

ANNUAL REPORT 2014-15



GYAN PRAKASH FOUNDATION'S GUIDING PRINCIPLES FOR SUSTAINABLE CHANGE

Our fundamental belief is 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:

- *Unit of change is a cluster & community leadership is must for sustainability of the work*
- *Focus on aggregation of existing knowledge and making it accessible to different stakeholders*
- *Use of technology for learning enhancement and effective education administration*
- *The teachers of ZP schools, Kendra Pramukhs (KPs) and block level education officials to be catalyst of change*
- *Solutions need to be designed in coordination with local self-government and should fit and suit the existing government framework & the local context*
- *Change process will be facilitated with definite timeline of 4-6 years with well led out exit strategy in a phased manner*
- *Evidence based research and documentation is essential for scaling of operations*



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

- Ignacio Estrada



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FROM THE MANAGING TRUSTEE'S DESK

This is our third year of engagement in the rural education space, making steady progress towards quality education.

Over the years, we have been contributing towards improvement in quality of education in rural government schools by working with children, parents, teachers and School Management Committees (SMC). Our focus has been on strengthening foundation of children entering primary schools, In-Service teacher education and SMC effectiveness. We have been guided by the 4E approach of – **Engage, Execute, Empower and Exit** with the stakeholders with a vision of ensuring community ownership and sustainability.

It is encouraging to note that the Education Department of Government of Maharashtra has recognized GPF's support to the rural government schools in Khed Shivapur cluster. The department, after the visit to the cluster, has sanctioned GPF to replicate its work in Velhe block under the Quality Education Cell.

Government of Maharashtra has made significant policy changes in the recent past to improve quality of education. Along with number of other policy changes, the Government Resolution on 'Pragat Shaikshanik

Maharashtra' (June 22nd, 2015) is a great opportunity for organization like GPF to actively support government towards making Maharashtra state where each child achieves class appropriate competency. We are aligning our efforts in the light of recent policy changes, especially implementation of the provisions in 'PragatShaikshanik Maharashtra' in Velhe block. We believe that the efforts of Corporates, Corporate Social Responsibility (CSR) firms and organizations like GPF can only benefit every child in the country if we all align the work with the government.

As an extension of our commitment to social transformation through education, GPF has entered the urban space initiating an innovative holistic model of slum transformation promoting the idea of Society's Social Responsibility (SSR), quite on the lines of Corporate Social Responsibility, with the idea that society supports and strengthens the lesser privileged peripheral society through education and skill training.

Presenting our Annual Report for the year 2014-15 highlighting our activities of the year gone by.

Daljit Mirchandani
Managing Trustee

BACKGROUND

In its four-year journey since 2011, the results of Gyan Prakash Foundation's intervention have been encouraging and have brought valuable insights about the challenges and opportunities in improving quality of education in rural government schools. The experience has reinforced our belief and conviction in the community-led social change process in the rural education space in Maharashtra.

In 2012, GPF established the Vikas Ghar for children entering rural government schools. The Khed Shivapur cluster in Pune district was identified as the Incubation Center for GPF's model where research activities were initiated in 4 villages in 2012 and soon extended to 5 more villages within the same cluster the following year. Today GPF's interventions encompass the entire cluster of 14 villages in Khed Shivapur.

It was in 2013 that GPF commenced its intervention for effective School Management Committees and In-Service training for government teachers in English and Math – key initiatives towards improving quality of education. The results of the work done by GPF with SMCs in Khed Shivapur began to be noticed by SarvaShikshaAbhiyan (SSA). With the strong ground level experience, GPF actively contributed in designing

the training modules and SMC guidelines for the State of Maharashtra.

The interventions are continuously tested and improvised as part of our Research and Development (R & D) to test replicability of the model.

The connectand synergies that GPF has been able to build with the schools and community in Khed Shivapur has given the confidence to scale up in larger geography. GPF has also stepped into the urban education sector with its comprehensive intervention, titled 'Udaan'.

The 2014-15 has been a vibrant year for GPF. The exciting journey of the last year is in the following section.



FLASHBACK... THE YEAR THAT WAS

A. CENTERS OF EXCELLENCE

In order to create relevant knowledge base to impact quality of rural primary education, GPF initiated the Centers of Excellence (CoE). These Centers of Excellence are the hub of research and development that evolve innovative strategies using learning of the external world to suit local context and needs. The knowledge generated in the Centers of Excellence is evolved with the broader goal of benefitting geographies much beyond GPF's intervention areas.

In order to impact quality of education in government schools, NGOs need to play a role of a catalyst. The primary focus has to be facilitating implementation of existing government policies and suggesting evidence based policy formulation or corrections based on factual experience and strong knowledge base which is evolved by using external knowledge and sound experience of the local context. We are continuously searching for knowledge partners who have created rich knowledge base on the subject. GPF believes in working with such knowledge partners rather than 're-inventing the wheel'.

GPF since its inception believes in outcome based processes in the organization as well as in the design and implementation of the programs. In primary education space, many organizations, individuals and officials have been continuously evolving new strategies and methods. To be able to make greater impact, GPF has identified following areas as its core knowledge base to significantly contribute to the outcomes of the quality of education.

- [Vikas Ghar](#)
- [In-Service Training](#)
- [SMC Effectiveness](#)

We have been conducting research and development work in Khed Shivapur, where we are continuously testing and upgrading processes in transforming quality of education in a cluster. On the other hand, we are focusing on identification, review and study of the experiments done by others in the sector. Center of Excellence on these areas would eventually create a pool of knowledge and resources which is contextual to the need and aligns to the external world.

The Bridge Program – Vikas Ghar

The first two years of formal schooling, between the ages of six and eight years, are the most critical years in the development of a child. Thus, Classes 1 and 2 become significantly important in laying the foundation for further learning.

Children who enter Class 1 in most villages have little or no stimulating experiences in the pre-school years which can have an impact on their development. Although Anganwadis in rural areas are accountable for imparting pre-school education, these inputs are

insufficient and limited. As a result of this, most of the teachers and children in Class 1 struggle to achieve basic competencies in reading, writing and mathematics. Children find it difficult to cope and develop feelings of inadequacy right in the first few months of the school.

Successfully developing the required skills has great influence on sustaining children's interest in education. Therefore, intervention in Class 1 and 2 is needed, focusing on the school readiness skills.



Through the Bridge Program – Vikas Ghar (VG), we directly work with Class 1 and 2 children, by providing well-researched constructivist curriculum for Marathi and Math. The main objective of the VG program is to help children develop age-appropriate competencies in the foundation years with a child-friendly and child-centric approach.

The belief about how children learn is at the core of the Vikas Ghar philosophy. Children's native intelligence and observations of the surroundings and peer interactions form the basis of their learning, which is further guided, enhanced and reinforced by the teacher. This principle is applied in the VG Classrooms every day.

Key components of the curriculum in the Bridge Program -

- Rooted in principles of child development, psychology and constructivism (which is also the focus of National and State Curriculum Framework, 2005 & 2010 respectively).
- Renowned education experts help modify the Class 1 and 2 VG curriculum which entail procurement of relevant, contextual and appropriate Teaching Learning Materials (TLM). The TLMs prepared by the teachers facilitate effective peer and self-learning process.

- The purpose of VG assessment is to ascertain children's progress in Math and Marathi so that the teachers can provide need-based inputs to the children. It also helps in enriching the curriculum and modifying pedagogy. The tools developed for assessment are piloted during the academic year.
- Constant feedback from the VG classrooms helps to make modifications in the curriculum. Thus, revisions are made to match the child's learning level.

If the status of primary education needs to change, the pedagogy in the government schools has to become child-centric and child-friendly. As VG curriculum is thoroughly researched and proven after implementation, it has the potential to influence teaching-learning processes in the government schools as well.

With the vision of aligning our interventions with the Government's mandate, we have initiated the process of sharing VG methodology and TLMs with the government school teachers. Feedback from the school teachers' implementation of this curriculum will certainly make it richer and this value addition will enhance replicability in other schools.



Can We Name The House

Gaiddara is one of the first villages, where the Vikas Ghar started in 2012. Vaishali Tai, an experienced VG teacher who has taught three batches of Class 1 in Gaiddara found herself reflecting upon the academic year gone by. Each year brings in new children, newer experiences. A good teacher however looks at the class not as 20 children to 1 teacher but 20 teachers to one student.

For Vaishali Tai, one experience that has left an impression on her is when she asked the children to make a house using match sticks. All the children were busy arranging the match sticks and sticking them to make the house.

Two of the girls came up to Vaishali Tai to show their work. "Madam, can we name this house as 'Our Vikas Ghar'?" they asked. Vaishali Tai was deeply touched. All the other children in the class had given different names to the match-stick houses that they had made. Only these two girls wished to name it 'Our Vikas Ghar'.

Children feel such a strong sense of belonging to their friends, to their teacher and to the place only when they feel safe, secure and connected. That moment, Vaishali Tai was convinced that Vikas Ghar had indeed become an important and meaningful part of the children's lives.

Of A Teacher And A Child

Awasarenagar, a small village in Khed Shivapur with approximately 700 households.

Swati Tai, a resident of the village begins her first teaching year with only 7 children enrolled in Class I. Nervous, but enthusiastic and determined to help the village children learn and succeed.

Vikas Ghar in Awasarenagar started in July 2014 in the campus of the government school, and Swati Tai underwent the rigorous selection and training process of Vikas Ghar.

Aaryan, enrolled in Class 1, has never been to an Anganwadi before. He begins attending Vikas Ghar in the mornings before school hours. This is his first experience in a school, Aaryan's teacher tells Swati Tai. Aaryan's troubled household with an addicted father and a disinterested mother deprived him of opportunities and impeded development of his basic skills in his early childhood years.

Swati Tai began with conducting home visits and found out more about him. This was possible since she shared a good rapport with the school teachers.

In the class, Aaryan was very quiet and could not participate in the activities the way his friends did. His hands would shiver even when he held a pencil. Aaryan was clearly struggling in Class 1. Everyone in Aaryan's family and school had given up on him.

That's when Swati Tai took it up as a challenge. She decided to work with the child intensively, during and after Vikas

Ghar hours. She promised the school teacher that she will help Aaryan with basic reading and math skills.

Gradually Aaryan began to like coming to Vikas Ghar and showed interest in activities like drawing, tracing the shapes or arranging seeds in a shape on the floor. Aaryan's regularity in Vikas Ghar made it little easier for Swati Tai to work with him. Since he had not gone to Anganwadi before, Swati Tai started with the basic things like holding a crayon and drawing straight lines, slanting lines; integrated in the activities that he liked very much. With consistent efforts, Aaryan started showing signs of improvement; motivating the first-time-ever teacher to help him even more.

Today, Aaryan not only recognizes all letters and some of the words, but also has shown remarkable progress in Maths.

Swati Tai's efforts and Aaryan's progress was appreciated by the School Principal as well as Aaryan's family. His grandmother confessed that she never thought Aaryan would be able to learn anything. The grandmother was overwhelmed to see the change in her grandchild.

Now, Aaryan has become a happy and playful child, eager to learn new things. Swati Tai is proud of him, is confident that Aaryan will certainly develop the necessary skills and abilities with the right support and encouragement.

Intensive and timely support, positive environment and a dedicated teacher can indeed make a huge difference to a child's life.

The In-service Teacher Training Program

The primary purpose of In-Service training is to enable teachers to acquire understanding of child-centric pedagogy and instructional skills. It focuses on creating learning environment which enable teachers to learn and apply their learning for effective classroom transactions. The current government In-Service

trainings are mostly centralized and are not able to meet varied learning needs of the teachers. Moreover, the follow up of the trainings translating into application in class by trained teachers is also rarely seen.

In view of this, there is a serious need to innovate effective ways for teachers' trainings that suit existing knowledge of teachers and the pace of their learning. It is also essential to make effective use of technology



for imparting on site trainings. We see two key areas of focus for In-Service training i.e. subject knowledge and pedagogy. So far, GPF has focused on evolving effective ways of on-site trainings on improving teacher's subject knowledge in English and Mathematics.

As a part of In-Service training of teachers, we are providing inputs to teachers in English language through 'English Helper' (EH), a software based program. The purpose is to improve spoken English skills of government teachers so that children enrolled

Holding Hands To Learn

Wadkar Madam of Kalyan School is a participant of the In-Service English Program. She shared this simple story about one little girl of her class III- Sanika Akhade.

Sanika never attempted to answer a single question in the English class. Apart from the regular text books, Wadkar Madam began taking simple English lessons in class, which were extracts from the Program that she has learnt. Sarika began to show interest in learning the subject as she was hearing words in English which she could use in her daily interaction with friends, teachers and in her routine life. "Which is your favourite dish (food)?" has become one of the favourite questions amongst the children in this school.

As the days went by, the hesitation to respond to questions in the English class lessened. Now Sanika makes it a point to greet those around her in English. Not just this, but Sanika confidently performed in English including exhibiting her conversational skills, before the village community in the English Showcase Event organized in the school.

Sanika performed very confidently before the village community. She performed a song by the name 'Johnny works with one hammer' and participated in a game related to conversational skills.

Yet another encouraging response was from Konde Sir of Kalyan, teacher of English for Class V, VI, VII. He shared his personal inhibitions of participating in the Program that was directed towards teacher learning. He found the English learning process very challenging in the beginning as he, like his colleagues, come from a vernacular educational background. But as he progressed with the software-based Program, he began to realize the ease with which he could handle the self-learning process. Learning became easy thereby developing his interest in the Program. Konde Sir honestly shared that with his increasing interest in the subject, he has been able to transfer this interest in his teaching.

He has been able to teach topics in Grammar like simple present tense using the simple lessons from the Program. Many children in his class have begun to use simple English sentences in their conversation with each other with the help of the lessons in the Program.

A self-motivated teacher can surely do wonders in the teaching-learning process.



in vernacular medium school "can get quality inputs in English." This will also help in reducing the trend of children migrating from government to private English medium schools. We have also initiated a program 'Reading Club' at school level in July 2014 that provides bilingual reading materials for children to improve reading and language skills.

Highlights of English Program are:

- A four level structured technology based program spanning over a period of one year
- An adult self-learning program that helps the learner to learn at one's own pace and context, with recommended learning guidelines
- Equips learner with improved proficiency in reading, comprehension and speaking

The Program design is on lines of the natural process of learning a language in the order of listening, speaking and writing rather than the other way round.

- The 'Reading Club' has been initiated in 2014-15 in Khed Shivapur cluster to enhance the English reading competency in children. The purpose of this activity is to give children get an exposure to content outside the regular text, which will help Increased inclination towards reading & comprehension.

Highlights of the Reading Club:

- Provision of bilingual books with simple English text and child-friendly illustrations and content
- The books are divided into four levels based on the level of difficulty
- The EH trained teacher helps to facilitate the 'Reading Club' class at the schools. Children are introduced to the books by the teacher beginning with the first level

- In order to facilitate efficient use and develop inclination towards reading, children can access the books freely
- School level monitoring mechanism is developed to track the operational implementation at the school and also to gauge the interest of the children

Similarly, class appropriate e-learning materials are provided to the teachers for bringing conceptual clarity in mathematics. The materials are directly used for classroom transactions with children.

While 'English Helper' and ongoing government e-learning programs are partly helping teachers to improve their English proficiency, its impact on learning outcomes of children in English language is still to be measured. Also, there is a need to create a 'package of inputs' that would impact quality of learning of children based on the experiments and learning of various stakeholders including NGOs, Government, teachers, experts, etc. The primary focus of this CoE is to create an appropriate design under the guidance of subject experts and further test its efficacy in Incubation center with active participation of the teachers.

Also, there is a need to explore learning materials and resources in Mathematics for enabling children to get hands-on learning tools to build on conceptual clarity in the subject.



School Management Committees

Community based organizations, such as School Management Committees (SMCs) and other Panchayati Raj Institutions (PRIs) have a significant role to play in the local governance and functioning of schools. The Right to Free and Compulsory Education Act, 2009 (RtE) has made the formation of SMCs mandatory. The SMCs are expected to look into the development of school infrastructure and facilities, and ensure enrolment, retention and improved learning levels of children through effective monitoring practices,

including social audit. However, there is a gap between the intent expressed in policies and the ground reality. There is a need to make efforts to establish strong connect between the school and community to be able to improve quality of education in rural government schools. This need is more urgent due to the fact that the rural population is going to be dependent on government schools as the private schools may not find primary rural education as economically viable as urban areas. There is strong evidence showing correlation between school performance and community involvement. The parents and community



are key stakeholders in primary education, without whom sustaining quality of education would be a huge challenge. GPF has recognized the need to strengthen the SMCs to play an important role in transforming quality of education in rural government schools. In August 2013, GPF was invited and since then has been a part of the Maharashtra State team formed by SSA to create modules for SMC trainings at the state level. GPF members have also participated as master trainers for state and district level trainings.

Following are the key areas on which we have been developing knowledge for wider replication. This is done by constantly learning from the external developments and our own learning in Incubation Center:

- **Formation of School Management Committees:**
Ensuring participatory formation of SMCs that has right mix of members is the most essential first step. Even though the guidelines for SMC formation have been defined in the government framework, in the absence of a validating mechanism, this process is not followed effectively. GPF has been generating knowledge on reasons and ways to reconstitute SMCs

and challenges faced in the same. We have also been evolving steps for reconstitution of SMCs based on our experiments in Incubation center.

- **School Development Plans:**
Preparing a School Development Plan (SDP) and monitoring its execution is the most important function of SMCs. We have been using the protocols and formats developed by Education Department in formulation of the SDPs in Incubation center. The purpose is to pilot test the processes in Incubation center and evolve robust, contextual and evidence based simplified processes of SDPs, keeping in view the challenges at the local level. We plan to capture more concrete insights on SDPs in the coming year being our second year of R & D in this sphere.
- **Capacity Building of SMCs:**
Capacity building of the community-based institutions like SMC needs special attention as they have a critical role to play in education. We have adopted participatory training methods such as



"Aamchi Shaala"

GPF has engaged with the SMCs and parent community at the village of Awsarenagar for the past one year.

The school in Awsarenagar runs from Class I to IV with only two teachers in the school, one being the Headmaster. Here, parents were enthusiastic to attend the programs and meetings at the school, but were not directly involved in children's learning process.

For the first time, Awsarenagar put up the 'Shikshan Mahotsav' with the active involvement of the two teachers right from its planning and co-ordination stage. Unfortunately, on the day of the event, due to a personal emergency, the Head Master could not be present at the final program. It was heartening to see that one SMC member Mr. Rajendra Jarande volunteered to take ownership in absence of the HM. He motivated the teachers and students to complete the 'Shikshan Mahotsav' successfully. Not only did he anchor the Program, but he was also able to instill confidence in children too, as they were performing in English for the first time.

Very good turnout of parents at the program, unseen in the previous years, was indicative of the success of the event. Proud voices of the parents saying "Aamchi Shaala kiti chaan ahe" (Our School is so nice!) were heard clearly.

This marked the beginning of parent engagement in Awsarenagar. . .





class room interaction, exposure visits, discussing case studies and reflection on their contribution to education. Using mentally stimulating exercises to challenge one's own beliefs about education has also proved very effective. So far, we have evolved and pilot tested training modules of roles and responsibilities, preparation of SDPs and skill enhancement. Our focus in the coming year will be to develop modules on participatory planning and budgeting as part of SDPs, understanding role of PRIs and governance structures in education.

• Review of Learning Outcomes by SMCs:

RtE Act has a provision of quarterly academic review of children by SMCs. The Zilla Parishad (ZP), Pune has also initiated "Chavadi Vachan" as an initiative to test academic understanding of children. Usually SMCs' involvement is limited to routines of school functioning and infrastructure. The quality of education in government schools will improve only when the SMCs begin to focus on learning outcomes. We plan to evolve steps and processes to meaningfully engage SMC in periodic academic review of children.

• Enhance parental involvement in child education:

The existing government mechanism falls short on parent and community engagement.

SMCs need to connect with parents, children, teachers, Gram Panchayat and the community to cater to the felt needs of child learning. In the Incubation center, we have tested different ways of parental involvement in child education; the most effective being the class-wise parent meetings. The regular parent meetings in school expose them to various facets of education like evolving their understanding on education, parental role in child education, learning environment in school, quality of teaching, etc. This process will empower parents to bring SMC accountability.



ECE and ECCD

Apart from the above areas of focus, GPF also facilitates strengthening existing mechanisms for Early Childhood Education (ECE) and Early Childhood Care and Development (ECCD).

As per the earlier plans, we had decided to create knowledge base on ECE and ECCD. However, in view of the existing rich knowledge on the subjects and availability of knowledge partners to support, GPF has scaled down its focus towards capacity building of the community groups on ECE and ECCD to play their role proactively. We will access support and inputs of other organizations with rich experience in this area.

B. KHED SHIVAPUR – INCUBATION CENTER

GPF, through its Incubation center in Khed Shivapur has been conducting R & D on processes and tools to improve quality of education in rural government schools. The key areas of its focus are building foundation of children for primary education through VG, building capacities of teachers through need based In-Service training and bringing effectiveness in school functioning through best in class SMCs. GPF has been working with 1307 children and 14 government schools in the cluster.

The Vikas Ghar is the school readiness initiative to improve the foundation for children in Class 1 and 2. The impact of this program when proven will support in development of curriculum and pedagogy for age

appropriate learning, eventually to be implemented by teachers in the school. We have initiated work with Anganwadi workers to ensure that the pre-school education is imparted effectively in the project villages.

The In-Service Teacher Training Program is aimed to upgrade knowledge and teaching skills, based on the individual needs and the pace of learning of the teachers. The major focus of the support has been Marathi, English and Mathematics.

The RtE regards empowered and technically equipped SMCs as a crucial factor to anchoring community awareness and participation efforts in managing functioning of schools effectively. GPF has also been engaging with parents to improve their support and involvement in child education as well as their contribution towards school management.

GPF's interventions are researched and developed at the CoE, which are then continuously tested at the Incubation center and improvised. We are standardizing steps, modules and processes for quality enhancement so that the replication is systematic and effective.

GPF initiated work in the Incubation Center in 2012 across 4 villages of the Khed Shivapur cluster of Pune district in Maharashtra, namely – Shriramnagar, Shivapur, Arvi and Gaudara. The results of the work done by GPF in these 4 villages made us to spread our activities to 5 more villages from the same cluster – Kalyan, Awasarenagar, Kondhanpur, Rahatwade & Dudhanwasti. In 2015, we have further added 5 remaining villages in cluster reaching out to all 14 villages and schools in the cluster.



The reporting year 2014-15 has been a major milestone in GPF's journey as we establish our presence across all schools in Khed Shivapur cluster and have been making concerted efforts to align our work with the existing government framework. The experience and knowledge generated in Incubation Center guide our plans and approach to the new block.

Some of the key highlights of Incubation Center are:

Building the foundation of children entering primary education

Vikas Ghar was running in 4 villages in Class 1. During the reporting year 2014-15, VG in Class 1 was initiated in additional 5 villages and Class 2 in two villages to pilot its efficacy. The program benefitted 196 children

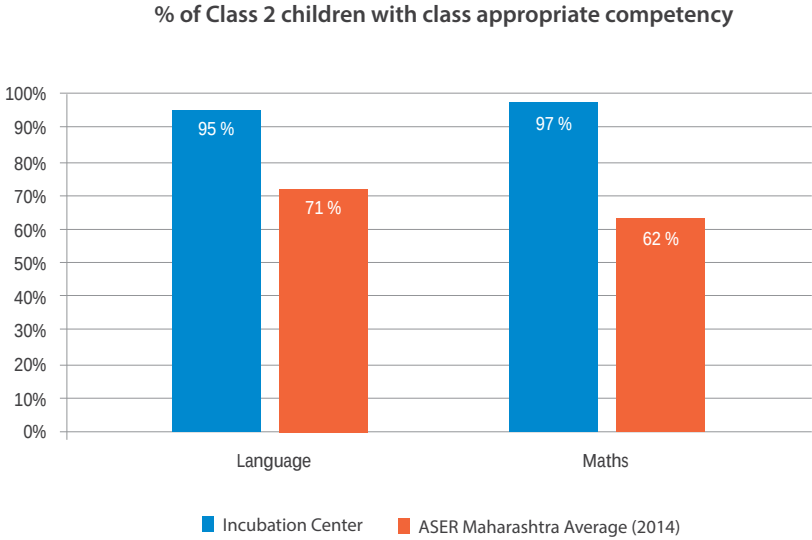
in the cluster across 9 villages. Vikas Ghar continues to be 2 hour program that is run by village volunteers in the respective villages, who have undergone rigorous training in curriculum and pedagogy. Since the focus of this year has been upgradation and improvement of VG curriculum and lesson plans aligning to school curriculum, lot of efforts in Incubation center were to implement and revisecurriculum, tools and processes and also provided feedback for further enrichment. We also reviewed internal assessment process adopted during the last 2 years and modified it to adapt to the learning needs of children. We have seen that VG curriculum is certainly useful and moreover, parents have also begun to see its benefits.

- The key highlights in building foundation of children are:**
- Feedback onrelevant and contextual curriculum for Class 1 and 2
 - Revision of TLMs as per the changes in the curriculum
 - Inclusion of 58 Anganwadi children who have completed 5 years of age in VG from December 2014, to build the required school readiness
 - Separate curriculum for Anganwadi children developed for pre-reading and pre-writing skills through hands-on experience
 - Review of the assessment tools to determine learning needs of the children in Marathi and Maths
 - In Class 2.95% children in Marathi and 92% children in Maths have achieved age appropriate competency.

VG Results

The year 2014-15 being the first year of initiating Class 2 in two villages; it was important to assess the efficacy of the curriculum.

The learning outcomes at the end of Class 2 Vikas Ghar program compared to the State Average in ASER test (2014) are shown in the graph. The results show that most of the children who have attended 2 years of Vikas Ghar are already performing at the class appropriate level which proves the benefits of a two-year Vikas Ghar intervention.



Improving teacher effectiveness through need-based trainings in English and Mathematics

The key elements to enhance teaching-learning process are upgradation and regular need-based teacher training. We have been providing support to teachers in improving their English language skills so that they are better equipped to communicate with children. The inputs are also provided on basic concepts of mathematics by using audio visuals which are used by teachers in classroom transactions. These inputs are

based on needs and learning pace of the teachers. In continuation of the efforts, key highlights of the work during the last year are:

- 11 and 9 teachers benefitted from English and Maths programs respectively.
- Improved classroom transactions can be seen by the increased use of English language in conversation between the teachers and children as the teachers have begun to take their learning to class by way of implementing the lessons on the basis of the level of class competency.

- The Reading Club activity in 2 schools has shown that the increased reading in English helps the child to comprehend the language better. Children find this activity enjoyable which has helped them to overcome their fear of English.
- Improved conceptual clarity of teachers in Math enabled them to effectively prepare the children for scholarship exams. The audio-visual aids have helped develop a liking for the subject in children.
- English and Math Showcase Event conducted at 5 project schools as part of the 'Shikshan Mahotsav' were school-driven initiative with the active involvement of the teachers trained through GPF's In-Service Program. The program benefitted 455 children.

Promoting community participation and ownership in Education

In order to promote community participation, GPF focused on reconstitution of SMCs across the project villages, capacity building of SMC, exposure visits to model government schools in the district and enhancing parental involvement in child education and school interface. The key highlights are:

- GPF has been able to build capacity of 90% of the SMC members in the project villages. We have continued our efforts to empower SMC members through capacity building trainings in 3-phased manner on Roles and responsibilities of SMC members; needs assessment for school and drafting plan of action for school improvement; and monitor execution of SDP.



- With GPF's facilitation, 7 out of 8 SMCs are reconstituted as per RtE guidelines. As a part of this process, parent meetings were organised in each village where participation of the parents was more than 75%.
- With parents increasingly inclined towards private English medium schools over government schools, GPF worked along SMCs to facilitate the Enrolment Drive in the project schools, which helped increase the enrolment in Class 1.
- As a first of its kind experiment, Exposure visits to Model schools in the district were organised to understand the impact created by active SMCs for all villages in the cluster involving SMC and teacher representatives. This was followed by a cluster level meet chaired by Deputy Education Officers Mr. Piraji Patil and Mr. Mahajan from Zilla Parishad, Pune, where the visiting schools shared their learnings and brought out concrete plans for school development. As a result, total donation of Rs. 3 lakhs was contributed by all the villages in the cluster for improvement of schools.



- GPF oriented 70% SMC members on SDPs and brought out the significance of the SDP in holistic development of the school.
- GPF has initiated efforts to strengthen role of Mata Palak Samitis (MPS) to improve quality education for children between 3-6 years age group.
- The village education fair 'Shikshan Mahotsav' organised in 7 government schools showcased the achievements and academic development of children with active participation of teachers and SMC members. Overall 200 community members and parents attended the program.

Strengthening academic support and monitoring at school and cluster level

Cluster Resource Centers are set up by the government with an objective of providing academic support to teachers in the cluster and also monitor and review progress made by the schools. GPF, while initiating its work in Incubation center has followed the 4E (Engage, Execute, Empower and Exit) strategy and cluster has been considered as unit of change. The plan has been to evolve processes and tools to transform quality of education for all children in the cluster with active involvement of different stakeholders and eventually exit. The journey in Khed Shivapur however began with lead taken by GPF, therefore most of the interventions including VG, In-Service Trainings have been evolved and executed by GPF during the initial 3 years. This was required as GPF was new to the place and showing results was essential to earn credibility and trust of the Government officials and teachers. On the other hand, the work with community and parents continued with

the goal of ensuring ownership and sustainability which was critical for exit from the cluster.

During the reporting year, GPF initiated efforts to shift ownership and lead of the actions in the cluster to the cluster coordinator, head masters and teachers. It is encouraging to see that the stakeholders are taking keen interest to lead the processes, which will have to fully align with existing government policies and framework. GPF has been regularly reviewing its approach and discontinuing activities and inputs that may not sustain in the long run with an objective that the work carried out continues even after GPF exits from the cluster. Some of the key highlights of the efforts are:

- Enhance parental involvement in child education and facilitate effective interface between VG teachers recruited by GPF and schools teachers to ensure synergy between inputs provided in VG and the regular school curriculum.
- Orientation of the teachers on constructivist approach adopted in VG and need for adopting it in regular school functioning under leadership of the Cluster Coordinator.
- Initiating Vikas Ghar through government school teachers across 5 remaining villages in Khed Shivapur cluster and not appointing GPF recruited teachers as in the case of first 9 villages.
- Regular discussion with the cluster coordinator to identify needs and execute activities with active participation of the cluster coordinator such as organising exposure visits. This initiative is a step towards a platform for common sharing and learning within the cluster.



- Organisation of the 'Shikshan Mahotsav' with active involvement of the teachers, SMC members, parents and cluster coordinator

During the year, we have made significant progress in strengthening rapport with all the stakeholders. We have also been observing strong community involvement in the interventions and signs of ownership which are crucial for sustainability of the work for timely exit.

The efforts need to continue in the coming year with more rigour to align the work with the existing

frameworks. There is also a need to change the focus and approach towards revised policies that are progressive and have potential to impact quality of education. GPF will continue to closely work with the cluster coordinator to make this truly a government driven cluster transformation. The challenge remains of striking balance between making it a system driven transformation and research and development required for GPF's future strategic direction.

C. VELHE PILOT BLOCK

Insights from the work in the Incubation center at Khed Shivapur are essential to refine the processes for systematic planning, effective implementation, thorough review and documentation to improve quality of education and test the potential for replicability in other clusters/block. Quality Education cell, Government of Maharashtra has approved GPF's plans to contribute towards improving quality of education in Velhe block.

Velhe is considered as one of the remote and interior areas, which presents its unique set of challenges for any organization. GPF is convinced about the need for intervention in the Velhe block because Velhe has a very high drop-out rate and lowest retention of children after primary school in Pune district. Proximity of Velhe block to the Incubation center is an added advantage which makes it easier for the transfer of knowledge and resources.

New approaches have emerged from intense reflections about the learning in the Incubation center and scope of this initiative at the block level. A shared understanding that only system-driven, community-led work can ensure sustainability rather than an organization-driven one, guided us in new directions. Collaboration with local self-government in the block right from the initial stage has brought the alignment with the education system.

Efforts were taken to understand the needs of the teachers and head-masters and cluster coordinators, with a deep-rooted belief that good practices in education exists amongst Velhe schools demonstrating glimpses of quality education. Appreciation and

capturing of innovative teaching-learning practices is the first step in GPF's approach in Velhe. As a result of participatory processes at district, block, and cluster level in the block, GPF is perceived as partner in this endeavor by Velhe officials as well as teachers.

Visualizing block transformation process at various levels, unanimously led to finalizing the three key components of transformation namely; School transformation, Community transformation and Resource support transformation. We strongly believe that the children are at the core of the education system and their progress and development depends on the other interconnected systems such as home, school and community.

The State Curriculum Framework (2010) insists on making constructivist classrooms where children get hands-on experience, work in groups and get opportunities to demonstrate their understanding. It is a proven fact that adopting a child-centric thought process when taking decisions in the schools for curriculum and other activities, will transform the school environment in to a child-friendly atmosphere



that accelerates learning. While working in Velhe, there will be emphasis on facilitating teachers' understanding of constructivism and its application in the class.

As a part of the first phase of the project, GPF has initiated work in 6 out of 16 clusters in the block, which with an objective of reaching out to 1981 children, 146 teachers and parents and community members of 55 villages.

In line with the guiding principles, a participatory process for assessing the needs and subsequently preparing plan for block transformation was conducted from December 2014 to May 2015. Government officials at district, block, and cluster and school level of the education system were actively involved in this process, thus making this a system driven project.

The key milestones of the progress in Velhe so far are:

- District Level Workshop with Zilla Parishad officials and select 6 cluster coordinators of Velhe on 24th December, 2014 to evolve the framework for education transformation in the block.
- Block Level Workshop with cluster coordinators, Head Masters (HMs) and representative teachers at block level (Karanjawane, Velhe) on 16th January, 2015 was conducted to understand the needs of the schools so that the approach is aligned. This helped in refining a PIP (Project Implementation Plan) for Velhe.
- Cluster-wise meetings were conducted in April 2015, in which a common sharing platform was facilitated to develop a cluster level plan for block transformation. As a first step, alignment to the annual school calendar has been recognised as a critical component of PIP.



- School visits were conducted to connect with all the teachers from each of the six clusters (142 teachers from 55 schools in total) to identify good practices and specific needs of each school.

The highlights of GPF's work in Velhe in the last six months are strong connects at local government level, reaching out to each teacher in all the clusters, and developing rapport with the community in each village.

GPF is committed to demonstrate system-driven education transformation in Velhe and recommend policy amendments. Documentation of the change process and development of standard operating procedures (SOPs) will be useful for similar transformation in other blocks of Maharashtra. Building on the existing good practices in learning and seeking solutions at local level will be two essential principles of working in Velhe.

D. UDAAN: THE SOCIETY SOCIAL RESPONSIBILITY (SSR) IMPERATIVE IN THE URBAN SPACE

With rapid urbanization and lack of employment opportunities in rural India, there has been a significant rise in migrant families in urban areas. These families often live without proper access to basic necessities like permanent shelter, safe water, electricity and more importantly, quality education. Rise in school drop-out rates and entry into the unskilled labor force are common fallouts of such a situation. More often than not, such migrant population resides in settlements close to urban housing societies where the marginalized unskilled workers contribute as domestic help or with other daily chores, or work as daily wage earners. This results in an unspoken symbiotic relationship between the affluent population and the dwellers in neighbouring slums.

It is therefore imperative, that housing society residents contribute towards the well-being of these marginalized slum dwellers as the first SSR project quite on the lines of Corporate Social Responsibility outlined for the corporate sector. The SSR model includes:

- Community participation and ownership, community members as change agents
- The Housing Society ensures sustainability of the interventions
- Partnership and alignment with existing Government services and facilities to avoid duplication of efforts

The Pilot Project Udaan began on March 17, 2015, as a pilot project promoted by members of the Sindh

Cooperative Housing Society, Aundh, Pune in its neighbouring Kasturba Vasahat. GPF has conceived this idea and is the implementing partner of this pioneering project based on the SSR model.

We plan to evolve a holistic model of community development covering Education, Vocational Training and Community Development with a focus on Nutrition, Health Care and Sanitation. The key expected outcomes of this project are:

- No child is outside school
- 80% + children achieve age and class appropriate competency
- All children passing Class 10 are employable
- 90% women and children meet daily nutritional requirement

We have been working with knowledge partners in the field of education and vocational training for implementation of the planned interventions.



Teachers conducting science activity



Children engrossed in activity



Origami Corner



The year gone by has helped Gyan Prakash Foundation to get strongly rooted, and yet spread its wings towards windows of opportunities.

Now that the enrolment in Primary Education has reached nearly universal level, there has been a shift in the government's focus, from enrolment to retention of children in schools and quality education. Right to Education Act (2009) and National Curriculum Framework (2005) defining the common goal of quality education at the National level; has created a ripple effect. These shifts in the approaches have been percolated to the state level resulting in development of State Curriculum Framework (2010) and many allied programs and policy changes. The most recent one amongst it is, 'Pragat Shaikshanik Maharashtra'. The recent policy changes strongly suggest child-centric approach, constructivist curriculum, and need-based teacher education and more importantly it aims towards transformation of education system. This new line of thought brings the Government and organizations like GPF remarkably closer in their approach and intent. GPF is committed to support the State Government and align efforts within the government framework towards improving quality of education for the benefit of every child by building synergy between all stakeholders.

Based on our learning so far, the three key areas that would impact quality of rural education in the country substantially are Knowledge Aggregation, Use of Technology to disseminate and Community Mobilization for ensuring sustainability.

Mapping and aggregation of knowledge require efforts towards identification, documentation and effective dissemination. This will involve coordination with multiple stakeholders including individuals, organizations and the government that have created innovations in the field of education. In the coming year through its Centers of Excellence; GPF will work on aggregation of knowledge and channels of dissemination for its wider application.

The second area of focus is use of technology which has tremendous potential for impacting quality of education. The technology can be used in multiple ways such as e-learning, tracking child learning, In-Service training of teachers, effective data management systems, supervision and monitoring of school progress, etc. While GPF intends to seek technology solutions for execution efficiency, we strongly believe that it has a key role as a support and not as a substitute to teachers. Going forward, GPF plans to study how technology can

be used to make the classrooms livelier and interactive rather limit it to merely an audio-visual aid.

It is important to note and accept that SMCs and parents can play much more powerful role in improving quality of education. Active participation along with conscious recognition of their role can ensure the contribution of SMCs and parents in schools. As a third area of our focus, GPF plans to focus on development of indicators for assessing role of parents and SMC in school management.

In the year 2015-16, some of the key interventions in the Incubation center will be piloting Vikas Ghar through government school teachers, aligning In-Service training to the felt needs of the teachers. We also plan to continue working with SMCs with a focus on tracking learning outcomes of children.

As GPF is venturing into new and broader geography, the focus in Velhe along with the local self-government, will be on the processes that mark the beginning of transformation of schools, communities and the resource support systems. The constructivist teaching-learning is of utmost important if the vision of quality education has to be realized. As a catalyst of change, GPF intends to be a positive interface between different stakeholders and facilitate the process of transformation. GPF will also be working very closely with the government officials right from cluster to block level, to help the existing resource system to lead and support schools.

The urban initiative, Udaan will ascend with a robust framework and plans for execution. In line with our guiding principles, we also aim to align this work with initiatives of Pune Municipal Corporation. Further, GPF

aspires to strengthen the bond between the Sindh Society and neighbouring slum communities with long term plans for sustainability and strategies for holistic community development.

The 2014-15 has been a dynamic year for GPF with opening up of new avenues, embracing new approaches and witnessing seeds of change grow.

Following the guiding principles, outcome-driven processes and with a zest for the coming year, we are sure that this year will be a promisingly novel learning experience.



FINANCIALS

Gyan Prakash Foundation
Registered Under Indian Trust Act, 1882
Balance Sheet as at 31st March, 2015

FUNDS AND LIABILITIES	As on 31st March 2015	As on 31st March 2014
TRUST FUND OR CORPUS		
Opening Balance	38,55,000	38,55,000
Additions during the year	15,40,000	26,45,000
	53,95,000	65,00,000
UNSECURED LOANS		
From Trustee	54,50,000	50,00,000
(Interest free advance, repayable on demand)		
CURRENT LIABILITIES		
Tax Expenses		
PF-Employee Contributions	29,085	12,866
Professional Fee-Staff	2,400	2,300
TDS on Professional Fees	14,225	1,05,000
TDS-Public Salary	13,750	3,644
	59,460	1,24,810
INCOME AND EXPENDITURE ACCOUNT		
Balance as per last balance sheet	(45,04,418)	(5,32,523)
Add (Less) Surplus/(Deficit)	4,45,062	(18,52,895)
	(40,59,356)	(23,85,418)
TOTAL	53,49,609	26,77,182
PROPERTY AND ASSETS	As on 31st March 2015	As on 31st March 2014
FIXED ASSETS	1,11,383	1,81,881
LOANS AND ADVANCES		
Deposits		
With Office	10,000	10,000
With	14,000	12,500
	24,000	22,500
Advances		
To Employees	11,770	5,081
Tax deducted at source:		
AY13-14	2,060	2,060
AY14-15	12,236	1,782
AY15-16	15,773	1,236
	30,069	5,078
CASH AND BANK BALANCES		
In Current account	27,64,697	3,48,454
In Fixed Deposit	21,00,000	20,00,000
Cash in hand	1	203
TOTAL	51,49,609	26,77,182

Shri. Chaudhary
Managing Trustee

Aditya Shrivastava
Trustee, Secretary & Treasurer

Pune
Date: 15 June 2015



For B. K. Khare & Co.
Chartered Accountants
Firm Reg. No.: 12518/PW

Padmashree Khare
Partner
Membership No. 044784

Mumbai
Date: 16 June 2015



Gyan Prakash Foundation
Registered Under Indian Trust Act, 1882
Income and Expenditure Account for the Year ended 31st March, 2015

PARTICULARS	For the year ended on 31st March 2015	For the year ended on 31st March 2014
Interest:		
Fixed Deposits with IDFC Bank	1,26,750	32,353
Income Tax Refund for AY13-14	163	-
On Employee Loan	3	137
Donations	85,68,577	10,41,000
Grants	5,54,000	11,76,000
Selfie Training		
Income from other sources		
Training fees received	-	8,250
Proceeds of sale of items		1,500
TOTAL INCOME	92,59,480	22,59,240
Establishment expenses:		
As per Annexure II	9,86,258	10,14,243
Audit fees	5,618	-
Legal and Professional fees	60,000	2,76,123
Depreciation/Amortisation	1,71,340	1,98,557
Expenditure on Objects of the Trust	76,93,704	68,72,800
As per Annexure II		
TOTAL EXPENSES	89,17,920	82,72,184
Surplus/(Deficit) carried to Balance Sheet	4,45,062	(18,52,895)

Shri. Chaudhary
Managing Trustee

Aditya Shrivastava
Trustee, Secretary & Treasurer

Pune
Date: 13 June 2015



For B. K. Khare & Co.
Chartered Accountants
Firm Reg. No.: 12518/PW

Padmashree Khare
Partner
Membership No. 044784

Mumbai
Date: 16 June 2015



Annexure I: Fixed Assets
As on 31st March, 2015

Particulars	Computers and software	Furniture	Printer	Office Equipment	Intangible Assets - Website	Total
	(In Rs.)					
Gross Block						
Opening balance	4,15,207	68,385	3,750	17,791	1,81,693	6,86,806
Additions during the financial year	72,050	1,15,115	14,375	-	-	2,01,540
Deduction during the financial year	-	-	-	-	-	-
As on 31st March, 2015	4,87,257	1,83,480	18,125	17,791	1,81,693	8,88,346
Depreciation /Amortization						
Opening balance	3,23,478	14,481	3,510	890	60,564	4,02,923
Additions during the financial year	88,159	15,040	6,887	1,690	60,564	1,72,340
Deduction during the financial year	-	-	-	-	-	-
As on 31st March, 2015	4,11,637	29,521	10,397	2,580	1,21,128	5,75,263
Net Block as on 31st March, 2015	75,620	1,53,959	7,728	15,211	60,565	3,13,083



Gyan Prakash Foundation
Registered Under Indian Trust Act, 1882

Annexure II: Establishment Expenses

Particulars	FOR Y.F. 31.03.2015 Amount Rs.	FOR Y.F. 31.03.2014 Amount Rs.
Staff Expenses		
- Salary and allowances	4,88,880	3,71,843
- Staff Welfare Expenses	31,203	22,442
- Contribution to Provident fund and other funds	34,898	25,598
- Medical Reimbursement to Staff	14,250	15,000
	5,71,241	4,35,811
Stationery Fees	16,000	16,000
Repairs and Maintenance		
- Website Maintenance	10,112	-
- Computer Repairs and Maintenance	17,719	10,294
- Other Repairs	2,390	4,673
	30,161	14,967
Branching Expenses	86,771	2,32,899
Meeting Expenses	28,663	11,780
Internet Expenses	65,619	79,013
Printing & Stationary	65,006	38,581
Professional Tax	2,500	10,350
Rent	24,000	42,000
Shop Act License Renewal Expenses	14,520	-
Telephone, Postage and Courier	6,010	4,296
Travel and Conveyance Expenses	24,003	24,477
Miscellaneous Expenses	11,764	64,997
Total	9,66,258	10,14,241

Annexure III: Expenditure on Objects of the Trust

Particulars	FOR Y.F. 31.03.2015 Amount Rs.	FOR Y.F. 31.03.2014 Amount Rs.
Salary and other expenses - Program Director	11,28,406	-
Projects / Interventions		
- Incubation cluster	24,56,868	21,63,130
- Bridge Model	12,79,582	14,74,641
- In-service teacher training	7,19,793	7,98,400
- SMC Effectiveness	9,29,223	11,43,052
- Urban Project	3,68,000	-
- Pilot Cluster - Velke	1,74,629	-
- Vikas Ghars (Pune)	-	94,660
Expenses against Grant		
- Staff Training	6,35,779	11,88,832
Total	26,90,364	48,32,860



NOTES FORMING PART OF THE ACCOUNTS

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

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

SIGNIFICANT ACCOUNTING POLICIES

1. Basis for Preparation of Financial Statements

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

2. Revenue Recognition

a. Donations

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

b. Grants

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

3. Fixed Assets

a. Fixed Assets

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

b. Depreciation

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

c. Amortisation

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

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

For B. K. Khare & Co.
Chartered Accountants
Firm Reg. No. 305102W

Padmini Khare Kaliker
Partner
Membership No. 044794

Mumbai
Date: 16 June, 2015

For Gyan Prakash Foundation

Dr. M. P. Khare
Managing Trustee

Atul Shrivastava
Secretary & Treasurer

Pune
Date: 13 June 2015

DONORS AND SUPPORTERS

Institutional Donors



GSCO Infrastructure
Pvt. Ltd.

Jethanand Tejumal Devi
Sahajwalla Charitable Trust.

Durgapur Mining and
Infrastructure Pvt. Ltd.

Sensational Trading
Pvt. Ltd.

Individual Donors

- Mr. Trilochan Singh Sahney - Chairman and Managing Director, NRB Bearings Limited.
- Mr. Vijay Pusalkar
- Ms. Monica Bhatia
- Ms. Madhuri Cherukupalli
- Mr. Sivaramakrishnan Iyer
- Ms. Shirley Inderjit Dhariwal

KNOWLEDGE PARTNERS



NALANDA

Nalanda Resource Center for Educational Innovation, Lucknow, Uttar Pradesh

Nalanda has partnered with Gyan Prakash Foundation in the Selection and Motivation training of its Vikas Ghar facilitators, as well as the content design and development for the SMC effectiveness program.
For more details, visit <http://www.nalandaindia.org/>



EnglishHelper™

The curriculum and the technology solutions for the English Program used as a part of GPF's In-service teacher training is provided by English Helper Technologies Pvt. Ltd.
For more details, visit <http://www.englishhelper.com/products.html>



Kaivalya Education Foundation

Gyan Prakash Foundation has partnered with Kaivalya Education Foundation to develop the concept of Resource Center Heads to drive the implementation of the community led Social Change Model.
For more details, visit <http://www.kefindia.org/>



Palakneeti-Khelghar

GPF has partnered with Khelghar for its urban initiative, Udaan. Khelghar is an initiative of Palakneeti Parivar, Pune started in 1996. The main objective of Khelghar is to reach out to the underprivileged children in the urban slums and engage them in meaningful education.
For more details visit www.palakneeti.org



Prajayatna

GPF is partnering Prajayatna, is Development organization working in the field of public education in the states of Karnataka, Andhra Pradesh, Uttar Pradesh and Rajasthan. The focus is on increasing parent and community involvement in improving quality of education by strengthening governance in education through Panchayat Raj Institutions.
For more details visit www.prajayatna.org

ACKNOWLEDGEMENTS

Many thanks for the support in our journey towards transformation through education.

Special thanks to Shri. Nand Kumar, IAS, Principal Secretary, School Education and Sports, Government of Maharashtra for sparing his valuable time to know the GPF journey and his continued guidance and support towards future plans.

Smt. Ashwini Bhide, IAS, then Secretary, School Education and Sports, Government of Maharashtra visited Khed Shivapur Incubation Center on 26th September 2014. Lauding the steps taken by GPF at the cluster level, Smt. Bhide pointed out that the Khed Shivapur intervention should be scaled up to reach out to a Block level for larger impact. Shri. S. Chockalingam, IAS, then State Education Commissioner, Government of Maharashtra, Shri. Mahaveer Mane, Director, Primary Education, Government of Maharashtra, Shri. Mushtak Shaikh, District Education Officer, Zilla Parishad, Pune, Smt. Meena Shendkar, Block Education Officer, Velhe also accompanied Smt. Bhide.

We owe special thanks to School Education and Sports Department, Mantralaya, Mumbai, Maharashtra Prathamik Shikshan Parishad (MPSP), Mumbai and



Maharashtra State Council for Educational Research and Training (SCERT) for valuable support and cooperation.

We wish to acknowledge the encouragement and support of industry stalwarts, Shri. Yeshwant Deosthalee, Chairman & Managing Director, L & T Finance Holdings, Smt. Vidya Shah, Chief Executive Officer, EdelGive Foundation, Shri. Samir Jain, Managing Director, Bunge India and Keyur Majmudar, Director, Bay Diligence, who visited Khed Shivapur Incubation Center.

Our sincere appreciation to all the Education officials for their support, guidance and involvement in our work in the Khed Shivapur Incubation Center and the Velhe Block.

- Shri. Kantilal Umap, IAS, Chief Executive Officer, Zilla Parishad, Pune
- Shri. Mushtak Shaikh, District Education Officer, Zilla Parishad, Pune
- Shri. Mahajan, Dy Education Officer, Zilla Parishad, Pune
- Shri. Piraji Patil, Dy Education Officer, Zilla Parishad, Pune
- Shri. Chavan, Extension Officer (Education), Zilla Parishad, Pune
- Shri. R B Abhimane, Block Education Officer, Velhe
- Shri. Sunil Mungale, Extension Officer (Education), Velhe
- Shri. Pandurang Tathe, Cluster Coordinator, Khed Shivapur Cluster, Haveli
- Shri. Rajendra Jagtap, Cluster Coordinator, Manjai Asani Cluster, Velhe
- Shri. Rajendra Advait, Cluster Coordinator, Survad Cluster, Velhe
- Shri. Laxman Shilimkar, Cluster Coordinator, Margasani Cluster, Velhe

- Shri. Popat Nalawade, Cluster Coordinator, Sakhar & Dapode Cluster, Velhe
- Shri. Balasaheb Kolte, Cluster Coordinator, Mangdari Cluster, Velhe

Without the active participation and acceptance of the school principals, teachers, members of School Management Committees, Gram Panchayats, parents, community members and the inquisitive curious children in the project villages at Khed Shivapur Cluster and Velhe Block, the intervention would not have been such an enriching experience. Many thanks.



"I am thankful for a wonderful visit to the schools under GPF project. I could see the energy that the GPF team has been able to generate among the teachers, students and villagers. It is no doubt a very good example of the synergy between a Govt set up and an active NGO. We could surely work together, the contours of which would be worked out by my colleagues in consultation with your team."

Ashwini Bhide,
Former Secretary, School Education and Sports,
Government of Maharashtra

ADVISORY COUNCIL

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

The present constitution of the Advisory Council is as under:

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



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.



ABHAY BHAGWAT

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



RAJEEV GUPTA

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



GYAN PRAKASH FOUNDATION

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Nachiket Park, Dr. Pai Marg,
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Website: www.gyanprakash.org