



We stay ever committed to our mission...

**Gyan Shala
Education Support Organization
Annual Report 2018-19**

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1. The Genesis

Education Support Organisation (ESO) was registered as a not-for-profit Trust by erstwhile faculty members of IRMA and IIM (A), in 1996, after a detailed research of the education sector of our country and also some of the highly impactful development programs like AMUL Dairy Cooperative movement of India and Grameen Bank of Bangladesh.

The concept of Gyan Shala program was evolved by the founders of ESO based on conclusions drawn from their above research, which concluded that the focus of future school policy had to be on combating poor quality of education and high level of drop-out which affected the poor the most. The research also suggested that popular and widely recommended approach to raise quality of education by getting highly educated and motivated teachers will not work in Indian context, on a large scale in near future.

ESO decided to address specific challenges faced by socio-economically disadvantaged children in pursuing basic school education. The founders of ESO conceptualized and implemented a model of basic school education that would ensure good quality on a large scale. Gyan Shala, flagship Education program of ESO, was born in the year 1999.

Gyan Shala was started with twin objectives. The first was to design and establish an effective school model that would provide assured quality school education on a large scale, by relying on modest teacher competence-motivation, while addressing the specific issues faced by poor urban and rural children. The second was to set up an organizational capacity to implement this model and educate ever-increasing number of poor children each year.

Starting with just 10 classes of Grade 1 in the city of Ahmedabad in the year 2000, Gyan Shala has today emerged as one of the largest Non-Government School Education programs from Grades 1 through Grade 10 ensuring high quality learning outcomes for around 25,000 urban slum children each year from over 925 classes in five cities of three states of our country.

2. About Gyan Shala

Vision

- All poor children should be able to attain learning levels comparable of their counterparts in elite schools, thus paving a path for their socio-economic progress.

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.

Values

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

Goal

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

3. The Gyan Shala Model

3.1 Rationale behind Gyan Shala Model

Children of socio-economically disadvantaged and weaker sections of our society such as marginalized communities have very poor chances of attaining quality basic education due to lack of essential amenities. These are children living in typical slum communities in rural or urban areas whose parents are daily wage earners, domestic workers, cart pullers, auto drivers, et al. Children already disadvantaged in society because of poverty, location, ethnicity, gender, or disability learn the least as problems of ‘inaccurate measurement of learning’ along with poor teacher skills, teacher absenteeism, lack of inputs, and weak management are typically severest in formal schools in communities that serve the poorest students.

The traditional schooling system, which is primarily teacher-centric, followed by both Government and private sector, is appropriate only for a minority of India’s children who come from upper middle class or rich class of our society. A vast majority of our children who are from lower income or poor families (LIG or EWS families) benefit very little from traditional schooling system. This is because the traditional schooling system (Government or private) fails to engage children over the course of basic education. As a result of this they offer extremely poor learning levels. Further, cost of schooling of the traditional schooling system is beyond the minimum affordable level of the parents of these poor families. The compounded effect of all these is high drop-out rate of children.

For this vast majority of children, ESO has evolved new model of basic school education which is both low cost and child-centric (as against teacher-centric).The

curriculum and pedagogy are designed with an objective of delivering quality learning outcomes.

3.2 Salient Features of Gyan Shala Model

Gyan Shala is a basic school education program being run for children of socio-economically disadvantaged and weaker sections of our society, more particularly in the urban slum communities.

Some of the salient features of Gyan Shala model are as follows:

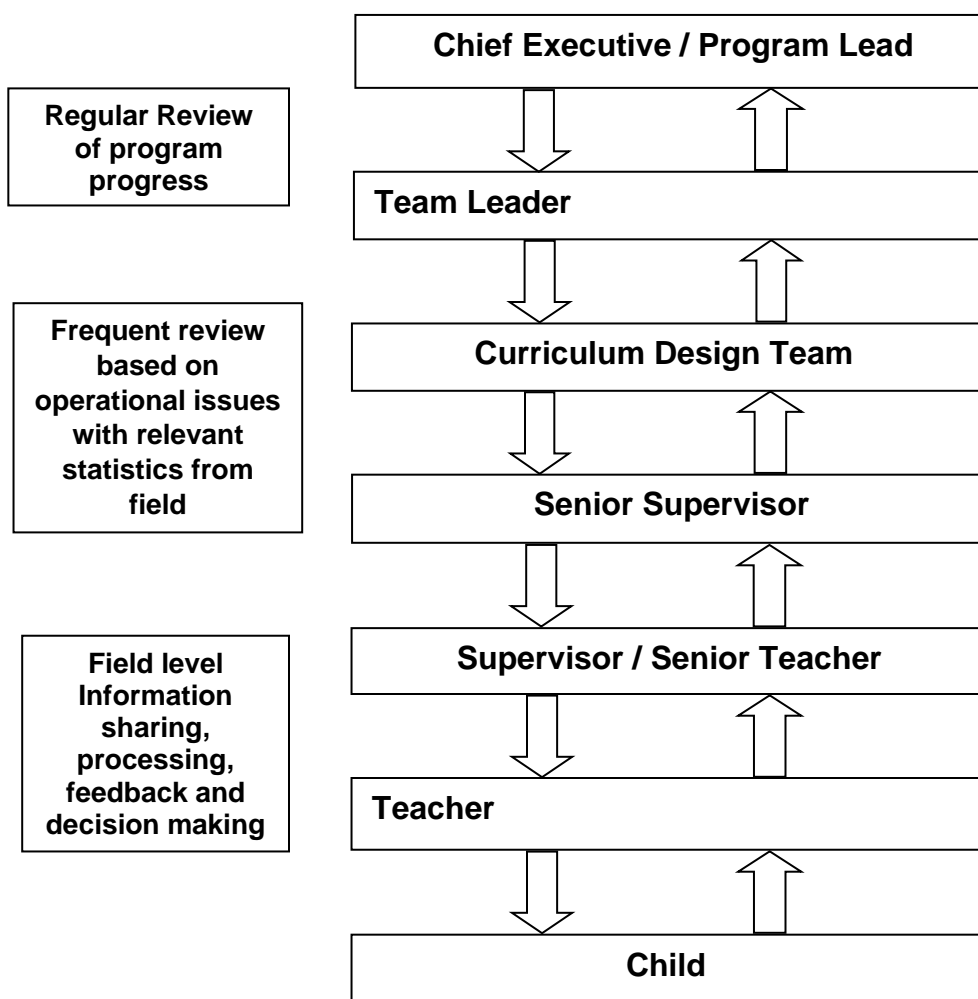
3.2.1 Child centric unlike Teacher centric:

It operates bottoms-up unlike traditional system which works top-down. That is, Gyan Shala model is child-centric. It focuses more on children's capability to learn than on teachers' capacity to teach. So much so that all activities are undertaken by all concerned right from the teacher supervising the child to her seniors in the academic delivery chain to ensure that the child completely learns and absorbs the concepts taught.

3.2.2 Front-end back-end combination for academic delivery:

The role of teacher in Gyan Shala program is different from that in traditional school system. Teacher's role in Gyan Shala model is divided into two roles. Front end-academic delivery role and back-end academic design role. The curriculum planning and lesson preparation role of a traditional excellent teacher is transferred to a back-end Curriculum Design Team (CDT). The front-end class teacher is given a role of enabling the children understand and absorb the concepts as per curriculum. The support by back-end team allows even a modestly 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 model has re-engineered the role of a typical class teacher into a team effort of a 6 tier team. The structure of this 6 tier team works as follows:



3.2.3 High Quality Teaching Learning Material (TLM):

Gyan Shala follows the State/National curriculum for each grade. Gyan Shalamaintains a team of highly qualified personnel for curriculum design. Based on prescribed State/National curriculum, this Curriculum Design Team (CDT) comprehends and plans delivery of a given academic year's entire curriculum for each grade for each subject. The CDT conceptualizes **Lesson Plans** for each day for each subject for each grade. The CDT further designs **Group Activities** for each day for each subject for each grade. These group activities are designed to facilitate easier understanding and absorption of the corresponding concepts taught on that day by the children. Finally, the CDT designs **Work Sheets** for each day for each subject for each grade. These Lesson Plans, Group Activities and Work Sheets together form the **Teaching Learning Material (TLM)** which supplements the curriculum text books for

each grade for each subject. This high quality TLM is very significant in delivering excellent learning levels for the children studying in Gyan Shala.

3.2.4 Standardized Curriculum with Interactive Pedagogy:

Gyan Shala follows standardized curriculum which follows the State/National curriculum norms for each grade. Gyan Shala model further takes cues from reputed international curricula to strengthen / incorporate value-adding elements.

Gyan Shala model follows interactive pedagogy as against totally instructive pedagogy. Students receive extremely good support by way of quality Teaching Learning Material. Gyan Shala model induces the child to self learn a concept. A typical Gyan Shala teacher, irrespective of grade or subject, plays the role of an “Enabler” rather than an “Instructor”. Unlike “Teacher –whole class instruction” mode employed in most formal schools, Gyan Shala classes are more “interactive”.

For classes of elementary school (Grades 1, 2 and 3), Class Teacher spends less than 15% of time addressing the whole class. That is, more than 85% time of the class is devoted to children involved in group activities. Children work individually as well as in small groups on their worksheets under close supervision of the teacher. Class Teacher provides personalized, individual feedback to each child.

Further, children of Gyan Shala Elementary classes belong to a social background where language usage is constrained. Moreover, they have not attended any pre-school. That is why, the local language competency of children at the elementary stage lags behind formal national and international curriculum norms. However, the same is covered up in the middle school grades.

In the middle school classes(Grades 4, 5, 6& 7) over and above regular class sessions children do group assignments and projects that require them to undertake field investigation and learning from peers.

The curriculum of Gyan Shala middle school classes moves faster than those of formal schools. This is done to compensate for gaps in the elementary grades and to cover some aspects of grades 8-10 in Indian curriculum.

As such, 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.

So as to ameliorate this situation and provide more time to children to absorb important concepts, Gyan Shala includes some of the topics of Math and Science of grades 8 and 9 in its curriculum for higher middle school classes (grade 6 and 7).

Thus, Gyan Shala ensures that the entire national/state curriculum prescribed for all the subjects from grade 1 to grade 10 is thoroughly covered and properly taught at Gyan Shala classes from grade 1 to grade 10.

3.2.5 Regular Teacher Trainings:

Gyan Shala believes in the philosophy of sharpening the saw. The model provides for an in-built mechanism of training and improving continuously. All teachers of Gyan Shala receive relevant trainings regularly. Teacher training on a regular basis is a very important element of Gyan Shala model, which plays a major role in the delivery of quality education.

Our design team provides three types of training to the subject teachers, namely, Core training; Refresher training; and Regular fortnightly training for classroom activities.

Before the new academic year starts, the Core training of the teachers is conducted for 10 days. Every new joining teacher receives Core training for full 10 days, in which basic philosophy of all the subjects is covered. Training for each subject mainly covers the following: (i) philosophy of each subject; (ii) how a child learns the subject; (iii) understanding of major concepts in the subject; (iv) understanding the classroom teaching-learning processes used for the subject; and (v) demonstration by teachers.

Refresher trainings are conducted every 6 months; during summer and during Diwali vacations for 7 to 8 days continuously for all teachers. The purpose of refresher training is to strengthen teachers' thinking capabilities, subject skills and the effectiveness of classroom teaching – learning processes through concepts.

Further to these, Regular Trainings are conducted for our teachers every fortnight. In these fortnightly trainings, teachers share their experiences with design team members as well as fellow teachers, give feedback about activities and worksheets and also get trained for the next fortnight's content to be covered.

Curriculum design Team members also periodically visit and attend class rooms in action. This enables them understand the efficacy of their TLM and identify gaps, if any. This further helps them in improving the quality of their TLM.

Further, as a supplement to above trainings, members of academic delivery chain of Gyan Shala right from teachers to supervisors to Curriculum Design Team members receive trainings on relevant topics from external subject experts.

3.2.6 Classes held physically in urban slum communities:

Gyan Shala has developed a 'distributed school-classes model' to meet the special needs of urban poor, who find even a nearby one km away school inaccessible to small children due to traffic on the roads and unfamiliar surroundings. Gyan Shala classes are held in rooms hired close to children's home within slums. However, different grade classes are so managed that they work as parts of an integrated

school, operating within same campus/building. This feature has eliminated the cost otherwise incurred on commuting to school. Moreover, parents of girl-child feel safe and comfortable to send their daughters to classes as they are just 'next-door'.

3.2.7 External Assessments:

Gyan Shala learns from various education experts as well as best education practices from the world and ensures implementation through its team including teachers, field supervisors and curriculum design team members. Although Gyan Shala classes are held in slums, it follows a mixture of best classroom practices like whole class teaching, small group activities for peer learning and self learning through daily worksheets.

In order to assess the program's effectiveness as also need for on course correction required, if any, Gyan Shala ensures periodic and independent assessments of children's performance by reputed external agencies like EI (Educational Initiatives), CfBT (CfBT India Pvt. Ltd.), GMI (Gray Matters India) etc. Detailed information about these external assessments is provided later in this report.

Further, Gyan Shala program has also been assessed by reputed international agencies such as DFID (Department for International Development, Govt. of UK), J-PAL (Abdul Latif Jameel Poverty Action Lab, MIT, USA), and McKinsey and Company, USA etc. which have generated a credible body of evidence about the efficacy of Gyan Shala program.

4. Gyan Shala 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 2008-2019, 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 lower and middle 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.

Overwhelming majority of Gyan Shala children belong to weaker economic sections, including minorities and migrants to cities. Proportion of girls exceeds 50% among Gyan Shala students. 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 DFI 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 in UP, while a small size demonstration unit started in Kolkata in 2009. Gyan Shala had initiated its middle school program in 2006-07, and high school program in 2011-12. The aim of Gyan Shala is to establish and demonstrate a new approach to school education, that ensures quality on a large scale, is cost-efficient, and addresses the specific needs of rural and urban poor.

5. Gyan Shala Program Presence:

During 2018-19, Gyan Shala program was operational five cities in three states, 1) Ahmedabad and 2) Surat in Gujarat, 3) Lucknow and 4) Farukhabad in UP, AND 5) Patna in Bihar.

6. Gyan Shala Program Profile – 2018-19

During 2018-19, Gyan Shala ran classes in five cities in three states. The cities where Gyan Shala operated its classes are Ahmedabad and Surat in Gujarat; Lucknow and Farukhabad in U.P. and Patna in Bihar. During the year Gyan Shala facilitated education for a total of 23291 children in 939 classes.

In Ahmedabad, Gyan Shala operated classes from grade 1 to grade 10. In Surat, Gyan Shala conducted Elementary School classes (grade 1 to grade 3). In Lucknow too, Gyan Shala operated Elementary School classes (grade 1 to grade 3). Gyan Shala conducted classes from grade 1 to grade 5 in Farukhabad whereas it operated classes from grade 1 to grade 4 in Patna.

Table 1 below provides city wise, grade wise no. of students enrolled in Gyan Shala program during 2018-19.

Table1: City wise, Grade wise No. of Children in Gyan Shala uring 2018-19

Grade	Ahmedabad		Surat		Lucknow		Farukhabad		Patna		Total	
	NC	NS	NC	NS	NC	NS	NC	NS	NC	NS	NC	NS
Grade 1	94	2456	32	781	31	980	53	1648	98	3191	308	9056
Grade 2	68	1401	27	545	28	681	45	1141	92	2448	260	6216
Grade 3	57	1107	21	354	19	399	41	886	63	1587	201	4333
Grade 4	35	811	-	-	-	-	12	242	14	328	61	1381
Grade 5	35	725	-	-	-	-	7	126	-	-	42	851
Grade 6	19	389	-	-	-	-	-	-	-	-	19	389
Grade 7	17	300	-	-	-	-	-	-	-	-	17	300
Grade 8	13	333	-	-	-	-	-	-	-	-	13	333
Grade 9	9	197	-	-	-	-	-	-	-	-	9	197
Grade 10	9	235	-	-	-	-	-	-	-	-	9	235
Total	356	7954	80	1680	78	2060	158	4043	267	7554	939	23291

NC: No. of Classes; NS: No. of Students

During 2018-19, students of grades 3, 5 and 7 of Gyan Shala took ASSET (Assessment of Students' Scholastic Skills through Educational Testing) test conducted by EI (Educational Initiatives). Students of grades 3 and 5 wrote tests for Maths and EVS (Environmental Science) whereas students of grade 7 wrote tests for Maths and Science. ASSET is a test conducted by EI for leading CBSE schools across the country which assesses the scholastic skills and concept understanding of students. For students of Gyan Shala, EI translates questions in vernacular languages (Gujarati for students of Gujarat; Hindi for students of UP and Bihar). ASSET test administration enables comparison of performance of Gyan Shala students with the best corresponding lot in the country. Results of ASSET test taken by Gyan Shala students during March 2019 have established that our students of primary school (grade 3) and middle school (grades 5 and 7) perform at par with those of the best formal schools in the country as regards their concept understanding and scholastic skills. This is in spite of the fact that cost of education for our primary and middle school programs is substantially lower as compared to that of leading CBSE schools. It is further creditworthy because Gyan Shala children join grade 1 classes without any pre-schooling.

Averages of Gyan Shala program costs during 2018-19 have been as follows:

- Elementary School classes (Grade 1 to Grade 3): Rs. 2245 per child per year
- Middle School classes (Grade 4 to Grade 7): Rs. 6427 per child per year
- High School classes (Grade 8 to Grade 10): Rs. 12500 per child per year

Total Cost for Gyan Shala Elementary and Middle School programs are one sixth to one fifth of corresponding costs in Government schools. They are even lower as compared

to elite private schools. For High school program too, Gyan Shala program costs lesser when compared to government or private schools.

7. Participation in Development Impact Bond (DIB):

Education Support Organisation has executed an agreement for a period of four years (2018-19 through 2021-22), with three other Institutions, namely, (i) UBS Optimus Foundation, Zurich, Switzerland (**Risk Investor**); (ii) Dalberg Development Advisors Pvt. Ltd., Mumbai, India (**Performance Manager**); and (iii) Gray Matters India Pvt. Ltd., Hyderabad, India (**Outcome Evaluator**). Education Support Organisation signed and agreed to act as the **Outcome Deliverer** over a period of four years.

It has been a matter of pride for us that Gyan Shala is among the top four education programs to have been selected from out of 300 applicants who had applied for their respective education programs for funding under DIB.

The intervention/treatment under this agreement is to augment the learning attainments of children of Gyan Shala schools in language and math in elementary grades when compared to other local affordable private schools.

Upon execution of above agreement, Gray Matters India Pvt. Ltd., Hyderabad (GMI) had conducted a base-line study in July – August, 2018 and subsequently the end-line study of Grade 1 students for Year 1 of the agreed project.

As per the spirit of the above agreement, Education Support Organisation has agreed to meet the targets of improvements in learning attainments of children of treatment schools when compared to control schools.

GMI, as Outcome Evaluator, after having conducted the end-line study in March, 2019 has submitted its report at the end of Year-1 of the project. GMI has been very pleased with the performance of Gyan Shala grade 1 students at the end of Year-1. Details about GMI's assessment and report thereof are being shared in the section on "External Assessments".

8. Accreditation under National Institute of Open Schooling (NIOS)

In the year 2015-16, Education Support Organisation (ESO) applied for accreditation under National Institute of Open Schooling (NIOS) for certification for Open Basic Education (OBE) Program. It took almost a year, to become the Accredited Agency under NIOS. Education Support Organisation has thus become the Accredited Agency under NIOS vide their 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 have helped Gyan Shala overcome a strategic disadvantage of being perceived by the parents and education department of the Government as an unrecognized school program, and improve program acceptance. It may also be noted that in the academic year 2018-19, Grade 5 children have taken level B exam under NIOS. NIOS accreditation builds organizational capacity and enables students take external exams such as State Boards.

9. Jamnabai Gyan Shala School

Jamnabai Education Trust supported by Mafatlal group has been running Jamnabai School, at Kadva Pol, Dariyapur, Ahmedabad since many years. Jamnabai trust has entered into a MoU with Gyan Shala for running their Trust's school with an objective of improving the quality of education to children of lower income group families through improved pedagogy and classroom processes. Gyan Shala has taken up this task since 2014-15 and has been successfully running Jamnabai School for children of lower middle income group parents, who can afford to pay the fees, and need quality primary education.

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

Table 7 below provides data on student enrolment of Jamnabai Gyan Shala School.

Table 7: No. of children enrolled at Jamnabai Gyan Shala School

Grade	2015-16		2016-17		2017-18		2018-19	
	No. of Children	RTE	No. of Children	RTE	No. of Children	RTE	No. of Children	RTE
Pre-school	-	-	-	-	30	-	26	-
Std 1	27	6	17	9	13	6	17	04
Std 2	12	-	26	7	16	8	16	06
Std 3	15	-	14	-	23	7	18	08
Std 4	-	-	21	-	16	-	30	07
Std 5	-	-	-	-	19	-	15	-
Total	54	6	78	16	117	21	122	25

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

10. Godrej-Gyan Shala Program for Quality Improvement in Affordable Private Schools

Gyan Shala has partnered with Godrej to launch a pilot program, **Godrej-Gyan Shala Program**, in the city of Ahmedabad with an objective of “Improving learning outcomes of grade 1-10 children in Affordable Private Schools (APS) by a minimum of 25-40%, by introducing improved pedagogy practices based on Gyan Shala model”.

Gyan Shala will achieve this program’s objective by (i) preparing and implementing quality TLM (Teacher-Learner Material) in these schools; (ii) providing regular trainings to teachers of these schools; (iii) conducting biannual assessments of students to generate feedback/plan for effective on-course correction in improving the student/teacher performance, etc.

To start with, 30 to 50 APS of Ahmedabad city will be addressed. In the initial phase, the program will focus on Elementary grade (1-3) classes. Higher grades 4-10 will be introduced slowly in phases as participating schools become used to working under the program.

This program is likely to commence from academic year 2020-21. Presently, Gyan Shala is actively involved in designing the necessary TLM for this program and identifying schools (APS) in Ahmedabad city wherein this program can be launched.

11. Engaging with Parents

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

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



12. External Assessments

12.1 Student Performance Assessment by Education Initiatives (EI) (Ahmedabad)

Gyan Shala gets independent assessments of its students done through an external agency, viz., Educational Initiatives (EI), Ahmedabad. EI conducted ASSET (Assessment of Students' Scholastic Skills through Educational Testing) tests of Gyan Shala students in Grades 3, 5 and 7 in March 2019. ASSET tests are considered a good benchmark as they are taken by students of good CBSE schools coming from elite class.

During 2018-19, students of grades 3, 5 and 7 of Gyan Shala took ASSET test conducted by EI. Students of grades 3 and 5 wrote tests for Maths and EVS (Environmental Science) whereas students of grade 7 wrote tests for Maths and science. ASSET is a test conducted by EI for leading CBSE schools across the

country which assesses the scholastic skills and concept understanding of students. For students of Gyan Shala, EI translates questions in vernacular languages (Gujarati for students of Gujarat; Hindi for students of UP and Bihar). ASSET test administration enables comparison of performance of Gyan Shala students with the best corresponding lot in the country.

Results of ASSET test taken by Gyan Shala students during March, 2019 have established that our students of primary school (grade 3) and middle school (grades 5 and 7) perform at par with those of the best formal schools in the country as regards their concept understanding and scholastic skills.

This is in spite of the fact that cost of education for our primary and middle school programs is substantially lower as compared to that of leading CBSE schools. It is further creditworthy because Gyan Shala children join grade 1 classes without any pre-schooling.

Table 8 below provides data of no. of Gyan Shala students tested by EI during March, 2019 as also details of Gyan Shala students' score vis-à-vis comparable ASSET score.

Table 8: Comparison of scores of Gyan Shala students and ASSET scores

Class	Subject	No. of Students tested	ASSET Score (%)		Gyan Shala Score (%)	
			Average	Standard Deviation	Average	Standard Deviation
3	Maths	3049	56.00	20.50	58.30	18.20
3	EVS	2839	55.20	17.80	55.30	15.40
5	Maths	429	46.20	19.00	44.90	16.90
5	EVS	383	43.20	14.50	40.00	11.30
7	Maths	251	42.40	17.40	36.30	12.40
7	Science	250	41.50	13.40	36.30	8.49

SD: Standard Deviation

Figure 5 below provides graphic depiction of comparison scores of Gyan Shala students as tested by EI in March, 2019 vis-à-vis ASSET scores.

12.2 Gray Matters assessment for DIB project:

GMI have reported that Gyan Shala grade 1 children have performed far better than the targets set.

This report presents the findings of the assessments conducted by Gray Matters India (GMI) to measure growth in learning outcome of students. The study assessed

students from two groups of schools, viz., (i) schools under the intervention of Gyan Shala (Treatment Schools) and (ii) schools that are not part of the intervention (Comparison Schools) to establish the treatment effect. The performance of Treatment schools was also measured against growth targets that were set at the start of the program. To achieve this, standardized tests were administered independently in randomly sampled schools of Treatment Group. For comparison, convenience sampling was done by recruiting Affordable Private Schools similar to Gyan Shala schools. The report represents students' scaled scores on an integrated scales of that scores across grades are directly comparable along a common continuum. This report describes student scores, student proficiencies and performance by strands.

Summarized findings of GMI are given in Table 9 given below.

Table 9: Findings of studies conducted by GMI for Year 1 of DIB project

Particulars	Scaled Scores		
	Gujarati	Maths	Total
Growth in learning levels of treatment schools (EL – BL) (A)	129	125	-
Growth in learning levels of comparison schools(EL – BL) (B)	43	53	-
Intervention Impact / Achievement – Year 1 (A-B)	86	72	158
Target set for Year 1	17.5	17.5	35

As can be seen from above table, against an Intervention Impact target score of 17.5 in each of the subjects, viz., Gujarati and Maths, for Year 1, students of Gyan Shala treatment schools registered an achievement score of 86 for Gujarati and 72 for Maths. This performance according to GMI is excellent.

12.3 Gujarat Open high School Board exam.

Particulars	Students from Gyan Shala program (studying since grade 7 or before)	Students joining Gyan Shala grade 8 or after	Total Students
Total no. of Students	155	73	228
Pass	85	17	102
Fail	70	56	126
Pass (%)	55	23	45
No of Students with Distinction	4	0	4
No of Students with First Class	12	1	13
No of Students with Second Class	21	2	23
No of Students with Pass Class	48	14	62

13 Success Stories

We are proud of the following students of Gyan Shala High School program who have recorded scintillating performance in Gujarat Secondary Education Board Exam of Grade 10 conducted for the batch of 2018-19:

**1. Mr. CHAVDA MAYUR DHARMESHBHAI
(Vadaj)**

- ✓ **Scored 453 marks out of 600 in SSC Exam.**
- ✓ **Percentile Rank -- 92.3%.**

Chavda Mayur has been a very bright student. He has been studying with Gyan Shala right from grade 1. His mother has expired. He stays with his grandmother. His father has been working as a casual labour. Mayur has one sister. Owing to poor financial condition, Mayur's uncle has been supporting the family.



**2. Ms. JADAV KAJAL ISHWARBHAI
(Amraiwadi)**

- ✓ **Scored 443 marks out of 600 in S.S.C exam.**
- ✓ **Percentile Rank -- 90.88%.**



**3. Ms. PARMAR RINKAL MUKESHBHAI
(Amraiwadi)**

- ✓ **Scored 434 marks out of 600 in SSC exam.**
- ✓ **Percentile Rank -- 89.48%.**

- 4. Mr. PATEL RAVIRAJ SOMABHAI (Vasna)**
✓ Scored 429 marks out of 600 in SSC exam.
✓ Percentile Rank -- 88.63%.



- 5. Ms. PARMAR DIVYA BHARATBHAI (Vadaj)**
✓ Scored 408 marks out of 600 in SSC exam.
✓ Percentile Rank -- 84.54%.

Divya was studying with Gyan Shala from grade 1 up to grade 3. She could not study with Gyan Shala for next two years (grades 4 & 5) owing to relocation of the family. However, Divya rejoined Gyan Shala from grade 6 onwards and has been our student since then. She has been a very sincere and hard-working girl. Divya is one of the four children of her parents. Her elder sister was also with Gyan Shala and is presently studying in college.



- 6. Ms. ANSARI FARJANA KHATUN AJAJ AHMED (Bombay Hotel)**

- ✓ Scored 405 marks out of 600 in SSC exam.
✓ Percentile Rank -- 83.89%.

Farjana has studied in Gyan Shala right from grade 1. She has been a very hard working and bright girl. She hails from a poor family. While her father is

doing private job, her mother is doing sundry tailoring work at home. She is one of the four siblings in the family.

7. Ms. CHAVDA TRUPTI ARVINDBHAI (Amraiwadi)

- ✓ Scored 402 marks out of 600 in SSC exam.
- ✓ Percentile Rank -- 83.22%.



14. Financial Details and Donors

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

Items	2016-2017 (in lakhs)	2017-2018 (in lakhs)	2018-2019 (in lakhs)
Total Earnings	1246.27	1133.94	974.21
Total Expenditure	1243.54	1065.72	960.64
Surplus	2.72	68.22	13.56
Total Assets	560.82	482	506.6

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

Donor/Funder	2016-17 (in lakhs)	2017-18 (in lakhs)	2018-2019 (in lakhs)
Nalanda Foundation	100	223.32	271.22
SBI Foundation	-	130.82	18.49
E&H Foundation	88.21	109.47	119.87
GRUH Finance	29.11	38.28	-
Shroff Foundation	-	75	75.00
Bajaj Auto	-	73	27.00
Tata Trusts	69	84.67	-
Macarthur Foundation	80.9	98.05	113.57

Delhi Project IC	58.85	51.14	-
Pushpawati Kantilal Trust	15.50	15.50	-
Navin Fluorine	15	10	10.00
Parents	62.62	67.06	69.66
UBS Optimus Foundation	-	-	251.93
EAC-Doha	705.24	-	-
MSDF	216.47	-	-
Insaan, USA	27.06	25.48	15.27
Desh Pande Foundation	-	-	20.40
Godrej Foundation/ GYF	-	-	5.22

15 Gyan Shala Team

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

Trustees	
Pankaj Jain – Settler	Ex. Faculty IRMA
Prof. Subhash Bhatnagar	IIM Ahmedabad
Prof. Ajay Pande	IIM Ahmedabad

Prof. Aamirullah Khan	ISB/ Gates Foundation
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National Team	
Head Operations	Zalak A. Desai
Advisor to CEO	Chirantan shah
Head – Donor Relations	Kaushal Mulani
Manager	Bhavya Shelat
UP Team Guide	Anuj Kumar
Accounts	Neha Shah
	Nisha Goswami
	Heena Sampat
MIS Team	Yogini Parekh
	Tabbsum Shaikh
Stock In-Charge	Minaben Solanki

Ahmedabad Middle School Team	
Team leader	Payal Patel
Design Team Members	Dipti Pandya
	Falguni Shukla
	Heena Dave
	Hemali Shah
	Hiral Solanki
	Meghna Bhatt
	Neha Solanki
	Prachi Shah
	Sejal Parmar
	Shraddha Patel
	Kausha Zalavadia

Jamnabai School - Principal	Paresha Goswami
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Ahmedabad Elementary Team	
Team leader	Maitri Joshi
Deputy team leader	Sejal Parikh
Design Team Members	Hetal Raval
	Niharika Parmar
	Neha Desai
	Mira Gohil
	Paaraj Solanki
	Divyarajsinh Parmar
Training in-charge	Sharmistha Parmar
Godrej Project Team	Janhavi Patel
	Priti Pandya
	Laxmanbhai Prajapati
	Menki Punghera
Pre School Materials	Rina Patel
Field Sr. Supervisors	Shashi Rawal
	Vijaya Bhitara
	Sumaiyaanjum Pathan
	Firadoshjahan Zulaya
	Rita Thakar
	Pragna Shete
	Pratiksha Parmar
	Renuka Pandya
	Samim Ajmeri
	Sangita Solanki
	Suketa Shah
	Usha Chavda

Ahmedabad High School Team	
Team Leader	Sonal Mody
Design Team Members	Vaishali Shah
	Sejal Parikh
	Mohan Makwana
	Tallin Buch
	Radhika Vachhani
	Jayanti A Parmar
	Jalpaben Sonpal
	Nirali Nainvaya
	Tejal Jadav
	Chanchala Prasad

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

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

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

A few pictures of Gyan Shala...

Interactive Class session



Self learning through individual worksheet



Peer-supported Learning



Personalised attention to elementary grade children – Gyan Shala, Farukhabad



Elementary Class in action – Gyan Shala, Patna

