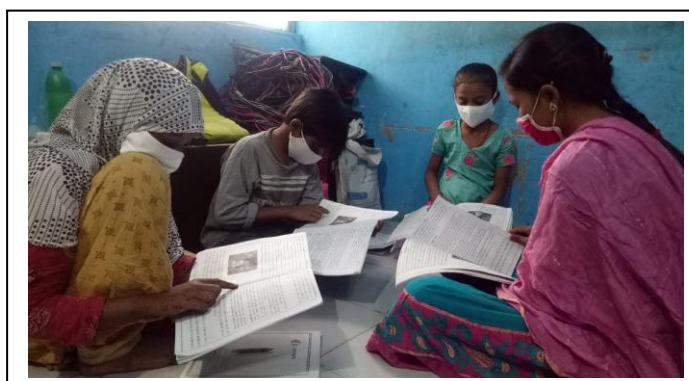


Gyan Shala Education Support Organization



PostCovid Education Continuation Efforts :



Annual Report 2019-20

Sharing of CEO views on some important issues:

Why Gyan Shala exists?

To develop a model for high quality schooling on a large scale for first generation learners, using available quality of teacher and financial resources.

To implement the model for groups of 10000-15000 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 21 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%.

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
- Quality & Accountability
- Teamwork & Excellence

Executive Summary for the year 2019-20 :

In the academic year 2019-20, Gyan Shala program, saw the progress as following :

- 1) Elementary program in Ahmedabad and Surat team, having more faith in the processes as 451% better targets achieved in GMI testing under DIB grants, started focusing for the similar performance in the next grade. But because of COVID 19 pandemic, the testing could not be done as it was planned in the last week of March 2020, when lockdown started.
- 2) Middle school program Ahmedabad has incorporated Grade 8 studies also, as high school program had been closed due to administrative issues of children being mainstreamed in to formal system. The program also prepared itself for the two types of research programs which are 1) comparing the learning of the students without and with computer aided support for the subjects of Math and Language; and 2) understanding the impact of the socio-emotional learning curriculum for middle school grades. Because of COVID-19 pandemic, both these research projects could not be implemented. But when the classes will restart in normally, the organization will be able to incorporate them.
- 3) Operations in Gyan Shala Bihar saw increase in further grades from grade 4 and grade 5, while elementary grades 1 again restarted in Muzaffarpur and Biharesharif, as Nalanda Foundation extended its support. Bihar program also supported Azad India Foundation's supplementary program covering around in KishanGanj in Bihar, which is again supported by Nalanda Foundation.
- 4) Gyan Shala Uttar Pradesh main program size remained the same, but the design team started to prepare the module for Government school program named 'SARAS karykram' for the pilot program for 1000 Govt. schools in the inspirational districts of Bahraich and Chandauli of Uttar Pradesh.
- 5) Gyan Shala team's bonding with the organization has increased, as the team felt that organization supported them while making sure that all of them receive their salaries on time even in the time of lockdown period due to COVID 19 pandemic. In reciprocation, the team members also started visiting communities and children June 2020, onwards, while taking necessary safety precautions. The team also started making video lessons to be shown at community TV sets hired by Gyan Shale to engage the students academically that are not capable in receiving Online Education. Team members' capacity building training was also being organized.

PREFACE:

Child belonging to socio-economic backward class or weaker sections such as marginalized communities, SC, ST 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.

Gyan Shala program of Education Support Organization (ESO) was initiated with the aim of providing good quality ‘Basic school Education’ to children from poor rural and urban families, 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 (Socio-economically backward communities - Dropouts, Out of school children-OoSC etc. with weak foundation) during regular school timing, which is taken as a more effective evidence of children dropping out of school system compared to any formal survey, which might or might not show universal enrolment. Gyan Shala program is run like any formal school, except that various grade classes are not held in the same building, and are instead held in nearby rooms hired within the community where children live. **This ensures that the parents have no hesitation in sending even a girl child to the school, and there is no cost of commute to school, either of time or transport cost. Classrooms have furniture suitable for children and functional lighting and ventilation.** Part of the cost is also covered through parental contribution in which Gyan Shala charges **Rs. 50- 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 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.

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.

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 children’s performance by reputed external agencies (EI, CfBT, J-PAL, DFID, GMI, Monitor, McKinsey etc.) to gauge the program effectiveness for appropriate on course correction.

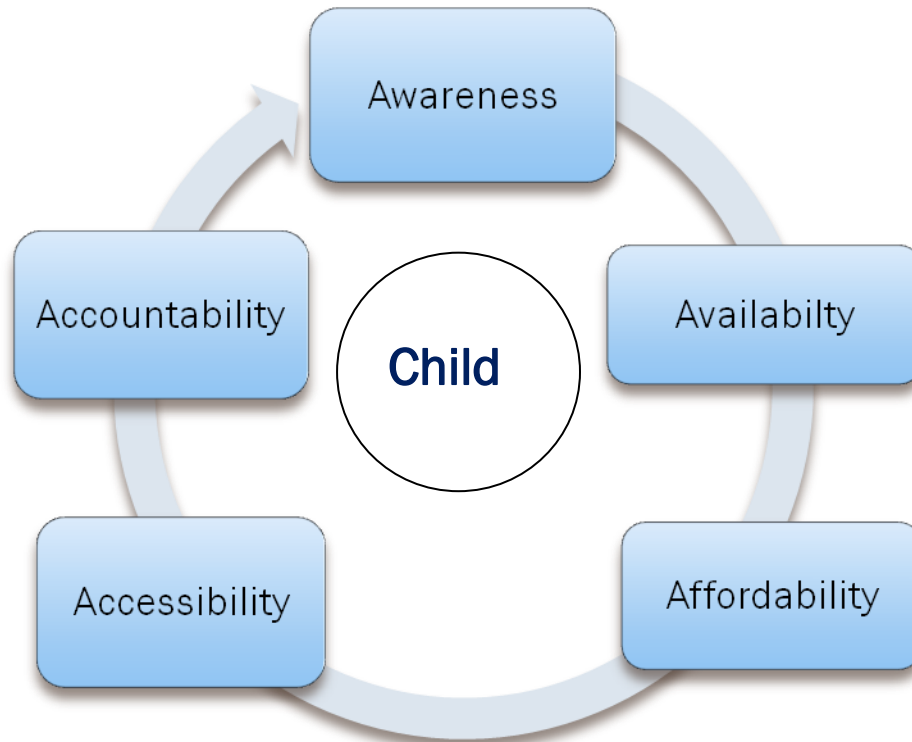
Our 5A Approach

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 obstruct 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 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 to be effective on course correction.

Our Model (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

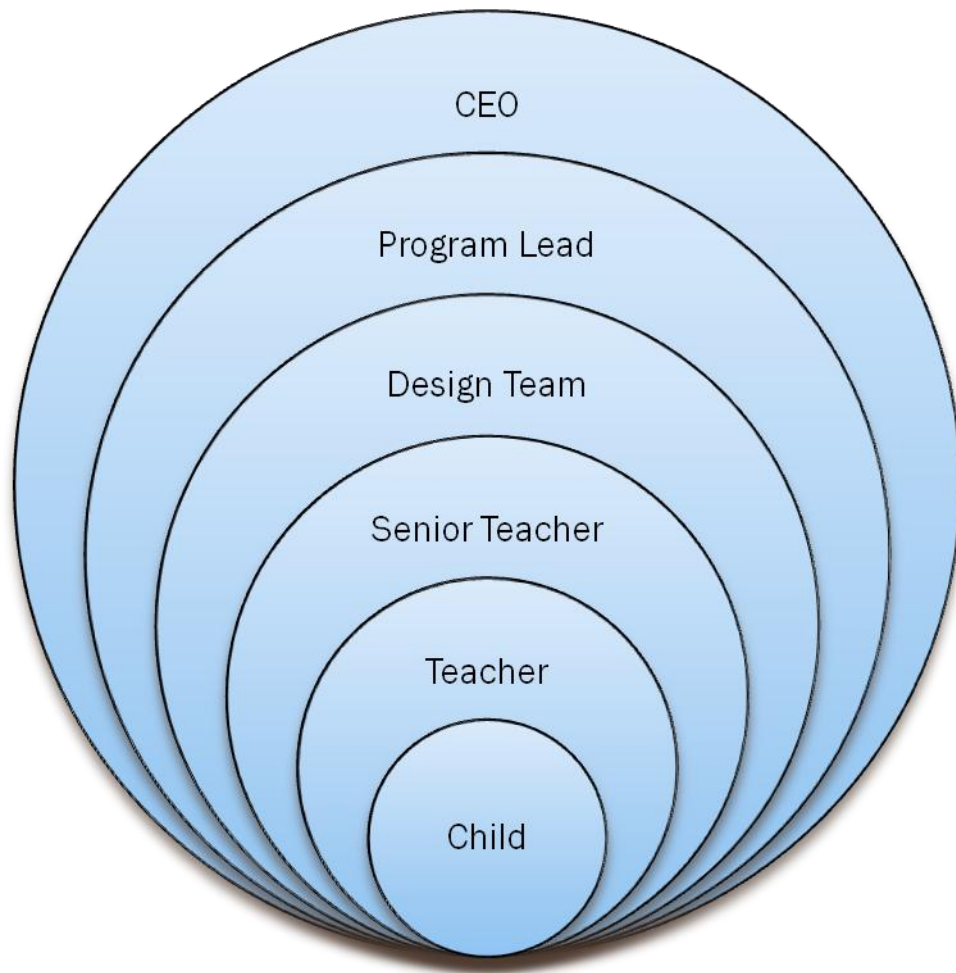
- Measure students' learning through independent assessments by reputed external agencies

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 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, 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

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 shared these features.

Quality Assurance Mechanisms

- 1) Gyan Shala 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 obtains feedback from class practices and continually adapts 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.
- 2) 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.
- 3) Senior teachers provided on-site support and interfaced 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 helps 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.
- Integration of high quality management support with program design that ensures accountability.
- 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.

Curriculum and Pedagogy

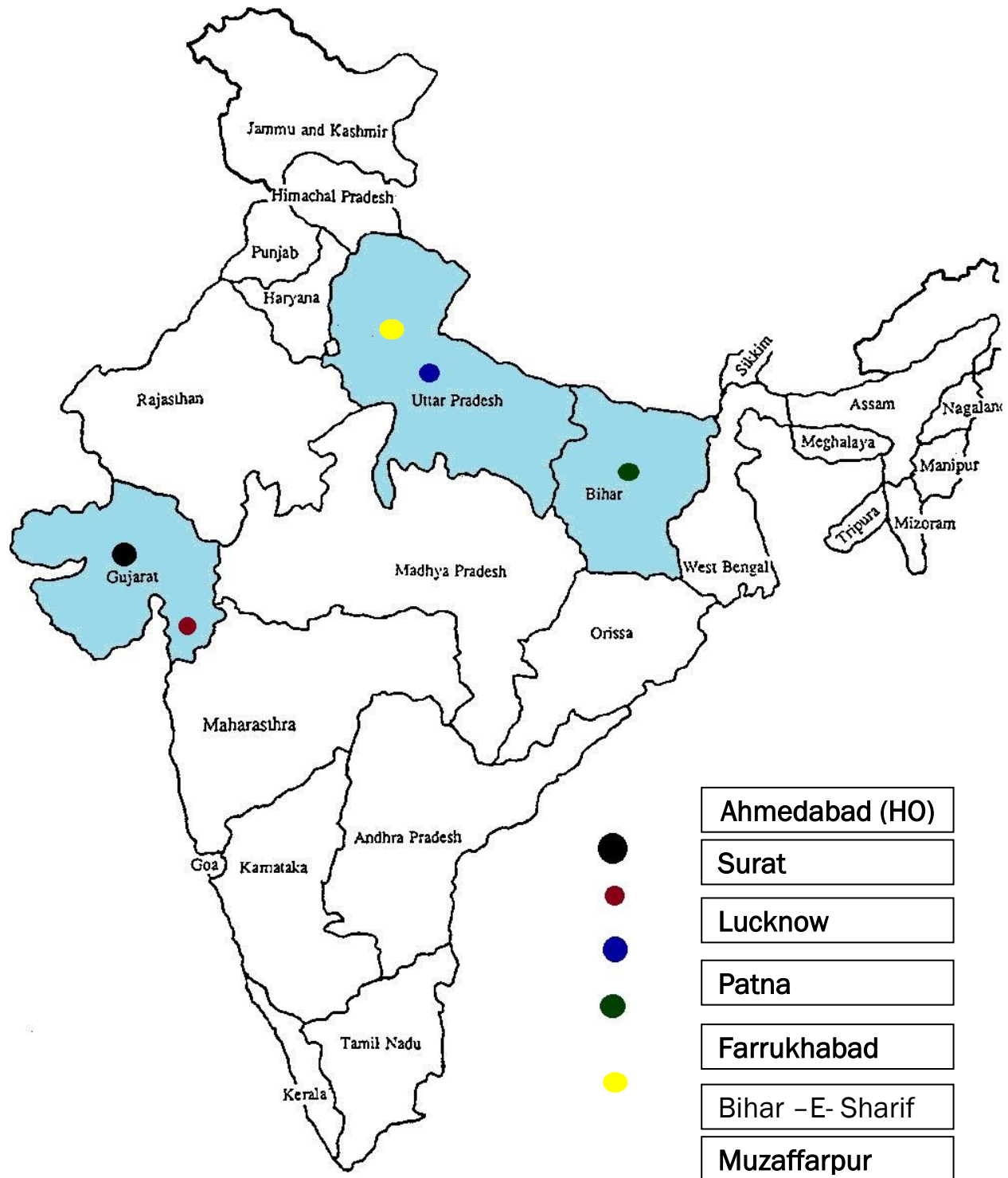
Gyan Shala believes in Constructivist and Piagetian perspectives of learning. It has adopted activity oriented pedagogy in elementary program, in which the teacher-whole class interaction is for no more than 15% of class time. The children spend the rest of the class time in working individually or in 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 came 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.

Our Presence:

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



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 at Ahmedabad, which was much older.

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

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

Program Profile in 2019-20

Gyan Shala educated around 20822 children in 859 classes in seven cities in three states under its elementary program, covering grades 1-3. The middle school (grades 4-8) covered around 3374 children in classes in three cities (Ahmedabad, Farrukhabad and Patna)

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 2018-19 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.3312-5274 at different places with average cost per child around Rs.4000. For the middle school program, average annual cost per child was Rs.7900. These costs were all inclusive, covering teaching, class room rental, learning material and management- administration. 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.

1. Elementary Program (Grades 1-3)

Gyan Shala starts this program in such slums where it finds lots of children loitering in streets during regular school timing, which is taken as a more effective evidence of children dropping out of school system compared to any formal survey, which might or might not show universal enrolment.

Gyan Shala program is run like any formal school, except that various grade classes are not held in the same building, and are instead held in nearby rooms hired within the community where children live. This ensures that the parents have no hesitation in sending even a girl child to the school, and there is no cost of commute to school, either of time or transport cost.

Classrooms have furniture suitable for children and functional lighting and ventilation. The State-national curriculum is fully implemented so children can transfer to any other regular government or private school into the next grade class on completion of 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 who continues in grade 4 Gyan Shala classes, who are mainstreamed in higher grade classes later in recognized schools, according to the preference of children-parents, using the provisions under the Right to Education (RTE) act.

The children get Quality education, through free supply of books, stationary and learning materials. The educational support to the children is delivered by a 6 tier academic team. The class teachers are recruited from the community so they are comfortable in working in poor community setting. The class teachers for grades 1-3 are required to have passed higher secondary, though many young graduates 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 has expanded in different states, national team of subject experts has been involved to support team leaders and designers across different states by sharing and reviewing learning materials and teaching approaches. Advice of outside experts/consultants are sought to overcome the challenges faced by children as well as teachers, and also to equip the team with upcoming educational research and pedagogical practices.

In 2019-20, the Elementary school program had 20822 children in 859 classes, as per details in the following table:

Sr. No	Location	Centers	Children	Boys	Girls
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1	Ahmedabad	235	4459	2165	2294
2	Surat	98	1962	994	968
3	Patna	250	6847	2958	3889
4	Bihar sharif	23	820	396	424
5	Muzaffarpur	25	851	405	446
6	Lucknow	93	2454	1177	1277
7	Farukhabad	135	3429	1787	1642
Total		859	20822	9882	10940

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.

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 without additional tutorial support, which a majority of children from economically higher income groups avail. Gyan Shala also holds that middle school is the critical stage to institute conceptual and theoretical clarity that will shape the good performance in secondary and higher secondary stages. But, unfortunately, the household responsibility of most children does not permit them to devote any more than 4 hours of class time to their studies, with other time spent on supporting their household's earnings.

Over 2016-18, Gyan Shala established relationship with SBI Foundation in addition to Bandhan Bank Private Limited (formerly known as 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 Faukhabad, UP, middle school program is being run since the year 2015-6, so as to cover the all the children especially who might not join regular government schools due to proximity and longer duration issues.

As Patna elementary program also reached maturity, middle school program has been started while responding to the needs of the communities. Here, two teachers combination handling two grades and two subjects have been successfully attempted instead of cluster of four classes of the same grade in Ahmedabad, to cater to the needs of distant locations of communities.

In 2019-20 in Ahmedabad, the middle school program had 2146 children in 174 classes, while the middle school programs in Farukhabad and Patna had 450 (and 778 children per details in the following table:

Ahmedabad Middle School Program :

Grades	Centers	Children	Boys	Girls
4	29	651	326	325
5	31	577	257	320
6	26	454	196	258
7	17	308	143	165
8	8	156	81	75
Total	174	2146	1003	1143

Farukhabad Middle School Program :

Grades	Centers	Children	Boys	Girls
4	15	270	113	157
5	10	180	71	109
Total	25	450	184	266

Patna Middle School Program :

Grades	Centers	Children	Boys	Girls
4	27	556	209	347
5	11	222	92	130
Total	38	778	301	477

Total Students in Middle School Program :

Location	Grades	Centers	Children	Boys	Girls
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Ahmedabad	4 to 8	174	2146	1003	1143
Farukhabad	4-5	25	450	184	266
Patna	4-5	38	778	301	477
Total		174	3374	1488	1886

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 have been adopted as textbooks-workbooks for all the students of Grades 1 and 2 in the entire state of Bihar. So, the program has started impacting around 0.6 million children every year from 2013 which has 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 Schools	Jehanabad, Jamui, Vaishali and West Champaran districts.
Implementation Model:	Based on Gyan Shala Model	
No. of Beneficiaries	8000 Children in AMC	Half a million children in Govt. schools

impacted:	schools	
Project Start and End Date:	2008-2012	2014-2016
Details of Donors/Funding Agencies:	Michael & Susan Dell Foundation, 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 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 1-3. This experience added organizational learning for School Management with Govt. partnership.

UP Government School Program Preparation :

Gyan shala program has proposed pilot intervention for quality enhancement program for 1000 Government Schools in two aspirational districts of Bahraich and Chandauli, starting from the academic year 2020-21. Field coordinators have been recruited for Bahraich and Chandauli. The design team members of all the three states collaborated to finalize the curriculum plan for this intervention. First copy of the comprehensive material for all four subjects of grade 1 had been sent to UP SCERT for review. The training manual, teacher guides and workbooks had been printed and supplied at Bahraich. Because of Covid-19 induced pandemic, the intervention had been postponed for the next academic year 2021-22.

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 to take external exams such as State Boards.

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 having their fees sponsored by one of our well wisher. In 2016-17, Gyan Shala could establish its name in the area, and covered 78 students in Grades 1 to 4 classes. 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.

Jamnabai						
Grade	2017-18		2018-19		2019-20	
	No. of Children	RTE	No. of Children	RTE	No. of Children	RTE
Pre-school	30	-	26		14	
Std 1	13	6	17	4	17	3
Std 2	16	8	16	6	12	4
Std 3	23	7	18	8	12	5
Std 4	16	-	30	7	22	8
Std 5	19	-	15		30	7
Grand Total	117	21	122	25	107	27

At this juncture, Gyan Shala team is confident in understanding the needs of such students. Gyan Shala team has learnt new processes such as how to fulfill Government certification requirements including applying for Unique ID under DISE (District Information of Student Enrollment) system of the state, applying for scholarships, etc. In the year 2019-20 also, admissions under RTE Act also happened, where their fees have been paid by Education department of Ahmedabad.

Average Attendance of children across cities across grades :

The following table shows the average attendance data of the students in different grades and different cities. The Gyan Shala field team is working hard to maintain the average attendance, so as to impact the learning of the students. The average range varies between 62-74 percent. The field team needs to negotiate a lot with the migrant parents-slum dwellers, who visit their native villages and it gets reflected in their childrens' absence.

2019-20 Average Attendance Data					
	Grade	Av att yearly		Grade	Av att yearly
Ahmedabad elementry	1	64	Ahmedabad middle school	4	65
	2	70		5	69
	3	72		6	70
		7		74	
		8		74	
Surat	1	71			
	2	72			
	3	74			
Patna elementry	1	71	Patna middle school	4	68
	2	71		5	66
	3	71			
Bihar sharif	1	69			
Muzaffarpur	1	66			
Lucknow	1	68			
	2	71			
	3	71			
Farukabad elementry	1	66	Farukabad middle school	4	62
	2	68		5	70
	3	67			

Performance of Children in Internal Assessments :

Gyan Shala program

Ahmedabad						
	First Oral			First Written		
Subject	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Gujarati	73	67	72	78	79	70
Math	59	33	72	74	73	70
English			65		82	75
Project		63	54	84	78	74
Total	64	44	63	77	77	72
Ahmedabad						
	First Written					NIOS
Subject	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 8
Gujarati	58	44	37	47	49	56
Math	62	45	44	48	31	56
Hindi	54	58	50	63	52	
English	52	54	45	59	56	64
Science	54	43	39	39	36	53
Social Science	56	49	48	56	40	56
Sanskrit					53	
Computer					54	61
Art & Craft						65
Total	54	43	43	51	44	59
Surat						
	First Oral			First Written		
Subject	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Gujarati	74	63	68	91	86	73
Math	65	47	85	90	85	77
English			75		95	87

Project		77	80	96	85	79
Total	68	56	76	91	87	79
Patna						
	First Oral			Annual Oral		
Subject	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Hindi	66	79	75	70	77	76
Math	86	71	74	75	77	79
English	61	73	65	66	63	63
Project		82	78		83	76
Total	67	72	69	64	69	68
Patna						
	First Written			Annual Written		
Subject	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Hindi	66	71	71	64	66	64
Math	78	75	65	70	73	62
English	69	75	45	66	75	49
Project		60	63		72	57
Total	70	69	60	65	70	57
Patna						
	First Written		Annual Written			
Subject	Grade 4	Grade 5	Grade 4	Grade 5		
Hindi	54	67	62	60		
Math	57	58	51	47		
English	54	51	55	44		
Science	56	63	58	57		
Total	55	60	56	52		
Bihar E Sharif						
	First Oral	Annual Oral	Firts Written	Annual Written		
Subject	Grade 1	Grade 1	Grade 1	Grade 1		
Hindi	76	80	87	70		
Math	91	81	93	78		
English	73	73	87	77		
Project						
Total	79	77	89	74		
Muzaffarpur						

	First Oral	Annual Oral	Firts Written	Annual Written
Subject	Grade 1	Grade 1	Grade 1	Grade 1
Hindi	64	65	83	84
Math	81	71	86	84
English	63	65	86	86
Project				
Total	66	64	84	84

Lucknow									
	First Oral			First Written			Annual Written		
Subject	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Gujarati	66	68	88	79	70	67	77	71	71
Math	71	70	75	74	73	73	74	76	66
English	89	69	72	73	83	90	74	77	76
Project		75	81		67	80		64	72
Total	75	69	78	74	73	77	75	72	71

Farukabad									
	First Oral			First Written			Annual Written		
Subject	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Gujarati	63	71	78	80	74	73	80	73	67
Math	70	71	73	75	72	72	75	78	64
English	70	72	68	70	84	88	72	79	73
Project		76	76		68	80		64	68
Total	67	71	73	74	74	78	75	73	68

Farukabad				
	Firts Written		Annual Written	
Subject	Grade 4	Grade 5	Grade 4	Grade 5
Hindi	73	69	68	69
Math	71	60	66	53
English	77	72	68	70
Project	64	58	64	56
Total	71	64	66	61

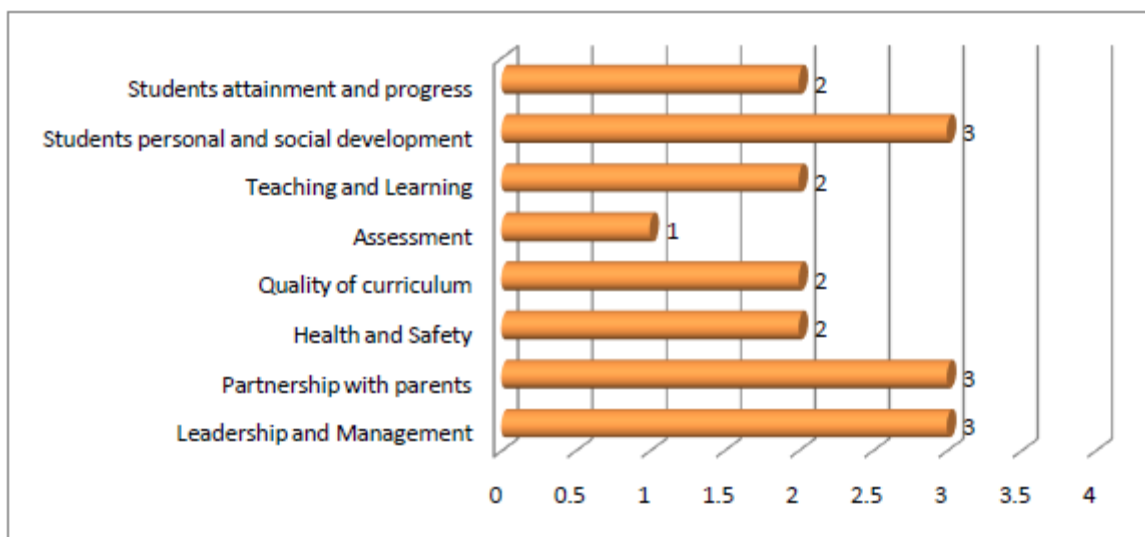
External Assessments :

- 1) **CfBT Rating:** As mentioned, Gyan Shala strives to improve its practices by involving credible agencies to rate various organizational processes with a focus on students' achievements. CfBT India Pvt. Ltd. conducted reviews and ranked different aspects of the organization. Snap-shot of some of the interesting findings of the CfBT report (2013) is presented herewith. Internal assessment is considered weaker compared to other parameters and Gyan Shala has improved that in the past years.

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 students' 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 are the leadership and management of the school ?
✓ How good is the partnership between the parents and the school ?

Overall performance of Gyan Shala centres in Ahmedabad is Acceptable



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.

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 assessment aspect.

2) Student Performance Assessment by Education Initiatives (EI) (Ahmedabad): March 2019 Results

Every year, Education Initiatives (EI), renowned testing agency based in Ahmedabad, conducts ASSET assessments of Gyan Shala students in Gujarat program in Grades 3, 5 and 7. For the Gyan Shala classes in the states of Bihar and UP, the tests are conducted every alternate year. ASSET tests are considered a good benchmark as they are taken by students of good CBSE schools coming from elite class.

In March 2019, the ASSET tests were conducted in all the three states. The results of ASSET tests for the subjects of Math and Science in grades 3, 5 and 7 are shown herewith through the snapshots of the report prepared by EI.

Key Findings and Summary of EI Report in March 2019

- Gyanshala-Gujarat students performed 'Close to ASSET' across all classes and subjects.
- Gyanshala-Gujarat Year on Year comparison shows that in 2019, the performance was better across all the classes and the subjects as compared to 2018
- Gyanshala-UP Class 3 students performed 'Close to ASSET' in both Mathematics and EVS.
- Gyanshala-Patna Class 3 students performed 'Close to ASSET' in EVS and Maths
- Score distribution shows that in UP, more than 70% students scored above 50% for both Grade 3 Mathematics and EVS.
- More than 50% students scored less than 50% in both EVS and Mathematics in Bihar
- In Gyanshala-Gujarat, Surat showed a better overall performance as compared to Ahmedabad in Grade 3 Mathematics and EVS. For Grade 5, which was only tested in Ahmedabad, only 5% students scored above 75% in Mathematics and no student scored above 75% in EVS. In Grade 7, no child scored above 75% in both Mathematics and EVS.

These results indicated that Gyan Shala program is showing improvements in the performances of children across states and across grades. Still, the middle school team is working hard to improve the results in Grade 7.

In March 2020 also, ASSET tests for Gujarat classes, had been planned in the last week starting from March 24. All the preparations were made, papers had been translated as well as top sheets for the students had been prepared. But because of the COVID-19 induced lockdown, we could not conduct ASSET tests.

External Assessments by Gray Maters India Pvt. Ltd. under DIB grant for Grade 1,2 students of Ahmedabad :

In March 2019, Grade 1 students of elementary program in Gujarat under Development Impact Bonds grant agreement, had been evaluated orally by third party testing agency, Gray Maters India Ltd. Around 543 students were evaluated orally for the learning levels of Math and Gujarati and their performances were compared with the students of affordable private schools in Ahmedabad and Surat. As the students performed 451% better than the target, these results have increased the faith in the program processes and also boosted the morale of the team.

Again, Year 2 tests for the grades 1 and 2 had been planned in the last week of March 2020, which could not be carried out due to COVID-19 induced lock down in the classes.

COVID-19 and its impact from March 2020 :

COVID-19 pandemic and lockdown has impacted the education across the world and similarly to Gyan Shala classes also.

In March and April 2020, we have to close down all our centers as per Government Guidelines during pandemic and all our field staff and office staff also remained to confined to their homes. During May 2020, parents phone numbers were being collected by teachers and the field staff, so as to connect with the students through phones. Supervisor staff and design team were involved in training from the expert educators such as Dr. HridayKant Dewan and Prof. Ramakant Agnihotri and read the articles written by them. As the children were not having smart phones, the team decided to make home visits of the students while maintaining all Covid Safety Guidelines from the June 2020 onwards.

Financials & Donors

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

Items	2017-2018 (in lakhs)	2018-2019 (in lakhs)	2019-20 (in lakhs)
Total Earnings	1133.94	974.21	114.7
Total Expenditure	1065.72	960.64	108.3
Surplus	68.22	13.56	6.3
Total Assets	482	506.6	558.9

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

Donor/Funder	2017-18 (in lakhs)	2018- 2019 (in lakhs)	2019-20 (in lakhs)
Nalanda Foundation	223.32	271.22	359.9
SBI Foundation	130.82	18.49	106.6
E&H Foundation	109.47	119.87	123.9
GRUH Finance	38.28	-	39.7

Shroff Foundation	75	75.00	25.0
Bajaj Auto	73	27.00	-
Tata Trusts	84.67	-	-
Macarthur Foundation	98.05	113.57	11.6
Delhi Project IC	51.14	-	-
Pushpawati Kantilal Trust	15.50	-	-
Navin Fluorine	10	10.00	-
Parents	67.06	69.66	51.2
UBS Optimus Foundation	-	251.93	336.6
Insaan, USA	25.48	15.27	23.03
Desh Pande Foundation	-	20.40	-
Godrej Foundation/ GYF	-	5.22	20.00
Central Square Foundation	-	-	6.43

Our Donors and Supporters: Generous contributors strengthening many lives

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Enabling quality education and health for the underprivileged



MacArthur Foundation



Nalanda Foundation

Dr. K.R. Shroff Foundation

Our Past Donors



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Trustees

Pankaj Jain – Settler of the Trust	Ex. Faculty IRMA
Prof. Subhash Bhatnagar	IIM Ahmedabad
Prof. Ajay Pande	IIM Ahmedabad
Prof. Aamir Ullah Khan	ISB/ Gates (Previous)

Sr No.	Employee Name	Qualification	Designation	Programme
Ahmedabad				
1	Zalak Desai	Deputy CEO (Curriculum)	M. Sc., MEP, Hubert Humphrey fellow (Fulbright Scholarship)	NT
2	Chirantan Shah	Deputy CEO (Programs)	B.E PGDM(IIM K)	NT
3	Sonal Mody	Team Leader (APS Program)	B. E. (Civil)	NT
4	Neha Shah	Core team Officer (Finance)	M. Com.	NT
5	Nisha Goswami	Core team Officer (Accounts)	M. Com., B. Ed.	NT
6	Yogini Parekh	Core team Officer (M&E)	M. Com., B. Ed.	NT
7	Tabbsum Shaikh	Senior Supervisor (M&E)	B. A.	NT
8	Heena Sampat	Senior Supervisor (Accounts)	B.Com.	NT
9	Solanki Minaben	Supervisor (Material-stock)	B.A.(Economics)	NT
10	Sejal Parikh	Deputy Team Leader	D. Pharm., M. Sc., B. Ed.	Ele
11	Vaishali Shah	Core team Officer	B. E. (Mechanical)	Ele
12	Hetal Raval	Language Mentor	M. Com., B. Ed.	Ele
13	Jayantibhai A Parmar	Core team member	M. A., B. Ed.	Ele
14	Niharika Parmar	Core team member	B. Com., L.L.B., B. Ed.	Ele
15	Sharmistha Parmar	Senior Supervisor	B. Com., B. Ed.	Ele
16	Divyarajsinh Parmar	Senior Supervisor	M.Sc.	Ele
17	Solanki Monalika Jaysukhbhai	Senior Supervisor	M.Com.	Ele
18	Megha Desai	Senior Supervisor	B.E.	Ele
19	Mangla Thosar	Supervisor	S.Y.B.A	Ele
20	Neeru Makwana	Supervisor	H.S.C. Pass	Ele
21	Rekha Chavda	Supervisor	M.A. B.Ed.	Ele
22	Nirmala Parmar	Supervisor	H.S.C Pass	Ele
23	Sangita Solanki	Supervisor	B.A.	Ele
24	Geeta Makwana	Supervisor	H.S.C Pass	Ele
25	Falguni Chavda	Supervisor	B.Sc	Ele
26	Samim Ajmeri	Supervisor	B.A	Ele
27	Pragna Shete	Supervisor	B.A	Ele
28	Nanda Parmar	Supervisor	B.A with Home Science	Ele

29	Rizwana Mapara	Supervisor	B.Com	Ele
30	Deena Makwana	Supervisor	M.A	Ele
31	Pratiksha Parmar	Supervisor	B.A.	Ele
32	Bharti Parmar	Supervisor	B.A	Ele
33	Kamini Solanki	Supervisor	B.Com	Ele
34	Farhad Saiyad	Supervisor	12th	Ele
35	Julekha Pathan	Supervisor	12th	Ele
36	Deena Karshaliya	Supervisor	S.S.C PASS	Ele
37	Mochi Chandrika	Supervisor	B.A	Ele
38	Shahenaj Shaikh	Supervisor	B.A	Ele
39	Jayshree Parmar	Supervisor	B.A B.Ed.	Ele
40	Manisha Parmar	Supervisor	B.Com.	Ele
41	Kapadia Jayshreeben	Supervisor	12th	Ele
42	Farjana Shaikh	Supervisor	12th	Ele
43	Rachna Shah	Supervisor	S.S.C. P.T.C.	Ele
44	Julaya Fatma	Supervisor	B.A	Ele
45	Pragna Chavda	Field Officer	B. A., B. Ed.	Ele, M.S
46	Hargovan Desai	Field Officer	M.A.B.P.Ed.	Ele, M.S
47	Shashi Rawal	Senior Supervisor	B. Com.	Ele, M.S
48	Vijaya Bhitara	Senior Supervisor	B. A., B. Ed.	Ele, M.S
49	Firadoshjahan Zulaya	Senior Supervisor	B. A., B. Ed.	Ele, M.S
50	Bhavna Bhatt	Senior Supervisor	B.Sc.)Chem)	Ele, M.S
51	Maitree Joshi	Team Leader (Academics)	M. A., B. Ed., Diploma in Linguistics	Gyf
52	Chanchala Prasad	Core team Officer	B.E.	Gyf
53	Sumaiyaanjum Pathan	Core team Officer	B. Com., B. Ed.	Gyf
54	Kavyashri Dave	Core team Officer	B,E.	Gyf
55	Nipam Dhvanil Pandit	Core team Officer	M.Sc.	Gyf
56	Nilesh Solanki	Senior Supervisor	M.A.(PTC)	Gyf
57	Jaimin Nainvaya	Senior Supervisor	B.E.(EC)	Gyf
58	Payal Patel	Team Leader	M. Phil., B. Ed.	MS
59	Meghna Bhatt	Deputy Team Leader	M. Sc.,B.Ed., Hubert Humphrey fellowship	MS
60	Prachi Shah	Core team Officer	B.E.	MS
61	Zalavadia Kausha	Core team Officer	B.E.	MS
62	Dipti Pandya	Core team Officer	MA	MS
63	Mohan Makwana	Core team Officer	M. A., M. Phil., B. Ed.	MS
64	Falguni Shukla	Core team Officer	M.Com.	MS
65	Hemali Shah	Core team Officer	MSC	MS

66	Hiral Solanki	Core team Officer	BE	Ms
67	Neha Solanki	Core team Officer	MA	Ms
68	Heena Dave	Core team Officer	MA	Ms
69	Sejal Parmar	Senior Supervisor	MA, MEd.	Ms
70	Geeta Pasi	Supervisor	B.A	MS
71	Hemlata Rathod	Supervisor	M.A B.Ed	MS
72	Falguni Parmar	Supervisor	B.A	Ms
73	Pragna Parmar	Supervisor	B.Com	MS
74	Rachna Dave	Supervisor	S.Y. B.com.	MS
75	Parmar Shilpa	Supervisor	M.A	MS
76	Parmar Dipika	Supervisor	B.A	MS
77	Shimali Harshidaben	Supervisor	M.R.S(master of rural studies)	MS
78	Taslim Patel	Supervisor	B.A.(Gujarati)	MS
79	Padma Parmar	Supervisor	B.A	MS
80	Pragna Mistri	Supervisor	B.A.(Economics)	MS
81	Rangrej Shirinbanu Riyaz Ahmed	Senior Supervisor	M.A.,B.Ed.	Surat
82	Paresha Goswami	Senior Supervisor	B.Sc.	Jamnabai
Surat				
1	Parmar Vasant Ganpatlal	M.A	Field Officer	Ele,M.s
2	Chaudhari Pravina Arvindbhai	B.E Computer	Core team Maths	Ele
3	Parmar Neha Hitendrabhai	B.A	S.S	Ele,M.s
4	Shaikh Ruksanaben Jakirbhai	B.A	Supervisor	Ele
5	Kanthariya Nitaben Parimalbhai	B.A	Supervisor	Ele
6	Kanthariya Priyankaben Subhashbhai	B.A	Supervisor	Ele
7	Ansari Heena Kutbuddin	B.A	Supervisor	Ele
8	Ansari Ruksarbano Ikramulhak	B.A	Supervisor	Ele
9	Rathod Ritaben Maheshbhai	12 Pass	Supervisor	Ele
10	Palanpuriya Kaminiben Bhupendrabhai	B.A	Supervisor	Ele

11	Multani Hamida Husen	B.A	Supervisor	Ele,M.s
Patna				
1	Shweta Shrivastava	M.Sc (Chem.), DCA		
2	Anuj Kumar	M.Sc (Chem.), B.Ed, SIMAP, PGD-ISM, DCA, Volag-MAP		
3	Aditya Anand	B.E (Com. Sci.)	Core Team (Math)	UP, Middle Prog.
4	Shashi Ranjanam	M.A, PhD (Pursuing)	Core Team (Eng.)	UP Prog.
5	Mani Kishore Das	B.E(Elect.), PGDIM, MCS, M.A(Eco.)	Senior Sup. (Hindi)	Middle Prog.
6	Kumar Mayank	M.A	Senior Sup. (Eng.)	Elem. Prog.
7	Dheeraj Kumar	M.Sc(Phy),B.Ed,B.Sc(IT),HDIT	Senior Sup. (Math)	Elem. Prog.
8	Sangeet Sahay	B.Tech(IT), PHP	Senior Sup. (Science)	Middle Prog.
9	Anjali Kumari	M.Sc (Chem.)	Senior Sup. (Math)	Elem. / Middle Prog.
10	Pooja Kumari	B.A ,D.El.Ed	Senior Sup. (Hindi)	Elem. / Middle Prog.
11	Pushpa Kumari	BCA	Senior Sup. (Hindi)	Elem. Prog.
12	Rupesh Kumar Sinha	M.Sc (Elec.), B.Ed	Senior Sup. (Project)	Elem. Prog.
13	Parbind Kumar Singh	B.A, B.Ed	Senior Sup. (Project)	Elem. Prog. / Training
14	Ashwani Kumar	M.A (Pub.Admn.)	Senior Sup. (English)	Elem. / Middle Prog.
15	S.M. Sharique	B.A	Senior Sup. (Accounts)	Elem. / Middle Prog.
16	Mani Bhushan Vidyarthi	B.A	Supervisor (Stock)	Elem. / Middle Prog.
17	Rinku Kumar	B.Com	Core Team (Field Inc.)	Elem. / Middle Prog.
18	Khurshid Jahan	M.B.A	Senior Sup.	Elem. / Middle Prog.
19	Raj Kumar Gupta	M. Com	Senior Sup.	Elem. / Middle Prog.
20	Deepak Kr. Mishra	M.A.	Senior Sup.	Elem. / Middle Prog.
21	Ajay Kumar	B.A	Supervisor	Elem. Prog.
22	Kumod Kumar	B.A	Supervisor	Elem. Prog.
23	Meena Devi	B.A	Supervisor	Elem. Prog.
24	Manju Shree	Inter	Supervisor	Elem. Prog.
25	Sunita Kumari	B.A	Supervisor	Elem. Prog.
26	Rajesh Kumar	B.A	Supervisor	Elem. Prog.
27	Sunita Devi li	B.A	Supervisor	Elem. / Middle

				Prog.
28	Ruby Kumari	B.A	Supervisor	Elem. Prog.
29	Md. Amjad Ali	B.A	Supervisor	Elem. Prog.
30	Shobha Kumari	B.A	Supervisor	Elem. / Middle Prog.
31	Renu Kumari	B.A	Supervisor	Elem. / Middle Prog.
32	Sunita Devi Iii	B.A	Supervisor	Elem. Prog.
33	Azad Kumar	B.A	Supervisor	Elem. Prog.
34	Dipika Kumari	B.Com	Supervisor	Elem. Prog.
35	Rimjhim Kumari	M.Com	Supervisor	Elem. Prog.
36	Anjali Kumari	B.A	Supervisor	Elem. Prog.
37	Sujata Singh	B.A	Supervisor	Elem. / Middle Prog.
38	Shahnaz	B.A	Supervisor	Elem. / Middle Prog.
39	Mukesh Kumar	B.A	Supervisor	Elem. Prog.
40	Sapna Tiwary	M.Com (1st Yr.)	Supervisor	Elem. Prog.
41	Rupam Kumari	B.Ed.	Supervisor	Elem. Prog.
42	Ashwini Kumari	B.A	Supervisor	Elem. Prog.
43	Braj Kishor	B.A	Supervisor	Middle Prog.
44	Mohammed Masihuzzama	B.B.A	Supervisor	Elem. Prog.
45	Sachin Kumar	B.Sc	Supervisor	Elem. Prog.
Bihar Sharif				
1	Jitendra Kumar	B. Tech (I.T.)	Senior Sup. (Coordinator)	Elem. Prog.
2	Santosh Kumar	B.A	Supervisor	Elem. Prog.
3	Md. Saddam Hussain	B. Com	Supervisor	Elem. Prog.
4	Nigar Bashiri	B.A	Supervisor	Elem. Prog.
Muzaffarpur				
1	Kirti Murary	B.A	Supervisor	Elem. Prog.
2	Sanjay Kumar Sharan	B.A	Supervisor	Elem. Prog.
3	Niraj Tiwary	B.A	Supervisor	Elem. Prog.
Farrukhabad				
1	Vivek Kumar	B.tech (IT), D.El.Ed	Coordination , data	Elementary,middle
2	Asib Muhammad	BSc , PG (Biotech.) B.Ed.(appearing)*	Core team member	Elementary, middle,gov
3	Abhishek Singh	B.tech (Mechanical)	Core team member	Elementary, middle,gov
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