Our partners

iTeach BJR

alicon

iTeach SGM

FORBES MARSHALL

iTeach SVT

Chemetall

CENTRAL SQUARE

Foudnation

Cybage

MOTIVATION FOR EXCELLENCE

iTeach ADH

Volkswagen

SANGHVI
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About a month ago, at Teach For India’s Alumni Induction, I heard three words which gave me goosebumps and have kept me up for many nights since. Brave New India. I had been struggling with how to frame our work at iTeach Schools over the past year – and it all clicked into place with this phrase. Brave New India. That is what iTeach is trying to envision, trying to build and trying to be.

Brave because this year we started two new schools! Our enrolment grew from 250 students in two schools, to nearly 750 students across the four. Our team expanded from 18 people to 60, and we went to being supported by four partners to 12.

Brave because the Hadapsar school started with no electricity, water or furniture – and the team still taught students with passion and joy for the first two weeks, while the School Leader worked relentlessly with multiple government offices and various departments to get these basics in place.

Brave because the Aundh school admitted a batch of eight students directly into Grade X, because they had no other school to go to. And within seven months, they had them ready to appear for their Board exams, and in another two months, will be supporting them through junior college.

And New because this year iTeach expanded its programme to support the academically weakest incoming Grade VIII students before they entered our schools. 100 students, from five schools across the city, with an average reading level of Grade I (implying they are six years behind their peers) joined this course. Ten of our best teachers, for an intense five week period, built academic, social and emotional skills, through a variety of programmes from remediation classes, to dance therapy, to drum circles. The initial data shows that the students grew an amount equivalent to nearly six months in regular school, in just five weeks!

Three words which gave me goosebumps and have kept me up for many nights since. Brave New India. I had been struggling with how to frame our work at iTeach Schools over the past year – and it all clicked into place with this phrase. Brave New India. That is what iTeach is trying to envision, trying to build and trying to be.
New because this year iTeach founded its Student Alumni Wing – the vertical which will make sure our 105 Grade X graduates get not only to college, but all the way through! With a firm commitment to support our students academically, financially and socially for the next five years, we started programme design in February, and will be rolling it out starting July!

And finally India, because we believe the only way our country will make dramatic progress is if we can unleash the true potential of each individual, and these individuals then make choices which are aligned to what the nation needs.

We saw this potential being reached when our first batch of Grade X students gathered on our school ground on the 12th of March, to wish each other luck, to hug each teacher warmly, and then stride confidently to appear for their first Board exam!

And we saw the right choices being exercised when we heard from invigilators later on that among all the students at their centre, our students stood out for their exceptional behaviour, hard work and them having no interest whatsoever in peeping into other answer sheets.

And we saw this potential being reached when we created our first ever iTeach Schools Leadership Team – comprising all our School Leaders. With the belief that this group of exceptional individuals, committed to creating excellent schools, will also ensure that iTeach always keeps its orientation to great, that we stay anchored in our values, and that we work relentlessly towards making a better, stronger, more equitable Pune, and then India.

If the first year was about inspiration and inception, this past year was surely about gathering momentum. And the third year ahead will be about going from strength to strength. I continue being humbled by the belief that our supporters show in us, the trust that our students and their parents place in us, and the limitless hard work and intrinsic devotion that the team puts in each day. In the quest of creating a Brave New India.
Why we exist

India’s education system is facing a massive crisis today. The data over the past few years shows the following results:

**Education crisis: India Level**

- **25%** Number of students reaching college
- **75%** Number of students enrolled in Grade 1

**Education crisis: Pune Level**

- **10%** Secondary PMC schools (Grade 8-10)
- **90%** Primary PMC schools (Grade 1-7)

With no access to an affordable secondary education, students have virtually no chance at building careers.

This is not only a massive educational problem, but a danger to our city’s social fabric itself. The iTech Schools initiative is an attempt to start addressing this problem, one step at a time, by creating schools where these students can attend Grades VIII to X. iTech Schools want to level the playing field for the poorest of the city’s students, by providing them with a free, high quality and foundational secondary education, in partnership with the government.
Our Vision
What we want to make happen for every student at our schools.

iTeach Schools wants to level the playing field for students from low income communities, by providing them with a free, high quality and foundational secondary education. We believe if each student walks out of our schools, with the knowledge, skills and mindsets to achieve the following four key aspects of life, they have a real chance of overcoming systemic barriers, and choosing the life they really want for themselves.

Every student of iTeach school will

- Make it to and through college
- Lead a healthy and balanced lifestyle
- Identify their own passion and purpose
- Own India’s development

iTeach Student
Our Model

The implementation partners who made this initiative possible:

Infrastructure

Pune Municipal Corporation

Funding


Operations

Our Partners

Programmatic Support

Service Providers
CAP // iProbono // Go biggi // Reach
Snapshot of iTeach

2 Years
80 Teachers
5 Schools
1000 Students

May 2015
Founded iTeach schools with 2 locations

May 2016
Doubled 2 existing schools and founded 2 more

Dec 2016
Recognised by State Government

Feb 2017
First batch of grade X students appeared for SSC Board Exams

Mar 2017
Doubles 3rd and 4th schools, secured permissions for the 5th school
Underlying Magic

School Space
We design our classrooms to be a teacher by themselves. Each subject gets its own room!

Our Teachers
We recruit the most committed teachers to our team, set high expectations for them, and provide intensive 1-1 coaching.

Instructional Time
We run for 250 days a year, 8 hours a day, more than twice of most other PMC schools

Team Culture
We intentionally define our culture, teach it at the beginning of the year induction, and reflect on it regularly.

Curriculum
We go beyond the SSC curriculum to bring alive subjects through relevance, rigor and roundedness.

Relationships
Teachers build strong relationships with their students through close knit advisory groups, community visits and 1-1 conversations.

Student Alumni
Our student alumni wing empowers alum academically, socially and financially to make it all the way through college.

Partnerships
To enhance our core programs we partner with diverse orgs such as TFI, Curricooler & Lifelabs.
Core Program Elements

To ensure an overall balanced growth & upcoming of our students, we have broken our curriculum down into these core program elements.
Number of students: 230
Location: Yerwada
Year of founding: 2015
Grades: 8-10
School Leader’s Message

This past year at BJR, as a team we have definitely grown and reached new horizons. We have strengthened our bonds with each other and created more productive relationships with the students. We have also developed more effective strategies that have brought great results in the school.

Our first batch of Grade 10 students gave their all-important SSC exams in March 2017. As a team of teachers who have literally cultivated and nurtured these young minds, we are extremely proud of this batch and the 100% pass rate that they have achieved through their relentless efforts!

With our Grade 8 and 9 students this past year, we have had much better culture as compared to the last year. I believe the reason behind this had been the investment of the teachers associated with both the grades. The team ensured that 100% of the kids were studying 100% of the time. Heavy investment strategies were laid out for the kids – Rewards systems, clear behaviour expectations, and genuine advisory relationships.

With regards to the growth of the teachers, there has been an excellent shift in the way the team has functioned this past year. More number of teachers have gone ahead and taken responsibilities in the school and created significant impact on the team and the students.

As the third academic year is set to commence, I will ensure my team is working constantly to create opportunities for the students to excel both, academically and socially. I will certainly ensure that all classes are highly engaging and student – centered, with the aim to foster a love for learning. I will also ensure that all the students of this school take up the responsibility for their futures themselves and are making the most of every single opportunity that is given to them – making certain every student is Great Every day!

This next academic year will most definitely be a shining year for each and every single valuable member of this school. My efforts and drive to make this a reality will not cease through the academic year.

Teacher’s Messages

Wilfred:
I teach because I feel I was born to do so. It is the most effective and enjoyable way to change the world. I enjoy discovering new and exciting ways to teach. My classroom is my home!

Vasifa:
I teach because I love challenges. We deal with lives and their challenges. It is unpredictable, you never know what challenges will come up in a classroom. To face them, gives you real success.
Academic Programs

Progress shown by our students in standardized third party assessments for English and Math.

**English Whole Group Progress**

- 8A: JUNE 2016: 20%, OCTOBER 2016: 22%, APRIL 2017: 20%
- 8B: JUNE 2016: 20%, OCTOBER 2016: 38%, APRIL 2017: 38%
- 8C: JUNE 2016: 6%, OCTOBER 2016: 41%, APRIL 2017: 34%
- 9A: JUNE 2016: 4%, OCTOBER 2016: 19%, APRIL 2017: 46%
- 9B: JUNE 2016: 4%, OCTOBER 2016: 18%, APRIL 2017: 47%
- 9C: JUNE 2016: 4%, OCTOBER 2016: 28%, APRIL 2017: 42%

**Math Whole Group Progress**

- 8A: JUNE 2016: 4%, OCTOBER 2016: 6%, APRIL 2017: 4%
- 8B: JUNE 2016: 4%, OCTOBER 2016: 6%, APRIL 2017: 4%
- 8C: JUNE 2016: 4%, OCTOBER 2016: 21%, APRIL 2017: 24%
- 9A: JUNE 2016: 4%, OCTOBER 2016: 37%, APRIL 2017: 48%
- 9B: JUNE 2016: 4%, OCTOBER 2016: 23%, APRIL 2017: 48%
- 9C: JUNE 2016: 4%, OCTOBER 2016: 44%, APRIL 2017: 46%

**Annual Attendance 2016-17**

- 8A: JUNE 2016: 78%, OCTOBER 2016: 70%, APRIL 2017: 78%
- 8B: JUNE 2016: 78%, OCTOBER 2016: 82%, APRIL 2017: 82%
- 8C: JUNE 2016: 78%, OCTOBER 2016: 84%, APRIL 2017: 84%
- 9A: JUNE 2016: 78%, OCTOBER 2016: 84%, APRIL 2017: 84%
- 9B: JUNE 2016: 78%, OCTOBER 2016: 84%, APRIL 2017: 84%
- 9C: JUNE 2016: 78%, OCTOBER 2016: 84%, APRIL 2017: 84%
- 10A: JUNE 2016: 78%, OCTOBER 2016: 84%, APRIL 2017: 84%
- 10B: JUNE 2016: 78%, OCTOBER 2016: 84%, APRIL 2017: 84%
Academic Programs

Special Initiatives

01. Choice Reading

What

A class dedicated to invoking the love of reading in students.

Why

• Majority of our students are first generation learners and therefore the idea of reading for pleasure is alien to them.
• A lot of research points towards independent reading being a key indicator of successful academic and career outcomes.

How

• 45 minute slots, thrice a week.
• Level aligned books for each student.
• Summary writing and vocabulary work on completion of a book.

Impact

Before

Students didn’t read any books at all.

Now

On average, students complete 1-2 novels a month.

Programs designed to most effectively bridge the large academic achievement gaps our students come to us with.
Academic Programs

Special Initiatives

02. Super 30

What
An English intervention programme for 30 students with reading comprehension levels below grade 3.

Why
Students who are 5-6 years behind the required reading comprehension (RC) level of their grade are unable to cope with the academic rigour of a secondary classroom. This majorly affects their self-esteem and chances of success in the future.

How
• 2-hour sessions, after school.
• Teacher-student ratio of 1:10.
• Focus on basics of reading, writing and speaking & listening.

Impact

Comprehension level at the start. Comprehension level after 1 month.
03. Blended Learning for English & Maths

**What**
A technology-based learning approach involving the use of online digital media with traditional classroom methods.

**Why**
- Individual student differentiation.
- Instant real time feedback.
- Adjustment in rigor per student’s answers.
- Exposure to various informative texts.

**How**
- **English**- Practice reading comprehension online.
- **Math**- Practice problems on Khan Academy through 1 tablet per student.

Programs designed to most effectively bridge the large academic achievement gaps our students come to us with.
Holistic Learning

Going beyond academics to ensure students lead a well rounded, truly meaningful life.

01. Sports Program

**What**
- Regular fitness classes with ‘Cool Coach’, an expert organization in cross fit training.
- Daily coaching for the boys and girls football team.

**Why**
- Sports enable our students to lead a balanced and healthy life, a key contributor to bridging the achievement gap.
- Values like grit, teamwork and discipline are effortlessly taught via sports.

**How**
- 45 minute fitness classes, thrice a week.
- Professional coaches train the girls and boys football team every morning from 6-7 am at a neighbouring ground.
Holistic Learning

Going beyond academics to ensure students lead a well rounded, truly meaningful life.

02. Co-curricular Events

What
Effort to provide a truly holistic education through a variety of co-curricular activities.

Why
• Students need a platform to explore their unique talents.
• Arts enable students to build self-esteem, confidence and joy.

How

1. Manzar
• Our schools’ first Annual Day ‘MANZAR’ was held on 23rd March 2017.
• Events included a full-fledged stage production of ‘Beauty and the Beast’, a monologue act, band performances, a comedy skit, an art exhibition and live interactive stalls!

2. Udaan
A quarterly inter-school co-curricular competition that saw students from 6 secondary schools participate in varied sports and arts events including Volleyball, kho-kho, football, debating, street play, group dance and singing.

3. Yoga
i. YES Course:
• The ‘Youth Empowerment Skills’ Workshop was conducted from 12th – 15th February 2017 for around 30 students. This workshop empowered students physically through simple yogasanas as well as mentally and emotionally through cleansing breathing techniques.
• Students participated in team games, interactive sessions and group discussions on topics ranging from parents, peer pressure, relationships to sports, exams and entrance tests.

ii. Yoga workshop with the community.
Holistic Learning

Going beyond academics to ensure students lead a well rounded, truly meaningful life.

03. Advisory Program

**What**
A mentorship program designed to address key non-academic aspects in a student’s life.

**Topics covered include:**
- Creating a peer support system for positive school experience.
- Understanding and implementing the value of ‘gratitude’.
- Student commitment towards school system.
- Time management.
- Goal setting.
- Taking ownership of behaviour / academics.

**Why**
- Builds self-awareness.
- Builds relations of trust amongst and with students.
- Enables the school to understand each child at a deeper personal level.
- Provides a platform for teachers and students to give and receive constructive feedback.

**How**
- 1 hour sessions, once a week.
- Advisor-advisee ratio of 1:15.
- Sessions designed by the school counselor and executed by advisors.
04. Social and Emotional Learning

**What**
Relationships, Intimacy and Sexuality Education (RISE) program for all students.

**Why**
- These sessions create a platform to openly discuss adolescent concerns in an unbiased environment.
- Increased awareness and sensitivity to issues like color discrimination, negative body image, low self-esteem, relationships and peer pressure.

**How**
- 90 minute sessions per week
- Discussion format
- Safe Spaces

05. Curricooler

**What**
An exposure based career guidance program.

**Why**
- Secondary students must be aware of the plethora of career choices available in order to make an informed choice.
- Students need to take ownership of their own career path.

**How**
- Research, activities and group discussions around the knowledge, skills and mindsets needed for different careers.
- Panel discussions with experienced professionals in the field.
iTEACH: SANT GADGE MAHARAJ EMSS

Number of students: 212
Location: Kondhwa
Year of founding: 2015
Grades: 8-10
School Leader’s Message

I would begin quoting Nelson Mandela, “Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mineworker can become the head of the mines that a child of a farm worker can become the president.” As another year comes to an end my belief in the work that we do has strengthened even more.

This academic year we started off by rooting ourselves into the reality of our students and then building a vision that caters to them. “All students will make meaningful choices to create a sustainable ecosystem of continuous learning and development.” Our teachers took their first steps towards this vision by creating opportunities & learning moments for our students that align to our school vision. We believe that if our students practice “आत्म-सयम, आदर & grit”, nothing can stop them from meeting their expectations of themselves.

212 students went through an intensive year of secondary education- the first batch of grade X students answered their board examinations, a remarkable improvement by 30% in Math by our grade IX students and grade VIII students worked extremely hard to improve their reading comprehension by 27%. This year co-curricular activities served as a platform for our students to build confidence & self-belief. As a school we participated in city wide and interschool competitions and our students have outshone themselves in UDAAN, Draamebaaz, School Football Championship League, Model United Nations and International Olympiads. We take pride in every small and big achievement of our students.

As I reflect upon the past year, I feel incredibly grateful to my team who has worked extremely hard every single day, held high expectations from every student and has always kept the children at the center. Thank you so much everyone for being my pillars of strength and a staunch partner in the cause we believe in and fight for every single day.

Sweta Sarkar
School Leader,
iTeach-Sant Gadge Maharaj School

Teacher’s Messages

Prajakta:
I teach because teaching is my passion. I believe I have the skills to teach students. In the teaching process, I have learnt a lot. Everyday my students give me something new. I am confident that one day my students will choose a great path for themselves, and most importantly, they will teach others.

Aditi:
I teach because I continuously want to learn. Being around children is both empowering and humbling. The quote by John Lewis defines perfectly why I teach, “If not us, then who? If not now, then when?”
Impact

Progress shown by our students in standardized third party assessments for English and Math.

**Academic Programs**

**English Whole Group Progress**

**Math Whole Group Progress**

**Annual Attendance 2016-17**

JUNE 2016  OCTOBER 2016  APRIL 2017
Academic Programs

Programs designed to most effectively bridge the large academic achievement gaps our students come to us with.

01. Project Based Learning

**What**
A student-centered pedagogy in which students acquire deeper knowledge through active exploration of real-world challenges and problems

**Why**
- Improvement in student engagement and achievement
- Connection of academics to the real world
- Ingraining of essential problem-solving techniques
- Increase in cooperative learning skills

**How**

1. **Hindi PBL**
   - Grade 8 students worked on a project based on the idea of creating a sustainable ecosystem.
   - Students created working and non-working models of products they could create out of garbage.

2. **SST PBL**
   - Grade 9 students understood the basics of Economics through a student-led Food Stall Exhibition.
   - Students created a budget for their respective stalls, visited shops to understand pricing, raised funds and purchased the necessary raw materials.
Academic Programs

Special Initiatives

Programs designed to most effectively bridge the large academic achievement gaps our students come to us with.

02. Thematic Units

What
Organization of curriculum around a central theme.

Why
- Increased student invested in content taught.
- Ability to make connections threw a common theme.
- Ability to draw connections from the real world.

How

1. English
- Grade 8 students enjoyed studying 2 units based on the theme, ‘making meaningful choices’
- Students analysed choices made by eminent personalities like Nelson Mandela, Dashrath Manji and Dr. B.R Ambedkar and then tied their learnings to meaningful choices to be made in a classroom.
- Students studied poems centered around the theme and illustrated their own definitions of meaningful choices.

2. SST PBL
- Grade IX students analysed Marathi narratives around ‘respect for women’ and created impactful posters on that theme.
- Grade VIII students studied Marathi narratives around ‘respect for the environment’. They then visited the Muttha river to understand, first hand, the seriousness of the situation they had been studying.
# Holistic Learning

Going beyond academics to ensure students lead a well rounded, truly meaningful life.

## 01. Sports Program

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<th>What</th>
<th>Why</th>
<th>How</th>
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<td>1. Regular fitness classes integrated in the timetable. 2. Daily coaching for the boys and girls football team.</td>
<td>• Sports enable our students to lead a balanced and healthy life, a key contributor to bridging the achievement gap. • Values like grit, teamwork and discipline are effortlessly taught via sports.</td>
<td>• 2 fitness classes per week in school. • Daily practice from 5:30-7:30 am for the girls and boys football team, lead by professional coaches from ‘Just for Kicks’.</td>
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### Impact

- Both the girls and boys football team played in the School Football Championship this year.  
- Kondhwa Hotshots Boys’ U-16 team were the city runners up, amongst x teams!  
- SGM boys team won the Football, Kho Kho & Chess Tournaments at UDAAN.
Holistic Learning

Going beyond academics to ensure students lead a well rounded, truly meaningful life.

02. Co-curricular Activities

What
A variety of co-curricular activities to enable a truly holistic education.

Why
A platform for creative expression builds students’ self-esteem, confidence and joy.

How

1. Cybage Club Showcase
- In collaboration with 6-7 Cybage volunteers, 60 students from Grade IX trained consistently in Art & Craft, Dance, Yoga, Poetry & Math clubs for 6 months every Saturday.
- On April 2nd, students put up a brilliant showcase of their respective clubs.

2. Draamebaaz
A citywide drama competition in which Grade 8 students put up a play on “Untouchability” and stood second. The Director, our science teacher- Ankit Chawla, won Best Director Award.

3. Udaan
- A quarterly inter-school co-curricular competition that saw students from 6 secondary schools participate.

Students from SGM won the following prizes:

1st Prize
- Kho Kho(boys)- 1st Position
- Football- 1st Position
- Chess- 1st Position
- Creative Writing – 1st Position
- Oxford Debate (Marathi)- 1st Position
- Street Play- 1st Position

2nd Prize
- Music- 2nd Position
- Spell bee- 3rd Position

3rd Prize
- Public Speaking (English) –3rd Position
- Public Speaking (Marathi) – 3rd Position
- Oxford Debate (Hindi)-3rd Position
Holistic Learning

Going beyond academics to ensure students lead a well rounded, truly meaningful life.

03. Value & Mind-set Building

01. Maturity levels and Behaviour Tracked through a well-researched maturity level tracker based on the school values and Kohlberg’s six stages of moral development with clearly defined student actions aligned to each level used.

02. Purposeful class meetings to reflect on the school values and different maturity levels, celebrate student successes from the week and provide constructive feedback to teachers.

03. Reflective morning assemblies involving meditation, mindful breathing exercises and activities designed to reflect and share alignment to the school values.

04. One on one student mentoring for students struggling with anger management, violent fits, defiance, lack of self control or attention problems. Daily after school conversations, high touch parent communication, quality time spent understanding the child and his needs are some of the ways we have overcome such issues and turned around the behavior of 4 students facing such issues last year.

As a recent example, a grade IX student was unable to pass in 5 out 6 subjects in his Mid Term. Through consistent mentoring efforts outlined above, he eventually passed comfortably in all subjects in his Final Term with an overall average of 57%.
Number of students: 110
Location: Aundh
Year of founding: 2016
Grades: 8-10
School Leader’s Message

Educate comes from the Latin word Educere which means ‘to lead’. We as educators lead our students to believe in their potential; to empower them with necessary skills and knowledge; to reason with them and help them stand their ground. We educate today so our students lead one day. The year 2016-17 was our foundation year. True to its spirit, we had a year full of learnings and challenges that tested our commitment, our beliefs and our strength as a team and we now stand stronger than ever. We started this journey with 108 students and a staff of 10. We learnt a lot about teaching secondary students, which pushed our vision of excellence. We tried several interventions to strike a balance between academics and co-curricular activities. We refined our operations continuously to increase our productivity. We continuously asked ourselves, ‘what do our children need?’ Our understanding of children’s need continues to evolve and as we grow wiser, we know that we have laid a strong foundation.

As Rita Pierson said, “every child deserves a champion”. With a highly competent and committed team, we at iTeach ADH will champion quality secondary education in Pune in the coming few years.

Teacher’s Messages

Antra:
I Teach because I realise that the possibilities that can come true with my being here are endless. I teach so I can unlearn and re-learn and I teach because I find a lot of power in co-designing something that is to endure for a long time to come.

Yatharth:
I teach, because it gives me a chance to learn. I love being around kids, because they are extremely spontaneous. It leaves me no option than to be more and more spontaneous. It keeps me on my toes and brings out the best in me. It gives me confidence, and also a chance to share my learnings in life with my students.
Academic Programs

Impact

English Whole Group Progress

Math Whole Group Progress

Annual Attendance 2016-17

JUNE 2016 OCTOBER 2016 APRIL 2017
Academic Programs

Special Initiatives

Programs designed to most effectively bridge the large academic achievement gaps our students come to us with.

01. Reading Hour

What
An hour dedicated to exploring the joy of reading.

Why
• Majority of our students are first generation learners and therefore the idea of reading for pleasure is alien to them.
• A lot of research points towards independent reading being a key indicator of successful academic and career outcomes.

How
• 75 minute slots, thrice a week
• Level aligned books for each student
• Time dedicated to reading to self, a partner, word work and writing.

02. Independent Study Time

What
An hour dedicated to inculcating the habit of effective self-study.

Why
• The habit of effective self-study will be a crucial requirement in students’ college and career lives.
• Allows for focused time to clarify doubts across subjects.

How
• 60 minute slots, twice a week.
• Specific tasks given and tracked by facilitators
Academic Programs

03. Blended Learning for Math

**What**

Grade VIII students study math using tabs provided by Nalanda with preloaded objectives to master.

**Why**

- Allows for real time differentiation and feedback in the classroom.
- Innovative content delivery significantly increases student engagement.

**How**

90-minute tab sessions, twice a week.

**Impact**

The use of technology has enabled a 100% mastery on area of triangles; two step word problem; word problems on linear equation in one variable; Quadrilaterals.

Programs designed to most effectively bridge the large academic achievement gaps our students come to us with.
Academic Programs

Special Initiatives

04. Thematic Units

What
3 out of 7 teachers executed theme-based units.

Why
Students learn to make connections through a common theme
Can draw connections from the real world.

Programs designed to most effectively bridge the large academic achievement gaps our students come to us with.

Theme-based pedagogy

In Science classes, our students studied an entire unit around the use of scientific skills like creating observational frameworks and using lab equipment.

In Hindi, students studied a unit on 'Navras' – the nine emotions in literature. They read and wrote on a particular emotion for a week.

In English, our students studied three units based on the novel – Malgudi Days. They successfully completed reading the novel and compared it with the TV series parallel.
Holistic Learning

01. Sports Program

What
- One Unit - One Sports League.
- Regular fitness classes with ‘Cool Coach’, an expert organization in cross fit training.

Why
- Sports enable our students to lead a balanced and healthy life, a key contributor to bridging the achievement gap.
- Values like grit, teamwork and discipline are effortlessly taught via sports.

How
- A different sports league was organized each unit. The last year witnessed leagues for Football, Cricket, Kabaddi, Carrom and Chess. Over 85% students participated in these leagues.
- We have partnered with ‘Cool Coach’ an organization that provides PE instructors for cross fit training, specifically stamina and strength building of the students.
- 45 minute PE slots, thrice a week

Impact
Our under-16 boys football team won the Just For Kicks regional final and were the runners up in the Nationals. A total of 500 schools participated in the tournament.
Holistic Learning

Going beyond academics to ensure students lead a well rounded, truly meaningful life.

02. Co-curricular Activities

What
The highlight of this year has been an extensive focus on a truly holistic education through a variety of co-curricular activities.

Why
Students need a platform to explore their unique talents. Arts enable students to build self-esteem, confidence and joy.

How

1. Annual Day
Our schools’ first Annual Day ‘SPANDAN’ was held on 6th March 2017.
- Over 60 students and several parents involved
- Platform for students to train in varied performing arts like contemporary dance and acting.

2. YES Course
The ‘Youth Empowerment Skills’ Workshop was conducted from 12th-15th April 2017 for 56 students. This workshop empowered students physically through simple yogasanas as well as mentally and emotionally through cleansing breathing techniques.

3. Udaan
A quarterly inter-school co-curricular competition that saw students from 6 secondary schools participate in varied sports and arts events. ADH won the following prizes:
- Group Dance – 3rd Position
- Public Speaking (English) – 1st Position
- Public Speaking (Hindi) – 1st Position
# Holistic Learning

## 03. Advisory Program

### What

A mentorship program designed to address key non-academic aspects in a student's life.

### Why

- Builds self-awareness.
- Builds relations of trust amongst and with students.
- Enables the school to understand each child at a deeper personal level.
- Provides a platform for teachers and students to give and receive constructive feedback.

### How

7 advisors with 15-16 students in each advisory. Advisors have 1 individual check-in with each of their advisee's along with 1 phone check-in with their parents in a unit (6 weeks).

## 04. Social & Emotional Learning

### What

Relationships, Intimacy and Sexuality Education (RISE) program for all students.

### Why

- These sessions create a platform to openly discuss adolescent concerns in an unbiased environment.
- Increased awareness and sensitivity to issues like color discrimination, negative body image, low self-esteem, relationships and peer pressure.

### How

3 out 5 sessions completed on modules including Growing Up and Puberty; My Body, My Pride and Gender.
Holistic Learning

05. Special Education & Counselling

**What**
Special education & counseling initiatives.

**Why**
Every child is unique and iTeach is committed to serving all children, based on their needs.

**How**
- Consistent counseling intervention with 6 students with Learning disabilities and/or ADHD.
- Remedial education for 2 students with low IQ scores.
- Personal counseling sessions with students facing attention seeking problems, defiance issues, suicidal thoughts or any other challenges.

**Impact**
Three students with learning disabilities have had a marked increase in their reading comprehension levels and exam scores.

Parents of students with learning disabilities are overcoming the stigma and misconceptions associated with the problem and are now open to getting their children formally tested and certified.

With a personal space for reflection and encouragement provided in the counseling sessions, students have been able to overcome negative states.

Going beyond academics to ensure students lead a well rounded, truly meaningful life.
Number of students: 155
Location: Hadapsar
Year of founding: 2016
Grades: 8-9
School Leader’s Message

I believe my role as an educator is to guide and nurture the next generation to establish skills to achieve health, respect, prosperity and fulfillment. I am passionate about students being empowered to succeed.

As Principal, I use all tools available to inspire staff, students and community to work together to promote student achievement and well-being. I am an avid supporter of effective and innovative professional development that encourages teachers and principals to be reflective and to continuously examine our practice to provide quality teaching and learning for each student. My role as Principal is to keep up with latest trends and research and be an active partner in the school’s professional development. The ability to be innovative and creative is important to me. I enjoy being challenged and inspired by the people around me. I aim to enthuse and challenge staff and students to also be inventive and imaginative in their learning and day to day tasks.

Tanuj Mishra
School Leader,
 iTech Shri Vitthal Tupe EMSS

I believe that having quality, inspirational and passionate teachers is essential to a school’s success. To borrow John Hattie’s words; “teachers should build classroom climates where errors are welcome, student engagement is the norm, questioning is high and students gain reputations as effective learners.” I enjoy celebrating successes and acknowledge hard work of staff, students and community and believe this is one of the contributors fundamental to a happy school environment. All staff, students and community should feel valued and appreciated at school.

I would like to thank my team and my students for helping me learn the value of trust and strengthening my belief in systems.

Teacher’s Messages

Akanksha:
I teach because I can not survive the sight of inability to make choices for oneself. I teach to empower kids to be able to lead their lives by making informed decisions based on logic and not colored opinions. I teach to give back what I know and have learned and never let the process of learning stop. I teach because of the unconditional love for kids.

Vinay:
I teach to make my job redundant and schools sustainable.
Academic Programs

Progress shown by our students in standardized third party assessments for English and Math.

Grade 9 English (third party assessment) outcomes are the highest amongst approximately 50 TFI secondary classrooms in Pune!
Academic Programs

Special Initiatives

01. Blended Learning for English & Math Instruction

What
A technology-based learning approach involving the use of online digital media with traditional classroom methods.

Why
- Individual student differentiation
- Instant real time feedback
- Adjustment in rigor per student’s answers
- Exposure to various informative texts
- Data driven instruction.

How

I. Blended Learning for English
1. Read Theory - an online platform used to build comprehension skills.
2. Teaching Kids News - A website that exposes students to key worldwide happenings
3. RAZ – an online platform used to build reading skills.

II. Blended Learning for Math
1. Khan Academy: An online platform used to bridge the gap to grade in basic math skills like integers, fractions, decimals and exponents.

2. Mago Genie: An online platform aligned to the SSC curriculum used to practice grade level math content.
Academic Programs

Special Initiatives

02. ‘Gap to Grade’ Program for Hindi & Marathi

What
An intervention designed to bring students up to speed with the basics of Hindi and Marathi.

Why
Students come to us in grade 8 with average learning gaps of 5-6 years in Hindi and Marathi!

How
• A specialized ‘Gap to Grade’ program with 10 scaffolded levels for these two languages.
• Texts taught, carefully picked from various sources to ensure relevance and high student engagement.

03. Reading Hour

What
An hour dedicated to instilling the key habit of reading in students.

Why
• Majority of our students are first generation learners and therefore the idea of reading for pleasure is alien to them.
• A lot of research points towards independent reading being a key indicator of successful academic and career outcomes.

How
• Every Saturday, students and teachers come together to read books independently for an hour.
• Our library offers a variety of books ranging from Fictional, Non- fictional, Biographies and Encyclopedias.
04. Thematic Literacy Instruction

**What**
Thematic units focused on exposing students to the different genres of literature including Mystery, Fantasy, Comedy, Thriller, and horror.

**Why**
- Higher engagement in the text.
- Greater retention of skills.
- Authentic perspective on topics. Integration of values and mindsets.

**How**
- Two genres covered each unit, with an inferential skill and a writing type matching to each genre.
- Genre based differentiated tasks given on completion of a particular genre.

Programs designed to most effectively bridge the large academic achievement gaps our students come to us with.
Holistic Learning

01. Sports Program

**What**
Exposure to a variety of sports including Football, Cricket, Handball, Kho-Kho, Kabbadi, and Athletics.

**Why**
- Sports enable our students to lead a balanced and healthy life, a key contributor to bridging the achievement gap.
- Values like grit, teamwork and discipline are effortlessly taught via sports.

**How**
- 100% student participation.
- 3 hours per week.
- Trainers from the community.
- Adequate equipment and facilities.

02. Special Education & Counselling

**What**
Special education & counseling initiatives.

**Why**
Every child is unique and iTeach is committed to serving all children, based on their needs.

**Impact**
Noticeable improvement in student behavior, dialogue and conversation and conduct in school and at home.

**How**
1. Consistent counseling interventions for 13 students with ADHD, ODD, defiant conduct.
2. Remedial education for 2 students with low IQ scores and/or learning disabilities.

*Going beyond academics to ensure students lead a well rounded, truly meaningful life.*
Holistic Learning

03. Co-curricular Activities

**What**

Effort to provide a truly holistic education through a variety of co-curricular activities.

**Why**

- Students need a platform to explore their unique talents.
- Arts enable students to build self-esteem, confidence and joy.

**How**

1. **Co-curricular Clubs**

   Saturday’s dedicated to co-curricular activity clubs run by professional volunteers from ‘The Apprentice Program’, a dedicated volunteer providing organization founded by our Math teacher. Arts, Music, Dance, Cricket, Movie and Tech clubs run.

2. **Annual Day**

   - Our schools’ first Annual Day was held on 8th April 2017.
   - 100% student participation.
   - Led, organized and managed by the student council.
   - Drama, Music and Dance club collaborated to create a musical named ‘Dream Never Ends’. The Art & Tech Club exhibited their yearlong creations and learnings.

3. **Udaan**

   - A quarterly inter-school co-curricular competition that saw students from 6 secondary schools participate in varied sports and arts events including Volleyball, kho-kho, football, debating, street play, group dance and singing.

*Going beyond academics to ensure students lead a well rounded, truly meaningful life.*
Holistic Learning

04. Advisory Program

**What**
A mentorship program designed to address key non-academic aspects in a student’s life.

**Why**
- Increased awareness of diversity and tolerance.
- Greater preparation for life transitions including career development and post-secondary opportunities.
- Fostering of supportive peer relationships and practice of conflict resolution.
- Better understanding of self.

**How**
- Daily 20-minute sessions to close the day.
- Activities to facilitate reflection on the day.
- Team building activities like cooking, treasure hunt and spider web.

05. Social & Emotional Learning

**What**
Relationships, Intimacy and Sexuality Education (RISE) program for all students.

**Why**
These sessions wonderfully create a comfortable environment for students to discuss key adolescent related topics.

**How**
Sessions completed on modules including Growing Up and Puberty; My Body, My Pride and Open communication of feelings.

Going beyond academics to ensure students lead a well rounded, truly meaningful life.
Systemic Change

Over the last year, we have worked closely with government officials at the Education board as well as Corporators at the Pune Municipal Corporation to achieve the following milestones-

1. Dedicated classroom space for iTeach SGM, Kondhwa

With Urdu, Marathi and English medium sharing the same school building last year, iTeach SGM faced severe space and time constraints. Teachers were often forced to teach in the corridors, multiple classes had to run in parallel in a single hall and students would have to shift classrooms in the middle of the day—hindering effective learning. With relentless efforts for a year, not only did we secure dedicated classroom space for SGM students but we also managed to build consensus with stakeholders at every level.

2. Starting of two new iTeach Schools!

Starting a new school involves the collaborative effort of several stakeholders including principals of existing primary schools, local corporators and government officials up to the state level. With help from partner organizations and the strong support of local Corporators, iTeach was successfully able to secure space for two new schools in Aundh and Hadapsar. This has made secondary education possible for 250 more students this year and 250 more from next year.

3. Securing Index numbers for two schools

With our first batch of students appearing for the grade X SSC exam, iTeach was able to secure index numbers for 2 out of 3 eligible schools. This ensured that our students were able to appear for their Grade X Board exams from their respective iTeach Schools. Securing index numbers is usually a long and tedious process, which can take an average of 1-2 years to acquire; we were able to acquire the same in 3 months due strong government relations and relentless efforts by our staff.
A key part of iTeach Schools’ strategy to multiply impact is to codify, and share our work. As our team starts to lay out and solidify the fundamentals of our approach, we have started using opportunities to discuss some of our practices with other organizations in the sector.

Here are four examples of how we’re beginning to spread our know how:

- **Building an excellent school culture** - at a Central Square Foundation conference, attended by about 30 start ups in education across India
- **Communicating effectively for start ups** - at a Center for Advanced Philanthropy conference, attended by about 30 non profits across various sectors
- **Sharing best practices with Govt School principals** - in batches of 8 each, nearly 20 principals visited our schools through the month of January to learn from us
- **Discussing secondary specific strategies** - at a Teach For India Bombay City Conference, attended by about a 100 Fellows across Bombay city
Preview of Next Year

iTeach Schools is looking forward to kickstarting 3 key initiatives in 2017-18, aimed at significantly multiplying our current impact:

1. Specialised Career Options: Two particularly noteworthy additions to the iTeach team as seen in the figure on the right are:
   • Network Team: This team will have specialised roles for Development and Communications, Student Alumni, Government Relations, Curriculum and Operations & Finance. It will form the backbone of the organization, working towards building depth in the network of existing schools as well as pushing for scaling our impact even further.
   • Lead Teachers: Each school will have a minimum of two Lead Teachers who will set the absolute bar of excellence for instruction in the school. In addition to inspiring colleagues with their classroom excellence, they will take on a project addressing a focus area aligned to the schools needs as well as their individual expertise and passion. Some examples of focus areas include coaching associate teachers, leading a content department, driving community impact of the school or holistic development of students.
iTeach Schools is looking forward to kickstarting 3 key initiatives in 2017-18, aimed at significantly multiplying our current impact:

2. Foundation Course:

- Strategic use of the Summer holidays.
- Dedicated Time with the best teachers from across the city.
- Curriculum designed to disorient students from their past academic benchmarks and start them afresh.

How

- 30% students enter grade 8 with academic achievement gaps of 5+ years.
- These students have Reading Comprehension and Math skills of an average grade 2 student.
- Summer Boot Camp designed to bridge this gap.

How

- Self belief.
- Motivation.
- Academic Habits.

Foundation Course

Day School
24th April - 14th May

Residential School
15th April - 28th May
Preview of Next Year

iTeach Schools is looking forward to kickstarting 3 key initiatives in 2017-18, aimed at significantly multiplying our current impact:

3. Through College Support- Student Alumni Wing: Out of a population of nearly 470 million children, only 24% end up going to college. For the remaining 76% of our children, their opportunities, their choices and their pathways to careers are deeply impacted by the fact that they do not have access to a higher education. A child’s employability increases by 40% if he/she has completed Grade 12. The risk of a child going to prison is 600 times higher for children who do not go to college. We at iTeach Schools reject this reality. This is not the future we accept for our students.

Vision

The Student Alumni Wing was set up with the goal to see our students to and through college. Our vision is for all our student alumni to develop into world citizens with values that foster acceptance and mindsets that are progressive and critical so they can be valuable contributors to society.

Grade 9
- Aptitude test
- College Info
- Non-cognitive skill building
- Financial Planning sessions for Parents

Grade 10
- Aptitude test
- College Mapping
- Stream selection
- Non-cognitive skill enhancement

College
- Academic, Social, Financial support
- Professional skill building
- CV & Cover letter writing
- Job search
- Placements

Elements

Academic

Financial

Social

Skill Building
This annual report was made possible by the lovely people at Reach
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