Gyan Shala

GYAN SHALA Report 2000-2010

Teaching in a functional Environment

Group Work by children in Class

Teachers in training

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MISSION

1. To evolve a total system solution-model for school education that deliver quality education on a large scale.

2. To find such schooling policies and solutions that would allow children from poor families to attend the school regularly without fear or apprehension.

3. To find such schooling policies that would allow first generation learners from poor families to match the learning levels of children from higher socio-economic categories.

4. To minimize and try to eliminate gender based inequalities in school attendance and learning attainments.

5. To develop organizational capacity to implement the program at a substantial scale, in many geographies, so as to directly impact the education of large number of children, and to establish that the new solutions are not merely a one-off demonstration units but a policy option to be considered by adoption by the Government and others, on a large scale.

6. To generate credible evidence of the program impact through commissioning of independent assessment of program performance.

7. To join the process of informing the overall policy-program formulation by the Government in the area of school education

Introduction

The concept of Gyan Shala (GS) program of Education Support Organization evolved from the research-conclusion of its founders in mid-1990s. It suggested that the focus of future school policy had to be on combating high level of drop-out and poor quality of education, which affected the poor most. The then existing policies appeared adequate and on track to ensure universal school enrolment. Given India's size, the key challenge was in finding a solution that could work effectively on a large scale. In the search for a suitable solution the founders came across many high quality educational facilities, but not many that had a sustained record of providing quality education on a large scale. GS chose its goal as evolving and implementing a model of school education that would ensure good quality on a large scale. GS also decided to address specific challenges faced by disadvantaged children in pursuing their school education.

A simple economic analysis showed that 6 per cent of GDP as education budget could support universal school coverage at a cost of around Rs. 3500/- per child/ year, in 2000, after making minimal provisions for secondary and higher education from the budget outlays. GS decided to peg the cost of its good quality program at around Rs. 1500/- per child per year for grades 1-3. GS choose this level as it could operate in non-formal labor markets, where wages are lower than what an organized school system will be required to pay. By providing good quality at this cost, GS could appear an attractive choice for large scale adoption in the publicly funded school programs where available budget was the double the GS cost and of poorer quality.

Starting with ten grade 1 classes in nine locations in 2000, GS had grown to have around 398 classes, covering 11,000 children in Ahmedabad slums, and 194 classes, covering 6356 children in Bihar in 2010-11 in its elementary (grade 1-3) program. The middle school (grades 4-7) program in Ahmedabad had 36 classes covering 1000 children. The unit cost had been kept at the target level, growing at lower than the inflation rate.

The middle school program was almost twice as costly as the elementary program. The quality of education was found to be excellent by highly credible national and international agencies, as summarized in Annexure I. The program was also implemented, over 2002-06, in rural areas in two districts of Gujarat with equal success, but that had to be closed down due to regulatory and funding bottlenecks. GS started working with the Government Schools in Ahmedabad to improve education quality, and covered more than 7,000 children in 2009-10. GS was poised for significant expansion in 2011-12, in the form of (i) starting of high school module (grades 8-10), (ii) expansion in other states like West Bengal and other cities in Gujarat and Bihar, (iii) taking up the management of existing government schools on PPP basis and, (iv) developing of new market-based models to serve lower income groups.

Innovative Program Design

A widespread common belief in the area of school education equates good education as essentially the outcome of the efforts of 'good teachers'. A model based on this belief is, however, inconsistent with the requirements of good quality on a large scale. 'Good teachers' would never be available in large numbers that are needed to run a large scale program. A solution for large scale needed a model that would ensure good quality education by relying on teachers with modest-average capability, who could be available in large numbers at a cost that was affordable in India for educating all children.

GS employed/ evolved two features to find such a solution that could be termed as innovative in the context of mass scale education. First, 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 GS is only a little less than the teacher cost, and its content-design match the materials in the best schools. Second, 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 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.

GS 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 included a cadre of senior-teacher cum supervisor, who acted both as a support to class teachers and their link with back-end curriculum design team. One such person was deployed for each group of 5-6 class teachers. The other mechanisms of integration were 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.

GS 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 GS classes were held in rooms hired close to children's home within slums, but different grade classes were so managed that they worked as parts of an integrated school, 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.

Lessons from successful Development Programs

GS incorporated four lessons from successful large scale education and development programs and the literature on best practices in these fields. First, re-engineering of traditional class teacher has enabled a modest skill para-teacher in GS to become a part of highly effective education delivery chain. Second, GS set up mechanisms, including a supervision chain, to detect and correct process errors on a continuing basis. This helped identify and correct system weaknesses much before these could lead to the failure of children in the summative examination. Third, GS introduced institutional mechanisms for accountability, by integrating design and management functions and linking budgetary provisions with the performance. Fourth, GS 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 shared these features.

Quality Assurance Mechanisms

GS translated curriculum into such learning tasks and exercises and corresponding learning material to the children that matched the practices in excellent schools.

The design team obtained feedback from class practices and continually adapted the curriculum material design to keep children's progress on targeted trajectory of progression.

GS had taken many steps to establish a 'learning culture' in the design team, discussed later, which supported continuous quality improvement efforts.

GS laid emphasis on multi-stage and ongoing teacher training compared to one long teacher education program, and promoted a high intensity but collegial work culture.

Senior teachers provided on-site support and interfaced between teachers and design team. A twelve member design team worked with no more than 250-300 teachers, and directly participated in teacher training and class support. These practices helped 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.

GS had 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 helped in the diagnosis of problems and triggered corrective actions, wherever needed.

Other quality assurance features included:

- Each class had not more than 20-30 children.
- Continuous teacher training and support that had annual, bi-annual, monthly, weekly and daily components, and whose cost was 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 maximized time on learning task, arranged space for whole-class, group and individual teaching daily for each child, and matched 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.
- Integration of high quality management support with program design that ensured accountability.
- The design and conduct of class processes that minimize social interference in the learning cycle of children.
- Incorporation of 'best practices' learnt from leading education programs, and significant investments in staff development.

Curriculum and Pedagogy

GS followed the State/National curriculum norms but also looked at reputed international curricula to incorporate some additional elements. The local language competency lagged behind formal national and international curriculum norms at the elementary stage, as GS children came from a social background where their language use was highly constrained. Such children found 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 was a little behind international norms because most GS children came without any pre-schooling. The three years of elementary program had 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 moved at a faster pace to compensate for gaps in the elementary, and to cover some aspects of grades 8-10 in Indian curriculum. This was done because Indian curriculum adopted a leisurely pace till grade 7, and then took a jump in grade 8-9 for math and science, which made it difficult for poor children to cope with these subjects in high school examination without paid tutorial support. GS choice made it easier for its children to meet curriculum norms of high school examination.

GS believed in constructivist and Piagetian perspectives of learning. It adopted activity oriented pedagogy in elementary program, in which the teacher-whole class interaction was for no more than 15% of class time. The children spent the rest of the class time in working individually or in groups, some time by themselves, and some time under teacher guidance. Each child worked on individual worksheets, one for each core subject. Each child also participated in some group learning activities, and received individual feedback from the class teacher, daily in the elementary program. In the middle school, children did group assignments and projects that required them to undertake field investigation and to learn from peers, but did not include many group activities or experiments in the class.

Programs

Elementary Program in Ahmedabad

The flagship elementary education program admitted children of age group 5-6 years in grade 1, and enabled them to acquire the terminal competencies of grade 3 State curriculum in 3 years, even if they had no pre-schooling. In 2010-11, around 10,800 children studied in around 396 classes in various slums in Ahmedabad. Annex II.A gives the location and list of GS classes. Table 1 gives their growth over the years.

The Elementary Program had three major subject streams, namely local language (Gujarati), math, and project work in the elementary stage. The latter covered the social/environmental studies module of the state/national curriculum, but more importantly, it helped the children to learn how to learn independently. This module gave opportunities to practice, refine, and develop some skills that Howard Gardner refers as Multiple Intelligences. The school time was divided into activities-periods of 15-20 minutes to match typical attention span of small children, with language and math related activities claiming around 60 per cent of class time. GS integrated extra-curricular activities in the daily class schedule, and allocated these a space comparable to individual math, language or project modules. Once every year, children in one class location stage a 2-3 hour cultural event for which they invite elders from their community. This gives an opportunity to each child in GS to perform in public.

The program was implemented by a team with the following structure.

Senior Design-Management Team (~6 members)
↓
Middle management-design group (~17)
↓
School supervisors (~55)
↓
Teachers (250-300) - Children (~12000)
(Parents' Committees- ~200)
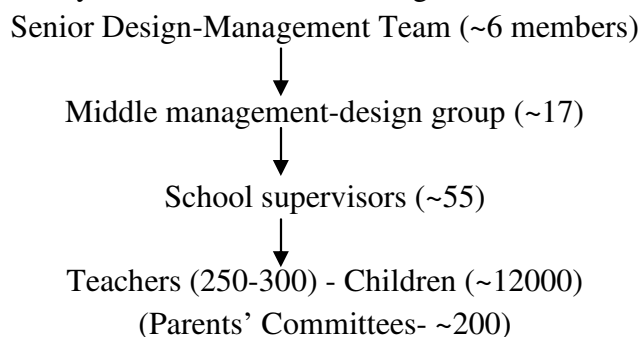
GS conducted periodic assessments of children's performance and arranged independent assessment of learning gains by credible expert agencies, annually. Table 2 gives children's score on the annual internal tests in 2010-11, while the summary of few external assessments are given later in a section titled Independent Assessments. The children could take a test administered by the local government schools at the end of any grade to become eligible for admission in any recognized schools in the next higher grade. A total of 2900 children were thus admitted in recognized schools, mostly in grade 4, at the end of 2010-11. The total operational program cost per child in 2010-11 came to Rs. 2200/-.

Middle school Program in Ahmedabad

After stabilizing its elementary program through annual review and redesign of various program components, GS started middle school program in 2005-06 on a small scale. This had grown to 36 grades 4-7 classes with an enrolment of 1000 children, in 2010-11. This program had subject teachers for each subject, while one teacher covered all the subjects in the elementary program. The elementary program could have teachers with grade XII education, but middle school teachers required graduate qualification and specialization in one particular subject. A minimum of 4-5 teachers taught in each middle school class.

In addition to annual training, the teachers had a training session with the curriculum design team every fortnight. There was no position/ role of a senior teacher, but like the elementary program, the classes were held in a room close to children's home, which had the required class facilities and furniture for each child.

Curriculum was pegged at a level higher than state/national norms, particularly for math and science. The pedagogy emphasized doing of individual and group exercises by the students in the class, using specially designed learning aids and material. The middle school stage needs to deal with child's entry into adolescent stage and transition from experiential knowledge to the formal thought. Given these complexities, this program would have to undergo many rounds of design upgrade and renewals before stabilizing at a high level of performance.

GS holds that a child learns most effectively in her language of daily use. GS also recognizes the importance of learning English, both as a preparation for admission to higher education-professional courses and as an aspirational norm for most children. GS introduced English as a second language from grade 4 onwards. GS aimed that, by the end of grade 10, its child would become an independent reader and learner in English on par with students in typical Indian English medium schools. GS did not aim to develop English speaking skill as its children got no exposure to spoken English in their life. GS believes that the reading-comprehension and writing skills till grade X would be a strong enough foundation for building spoken English skill when ever its children join English language environment in college or work-space.

The list and location of middle school classes in 2010-11 is given in Annex- IIB. The program cost per child in 2010-11 came to Rs. around Rs. 4000/- per child.

AMC Schools Quality Improvement Program

The government invited GS to start a pilot quality improvement program in a representative sample of Ahmedabad Municipal Corporation (AMC) Schools in 2006-07. A set of 23 schools were randomly chosen for implementing the pilot and another set of randomly selected schools were identified as the control-comparison group to study the program impact.

The AMC school teachers adopted GS curriculum material and pedagogy, and children were provided similar teaching-learning material used in GS classes. GS trained AMC school teachers in its pedagogy and use of its learning material, and deployed a small team of experienced staff to support teachers in the program implementing.

In the first year, the program covered around 2000 children studying in grade 1. In subsequent years, the existing batches moved one grade up, and a new grade 1 class was brought under the program coverage. The program covered around 7800 children and around 190 teachers of grades 1-4 in the year 2009-10.

The analysis of students' test score over 2008-09 and 2009-10 by Educational Initiative, an independent agency, showed that the program helped raise children's score in math and language competencies, compared to children's score in other AMC schools, by 25-65%, across subjects and grades. The program cost came to Rs. 500-650/- per child per year. AMC normally spends almost Rs. 18,000/- per child per year on running its school. A learning gain of 25-65% for an additional spending of Rs. 600/- per child made this program a good investment of resources.

In the year 2010-11, the program ran into opposition from a group of teachers and elected members of the AMC school board. This is not uncommon in working with the government system. Consequently, the program was suspended for 2010-11. Some people referred the issue to the top political leadership of the state, pointing out that a program benefitting around 8000 children had been discontinued. The State leadership decided that the program curriculum would be referred to the Gujarat State Council of Education Research (GCERT), and could be resumed on being cleared by it. GCERT cleared the GS curriculum with some suggestions for improvement, all of which were acceptable to GS. The program start awaited the formal approval by School Board which was to be re-constituted after a new round of Municipal Corporation election.

Rural Programs in Gujarat

In the wake of severe damage to school infrastructure by the Gujarat Earthquake in 2001, GS started its classes in two blocks of Surendra Nagar district, Dhragandhra and Patdi, bordering the little Runn of Kutchh. Grade 1 classes were started in around 20 affected villages in June 2002.

Most government school building got repaired, and these started functioning in all villages by the end of 2003, but the local villagers found the quality of GS schools much better, and wanted these to continue, so the program continued for four years. The program had to close due to funding and regulatory constraints.

The rural program performed as well as the urban program in terms of children's learning. The only area of difference was among teachers, who were mostly women in urban areas, but almost all male in rural areas. We could not get educated girls in the villages who were willing to teach poor children. In terms of unit cost too, the two program components came on par.

Computer Aided Learning (CAL) Program

In 2002, Media Lab-Asia (ML-A) was launched in India as a partnership between the Government of India and MIT, USA. ML-A was set up to promote joint research programs in technology sectors between MIT and Indian entities. The Computer Aided Learning (CAL) Program of GS, to be co-designed and implemented through its sister trust, Development Research Network, was one of the early programs of ML-A, which was funded by InfoDev, World Bank. ML-A withdrew from India in 2003 due to some differences at the level of government, but GS went ahead with its CAL program in both rural and urban classes. The impact of this program was analyzed by Poverty Action Lab (PAL), MIT, USA.

GS CAL had two distinctive-innovative features. First, it was not designed as a stand-alone set of exercises on chosen topics, as was typical of most CAL, at that time. Instead, the CAL exercises were aligned to the pace at which class was progressing, so these could reinforce what happened in the normal class. Second, CAL gave a very large time access to each child, almost 1 hour daily, at low operating cost. To attain the goal of low cost, GS evolved an innovative software solution that split the screen in two parts, with one part responding to key board and another to the mouse. It then became possible for two children to work on one computer independently as if it was made of two computers. A design team from Microsoft development centre, Bangalore, came to see GS-CAL, and then went on to integrate their multi-mouse feature with split screen feature like GS, as an open source platform to develop educational software.

The GS CAL was implemented in 10 rural and ten urban locations, covering 20 classes at each place, with an equal number in control group. CAL was implemented for one year at each place. The impact of the program was analyzed by the researcher of PAL, MIT, USA, to conclude that the CAL made significant but little improvements in learning levels in all schools, but learning gains were large when the normal class processes were of poor quality. The use of CAL was, thus justified in very poor performing schools like many government schools, but its use in a reasonably run schools may not be justified. GS also discovered that the cost of operations in rural areas, which did not have assured power supply, became very large due battery fed power.

This research project also allowed the GS team to analyze the experience of using CAL in government schools in six countries, namely Australia, Singapore, Philippines, HongKong-China, Switzerland and USA. The overall conclusion of this study was that CAL did not appear to lead to significant improvement in learning gains or enriched curriculum transactions up to grade 6, except in helping develop computer literacy. The use of internet from grade 7 onwards enabled children to take up learning tasks which could not have been undertaken without CAL. CAL, therefore, appeared to be very potent learning assistance in grade 7 onwards, but its utility at earlier school stage is suspect.

Replication of GS in Bihar

In 2007, Mr. Pulak Prasad of Nalanda Capital Pte. visited GS, Ahmedabad and offered to support its replication in Bihar. GS started its Patna project in 2008-09, with around 15 classes in Patna. Later in 2008, Packard Foundation agreed to support expansion in Bihar Sharif. Sarva Shiksha Abhiyan then agreed to support the education of up to 15,000 children in Patna in grades 1-5.

Patna elementary education program is implemented exactly on an identical basis as in Ahmedabad, with a design team developing curriculum and learning material in local language, Hindi, and supporting teachers work, through supervisor and senior supervisor team. Table 1-B indicates the expansion of program over years. The program has not been subjected to an independent assessment, but GS's own testing has revealed that Patna project would match Ahmedabad unit in terms of children's learning levels, as well as cost-effectiveness.

The replication of GS in a new location starts after funding commitment for a minimum of 3 years has been secured, with the recruitment of a 5-6 members design-cum-management team, who is provided initial exposure-training at Ahmedabad. If feasible, an experienced staff from Ahmedabad is deputed for some time. The local design team starts developing curriculum and learning material in the local language, and repeats the same processes evolved at Ahmedabad for identifying locations for starting classes, out-reach to parents, teacher selection-training, building team structure-culture, performance assurance, and interface with the environment.

Although, the new local unit is started as a branch of our Trust, it is set up to become a totally autonomous local unit, with no dependence on Ahmedabad, which can be held accountable for local level performance, growth and strategic evolution. The work at Ahmedabad remains a demonstration unit, but otherwise, the replication is designed to evolve like a functionally independent franchise.

Kolkata Program

As with Patna project, GS Kolkata unit owe its initiation to a visit by Mr. Ronodeb Roy to GS Ahmedabad, and his offer to support replication of the program in Kolkata in the initial years. GS has launched the program in 2011-12 in Kolkata with around 20 classes, mostly in minority-dominated

Metia burz area. It is hoped that GS-Kolkata too would follow the evolution and growth as in Patna, or earlier at Ahmedabad.

Adolescent Girls Education Program

Aside from the low learning levels of most poor children, and out-of-school children, GS has been concerned about the educational status of poor adolescent girls, a large majority of whom either never joined the school, or dropped out at early stage, rendering them functionally illiterate at the cusp of their taking up responsibility of raising a new family. There exists many skill development programs for poor girls, but our analysis of such past experiences had shown that without a background of general school education, such skill development training may not put the girls on a path of sustained improved life and economic opportunities. GS, therefore, decided to evolve a three year program that would cover school curriculum for language, math, science and social science till middle school level, and then introduce a specific employment oriented skill. The issues of concern of young girls/ women like home economics-management, reproductive health, and child-care are given more extensive treatment.

Packard offered to support the development of this program in Ahmedabad and its later roll out in Bihar. This program was launched in 2009-10. It is still in learning-evolutionary phase, with GS still trying to find a match between Girls' own needs/ interest and what the program can offer them. In urban areas, adolescents have a mix of income-generation activities, social networking and entertainment as a part of life routine, which gives them little free time to attend classes. The complex social dynamics in that age group makes it difficult to assemble a group of 25-30 in a proximate neighborhood, which makes running of a class difficult. GS has yet not evolved a satisfactory solution for implementing this program, and would take a couple of more years to know if it could reach the stability and viability of other school programs. In 2011-12, there were around 580 girls studying 24 such classes.

PPP management of Government Schools

In 2009, GS was selected by the Tribal Development department of the Government of Gujarat to take over the management of one Eklavya Model Residential Tribal High School, at Shamlaji. The total cost was borne by the government, while GS was given total operational and academic freedom, including the appointment of teachers and other staff. The program is still in its infancy bit has shown good results in the first high school exam held after the transfer of management to GS.

Independent Assessments/ Reviews/ Reports

1. By Poverty Action Lab-MIT, USA tested the performance of Gyan Shala children in grade 3, and Government School children in grade 3 and 4 on its standard test for language and math, in 2004.

Gyan Shala children scored 88% higher marks in Language and 99 % higher in Math compared to grade 3 children, and 58% and 71% higher compared to grade 4 children in Municipal schools, even though average age of Gyan Shala children in std. 3 was 8.8 Yrs. And in Municipal School Std. 3 was 9.6 yrs.

Student Groups	Number of Students	Language		Math	
		Mean	Std. Dev.	Mean	Std. Dev.
Gyan Shala Std. 3	349	35.4	8.7	38.5	8.0
Mun. Sch. Std. 3	3423	18.8	11.2	19.3	13.1
Mun. Sch. Std. 4	1845	22.4	12.0	22.4	13.3
Mun. with Quality imp. Program	1742	25.2	11.9	29.4	13.0

2. Research paper published in California Management Review

Prof. Sushil Vacani of Boston Unbiversity and Craig Smith of INSEAD published a research paper, in which Gyan Shala was included as an exemplar of serving poor at the bottom of income pyramid along with ITC's e'chaupal and India's Postal Department. (Vachani, S. and Smith, N. C. 2008. Socially responsible distribution: strategies for reaching the bottom of the pyramid. *California Management Review*, 50.2, winter, 52-84)

3. CfBT does comprehensive rating of school program on a four point scale. CFBT gave a Composite School Rating to Gyan Shala project as 'satisfactory', similar to what it gave to around 50% of international schools in Dubai and around 30% of UK public schools. The rating of many specific aspects (i) children's learning attainment, (ii) children's personal and social development, (iii) teaching and learning processes, and (iv) suitability of physical infrastructure, though were one or two levels higher, indicating good or close to excellent on these dimensions.

4. Educational Initiative had tested the learning outcomes of Gyan Shala children in grade 2, 3 and 4, and their counterparts in Government Schools in 2010. Gyan Shala children scored 65-120% higher marks compared to their counterparts in Government schools in different grades, and while the

quality improvement program in Government schools helped raise children's score from 22-65% in different subjects across grades. These are summarized in the following tables.

Scores of Children in Math

School Category	Class 2			Class 3			Class 4		
	N	Av.	SD	N	Av.	SD	N	Av.	SD
Gyan Shala	536	92.3	10.7	1584	86.7	11.3	238	62	16.4
Government with GS support	1514	71	27.9	1006	68.8	21.9	1026	40.9	17.6
Ahmedabad Government School	420	43.3	30	525	52.9	19	503	24	15.6

Scores of Children in Language

School Category	Class 2			Class 3			Class 4		
	N	Av.	SD	N	Av.	SD	N	Av.	SD
Gyan Shala	536	95.5	7.8	1575	88	9.9	239	75	12.9
Government with GS support	1514	76	23.1	982	73.6	18	1035	55.3	18.2
Ahmedabad Government School	420	56	27.7	502	60.3	20.9	527	41.2	18.3

Scores of Children in EVS

School Category	Class 4		
	N	Av.	SD
Gyan Shala	240	60.9	11.4
Government with GS Support	1020	47.4	14.1
Ahmedabad Government School	505	34.7	15.2

N: Sample Size; Av.: Average Score; SD: Standard Deviation

5. Monitor Group Report

The monitor group was commissioned by a consortium of funding organization to study and identify leading programs in India that effectively serves consumers at the bottom of income pyramid. Monitor Group found Gyan Shala as the leading example in education sector, and concluded, among other things, that (i) Gyan Shala has managed to obtain total gender parity in its core project outcomes, namely enrolment, retention and learning attainment among children.

Monitor group also concluded that (ii) Gyan Shala cost at Rs. 140/- per child per month was significantly lower than Rs. 250-400 in recognized private schools and Rs. 700/- in high quality private schools, whose quality is probably matched by Gyan Shala. {Emerging Markets: Emerging Models: Monitor Group2009}

6. Business Today – Monitoring Study of Innovative Organizations in India

Business Today-Monitor study featured Gyan Shala as one of Indian innovations that really works, along with ITC e-chaupal, Tata Consultancy Services, Moser Bayer, Fabindia, MNRGEA, Dainik Bhaskar, Bharati Airtel, and a few other groups. (Business Today, May 30, 2010}

Government Relations

Mr. Sudhir Mankad, the then Revenue Secretary, Government of Gujarat, heard of a reference to Gyan Shala's work in 2003. Mr. Manakad was earlier the Education Secretary and had a great interest in education. He visited the classes and asked about our plans. As we were yet a small program with limited donor support, we expressed our interest in seeking government support as long as it did not entail any basic changes.

Mr. Mankad suggested we approach Sarva Shiksha Abhiyan (SSA). Ms. Meena Bhatt, the then SSA state project director and her deputy, Mr. M N Bhad, visited Gyan Shala and agreed to support it from 2005-06 onwards under AIE-AS schemes with appropriate changes in some clauses to retain key features of Gyan Shala. This support has continued under several changes in leadership.

The Ahmedabad Municipal School Board and SSA Gujarat accepted a Gyan Shala proposal for a pilot scheme to improve learning levels in a sample of 23 schools in 2006.

A K Pandeya of SSA Bihar visited our classes in Patna started in 2008 with donor support. He persuaded Rajesh Bhushan, the state project director to support Gyan Shala in Bihar up to 15,000 students on even more favorable terms.

The Gujarat Tribal Development Department entrusted the management of a secondary school to Gyan Shala on a partnership basis in 2009.

Due to the resistance of lower bureaucracy and frequent changes at the senior level in SSA, Gyan Shala had difficult relationship with the SSA in Gujarat over 2009-11, but the relationship of support was re-established with the support of senior State officers, by 2010-11.

Donor Relations

Sunil Handa of Eklavya Foundation was Gyan Shala's first benefactor. Our staff was housed in his office. GS used his teacher training facilities, too, all without payment, for ten years.

Sir Ratan Tata Trust (SRTT) was our first institutional supporter, which provided a grant for the elementary program (2000-04). The grant was not renewed after a reviewer concluded that Gyan Shala model was inappropriate for poor children as it was low cost, and employed untrained teachers in poor infrastructure setting.

At about the same time, Poverty Action Laboratory of the Massachusetts Institute of Technology tested the Gyan Shala children and reported their performance to be extra-ordinarily good. This encouraged us to approach other supporters. ICICI Bank agreed to continue the support provided we worked with the government. This also coincided with our approach to SSA for support. The SSA and ICICI support started in 2005-06 and continued until 2010-11. ICICI Bank has since changed its grassroots support strategy and has not renewed the grant after the first two three-year cycles.

Volunteers for India Development and Empowerment (VIDE), a group of CISCO employees of Indian origin, supported Gyan Shala's extension to rural areas with a four-year grant starting in 2002. It also supported the launch of our middle school program in 2005-06 with a three-year grant. A donor who wishes to remain anonymous made the first contribution to our corpus in 2004-05. The Share and Care Foundation of USA supplemented the VIDE grant for expanding the middle school program. Its support continues till date, even after the closure of VIDE.

Michael & Susan Dell Foundation (MSDF) found our performance record and commitment to independent assessment consistent with its philosophy and became our strategic program and institutional development supporter from 2008-09. Its funds are the core of most Gujarat program components.

Pulak Prasad of the Nalanda Foundation was the core supporter for initiating the program in Bihar in 2007-08. The Packard Foundation became our strategic partner for program expansion in Bihar from 2009-10. It supported the program roll out in Bihar Sharif and the development of the adolescent girls' education program. Mr. Ronodeb Roy supported the preparatory phase of the Kolkata program in 2009-10.

The Department for International Development of the United Kingdom has lately shown some interest in supporting Gyan Shala activities.

Institutional and Staff Development Culture

An investment in development of staff and institutions is a critical need of any program aiming at a low cost service delivery. Therefore, Gyan Shala sent two senior members to the IIMA Management Education Program. Two others visited identified excellent schools in the Philippines and Hong Kong.

Two team members were awarded the Hubert Humphrey Fellowship for one-year study visits to USA. The Vidya Bhawan Society, Udaipur, arranged a number of 5-day workshops for most of our design team members. These helped establish a thinking-enquiring culture and develop a learner-centric perspective of the learning process. The Mathematics group at the Homi Bhabha Centre for Science Education has helped deepen our understanding of primary mathematics teaching and learning.

The Gyan Shala policy is to induct fresh talent and help these personnel grow in their job along with the organization. Staff at each level is expected to help nurture the juniors, for which they are accountable. Being and remaining a learning organization from the child in the class to the chief functionary is the one thing that Gyan Shala would like to claim as its distinguishing trait.

Friends to Remember and Cherish

GS started because Pankaj Chandra, Rajesh Agarwal, Ashok Kowar and Pankaj Jain came to share the view that later got expanded in the vision of GS, and agreed to become trustee of the new organization established to evolve and implement that vision. The Board members, M/s. Ajay Mehta, Arvind Sharma, BM Vyas, Jagdeep Chhokar, Ramakant Agnihotri, Ravi Subramaniam, Shailesh Gandhi, Sriram, Sudhir Manked, Tushaar Shah, and Veena Mistry lent not only their wisdom but their credibility to the organization which started with no track record and only aspirations. GS could not have evolved without intellectual and spiritual capital lent by all of these to the organization.

Asides the trustees and Board members, two members of the Donor-Foundation group, Sudhir Rao and Puneet Gupta trusted the idea of GS implicitly, and arranged the initial support for GS, even going against the view of their colleagues.

Pulak Prasad and Ronodeb Roy placed extraordinary trust in Gyan Shala and helped start the program expansion in Bihar and West Bengal respectively by donating their personal funds. An individual, who wishes to remain anonymous, taught Gyan Shala that what it does is really a part of social legacy and any attainments should not be linked to personal recognition.

The support from the government has been crucial to the evolution and growth of GS. That was possible only because some officers went beyond their call of duty to identify GS as deserving of support with flexibility in regulatory approvals. Mr. Sudhir Mankad led this group. We specially acknowledge the role of Ms. Meena Bhatt, Mr. MN Bhad, Mr. Rajesh Bhushan, and Mr. AK Pandeya, in recognizing the potential of GS when it had a little track record. Mr. H. Adhia, Mr. AK Tripathy, and Mr. RK Gupta, all Secretary to the Government of Gujarat have judged GS to be worthy of their support, even when lower level bureaucracy was not supportive.

Hriday Kant Dewan (Hardy), Ramakant, KP Mohanan, and Ravi Subramaniam helped in the intellectual evolution of GS by sharing their deep insights and enthusiasm about education with GS staff.

Most important, it is the GS staff who have made GS to be what it is. Some of them are listed in Annex-1, but some have left over the years. We regret our failure to provide them exciting opportunities within GS, and wish them well wherever they are.

GS gratefully acknowledges the contribution of all these people and thanks them for going beyond the call of their duty in shaping GS.

Major Challenges

As reported earlier, one of the eminent and reputed educationists appointed by SRTT had recommended closure of GS. The current formulation of RTE formalizes that recommendation by classifying GS as potentially illegal school entity. We could, however, exist legally as 'learning centres', whose children could join mainstream legal schools either due to RTE given right to each child to obtain admission in age appropriate class, or through participation in Open School Examination.

Obtaining acceptance based on the performance, (i) children's learning attainments (ii) reaching difficult to reach, including minorities and girls, (iii) obtaining gender neutrality in enrolment, retention and learning attainments, (iv) sustaining high quality at a large scale and with replication, and compliance with national curriculum, remains the primary challenge. We do not follow two traditional norms of 'good schools', e.g. good physical infrastructure, and formally qualified/ certified teacher. Lack of acceptance due to this makes survival and expansion tough, and slows down our effort to continuously improve quality.

The continuation of financial support from the government has become difficult after the enactment of RTE, which also makes many foundations consider not continuing support, even if the government and foundations officers like the program design and results. This, in turn, puts pressure

on GS to move away from serving very poor children whose parents simply cannot make even marginal financial contribution to their children's studies. Sustaining the cost-quality combination is always a challenge in this dynamic world, where changing markets make old costing inappropriate and aging staff makes renewal of organization a tough ask.

Finances and costing

Gyan Shala receives funds from various to implement the approved/ agreed program components. The money received is shown as advance/ loan to the organization. At the end of reporting period, funds are transferred as grants realized to meet actual expenses incurred. Of course, no expenses can be claimed from more than one source.

The organization receives all foreign donations in its FCRA approved Bank account, and in other bank accounts from other sources. The books of accounts maintained separately for each project as any donor could ascertain the funds spent on their approved activities-projects. The expenditure on various projects is shown in table 3-A for 2010-11. The overall expenditure and receipts statement for the earlier three years are given in Tables 3-B.

Looking into the Future

High School Program
Many highly reputed independent expert organizations have commended the work of Gyan Shala, but for the parents, and society at large, the real measure of the quality of schooling is the children's performance in the examinations held for grade X and XII. This performance alone is treated as universally accepted bench-mark, which opens the door for admission to the reputed institutes of higher education that impact job-career-social reputation in future.
Adding high school module to the existing elementary and middle school programs is a high priority immediate goal of GS, which is likely to be realized in near future.

Large Scale replication of elementary and middle school program with SSA-Government support
The heart of GS lies in reaching and serving as many children from poor families, and providing them good quality school education. The poor families can be served on long term basis only with financial support from the government. Seeking government approval and funding in ever larger number of districts and states is the highest future priority. The enactment of RTE, and resulting withdrawal of government funding from private non-government schools has made the success difficult in this domain but GS remains hopeful that an almost perfect fit between GS program attributes and country's needs and resource profile would still make this feasible in not too distant future.

GS High Schools for lower income groups

Long term sustainability of GS program would be greatly strengthened by its success to set up and manage 10 high schools, each operating two shifts, with a total enrolment of around 15,000. These schools would charge full cost covering low fee that can be paid even by low income parents for their children's education. The children of these schools will be enabled to pursue higher college education on par with leading city schools, enrolling children from richer families.

GS has educational capacity to set up and run such schools, but needs to mobilize capital investment for school building to the tune of Rs. 200/- million, US$ 5 million, at modest-low cost of capital to set up such schools. Establishing a chain such ten high schools for lower income group parents is one of high priority future goal of GS.

Adolescent Girl's Education Program

One social group that has remained outside the scope of effective schooling comprises of young girls in adolescent years, who are at the cusp of adult life when they will become home makers, and capable of shaping the life of next generation of Indians. GS is trying to evolve a 3 year program for adolescent girls, which would raise their cognitive and attitudinal capacities almost on par with school completion norm. The major challenge in running this program is not in designing and executing the curriculum but in attracting and retaining the interest of target group in attending even three hours of educational program on a sustained basis. Other life- priorities of girls at adolescent age, including earning livelihood, contributing to family work, social engagements and personal leisure, and adolescent personal life makes it tough for them to attend a school regularly. We keep our finger crossed about the success of this program but if it succeeds, GS could greatly enhance its potential impact and social acceptance.

Pre-School Education Program

GS has been admitting children in its grade 1 class at an age of 5+ years, though many children join at an age of 6+. A large majority of these have not had any pre-schooling exposure. GS has not observed any significant difference among its children on completion of its grade 3 which could be attributed to the experience, or lack of, of pre-schooling. GS children have been found to outscore their counterparts in government schools by almost 100%, even though many such children have attended pre-schools.

Given this background, GS has not been enthusiastic in supporting or launching its pre-school program. However, we recognize that GS's own evidence is not very strong or conclusive either way, and there is some worldwide evidence to suggest that pre-schooling has positive impact.

Particularly, since pre-schooling definitely releases poor women and young girls from child care responsibility, and thus enhancing their own development, this program has a potential to benefit poor household and is likely to be taken up the Government.

GS is getting inclined to launch its own pre-schooling module that makes the best use of available human resource and community tradition-life in poor localities, so pre-schooling becomes not a replacement of, but supplement to, social upbringing and grooming of the child. Hopefully, in 2-3 years time, this program may be launched.

<u>Table 1- A</u> **Growth of the Elementary Program in Gujarat**

Year	Number of Elementary Classes		
	Urban	Rural/ Municipal*	Total
2000-01	10		10
2001-02	25-28	23-30	48-58
2002-03	31-35	45-52	76-87
2003-04	46-50	62-70	102-120
2004-05	93-95	73-74	166-169
2005-06	203-7	53-55	256-262
2006-07	300	46*	339-41
2007-08	305	91*	396
2008-09	331	153*	484
2009-10	340	150*	550
2010-11	396	0 *	396

*. These were mostly Government School classes in our quality improvement program that was suspended in 2010-11.

<u>Table 1 -B</u>**: Roll out of the program in Bihar**

		GS (Patna)			GS (Bihar Sharif)		
		2011-12	2010-11	2009-10	2011-12	2010-11	2009-10
Std 1	Classes	155	104	48	35	25	21
	Students	5495	3793	1511	1217	910	837
Std 2	Classes	100	39	**13**	25	16	**0**
	Students	2932	1000	266	685	418	0
Std 3	Classes	**32**	**10**	**0**	**15**	**0**	**0**
	Students	777	235	0	311	0	0
Total Classes		287	153	21	75	41	21
Total Children		9204	5028	1777	2213	1328	837

Table 2: Gyan Shala Annual Internal Test Results 2010-11

% of children scoring marks in different range				
Grade 1: Children 3453				
% Marks Range	All Subjects	Language	Math	*Project*
100	1	10	8	5
99-90	26	29	26	19
89-80	26	17	20	29
79-70	16	13	13	18
69-60	11	8	10	14
59-50	6	6	7	6
49-40	5	5	5	4
39-1	9	11	11	4
0	0	1	2	0
Average Marks for the class	**74**	**75**	**73**	**77**
Grade 2: Children 2836				
% Marks Range	All Subjects	Language	Math	Project
100	0	4	2	3
99-90	13	16	19	20
89-80	27	18	25	26
79-70	23	17	19	20
69-60	16	14	14	13
59-50	9	11	8	8
49-40	5	7	5	5
39-1	7	11	8	6
0	0	1	0	0
Average Marks for the class	**71**	**68**	**72**	**74**
Grade 3: Children 1946				
% Marks Range	All subjects		Math	Project
100	2		11	6
99-90	25		17	30
89-80	24		15	21
79-70	18		14	14
69-60	11		13	10
59-50	8		11	8
49-40	5		6	4
39-1	6		11	6
0	0		2	0
Average Marks for the class	**75**		**70**	**77**

Table 3-A: Expenses on different projects, 2010-11

Item	Adolescent Girls Education	Patna Elementary	Bihar Sharif Elementary	Ahmedabad Elementary	Ahmedabad Middle School	Kolkata Elementary
Ahd. Team support		37358				100
Chairman travel		56307		11869		72154
Class hire & Main	232250	1102143	163675	3294064	386936	3500
Depreciation-Class furniture		203319		503785	104850	
Depreciation-Office furniture		153326		80478	54529	171736
Employer's cont to PF	55537			185810	129585	
Evaluation & testing				8904	1355	
FW-CT	26353	46892	414	76141	39363	16572
FW-FS	31544	330280	44614	723057	36589	
MIS & Data				55413	2550	
Misc. for classrooms	12313	47018	4500	219418	15423	
Misc. for project	9727	25425	1974	175690	1835	1439
Office communication & support	45700	72647	9280	152334	106634	32520
Office facilities		38944		6676		22411
Office overheads	114263	184226	34550	380877	266613	28600
Outstation project support		2438	24074			
Patna team support			10363			
Reference & Library		\		9305	4860	2426
Research & Doc				6357		
Salary core team	274074	501859	189007	1183035	926186	235780
Salary FS	72287	225551	71945	2491747	179241	
Salary Sr. Sup.	88124	262582	194524	875805	509534	
School learning aids		89481		205107	11588	
School WS material	231144	1313015	419981	3240245	748890	1465
Staff OH	1994	4945		42723	4653	
Stationary		38831	464	64875		2013
Staff development						86848
Stipend FS	28300	683682	101750	281890		50645
Stipend Teachers	334670	2426817	654874	6585278	1311993	
Training Staff	7000	57746	3540	30753	9000	
Training teachers	50483	380158	109603	1277732	106549	
Total	**1615763**	**8284990**	**2039132**	**22169368**	**4958756**	**728209**
Children at the Yr. end	590	3597	1050	10000	1000	
Per yr. end child cost	2739	2303	1942	2217	4959	

Table 3-B Earlier **Three Years Financials:**

INCOME	2009-2010	2008-2009	2007-2008
Self Generated (fees/ subscriptions/ interest/ community contributions etc)	1750484	2776502	2171594
Donations from individuals (Donations within India and outside)	88467	140790	58990
Grants from Indian sources (trusts/ govt/ companies/ foundations)	14986976	5953235	12504751
Grants from International sources (under FCRA)	18294499	14252147	1113564
TOTAL INCOME	35152466	23122674	16184899
EXPENDITURE			
Capital			
Capital items purchased for the organization	2135130	1150879	601873
Capital items purchased for beneficiaries	0	0	0
Revenue			
Salaries and benefits	8673254	5989059	4285813
Staff training	1647075	1317806	862288
Staff travel	1137608	828141	640778
Office support expenses (rent/ repairs/ telephone/ etc)	863358	252347	0
Communication (correspondence/ Annual Reports/ brochures/ appeals/ website/ etc)	503868	320007	266880
Consultants' fees (audit/ legal/ program)	80974	50562	36517
Depreciation	2135130	1150879	601873
Grants/ donations given to other organizations as part of program	0	0	0

Other program expenses (seeds/food/etc.)	16740551	12213853	8683848
Other non-program expenses	2049112	357178	7282
TOTAL EXPENDITURE	**33830930**	**22479833**	**15385279**

Annex- I Gyan Shala Staff Gujarat Team

Hiral Adhyaru - State Coordinator		Elementary Team		Elementary Team		AGP	
Elementary Team		**Supervisors (Elem) Contd.**		**Supervisors (Elem) Contd.**		**Office Team**	
Office Team		11	Suketa Shah	40	Busra pathan	1	Sejal Parikh
1	Sonal Mody	12	Rekha Chavda	41	Ajmeri Samim	2	Rambhai Makwana
2	Maitree Joshi	13	Purvi Solanki	42	Rathotar Rajendra	3	Palak Sharma
3	Purvi Dabhi	14	Hargovan Desai	43	Neeru Makwana	4	Ripal Chauhan
4	Nandini Bhavsar	15	Sonal Kadia	44	Firdaus Zulaya		**Field Staff**
5	Kakani Digisha	16	Nirmala Parmar	45	Jayanti A Parmar	1	Trupati Shah
6	Hetal Rawal	17	Sangita Solanki		**Middle School**	2	kalpana parmar
7	Nisha Goswami	18	Bakul Solanki		**Office Team**	3	Meena Solanki
8	Umang Dave	19	Kajal Chavada	1	Khyati Bhatt		**Office support**
9	Paresha Goswami	20	Hemlata Makwana	2	Jyoti Shah	1	Hetal Patel
10	Vipul parmar	21	Sejal Shah	3	Meghna Makwana	2	Neha Shah
	Field Team	22	Bhagvati Meghval	4	Payal S. patel	3	Heena Sampat
	Senior Supervisors	23	Nayna Parmar	5	Urmy Makwana		
1	Shashi Rawal	24	Vasant Parmar	6	Patel Trupti		
2	Mohan Makwana	25	Dharmistha Masavadia	7	Payal R.Patel		
3	Pragna Chavda	26	Geeta Makwana	8	Varsha Sachdev		

4	Rita Thaker	27	Premila Makwana	9	Aabid kothariya		
5	Vijya Bhitoria	28	Falguni Chavda	10	Ankit Shah		
	Supervisors	29	Nishi Shah	11	Falguni Jhala		
1	Mangla Thosar	30	Taslim Patel	12	Rima Ajmera		
2	Mahendra Patel	31	Tabbsum Shaikh	13	Pandya Nipam		
3	Geeta Pasi	32	Aruna Gohil	14	Hemali Shah		
4	Renuka Pandya	33	Heena Ansari	15	Yogita Sharma		
5	Kishori Patel	34	Renu Nadia	16	Kaka Ami		
6	Hasmukh Makwana	35	Falguni Parmar	17	Pal Geeta		
7	Pinal G. Patel	36	Jigisha Parmar	18	Ritesh Tripathi		
8	Pinki Parmar	37	Keshav vaghela		**Field Staff**		
9	Sharmistha Parmar	38	Reshma Shikh	1	Hemlata Rathod		
10	Sumaiya Pathan	39	Yogini Parekh	2	Hema Pandya		
				3	Smita Solanki		

Annex- I (Contd.) Gyan Shala Staff : Bihar and Kolkata Teams

	Patna Team		**Supervisors (Contd.)**		**Kolkata Team**
	Office Team	10	Kumod Kumar		**Office Team**
1	Shweta Shrivastava	11	Hemlata Kumari	1	Avijit Kundu
2	Anuj Kumar	12	Manju Shree	2	Reecha Rani
3	Rajeev Kumar	13	Neha Kumari	3	Shubham Das
4	Vicky Singh	14	Khursheed Jahan	4	Deep Shikha
5	Purushottam Sharma	15	Meena Devi	5	Madhabi Pastra
6	Sushma Kumari	16	Chandra Prakash II	6	Debopam Bhattacharyya
7	Varsha Kumari	17	Annu Kumar	7	Sutapa saha
8	Chandan Pandey	18	Prashant Ranjan	8	Amrita Guha
9	Pooja Kumari	19	Dipti Kumari		
10	Shalini	20	Nishu Kumari		
11	Pankaj Kumar	21	Raj Kumar		
12	S.M. Sharique	22	Premlata Kumari		

	Field Staff		23	Rupa Kumari
	Sr. Supervisors		24	Sunita
1	Poonam		25	Ravi Kumar
2	Rinku		26	Aman Raj
3	Sarita		27	Mukesh Kumar
4	Pushpanjali			**Bihar Sharif**
	Supervisors			**Sr. Supervisors**
1	Seema Kumari			Richa Kumari
2	Ajay Kumar			**Supervisors**
3	Chandra Prakash		1	Dipak Kumar
4	Ruma Kumari		2	Rajiv Kumar
5	Parbind Kumar		3	Md. Mozammil
6	Mandvi Kumari		4	Shazia Tahsin
7	Bharti Kumari		5	Gule Rana
8	Sanjay Kumar		6	Santosh Kumar
9	Meena Kumari		7	Tarannum

Annex – II **List-locations of Ahmedabad Elementary classes**

Vasana Area	Std:1	Std:2	Std:3	Beharampura Area	Std:1	Std:2	Std:3
Someshwar nagar	33	32	27	Mohan darji	32	36	25
Savansi Nagar	33	31	29	Untwali ni chali	23	30	20
Savansi	27		22	Untwali ni chali	25		18
Sorainagar	35	26	19	Jethalal	28	20	
YogeshwarNagar 1	31	31	24	Sight N Sarvice	26	19	
Yogeshwar 2	31	30	24	Allahnagar 1	34	26	24
Pravinnagar 1	35	27	24	Allahnagar 2	41	35	20
Pravinnagar 2	34	30	24	Santosh nagar M	33	26	26
Guptanagar 1m-	30	26	29	Santosh nagar	37	18	
Guptanagar 2	30	18		**Danilimda/ ShahAlam**			
Juhapura Area				Nagmanagar	23	24	16
J ward	36	33	21	Nawabnagar	39	21	17
G ward E ward	23	17	23	**Naroda Patia Area**			
Fatehwadi Area				Citizen Nagar -I	36	24	19
Rahilpark	32	39	20	Citizen Nagar-II	34	30	
Rahilpark	30			Alsana	34	25	23
Lalbag 1	33	25	26	Alsana	39	18	
Lalbag 2	38	26	22	Sanjarpark 1	33	33	26
Fazle rehmani	22	16		Sanjarpark 2	43	30	25
Husainipark 1	31	22	27	Sanjarpark 2	35	24	
Husainipark 2	33	19	25	Madni nager	29	30	20
Makkanagar	33	24	23	Madni nager	30		
Makkanagar	35			Nabinagar	43	32	24
Vejalpur Area				Khawajanaar	31	29	22
Rajivnagar-2	36	25	22	Saiyad nagar	34	35	18
Rajivnagar-6	31	23	19	Saiyad nagar	36		
Bhilvas	30	25	18	Kalandarnagar	33		
Satellite Area				New sahealam	25		
Ranuja nager	33	17	19	**Maninagar Area**			
Ramdev nager	36	29	28	Ramgali bhilvas	33	25	19
Khodiyarnagar Area				Millatnagar	33	23	20
Khodiarnagar sawar	28	26	30	Millatnagar	31	20	
Khodiarnagar bapore	27	23	26	Millatnagar	30		
Khodiarnagar bapore	31	25		**Narol/ Pirana**			
Chamunda nagar	33	28	27	Monihotel	36		
				Ganesh Nagar 1	29	14	15

Amraiwadi	Std:1	Std:2	Std:3	Meghaninagar	Std:1	Std:2	Std:3
Rabiabibi	24	24	27	Ratnapopat	32	18	15
Bhagyeshnagar	24	24	25	Shantisagar	28	18	20
Jaxi rabari	15	13	14	Shantisagar	24	17	
New bhavani	31	33	20	Jai yogeshwar 1	37	20	22
New bhavani	28	33	19	Jai yogeshwar 2		18	
Talawadi	36	28	17	Patnisanjog nagar	32	24	17
Bhikhadeva	27	15	17	**Saraspur**			
Udaynagar	34	23	19	Panditnagar-1	33	28	22
Machchhunagari	32	17		Panditnagar-2	25	18	17
Machchhunagari		16		Judge saheb	28	31	23
RadheShyam Housing	27			Potalia	37	20	23
Surti society	32			Sulemani roja Bai	24	26	16
Vatava				Patel mill	35	29	23
Saiyadwadi 1	36	29	25	Megistrat chali	20		
Saiyadwadi 2	37	31	30	**Bapunagar**			
Sama raw house	32	28	21	Patannagar 1	31	34	24
Sama raw house	26			Patannagar 2	32	33	22
Nurnagar	24	26		Mohannagar	29	27	21
Alif nager 1	32	27	32	Safed ni chali	27	17	27
Alif nager 2	34	27		Safed ni chali	19	18	
Alif nager 3	32			**Odhav**			
Nilofer Hina park	35	30		Rabari vasahat	37	30	24
Chistiya nager	37	21	21	Mukeshnagar	24	17	20
Aziz Nagar Savar	26	39	25	Chamunda nager	24	19	15
Aziz Nagar Bpore	26			**Kubernagar**			
Jasodanagar				Subhasnagar	22	17	11
Jagdishpura chhapra	23	24	14	Baliyadevnagar	29		
Ganeshtekari	21	16	15	Valmiki awas 1	22		
Munshipura	33	22	18	Valmiki awas 2	26		
Navi vasahat	27	13		**Gomatipur/ Soni Chal**			
Hathijan gam	27	22	15	Sheth kotha vora	22		
Nikol/ Memco				Manusaheb ni chali	20		
Jantanagar	24	29		Panna Estate	38		
Bhagwatinagar,	25	21	21	**Vadaj**			
Shivshaktinagar	28	23	21	Rabari vasahat	29	30	28
Baliadev nagar	28	21	15	Ramapirno tekro,	32	32	22
Indira nager no Tekro	34	19	29	Manavsadhana	27	27	26

Mahakali memko	27	26	19	Manavsadhana	27	21	21
Mahakali memko	29	20		Parixitlal 2	34	27	18

Sabarmati	Std:1	Std:2	Std:3		
Gandhivas	32	29	17	**Governing Board**	
Satkaivalnagar	37	29	20		
Tapovan	30	28	18	1. Arvind Sharma	
Tapovan	24			Chairman - Leo Burnett, India	
Veljibhai no kuvo	25				
Shahpur				2. Bharat M. Vyas	
Jitudani challi	36	24	21	Dairy Management Consultant	
Mithan saiyadna chhapara	28				
Mithan saiyadna chhapara	26			3. Deep Joshi	
Kenedi ni chali	21			Development Management Consultant	
Naranpura/ Gota					
Sanjaynagar		23	17	4. Shailesh Gandhi	
Kabutarkhana	27	30	19	Professor, IIM, Ahmedabad	
Ghatlodia					
Bhammrio kuvo	25	22	15	5. Pankaj Jain - Chairman	
Indira Nagar	37	26	27	Development Management Consultant	
Indira Nagar	37	23			
Pavapuri	29			6. Tushaar Shah	
Chamudanagar	29	26		Senior Scientist- International Water	
Saint Rohidasnagar	26	19	23	Management Institute, Colombo	
Saraswati nagar	25				
Saraswati nagar	26			7. Veena Mistry	
Chamanpura				Education Advisor	
Bapalal ghanchi	39	21	21		
Bapalal ghanchi		19		8. Permanent Invitee	
Patarawali chali	34	31	14	Sudhir Mankad	
Kadia ni chali	25	18	20		
Tarwali chali	40	35	26		
Narmada ni chali	26	20	21		
Narmada ni chali	25	26			
All Classes	2672	1882	1356		
No. of classes	153	127	104		
Mo. Of locations	158				

Impact assessments of intervention in AMC schools

Overall Perfromance- Maths

Class 2: GS ~92, AMC-I ~71, AMC-C ~43
Class 3: GS ~86, AMC-I ~69, AMC-C ~53
Class 4: GS ~62, AMC-I ~41, AMC-C ~24

Legend: GS, AMC-I, AMC-C

Overall Perfromance- Language

Class 2: GS ~95, AMC-I ~76, AMC-C ~56
Class 3: GS ~88, AMC-I ~74, AMC-C ~60
Class 4: GS ~75, AMC-I ~55, AMC-C ~41

Legend: GS, AMC-I, AMC-C
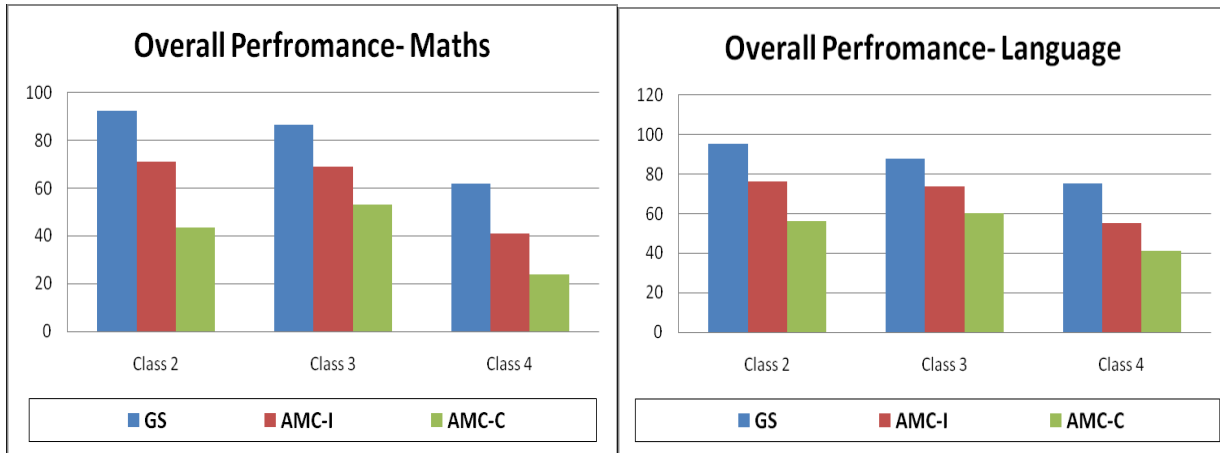
EI Study Results comparing (i) GS Slum classes, (ii) AMC classes with GS support, (iii) Av. AMC classes

CfBT assessment of GS classes

ACADEMIC PROGRESS Of STUDENTS

AVERAGE RATING vs GRADES
Grade 1: 2.28
Grade 2: 2.53
Grade 3: 2.66
Grade 4: 2.88
Grade 5: 2.50
Grade 6: 2.50

STUDENT PERSONAL AND SOCIAL DEVELOPMENT

AVERAGE RATING vs GRADES
Grade 1: 2.12
Grade 2: 2.65
Grade 3: 2.76
Grade 4: 3.00
Grade 5: 3.00
Grade 6: 2.50
Grade 7: 2.00

TEACHING AND LEARNING

AVERAGE RATING vs GRADES
Grade 1: 2.30
Grade 2: 2.50
Grade 3: 2.60
Grade 4: 2.75
Grade 5: 2.75
Grade 6: 2.00
Grade 7: 2.00

INFRASTRUCTURE

AVERAGE RATING vs GRADES
Grade 1: 2.15
Grade 2: 2.21
Grade 3: 2.00
Grade 4: 1.00
Grade 5: 3.00
Grade 6: 2.00
Grade 7: 2.00