



Annual Report

2019-2020

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1. Synopsis

Literacy is a social phenomenon that encompasses speaking, listening, reading, writing and thinking. Becoming literate, therefore, cannot be limited to learning the letters of the alphabet or being able to read the prescribed textbooks. Becoming literate means being able to think independently, being able to make sense of what one sees, hears or reads and being able to share one's thoughts and ideas logically and coherently through spoken and written communication. Literacy thus encompasses both spoken and written language.

Primary education has remained a serious concern for the Nation since independence. A large number of programmes and schemes have been initiated both by the Union and State governments to realize the goal of the universalization of primary education. This has led to the opening of a large number of schools with emphasis on enrolment and retention coupled with quality of education. This rapid expansion primarily focusing on infrastructure has overshadowed the quality of education. Research studies conducted both at the National and State levels show low levels of learning in schools and the situation becomes worse as children move to higher classes.

2. What is our focus?

At Neev Shikshan Sanstha we focus on improving the quality of education in the early grades. The foundational years of learning are the most important duration for the children to grow and learn. India has over 1.5 million K–12 schools, with over 250 million students enrolled. Of this, while **25 percent** of India's schools are private, they enroll over **40 percent** of the student population. The statistic shows that a large number of students are enrolled in a small percentage of schools i.e. the private schools. Furthermore, it is also interesting to highlight at this juncture that out of these 25% schools up to 80% of the schools are 'low' fee schools or the lower income private schools. While it is important for the schools to provide with the best of facility and care to the children in the primary years of their learning, with lack of resources it becomes difficult for the schools to provide the improved educational practices and facilities, especially in the foundational years.

3. Current Scenario of Learning Levels- Why Foundational Learning?

Currently the learning levels in the foundational years are drastically low. As per the Central Square Foundation (one of the leading organization focusing on Foundational Learning) *today, close to 97% children in the age group of 6 to 14 are going to school. Yet, children are not necessarily learning in spite of attending school. Several data sources have shown that each year an estimated 6 million children complete 8 years of compulsory schooling in India with an alarmingly low learning levels. The learning crisis starts, with more than half of these children unable to read simple text or do basic mathematic at the level expected of them by as early as class 3.*

LEARNING CRISIS STARTS EARLY



Over **70%** children in class 3 do not have basic reading and arithmetic skills



Only **28.1%** of children in class 3 in rural India could do simple subtraction

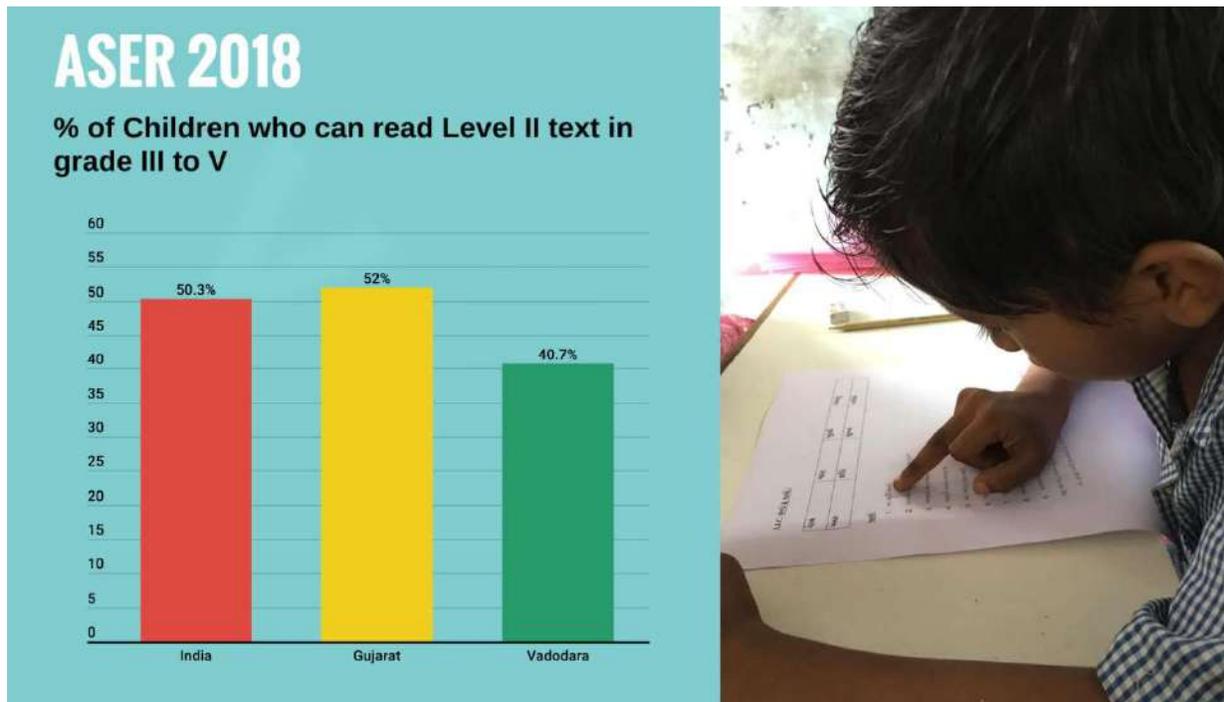


Only **27.2%** of children in class 3 in rural India could read a class 2-level text

Source: Annual Status of Education Report(ASER) 2018

Learning Crisis as depicted by one of the leading NGOs of the country

A glimpse of what ASER 2018 suggests,



Percentage of reading level as identified in the SER 2018

According to ASER, only 40% students in the city of Vadodara can read the text of class 2. Our study has similar suggestions to make as follows:

3.1 Children’s Learning Level- Our Findings

In July 2019, Neev Shikshan Sanstha conducted a small baseline survey to identify the learning levels of the children in class 1 and 2 in 5 Low Income Private Schools of Vadodara. The sample size of the study were 42 school going children in the above mentioned category. The study was conducted to check few of the most basic skills of the children such as,

1. Reading comprehension

- a. Ability to identify the Gujarati Letters
- b. Ability to pick out on details
- c. Comparison, guessing, from child’s comprehension
- d. Logical Reasoning
- e. Understanding hidden senses/Inferences

2. Writing Skills

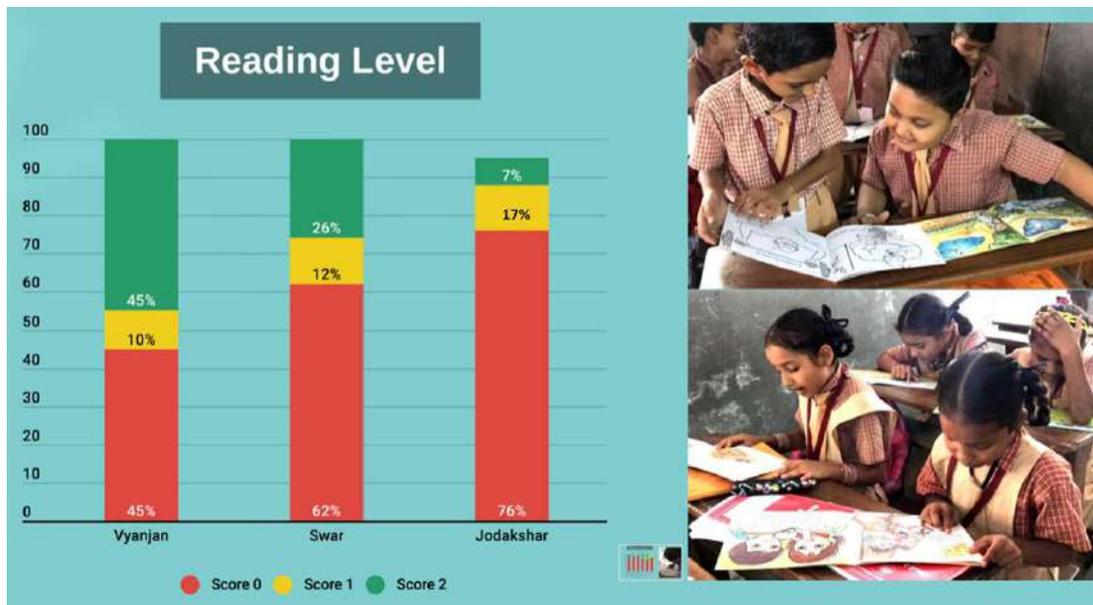
- a. Child's ability to write simple Gujarati Letters (Vyanjan), Vowels (Swar) and Compound Letters (Joda Akshar)
- b. Independent Writing

3. Listening Comprehension

- a. Listening comprehension and remembering key words.
- b. Keen listening and forming an answer using different elements from the paragraph.
- c. Expression of comprehension in one's own words.

4. Speaking Skills

- a. Picture Talk
- b. Imagination & creativity



Percentage of students scoring 0,1 & 2 in reading their own grade text/decoding

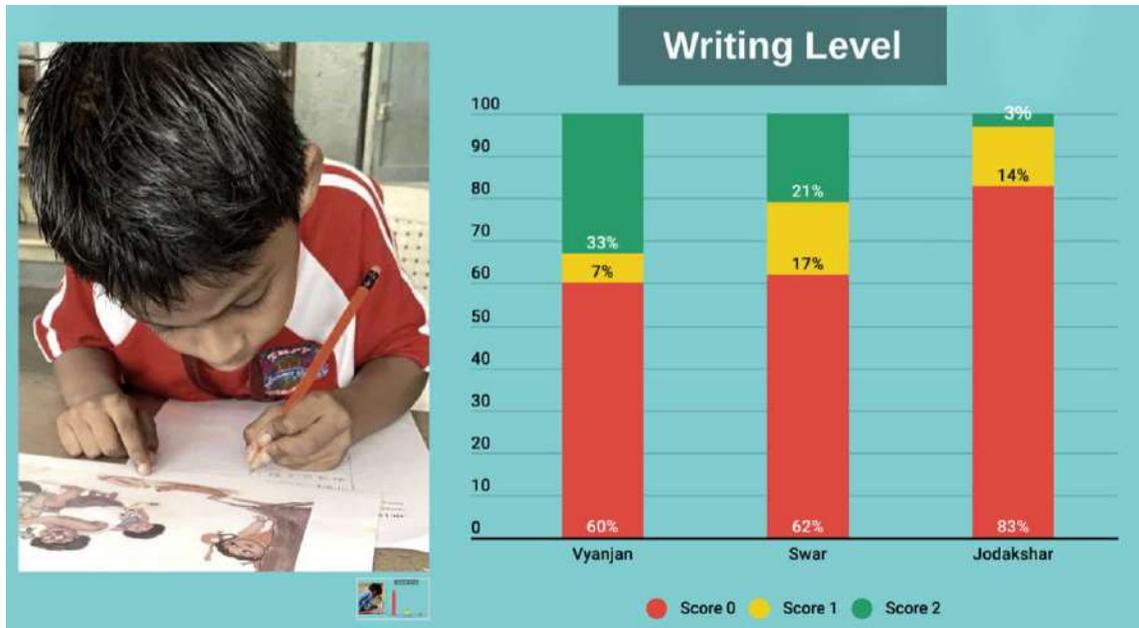
A very bleak percentage of students are only able to identify or decode simple Vyanjan, Swar and Jodaakshar in the school we identified to work with.



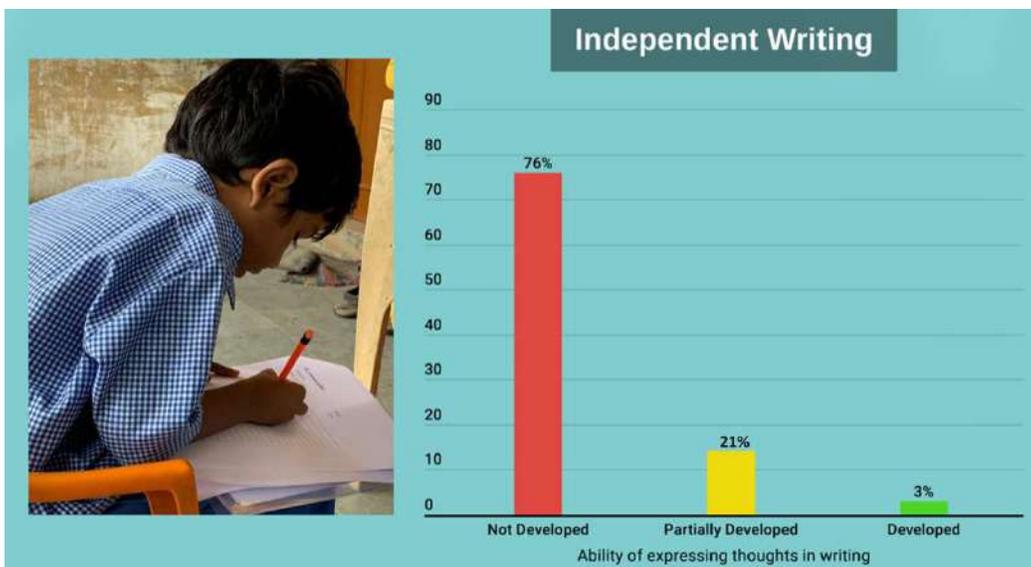
Percentage of students scoring 0,1 & 2 in reading comprehension

While identifying or decoding is what the children are struggling with, the greater struggle is comprehension of the read text. In the study conducted by Neev Shikshan Sanstha, none of the children were able to draw inference from the text that they read while very little percentage of students managed to have keen observation, guessing/comparison or logical reasoning.

The other important component of language learning is writing. And our students struggle greatly in this one aspect of language too.



Percentage of students scoring 0, 1 & 2 in dictation



Percentage of students' ability to express their thoughts in writing during an Independent Writing Task

A child centered classroom practice is missing in the current classrooms with the teachers engaging the young ones in a learning process which is based on rote methods. The children are not exposed to a play way learning environment where they can take initiatives on their own while the teacher facilitates.

In the under resourced schools the situation is all the more grave with smaller classrooms, untrained teachers and lack in consistency in the availability of resources.

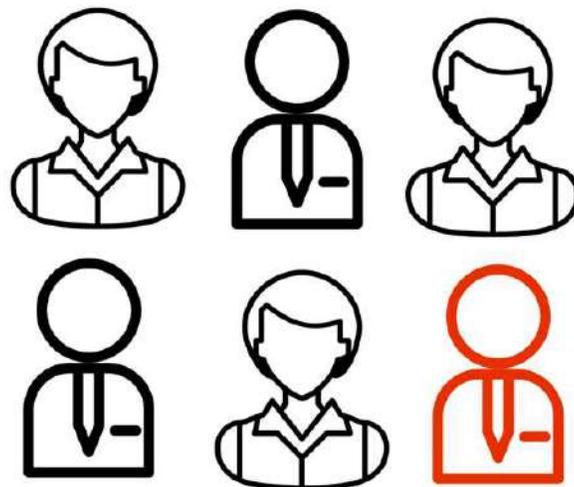
3.2 Current Teacher Professional Development Scenario

While the National Education Policy Draft is in place the possibilities of implementing the recommendations seems to be a distant truth. The under resourced schools have dearth of untrained teachers, especially in the early grades as the schools operate from the belief that teaching little children is an easier job and can be done by anyone and everyone. 40% of the teachers are doing their jobs because that was the last thing they could professionally opt for.

“I am looking for a job in a beauty parlor as this job is not paying me enough to feed my family” shares one of the teachers in the Low Income Private School that we work with. The teacher had lost all the intrinsic motivation to do the work that she was suppose to do. Teaching had become a mere source of income for her which she was ready to change as soon as she would get a better source of livelihood.

Most of the teachers working in these Low Income Private Schools have hardly been trained unless the school is government aided, in which case some teachers get the benefit of the training and not all the teaching staff.

Some of the teachers in these schools do not even meet the basic requirement of teacher qualification as recommended by National Council for Teacher Education (NCTE) i.e. a Senior Secondary Degree with 2 years Diploma in Elementary Education. Many of them are opting for the Diploma after the compulsion from the state.



Pic7: Depiction of the number of untrained teachers

Teacher Professional Development is imperative for improving Student Learning Outcome in the classrooms. However the sad reality of our country is that 1 in 6 teachers in the elementary schools are untrained (*Source: Kundu, IndiaSpend, 2019*). This being the scenario of the government schools, Low Income Private Schools have all the more dearth of professionally trained teachers. Most of the teacher never got any kind of professional training ever since they joined their services, which is as long as 2 years to 15 year.

4. Unnati Fellowship- A 2 Years Learning Program for Teachers

Having a Child First approach we have designed a possible solution to the existing problems in the early grades of Low Income Private Schools. A comprehensive program for our Teachers to ensure that they get comprehensive learning experience which in turn will ensure better classroom practices and better student learning outcomes.



4.1 Program Objective



Objective
Quality Education in Early Grades
Age between 3-8 years

- Curiosity
- Meaningful Learning
- Teacher Capacity Building

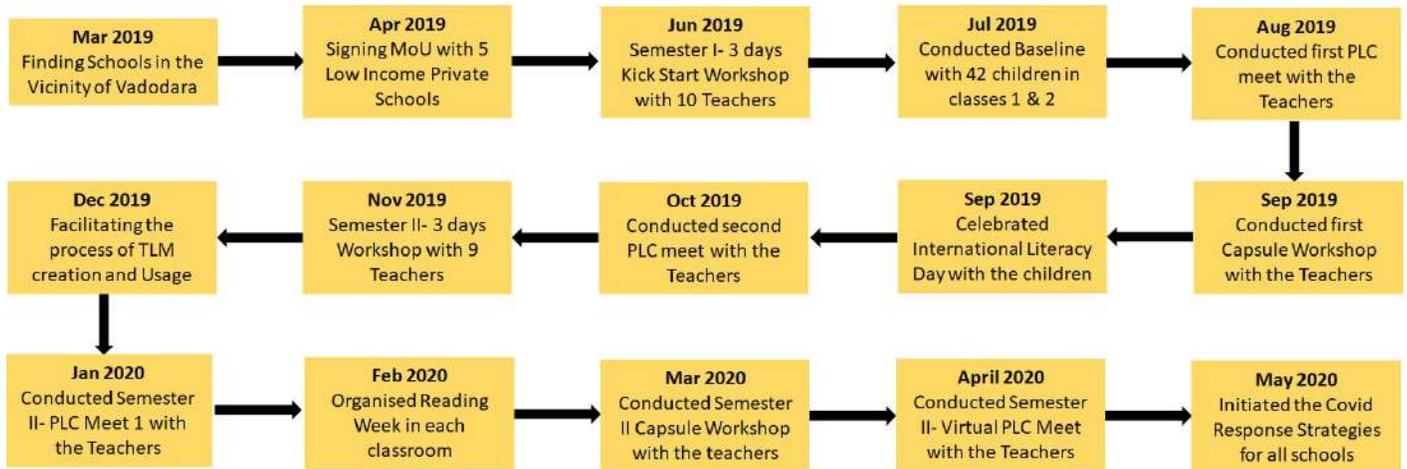
4.2 A Brief of the first cohort of Unnati Fellowship Batch 2019-21

Program Duration	2019-21
Number of Semesters	4
Number of Courses/Processes	21
Number of Credit Points	100
Number of Schools Enrolled	5
Number of Teachers Enrolled	10

4.3 A Brief Progress of Processes in the Annual Year 2019-20

Program Duration	2019-21
Number of Semesters completed	2
Number of Courses/Processes completed	12
Number of Credit Points to be eligible for Fellowship Certificate	50
Total Number of Teachers Drop Out	4
Number of Teachers Drop Out due to Covid	3
Number of Teachers Drop Out due to discontinuation of their Job	1
Number of Workshops Completed	2
Number of Capsule Workshops Completed	2
Number of Professional Learning Community Meetings	3
Number of Workshop Days with Teachers	8
Number of Classroom Visits conducted by Field Officer	160+
Number of Pratham Books distributed in schools	275
Number of Learning Corners established in classrooms	8
Number of Reading Weeks conducted	1
Number of Teaching Learning Material distributed	200+
Number of Games and Play Material Distributed	77
Number of Read Aloud Sessions Conducted in the classrooms	140+
Number of Gup-Shup Session held in the classroom	160+
Number of Independent Writing Sessions held in the classroom	50+

4.4 Timeline: Annual Year 2019-20



Journey of Processes done from March 2019 to May 2020

4.5 Glimpse of our first workshop from June 2019

Some of the topics covered in the first semester were,

1. Emergent Literacy
2. Introduction of Letter
 - a. Conceptual Understanding
 - b. Demo
 - c. TLM Making
3. Introducing Read Aloud
 - a. Reading
 - b. Picture Reading
 - c. Demo by Teachers
4. Teacher's Role as Facilitators
5. Andragogy & Pedagogy
6. Piaget's Theory of Stages of Child Development

Teacher's Testimony during/post workshop

"I have never received a training of this kind ever in my life. Thank you so much for choosing our school. I will make sure that the other teachers who are currently resistant join this learning process too"

"This is the most effective training I have ever received"

"I am so excited and motivated to take use these learning in the classroom with our children. I am sure they are going to enjoy"

"I love the way you guys do the Bal-Geet (children's song)" with so much energy and enthusiasm. I will try and do the same in my classroom from now on"



Teachers engaged in various activities during the workshop including TLM making



Teachers being trained on the concept and process of Read Aloud using I do, we Do, You Do



Teachers engaged in various activities during the workshop including TLM making



Team Neev, Trustee Ms Mamta Shah along with all the participants at the end of the 3 days workshop



Read Aloud demonstration given by Kavita Shah, Founder of Neev Shikshan Sanstha and one of the Core Team Member in the Early Literacy Program



Read Aloud being conducted by Parul Patel, Teacher – Jr Kg, TR Patel Vidyalaya, Vadodara

4.6 Glimpses of how we conducted our baseline in July 2019



**Total Children
(sample size): 42**

Total Schools: 5

Some of the Topics
for baseline:

Picture-Talk

*Reading
Comprehension*

*Listening
Comprehension*

Writing Ability

*Independent Writing
Ability*

Adopting an interactive baseline process with our little ones

4.7 Glimpse of Professional Learning Community Meeting in Oct 2019



Some of the topics discussed by the
teachers during the PLC Meeting were:

1. What was the Learning of using Activity Based Learning in the classrooms?
2. What were the challenges?
3. How did each teacher mitigate the challenge?
4. Can lesson planning help us further with the issue?

Teachers also developed their individual Lesson planning for the coming quarter to understand how they can use activities in the given topics time to time.

For the Teachers, By the Teachers - A Teacher Led PLC Meet

4.8 Glimpse of the first Capsule Workshop in Sep 2019

Unlike the 3 days rigorous workshops, Capsule workshop is organized to address issues faced by the teachers that can be addressed in a one day workshop.



Teachers engaging in Circle Time during Capsule Workshop



Rtd. Asst Commissioner and Rtd. DIET Principal addressing the teachers in the workshop

4.9 Glimpses of how we celebrated International Literacy Day in Sep 2019

Every year International Literacy Day is celebrated on 8th September. The theme for the year 2019 was Multilingualism. We celebrated the day with our young ones in the classrooms on 9th September. The children were oriented by their teachers about the Day and simple, fun and engaging activities were conducted by the teachers in guidance of resource persons from Neev Shikshan Sanstha.



Children performing different activities on the event of Literacy Day

Children were made to engage in the following activities on occasion of Literacy Day. Some of the activities were:

- 1. Searching the name and adjacent letter from the chart paper.**
- 2. Writing Gujarati Letter with fingers and ear buds using the mixture of vermilion and water.**
- 3. Read Aloud followed by picture sketch**

4.10 Glimpse of Semester II Workshop held in November 2019

Semester I ended with the Diwali Break with our teachers progressing to the next semester filled with a lot of activities.

Some of the topics covered in the second semester were,

1. Linguistic Activities
 - a. Listening, Speaking, Reading, Writing
2. Independent Writing
 - a. Read Aloud Followed with Independent Writing
 - b. Art Activities
3. Behavior Shift Activities
 - a. Non Violent Communication
 - b. Influence Without Authority
 - c. Self Reflection
 - d. Life Story and Letter writing
4. Introducing Gup-Shup, a conversing and talking process for children

Teacher's Testimony during/post workshop

"I have never felt so close to me in the past so many years. The activity of life story was very deep and emotionally connecting. Made me realize about things that matter to me"

"The activities were connecting to the self. I am grateful that Neev Shikshan Sanstha made it possible for us"

"The TLMs that we have made and learnt about are so engaging and engrossing, I am already excited to use them in the classrooms. I could not wait and played with Memory Card games with my family members post dinner"

"The Ice Breaking activities are so much fun. I will do them in my classroom for the kids"



Teachers engaged in the activity of Art as an Expression



Ice Breaking fun activities and energizer is always the part of our workshops



Resource person of Neev Shikshan Sanstha facilitating the session



Facilitating debrief is the most important part of all the Neev Processes



Teachers writing Post Cards to people of their choice whom they have not been in touch with



Teachers engaging in Meditative exercise as a part of one of the sessions



Teachers engaged in Balgeet facilitated by a peer teacher with Neev representative as a co facilitator



As a part of the process teachers are checking out each other's art and writing work

4.11 Orientation about GupShup



Parul Sindhya, one of the teachers from Batch 1 of Unnati Fellowship performing GupShup with her peers during the workshop

GupShup meaning Conversation is a process where every morning 3 children, as per the names written on the black board (this will help the children learn to identify their names in written form) will come forward and talk about their experiences from previous 1 week or couple of days followed by questions from the children themselves. A part of **Emergent Literacy**, GupShup is a way to help children bring their experiences in the classroom in the language they can speak. It helps the child feel more accepted by his/her peer and teachers that boost self-confidence.

It has been adopted by all the teachers in the Unnati Fellowship Batch 1 i.e. in all the 12 classes of 5 schools.



Child performing GupShup in the school after the teachers learnt it in their classrooms



Teachers were awarded with certificates and other awards for successfully completing the Independent Writing Exercises given to all the teachers during their Diwali break

The teachers were given Independent Writing Exercise on weekly basis (for 4 weeks) for their 20 days Diwali vacation just before the beginning of Semester II.

Some of the Topics covered for Independent Writing Exercises were:

- 1. This or That (warm up/icebreaking exercise)**
- 2. List of things I would tell my younger self/future self**
- 3. Passion Test- Write on either of the two questions:**
 - a. What is that one thing you loved doing as a child, adolescent, adult and would continue to do it lifelong?**
 - b. If you won a lottery and money is not an issue then what work would you do for free?**
- 4. Make a list of qualities you want to adopt from your students**

4.12 How did we facilitate the process of TLM creation and Usage

Number of TLMs made by each teachers	14
Number of times TLMs were used by the teachers in the classrooms	90+
Number of innovations/new TLMs done by the teachers	3
Total duration in which the teachers created these TLMs	2 Months



Process 1: Orientation and Making of TLMs during the workshop



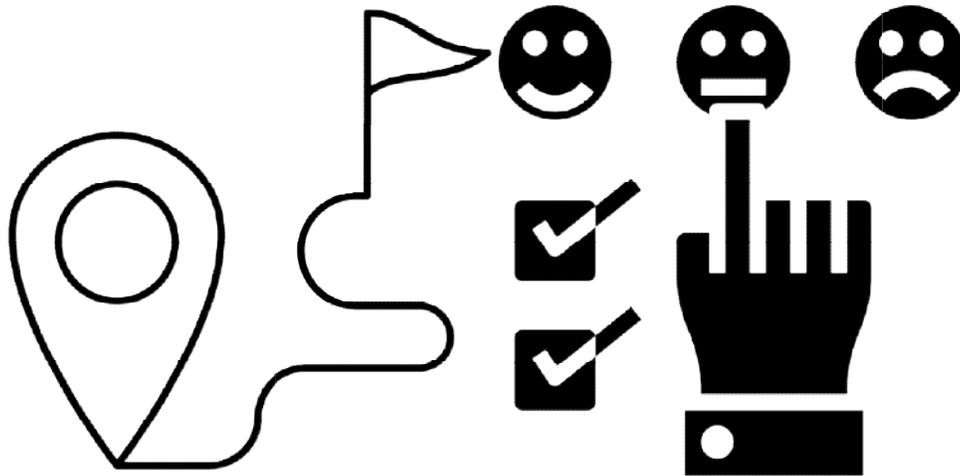
Process 2: Teachers make the TLMs in their own time and space post the workshop



Process 3: Teachers facilitating the children in using the different TLMs in the



Process 4: Children learn in the classroom using the various TLMs by themselves



Process 5: Constant Tracking and Review of the processes ensuring quality and consistency in the TLM Usage

We adopted both Qualitative and Quantitative aspect of reviewing the various Processes including the TLM Making and its Usage. Some of the methods we used to ensure proper tracking were:

1. **Process Tracker File** distributed to all the teachers to track their activities on a daily basis.
2. **Digital Process Tracker** updated every month and review with the teacher file.
3. **Daily Classroom Visit** followed with a classroom observation, to check the quality of the processes conducted by the teachers.
4. **Handholding** the teachers to conduct the processes with the children.
5. **Role Modelling** the processes and activities for the teachers.
6. **Giving Feedback** to the teachers on regular basis on every classroom visit.
7. **Digital Feedback and Review** on a regular basis over Whatsapp group and on call with teachers in group and individual basis.
8. **Demonstrating** the processes for the teachers during the classroom visits.

4.13 Glimpse of Professional Learning Community Meeting in Jan 2020



Some of the topics discussed by the teachers during the PLC Meeting were:

1. Learning and challenges of the quarter.
2. Sharing best practices from within the teacher community.
3. Sharing the Innovative TLMs made by the teachers on their own.
4. Discussing the importance of self reading in order to improve the classroom practices.

The teachers were also distributed the Gujarati version of the book **Diwaswapna (Day Dreaming)** a book by **Gijubhai Badheka** one of the eminent educationist and practitioner from the country.

4.14 Glimpse of Reading Week organized in Feb 2020



Children identifying the letters stuck on the wall and associating names of any object, animal, living being or names with the letters that the teachers asked them to identify along with the sound

Reading Week 2019:

Reading week was organized to celebrate the idea and concept of reading on a daily basis and adopting this as a habit from a young age. We celebrated Reading Week in our schools from **24th Feb to 29th Feb, 2019.**

A total of 8 volunteers were recruited for the one week. 6 Volunteers were recruited from the department of Human Development and Family Studies at Maharaja Sayajirao Gaekwad University of Vadodara while 2 volunteers were recruited from Aarti Industries Corporate Limited, Vadodara. With the help of these volunteers a series of reading activities were conducted with the children of Jr Kg, Sr Kg, Grade 1 & 2.



A child trying to figure out the appropriate picture of the object with the letter of the object



Children engaged in Snake and Ladder game to learn Letter recognition



Volunteer conducting Read Aloud Activity with the children

Some of the Reading Week Activity Conducted with Jr Kg/Sr Kg:

1. Letter Sound and Picture Pocket
2. Paper-ball Throw (Letters, Words, Numbers)
3. Domino
4. Read Aloud
5. Snake and Ladder

Some of the Reading Week Activity Conducted with grade 1&2:

1. Read Aloud- Guess the Ending
2. Words reading board
3. Take the story ahead
4. Books Antakshari
5. Words Crossword
6. Read Aloud

4.15 Glimpse of Semester II Capsule Workshop in March 2020



Teacher making important notes during Semester II Cap Workshop

Some of the topics covered in the Semester II Capsule workshop were:

- 1. Understanding ‘Good Classroom and Bad Classroom’.**
- 2. The bad effects of Hitting and Scolding children.**
- 3. Reading ‘Story of a child’- A story shared by a child after his bad experiences with a teacher**
- 4. Reflective Exercise**
- 5. Discussion on Instructional Routine**

4.16 Glimpse of Semester II PLC (Virtual Mode) conducted during Lockdown in April 2020



Zoom Meeting conducted with 8 teachers

Due to the nationwide lockdown we conducted Virtual Professional Learning Community meeting with the teachers. Some of the topics covered in the PLC were:

- 1. Quiz on a Early Literacy lecture series by NCERT (with a prize money for Winners)**
- 2. Emotional and Mental Wellbeing during lockdown**
- 3. Sharing of thoughts and emotions**

5. Challenges and the way out

Being a start up at Neev Shikshan Sanstha we faced our set of challenges, some of which were:

Challenges Faced	Way Out
Establishing trust and credibility when first approaching the schools for teacher Enrolment.	<ol style="list-style-type: none"> 1. Preparation with Organization Brochure, Website, Visiting Card and other important documents to ensure that the stake holders had something to rely upon. 2. Using the existing experience and knowledge from both educational and professional experience by the Core Team Members.
Program Piloting: Experimenting with the Newly Designed Program	<ol style="list-style-type: none"> 1. Referring to academic literature and researches on Early Literacy and Foundational Learning. 2. Dedicating good enough time on Program Design Framework.
Program Piloting: Working with lesser resource	<ol style="list-style-type: none"> 1. Operating with the optimum resource utilization mindset from the beginning. 2. Using the locally available unpaid resources. 3. Using school spaces for conducting workshops. 4. Specific weekly and monthly planning.
Program Piloting: Deciding Budget Heads	<ol style="list-style-type: none"> 1. Referring to prior experiences of possible budget heads 2. Creating a final Budget head only after the first workshop to have enough experience to rely upon.
Syncing one program calendar with 5 different schools	<ol style="list-style-type: none"> 1. Creating virtual platforms to ensure smooth communication on related topic 2. Planning and intimating the stakeholders about the calendar dates way in advance.
Concluding Semester II because of Covid	Conducting semester II concluding meeting on virtual platforms such as Zoom and Google Hangout.
Establishing professional network	Connecting with old references from local educational Institutions.
Ensuring consistency in all the processes and activities introduced to the teachers post workshop in the classroom	Consistent handholding, demonstration and daily classroom visit to ensure teachers learnt the method and process of doing the activities.
Conducting Circle time in the schools	<ol style="list-style-type: none"> 1. Teachers ensuring daily activity of GupShup. 2. Teachers ensuring some conversation with the whole class on weekly basis.

6. Success Story & Testimony



Ms. Parul Patel, Teacher, Jr Kg, TR Patel Vidyalaya

Ms Parul Patel never conducted activities in her classroom before Unnati Fellowship. In the first workshop she mentioned that she has never received training so good ever in her life. She says *“The material that we have received from Neev Shikshan Sanstha helps my children learn Shapes and Numbers better. There has been a change in me ever since I have become a part of the Unnati Fellowship. I have learnt how to be true to my work and be an honest teacher. My experience of learning has been incredible as I learn and apply new things with my children in school and at home as well. I have come to the right place for knowledge.”* She has started using all the TLMs in her classroom on a regular basis and even the parents have started recognizing the different methods of teaching and learning that is being used in the classrooms. She feels more connected to her work than ever before. As she says, *“I have started seeing my job more like a service and less like a livelihood seeing you guys. You help us selflessly and it makes me feel that I need to do my part as well.”*

Parul Patel has been one of the most consistent teachers in the using all the material as developed by the teachers themselves.



Children have started using various Learning Materials and using them in the groups to identify and recognize letters instead of reading them aloud after the teacher in



Children have also started using various games like Rangometry and Tumbling Tower pieces to have sometime during the day for making things of their choice out of various shapes



Teachers have started facilitating the process of using various Teaching Learning Materials and Reading out Aloud to the children on a daily basis



The concept of Play as Learning has started getting instilled in the mindset of the Teachers, Parents and the school Principals. Even the children have started using the material by themselves in a more responsible manner



GupShup has become a daily process most of the classroom with some teachers doing it alternate day if not daily. Initially children found it difficult to speak and share their mind in front of everyone however gradually they have started opening up and sharing more



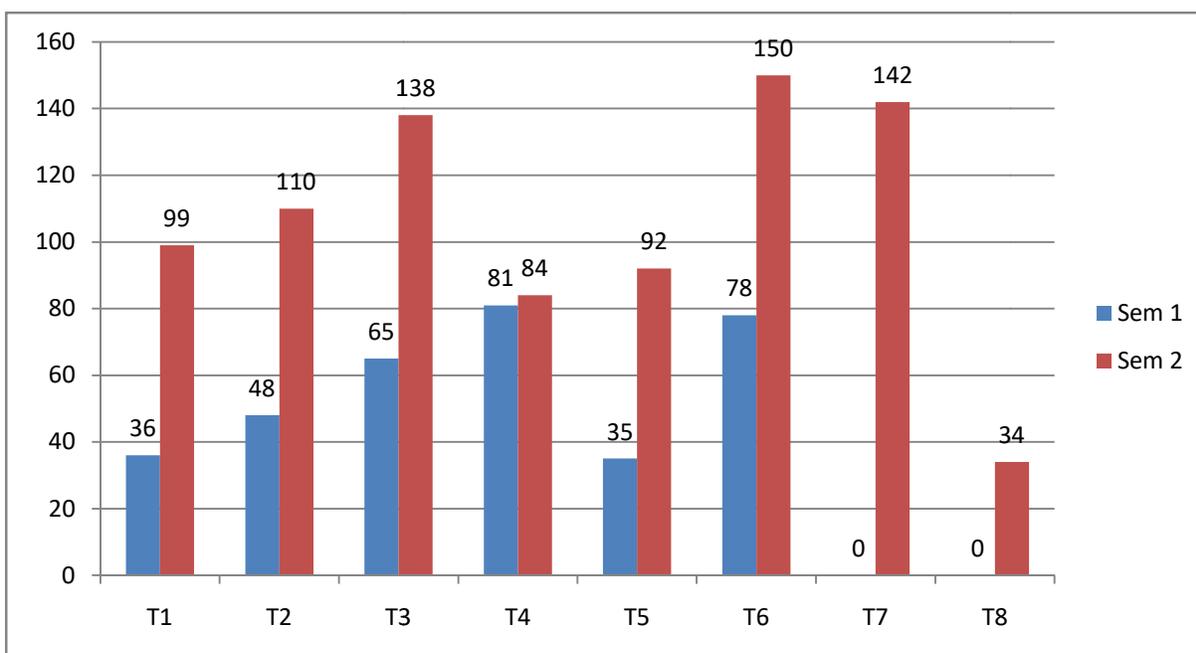
Ami Patel, Principal, TR Patel Vidyalaya, Vadodara

“In the field of education, everything is changing very fast. In such a scenario, the new ideas and new material that Neev Shikshan Sanstha has introduced to the teachers are very helpful. The children love using their resources and they enjoy playing and learning at the same time - something which is so necessary in today's world.” – Ami Patel

7. Monitoring & Evaluation

Some of the tools that we adopted for the process of Monitoring & Evaluation of our flagship program Unnati Fellowship were:

1. **Baseline-Midline-Endline Assessment** an exhaustive tool designed to measure the Student Learning Outcome in the period of 2 years.
2. **Teacher Profile Tool**, an exhaustive tool to measure the progress of teachers across 6 domains and 120 observable indicators for improved Teacher Practices during foundational years by fellows (teachers) enrolled in Unnati Fellowship.
3. **Classroom Observation Tool**, a tool to record data of the daily progress in the classroom practices of the teachers.
4. **School Process Tracker**, a quantitative and qualitative tool to measure the frequency of each process done by the teachers along with the qualitative data recordings.
5. **TMAT (Teacher Mindset Analysis Test)**, a tool designed with 12 psychological questions to analyze **fixed and growth mindset** of the teachers.



Improvement in the scores of the teachers across 6 indicators in the Teacher Profile Tool

8. Internal and External Team Learning Processes



Team Neev during one of the weekly meetings including Reading Week tasks

Internal Process:

To ensure capacity building of the initial team members joined in the organization some of the cost effective processes used for capacity building were:

Reading Week: Team Neev engaged in weekly reading and brainstorming exercise to brush up on the literature and the knowledge of the domain and other areas. Some of the readings covered in the process were:

- a. What is worth Teaching by Krishna Kumar
- b. Learning Curve, Azim Premji University
- c. LiRil Guides I, II & III
- d. LiRil Report
- e. NEP Draft 2019
- f. Collection of readings from Aakanksha Foundation
- g. Emotional Intelligence
- h. Early Literacy Initiative Handouts

Developing Organizational HR Policy with the Team



Exposure Visit to PSS for learning and growth of the team and program

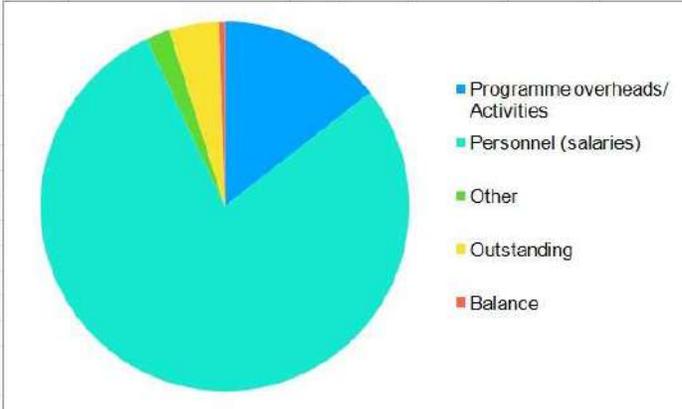
External Process:

To ensure capacity building of the initial team members joined in the organization some of the cost effective processes used for capacity building were:

1. **Exposure Visit:** A 2 days exposure visit to Pragat Shikshan Sanstha, a 30 year old NGO based in Phaltan, Maharashtra working on Early Years of Education
2. **Incubation Programs:** Representative of the organization also participated in various incubation program during the previous annual year some of which were:
 - a. **Shakti- the Empathy Project**, where NSS was selected amongst the tops 20 members of the 2019 cohort.
 - b. **Good Pitch India.**
 - c. **Scotland India Impact Link**, where NSS the finalist of 2019-20 cohort and won a prize money for the program.

9. Financial Analysis

Date	Source			Actual expenditure					
	Aarti	Crowdfunding	Other(Personal donations)						
Opening balance	35000								
02-04-2019	250000								
29-06-2019	250000								
05-10-2019	500000								
03-12-2019				25000					
25-01-2020				4800					
31-01-2020				9700					
04-02-2020				4000					
17-03-2020				25000					
Total	1035000			68500					
Grand Total:	1103500								
Balance as on 31/03/2020	5300								



We have shown the evidences of funds utilized in this report with various activities & processes. By the academic year end of 2020 we hope to enroll more teachers, schools & children in our program interventions. As shown above, we have spent total 11L in FY 2019-20. Most of our donations come from Aarti Industries Pvt Limited’s subsidiary enterprise- Safechem enterprise. We have received 80G certification under Income Tax. In this report, we have shown quantitative & qualitative measurements of impact. We have maintained utmost transparency & integrity. We have incorporated our challenges & mistakes. We have learnt a great deal from our operations & field work.

10. PoA- Plan of Action

Unnati Fellowship is still in the initial stage of its design development. We are looking forward to make further addition to the course work. In the piloting stage, the Pandemic has caused our flagship program to be on a halt. Some of the Next PoA to be undertaken in the prevalent scenario is:

1. Develop the Integrated Fellowship to provide **English and Math** support as well to ensure holistic approach of learning in the foundational years.
2. Design and develop **Teacher Guidebook for the subject Gujarati, Math and English** for the teachers to use it as a handbook for daily lesson planning and classroom teaching.
3. Ensure a **cohort size of 30 teachers** for the Unnati Fellowship batch 2020-22.
4. Focus on **Strengthening Local Leadership**- local and regional networking and expansion.
5. **Connect with Vadodara Municipal Corporation** Schools for programmatic intervention.
6. Work with **VMC Anganwadi/Balwadi** for collaboration & partnerships
7. Design and Implement **Virtual Unnati Fellowship** to specifically cater to teacher's learning.
8. Facilitate the use of Virtual Unnati Fellowship Learning for **Online Teaching Classes** by the teachers.
9. Delay the Fellowship processes by one year to ensure **smooth learning and implementation of the processes.**
10. Design interventions and develop various projects such as **Library Project (Class 3 to 5), Life Skills Project (Class 6 to 9) and Vocational Education Program (Class 9 to 12)**

11. Annexure

1. Baseline Analysis Document – Neev Shikshan Sanstha – July 2019
2. Semester I Workshop Report – June 2019
3. PLC Report – Oct 2019
4. Semester II Workshop Report – November 2020
5. NSS Process Tracker Sheet
6. Teacher Profile Tool
7. Teacher Mindset Analysis Tool
8. HR Policy 2019-20
9. Program Budget 2019-20
10. Process Concept Notes for teachers