

ANNUAL REPORT 2016-17



GYAN PRAKASH FOUNDATION'S GUIDING PRINCIPLES FOR SUSTAINABLE CHANGE

Based on the belief that free and compulsory education is the right of all children and government is the key stakeholder in helping children access quality education, following principles guide our journey:

- *System Driven Transformation - GPF as facilitator of change*
- *Non prescriptive approach*
- *Recognition and optimum use of existing talent*
- *Use data for action*
- *Technology and Analytics for Scale*

'Tell me and I forget.
Teach me and I remember.
INVOLVE ME and I LEARN.'

- Benjamin Franklin



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FROM THE MANAGING TRUSTEE'S DESK

The recent Global Sustainable Development Goals (SDGs) summit allocated a lot of time for Goal 4 i.e. 'quality and equitable education for all children by 2030'. That education consistently ranks high in order of priority is encouraging. At the same time, the challenge of meeting the goal is lofty. In India, the last decade has seen tremendous improvements in school provision – access, infrastructure and even installation of technology. The great challenge in the decade ahead lies in ensuring children not just attend school but learn foundational skills that prepare them for a fast changing world.

At Gyan Prakash, the operating credo is one where all efforts are made to ensure children learn in school. While the passing of the Right to Education (enacted in 2010) cemented education for all children as a right, seven years on, many children are failing in school. The 2016 ASER survey showed that over 50% of children in Class 3 were unable to read a Class I textbook and 70% unable to do 2 digit subtractions. These figures portend a looming crisis, and GPF feels compelled to address the problem, both in terms of severity and in terms of scale.

Fortunately, Union and State governments alike seem to be taking on Education as a key area for improvement. Many States have undertaken large-scale schools transformation efforts that have contributed towards building a momentum for reform in States. This is

buttressed by MHRD's recent push for tracking outcomes – at the State and Central level – with emphasis shifting from inputs to outcomes. At the National and State level, three main approaches are being deployed as the main levers for sustainable systemic change – building of teacher and officer capacities, measuring student performance and use of technology (in the classroom or as a tool for governance). It is heartening to note that all three strategies are in line with the work GPF has been doing for the past two years in Velhe and recently in SFDs.

To fine-tune the implementation of these strategies, GPF plans to deepen its expertise in a way that can result in best practice migration from GPF's current sites to any/all other sites in India. In the coming year, GPF will aim to build up the following practice areas:

- Building capacity within the system rather than outside it: Through field based support, GPF will continue to provide cluster, block and district level scaffolding support. The guiding principle is one of building up existing talent and working through what is already available on the ground in terms of human resource. In doing this, GPF remains mindful that a respectful non-prescriptive approach is most effective for gaining the trust and buy-in of functionaries on the ground. The experience with Block and cluster level functionaries in Velhe and SFDs in the last year has proven the soundness

of this strategy. Many Cluster Resource Persons (Kendra Pramukhs) in the intervention blocks are working well with GPF staff and are starting to deliver against their mandates as instructional leaders. In the coming year, GPF foresees an even greater transformation through its continued engagement in the relevant blocks.

- Creating professional development pathways for teachers: all countries that perform well in public education have clear professional development paths for their teachers. This includes a strong pre-service program that not only prepares teachers for the realities of the classroom but also serves as the nexus of research and practice. Currently the quality of pre-service programs is inconsistent and the linkages between schools of education/B.ed. Institutes and schools (or with other institutes of educational research) is weak. A sustainable strategy for improving school education needs to focus on both pre-service and in-service and must treat teacher professional development as an integrated continuum where strong linkages exist between schools, teachers, pre-service institutions and DIETs. GPF's work in the districts takes care to place

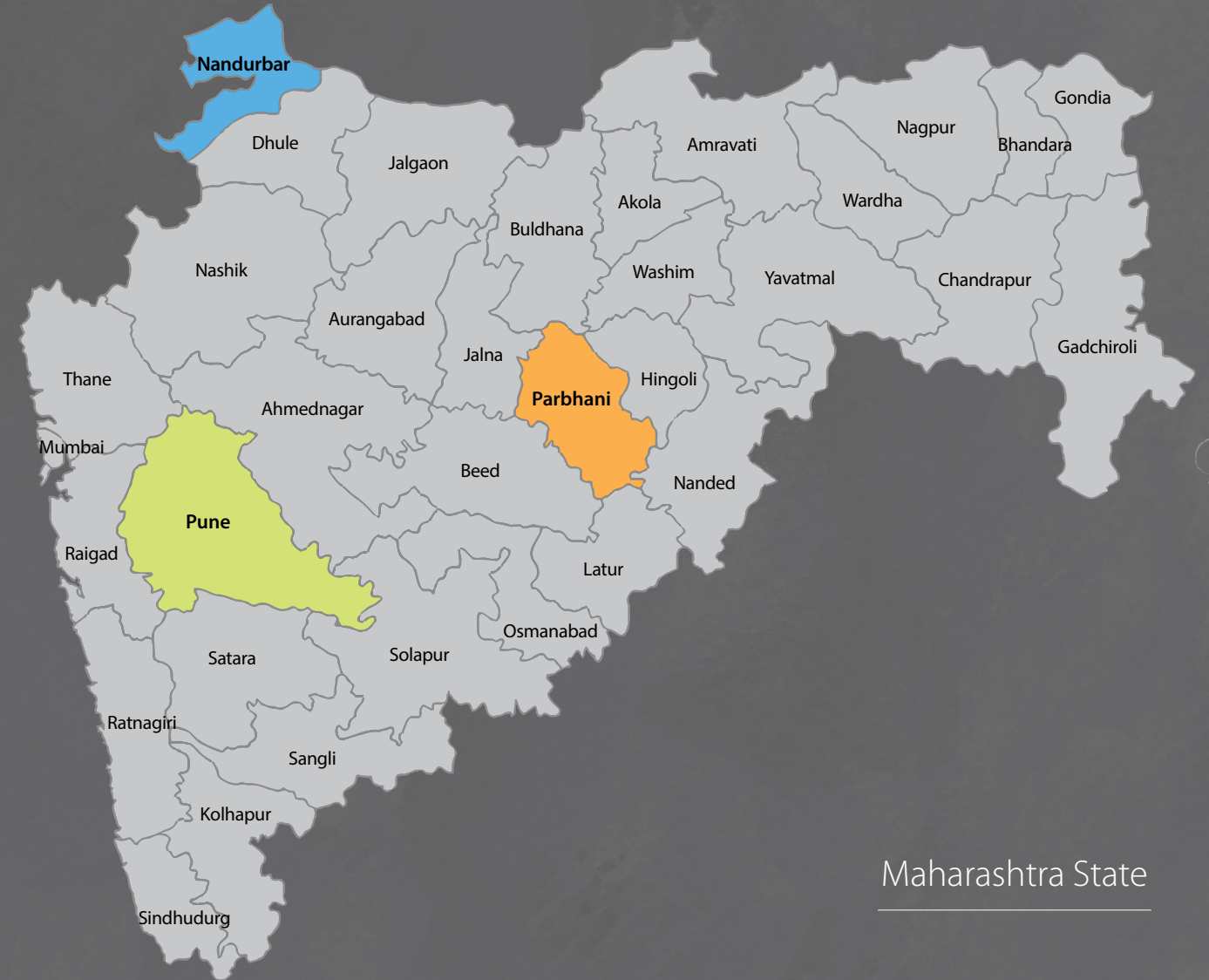
teachers at the centre and fosters a two-way relationship between institutes of training and teachers.

- Using data to drive change: Measurement remains a challenge. Student outcomes and other learning based variables are hard to capture in a holistic and usable format. Moreover, only when assessments are used by teachers as an indicator of gaps in student understanding do they become more than monitoring tools. In order to create a culture of using data in the class room, GPF supports teachers in utilizing class room level student assessment data to understand individual needs of children and this strategy has yielded very positive results. GPF's work in one cluster in Velhe shows that an MIS for learning level analysis and Child-wise action plans help teachers, administrations and policy makers align around student learning goals and devise strategies to achieve set targets.

In 2017-18, GPF is confident that the above strategies will not only deliver strong results on the ground but also lend themselves to replication across Maharashtra and possibly other States.

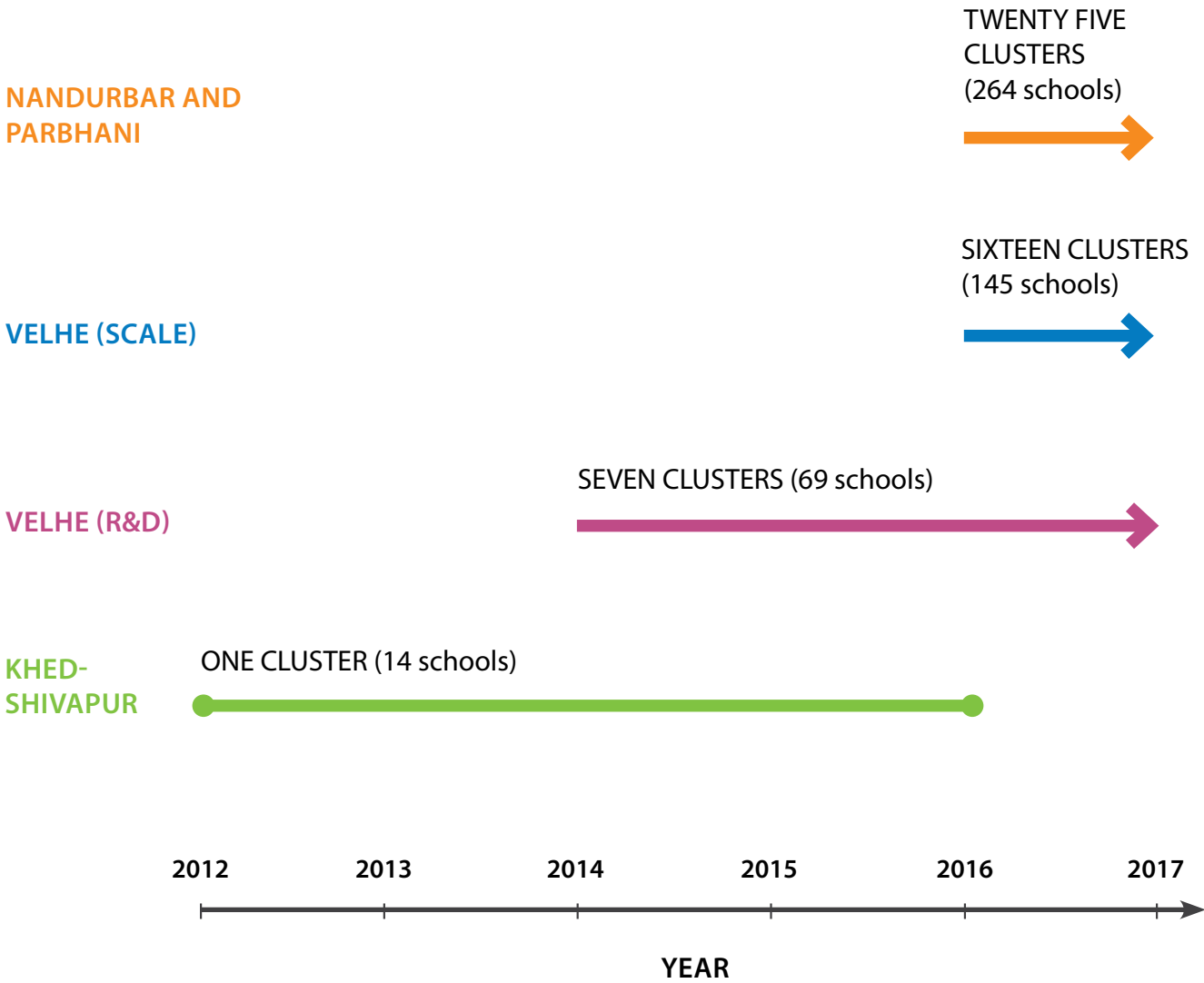


GEOGRAPHICAL PRESENCE OF GPF



Maharashtra State

PROGRAM EVOLUTION



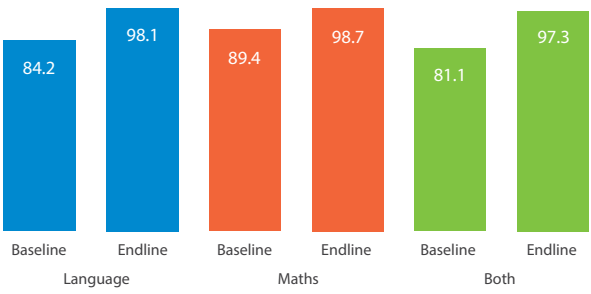
PROGRAM COVERAGE ACROSS 3 OPERATIONAL DISTRICTS : KEY NUMBERS AT A GLANCE



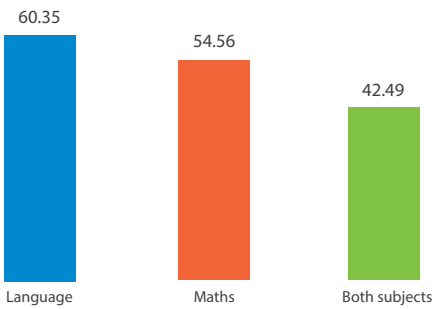
IMPACT : KEY NUMBERS AT A GLANCE

THE KEY HIGHLIGHTS OF CHILDREN LEARNING OUTCOME IN THE YEAR ARE

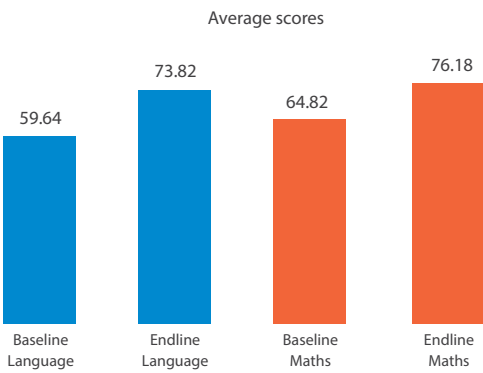
Pragat students at baseline to end line (Pragat = 40%+ Marks)



Children showing more than 10% improvement in learning levels from baseline to end line



Overall performance of children



PROGRESS OVERVIEW

RURAL PROGRAM

As we all know, GPF's rural education program is primarily focussed towards improving quality of rural government schools.

As a guiding principle, we aim to strengthen existing government structures and mechanisms in education through onsite and off-site support to teachers, Kendra Pramukhs (KPs or Cluster Coordinators), School Management Committees, block/ district officials, and DIECPDs as part of our program operations and advocate for policy changes through engagement with Maharashtra Academic Authority (MAA) and Education Department of Government of Maharashtra.

The key levers of change are Teacher Capacity Building and SMC Effectiveness. We are building knowledge for scale on the levers of change through Research and Development across 55 schools in 6 clusters of Velhe blocks for the last 3 years. The tested tools and processes in Research and Development lab in Velhe are then scaled to the remaining 10 clusters of Velhe block, 4 Clusters in Nandurbar and 5 in Parbhani. Out of the 3 operational districts, Parbhani and Nandurbar districts fall under Government of India's 100 Special Focus

Districts (SFDs) that are at the bottom of educationally backward districts. The program in SFDs is part of EdelGive Coalition for Education (ECE) formed by EdelGive Foundation in partnership with Government of Maharashtra. Along with GPF, Kaivalya Education Foundation (KEF) is also a partner of ECE working in Special Focus Districts of Amravati and Gadchiroli. R & D contributes for refining processes and standardising tools which are used in scale programs.

The section below covers definition, research and development areas and progress update of each of the levers of change stated above.



A. TEACHER CAPACITY BUILDING

Usually, teacher capacity building is concerned with conducting series of training sessions. However, the transfer of learning from training sessions to the classroom is very limited. Being aware of this reality, GPF's approach to building capacity of the teachers lies in evolving contextual solutions with the teachers and not getting into an expert role. GPF believes that change-makers exist among teachers and these change makers can become a great resource for other teachers and can contribute far more to school/cluster development.

Therefore, optimal use of existing resources through facilitating sharing-learning at school is at the core of teacher capacity building approach. This effort is towards bringing accountability towards achievement of learning outcomes of children beyond and implementation of universal principles of learning to develop multiple abilities in children.

After 2 and half years of intensive work with teachers, following are some of the mechanisms that have proven its efficacy in building readiness and capabilities of teachers for change:

- I. **Shikshan Parishad**
- II. **Cluster Resource Group**
- III. **Data for action**

I. Shikshan Parishad:

The purpose of 'Shikshan Parishad' is a cluster level meeting of teachers which is conducted every month as per Government mandate.

Cluster Level initiatives where teachers come together, share and learn from each other, discuss issues and challenges in making schools pragat and execute collaborative action is key for cluster transformation. However, traditionally cluster level interactions happen on data collection and administrative purposes and discussion on pedagogy, child learning and best practices gets neglected.



GPF through its work, has been successful in activating and strengthening the cluster level platform across all 25 clusters.

In GPFs program clusters, the SP is an effective platform for the teachers to showcase the practices, processes, tools, experiments that are impacting child learning. Moreover, such a platform is also contributing to the process of developing a vision for the cluster.

Following are the key achievements in the year (2016-17):

- Monthly Shikshan Parishad conducted in each of the 25 clusters from August'16 to April'17
- A total of 136 Shikshan Parishads led by Kendra Pramukh (KP) conducted in 25 clusters across 3 districts
- 87% of average teacher attendance at each of the Shikshan Parishad
- Better connect between KP and teachers beyond administrative discussions in each cluster
- As a result of GPF's continuous support in capacity building of KPs in the year, focus of every Shikshan Parishad has consistently been on the building basic competencies in children across all the clusters

In the coming year, the focus will be on the strengthening KP's role for identifying needs of the teachers, recognise good practices and creating opportunities for teachers to collaborate at cluster level.

Testimonials

Mr. Ture,
Sawali School, Sawargaon Cluster,
Manvat Block, Parbhani

The purpose of Shikshan Parishad is totally changed now. Earlier Shikshan Parishad focused on discussing administrative issues. Now, with the active involvement of Mr. Sheikh (KP, Sawargaon), the Shikshan Parishad has become more meaningful and fruitful. The KP has also changed completely. Earlier he didn't use to take initiative and take part in the cluster level activities, but now he is taking lead with his active participation.

Mrs. Wadkar,
Kendra Pramukh, Dapode Cluster,
Velhe Block, Pune

I came to this cluster in June from another block and delighted to see Shikshan Parishad being organised regularly and systematically with the help of GPF, which I have not seen anywhere. Sharing of learning level analysis of my schools by GPF, has helped me to understand status of schools of my cluster and take follow up with schools. KPs of other clusters in Velhe Block are supportive to each other unlike other places.

II. Cluster Resource Group (CRG)

Cluster Resource Group is a group of like-minded, motivated teachers who are willing to take initiative in school and cluster transformation. These teachers have the potential to share their practices, guide and motivate other teachers in their cluster. As teachers value inputs only when they can connect it to their classroom situations and no one better than fellow teachers can facilitate that.

In the past years, all teachers have gone through hours of training however, transfer of the learning to the

classroom has been limited. Training was seen as a gratuitous activity that teachers painfully obliged rather than something they looked forward to and anticipated learning from. This is largely because training programs are designed without adequate needs analysis and often fail to help teachers with issue they are actually facing in the classroom.

However, when the practitioners, for example a group of motivated and innovative teachers share their experiences, the likelihood of other teachers trying

the shared techniques in their classroom increases tremendously.

GPF's learning and positive experience from Khed-Shivapur and Velhe have shown that subject expert teachers do exist in each cluster which could potentially become a huge resource for the other teachers. These teachers implement new techniques to ensure regularity, enhance children's skills and develop their interest in school activities.

Following are the key achievements in the year (2016-17) with respect to the CRG:

- A total of 13 CRG forum has been formed across 3 districts
- 92% of average teacher attendance at each of the CRG meeting
- 12 CRG meeting

In the year, GPF has seen notable initiative from the CRG teachers indicating their willingness to bring about a change in other teachers' knowledge and skill of their clusters. The synergies that GPF has been able to build between CRG and other teachers in the clusters has resulted in providing context for sharing their best practices, help other teachers in pedagogy and motivate them to improve teaching leaning process in their clusters.

This group of teachers if further enriched with need-based subject knowledge can add great value to the shared learning in their cluster. Strengthening CRG will be one of the key activities in the coming year which will contribute to a collaborative culture, sharing and learning in far greater intensity.



Testimonials

Mr. R. P. More,

Kendra Pramukh, Kekarjavla Cluster, Parbhani

GPF has taken an active lead in organising Cluster Resource Group (CRG) forum at my cluster. Total 10 active teachers have been selected as part of this forum who are instrumental in sharing their own innovative teaching practices in Shikshan Parishad with the help of their TLM. These teachers act as resource person to other teachers who offer their support in the area related to pedagogy, teaching practices etc which is highly appreciated by other teacher of my cluster.

Mr. Ramchandra Davane,

Teacher, Z. P. School Dardighevasti, Sakhar Cluster, Velhe Block, Pune

With CRG forum being actively organised in my cluster, teachers not only get recognition but are also valued for their work done in my cluster. This has resulted in great motivation. Teachers are inspired to share their good practices to other teachers in my clusters.

III. Data for Action

A picture may be worth a thousand words, but in education, data speaks volumes. Research has shown that using data in instructional decisions can lead to improved student performance. However, Use of data in the development sector has been limited to impacts assessment and reporting however, with the paradigm shift towards intelligent use of the data not just to create evidence but also to guide action on the ground.

Since 2015, Maharashtra has been conducting state tests. However, most of the assessment data is collected, and stored centrally with no trickle down to the teachers

which is the main lever of change in the whole system of assessment. Therefore, GPF has been using data from the same state baseline/end line surveys but has placed a greater emphasis on the analysis and discussion of the data with teachers so that actual teacher practise changes in response to what the tests reveal about student understanding.

The positive experience of GPF work using MIS for learning level analysis and Child-wise action showed the role classroom level student assessment data played in improving instruction and learning of the children.



For the academic year (2016-17), GPF analysed the data of over 18,000 children of the project schools in Velhe, Nandurbar and Parbhani through an excel-based MIS. The data was analysed further to understand the competency gaps in each class.

Some key findings of the analysis are:

- The performance in reading skills shows 85% of the children have achieved the desired competency
- On an average, 50% of the Children across all the classes have achieved the age-appropriate writing skills
- More than 85% of the children across all classes have demonstrated age-appropriate performance in conceptual understanding of numbers, whereas 65% of the children have achieved the competencies required for basic mathematical operations
- The performance of children in Maths has gone below on competencies of word problems for primary classes and equations for classes 5 to 7

Based on these findings, GPF supported teachers in changing instructional practise in order to enhance learning in their classroom. After a few weeks of implementing new strategies, teachers saw for themselves how data backed instructional strategies can yield positive results in the class room. This process has helped in creating culture of using data for child wise action planning in the school.

The outcome of GPF effort is that around 70% of the schools out of 264 schools have used data for action. This has been recognised as unique to GPF's approach to transformation.

Testimonials

Mrs. Mandakini Marathe,
Assistant teacher, ZP School Dhamdod,
Nandurbar

After Baseline tests, I had checked papers and kept them as it is. GPF provided us with student wise competencies gap analysis in colour code, which was simple and helped me to prepare for daily classroom process. Based on competency gap findings, I have been able to implement various activity in my classroom, resulting in improvement in my students.



Korit is a remote village, which is 28 KMs away from Nandurbar block. The school in Korit village runs from Class 1 to IV with only two teachers in the school, one being the headmaster. Teachers were extremely enthusiastic about their teaching but faced lot of difficulty in running school smoothly as it did not have compound wall. In the absence of wall, vehicles often used to pass by the school playground which not only brought constant disturbance while teaching but also involved security concern for the children.

That's when Mr. Walvi, Head Master of the school took this up as a challenge. He decided to work directly with Gram Panchayat during and after the school. He began with conducting home visits on a regular basis and explained importance of having a compound wall in the school and its benefit on children learning. This was possible because he shared good rapport with the members.

Initially, he met with little success but this never affected their teaching and their involvement with the children. In the meantime, both the teachers kept working intensively with the children and used constructivism as the method in their teaching that children enjoyed. As children started showing sign of improvement in learning, teacher's effort and progress were appreciated. In just one year of effort, total enrolment of the school increased from 55 to 68.

Classroom were witness to active sessions and chirpiness. Seeing the visible change, community members started changing their perception towards the school. They started attending meeting organised by head master and contributed to the school for wall compound.

Today school not only have wall compound of its own but also tress have been planted around the school. This has raised parent's expectation from the school and has increased community involvement with the school management committee.

Mr. Walvi has come a long way and is continuing to create a positive school environment for the children of Korit Village.

This marked the beginning of parent engagement in Korit Village.

B. SCHOOL MANAGEMENT COMMITTEE (SMC) EFFECTIVENESS

As defined in Right to Education Act, School Management Committees (SMCs) have a significant role to play in management of schools. However, formation of SMCs and ensuring that they are actively involved in school management has not received adequate attention across the country. GPF have always believed that SMC, parents and community has a crucial role to play for ensuring and enhancing quality education for children at village level.

With the vision of aligning our intervention with the government's mandate, GPF at its incubation center in Khed Shivapur in 2012 put efforts for strengthening SMC's and experimented with different techniques for community mobilisation in a cluster. The Khed – Shivapur experience displayed the huge potential of SMCs as a major stakeholder in transforming quality of education.





GPF's engagement with SMC is not limited to SMC strengthening but it involves broader parent and village level involvement in improving education quality of school. It involves:

- Democratic formation of SMCs as per Right to Education Act
- Headmaster (HM) led SMC effectiveness
- Participatory school development plan by stakeholders
- Quarterly academic review of children performance by parents
- Educational gramsabha- Education as village agenda

In the year, GPF has provided consistent on-site support to SMC strengthening and its effort is directed towards the following outcome:

- Democratic formation of SMCs as per Right to Education Act**
- Headmaster(HM) led SMC effectiveness**
- Parent involvement in child education**

I. Democratic formation of SMCs as per Right to Education Act

The Right to Free and Compulsory Education Act (RTE), 2009 has mandated the constitution of a SMC for every school. The constitution of a School Management Committee (SMC) is an important provision of the Act. While all schools have to constitute SMCs, it is observed that majority SMC's are not formed as per the prescribed guidelines of RTE, so the structure remains inadequate.

The conviction supported with evidence that SMCs being an important factor in improving quality of school, has led GPF to undertake the task of SMCs formation as per the RTE guidelines and bring right set of members to contribute effectively to the process. In the year, GPF has undertaken the task of status mapping of SMC Formation as per RTE in the schools in 25 clusters across 3 districts.

Through this mapping, it was found that more than 75% SMC's were not formed as per adequate structure or process as mentioned in RTE. This was mainly because of HMs having limited understanding on structure and process of SMC formation and faced difficulty in ensuring requisite parent participation in SMC formation.



Testimonials

Mr. Suresh Kadam,
Kendra Pramukh,
Mangdari Cluster, Velhe, Pune

I am attached with GPF for more than a year and very happy to see GPF giving input to HMs for re-constitution of SMC as per RTE act. GPF not only encourages democratic process for SMC body selection but also ensures selection of parents who have interest and time for SMC work. Because of this, SMC have developed good connect with the school and their involvement increased for improving quality education in their school.

In order to strengthen these SMCs and enable its contribution in the school development, GPF has taken lead in the process of SMC reconstitution as per RTE. In all 3 geographies, block and district officials have accepted SMC strengthening as a significant need and

took block level efforts for ensuring SMC formation as per RTE.

GPF played a vital role in the reconstitution of SMCs in 62 schools in 25 clusters across 3 districts.



II. Headmaster (HM) led SMC effectiveness

As per RTE, HM is a member secretary of the school management committee. It is HM's responsibility to constitute SMC and facilitate its work for school improvement. However, it is observed that HMs participation in all these processes is virtually non-existent.

GPF believes that HMs have crucial role to play in school transformation. To play his role effectively, HMs need clarity on their roles and skills to deliver the role effectively. While, HMs come from academic background, they may not be possessing skills in community mobilisation and social leadership

HMs being secretary of SMCs can play a key role in SMC Effectiveness and such efforts has a potential to scale. As a result, GPF has been building capacities of HMs for leading SMC effectiveness processes.

GPF's intervention in HMs capacity building is encouraging. HMs across various schools have started to take lead and become an active participant in SMC activities. They not only ensure that SMC meeting are conducted under their guidance and but proactively orienting SMC members about their role and responsibility in the overall school development.



Testimonials

Mr. Markal S. G.,

Head Master, Z. P. Sakharewadi school,
Mangrul Cluster, Parbhani

The support provided by Gyan Prakash Foundation to increase HMs participation in making active School Management Committees has helped to gain support of SMCs in planning and active participation of various school level activities. Due to this, Gram Panchayat is now willing to contribute to the school.

Mr. Subhash Sonake,

Head Master, Kodawadi Z. P. School,
Manjai Asani Cluster, Velhe Block, Pune

For more than a year, GPF has been giving inputs on child learning and encouraging me to lead SMC work. Because of school team effort, there is improvement in quality of education in our school. We presented our work to parents and slowly parents started getting involved in the school development. Today, Teachers, SMC members and Parents are integral part of school and have regularly monthly SMC meeting.

III. Parental involvement in child education

Parents as primary educators have a great share in the child’s education. School alone cannot satisfy all the requirements. GPF has always believed that parents and community has a crucial role to play for ensuring and enhancing quality education for children at village level. Government also recognizes it as an important area of intervention for school development. However,

existing government mechanism fall short on parent and community engagement.

Based on conviction, which is supported by evidence, GPF have started working closely with HM’s on enhancement in parental engagement in school by building individual connects with parents and strengthening parents meeting at school level. GPF is supporting HM to get parent and community engagement through structured, regular parents

meeting, through organising various events at schools to encourage parents to involve, also trying out effectives ways to reach out to parents like home visit, messages, parents what app group etc.

With this endeavour, GPF has started to develop a strong connect at school level, reaching out to each parents in the community and developing rapport with community in each village to bring transformational change in the quality of education at a village level.

Testimonials

Mrs. Sujata Walgude
SMC President Z.P. School Margasani,
Margasani Cluster, Velhe Block, Pune

I feel that Teachers and Parents play an important role in overall child’s learning and my regular school visits help me to connect with teachers on my child’s progress, learning gaps and required inputs. I am really thankful to GPF who has been giving important inputs on parent’s involvement during SMC meetings.



Community mobilisation in a school of "Atola" village

The town of Atola, 18 Km away from Manvat taluka lacks development. The school in Atola village runs from Class 1 to V with only two teachers in the school. When both Mr. Bhise and Maithile were appointed in this school, there were total 21 children. Of the 21 children, 4 children remained absent on a regular basis.

In the school premises, sewage water was entering from the courtyard of the school and villagers threw garbage around the school, making school unconducive for learning and unhealthy for the children. School environment was never welcoming for the children. Participation of the community was virtually non-existent in the development of the school.

Both the teachers believed that there is a need for quality education in the school but this was not possible until ground situation in the school improved drastically. Seeing time running out of their hand, both of them decided to bring change in the school as soon as possible. They volunteered to make change possible.

They began with conducting home visits on a regular basis and organised several meeting with the villagers, explained importance of their involvement in overall development of the school and its benefit on children learning. Their persistent effort in sensitising community members started bearing fruit.

Meeting was held with the villagers, explaining the importance of studying in conducive environment, and their children attending school regularly. This was not



possible without their involvement in the school. Meeting was attended in large number. On the same day of the meeting, youngsters of the village took initiative and constructed another 'Nullah' to divert the sewage water coming from the courtyard of the school. Very next day, they created a garden so that nobody does litter around the school again.

After some time, the youth volunteer initiated school development forum called 'Shalla vikas manch'. Through this forum, school was kept open and classes were held during Diwali to keep children interested to their studies. Later, Apragat children were identified and proper attention were given to improve their competencies.

Through community contribution, school collected Rs. 1, 17,000 which was used for buying laptop, LCD projector and flooring of the school was also done.

Now, school enrolment increased from 21 to more than 50 since 2014. Attendance ratio has increased to 100% due to the efforts by the community and the school. In 2016-17, as many as 1300 teachers from 62 villages visited to observe development element of the school.

Today Atola school is one of the ideal and the most Pragat school in Manvat block now.

URBAN PROGRAM (UDAAN)

UDAAN is a project based on the Society's Social Responsibility model – an approach where members of the residential societies contribute towards improvement of adjoining slum communities. This is conceived on the lines of Corporate Social responsibility, with the idea that a more affluent segment of society supports and strengthens their lesser privileged counterpart through education and employability.

GPF in collaboration with the Sindh Cooperative Housing Society, Aundh started project Udaan in 2015 at Kasturba and Indira Vasahat, two slums that are adjoining to the society. It focuses on improving quality of education at primary level and employability support to children and their parents.



The aim of Udaan is as follows:

- All children in the slum should be attending school
- 80% + children achieving age and class appropriate competency
- All children passing class 10 supported to become employable

With a sharper focus on education during 2016-17, we have achieved following results:

- 75 students out of 129 have shown progress in learning outcomes (Class 1 to 7)
- 69 out of 84 students supported have cleared SSC



Sakshi Bodke lives in Kasturba Vasahat.

She is a 6th std student of a corporation school from sakal nagar.

Sakshi's journey with 'Udaan' began with formal enrolment to Udaan Classes.

Recently she has been selected for an international school located at lavale (Pune).

After clearing all the three screening levels, she was the only one out of 40 girls from her school to get selected for it. From all over Maharashtra only 30 girls have been selected for this school.

Sakshi is the most active member from a community to volunteer for the work.

*She also has *acquired skills to engage students of 1st to 4th and help a class teacher in teaching.*

We hope we can help more girls and boys like her to strive for excellence in whatever field they choose



During 2017-18, we are supporting 237 students in Class 1 to 9. All children supported last year are retained for the support this year, which shows efficacy of the support they received during the last year.

While we are able to support children effectively, parental involvement in child education is a major challenge. We are making efforts toward greater participation of parents during the current year.

Parents being a catalyst of change and most important teacher in child's life, GPF has identified itself a positive interface between child and parent in improving the quality of education. In order to impact child well-being, GPF is piloting 'Parent as teacher' program at Kasturba and Indira Vasahat urban slum. The overall objective of the project is to promote optimal early development, learning and health of young children by supporting and engaging with their parents in the urban slum families.

GPF uses an evidence-based model to deliver parent education primarily through personal visits and group meetings. We equip parents with knowledge and resources to prepare their children for a stronger start in life and greater success in school.

GPF's 'Parent as Teacher' effort is directed towards following outcomes:

- 60 parents covered
- To create more and more ECD facilitators in the community, becoming agent of change in the community
- Making parents aware about Anganwadi services and motivate parents for using facilities

The initial response from the parents has been positive and encouraging. With this innovative and holistic model of slum transformation, GPF is positioned to foster strong, loving relationships between parents and their children through this program.





ROAD AHEAD 17-18

GPF through its work for over last five years has developed a strong understanding of the educational landscape in the state. Our focus on partnership with the state and district administration has proven to be our strength. We are particularly enthused by the fact that the change makers exist within the teachers and the officials working at cluster and block levels. The key challenge however is to influence upper tier of administration and facilitate collaboration between education administration and academic functions at the district level.

During the year ahead, we aim to focus on strengthening our ties with Zilla Parishads and DIECPDs towards building readiness for scaling the work in remaining blocks in the districts. With the momentum built, our endeavour is to provide system level support for district transformation. We define system level support in two parts i.e. strengthening processes for transformation and use of technology for scale.

We have identified critical processes that need research and development that are ability-based learning and assessment of children and implementation of Shala Siddhi.

National Programme on School Standards and Evaluation (NPSSE) envisions reaching 1.6 million schools in the country through a comprehensive system of school evaluation - Shala Siddhi. GPF's vision clearly aligns with Shala Siddhi framework for 'School Evaluation' as the means and 'School Improvement' as the goal. We plan to support use of Shala Siddhi framework for school assessment and improvement in Velhe block with the objective of developing standard processes and protocols which will eventually feed into MAA in implementation of Shala Siddhi across the state.

The collaborative working between different stakeholders in education has huge potential to find revolutionary solutions in improving child learning outcomes with teachers in the country playing central role. We look at the technology as a great enabler to equip and empower teachers at scale in line with the standard set out in National Teacher Platform (NTP) launched by Ministry of HRD.

In light of NTP, we wish to create partnerships across the country for building, demonstrating and refining tech-based solutions for improving child-learning assessments and teacher capabilities.

ORGANOGRAM



DONORS AND SUPPORTERS

Institutional Donors



BGR Mining & Infra Pvt. Ltd.

Hassanand Bodaram Chawla Charitable Trust

Rare Enterprises

Trust Investment Advisors Pvt. Ltd.

Nirmal Mishrilal Bang Charity Trust

Discovery Wealth Management Services Pvt. Ltd.

Vibgyor Investors & Developers Pvt. Ltd.

Runner Marketing Pvt. Ltd.

Kirloskar Electric Company Executive & Other Officers Welfare Trust

Desai Brothers Limited

Raojibhai Desai Public Charitable Trust

Individual Donors

- Padma Indru Advani
- Saroj Moti Mirchandani

- Sameer Nagrani
- Suman Kapoor & Radhika Kapoor

- Vidya Ashok Joshi
- Kavita Vora

- Padmaja Shirke
- N. Subbalakshmi

KNOWLEDGE PARTNERS





FINANCIALS

Gyan Prakash Foundation
Registered Under Indian Trust Act, 1882

Balance Sheet as at 31st March, 2017

FUNDS AND LIABILITIES	As on 31st March 2017	As on 31st March 2016
	Amount Rs.	Amount Rs.
TRUST FUND OR CORPUS		
Opening Balance	66,00,000	36,00,000
Additions during the year	14,00,000	30,00,000
	80,00,000	66,00,000
UNSECURED LOANS		
Advance From Trustee (Interest free advance, repayable on demand)	41,23,463	52,42,920
Specific Donations (Balance to be utilised) (See Note No. 4)	1,27,34,111	42,99,817
CURRENT LIABILITIES		
Statutory Dues Payable	2,81,776	1,23,805
Provident Fund Payable	2,07,841	46,565
Professional Tax Payable	8,600	4,575
TDS on Rent	27,600	
TDS on Professional Fees	6,890	19,917
TDS on Salary	26,420	52,017
TDS on payment to Contractor	4,425	731
	2,81,776	1,23,805
Security Deposit	-	8,500
INCOME AND EXPENDITURE ACCOUNT		
Balance as per last balance sheet	(43,41,606)	(40,59,357)
Add/ (Less): Surplus/(Deficit)	9,32,497	(2,82,249)
	(34,09,109)	(43,41,606)
TOTAL	2,17,30,241	1,19,33,436
PROPERTY AND ASSETS	As on 31st March 2017	As on 31st March 2016
FIXED ASSETS		
As per Annexure I	11,68,197	5,06,512
LOANS AND ADVANCES		
Deposits	92,000	1,09,000
Advances		
To Employees	-	22,860
To Others	22,800	1,42,500
Tax deducted at source	1,18,082	60,085
Cash and Bank Balances		
In Current Account	1,58,29,162	12,92,479
In Fixed Deposit	45,00,000	98,00,000
Cash in hand	-	-
	2,03,29,162	1,10,92,479
TOTAL	2,17,30,241	1,19,33,436

For Gyan Prakash Foundation

Chiranjeev
Chiranjeev
Managing Trustee

Pune
Date: 20th May 2017



Dheepak
Dheepak Satwalekar
Trustee

As per our report attached
For B. K. Khare & Co.
Chartered Accountants
Firm Regn. No.: 105102W

Shrish
Shrish Rahalkar
Partner

Membership No. 111212
Mumbai
Date: 20th May 2017



Gyan Prakash Foundation
Registered Under Indian Trust Act, 1882

Income and Expenditure Account for the Year ended 31st March, 2017

PARTICULARS	For the year ended on 31st March 2017 Amount Rs.	For the year ended on 31st March 2016 Amount Rs.
Interest		
On Fixed Deposits with HDFC Bank	8,27,008	3,61,113
On Income Tax Refund	1,277	1,164
Donations	2,43,55,877	1,52,66,223
Income from other sources		
Miscellaneous Income	6,620	12
TOTAL INCOME	2,51,90,782	1,56,28,513
Establishment expenses As per Annexure II	6,72,404	10,84,655
Audit fees	5,750	-
Professional Fees	5,71,900	60,840
Depreciation/Amortisation	6,34,079	2,64,224
Expenditure on Objects of the Trust As per Annexure III	2,23,74,153	1,45,01,043
TOTAL EXPENSES	2,42,58,186	1,59,10,762
Surplus/(Deficit) carried to Balance Sheet	9,32,497	(2,82,249)

For Gyan Prakash Foundation


Daljeet Wadhvani
Managing Trustee

Pune

Date: 20th May 2017



As per our report attached
For B. K. Khare & Co.
Chartered Accountants
Firm Regn. No.: 105102W


Shirish Rahalkar
Partner
Membership No.1111212

Mumbai

Date: 20th May 2017



Gyan Prakash Foundation
Registered Under Indian Trust Act, 1882

Annexure I
Fixed Assets & Depreciation as on 31st March 2017

(Amount in Rs.)

Particulars	Computers and Technology	Printer	Furniture	Electronic Equipment	Total
Gross Block :					
Opening Balance	6,89,357	26,025	2,55,586	1,93,338	11,64,306
Additions during the financial year	9,40,213	29,100	1,48,476	1,77,975	12,95,764
Deductions during the financial year	-	-	-	-	-
As on 31st March 2017	16,29,570	55,125	4,04,062	3,71,313	24,60,070
Depreciation :					
Opening balance	5,57,237	19,774	51,832	28,952	6,57,794
Depreciation on opening block	79,273	3,751	20,377	24,658	1,28,059
Depreciation on additions	4,59,932	13,020	8,683	24,385	5,06,020
As on 31st March 2017	10,96,442	36,545	80,892	77,995	12,91,873
Net Block as on 31st March 2017	5,33,128	18,580	3,23,171	2,93,318	11,68,197



Annexure II: Establishment Expenses

Particulars	FOR Y.E. 31.03.2017	FOR Y.E. 31.03.2016
	Amount Rs.	Amount Rs.
Staff Expenses		
- Salary and allowances	44,750.00	4,87,800.00
- Staff Welfare Expenses	34,179.00	39,762.00
- Contribution to Provident Fund and other Funds	-	51,979.00
- Medical Reimbursement to Staff	-	15,000.00
- Staff Insurance premium (personal accident insurance policy)	19,638.00	15,185.00
	98,567.00	6,09,726.00
Retainership Fees	33,000.00	36,000.00
Repairs and Maintenance		
- Website Maintenance	56,000.00	33,662.00
- Computer Repairs and Maintenance	21,241.00	21,044.00
- Other Repairs	12,219.00	5,038.00
	89,460.00	59,744.00
Other Expenses		
Annual Report Expenses	60,000.00	1,59,176.00
Meeting Expenses	19,786.00	23,360.00
Internet Expenses	44,909.27	65,546.00
Printing & Stationary	35,208.00	22,351.00
Profession Tax	2,500.00	2,500.00
Statutory Payments	92,052.00	-
Rent , Rates & Taxes	42,430.00	30,000.00
Telephone, Postage and Courier	6,963.00	5,674.00
Travel and Conveyance Expenses	4,310.00	36,105.00
Miscellaneous Expenses	1,14,903.94	34,473.39
Recruitment expenses	28,315.00	-
Total	6,72,404.21	10,84,655.39



Annexure III: Expenditure on Objects of the Trust

Particulars	FOR Y.E. 31.03.2017	FOR Y.E. 31.03.2016
	Amount Rs.	Amount Rs.
Staff Expenses		
Salary and other expenses - Program Director	17,94,650	16,01,128
Salary and other expenses - Admin	5,53,581	-
Office Rent : Baner Office	2,40,000	-
Projects / Interventions		
Incubation cluster	8,37,301	23,91,843
Bridge Model	1,72,313	7,20,144
In-service teacher training	2,52,496	6,57,444
SMC Effectiveness	2,47,985	7,16,192
Urban Project	23,09,067	26,10,675
Pilot Cluster - Velhe R&D	83,68,143	52,83,032
Velhe Scale Up	6,21,379	5,20,585
Nandurbar Project	34,03,575	-
Parbhani Project	35,73,665	-
Total	2,23,74,153	1,45,01,043



NOTES FORMING PART OF THE ACCOUNTS

Gyan Prakash Foundation is a public charitable trust established 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.

c. Amortisation

Intangible assets are amortised over the period of three years on straight line basis.

4. Balance Specific Donations

The Foundation has been working on different projects for 'Development of a Community Led Social Change Model in Education' at different locations. During the year, it has received donations from various donors for such projects under MOUs with the Donors. The MOUs govern the mandate for utilisation of the funds for specific projects as per the agreed implementation schedules. The donors have the option to call for refund of unutilised funds (if any) at the end of the agreed tenure. The end of such tenure for utilisation of these donations does not coincide with the financial year end. Therefore, there is a balance remaining out of such donations on 31st March that would be spent during the next financial year. Such balance which would be

utilised in the next financial year is treated and disclosed as "Specific Donations (Balance To Be Utilised)" in the Balance sheet. Amount of such Donations as at 31st March, 2017 is Rs. 1,27,34,111.

5. Figures for the previous year are regrouped wherever necessary to make them comparable with the figures of the current year.

As per our report attached
For B. K. Khare & Co.
Chartered Accountants
Firm Reg. No. 105102W

Shirish Rahalkar
Shirish Rahalkar
Partner
M.No. - 111212



Pune, 20th May, 2017

For Gyan Prakash Foundation

Daljit Mirchandani
Daljit Mirchandani
Managing Trustee

Pune, 20th May, 2017



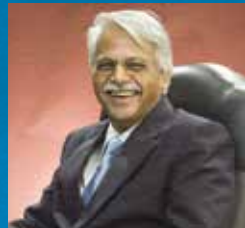
Deepak Satwalekar
Deepak Satwalekar
Trustee

BOARD OF TRUSTEES



DALJIT MIRCHANDANI

With a career spanning 40 years in the corporate world, for Founder member and Managing Trustee, Daljit Mirchandani, building Gyan Prakash 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 organizations 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 Grammangal in 1982. As a renowned educationist his focus has been on Early Childhood and Elementary Education. Grammangal 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.



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.





GYAN PRAKASH FOUNDATION

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Website: www.gyanprakash.org