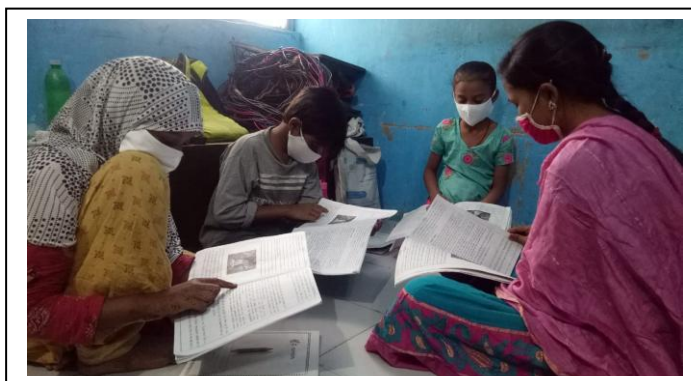


# Gyan Shala Education Support Organization



## PostCovid Education Continuation Efforts :



## Annual Report 2020-21

## **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 learners from modest social backgrounds, 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 2020-21:**

In the academic year 2020-21, Gyan Shala program team, was able to prove resilience and able to engage the students through following innovative ways. The field staff and design staff adapted new ways and also learnt new techniques in the process.

Steps taken for engaging students in education activities during Covid Induced Lockdown:

- 1) **Material Supplies:** To ensure that in times of total lockdown and isolation, children had some access to learning material; workbooks, drawing books and related stationeries were distributed to their houses to keep them engaged, in an atmosphere of uncertainty and insecurity. In Gujarat, children were provided textbooks also so as to gain from the other programs on TV from the Government of Gujarat.
- 2) **Home visits and phone calls:** During total lockdown, students were engaged over the phone. Once things started opening up a little, teachers (who lived within the communities) started engaging children in small groups of 3-4, while adhering to all COVID19 related protocols
- 3) **Organized Community based Smart TVs :** Curriculum Design team started preparing video lessons and these videos were shown through Smart TVs, where the content was delivered via pen-drives
- 4) **Hybrid model :** For effective concepts delivery, teachers supported the children in understanding of concepts covered in TV video lessons, as also conducted small group activities, and guided them for self-work at home (in worksheets)

### **Program wise Update:**

- 1) In 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. During the period of lockdown in the year 2020-21, the team started new ways of engaging students. The engagement included distribution of worksheets to each child at his/her home and home visits by teachers (or phone calls to the students in containment zones), calling students at the centers in small batch size, as per COVID protocol, and also supporting them while showing them video lesson plans through community based TV sets. The design team in elementary program started preparing video lessons (shooting, editing and supplying via pen drives in the classrooms).
- 2) In Middle school program Ahmedabad, in addition to home visits, whatsapp based groups have been started for subjects and grades. These age group students were able to send pictures of their worksheets as well as able to solve queries via phone calls. The design team in the middle school engaged in designing as well as mentoring UP team

for preparing workbooks for the UP Government schools for grades 4 and 5, for the year 2021-22, in addition to prepare video lessons for Ahmedabad children.

- 3) Operations in Gyan Shala Bihar program also continued engagement with the students in the same way, like Ahmedabad. The students came to the centers in the small batch size. New classes were not started in Bihar-e Sharif and Muzaffarpur, because of the Covid pandemic. Bihar program continued supporting Azad India Foundation's supplementary program covering around in KishanGanj in Bihar, which is again supported by Nalanda Foundation. Patna Design team members also got involved in preparing the workbooks for the UP Government program.
- 4) Gyan Shala Uttar Pradesh main program size got reduced in Farukhabad area, because of the funding constraints. The decision of program size reduction had been taken before the Covid induced pandemic. The design team got involved in preparing the workbooks for grades 4 and 5 for the children of the Government schools of the entire state, under the mentorship of nation design team, in addition to prepare the workbooks for the SARAS karykram. The material thus prepared had been reviewed at SCERT and accordingly got printed and distributed for all four subjects. The team also actively participated in Online Training conducted for the DIET staff for the day wise workbook based pedagogy and its effectiveness in classroom.
- 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 Shala to engage the students academically that are not capable in receiving Online Education. Team members' capacity building training was also being organized.
- 6) The launching of the new program for Affordable Private Schools could not happen because of the Covid, but the Design team, along with the other program teams, started reviewing and refining their prepared materials with the rest of the program teams, as well as the experts of the field.

## 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.

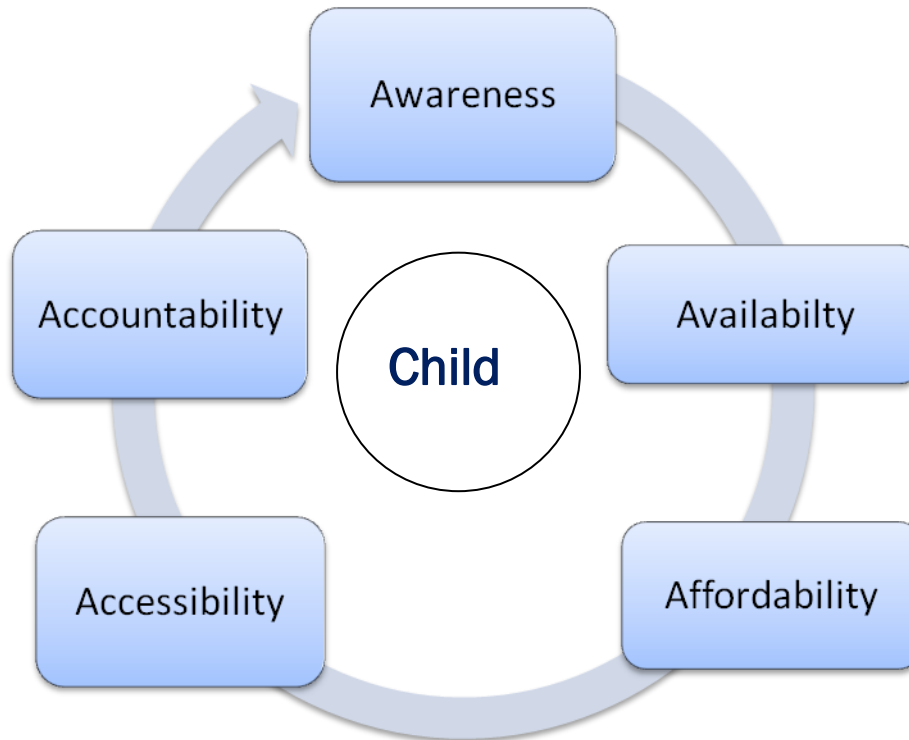
## **Our 5A Approach**

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

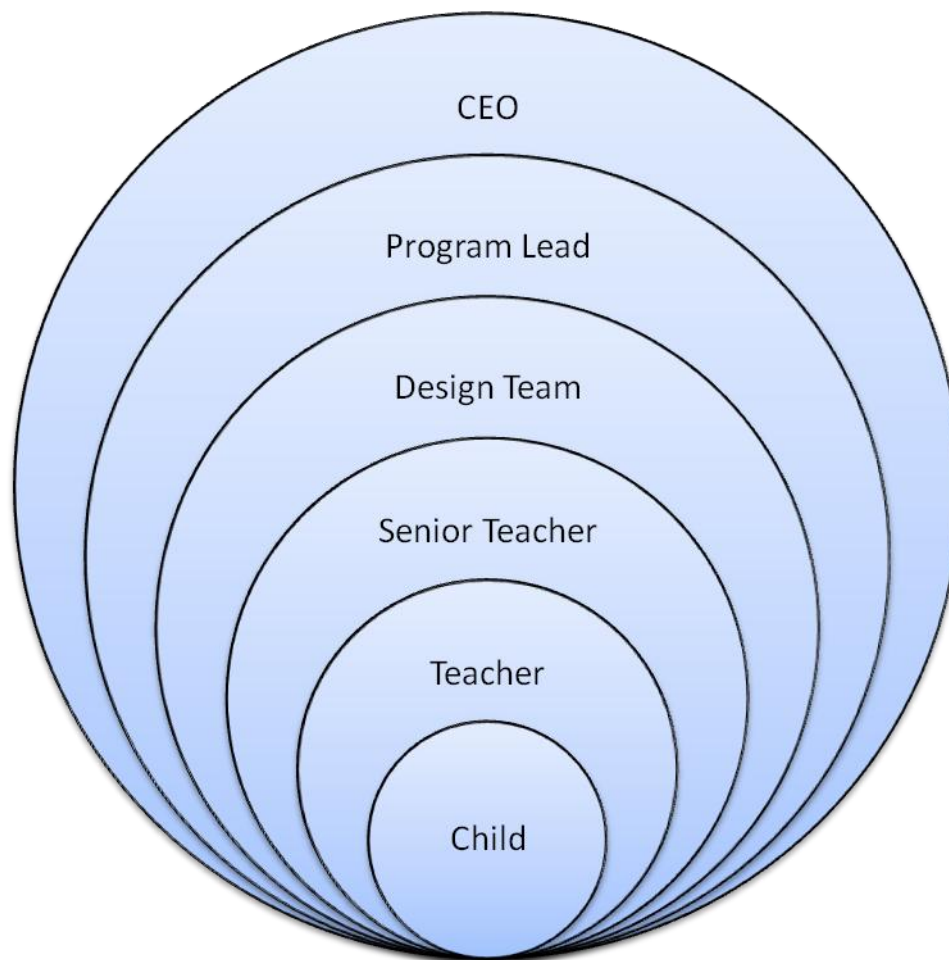
- Measure students' learning through independent assessments by reputed external agencies

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**

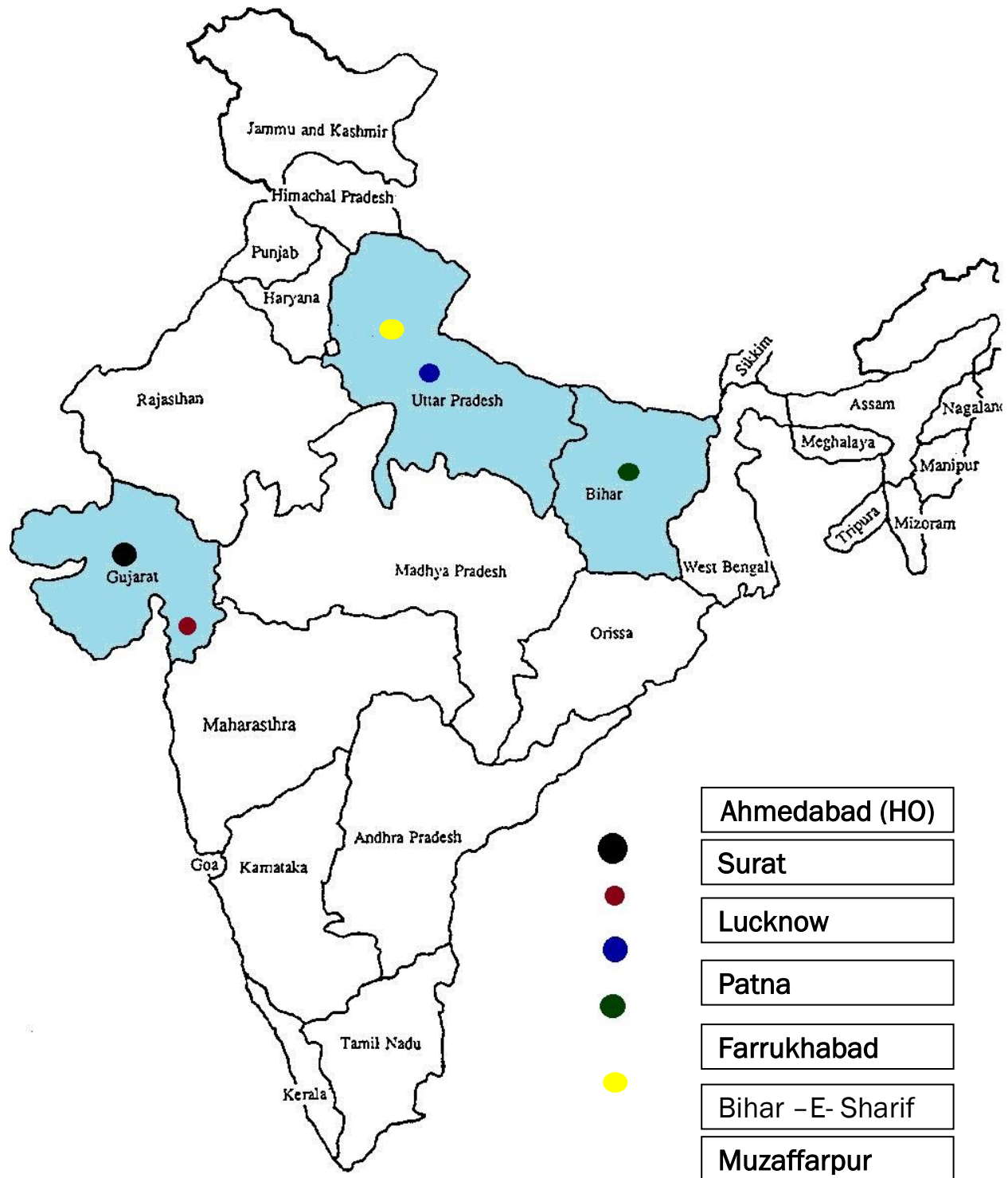
Gyan Shala believes in Constructivist and Piagetian perspectives of learning. It has adopted activity oriented pedagogy in elementary program, in which the teacher-whole class interaction is for no more than 15% of class time. The children spend the rest of the class time in working individually or in 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 3<sup>rd</sup> 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 2020-21**

Gyan Shala educated around 20819 children in 842 classes in seven cities in three states under its elementary program, covering grades 1-3. The middle school (grades 4-7) covered around 3828 children in 194 classes in four cities (Ahmedabad, Surat, Farukhabad and Patna )

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 as well as in Patna 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 2020-21, the Elementary school program had 20819 children in 842 classes, as per details in the following table:

<b>Sr. No</b>	<b>Location</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
<b>1</b>	<b>Ahmedabad</b>	238	4566	2237	2329
<b>2</b>	<b>Surat</b>	86	1611	822	789
<b>3</b>	<b>Patna</b>	251	7179	3180	3999
<b>4</b>	<b>Bihar Sharif</b>	37	1198	522	676

<b>5</b>	<b>Muzaffarpur</b>	40	1198	547	651
<b>6</b>	<b>Lucknow</b>	99	2653	1261	1392
<b>7</b>	<b>Farukhabad</b>	91	2414	1268	1146
<b>Total</b>		<b>842</b>	<b>20819</b>	<b>9837</b>	<b>10982</b>

In the academic year, having completed and partial lockdowns and three waves of Covid-19 pandemic, the classes remain completely closed for the months of April and May 2020, which is summer vacation period in a normal condition. The initial data regarding phone contacts of the parents in elementary classes showed that the only 25 percent of the students were having basic phones in their homes. In this situation, the team decided to supply incomplete worksheets of March 2020 as well as the first volume of worksheets in June 2020 to the children at their homes. The design team started preparing video lessons and started sending those to be shown on community TV sets. For the younger children, the teacher started activities also to explain the content covered in video lessons. During partial lockdowns, the children came to the centers in small batch size such as 6-7 for lesser duration (1-2 hours).

## **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 of Ahmedabad 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 Surat, one of the areas, the Government School Principals shared that their school buildings are under renovation and are unable to enroll the students in Grade 4. The students were not able to attend other SMC schools as they were quite far. In this situation Gyan Shala decided to run 4 classes of Grade 4 as a special case, for a year. These students afterwards mainstreamed in Grade 5 in nearby SMC schools.

In Faukhabad, UP, middle school program is being run since the year 2015-16, so as to cover the all the children especially who might not join regular government schools due to proximity and longer duration issues. Because of the funding constraint, the children were mainstreamed and all the classes of middle school program have been shut.

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 2020-21, the middle school program had total of 3828 children in 194 classes in four cities, namely Ahmedabad, Surat, Patna and Faukhabad, as shown in detail in the following tables:

#### **Ahmedabad Middle School Program:**

<b>Grades</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
<b>4</b>	30	595	296	299
<b>5</b>	28	568	282	286
<b>6</b>	29	470	210	260
<b>7</b>	25	414	179	235
<b>Total</b>	<b>112</b>	<b>2047</b>	<b>967</b>	<b>1080</b>

#### **Surat Middle School Program:**

<b>Grade</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
<b>4</b>	4	102	50	52

#### **Farukhabad Middle School Program:**

<b>Grades</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
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<b>4</b>	12	248	135	113
<b>5</b>	11	192	85	107
<b>Total</b>	<b>23</b>	<b>440</b>	<b>220</b>	<b>220</b>

**Patna Middle School Program:**

<b>Grades</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
<b>4</b>	33	768	314	454
<b>5</b>	22	471	170	301
<b>Total</b>	<b>55</b>	<b>1239</b>	<b>484</b>	<b>755</b>

**Total Students in Middle School Program:**

<b>Location</b>	<b>Grades</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
<b>Ahmedabad</b>	4 to 7	112	2047	967	1080
<b>Surat</b>	4	4	102	50	52
<b>Farukhabad</b>	4 to 5	23	440	220	220
<b>Patna</b>	4 to 5	55	1239	484	755
<b>Total</b>		<b>194</b>	<b>3828</b>	<b>1721</b>	<b>2107</b>

#### **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:

<b>Name of Project:</b>	<b>AMC School Program 2008-2011</b>	<b>Bihar Govt. School Program 2014-2016</b>
<b>Objective:</b>	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
<b>Target Beneficiaries (direct):</b>	Municipal School Children (grades 1-4)	0.6 million Govt. School children (grades 1-2)
<b>Geographical Location:</b>	Ahmedabad Municipal Schools	Jehanabad, Jamui, Vaishali and West Champaran districts.
<b>Implementation Model:</b>	Based on Gyan Shala Model	
<b>No. of Beneficiaries impacted:</b>	8000 Children in AMC schools	Half a million children in Govt. schools
<b>Project Start and End Date:</b>	2008-2012	2014-2016
<b>Details of Donors/Funding Agencies:</b>	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:**

- 1) SARAS Program: Gyan shala program had 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. The designed

material for all four subjects of grade 1 had been sent to UP SCERT for review. The content was modified as per the suggestions from SCERT team. The training manual, teacher guides and workbooks had been printed. School wise metal boxes containing learning materials were also made ready for distribution. But, because of Covid-19 induced restrictions, the launch of the program got postponed.

- 2) Workbooks Design for Grades 4 and 5 for four main subjects: The design team members of all the three states collaborated to finalize the curriculum plan, lessons and workbooks for this intervention. The workbooks supplementing the UP state textbooks in the four main subjects: Hindi, Math, EVS and English have been designed. In this task, the revision modules were also designed so as to help children in recovering the learning losses in each subject.

### **Education Support Organization (Gyan Shala) as an Accreditation Agency under National Institute of Open Schooling (NIOS):**

In the year 2015-16, Education Support Organization (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. From the year 2018 -19 onwards, Grade 5 children have been taking 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.

During pandemic, Jamnabai school teachers shared video lessons and home work through Whatsapp groups and via YouTube channel also. Few students, who were not having any access, came to the school premises with their parents for an hour to take sessions from their teachers, while maintaining all Covid protocols. The negative impact on the enrolment is being found in the school, likewise the rest of the private schools. Fees waived off for many needy parents.

The details of the class wise enrollment are as under:

Jamnabai	2017-18		2018-19		2019-20		2020-21	
Grade	No. of Children	RTE	No. of Children	RTE	No. of Children	RTE	No. of Children	RTE
<b>Pre-school</b>	30	-	26		14		5	
<b>Std 1</b>	13	6	17	4	17	3	9	4
<b>Std 2</b>	16	8	16	6	12	4	17	3
<b>Std 3</b>	23	7	18	8	12	5	10	4
<b>Std 4</b>	16	-	30	7	22	8	12	5
<b>Std 5</b>	19	-	15		30	7	20	8
<b>Grand Total</b>	<b>117</b>	<b>21</b>	<b>122</b>	<b>25</b>	<b>107</b>	<b>27</b>	<b>73</b>	<b>24</b>

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.

## Contact Data of children across cities across grades:

Every year, we were providing average attendance data in the report. But In the year 2020-21, the students were contacted either through home visits or have been called in small batches in the class. The following table shows the month wise data of average visits carried out for the students in different grades and different cities for academic engagement. The table shows more number of the visits at the time of lesser restrictions from the Government under controlled Covid 19 conditions.

		AVERAGE VISIT 2020-21												
2020-21		April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
AHMEDABAD ELEMENTARY	STD 1				2	3	5	6	4	11	12	14	12	3

	STD 2				2	3	5	6	4	12	12	15	12	3
	STD 3				2	4	5	6	4	13	13	15	13	3
MIDDLE SCHOOL	STD 4				1	2	3	3	14	23	26	29	27	16
	STD 5				1	2	3	4	13	24	25	29	25	17
	STD 6				1	3	4	5	13	22	22	28	26	15
	STD 7				1	3	3	4	13	21	23	29	26	18
SURAT	STD 1			3	3	4	5	6	4	9	11	14	14	6
	STD 2			3	4	3	5	5	4	7	12	14	13	5
	STD 3			4	4	4	7	8	5	7	12	16	14	6
SURAT	STD 4						2	4	5	8	9	8	10	4
		April	Ma y	Jun e	Jul y	Au g	Sep t	Oc t	No v	De c	Ja n	Fe b	Ma r	
PATNA	STD 1					5	7	6	4	6	7	9	9	
	STD 2					5	7	6	4	6	7	8	9	
	STD 3					5	7	6	4	6	7	8	9	
PATNA MIDDLE SCHOOL	STD 4					4	6	6	5	8	7	11	10	
	STD 5					4	6	6	5	8	8	11	10	
BIHAR SHARIF	STD 1					4	7	6	5	6	5	6	5	
	STD 2					4	8	6	5	6	6	6	5	

MUZAFFARPUR	STD 1					4	6	6	4	6	6	5	6	
	STD 2					4	6	6	4	5	6	5	5	
LUCKNOW	STD 1					0	3	4	4	4	4	4	4	
	STD 2					2	5	5	5	5	5	5	6	
	STD 3					2	4	5	5	5	4	4	5	
FARUKABAD ELEMENTRY	STD 1					3	4	5	7	10	13	13	13	
	STD 2					3	4	4	6	9	11	11	11	
	STD 3					3	4	5	7	11	14	14	14	
FARUKABAD MIDDLE SCHOOL	STD 4					3	5	6	8	11	14	14	14	
	STD 5					3	5	7	9	13	16	16	16	

## Performance of Children in Internal Assessments:

As the Covid induced lockdown and classroom closures started in the last week of March 2020, in Gujarat, internal annual written assessments could not be carried out. The external assessments planned under DIB obligation by Convegenius for Ahmedabad elementary program had been cancelled.

Organization's own process for third party assessments of Grades 3, 5 and 7 for the ASSET tests under Educational Initiatives have also been cancelled.

In the programs in the states of Bihar and UP, as the academic year is from April to March, the annual written tests have been completed in the second week of March only, before the lockdown. So, the data of annual written tests could be obtained.

The following table shows the data of the city wise, program wise, internal first written test or annual written test performance of the students. The number shows the grade wise average percentage of marks obtained by the total students in that grade for that subject.

<b>Ahmedabad Elementary</b>
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	First Written		
Subject	Grade 1	Grade 2	Grade 3
Gujarati		79	55
Math		62	56
Project			71
Allover		70	55

Ahmedabad Middle School					
	First Written				NIOS
Subject	Grade 4	Grade 5	Grade 6	Grade 7	Grade 5
Gujarati	64	59	61	59	58
Math	61	65	54	55	58
English	65	64	58	58	65
Science/Environmental Studies	60	48	56	54	63
Social Science	61	56	64	60	
Computer					66
Art & Craft					61
Allover	57	54	57	56	61

Surat			
	First Written		
Subject	Grade 1	Grade 2	Grade 3
Gujarati		86	74
Math		80	77
Project			83
Allover		83	76

Patna Elementary			
	Annual Written		
Subject	Grade 1	Grade 2	Grade 3
Hindi	67	70	66
Math	76	73	70
Allover	70	71	67

Patna Middle School	
	Annual Written



Subject	Grade 4	Grade 5
Hindi	62	53
Math	53	60
English	45	47
Science	57	58
Allover	54	54

**Bihar E Sharif**

	Annual Written	
Subject	Grade 1	Grade 2
Hindi	71	79
Math	77	81
Allover	73	80

**Muzaffarpur**

	Annual Written	
Subject	Grade 1	Grade 2
Hindi	80	78
Math	85	79
Allover	82	78

**Lucknow**

	Annual Written		
Subject	Grade 1	Grade 2	Grade 3
Hindi	77	72	71
Math	72	73	75
English		80	76
Project		71	72
Allover	74	74	73

**Farukabad Elementary**

	Annual Written		
Subject	Grade 1	Grade 2	Grade 3
Hindi	86	80	75
Math	79	82	66
English		82	73
Project		75	73

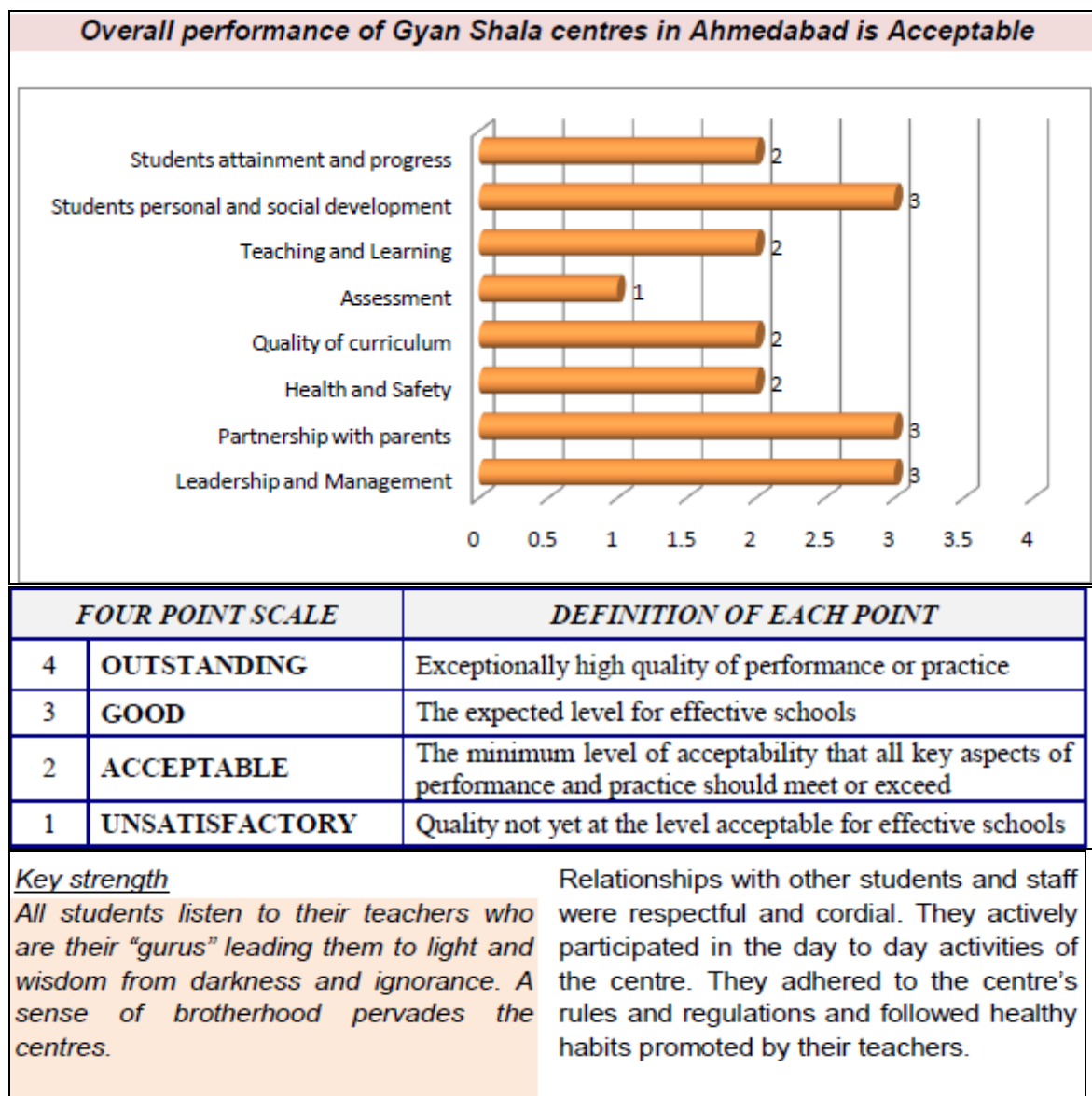
<b>Allover</b>	82	79	71
<b>Farukabad Middle School</b>			
	Annual Written		
<b>Subject</b>	<b>Grade 4</b>	<b>Grade 5</b>	
<b>Hindi</b>	75	84	
<b>Math</b>	66	71	
<b>English</b>	72	78	
<b>Project</b>	77	73	
<b>Allover</b>	73	77	

### 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 ?



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.

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 Matters 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 confine 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.

<b>Items</b>	<b>2018-2019 (in lakhs)</b>	<b>2019-20 (in lakhs)</b>	<b>2020-21 (Rs. Lakh)</b>
<b>Total Earnings</b>	974.21	114.7	918.5
<b>Total Expenditure</b>	960.64	108.3	940.7
<b>Surplus</b>	13.56	6.3	(22.23)
<b>Total Assets</b>	506.6	558.9	479.9

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

<b>Donor/Funder</b>	<b>2018-</b>	<b>2019-20</b>	<b>2020-21</b>
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	2019 (in lakhs)	(in lakhs)	(Rs. Lakhs)
Nalanda Foundation	271.22	359.9	279
SBI Foundation	18.49	106.6	32.55
E&H Foundation	119.87	123.9	30.00
GRUH Finance	-	39.7	39.8
Shroff Foundation	75.00	25.0	-
Bajaj Auto	27.00	-	-
Tata Trusts	-	-	-
Macarthur Foundation	113.57	11.6	13.9
Delhi Project IC	-	-	11.03
Pushpawati Kantilal Trust	-	-	272.9
Navin Fluorine	10.00	-	24.74
Parents	69.66	51.2	-
UBS Optimus Foundation	251.93	336.6	-
Insaan, USA	15.27	23.03	178.3
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**

### Our Current Donors



**Enabling quality education and health for the underprivileged**



OneWorld Foundation



**Nalanda Foundation**

**Dr. K.R. Shroff Foundation**

## Our Past Donors



## Details of Governing Board Members and Trustees:

### Governing Board

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

Mr. Sudhir Mankad – Permanent Invitee	Retired Chief Secretary, Government of Gujarat
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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)

### Employee Details:

Sir 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	Team Leader	D. Pharm., M. Sc., B. Ed.	Elementary
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	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	Senior Supervisor	M.A.,B.Ed.	Surat

	Riyaz Ahmed			
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 lii	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
4	Shishir Yadav	B.E.(computer science & Engg), M.A.(Political Science)	Coordination	Behraich(gov),ele
5	Anirudh Kumar Dhusia	B.tech (CIVIL)	Coordination	Chandauli,middle

6	Abhishek Tiwari	PGDCA	Core team member	Elementary (gov)
7	Gaurav Mishra	BSc , B.ed	Senior supervisor	Elementary
8	Reena Shukla	B.A, M.A	Supervisor	Elementary
9	Priti Prabha	B.A ,LLB	Supervisor	Elementary
10	Gazala	B.A	Supervisor	Elementary
11	Tribhuvendra	BSc	Supervisor	Elementary
12	Ashish Maurya	B.A	Supervisor	Elementary
13	Sunita Dubey	B.A	Supervisor	Elementary
14	Pankaj Gautam	BSc	Supervisor	Elementary
15	Nisha	B.A	Supervisor	Elementary
16	Anas Khan	B.A	Supervisor	Elementary
17	Huma Khan	B.A	Supervisor	Elementary
Lucknow				
1	Ankit Pathak	B.tech, PGDMIA	Team Leader	Elementry, Govt Progrm
2	Pradeep Kumar	M.A , M.phil	Core Team Hindi	Elementry, Govt Progrm
3	Shivani Verma	B.tech	Core Team Maths	Elementry, Govt Progrm
4	Aparna Dwivedi	B.tech	Core Team Project	Elementry, Govt Progrm
5	Suneeta Nishad	M.A	Core Team Hindi	Elementry, Govt Progrm
6	Shweta Bajpai	B.tech	Core Team English	Elementry, Govt Progrm
7	Rajkumari Gupta	M.A,ITI(IT),MSW	Senior Supervisor(Field)	Elementry
8	Meenu Shukla	M.A	Supervisor	Elementry

9	Tarun Singh	MSW	Supervisor	Elementry
10	Sunaina Mishra	M.A	Supervisor	Elementry
11	Suman Singh	MSW	Supervisor	Elementry
12	Meera Mishra	M.A, L.L.B	Supervisor	Elementry
13	Monika	M.A	Supervisor	Elementry
14	Sanjeevani	B.A	Supervisor	Elementry

None of the staff and also none of the teachers employed by the parents' committees have been laid off due to classroom closures. Instead, the organization made sure that the all the staff get their salaries on time, even during strict lockdown conditions. In reciprocation, the staff across cities have agreed for not taking earned leave for the financial year 2020-21 and also not taking regular increment for the year.



# Education Support Organisation



Gyan Shala

## GYAN SHALA Project

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