TFI
			Raisha Galib	TFI
			Avantika Kakkar	TFI
			Ruchi Dadwal	MGC Global
			Surender Sharma	MGC Global
3	November 11, 2022	TFI school, West Vinod Nagar, New Delhi	TFI team members (<i>Mansi, Raisha & Avantika</i>)	TFI
			TFI fellows (<i>around 10</i>)	TFI
			TFI students (<i>around 10</i>)	TFI
			Ruchi Dadwal	MGC Global
			Mahima Singh	MGC Global
4	November 11, 2022	TFI's office, Green park extension, New Delhi	Adarsh Mohandas	TFI
			Amarjot Singh	TFI
			Ms Srijani	TFI
			Ruchi Dadwal	MGC Global
			Mahima Singh	MGC Global
5	November 24, 2022	Teams call	Mr Vikas	School head master
			Ms Megha	TFI
			Ruchi Dadwal	MGC Global
			Mahima Singh	MGC Global
			Anoop Kumar	MGC Global

Your primary contact :

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Team MGC Global Risk Advisory says -



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New Delhi | 323, 324 & 327, Square One Building, Saket, New Delhi 110 017

We have arrangements with our associate firms to service our clients in all other major cities in India.

