

Study of E-Learning Platforms: Teachers' Survey

January 2021



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Abstract

Ed-tech has been a growing field in education now for various years, and the COVID 19 pandemic has accelerated the industry to provide as many solutions as possible for the betterment of the students and teachers. Tech Mahindra Foundation (TMF) has initiated a project to understand the need for an E-Learning platform for the teachers and the availability of e-resources in existing online platforms. The very first step was to develop a survey tool that could help TMF understand the challenges and advantages teachers face while using online learning platforms. The survey included a variety of questions that helped understand the educational needs of the teachers and students (detailed questionnaire and survey tools are included in Annexure – A.) In this online survey, 2308 teachers from 11 different cities where Tech Mahindra Foundation is operational have participated through the 'Survey Sparrow' platform. Simultaneously as a part of the research, the team conducted an analysis (synopsis is given in Annexure-B) with more than 50 E-Learning apps/websites that provide grade and subject specific free-to-use e-content. Analysis of E-Learning platforms indicated an array of apps and platforms with quality content, however, the teachers who explored such apps (paid/govt/free apps) were found to be as low as 2%. But they expressed their inclination towards tech supported education dissemination and content creation. Hence the findings of this survey highlights the gaps and suggests ways to educate, encourage and expose the teacher to the concept of E-Learning platforms.

Background

Nations all around the world realised that shutting down schools, colleges, and other learning institutes would be helpful in curbing the transmission of COVID 19. According to a June, 2020 UNESCO report, “the pandemic will adversely impact over 290 million students across 22 countries due to the closure of schools in the wake of lockdown” (Kanodia). In India itself, UNESCO estimates that about 32 crore students will be affected by the steps of shutting down educational institutes and will keep getting affected till either the institutes reopen, or we find a solution to the near perfect learning system that the students and the teachers can from their own homes. Therefore, various countries including India are immediately implementing the sources of E-Learning to address the impact of COVID 19 on education. Distance learning became the popular choice for learners because of the closure of educational institutes due to COVID-19. This led to a rising demand for Ed-Tech platforms.

EdTech (a combination of “education” and “technology”) refers to hardware and software designed to enhance teacher-led learning in classrooms and improve students’ education outcomes. However, Ed-Tech as a concept is much broader. It unites all ways of using technology in the educational process, from interactive blackboards to Virtual Reality. But studying via the internet is the most popular EdTech direction.

Ed-tech has been a growing field in education for various years, and the COVID 19 pandemic has accelerated the industry to provide as many solutions as possible for the betterment of the students and teachers. It has been seen that the process of this transition has made a positive impact as these measures have been met with an overwhelming response by students with some start-ups witnessing as high as a 24% uptick in E-learning. Not only that, but since this learning can happen through the confines of one’s home, E-learning platforms and classes can reach a remote audience. These are affordable, and an “interesting and interactive alternative as compared to classroom teaching” (Kasrekar & Wadhavane-Tapaswi).

The education landscape has significantly evolved over the years with web-based learning assuming a new dimension and revolutionizing education. This progress has made it possible to improve education transaction and innovative pedagogic strategies³ E-Learning, an educational tool that not only increases the accessibility and convenience of education but also changes the learning behaviors and learners’ desires for learning⁴ Teachers need to take into account the learning behaviour and needs of all of the students in the group, and these needs often differ widely².

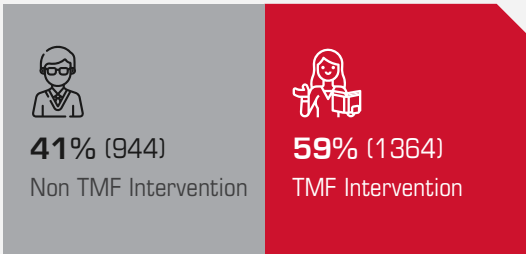
Survey Methodology

The aim of this study is to understand the need for an E-Learning platform for the teachers. The study also sought to understand the availability and quality of e-resources in existing online platforms. A survey tool was designed to understand the challenges and advantages teachers face while using online learning platforms.

The survey included a variety of questions that help understand the educational needs of the teachers and students (detailed questionnaires and survey tools are included in Annexure – A. The research team critically analysed 54 E-Learning apps/websites that provide grade and subject-specific open source e-content.

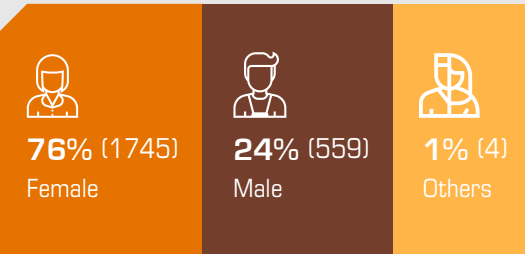
2.1 Participant Demographics: 2,308 Urban primary government school teachers working in 11 cities across India participated in this survey. The sampling is based on convenience sampling.

Figure 1: Intervention v/s non-Intervention Groups



shows TMF intervention history with these 2,308 teachers. 1,364 teachers (59% of the overall sample) have received some TMF intervention either directly or by the partner organizations at different points in time. These interventions include seminars, workshops, knowledge dissemination meetings etc. The remaining 41 % of the sample that is 944 teachers have not received any intervention from TMF at any point in time.

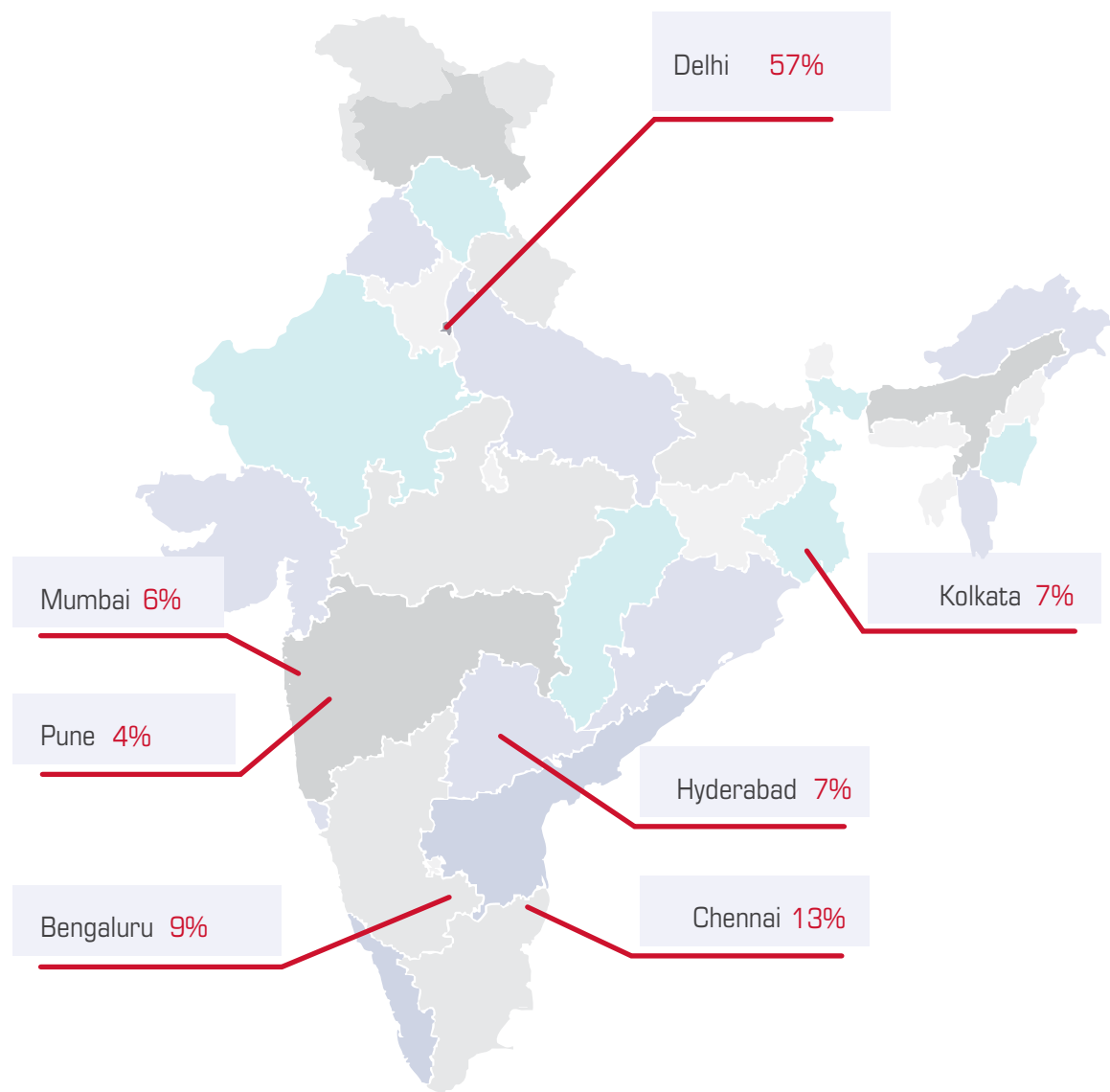
Figure 2: Gender Bifurcation



shows the gender bifurcation of the respondents. It is interesting to see that 76% are female respondents whereas male respondents are only 24%. Respondents were selected randomly but females participated more actively.

2.2.1.Geographical Spread of sample: These 2,308 teachers were spread across 11 different locations where Tech Mahindra Foundation is operational, and city wise distribution of the sample is given below:

Figure 3: Demographic Representation of Participants



Survey Finding

3.1. Key findings:

From the responses of the teachers, 73% of teachers took online classes during the lockdown and 70% of them adapted to it comfortably with none or a little difficulty. However, 70% of teachers were taking less than 1-hour online class. Only around 50% of teachers are being able to explore e-content during the lockdown as majority of the teachers want to create their own content but they are not well equipped with technology. 2,119 (91%) teachers mentioned a major challenge during E-learning is steady internet connectivity and 189 (9%) have chosen others as an option wherein majority of them again reported that they had no internet access or android devices. A very few have also responded that they did not find appropriate content online. 60% teachers of this survey use the worksheet as their primary resource for their students. 67%, that is 2 out of 3 teachers have mentioned that the content for Mathematics and English are available digitally. Apart from regular school subjects, ICT and Art & Craft are the most asked other.

Analysis of already available E-Learning platforms

Interesting findings were noted that there were free platforms that have good video content; there were a few which are paid and have good worksheets and activities etc. However, depending on the scores, the top 10 were listed which received a minimum of 50% of the score, and out of which a further level of filtration was done.

The top 5 platforms emerged as the most suitable E-Learning platforms based on 60% and above score.

Every platform has 'N' number of features, but the 4 important parameters were identified for a deeper understanding of the platforms. Each parameter has sub-parameters as follows:

1. Content Availability

- 1.1 Video
- 1.2 Text/pdfs
- 1.3 Worksheet
- 1.4 Activities

2. Grades & Languages

- 2.1 Regional languages
- 2.2 Grades

3. Technical Features

- 3.1 Online / Offline
- 3.2 Ease of Use
- 3.3 Free

4. Monitoring & Assessment

- 4.1 Monitoring & Assessment

A ranking was given to the E-Learning apps/platforms for each parameter so that it becomes easier to choose top 5 E-Learning platforms for teachers. A score of 1 to 5 or 1 to 4 was awarded to each parameter following a well-defined rubric. Different weightage was given to the parameters depending on the importance of the features for the platforms. The weightage values are as below:

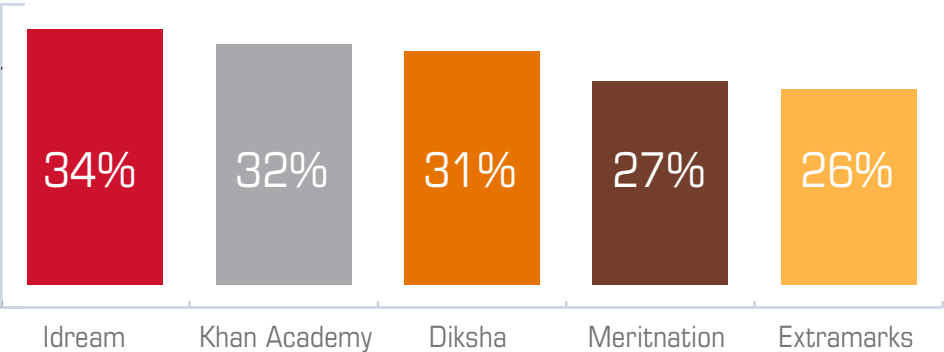
Ranking parameters for E-learning platforms

Parameter	Percentage
Content	48
Grades and Languages	24
Technical Features	21
Monitoring and Assessment	07
Total	100

A further analysis was made to understand the best two to three apps. However, they had certain limitations from each parameter category.

Figure 4: Top 5 PLATFORMS as per Competition Analysis

Top 5 Platforms



Meritnation has particularly good content in terms of videos, text/pdfs, but it is a paid platform, and the content as according to the teacher participants, may not be easily understood by everyone. Idream is a free app with content in simple language. However, it lacks the “watch later” feature which happens to be the most preferred feature from the survey findings. This would help teachers to download the content when there is good internet connectivity and go through the videos later in offline mode.

Khan academy is a preferred platform. However, it mainly has content for Mathematics. Though there are many platforms available for teachers yet there are drawbacks for each one of them, either in content or technical features or are paid. Hence teachers are not able to utilize them due to the limitations.

A combination of analysis of existing E-Learning platforms and the survey gives us an indication towards an introduction of a Web-based platform that curates the best available free-to-use content (videos, worksheets, etc.) for the teachers. The content should be organized as per Subject/Topic as well as Grades, available in multiple languages, and searchable by competencies and specific terms.

Analysis of teachers' responses

As indicated by analysis of available E-Learning platforms and key findings of the survey report, the TMF research team analysed a few parameters based on content availability, technical features, digital accessibility of the existing E-Platforms for the teachers. The aim was to substantiate existing platforms' advantages and challenges (if any). Here is an in-depth analysis of the responses we have received from the teachers-

5.1 Content and Resources

Objective 1: To understand teachers' adaptability to online classes.

Since taking online classes was a new experience for the teachers, the survey captures quantitative data on the following parameter:

Q) Are you taking online classes for the students during the COVID-19 imposed lockdown?

Figure 5: Representation of Teachers Taking Online Classes During Lockdown (in %)

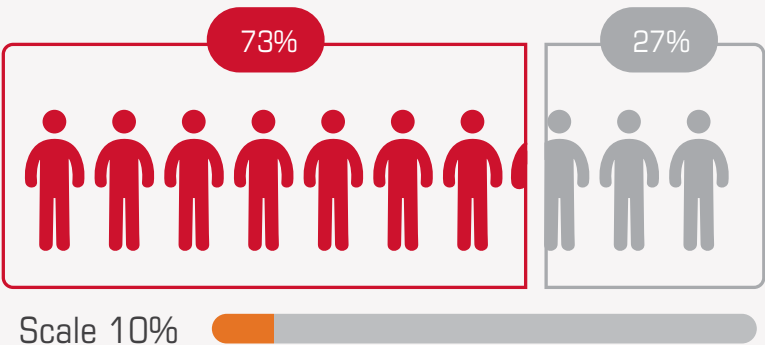
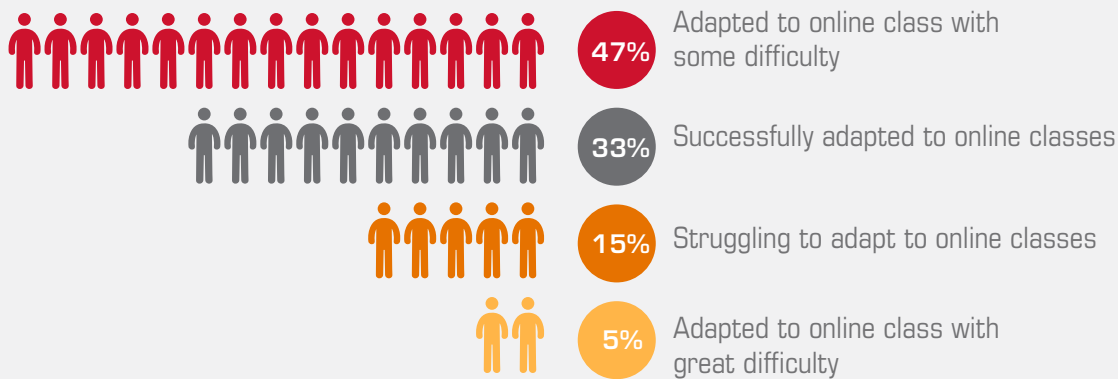


Figure 6: Adaptability To Online Classes



When asked whether the teachers are taking online classes for the students during the COVID-19 imposed lockdown (refer to figure 5); 73% of teachers said yes. However, the majority of the teachers have adapted to technology with some difficulty while a few are still struggling.

According to figure 6, 47% of teachers adapted to online classes with some difficulty and 33% adapted to the use of technology while taking classes. 15% struggling to adapt to online classes and 5% adapted to it with great difficulty.

With this skewed response from the received data, the results find that while more than 70% of teachers are conducting classes online, there is still a necessity for a good E-learning platform for them.

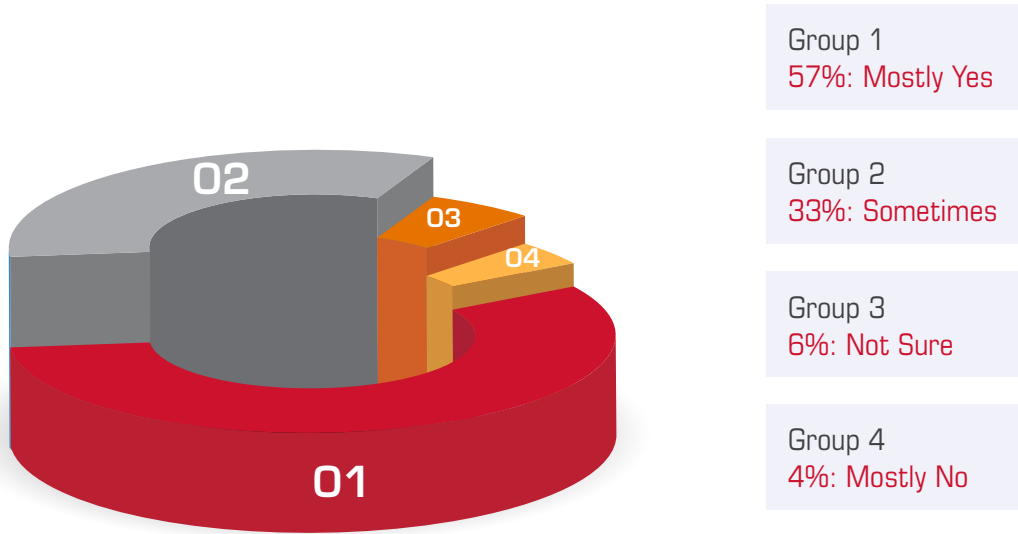
Finding Appropriate Content online



Objective 2: To identify if teachers can find appropriate content for their self-growth and to plan their online classes for students.

Q) Are you able to find appropriate content for your grades and subjects online?

Figure 7: Availability Of Online Content



57% of the participating teachers in this survey mostly been able to find the subject and grade-specific content of their choice. 33% of teachers are moderately able to find this kind of content. Only 4% of teachers said no and 3% mentioned not sure when asked about the subject and grade-specific content of their choice. It's a matter of concern that a good number of teachers (almost 3 out of 7 teachers) are still at times struggling to find appropriate content online.

Conducting online Classes

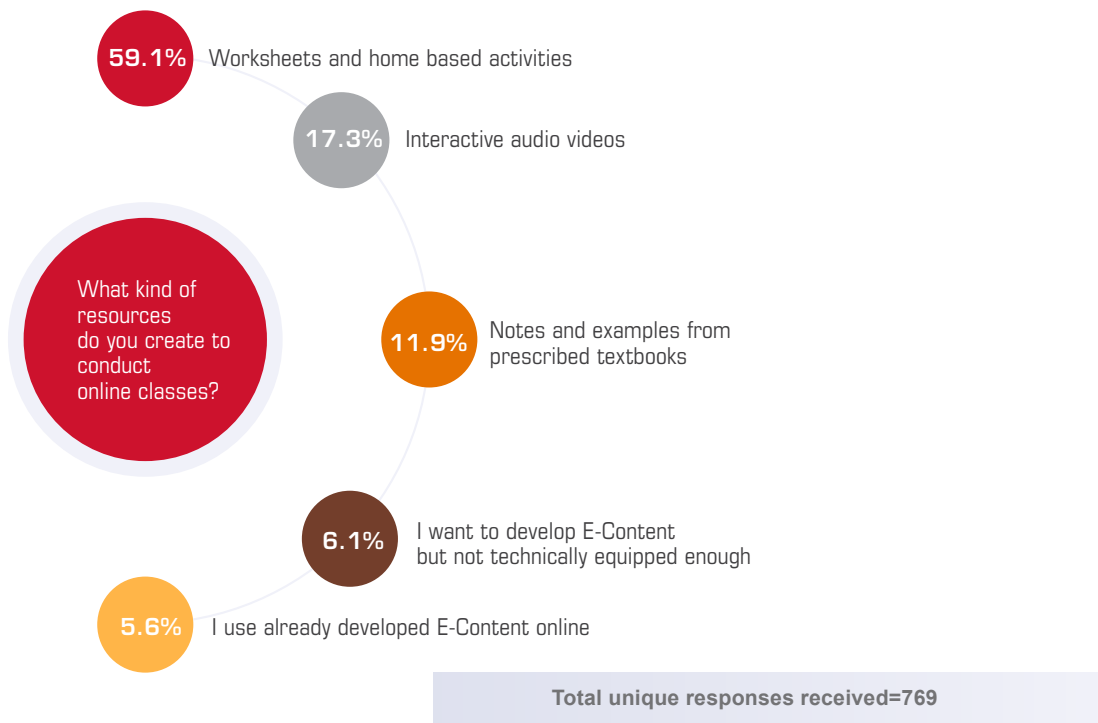


Objective 3: To understand the resources teachers are creating for online classes.

This question is giving an understanding of the teacher’s self-motivation, pre-lesson-execution planning, and adaptability to new normal.

Q) What kind of resources do you create to conduct online classes?

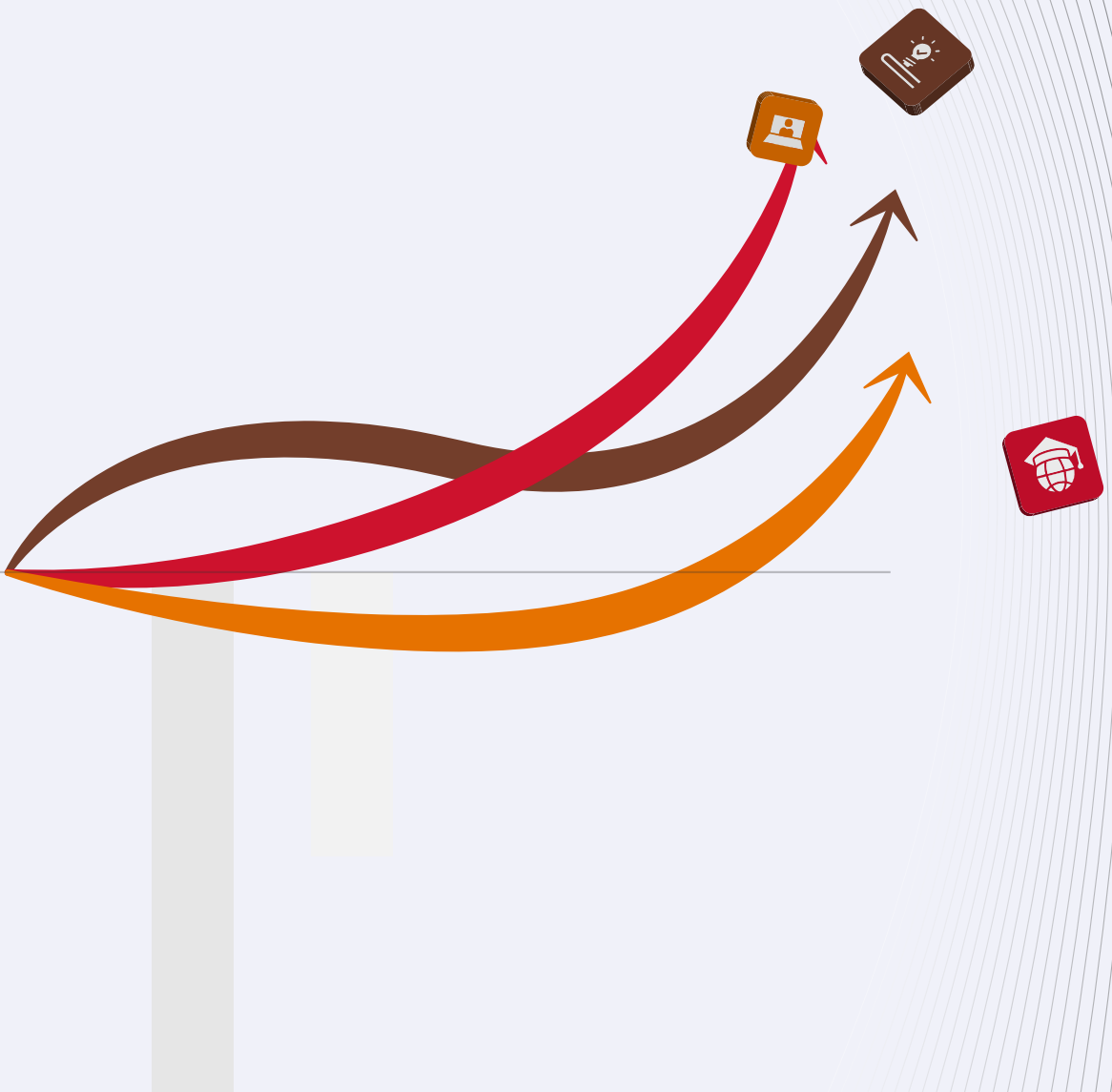
Figure 8: Resources used by teachers for conducting online lessons



The aim was to understand the resources teachers are using for online classes and to get an understanding of the teacher’s self-motivation, pre-lesson-execution planning, and adaptability to new normal. Teachers were asked to identify the kind of resources they prepare for online classes. In reply out of 769 teachers 59.1% teachers said they prefer creating a worksheet and home-based activities, 17.3% prefer interactive audio-visuals, 11% prefers collating notes and exercises from prescribed textbooks, 6% mentioned that they want to create their own material online but due to inadequate exposure to the digital platform they are unable to do so and 5.6% said they prefer to use already developed, available content when preparing for online classes.

Teachers create a variety of content like interactive videos, worksheets, activities to plan their online classes and facilitate learning for the students. Therefore, teachers’ responses showed that they are interested in developing their own content but they are not technically equipped.

Current trends in the use of E-learning platforms



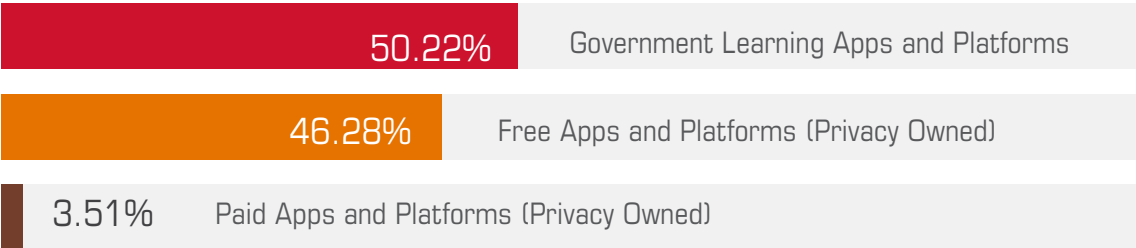
5.2 Current trends in the use of E-Learning platforms

Objective 4: To understand the kind of E- Learning Platforms that teachers are using.

This analysis helps to understand the affinity towards open-source E-Learning platforms of the teachers.

Q) Have you explored E- Learning platforms prior to COVID - 19 times? If yes, which of the following web/app based platforms have you used?

Figure 9: Types Of Platforms Teacher Prefer Using



Total unique responses received=1141

This information helps to understand the affinity towards open-source E-Learning platforms. Hence, in reply to what kind of E-Learning platforms teachers have explored before lockdown, out of 1141 responses more than 50% of teachers mentioned government learning apps/platforms, 46% mentioned free to use private-owned apps and only around 4% of teachers have ever used any paid platforms.

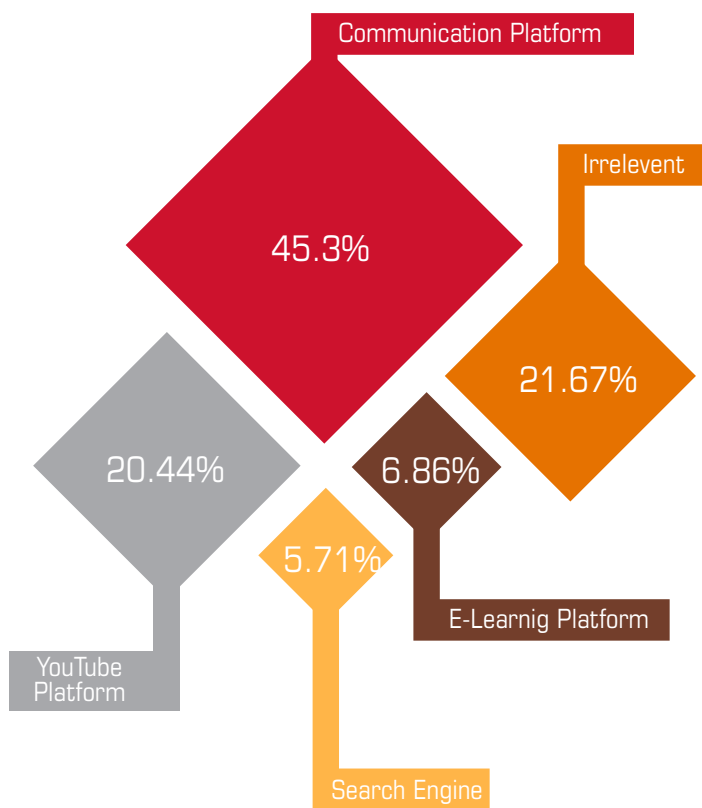
Most Used Online Platforms by The Teachers



Objective 5: To identify the 3 most liked E-Learning platforms by the teachers which they have explored and have been using.

Q) Name any three such platforms that you liked most.

Figure 10: Most Used Online Platforms By The Teachers (In %)



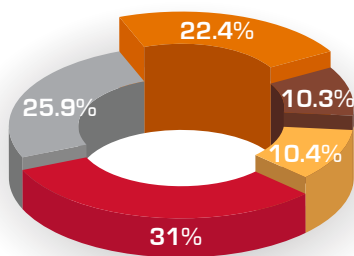
45% of the Teachers prefer to connect over communication platforms, 20% used YouTube and around 5% used search engines like Google or Yahoo to explore any kind of content. 6.86% of teachers said that they use other of E-Learning platforms like NCERT App , Diksha and Byju's. Through the responses it was also understood that most of the teachers are connecting with students over WhatsApp since it is easy to use and it requires low internet bandwidth.

Objective 6: To identify the major challenges with the existing E-Learning platforms.

To initiate any solution, a strong understanding of the deep-rooted challenges is of utmost importance.

Q) What major challenges do you face in the use of existing web/app-based content platforms?

Figure 11: Challenges Faced By Teachers



31%	Poor access to Internet
25.9%	Limited knowledge of using apps and online Platforms
22.4%	Limited access to free content
10.3%	Difficult to understand content
10.4%	Others

To initiate any solution, a strong understanding of the deep-rooted challenges is of utmost importance. When asked about the major challenges faced; 31% said they face poor internet connection, around 26% said they have limited knowledge of using the platforms, 22.4% said they have limited access to free content, 10.3% said they find it difficult to understand the content and 10.4% have chosen others as an option. Here the majority of them reported that they had no access to android devices.

Therefore, major challenges which teachers are facing are poor access to the internet and limited knowledge of using apps and online platforms. It establishes the need to train the teachers in digital skills.

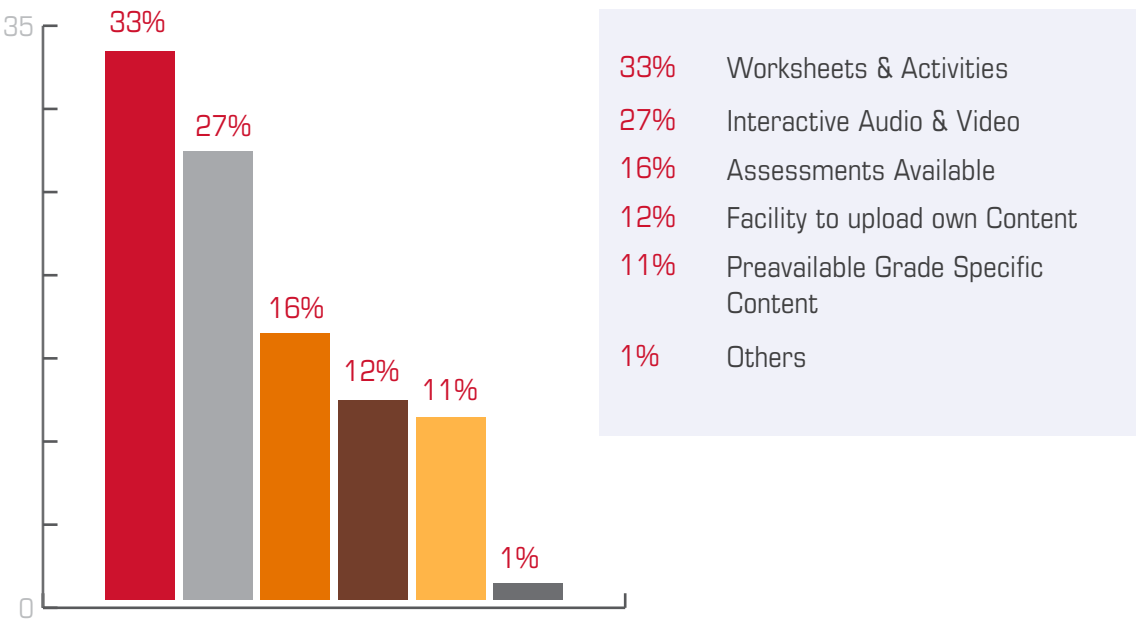
Objective 7: To understand the content-related requirements of the teachers in the E-Learning platform.

The question was designed to understand the preferences of the teachers in terms of available features of the content.

Q) Which academic and content-related features do you look for in the online learning platform?

Figure 12: Preferred Features In Online Platforms By Teachers

Preferred features in online platforms by teachers



This question was designed to understand the preferences of the teachers in terms of available features of the content. It shows the willingness of teachers to learn and use the online platforms more effectively in the coming future. According to figure 12, one-third i.e. 33% of the teachers expect worksheet and activities as a ‘must have’ in any E-learning platform, 27% expect interactive audio and video, 16% want the availability of proper assessment tools, 12% want facility to upload own content, and 11% want pre-available grade-specific content features.

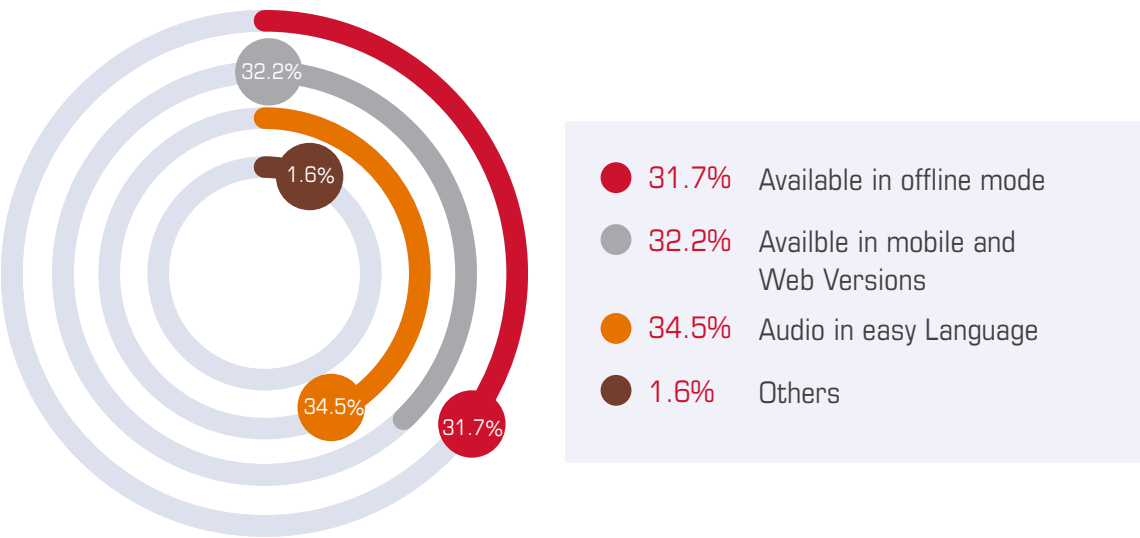
5.3 Teachers' expectations

Objective 8: To identify what technical features are teachers looking for?

This question captures the required details of technical features in an E-Learning platform.

Q) What are the technical features you look for in online learning platforms?

Figure 13: Technical Features Teachers Look For In Online Learning Platforms



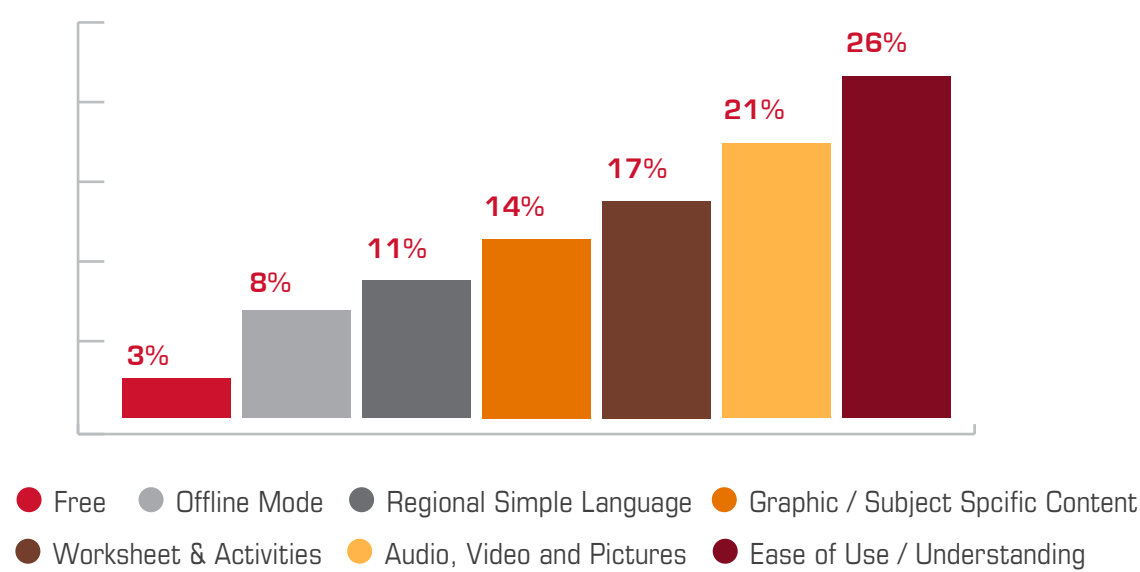
It was necessary to understand the technical features teachers look for in any quality E-Learning platform. We have received in response that around 34% of teachers want content in easy-to-understand audio, 32% want content to be available in mobile version and another 31% of teachers want content to be available offline to mitigate the paucity of steady internet connectivity at the field.

Teachers have shown their inclination towards technical features like the facility to save academic material offline, access to mobile and web versions of the platforms, and audio-video material in easy-to-understand language. It shows that the teachers want to use the E-Learning platforms which are suitable to their needs and have specified features available.

Objective 9: To understand the desirable features for good online material that teachers would like to have to plan better and with ease for the E-Learning platforms.

Q) Mention 3 qualities that good online material for teaching should have.

Figure 14: Top Qualities As Per Teachers In Online Materials



The rationale was to understand the desirable features for the good online material that teachers would like to have to plan better and with ease for the E-Learning platforms. Teachers preferred to have good online content that is easy to understand and supplemented with audio-visuals and worksheets.

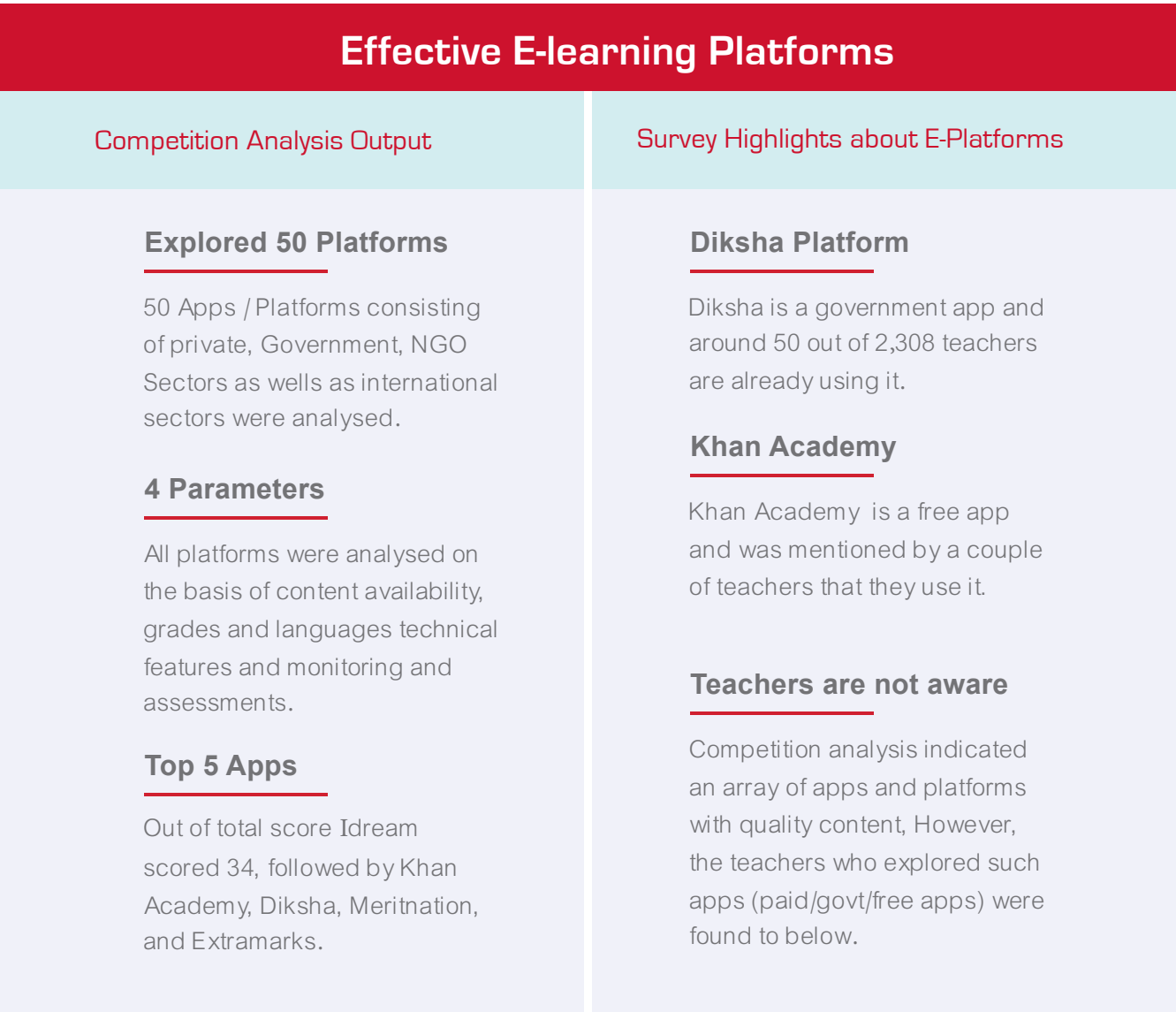
According to figure 14, 26% teachers they want content that is easy to use, 21% said Audio-Video and Pictures are important, 17% said Worksheet and Activities, 14% said they look for graphics and subject- specific content, 11% want content available in regional languages, 8% said they want content availability in offline mode and 3% said they look for free content.

A platform is expected to have online content with the above-mentioned features to make it more effective and usable for teachers.

6. Correlation between teachers’ responses and analysis of E- Learning Platforms.

Analysis of E-Learning platforms indicated an array of apps and platforms with quality content. However, the teachers who explored such apps (paid/govt/free apps) were found to be low. However, they expressed their inclination towards tech supported education dissemination and content creation. Hence there is a need to educate, encourage and expose the teacher to the concept of E-Learning platforms.

Figure 15: Correlation Between Competition Analysis And Survey



7.Teachers' expectations and existing solutions

The following infographic shows the relationship between the expected features of the E-Learning platforms as shared by teachers and the top 5 apps/web platforms that emerged from the analysis of 51 E-Learning platforms. According to this, the Diksha app has emerged as the most used and famous app among teachers.

Figure 16: Online Platforms And Their Available Features

	Grades (Classes 1-12)	User Friendly	Web & app based both	Available free or paid	Assessments (Test and worksheets)	Subjects (Covers most of the subjects)	Offline mode (can be downloaded)	Simple Content	Languages Regional and multiple languages	Facility to upload teacher created Content
Diksha										
IDream										
Extramarks										
Khan Academy										
Meritnation										

8.Recommendations

1. As close to 90% of teachers expressed poor internet connection as a major challenge in online classes. There is a need to have a platform that can be accessible with low bandwidth. The search for such platforms needs to be carried on.
2. There will be a continuous need for online teaching/learning so it is recommended to further educate, encourage and expose the teachers to the concept of E-learning platforms and train the teachers to use the tools and features effectively.
3. As per teachers' responses since availability of Mathematics and English content are relatively better than the other subjects, we can emphasize more on providing better content by curating existing e-content in other school subjects like EVS, Hindi, etc.
4. A unique platform may be developed with all the feature requirements listed from the survey analysis and content curated from the component platforms available. A platform that has systematic, well-organized, grade specific content and available in regional languages with comprehensive assessment tools available in it.
5. Since worksheet is one of the preferred modes of engagement with students, focus can be directed on curating/preparing fun-based concepts and meaningful worksheets and create an Activity Corner book for the teacher's ready reference.

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Annexure

Annexure-A (Survey Tool)

TEACHER SURVEY ON E-LEARNING PLATFORM

Introduction: Ed-tech has been a growing field in education now for various years, and the coming of the COVID 19 crisis has accelerated the industry to provide as many solutions as possible for the betterment of the students as well as teachers.

Introduction: The purpose of this survey is to understand the needs, challenges, advantages and disadvantages the teachers are facing with this shift to online teaching and to evaluate the need for a new e-learning platform

Instructions:

- 1. Please select the best possible answer according to you for each question.
- 2. Please note that some questions have provision to select more than one option.
Please read the instructions given with the questions carefully.

Details of the teacher:			
1	First Name	:	
2	Surname	:	
3	Age in years	:	
4	Contact Number	:	
5	School Name	:	
6	School Pin Code	:	
7	Gender	:	
8	City (Select from dropdown)	:	
9	Grades you teach (Select from checklist)	:	
10	Subjects you teach (Select from checklist)	:	

1. Are you taking online classes for the students during the COVID-19 imposed lockdown?

- a) Yes
- b) No

1.1 If yes, which of the following statements is most applicable to you?

- a) I have been able to successfully adapt to taking online classes
- b) I have been able to adapt to online classes but with some difficulty
- c) I have been able to adapt but with great difficulty
- d) I am still struggling with the adaptation to online classes, and eagerly waiting to go back into the classroom

1.2 How much time per day do you spend in taking online classes?

- a) 30 minutes to 1 hour
- b) 1-2 hours
- c) 2-3 hours
- d) More than 3 hours

1.3 Approximately, what percentage of students of your class are accessible through online platforms?

- a) 0- 20%
- b) 21-40%
- c) 41-60%
- d) 61-80%
- e) More than 80%

1.4 How often do you use web or app -based platforms for teaching sessions?

- a) Daily
- b) 2-3 times in a week
- c) Once in a week
- d) Less than once a

1.5 If Yes, name any 3 such platforms you liked the most.

2. Have you explored any E-Learning platforms prior to the COVID-19 times?

- a) Yes
- b) No

2.1 Which of the following web/app-based learning platforms have you used previously? (Check all that apply)

- a) Government learning apps and platforms
- b) Free Apps (Privately owned)
- c) Paid apps (Privately owned)
- d) Others _____

3. Has your school (or department) previously provided you with any information (through a seminar, guide, etc.) about how you should be using online learning tools in the classroom?

- a) Yes
- b) No.

3.1 If yes, please elaborate on what information has been provided to you?

4. What is the preferred mode of communication that you use to conduct classes with students during the lockdown? (Check all that apply)

- a) Online Mode: Interactive learning apps, Live classes and Video calls
- b) Partial Online mode: Worksheets and Audio-Videos through WhatsApp or other modes
- c) Offline mode: Phone calls, TV, radio and textbooks

5. What resources do you refer to create lesson plans for online classes? (Check all that apply)

- a) Government provided curriculum and syllabus
- b) Textbooks
- c) Workbooks and books by different publishing houses
- d) Video clips and resourceful websites on the subject matter
- e) Notes and information from fellow educators
- f) Educational TV and radio programmes by national media

6. **What kind of resources do you create to conduct online sessions? (check all that apply)**
- a) Interactive audio- videos
 - b) Worksheets and home-based activities
 - c) Notes and examples from prescribed textbooks.
 - d) I use already developed e-content available online.
 - e) I want to develop E-content, but not technically equipped enough
7. **Are you able to find appropriate content for your grades and subjects online?**
- a) Mostly Yes
 - b) Mostly No
 - c) Sometimes
 - d) Not sure
8. **Which of the following subjects' content is easily available online? (Check all that apply)**
- a) Mathematics
 - b) Science
 - c) EVS
 - d) English
 - e) Hindi
 - f) Social studies
 - g) Regional languages
 - h) Others_____
9. **Other than subject resources, what other areas do you seek online content for? (Check all that apply)**
- a) Information, Communication and Technology
 - b) Socio- emotional components
 - c) Counselling
 - d) Music
 - e) Dance
 - f) Theatre
 - g) Arts and craft
 - h) Physical education
 - i) Inclusive strategies and practices
 - j) Others_____
 - k) I have not searched for content on these areas

9.1) If you have looked up content for any of the above areas, what do you think about facilitating them online.

- a) Few things like music, art and craft are possible but mostly they require physical presence
- b) These areas can be facilitated online if proper resources are available
- c) I think it's impossible to work for these areas through virtual platforms
- d) Not sure as I have very limited exposure to this

10. During the lockdown period what steps have you taken to ensure the mental well-being of your students? (Check all that apply)

- a) I share fun activities based on drama, storytelling, art & craft on a regular basis
- b) Individual calls with my students
- c) Counselling of students and parents if need be
- d) I have not been able to take any steps
- e) Others_____

11. Do you use online platforms for conducting assessments of the students during the lockdown?

- a) Yes
- b) No

11.1 If yes, do you see any advantages of the online platforms for assessments?

- a) Yes
- b) No
- c) Not sure

11.2 If yes to the previous question, what has been the advantage of using online platforms for assessment? (Check all that apply)

- a) Results are received more quickly
- b) Learners would prefer using it
- c) Time and money saving.
- d) Easy to conduct and keep records
- e) Others_____

12. On the following scale, how satisfied are you as a teacher with the effect of online learning tools on students?

	Completely satisfied	Satisfied	Unsatisfied	Completely unsatisfied
Student attendance				
Student participation				
Student learning				
Student assessments				

13. What major challenges do you face in use of existing web/app-based content platforms?

(Check all that apply)

- a) Limited access to free content
- b) Difficult to understand the content
- c) Limited knowledge of using apps and online platforms
- d) Poor access to internet
- e) Others_____

14. Which academic and content related features you look for in the online learning platform?

(Check all that apply)

- a) Pre-available grade specific contents
- b) Worksheet and activities
- c) Interactive audio-videos
- d) Assessments available for all the subjects
- e) Facility to upload our own content
- f) Others _____

15. Which technical features do you look for in online learning platforms? (Check all that apply)

- a) Available in mobile and in web version
- b) Audio should be available in easy to understand language
- c) Available in offline mode (Downloadable and watch later option)
- d) Others: _____

16. In what languages do you seek online content? (Check all that apply)

- a) English
- b) Hindi
- c) Bengali
- d) Tamil
- e) Kannada
- f) Odia
- g) Marathi
- h) Urdu
- i) Telugu
- j) Others _____

17. Mention 3 qualities that good online material for teaching should have.

About Tech Mahindra Foundation

Tech Mahindra Foundation (TMF) is the corporate social responsibility arm of Tech Mahindra Limited, a Mahindra Group Company. The Foundation set up in 2007, as a Section 25 Company (referred to as a Section 8 Company in the Companies Act, 2013), has been working tirelessly in the areas of education, employability, and disability, with a keen focus on corporate volunteering. The Foundation works with the mandate that 50% of its beneficiaries are women and 10% are Persons with Disabilities. Over the year, it has impacted 290,425 direct beneficiaries across all programs. Additionally, the Foundation continues to serve the nation through the 572 COVID Relief Projects* across 17 states in India.

Our Focus Areas

EMPLOYABILITY

SMART (Skills-for-Market Training) is the Foundation's flagship employability program to empower youth from economically backward urban communities. It provides them with the requisite employability skills through structured training programs, ensuring that they are placed in suitable dignified jobs. The Foundation has been implementing the SMART program by establishing a network of SMART Academies and Centres - run both directly and through other partner implementing agencies.

EDUCATION

The Foundation works in Government schools through its ARISE (All Round Improvement in School Education) program with the objective of holistic development of children in these schools. Moreover, Shikshaantar is the Foundation's training program focusing on teacher empowerment and capacity enhancement through modern day subject matter and pedagogical practices. The Foundation has also launched Mobile Science Lab, where a bus equipped with hands-on activities of EVS (Science) visits the Government schools to facilitate the learning of students from Classes 3 to 5.

DISABILITY

The Foundation believes that there is Ability in Disability. With the focus on creating an inclusive world and providing a life of dignity and confidence, we are working in the area of education and skill development for children and youth with disabilities, respectively. This is done through ARISE+ (All Round Improvement in School Education for Children with Disabilities) and SMART+ (Skills-for-Market Training for Persons with Disabilities). ARISE+ is a program that encourages children with disabilities to become a part of mainstream education. The SMART+ program focuses on providing employable market-related entrepreneurial skills and opportunities to youth with disabilities.

VOLUNTEERING

Corporate Volunteering lies at the heart of Tech Mahindra Foundation's ethos. Employees volunteer and contribute to driving positive social change while simultaneously enhancing their own capacities for empathy and compassion. This is how we #RiseForGood!



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