



**Gyan Shala**

**GYAN SHALA 2015-16**

**Education Support Organization**



# **Gyan Shala**

## **Vision**

Enable children from poor urban and rural families attain learning levels of school education similar to that of children in elite schools.

To become one of India's most effective NGO program to address the schooling quality gaps and help India improve its ranking in comparative worldwide tests of school results.

## **Mission**

- Evolve a total system solution model for quality school education, on a nationwide scale, without discrimination based on any factor.
- Develop organizational capacity to implement the program at a substantial scale.
- Implement large scale program for improving quality in government schools by adopting Gyan Shala template of curriculum practices and teacher training.
- Policy lobbying for cost-effective and measurable quality school education.

## Highlights(2015 – 2016)

Gyan Shala grew to become the largest non-Government school education program for poor children in India in 2015-16, covering grades 1 to 10. Key program highlights were:

- (i) Ensured high learning outcomes for over 45000 urban slum children in its school-classes, across 9 cities in 4 states (Gujarat, Bihar, Uttar Pradesh, and West Bengal).
- (ii) Worked with almost half a million children in around 7300 Government schools for quality improvement strengthening the foundation stage, grades 1-3.
- (iii) Only NGO program mentioned in Government of India's New Education Policy, 2016 as an exemplary program.

Gyan Shala provided complete integrated solution and not just supplementary inputs, which are currently provided by many NGOs working with government schools, as the evidence of supplementary programs' impact on sustainable improvements in children's learning levels is yet to be established. Gyan Shala program for quality improvement in government schools aimed at introducing workbooks for each child for each subject for each day's work, group learning activities, transforming class time-table, and

comprehensive teacher training. The curricular plan and schedules reflected worldwide best practices, while meeting state-national curricular norms.

The success of Gyan Shala is based its innovative schooling model whose key design features are

(i) Focus relatively more on children's capability to learn than on enhancing teachers' capacity to teach.

(ii) Re-engineer class teacher role into a team effort of a 6 tier team, thus bringing high quality curriculum designing close to the classroom, on a large scale.

(iii) Take an overall system-organization perspective to design a school program, instead of looking at only teaching-learning-curriculum processes.

With the focus on outcomes, Gyan Shala continued the past trend of obtaining independent assessment of its children's performance by reputed external agencies. Gyan Shala children performed at a level that matched the average level of India's best schools. This performance was achieved at a per child cost that was a small fraction of elite or Government schools' cost. Gyan Shala also consolidated its record of being effective on a large scale, while addressing the specific issues faced by poor urban and rural children.

## **Program Evolution**

Gyan Shala started its elementary program covering grades 1-3 in Ahmedabad in 2000. Gyan Shala program's initial expansion, both geographical and vertical up to grade 10, took place in Gujarat. Starting with the study by Poverty Action Lab in 2004, and later annual assessments by the Educational Initiative (EI), over 2008-2015, and through program rating by CfBT in 2010 & 2013, a considerable body of evidence has been established to indicate that Gyan Shala children perform on par with India's and UK's good schools, though extra-curricular aspects are inadequate. This level of performance has been achieved at a lower program cost and in spite of the absence of parental support for studies which is common in middle and upper income families, absence of pre-schooling, and other socio-economic handicaps that poor children face.

Gyan Shala initiated replication of its program in Bihar in 2007-08, which later attracted support from Government of Bihar, through Sarva Shiksha Abhiyan, and DFID. This support enabled expansion of the program to a size even bigger than the one at Ahmedabad, which was much older.

In the assessment of Bihar program by the Educational Initiative (EI) in April 2013, Gyan Shala grade 3 children performed a little ahead of the average of children in elite CBSE schools of India,

and also ahead of older program of Gyan Shala at Ahmedabad.

Overwhelming majority of Gyan Shala children belonged to weaker economic sections, including minorities and migrants to cities, and proportion of girls exceeded 50%. The success of Bihar program indicated that Gyan Shala model could be replicated without any dilution of quality. The year 2011-12 saw the conclusion of DFID support, due to the end of agreement between DFID and the Government of India for DFID's support for elementary education, but Gyan Shala received acceptance from Qatar Foundation of the Government of Qatar to continue and further expand its program. Starting 2012, Gyan Shala expanded the coverage to three cities in UP, while a small size demonstration unit started in Kolkata in 2009.

Gyan Shala had initiated its middle school program in 2006-07, and high school program in 2011-12. The aim of Gyan Shala is to establish and demonstrate a new approach to school education, that ensures quality on a large scale, is cost-efficient, and addresses the specific needs of urban poor.

## **Program Profile in 2015-16**

Gyan Shala educated around 43153 children in 1688 classes in nine cities in four states under its elementary program, covering grades 1-3. The middle school (grades 4-7) and high school (grades 8-10) pilot programs, both at Ahmedabad, covered around 2029 and 312 children respectively.

As earlier, Gyan Shala children took ASSET test of Educational Initiative (EI), which enables comparison of the performance of Gyan Shala children with those in leading CBSE schools. This test is translated by EI in local language. The performance of Gyan Shala children in the ASSET test in 2016 has been shared in this report in detail, which confirms that Gyan Shala is able to achieve comparable results in five tests, out of eight grade-wise subject-wise tests, where the cost involved for imparting education is quite less.

Periodically, Gyan Shala also gets its school program rated by CfBT, which allows benchmarking against the average of UK public schools and international schools in Dubai that are rated by CfBT. Such a rating in 2013 gave Gyan Shala an overall rating similar to 35% UK schools and 50% International Schools of Dubai. The rating of teaching-learning processes was even better. The summary of ASSET results and CfBT ratings are given in 'External Assessments' section later in this report.

Average total annual cost of elementary program per child was in the range of Rs. 2300-3600 at different places. Middle school cost was Rs. 5000/- per child, and high school cost was Rs. 17000/- per child. These costs were all inclusive, covering teaching, classroom rental, learning material and management- administration. The cost per child of various programs in Gyan Shala were less than  $1/3^{\text{rd}}$  of per child cost in government schools, and even lower compared to private schools, whose quality Gyan Shala matches.

## **The Programs**

### **1. Elementary Program (Grades 1-3)**

Gyan Shala starts this program in such slums where it finds lots of children loitering in streets during regular school timing, which is taken as a more effective evidence of children dropping out of school system compared to any formal survey, which might or might not show universal enrolment. Gyan Shala program is run like any formal school, except that various grade classes are not held in the same building, and are instead held in nearby rooms hired within the community where children live. This ensures that the parents have no hesitation in sending even a girl child to the school, and there is no cost of commute to school, either of time or transport cost.

Classrooms have furniture suitable for children and functional lighting and ventilation. The State-national curriculum is fully implemented so children can transfer to any other regular government or private school into the next grade class on completion of any grade education in Gyan Shala. Class duration is kept 3.5 hours, without any break (here, children are allowed to have individual break for either drinking water or attending natural requirement on an individual basis as per their needs, so as to avoid academic time loss of the group.) Classes are held for a minimum of 220 days in an academic year. Our reviews have shown that the number of hours of class-time devoted to the core subjects of language, math and pre-science/ math/ EVS is comparable to full day schools, as there are no breaks or interruptions in 3.5 hours of class. On completion of three years elementary module, most children are mainstreamed in regular schools in grade 4, except for a small group in Ahmedabad who continues in grade 4 Gyan Shala classes, who are mainstreamed in higher grade classes later in recognized schools, according to the preference of children-parents, using the provisions under the Right to Education (RTE) act.

The children get free education, including free supply of books, stationary and learning materials.

The educational support to the children is delivered by a 6 tier academic team. The class teachers are recruited from the community so they are

comfortable in working in poor community setting. The class teachers for grades 1-3 are required to have passed higher secondary, though many young graduates took up the job. One senior teacher is engaged to supervise every 8-10 classes, who must have a graduate education. The teachers-teams are supported by a 2 tier team of curriculum designers and teacher trainers for various subject streams. A group of senior supervisors take care of administrative aspects in the field and insulate educational processes from other disturbances. As the program has expanded in different states, national team of subject experts has been involved to support team leaders and designers across different states by sharing and reviewing learning materials and teaching approaches. Advice of outside experts/ consultants are sought to overcome the challenges faced by children as well as teachers, and also equip the team with upcoming educational research and pedagogical practices.

In 2015-16, the number of classes and children at 9 locations across 4 states is shown in the Table 1. Overall, the number of girls exceeded the number of boys by a small margin.

Table 1.

<b>S r. N o</b>	<b>Location</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
1	Ahmedabad	344	7659	3749	3910
2	Surat	77	1709	828	881
3	Patna	477	13033	5845	7188
4	Muzaffarpur	195	5089	2302	2787
5	Bihar Sharif	95	2508	1153	1355
6	Kolkata	74	2026	1004	1022
7	Lucknow	147	3778	1787	1991
8	Kanpur	155	4106	1898	2208
9	Farukhabad	124	3245	1596	1649
<b>Total</b>		<b>1688</b>	<b>43153</b>	<b>20162</b>	<b>22991</b>

The program team conducts two written and two oral assessments in each grade to assess children's progress and plan remedial-corrective steps. These records are kept along with monthly attendance of all children.

## **2. Middle School Program (Grades 4-7)**

After stabilizing the elementary program by 2005, Gyan Shala initiated Middle School program for grades 4-7 in the year 2006, with a major change in program design, by introducing subject teacher for each subject. Another major change was elimination of the cadre of supervisor between the teachers and curriculum design and teacher training team. The frequency of teacher training, too, was doubled in middle school compared to elementary.

Most children joining middle school program come from Gyan Shala elementary classes, though occasionally a child might join from some other school too. In order to support smooth transition from middle school to high school stage, Gyan Shala somewhat speeds up the delivery of state and national curriculums for Science and Math in early middle school classes. This process allows Gyan Shala children to cope up with the high school learning without additional tutorial support, which a majority of children from economically higher income groups avail. Gyan Shala also holds that middle school is the critical stage to institute conceptual and theoretical clarity that will shape the good performance in secondary and higher secondary stages. But, unfortunately, the household responsibility of most children does not permit them to devote any more than 4.5 hours of

class time to their studies, with other time spent on supporting their household's earnings.

In 2015-16, Gyan Shala established relationship with GRUH Finance Limited to support 25% cost of the middle school program under their CSR initiative. Part of the cost is also covered through parental contribution in which Gyan Shala charges Rs. 125-150 /- per month from the parents, which is close to top of the paying capacity of poor parents that we serve. No child, however, is denied education in case of inability to pay.

In 2015-16, the middle school program had 85 classes covering 2021 children, as per details in the following Table 2.

**Table 2**

<b>Grades</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
4	25	659	315	344
5	26	636	294	342
6	20	415	187	228
7	14	311	154	157
<b>Total</b>	<b>85</b>	<b>2021</b>	<b>950</b>	<b>1071</b>

The summary of ASSET test results for grades 3, 5 and 7 are indicated in the 'External Assessments' section later in this report.

### **3. High School Program (Grades 8-10)**

Gyan Shala noticed that most parents in the slums are extremely reluctant to send teen-aged and adolescent girls to distant schools at high school stage. Further, household demands, to contribute to family's economy, make it difficult for the adolescent boys to find time for a full day high school. Gyan Shala, therefore, launched its High School program in 2011-12, under the provision of Open Schooling, which enables a flexible duration study program close to the residence of children. The educational goals of high school program, however, have not been diluted and we are targeting that this program too would generate children's performance on par with India's leading schools, thus opening the possibilities of professional education and future life trajectory for Gyan Shala children coming from poor families.

In the year 2015-16, the third batch of the students took the Board Exams for Grade 10. The total of 52 students appeared for the exam and out of them 33 passed the exam. Amisha Kalidasbhai Parmar stood first amongst the grade 10 Gyan Shala students securing 83% (97.94 percentile). She is pursuing further studies in Science stream. Total three Gyan Shala students secured distinction, four

students secured first class, twenty four secured second class, and two secured pass class.

The percentage of the students passed became 63 percent, which had been found lower compared to previous years. The team has started rectifying actions to improve the same through extra academic support as per the needs of the students. While analyzing the results, it was found that the students were not able to attend classes for extra support regularly as needed. So, counseling sessions had been done with students as well as with their parents for ensuring class attendance as well as supporting tuitions. In the coming years, more efforts are being planned, so as to get the good results.

We expect the program design to stabilize over the next 4-5 years. Being a pilot scale program in its development phase, per child cost of this program is high, but it should stabilize at around Rs. 7500/- per child per year when it reaches the scale of existing middle school program.

In 2015-16, this program has been expanded into 4 new areas, having two areas with a majority of children from religious minority group, specially needing such schools in their communities. The program had 7 classes of grade 8, 3 classes of grade 9 and 2 classes of grade 10, covering a total of 319 children, as mentioned in the Table 3.

**Table 3**

<b>Grades</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
STD 8	7	192	94	98
STD 9	3	75	44	31
STD 10	2	52	22	30
<b>TOTAL</b>	<b>12</b>	<b>319</b>	<b>160</b>	<b>159</b>

### **Government Schools Program**

Due to excellent learning levels in our slum classes, Gyan Shala was invited to introduce similar model practices in selected Government schools. This program was first taken up in 37 municipal schools in Ahmedabad over 2008-2011, which showed improvements in children's learning levels by 25-65%, across subjects and grades. In 2012-13, Gyan Shala was invited for similar partnership in 7300 government schools in four districts of Bihar. In the year 2014-15, around 0.6 million children in grades 1 and 2 were brought under this program. In the year 2015-16, the coverage of the children remained almost similar. The team deployed at district level also started gathering data about the children enrollment and attendance in all these schools more systematically compared to the first

year. The team had been successful in organizing block level training of 6427 Head teachers and 5064 school management committee (SMC) members, from these schools in December 2015, for building partnerships with community members for improving school quality.

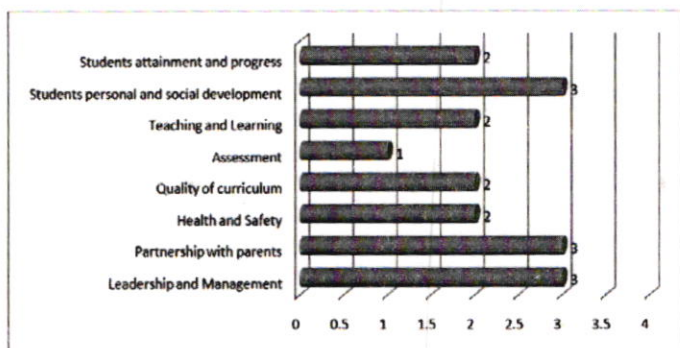
### **Partnership Initiation with SDMC for the academic year 2016-17:**

Gyan Shala has been invited for partnership with around 4 Government Schools of Delhi, for academic management. The process and discussions have been initiated with Education Alliance, Delhi as well as Govt. officers.

### **External Assessments**

- 1) **CfBT Rating:** As mentioned, Gyan Shala strives to improve its practices by involving credible agencies to rate various organizational processes with a focus on students' achievements. CfBT India Pvt. Ltd. conducted reviews and ranked different aspects of the organization. Snap-shot of some of the interesting findings of the CfBT report is presented herewith. Internal assessment is considered weaker compared to other parameters and Gyan Shala has planned to improve that in the coming years.

**Overall performance of Gyan Shala centres in Ahmedabad is Acceptable**



*Progress in all key subjects of Science, Math and Project Work in both primary and middle schools was judged as Acceptable.*

**Key strength**

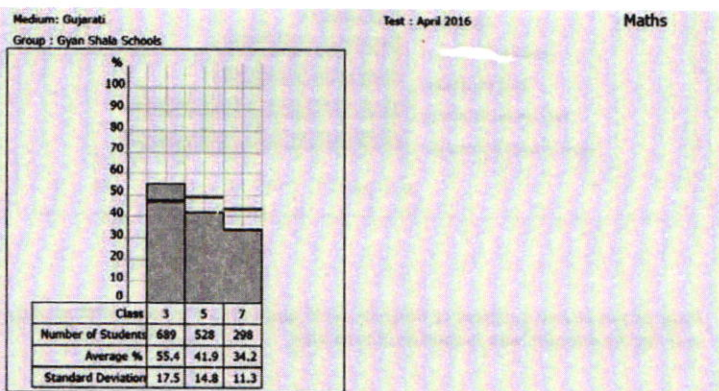
*All students listen to their teachers who are their "gurus" leading them to light and wisdom from darkness and ignorance. A sense of brotherhood pervades the centres.*

Relationships with other students and staff were respectful and cordial. They actively participated in the day to day activities of the centre. They adhered to the centre's rules and regulations and followed healthy habits promoted by their teachers.

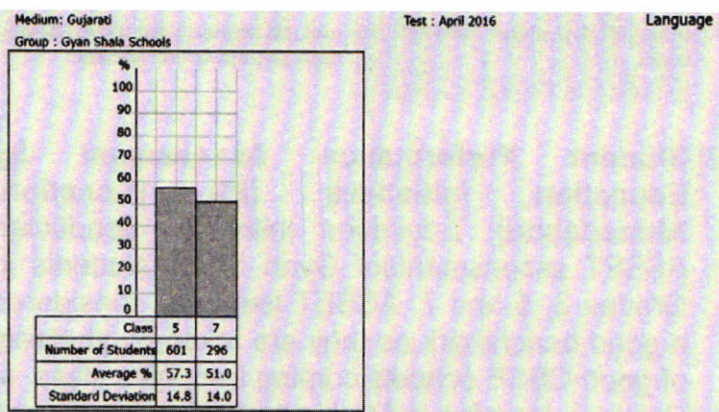
- 2) Student Performance Assessment by Education Initiatives (EI) (Location: Ahmedabad):** Education Initiatives conducted ASSET assessments of Gyan Shala students in Grades 3, 5 and 7. ASSET tests are considered a good benchmark as they are taken by students of good CBSE schools coming from elite class. In Grade 3, learning in Math and EVS subjects was tested, while in Grades 5 and 7, three major

subjects Language, Math and Science were tested. Snap shots of the result are shared herewith.

## Math: April 2016



## Language: April 2016



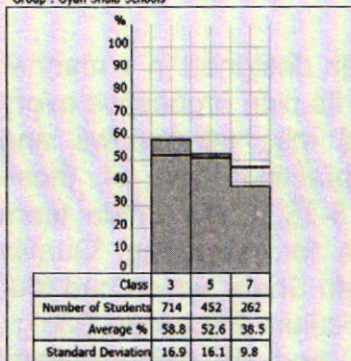
# EVS: April 2016

Medium: Gujarati

Test : April 2016

EVS

Group : Gyan Shala Schools



## Test For Student Learning For Gyan Shala Programme

### BIRD'S EYE VIEW

#### YOUR STUDENTS VERSUS ASSET STUDENTS

Medium: Gujarati

Group: Gyan Shala Schools

Test : April 2016

Maths

Class	Number of Questions	Your Students			ASSET Students			Difference from ASSET (AVG Scaled S)
		AVG Scores	SD	AVG Scaled S	AVG Scores	SD	AVG Scaled S	
3	30	55.4	17.5	540.0	47.2	20.2	500.0	Closer to ASSET
5	40	41.9	14.8	460.0	46.7	17.0	500.0	Closer to ASSET
7	40	34.2	11.3	440.0	43.3	19.3	500.0	Far from ASSET

Medium: Gujarati

Group: Gyan Shala Schools

Test : April 2016

Language

Class	Number of Questions	Your Students			ASSET Students			Difference from ASSET (AVG Scaled S)
		AVG Scores	SD	AVG Scaled S	AVG Scores	SD	AVG Scaled S	
5	10	35.0	16.7	440.0	46.9	15.8	500.0	Far from ASSET
7	11	39.5	14.7	450.0	48.9	17.6	500.0	Closer to ASSET

Medium: Gujarati

Group: Gyan Shala Schools

Test : April 2016

EVS

Class	Number of Questions	Your Students			ASSET Students			Difference from ASSET (AVG Scaled S)
		AVG Scores	SD	AVG Scaled S	AVG Scores	SD	AVG Scaled S	
3	30	58.8	16.9	540.0	51.8	17.2	500.0	Closer to ASSET
5	25	52.6	16.1	510.0	50.8	15.1	500.0	Closer to ASSET
7	45	38.5	9.9	440.0	46.5	17.6	500.0	Far from ASSET

### **Steps for Improving Classroom processes through developing Classroom Observation Tool with CfBT team**

Gyan Shala model has been designed in a manner where it critically evaluates its own processes every year through internal and external reviews and strives to improve the practices out of those findings. In the year 2015-16, Gyan Shala team partnered with CfBT India for preparing 'Quality Review Framework' for Gyan Shala, which had four major components: 1) Curriculum 2) Lesson Design 3) Classroom Processes and 4) Assessments/ Learning Outcomes. For the same, workshops were organized thrice during the year to pilot and finalize the standard protocol for major two components: a) Classroom Observation Protocol for supervisors and design members, and b) Lesson Design guide for design members. The field trials were done by supervisors in Ahmedabad in elementary as well as middle school programs. From the field trials, it has been found that the criteria for the class observations are important for the supervisors and teachers. Design members have also experienced value addition for improving lesson designs through this tool. The team is planning to streamline implementation of the framework in Ahmedabad, so as to replicate the same in Gyan Shala programs in other states in the coming years.

## **Sharing from the children and communities**

As Gyan Shala children are from the slums, they do face many challenges as a part of their routine, while getting education. Here, Gyan Shala team is sharing few examples of their challenges as well as their feelings about GyanShala.

In Amraiwadi area of Ahmedabad, in New Bhavaninagar community, Bhanu Govindbhai Parmar and Bhavesh Govindbhai Parmar, sister-brother, have lost their parents and manage their home on their own. They study Grade 2 in Gyan Shala.

We have many children who do not have father or father is in prison, or mother who have been separated and manage life without regular financial support. One such child is Patel Amisha Rajubhai, studying in Grade 5, in Rabiabibi community. She shares that her father is not able to earn because of the habit of alcoholism. Her mother is the only earning member in their family. She feels proud of Gyan Shala, as Gyan Shala has allowed her to continue studies without any parental contribution.

In addition, when told to write about her Gyan Shala experience, Amisha shared that she has never felt the difference in treatment from her teachers between bright students and low achievers, in her class. (Although, we need to admit that it might not

be true for each and every center of Gyan Shala, as teachers might treat children differently, although core message of the training of teachers is to treat every child sensitively). We are reporting the same here, as we feel proud of such statements from our children. Jadav Khushbu of Grade 6 shared that there is no difference in treatment to the children from different castes or religion.

Many children of Grades 6 and 7 shared in such written essays, about their Gyan Shala experience, that they are happy with the education in Gyan Shala although Gyan Shala does not have a school building. Children have admired the value of providing educational stationary items from the school. They also shared that no cost for transport and school uniform is also important for them considering their financial condition. They also appreciated flexibility for parental contribution, allowing them to take leave for their social requirements, etc.

## **Financials & Donors**

The key financials for the last three years are indicated below. The trust income has risen up by 25% over a period of 3 years, in spite of onset of RTE, which had put severe constraints on the growth of Gyan Shala model.

<b>Items (Rs.)</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Total Earnings	99976517	141847963	150714790
Total Expenditure	96712632	140313299	148756580
Surplus	3263885	1534664	1958210
Total Assets	12434079	84829635	42676310

The program cost per child's education in different programs was as follows.

<b>Program</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Elementary-Gujarat	3431	3137	3644
Elementary-Bihar	2389	2548	2355
Middle School	4938	4423	5095
High School	13100	13279	17300

A relatively high cost of elementary program in Gujarat compared to Bihar is due to its age, with most employees having much longer experience, and hence higher salary. High School program is of very small size and is in development phase, but its long-term cost will be only a little higher than of middle school program.

Major donors in the last 3 years were as under.

<b>Donor</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
SSA-Government	11745132	13720312	10991608
EAC-Doha	43457824	70875408	94500240
MSDF	21601468	23835628	27421866
Nalanda Foundation	7780945	5000072	10000000
Packard Foundation	3993036	4329895	2581414
E & H Foundation	2003835	3746165	3504598

Other major donors in 2015-16 included GRUH Finance, MacArthur Foundation, Navin Fluoride (Mafatlal Group), Pushpawari Kantilal Charitable Trust, Insaan Group (USA), and Mr. Ronodeb Roy.

Past donors have included Sir Rata Tata Trust, ICICI Bank Foundation, Share and Care Foundation (USA), VIDE (USA), Core Emballage and Eklavya Education Foundation, JanVikas, Ahmedabad, and Mr. Pulak Prasad, Mr. Amit Mitra, Mr. Naren Sankaran and Mr. Kamal Mangal.

## **Important Publications about our Program**

1. **California Management Review:** By: Sushil Vachani and N. Craig Smith  
<http://cmr.berkeley.edu/search/articleDetail.aspx?article=5471>
2. **International Journal of Educational Development**, Vol. 33, No. 3, May, 2013, pp 244-252 by Colin Bangay of DFID and Michael Latham, CfBT Educational Trust, UK
3. **World Development**. Volume 25, No. 3, 1997, pp. 349-358 by: Pankaj Jain of IRMA
4. **Economic and Political Weekly**, Volume 44, No. 20, June 2009; Volume 45, No. 8, Feb. 2010 by: Pankaj Jain, Gyan Shala and Ravindra Dholakia of IIMA
5. **DFID, Research 4 Development Program, UK**  
[http://r4d.dfid.gov.uk/pdf/outputs/mis\\_spc/60912-GyanShalaFinalReport.pdf](http://r4d.dfid.gov.uk/pdf/outputs/mis_spc/60912-GyanShalaFinalReport.pdf)  
[http://r4d.dfid.gov.uk/pdf/outputs/ORIE/GyanShala\\_Scalibility\\_Replicability\\_through\\_Private\\_Investme](http://r4d.dfid.gov.uk/pdf/outputs/ORIE/GyanShala_Scalibility_Replicability_through_Private_Investme)
6. **McKinsey/ ACASUS Study by Fenton Whelan**  
[www.acasus.com/wp-content/uploads/2014/04/emergingmarkets\\_full.pdf](http://www.acasus.com/wp-content/uploads/2014/04/emergingmarkets_full.pdf)
7. **Monitor Group Studies**  
[http://www.beyondthepioneer.org/wp-content/uploads/2014/04/emergingmarkets\\_full.pdf](http://www.beyondthepioneer.org/wp-content/uploads/2014/04/emergingmarkets_full.pdf)

### **Sample Video Links**

1. <https://vimeo.com/139109942>
2. <https://www.youtube.com/watch?v=x35CXeAJSkc>
3. <https://www.youtube.com/watch?v=Gjbn2cPMgas>
4. <https://www.youtube.com/watch?v=WDXjOqrfeR8>
5. <https://www.youtube.com/watch?v=844dmSjkzws>
6. <https://www.youtube.com/watch?v=J-d5cgKhYEQ>
7. <https://www.youtube.com/watch?v=m2-z9yb66Uc>
8. Photographs at [www.analogproduction.com](http://www.analogproduction.com), click on client access, Gallery: insaangroup.

<b>Trustees</b>	
Pankaj Jain, Settler of the Trust	Earlier at IRMA
Prof. Subhash Bhatnagar	IIM Ahmedabad
Prof. Ajay Pande	IIM Ahmedabad
Prof. Ashok Korwar	Earlier at IIM Ahmedabad
Prof. Pankaj Chandra	Earlier at IIM Ahmedabad, now Ahmedabad University

## **Key Staff**

### **National Team**

<u>Pankaj Jain</u>	<u>Chief Executive</u>
Hiral Adhyaru	National Coordinator
Zalak Kavi Desai	Head-Communications
Jyoti Shah	Math Coordinator
Sneha Davda	Field Coordinator
Neha Shah	Accounts Officer
Nisha Goswami	Finance Officer
Yogini Parekh	MIS officer
Tabassum Shaikh	MIS Assistant

## **Ahmedabad Teams**

### **Elementary Program Team**

<u>Maitri Joshi</u>	<u>Team Leader</u>
Purvi Dabhi	Dy. Team Leader
Hetal Raval	Design Team Member
Amees Mistry	Design Team Member
Niharika Parmar	Design Team Member
Sangita Chauhan	Design Team Member
Nidhi Kathiriya	Design Team Member
Minaxiben Solanki	Design Team Member
Kinjal Dave	Design Team Member
Pooja Pathak	Design Team Member
Kiran Vishvakarma	Design Team Member
Pragna Chavda	Field Operations Officer
Shashi Rawal	Sr. Supervisor Field Operations
Rita Thaker	Sr. Supervisor Field Operations
Vijaya Bhitara	Sr. Supervisor Field Operations
Sumaiya Pathan	Sr. Sup. Field Operations
Firadosh Zulaya	Sr. Sup. Field Operations

### **Middle School Program Team**

<u>Payal Patel</u>	<u>Team Leader</u>
Hemali Shah	Design Team Member
Prachi Shah	Design Team Member
Zalavadia Kausha	Design Team Member
Hetal Gor	Design Team Member
Meghna Bhatt	Design Team Member
Sejal Parikh	Design Team Member
Dipti Pandya	Design Team Member

Falguni Shukla	Design Team Member
Jigisha Patel	Design Team Member
Rajvi Anandjiwala	Design Team Member
Hargovan Desai	Field Operations Officer

### **High School Program Team**

<u>Sonal Mody</u>	<u>Team Leader</u>
Nipam Pandit	Design Team Member
Vaishali Shah	Design Team Member
Kavyashri Dave	Design Team Member
Tallin Buch	Design Team Member
Mohan Makwana	Design Team Member
Jayanti A Parmar	Design Team Member
Jaimin Nainvaya	Design Team Member
Parul Patel	Design Team Member
M. H K Shaikh	Design Team Member

### **Surat Team**

<u>Vasantlal Parmar</u>	<u>Coordinator</u>
Pravina Chaudhari	Design Team Member

### **Patna Team**

<u>Shweta Srivastava</u>	<u>Team Leader</u>
Hemant Kumar	Design Team Member
Pooja Kumari	Design Team Member
Ruma Kumari	Design Team Member
Parul Priya	Design Team Member
Sarita Kumari	Design Team Member
Hemlata Kumari	Design Team Member
Kumar Mayank	Design Team Member
Shiv Shankar	Design Team Member

Pushpika	Design Team Member
S. M. Sharique	Accounts Assistant
Khursheed Jahan	Sr. Supervisor Field Operations
Balram Kumar	Sr. Supervisor Field Operations
Rinku Kumar	Sr. Supervisor Field Operations
Pushpanjali	Sr. Supervisor Field Operations
Raj Kumar Gupta	Sr. Supervisor Field Operations
Santosh Kumar	Sr. Supervisor Field Operations
Pankaj Kumar	MIS Officer
Pushpa Kumari	MIS Assistant

### **Bihar Sharif Team**

<u>Richa Kumari</u>	<u>Coordinator</u>
Deepak Kumar	Sr. Supervisor Field Operations

### **Muzaffarpur Team**

<u>Rahul Kumar Jha</u>	<u>Coordinator</u>
Kumari Dipti	Design Team Member
Mayenk Sah	Design Team Member
Santosh Kumar	Design Team Member

### **Kolkatta Team**

<u>Madhabi Patra</u>	<u>Coordinator</u>
Rimi Basu	Design Team Member
Rakhi Sinha	Design Team Member
Sharmi Ghosh	Design Team Member
Shreya Bhattacharya	Design Team Member
Bandana Dirghangi	Sr. Supervisor Field Operations

### **Kanpur Team**

<u>Ankita Shukla</u>	<u>Coordinator</u>
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Richa Mishra	Design Team Member
Shikha Mishra	Design Team Member
Supriya Pathak	Design Team Member
Ritu Rai	Design Team Member
Abhishek Tiwari	Field Operations Officer

### **Lucknow Team**

<u>Mansi Mittal</u>	<u>Coordinator</u>
Pradeep Kumar	Field Operations Officer
Shweta Bajpai	Design Team member
Vivek Gautam	Design Team member

### **Farukhabad Team**

<u>Ankit Pathak</u>	<u>Coordinator</u>
Asif Md. Pathan	Field Operations Officer
Shradha Mishra	Design Team Member
Vivek Yadav	Design Team Member
Abhishek Shukla	Design Team Member

### **Bihar Government Program**

<u>Anuj Kumar</u>	<u>Team Leader</u>
Chandan	Design Team Member
Shashi Ranjanam	Design Team Member
Priyanka Sonal	Design Team Member
Pramod Kumar	Design Team Member
Avijeet gunjan	Design Team Member
Pushpa Kumari	Design Team Member
Nishant Kumar	Coordinator Jamui
Rahul Kumar	Coordinator Jehanabad
Aditya Anand	Coordinator Vaishali
Ranjeet Kumar	Coordinator West Champaran

## Governing Board

Mr. Arvind Sharma	Ex. Chairman – Leo Burnett, India
Mr. Bharat M. Vyas	Ex. Managing Director, GCMMF
Mr. Pankaj Jain – Chief Executive Officer	Ex. Faculty IRMA, IIM Ahmedabad
Mr. Tushaar Shah- Chairman	Principal Scientist- International Water Management Institute, Colombo
Mr. Pulak Prasad	Founder & CEO: Nalanda Pte. Ltd. Singapore
Prof. K P Mohanan	Indian Institute of Science education & Research (IISER), Pune
Mrs. Veena Mistry	Retired Professor & Dean, MS University Baroda
Permanent Invitee	
Mr. Sudhir Mankad	Retired Chief Secretary, Government of Gujarat





**Education Support Organization**



**Gyan Shala**

## **GYAN SHALA Project**

**42, Tapovan Society, 2<sup>nd</sup> Floor, Above Bank of Baroda,  
Manekbagh, Nr. Nehrunagar, Ahmedabad – 380015**

**Tel: (91) – 79 – 26604840, 26604940**

**E – mail: [info@gyanshala.org](mailto:info@gyanshala.org)**

**Web: [www. gyanshala.ngo](http://www.gyanshala.ngo)**