

Education

Support

Organization:

Gyan Shala

Project

Annual Report

2001-2002

Mission

The mission of Education Support Organization (ESO) is to create conditions for universal access to good quality and effective basic education, particularly for children from poor rural and urban families, within the financial and other resource constraints of India.

ESO recognizes that a significant number of children from poor families, particularly girls, would drop out of school system even before completing the primary cycle in India, due to socio-economic factors. Given the typical quality standards prevalent in the public primary system, many of such children would revert to illiteracy within a couple of years of leaving school, as even a grade III or IV child is often found incapable of reading beyond the

prescribed text. This state would leave a large part of adult population illiterate even with very high school and increasing school enrollment that has been observed lately. Gyan Shala, a project of ESO, therefore goes beyond the concern for universal school enrollment to aim at providing quality education.

Problem diagnosis and program approach

In the wake of a series of programs and intervention, lately DPEP, the rate of primary enrolment and gender parity are slowly inching upwards over the last decade, but the quality of basic education is either stagnant or declining. Probe Report and anecdotal evidence indicates that many children can not independently read/ write or perform simple numerical operations even while studying in grade IV-V. A critical need of primary education sector is, thus, to evolve ways to improve quality and strengthen the foundation of mass primary education system. The quality improvement is also expected to lead to higher rate of retention, which remains an unmet objective under current high rate of dropout.

There exists considerable embedded understanding of how to provide high quality primary education program within a single or a few schools, but ensuring good quality at a mass scale is not well understood. Gyan Shala aims to evolve ways to provide good quality primary education at a mass scale.

Gyan Shala is based on the belief that the challenge of providing quality primary education entails not only developing suitable pedagogy, learning and training material, and teacher training etc. It also includes designing a suitable delivery system that would provide assured quality education service at a mass scale within the material, human and financial resource constraints of India/ developing country, that have often come in the way of public sector/system in delivering desired quality services.

Gyan Shala aims to evolve both a pedagogy and the design of education delivery system that would ensure good quality basic education at socially affordable cost. After three years of Gyan Shala module (grade I-III), a child is expected to become an independent reader/ writer in his/her local language and capable of using simple arithmetic in normal life transaction.

Gyan Shala is meant to strengthen the foundation years in mass primary system and work as the feeder stage for higher primary classes in the mainstream system. This would also enable a child to retain literacy and numerical skills for the whole life, even if he/ she withdraws from the school system at the end of the primary stage.

Objectives of Gyan Shala program

1. Develop and implement methodology and systems to provide good quality basic education to children living in poor urban and rural localities, who do not receive parental or social support for

education; while keeping the unit cost of such a system at a socially affordable level.

2. Develop, establish and test-demonstrate a **model** of education delivery unit that can be replicated on a mass scale with readily available human resources, and which would not lose its cost-effectiveness during scaling up. Gyan Shala model is to provide assured quality education in lower primary years, thus strengthening the foundation and triggering improvement in the later years too. The children from Gyan Shala would join mainstream in grade IV.

3. Become one of the key referent examples of cost-effective and excellent basic education delivery systems on a mass scale.

4. Seed the setting up of similar model units in different geographical regions.

5. Contribute to changes in public policy and programs so that good quality education becomes a norm on a mass scale and not remain a feature of expensive private schools alone.

Program strategy

The strategy of Gyan Shala is expected to unfold in three stages. In Phase-I (2000-2003), the focus is on evolving and establishing the core aspects of appropriate learning methodology and design elements of the education delivery organization, and to demonstrate the potential efficacy of selected aspects of the Gyan Shala approach in Phase I (2000-2003). This phase would also be used to lay the foundation of a education delivery unit

that would be able to implement the program on some scale.

In Phase-II (2003-2007), the aim would be fully develop and test demonstrate all aspects of the Gyan Shala design, covering embedded learning model, teacher preparation, learning material development, and organization design/management systems during Phase II (2003-2007). This model would be a self-contained complete education design and delivery unit catering to around 15000 children that can be replicated on a mass scale without deterioration in quality. A beginning would be made to replicate Gyan Shala in other states in partnership with other NGO or specific government programs.

Starting at mid-point in Phase II, but largely in Phase-III, Gyan Shala would work towards integrating its design features within the mass primary education system. The attempt would be made to sell the proposition that lower primary education should be delivered by a multitude of independent units working on the Gyan Shala pattern that would act as the feeder to formal upper primary schools. These units should not belong to one organization and instead should compete for contract-grants to run the feeder classes. In this phase, the work could be taken up in concert with bilateral and multilateral aid institutions.

The Gyan Shala approach is inspired by the example of AMUL/Operation Flood, in which a model unit—AMUL--was developed first and later replicated under Operation Flood. The difference in Gyan Shala approach would lie in the institutional design of replication which, unlike Operation Flood, would rely on

market mechanism, measurement of output and competitive dynamics among alternate service providers to ensure cost effectiveness and accountability.

Existing program

Technical core

Gyan Shala keeps each class size limited to 30-35 or less. Classes are held in the neighborhood where children live, so that small children can come to school without escort. Classes are operated for grades I-III only. The class teacher is a class X-XII educated person who is comfortable in working with children from poor families in the environment where they live. A class is held for 2.5-3 hours daily, so children, particularly girls, would be able to attend them in spite of their socio-economic obligations.

The classrooms are equipped with good quality furniture and lighting-ventilation that costs around Rs. 15000 per class. This can be shared by 2-3 classes held in different shifts and would have a life of 4-5 years.

Classwork is so scheduled that the duration of each learning task is kept short enough to match the attention span of small children. Children receive instruction as a full class, in small groups of 6-8, and individual feedback daily from the teacher.

The textbooks have good quality color pictorial presentations and a language text that is written to suit children's local language and context. Around 700 pages (12 volumes) of carefully designed and graded worksheets are

given each year to each child that would provide him/her adequate practice of core concepts in three core subject streams, namely math, language and creative expression/ project work. Each concept is covered in three ways: a presentation by the teacher to the whole class, individual work by the child on a worksheet, and a supervised group activity that are calibrated to reinforce each other.

More than twenty text books have been prepared for the first two grades while the material from the government text books is used substantially in the third grade, so that children can be prepared to join other mainstream schools after three years of Gyan Shala module. Thirty-six volumes of worksheets for the three subject streams for the first three years/grades of education would be ready, having undergone at least one round of testing and revision by the end of Phase I. Group activities for each of the three core streams would be designed for 230 days of work, separately for each grade. The teacher guide for the use of textbooks, workbooks and group activities too would be ready.

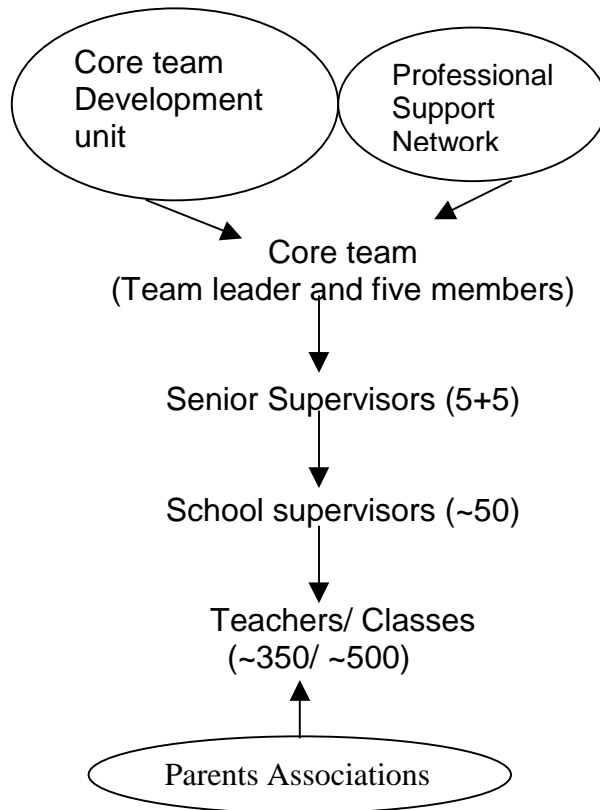
Each class is visited by a support teacher/supervisor once a week who complements the teacher in handling difficult learning tasks and in providing additional support to poor performing children. The supervisor also helps the teacher in monitoring the children's performance and preparing for the coming week's task with the help of teacher guides that are supplied.

The task of the teacher is kept simple, well within her/ his competence level. The teachers are provided two week

initial half-a-day training each month and a weeklong bi-annual training. These are in addition to weekly support provided by the supervisor. Teachers are also provided detailed guide for each component of their daily task.

The learning design and material of Gyan Shala are upgraded yearly, based on the feedback from class experiences, by an in-house team. The national curriculum framework is followed in setting learning targets at each stage.

Organizational core



Gyan Shala believes that a sustainable arrangement for delivering quality education at mass scale would be to set up independent education design and delivery units that address the education needs of around 500 classes of 30 children each. These classes would

cover grades I-III and would be handled by around 300-400 teachers. The structure of the design-delivery unit would be as above.

Three members of the core team would specialize in the curriculum streams of primary math, first language, and creative expression-cum-project work. The remaining two would specialize in teacher training and field operations and management.

Five senior supervisors will be involved in field operations and be also responsible for on-going teacher training, organized each month. Each of them would look after the work of ten school supervisors. One senior supervisor would be responsible for routine monitoring and performance assessment and would report directly to the team leader. Another would be responsible for logistics, material supply and information system. The remaining three will support three core team members in developing and testing learning material in three curriculum areas/themes.

One school supervisor would supervise ten classes and would visit each class twice a week, one for the entire class shift, the second time for a short visit. A class teacher would handle, at most, two classes over two shifts. A class will have around 30 children and would be held for 2.5-3 hour daily in a rented room in the locality where children live.

This unit would be responsible for the entire range of school activities including curriculum design, development and supply of learning materials, teacher training, testing and assessment, school support/supervision and overall program

management. This design is based on the belief that close contact and interaction between teachers and designers of curriculum and learning material is necessary to maintain quality and energize the whole system.

To support the unit's work, parents' association would be set up that facilitate the local operations and management of classes. Similarly, mechanisms would be established to provide development support and professional referent consultation to the core team. This type of education unit would be self-contained and capable of performing all activities needed to run a primary education system, covering the design of curriculum and learning material, training of teachers and staff, performance assessment of children, class organization and management, and quality assurance and cost control. In our perspective, the totality of primary education should be handled by a multiplicity of such units that will compete with each other and bid for handling the chunks of the mass primary system. Work-contracts for these units could be reviewed/ renewed every five years to ensure performance accountability.

Gyan Shala is designed and structured to work effectively with the type of human resource that is readily available aplenty in India and who is willing to work at incentive levels that would be compatible with the requirement of keeping the cost of education well within socially affordable limit. The salary structure is designed to saturate after a few years in each grade and only way a staff can move forward would be either by way of internal promotion or by seeking a better job. Given the limited

structural scope of internal promotion, we expect a significant turnover of staff at all levels. Gyan Shala is therefore designed to continually train new staff within a short period to occupy the vacant positions. The system and mechanism of staff development and grooming have been built carefully in the design of structure, systems, and incentives.

Systems, Governance and Accountability

Gyan Shala is handled by Education Support Organization (ESO), a charitable trust. The list of members of the governing board is given in Table 2. The governing board has two core committees, one responsible for monitoring and setting program policies and another to oversee finances. ESO has set up explicit policies regarding accounts, purchases, selection of staff at various levels, opening of new classes, and performance review and incentives. Much of Gyan Shala's work is still in the nature of work-in-progress and these policies would take concrete shape only by the end of Phase II.

Gyan Shala would like to be held accountable mainly on two criteria. The first would be the levels of learning attained by the children in Gyan Shala classes, as determined by carefully designed testing procedures. The second would be the unit cost of education of one child, after accounting for dropouts and repetitions. Gyan Shala aims that around 60-70 per cent children from rural and slum classes score more than 60 per cent marks in tests that correspond to national curriculum standards. Gyan Shala's aim would be

to keep the total recurring cost at less than Rs. 1500/ per child per year, which is around one fourth of what government typically spends in India. Substantial progress has been made in securing desired performance levels on both these counts by the end of Phase I, and these targets would be fully secured by the end of Phase II. Gyan Shala is collaborating with an educational testing organization to evolve terminal tests that would be used as the yardstick for graduating children from Gyan Shala to mainstream schools in grade-IV. Arrangements have been worked out so that children from Gyan Shala classes can the join mainstream government system. A credible costing system is also established.

Proposal for phase II

By the end of phase I, in 2002-2003, Gyan Shala would be operating around 90 classes of grades I-III, spread over twenty slum locations in Ahmedabad and 25 villages in Surendranagar district of Gujarat (Table 1). It would have established a record of helping children in such classes to attain learning levels in line with relevant national curriculum framework and broadly comparable to those prevailing in good city schools. It also would have shown that the unit cost of such a system can be kept at around one fourth of what government typically spends in its primary system. The project would have established an indicative record and capacity to train easily available modest cost human resource as per the needs of Gyan Shala, at all hierarchical levels except one which is yet not introduced but would become necessary at the projected size of the model unit.

Gyan Shala would have developed core academic contents and learning material for the first three primary years, which would have undergone at least one round of testing and revision, demonstrating that the Gyan Shala approach seemingly provides good quality education at socially affordable unit cost. Gyan Shala would also have in place staff for most positions, except senior supervisors and a credible record of staff development and grooming. It, however, would have a performance record of only three years and class coverage of only around 90, spread over slums and villages in two districts.

Though, much of its organizational, technical, and systems/ governance core would be in place, there would still be major gaps before Gyan Shala could claim to have evolved a sturdy system and approach for delivering good quality basic education at socially affordable cost that would stand the test of time and the debilitating effect of substantial scaling up. Phase II (2003-2007) is meant to complete the process of evolution in its totality and fill the following specific gaps, so that Gyan Shala could be presented as an answer to one of the critical needs of structural transformation of the primary education sector, which is expected to have an annual outlay of more than Rs. 60,000 crore.

The size of program would be expanded to cover around 500 classes to establish the full size model education design and delivery unit, which could be replicated to meet the needs of the mass primary system without deterioration in effectiveness. This would constitute the basis of future scaling up and advocacy for reforms in the primary sector.

The system of teacher training and supervisory support would be evolved to an extent that it works up to grade III with required effectiveness and reliability. The missing organizational tier of senior supervisors would be inducted and developed which is a critical requirement for the effective functioning of the model.

The academic content and design of the program would have undergone around five annual cycles of revision, resulting in not only improvements and maturity in design but also institutionalizing the system of continuous improvement.

Many existing weaknesses in various operating policies, staff and management capability, operating systems and working style would be overcome to establish a credible record of performance over a period of 4-5 years, both in terms of learning levels of children and in keeping the unit cost within target range.

Staff recruitment, induction, and incentive policies would be further evolved, tested, and fine-tuned so that these could stand the test of time and scaling up.

All the core aspects would be articulated and documented in a form that these can be understood and adapted on a large scale during the replication. The working culture of commitment to quality and cost effectiveness and staff capacity development would be institutionalized.

The transition of team management from its existing entrepreneurial leadership to a professional manager would be affected. This is a critical part of establishing the scalability and

functional viability of the model approach as it would demonstrate that Gyan Shala design and processes would help develop staff at all levels, including team management, even while relying on such human resource that is available in large numbers.

A few institutional collaboration would be initiated to replicate/ adapt Gyan Shala approach in different regions and states.

A beginning would be made for policy advocacy for acceptance of Gyan Shala approach as the feeder stage to mainstream upper primary and secondary education system.

System for monitoring and accountability

Gyan Shala would try to evolve highest standards of transparency and accountability. It would display information about the names and location of children, and the results of their six monthly tests on its web-site. Account information and costing analysis would similarly be displayed, along with information about key purchase contracts, and net incentive package for each category of functionaries. Gyan Shala would arrange for independent external audit, both of its performance and finances.

A strategically significant new initiative

Gyan Shala is a core partner in a project that would be supported by Infodev (The World Bank) to develop a system to use computers in the lower primary classes

to improve learning levels in the first language and math, while keeping the cost low enough that can be absorbed within the existing resource allocation by the government for the primary education sector. The partners include Media Lab, MIT, USA, and Tata Infotech, a leading software company in India. The two-year project would commence by mid-2002. Its success and result might open up ways not only to further improve Gyan Shala effectiveness but also to take up strategically important policy advocacy campaign. This project bid had successfully competed against more than 200 proposals worldwide out of whom only six have been selected, which indicates a high potential for the project and organization.

Proposed outcome and impact

The core objective and raison detre of Gyan Shala is to evolve and test-demonstrate an approach to basic education that would address the major challenge that faces India's primary education sector. But even discounting this, Gyan Shala is simply an excellent value for money in terms of use of resources earmarked to provide basic education for children from poor families, which is a major responsibility of the society.

During Phase II, Gyan Shala would continue to generate an excellent value for money in terms of learning of children, whose numbers would rise to around 15000. In addition, Gyan Shala model would be fully evolved and demonstrated for its effectiveness and replicability. Last, Gyan Shala hopes to

emerge as the key reference centre in India in the field of primary education. The intended impact of Gyan Shala would be the acceptance of 'quality basic education' on a mass scale as the attainable goal by the public authority and development community, in general.

Progress over 2001-2002

setting up classes

The original plan for Gyan Shala, that was approved for support by Sir Ratan Tata Trust, visualized that Gyan Shala would add only ten new grade-I classes to its existing ten classes that would move to become grade-II classes in June 2001. Gyan Shala however received offers to start 35 additional grade-I classes beyond the existing plans with support from two agencies. Volunteers for India Empowerment and Development (VIDE) selected Gyan Shala to start 30 primary classes in 24 villages in Surendra Nagar district that were affected by the Gujarat earthquake of January 26, 2001. A private trust in Ahmedabad, Utthan Seva Sansthan, found Gyan Shala model very effective and offered to support expansion in five more slum locations. These opportunities for growth presented to Gyan Shala new challenges as well as a chance to test the efficacy of its design and organizational capability.

In June, 2001, Gyan Shala started operating a total of 55 classes of which 10 were grade II and remaining grade I.

Towards the end of academic year, Gujarat saw large scale communal riots/ clashes in the wake of Godhra train burning that touched most parts of Ahmedabad. A large majority of Gyan Shala classes were located in Vasna and Saraspur areas of Ahmedabad that were severely affected by the riots. In Saraspur, two of five classes had to be eventually closed down due to migration of children's families from the riots affected areas. To some extent, Gyan Shala classes too were affected by riots, but unlike most other schools that remained closed after Feb. 27, these classes continued throughout March/ April and eventually we were able to complete the required number of days of classes, 230, by the end of April, only a little behind our target date. This could happen due to two reasons. First, since Gyan Shala classes are held within the community where children live, they could come to school without fear. Second, teachers too had to travel only short distances to reach the concerned class, so they too could attend the classes on most days. The year end exams too were held on routine basis.

Gyan Shala had financial resources to start as many as around 100 classes in June 2002. It would have meant starting of new grade I classes in all slums and villages where the existing grade I-II classes would move on to become grade II-III classes, and some more. But due to disturbed conditions in March - April, the preparation and community contact for starting new classes could not be undertaken as desired, and we could start only 88 classes in June.

An important realization about the process of starting a class was the need of preparatory communication with the community and establishing credibility of

Gyan Shala as a feeder and preparation for higher, grade IV, classes in the mainstream primary system. Gyan Shala management was aware of the provision for the admission of any child to any primary class on the basis of his/her passing the qualifying test, but the community and parents were not confident of this assertion. The project management had to therefore organize necessary official certificate in this regard which could be obtained only in July/August. This disrupted the admission process for 2002-2003 requiring considerable additional follow up load on the team. While Gyan Shala is widely accepted as a quality education program in villages, the same is not true of community's perception in the city. First, Gyan Shala has made little effort to inform wider community of its quality aspects. Second, the quality in city context is often equated with school dress, capacity to recite English rhymes etc. that are not emphasized in Gyan Shala. It also appeared that within community communication in slums is weaker compared to village context and the positive impression of the parents whose children attend Gyan Shala classes do not get known to wider community automatically.

development of learning material

The material development team continued its work for the revision of existing learning material for grade I and develop on-course the material for grade II throughout the year. In the last three month, the design and development for the learning material for the first quarter of grade III was taken up

along with revision of grade I-II material. As with the last year, the sheer amount of learning material development/revision was stupendously large for a five-member team that is responsible for teacher training and field operations also. The management got a better understanding of the work-load and staffing requirement for various tasks that need to be completed in March-May period each year.

The team continued the practice of obtaining feedback from the classes while preparing/ revising the material. This year saw notable progress in designing and launching the project work component of Gyan Shala curriculum which is a distinctive feature of our design. A decision was taken to use the grade III text book used in government primary classes as the core reference for the first half of language work in grade III. This decision was prompted by two factors, first the improvement in the design of government supplied book and second, this would facilitate the transition of children from Gyan Shala to mainstream at the end of grade III. The design and pacing of language curriculum and material for grade I and II was changed significantly to enable children to acquire reading skill at the desired pace.

A special focus of material development team was to improve teacher guide and also the teacher training, both annual and monthly. The team feels that with one more round of revision, the core learning material up to grade II should reach a satisfactory level while another 2 years would be needed to acquire a similar level of confidence regarding the teacher guides, training material and grade III material.

institutional and staff development

Major strides were taken on all four aspects of institutional development, namely, (i) capacity to induct and train new staff at all levels, (ii) creating a supervision/ management structure and work culture that leads to high intensity involvement and efficient performance by the staff, (iii) capacity to anticipate and solve implementation problems, and (iv) preparation for career progression and organizational expansion. There now exist adequate indicators of the strength of our processes of induction and training of teachers and the core design-management team. We have yet to achieve a similar level of assurance regarding the other core hierarchical positions of supervisor and senior supervisors. Some progress was made regarding the first while the later is yet to be even inducted. The amount of work completed indicated the efficacy of work culture while the handling of a teachers' strike against termination of service of a supervisory staff for non-performance testified to the capacity to handle difficult implementation problems. Gyan Shala does not pay high salary but has chartered a path of reasonable career progression. The areas of limited progress include the institutionalization of patents' committees.

Considerable progress was made in relation to logistics, administrative and accounting systems, though the project is too young to fully institutionalize all aspects. Accounting system, fee collection and attendance records were computerized though there remained some delays in data entry.

children's performance

Gyan Shala conducted biannual tests of learning attainment of children in all classes. The percentage of children scoring marks in different range in the annual exams in grade I and II were:

Grade I

% mark scored	Year 2000-01		Year 2001-02	
	Math	Lang.	Math	Lang.
100	4	2	4	5
85-99	49	42	47	32
80-84	11	9	12	16
70-79	11	15	12	15
60-69	7	11	10	13
50-59	3	8	4	4
35-49	5	9	4	6
< 35	9	3	7	9

Grade II

Year 2001-02

% Marks	Math	Lang.	Project
100	3	1	2
85-99	22	36	33
80-84	14	9	13
70-79	15	10	17
60-69	16	11	13
50-59	12	16	13
35-49	12	12	6
< 35	6	6	4

Although the test results were on target in grade I in terms of around 2/3rd children scoring above 70% marks, the grade II performance was yet to reach desired level. Also, the target of keeping the proportion of children scoring less than 50% marks was yet to be attained. The results are expected to stabilize at desired level in a couple of years.

independent external review

A team of external experts reviewed Gyan Shala program for progress made and its capacity to expand. Selected excerpts from the report includes; (i) we think that the Gyanshala team has devised and developed a very effective methodology of education at the primary level, though fine-tuning is needed in some aspects, (ii) we think that the technology developed by Gyanshala is sound, and we have seen evidence that there is an ongoing effort to upgrade it and constantly review it, (iii) the progress made so far is ahead of schedule and very heartening, and motivational levels of the core team are high, and (iv) there are indications that significant efforts have been made to develop cost effective system for expansion. The Review team also highlighted areas for improvements with regards to consolidation, and institutionalization of systems and documentation of experiences/ practice.

finances

The financial resources for Gyan Shala were received mainly from (i) Sir Ratan Tata Trust, Mumbai, (ii) Volunteers for India Development and Empowerment (VIDE), USA, and (iii) Utthan Seva Sansthan, Ahmedabad. Mr. Sunil Handa or Core Emballage provided office and administrative facilities, infrastructure, and utilities support, free of charge. The project also received around Rs. 1.5 lakh as fee from children's parents, and around Rs. 85,000 from individual donors. Total program expenditure came to around Rs. 28 lakhs.

Income :	(Rs. In '000)
Project Grant	2608
Misc. donations	36
Fee collection	151
Misc. income	21

Expenses :	(Rs. In '000)
Class rent and maintenance	224
Field work – Core team	67
Field work – Field staff	81
Salary – Core team	353
Salary - Field staff	318
Salary – Teachers	443
Learning aids	114
Worksheets & Materials	411
Training – teacher & staff	166
Class furniture	353
Office equipment	149
Admn. And communication	30
Library and reference material	9

Contact Address

Education Support Organization
302, Indian Institute of Management
Vastrapur, Ahmedabad – 380015

Tel: (079)-6306381

Gyan Shala Project
Core House, Near Parimal Garden
Off. CG Road, Ellisbridge,
Ahmedabad – 380009

Tel: (079)- 6461629

Fax: (079)-6563681

Email: gyan@jindalonline.net

Table 1
Location of Gyan Shala Classes

Ahmedabad Slum Location	Villages in Dhrangdhra Taluka	Villages in Patdi Taluka
Ramdev Nagar, Satellite Road	Isadara	Meetha Ghoda
Bhilwas, TOI Road	Vavdi	Chikasar
Rajiv Nagar, TOI Road	Rajgarh	Savlas
Shravanshi Nagar, Vasna	Haripar	Ambala
Sorai Nagar, Vasna	Khambda	Jainabad
Someshwar, Vasna	Jaghadva	Nagwada
Yogeshwar Nagar, Vasna	Vrajpar	Savda
Rabari Vasahat Nava Vadej	Bhai Saheb Gadh	Khara Ghoda
Ramapir Ni Tekro, Nava Vadej	Bavdi	
Chatri Sordi/ Lali Pura, Saraspur	Nawapar	
Judge Saheb ni chali, Saraspur	Rajjpar	
Pandit Nagar, Saraspur	Chuli	
Sanjay Nagar, Mem Nagar	Virenda Garh-I	
Gandhi Nagar, Nava Vadej	Kuda	
Pravin Nagar, Vasna	Narali	

Table 2

Governing Board

Ajay Mehta
Executive Director- National Foundation for India, Delhi

BM Vyas
Manging Director –Gujarat Cooperative Milk Marketing Federation (AMUL), Anand

Jagdeep Chhokar
Professor and Dean -Indian Institute of Management, Ahmedabad

Pankaj Chandra
Professor- Indian Institute of Management, Ahmedabad

Pankaj Jain – Chairman
Consultant- 302, Indian Institute of Management, Ahmedabad

Rajesh Agrawal - Treasurer
Professor- Indian Institute of Management, Ahmedabad

Veena Mistry
Retired Professor and Dean,
MS University, Baroda

Tushaar Shah
Senior Scientist, International Water Management Institute, Colombo

Note: Shri Deep Joshi, CEO, Pradan, and Shri Arvind Sharma, Chairman, Leo Brunett, are expected to join the Board in near future.