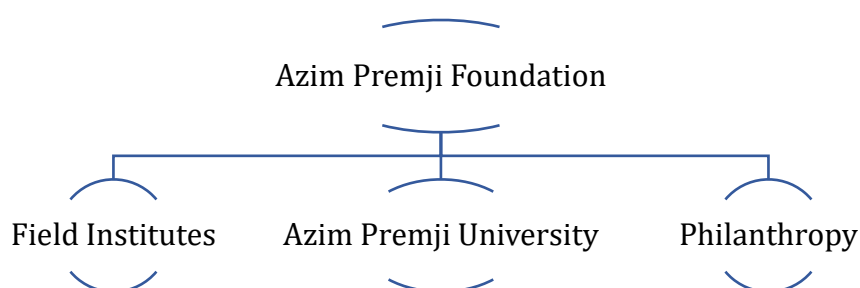


Azim Premji Foundation

The Azim Premji Foundation is a not-for profit organisation that has been working since 2000 with the elementary education system in rural government schools to improve educational quality across the country. The Foundation's vision is to contribute towards a more just, equitable, humane, and sustainable society. Its work is focused on India. Azim Premji set up the Foundation in 2000. Over the past years, he has irrevocably donated most of his wealth for philanthropic purposes and created a philanthropic endowment to fund the work of the Foundation.

In order to concretize our vision, we have established three institutions - Field Institutes, Azim Premji University and Philanthropy.



Part 1: About the Azim Premji Foundation

A. Foundation 'On-the-ground'

The Foundation does extensive and deep 'on-the-ground' work across the country – both directly through its own operations and through partners. The work spans from education to other important areas of equity and human well-being.

a) Foundation's Field Institutions:

- a) The Foundation works on improving the equity and quality of the school education system in India, with a focus on the more disadvantaged areas of the country. The work ranges from teacher capacity development and leadership development to matters of policy and curriculum, including a significant contribution to NEP 2020 and NCF 2023.
- b) The Foundation's Field Institutions are spread across 7 states and 1 Union Territory with over 3,50,000 schools. In addition, the Foundation also works deeply with 7 states in the northeast of the country and selectively in many other states. Currently, there are 55 institutions in the field, working with these school systems. The Foundation also runs 9 schools for 'demonstration and training'.
- c) The Foundation's own team of over 1500 people in the Field is spread across 250 locations. The Foundation also runs 282 "Teacher Learning Centers", The team is projected to grow to 2,500-3,000 in the next 3-5 years and the number of Field Institutions will go up to 65 in as many years.

b) Azim Premji University

The Foundation is building a network of its own universities to contribute to capacity development, talent creation and research for the social sector.

- a) The first Azim Premji University was set up in Bangalore in 2010 and today operates from a 110-acre campus. The Bhopal University have started offering degree programs from 2023. The work on the third University in Ranchi has started and subsequently a fourth University in the northeast is planned. In 5 years, the 4 campuses will have 8000-10,000 students; in 10 years, the number will cross 20,000 students, with nearly 3,000 members.
- b) The degree and short-term teaching programmes are focused on domains of human development, e.g. Education, Livelihoods, Development, Governance and Policy, Public Health, and Sustainability.
- c) The University also offers a range of continuing education programs in critical areas like early childhood education, inclusive education, disability, assessment, educational leadership etc. reaching over 100,000 practitioners annually.
- d) Eleven cohorts of about over 3600 students from the programmes have graduated from the University and almost 100% of master's programmes have received job offers on campus. Nearly 90% of these students have chosen to work in the social sector -- many in grassroots field locations across the country.
- e) The Universities are entirely philanthropic; currently 89% of the expenditure is borne by the Foundation; in the long-term, this would be 80%, with only 20% coming from programme fees and other income. Currently, about 60% of students are on scholarships offered by the University.

c) Philanthropy through Partners:

The Foundation supports over 600 other not-for-profit organizations (NPOs) across the country, with multi-year grants and selectively with corpus grants. These NPOs do deep 'on-the-ground' work across a range of issues. Such partner support will grow 5-7X in 5 years.

Some of these vulnerable groups are Urban poor, persons with disability, women facing violence, adolescent girls at risk, children at risk, homeless, elderly poor, manual scavengers, migrant workers, farmers with marginal landholding, particularly vulnerable tribal groups and water-deficient communities.

Other initiatives that are coming up: The work in Health has started in Bangalore and is getting initiated in states of Chhattisgarh-Jharkhand-Odisha. This work will span from helping strengthen the public health system, running primary health clinics, secondary & tertiary hospitals, and medical colleges.

Part 2: Our work in Education

Our purpose in the Field is to strengthen the public-school education system in India on the ground, with a focus on more disadvantaged regions of the country. Our core work is focused on the professional development of government schoolteachers, school leaders and key stakeholders, including government functionaries in education. Our aim is to enable **‘teachers to teach better so that students can learn better.’**

Key Beliefs

- We work with government rural schools and Anganwadis primarily because almost all of India’s under-privileged children study here.
- We believe in supplementing the work of the government not substituting it.
- Our aim is to change the public education system rather than create “islands of excellence”.
- We believe it is important to raise the level of a large lake by one inch rather than fill a small glass of water. Therefore, achieving scale along with quality is a key principle that informs our work.
- We believe that accountability, performance, results and concern for facts are critical to our work.
- While we do acknowledge the importance of results, ours is not a short-term approach meant merely to generate results.
- We see our work as a serious, long-term commitment. Such work demands establishing a deep-rooted presence in the places where we work (via setting up of field institutions) and engaging on a continuous basis with the public education system to facilitate change.
- We believe, teachers are the key stakeholders who can drive educational change. All other stakeholders need to enable and compliment towards efforts for a better classroom teaching.
- We believe that teacher’s capacity can be built through multi-mode engagements, a combination of different forums, onsite support, school-based scaffolding would build their capacity.

How we work

We work with government schoolteachers to build their capacities in content and pedagogy in various subjects, perspectives, and belief systems. Our current focus is to work with teachers teaching from grade 1 to 8. Major focus is given to the primary grade teachers. We engage teachers through several modes including peer-learning platforms, workshops, professional seminars, and teaching practices. Our areas of work include school curricula, textbook development, learning materials, and developing modules for in-service teacher training at the state level.

We have also been involved in areas of Early Childhood Education (ECE) since 2012 in Sangareddy, Telangana, to build capacity for Anganwadi teachers under the Integrated Child Development Scheme (ICDS) of the Government of India.

We measure the impact of our work in the field through teacher studies and learner assessments. We conduct research on the models of work we use for continuous teacher professional development. We believe these can create knowledge to support advocacy at a national level. We create different levels of practice around school education, maintaining a strong connection between theory and research.

Our approach in the field

I. Ensure physical presence: In all the working location, we set up physical spaces for us to work. There is physical presence at multiple levels- at the district level, block level and in some cases even at the hobli (zonal) level.

a. District Institutes: District Institutes are the nodes of operation that drive our work in the Field. The District Institutes are vibrant, high-quality centers located in rural districts and state capitals of select Indian states. These institutes play a leading role in an institution led approach to catalyzing social change and offer on the ground support in different aspects of school education. At present 8 district institutes are established in northeast Karnataka region.

b. Teacher Learning Centres (TLCs): Teacher Learning Centres offer a space for teachers to engage with us in a sustained manner. TLCs are located in major towns of the districts in which we work, close to where teachers live. These centres evolved from long years of our experience in the field and help us offer multiple modes of engagements for the professional development of teachers. TLCs have extensive and well stocked libraries with books, journals, textbooks, newspapers, subject based learning resources, science laboratory apparatus, computers with internet connections and Teacher Learning Materials.

The idea behind these centres is to provide teachers a proximate space where they can voluntarily participate in various academic engagements. Mainly located in government schools or private spaces, the centres help teachers gather in groups of varied sizes for workshops, discussions, seminars, Voluntary Teacher Forums, melas, and sharing sessions. The aim is to improve the learning levels of children by focusing on building professional capacities of key stakeholders i.e. teachers, head teachers and functionaries.

c. Azim Premji School: Our Azim Premji Schools are an integral part of our vision for improving K to 12 educations in India. They strive to provide quality education with an emphasis on instilling constitutional values through teaching-learning practices, both within and beyond the classroom. We currently have nine schools across the states of Karnataka, Chhattisgarh, Rajasthan, and Uttarakhand.

Our team in Northeast Karnataka

In Karnataka, the foundation has set up field institutions in 12 districts. Out of the 12 districts, 7 districts come under Kalburgi Division- Bidar, Kalaburagi, Yadgir, Raichur, Koppal, Ballari and Vijayanagar. We also work in Bagalkot and Vijayapura districts.

<i>Sl. No</i>	<i>District</i>	<i># Blocks</i>	<i># Working Blocks</i>	<i># TLCs</i>	<i>Size of the team</i>
1	Bidar	5	2	4	8
2	Raichur	5	5	7	21
3	Ballari	4	3	3	8
4	Vijayanagar	5	5	7	28
5	Yadgir	3	3	13	33
6	Kalaburgi	8	8	14	38
7	Koppal	4	4	4	16
8	Bagalkot	7	5	5	22
9	Vijayapura	7	4	5	13
Total		48	39	62	187

II. Work at scale for effect

Engage all teachers in the operational blocks and circles. We collaborate with the department and engage teachers through cluster sharing meetings. In these meetings, we discuss language and math teaching. Discuss the approach of teaching, suggestive activities, carry out demonstrations of teaching. In this manner we reach out to up to 80% of the teachers in the operational blocks of the district.

While we engage all teachers, we also put specific efforts into a smaller group of teachers (more engaged teachers). This effort is made to demonstrate change. We organize specific forums for these teachers. Classroom based scaffolding is also carried out to support their classroom teaching.

Our Reach

<i>District</i>	<i>Teacher Universe*</i>	<i>Total Reach</i>	<i>% Reach</i>	<i>More Engaged</i>
<i>Ballari</i>	3172	706	22.3	164
<i>Vijayanagar</i>	5053	1842	36.5	243
<i>Bidar</i>	5650	801	14.2	58
<i>Kalaburgi</i>	9028	4812	53.3	1559
<i>Koppal</i>	5027	1519	30.2	108
<i>Raichur</i>	5866	3460	59.0	611

<i>Yadgir</i>	3287	2105	64.0	537
<i>Bagalkote</i>	6226	2675	43.0	463
<i>Vijayapura</i>	8868	2083	23.5	506
Total Teachers	52,177	20,003	38.3	4,249

* Year 2023-24

III. Multi-Modal engagements to address specific needs of teachers.

Single mode of engagement does not bring the desired effects. Hence, we engage teachers through multiple modes. Each mode is not isolated; it feeds into each other. Each mode of engagement will have a different frequency as well as coverage. We put our efforts to coherently look at the kinds of engagement and its effectiveness. There are majorly two kinds of modes.

- a. Forum based engagements- These are workshops, cluster sharing meetings, voluntary teacher forums etc.
- b. School based engagements- these are classroom level support we do. This includes demonstration, resource sharing, teaching planning etc.

IV. Content

We follow curriculum prescribed by the department. We consider each concept, their expected teaching practices, expected learning outcomes at each grade etc. The curriculum of engagements with teachers covers.

- a. **perspectives** - aims of education, education, and society, how children learn, knowledge etc.
- b. **content** - content areas in subjects like language, mathematics, science, social science etc.

Major content areas that are discussed and language and math-

- Language: Oral language development, introduction of letters, letter-sound correspondence, independent reading.
 - Mathematics: Pre-numeracy, number sense, counting, addition, subtraction, multiplication, division etc.
- c. **pedagogy** in an interlinked manner.
 - Teaching of language- using oral skills, story, poems, print rich environments for development of reading and writing.
 - Mathematics teaching- CRA approach of teaching primary math, building conceptual understanding through using concrete materials.

Essential teaching practices in language and math: Apart from the above-mentioned major areas. We have also, coded classroom teaching practices that are essential while teaching language and math. There are close to 150 teaching practices each in language and math.

- a) Language teaching practices: Areas such as Oral language development, teaching stories, poems, print rich classrooms, and using textbook. All these teaching practices are focussed on development of reading and writing.
- b) Math teaching practices: Content areas such as pre-numeracy, developing number sense, counting, place value, addition, subtraction, multiplication, division, fractions.

V. Effect tracking

Our aim is to enable **‘teachers to teach better so that students can learn better.’** Hence the effect tracking is also aimed at observing and documenting teaching practices as well as keeping a track of students learning. Classroom observations which include teaching practices and student learning are recorded and discussed. We gather input on the changes in learning environment and resource utilization. It helps to design strategies and plans to work with teachers to help students to achieve grade appropriate learning outcomes. There are various ways in which we attempt to track the effect in the field.

- A sense of good practices: These are qualitative sharing of teachers collected from our visits to the schools, sharing in the workshop etc. This gives us a sense of good efforts happening at various levels in the field.
- Classroom teaching observations: In each of our districts we work with a small group of teachers. Good practices in these teachers’ classrooms are done through observations, co-teaching, planning, and other interactions. These observations
- Student assessment: Learning levels of children are assessed through sample-based studies. These assessments check students’ learning levels according to previous grade competency levels as well as current grade competencies.

An illustrative but actual observation has been given below.

<i>Our observations from classroom</i>	<i>Related Teaching practices</i>
<ul style="list-style-type: none"> • <i>Teacher was using 10s bundles and 1s while teaching 2-digit number to class 2 & 3 children.</i> • <i>Teacher gave students different quantities of beads to add using their own strategy to class 2 children.</i> • <i>Seen asking children to explain what they did during math class.</i> • <i>Teacher showed children's homework notebooks to explain us the activities used for reinforcement.</i> • <i>Teacher uses child's home language initially then move towards school language.</i> • <i>7 Teachers have started teaching English bilingually, and they conduct</i> 	<ul style="list-style-type: none"> • Works on number counting, comparison, counting in groups and sequencing using motimala (counting beads). • Starts with the use of concrete objects, then uses pictures, and finally moves towards symbols. • Use of appropriate learning materials • Teachers use counting skills to teach the concept and procedure of addition and subtraction. • Uses concrete objects (such as stones, pebbles, beads) to count and make equal groups of twos and threes.

talk and conversation session on daily basis on the everyday works.

- *Teacher gives time and opportunity for the children to speak their emotions and their thoughts.*
- *Teacher scaffolds children in speaking bilingually and when children hesitate to talk, she helps them to talk.*
- *Teacher connects the ENK content to the daily life activities like my neighbourhood, manasa's family, colors, transportation and explains them in context.*
- *Conducts role plays and promotes children to participate in it.*

- Helps children make tables using the concept of multiplication.
- Has wholesome conversations with children on a daily basis on topics related to their daily life experiences, contexts, interests, age, etc. using a mix of English and the children's home language(s).
- Makes planned efforts to talk using comprehensible input in order to familiarize children with the vocabulary and sentence structures of English without resorting to translation.
- Gives children time to produce English and is patient when they make errors or mistakes.
- Uses TLMs such as pictures and objects to further aid comprehension.

Different Forums of Teacher Engagements:

- 1. Cluster sharing meetings-** Collaborate with the department to participate in the forums to discuss challenges of teachers, new teaching ideas, lesson objectives, assessment, input sessions etc.
- 2. 1-day workshops-** 1-day workshops to discuss the changes made to Nali Kali processes this year. Demonstrate and discuss to build good understanding among the teachers. These workshops are also organized for grade 4-5 teachers.
- 3. Monthly workshops-** A series of workshops for selected teachers on language and math pedagogy. Sessions are on teaching language and math skills - approach of teaching, appropriate materials etc.
- 4. Cluster based demonstration workshops-** A forum to discuss language and math teaching. Here, we demonstrate teaching practices to teachers in the actual classroom.
- 5. Teacher seminar-** best practices from classrooms will be presented to larger audience in the seminar through multiple kinds of presentations like paper presentations, poster presentation, video presentation, short role plays, TLM exhibitions etc. This will be specific to language and math. Learning recovery experiences will be given priority.
- 6. TLM development workshops-** Lessons plans and TLMs are interesting engagement ideas for teachers. Small groups of teachers at the cluster level will meet every month to prepare lessons plans and TLMs for selected content. They try it out in the classroom and share reflections. We will select 30 teachers for six months for these engagements.

7. **HT workshop on school level projects-** Workshops for HT on school leadership and management - we discuss on overall school development ideas, short projects on various school activities etc.
8. **Guest Teacher Workshops:** we also work with guest teachers to build their capacity in content, pedagogy, and perspectives.

Work with Early Childhood Education:

1. **Centre level engagements-** We visit the centres regularly and work with teachers. Demonstrate teaching ideas and usage of teaching materials. We only take up weekly themes and components prescribed in the curriculum.
2. **1-day workshops-** Selected teachers are part of these regular workshops. In the workshop we discuss on the themes and various activities connected to each component. We do demonstrations of teaching activities and resources.
3. **Teacher mela at the project level-** By selecting components such as story, songs, play, creativity, and plan activities to directly engage children in the classroom. These are demonstrated in different stalls. Teachers also get opportunities to create materials.
4. **Participation in project and circle meetings-** Participating in circle meetings. In these meetings, facilitate session on weekly themes and teaching activities.
5. **Functionary workshop and exposure visit-** We organize workshops and exposure visit for supervisors to give them exposure of best practices in Anganwadi teaching. In the workshops we discuss on the relevance of ECE, approaches of teaching learning in ECE, thematic approach of teaching learning, components of teaching etc.

Work with Educational Functionaries:

1. **DIET Faculty:** We organise workshops for DIET faculties on Research and Assessment – supporting DIET in their educational research by engaging them through online course and in person workshops, workshops to help them to understand the concept of assessment and how to design large scale assessments frameworks.
2. **CRP workshop-** A multi-day workshop for the CRPs - we discuss education perspectives, policy documents, learning levels of students, academic priority areas for learning, ideas for overall cluster improvement and work plan.

Azim Premji Foundation is committed toward building a better society. Our efforts will continue to focus on bringing a change in the education system, improving the quality of teaching learning processes.