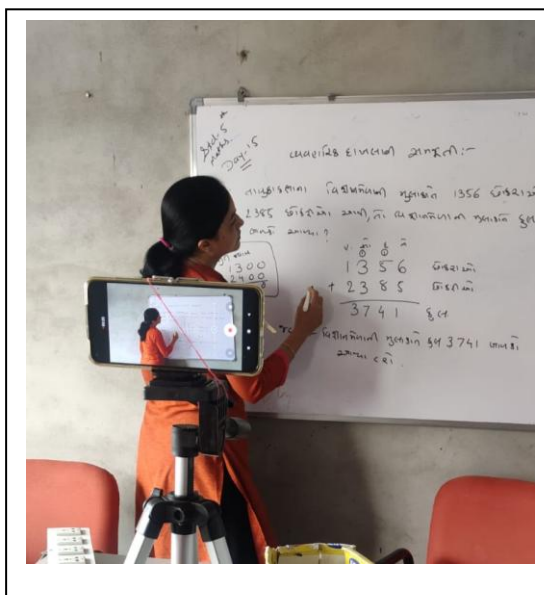
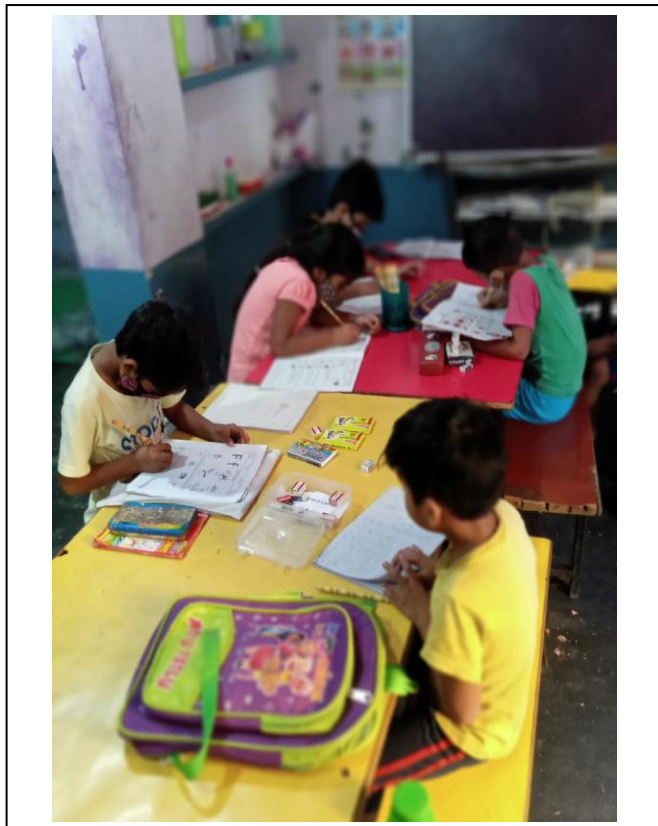


# Gyan Shala Education Support Organization



Annual Report 2021-22

**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 2021-22 :

### (A) Gyan Shala's Community Learning Program

In the academic year 2021-22, Gyan Shala's program team made progress in ensuring continued learning despite the disruptions caused by COVID19 related closures in the organisation's flagship community learning programs from Grades 1-7, running in seven cities. The entire design and field team focused their efforts on how to help children learn better and achieve age-grade level competencies, as in the year 2020-21 only about 50-55 percent of the learning goals were achieved because of the complete and partial lockdowns. To ensure that learning happens at the child's learning level, syllabus was revised in each grade and the team also made progress in planning hybrid mode of learning. The team became more efficient in using technology for meaningful communication with the students and teachers. Below is a snapshot of students across 7 cities in Bihar, Gujarat and Uttar Pradesh, as well as key activities undertaken to tackle the challenges posed by COVID19 during 2021-22.

2021-22		No of classes	Total No of Children		
City	Program		Male	Female	Total
Ahmedabad	Elementary	233	1939	1930	3869
	Middle School	113	1003	1045	2048
Surat	Elementary	82	883	809	1692
Patna	Elementary	259	3401	4242	7643
	Middle School	64	590	897	1487
Bihar e sharif	Elementary	51	697	820	1517
Muzaffarpur	Elementary	56	732	899	1631
Lucknow	Elementary	81	988	1085	2073
Farrukhabad	Elementary	75	1010	942	1952
	Total	1014	11243	12669	23912
	Total Elementary	837	9650	10727	20377
	Total Middle School	177	1593	1942	3535
	Total	1014	11243	12669	23912

In the year 2020-21, when COVID struck and regular engagement with children got disrupted, Gyan Shala had initiated the following solutions to engage children effectively given COVID induced constraints on classroom engagement in its community learning programs.

**- Phone-call based + worksheet engagement at home** - In periods of total lockdown students were engaged over the phone by the teacher at a time convenient to the parent (when phone was available).

**- Home engagement in small groups** - In periods of partial lockdowns, when in-person engagement in classes couldn't be resumed, but certain communities had opened up - in non-micro-containment zones, children were engaged in small groups of 3-4 in their houses.

**- Small group engagement in the classroom** - Once lockdowns were removed, and communities had slightly opened up, children were called to the classroom in small groups of 5-7-10 with each child being engaged 2-3 times a week.

**- TV-based Video Lesson engagement** - In Gujarat, video-based content was also developed to support the teacher - with the child being engaged over video lessons with support from teacher in conducting activities and for worksheet work.

TV-based video lessons especially for concepts that require visualisation were found to be effective for Grades 3 and above (for Grades 1 and 2, given the low attention span of children video content was found to be less effective). Towards the end of 2021-22 academic year, TVs have been installed in Patna, Lucknow and Farrukhabad also, and video content engagement is being initiated.

**- Regular engagement** - Once lockdown restrictions were completely removed and communities had opened up, regular daily engagement (of 3.5 hours every day 6 days a week) was resumed. Video content support was now restricted to difficult concepts exposition (for math), visual/graphic explanation where necessary (for Science) and listening exposure through picture stories and poems for Language and English (for Grades 3 and above).

Below is a brief timeline of how students were engaged in the 2021-22 academic year.

- (a) **April 1 to , 2021** - Given the second wave of COVID, classroom engagement and home-visits were stopped in April week 1. Students were engaged over phone and through worksheets.
- (b) **May 21 to June 8, 2021** – This period was utilised for curriculum development, teacher training over zoom, and student enrolment. Teachers' refresher /core training was conducted over Zoom from May 31 to June 8.
- (c) **June 9 to June 30, 2021** - Because of the high number of COVID cases, teachers continued to engage children over the phone. This was supplemented with worksheets which were provided to children at their homes. Teachers' subject training was conducted over Zoom.
- (d) **July 1 to July 31, 2021** - Students were engaged in small groups of 5-7, with video content showcased on TV to complement the learning in Ahmedabad and Surat.

In Patna, Bihar-e-sharief, Muzaffarpur and Farrukhabad students were called in small groups of 5-7 to the classroom, whereas in Lucknow students continued to be engaged

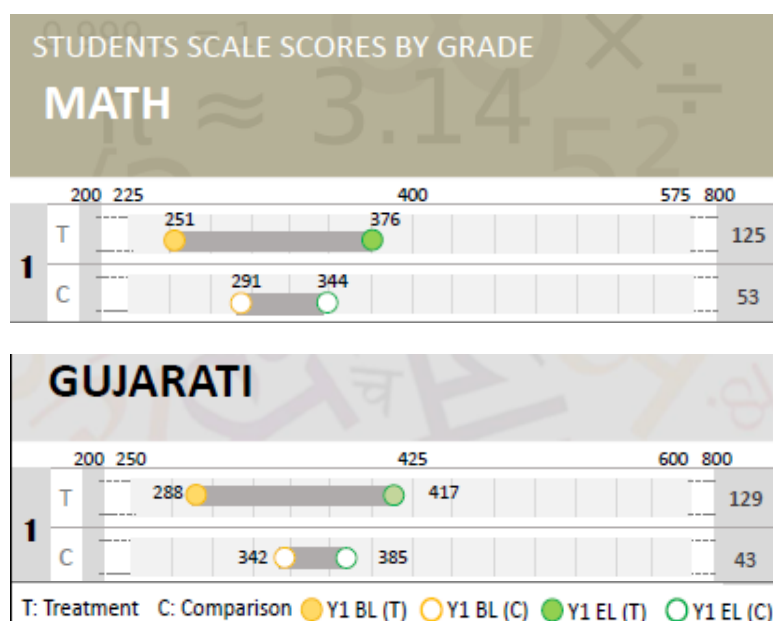
in their homes in small groups (owing to administrative guideline to not call children to classrooms in Lucknow)

- (e) **August 1 - August 25** - Starting August 1, students' numbers were increased to 50% of class strength (including Lucknow which started calling children to class).
- (f) **August week 4 to January 3 , 2022** - From August week 4, students were called in full capacity as COVID19 infections continued to remain low at all centres.
- (g) **January 4 – January 29, 2022** – Given rising cases of Omicron, all in-person engagement was stopped for a week (students were engaged over the phone). Subsequently, students were called to the class in small groups of 4-5
- (h) **January 31 – February 7, 2022** - Students were called in groups of 8-10 students
- (i) **February 8, 2022 onwards**– Starting February 8, given the drop in Omicron cases and relaxation of COVID restrictions; students have been called in full strength to the classrooms at all centres.

### Key Highlights of different programs within the Community Learning Program:

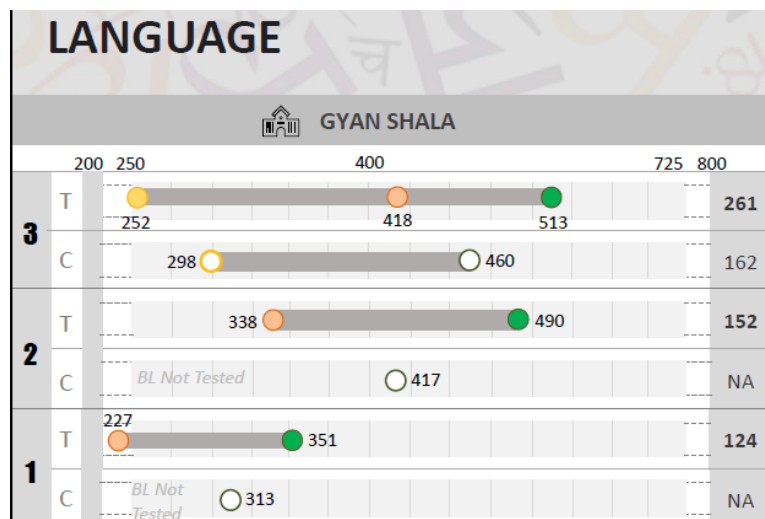
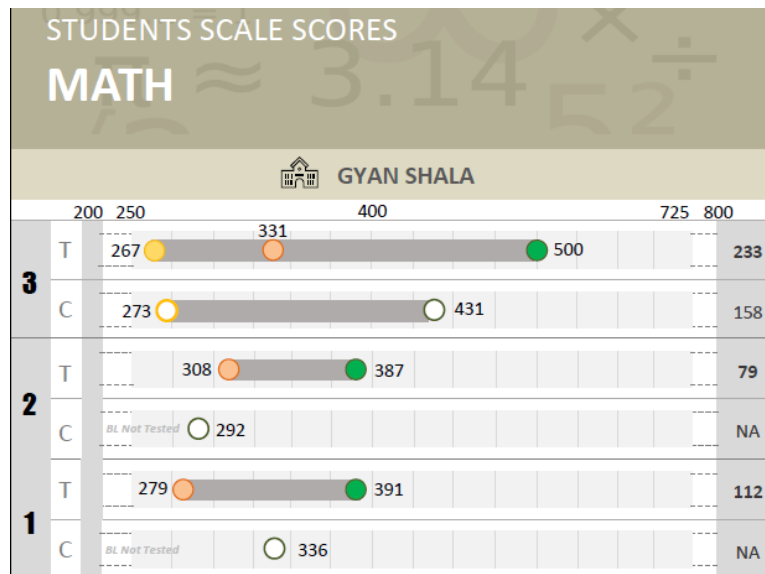
#### 1. Gujarat Elementary Program :

Gyan Shala's Gujarat Elementary Program (Ahmedabad and Surat) is a part of the prestigious QEI Development Impact Bond from 2018-2022. DIB being outcome based fund, Gyan Shala students learning outcomes against a control group of private schools in the two cities were to be evaluated every year starting the 2018-19 academic year. In 2018-19 when this assessment was carried out by Gray Matters India, for Grade 1 students, Gyan Shala students (T) performed exceptionally well outperforming private schools' (C) students in Ahmedabad and Surat.



Owing to COVID19 lockdowns, endline assessments could not be conducted for the 2019-20 and 2020-21 academic years.

The 2021-22 endline assessments were the final assessments for QEI DIB. Gyan Shala's children (T) performed very well in the same too (for both Maths and Gujarati) for Grades 1, 2, 3; achieving much higher learning outcomes both in absolute terms (targets) and compared to private schools (C) . Below is a snapshot of the assessments conducted by third party agency Convegenius for QEI DIB in **April 2022**.



T: Treatment | C: Comparison

● Y2 BL (T) ● Y2 EL (T) ● Y3 BL (T) ● Y3 EL (T) ● Y4 BL (T) ● Y4 EL (T)  
 ● Y2 BL (C) ● Y2 EL (C) ● Y3 BL (C) ● Y3 EL (C) ● Y4 BL (C) ● Y4 EL (C)

Sustained commitment and efforts from the entire team - teachers, senior teachers, senior supervisors and design team members, to ensure that innovative solutions are deployed to sustain children's learning despite the challenges posed by COVID19, led to Gyan Shala students getting 120% higher scores than targets in the third party assessments held in April 2022.

### **Gujarat Middle School Program :**

Gyan Shala's Middle School Program in Gujarat provided quality education to Grades 4-7 children. To tackle the lockdown challenges posed by COVID19, program focused on hybrid model of education where the content based videos have been shown to the students during class time and after that the teachers discussed on the important topics with the students. In addition to this, the team also utilised WhatsApp groups for student engagement as well as for guiding subject teachers and started supplying appropriate readily available e-content through these groups.

Grade 5 students of Gyan Shala appeared for National Institute of Open Schooling (NIOS) exam in March 2022. More than 96% students scored more than 50% marks, with no student failing (scoring less than 35%) thus reaffirming the strength of Gyan Shala's curriculum approach.

	<b>Performance distribution of children</b>					
	<b>Present (Nos.)</b>	<b>&gt;=70% marks</b>	<b>60%-70% marks</b>	<b>50%-60% marks</b>	<b>35%-50% marks</b>	<b>&lt;35% marks</b>
Gujarati (first language)	259	36%	20%	29%	15%	0
Maths	259	27%	20%	27%	26%	0
English	259	54%	23%	17%	6%	0
Environment	259	37%	21%	23%	19%	0
Computer	259	50%	27%	19%	5%	0
Art & Craft	259	51%	23%	19%	6%	0
<b>All subjects</b>	<b>259</b>	<b>36%</b>	<b>30%</b>	<b>29%</b>	<b>4%</b>	<b>0</b>

## **2. Bihar Elementary and Middle School Program:**

Gyan Shala's Bihar Community learning program in Patna, Bihar e sharif and Muzaffarpur continued to provide quality education to over 12000 children from disadvantaged communities from Grades 1-5.

Innovative methods from home-schooling, teaching children in small groups as well as video-based lessons were introduced to ensure that children were able to achieve age and grade-appropriate learning levels.

In Bihar, the design team having experience of working for UP Government school program, reviewed and redesigned their curriculum plans and accordingly workbooks.



The number of classes got increased in Bihar-e- Sharif and Muzaffarpur. The learning materials and training support to Azad India Foundation through Nalanda Foundation is continued.

### **3. Uttar Pradesh Elementary Program :**

In UP, the main program continued for grades 1 to 3 in Lucknow and Farukhabad on the lines of calling children in smaller batches and in regular batches from September 2021 onwards. Just like the Gujarat and Bihar programs, innovative methods were introduced to cope with the learning challenges posed by COVID19.

#### **(B) Uttar Pradesh Government School Program :**

**1) Worksheets based on Gyan Shala's curriculum approach developed for Grades 4 and 5 for all UP Government schools:** Gyan Shala successfully developed worksheets for Grades 4 and 5 for the 2021-22 academic year, for the subjects of Math, EVS, Hindi and English. The worksheets for the first term were approved by SCERT, printed and distributed to over 1.5 lakh schools in Uttar Pradesh.

For the second term, while worksheets were approved by SCERT, the same were not printed and distributed owing to disruption caused by COVID-19 and reduced working days in schools.

This material was also translated for English Medium schools (for subjects of Maths and EVS)

Worksheets developed by Gyan Shala's design team for 2022-23 academic year, were reviewed by SCERT in March 2022, and based on feedback received for the same, the same were revised. These revised worksheets will be rolled out for all 1.5 lakh Government schools of UP for 2022-23 academic year.

**2) Worksheet development collaboration for Grades 6 and 7 for all UP Government schools:** Gyan Shala successfully engaged UP SCERT and DIET staff to develop worksheets for Grades 6 and 7 on lines of Gyan Shala curriculum approach. This material was also translated for English medium schools (for subjects of Maths and EVS).

**3) SARAS program for Aspirational Districts of Bahraich and Chandauli - Pilot roll out of Gyan Shala's curriculum approach in 1000 schools for Grades 1-3:**

Gyan Shala will be initiating its pilot in 1000 schools of Bahraich and Chandauli to implement its curriculum approach (day wise learning plan with learning support in the form of day-wise worksheets, teacher guides with day-wise plan for activities/exposition, and other learning material - this will be complimented with teacher training and supervisory support), from the 2022-23 academic year.



- This pilot will begin with Grade 1 in 2022-23 with Grade 2 and Grade 3 added in 2023-24 and 2024-25.

- Improvement in learning levels, if any, will be measured through RCT assessment (with 1000 control schools in the same districts).

- As the schools did not open on time in 2021-22 owing to COVID19 lockdown, same could not be rolled out in 2021-22 academic year. Though establishing relationship with District level officers and block officers to make implementation more effective, was carried out in 2021-22.

#### **4) Large scale assessments for UP Government schools**

Gyan Shala is engaging with IIM Ahmedabad and an approved IT team to develop a large scale online assessment system to measure and analyse improvements in learning levels through smartphone-based MCQ questions. This solution is being developed to be deployed in UP Government schools from 2022-23.

All design team members of Bihar, Gujarat and Uttar Pradesh were involved for development of material for the UP Government school program the program. The materials prepared have been reviewed by SCERT team and then sent for printing while accommodating the suggestions. In the process, the team learnt a lot. The team members felt quite proud when these workbooks got printed and distributed for all the children studying in Grades 4 and 5 in all the Government schools of the entire state of UP, covering more than 1.5 lakh schools.

#### **(C) Gujarat Affordable Private Schools Program :**

Gyan Shala has so far demonstrated successful implementation of its curriculum approach in its community learning centres reaching out and successfully providing quality education to children deprived of formal education. It has also successfully demonstrated impactful scaling up of its curriculum approach in Government schools.

Access to quality education remains as much of a problem for Affordable (low fee) private schools (APS), if not more so, with an even greater crunch of resources. This has been further exacerbated because of COVID19, with low attendance, low fee collection and learning loss because of loss in school days. During COVID19, most of APS' children couldn't even access online learning. Currently 50% of children in India rely on private schooling for primary education (approximately 120 million children access education 4.5 million private schools), with 70% of these students paying fees of less than Rs 1000 per month (<\$12 per month).

For over two years now, Gyan Shala has been working on developing a solution to support APS in improving the learning outcomes of the children based on GyanShala model

In 2021-22, Gyan Shala ran a small pilot of this program in 6 APS (and one NGO school) catering to children from low-middle income communities in Ahmedabad. In

this phase, given the small number of students, the workbooks printing was done in black and white, instead of colour printing. The team provided the training to the teachers online. This initiation had provided the team learning about the needs of the private school management, teachers, parents and students, as also feedback on improvements to be made.

Gyan Shala now envisages to launch this program in a full-fledged manner in 25-40 schools in 2022-23, 90-100 schools in 2023-24 and over 130-150 schools in 2024-25. Our solution would demonstrate and significantly improve quality of learning outcomes in Affordable Private Schools, an important cog in India's primary education system.

#### **(D) Loss of a member due to Covid-19 :**

The organization lost Mr Vasantbhai Parmar, Field Coordinator at Surat in the second wave of the COVID 19 in May 2020. Vasantbhai had played a very important role in successfully scaling up and managing the Community Learning Program in the city of Surat. The organisation mourns the loss of a very dear member, who cared deeply for the organisation, its work and most importantly for all the lives he touched - his colleagues, students, their families and the communities Gyan Shala works for. We hope to be able to do justice to the great work being carried out by Vasant bhai.

#### **(E) Management Transition :**

The organization has identified Additional CEO, Mr. Chirantan Shah to take over major responsibilities from the existing CEO and founder Dr. Pankaj S. Jain, over the duration of the next two - three years. Thus the organization is well positioned for smooth transition at the senior-most position.

# Detailed Report for the year 2021-22:

## PREFACE:

Children 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.

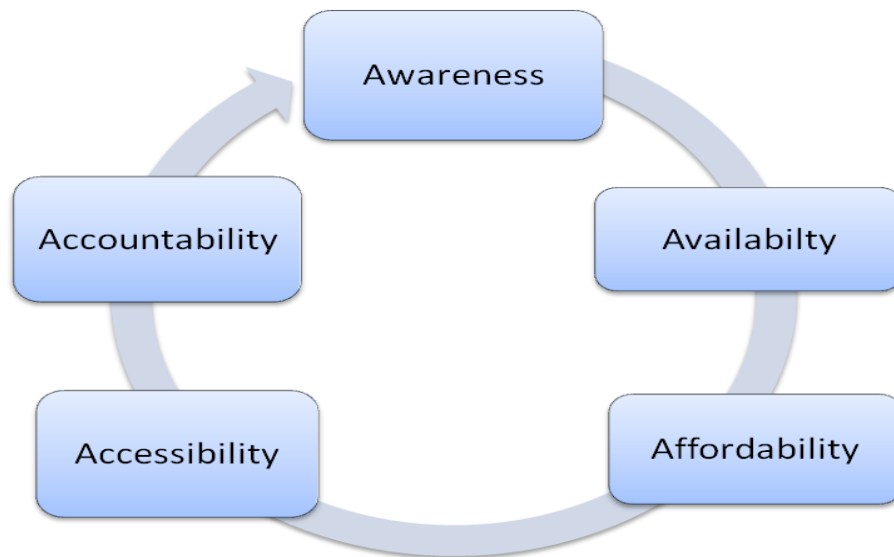
## Our 5A Approach

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.

Gyan Shala’s approach addresses all the above concerns by covering 5As.

- **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 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

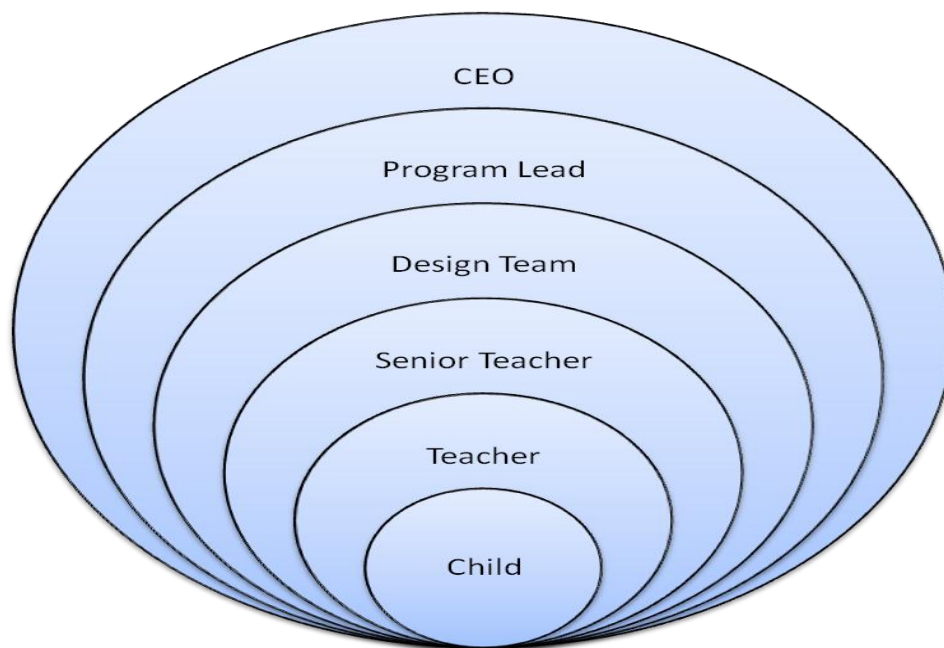
- Measure students' learning through independent assessments by reputed external agencies

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**

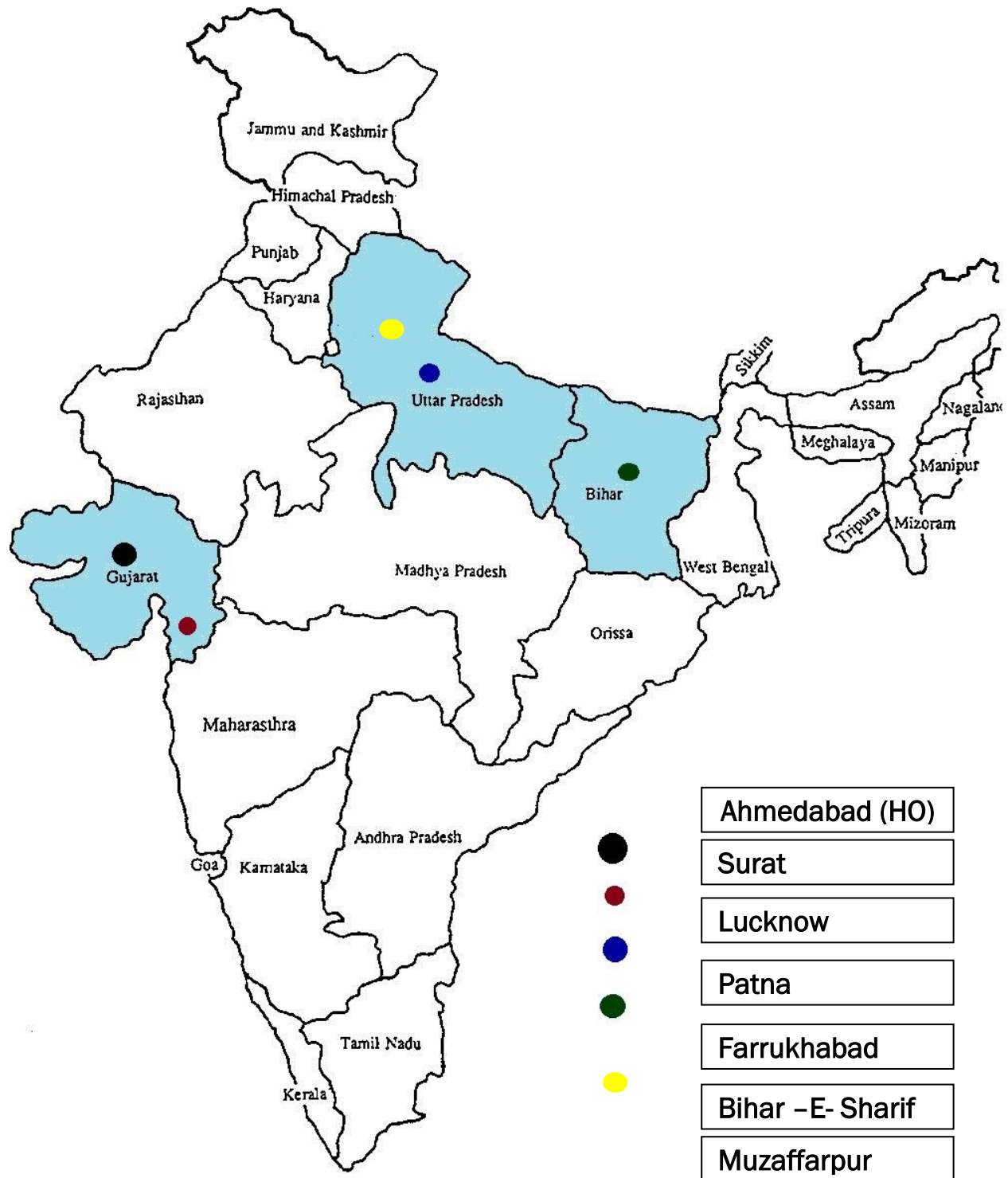
Gyan Shala believes in Constructivist and Piagetian perspectives of learning. It has adopted activity oriented pedagogy in elementary program, in which the teacher-whole class interaction is for no more than 15% of class time. The children spend the rest of the class time in working individually or in 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 2021-22**

Gyan Shala educated around 20695 children in 836 classes in seven cities in three states under its elementary program, covering grades 1-3. The middle school (grades 4-7) covered around 3556 children in 185 classes in two cities (Ahmedabad 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 an 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 2021-22, the Elementary school program had 20695 children in 836 classes, as per details in the following table:

Sr. No	Location	Centers	Children	Boys	Girls
1	Ahmedabad	232	4118	2086	2032
2	Surat	82	1761	912	849
3	Patna	259	7643	3401	4242
4	Bihar E Sharif	51	1517	697	820

<b>5</b>	<b>Muzaffarpur</b>	56	1631	732	899
<b>6</b>	<b>Lucknow</b>	81	2073	988	1085
<b>7</b>	<b>Farukhabad</b>	75	1952	1010	942
<b>Total</b>		<b>836</b>	<b>20695</b>	<b>9826</b>	<b>10869</b>

In the academic year 2021-22, having third wave of Covid-19 pandemic, the classes remain completely closed for around a week during the second week in the month of January 2021. As the field team and design team, both had an experience of how to engage children in the small batch size and through video lessons, the students remain engrossed in educational activities. As mentioned earlier, the curriculum got revised as per the needs of the children in the program and have been supported by various needs so as to minimize the learning loss. The students' performance in the third party assessments, carried out by Convegenius under DIB requirements have been found starkly superior compared to the performance of the children studying in private schools. The details of this test has been given in the Assessments section in this report.

## **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.

As Patna elementary program also reached maturity, middle school program has been started while responding to the needs of the communities. Here, two teacher 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 2021-22, the middle school program had total of 3556 children in 181 classes in the two cities, namely Ahmedabad and Patna, as shown in detail in the following tables:

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

<b>Ahmedabad</b>				
<b>Grades</b>	<b>Centers</b>	<b>Children</b>	<b>Boys</b>	<b>Girls</b>
<b>4</b>	35	753	361	392
<b>5</b>	29	516	268	248
<b>6</b>	27	419	209	210
<b>7</b>	26	381	167	214
<b>Sub-Total</b>	<b>117</b>	<b>2069</b>	<b>1005</b>	<b>1064</b>
<b>Patna</b>				
<b>4</b>	34	835	341	494
<b>5</b>	30	652	249	403
<b>Sub-Total</b>	<b>64</b>	<b>1487</b>	<b>590</b>	<b>897</b>
<b>Total MS</b>	<b>181</b>	<b>3556</b>	<b>1595</b>	<b>1961</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 38 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. District wise offices, field coordinators and two member senior field staff had been hired at District offices in Bahraich and Chandauli. 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, schools remained shut till the end of the August 2021 and that is why again in this year also the launch of the program got postponed.

- 2) Workbooks Design for Grades 4 and 5 for four main subjects : In the year 2020-21, 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. In the year 2021-22, the SCERT team suggested to produce the workbook for 160 days for the entire academic year of 2022- 23. The team had revised the design for the workbook for the whole academic year. The workshop had been organized in December 2021 for the same at Lucknow SCERT. The team members participated for the same and accordingly changed the worksheet design and lesson plans and submitted the same to SCERT.

### **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. 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 tremendous 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. There was only one admission in Grade 1. The management team has decided to give one more year to retain enrolment. The details of the class wise enrollment are as under:

<b>Jamnabai</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>	
<b>Grade</b>	<b>No. of Children</b>	<b>RTE</b>	<b>No. of Children</b>	<b>RTE</b>	<b>No. of Children</b>	<b>RTE</b>	<b>No. of Children</b>	<b>RTE</b>	<b>No. of Children</b>	<b>RTE</b>
<b>Pre-school</b>	30	-	26		14		5		4	
<b>Std 1</b>	13	6	17	4	17	3	9	4	1	0
<b>Std 2</b>	16	8	16	6	12	4	17	3	9	4
<b>Std 3</b>	23	7	18	8	12	5	10	4	15	3
<b>Std 4</b>	16	-	30	7	22	8	12	5	7	4
<b>Std 5</b>	19	-	15		30	7	20	8	11	5
<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>	<b>47</b>	<b>16</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.

## **Regular attendance of children across cities across grades:**

In this academic year 2021-22, in the initial months, the students were either visited at their homes or educated in the classrooms in small groups of 3-7. When the pandemic situation came under control, the students started coming to the community based classrooms for regular classes.

For 2021-22, the following table shows average visit data for the months in which students were engaged either at home or in small groups in classrooms (visits indicating the number of times a student was engaged in person, over a month). The average attendance data is reported for the periods when regular classes (3.5-4 hours daily engagement for six days a week) resumed.

		Average Visit and Attendance 2021-22												
				Average Visit		Class Attendance Percentage(%)								
2021-22	Grade			June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
AHMEDABAD ELEMENTARY	STD 1			4	11	53	61	63	50	66	43	60	63	70
	STD 2			4	12	58	66	66	52	67	45	62	64	71
	STD 3			3	12	59	69	69	53	70	47	64	67	71
AHMEDABAD MIDDLE SCHOOL					Average Visit		Class Attendance Percentage(%)							
					July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	STD 4				19	40	59	70	54	65	41	58	64	73
	STD 5				17	41	58	69	55	66	41	59	68	69
	STD 6				19	42	64	74	59	68	44	63	67	77
	STD 7				20	42	67	76	55	68	46	65	70	77
SURAT  ELEMENTARY				Average Visit		Class Attendance Percentage(%)								
	STD 1			4	7	44	65	72	50	70	45	67	67	75
	STD 2			6	10	52	65	70	50	70	52	66	68	75
	STD 3			5	9	49	66	72	51	71	48	68	71	74
					July	Aug	Sept		Oct	Nov	Dec	Jan	Feb	Mar
PATNA					Av Visit			Class Attendance Percentage(%)						
					July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	STD 1				7	8	2	75	74	70	76	76	78	72
	STD 2				7	8	2	73	72	68	74	76	76	71
	STD 3				7	8	2	73	71	69	73	76	75	70
	STD 4				8	8	2	67	66	67	72	71	74	69
	STD 5				8	9	2	65	66	68	72	73	74	72
BIHAR SHARIF					July	Aug	Sept		Oct	Nov	Dec	Jan	Feb	Mar
					Av Visit	Av Visit	Av Visit	%	%	%	%	%	%	%

	STD 1				6	7	2	68	69	66	67	42	55	66
	STD 2				6	6	2	72	69	66	65	48	56	67
	STD 3				6	7	2	72	72	70	69	47	57	68
MUZAFFARPUR					July	Aug	Sept		Oct	Nov	Dec	Jan	Feb	Mar
					Av Visit	Av Visit	Av Visit	%	%	%	%	%	%	%
	STD 1				6	7	2	62	65	65	63	74	74	74
	STD 2				6	7	2	66	64	64	63	77	78	78
	STD 3				6	7	2	64	64	63	64	77	75	77
LUCKNOW					July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	
					Average Visit		Percentage %				Average visit	Percentage %		
	STD 1				3	3	69	68	71	63	8	74	69	
	STD 2				3	4	70	66	71	67	10	72	66	
	STD 3				4	5	77	77	62	76	9	67	69	
FARUKABAD ELEMENTARY					July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	
					Average Visit		Percentage %				Average visit	Percentage %		
	STD 1				4	5	62	68	71	69	11	61	68	
	STD 2				4	7	59	68	66	67	11	59	64	
	STD 3				4	7	62	69	69	70	13	52	60	

## Performance of Children in Internal Assessments :

Gyan Shala elementary program typically assesses children through two oral assessments and two written assessments in an academic year to know the effectiveness of the program implementation as well as needs of the students. In Middle School, children are assessed through semester (term) written exams.

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

2021-22			
Ahmedabad Elementary			
Annual Written			
Subject	Grade 1	Grade 2	Grade 3

<b>Gujarati</b>	84	70	70
<b>Maths</b>	75	70	72
<b>English</b>		70	81
<b>Project</b>	70	60	66
<b>Allover</b>	76	66	71

Ahmedabad Middle School Program					
	Annual Written				NIOS
<b>Subject</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 5</b>
<b>Gujarati</b>	63	59	55	62	63
<b>Maths</b>	59	54	54	56	61
<b>Hindi</b>	64	69	63	71	
<b>English</b>	64	60	61	65	88
<b>Science/Environmental Studies</b>	53	51	51	54	65
<b>Social Science</b>			59	61	
<b>Computer</b>					71
<b>Art &amp; Craft</b>					69
<b>Project</b>	55	59	58	69	
<b>Allover</b>	58	56	56	62	66

Surat Elementary Program			
	Annual Written		
<b>Subject</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Gujarati</b>	<b>92</b>	<b>83</b>	<b>79</b>
<b>Maths</b>	89	88	86
<b>English</b>		93	90
<b>Project</b>	87	83	83
<b>Allover</b>	90	87	84

Patna Elementary Program	
	Annual Written

Subject	Grade 1	Grade 2	Grade 3
Hindi	69	69	67
Maths	74	72	66
English	71	75	60
Project		68	64
Allover	70	70	64

Patna Middle School Program		
	Annual Written	
Subject	Grade 4	Grade 5
Hindi	59	68
Maths	64	65
English	53	62
Science	65	64
Allover	60	65

Bihar E Sharif Elementary Program			
	Annual Written		
Subject	Grade 1	Grade 2	Grade 3
Hindi	67	78	77
Maths	72	82	78
English	72	84	70
Project		82	74
Allover	69	80	74

Muzaffarpur Elementary Program			
	Annual Written		
Subject	Grade 1	Grade 2	Grade 3
Hindi	75	74	72
Maths	77	75	73
English	78	79	70

<b>Project</b>		73	68
<b>Allover</b>	75	73	69

Lucknow			
	Annual Written		
<b>Subject</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Hindi</b>	85	79	72
<b>Maths</b>	82	82	78
<b>English</b>		85	81
<b>Project</b>		72	70
<b>Allover</b>	84	80	75

Farrukhabad			
	Annual Written		
<b>Subject</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Hindi</b>	81	73	75
<b>Maths</b>	79	82	77
<b>English</b>		87	73
<b>Project</b>		69	68
<b>Allover</b>	79	75	70

### External Assessments :

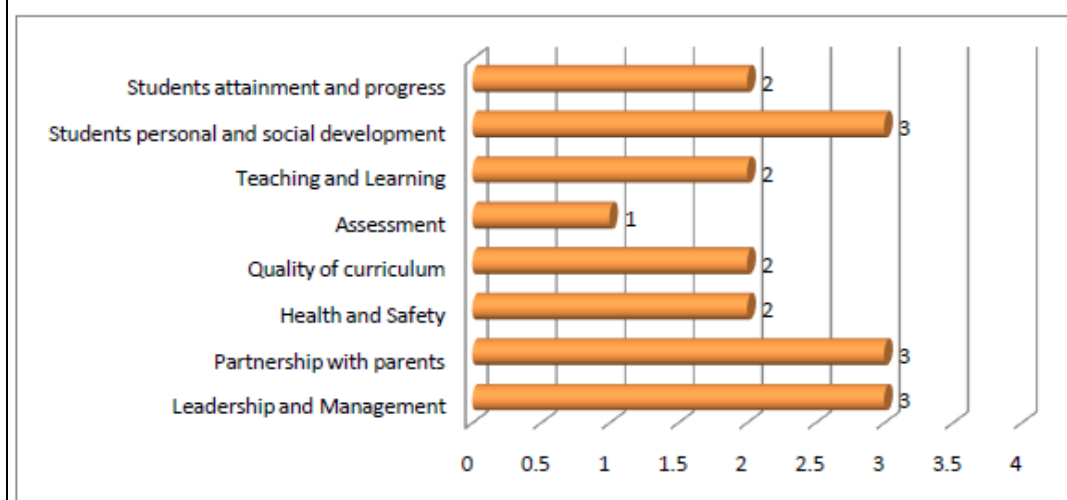
- 1) **CfBT Rating:** As mentioned, Gyan Shala strives to improve its practices by involving credible agencies to rate various organizational processes with a focus on students' achievements. CfBT India Pvt. Ltd. conducted reviews and ranked different aspects of the organization. Snap-shot of some of 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**



<b>FOUR POINT SCALE</b>		<b>DEFINITION OF EACH POINT</b>
4	<b>OUTSTANDING</b>	Exceptionally high quality of performance or practice
3	<b>GOOD</b>	The expected level for effective schools
2	<b>ACCEPTABLE</b>	The minimum level of acceptability that all key aspects of performance and practice should meet or exceed
1	<b>UNSATISFACTORY</b>	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.

**External Assessments by ConveGenius (previously known as) Gray Maters India Pvt. Ltd. under DIB grant for Grades 1 to 3 students of Ahmedabad :**

In the year 2021-22, as per the DIB Grant norms, being the fourth year of the program, ConveGenius Insights had conducted third party assessment, of representative sample students from the randomly selected classes of all the grades of Gujarat elementary program. Baseline as well as endline tests had been conducted and compared with the private school students. Details about the same have been illustrated in the executive summary.

### Financials & Donors

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

Items	2018-2019 (in lakh)	2019-20 (in lakh)	2020-21 (Rs. Lakh)	2021-22 (Rs. Lakh)
<b>Total Earnings</b>	974.21	114.7	918.5	961
<b>Total Expenditure</b>	960.64	108.3	940.7	904
<b>Surplus</b>	13.56	6.3	(22.23)	56.8
<b>Total Assets</b>	506.6	558.9	479.9	406.9

Our generous donors in the last 3 years have been as under. We are grateful to them for giving the organisation the opportunity to implement a curriculum approach that we believe will significantly impact the quality of education in India at a very large scale.

Donor/Funder	2018-2019 (in lakh)	2019-20 (in lakh)	2020-21 (Rs. Lakh)	2021-22 (Rs. Lakh)
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<b>Navin Fluorine</b>	<b>10.00</b>	<b>-</b>	<b>24.74</b>	<b>16.75</b>
<b>UBS Optimus Foundation</b>	<b>251.93</b>	<b>336.6</b>	<b>-</b>	<b>-</b>
<b>Insaan, USA</b>	<b>15.27</b>	<b>23.03</b>	<b>178.3</b>	<b>11.7</b>
<b>Desh Pande Foundation</b>	<b>20.40</b>	<b>-</b>		
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Prof. Tushaar Shah	Senior Scientist, IWMI, Colombo

## Staff Profile :

Sr No.	Employee Name	Qualification	Designation	Programme
<b>Ahmedabad</b>				
1	Chirantan Shah	Additional CEO	B.Tech (NIT Nagpur), PGDM(IIM K)	National Team (NT)
2	Zalak Desai	Deputy CEO (Curriculum)	M. Sc., MEP, Hubert Humphrey fellow (Fulbright Scholarship)	National Team (NT)
3	Neha Shah	Core team Officer (Finance)	M. Com.	NT
4	Nisha Goswami	Core team Officer (Accounts)	M. Com., B. Ed.	NT
5	Yogini Parekh	Core team Officer (M&E)	M. Com., B. Ed.	NT
6	Tabbsum Shaikh	Senior Supervisor (M&E)	B. A.	NT
7	Heena Sampat	Senior Supervisor (Accounts)	B.Com.	NT

8	Solanki Minaben	Supervisor (Material-stock)	B.A.(Economics)	NT
9	Sejal Parikh	Team Leader	D. Pharm., M. Sc., B. Ed.	Elementary (Ele)
10	Vaishali Shah	Core team Officer	B. E. (Mechanical)	Ele
11	Hetal Raval	Language Mentor	M. Com., B. Ed.	Ele
12	Jayantibhai A Parmar	Core team member	M. A., B. Ed.	Ele
13	Niharika Parmar	Core team member	B. Com., L.L.B., B. Ed.	Ele
14	Sharmistha Parmar	Senior Supervisor	B. Com., B. Ed.	Ele
15	Divyarajsinh Parmar	Senior Supervisor	M.Sc.	Ele
16	Solanki Monalika Jaysukhbhai	Senior Supervisor	M.Com.	Ele
17	Megha Desai	Senior Supervisor	B.E.	Ele
18	Mangla Thosar	Supervisor	S.Y.B.A	Ele
19	Neeru Makwana	Supervisor	H.S.C. Pass	Ele
20	Rekha Chavda	Supervisor	M.A. B.Ed.	Ele
21	Nirmala Parmar	Supervisor	H.S.C Pass	Ele
22	Sangita Solanki	Supervisor	B.A.	Ele
23	Geeta Makwana	Supervisor	H.S.C Pass	Ele
24	Falguni Chavda	Supervisor	B.Sc	Ele

25	Samim Ajmeri	Supervisor	B.A	Ele
26	Pragna Shete	Supervisor	B.A	Ele
27	Nanda Parmar	Supervisor	B.A with Home Science	Ele
28	Rizwana Mapara	Supervisor	B.Com	Ele
29	Deena Makwana	Supervisor	M.A	Ele
30	Pratiksha Parmar	Supervisor	B.A.	Ele
31	Bharti Parmar	Supervisor	B.A	Ele
32	Kamini Solanki	Supervisor	B.Com	Ele
33	Farhad Saiyad	Supervisor	12th	Ele
34	Julekha Pathan	Supervisor	12th	Ele
35	Deena Karshaliya	Supervisor	S.S.C PASS	Ele
36	Mochi Chandrika	Supervisor	B.A	Ele
37	Shahenaj Shaikh	Supervisor	B.A	Ele
38	Jayshree Parmar	Supervisor	B.A B.Ed.	Ele
39	Kapadia Jayshreeben	Supervisor	12th	Ele
40	Farjana Shaikh	Supervisor	12th	Ele
41	Rachna Shah	Supervisor	S.S.C. P.T.C.	Ele
42	Julaya Fatma	Supervisor	B.A	Ele
43	Pragna Chavda	Field Officer	B. A., B. Ed.	Ele, M.S

44	Hargovan Desai	Field Officer	M.A.B.P.Ed.	Ele, M.S
45	Shashi Rawal	Senior Supervisor	B. Com.	Ele, M.S
46	Vijaya Bhitara	Senior Supervisor	B. A., B. Ed.	Ele, M.S
47	Firadoshjahan Zulaya	Senior Supervisor	B. A., B. Ed.	Ele, M.S
48	Bhavna Bhatt	Senior Supervisor	B.Sc.)Chem)	Ele, M.S
49	Sonal Mody	Team Leader (Program)	B. E. (Civil)	Affordable Private Schools (APS)
50	Maitree Joshi	Team Leader (Academics)	M. A., B. Ed., Diploma in Linguistics	APS
51	Chanchala Prasad	Core team Officer	B.E.	APS
52	Sumaiyaanjum Pathan	Core team Officer	B. Com., B. Ed.	APS
53	Kavyashri Dave	Core team Officer	B,E.	APS
54	Nipam Dhvanil Pandit	Core team Officer	M.Sc.	APS
55	Nilesh Solanki	Senior Supervisor	M.A.(PTC)	APS
56	pooja jangle	Senior Supervisor	M.Sc. B.ed.	APS
57	Aksha chauhan	Senior Supervisor	M.Sc.	APS
58	Meghna Bhatt	Team Leader	M. Sc.,B.Ed., Hubert Humphrey fellowship	Middle School (MS)
59	Prachi Shah	Core team Officer	B.E.	MS
60	Zalavadia Kausha	Core team Officer	B.E.	MS

61	Dipti Pandya	Core team Officer	MA	MS
62	Mohan Makwana	Core team Officer	M. A., M. Phil., B. Ed.	MS
63	Falguni Shukla	Core team Officer	M.Com.	MS
64	Hemali Shah	Core team Officer	MSC	MS
65	Hiral Solanki	Core team Officer	BE	Ms
66	Neha Solanki	Core team Officer	MA	Ms
67	Geeta Pasi	Supervisor	B.A	MS
68	Hemlata Rathod	Supervisor	M.A B.Ed	MS
69	Falguni Parmar	Supervisor	B.A	Ms
70	Pragna Parmar	Supervisor	B.Com	MS
71	Rachna Dave	Supervisor	S.Y. B.com.	MS
72	Parmar Shilpa	Supervisor	M.A	MS
73	Parmar Dipika	Supervisor	B.A	MS
74	Shimali Harshidaben	Supervisor	M.R.S(master of rural studies)	MS
75	Taslim Patel	Supervisor	B.A.(Gujarati)	MS
76	Padma Parmar	Supervisor	B.A	MS
77	Pragna Mistri	Supervisor	B.A.(Economics)	MS
78	Rangrej Shirinbanu Riyaz Ahmed	Senior Supervisor	M.A.,B.Ed.	Surat
79	Paresha Goswami	Senior Supervisor	B.Sc.	Jamnabai
<b>Surat</b>				
1	Chaudhari Pravina	B.E Computer	Core team	Ele



	Arvinbhai		Maths	
2	Parmar Neha Hitendrabhai	B.A	S.S	Ele,M.s
3	Shaikh Ruksanaben Jakirbhai	B.A	Supervisor	Ele
4	Kanthariya Priyankaben Subhashbhai	B.A	Supervisor	Ele
5	Ansari Heena Kutbuddin	B.A	Supervisor	Ele
6	Rathod Ritaben Maheshbhai	12 Pass	Supervisor	Ele
7	Palanpuriya Kaminiben Bhupendrabhai	B.A	Supervisor	Ele
8	Multani Hamida Husen	B.A	Supervisor	Ele,M.s
9	Pathan Shabnam Aslamkhan	B.A	Supervisor	Ele
10	Ansari Saleha	B.A	Supervisor	Ele
<b>Patna</b>				
1	Shweta Shrivastava	M.Sc (Chem.), DCA		
2	Anuj Kumar	M.Sc (Chem.), B.Ed, SIMAP, PGD-ISM, DCA, Volag-MAP		
3	Shashi Ranjanam	M.A, PhD (Pursuing)	Core Team (Eng.)	UP Prog.
4	Mani Kishore	B.E(Elect.), PGDIM, MCS,	Senior Sup.	Middle Prog.

	Das	M.A(Eco.)	(Hindi)	
5	Kumar Mayank	M.A	Senior Sup. (Eng.)	Elem. Prog.
6	Dheeraj Kumar	M.Sc(Phy),B.Ed,B.Sc(IT),HDIT	Senior Sup. (Math)	Elem. Prog.
7	Sangeet Sahay	B.Tech(IT), PHP	Senior Sup. (Science)	Middle Prog.
8	Anjali Kumari	M.Sc (Chem.)	Senior Sup. (Math)	Elem. / Middle Prog.
9	Pooja Kumari	B.A ,D.El.Ed	Senior Sup. (Hindi)	Elem. / Middle Prog.
10	Rupesh Kumar Sinha	M.Sc (Elec.), B.Ed	Senior Sup. (Project)	Elem. Prog.
11	Parbind Kumar Singh	B.A, B.Ed	Senior Sup. (Project)	Elem. Prog. / Training
12	Ashwani Kumar	M.A (Pub.Admn.)	Senior Sup. (English)	Elem. / Middle Prog.
13	S.M. Sharique	B.A	Senior Sup. (Accounts)	Elem. / Middle Prog.
14	Mani Bhushan Vidyarthi	B.A	Supervisor (Stock)	Elem. / Middle Prog.
15	Rinku Kumar	B.Com	Core Team (Field Inc.)	Elem. / Middle Prog.
16	Khurshid Jahan	M.B.A	Senior Sup.	Elem. / Middle Prog.
17	Raj Kumar Gupta	M. Com	Senior Sup.	Elem. / Middle Prog.
18	Deepak Kr. Mishra	M.A.	Senior Sup.	Elem. / Middle Prog.
19	Ajay Kumar	B.A	Supervisor	Elem. Prog.

20	Kumod Kumar	B.A	Supervisor	Elem. Prog.
21	Meena Devi	B.A	Supervisor	Elem. Prog.
22	Manju Shree	Inter	Supervisor	Elem. Prog.
23	Sunita Kumari	B.A	Supervisor	Elem. Prog.
24	Rajesh Kumar	B.A	Supervisor	Elem. Prog.
25	Sunita Devi li	B.A	Supervisor	Elem. / Middle Prog.
26	Ruby Kumari	B.A	Supervisor	Elem. Prog.
27	Md. Amjad Ali	B.A	Supervisor	Elem. Prog.
28	Shobha Kumari	B.A	Supervisor	Elem. / Middle Prog.
29	Renu Kumari	B.A	Supervisor	Elem. / Middle Prog.
30	Sunita Devi Iii	B.A	Supervisor	Elem. Prog.
31	Azad Kumar	B.A	Supervisor	Elem. Prog.
32	Dipika Kumari	B.Com	Supervisor	Elem. Prog.
33	Rimjhim Kumari	M.Com	Supervisor	Elem. Prog.
34	Anjali Kumari	B.A	Supervisor	Elem. Prog.
35	Sujata Singh	B.A	Supervisor	Elem. / Middle Prog.
36	Shahnaz	B.A	Supervisor	Elem. / Middle Prog.
37	Mukesh Kumar	B.A	Supervisor	Elem. Prog.
38	Sapna Tiwary	M.Com (1st Yr.)	Supervisor	Elem. Prog.
39	Rupam Kumari	B.Ed.	Supervisor	Elem. Prog.
40	Ashwini	B.A	Supervisor	Elem. Prog.

	Kumari			
41	Braj Kishor	B.A	Supervisor	Middle Prog.
42	Mohammed Masihuzzama	B.B.A	Supervisor	Elem. Prog.
43	Sachin Kumar	B.Sc	Supervisor	Elem. Prog.
<b>Bihar E Sharif</b>				
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.
<b>Muzaffarpur</b>				
1	Aditya Anand	B.E (Com. Sci.)	Core Team (Math)	UP, Middle Prog.
2	Kirti Murary	B.A	Supervisor	Elem. Prog.
3	Sanjay Kumar Sharan	B.A	Supervisor	Elem. Prog.
4	Niraj Tiwary	B.A	Supervisor	Elem. Prog.
<b>Farrukhabad</b>				
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	Abhishek Tiwari	PGDCA	Core team member	Elementary (gov)

5	Gaurav Mishra	BSc , B.ed	Senior supervisor	Elementary
6	Reena Shukla	B.A, M.A	Supervisor	Elementary
7	Priti Prabha	B.A ,LLB	Supervisor	Elementary
8	Gazala	B.A	Supervisor	Elementary
9	Ashish Maurya	B.A	Supervisor	Elementary
10	Pankaj Gautam	BSc	Supervisor	Elementary
11	Nisha	B.A	Supervisor	Elementary
12	Huma Khan	B.A	Supervisor	Elementary
<b>Lucknow</b>				
1	Ankit Pathak	B.tech, PGDMIA	Team Leader	Elementary, Govt Progm
2	Shishir Yadav	B.E.(computer science & Engg), M.A.(Political Science)	Coordination	Behraich(gov),ele
3	Pradeep Kumar	M.A , M.phil	Core Team Hindi	Elementary, Govt Progm
4	Shivani Verma	B.tech	Core Team Maths	Elementary, Govt Progm
5	Aparna Dwivedi	B.tech	Core Team Project	Elementary, Govt Progm
6	Suneeta Nishad	M.A	Core Team Hindi	Elementary, Govt Progm
7	Shweta Bajpai	B.tech	Core Team English	Elementary, Govt Progm
8	Rajkumari Gupta	M.A,ITI(IT),MSW	Senior Supervisor(Field)	Elementary
9	KiranKumari Vishvakarma	Double M.A, B.ed,M.ed	Senior Supervisor	Elementary

10	Meenu Shukla	M.A	Supervisor	Elementary
11	Tarun Singh	MSW	Supervisor	Elementary
12	Sunaina Mishra	M.A	Supervisor	Elementary
13	Suman Singh	MSW	Supervisor	Elementary
14	Meera Mishra	M.A, L.L.B	Supervisor	Elementary
15	Monika	M.A	Supervisor	Elementary
16	Sanjeevani	B.A	Supervisor	Elementary



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