



Gyan Shala

Gyan Shala Annual Report 2017-18

Education Support Organization



INDEX

Sr. No.	Topic	Page no.
1	About Gyan Shala	1
2	CEO's views on important issues	3
3	Gyan Shala's theory of change	4
3.1	Our Approach	4
3.2	Innovative Child-centric Model	6
3.3	Curriculum and Pedagogy	8
3.4	Quality Assurance Mechanisms	9
3.5	Lessons from successful development programs	10
4	Our Presence	12
5	Program evolution and Program profile	13
5.1	Program Evolution	13
5.2	Program Profile	13
6	Our Programs	15
6.1	Elementary program	15
6.2	Middle school program	18
6.3	High school Program	19
6.4	Government schools program	23
6.5	Jamnabai Gyan Shala school	24
6.6	Engaging with Parents	25
7	External Assessments	26
7.1	CfBT rating	26
7.2	Student Performance Assessment by EI	27
8	Tales of triumph	29
9	Financials and Donors	31
10	Gyan Shala team	33

1) About Gyan Shala

Vision

- To become one of India's most effective NGO program to address the schooling quality gaps and help India improve its ranking in social development indicators.

Mission

- To evolve a total system solution model for quality school education on a nationwide scale, without discrimination based on any factor.
- To initiate a systemic transformation in school education by measuring the improvements in learning levels feasible by improving pedagogy practices with high accountability.
- To implement the program at a substantial scale, generating credible evidence of impact in order to inform the overall policy-program formulation by the government.

Goal

- To enable every child from poor urban and rural family attain learning levels of school education similar to that of children in elite schools.

Values

- Empathy & Humility
- Integrity & Ethics
- Equity & Accountability
- Teamwork & Excellence



Recognizing the persisting problem of low learning levels of students in the country, Gyan Shala program of Education Support Organization (ESO) was initiated with the aim of providing quality 'Basic school Education' to children from poor rural and urban families (Socio-economically backward communities - Dropouts, Out of school children-OoSC etc. with weak foundation), on par with what is available to urban upper income classes. 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 centers provide education like any formal school system, 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 education centers, 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. Part of the cost is also covered through parental contribution in which Gyan Shala charges Rs. 50-200/- 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 in case of inability to pay.

Starting with 10 classes in the year 2000, Gyan Shala has emerged as one of the largest Non-government school education program in past years, ensuring high learning outcomes for around 30,000 urban slum children each year in its own school-classes at an extremely low average cost ranging from Rs. 2500-6000 per child per year.

2) CEO's views on some important issues

Why Gyan Shala exists?

- To develop a model for high quality schooling on a large scale for the first generation learners, using available quality of teacher and financial resources.
- To implement the model for groups of 10-15000 children in 3-5 states, thus setting up state level demonstration and improvement centers in the area of school education to evolve effective state level curriculum and teaching solutions.
- Work with State Government school system to introduce new model curriculum design and material to help improve learning outcomes.

What are the priorities in your role as a CEO?

1. Strengthen the Curriculum design and implementation team, as one of its members.
2. Maintaining relationship with the Government, Academia and Donors.
3. Evolve and implement sustainable strategies for the organization
4. Administrative and financial oversight of trust's activities.

Which are the current major challenges?

1. Retain and improve the moral of employees to face tough challenges.
2. Effective advocacy of our innovative schooling model with Government, Academia and Donors, which is necessary for growth and sustenance.
3. Renewal of organization and model, at its age of 17 years, to address emerging problems-opportunities.
4. Protection from local education bureaucracy, and marketing the program to parents.

Which are the steps you have planned to face challenges?

1. Set up effective marketing and advocacy team.
2. Strengthening top management team.
3. Greater strategic tie-ups of donors with state specific program strategy.
4. Greater engagement of top management in solving operational problems.

Whom do you want to acknowledge for the success of Gyan Shala?

1. Board members and trustees for sharing their credibility and confidence with program team.
2. Staff members for their commitment.
3. Many officers among Donors and Government, who have gone out of their way to help.

Priorities-goals for the year ahead:

1. Stabilize the state wide program strategy and profile.
2. Enhancement in overall program size and budget by 10-15%.

3) Gyan Shala's Theory of Change

Child belonging to socio-economic backward class or weaker sections such as marginalized communities, belonging to daily wage laborers, domestic workers, slum dwellers, auto-drivers etc. have minimal or low chances of attaining basic quality education due to lack of essential civic amenities. Individuals already disadvantaged in society whether because of poverty, location, ethnicity, gender, or disability - learn the least as problems with 'inaccurate measurement of learning' along with teacher skills, teacher absenteeism, lack of inputs, and weak management are typically severest in communities (schools) that serve the poorest students.

The model of schooling followed by both private and Government sector is appropriate for 5-10% of India's children, but remaining 90-95%, from poor or low income, local language speaking families, need a new model (Systems Approach – Alignment & Coherence), which is what Gyan Shala has developed and demonstrated with credibility, which does not rely only on 'excellent and motivated teachers'- who are not available in large numbers.

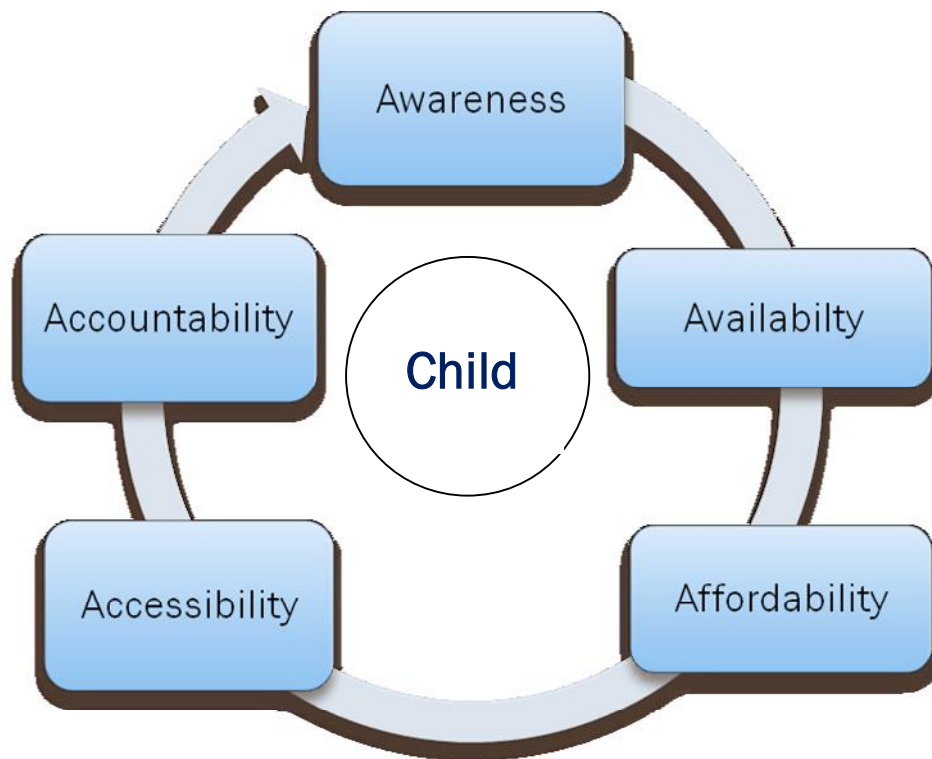
3.1 Our 5A Approach

Gyan Shala has adopted a child-centric approach (model) as majority of children's background characteristics are as follows:

- First generation learners
Most of the parents haven't completed primary schooling and are employed in daily wage activities resulting in failure to provide concrete educational, vocational or personal guidance.
- No pre-schooling and/or Weak foundation
Almost all the children have no pre-schooling and/or have very weak foundational skills which obstructs their interest/motivation to progress further.
- Drop-outs or OoSC
Moving up the educational level (i.e. from primary to secondary), the proportion of drop-out students (overage) and/or OoSC (Out of School Children) increase drastically.

All of above intermingled with other socio-economic barriers leads to life-long abuse, suppression and exploitation furthering them into intergenerational cycle of poverty leading to virtual and silent exclusion.

We've adopted a **5A approach** to counter the academic challenges keeping in mind the socio-economic barriers as follows:



- **Awareness :** Behavioral Change towards education (especially girl child) through continuous community engagement to create awareness and generate motivation towards child's education
- **Availability & Accessibility** Equitable residential education wherein class sessions are held in rooms hired within the community where children live (walking distance) and the class timings are kept according to suitability of community children and consist of 3.5-4 hours of daily academics.
- **Affordability:** No Indirect costs of education which acts as a significant barrier to poor families i.e. No cost of books, transport, stationeries or time invested to commute.
- **Accountability:** Daily learning evaluations (worksheets) along with bi-yearly internal and yearly external assessment by reputed external agency aided by feedback from continuous monitoring and evaluation (MEL-dedicated staff) which guides the management for effective on course correction.

3.2 Innovative Child-centric model

OUR APPROACH

“An innovative schooling model providing cost effective higher learning outcomes at scale”



Child-centered approach

- Focus more on children's capability to learn than only on teachers' capacity to teach



Integrated solution

- Combine teaching, learning and curriculum design into complementary and integrated package



Outcome driven

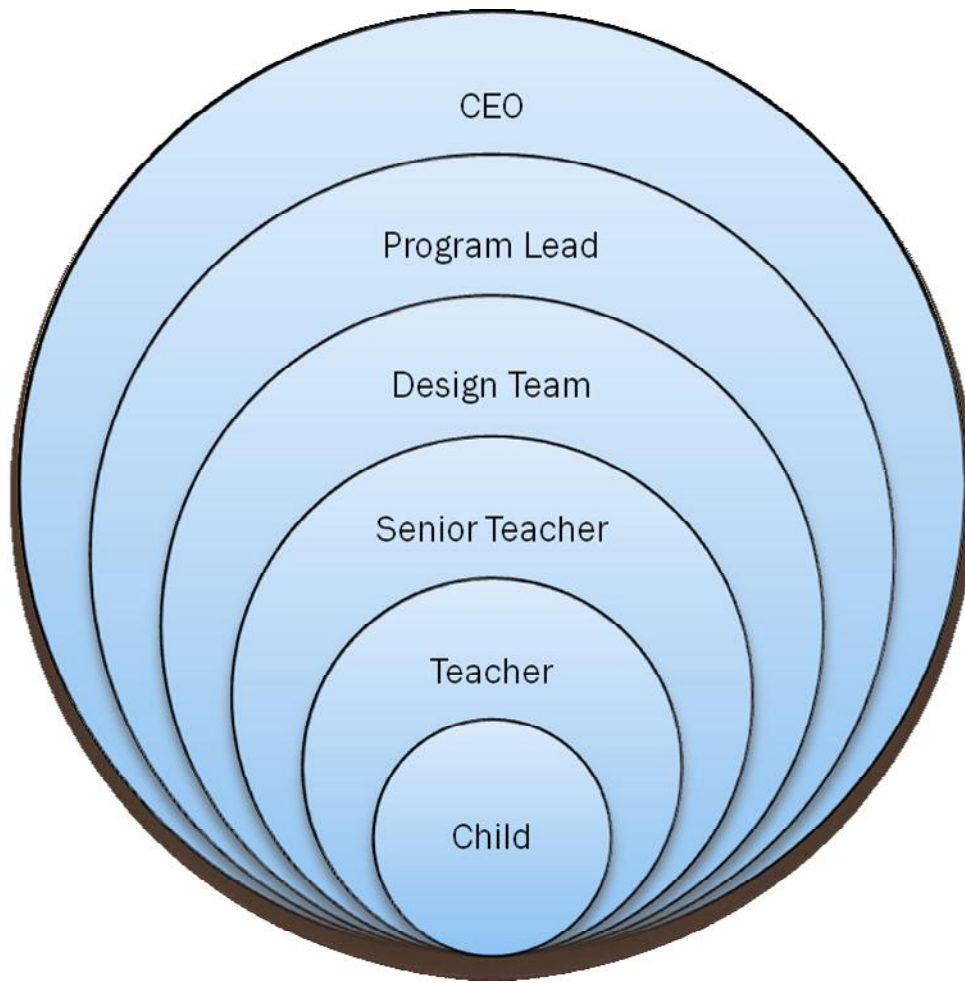
- Measure students' learning through independent assessments by reputed external agencies

Gyan Shala employed/evolved two features to find such a solution that could be termed as innovative in the context of mass scale education, described as follows:

- 1) It decided to combine the teacher effort with high quality learning material, so children's in-born capacity to self-learn could be harnessed to a large extent. The cost of learning material in Gyan Shala is only a little less than the teacher cost, and its content-design match the materials in the best schools.
- 2) The teacher capability-role was re-engineered in the format of front-end and back-end combination. The curriculum planning and lesson preparation role of a traditional excellent teacher was transferred to a back-end curriculum design team. The front-end class teacher was given a less complex and demanding role that required lesser designing- planning abilities. The support by back-end team allowed a modest skilled class-teacher to become as effective an instrument of children's learning as an excellent teacher in a traditional model of good school.

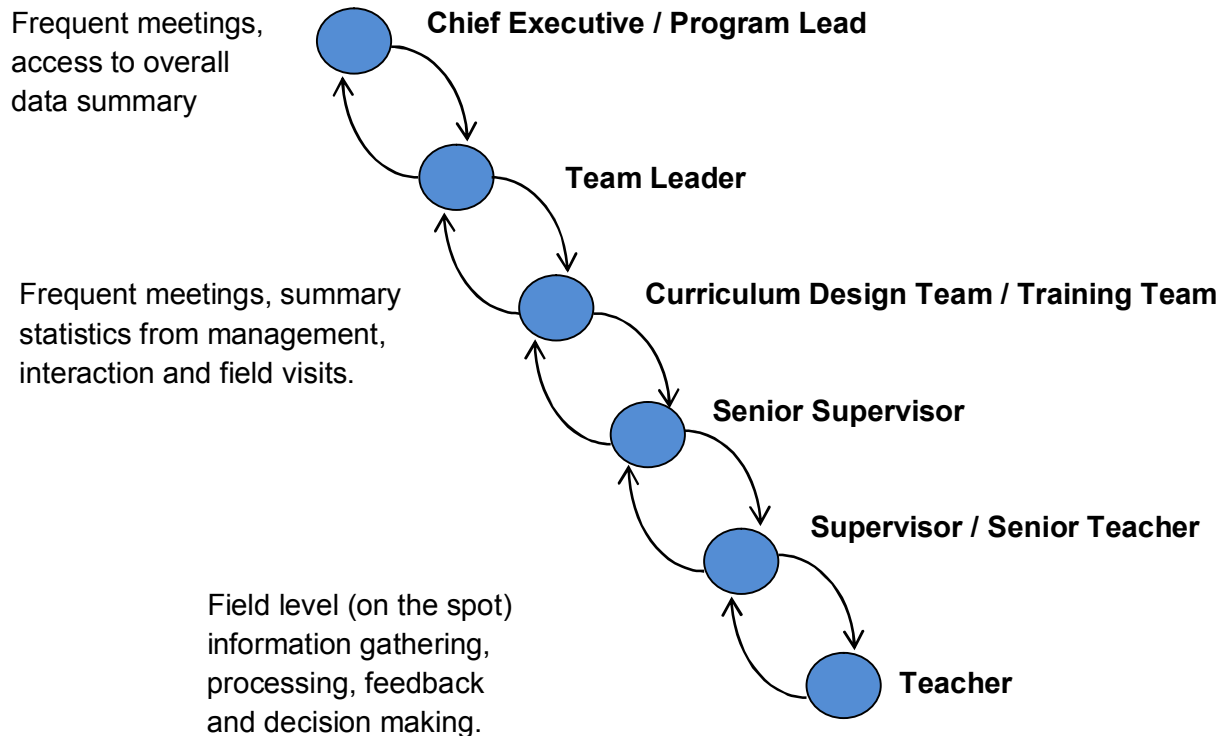
Gyan Shala created a number of organizational mechanisms to integrate front-end with the back-end, so that the well planned and designed lesson sequences and schedules could be implemented in a large number of distributed classes with the requisite quality assurance. These mechanisms include a cadre of senior-teacher cum supervisor, who act both as a support to class teachers and their link with back-end curriculum design team. One such person is deployed for each group of 5-6 class teachers. The other mechanisms of integration are the monthly training of the class teachers by the design team, and weekly review- planning of class processes by the class teacher and supervisor based upon teacher guides prepared by the design team.

The hierarchical model is shown in the following figure:



Gyan Shala also evolved a 'distributed school-classes model' to meet the special needs of urban poor, who find even a nearby one km away school as inaccessible to small children due to traffic on the roads and unfamiliar surroundings. The classes are held in rooms hired close to children's home within slums, but different grade classes are so managed that they work as parts of an integrated school education, operating within same campus/ building. This policy also eliminated the need of transport-commute cost which can be as large as the cost of schooling in many urban settings.

The information flows are as shown below:



The two-way information flows (top-down and bottom-up processing) ensures timely delivery of authentic information to drive process changes in a responsive manner.

3.3 Curriculum and Pedagogy

Gyan Shala believes in Constructivist and Piagetian perspectives of learning. It has adopted activity oriented pedagogy in elementary program, in which the teacher-whole class interaction is for no more than 15% of class time. The children spend the rest of the class time in working individually or in groups, some time by themselves, and some time under teacher guidance. Each child works on individual worksheets, one for each core subject while also participating in some group learning activities, and receives individual feedback from the class teacher on a daily basis. In the middle school, children do group assignments and projects that require them to undertake field investigation and to learn from peers.

Gyan Shala classes adopt a benchmarked and extensively re-engineered standardized curriculum which follows the State/National curriculum norms while also taking cues from reputed international curricula to incorporate some additional elements. The local language competency lags behind formal national and international curriculum norms at the elementary stage, as Gyan Shala children come from a social background where their language use is highly constrained. Such children find it tough to match the language competencies of 3rd graders from upper income or even middle income families. The Math and Environmental science curriculum too is a little behind international norms because most GS children come

without any pre-schooling. The three years of elementary program has to incorporate many elements of pre-school, leaving less time to cover the standard curriculum for grades 1-3.



The middle school (Grades 4-7) curriculum then moves at a faster pace to compensate for gaps in the elementary, and to cover some aspects of grades 8-10 in Indian curriculum. This is done because Indian curriculum adopts a leisurely pace till grade 7, and then takes a jump in grade 8-9 for math and science, which makes it difficult for poor children to cope with these subjects in high school examination without paid tutorial support.

3.4 Quality Assurance Mechanisms

- 1) Gyan Shala translates curriculum into such learning tasks and exercises and corresponding learning material to the children that matches the practices in excellent schools. The design team obtains feedback from class practices and continually adapts the curriculum material design to keep children's progress on targeted trajectory. It has taken many steps to establish a 'learning culture' in the design team which supported continuous quality improvement efforts.
- 2) Gyan Shala lays emphasis on multi-stage and ongoing teacher training compared to one long teacher education program, and promotes a high intensity but collegial work culture.

- 3) Senior teachers provide on-site support and interface between teachers and design team. A twelve member design team works with no more than 250-300 teachers, and directly participates in teacher training and class support. These practices help the class practices to match design parameters related to (i) Correct exposition of concepts, (ii) Appropriate sequencing and progression of curriculum, (iii) Provision of practice and reinforcement exercises, and (iv) Minimal waste of class time on non-learning interactions.

Gyan Shala has institutionalized periodical third party independent assessments of learning outcomes by highly reputed agencies, so that the progress of children could be ascertained correctly. These studies help in the diagnosis of problems and trigger corrective actions, wherever needed.

Other quality assurance features include:

- Each class has no more than 30 children.
- Continuous teacher training and support that has annual, bi-annual, monthly, weekly and daily components whose cost is around 20% of teacher cost.
- Large investment in teacher support and supervision that costs 50% of teacher cost.
- Supply of high quality and ample quantity learning material, books, daily worksheets and group learning aids, which cost around 20% of total program cost.
- Careful and detailed design of learning schedules and processes that maximizes time on learning task, adequate space for whole-class, daily group and individual teaching for each child, and matches the children's attention span.
- Continuous up gradation of the design of learning process, pedagogy, learning material and class processes to suit the needs of teachers and children.
- Equipping the classrooms with functional furniture and basic infrastructure.
- The design and conduct of class processes that minimizes social interference in the learning cycle of children.
- Incorporation of 'best practices' learnt from leading education programs, and significant investments in staff development.
- Integration of high quality management support with program design that ensures accountability.

3.5 Lessons from successful development programs

Gyan Shala incorporated four lessons from successful large scale education and development programs and the literature on best practices in these fields, described as follows:

- 1) Re-engineering of traditional class teacher has enabled a modest skill Para-teacher to become a part of highly effective education delivery chain.
- 2) Gyan Shala set up mechanisms, including a supervision chain, to monitor, detect and correct process errors on a continuing basis. This helps identify and correct system weaknesses much before these could lead to the failure of children in the summative examination.

- 3) Gyan Shala introduced institutional mechanisms for accountability, by integrating design and management functions and linking budgetary provisions with the performance.
- 4) Gyan Shala evolved a decentralized and participatory operational management system. This made modest level managerial skills to be adequate for program operations. The worldwide success stories of AMUL dairy cooperatives and Grameen Bank type microfinance programs share these features.

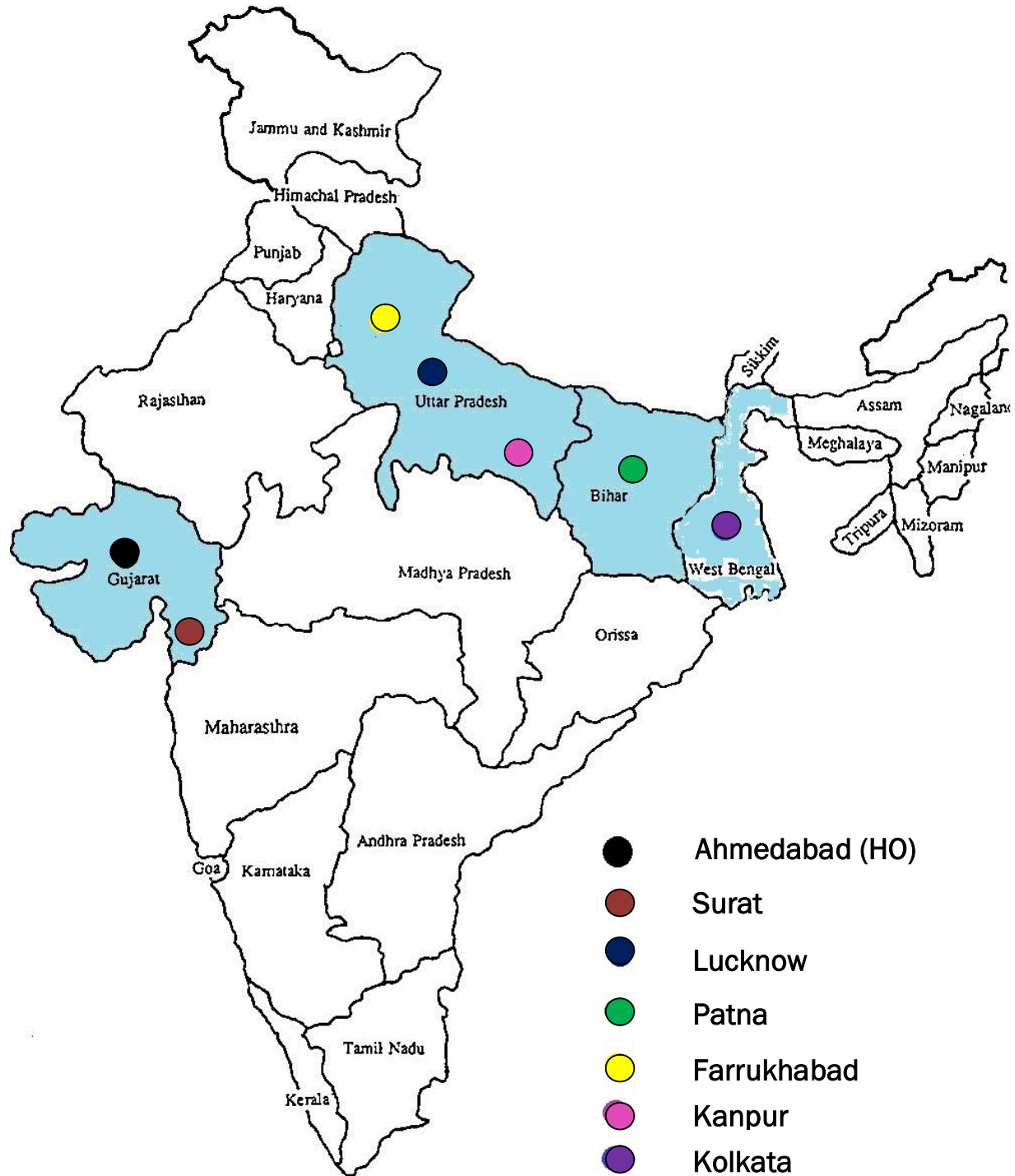


The success of Gyan Shala is based on its “Innovative schooling model” (Low cost-Sustainable, Scalable & Replicable model), whose key design features are:

- Focus relatively more on children’s capability to learn than only on enhancing teachers’ capacity to teach.
- Re-engineer class teacher role into a team effort of a 6 tier team, bringing high quality curriculum designing close to the classroom, on a large scale.
- Take an overall system-organization perspective to design a school program, instead of looking at only teaching-learning-curriculum processes.
- With major focus on learning outcomes, Gyan Shala ensures periodic independent assessment of student performance by reputed external agencies (EI, CfBT, GMI etc.) to gauge the program effectiveness for appropriate on course correction.

4) Our Presence

As shown in the figure below, we are currently present in four states of India namely Gujarat, Uttar Pradesh, Bihar and West Bengal. Our head office is located in Ahmedabad city of Gujarat.



5) Program Evolution and Program Profile

5.1 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 Initiatives (EI), over 2008-2018, 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 in Ahmedabad, which was much older.

Overwhelming majority of Gyan Shala children belong to weaker economic sections, including minorities and migrants to cities, and proportion of girls exceed 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 rural and urban poor.

5.2 Program Profile in 2017-18

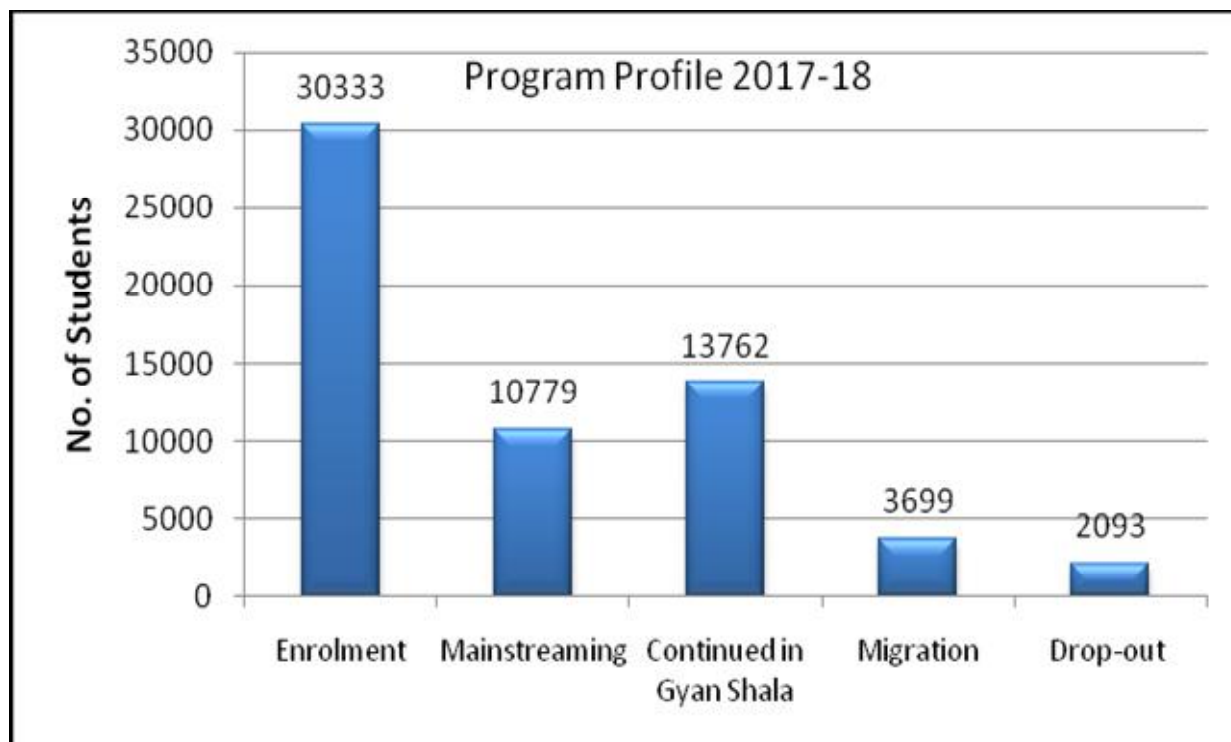
Gyan Shala facilitated education for around 26897 children in 1269 classes in seven cities in three states under its elementary program, covering grades 1-3. The middle school (grades 4-7) covered around 2648 children in 126 classes in two cities (Ahmedabad & Farrukhabad) and the high school program (grades 8-10) covered around 788 children in 37 classes in Ahmedabad.

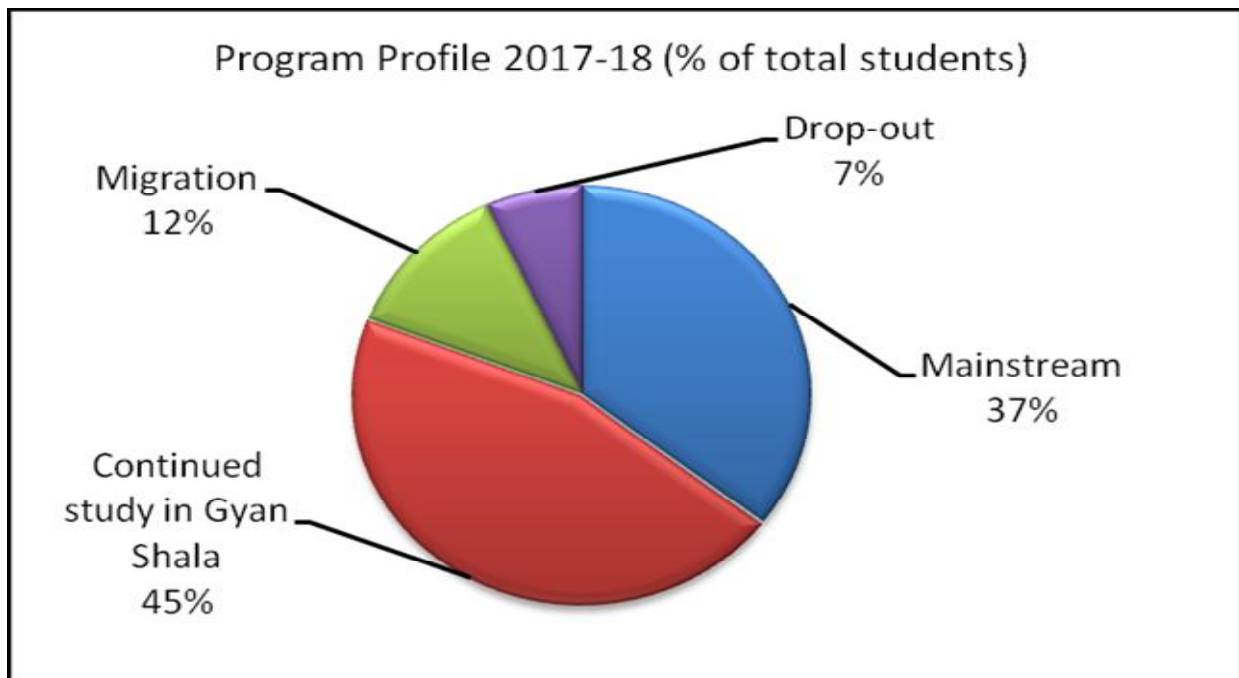
As earlier, Gyan Shala children took ASSET test of Educational Initiatives (EI), which enables comparison of the performance of Gyan Shala children with those in leading CBSE schools. This test is translated by EI in local language. The performance of Gyan Shala children in the ASSET test in 2017-18 has been shared in this report in detail, which confirms that Gyan Shala is able to achieve comparable results in Elementary program (Grade 3 evaluation) as well as the Middle school program (Grade 5 and Grade 7 evaluation) even though the cost involved for imparting education is quite less.

For the Elementary program, average annual cost per child was in the range of Rs.2200-4000 at different locations with average annual cost per child around Rs.2979. For the middle school program, average annual cost per child was Rs.6261. For the high school program, average annual cost per child was Rs.12468. These costs were all inclusive, covering teaching, class room rental, learning material and management- administration. Except high school, the cost per child of various programs in Gyan Shala were less than 1/3rd of per child cost in government schools, and even lower compared to elite private schools, whose quality Gyan Shala matches.

The program profile for the year 2017-18 is as given below:

Details	No. of Students
Enrolment	30333
Mainstreaming	10779
Continued study in Gyan Shala centres	13762
Migration (to villages or another slums)	3699
Drop-out (Due to various reasons such as lack of interest in studies, family problems, employment, illness, overage etc.)	2093





Sharing by Ms. Zalak Desai (National Team):

"In the communities, Gyan Shala has established its credibility as a quality education provider. As a team, we need to work in a manner, so as to further improve upon it. In addition, we need to still work harder to achieve new standards where children continue to experience real joy of learning as well as come out from the system as 'better equipped and balanced individuals' in their personal and professional lives."

6) Our Programs

6.1 Elementary Program (Grades 1-3)

As mentioned before in this report, Gyan Shala starts this program in such slums where it finds lots of children not attending any formal school. The classes are started in rented rooms in the community. 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 the previous grade education. 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/ 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 and Farrukhabad which continue study 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 receive quality education, through free supply of books, stationery 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 too take 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 expanded in different states, national team of subject experts have 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 to equip the team with upcoming educational research and pedagogical practices.



In 2017-18, the Elementary school program had 26897 children in 1106 classes with average annual cost per child to be Rs.2979, as per details in the following table:

Sr. No	Location	Centers	Children	Boys	Girls	Yearly Average Cost per Child (INR)
1	Ahmedabad	231	5284	2582	2702	3972
2	Surat	80	1909	986	923	3157
3	Patna	321	8517	3772	4745	2631
4	Kolkata	82	1637	792	845	3285
5	Lucknow	115	2428	1146	1282	3279
6	Kanpur	121	2989	1349	1640	2804
7	Farukhabad	156	4133	2127	2006	2239
Total		1106	26897	12754	14143	2979

The program team conducts internal evaluations viz. daily worksheet evaluations accompanied by 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 the monthly attendance of all children to track child's progress.

Sharing by Ms. Maitri Joshi (Leader - Elementary Program):

"As a leader of mature flagship program, I need to deal with lot many people issues which tire me many times. But, seeing smiles and confidence in the eyes of Gyan Shala students, removes those feelings. Our decision to participate in DIB funding 2018-19 onwards, has made our team to critically review our performances and work more tightly towards focusing on improving learning outcomes. On a personal front, I wish to delegate administrative work more, so as to allot more time to academics, which gives me highest satisfaction. "

6.2 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 program.

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



Over 2016-17, Gyan Shala established relationship with SBI Foundation in addition to GRUH Finance Limited to support 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.100-150 /- 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 2017-18, the middle school program had 2648 children in 126 classes with average annual cost per child to be Rs.6261, as per details in the following table:

Grades	Centers	Children	Boys	Girls	Yearly Average Cost per Child (INR)
4	46	1152	515	637	6261
5	31	618	288	330	
6	24	435	209	226	
7	24	443	198	245	
Total	126	2648	1210	1438	

Sharing by Ms. Payal Patel (Leader - Middle School program):

"As a Middle School Program Leader, my present challenge is to improve attendance and regularity of the students, as in each school day, important sub-topics are covered and if a child misses one sub-topic or gets less practice, it hinders his/her understanding and clarity of that particular concept. At middle school level, their conceptual understanding is the most important facet for continuing their studies further. Teacher retention is another challenge in my program, for which we also tried more remuneration. For expansion of middle school program, 'cluster model' approach needs to be revisited. There are very few communities, where we get 100- 120 students of the same grade to launch a middle school cluster."

6.3 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 2016-17, this program was expanded into 4 new areas, having two areas with majority of minority children, specially needing such schools in their communities and we are consistently trying to expand it further (2018-19). In 2017-18, the program had 17 classes of grade 8, 15 classes of grade 9 and 5 classes of grade 10, covering a total of 788 children, as mentioned in the following table. The program cost is higher than Gyan Shala norm, because it is a pilot of small size in development phase. As the program grows and children per class rise to a level of middle school program, we expect the per child cost to come to a level of around Rs. 10000 per child annually.

The program profile for High school program for 2017-18 is as follows:

Grades	Centers	Children	Boys	Girls	Yearly Average Cost per Child (INR)
8	17	342	159	183	12468
9	15	340	165	175	
10	5	106	50	56	
TOTAL	37	788	374	414	

The performance of Grade 10 students in the State Board examination is as follows:

Grade 10 State Board Performance (2017-18)			
	Students from Gyan Shala program (studying since grade 7 or before)	Students joining Gyan Shala grade 8 or after	Total Students
Total no. of Students	84	22	106
Pass	66	9	75
Fail	18	13	31
Pass (%)	79	41	71
No of Students with Distinction	8	0	8
No of Students with First Class	12	0	12
No of Students with Second Class	41	7	48
No of Students with Pass Class	5	2	7

In the year 2017-18, the fifth batch of the students took the Board Exams for Grade 10 as shown in the table above. The total of 106 students appeared for the exam and out of them 70 passed the exam. Makwana Bharatkumar Kishorbhai stood first amongst the grade 10 Gyan Shala students securing 79% (94.43 percentile). Total eight Gyan Shala students secured distinction, twelve students secured first class, forty-eight secured second class, and seven secured pass class.



The percentage of the students passed is 71 percent, which has improved compared to previous years in response to increased efforts over the years. The pass percentage of students studying for 4 or more years (since grade 7 or before) in Gyan Shala program is 79% which exceeds the results for previous years while the pass percentage of students joining Gyan Shala from grade 8 (mostly dropouts, overage students having weak foundation over grades 1-7) is 41% which has also improved as compared to the previous years. The team has started rectifying actions to improve the same through extra academic support as per the needs of such students. While analyzing the results, it was found that such students were not able to attend classes for extra support regularly as needed. So, the extra support class has been included in the regular class functioning and increased counseling has been emphasized with students as well as with their parents for ensuring class attendance for the future. In the coming years, more efforts are being planned in terms of strengthening the foundation for weak students to bring them on par with the syllabus of high school program, so as to secure improved results.

Stabilizing high school program has required us to rework our middle school and elementary programs too, since the design of those programs was not oriented to meet the requirement of standard board examination of high school. We also need to evolve strategies for children joining the high school program albeit with very poor foundation over grades 1-7.

Sharing by Ms. Sonal Modi (Leader - Gyan Shala High School Program):

"Presently my focus is to have a cluster of higher classes under one roof (like a school in a same building), to make efficient use of teacher capability. We have recently started a deal where classes will be held in same premises in Vasna area of Ahmedabad. Our students and teachers are very happy for that. Apart from these I also dream that Gyan Shala launches many more schools covering all the areas of the city in a similar way. Our biggest challenge is to make the majority of our students realize the importance of passing grade 10 with good understanding as well as marks. Our team is looking forward to improve our performance and attain improved Grade 10 results for all our students."

Education Support Organisation (Gyan Shala) as an Accreditation Agency under National Institute of Open Schooling (NIOS)

In the year 2015-16, Education Support Organisation (ESO) started application for the accreditation under National Institute of Open Schooling (NIOS) for certification for Open Basic Education (OBE) Program. It took almost a year, to become the Accreditation Agency under NIOS. The organization has become now Accreditation Agency under NIOS with a letter dated September 9, 2016.

For the year 2016-17 Gyan Shala students gave level C examination, equivalent to Grade 8 from the Navrachna school of Baroda. For the new batch of Grade 8 students in 2017-18, the level C Examination of OBE has been administered by ESO (Gyan Shala) to certify their progress on a national level.

Accreditation with NIOS will help Gyan Shala to overcome a strategic disadvantage of being perceived by the parents and education department of the Government as an unrecognized school program, and improve program acceptance. It has been also planned that in the academic year 2018-19, Grade 5 children will take level B exam under NIOS. This step is for organizational capacity building to help students take external exams such as State Boards.

6.4 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.

A pilot 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. During the period of 2012-2016, Gyan Shala was invited for similar partnership in 7300 government schools in four districts of Bihar. The worksheets designed for the program practices have been adopted as textbooks-workbooks for all the students of Grades 1 and 2 in the entire state of Bihar covering 73000 schools starting from 2015. So, the program has started impacting around 0.6 million children every year from 2013 which rose to 6 million children every year from 2015 onwards.

Details of the programs discussed above are as follows:

Name of Project	AMC School Program 2008-2011	Bihar Govt. School Program 2014-2016
Objective	To improve learning levels in 38 Government Municipal Schools in Ahmedabad	To introduce Gyan Shala curriculum model for improving learning levels in 7300 Government Schools in 4 districts of Bihar
Target Beneficiaries (direct)	Municipal School Children (grades 1-4)	0.6 million Govt. School children (grades 1-2)
Geographical Location	Ahmedabad Municipal Corporation Schools	Govt. Schools of Jehanabad, Jamui, Vaishali and West Champaran districts.
Implementation Model	Based on Gyan Shala Model	
No. of Beneficiaries impacted	8000 Children in AMC schools	Nearly 6 million children every year in Govt. schools
Project Start and End Date	2008-2011	2014-2016
Details of Donors/Funding Agencies	Michael & Susan Dell Foundation, SSA- Govt. of Gujarat	Education Above All Foundation, Qatar; Bihar Govt.

Gyan Shala had been invited for partnership with 4 Government Schools of Delhi, for academic management. Education Alliance, Delhi had organized for the Gyan Shala partnership in 'School Quality Enhancement Program' (SQEP) in SDMC (South Delhi Municipal Corporation) schools with low enrollment numbers for the years 2015-16 and 2016-17. The schools were Ber Sarai, Mundhela Kalan, Rawta and Dariyapur Khurd. The latter three schools are in Najafgarh zone near to Haryana border of Delhi. We had introduced daily worksheets for each subject, teacher guides and activity materials, prepared and distributed in alignment with NCERT text books used by SDMC schools for Grades Nursery to Grade 5. This experience added organizational learning for School Management with Govt. partnership, in addition to create Hindi materials suitable to Delhi children as per NCERT textbooks. This program has also led Gyan Shala team to create curriculum planning and learning materials for Preschool- Nursery.

6.5 Jamnabai Gyan Shala School

Jamnabai Education Trust supported by Mafatlal group has been running Jamnabai School, at Kadva Pol, Dariyapur, since many years. Wanting to revamp the school's pedagogy approach so as to provide decent quality education to lower middle income group parents, Jamnabai trust has entered into an MOU with Gyan Shala, for running their trust's school. Gyan Shala has taken up this task to understand the mechanism of running school for lower middle income group parents, who can afford to pay the fees, and want decent quality primary education.

Gyan Shala started to work under this school since 2014-15. In the first year, enrollment was high, but the other school in the area lowered fees quite substantive and it was difficult to operate at that level. So, the school again restarted in 2015-16 with 54 students including 20 students whose fees were sponsored by one of our well wishers. In 2016-17, Gyan Shala earned reputation in the area, and covered 78 students in Grades 1 to 4 classes which rose to 117 students in 2017-18. The school management team also understood the need of running preschool class. From the December 2016 onwards, Gyan Shala prepared preschool learning materials in Gujarati for Jamnabai school.

The student profile for Jamnabai school for past years is as follows:

Grade	2015-16		2016-17		2017-18	
	No. of Children	RTE	No. of Children	RTE	No. of Children	RTE
Pre-school	-	-	-	-	30	-
Std 1	27	6	17	9	13	6
Std 2	12	-	26	7	16	8
Std 3	15	-	14	-	23	7
Std 4	-	-	21	-	16	-
Std 5	-	-		-	19	-
Total	54	6	78	16	117	21

At this juncture, Gyan Shala team is confident in understanding the needs of such students and their parents. Gyan Shala team has also initiated new processes such as Government certification requirements including applying for Unique ID under DISE (District Information of Student Enrollment) system of the state, applying for scholarships etc.

6.6 Engaging with Parents



Parents' committees have been formed at community level to discuss and present their issues. Parents are invited 2-3 times in a year to attend parents' meetings, in addition to attend annual cultural event. Parents' meetings are held at an interval of 60-90 days. Parents are encouraged to participate in their children's academic progress to improve their development. The team motivates them to take interest in child's day-to-day learning and encourages to send their children regularly. They are made aware of their children's current progress and are advised to take certain steps in order to smoothen child's progress. The team strives to create awareness among parents regarding the importance of education in one's life and Gyan Shala's philosophy as well as approach-methodology towards children. As the child progresses through grades, parents (especially high school) are advised about the child's behavior to encourage them to maintain child's focus on studies. Parents share their views on child's personal progress along with the challenges they face while doing so.

Apart from children's academic progress, the parents committees formed at each community also discuss issues with class locations, hiring and renting of rooms, etc. Parents are also informed about the legal framework under which children are being mainstreamed and how Gyan Shala program is different than formal school system and how certification issues are being taken care of.

7) External Assessments

As mentioned earlier, Gyan Shala ensures periodic independent assessment of children's performance by reputed external agencies (EI, CfBT, GMI etc.) to gauge the program effectiveness for appropriate on course correction. Gyan Shala program has also been assessed by reputed international agencies such as DFID, J-PAL, and McKinsey etc. generating a credible body of evidence.

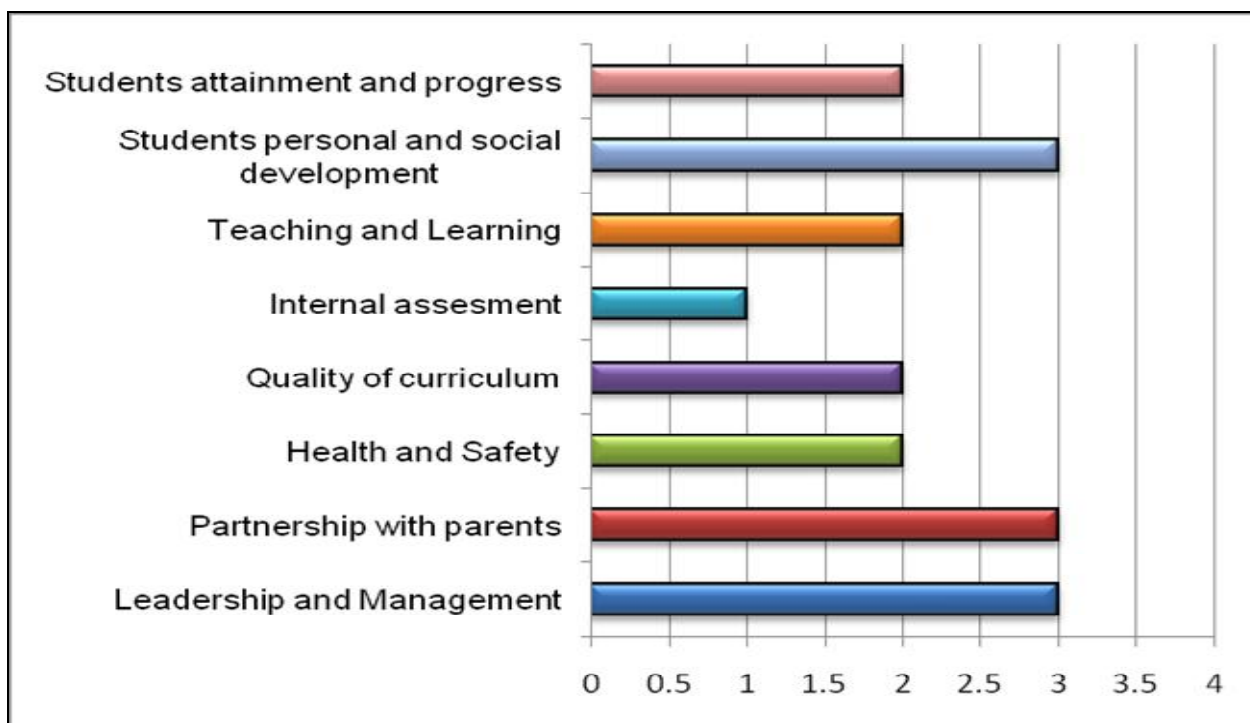
7.1 CfBT Rating

CfBT India Pvt. Ltd. conducted reviews and ranked different aspects of the organization. Snapshot of some of the interesting findings of the CfBT report (2013) is presented herewith.

The exercise focused on eight central aspects of Gyan Shala centers as shown above. The performance rating for the above aspects is as shown below:

How good are the students' attainment and progress ?
How good is the student's personal and social development ?
How good are the teaching and learning processes ?
How good is the internal assessment process ?
How well does the curriculum meet the educational needs of all students ?
How good are the staffing, facilities and resources for learning ?
How good is the partnership between the parents and the school ?
How good are the leadership and management of the school ?

FOUR POINT SCALE		DEFINITION OF EACH POINT
4	OUTSTANDING	Exceptionally high quality of performance or practice
3	GOOD	The expected level for effective schools
2	ACCEPTABLE	The minimum level of acceptability that all key aspects of performance and practice should meet or exceed
1	UNSATISFACTORY	Quality not yet at the level acceptable for effective schools



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.

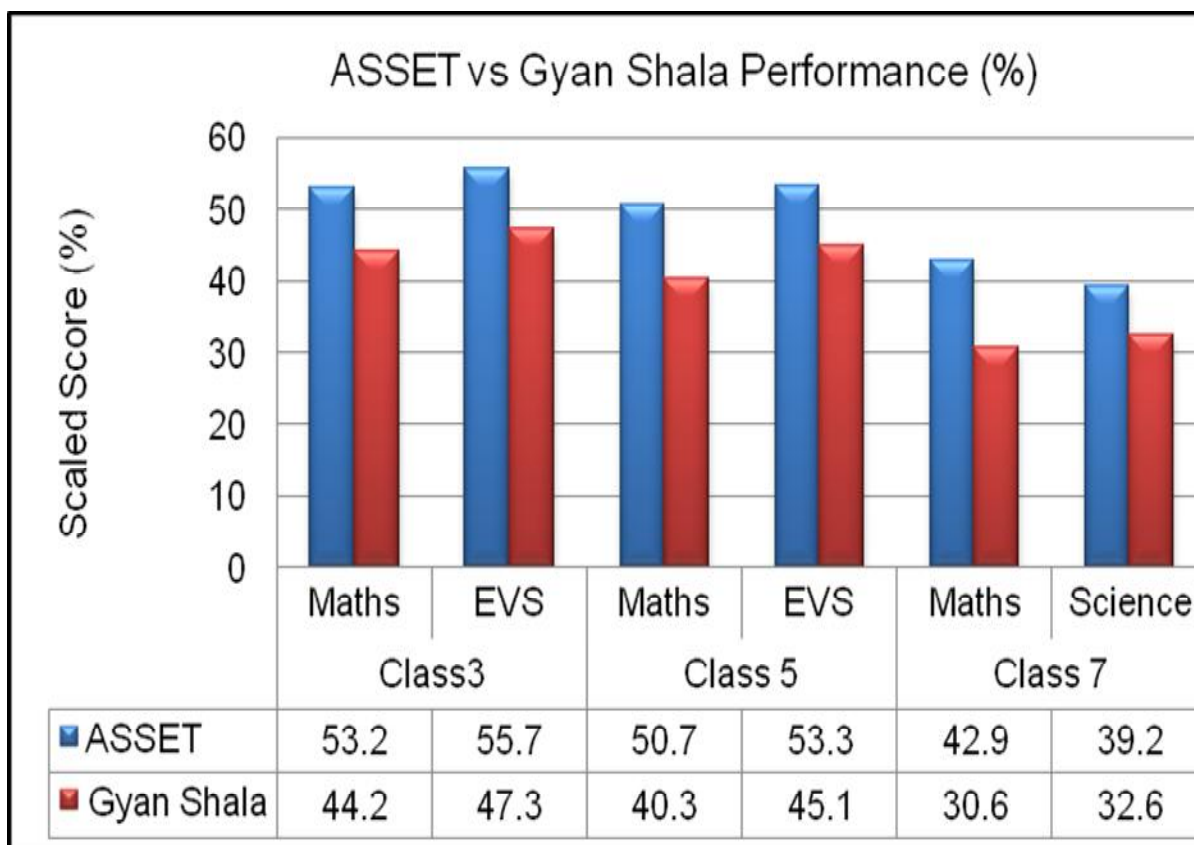
Internal assessment was considered weaker when compared to other parameters and Gyan Shala has improved that in the past years. CfBT is no more doing school ratings in India, otherwise Gyan Shala planned to obtain next round of rating of our school program too in 2017, to complement 2010 & 2013 ratings showing the improvement in the program especially in the internal assessment aspect.

7.2 Student Performance Assessment by Education Initiatives (EI) (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 Gujarat centers, learning in Math and EVS (Science) subjects was tested in Grade 3, 5 and 7. Snap shots of the results are shared herewith.

Progress in the subjects of Math and Science (EVS) in both primary and middle schools was seen as satisfactory in the context of our goal to match children's performance in India's elite school, represented by ASSET average score. The following tables and graphs give the average score and standard deviation of Gyan Shala students along with ASSET students.

Class	Subject	No. of Students tested	Gyan Shala Score		ASSET Score	
			Average	Standard Deviation	Average	Standard Deviation
3	Maths	1092	44.2	18.9	53.2	21.9
3	EVS	1110	47.3	15.9	55.7	18.8
5	Maths	407	40.3	14	50.7	19.5
5	EVS	407	45.1	14.1	53.3	17.1
7	Maths	273	30.6	11.6	42.9	20.3
7	Science	289	32.6	9.2	39.2	14.4



8) Tales of Triumph

1) Meena Parmar



Meena Parmar, a slum resident of Khodiyanganar, Ahmedabad is a prime example of fighting all odds with a never give-up attitude.

When Meena was 8 years old, her family faced a great tragedy as her father (the sole earning member) passed away due to critical illness leaving behind the burden of seven siblings on the shoulder of her mother. The days turned gloomy as her mother started working as a labourer to make two ends meet. But that was not enough for her growing children.

The abject poverty reached a stage where their struggle was only for survival and two times meal. Eventually Meena's brothers forcefully started to earn two cents by polishing shoes to manage their family expenses.

At this particular juncture, Gyan Shala motivated Meena to continue her studies. With the dogged spirit of Meena and platform that Gyan Shala provided, she recently passed 10th board exams securing 45% despite all odds. She is the only sibling (one of seven) to have studied this far.

She shares "I want to especially thank Gyan Shala and Sharmistha madam (Gyan Shala Supervisor) who always guided me in the right direction and played a role of a guardian. Their support and adherence was beyond a teacher's role. I pledge to support and promote such organization who comes with such supportive teaching schemes which helps children like us to unleash our potentials."

2) Arun Dantani



Arun Lalabhai Dantani, a 15 year old boy living in Guptanagar slums area in Ahmedabad is a shining example of dedication to improve one's life. Arun's parents are vegetable vendors and he has two brothers named Satish (studied up to grade 9 in Gyan Shala) and Karan (studied upto grade 7 in Gyan Shala).

Arun shares "There were times when we didn't have enough to eat, let alone think about our education or buying something new."

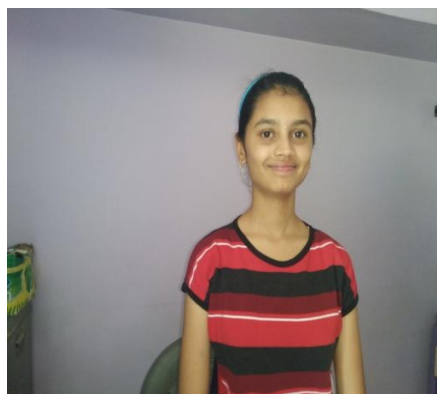
A surprise visit by members of Gyan Shala education center in vasna slums in Ahmedabad brought a huge change in Arun and his sibling's lives.

He joined Gyan Shala in grade 1 (10 years back) like other slum children and neither had any knowledge about alphabets or numbers nor any motivation to educate himself. He adds "Now I can read, write; recite poems in Gujarati and English as well. To make two ends meet along with increasing expenses, I started working in wheat grinding shop where I earn Rs.3000 every month. I never thought of dropping from school despite a hectic schedule due to my parent's support along with Gyan Shala's able guidance"

His daily routine included waking up at 5 am to study for two hours followed by school hours (Gyan Shala) from 8 to 1:30 pm. After finishing with his lunch, he went to work from 3:30 pm to 9:30 pm and revised daily teachings for two hours before sleeping.

Arun appeared for 10th grade examinations (2018) and secured distinction scoring 74%. He shares "English, Maths and science are my favourite subjects. I would like to pursue a career in commerce field."

3) Amisha Parmar



Amisha sets an exemplary model for others that a person should not be pushed back by problems but should be pulled up by their dreams by scoring 98.97 percentile in Grade 12 HSC examination (Science).

Amisha, 18, is living with her parents and 3 siblings (two younger brothers and a sister) in Gupta Nagar slums, Ahmedabad. Since Amisha's father is the sole bread-earner in her family, it has been a great challenge for her family to manage funds to support four children's education.

There was no school in vicinity of Gupta nagar slums, but due to presence of Gyan Shala, Amisha got an opportunity to kick-start her educational journey. She took admission in grade 1 and continued till grade 10 owing to comprehensive learning. She made everyone proud by scoring 97.94 percentile in Grade 10 Board exams. She wanted to pursue a career in medical field and hence took admission (Grade 11- Science) in another school as Gyan Shala runs program till grade 10.

On interviewing her parents after HSC Results, they share "We heartily accolade Gyan Shala's profound impact on our girl and its efforts to germinate the seeds of education and build a foundation stone for her career."

Today, Amisha aspires to become a professional in medical field, and took admission in physiotherapy. Her dogged spirit and perseverance is a testament to her dreams and hard work. Amisha's younger brother is also a beneficiary of Gyan Shala and draws inspiration from elder sister Amisha.

9) Financials & Donors

The key financials for the last three years are indicated below.

Items	2015-2016 (in lakhs)	2016-2017 (in lakhs)	2017-2018 (in lakhs)
Total Earnings	1507.15	1246.27	1133.94
Total Expenditure	1487.57	1243.54	1065.72
Surplus	19.58	2.72	68.22
Total Assets	426.76	560.82	482

Our generous donors in the last 3 years were as under:

Donor/Funder	2015-16 (in lakhs)	2016-17 (in lakhs)	2017-18 (in lakhs)
Nalanda Foundation	100	100	223.32
SBI Foundation	-	-	130.82
E&H Foundation	35.04	88.21	109.47
GRUH Finance	27.17	29.11	38.28
Shroff Foundation	-	-	75
Bajaj Auto	-	-	73
Tata Trusts	-	69	84.67
Macarthur Foundation	54.19	80.9	98.05
Delhi Project IC	-	58.85	51.14
Pushpawati Kantilal Trust	15.50	15.50	15.50
Navin Fluorine CSR	20	15	10
Parents	27.17	62.62	67.06
Packard Foundation	25.81	-	-
SSA-Government	109.92	-	-
EAC-Doha	945	705.24	-
MSDF	274.2	216.47	-

From the year 2017-18, Gyan Shala initiated partnership with SBI Foundation, Shroff Foundation and Bajaj Auto under various programs.

Our Donors and Supporters: Generous contributors strengthening many lives

Our Current Donors



Enabling quality education and health for the underprivileged



TATA TRUSTS



OneWorld Foundation



MacArthur Foundation



Nalanda Foundation

Dr. K.R. Shroff Foundation

Our Past Donors



SARVA SHIKSHA ABHIYAN



स्वयंदर्शन स्वयंज्योतिः स्वयंमार्गकरणम्



In addition, Gyan Shala donors include HNIs like Pulak Prasad, Amit Chandra and Ronodeb Roy, all investment professionals. We heartily thank each and every contributor for providing young souls with an opportunity to change their lives.

10) Gyan Shala Team

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

Trustees	
Pankaj Jain – Settler of the Trust	Ex. Faculty IRMA
Prof. Subhash Bhatnagar	IIM Ahmedabad
Prof. Ajay Pande	IIM Ahmedabad
Prof. Aamirullah Khan	ISB/ Gates Foundation

National Team	
Operations	Zalak A. Desai
External Relations	Bhavya Shelat
UP Team Guide	Anuj Kumar
Accounts	Neha Shah
	Nisha Goswami
	Heena Sampat
MIS Team	Yogini Parekh
	Tabbsum Shaikh
Stock In-Charge	Minaben Solanki

A'bad Middle School Team	
Team leader	Payal Patel
Design Team Members	Dipti Pandya
	Falguni Shukla
	Heena Dave
	Hemali Shah
	Hiral Solanki
	Meghna Bhatt
	Neha Solanki
	Prachi Shah
	Sejal Parmar
	Shraddha Patel
	Kausha Zalavadia
Field Supervisors	Geeta Pasi
	Hemlata Rathod
	Pragna Parmar
	Rachna Dave
	Trupati Shah
	Shilpa Parmar
	Dipika Parmar
	Najama Shaikh
	Harshida Shrimali
	Padma Parmar
	Shabnam Pathan

Field Operations Officers	Pragna Chavda
	Hargovan Desai

Jamnabai School - Principal	Paresha Goswami
-----------------------------	-----------------

A'bad Elementary Team	
Team leader	Maitri Joshi
Deputy team leader	Purvi Dabhi
Design Team Members	Hetal Raval
	Niharika Parmar
	Neha Desai
	Mittal Patel
	Mira Gohil
	Jignasha Pandya
	Jaydeep Leuva
	Amisha Parmar
	Kirankumari Vishvakarma
Pre School Materials	Rina Patel
Field Sr. Supervisors	Shashi Rawal
	Vijaya Bhitara
	Sumaiyaanjum Pathan
	Firadoshjahan Zulaya
	Rita Thakar
Field Supervisors	Bharti Parmar
	Deena karshaliya
	Deena Makwana
	Falguni Parmar
	Farhad Saiyad
	Geeta Makwana
	Heena Mody
	Julekha Pathan
	Kamini Solanki
	Mahendra Patel
	Mangla Thosar
	Nanda Parmar
	Neeru Makwana
	Neha Shukla
	Nirmala Parmar
	Parmar Hetal
	Pragna Shete
	Pratiksha Parmar
	Renuka Pandya
	Samim Ajmeri
	Sangita Solanki
	Suketa Shah
	Usha Chavda

A'bad High School Team	
Team Leader	Sonal Mody
Design Team Members	Vaishali Shah
	Sejal Parikh
	Mohan Makwana
	Tallin Buch
	Radhika Vachhani
	Jayanti A Parmar
	Jalpaben Sonpal
	Nirali Nainvaya
	Tejal Jadav
	Chanchala Prasad
	Bhavna Bhatt
Field Supervisors	Bhagvati Meghval
	Falguni Chavda
	Rizwana Mapara
	Sajedabanu
	Sharmistha Parmar

Patna Team	
Team Leader	Shweta Srivastava
Design Team Members	Aditya Anand
	Hemant Kumar
	Pooja Kumari
	Ruma Kumari
	Kumar Mayank
	Pushpika
	Dheeraj Kumar
	Aman Vidyarthi
	Rupesh Sinha
	Ajit Kumar
Accounts Assistant	S. M. Sharique
MIS Assistant	Pushpa Kumari
Field Operations Officer	Rinku kumar
Field Sr. Supervisors	Khursheed Jahan
	Raj Kumar Gupta
	Deepak Kumar
	Parbind Kumar

Farrukhabad Team	
Coordinator	Vivek Yadav
Design Team Members	Shradha Mishra
	Lalu Yadav
	Abishek Singh
Field Operations Officer	Asib Mohammed
Field Sr. Supervisor	Gaurav Mishra

Kolkata Team	
Coordinator	Sutapa Das
Design Team Members	Rakhi Sinha
	Sharmi Ghosh
	Shreya Bhattacharya
Field Sr. Supervisor	Bandana Dirghangi

Kanpur Team	
Coordinator	Ankit Pathak
Design Team Members	Shikha Mishra
	Supriya Pathak
	Abhishek Shukla
	Shishir Yadav
	Suneeta Nishad
Field Operations Officer	Abhishek Tiwari

Surat Team	
Coordinator	Vasantlal Parmar
Design Team Member	Pravina Chaudhari

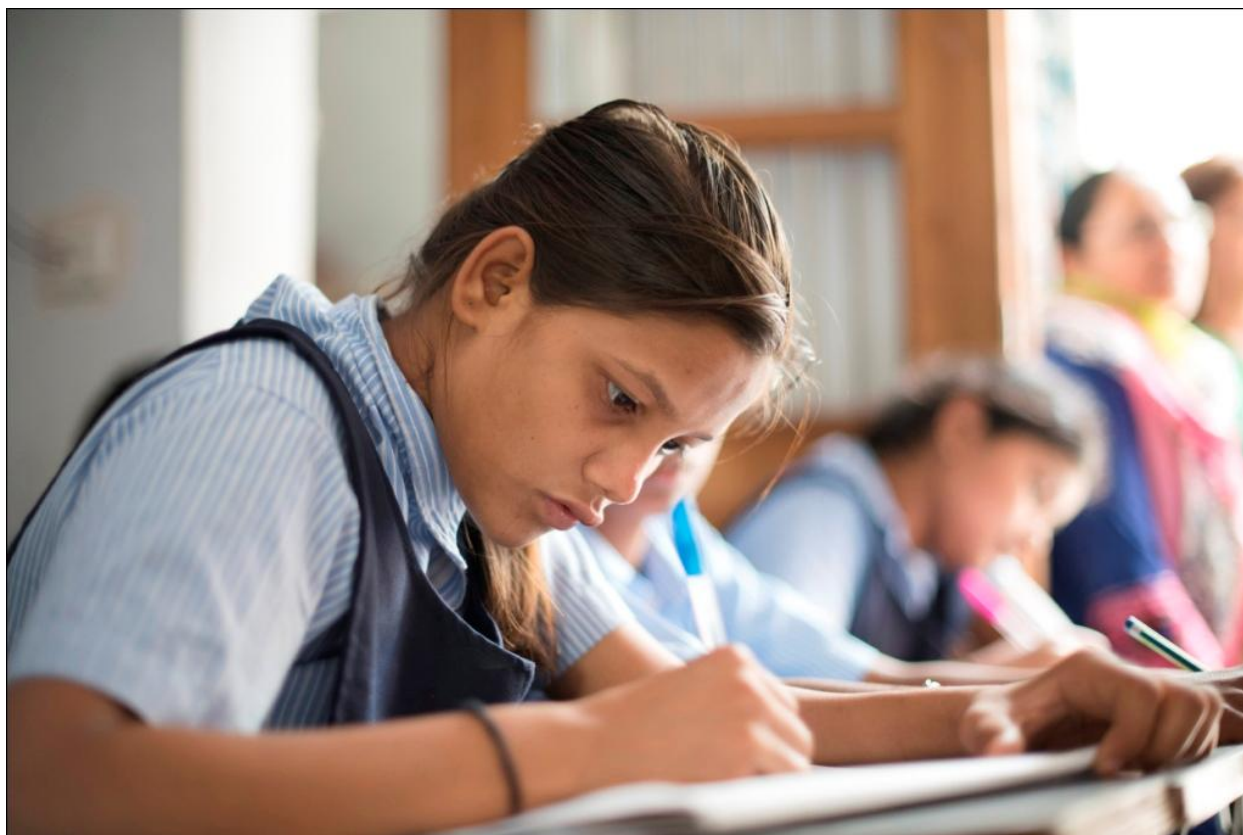
Lucknow Team	
Coordinator	Ankit Pathak
Design Team Members	Shweta Bajpai
	Vivek Gautam
	Aparna Dwivedi
	Shivani Verma
Field Operations Officer	Pradeep Kumar
Field Sr. Supervisor	Rajkumari Gupta

Delhi Team	
Coordinator	Sumit Pandey
Field Coordinator	Ranjeet Kumar

✓ **Research Papers Published In Reputed Professional Policy Journals About Gyan Shala:**

- **California Management Review:** By: Sushil Vachani and N. Craig Smith
<http://cmr.berkeley.edu/search/articleDetail.aspx?article=5471>
- **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
- **World Development**. Volume 25, No. 3, 1997, pp. 349-358 By: Pankaj Jain of IRMA
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 IIM-A
- **DFID, Research 4 Development Program, UK**
http://r4d.dfid.gov.uk/pdf/outputs/mis_spc/60912-GyanShalaFinalReport.pdf
https://assets.publishing.service.gov.uk/media/57a08a07ed915d622c000505/GyanShala_Scalability_Replicability_through_Private_Investment.pdf.
- **McKinsey/ ACASUS Study by Fenton Whelan**
www.acasus.com/wp-content/uploads/2012/02/Acasus-The-Learning-Challenge-Report.pdf
- **Monitor Group Studies**
<http://www.karmayog.org/education/upload/26327/Monitor%20Inclusive%20Markets%20-%20Gyan%20Shala%20High%20Level%20Overview.pdf>





Education Support Organisation



Gyan Shala

GYAN SHALA Program

42, Tapovan Society, 2nd Floor, Above Bank of Baroda,
Opp. Manekbaug BRTS, Ambawadi, Ahmedabad-380015.

Web : <http://www.gyanshala.org> , E-mail : info@gyanshala.org

Tel : (+91)-79-26604840 / 26604940