



ANNUAL REPORT
2012-13



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FROM THE MANAGING TRUSTEE'S DESK

On behalf of the entire team at Gyan Prakash Foundation, I wish to express my sincere gratitude to all those who have partnered and participated with us in our journey over the last two years.

Gyan Prakash Foundation (GPF) was established as a public charitable trust in August 2011, to join the efforts of various NGOs, corporates and the Government, towards quality of education in rural India. GPF is a research and design centre for developing and innovating, sustainable and replicable community-based models aimed at improving the quality of Early Childhood and Elementary Education for under-privileged children in rural India.

The Right of Children to Free and Compulsory Education Act (RTE), which entitles every child to the fundamental right of education, has been in force in India for over 3 years now. While some progress has been made on the parameters of enrollment, access, school infrastructure, teacher appointment, and pupil teacher ratio (PTR), in accordance with the provisions of the Act, the need to establish sustainable quality of education still persists. While we admire the significant efforts undertaken by various NGOs towards improving the quality of education in urban India, we believe that there exists a much greater need for quality education in rural India.

With the core objective of 'Quality of learning' coupled with the concept of 'joy of learning' as the primary approach, we made a small beginning by establishing an innovative intervention called "Vikas Ghar", in Pune in June 2011. The aim was to assimilate children from the Anganwadis and the community into Standard 1 Government Schools.

Based on the strength of the initial success of the Vikas Ghar (VG) Elementary School Readiness Model in Pune in the year 2011-12, in August last year, GPF entered the Rural Elementary Education space by opening an incubation center in 4 Zilla Parishad (ZP) schools of Khed Shivapur, Haveli Block. The objective was to establish that:

1. the VG, located in the premises of ZP schools, effectively builds the foundation in children deprived of quality early child education.
2. local Village Women Volunteers at the VG could be trained to bring the joy of learning to children entering ZP Elementary School
3. English as a subject could be effectively taught to ZP Teachers

4. sustainable transformation in 'quality of learning ' in ZP Schools could be achieved by a combination of

a. making School Management Committees (SMC) effective

b. a robust VG model

c. bringing need based and technology enabled in-service training to ZP teachers

5. it is critical to partner with the Zilla Parishad and Sarva Shiksha Abhiyan (SSA) authorities to scale the development work across ZP schools

Through assessments and feedback from the ZP Schools and SSA, it has been demonstrated that GPF made good progress on the first 3 objectives whilst groundwork has been done on objectives 4 and 5.

Our small achievements last year have been the result of:

1. integrating and improvising on the great work done by the NGO fraternity in the space of "quality of learning" and "community engagement", and

2. the support given by the ZP school administration and teachers, offices of the ZP and the SSA. In this context, GPF and the ZP office of Pune District have entered into a MoU where GPF has been given the Haveli Block to pilot the outcome of the incubation center.

Going forward, over the next 2 years, GPF will have a sharper focus on working with partners and SSA to develop a process for SMC effectiveness -the goal being to achieve measurable transformation in "quality of learning" in a ZP school over a 4 year horizon.

We are grateful to our patrons for their valuable contribution in our effort to bring the joy of learning to children. We look forward to your continued support in our journey.

Daljit Mirchandani

Managing Trustee

THE YEAR IN REVIEW: HIGHLIGHTS OF KEY PROGRAMS

During the year, Gyan Prakash Foundation (GPF) planned and designed 6 interventions under its holistic Community Empowerment Model (CEM). These interventions are covered under two main segments - Quality of Learning and Community Engagement. While Quality of Learning pertains to various school-level interventions, Community Engagement includes interventions at the community-level.

QUALITY OF LEARNING

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, entitles all children, between the ages of 6-14 years, to full time elementary education of satisfactory quality based on principles of equity and non-discrimination. Currently, Sarva Shiksha Abhiyan (SSA) is implemented as India's main programme for universalising elementary education. SSA has achieved a high success rate in enrolling children in schools.



While enrolling children into formal school is essential, quality retention is equally important for developing the foundation of learning. Zilla Parishad (ZP) schools in the country have undergone much scrutiny, and the quality of education provided in these schools is often critiqued by experts in the educational arena.

Parents of children in rural areas are ignorant on the power and effectiveness of education focusing on the child's vernacular language. Therefore, many parents enrol their children into so-called "English medium" private schools. However, studies indicate that drop-out rates in children, after class 4, from these private English medium schools is high.

The predominant objectives of all interventions under 'Quality of Learning' include:

- Increasing enrolment in ZP schools
- Retention of children in school and reduction in drop-out rates

Quality of Learning covers:

- A **Bridge Model** for effective assimilation of children from Anganwadis or the local community to Elementary Education in ZP schools.

- Enriching **English** skills of Zilla Parishad school teachers.
- Empowering the **School Management Committee (SMC)** to be effective in bringing sustainable change to the quality of individual schools.
- **In-service** teacher training based on individual needs.

BRIDGE MODEL- VIKAS GHAR

While enrollment in ZP schools has shown a marked improvement, the issue of retention of children needs to be addressed effectively. Quality retention begins with the issue of how ready are children when they enter school. School readiness implies being prepared to succeed in a structured learning setting. A child who is ready for school has the basic minimum skills and knowledge in a variety of domains that will enable the child to be successful in school.



It is the role of pre-schools and Anganwadis to make children ready for formal schooling. However, the existing quality of anganwadis needs to be improved, such that they prepare children to enter formal school with the required socio-emotional as well as academic skills. Therefore, there is a need for an intervention that bridges the gaps in readiness in children entering school- from Anganwadis or directly without any pre-school experience.

BRIDGING SCHOOL READINESS AND DEVELOPMENTAL GAPS IN EARLY CHILDHOOD (BRIDGE):

A school assimilation program for Std. 1 children



GPF has developed and implemented its BRIDGE program through the medium of Vikas Ghar. The Vikas Ghar (VG) is a child development center, supported by the school, but outside school hours. The basic objective of the BRIDGE program intervention is to assimilate children into Std. 1 and strengthen their foundation of learning, which prepares them for formal school and enhances their readiness for Std. 2.



The belief that children learn best in their home language, and the importance of teaching young children in their native language forms the basic philosophy of the Vikas Ghar. Therefore, the medium of instruction is Marathi. The subjects covered in the VG include Mathematics and Language (Marathi). Each VG has about 25 children who are guided by 1 teacher/facilitator.

The curriculum of the BRIDGE program conforms to the Maharashtra State Board curriculum and has been developed in partnership with Grammangal, an NGO based in Pune and working in the area of rural and tribal education since the 1980's. A child-centered approach to teaching and learning, along with a focus on joyful learning experiences, are central to the Vikas Ghar. All areas of development (physical, motor, socio-emotional and cognitive) are enhanced through the activities in the VG. Activities used in the VG are based on principles of constructivism and brain-based learning. Children have access to a variety of teaching learning materials (TLM). Learning levels of the children in the VG are measured by regular internal and external assessments. Teachers of the Vikas Ghar are local women from the community.



In June 2011, GPF started its research and design activity for the BRIDGE program in 2 Vikas Ghars in Pune (Urban). While the main focus was to impact children in rural areas, the 2 VGs in Pune served purely as centers to test the curriculum of the BRIDGE program. Internal assessments and informal discussion with school authorities indicated that children going to the Vikas Ghars had better academic outcomes compared to children who did not attend it. Since the direction of the intervention seemed right, and children's learning levels were enhanced, in June 2012 GPF entered the rural cluster of Khed Shivapur to pilot the BRIDGE model in a rural set-up.

Five villages from this cluster were selected. These 5 villages were Arvi, Shriramnagar, Gauddara, Shivapur and Kasurdi. The selection of the villages was based on:

- Need for intervention as identified by the village/community
- Availability of Government Marathi medium school in the village and presence of an anganwadi
- Availability of local women who have completed their basic education (minimum 10th pass)
- Community support for GPF's activities
- Presence of an established NGO in the community

Indian Institute of Education (IIE, Pune) which has been working in Khed Shivapur for around 25 years on women empowerment and education, has supported GPF's initiative by aiding connectivity with the local authorities and gram panchayat in each village/community.



A total of 13 women were selected to be teachers of the Vikas Ghars. These women went through a rigorous selection process followed by motivational and curriculum training. 120 children from 5 villages attended the Vikas Ghars from August 2012 to April 2013.

After a year of experimentation at the Vikas Ghars, one out of the 5 centers had to be discontinued due to administrative challenges of operating in another Block. Since GPF had permissions to conduct R&D activities only in Haveli Block, the one village (Kasurdi) which was a part of Bhore Block had to be discontinued. Additionally, a few teachers opted out due to personal reasons. Currently, 80 children from 4 villages are enrolled in the Vikas Ghar, guided by 9 teachers.

ENGLISH PROGRAM



While working closely with the community at Khed Shivapur, it was observed that there is a growing belief within the community, of attributing a child's future success to the knowledge of English. Also, a trend was observed where many children were migrating to 'English medium schools'.

Our main objective to introduce the English Program was to demonstrate that children enrolled in vernacular medium school "can learn to speak in English". Another objective of this intervention was to reduce the trend of children migrating from government to private English medium schools by enhancing English language proficiency in government school teachers.

Following the success of its Vikas Ghar initiative, Gyan Prakash Foundation made its way into the Zilla Parishad schools in Khed Shivapur with its English Program for teachers. The program began as a short-term intervention from January to April, 2013 to assess the support of school authorities as well as the interest of the teachers in learning the English language, and to evaluate the effectiveness of the program. The program was focused on developing the English speaking proficiency of the children through training inputs to the teachers.

The training program was targeted at the ZP school teachers, who, due to their daily interaction, could have a strong impact on the children in the school. The training sessions included creative techniques of imparting language skills to the teachers. In this intervention, the primary focus was on Spoken English – with the intention to train for writing and reading skills in future programs.

The activities covered in the training were eventually adapted for children so that they do not resort to rote learning, but instead adopt a fun, experiential form of grasping the new language skills. The inclusion of short stories, songs and poems made the learning experience a joyful one for the children.

This short-term intervention culminated with a "Showcase event" where all that was learnt by the children was demonstrated to the parents and the community. The event received an encouraging response and participation by the school, the teachers and above all - the children. This effort of GPF towards building the confidence in the community about their children learning English was highly applauded.



With the initial English intervention being hugely popular with the teachers and students alike, the need for a more formal intervention to aid English language proficiency was prominently expressed by the ZP teachers and the school authorities. This made the way for a detailed structured program to impact teachers. Gyan Prakash Foundation has partnered with English Helper, Delhi for the training of teachers.

The intervention comprises of a set of structured training modules that are designed to improve proficiency in reading, comprehension, and speaking. The modules are based on the fundamental principle that language proficiency improves when learners read extensively in their context and at their pace. The training modules are level based and e-enabled. It is a self-help, level-based training which involves a one-to-one interface between the software and the learner.

The first phase of this program has been initiated in 2013-14. The present scale of the English intervention extends to 4 villages of Khed Shivapur, covering a total of 26 teachers who are expected to be trained in 4 levels by the end of 2013-14.

SCHOOL MANAGEMENT COMMITTEE (SMC) EFFECTIVENESS



RTE has made specific provisions for democratization of schools and for parents and local communities to play their due roles in shaping and running of the schools in the form of School Management Committees (SMC) and preparation of School Development Plan. Communities need to be oriented / trained and encouraged to be able to effectively play their role in the SMC. To engage with the school system, members of the community need to develop technical skills like collecting relevant information, analysing it and finally designing appropriate interventions, based on the norms set out in the RTE.

Over the years, State Governments and NGOs have made considerable progress in developing models of SMC effectiveness with varying degrees of success. However, there still continues to be a significant

need to establish SMC effectiveness within the framework of the SSA, where the community takes ownership of a school and works towards compliance with the RTE.

SMC comprises parents, teachers, headmaster, educationists, local authorities and children. While parents can effectively address the problems faced in the community, educationists can intervene and resolve pedagogy related matters. Infrastructure solutions can best be obtained from the local authorities, and problems faced by school teachers can be dealt with by the Head Masters. Recognising the existence of members with varied knowledge and skills in the community, and their ability to impact one another, RTE emphasizes on the formation of the SMC with all these members.

GPF is working with the Zilla Parishad and SSA to ensure the development and piloting of an effective SMC module which is sustainable and replicable across Maharashtra. In the long run, GPF aims to progress as a design and resource center for the SMC module with government bodies like SSA and other interested NGOs taking over the implementation on the ground with their huge pool of trained manpower and resources.

GPF has partnered with Sarva Shiksha Abhiyaan (SSA), Maharashtra, Zilla Parishad (ZP), Pune and Nalanda Resource Center, Lucknow, for this project. While SSA and ZP would be the resource partners, GPF will partner with Nalanda for formulating the overall structure and plan.

Gyan Prakash Foundation had various meetings with SSA and Nalanda during 2012 to prepare the road map for the SMC module development with a focus on quality of education. Further, a joint meeting was held in November, 2012 at the SSA office in Mumbai with a special presentation made to SSA by Nalanda and GPF.



GPF along with Nalanda, conducted a 3-day workshop for the SMC members of the 5 incubation villages at Khed-Shivapur. This workshop focused on introduction to RTE, the roles, responsibilities and duties of SMC members as prescribed under the Act and the importance of quality of education for children in ZP schools. The main objective of this workshop was to build a sense of commitment within the members of the SMC

and to make the path for a structured program on SMC in 2013-14 to be replicated across the Haveli block, and eventually, throughout Maharashtra.

Gyan Prakash Foundation aims to design and develop a robust, sustainable and replicable model for SMC effectiveness for 10-15 villages in the Khed-Shivapur cluster of the Haveli block, Pune District, Maharashtra in the next 3 years. Once successfully implemented and validated, GPF plans to present this module to SSA for replication in Maharashtra to improve the RTE compliance in schools. Thereafter, GPF plans to continue to support SSA in this effort as an efficient design and resource center.

COMMUNITY ENGAGEMENT

It is globally accepted that the first 8 years of a child's life are most critical for lifelong development since the pace of development in these years is extremely rapid. Research has also indicated that if these early years are not supported by stimulating and enriching physical and psychosocial environment, the chances of the child's brain developing to the full potential are considerably and often irreversibly reduced. Investing in these early years of child development with holistic care and quality education is significant.

Integrated Child Development Services (ICDS), a Central Government program, implemented by the Ministry of Women and Child Development, is designed to ensure the holistic development of children



in the age group of 0 to 6 years, targeted mainly for underprivileged groups. Its program for the 3 to 6 year old children in the Anganwadi is directed towards providing and ensuring a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development. Many children in rural and urban India attend Anganwadis before entering school. It is therefore important to ensure that the quality of the Anganwadis and the learning environment therein is effective to make children ready for school.

Parents are children's first teachers. The role of the parents and the home environment is critical in a child's life. Though the terms 'teaching' and 'learning' are commonly associated with attending school, the foundation of learning begins at home when the children interact with their family. It is important for parents to be aware of the role they play in their child's education, and in building a strong foundation for their future.

Finally, the role of the community in providing the best environment for nurturing the early years of a child cannot be undermined. The community offers learning opportunities for a positive impact on the early years of children to promote their social, emotional, and psychological development. When children have opportunities to learn from their community – they have the best that childhood has to offer.

The broad activities planned to be undertaken as a part of Community Engagement are those that seek to strengthen the environments in which children live. These activities include -

EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)



Under this intervention, GPF will work with parents to strengthen parenting skills, creating awareness in them to recognize the specific developmental needs of young children, and what they can do to support them, and the importance of early childhood education. Exposure of parents to "Early Childhood Care and Development" will help charter the path of a child's educational journey.

EARLY CHILDHOOD EDUCATION (ECE)

Under this intervention, GPF will work on improving the quality of Anganwadis for children in the age group of 3 to 5 years such that they address the children's needs in holistic ways.

As a start towards the Community Engagement objective, in 2012-13, GPF conducted baseline surveys in 4 incubation centers at Khed Shivapur, to understand family composition and community demographics. Data collection was done with systematically developed tools, mainly interviewing each family. The insights of these baselines will be used to plan the ECE–ECCD program ahead.

The GPF team, in its efforts to empower rural communities in Khed Shivapur, has had a number of meetings with Gram Panchayat members and Head Masters of the ZP schools in the 4 villages. These meetings were conducted to orient the village communities about the activities pursued by GPF and to get their feedback.

In this early phase, GPF has received encouraging community support and participation in preparing the roadmap for interventions in 2013-14 and future years.

RESOURCE CENTER HEAD

As a part of its innovative efforts towards community empowerment, GPF believes that highly motivated and passionate individuals with a flair for community service are instrumental in bringing about a significant and visible transformation of a community.

Keeping in mind the need to develop community leaders to bring about social change, Gyan Prakash Foundation has launched the Leadership Program for Community Transformation. This is a 3-year program through which, at present, two Resource Center Heads (RCH) are being oriented and trained towards becoming change agents at the Gyan Prakash Resource Center at Khed-Shivapur, Pune. The key role of these leaders is community mobilization and improving quality of learning as per the guidelines of the SSA implementation framework under RTE.

These Resource Center Heads will ultimately be the Master Trainers who will lead the movement at the entire block, district and state level during the program.

The role of the RCH is outlined below:

- To ensure better standards in the quality of education and enjoyment of learning in Zilla Parishad Schools in rural India along with higher enrollment, attendance and decrease in drop-out rates by developing a holistic community education model
- To support the SMC members to prepare an effective School Development Plan keeping in mind the future vision for all the children of the village
- Creating teacher learning tools based on assessments to improve learning levels in children
- Helping government school teachers by giving them special training to cater to out-of-school children and age-appropriate learning, duly supported by robust assessments
- Providing tools for a bilingual approach to support children studying in vernacular schools to enhance their proficiency in speaking, reading and writing English

Gyan Prakash Foundation considered various models and organizations for selecting the best individuals to fit into the role of an RCH. Institutions such as TISS - Mumbai and Ryat Shikshan Sanstha - Satara were approached. A special panel comprising some GPF trustees and eminent educationist, Mr. Prabhat Jha of Nalanda, Lucknow, was constituted for the interview and selection process. After a rigorous procedure of several rounds of interviews and discussions spread across about a month, 2 Gandhi Fellows from Kaivalya Education Foundation who were a perfect fit to the the RCH profile were

selected. The 2 RCHs have joined Gyan Prakash Foundation from June 2013. A strong assimilation program has been designed and implemented for their integration into the organisation. The entire assimilation process has been formalised considering the expansion phase in 2013-14 and beyond, when more RCHs will be added to the GPF team.

Another Gandhi Fellow has been recently inducted as an RCH for the expansion phase planned in the year 2013-14. Going forward, these 3 RCHs will act as the pillars for GPF and evolve to be the community leaders supporting the creation of a replicable and sustainable Community Empowerment model.

OUR IMPACT

Gyan Prakash Foundation, with its efforts across various interventions last year, has created a niche for itself in Khed Shivapur. The encouraging community support and involvement has given Gyan Prakash Foundation the confidence to take progressive steps towards its objective of community empowerment. The effect of various interventions is summarised below:



Assessments of children's academic skills and observations of their socio-emotional behaviours indicated that children attending the Vikas Ghar showed improvements in reading and writing skills, and significant development in vocabulary and expressive skills. Children were willing to try out new activities, and were interested in learning new concepts with a higher degree of confidence.

Table 1: Level-wise Performance of Children in Language and Mathematics

Vikas Ghar	Language				Math			
	Level I	Level II	Level III	Level IV	Level I	Level II	Level III	Level IV
Arvi	69.3	15.3	7.7	7.7	50	35.7	14.3	0
Shivapur	42.9	14.3	28.6	14.2	28.6	28.6	14.3	28.5
Gauddara	57.2	33.3	9.5	0	52.4	19	23.8	4.8
Shriramnagar	29	37.5	21	12.5	54.2	25	4.1	16.7

Numbers indicate proportion of children in each Vikas Ghar

Classification of levels is as follows: Level I = 90 to 100, Level II = 70 to 90, Level III = 50 to 70, Level IV = 0 to 50

Feedback from parents indicated that they found the VG intervention to be a valuable experience for their child. Many parents expressed that the children who could not read or recite numbers at the beginning of the school year, showed notable improvements in reading abilities and overall academic growth at the end of the year.

Informal conversations with the Government school teachers and Headmasters indicated that children of Std. 1 attending the Vikas Ghar were academically better prepared as compared to children in

previous years (who did not go through the VG intervention). Teachers indicated that the Vikas Ghar was a valuable intervention in enhancing school readiness in children.

After a year of work in the 5 villages of Khed Shivapur, it is observed that:

- There is about 50% to 70% rise in the enrollment of children in Std. 1 in the Government school. For example, in Shriramnagar, 9 children were enrolled in Std. 1 last year. This year the enrollment increased to 15.



- Government schools in two of the four villages (Arvi and Shivapur) are seeing a gradual inflow of children from private schools. In both the villages, this year, 2 to 3 children have moved from a nearby private school to the Government school.

- Headmasters from Government schools are propagating the Vikas Ghar intervention. Authorities from nearby villages have approached GPF to set up Vikas

Ghars in their villages too, and have offered community support in setting up and operating the Vikas Ghar.

The local village women, who were selected and trained to be teachers of the Vikas Ghar, acknowledged the positive impact of Vikas Ghar in their lives. All teachers experienced increased confidence in communicating and expressing their views. They spoke of satisfaction and fulfilment attributable to working for the children of their village. Some teachers also noticed a shift in the perception of the village community towards them. The teachers also talked about being given a higher status in the village because of their teaching role.



The Vikas Ghar has also helped GPF in expanding our activities with the Government school teachers and School Management Committees in Khed Shivapur. The Vikas Ghar has served as an entry point into these 4 villages. The trust and rapport developed with the local women and village authorities in a year coupled with valuable community support has encouraged GPF to initiate and develop new interventions in Khed Shivapur which will eventually transform the community.



The English Program, which began as an interim intervention, succeeded in achieving its visibility and striking the right chord with the community. Towards the end of this initial intervention, an increased level of confidence was evident in the Government school teachers and children alike with the belief that English was not a 'foreign language' anymore and 'can be learned' if given the appropriate teaching inputs.

Further, a change in attitude was observed due to the English Program as under:

- Initial reluctance on the part of school management to attend trainings, gradual change of perception in favour of the program leading to acceptance of and support for the intervention.
- Children who initially viewed English learning as complex, now believe that it can be learned without much difficulty.

LOOKING AHEAD: 2013-14 AND BEYOND

Over the last 2 years, Gyan Prakash Foundation, while continuing its research efforts, is partnering with various institutions to impact the quality of education in the rural elementary government schools. Over the last one year in particular, GPF, in the 4 villages of its incubation center in Khed Shivapur, has directed its activities towards supporting the efforts of SSA to implement the RTE Act and enabling RTE compliance in schools.

GPF has entered into an MoU with the Zilla Parishad, Pune, to work on and replicate its Community Empowerment Model throughout the Haveli Block. Going ahead in 2013-14, GPF plans to expand to 10 more villages in the Haveli Block as its pilot project. By the end of 2013-14, based on the findings of the work done in the 14 villages, with a strong focus on quality outcomes, GPF plans to execute a roll-out phase in Pune district and Maharashtra.

For 2013-14 and future years, the following are broad plans for the 6 interventions:

Early Child Care and Development (ECCD): GPF is aware of the long term benefits of impacting parents and caregivers of children on the overall development of education in the community.

The main objective of the ECCD program is to understand the primary and secondary caregivers of children in the birth to 3 year age group, and the existing care practices related to care of pregnant women. GPF aims to develop a robust module for caregiver education and community development by the 3 year period ending 2015-16.

To facilitate the ECCD program, GPF intends to partner with Centre for Learning Resources (CLR), Pune along with Integrated Child Development Services (ICDS) and ZP, Pune to implement and develop an effective ECCD program, to be sustainable and replicable in the Haveli Block of Pune District. The broad design of the ECCD program has already been developed and will soon be implemented in Khed Shivapur to ascertain its effectiveness. It is planned to implement the ECCD program in the next few years throughout Haveli Block.

Early Childhood Education (ECE): Along with ECCD, GPF also intends to work on strengthening the Anganwadis in rural communities to ensure that the foundation of children's learning is made stronger. The broad objective of the ECE program is to improve the quality of pre-school education and enhance children's readiness for Std. 1.

GPF intends to work with CLR, ICDS and ZP, Pune to develop a holistic model which will be rolled out in a phased manner over the next 3 years across the Haveli Block of Pune District. The specific objectives of this program are –

- To identify and address systemic issues in a holistic manner
- To improve the delivery of ECE program
- To improve the quality of ECE imparted in the Anganwadis by providing activity-based teaching methods that promote all-round development of children
- To improve learning levels of children entering Standard 1
- To enhance the understanding and skills of caregivers to partner with Anganwadi workers
- To continue the all-round development of children at home by providing a stimulating home environment and
- To improve quality of training in ECE component at the Anganwadi Workers' Training Center (AWTC).

Once this program is established and implemented through the next 3 years, GPF, with the help of ICDS, intends to roll it out across the state of Maharashtra.

Vikas Ghar Bridge Model – With a strong focus on improving the quality of education for children coming from Anganwadis to Std. 1 and ensuring that there are no dropouts, GPF will:

- Continue to perfect the bridge program curriculum
- Roll out VGs in 10 new villages
- Select and train local women volunteers
- Improve the teacher training modules
- Assess impact of the VG on children who have completed the 1 year Bridge program in 2012-13
- Engage with external assessors to validate the findings related to children's learning

School Management Committee (SMC) Effectiveness: Going forward, GPF will continue on the base created in 2012-13 with Nalanda and SSA to develop a robust and replicable SMC module with a sharp focus on helping the SMC members to develop an effective School Development Plan.

With this objective in mind, in June 2013, a workshop on effectiveness of School Management Committees was conducted by Gyan Prakash Foundation in coordination with the Sarva Shiksha Abhiyan in Pune. The key topics included the challenges faced in the formation and functioning of



SMCs and creating a road map for progress and development of SMCs in the Khed Shivapur cluster. The emphasis was also on developing a replicable and sustainable module of SMC effectiveness. Experiences and ideas of various NGOs and the Government school representatives who had successfully created effective School Management Committees were exchanged and deliberated upon. Based on the outcomes of this workshop, a framework for SMC effectiveness to be implemented at Khed Shivapur, was created.

GPF, through its Resource Center Heads (RCHs) based in Khed-Shivapur, will implement this SMC plan in its 4 incubation villages. This process will include:

- Baseline studies
- Awareness about SMC and RTE
- Reformation/Correction of SMCs as per RTE through village school elections
- A 3 day decentralized training program with trainers from Nalanda and GPF

Once the above process with its outcomes is documented, GPF will replicate this model in the 10 pilot villages through 2014-15 to 2015-16 with the vision that SSA will adopt and implement it across Maharashtra.

English Program: GPF has partnered with organizations like CLR in 2012-13 to engage with the communities and schools to adopt the English training program. Going forward, it will partner with English Helper (EH), Delhi, which is working on developing e-solutions for training teachers across the country. The main focus areas for 2013-14 and beyond are:

- Implementing the English program in the 4 incubation villages with 26 ZP teachers
- Identifying and training 1 highly proficient teacher out of the 26, to be the main facilitator for the expansion of the English Program in the 10 pilot villages
- Studying the efficacy of the teachers in executing English skills while teaching inside the classrooms, through children's assessment

In-Service Teacher Training: The RTE emphasizes on the aspect of training teachers who are already within the system. GPF believes that such training has to be not only need based but also at the individual level so that its benefits are experienced by each teacher. GPF will focus on the development of teacher skills and not the curriculum or pedagogy.

Through 2013-14, GPF will explore various options similar to that of the English Program, in subjects like Mathematics which will enhance the conceptual skills of the teachers, preferably technology-driven to enable faster and effective impact.

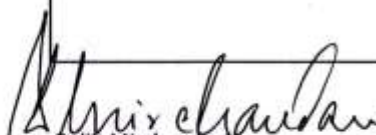
Other markers for 2013-14 and beyond:

- Research on effectiveness of each of the 6 interventions and their combined impact at 4 villages in Haveli Block.
- Measuring the efficacy, sustainability and replicability of the 6 interventions, in a phased manner, will be completed by 2015-16.

FINANCIALS

Gyan Prakash Foundation
(REGD NO DIT(E)/12A/2012-13/G-1207/419 DT 09/07/2012)
Balance Sheet as at 31st March, 2013

FUNDS AND LIABILITIES	Amount (Rs.)	PROPERTY AND ASSETS	Amount (Rs.)
TRUST FUND OR CORPUS		FIXED ASSETS	
Contribution as per Trust Deed	10,000	As per Annexure I	2,27,569
Additions during the year	-		
	10,000	CAPITAL WORK IN PROGRESS	
		Website under Development	1,80,565
UNSECURED LOANS		LOANS AND ADVANCES	
From Trustee	11,00,000	Deposits	
(Interest free advance, no specific maturity)		Delhi Office	10,000
		Baner	25,000
CURRENT LIABILITIES		Khed	3,000
For Expenses			38,000
PF-Employee Contribution	84,390	Advances	
Profession Tax-Staff	3,175	To Employees	7,200
TDS on Professional Fees	19,215	Advance towards expenses	2,000
TDS Payable-Salary	17,537		9,200
	1,24,317	Tax deducted at source	
For Deposits		AY12-13	2,060
Security Deposit-Trainee Teachers	15,000	AY13-14	1,787
			3,847
INCOME AND EXPENDITURE ACCOUNT		CASH AND BANK BALANCES	
Balance as per last balance sheet	4,24,473	In Current account	2,38,053
Add/ (Less): Surplus/(Deficit)	(9,75,996)	In Fixed Deposit	-
	(5,51,523)	Cash In hand	560
			2,38,613
	6,97,794		6,97,794


Daljit Mirchandani
Managing Trustee


Abhay Bhagwat
Secretary & Treasurer

Pune
16-07-13



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


Padmini Khare Kaicker
Partner
Membership No.044784
Mumbai
Date: 26-07-13



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, 2012 to 31st March, 2013

EXPENDITURE	Rs.		INCOME	Rs.
To Establishment expenses As per Annexure II	8,64,774	By Interest Fixed Deposits with HDFC Bank	18,260	
To Audit fees	618	By Donations in cash or kind	58,83,500	
To Legal and Professional Fees	45,000	By Income from other sources Hobby home fees	3,151	
To Depreciation	1,77,196	Tuition fees	250	
To Expenditure on Objects of the Trust As per Annexure III	57,93,569		3,401	
		By Deficit carried to Balance Sheet	9,75,996	
	68,81,156			68,81,156

Daljit Mirchandani
Daljit Mirchandani
Managing Trustee

Abhay Bhagwat
Abhay Bhagwat
Secretary & Treasurer
Pune

16-07-13



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

Padmini Khare Kaicker
Padmini Khare Kaicker
Partner
Membership No.044784
Mumbai
Date: 26-07-13



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

Annexure I: Fixed Assets
As on 31st March, 2013

Particulars	Computers and software	Furniture	Total
Gross Block			
Opening balance	79,500	27,150	1,06,650
Additions during the financial year	2,83,714	41,215	3,24,929
Deduction during the financial year	-	-	-
As on 31st March, 2013	3,63,214	68,365	4,31,579
Depreciation			
Opening balance	24,975	1,840	26,815
Additions during the financial year	1,70,543	6,653	1,77,196
Deduction during the financial year	-	-	-
As on 31st March, 2013	1,95,518	8,493	2,04,011
Net Block as on 31st March, 2013	1,67,696	59,873	2,27,569

Annexure II: Establishment Expenses
Financial Year ended 31st March, 2013

Particulars	Amount Rs.
Salary - Administration	4,66,913
Internet Expenses	1,19,974
Computer Expenses	43,831
Conveyance Expenses	84,160
Rent - RO (Delhi)	12,000
Pantry Expenses	22,227
Postage and Courier	2,940
Printing & Stationary	36,418
Meeting Expenses	21,063
Repair & Maintenance-Office	10,134
Retainership Fees	35,633
Contribution to Labour Welfare Fund	1,200
Interest on Delayed Payment	750
Gift	1,000
Travel expenses	4,630
Miscellaneous Expenses	1,901
Total	8,64,774



Annexure III: Expenditure on Objects of the Trust
Financial Year ended 31st March, 2013

Particulars	Amount Rs.
Reasearch & Development Lab	16,64,672
Training Expenses	1,76,091
Stipend - Trainees	2,60,751
Salary- Project Manager	4,23,600
Salary- Resource Center Head (WB)	4,28,375
Staff expenses	4,11,722
<u>Vikas Ghar Expenses</u>	
VG-1 Baner	4,66,524
VG-2 Parvati Darshan	1,71,075
VG 3 Ambil Odha	18,791
VG Khed Shivapur	15,29,108
<u>Projects / Interventions</u>	
English Enrichment	80,119
Early Childhood Educ + Early Child Caregiver Devl.	36,500
School Management Committee	96,873
Age-related remedial	21,596
Hobby Home	7,772
Total	57,93,569




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.

NOTES TO ACCOUNTS

1. Significant Accounting Policies

a) Basis for Preparation of Financial Statements

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

b) Change in method accounting

There has been a change in method of accounting from accrual basis to cash basis from the financial year 2012-13. The decision to move to cash system of accounting was taken in the meeting of the Board of Trustees in August 2012. A resolution has been passed by all the Trustees approving this change in method of accounting.

2. Revenue Recognition

a) Donations

Unless specified otherwise, donations received in cash or kind, are accounted as income for the year.

3. Fixed Assets

a) Fixed Assets

Fixed assets are stated at cost and include any other attributable cost 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: 26-07-13



For Gyan Prakash Foundation


Daljit Mirchandani
Managing Trustee


Abhay Bhagwat
Secretary & Treasurer



OUR BOARD

Mr. Daljit Mirchandani	Managing Trustee
Mr. Abhay Bhagwat	Secretary and Treasurer
Mr. Deepak Satwalekar	Trustee
Mr. Badri Agarwal	Trustee
Mr. S. N. Inamdar	Trustee
Mr. Rajeev Gupta	Trustee
Dr. Ramesh Panse	Trustee