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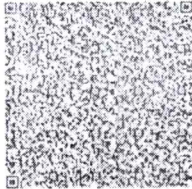
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THIS STAMP PAPER FORMS PART OF A PARTNERING AGREEMENT DATED 8th JUNE 2023 ENTERED BETWEEN RASPBERRY PI FOUNDATION AND TELANGANA SOCIAL WELFARE RESIDENTIAL EDUCATIONAL INSTITUTIONS SOCIETY

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PARTNERING AGREEMENT

PROGRAMME: Design and deliver a Computing Curriculum for Telangana Social Welfare Residential Educational Institutions Society Coding Academy

Parties

- (1) **Raspberry Pi Foundation** (company number 06758215) whose registered office is 37 Hills Road Cambridge CB2 1NT, UK ("**RPF**");
- (2) **Telangana Social Welfare Residential Educational Institutions Society** Government of Telangana having its office at DSS Bhavan, Masab Tank, Hyderabad - 500028, India ("**TSWREIS**")

Background

- (A) The parties have agreed to partner to design and deliver a Computing Curriculum for TSWREIS Coding Academy students.
- (B) This Partnering Agreement ("**agreement**") sets out the principal terms and conditions on how the parties will work together to deliver the programme set out in detail in Schedule 1 (the "**Programme**").

1. Term and Termination

- 1.1. Subject to the remainder of this clause 1, the term of this agreement is from 7 June 2023 until 7 June 2028 unless terminated early in accordance with clause 1.2.
- 1.2. Either party may terminate this agreement:
 - 1.2.1. by giving written notice before the 7th of January, in which case termination will take effect on 7th June the following academic year; or
 - 1.2.2. immediately on written notice in the event of a material failure by the other Party to comply with its obligations herein.
- 1.3. The parties may by written agreement agree to extend the term of this agreement beyond the date it would otherwise terminate under clause 1.1.

2. Delivery of the Programme

- 2.1. The parties will deliver their respective responsibilities as set out in Schedule 1.
- 2.2. RPF may use its group companies or contract with third parties to deliver those aspects of the Programme for which it is responsible and shall use its discretion in identifying the most suitable partner to strengthen Programme delivery. RPF will keep TSWREIS informed about any new parties.

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- 2.3. The parties agree that they will comply with applicable laws and standards.
- 2.4. In working together to deliver the Programme, the parties shall:
- 2.4.1. ensure sufficient and appropriately qualified resources are available and authorised to fulfil the responsibilities set out in this agreement;
 - 2.4.2. adhere to good practice;
 - 2.4.3. act in a timely manner; and
 - 2.4.4. act in good faith to support achievement of the Programme.

3. Costs and liability

- 3.1. Subject to the remainder of this clause 3, RPF shall cover the costs of delivering the Programme (excluding the cost of equipment and accreditation). RPF may seek external funding for the Programme as set out in this agreement.
- 3.2. TSWREIS shall cover the cost of:
- 3.2.1. IT infrastructure and maintenance costs, internet and utilities;
 - 3.2.2. Materials listed in the curriculum such as technology kit, project supplies and any printing for teacher and student materials;
 - 3.2.3. Securing and maintaining any accreditation or certification (if any).
- 3.3. Subject to clause 3.4 below, neither party shall be liable to the other for any losses or liabilities incurred due to their own actions.
- 3.4. Neither party shall benefit from any deliberate default of this agreement. Nothing in this agreement shall seek to limit liability where doing so is not permitted by law.

4. Responsibility for Programme Staff

- 4.1. Any RPF staff involved in the delivery of the Programme will be subject to the applicable RPF employment terms and conditions. In addition:
- 4.1.1. their place of work will be the school or college site they are assigned to.
 - 4.1.2. their working days and work timings will be aligned to the school or college schedule.
 - 4.1.3. they will be subject to any further non negotiable provisions relating to the specific school/college as the parties may agree in writing.
- 4.2. RPF employed computing educators will:
- 4.2.1. report to an RPF staff member for the purpose of leave approval, computing curriculum research and lesson planning, baseline assessment design, impact study, and all other day to day internal planning, monitoring, and feedback processes
 - 4.2.2. report to the School/Degree College Principal for the purpose of administering internal assessments and assessment data submission as per school norms

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- 4.2.3. notify the School/Degree College Principal about their leave approvals in writing, participate in the rostering process/time table planning process pertaining to the execution of the computing curriculum, and for relevant internal school level approvals
- 4.2.4. be excluded from all non-relevant institution level responsibilities such as house master, warden, mess incharge, non-relevant data entry, and non-relevant admin tasks
- 4.2.5. the reporting manager will agree a regular update structure to keep the Principal and the Society points of contact informed about the progress, achievements and challenges pertaining to the Programme at each institution, along with a documented minutes of all such meetings

5. Safeguarding

- 5.1. TSWREIS is responsible for the safeguarding of all Coding Academy students.
- 5.2. In connection with the delivery of the Programme, both parties agree to:
 - 5.2.1. appoint a Designated Safeguarding Lead and take all reasonably prudent steps to ensure the safety and safeguarding of children and vulnerable adults in the delivery of the Programme;
 - 5.2.2. comply with all applicable local child safeguarding legislation (including laws pertaining to Child Protection and Protection from Sexual Exploitation and Abuse set by the Government of India) which may be in force from time to time during the course of the Programme; and
 - 5.2.3. ensure that all RPF volunteers and staff who participate in the Programme have received appropriate safeguarding training within the last 12 months (for example the RPF safeguarding e-learning module) before starting work and provide evidence of this to RPF's satisfaction.
- 5.3. TSWREIS shall immediately inform RPF in writing if any safeguarding incident occurs in any way associated with the Programme (including any "near misses" of significant concern).

6. Fundraising and publicity

- 6.1. RPF may seek third party funding to cover the costs of delivering the Programme.
- 6.2. TSWREIS agrees to support RPF in its fundraising efforts to cover the costs of providing the service. TSWREIS shall recommend and connect RPF to their network of donors for potential funding for the initiative where possible.
- 6.3. Any third party funding will be obtained on terms which will not adversely impact the delivery of the Programme.

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- 6.4. The parties agree that any external funder shall be entitled to promote their involvement in the Programme provided they notify and obtain consent in advance from the Office of the Secretary, TSWREIS.

7. Confidentiality

- 7.1. All parties agree that they shall not at any time disclose to any person any confidential information concerning the business, affairs, volunteers or participants of the Programme, except as needed by employees of either organisation to support the Programme, or to the extent required by law.
- 7.2. The provisions of this clause shall survive termination or expiry of this agreement. The receiving party's obligations hereunder shall survive for a period of five (5) years following the disclosure of the confidential information.

8. Branding, reputation and IP

- 8.1. The TSWREIS agrees to use the Raspberry Pi brands only in connection with the delivery of the Programme and to the extent consistent with the rules at: <https://www.raspberrypi.org/trademark-rules>; and the guidelines at: [https://static.raspberrypi.org/files/Raspberry Pi Visual Guidelines 2020.pdf](https://static.raspberrypi.org/files/Raspberry%20Pi%20Visual%20Guidelines%202020.pdf).
- 8.2. RPF agrees to use the TSWREIS brand only in connection with the delivery of the Programme during the partnership tenure. Beyond the partnership tenure, the use of the TSWREIS brand would require explicit consent from the Office of Secretary, TSWREIS.
- 8.3. No party shall do anything that would damage the reputation of any other party and if that happens the affected party may immediately withdraw from this agreement.
- 8.4. Save as expressly provided in this agreement, no party shall acquire any right, title or other interest in the other's Intellectual Property Rights, all of which shall remain the property of the party that created it.

For the purposes of this clause, "**Intellectual Property Rights**" means patents, inventions, trade marks, service marks, logos, design rights (whether registrable or otherwise), applications for any of the foregoing, copyright, software, firmware, database rights, domain names, trade or business names, moral rights and other similar rights or obligations whether registrable or not in any country (including the United Kingdom) and the right to sue for passing off.

- 8.5. Any teaching or other material delivered by RPF as part of the Programme shall be owned by RPF and RPF shall remain the owner of any Intellectual Property Rights therein. RPF shall make any such resources available to the Partner on a perpetual, open source basis.

9. Disputes, Governing Law and Jurisdiction

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9.1. If any dispute relating to this agreement is not resolved within 30 days of notice of such dispute being given, it shall be referred to the management teams of the relevant parties who shall attempt in good faith to resolve the dispute. The parties agree that this agreement and its subject matter shall be governed by and construed in accordance with the laws of India.

9.2. Each party irrevocably agrees that the courts of Telangana, India shall have non-exclusive jurisdiction to settle any dispute or claim (including non-contractual disputes or claims) arising out of or in connection with this agreement.

10. Data Protection

10.1. The Parties shall ensure that any personal data relevant to the Programme is processed and stored in a manner which is secure and in compliance with applicable data protection laws.

10.2. The Parties agree that any personal data shall be shared between the parties only in accordance with the permitted purpose of monitoring and evaluating the impact of the Programme and only to the extent reasonably necessary.

10.3. The Parties shall notify the other party forthwith, and take into account any information and/or reasonable requests provided by the other party before responding publicly or to any data protection regulator or any third party (provided that such information and/or requests are provided promptly and before any applicable response deadline):

10.3.1. in case of an information request filed under the Right to Information Act 2005 or other purported exercise of rights by a data subject under applicable legislation; or

10.3.2. in the event of any investigation or enforcement activity by any data protection regulator; or

10.3.3. in the event of any personal data breach.

10.4. Each of the parties shall delete any personal data it has obtained from the other party once its retention is no longer reasonably necessary under this agreement, and shall do so in a secure manner, and in accordance with good industry practice.

11. General

11.1. No one other than a party to this agreement shall have any right to enforce any of its terms.

11.2. Nothing in this agreement is intended to, or shall be deemed to, establish any formal partnership or joint venture between the parties. The TSWREIS and RPF agree that neither is an official representative of the other and shall have no authority to bind each other.

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- 11.3. This agreement may not be varied without the written consent of both parties.
- 11.4. All notices required under this agreement shall be in writing and may be sent by email to the following email addresses:
- 11.4.1. in the case of RPF: legal@raspberrypi.org
- 11.4.2. in the case of the TSWREIS: secy-swrs@telangana.gov.in

The effective date of receipt of any notice sent under this agreement shall be the date on which the email was sent.

- 11.5. This agreement constitutes the entire agreement between the parties relating to its subject matter and supersedes all previous agreements and understandings between them, whether written or oral, relating to its subject matter. Each party acknowledges that in entering into this agreement it does not rely on, and shall have no remedies in respect of, any statement, representation, assurance or warranty (whether made innocently or negligently) that is not set out in this agreement.


Each party hereby confirms its agreement to the terms contained in this agreement.

Signed by:



Name: Mr. Ronald Rose, IAS
Title: Secretary
TSWREIS
Date:

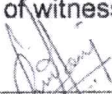
Signed by:



Name: Mr. Anuj Alphonson
Title: Country Director
Raspberry Pi Foundation
Date: 8/JUNE'23

In the presence of a witness

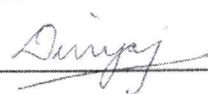
Signature of witness:



Name of witness: Prasanna Laxshmi
Occupation of witness: CTO, SCDD & Tribal Welfare
Address of witness:

In the presence of a witness

Signature of witness:



Name of witness: DIVYA JOSEPH
Occupation of witness: HEAD FORMAL, RASPBERRY PI FOUNDATION
Address of witness:

Schedule 1

Overview

1. The Raspberry Pi Foundation (RPF) and Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) will partner to design and deliver a Computing Curriculum for all students of Grades 6-12 (amounting to a maximum of 560 sanctioned students) and nominated undergraduate streams (amounting to a maximum of 840 sanctioned students) at TSWREIS Coding School at Moinabad (Rangareddy district) and TSWRDC Jagadgirigutta at Shamirpet (MedchalMalkajgiri district) respectively, read together as TSWREIS Coding Academy.
2. The partnership will be for a period of 5 years. The intention is to co-create and implement a sustainability plan to enable TSWREIS to be able to deliver the Computing Curriculum (TCC) through in-house Coding Academy teachers trained by Raspberry Pi Foundation over the duration of the partnership, and the Foundation moving onto an advisory role for TSWREIS by the end of year 5.
3. The aims of the partnership are to:
 - a. integrate computing as a core subject into the TSWREIS Coding Academy
 - b. develop and deliver Raspberry Pi Foundation's Computing Curriculum to young people attending the Coding Academy through trained RPF computing educators and building in-house capacity of teachers within TSWREIS Coding Academy
 - c. support students from historically marginalised and hard-to-reach communities to feel that learning about computing and digital making is relevant and accessible for them and help students become future ready for the 21st-century digital world
 - d. Develop the Coding Academy as a Centre of Excellence in Computing (including Coding).
4. When fully developed The Computing Curriculum will:
 - a. Deliver 31 weeks of learning content for each grade from grades 6 to 9 and grade 11 and nominated streams in College, and 27 weeks of learning content for grades 10 & 12 (due to assessments). Each student can attend computing classes for 4 hours a week.
 - b. Follow the curriculum framework described in section 'curriculum framework', which will be iterated based on learnings and feedback.
 - c. Include lesson plans and formative and summative assessments.
 - d. complement subjects like Science, Math where relevant.
 - e. align with NEP 2020 and other mutually agreed national guidelines.
 - f. aim to be accredited or certified from an external institution of repute and to be

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adopted as the computing or coding curriculum by Telangana State.

Key responsibilities

5. RPF will:

- a. develop a progression-led computing curriculum, based on baseline studies, to be delivered across grades 6-12 and undergrad including formative and summative assessments. As part of development RPF will review the previous curriculum and programme on computing at the Coding Academy, and conduct a baseline assessment to evaluate the level of the students across the school and college.
- b. lead acquiring accreditation and certification of the computing curriculum from an external national/international institution of repute recognised by the industry.
- c. co-facilitate prescribing the Computing Curriculum for state adoption.
- d. hire, train and capacity build educators for the Coding Academy who will directly deliver sessions to all students across grades 6-12 and nominated subject streams for college students, during the first 3 years of the partnership
- e. co-facilitate in-house identification and capacity building for TSWREIS' teachers to deliver the Computing Curriculum in the Coding Academy
- f. facilitate relevant external exposure to students through innovative projects, competitions, seminars, etc.
- g. project manage, monitor & evaluate the programme to ensure progression, programme enhancements and outcome achievements
- h. guide TSWREIS in setting up the needed IT infrastructure in the Academy to aptly support the students & teachers better in learning & practising the concepts of computing

6. TSWREIS will:

- a. Be responsible for the safeguarding of all Coding Academy students and overall school and college management
- b. Facilitate sharing of access and information to the existing programme run by the outgoing partner for review and designing the baseline for the students
- c. Facilitate access to all key stakeholders for effective project planning & implementation
- d. Maintain the technology equipment in working order, with enough devices in the prescribed ratio, upgrading it when appropriate and ensuring reliable internet for lessons
- e. Ensure timely procurement and supply of all project/practical work related consumables and IT infrastructure as prescribed by RPF for each academic year or a mutually agreed upon timeline
- f. Co-facilitate acquiring accreditation and certification of the computing curriculum from an external national/international institution of repute recognised by the industry
- g. Lead prescribing the designed Computing Curriculum for state adoption
- h. With mutual agreement, lead the expansion of the Computing Curriculum into other TSWREIS network schools

Programme implementation plan

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7. The programme for Year 1 will involve the following parts

- a. Interim programme (June - August 2023) - During this period, the programme will be designed by RPF but delivered by a combination of TSWREIS implementation partner, Inqui-lab Foundation, and RPF hired or contracted staff if suitable candidates are available in the timeframe. RPF will use this time to develop the computing curriculum for the main programme (beginning September)
- b. Main programme (September 2023 onwards) - RPF will take charge of direct implementation of the computing curriculum from September 2023 onwards
- c. The implementation plan is shown below:

Month/ Year	Activity	Leading team(s)	Supporting team
Year 1 (2023-24)			
April	Finalise scope of work, activities and timelines for Year 1 to be added to Schedule 1 of the agreement	RPF + TSWREIS	
	Initiate in-depth study of the existing programme, curriculum, and infrastructure including development of a curriculum framework	RPF	TSWREIS
May	Complete drafting & signing formalities for the multi-year partnership MoU	RPF + TSWREIS	
	Complete the in-depth study of the existing programme, curriculum, and infrastructure including consultations with TSWREIS officials	RPF + TSWREIS	TSWREIS
	Finalise Project team structure, roles & job descriptions, and Initiate hiring/onboarding of members	RPF	TSWREIS
	Finalise selection and onboarding of TSWREIS interim partner, Inqui-lab Foundation, for June-August implementation	RPF + TSWREIS	
	Draft the curriculum framework and initiate work on the content adaptations for June launch through the interim partner, Inqui-lab Foundation	RPF	
June	Continue hiring/onboarding/training of remaining project staff	RPF + TSWREIS	

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	Conduct baseline assessment of learners at the Coding Academy	RPF	TSWREIS
	Start work on the adaptations and contextualisation of the TCC content	RPF	
	Training of Inqui-lab Foundation Trainers, and launching the computing curriculum programme for Year 1(June-Aug period) for all classes in school and degree college. The content will be created and made available in a staggered manner.	RPF	
Jul - Aug	Complete hiring/onboarding/training of remaining project staff, if any	RPF + TSWREIS	
	Create an initial Monitoring and Evaluation (M&E) plan which will include - Impact goals, M&E framework, Reporting details, etc.	RPF + TSWREIS	
	Take handover from the interim partner including closing out all related formalities	RPF + TSWREIS	
Sep	RPF starts direct delivery in school and college	RPF	TSWREIS
	Initiate research around certification of the curriculum delivered at the Coding Academy (school + undergrad) including identifying relevant accrediting organisations	RPF + TSWREIS	
Dec-Jan	Conduct mid-review to assess the adoption and impact of the curriculum	RPF	
Jan-Feb	Make any changes to the content based on the mid-review outcomes	RPF	
	Support students to submit projects to various state/national/global level coding and computing competitions.	RPF	

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Mar	Conduct endline/summative assessment	RPF	
	Continue tweaking the content based on the outcomes from assessments/observations/surveys	RPF	
Apr	Conduct a review of the Year 1 programme to assess the impact of the programme.	RPF + TSWREIS	
	Share a report with insights for Year 2	RPF	
	Designing the selection process and identification of teachers for building in-house capacity for the Coding Academy	RPF + TSWREIS	TSWREIS
May	Formalise Year 2 programme based on review of Year 1	RPF + TSWREIS	

8. Curriculum framework

- Below is a tentative level-based curriculum for the Coding Academy for Year 1. The specifics of the content under each level of the curriculum will be determined based on the in-depth study and the baseline assessment
- 31 weeks each grade, except grades 10 & 12, which are 27 weeks, due to assessments
- Curriculum framework - Academic year 2023-24:

	Grade 6	Grade 7	Grade 8
Curriculum (60%)	Computing systems and networks Creating media Block-based programming Data and information	Computing systems and networks Programming constructs: sequencing and repetition Audio and visual media The internet Data and information	Communication and collaboration Programming constructs: selection and variables Physical computing Computing systems Video, 3d modelling, vectors AI Mobile App development Python programming

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Enrichment (40%)	Digital Media Scratch Physical Computing	Podcast Scratch Physical computing Introduction to web dev	Scratch ML Physical Computing Web Design Video production
	Coolest Projects (10 hours)		

	Grade 9	Grade 10	Grade 11	Grade 12
Curriculum (60%)	Layers of computing systems Algorithms Python-Sequence, selection, and iteration Data representation Vectors Web development	More advanced: <ul style="list-style-type: none"> • Python • Physical computing • Data rep • Media (animation) Cybersecurity Data science Algorithms Web development	Algorithms (cont) Programming Data, Subroutines, Strings, lists, dictionaries and data files Databases and SQL NoSQL AI	OOP Programming paradigms Impacts of technology Networks & security Programming with databases Computing Theory Computer Systems
Enrichment (40%)	Unity Physical Computing Python AI	Physical Computing Python Web development	Python Physical computing Web development	Python and Database programming
	Coolest Projects (10 hours)			

* In year-1, curriculum for the College streams will be similar to curriculum of grades 9, 10 and 11 with some enhancements, except the B.Sc (Data Science) 2nd and 3rd year students, for which the curriculum would be administered based on baseline assessment.

d. Curriculum framework - interim (June-August 2023)

	Grade 6	Grade 7	Grade 8

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Curriculum (60%)	<p><i>Computing systems and networks – Technology around us</i></p> <p><i>Creating media – Digital painting</i> <i>Creating media – Digital photography</i></p> <p><i>Data and information – Grouping data</i> <i>Data and information – Pictograms</i></p> <p><i>Creating media – Digital writing</i> <i>Creating media – Photo editing</i> <i>Creating media – Desktop publishing</i></p>	<p><i>Computing systems and networks – Connecting computers</i></p> <p>Creating media - Stop-frame animation</p> <p>Computing systems and networks – The Internet</p> <p>Creating media - Audio production</p> <p>Programming A – Repetition in shapes</p>	<p>Computing systems and networks - Communication and collaboration</p> <p>Creating media – Introduction to vector graphics</p> <p>Programming A – Variables in games</p> <p>Creating media - Video production</p> <p>Programming B - Sensing movement</p>
Enrichment (40%)	Digital Media	Turtle/art like projects Scratch	We Design and Development

	Grade 9	Grade 10	Grade 11	Grade 12
Curriculum (60%)	<p>Layers of computing systems</p> <p>Clear messaging in digital media</p> <p>Networks from semaphores to the Internet</p> <p>Python programming with sequences of data</p> <p>Using media – Gaining support for a cause</p>	<p>Representations – going audiovisual</p> <p>HTML and CSS</p> <p>Programming part 1 - Sequence</p> <p>Programming part 2 - Selection</p> <p>Programming part 2 - Iteration</p>	<p>Computer systems</p> <p>Data representations</p>	<p>Computer systems</p> <p>Data representations</p>
Enrichment (40%)	Unity pathway	Web Development	Python pathway 2	Python pathway 2

9. Impact indicators

- a. The following indicators will be defined, tracked & monitored for timely course corrections and outcome achievements

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- b. Indicators are broadly described for the purpose of scope documentation. The same will be discussed and finalised into measurable indicators post finalisation of the Baseline studies and curriculum framework
- c. **Indicators for School programme:** We intend to measure the following outcomes for students:
 - i. Knowledge and skills
 - ii. Attitudes toward Computing
 - iii. Understanding opportunities to use computer science
- d. We will measure the above mentioned broad indicators through making use of any assessment data which may be collected as part of the project (if applicable) and facilitator/teacher observations
- e. **Indicators for College programme:** We intend to measure the following outcomes for students:
 - i. Knowledge and skills
 - ii. Attitudes toward Computing
 - iii. Understanding opportunities to use computer science
- f. We will measure the above mentioned broad indicators through making use of any available assessment data and facilitator/teacher observations
- g. **Indicators for Teacher development:** We intend to measure the following outcomes for facilitators/teachers through focussed group conversations (and/or surveys, depending on the number of facilitators/teachers)
 - i. Subject knowledge, both theoretical and practical
 - ii. Knowledge of computing pedagogy
 - iii. Confidence to teach and facilitate independent project work

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