

ANNUAL REPORT 2013-14



If a child can't learn
the way we TEACH,
may be we should teach
the way they LEARN

- Ignacio Estrada



अंक (1) १=० २=०० ३=००० ४=०००० ५=००००० ६=०००००० ७=००००००० ८=०००००००० ९=००००००००० १०=००००००००००

अंक (2) १० २० ३० ४० ५० ६० ७० ८० ९० १००

अंक (3) १०० २०० ३०० ४०० ५०० ६०० ७०० ८०० ९०० १०००

अंक (4) १००० २००० ३००० ४००० ५००० ६००० ७००० ८००० ९००० १००००



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FROM THE MANAGING TRUSTEE'S DESK

On behalf of the Trustees and Management team of Gyan Prakash Foundation (GPF), I have the pleasure of sharing with you the progress we made during the past year, through this Annual report.

Based on a need assessment of rural India, in August 2012, GPF began its developmental foray in the rural education space by introducing a foundation program for children entering class I in 4 ZP schools at its incubation center in Khed Shivapur. This program, called the Vikas Ghar, an intervention of 2 hours before start or end of school hours and hosted by the ZP schools, brings to the children the joy of learning and builds their foundation in Vernacular and Numericals, using local talent for delivery of curriculum.

Over the last 2 years, both internal and external assessments as well as feedback from the ZP School teachers have confirmed the efficacy and replication possibilities of the Vikas Ghar model.

On the back of this success, in August 2013, identifying 3 prime strategic levers of sustainable change, GPF commenced Research and Developmental (R&D) work to build a community led Social Change Model in education within the framework of the Sarva Shiksha Abhiyan (SSA). This model comprises key interventions - SMC Effectiveness, In-Service Teacher Training and the Vikas Ghar program, and works towards improving Enrollment, Retention and Learning levels of children attending Std 1 to 4 of ZP elementary schools.

Our efforts towards building the community led Social Change Model are guided by a 4E approach - **Engage, Execute, Empower and Exit**. We Engage the local community, Execute the changes for impact, Empower the community to sustain the impact and Exit in a period of 4 to 5 years once the community attains sustainability. We believe that the unit of change should be at a cluster level, where the last mile connectivity to schools can be achieved through a Change Agent who works with the community and school administration. Our interventions are frugal and are designed to make the Government's educational spend more productive at an additional cost of Rs. 1,200/- to Rs. 1,500/- per child.

Last year (2013-14) was the first year of a 4-year R&D effort to establish the sustainability and efficacy of the model. Going forward, GPF will research and refine the community led Social Change Model at its Khed Shivapur incubation centre (8 villages) and pilot it for "Proof of Concept" at a Block level (60 to 80 villages) in Pune district.

We express our gratitude to all our well-wishers for their valuable contribution. We hope to receive your ongoing support as we work towards ensuring quality education in rural Maharashtra.

Daljit Mirchandani
Managing Trustee



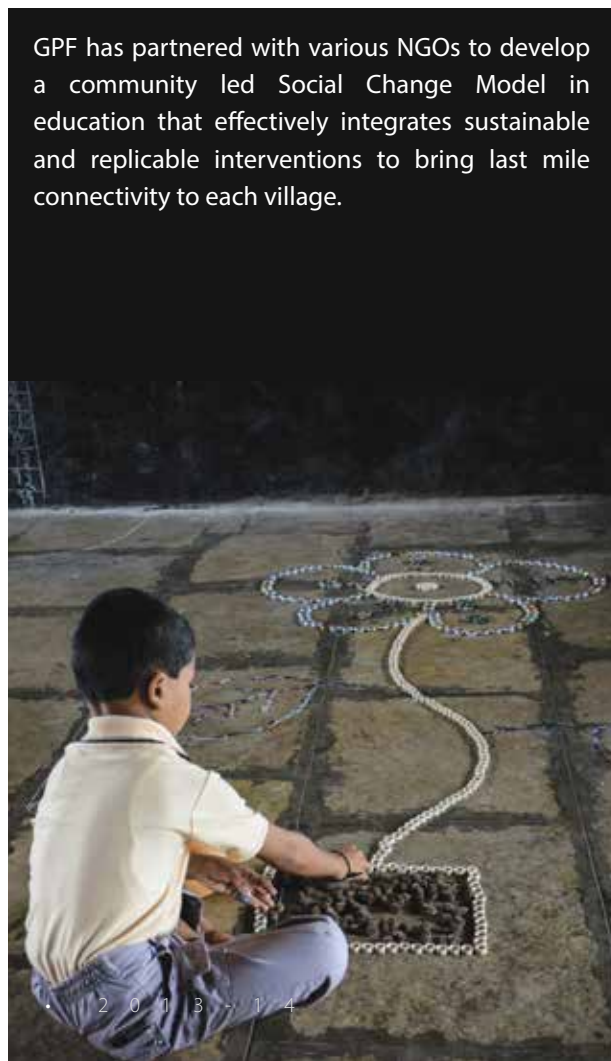
OVERVIEW

Gyan Prakash Foundation (GPF), established in August 2011, is a registered non-profit organization which focuses on quality education for children in rural India. Our vision is to empower communities to build the foundation and bring the joy of learning to underprivileged children. This will enable children to realize their full potential to become independent and socially responsible citizens who can hold their own on the global stage, without losing touch with their community roots.

Our mission is to develop innovative, sustainable and replicable rural community-based models of self-learning that tap the child's natural curiosity and ability to explore, discover and learn, supported by facilitators who are guides, rather than teachers.

GPF strongly believes that the process of learning should always be an enjoyable one so that the children feel motivated to attend school and are positively engaged in doing so. Besides, it believes that the medium of instruction should be vernacular as children learn best in their mother tongue. GPF also adheres to the fact that the community should take ownership of the desirable change in order to ensure a sustainable model of education transformation.

GPF has partnered with various NGOs to develop a community led Social Change Model in education that effectively integrates sustainable and replicable interventions to bring last mile connectivity to each village.

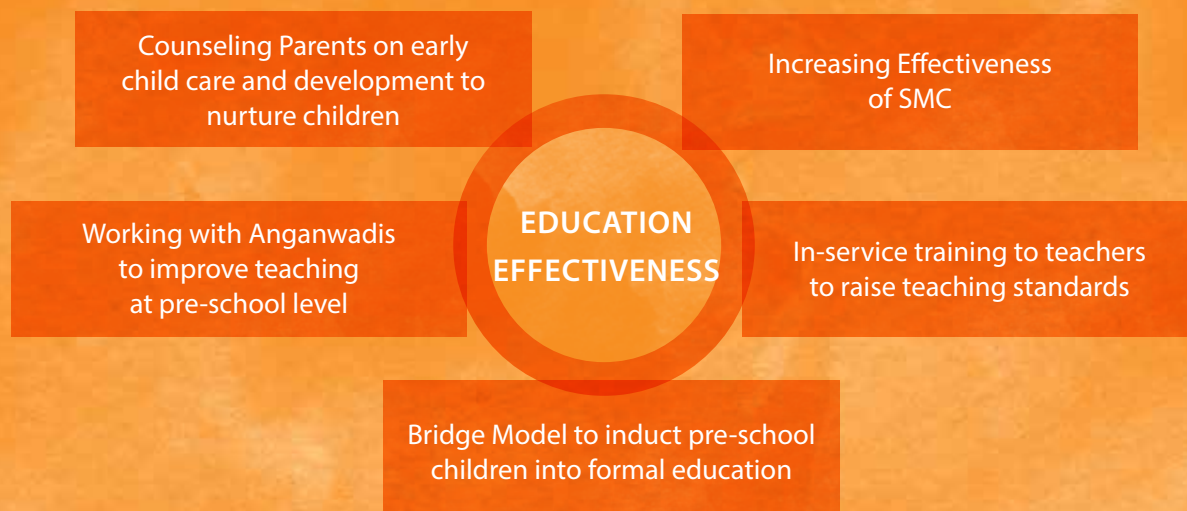


The community led Social Change Model comprising 5 strategic levers is depicted in the following diagram –

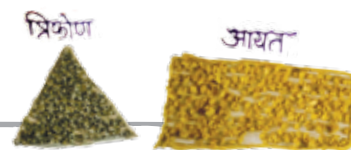
GPF's interventions will facilitate transformation of aided rural schools in partnership with Government and Private Institutions with the ultimate aim of reaching out to underprivileged children all over the country.

Research activities were initiated in 2012 in 4 villages of the Khed Shivapur cluster of Pune district in Maharashtra, namely – Shriramnagar, Shivapur, Arvi and Gaudara. The results of the work done by GPF in these

4 villages were encouraging and were appreciated by the ZP schools and the local community. GPF spread its activities to 4 more villages from the same cluster – Kalyan, Awasarenagar, Kondhanpur, Rahatwade-Dudhanwasti. Currently, these eight villages serve as GPF's R&D center where the interventions will be continuously tested and improvised to strengthen the implementation of Right to Education. We plan to measure the individual effectiveness of each of the interventions and study the overall impact of the community led Social Change Model.



HIGHLIGHTS OF KEY PROGRAMS IN 2013-14



BRIDGE MODEL - VIKAS GHAR

Several studies indicate a declining trend in learning outcomes in primary education in Maharashtra. This is often attributed to a weak pre-school system due to which students are not ready for primary school

resulting in lower learning levels and increased drop out rates. To bridge this gap, GPF started its school readiness (Bridge) program to improve the foundation of children and their readiness for Std 1 and Std 2. This



program focuses on joyful learning through a child-centric approach to enhance children's readiness for elementary school and is implemented through the medium of Vikas Ghars - a 2-hour intervention outside school hours.

The Std 1 curriculum was implemented in 4 villages (Arvi, Shriramnagar, Shivapur and Gaud dara) for the second consecutive year in 2013. The year saw around 70 children, guided by 9 teachers, in the 4 Vikas Ghars. Last year, the Vikas Ghars focused entirely on the Std 1 curriculum and in the present academic year, the Vikas Ghars at Shriramnagar and Arvi are also implementing the Std 2 curriculum.

Impact

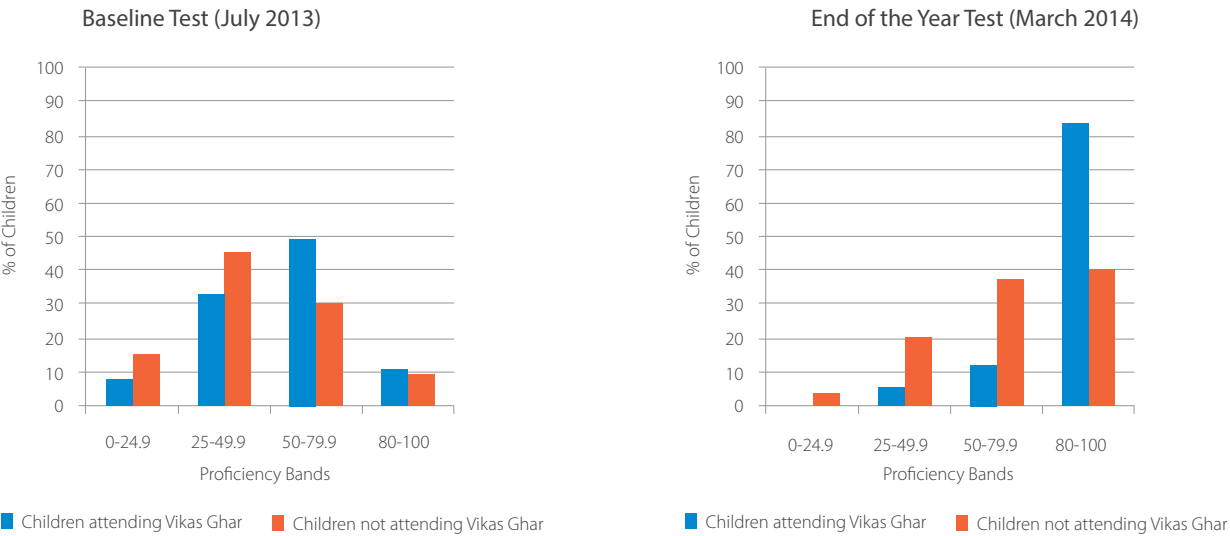
An external assessment using the 'School Readiness Instrument' (SRI) was conducted by Indus Learning (Delhi) at the beginning of the year and at the end of the year to study the impact of the BRIDGE program (Vikas Ghar intervention). In July 2013, at the beginning of the school year (before starting the Vikas Ghar intervention) a baseline assessment was conducted to compare the performance of Std 1 children from the 4 existing villages (experimental group; number of children assessed=42) to a control group of children attending Zilla Parishad schools from 5 other nearby villages (where children would not attend the Vikas Ghar; number of children assessed= 30).

Results from the baseline assessment showed no statistical difference in the overall mean scores of children in the two groups at the beginning of the year, indicating that children from both the groups were starting out at the same level. However, results from the end of the year assessment (conducted in March 2014)

indicated a difference in the performance levels of the children in the two groups. The observed difference in the mean of Baseline and Endline assessment for children attending the VG and those not attending the VG was statistically significant, with children attending the Vikas Ghar scoring higher than children from the control group.



External Assessment results - Performance of Children



control group (40%). Additionally, the local village women trained as Vikas Ghar teachers, were observed to be more confident and effective in implementing the curriculum, the impact of which was seen on their interaction with children and parents, as well as on the children's learning levels.

Due to effective work demonstrated by GPF in the existing 4 villages and as per its expansion plan, 4 more villages were added to the incubation center in August 2013. Subsequently, the recruitment process for VG teachers in these 4 villages began in March 2014. A systematic tool for selection of teachers was developed

in partnership with Nalanda, Lucknow¹. The teachers received motivation training and were oriented on modules related to child development, teacher development, curriculum transaction and management of the Vikas Ghar through an 18-day intensive training program.

These 8 teachers also went through a 15-day preparation period in which they developed the TLM (teaching learning materials), conducted observations in the 4 existing Vikas Ghars for hands-on training and set up Vikas Ghars in their respective villages. Finally, the 4 new Vikas Ghars were inaugurated on July 1st 2014.

¹ NGO working as a resource center for educational innovation



The inauguration of Vikas Ghars at these villages was marked by an eventful program with the parents and the members of the community getting an orientation about GPF's efforts towards the transformation of education in rural India. Children of Std 1 and their parents were oriented about the Vikas Ghar concept. Various teaching aids and child-friendly teaching learning material were on display, highlighting the theme of joyful learning. The parents were also briefed about the importance of building a strong foundation in a child's educational journey, the importance of learning in the vernacular and the impact already seen on children's learning levels in the 4 previous villages.

A dedicated master trainer has been assigned to oversee the implementation and effectiveness of the Vikas Ghars across the 8 villages – particularly in the area of training, monitoring and providing continuous feedback to the teachers.

DIWALI
celebrations
at
Vikas Ghars..



Fun time
at
BALMELA....



SMC EFFECTIVENESS

School Management Committees (SMCs) were envisioned as bodies responsible for monitoring the working of schools and contributing to the holistic development of ZP schools through active community involvement.

The RTE Act gives immense importance to the School Management Committees (SMC), while assigning a crucial role to effectively implement various provisions under the Act. However, it has been observed that generally, SMCs comprise members with negligible understanding of education and low awareness of their roles and responsibilities prescribed under the RTE.

The objective behind the SMC effectiveness efforts is to empower and train parents and local communities to provide education leadership and monitoring of ZP schools. GPF is working with the Zilla Parishad, Pune, Sarva Shiksha Abhiyan (SSA) and Nalanda to develop a robust model for SMC effectiveness which is sustainable and replicable across Maharashtra.

GPF made a small beginning in June 2013 by organizing a state-level workshop with SSA Maharashtra for sharing experiences and ideas on creating effective School Management Committees. The workshop was attended by representatives from different NGOs, donor agencies, and officials from Government of Maharashtra.

GPF was invited by SSA in July 2013 to share its inputs on the motivation of SMC members and measurement of quality learning outcomes. These inputs were aimed at supporting SSA's efforts in creation of the SMC training frameworks (Phase II and Phase III) for the state of Maharashtra. GPF's representative also participated

as a Master Trainer for SSA – State level and district level trainings.

As part of GPF's intervention in the existing 4 villages, a detailed execution plan for SMC transformation was created. The plan was based on an in-depth baseline study of the SMCs of these 4 villages. The SMC effectiveness criteria, based on the lines of RTE compliance, duties and functions of SMC, School Development Plan, etc., was chalked out. Based on the needs reflected in the Baseline study, village-level training sessions for capacity building of the SMC members were planned and conducted. To ensure continued effectiveness of SMC and its functionaries, an evaluation tool is developed and periodically facilitated by the GPF team.

Post training, follow-up meetings were conducted for SMC members to create a three-month action plan. Regular monthly meetings ensured the plan is worked upon and followed.



As a part of its expansion plans, GPF internally developed a Village Selection Tool validated by representatives of Nalanda and SSA. Using this tool GPF selected 4 more villages. The SMC intervention was initiated in these 4 villages in October 2013. Key activities conducted in these villages include – Training for SMC members and an enrollment drive.

Impact

In a short span of about 6 months of the intervention, GPF has witnessed notable initiatives from the local communities indicating their willingness to bring about a change in the current situation of education in their respective villages.

At Gauddara, the SMC members collected 9000 bricks costing around Rs. 60,000 as donation for construction of a new building for the school. The village worked towards reconstitution of the SMC as per RTE norms, particularly to replace inactive members by new active members. The SMCs became aware of their roles and responsibilities and took the initiative to conduct regular meetings. They also appointed a village volunteer as a substitute for a Std 7 teacher who went on leave for medical reasons.

At Awasarenagar, the SMC collected Rs. 35,000 to construct a compound wall for their school.

Kondahanpur's SMC conducted home visits to motivate parents of children not attending schools.

The SMC members in Arvi distributed school material to children and appointed a computer teacher.

At the beginning of the new academic year, an enrollment drive was organized by each of the villages to create awareness of free and compulsory education as per RTE norms offered at Government schools with the objective of increasing enrollment levels in ZP schools.



ENROLMENT DRIVE

Need:

Enrollment of children into ZP schools is one of the key outcomes of GPF's interventions. The enrollment levels in ZP schools have been showing a declining trend due to migration to private schools and lack of community awareness about benefits of sending children to ZP schools.

Objective of the enrollment drive:

- To create awareness in the community about ZP schools
- To motivate SMCs to collaborate with schools to improve enrollment rates in the schools

Participants:

- ZP school teachers and children, SMC members, parents, ICDS teachers and GPF members



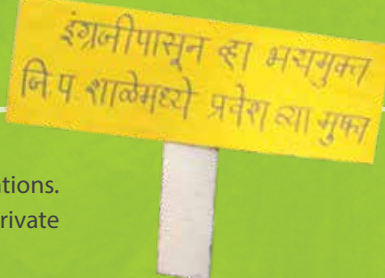
Event:

The Enrollment drive was conducted by way of a rally covering the entire village. Slogans and placards on the importance of education were used to gather community support / response. Pamphlets highlighting the facilities offered by ZP schools were circulated amongst the local community. During the rally, ZP school teachers and SMC members visited the homes of children aged 5 years and above, as well as children attending private schools, making an effort to convince their parents to send them to the local ZP school.

Impact:

The rally witnessed enthusiastic participation from the overall community thereby creating a positive environment in the village. The children's excitement added a spark, making the event an enjoyable and cheerful experience for all the participants and the community at large.

This event was a collaborative effort by the ZP schools, SMCs and GPF. It encouraged the ZP school and SMC members to work together towards being more proactive in the enrollment of children and continue such efforts throughout the year. Through this event, GPF was able to establish a good rapport with the ZP schools and the community.



IN-SERVICE TEACHER TRAINING

While supporting one of its core beliefs that a child learns best in his/her native language, GPF has recognized the growing need for children to learn English to meet the demands of the competitive world today and for overall growth opportunities in life. However, in the current rural scenario, the drop-out rate in the ZP schools and the migration of students from ZP to English medium schools is indicative of the lack of effective teaching of English in the ZP schools.

GPF introduced its In-service teacher training initiative last year to enhance the proficiency of government school teachers in the English language. The belief is that while children continue to learn in their home language in school, teachers proficient in English will teach effectively, resulting in improved English learning and communication skills in children.

GPF began its in-service teacher training program in August 2013 in partnership with English Helper, Delhi. The program comprises technology driven and e-enabled training modules. The self-paced and need-based training modules are based on the fundamental principle that language proficiency improves when learners read extensively in their context and at their own pace. This, in turn, could result in creating an inclination towards learning a new language. The structured training modules of the program are designed to improve proficiency in reading, comprehension, and spoken English.

The program started with 26 teachers from ZP schools at the existing 4 villages taking the Placement test, conducted to assess the level at which each teacher

should begin. The teachers took an average of 3 months to complete the respective level. A level end test was conducted in two batches in the month of December 2013 and January 2014, which qualified the teachers to graduate to the next learning level.



Impact

At the end of a year's intervention, the teachers developed a better vocabulary, improved comprehension and confidence in communication. Additionally, teachers expressed that with effective training inputs, they are in a better position to teach English. This has further helped them develop their inclination towards learning and teaching the language.

Teachers who consistently completed the training modules within the specified time period have made a good attempt at bringing the basic lessons of the Program to class. They have used certain components of the Program inside the classroom, to improve the pronunciation, as well as reading and comprehension abilities of the children. This, in turn, has increased the enthusiasm amongst the children to learn English.

The master trainer at the cluster has played a very important role in supervision of the overall implementation of the Program at the field level and particularly, monitoring the teachers' progress on the training modules and the tests. The Master Trainer has been an effective interface between the teachers and GPF.

Currently, 11 teachers from 3 ZP schools are enrolled in the program. They are expected to complete the program by the end of September 2014. One school (with 7 teachers) had to drop out of the program due to unavailability of power to the entire school. Few more teachers from other schools dropped out due to overburden of administrative responsibilities at the school, lack of time to meet the learning milestones and

lack of motivation for learning. Beginning August 2014, GPF plans to initiate this program in the 4 new villages of the incubation center.

Seeing the positive results of the English program, GPF plans to start a technology-based In-Service Math program to enhance teachers' Math skills. With the basic guiding principles similar to the English program, the Math program will be introduced in the current academic year in the incubation center. The objective of the Math program is to provide teachers an opportunity to improve their own Math skills, as well as the Math skills of the children through better conceptual clarity and effective content delivery inside the classroom.

The program consists of videos explaining/clarifying mathematical concepts. These videos are available on the website: 'www.thefreemath.org'. GPF will help teachers access these videos with ease by downloading them to a CD, due to unavailability of internet in all the villages. The videos are divided into four levels based on the difficulty of concepts. A baseline test will be conducted to assess the level of each teacher. A test at the end of each level will determine if the teacher is ready to move to the next level. These tests have been designed by GPF with inputs from subject matter experts.

As a part of this program, teachers will use the videos to clarify their own math concepts as well as improve their teaching skills. This, in turn, may impact the Math levels of children in the classroom. The Master trainer will help monitor the progress of the program and provide on-field support to teachers.

ECE - EARLY CHILDHOOD EDUCATION

As part of its Early Childhood Education (ECE) initiative, GPF carried out a small experimental intervention by working at a few Anganwadi Centers (AWC). GPF involved some of its Vikas Ghar (VG) facilitators/teachers for the ECE intervention. This intervention was implemented over a 4-month period starting December 2013. The VG facilitators engaged daily for an hour with children at the Anganwadis who would be entering Std 1 in the next academic year. The objective of the intervention was to facilitate the school readiness of children entering Std 1. The Vikas Ghar curriculum,

appropriate for pre-school children, was implemented in the AWC (outside the AWC hours). Teachers were given a daily plan which was developed by the Vikas Ghar master trainer. Teachers would engage in a constant feedback with the master trainer about the impact of the intervention. Overall, parents of children attending the ECE intervention found the one-hour intervention to be beneficial to their child. The Vikas Ghar teachers also affirmed that children were interested in engaging in the types of materials and activities offered as part of the ECE intervention.



ECCD - EARLY CHILDHOOD CARE AND DEVELOPMENT

ECCD is a program that was initiated for orientation of parents on the growth and development of children. The age 0 to 6 years of a child is very crucial to building a strong foundation for learning and development. Parents play a very important role in the growth and development of children. To develop awareness of effective child development practices, the role of education in lifelong learning and development of a child, and strengthening parental skills, GPF developed its ECCD program.

GPF started its ECCD program with mapping of all children between the age group of 0 to 9 years in the existing 4 villages. The ICDS workers were also involved in this mapping exercise. Home visits were then conducted and parents were grouped based on their locations. Sessions for creating awareness and empowering parents on various issues related to children's development were designed using tools provided by the CLR. A schedule was prepared and the implementation of the 1st session started from March 2014. The program is currently following the calendar and will be completed by April 2015.

An average of 3 to 4 groups per village (each consisting of around 25 to 30 parents per group) was created for effective implementation of the sessions. Currently, a total of about 400 families are a part of the ECCD intervention. The initial response from the parents has been positive and encouraging. Parents have acknowledged the need and importance of the topics covered under this intervention.



WAY FORWARD - 2014-15 AND BEYOND

To effectively provide last mile connectivity to each village, GPF believes its community led Social Change Model in Education will have to be taken to the Cluster level. GPF has planned the replication of the model in three phases.

PHASE I - INCUBATION PHASE:

GPF's model is being tested at its incubation center of 8 villages in the Khed Shivapur Cluster (in Haveli Block). GPF's 5 interventions will be tested in these villages and efforts towards improving the interventions will go on till FY18.

PHASE II - PILOT PHASE:

In order to show the impact of its interventions on the Education Development Index (EDI), GPF plans to implement its model at the Block level. To facilitate this, GPF and the ZP office of Pune District have entered into an MoU and GPF is in the process of selecting a Block in Pune District to pilot the outcome of the incubation center. After getting permission under the MOU to work at a Block level, GPF will be able to demonstrate the impact at the Block level by 2017-18.

PHASE III - EXPANSION PHASE:

GPF plans to create a larger impact across Maharashtra and Pan-India after proving the community led Social Change Model in Education at the Block level. For this, GPF plans to partner with the Government and other NGOs to transfer the success of its Block-level outcome across the state and the country.



OUTREACH INITIATIVES

After two years of commitment and hard work, it was time for GPF to announce it to the world. 2013 saw Gyan Prakash Foundation foraying into the digital space.

In November 2013 GPF launched its website <http://gyanprakash.org/>



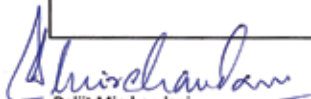
Gyan Prakash Foundation participated in events and seminars to ensure its reach to the masses and the NGO fraternity and to build awareness around the work it is doing. GPF participated in InspirED organised by Teach for India as well as a seminar on School Management Committee organised by Central Square Foundation.

With a view to widening its reach to various stakeholders and enhancing fund-raising prospects, Gyan Prakash Foundation has registered itself with guidestarindia.org, an online repository of NGOs database in India.

FINANCIALS

Gyan Prakash Foundation
(REGD NO DIT(E)/12A/2012-13/G-1207/419 DT 09/07/2012)
Balance Sheet as at 31st March, 2014

FUNDS AND LIABILITIES	Amount (Rs.)	PROPERTY AND ASSETS	Amount (Rs.)
TRUST FUND OR CORPUS		FIXED ASSETS	
Contribution as per Trust Deed	10,000	Tangible (As per Annexure I)	1,62,754
Additions during the year	20,45,000	Intangible (As per Annexure I-A)	1,21,129
	20,55,000		2,83,883
UNSECURED LOANS		LOANS AND ADVANCES	
From Trustee	50,00,000	Deposits	
(Interest free advance, no specific maturity)		Delhi Office	10,000
		Khed	13,500
			23,500
CURRENT LIABILITIES		Advances	
For Expenses		To Employees	5,011
PF-Employee Contribution	12,666	Tax deducted at source	
Profession Tax-Staff	2,300	AY12-13	2,060
TDS on Professional Fees	1,05,990	AY13-14	1,787
TDS Payable-Salary	5,644	AY14-15	12,226
	1,26,600		16,073
INCOME AND EXPENDITURE ACCOUNT		CASH AND BANK BALANCES	
Balance as per last balance sheet	(5,51,523)	In Current account	3,48,454
Add/ (Less): Surplus/(Deficit)	(39,52,895)	In Fixed Deposit	20,00,000
	(45,04,418)	Cash In hand	261
			23,48,715
	26,77,182		26,77,182


Daljit Mirchandani
Managing Trustee

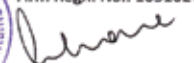

Abhay Bhagwat
Secretary & Treasurer



Pune
Date: 07-June-2014



For B. K. Khare & Co.
Chartered Accountants
Firm Regn. No.: 105102W


Padmini Khare Kaicker
Partner
Membership No.044784

Mumbai
Date: 10-June-2014

Gyan Prakash Foundation
(REGD NO DIT(E)/12A/2012-13/G-1207/419 DT 09/07/2012)
Income and Expenditure Account for the Period from 1st April, 2013 to 31st March, 2014

	EXPENDITURE	Rs.		INCOME	Rs.
To	Establishment expenses As per Annexure II	13,88,543	By	Interest Fixed Deposits with HDFC Bank On Employee Loan	92,353 137
To	Audit fees	-	By	Donations	30,41,000
To	Legal and Professional Fees	2,26,122	By	Grants	11,76,000
To	Depreciation	1,38,348	By	Income from other sources Training fees received Proceeds of sale of fans	8,250 1,500 9,750
To	Ammortisation of website expenses	60,564			
To	Expenditure on Objects of the Trust As per Annexure III	64,58,558	By	Deficit carried to Balance Sheet	39,52,895
		82,72,134			82,72,134



Daljit Mirchandani
Managing Trustee



Abhay Bhagwat
Secretary & Treasurer



Pune
Date: 07-June-2014



As per our report of even date
B. K. Khare & Co.
Chartered Accountants
Firm Regd No:-105102W



Padmini Khare Kaicker
Partner
Membership No.044784

Mumbai
Date: 10-June-2014

Annexure I: Fixed Assets: Tangible

As on 31st March, 2014

Particulars	Computers and software	Furniture	Printer	Office Equipment	Total
	(In Rs.)				
Gross Block					
Opening balance	3,59,464	68,365	3,750	-	4,31,579
Additions during the financial year	55,743	-	-	17,791	73,534
Deduction during the financial year	-	-	-	-	-
As on 31st March, 2014	4,15,207	68,365	3,750	17,791	5,05,113
Depreciation					
Opening balance	1,92,368	8,493	3,150	-	2,04,011
Additions during the financial year	1,31,110	5,988	360	890	1,38,348
Deduction during the financial year	-	-	-	-	-
As on 31st March, 2014	3,23,478	14,481	3,510	890	3,42,359
Net Block as on 31st March, 2014	91,729	53,884	240	16,901	1,62,754

Annexure I-A: Fixed Assets: Intangible

As on 31st March, 2014

Particulars	Website
Gross Block	
Opening balance	-
Additions during the financial year	1,81,693
Deduction during the financial year	-
As on 31st March, 2014	1,81,693
Ammortisation	
Opening balance	-
Additions during the financial year	60,564
Deduction during the financial year	-
As on 31st March, 2014	60,564
Net Block as on 31st March, 2014	1,21,129



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Gyan Prakash Foundation
(REGD NO DIT(E)/12A/2012-13/G-1207/419 DT 09/07/2012)

Annexure II: Establishment Expenses
Financial Year ended 31st March, 2014

Particulars	Amt. Rs.
Salary - Administration	8,51,718
Internet Expenses	79,013
Computer Expenses	30,294
Conveyance Expenses	93,734
Rent - RO (Delhi)	42,000
Pantry Expenses	22,442
Postage and Courier	4,296
Printing & Stationary	38,581
Meeting Expenses	11,280
Repair & Maintenance-Office	4,673
Retainership Fees	36,000
Profession Tax	10,550
Contribution to Labour Welfare Fund	2,400
Interest on Delayed Payment	2,088
Public Relations Expenses	72,088
Brokerage	7,000
Travel expenses	24,477
Miscellaneous Expenses	55,909
Total	13,88,543

Annexure III: Expenditure on Objects of the Trust
Financial Year ended 31st March, 2014

Particulars	Amt. Rs.	Amt Rs.
<u>Projects / Interventions</u>		
Bridge Model		14,03,631
In-service teacher training		7,75,785
SMC Effectiveness		9,82,542
Eacrlly Childhood Interventions		9,16,879
Vikas Ghars (Pune)		94,600
<u>Expenses against Grant</u>		
Sabla Training		11,88,832
<u>Other expenses on the objects of Trust</u>		
Incubation cluster	5,06,304	
Training expenses	4,856	
Software maintenance	53,934	
Travel	5,31,195	10,96,289
Total		64,58,558



NOTES FORMING PART OF THE ACCOUNTS

Gyan Prakash Foundation is designed as a research, design and development centre for developing innovative, sustainable and replicable rural community based models of learning aimed at promoting education for under-privileged children with a focus on rural India.

These models comprise of various community-based and school-based interventions aimed at bringing the last mile connectivity for transformation of aided rural schools in partnership with Government and Private Institutions.

SIGNIFICANT ACCOUNTING POLICIES

1. Basis for Preparation of Financial Statements

The financial statements have been prepared under historical cost method and the accounts are maintained on cash basis.

2. Revenue Recognition

a. Donations

Unless specified otherwise by the donors, donations received in cash or kind, are accounted as income in the year of receipt. Corpus donations are credited to corpus and not treated as income.

b. Grants

Unless specified otherwise, grants received from the Government or from others, are accounted as income of the year.

3. Fixed Assets

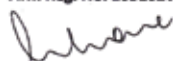
a. Fixed Assets

Fixed assets are stated at cost and include any other cost attributable for bringing the assets to working condition for their intended use.

b. Depreciation

Depreciation is provided on written down value method at the rate prescribed under Income Tax Rules, 1962.

For B. K. Khare & Co.
Chartered Accountants
Firm Reg. No. 105102W



Padmini Khare Kaicker
Partner
Membership No. 044784

Mumbai
Date: 10-June-2014



For Gyan Prakash Foundation



Daljit Mirchandani
Managing Trustee



Abhay Bhagwat
Secretary & Treasurer

Pune
Date: 07-June-2014

PROGRAM PARTNERS



Grammangal

Grammangal has partnered with GyanPrakash Foundation in the Curriculum development, Teacher training and Assessments of children for the VikasGhar/BRIDGE program. For more details, visit <http://www.grammangal.org/>



Nalanda Resource Center for Educational Innovation, Lucknow, Uttar Pradesh

Nalanda has partnered with GyanPrakash Foundation in the Selection and Motivation training of its VikasGhar facilitators, as well as the content design and development for the SMC effectiveness program.

For more details, visit <http://www.nalandaindia.org/>



EnglishHelper™

The curriculum and the technology solutions for the English Program used as a part of GPF's In-service teacher training is provided by English Helper Technologies Pvt. Ltd.

For more details, visit <http://www.englishhelper.com/products.html>



Kaivalya Education Foundation

GyanPrakash Foundation has partnered with Kaivalya Education Foundation to develop the concept of Resource Center Heads to drive the implementation of the community led Social Change Model.

For more details, visit <http://www.kefindia.org/>



Indian Institute of Education: Pune, Maharashtra

Indian Institute of Education has helped GPF in connecting with the village authorities and the community members in the villages of the KhedShivapur cluster.

For more details, visit <http://www.iiepune.org/>

ACKNOWLEDGMENTS

Monitor Deloitte:

Monitor Deloitte has supported Gyan Prakash Foundation in planning for effective strategy development. The expert guidance provided by the team at Monitor Deloitte has proved valuable and effective in GPF's implementation plans.

UNICEF and Ministry of Women and Child Development (WCD):

Funded by UNICEF, GPF conducted the training for ICDS supervisors under WCD's Sabla program. The training program focused on capacity building of ICDS supervisors as trainers for life skills education for adolescent girls. The first phase of the training was successfully conducted in February 2014 across 7 districts of Maharashtra covering a total of 818 ICDS supervisors.



ADVISORY COUNCIL

Gyan Prakash Foundation has constituted an Advisory Council from 1st October 2013, comprising of eminent names in the education space, GPF believes that the rich experience and guidance of these experts will be valuable for the effective implementation GPF's pilot activities over the next 3-year period.

The present constitution of the Advisory Council is as under:

- **Mr. Prabhat Jha:**
Executive Director,
Nalanda Education Resource Center, Lucknow
- **Mr. Chitaranjan Kaul:**
Director, Centre For Learning Resources, Pune
- **Mr. Siddesh Wadekar:**
State Consultant, Policy and Planning,
Sarva Shiksha Abhiyan
- **Mr. Abhaya Borwankar:**
Director, Impact

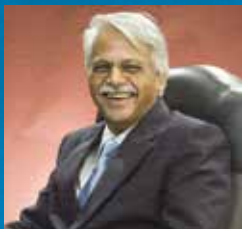


BOARD OF TRUSTEES



DALJIT MIRCHANDANI

With a career spanning 40 years in the corporate world, for Founder member and Managing Trustee, Daljit Mirchandani, building GyanPrakash Foundation was to ensure a new dawn in rural India in the space of rural Elementary Education. Mr. Mirchandani retired in 2010 as the Chairman of Ingersoll-Rand (India) Ltd. At present he is on the Advisory and Statutory Board of various Indian and MNC companies in the field of bio fuels, water and waste water, infrastructure development, infrastructure finance, Auto Components and Energy Management.



DEEPAK SATWALEKAR

Deepak Satwalekar, an MBA from The American University, Washington D.C. is at present a member on the Board of Indian Institute for Human Settlements. He retired as the Managing Director and CEO of HDFC Standard Life Insurance Co. Ltd. He has been the Managing Director of Housing Development Finance Corporation (HDFC), a consultant with esteemed organisations like the World Bank, the Asian Development Bank and the United States Agency for International Development (USAID).



BADRI AGARWAL

Badri Agarwal is currently Trustee and Board Member of Bharti Foundation. He has served as Corporate Director and CEO of Bharti Enterprises. He was with The Eicher Group for 20 years, where he was Managing Director of Group Holding Company, Director Finance and Managing Director of Royal Enfield Motors Ltd. A Chartered Accountant, he has attained valuable experience in various fields and as Director in various companies over the last four decades.



DR. RAMESH PANSE

Dr. Ramesh Panse believes that when the 'fun' element is added to the learning process, education ceases to be dull and boring. He established Gram Mangal in 1982. As a renowned educationist his focus has been on Early Childhood and Elementary Education. Gram Mangal is primarily dedicated to providing quality education to tribal and rural children.



S. N. INAMDAR

Shrikrishna Narhar Inamdar is a Senior Advocate of the Bombay High Court with practice of over three decades, specializing in Tax and Allied laws. He is on the Board of various companies including Kirloskar Brothers Limited and Finolex Industries Limited. He is also associated with several charitable institutions.



ABHAY BHAGWAT

Abhay Bhagwat, is a Chartered Accountant by profession and a senior partner of M/s P. G. Bhagwat, Chartered Accountants, in Pune. He has been in practice for more than 35 years with specialisation in rendering audit services. Apart from his professional commitments, he is also the Managing Trustee of two other charitable trusts working in the field of education and healthcare.



RAJEEV GUPTA

Rajeev Pal Gupta's career spans 30 glorious years across Manufacturing, Investment Banking and Private Equity. He has been Global partner of The Carlyle Group & India head of Asia Buyout Fund. He was the M&A Head and Board member of DSP Merrill Lynch. At present, he is on the Board of various companies including EIH, TVS Capital and VIP Industries.



GYANPRAKASH FOUNDATION

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