



2019

Midline Evaluation Report

on

Innovative Pathshaala Initiative

launched by Sri Aurobindo Society in Govt. Schools of Uttar Pradesh



Submitted to
Sri Aurobindo Society

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List of Abbreviations

IP	Innovative Pathshala
MoHRD	Ministry of Human Resources Development

Executive Summary

Introduction

Uttar Pradesh is a very important state of the country. As much as 16.17% of India's population lives in the state. Geographically, it acquires 5th position after Rajasthan, Madhya Pradesh, Maharashtra and Andhra Pradesh and covers 7.3% land area of India. Area wise it covers 240.928 square Kilometers. For administrative convenience, it has 18 divisions, 75 districts, 915 urban bodies, 8135 Nyaya Panchayats. 13 Municipal corporations, 226 municipal boards, 59163 gram sabhas, 822 development blocks, 97941 populated villages 180000 post offices and 2885 telephone exchanges. Uttar Pradesh sends 80 members to Lok Sabha, 31 members to Rajya Sabha and 404 members to its Legislative Assembly and 100 members to its Legislative council. Key statistics of the state is as follows:-

Uttar Pradesh at a glance

Area	240928 square K.M.
No. of districts	75
Total population (year 2011)	199812341
Male	104480510
Female	95331831
Population growth during 2001-2011	33614420
Decline in population rate during 2001-2011	20.29%
Density of population (per sq. km)	829
Sex ratio	912:1000

Percentage of children population in the age group of 0-6 years

Total children	18.35%
Boys	18.18%
Girls	18.54%

Literacy among in the age group of 7 years and above (2011)

Total	:	69.72%
Male	:	79.24%
Female	:	59.26%

Some key facts and figures of the state as per School Report Cards, published by NUEPA:-

- It has the highest number of schools (2,43,014 schools)

- It has the highest Pupil-Teacher Ratio at Primary Level (39)
- It has the highest number of Contractual-Teachers (1,68,219 teachers)
- It has the highest Muslim enrolment at Elementary Level (48,95,711)
- It has the highest number of Government and Aided schools (1,69,857 schools)
- It has the highest number of Single-Teacher schools (22,223 schools)
- It has the highest number of teachers (10,09,333 teachers)
- It has the highest number of schools in Rural Areas (2,16,287 schools)
- More girls are enrolled than boys at Elementary Level in Nagar Shaitra, Lucknow block of Lucknow district (16,080)
- It has the highest Pupil-Teacher Ratio at Upper Primary Level (33)
- It has the highest enrolment at Primary Level (2,58,06,929)
- It has the highest enrolment at Upper Primary Level (1,10,31,791)
- It has the highest SC enrolment at Elementary Level (1,03,77,032)¹

The Government of India under National Education Policy of 1986 (as updated in 1992) and the Programme of Action 1992 reaffirmed national commitment to universalisation of elementary education (means education upto class eighth). Para 5.12 of NPE resolves that free and compulsory education of satisfactory quality should be provided to all children upto 14 years of age before we enter the 21st century. Subsequently the Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The RTE Act provides for the:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group.

¹ School Report Cards, NUEPA, website: <http://schoolreportcards.in/SRC-New/FactsAndFigures/FactsAndFigures.aspx>

‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

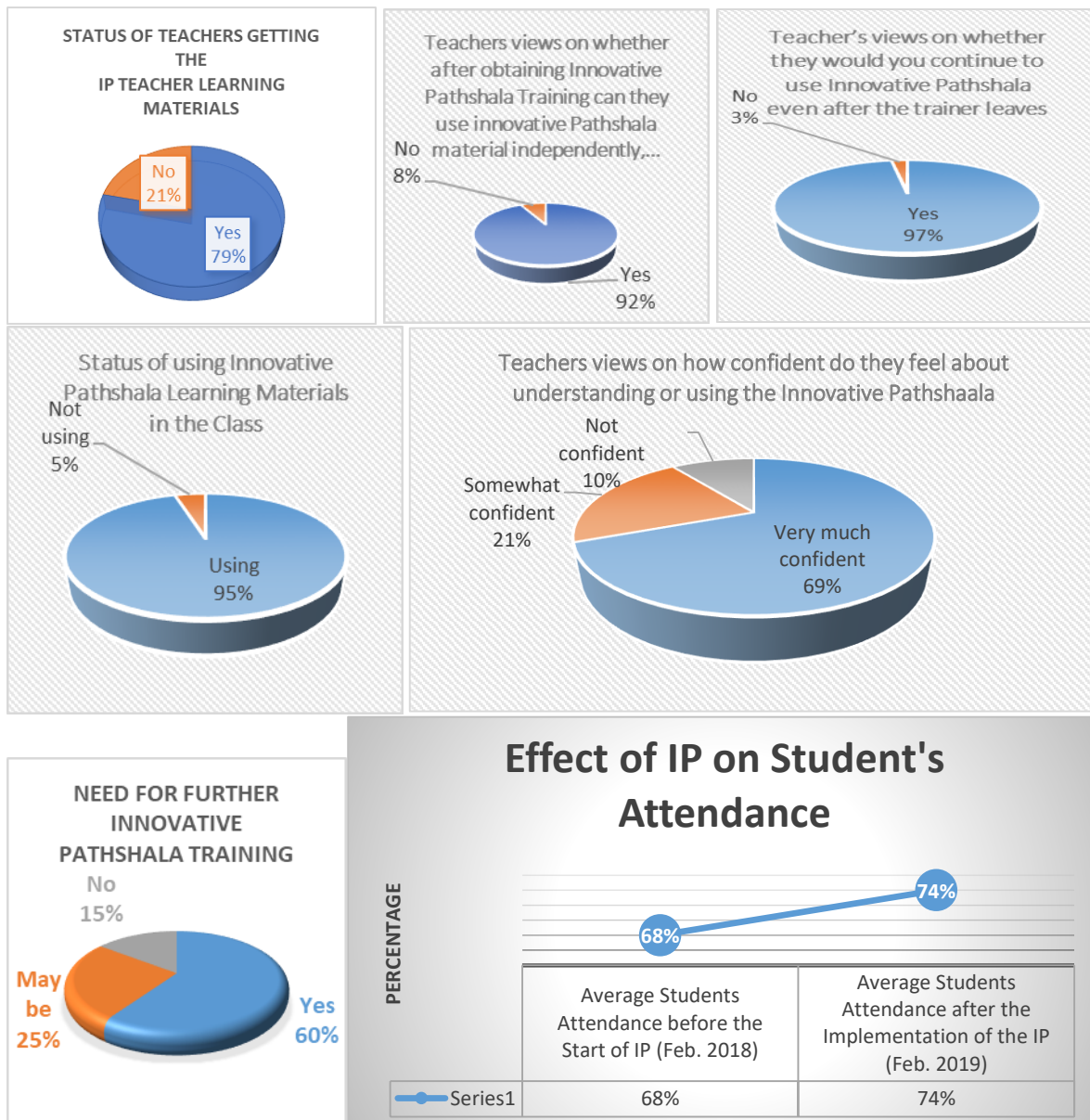
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

In spite of the best efforts of the government in providing quality education in the schools concerns have been highlighted towards the quality of education imparted in these schools. There are numerous articles, newspaper clippings which can be easily assessed while searching on the internet regarding the poor quality of education in government schools. In an article published by India Today quoting from Annual Status of Education Report of 2017, the article says “While the findings show that the number of students completing elementary school has increased over the years, they, however, lack foundational skills. It was assessed that about 25 per cent students in the age group of 14-18 years could not read basic text fluently in their own

language, and more than half faced challenges in performing basic arithmetic²”. In this context the initiative taken by Sri Aurbindo Society in the government schools of Uttar Pradesh by launching Innovative Pathshala teaching technique is a welcome step. Sri Aurbindo Society as part of its implementation of the programme also commissioned Datamation a longitudinal study to assess the baseline status of the class room practices, teaching-learning processes in the targeted IP schools in the first instance; and subsequent midline and endline assessments of the impact created by the IP implementation. Datamation carried out the baseline survey during January to March, 2019. Subsequently Datamation carried out this Midline survey in the targeted schools during the months of April and May 2019 (from 20th May there was school holidays in the schools), selected using purposeful sampling from the 44 districts of UP. The list of schools were provided by Sri Aurbindo Society. It may be noted that as per field team the books of Innovative Pathshala during the baseline survey was found not available in all the schools, however during the Midline survey almost every school are in receipt of the books. Major findings of the Midline Evaluation are summarised through Charts on the next page.

² India Today Web Desk, “Measures to improve quality education in schools: Why India needs to develop school ecosystems”, India Today, September 26, 2018, website: <https://www.indiatoday.in/education-today/featurephilia/story/measures-to-improve-quality-of-education-1349831-2018-09-26>, assessed on 16/07/2019

Major findings of the Midline Evaluation are summarised below.



Highlights

- Maximum Number of Teachers got the IP Teacher Learning Materials. The remaining are also in the process of getting it soon.
- Maximum number of Teachers who have got the training can now use the Innovative Learning Materials independently.
- Maximum number of Teachers reported that they will continue to use the Innovative Learning Materials even after the Trainer Leaves.
- Almost all the teachers except a very meagre percentage of the Teachers are using the Innovative Learning Materials in the Class.
- Very High Percentage of Teachers feels Very Confident about understanding or using the Innovative Pathshala Learning Materials.
- Maximum number of Teachers feels the Need for Further Innovative Pathshala Training.

- Most Importantly there has been vast improvement in the School Attendance after the Implementation of the Innovative Pathshala.

The current Midline study shows encouraging results of the positive impact created on the students learning process as well as teachers understanding of the IP teaching technique. As more than students, it is also the role of the teacher to be well versed with the subject and teaching technique so that they can teach the students efficiently. Teachers also gave examples of students who were weak in studies, not attending classes regularly are now taking keen interest and coming to the class regularly and their understanding have improved considerably. The student's attendance before the implementation and after the implementation of the IP have also shown positive result. A comparative analysis of the baseline and current midline data shows the following facts:-

Comparison of the baseline and midline studies on different parameters

a) Teachers understanding of the Innovative Pathshaala

As per baseline study 70% of the teachers have understood the content of Innovative Pathshaala and felt confident to be able to use in the class. However surprisingly there were 22.5% of the teachers who though have understood the content of Innovative Pathshaala a little bit / to some extent but they were of the opinion that it would be difficult for them to use in their class without further help. 7.5% of the teachers were of the opinion that it would be difficult for them to understand the Innovative Pathshaala content on their own. However as per Midline study 92.39% of the teachers who have attended the Innovative Pathshala Training were of the opinion that they may be able to use the Innovative Pathshala material independently without any further help from the trainer. Thus there is improvement visible in teachers understanding of the Innovative Pathshala. Thus 22.39% more teachers have understood the content of the Innovative Pathshala and are able to use the same without any further held in comparison to the baseline survey.

b) Teaching Techniques used in the class

In the baseline study out of the total sample classrooms visited by the observer in majority (26.98%) of the sample classrooms, Chalk and Talk technique were found to be being used more by the teachers followed by ZIIE Innovations (24.95%) and Plain Textbook reading (19.22%). "Any other" TLMs and Innovative Pathshaala teaching techniques were used in

14.41% each of the classrooms visited by the observer. As per Midline Study a vast majority (95.34%) of the teachers said that they are using the Innovative Pathshala learning materials in their classrooms. Only a thin minority of 4.66 percent told that they are not using the Innovative Pathshala learning materials. Thus this data shows that a vast progress have been made in the use of Innovative Pathshala teaching technique in the classroom now in comparison to the baseline data.

c) School attendance

The average attendance of students in February, 2018 was 68% and in February 2019 there was seen an increase of 6% in the attendance of students. Thus the overall attendance in February, 2019 was 74%. This increase in student's attendance was seen across majority of the IP classes. Further, it can be assumed that IP teaching may be one of the factors for this increase in student's attendance. Though there may be several other factors also. The minimum attendance of the IP class in February 2018 was 22% and the maximum attendance was 98%. In February, 2019 the minimum attendance found was 25% and the maximum attendance found was 100%. Out of the 263 schools, student's attendance dropped in only 23 schools. This drop in student's attendance ranged from 1 percent to 45 percent. Thus only in 8.75% of the schools students' attendance dropped and in remaining 91.25% schools student's attendance showed an increasing trend. Still more efforts can be made to increase student's attendance in all the schools evenly. Thus on the basis of attendance record before the implementation of the IP and after the introduction of the IP and also on the basis of several examples of the teachers in support of the influence of IP teaching techniques as directly responsible for inculcating interest in the student, increasing their knowledge and understanding capability and increasing their regularity in schools, we can say that indeed IP teaching technique have been able to increase student's regularity in school upto some extent.

Some of the examples quoted by the teachers for the increase in student's attendance as a result of IP teaching technique practiced in the class are given below.

Muskan studies in class IV in P.S Ambedkarnagar, Bidhuna, Auraiya. According to her class teacher Shri Arup Pratap Singh in the beginning the child was not coming to the class daily. After the introduction of the Innovative Pathshala, improvement in her attendance is seen”

- Mr. Arun Pratap Singh, Assistant Teacher, Class IV, P.S Ambedkarnagar, Bidhuna, Auraiya, U.P

Aapush studies in class Vth. Before the introduction of the Innovative Pathshala, the child was mostly absent from the class. In spite of his parents taking him to the school, the child seems not interested to stay in the school and was seen asking his parents to take back him to the home. However after he attended the class with Innovative Pathshala teaching techniques, his interest level in the class increased and he is now regular in studies so much that he come first in one of the school examination.

Mr. Anand Kumar Mishra, Assistant Teacher, Primary School, Malookpur, Airayan, Fatehpur, U.P

Master Amit Kumar studies in class Vth in Primary School Seeoupur, Achhalda, Auraiya. His teacher Mr. Jaspal Singh describe the child as irregular in class as well as weak in studies. The teacher noticed improvement in his class attendance after the implementation of the Innovative Pathshala and also says he is also showing interest in studies too.

- Mr. Jaipal Singh, Assistant Teacher, P.S. Seeoupur, Class, Vth, Achhalda, Auraiya, U.P

d) Interest level in the students when learning from the Innovative Pathshala lesson plan was conducted in the class

In the baseline survey in 50.4% of the classes observed 60 percent and above students raised their hands to answer the question. This is followed by 22.6 percent of the classes were 40% to 59% students raised their hands and in 19.2 percent of the cases where 10% to 39% students raised their hands. There were also 7.8 percent of the classrooms where only less than 10 percent of the students raised their hands. Whereas in midline survey If we take the high and very high interest level in the students together, 67% (Very High – 18.45% and High – 48.34%) of the students have shown positive interest level when the learning from the Innovative Pathshala lesson plan was conducted as per the teachers. 28.78% of the students have also shown a moderate interest level. However only 4.43% of the students has shown the interest level same as before. Thus we see a considerable interest level in the students when the study is conducted through Innovative Pathshala teaching technique in the class both in the baseline and midline surveys. Besides getting information from the teachers, the Datamation field team

also interacted with students and confirmed from them about their interest level when the learning from the Innovative Pathshala lesson plan was conducted in the class and every child responded positively to the increased level of interest during Innovative Pathshala.



The above photographs shows Datamation field team verifying from the students their interest level when learning from the Innovative Pathshala is conducted in the class
Conclusion

Teacher's opinion on Innovative Pathshala shows that this teaching methodology is very useful in imparting quality education, it is interesting to children, they enjoy the teaching activity and actively participates in the classroom. It has positive impact on the childrens learning process including slow learners. The field team of Datamation who interacted with students also comes to the conclusion that all the children interviewed were very appreciative of Innovative Pathshala teaching technique and due to this their learning and understanding have improved substantially. However, teachers must continue to use Innovative Pathshala teaching technique in the classroom to have maximum positive impact. They must also update their knowledge and understanding from time to time. Also children must be regular in schools. The parents and the community must also share their responsibility. Each and every stakeholder must share their collective responsibility.

Suggestions

Based on the findings of our evaluation we have drawn specific suggestions for Government Schools / State and Central Government, Sri Aurbindo Society and Funding Agencies which are mentioned in Conclusions and Suggestions Chapter. Overall we have found that the scheme of Innovative Pathshala has been successfully running in the government schools visited by our field team and positive results have been seen in students learning outcomes. Teachers also have understood the Innovative Pathshala teaching technique and are utilizing the same in their class. Datamation suggest that the initiative of Innovative Pathshala must be continued and government schools and state government and the central government must continue to extend their full support to Sri Aurbindo Society to run this initiative.

Case Studies

Introduction

Case studies of significant change in a child due to Innovative Pathshala training was obtained from the teachers during the data collection from the schools. Selected case studies from the same are presented below.

Case Study 1

“Rahul is a student of Class Vth. Previously he was weak in Maths and was afraid to solve questions. However due to IP technique used in the class he is taking keen interest in studying Mathematics”.

- Ms. Manisha Sharma, Assistant Teacher, Class Vth, P.S Kareli-II, Block Kyara Bareilly, U.P

Case Study 2

“Saniya is a student of class Vth. Due to Innovative Pathshala, the student is now able to understand the numbers including doing addition and subtraction. She also understood how to build words with alphabets”.

- Ms. Gauhar Jamal, Assistant Teacher, Class IV / V, P.S. Labheda, Nawabganj, Bareilly, U.P

Case Study 3

“Muskan is a student of class IV in P.S Ambedkarnagar, Budhuna, Auraiya. According to Mr. Arup Pratap Singh, before the introduction of the Innovative Pathshala, the student was irregular but after the implementation of the Innovative Pathshala improvement in her attendance is seen”.

- Mr. Arun Pratap Singh, Assistant Teacher, Class IV, P.S Ambedkarnagar, Bidhuna, Auraiya, U.P

Case Study 4

“Master Amit Kumar studies in class Vth in P.S. Seeoupur, Achhalda, Auraiya. Mr. Jaspal Singh is his teacher. The teacher noticed vast improvement in his attendance before and after the introduction of the Innovative Pathshala. The teacher says if the student regularly attends school, it also helps in improving his knowledge and understanding of the subject. Also with the Innovative teaching techniques the students are now able to grasp the subject knowledge easily”.

- Mr. Jaipal Singh, Assistant Teacher, P.S. Seeoupur, Class, Vth, Achhalda, Auraiya, U.P

Case Study 5

Rajni class-4, at starting Rajni was so dull about the studies. She remains quiet in the class, she was totally introvert. She has a fear to talk else but now after use of IP and role play, she has started to show her presence in the class. Now she wants to participate in all play either that is in English or Hindi.

Ms. Gita Yadav, Headmistress, Primary School, P.S. Murarpur, Deomai, Fatehpur, U.P

Case Study 6

“Due to implementation of the Innovative Pathshala teaching technique, vast improvement in education level of class IV student Master Kuldeep is seen. The said student participated willingly and enthusiastically in every classroom activity of the Innovative Pathshala curriculum”.

Mr. Rahul Singh, Assistant Teacher, P.S. Nurpur, Class Vth, Jhauni Nagla, Badpur, Farrukhabad, U.P

Case Study 7

“As part of the Innovative Pathshala teaching, when I started to give more attention to the children, the children also started to take keen interest in the class and their understanding of the subject also started improving”.

- **Ms. Radha Yadav, Headmistress, P.S. Jhabar Ka Purwa, Class Vth, Bhagya Nagar, Auraiya, U.P**

Case Study 8

“Vipin is one of my student in class Vth. With the introduction of teaching in Innovative Pathshala, he started coming to school regularly. As chapters were being explained practically so it was easy to understand the question and answer which improved his writing skills.

Ms. Suntha Prajpati, Assistant Teacher, P.S. Babura, Manjhanpur, Kaushambi, U.P

Case Study 9

“Master Gautam is a student of class IV. He was very weak in studies. He gained confidence and also improved his understanding due to Innovative Pathshala teaching. Moreover there is improvement is seen in whole class in students learning. It is a very useful teaching technique and every teacher should use this”.

Mr. Manoj Kumar Chaurasia, Headmaster, P.S. Myohar, Class IV, Myohar, Kaushambi, U.P

These case studies confirm our findings that the Innovative Pathshala teaching technique is very useful for making students learning easier including slow learners. As a result students' interest has also increased and also students who were irregular have also started coming to the class regularly.



Figure 1 Students in one of the Class learning through Innovative Pathshala visited by Datamation Field Team. The Innovative Pathshala have increased their interest and they are actively participating in class activities

Chapter 1: Introduction

1.1 Introduction

1.1.1 To deal with the challenges of the current education system in India which is based on rote-based learning, the 'chalk-and-talk' system, where the teacher talks endlessly and dictatorially and the student listens passively and submissively has discouraged questioning, discovery, experimentation and application in the school classroom, new teaching-learning methods need to be introduced and instilled to trigger important shifts in thinking and behaviour. These might include engaging a child from just saying “yes”, to learning to ask “why?”, Teaching children not just to look, but to observe, Shifting from passive learning to hands-on experiential learning and exploration, Shifting from being textbook-bound to being hands-on and Shifting from fear to confidence. One such method is Innovative Pathshala introduced by Sri Aurobindo Society. Uttar Pradesh is the first state in the country where Innovative Pathshaala has been implemented. Over 1,500 teachers have been oriented towards Innovative Pathshaala since it was launched in the state in September 2018.

1.1.2 Launched by Sri Aurobindo Society in 2015, Rupantar (www.rupantar.in) is a programme to transform the quality of education in government schools across the country, by harnessing the power of the people and existing resource. This is being sought to be accomplished without introduction of any new systems as well as new investments in infrastructure improvement. To this end, Rupantar has launched several innovative projects to empower teachers and improve the quality of teaching-learning based on innovation, gear up education officers, support students and increase parents' and community's participation.

1.1.3 One of the key focus of the Rupantar programme has been the recently launched Innovative Pathshala (IP) Project in India's largest state Uttar Pradesh (UP). The Innovative Pathshala seeks to innovate the teaching-learning process significantly, combining various tenets of 'joyful learning', 'experiential learning' apart from combining multi-grade, multi-level teaching for ensuring accelerated learning. The roll out of the Innovative Pathshala automatically ensures improved assimilation of the learners and 'peer-to-peer' learning.

1.1.4 The well-designed, modular Innovative Pathshala curriculum seeks to achieve these goals and many more. To this end, some of the innovations introduced through Innovative Pathshala in teaching-learning process were:

- Children’s parliament
- Learning through Games
- Children’s Newspaper
- Concept mapping
- Future Envisioning
- New Age Teaching techniques
- Community Participation
- Simplified English Learning
- Art & Craft for holistic development
- Learning with Comic Strips
- Student Profiling

1.1.5 Sri Aurobindo Society commissioned Datamation-- a national level Evaluation and Assessment firm of 20 years track record in conducting Impact Assessment of various Education Programme including that of the flag-ship Sarva Shiksha Abhiyan (SSA) for the Ministry of the Human Resources Development (MHRD)-Govt. of India—a longitudinal study to assess the baseline status of the class room practices, teaching-learning processes in the targeted IP schools in the first instance; and subsequent midline and endline assessments of the impact created by the IP implementation.

1.2 Review of literature

1.2.1 Emily Matchar in her article Seven Inspiring Innovations in Education from around the Globe³ published on <https://www.smithsonianmag.com> dated June, 2015 has given examples of innovative education from different countries of the world. She talks about the South Korean

³ Matchar, E, Seven Inspiring Innovations In Education From Around the Globe, <https://www.smithsonianmag.com>, dated June, 2015, URL: <https://www.smithsonianmag.com/innovation/seven-inspiring-innovations-in-education-from-around-the-globe-180955484/>

classrooms, where students learn English from Engkey, an egg-shaped robot English teacher with a cute humanoid face. Engkey is controlled remotely by a native English-speaker (at home in, say, Australia or the U.S.), whose face is projected on Engkey's screen. Known as a "telepresence" robot, Engkey helps address shortages of native English teachers in South Korea. She also talks about the "forest kindergarten" model, popularized in Northern Europe in the 1960s, which gives young children unstructured playtime in a natural setting. According to Ms. Emily proponents say free play develops young children's natural curiosity and prepares them for learning better than sitting in a classroom. She also talks about the GEMS Modern Academy in Dubai, where classrooms and labs are connected by a super-high-speed fiber optic network and science lessons are delivered on a 3D platform. 3D learning draws student attention, and can help make abstract concepts easier to grasp. Sure beats watching a grainy video on a rolled-in television cart. Teachers in Finland, who are highly trained (all must have master's degrees) and well-respected, are given generous latitude to help their students learn in the way they feel is best. So there's very little standardized testing and no punishments for failing to meet specific standards. Ms. Emily says the system seems to be working—Finnish schools consistently rank among the best in the world.

1.2.2 Ramya Patelkhana in her article five schools in India that are unique and innovative published on website <https://www.newsbytesapp.com> dated March, 2019 describe some of these schools like Vega school in Gurugram, Parvarish - The Museum School in Bhopal, The 'floating' Loktak lake school in Manipur, Yellow Train School in Tamil Nadu and Levelfield Schools in West Bengal. Vega School, Gurugram is among the most innovative schools, designed scientifically to focus on real learning. It's aimed at revamping the education system, eliminating outdated practices to make school a "joyful place" for sharing knowledge, information, new experiences, and engaging in problem-solving and learning. With specially-designed open classrooms, it "looks beyond academic excellence" and focuses on 5 values: empathy, integrity, excellence, collaboration, and innovation. Parvarish - The Museum School in Bhopal is truly an innovative school as it reduces the inequality in education in a unique manner. It provides quality education to underprivileged children through local museums. The school provides access to high-quality infrastructure by collaborating with a number of museums. It uses museums as schools, museum exhibits as teaching aids, and trainee teachers (B. Ed. students) as teachers. The Loktak lake school in Manipur is a floating school on the ancient, freshwater lake of Loktak. It was started to provide education to high school dropouts as well as children of fishing community members who couldn't go to other schools away from

their village. Yellow Train School in Tamil Nadu's Coimbatore focuses on the development of the students rather than textbooks and lessons. The school, which defines itself as "a progressive school", is located on an organic farm. The school says, "Amidst green fields, orchards, amla groves, cows, peacocks, and loving teachers, children learn and grow joyfully. Our academic program is intensive and creative aiming at excellence." Levelfield Schools in West Bengal aim to provide affordable and high-quality education in non-metro cities. They impart world-class education, providing a "level playing field" to students. With minimum use of textbooks and outdoor classrooms, students are encouraged to learn together through puzzles, games, and discussions. ⁴

1.3 Innovative Pathshala

1.3.1 A teaching tool 'Innovative Pathshala' has been developed for the teachers to regularly practice these innovations in their classrooms. Each book is a repository of innovative teaching methods based on zero-investment ideas published in the Navachar Pustika. Each book is mapped with the state board's syllabus and gives the teacher a choice to deliver any topic using up to 10 different ways of interactive learning.

1.3.2 Currently teachers in 2,300 schools in UP are receiving on-the-job handholding support from ZIIIEI Innovative Pathshaala trainers to transform their chalk- and-talk classrooms into an experiential learning benchmark. In addition, more than 70,000 teacher users are accessing the Innovative Pathshaala content, including NCERT curriculum, through the android mobile application.

1.3.3 Experimental Learning Curriculum to improve Syllabus Learning Outcomes

Innovative Pathshaala is a series of books that inculcate experiential learning in existing state board curriculums. It has been highly applauded by the Ministry of Human Resource Development Gol, as for the first time in the world, a curriculum has been redesigned based on teachers' ideas.

Every chapter of the UP board & NCERT syllabus has been re-written to incorporate the zero-investment ideas by teachers of the state. While this makes the curriculum more relevant for the students, the books provide teachers a choice of at least 10 different ways of delivering,

⁴ Patelkhana, R, Five schools in India that are unique and innovative, <https://www.newsbytesapp.com>, dated March, 2019, URL: <https://www.newsbytesapp.com/timeline/India/43423/194683/list-of-some-innovative-schools-in-india>, assessed on 06/05/2019.

recapitulating or revising a topic from the syllabus book. The objective is to improve learning outcomes.

The initiative was launched by the then MHRD Secretary, Shri Anil Swarup, at a grand event in Agra on Mar 17, 2018. As of Mar 31, 2019, Innovative Pathshaala is being used in by 2,300 government schools of Uttar Pradesh, and 70,000 teachers are using the content through Innovative Pathshaala mobile phone application.

Former Secretary, School Education and Literacy, MHRD, Shri Anil Swarup launched Innovative Pathshaala. In his inspiring message he said, “MHRD has notified specific learning outcomes for each grade, and we are looking forward to on-ground action in accomplishing this. Innovative Pathshaala is one such exemplary initiative of the on-ground action that too lead ‘by the teachers, for the teachers’”.

1.3.4 Sustainable Change in Schools

In Uttar Pradesh, during 2018-19, approximately 9,000 teachers were provided a 3-day training on the use, benefits and practical application of Innovative Pathshaala. As a result, 2,300 schools are now working on adopting the lessons plans of the book for curriculum delivery.

Since such a drastic transformation from the age-old chalk and talk pedagogy to experiential and activity based learning takes much effort on the part of teachers, students, as well as the parents, ZIIEI trainers visit these schools frequently during the week to provide on-ground handholding support. The visit involves classroom observation, feedback to teachers and demonstration of Innovative Pathshaala in the classroom by the trainers themselves.

1.3.5 Spreading Nation Wide

In addition to UP state board curriculum, Innovative Pathshaala App and website now feature NCERT syllabus redesigned as an experiential learning curriculum based on teacher's innovations.

Also, multilingual content of 13 more state education boards is being made available to the users. While in Uttar Pradesh, the initiative received a thrust through 27 district level exhibitions, 600 teachers of other states were introduced to Innovative Pathshaala through an extensive 5-day workshop in March during the ZIIEI National Conference in Delhi.

- Fostering Experiential Learning
- Ready-made lesson plans of the entire textbook, all subjects classes 1- 5

- UP Board, NCERT curriculums redesigned using teachers ideas
- Content of 13 more states being uploaded
- Lesson concepts made more comprehensible using animated videos and comic strips

Photographs of Innovative Pathshala

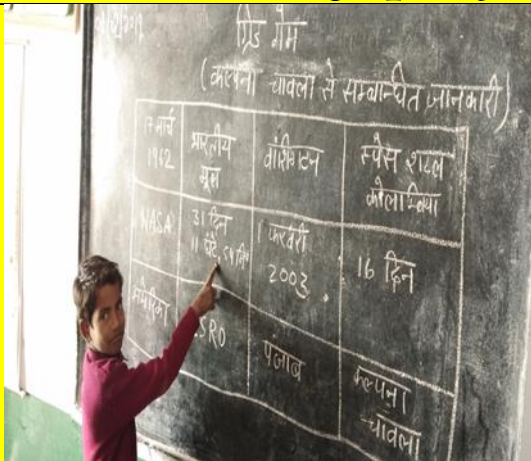


Figure 2 A Child learning through Grid Game in the class



Figure 3 Students doing Meditation as part of IP



Figure 4 Warm Up activities initiated as part of IP



Figure 5 Concept Explanation in the class through practical means

Chapter 2: Objectives and Methodology

2.1 Objectives

2.1.1 The objectives of this study is a longitudinal study to assess the baseline status of the class room practices, teaching-learning processes in the targeted Innovative Pathshala (IP) schools in the first instance; and subsequent midline and endline assessments of the impact created by the IP implementation.

2.1.2 This report is based on the midline information collected from Innovative Pathshaala (IP) schools.

2.2 Methodology

2.2.1 As per proposed methodology, Datamation was to carry out the baseline in the targeted 425 schools selected using purposeful sampling from all districts of UP as follows:

- 75 districts all over UP & 3 schools per district: 225 schools
- In two blocks viz. Karwali of Mainpuri & Kamalganj of Farukhabad: 200 school.

In actual the baseline data was gathered from 377 Innovative Pathshala Schools spread across 56 districts of U.P.

2.2.2 However in the midline, actual sample size was 324 Teachers from different schools across 44 districts of U.P. A vast majority of teachers interviewed were from Farrukhabad and Mainpuri districts (101 and 91 respectively). From rest of the districts either 2, 3 or 4 number of Teachers were interviewed. The selected schools were the same as chosen in the baseline study.

2.2.3 The reason for not covering all the districts was limited time duration of the study, school holidays, logistics and other formalities like taking permission etc. There was also duplication in the list of schools provided.

2.2.4 Structured questionnaires customized as per Innovative Pathshala was canvassed amongst three teachers per school. However the field team also found that at some schools there were one teacher and in some two teachers etc. Focus Group Discussions was held with the children in every school visited. Per School one community interaction was organized by way of having the community and parents participation in the Innovation Pathshala catchment area. At the time of baseline study as part of the initiative the teachers were given a three day Innovative Pathshala training by the trainers. Before the training a pre training form was filled from them and after they were given training, classroom observation of the Innovative Pathshala was done by independent observer / trainer with a view to know the technique used by the teachers in the classroom and its affectiveness.

Chapter 3: Findings

3.1 The findings from the study are as follows:-

Datamation carried out this Midline survey in the targeted schools during the months of April and May 2019 (from 20th May onwards there was school holidays in the schools)

3.1.1 Sample Size

The sample for the study comprised Innovative Pathshala Government Schools in U.P. Datamation has also conducted a baseline study of these schools. As part of the baseline survey, the teachers were given three days training and classroom observation was made. Now we have conducted this midline survey post implementation of the Innovative Pathshala training to know the impact of the Innovative Pathshala in increasing students learning and other associated issues. In actual we have conducted interviews with 324 Teachers. The teachers interviewed included Principal, Head Master, Assistant Teacher, Teachers etc.

3.1.2 Gender wise distribution of the sample teachers

Table 1 Gender wise distribution of Interviewed Teachers

Gender	No.	%
Male	152	46.91
Female	172	53.09
Total	324	100

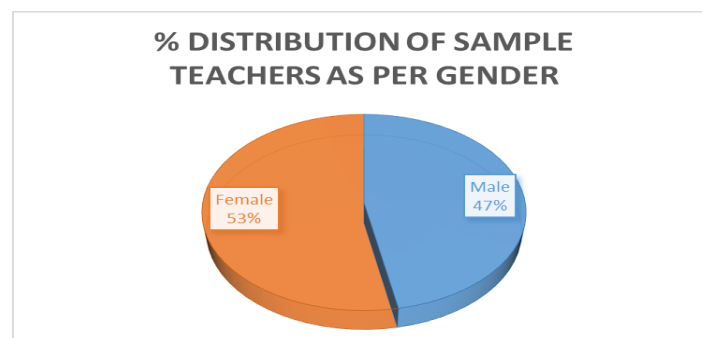


Figure 6 Distribution of sample Teachers as per Gender

Majority (53.09%) of the Teachers interviewed were females and the rest 46.91 percent of the teachers were Male.

3.1.3 District wise distribution of Teachers Interviewed

Table 2 District wise distribution of sample Teachers Interviewed

S. No.	District	No. of Teachers Interviewed
1	Aligarh	3
2	Ambedkarnagar	3
3	Amethi	3
4	Auraiya	3
5	Ayodhya	3
6	Azamgarh	3
7	Badayun	3
8	Banda	3
9	Bareilly	3
10	Bhadohi	3
11	Chandauli	4
12	Chitrakoot	3
13	Deoria	3
14	Etah	4
15	Etawah	3
16	Farrukhabad	101
17	Fatehpur	3
18	Ghazipur	3
19	Gorakhpur	3
20	Hamirpur	3
21	Hathras	3
22	Jalaun	4
23	Kannauj	2
24	Kanpur Nagar	3
25	Kashganj	3
26	Kaushambi	3
27	Kushinagar	4
28	Lucknow	3
29	Lakhimpur Kheri	3
30	Maharajganj	3
31	Mahoba	3
32	Mainpuri	91
33	Mathura	3
34	Mau	4
35	Mirzapur	8
36	Pilibhit	3
37	Raebareli	2
38	Sant Kabir Nagar	3
39	Shahjehanpur	3
40	Sonbhadra	3
41	Sultanpur	3
42	Unnao	3
43	Varanasi	4
44	Total	324

Teachers from 44 districts of U.P were interviewed. A vast majority of teachers interviewed were from Farrukhabad and Mainpuri districts (101 and 91 respectively). From rest of the districts either 2, 3 or 4 number of Teachers were interviewed.

3.1.4 Distribution of Teachers as per Class Taught

Table 3 Teachers Classification as per Class Taught

Class	No.	%
1 st to 5 th	285	87.96
6 th to 8 th	39	12.04
Total	324	100.00

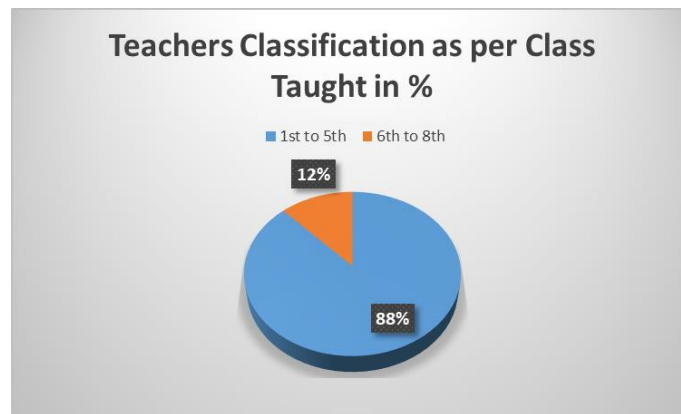


Figure 7 Teachers Classification as per Class Taught in %

Majority (87.96%) sample Teachers teach children from 1st to 5th Standard. Some teachers teach exclusively a single class, others teach multiple classes. The representation of teachers who teach children higher standards from 6th to 8th was 12.04 percent.

3.1.5 Teachers attending Innovative Pathshaala Training

Table 4 Teachers Attending Training

Training	No.	%
Attended the training	296	95.48
Not attended the training	14	4.52
Total	310	100

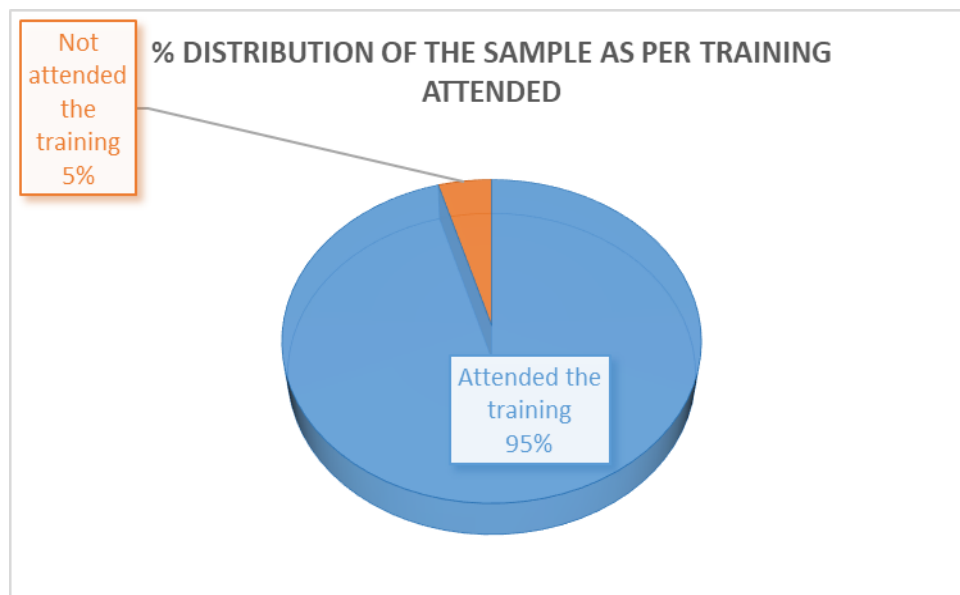


Figure 8 % Distribution of the Sample as per Training Attended

A vast majority 296 (95.48%) of the Teachers out of total 324 teachers were found to have attended the Innovative Pathshaala training. Only a handful 17 (4.52%) of the sample teachers were found to have not participated in the training. The reason given for not attending the Innovative Pathshaala Training including being sick, somebody else participated from the school etc.

The list of 17 Teachers who were found not to have attended the Innovative Pathshala Training in given in the table that follows.

Table 5 List of 17 Teachers interviewed who were found not to have attended Innovative Pathshala Training

Teachers Full Name	Mobile No.	Gender	Designation	Name Of School	Block	District
Kapil Gupta	8005098667	Male	P.A	Primary school Pataunja	Kmalganj	Farrukhabad
Shahmeer Khan	8423881444	Male	Assistant Teacher	K.P.S Khudaganj	kamalganj	Farrukhabad
MALINI PURWAR	7017845040	Female	ASSIT. TEACHER	P.S. RAMNAGAR	NAGAR KSHETR	Etawah
SAADAT MAND	7607404972	Male	ASSIT. TEACHER	P.S. GOSAIDASPUR	GUGRAPUR	Kannauj
Malim Ullah Khan	8755518498	Male	H.T	P.S Nagla Hati	Karawali	MAINPURI
Partima Bhadauriya	9719658257	Female	T.C	P.S Naurangpur	Karawali	MAINPURI
Asha Devi	9634127916	Female	H.T	P.S. Ghanshyampuer	Karawali	MAINPURI
Preamlata Shakvay	9719660048	Female	A.T	P.S Saraylata	Karawali	MAINPURI
Srimati Poonam	9412440958	Female	H.T	P.S Kaliyanpur	Karawali	MAINPURI
Shiv Kumar	7982143799	Male		P.S Isai Gopalpur	Kuravli	MAINPURI
NIRAJ KUMAR	9027102731	Male		PRIMARY SCHOOL PANVAH	KURAWALI	MAINPURI
KAMLESH KUMARI	8533084484	Female	SIKSHA MITRA	PRIMARY SCHOOL DEVINAGAR KURAWALI MAINPURI	KURAWALI	MAINPURI
SHASHI PRABHA	9410807213	Female	PRIMARY TEACHER	PRIMARY SCHOOL JYOTI	KURAWALI	MAINPURI
Om Singh	9412522181	Male	S.M	P.S. Hindpur	Kuravli	MAINPURI
Pushendra Kumar	9358174882	Male	Assistant Teacher	Primary School Nagla Kanchan	Kurawali	MAINPURI
Kalpana	9870729527	Female	Assistant Teacher	Poorv Secondry School Gulabpur	Kurawali	MAINPURI
Kishan Gopal	9536167212	Male	Assistant Teacher	Primary School Isai Saray	Kurawali	MAINPURI

3.1.6 Teachers views on the fulfilment of their expectation with trainer handholding at school training

Table 6 Teachers views on the fulfilment of their expectation with trainer handholding at school training

Expectation fulfilment	No.	%
Yes, definitely	170	59.86
To some extent	98	34.51
Not fulfilled	16	5.63
Total	284	100.00

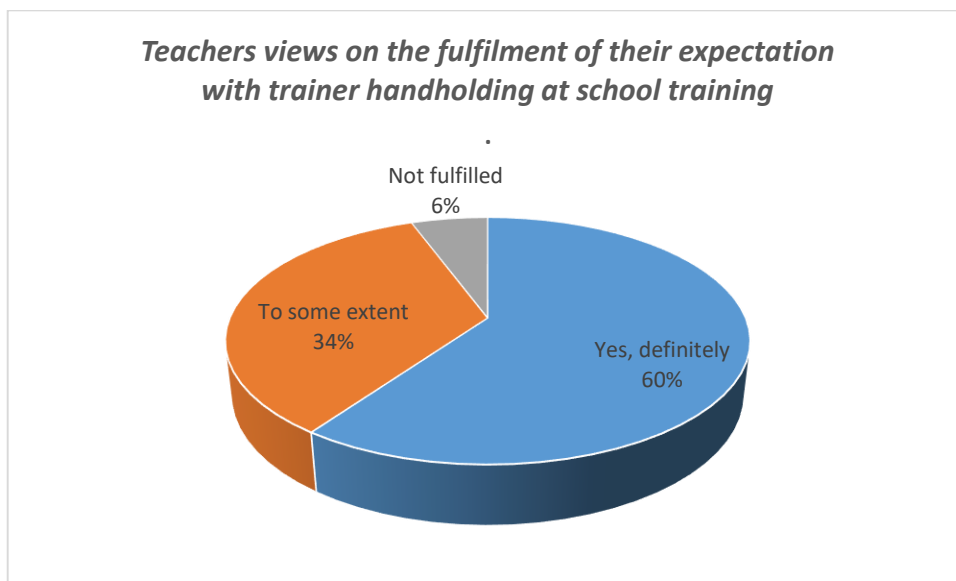


Figure 9 Teachers views on the fulfilment of their expectation with trainer handholding at school training

More than half (59.86%) of the teachers informed that their expectations with trainer handholding at school training were fulfilled. However there were 34.51 percent of the teachers who told that their expectation with trainer handholding at school training were only fulfilled to some extent. There were 5.63 percent of the teachers who informed that their expectation from trainer handholding at school training were not fulfilled.

3.1.7 Status of Teachers getting the Innovative Pathashala teaching learning materials

Table 7 Status of Teachers getting the Innovative Pathashala teaching learning materials

Status of Teachers getting the IP teacher learning Materials	No.	%
Yes	223	78.52
No	61	21.48
Total	284	100.00

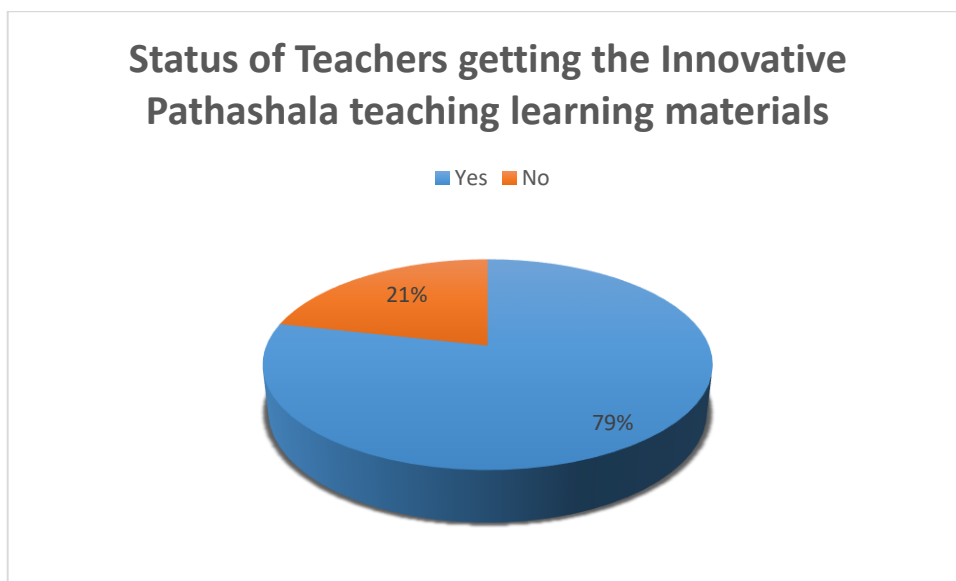


Figure 10 Status of Teachers getting the Innovative Pathashala teaching learning materials

78.52 percent of the teachers reported getting the Innovative Pathshala teaching learning materials. However there are still 21.48 percent of the teachers who reported that they have not received the Innovative Pathshala learning materials.

3.1.8 Teacher's use of Innovative Pathshala learning materials in their class

Table 8 Status of Teachers using Innovative Pathshala learning materials in the Class

Status of Using Innovative Pathshala learning Materials in the Class	No.	%
Using Innovative Learning Materials in the Class	266	95.34
Not using	13	4.66
Total	279	100

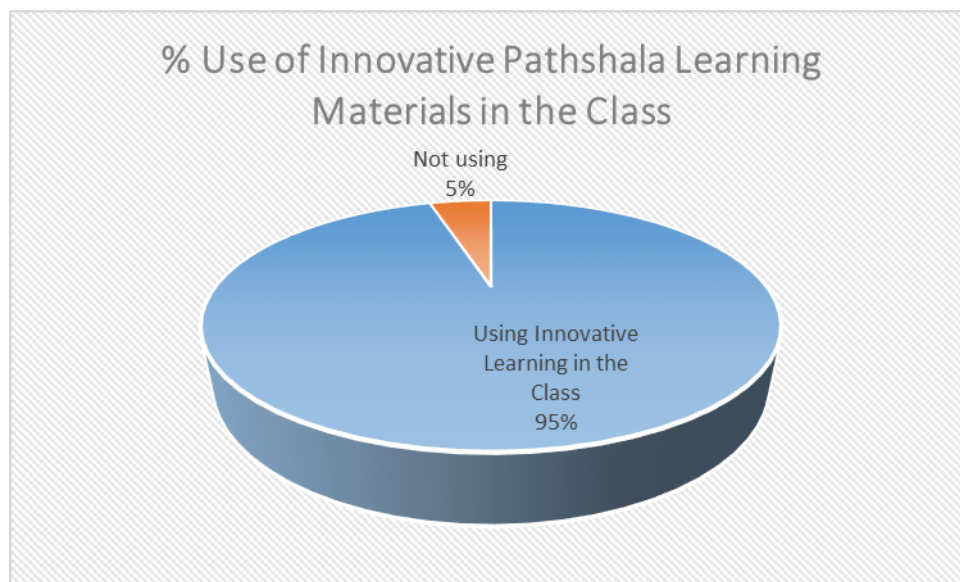


Figure 11 % Use of Innovative Pathshala Learning Materials in the Class

A vast majority (95.34%) of the teachers said that they are using the Innovative Pathshala learning materials in their classrooms. Only a thin minority of 4.66 percent told that they are not using the Innovative Pathshala learning materials.

3.1.9 Teachers views on whether after obtaining Innovative Pathshala Training can they use Innovative Pathshala material independently, without any further help from the trainer

Table 9 Teachers views on whether after obtaining Innovative Pathshala Training can they use innovative Pathshala material independently, without any further help from the trainer

Yes / No	No.	%
Yes	255	92.39
No	21	7.61
Total	276	100

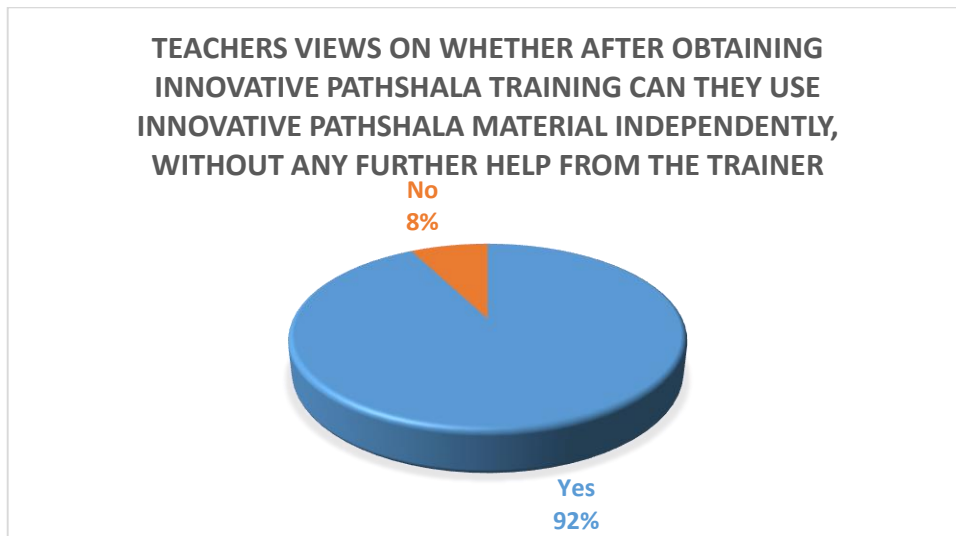


Figure 12 Teachers views on whether after obtaining Innovative Pathshala Training can they use innovative Pathshala material independently, without any further help from the trainer

92.39% of the teachers who have attended the Innovative Pathshala Training were of the opinion that they may be able to use the Innovative Pathshala material independently without any further help from the trainer.

3.1.10 Teacher’s views on whether they would you continue to use Innovative Pathshala even after the trainer leaves

Table 10 Teacher’s views on whether they would you continue to use Innovative Pathshala even after the trainer leaves

Yes / No	No.	%
Yes	268	97.45
No	7	2.55
Total	275	100.00

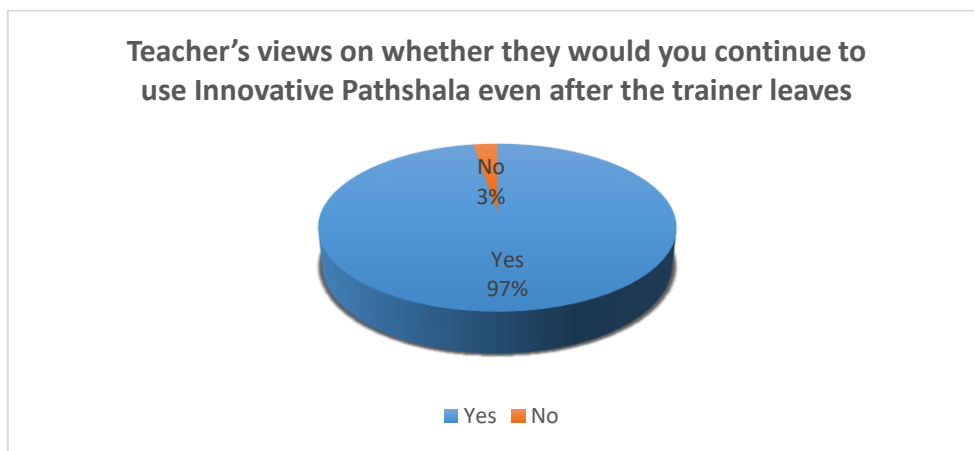


Figure 13 Teacher’s views on whether they would you continue to use Innovative Pathshala even after the trainer leaves

97.45 percent of the teachers told that they will continue to use Innovative Pathshala even after the trainer leaves. Only 2.55 percent told that they will not continue to use Innovative Pathshala once trainer leave.

3.1.11 Teacher's views on type of support they would need to continue IP after the trainer leaves

Some of the support teachers mentioned that they need to continue using IP after the trainer leaves are as follows:-

- Through regular updates through books and phone
- Only need cooperation of the students nothing else.
- After the end of training, need the help and cooperation of all the staff
- Need mental support
- May face some problem in few chapters. So would like to seek a help in that case.
- The books given by Aurbindo Society of different class will be useful for making the education interesting and innovative
- Innovative Pathshala has improved the teaching learning atmosphere in the school. This teaching techniques is being fully implemented in our school
- Teaching materials are available at school. It can be used without any further help.
- The training was so fantastic that after a gap, I do not need any support of trainer. I am able to continue I.P in my school.

3.1.12 Teachers views on how confident do they feel about understanding or using the Innovative Pathshaala

Table 11 Teachers views on how confident do they feel about understanding or using the Innovative Pathshaala

Response	No.	%
Very much confident	164	68.91
Somewhat confident	50	21.01
Not confident	24	10.08
Total	238	100

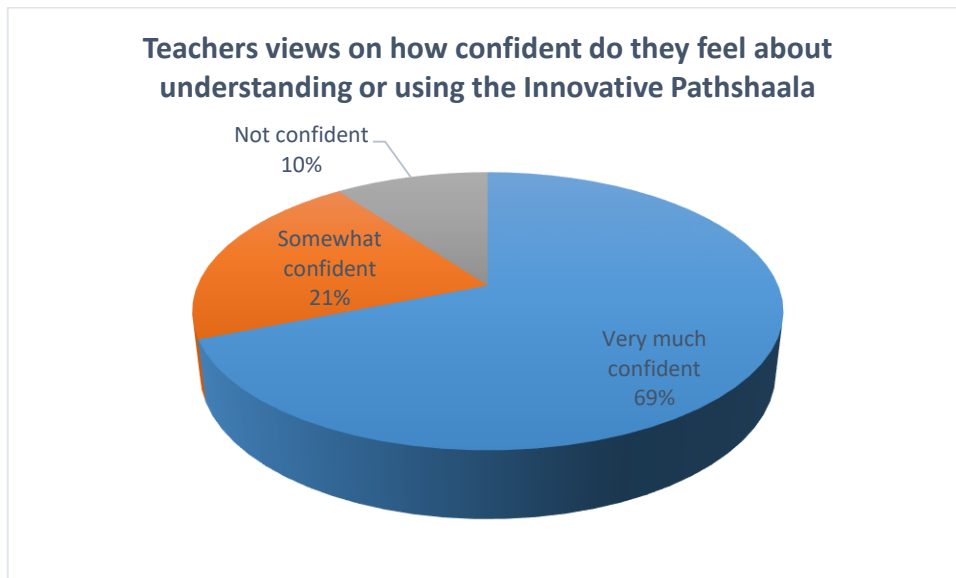


Figure 14 Teachers views on how confident do they feel about understanding or using the Innovative Pathshaala

68.91% of the teachers felt very confident about understanding or using the Innovative Pathshaala. However there are 21.01% of the teachers who felt somewhat confident. Still there are 10.08% of the teachers who were not confident about understanding or using the Innovative Pathshaala.

3.1.13 Teachers views on their need for further Innovative Pathshaala training

Table 12 Teachers views on their need for further Innovative Pathshaala training

Need for further Innovative Pathshala Training	No.	%
Yes	163	59.71
May be	70	25.64
No	40	14.65
Total	273	100

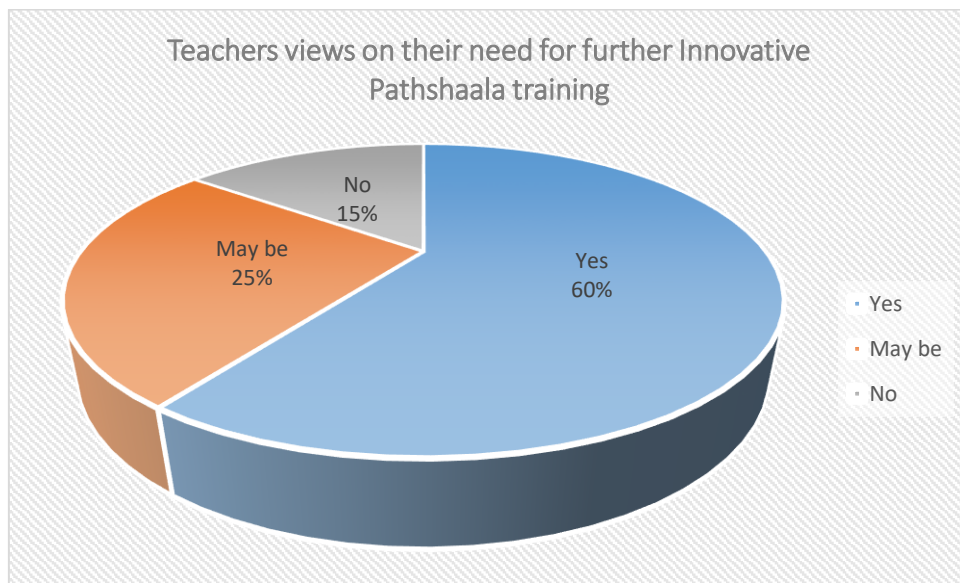


Figure 15 Teachers views on their need for further Innovative Pathshaala training

More than half (59.71%) of the teachers felt the need for further Innovative Pathshala training. However there were also 25.64% of the teachers who told 'may be'. Only 14.65% of the teachers told that they do not need any further Innovative Pathshala Training.

3.1.14 Teachers views on the most convenient mode of training for them

Table 13 Teachers views on the most convenient mode of training for them

S. No.	Convenient Mode of Training	No.	%
1	Demonstration of Innovative Pathshala in School	91	38.89
2	Video of the Innovative Pathshala Demonstration	92	39.32
3	One Day Training Session at the Block office	50	21.37
4	Other	1	0.43
Total		234	100.00

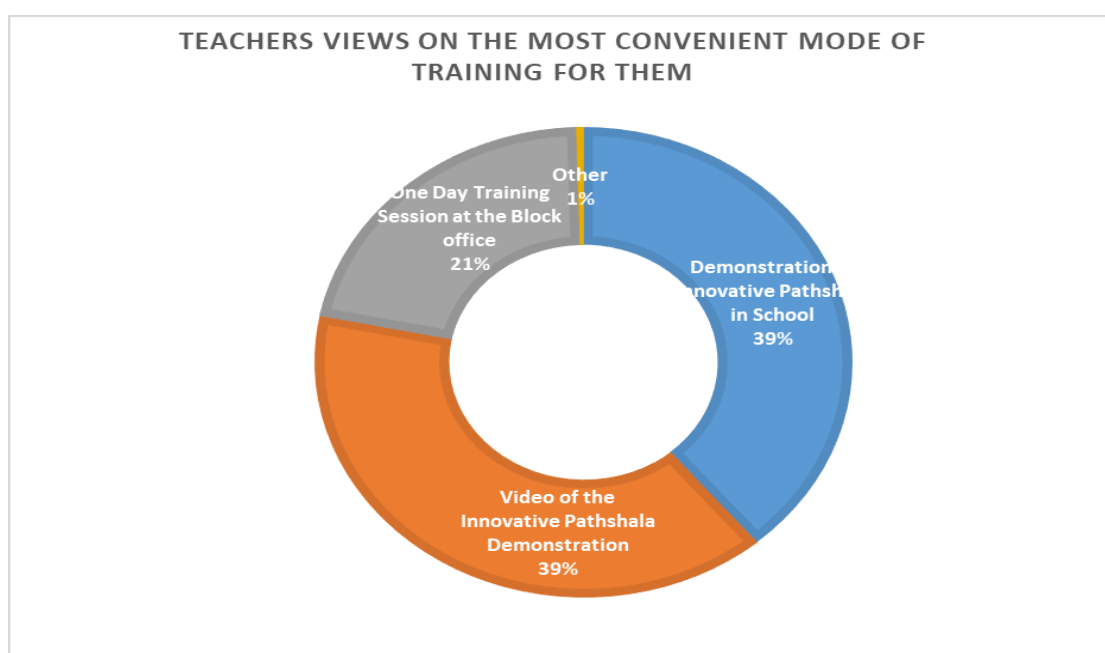


Figure 16 Teachers views on the most convenient mode of training for them

The most convenient mode of training for IP in the opinion of the teachers includes Demonstration of the IP in schools (38.89%), Video of the IP Demonstration (39.32%), One Day Training Session at the Block level (21.37%) and other (0.43%). Thus we can say teachers were not unanimous towards a particular convenient mode of training. Different teachers expressed different opinions about the convenient mode of training.

3.1.15 Teacher's views on the number of lesson plans of Innovative Pathshaala lessons they have used

Table 14 Teachers views on the number of lesson plans of innovative Pathshaala lessons they have used

No. of Lesson Plans	No.	%
0	10	4.67
1 to 5	54	25.23
6 to 10	54	25.23
11 to 15	53	24.77
16 to 20	20	9.35
21 to 25	10	4.67
26 to 30	6	2.80
31 to 35	1	0.47
36 to 40	2	0.93
41 to 45	1	0.47
46 and above	3	1.40
Total	214	100.00

75.23% of the teachers have used lesson plans from 1 to 15. Also 9.35% of the teachers have used lesson plans from 16 to 20. However there were teachers who have used lessons plans more than 21.

3.1.16 Teachers views on the interest level in the students when learning from the Innovative Pathshala lesson plan was conducted in the class

Table 15 Teachers views on the interest level in the students when learning from the Innovative Pathshala lesson plan was conducted in the class

S. No.	Interest level in the students	No.	%
1	Very High	50	18.45
2	High	131	48.34
3	Moderate	78	28.78
4	Same as Before	12	4.43
Total		271	100.00

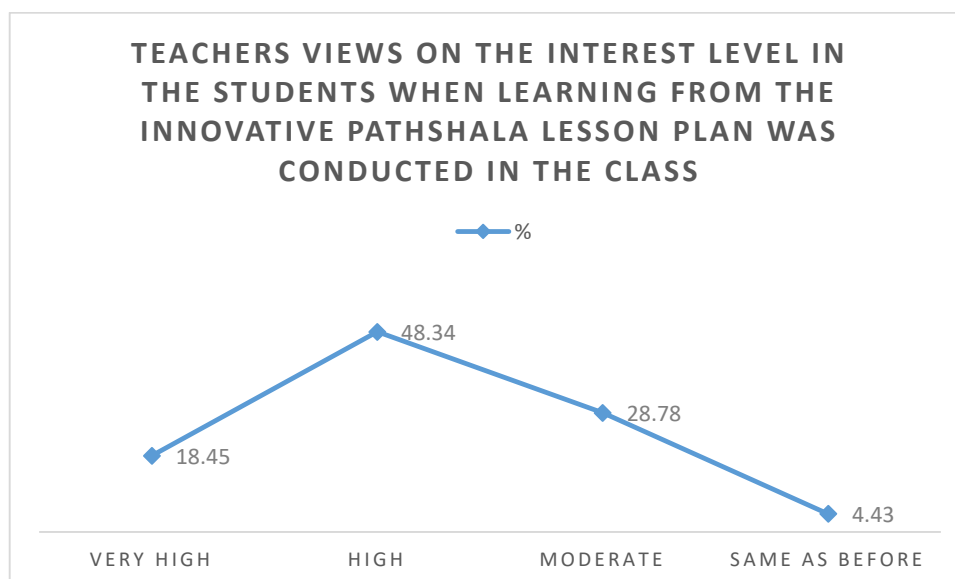


Figure 17 Teachers views on the interest level in the students when learning from the Innovative Pathshala lesson plan was conducted in the class

If we take the high and very high interest level in the students together, 67% (Very High – 18.45% and High – 48.34%) of the students have shown positive interest level when the learning from the Innovative Pathshala lesson plan was conducted as per the teachers. 28.78% of the students have also shown a moderate interest level. However only 4.43% of the students has shown the interest level same as before.

3.1.17 Teacher's opinion and experience of the Implementation of the Innovative Pathshaala techniques in the Class

Table 16 Teachers opinion and experience of the Implementation of the Innovative Pathshaala techniques in the Class

S. No.	After using Innovation Pathshala, teaching Methodology in the Class	Yes	May be	No	Total
A	Innovative teaching techniques has made classroom teaching simpler and improve the education quality.	254	8	0	262
B	Innovative Pathshaala have helped resolve some or most of the challenges faced in the classroom.	202	49	5	256
C	Innovative Pathshala & Zero innovations are useful, but they are difficult to use in classroom on a day- to-day basis.	91	86	72	249
D	Innovative Pathshala is useful, but is not much relevant for my subject topics, or learning level of my student.	44	41	155	240
E	Innovative Pathshala, which has clear instructions on how to teach, revise and recapitulate specific topics in a more interesting way.	197	38	21	256
F	Sample less plans as given in Innovative Pathshala for various subject topics have helped me plan my class sessions better.	217	20	14	251

The teachers were very appreciative of the benefits of using the Innovation Pathshala teaching methodology in the class. These includes its role in making the classroom teaching simpler and improving the quality of education, resolving some or most of the challenges faced in the classroom, the sample lessons plans as given in Innovative Pathshala for various subject topics helping the teachers in planning class sessions better.

It may also be noted some of the teachers also told that Innovative Pathshala & Zero innovations are useful, but they are difficult to use in classroom on a day- to-day basis. Thus some improvements can also be made in the use of Innovative Pathshala and Zero Innovations to make its practical use in the classroom on day to day basis more useful.

Majority of the teachers supported the view that Innovative Pathshala, has clear instructions on how to teach, revise and recapitulate specific topics in a more interesting way.

Few of the teachers also supported the view that Innovative Pathshala is useful, but is not much relevant for their subject topics, or learning level of their students. Though this view was supported by very few teachers but we cannot ignore these views and efforts should be made to design more IP materials in each and every subject / topic possible and learning level of students.

3.1.18 Teacher’s opinion on whether they find the content of Innovation Pathshala booklet appropriate and as per their need

Table 17 Teacher’s opinion on whether they find the content of Innovation Pathshala booklet appropriate and as per their need

Appropriateness of Innovative Pathshala booklet as per need	No. of responses	%
Yes, definitely	110	40.44
To some extent	117	43.01
No	45	16.54
Total	272	100.00

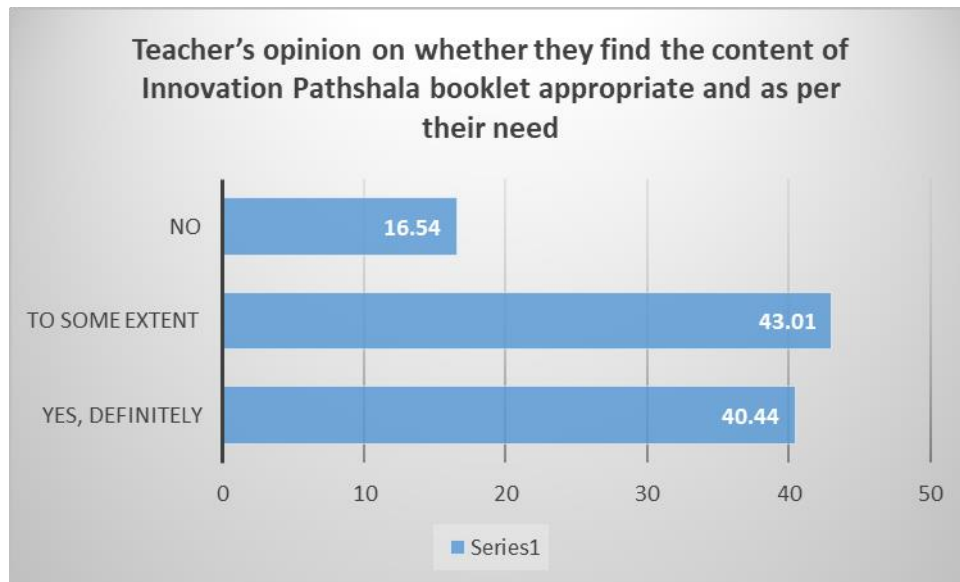


Figure 18 Teacher’s opinion on whether they find the content of Innovation Pathshala booklet appropriate and as per their need

When teachers were asked about the appropriateness of the Innovative Pathshala booklet as per need 40.44% of them responded ‘Yes, definitely’, however 43.01% of them responded ‘to some extent’, while the rest 16.54% responded ‘no’. Thus this shows that IP booklet itself needs revision to be fully appropriate as per need of the teachers.

3.1.19 Teachers understanding about Innovation Pathshala

Table 18 Teachers understanding about Innovation Pathshala

S. No.	Teachers Understanding of the Innovative Pathshala	No.
A	It's a reference book which I can use to teach as well as revise my subject topics	104
B	It is just like any other reference book available in the market	42
C	It has different innovative ways for teaching a particular subject topic?	135
D	Others (Specify)	10

A majority of teachers (135) have understood the IP as “It has different innovative ways for teaching a particular subject topic” followed by the teachers (104) who understood it as “It's a reference book which I can use to teach as well as revise my subject topics’. There were also 42 teachers who understood it as ‘It is just like any other reference book available in the market’. The 10 teachers who quoted it ‘others’ have understood it as:-

- It is easier in teaching and learning
- Teaching through English
- Abhinav school will grow in good fortune
- The process of writing and learning has been very good.
- From this our students have improved a lot more
- Prapt Pustko se bachcho ke shikshan ka Adhigam ruchipuran hu jata hai (Through available booklet, student’s study has becomes more interesting)

3.1.20 Innovative Pathshalas effect on student's attendance

Student's attendance record of 263 schools of February, 2018 and February, 2019 was obtained. Details of these student's attendance are as follows:-

Table 19 Innovative Pathshalas effect on student's attendance

Effect on student's attendance			
	Percentage of student's attendance in February 2018?	Percentage of student's attendance in February 2019?	Percentage increase / decrease in attendance in February 2019 w.r.t Feb 2018
Average	68%	74%	6%

The average attendance of students in February, 2018 was 68% and in February 2019 there was seen an increase of 6% in the attendance of students. Thus the overall attendance in February, 2019 was 74%. This increase in student's attendance was seen across majority of the schools as stated above. Further, it can be assumed that IP teaching may be one of the factors for this increase in student's attendance. Though there may be several other factors also.

The minimum attendance found in February 2018 was 22% and the maximum attendance was 98%. In February, 2019 the minimum attendance found was 25% and the maximum attendance found was 100%. Still more efforts can be made to increase student's attendance in all the schools evenly.

3.1.21 Details from the previous table of the decrease in student’s attendance are presented in the table below.

Table 20 Table depicting decrease in student’s attendance during February 2019 in comparison to attendance of February 2018

Effect on student’s attendance?			
S. No.	Percentage of student’s attendance in February 2018?	Percentage of student’s attendance in February 2019?	Percentage decrease in attendance in February 2019 w.r.t Feb 2018
Average	71%	60%	-11%

Out of the 263 schools, student’s attendance dropped in only 23 schools. This drop in student’s attendance ranged from 1 percent to 45 percent. Thus only in 8.75% of the schools students attendance dropped and in remaining 91.25% schools student’s attendance showed an increasing trend.

3.1.22 Teacher's opinion on what best thing they have learnt from Innovative Pathshala training

Teachers expressed their opinion on what best thing they have learnt from Innovative Pathshala training. Their opinion in their own words are reproduced below.

- “I have learnt from on the job Innovative Pathshala training, how I can improve the learning process of slow learner children”.
- “Best part of IP is meditation and warm-up activities. These are very helpful in teaching learning process”.
- “Avinay Pathshala se Kaksha me Kaise Bachchon ko Sikhaya Jaye aur Kaksha ko Kaise Rochak Banaya Jaye who Bhi Malum Huwa Hai”.
- “(1) You concentrate the students to work on the theme (2) Sitting arrangement according to theme.(3) you deliver the concept of the theme easily (4) You fulfil the aim of NCF-2005 and MoHRD”.
- “To teach a student by using different kind of technique and methods”.
- “Abhinav pathshala ke dwara bachho ko unke star ke anusar sikhaya ja sakta hai”
- “Students learn much more easily through creative activities and games”.
- “It is entertaining”.
- “Children have zeal in learning especially through Role Play”.
- “Dull students may have knowledge about characters and concept of the topic”.
- “Helping children learn in a simple and straightforward way”.
- “Wonderful ways to create a text plan”.
- “Simply use of simple education”.
- “Through the activity, students learn in simple way”.
- “We can make our Teaching learning Process more simple and effective without spending money and investments on preparation of TLMs”.
- “Interesting education through sports”.
- “This is useful technique by which the slow learner can also grasp the topic easily”.
- “The intellectual level of the students has increased”.
- “Education imparted through Zero Investments”.
- “The expected success and communication of new energy is the ability to learn from love and love for children”.

- “The way to present a topic is interesting. Children participate in academic activities actively”.
- “Through the speed method, students learn in simple ways”.
- “Is prashikshan se bachhi ka kasha ruchikar raihta hai or bachho ka vidhyalay me thahrav ka pratishat badha hai”.
- “Along with the subject matter being interesting through the Abhinav school, the students seem to be simple”.
- “The child's intellectual level has increased. Children are interested in reading the text. It is easy to teach the weaker children too”.
- “It creates discipline and students take more interest in class”.
- “Interest in reading and writing of children has increased”.
- “Children learn through the game”.
- “It have different ideas to solve the student’s problems”.
- “Got a lot to Learn”.
- “The idea of equality of children and learning through play”.
- “Abhinav Pathshala ki sabse achi bat yah hai ki iska paryog ke duwara diya gaya gyan sathayi hota hai, Tatha chatr ise apne dainik jivan ka paryog me la sakte hai”.
- “Abhinav Pathshala parikshan se bahut si nai jankari mili”.
- “In order to create interest and interest in students towards the subject, various ways have been able to explain the topic by adding their (students) environment in a similar manner”.
- “One Lesson reading in different Type, need this new information”.
- “Sikshan karya gatibidhi aadhrit hona chahiye”.
- “Always be optimistic about the new experiment”.
- “Train children in a planned way, but teaching them in an interesting way”.
- “Bachcho ke andar abhi vyakit ki chamta ka vikas hota hai Shiksha kafi saral avm achpuran ho jati hai Play - play ke Madyam se Shikshan ko Saral Bnana”.
- “Asan Tarike or Rochak Dhang Se Bachon Ko Kis Prakar Ham Shikshit Kar Sakte Hain”
- “Kisi Vishay Ko Rochak Avam Parbhavi Tarike Se Padhane Ka Tarika”
- “Teaching learning activities becomes easy to learn by Fun”.
- “Bina kharch ke koi bhi navachar kiya ja sakta hai”
- “Bachho me swaym ki kshmta ka vikas hota hai”

- A simple way to learn and teach children
- Using the Abhinav school, there is a wonderful increase in the ability to learn in children and their learning progressed
- The expected success in the ability of children to learn from love and love is the communication of energy.
- “Dohrane se answer prapt hota hai, nahi dohrane se vishay bastu dimag se Aujhol hota rahta hai”
- “Chatra chatrao ko dhore dhore karmik giyan v paryogshala sikshan dena chahiye”
- To develop the interest in the student towards different methods in which they feel comfortable and learn easily.
- “VISHAYBASTU ABHINAV PATHYKRAM LAGU KARNE SE SARAL DHANG SE CHHATR -CHHATRAO KO SAMJHAYA JA SAKTA HAI”.
- “BINA KHARCH KIE V NAWACHAR KIYA JA SAKTA HE”.
- MAKING TEXT INTERESTING
- Kids learn preconceived interest without any investment and understand hard-to-hard concepts easily
- Describe the lesson in a very simple and easy way with help of using zero investment TLMs and other teaching
- Increased interest in teaching in children with regular new experiments
- “Niymit pathay yojna padhane se purv bnakar navacharo ko shamil karke kathin ko saral bnakar khel me shiksha dena jisse bachhe adhikadhik sikh jate hai”.
- Interesting and easy method of teaching with active participation of student
- As good game as part of education process for better and interesting environment for children.
- “Abhinav pathshala ke nadhyam se bachhe kisi vishay vastuo jaldi samjh jate hai”.

Thus teacher’s opinion on what best they have learnt from Innovative Pathshala shows that this teaching methodology is very useful in imparting quality education, it is interesting to children, they enjoy the teaching activity and actively participates in the classroom. It has positive impact on the childrens learning process including slow learners.

3.1.23 Teacher’s opinion on even after getting IP training, challenges faced by them in teaching

Table 21 Teachers opinion on even after getting IP training, challenges faced by the teachers in teaching (multiple answers)

S. No.	Challenges in Teaching	No. of Teachers facing this challenge	Total teachers attended training
1	Difficult to complete syllabus within the planned time	85	296
2	Creating lesson plans before the class: I just go to the class with a mental lesson plan	82	
3	Non-responsive students	34	
4	Including children with special need in class activities	107	
5	Students do not submit homework on time	45	
6	Fundamental concepts of previous class prior to the introduction of IP not clear to student	64	
7	Absence of enquiry led self-learning environment in school	31	
8	Most student are unable to retain what they learn	59	
9	Lack of revision of syllabus, it could be due to lack, absence of students during revision period, etc.	82	
10	Students learn well by rote. But are unable to write answer during exams.	42	
11	Low self-esteem/self-confidence in students	36	
12	More interest in extracurricular activities them academics	52	
13	Parents do not realise the importance of education	75	
14	Students miss school very frequently	26	
15	Despite all my efforts, students are unable to enjoy learning	12	
16	Others*	10	

***The ‘Other’ challenges in teaching as specified by the teachers includes:-**

- Training should have been given again and again
- After the training, the learning process becomes simpler
- Pdane ke bad sabhi bachche samajh lete hai par kuch samya antral ke bad thoda-thoda Bhul jate hai
- No awareness of the importance of education in regards to education

Out of the 296 teachers who attended the Innovative Pathshala training, teachers faced different challenges in their teaching. A vast (107) majority of teachers faced challenges in including children with special need in class activities followed by Difficulty to complete syllabus within the planned time (85) and Lack of revision of syllabus, it could be due to lack, absence of students during revision period, etc. (82), Creating lesson plans before the class: I just go to the class with a mental lesson plan (82). There are several other challenges quoted by the teachers which are stated above.

3.1.24 Teacher's feedback about the Innovation Pathshala training

The feedback given by the teachers on Innovative Pathshala training are summarised in their own words below:-

- This is very useful for learning it creates effective learning environment in the Class.
- It is not useful for all students.
- The technique of teaching children has improved through participation in Abhinav Pathshala training
- I am personally using its few techniques & I can clearly see the progress the students are making.
- There has been encouraging results of teaching and learning through Innovative Pathshala. Through this training, we are encouraged to implement new Innovative (teaching) techniques.
- The Two days training was so clear that next day we prepared lesson plan based on IP.
- Can't say
- Through implementation of the Innovative Pathshala, at wider level, the education must be further improved
- It is very effective training & help Teachers a lot while teaching
- Through IP test have become more responsive and interesting

3.1.25 Teachers views on whether they have downloaded Innovative Pathshala Application

As part of the survey, teachers were asked whether they have downloaded Innovative Pathshala Application. The findings are summarised below.

Table 22 Teachers views on whether they have downloaded Innovative Pathshala Application

Innovative Pathshala App Status	No.	%
Downloaded Innovative Pathshala App	226	83.39
Not Downloaded	45	16.61
Total	271	100.00

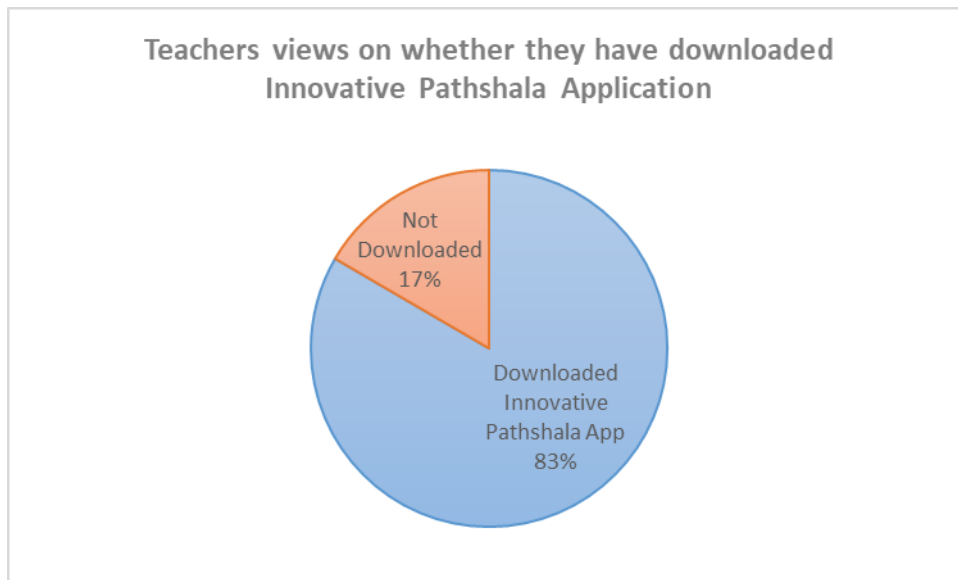


Figure 19 Teachers views on whether they have downloaded Innovative Pathshala Application

83.39 percent of the teachers were found to have downloaded the Innovative Pathshala Application while 16.61 percent have not downloaded it.

3.1.26 Teacher’s opinion on the use of Innovative Pathshala application regularly by them

The teachers were also asked whether they use the Innovative Pathshala application regularly. The findings are summarised below.

Table 23 Teacher’s opinion on the use of Innovative Pathshala application regularly by them

Innovative Pathshala App Status	No.	%
Using Innovative Pathshala Application regularly	178	82.41
Not using regularly	38	17.59
Total	216	100

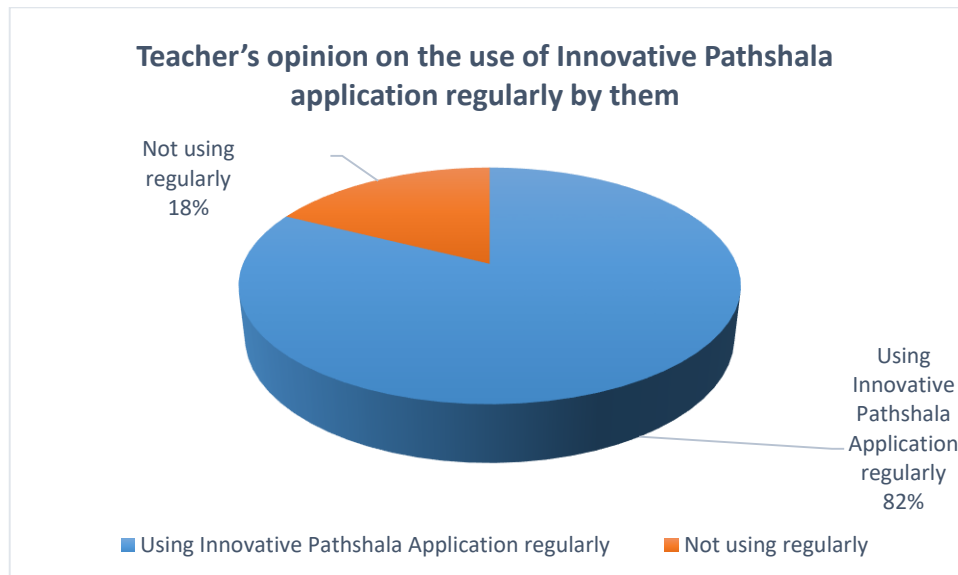


Figure 20 Teacher’s opinion on the use of Innovative Pathshala application regularly by them

82.41 percent from those who have downloaded the Innovative Pathshala application are using the Innovative Pathshala Application regularly. However there are 17.59 percent of the teachers who are not using the Innovative Pathshala application regularly.

3.1.27 Views of the teachers regarding Innovative Pathshala application

The teachers were also asked whether the Innovative Pathshala application is easy to use. The findings are summarised below.

Table 24 Views of the teachers regarding Innovative Pathshala application

Innovative Pathshala App Status	No.	%
Easy to Use	217	86.11
Not Easy to Use	35	13.89
Total	252	100.00

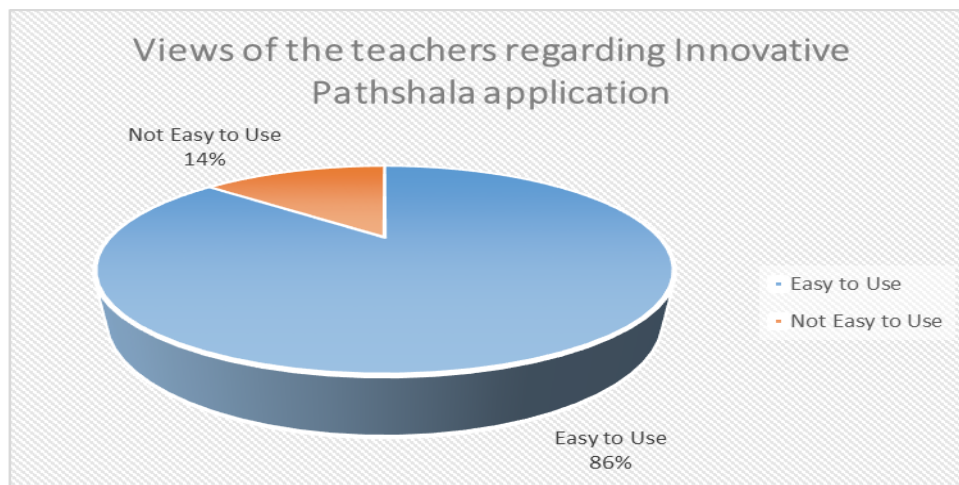


Figure 21 Views of the teachers regarding Innovative Pathshala application

86.11% of the teachers informed that the Innovative Pathshala Application was easy to use. However there were still 13.89% of the teachers who informed that the Innovative Pathshala Application is not easy to use. Their views cannot be ignored and there should be efforts to make the Innovative Pathshala application more user friendly.

3.1.28 Teachers Suggestion/Feedback about Innovative Pathshala Application

The Teachers gave the following Suggestion / Feedback about Innovative Pathshala Application:-

- Innovative Pathshala application can be used very easily
- Update app as per new syllabus.
- There is no material of Sanskrit. Update it according to the new syllabus.
- Innovative Pathshala app is too good but new syllabus lessons are not here.
- Through this application exact information on different subjects and lessons is made available.
- Very good app and easy to use

Chapter: 4

Comparison between Baseline and Midline Studies

4.1 Introduction

Datamation was commissioned this longitudinal study to assess the baseline status of the classroom practices, teaching-learning processes in the targeted IP schools in the first instance; and subsequent midline and endline assessments of the impact created by the IP implementation. Accordingly Datamation carried out the baseline in the targeted schools.

4.2 Baseline Study Findings

The baseline data collected in the field by Datamation during the period of January to March, 2019, was gathered from 377 Innovative Pathshala Schools spread across 56 districts of U.P. As part of the initiative the teachers were given a three day Innovative Pathshala training by the trainers. Before the training a pre training form was filled from them and after they were given training, classroom observation of the Innovative Pathshala was done by observer / trainer with a view to know the technique used by the teachers in the classroom etc. The period of January to February, 2019 was crucial in the schools, as it was time for examination and promotion to the next class. An attempt was made to find out the teaching methodology used in the classroom by the teachers. Out of the total sample classrooms visited by the observer in majority (26.98%) of the sample classrooms, Chalk and Talk technique were found to be being used more by the teachers followed by ZIIE Innovations (24.95%) and Plain Textbook reading (19.22%). “Any other” TLMs and Innovative Pathshaala teaching techniques were used in 14.41% each of the classrooms visited by the observer. When it comes to Plain Textbook reading technique used by the teacher in the classrooms, the number of students raising hands in the classrooms was found very dismal. In majority 36.53 percent of the classrooms only 10%-39% students raised their hands. In only 30.76 percent of the classrooms 60% and above students raised hands. However Chalk and Talk as a direct form of teaching has have seen a more number of students per class raising their hands. In 67.81 percent of the classrooms 60% and above students have raised their hands. The “Any Other” TLMs used have been found to be very useful in raising the response of the majority of students in the class. In 75.64 percent of the classes 60% and above students have raised their hands.

In ZIEI Innovations technique in 58.52% classrooms, 60% and above students have raised their hands. In classrooms where teachers were using Innovative Pathshaala after undergoing 3 days training recently, it was found that student's responsiveness have been quite impressive with 87.17 percent classrooms where 40 to 60+ students have raised their hands. The Innovative Pathshaala must be used before the start of new academic year in the schools to have maximum affect. However it was found by the observer that in some of the classrooms the teacher was using Innovative Pathshaala in the class, but his / her understanding of content was not clear like the observation made by the Observer / Trainer Shri Anirudh Gautam who has visited Upper Primary School, Kuravli, Mainpuri, U.P on 22/01/2019 and observed Class VIth where the teacher was undertaking revision activities and the Primary School Nurpur, Jahuni Nagla, Farrukhabad visited by the Trainer / Observer Shri Anirudh Gautam on 12/02/2019 where the Class Teacher Shri Rahul Singh was undertaking Textbook revision etc. There is a need to conduct more intensive training of teachers on Innovative Pathshaala. Also in some of the schools inspite of the availability of the Innovative Pathshaala Books in the Class, the teachers were found not using it like Primary School, Hatau, Mubarakpur, District Mainpuri, U.P. This observation was also made by Trainer / Observer Shri Anirudh Gautam who have observed Class IIIrd of the school on 22/01/2019 where a substitute teacher Shri Kamlesh was undertaking revision activity in the Class.

In majority 40% of the sample classrooms visited by the Trainer / Observer Revision work was going on followed by Concept building (38%). In very few Classrooms Concept Explanation (14%) and Recapitulation (8%) was going on. This may be due to the month of data collection which was January to February when preparations for exams were going on in the classes. In Classrooms where Chalk and Talk teaching techniques were used in more than half (56%) of the Classrooms visited by the team Concept Building was going on. Revision activity was conducted by the teachers in majority of the Classrooms (54%) where Plain Textbook Reading as a teaching technique was being conducted. This is followed by Concept Building (23%), Concept Explanation (12%) and Recapitulation (11%). In majority 42% of the Classrooms where ZIEI Innovations Handbook was being used revision work was going on followed by Concept Building (32%) and Recapitulation (16%). Concept Explanation activity was found in only 10% of the Classrooms. In Classrooms where "Any other TLMs" were being used, it was mainly used for the purpose of Concept Building in majority (60%) of the Classrooms. The percentage of other activities was found to be low for other activities like Revision (25%) and Concept Explanation (14%). Recapitulation activity was found to be conducted in very

negligible 1% of the Classrooms. In the classrooms where Innovative Pathshaala books were used by the teachers, in majority 30.43% of the classrooms, the subject taught was Maths, followed by English and Hindi (23.91% each respectively). In Classrooms where Chalk and Talk techniques were followed, in majority 37.04% of the Classrooms Hindi subject was taught followed by Maths (35.80%) and English (17.28%). In Classrooms where Plain Textbook reading were going on in the class, in majority 43.04% of the classrooms Maths subject was taught followed by Hindi (39.24%) and English (11.39%). In Classrooms where ZIIEI Innovations reading techniques were used by the teachers, in majority 44.55% of the Classrooms Maths subject was being taught. Also in Classrooms where 'Any other TLMs' were used, in majority 39.39% of the classrooms Maths subject was being taught followed by Hindi (30.30%) and Environment (21.21%).

On an average of all the techniques, Maths was taught in majority (38.64%) of the Classrooms followed by Hindi (32.23%). The average for English was 14.71 percent and Environment 13.03 percent.

61 percent of the teachers as per the observation made by the Observer / Trainer were found to have understood the content of the Innovative Pathshaala and was using it well in the class. 18.70 percent of the teachers was not using the Innovative Pathshaala although it was available in the class. However there were 12.74 percent of the teachers who were found to be using the Innovative Pathshaala in the class, but his / her understanding of content was not clear. In 7.59 percent of cases the Innovative Pathshaala was neither available in the class nor being used by the teachers.

ZIIEI Navachar Booklet was available in 83.67 percent of the Class / School. However in 16.33 percent cases it was neither available in the Class or School. IP Material Booklet was found available in 88% of the Class / School. However in 18 percent of the cases it was found not available either in Class or School. The IP Material was displayed in 80% of the Schools however there were still 20 percent of the schools where the same was found not displayed.

4.3 Comparative Analysis

Teachers understanding of the Innovative Pathshala, teaching technique used in the class, school attendance, and Interest level in the students when learning from the Innovative Pathshala lesson plan was conducted in the class were some of the parameters crucial for this

study. A comparative analysis of the baseline and present midline study shows positive results. There is improvement visible in teachers understanding of the Innovative Pathshala teaching technique. Progress have been made in the use of Innovative Pathshala teaching technique in the classroom now in comparison to the baseline data. IP teaching technique have been able to increase student's regularity in school upto some extent and the children are showing increased interest level with the introduction of the Innovative Pathshala.

Chapter 5: Conclusions and Suggestion

5.1 Conclusions

To conclude, we present the summary of our findings as follows:-

5.1.1 Background

Innovative Pathshala Initiative was launched by Sri Aurobindo Society in Govt. Schools of Uttar Pradesh to improve the quality of education. Datamation was commissioned a longitudinal study to assess the baseline status of the class room practices, teaching-learning processes in the targeted IP schools in the first instance; and subsequent midline and endline assessments of the impact created by the IP implementation. Datamation carried out the baseline survey during January to March, 2019. Subsequently Datamation carried out the Midline in the targeted schools during the months of April and May 2019 (from 20th May there was school holidays in the schools), selected using purposeful sampling from the 44 districts of UP. The list of schools were provided by Sri Aurbindo Society. This report is based on the interviews conducted with 324 teachers working in schools where Innovative Pathshala initiative is being implemented across 44 districts of Uttar Pradesh. It may also be noted that out of 324 teachers interviewed majority of teachers interviewed were from Farrukhabad and Mainpuri districts (101 and 91 respectively). From rest of the districts either 2, 3 or 4 number of Teachers were interviewed. The field team noted some duplication of the list of schools provided to them and in some schools, they noticed either one or two maximum teachers were there.

5.1.2 Profile of teachers

The teachers interviewed included Principal, Head Master, Assistant Teacher, Teachers etc. Majority (53.09%) of the Teachers interviewed were females and the rest 46.91 percent of the teachers were Male. Majority (87.96%) sample Teachers teach children from 1st to 5th Standard. Some teachers teach exclusively a single class, others teach multiple classes. The representation of teachers who teach children higher standards from 6th to 8th was 12.04 percent. Thus our sample size was representative and included different level, grade of teachers including gender.

5.1.3 Teachers Participation in Innovative Pathshala Training

A vast majority (95.48%) of the Teachers were found to have attended the Innovative Pathshaala training. Only a handful 4.52 percent of the sample teachers were found to have not participated in the training. The reason given for not attending the Innovative Pathshaala Training including being sick, somebody else participated from the school etc.

5.2 Teacher responses on Innovative Pathshala implementation and other issues

5.2.1 Trainer handholding at school training

More than half (59.86%) of the teachers informed that their expectations with trainer handholding at school training were fulfilled. However there were 34.51 percent of the teachers who told that their expectation with trainer handholding at school training were only fulfilled to some extent. There were 5.63 percent of the teachers who informed that their expectation from trainer handholding at school training were not fulfilled.

5.2.2 Innovative Pathshala Teaching learning Materials

78.52 percent of the teachers reported getting the Innovative Pathshala teaching learning materials. However there are still 21.48 percent of the teachers who reported that they have not received the Innovative Pathshala learning materials. A vast majority (95.34%) of the teachers said that they are using the Innovative Pathshala learning materials in their classrooms. Only a thin minority of 4.66 percent told that they are not using the Innovative Pathshala learning materials.

5.2.3 Teacher's ability to use Innovative Pathshala materials in the class

92.39% of the teachers who have attended the Innovative Pathshala Training were of the opinion that they may be able to use the Innovative Pathshala material independently without any further help from the trainer.

5.2.4 Teacher's responses on their use of Innovative Pathshala technique in the class after the end of training and also on the support they may need once Trainer leaves

97.45 percent of the teachers told that they will continue to use Innovative Pathshala even after the trainer leaves. Only 2.55 percent told that they will not continue to use Innovative Pathshala once trainer leave.

Some of the support teachers mentioned that they need to continue using IP after the trainer leaves are as follows:-

- Through regular updates through books and phone
- Only need cooperation of the students nothing else.
- After the end of training, need the help and cooperation of all the staff
- Need mental support
- May face some problem in few chapters. So would like to seek a help in that case.
- The books given by Aurbindo Society of different class will be useful for making the education interesting and innovative
- Innovative Pathshala has improved the teaching learning atmosphere in the school. This teaching techniques is being fully implemented in our school
- Teaching materials are available at school. It can be used without any further help.
- The training was so fantastic that after a gap, I do not need any support of trainer. I am able to continue I.P in my school.

5.2.5 Confidence level of the teachers about understanding or using the Innovative Pathshala

68.91% of the teachers felt very confident about understanding or using the Innovative Pathshaala. However there are 21.01% of the teachers who felt somewhat confident. Still there are 10.08% of the teachers who were not confident about understanding or using the Innovative Pathshaala.

5.2.6 Teacher's opinion on their level of need for further Innovative Pathshala training and also their opinion on convenient mode of training for IP

More than half (59.71%) of the teachers felt the need for further Innovative Pathshala training. However there were also 25.64% of the teachers who told 'may be'. Only 14.65% of the teachers told that they do not need any further Innovative Pathshala Training.

The most convenient mode of training for IP in the opinion of the teachers includes Demonstration of the IP in schools (38.89%), Video of the IP Demonstration (39.32%), One Day Training Session at the Block level (21.37%) and other (0.43%). Thus we can say teachers were not unanimous towards a particular convenient mode of training. Different teachers expressed different opinions about the convenient mode of training.

5.2.7 Teachers use of Innovative Pathshala lesson plans in the class

75.23% of the teachers have used lesson plans from 1 to 15. Also 9.35% of the teachers have used lesson plans from 16 to 20. However there were teachers who have used lessons plans more than 21.

5.2.8 Opinion of teachers on interest level of students when the Innovative Lesson Plans are conducted in the class

If we take the high and very high interest level in the students together, 67% (Very High – 18.45% and High – 48.34%) of the students have shown positive interest level when the learning from the Innovative Pathshala lesson plan was conducted as per the teachers. 28.78% of the students have also shown a moderate interest level. However only 4.43% of the students has shown the interest level same as before.

5.2.9 Opinion of teachers on the benefits of using the Innovative Pathshala teaching methodology in the class

The teachers were very appreciative of the benefits of using the Innovation Pathshala teaching methodology in the class. These includes its role in making the classroom teaching simpler and improving the quality of education, resolving some or most of the challenges faced in the classroom, the sample lessons plans as given in Innovative Pathshala for various subject topics helping the teachers in planning class sessions better. It may also be noted some of the teachers also told that Innovative Pathshala & Zero innovations are useful, but they are difficult to use in classroom on a day- to-day basis. Thus some improvements can also be made in the use of Innovative Pathshala and Zero Innovations to make its practical use in the classroom on day to day basis more useful.

Majority of the teachers supported the view that Innovative Pathshala, has clear instructions on how to teach, revise and recapitulate specific topics in a more interesting way.

Few of the teachers also supported the view that Innovative Pathshala is useful, but is not much relevant for their subject topics, or learning level of their students. Though this view was supported by very few teachers but we cannot ignore these views and efforts should be made to design more IP materials in each and every subject / topic possible and learning level of students.

5.2.10 Teacher's opinion on the appropriateness of the Innovative Pathshala booklet

When teachers were asked about the appropriateness of the Innovative Pathshala booklet as per need 40.44% of them responded 'Yes, definitely', however 43.01% of them responded 'to some extent', while the rest 16.54% responded 'no'. Thus this shows that IP booklet itself needs revision to be fully appropriate as per need of the teachers.

5.2.11 Teacher's opinion on their understanding of the Innovative Pathshala

A majority of teachers (135) have understood the IP as "It has different innovative ways for teaching a particular subject topic" followed by the teachers (104) who understood it as "It's a reference book which I can use to teach as well as revise my subject topics". There were also 42 teachers who understood it as 'It is just like any other reference book available in the market'. The 10 teachers who quoted it 'others' have understood it as:-

- It is easier in teaching and learning
- Teaching through English
- Abhinav school will grow in good fortune
- The process of writing and learning has been very good.
- From this our students have improved a lot more
- Prapt Pustko se bachcho ke shikshan ka Adhigam ruchipuran hu jata hai (Through available booklet, student's study has becomes more interesting)

5.2.12 Student's attendance before and after the implementation of the Innovative Pathshala

Student's attendance record of 263 schools of February, 2018 and February, 2019 was obtained. Details of these student's attendance are as follows:-

- The average attendance of students in February, 2018 was 68% and in February 2019 there was seen an increase of 6% in the attendance of students. Thus the overall attendance in February, 2019 was 74%. This increase in student's attendance was seen across majority of the schools as stated above. Further, it can be assumed that IP teaching may be one of the factors for this increase in student's attendance. Though there may be several other factors also.
- The minimum attendance found in February 2018 was 22% and the maximum attendance was 98%. In February, 2019 the minimum attendance found was 25% and

the maximum attendance found was 100%. Still more efforts can be made to increase student's attendance in all the schools evenly.

5.2.13 Teacher's opinion on what they have learnt from the Innovative Pathshala training

The opinion of teachers shows that Innovative Pathshala teaching technique is very useful in imparting quality education, it is interesting to children, they enjoy the teaching activity and actively participates in the classroom. It has positive impact on the childrens learning process including slow learners.

5.2.14 Teacher's opinion on challenges faced by them in teaching

Out of the 296 teachers who attended the Innovative Pathshala training, teachers faced different challenges in their teaching. A vast (107) majority of teachers faced challenges in including children with special need in class activities followed by Difficulty to complete syllabus within the planned time (85) and Lack of revision of syllabus, it could be due to lack, absence of students during revision period, etc. (82), Creating lesson plans before the class: I just go to the class with a mental lesson plan (82). There are several other challenges quoted by the teachers which are stated above.

5.2.15 Teachers Feedback about the Innovative Pathshala training

Teachers have shared their feedback about the Innovation Pathshala training. The feedback are reproduced below.

- This is very useful for learning it creates effective learning environment in the Class.
- It is not useful for all students.
- “The technique of teaching children has improved through participation in Abhinav Pathshala training”
- I am personally using its few techniques & I can clearly see the progress the students are making.
- “There has been encouraging results of teaching and learning through Innovative Pathshala. Through this training, we are encouraged to implement new Innovative (teaching) techniques”.
- The Two days training was so clear that next day we prepared lesson plan based on IP.
- Can't say

- Through implementation of the Innovative Pathshala, at wider level, the education must be further improved
- It is very effective training & help Teachers a lot while teaching
- Through IP, test have become more responsive and interesting

5.2.16 Teachers downloading and use of Innovative Pathshala Application

83.39 percent of the teachers were found to have downloaded the Innovative Pathshala Application while 16.61 percent have not downloaded it.

82.41 percent from those who have downloaded the Innovative Pathshala application are using the Innovative Pathshala Application regularly. However there are 17.59 percent of the teachers who are not using the Innovative Pathshala application regularly.

5.2.17 Views of the teachers regarding Innovative Pathshala application

86.11% of the teachers informed that the Innovative Pathshala Application was easy to use. However there were still 13.89% of the teachers who informed that the Innovative Pathshala Application is not easy to use. Their views cannot be ignored and there should be efforts to make the Innovative Pathshala application more user friendly.

5.2.18 Teacher's suggestion / feedback about Innovative Pathshala app.

The teachers were of the opinion that the application is very easy to use and through the application they can get the exact information on different subjects and lessons. However some teachers suggested that there is a need to update or incorporate new syllabus in the application including incorporation of Sanskrit materials.

Comparison of the baseline and midline studies on different parameters of Teachers understanding of the Innovative Pathshala, teaching technique used in the class and student's attendance before and after the implementation of the Innovative Pathshala, students interest level when teaching in Innovative Pathshala is conducted in the class have shown positive results.

5.3 Suggestions

Based on the findings of our study and the feedback given by the teachers etc we have the following suggestions for government schools, state and central government, Sri Aurobindo Society and funding agencies. We hope if these suggestions are implemented, the programme like Innovative Pathshala will bring quality education and improve the educational attainment of children studying in those schools.

5.3.1 Suggestions for the Government Schools / State and Central Government

- List of Teachers who have not attended Innovative Pathshala Training due to some reasons needs to be prepared early and shared with Sri Aurobindo Society for their training support. This can happen due to retirement, new posting, transfer etc.
- Special and concerted efforts should be made by devising suitable strategy to deal with the challenges faced by the teachers like challenges in including children with special need in class activities, difficulty to complete syllabus within the planned time and lack of revision of syllabus, due to lack, absence of students during revision period etc. State and Central Government may think of appointing special task force to deal with the issue.
- Teachers who after obtaining Innovative Pathshala Training are not able to use Innovative Pathshala material independently, without any further help from the trainer needs to be supported through linkages, referral support through appropriate agencies like Sri Aurobindo Society etc.
- Sri Aurobindo Society may be asked to launch the programme in other states also.
- Central and State government should continuously monitor the quality of education in the government schools and provide support to the initiatives like Innovative Pathshala etc.
- School infrastructure and facilities also needs to be improved that can boost the positive results coming out of the Innovative Pathshala initiatives.

5.3.2 Suggestions for Sri Aurobindo Society

- Continuous Training provision and helping teachers who may need more support even after they have attended training on Innovative Pathshala teaching techniques.
- Innovative Pathshala Mobile Application can be made more user friendly.

- Innovative Pathshala Learning Materials can be prepared for each and every subject where it is not available at present.
- Some improvements can also be made in the use of Innovative Pathshala and Zero Innovations to make its practical use in the classroom on day to day basis more useful like improvements in the content of the Innovative Pathshala booklet etc.
- There are teachers who despite having attended Innovative Pathshala training were found to have not used the IP teaching technique in the classroom. Therefore these teachers needs to be supported so that they can start using the IP teaching technique in their respective classes. The government schools may be asked to cooperate in this regard.
- The Innovative Pathshala Learning materials must be provided to each and every school teacher of the government schools. Follow up with each school to know the status of receipt of learning materials must be carried out.
- Duplication if any in the list of government schools must be sorted out at appropriate level and correct figures must also be made available on the website.
- Duplication if any in the list of government schools must be sorted out at appropriate level and correct figures must also be made available on the website.
- Parents and community must also be involved in Innovative Pathshala initiatives and steps should also be taken for school dropout and out of school children.
- There should be wider coverage and publicity of the Innovative Pathshala initiatives.

5.3.3 Suggestions for Funding Agencies

- There should be continuous funding support to initiatives like Innovative Pathshala by Sri Aurobindo Society and similar other initiatives of other organisations that can bring quality education to the reach of students in government schools.
- There should be continuous independent monitoring and evaluation of the schools, so that as a result of findings more improvements can be made in the programme content wherever it is required.
- Funding for the different programme components can be increased as per prevailing market rate.

Photographs from the Field

Datamation Field Team doing survey in the Schools



Figure 22 Students in one of the Class learning through Innovative Pathshala. The Innovative Pathshala have increased their interest and they are actively participating in class activities

Field Work in the Schools by Datamation Field Team











Annexure 1, Interview Schedule



- Business Re-Engineering
- Knowledge Re-Engineering
- Social Re-Engineering

INNOVATIVE PATHSHAALA/ इनोवेटिव पाठशाला

POST TRAINING FORM of Innovative Pathshaala

अभिनव पाठशाला प्रशिक्षण के उपरंत भरा जाने वाला सर्वेक्षण फार्म



A1 Teacher's Full Name/शिक्षक का पूरा नाम _____	
A2 Mobile No./मो. नं. _____	A3 Whatsapp No./वॉट्सएप नं. _____
A4 Email ID/ईमेल आई.टी. _____	
A5 Gender/लिंग <input type="checkbox"/> 1 Male/पुरुष <input type="checkbox"/> 2 Female/महिला	
A6 Name of School/स्कूल का नाम _____	
A7 School's Address/स्कूल का पता _____	A8 U-DISE Code* _____
A9 Pin Code/पिन कोड <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	A10 Block/ब्लॉक _____
A11 District/जिला _____	A12 State/राज्य _____ चंदा प्रदेश
A13 Class Taught: _____	

- 1- Did you attend the Innovative Pathshala training? क्या आप अभिनव पाठशाला प्रशिक्षण में शामिल हुए?
 1 Yes/ हाँ 3 No/नहीं
- 1a- If the response is N, please ask the reasons why the teacher did not attend the training ?
 अगर नहीं, तो पूछें कि आपने (शिक्षक) किन कारणों से अभिनव पाठशाला प्रशिक्षण में भाग नहीं लिया ?

- 2- Did you get the Innovative Pathshala teaching-learning materials ? क्या आपको अभिनव पाठशाला शिक्षण सामग्री प्राप्त हुई ? 1 Yes/ हाँ 2 No/नहीं
- 3- Were your expectations with this training fulfilled? इस प्रशिक्षण से जो आपकी उम्मीदें थी क्या वह पूरी हुई?
 1 Yes, definitely/ हाँ, बिलकुल 2 To some extent/ कुछ हद तक 3 No/नहीं
- 4- Have you been using the Innovative Pathshala learning materials in your class :
 क्या आप अपनी कक्षा में इस नवाचार पाठशाला पुस्तिका का उपयोग करेंगे?
 1 Yes/ हाँ 2 No/नहीं
- 5- How many lessons of Innovative Pathshala lessons have you taught ?
 अभिनव पाठशाला के कितने पाठ आपने पढ़ाए हैं?
- 6- How was the interest level in the students after learning from the Innovative Pathshala ?
 अभिनव पाठशाला से सीखने के बाद छात्रों में रुचि का स्तर क्या था?
 1 Very High/बहुत अधिक 2 High/अधिक 3 Moderate/साधारण 4 Same as before/पहले की तरह

Annexure II

Details of Teachers Interviewed

S No.	Teacher's Name	Mobile No.	Email ID	Gender	Designation	Name of School	School's Address	U-DISE Code	Pin Code	Block	District
1	Maya Mishra	9450835291	ateequemohammad235@gmail.com	Female	Head Teacher	Chandra Shekhar Azad PS.Nagar Rath	Kot Babar Rath	9381002703	210431	Rath	Hamirpur
2	Yasmeen Mansori	7897502778		Female	Senior Adhiyapak	Primary School-Devra	Vill.-Devra,Chhetra-Rath	9380502501	210431	Rath	Hamirpur
3	Krati Singh	7007466084	-	Female	Senior Adhiyapak	Primary School-Bharvara	Vill.-Post.Bharvara Vi.Kha. Panwadi	9390407901	210429	Panwadi	Mahoba
4	Abha Bhadoria	9540191730	abha-shailu@yahoo.com	Female	Asst. Teacher	Primary School jaitpur utlar ,Mahola	Jaitpur	9390200102	210423	Jaitpur	Mahoba
5	Pramod Kumar Goswami	9452820127	-	Male	Headmaster	Primary School Nyalka		9390309501	210427	Kabrai	Mahoba
6	Mannulal	9450284904	mlverma@gmail.com	Male	Headmaster	Primary School Pavai Chhemvikas tha bas	Prathmik Vidyalaya Pavai Chhemvikas tha bas	9400604401	210203	Bistha	Banda
7	Shamini Pal	9455879757	-	Female	Senior Adhiyapak	Primary School Dinggadi Chhetra-Badokha Khurd	Prathmik Vidyalaya Dinggadi Chhetra-Badokha Khurd		210001	Bakha Khurd	Banda
8	Anju Gupta	9936036082	-	Female	Principial Asst.	Primary School Khamora-Pratham	Vp.-Khamora	9400301301	210201	Mahua	Banda
9	Pushpraj Singh	7705819651	pushpraj.singh	Male	the headmaster	Primary School Chhechhriha Bujurg Pahadi	Post-Ragoli,Disst-Chitrakot	9410206903	210205	Pahadee	Chitrakot
10	Savesh Kumar Tiwari	8858326934		Male	Senior Adhiyapak	Primary School English Mediam Deudha		9410401301	210209	Ramnagar	Chitrakot
11	Ravi Kant Dwivedi	9473705985	ravikd5384@gmail.com	Male	Headmaster	Primary School Bhagetar	Vill. Bhagosar, Post-Pedapur	9690406501	231001	Pahadee	Mirzapur
12	Ponam Singh	94502242451		Female	Senior Adhiyapak	Primary School Jamira	Jamira	9410305902	210208	M	Chitrakot

13	Mrs Madhu Rachana Pathak	7905283095		Female	Asst. Teacher	P.S Muhkuchwa	P.S Muhkuchwa City	969141190	231001	City	Mirzapur
14	Syam ji morya	9451014797		Male	Senior Adhiyapak	Primary School Lahangpur	vp.-Lahangpur	9690307101	231211	Lalganj	Mirzapur
15	Anurag Jeewan Singh	9918667086	anurags959@gmail.com	Male	Asst. Teacher	P.S. Dhan singe I		9690609401	231001	Rajgarh	Mirzapur
16	Manish	7905575181		Male	Senior Adhiyapak	Primary School. Khera	Khera	9690104501	231306	Shikhar	Mirzapur
17	Ajeet	9450778612		Male	Prancipal Asst.	Primary School. Barjeevanpur	Barjeevanpur	9690909201	231305	Narayanpur	Mirzapur
18	Amvis Panday	8726906987		Male	Prancipal Asst.	Primary School. Repuri	Repuri	9690509102	231303	Narayanpur	Mirzapur
19	Pawan Kumar Singh	9936157331		Male	Prancipal Asst.	Primary School. Namdi Kthari	Nayadi Kathari	9690206701	231211	Haliya	Mirzapur
20	K.M Archana	8543004875		Female	S.A	P.S. Dhoraval III	Dhoraval Sombhadr	9700406801	23/12/10	Dhoraval	Sonbhadra
21	BALBANT SINGH	8707310862	-	Male	PRIMAR Y TEACHE R	PRIMARY SCHOOL SEMRIYA	SEMRIYA,NAGBA,S ONBHADRA	9700601301	231213	NAGBA	Sonbhadra
22	JITENDRA CHOUBE	9198646673		Male	PRIMAR Y TEACHE R	PRIMARY SCHOOL DYUDHI I	DYUDHI I	9700207201	231201	DYUDHI	Sonbhadra
23	CHANDRA REKHA	9695107929	pripd2017@gmail.com / pripd02@gmail.com	Female	Ast. Teacher	Primary school chakia first. Chakia	P,so chakia-I , chakia		232103	CHAKIA	Chandauli
24	PUSHPAL ATA DEVI	6392227035		Female	Ast. Teacher	PRIMARY SCHOOL NARSINGHPUR(KHUD RA)	NARSINGPUR(KHUD RA) CHANDOLI	9660101501	232104	CHANDOLI	Chandauli
25	Dr Raman kumar pathak	9335897569	ramanpathak.kashi@gmail.com	Male	Ast. Teacher	primary school chandhari	ward no.12 ,chandhari	9660809001	232101	Niyamtabad	Chandauli
26	HIMANSHU PANDAY	9198521700	-	Male	PRIMAR Y	PRIMARY SCHOOL SAKALDIHA I	SAKALDIHA	9660402101	232109	SAKALDIHA	Chandauli

					TEACHER						
27	BEENA SINGH	974851183	-	Female	PRINCIPAL	PRIMARY SCHOOL HARHUWA II	HARHUWA DEEHA , BARNASI	9670304201	221105	HARHUWA	Varanasi
28	Dr SHAMBHU NATH TIWARI	9936521086	-	Male	HEAD MASTER	MEPS Kachnar	Rajatalab,Arajilines	9670500101		Aarajilines	Varanasi
29	Kamal Nayan Singh	9452196499	-	Male	PRIMARY TEACHER	PRIMARY SCHOOL kavirampur	Badagaon Varanasi	9670202901	221204	Badagaon	Varanasi
30	Premlata Yadaw	9450012387		Female	PRIMARY TEACHER	PRIMARY SCHOOL Bhatti	Bhatti	9450012387	221107	Kashi Vidhyapeeth	Varanasi
31	Dileep Kumar	9795554608		Male	Senior Teacher	PRIMARY SCHOOL Setaha		09710105901	221402	Bhadohi	Bhadohi
32	Ramesh Kumar Tiwari	9455664325		Male	PRIMARY TEACHER	PRIMARY SCHOOL Godhana		09710509501	221308	Digh	Bhadohi
33	Dileep Singh	8858359175		Male	PRIMARY TEACHER	PRIMARY SCHOOL Ghosiya	Ghosiya	09710403101	221301	Orai	Bhadohi
34	Ambrish Jaiswal	7379837858		Male	Ast. Teacher	PRIMARY SCHOOL kotwa	Kanu Sangrampur	9730401402	227405	sangrampur	Amethi
35	Dr shail Kumari	9450045605		Female	Head teacher	P.S kanschah Naupur	subha pandey purwa jamun	9732106201	227801	jamon	Amethi
36	Kirti	9026943571		Female	Senior Teacher	PRIMARY SCHOOL KAMROLI	KAMROLI	9730100105	227809	JAGDISHPUR	Amethi
37	Kalpana	8400021185		Female	Ast. Teacher	primari school Dadupur(English Medium)	vill/po-Dadupur	8490900501	227808	Dubeypur	Sultanpur
38	Anil kumar	9839064132		Male	head master	E.M.P.S Padari khas vishunpura kushinagar	padari piparpati	9591310004	279304	Vishunpura	Kushinagar
39	Satish Kumar	8423716406		Male		primary school Hata	Hata	959090501	274203	Hata	Kushinagar
40	Sanjeev Kumar	9140153631		Male	Ast. Teacher	Primary school amodha,Block-Ghughli	Dist-Maharajganj(u.p)	9570202401	273151	Ghughli	Maharajganj

41	Vijay Kumar Maurya	9598321141	-	Male	Senior Assistant	Primary School Dinguri	Primary School dinguri Kshetr - Paniyara, Janpad Mahrajganj	9570405401	273310	Paniyara	Maharajganj
42	Sambhu Sharan Yadav	9648277072		Male	Principal	Primary School Jagyaur	Primary School Jagyaur	9571701501	273302	Mithaura	Maharajganj
43	saumya gupta	8601303097	saumya.sana.yaarr@gmail.com	Female	Assistant Teacher	Primary School Goladganj	Khalidabad, Sant Kabir Nagar	9561503201	272175	khalilabad	sant kabir nagar
44	Asha tripathi	9451133179		Female	Assistant Teacher	Modal primary school nathnagar	Modal Primary School Nathnagar	9562004301	272176	Nathnagar	sant kabir nagar
45	Sanish Kumar	9568915500	sanishkumar29@gmail.com	Male	Assistant Teacher	Primary School daulatpur	Primary School Daulatpur	9561905601	272162	Hainsar bazar	sant kabir nagar
46	Sunil Partap	9455594479	117spartap@gmail.com	Female	H.T	P.S. Tarun	Tarun	9471100101		Tarun	Ayodhya
47	Sadak E Hushen	9628291000	SADQHUSA INRJ@GMAIL.COM	Male	Assistant Teacher	p.s Mumtajnagar	Mumtajnagar	9470401901	224001	masodha	Ayodhya
48	Santosh Kumar	8004955388	santosh197701@gmail.com	Male	Assistant Teacher	English Medium ps Bikapur Ayodhya	Bikapur	9471700201	224204	Bikapur	Ayodhya
49	Tara Chandra	9335380949	tarachandra563@gmail.com	Male	H.M	P.S Bhira govindpur-I	P.S Bhira govindpur-I	9281905001		Dalman	Raebareli
50	Vijay laxmi Pandey	9454511345	Anandlaxmi2004@gmail.com	Female	H.M	P.S Dareeba	Vill- Dareeba Sataon	9280903601	229001	satoon	Raebareli
51	Srutikriti singh	9454848265		Female	Assistant Teacher	p.s saray akhtyarpur	p.s saray akhtyarpur	9260307401		f-84 unnaw	Unnao
52	Anuradha yadav	8317070383		Female	H.M	P.S Baruwa	P.S Baruwa	9260803901	209831	nababganj	Unnao
53	Vinita Jaiswal	8318236184	vinita0512@gmail.com	Female	Assistant Teacher	P.S. Achalganj 2 (English Medium)	Achalganj S-Karan Unnao	09261100102	209801	Sikanderpur Karan	Unnao
54	SHARMILA	9792357060	-	Female	PRADHANA ADYAPAK	PRAIMARY SCHOOL MHONA I	MAHONA	9270818602	22-06-2003	BAKSI KATALAB	Lucknow
55	Santosh Kumar	9415076641	santoshvridhy77@gmail.com	Male	I.U	Primary school . Saloli Gonsaiganj, Lacknow	Vill.Saloli Gonsaiganj, Lacknow	9270609801	226501	Gosaiganj	Lucknow

56	Padma Gupta	7080280888		Female	A.T	P.S Ahmamau, Sarojinigar	P.S. Ahmamaus	9270700201	226002	Sarojininagar	Lucknow
57	Mo. Ajm khan	9236885577		Male	P.A	P.S Patrajpur	Patrajpur	9220404701	24/24/07	Nigohi	Shahjehanpur
58	rashada bano	8423024712		Female	Headteacher	P.S. Lalpur	Gram - Lalpur Sadr shahjhapur	9220109901	24/20/01	Dadraul	Shahjehanpur
59	Lalita	8417846513		Female	A.T.	P.S. Sindhauli	Sindhauli, Shajhanpur	9220500602	242001	Sindhauli	Shahjehanpur
60	Sangita Mittal	7906647773		Female	H.T	P.S Dhantiya	P.S Dhantiya	9200702101	243001	Fateganj	Bareli
61	MS. MANISHA SHARMA	9259757767		Female	ASSIT. TEACHER	P.S KARELI-II	KARELI	920080280	243001	KYARA	BARELI
62	MS. GAUHAR JAMAL	9058670948		Female	ASSIT. TEACHER	P.S. LABHEDA	LABHEDA	09200406401	243122	NAWABGANJ	BARELI
63	Ram Lala Singh	9568885386		Male	Principal	P.S Churra sakatpur	Churrasakatpur	9210304001	26/20/01	Bislpur	Pilibhit
64	Indu rawat	8193928526		Female	Assistant Teachers	primary school Mrauri		9210606701	262001	MARORI	Pilibhit
65	Turant Kumar Vishvkaram	9889717466		Male	A.T	EMPS AMBARI FIRST Block - Pawai	Ambari		22/32/22	Pawai	Azamgarh
66	Vandana rai	9839366530	vandanrrs@diffmail.com	Female	Assistant Teachers	P.S Jochapur	P.S Jochapur	9611505701	276135	Bilariyagarj	Azamgarh
67	Sweta Srivastava	7607637122	shwetastavastava904@gmail.com	Female	A.T	P.S sathioon-I	P.S sathioon-I	9610300102	276406	sathioon	azamgarh
68	Priti Singh	8004262243	preetipooja56@gmail.com	Female	A.T.	P.S. FATEHPUR-1	P.S. FATEHPUR-1 (RANIPUR)	9620603501	276402	Ranipur	Mau
69	Anjani kumar singh	9450706696	anjanisingh191@gmail.com	Male	H.T	P.S Kaiya	ratanpur	9620106301	275105	Ratanpur	Mau
70	Santara Yadav	8840707827		Female	Pradhana Adhiyapak	P.S. Lakhipur	Ghosi , Mau		275105	Ghosi	Mau
71	SMT. PRATIBHA SINGH	9454134888	pratibhagep2016@gmail.com	Female	H.T	P S MISHRA BAZAR (ENGLISH MEDIUM)	BLOCK-NAGAR, DIST. GHAZIPUR	09651701201	233001	NAGAR KSHETRA	GHAZIPUR
72	Priyanka Mishra	8005402461		Female	Assistant Teacher	Modal English Medium primary school	Visheshwargang	09651701211	233001	Nagar	Ghazipur
73	Anand Singh	9648300030	anand.14212@gmail.com	Male	Assistant Teacher	English Medium Primary school, garua Maksoodpur	Zamania GhaZipur	09651105301		zamnia	Ghazipur

74	Pradeep Kumar	9936544336	pkgond.1122@gmail.com	Male	H.M.	Primary School Kauniram 1st (English Medince)	Kauriam	9581500105	273413	Kauriram	Gorakhpur
75	Poonam Dubey	9415812050	poonam@150977gmail.com	Female	A.T	Model Primary School (English medium) Patra-I	Patra Bazar Gorahem	9581400802	27/31/52	Bhathat	Gorakhpur
76	Salrcha Khatool	8318539102		Female	A.T	P.S. Pipari	Vill- PIPARI-GORAKH	9580166501		PIPARAULI	Gorakhpur
77	Priynka Singh	9792841185		Female	P.A	primary school Bhauani (English Medium)	Bhaluani	960060010	27/41/82	Bhaluani	Deoria
78	Hare ram Dikshit	945290706	-	Male	Principal	Parmary school devpur	Balk Devriya sadar	9600306301	27/40/01	Devriya sadar	Deoria
79	Narbadeshwar Bhani	9839333593	-	Male	P.A	Primary school rudpur	Rudpur	9600804101	27/42/04	Bhatni	Deoria
80	Om Prakash Singh	8115537739	om99yuva@gmail.com	Male	A.T	P.P. Raypur Bagha	Seorathi Kushinagar	9591107501	27/44/06	Seorahi	Kushinagar
81	Anil Kumar	9839064132	jnpanil@gmail.com	Male	H.M	E.M.P.S. Padari Khar Vishunpura Kushing	Padari Piparpati	95591310004	27/43/04	Vishunpura	Kushinagar
82	shobha Raneer Verma	9839986078	-	Female	P.A	Primary School Muiuya Khera		9230611201	26/27/01	Lanimpur Khiri	Lakhimpur Khiri
83	Sanju Kumar Dixit	8299390156	dixitgsaniivkumar16@gmail.com	Male	A.T	P.S. Ratahari	Ratahari Mitauli Khiri	9230800701	26/27/27	Mitauli	Lakhimpur Khiri
84	RAJUI SHUKLA	9793825003		Female	A.T	Primary school Saijna	school Kshetr Lalauri Khera pilibhit	9210503701	26/02/01	Laluri Khera	Pilibhit
85	Kapil Gupta	8005098667	kapil.puja23@gmail.com	Male	P.A	Primary school Pataunja	Pataunja, Kmalganj	9290401101	20/97/39	Kmalganj	Farrukhabad
86	Ashvind Kumar	8004993120		Male	A.T	Primary School Bhojpur Kamalganj	Bhojpur Kmalganj	9290411401	20/97/49	Kmalganj	Farrukhabad
87	Mridula	9794476539		Female	S.P	Primary School Amanabad		9290401802	20/96/25	Kmalganj	Farrukhabad
88	Sarfraj Ahmad	9956675622		Male	S.P	P.S. Gauspur	Kamalganj	9290413201	20/97/24	Kmalganj	Farrukhabad
89	K.m Neelam	9793367348		Female	A.T	P.S. Jeeragour	Jeeragour	9290409501	20/97/24	Kmalganj	Farrukhabad
90	Shubhash Chander	9984888124	rd-subhash@yahoo.co.in	Male	Assistan teacher	P.s. Kamalganj	Kamalganj, Farukhabad	9290406301	20/97/24	Kmalganj	Farrukhabad
91	Srimati Reeta Kumari	9839509462	ritakumari2417@gmail.com	Female	P.A	P.S. Kutuvpur Badhar	Husainganj	9290419101	20/97/24	Kmalganj	Farrukhabad

92	Aynan Husain Ansari	9415746085		Male	H.T	P.S. Laingaon	Laingaon	9290412701	20/97/49	Kmalganj	Farrukhabad
93	Sandhya Shubla	9004767910		Female	A.T	P.S. Nagla Doud	Kamalganj , Farukhabad	9290411901		Kmalganj	Farrukhabad
94	Anamika Devi	7355517456	Anamikarajput875@gmail.com	Female	A.T	P.S Dandiamau	P.S Dandiamau	9290418301	202497	kamalganj	Farrukhabad
95	HARIBAN SH KISHORE	9452430745	deepakharibanshkishor@gmail.com	Male	HEAD TEACHER	P S MAJHIGAWAN	MAJHIGAWAN	09290413001	209719	KAMALGANJ	Farrukhabad
96	Shanti Devi	8953262373		Female	Assistant Teacher	P.S Mithapur	Gram- Mithapur	92910414101	209739	Kmalganj	Farrukhabad
97	Surendr Pal	9621207202		Male	Principal	p.s. pANJUKHIRIYA	Panjukhiriya, Po. Jhasi	9290402904	209739	Kmalganj	Farrukhabad
98	Nidhi Chaudhari	8299169787		Female	Assistant Teacher	P.S.Barna Bujurg	Barna Bujurg , Bewar	9290404302		Kamalganj	Farrukhabad
99	Rani Devi	9127764089		Female	Headteacher	P.S. Nagla Jasu	P.S. Naglo Jusu-p Rajepur	92904002301	20/97/39	Kmalganj	Farrukhabad
100	Virendr Singh Verma	9415167242	virendrasingh178@gmail.com	Male	H.T	P.S Binji	gram Panchayt - Draura, Kamalganj	9290417501	20/96/39	Kmalganj	Farrukhabad
101	Shilpa Paul	9161833507		Female	P.A	P.S. Jallapur	P.S. Jallapur	9290416502		Kmalganj	Farrukhabad
102	Meena Verma	9936941560		Female	S.A	P.S Majpur Ravi	Marupur Ravi	9290414201		Kmalganj	Farrukhabad
103	Santosh Kumar Sagar	9005721384		Male	S.A	P.S. Mamdpur Achla	Kamalganj	9290413101	20/07/39	Kmalganj	Farrukhabad
104	PRIYANKA	9120805774	-	Female	TEACHER	PRIMARY SCHOOL NAGALA NISHAN	PRIMARY SCHOOL NAGALA NISHAN KAMALGANJ	09290402003	209724	KAMALGANJ	Farrukhabad
105	KRASHAN KUMAR	9984557325		Male	TEACHER	PRIMARY SCHOOL NAGALA BHIKHA	NAGALA BHIKHA	09290409801	209739	KAMALGANJ	Farrukhabad
106	DOLI VERMA	8601968702	-	Female	TEACHER	P.S. BAHORNA	BAHORNA	09290402002	209739	KAMALGANJ	Farrukhabad
107	CHANDANI	7080717852		Female	TEACHER	P S KARAMCHANDPUR	P S KARAMCHANDPUR	09290403401		KAMALGANJ	Farrukhabad
108	AMIT KUMAR KHARE	8765172647	khare101@gmail.com	Male	A-T	P SNASRATPUR	NASRATPUR	09290401001	209724	KAMALGANJ	Farrukhabad

109	FASHA HASNAIN	9044249754		Female	ASSISTANT TEACHER	P S NAGRIA DEVDHARAPUR	NAGRIA DEVDHARAPUR (KHG)	9290416701		KAMALGAN J	Farrukhabad
110	ARTI DIWAKAR	9911788016	diwakararti20@gmail.com	Female	ASSISTANT TEACHER	P S NAUGVAUAN	P S NAUGVAUAN	09290402201		KAMALGAN J	Farrukhabad
111	RUVI KATIYAR	8756906543	rkatiyar0910@gmail.com	Female	TEACHER	P S NYAYTPUR THAKURAN		09290409001	209602	KAMALGAN J	Farrukhabad
112	RUCHI GUPTA	6306424356	ruchigupt67@gmail.com	Female	TEACHER	P S DHIPIN	DHIPIN KAMALGANJ FARRUKHABAD	09290417901		KAMALGAN J	Farrukhabad
113	PRIYANKA YADAV	9936465150		Female	TEACHER	P S IKADRIYA	P S IKADRIYA	09290419301	209739	KAMALGAN J	Farrukhabad
114	MEERA VERMA	8005203354		Female	P.A.	PRIMARY SCHOOL KANHAI NAGLA	KANHAI NAGLA JAHANGANJ	09290419901		KAMALGAN J	Farrukhabad
115	UMMI RUMMANA AKRAM	9696276823		Female	A.T.	P S KANTLA	VILLAGE-KANTLA	09290417001	209625	KAMALGAN J	Farrukhabad
116	HIMANSHI AWASTHI	7897042379	himanshiawasthi@gmail.com	Female	A.T.	P S LAHUA NAGALA MANPATTI	P S LAHUA NAGALA MANPATTI	09290404301		KAMALGAN J	Farrukhabad
117	PRADEEP KUMAR VERMA	9839694831		Male	PRINCIPAL	P S SCHOOL MUBARIKPUR	MUBARIKPUR, TAH-SADAR, FARRUKHABAD	09290403001	209739	KAMALGAN J	Farrukhabad
118	SATYBHAN SINGH	9648985474		Male		P.S KANJHANA	P.S KANJHANA			KAMALGAN J	Farrukhabad
119	PINCY YADAV	9369556305	princyadav24@gmail.com	Female	A.T.	P.S. MODEL SHANKARPUR		09290401401	200451	KAMALGAN J	Farrukhabad
120	DIPTI TIWARI	9532513824		Female	TEACHER	P S CHUNUPUR GADIYA		09290401301	206451	KAMALGAN J	Farrukhabad
121	KAMAL KISHORE KASHYAP	7309281055	kamalnet1988@gmail.com	Male	A.T.	P S HISAMPUR	POST-KAMALGANJ FARRUKHABAD	09290401201	209602	KAMALGAN J	Farrukhabad
122	UMA	8795674176	umak6167@gmail.com	Female	A.T.	P S NAGALA KHURI, KAMALGANJ	P S NAGALA KHUEE	09290414901	209724	KAMALGAN J	Farrukhabad
123	SURJEET SINGH	8887909295		Male	P.A.	P.S. AHIMLAPUR	P.S. AHIMLAPUR	09290403901	206451	KAMALGAN J	Farrukhabad

124	SHERSINGH	9450802118		Male	HEAD MASTER	P S DAULATPUR CHIRRA	KAMALGANJ FARRUKHABAD	09290400701		KAMALGANJ	Farrukhabad
125	DHARMENDER SINGH	7355664735		Male	P.A.	P S DANGARPUR	DANGARPUR PO-MAHOI	09290400501	209743	KAMALGANJ	Farrukhabad
126	Aman Kumar	9839403096		Male	S.M	P.S. Isepur Navada Vi Kshetr Kmalganj	P.S Isepur Navada	9290404701	20/97/43	Kmalganj	Farrukhabad
127	SMT REKHA MISHRA	9453295556		Female	S.A.	P S CHAUSEPUR	P S CHAUSEPUR	09290403801		KAMALGANJ	Farrukhabad
128	SADHNA AGNIHOTRI	6396848598		Female	TEACHER	P S MAHOI	KAMALGANJ FARRUKHABAD		209743	KAMALGANJ	Farrukhabad
129	UPENDAR KUMAR	9044459587		Male	A.T.	P S AHMADPUR DEVRIYA	JAHANGANJ FARRUKHABAD	09290402001	209739	KAMALGANJ	Farrukhabad
130	KM PRATIBHA	9565077138		Male	TEACHER	P S BAHORNPUR TAPPA HAWELI	P S BAHORNPUR TAPPA HAWELI	09290411301	209724	KAMALGANJ	Farrukhabad
131	OMANI RATHOUR	9935794610	omanirathore@gmail.com	Female	TEACHER	P S FATEHULLAHPUR KAMALGANJ	P S FATEHULLAHPUR KAMALGANJ	09290401601	209734	KAMALGANJ	Farrukhabad
132	BABITA	9838335113		Female	ASST. TEACHER	P S MEDASYAPUR		09290407601		KAMALGANJ	Farrukhabad
133	ALKA DEVI	7355214303		Female	P.A.	P S VIDAIL		09290407201		KAMALGANJ	Farrukhabad
134	Kalpana Gupta	9235080539	-	Female	Senior Teacher	Primary School Surar	Surar, Kalyanpur	09340302401	209307	kalyanpur	Kanpur Nagar
135	Sonia Srivastava	9936814223		Female	Head Mistress	Primary School Padri Lalpur-1	Padri Lalpur, Kanpur Nagar	09341005501	209308	Palora	Kanpur Nagar
136	Rita Kushwaha	8795719336	-	Female	Head Mistress	Primary School Gopalpur Naswal-2	Gopal pur			Bhitargaon	Kanpur Nagar
137	Vipin Kumar	9952931733		Male	Senior Teacher	Primary School Abhaypur	Abhaypur, Path tajpur	09290400601		kamalganj	Farrukhabad
138	Gitanjali Verma	7897882870	-	Female	Senior Teacher	Primary School Bahora	Bahora	09290404401	209739	kamalganj	Farrukhabad
139	Ajay Gupta	7275323995	-	Male	Assistant Teacher	Primary School Madhupur		09290418401	209724	kamalganj	Farrukhabad
140	Shila	9455352912	-	Female	Senior Teacher	Primary School Bhojapur	Primary School Bhojapur	09290410607	206451	kamalganj	Farrukhabad
141	Soni	9457924980	-	Female	Senior Teacher	Primary School Nagla paal	Jahanganj, Kamalganj	09290420001	209739	kamalganj	Farrukhabad

142	Jyoti Katiyar	7309281063	jyotikatiyar2510@gmail.com	Female	Assistant Teacher	primary School Mousakhiriya	primary School Mousakhiriya	09290410601	209739	kamalganj	Farrukhabad
143	Rajiv Kumar Singh	7830700972	rajiv151974@gmail.com	Male	Assistant Teacher	primary School Ghatampur	Ghatampur	09229041601	209639	kamalganj	Farrukhabad
144	Neeti Sabita	9452527041	-	Female	Primary Teacher	Primary School Ajeejalpur	Musakhiriya Tajpur Ajeejalpur	09290402801	206452	kamalganj	Farrukhabad
145	Arti Pal	8960603896	artipal1085@gmail.com	Female	Assistant Teacher	Primary School Tajpur	Tajpur , dist - Pharukhapur	09290403702	209724	kamalganj	Farrukhabad
146	Shabana Begam	9415754941	bshabana368@gmail.com	Female	Principle	Primary School Nilaura shringlapur	Nilaura shringlapur	09290410901	209724	kamalganj	Farrukhabad
147	Jyoti Aherwar	9793086692		Female	Assistant Teacher	Primary School jarari	jarari	09290406801	209739	kamalganj	Farrukhabad
148	Jyoti Yadav	7007781702	jyoti.joys@gmail.com	Female	Assistant Teacher	Primary School bhadusha	Bhadusha, Jarari	09290406701		kamalganj	Farrukhabad
149	Shmita Prajapati	9889202791	shmitaprajapati209@gmail.com	Female	Assistant Teacher	primary School Nyamat Nagar	Nyamat Nagar kamalgang		209739	kamalganj	Farrukhabad
150	Vimal Kumar	9984452430		Male	Assistant Teacher	primary School Nagla Raghhol	Nagla Raghhol	09290414001	209739	kamalganj	Farrukhabad
151	Urmila kamal	9936541989		Female	Senior Teacher	primary School badrephar	P.s Badarepur,	09290402405		kamalganj	Farrukhabad
152	Neha Chaturvedi	7880853436	nehachaturvedi987@gmail.com	Female	Assistant Teacher	primary School bahorikpur	Bahorikpur	09290402401	209739	kamalganj	Farrukhabad
153	Garima Saksena	8707889387		Female	Senior Teacher	primary School chauki Raghunandan				kamalganj	Farrukhabad
154	Aradhana	9536489704		Female	Assistant Teacher	Primary School Gadanpur Turra	Gadanpur Turra			kamalganj	Farrukhabad
155	Asma Paruin	9620182602		Female	Assistant Teacher	primary School Esopur	Esopur	09290406901	209739	kamalganj	Farrukhabad
156	Rina Kumari	9415737558		Female	Senior Teacher	primary School katrauli patti	katrauli patti	09290408001	209724	kamalganj	Farrukhabad
157	Sweta Singh	7607048424	swetasingh00111@gmail.com	Female	Assistant Teacher	primary School pahala	Pahala	09290413801	209724	kamalganj	Farrukhabad
158	Ram Gupta	7897798447	ramgupta424@gmail.com	Male	Assistant Teacher	K.P.S Naglabasaha	K.P.S Naglabasaha	09290408701		kamalganj	Farrukhabad
159	Garima	7388851756		Female	Assistant Teacher	p.s . Chandrapur	p.s . Chandrapur	09290406009		kamalganj	Farrukhabad

160	Pankaj Kumar Gupta	9936177963	pankajg3891@gmail.com	Male	Assistant Teacher	P.S.ajatnagar	P.S.ajatnagar	09290418601	209724	kamalganj	Farrukhabad
161	Ashok kumar Singh	7607506478	kijanu26@gmail.com	Male	Principle	P.S. Devran Gariya	gr. Shovha Devi	09290411201	209724	kamalganj	Farrukhabad
162	Devesh Yadav	9598116323	deveshyadav844@gmail.com	Male	Head Mistress	primary School Bhatpur	Bhatpur		202724	kamalganj	Farrukhabad
163	Sama Devi	8299307974		Female	Senior Teacher	P.S. Kohani Nagala	P.S. Kohani Nagala	09290414801		kamalganj	Farrukhabad
164	Amar Verma	7668314381	amarverma2525@gmail.com	Male	Assistant Teacher	P.S. Kaintaha Kamalganj	P.S. Kaintaha Kamalganj	09290408201	209724	kamalganj	Farrukhabad
165	Kalpana Pandey	8935087097	kalpana91pandey@gmail.com	Female	Assistant Teacher	Primary school Gagani	khudaganj	09290408301	209724	kamalganj	Farrukhabad
166	Shahmeer Khan	8423881444		Male	Assistant Teacher	k.p.s khudaganj	Abul	09290408502	209724	kamalganj	Farrukhabad
167	Neha Verma	8052672681	nehavermafbd@gmail.com	Female	Assistant Teacher	PS Akhmelpur	PS Akhmelpur	0929040601	209724	kamalganj	Farrukhabad
168	Pooja Pal	9838120590	poojapal14071994@gmail.com	Female	Assistant Teacher	P S Kankauli	Vill Kankauli Block Kamalganj	9290407801	209724	Kamalganj	Farrukhabad
169	Juhi patel	8299238617	juhipatel04@gmail.com	Female	Assistant Teachers	PS Keshari Nagla	Vill. Keshari Nagla,kamalga	9290414103	209724	Kamalganj	Farrukhabad
170	Mrs Sadhna	7388163888		Female	Assistant Teacher	P.S Daulatpur	Daulatpur	09290414402	209724	Kamalganj	Farrukhabad
171	Ashish Kumar Shrivastava	9935378361	-	Male	Senior Teacher	Primary School Kundpura	Kundpura	09290411501	209724	Kamalganj	Farrukhabad
172	ShishiPrabha Yadav	8005490302		Female	Senior Teacher	Primary School Bahbalpur		09290416301	209724	Kamalganj	Farrukhabad
173	Abanish Kumar	9454760138	-	Male	H.T	K.P.S. Danamadi	V+P-Danmandi	09290401901		Kamalganj	Farrukhabad
174	Subhash Chandra	9889756121		Male	Senior Teacher	K. Primary School Model Shankarpur	Model Shankarpur			Kamalganj	Farrukhabad
175	Preeti Singh	9451905075	-	Female	Senior Teacher	Kanya Primary School Kamalganj	Kamalganj Dist-Farukhbad	- 09290406302	209724	Kamalganj	Farrukhabad

176	Ruchi Verma	9455621618		Female	Primary Teacher	Primary School Mirjanagla	Vill-Mirjanagla Kamalganj	09290415001	209724	Kamalganj	Farrukhabad
177	Seema Pathriya	9935166625		Female	E Primary Teacher	Primary School Bichpuri	Primary School Bichpuri	09290415401	209724	Kamalganj	Farrukhabad
178	Seema Katiyar	8787090685	-	Female	Assistant Teacher	Kanya Primary School Jahanganj	Jahanganj	09290402603		Kamalganj	Farrukhabad
179	Kamlesh Kumar	9450203405		Male	H.T Principal	Kanya Primary School Patouja	Patouja	09290401102	209739	Kamalganj	Farrukhabad
180	Preeti Gautam	9473729782		Female	A.t	P.S Fatehpur Kayasthan	Kamalganj Dist-Farukhbad	0929041289		Kamalganj	Farrukhabad
181	Pawan Pratap Singh	7800374072	pawanpal804@gmail.com	Male	Assistant Teacher	Primary School Fatehpur Rao Sahab	Fatehpur Rao Sahab Kamalganj	09290401604	209739	Kamalganj	Farrukhabad
182	Deepti Gupta	9651442280		Female	A.T	P.S Kandhrapur	Kandhrapur	09290408901	209724	Kamalganj	Farrukhabad
183	Rajeev Kumar	9453153185		Male	Senior Teacher	Primary School Katrimanpur	Katrimanpur	09290410001	209749	Kamalganj	Farrukhabad
184	Mohammad Aslam	9918287198		Male	E Primary Teacher	Primary School Mahanpur	Mohanpur	09290409901	209724	Kamalganj	Farrukhabad
185	Kumari Himanshi Katiyar	8090906269	himanshi2016mi@gmail.com	Female	Assistant Teacher	P.S Narayanpur Gadhiya	Narayanpur Gadhiya	09290412401	209739	Kamalganj	Farrukhabad
186	Antima Pandey	9454265500		Female	Primary Teacher	Primary School Saifualganj	Primary School Saifualganj	09491500401	228119	Kurebhar	Sultanpur
187	Satya Parkash	9532013640		Male	Headmaster	Primary School, Partappur	Partappur	0949800601	223281	Dostpur	Sultanpur
188	RAJIT RAM	8004457969		Male	ASSIT. TEACHER	P.S. AKBARPUR	MURADABAD	09480110901	224122	AKBARPUR	AMBEDKAR NAGAR
189	JAGDISH VISHVA KARMA	9670953453	-	Male	Headmaster	P.S. TIKARI	TIKARI	09480061001	224159	JALALPUR	AMBEDKAR NAGAR
190	NISHAN FATMA	9415892387		Female	Headmaster	ROHAN PARA	ROHAN PARA		224141	BHEETI	AMBEDKAR NAGAR
191	HIMANSHU GUPTA	9.18182E+11	himanshu gupta131@gmail.com	Male	ASSIT. TEACHER	P.S. SIKANDRABAD	SIKANDRABAD	0923050520	268205	KUMBHI	Lakhimpur Khiri
192	HARPAL SINGH YADAV	9454604398	harpalyadav8@gmail.com	Male	Headmaster	P.S. SADUPURA	SADUPURA	09350800901	285205	NADIGAON	JALAUN

193	MIS. DEEVTI GURJAR	7309632661		Female	Headmaster	P.S. PIRAUNA PARTHAM	PIRAUNA	09350409101	285201	KONCH	JALAUN
194	PANKAJ PALIWAL	9236570123		Male	ASSIT. TEACHER	P.S. HARKUPUR	HARKUPUR	09350706501	285201	MAHEWA	JALAUN
195	JYOTI ASWAR	9457722501		Female	ASSIT. TEACHER	P.S. BIJAULI	BIJAULI	09310200401	206124	MAHEWA	ETAWAH
196	RAMPARSAD GUPTA	9956683386		Male	Headmaster	P.S. ULLUPUR	ULLUPUR	9350301201			JALAUN
197	MALINI PURWAR	7017845040		Female	ASSIT. TEACHER	P.S. RAMNAGAR	RAM NAGAR		206001	NAGAR KSHETR	ETAWAH
198	DEEPMAL A SINGH	8439184580		Female	Headmaster	P.S. KAMET. BARHPURA	KAMET	09310501201	226131	BARHPURA	ETAWAH
199	SANDEEP KUMAR MISHRA	8174810029	mishra_522@yahoo.co.in	Male	ASSIT. TEACHER	P.S. ASKARANPURWA	NAJARAPUR	09300101701	209726	KANNAUT	Kannauj
200	DIP MALA	8604816586		Female	SHI. MI.	P.S. KALYAN PUR	CHHIBRA MAOO			CHHIBRA MAOO	Mau
201	SAADAT MAND	7607404972		Male	ASSIT. TEACHER	P.S. GOSAIDASPUR	GOSAIDASPUR		2077	GUGRAPUR	Kannauj
202	ARUN PRATAP SINGH	8923895304	prataparun1988@gmail.com	Male	ASSIT. TEACHER	P.S. AMBEDKAR NAGAR	AMBEDKAR NAGAR	09320500203	206243	BIDHUNA	AURAIYA
203	JAYPAL SINGH	8218531579		Male	ASSIT. TEACHER	P.S. SE OOPUR	ACHHALDA AURAIYA	09320905602	206241	ACHHALDA	AURAIYA
204	RADHA YADAV	8057604198		Female	Headmaster	P.S. JHABAR KA PURWA	JHABAR KA PURWA	09320611506	206244	BHAGYA NAGAR	AURAIYA
205	SUNSHTHA PRAJPATI	8756637960	sunishthaprajapati5@gmail.com	Female	ASSIT. TEACHER	P.S. BABURA	BABURA	09440108401	212207	MANJHANPUR	KAUSHAMBI
206	MANOJ KUMAR CHAURASIYA	8299528390	manojchaurasia211006@gmail.com	Male	Headmaster	P.S. MYOHAR	MYOHAR,	09440201201	212216	KAUSHAMBI	KAUSHAMBI

207	PARTIMA KUMARI	9956072302		Female	ASSIT. TEACHER	P.S. PER EE	P.S. PER EE	09440407601	212202	NEWADA	KAUSHAMBI
208	MR. ANAND KUMAR MISHRA	8317081010		Male	ASSIT. TEACHER	E.M. PRIMARY SCHOOL, MALOOKPUR	AIRYAN SADAT	09421000602	212653	AIRAYAN	FATEHPUR
209	PREETI PANDEY	9454059900	preetipandey437@gmail.com	Female	Headmaster	P.S. MALWAN	P.S. MALWAN	09420413401	212664	MALWAN	FATEHPUR
210	GITA YADAV	9005177976		Female	Headmaster	P.S. MURARPUR	MURARPUR	09420105801	212665	DEOMAI	FATEHPUR
211	RAVI KUAMR PARJAPATI	9792938251	rchaman12@gmail.com	Male	Headmaster	k. primary school, imiliya	imiliya	09380400106	210506	MUSKURA	HAMIRPUR
212	RIYAJ FARJANA	9411209381		Female	Headmaster	P.S SARSAUL	SARSAUL		202003	LODHA	ALIGARH
213	CHITRA SHARMA	9410426753		Female	Headmaster	P.S SINDHAULI	SINDHAULI	9720104201	202002	DHANIPUR	ALIGARH
214	BRIJESH KUMAR	9335645842		Male	Assist. Teacher	P.S PARTAPUR	PARTAPUR		202096	SHAMSHABAD	Farrukhabad
215	RAHUL SINGH	9839057878	rahulsinghrahul929@gmail.com	Male	Assist. Teacher	P.S NURPUR	JHAUNI NAGLA	929600401	209625	BADPUR	Farrukhabad
216	NAGENDRA SINGH	9415473185		Male	Headmaster	P.S GAUTIYA	GAUTIYA	9290505801	209625	RAJEPUR	Farrukhabad
217	ROHIT KUMAR GUPTA	9412575285	rohitgupta07@gmail.com	Male	Headmaster	P.S. BHORGAON	CHHOTA BAZZAR	9180409101	205262	SULTANGANJ	MAINPURI
218	AMIT KUMAR	7310940976		Male	Headmaster	P.S. DHARMNAR	DHARMNAR		205301	BEVAR	MAINPURI
219	VIJENDRA SINGH	9456608338		Male	SHIKSHA MITRA	P.S. SHIVSINGHPUR	SHIVSINGHPUR	09180700201	205001	JAGIR	MAINPURI
220	SANJAY YADAV	8865952416		Male	Headmaster	P.S. BAMPAPUR	BAMPAPUR	8180907401	205261	BARNAL	MAINPURI
221	MUNISH KUMAR	9627663690		Male	Headmaster	P.S KHUDIRAM	KHUDIRAM	9180615001	205303	KISNI	MAINPURI
222	NAGENDRA KUMAR	9958220119		Male	Assist. Teacher	P.S. NAGLA MANU	NAGLA MANU	9180102901	205001	MAINPURI	MAINPURI

223	KAMLESH	9675044475		Male	Headmaster	P.S. SALEMPUR	SALEMPUR	9140102101	281001	MATHURA	MATHURA
224	DAYA CHANDRA	8077297608		Male	Headmaster	P.S NANDGAON	NANDAGAON	9140602201	281403	NANDAGAO N	MATHURA
225	RASHMI SHARMA	8954329907		Female	Headmaster	P.S. SHIHORA	SHIHORA	9140808502	181001	MATHURA	MATHURA
226	BIMBSAR BOUDH	9358140273	<a href="mailto:bimbsar_biot
ech@rediffm
ail.com">bimbsar_biot ech@rediffm ail.com	Male	Ast. Teacher	P.S DAHELIYA	Vill-Daheliya Block	9170503301	207249	JAITHRA	ETAH
227	PUJA GUPTA	9456476500		Female	Ast. Teacher	MODEL SCHOOL POLICE LINE	ETAH	9171600302	207123	ETAH SADAR	ETAH
228	NISHA YADAV	8393006296		Female	HEAD MASTE R	PRIMARY SCHOOL ALLIGANJ	ALLIGANJ	8393006296	207244	ALLIGANJ	ETAH
229	ADESH RAJORIYA	9837486677		Male	Ast. Teacher	PRIMARY SCHOOL ARTHAYAUCHANI	AUREYA UDJANI BADAYU	9190206901	243639	UDJANI	BADAYUN
230	ANUJ KUMAR	9410428171		Male	Ast. Teacher	PRIMARY SCHOOL KHAIRI	SAHESHBAN ROAD	9191303801	243633	AGBAYAPU R	BADAYUN
231	AMANDEE P KAUR	9897062456	<a href="mailto:mandeepjune
ja81@gmail.
com">mandeepjune ja81@gmail. com	Female	Ast. Teacher	PRIMARY SCHOOL MAJHIYA	VILL-MAJHIYA	9190604601	243601	JAGAT	Badayun
232	krushna kanheia gupta	9997260871		Male	Ast. Teacher	PRAIMARY SCHOOL GADIPARTI BANSARY	GADIPARRTI BANSARI		204101	HATHRASH	HATHRAS
233	KALPANA SINGH			Female	Ast. Teacher	PRIMARY SCHOOL NABIPUR	NABIPUR	9130402202	204213	MURSHAN	HATHRAS
234	GIRISH CHANDRA	9899907779		Male	Ast. Teacher	PRIMARY SCHOOL SANDALPUR	SANDALPUR	9130210201	204216	SASNI	HATHRAS
235	ABDUL SAMI	9719443785		Male	Ast. Teacher	PRIMARY SCHOOL CHABNI	PHAROLI	9702701301	207123	KASHGANJ	KASHGANJ
236	BHARTI ARYA	9412861939	<a href="mailto:arya207123
@gmail.com">arya207123 @gmail.com	Female	Ast. Teacher	primary school karolli	SAHABAR KASHGANJ	9721101601	207245	SAHABAR	KASHGANJ
237	SUJATA GAUTAM	7906975534		Female	Ast. Teacher	PRIMARY SCHOOL SULTANPUR	SULTANPUR,KASHG ANJ	9721409201	207246	SHEETPARA	KASHGANJ
238	MENAKA PURBE	9761606688		Female	Ast. Teacher	PRIMARY SCHOOL BELOTH		9121201101	202124	EGLASH	ALIGARH
239	Nidhi Mishra	953604177		Female	S.A	P.S Gulalpur		9180301001	20/52/6 5	Kuravli	MAINPURI
240	Taresh Babu	9927946110	<a href="mailto:Tareshagniha
tri74@gamil.
com">Tareshagniha tri74@gamil. com	Male	A.T	P.S. Nagla Jula	NaglaJula	9181031320 1	20/52/6 5	Kuravli	MAINPURI

241	Satendr Kumar	9758864392		Male	P.A	P.S. Tarauli	Tarauli	9180300701	20/52/65	Kuravli	MAINPURI
242	Sonam Khan	7417888431		Female	A.T	Ps Lakhauga Khurd	Lakhavra	9180301401	205265	Karawali	MAINPURI
243	Malim Ullah Khan	8755518498		Male	H.T	P.S Nagla Hati	P.S Nagla Hati		205265	Karawali	MAINPURI
244	Veer Singh	7409375327	vryadav728@gmail.com	Male	AT	P.S. Nagla Kindar	P.S. Nagla Kindar	9180312901	205265	Karawali	MAINPURI
245	Partima Bhadauriya	9719658257		Female	T.C	P.S Naurangpur	Naurangpur		205265	Karawali	MAINPURI
246	Bhawna Shkya	9571953775	Bhawna9571@gmail.com	Female	A.S	P.S Vikarampur	P.S Vikarampur	918030040	205265	Karawali	MAINPURI
247	Mahaveer Singh	9719205215		Male	H.T	P.S Divrai	P.S Divrai		205265	Karawali	MAINPURI
248	Asha Devi	9634127916		Female	H.T	P.S. Ghanshyampuer			205263	Karawali	MAINPURI
249	Suhail Khan	7500011328		Male	A.T	P.S Nagla Soopa	P.S Nagla Soopa		205263	Karawali	MAINPURI
250	Swalita	8057075780		Female	H.T	P.S Kishanpur	P.S Kishanpur	9180303803	205265	Karawali	MAINPURI
251	Shilpi	7599454009		Female	A.T	P.S. Saritpur	P.S. Saritpur	9180301701	205263	Karawali	MAINPURI
252	Seeta	7983180528		Female	A.T	P.S Hatau Mubhakupur	P.S Hatau Mubhakupur		205265	Karawali	MAINPURI
253	Preamlata Shakvay	9719660048		Female	A.T	P.S Saraylata	P.S Saraylata	9180307604	205265	Karawali	MAINPURI
254	Soni	7500628910		Female	A.T	P.S Alupura	P.S Alupura		205265	Karawali	MAINPURI
255	Rajeev Kumar	9412675253		Male	A.T	UPS Reechpura	UPS Reechpura	9180300903	205265	Karawali	MAINPURI
256	Satendra Yadev	9410414900		Male	A.T	P.S Bishanpur	P.S Bishanpur	9180312602	205265	Karawali	MAINPURI
257	Nainsi	8439215734		Female	A.T	KPS Soni	KPS Soni	9180304001	205265	Karawali	MAINPURI
258	Srimati Poonam	9412440958		Female	H.T	P.S Kaliyanpur	P.S Kaliyanpur	9180301602	205265	Karawali	MAINPURI
259	Pradeep Kumar Gaur	9897293913		Male	principal	P.S. Kalakhet	Gram Kalakhet, Sonai	9180312701	20/52/65	Kuravli	MAINPURI
260	Sukhdev Singh	8006165418		Male	E. P. T	U.P.S. Jmlapur Kuravli , mainpuri	Jamlapur Kuravali	9180309002	20/52/65	Kuravli	MAINPURI
261	Umesh Singh Yadav	8954338771		Male	H.T.	P.S. Krichavli	PO.-Tharva Brek-Kurawah Disst.-Menpuri	9180305901	205265	Kurawali	MAINPURI
262	Kalpna Shakya	9971831323		Female	Asst. Teacher	Primary School Nagla. Gusai	Vichhetra-Kurawali Disst-Menpuri	9180305903	205263	Kurawali	MAINPURI

263	Udaypratap Singh Chauhan	9720887443	udaychauhan34@gmail.com	Male	A.T.	Vill. Ashokpur Post.Sunai Mainpur	Primary School Ashokpur Khicholi Vikas Khand Kurawali	9180310701	205265	Kurawali	MAINPURI
264	Prem Singh	9997719488	premddev7gmail.com	Male	H.T.	Primary School Nagla Chiroji	Sunai Mainpuri	9180314701	205265	Kurawali	MAINPURI
265	Brajesh Kumar	8433482679		Male	Head Teacher	P.S. Salempur	P.S. Salempur	9180302801	205265	Kurawali	MAINPURI
266	Preeti Yadav	9677770201		Female	A.T.	P.S. Khisiya.	Khisiya	9180303501	205265	Kurawali	MAINPURI
267	Rajat Kumar	7830714692		Male	Senior Asst.	Primary Vidhyalay Nagla Hindu	Primary Vidhyalay Nagla Hindu	9180301901	205265	Kurawali	MAINPURI
268	Aasma	9720746996		Female	Senior Asst.	Primary School Nijampur	Primary School Nijampur	9180303601	205265	Kurawali	MAINPURI
269	Shalni Gupta	8791843546		Female	P.A	P.S. Dhivaiya	Paimary S Dhivaiya	9180304401	20/52/65	Kuravli	MAINPURI
270	Avanti	9415795436		Female	S.A	P.S. Gopalpur	Gopalpur		20/52/65	Kuravli	MAINPURI
271	Renu Singh	9084168431		Female		P.S. Ashokpur Har Khatkani	Ashokpur Har Khatkari		20/52/65	Kuravli	MAINPURI
272	Anup Singh	9457416426		Male	P.A	P.S. Madhukatpur	Madhukatpur		20/52/65	Kuravli	MAINPURI
273	Preeti	9917989471		Female	Senior Asst.	Primary Vidhyalay Nagla Jamunya	Primary Vidhyalay Nagla Jamunya	9180318401	205265	Kurawali	MAINPURI
274	Priyanka Dikshit	9457288405		Female	Senior Asst.	Porv Madhyamik Vidhyalay Nogano	Nogaon	9180300604	205001	Kurawali	MAINPURI
275	shivnath Singh	9720375211		Male	Senior Asst.	Primary Vidhyalay Chandai	Vp.-Chandai, Klahar		205265	Kurawali	MAINPURI
276	Rekha Bathm	9532527521		Female	Senior Asst.	Porv Madhyamik Vidhyalay Kusvali	Porv Madhyamik Vidhyalay Kusvali		205265	Kurawali	MAINPURI
277	Bhure Singh	7409214764		Male	H.T.	PS Nagla Halasi	PS Nagla Halasi		207121	Sakit	Etah
278	Priya Chauhan	8193841067	pcy28418@gmail.com	Female	Asst. Teacher	Primary School Dhulapur	Vill.Dhulapur	9180307001	205265	Kurawali	MAINPURI
279	K.m Kalesh	9410439936		Female	S.A	P.S. E Heerapur	Gram - Heerapur Po. E. Goapalpur		20/52/65	Kuravli	MAINPURI
280	Shiv Kumar	7982143799		Male		P.S Isai Gopalpur	Vill. Isai Gopalpur		20/52/65	Kuravli	MAINPURI
281	NIKITA JAIN	8868921429	-	Female	Assistant Teachers	K.P.S ESAI MANJHOPATI			205265	KURAWALI	MAINPURI
282	SAJID HUSAIN	9012029166	-	Male		PRIMARY SCHOOL	VILL.PANVAH POST:-JAKHAOAA		205265	JURAVLI	MAINPURI
283	PUSPALTA	7618267749	-	Female		PRIMARY SCHOOL KANK PUR		9180309501	205265	KURAWALI	MAINPURI

284	CHANRPR AKASH SING	9410050050	-	Male		PRIMARY SCHOOL KURAVLI MAIN PUR			205265	KURAWALI	MAINPURI
285	NILAM KUMARI	9412538093	-	Female		PRIMARY SCHOOL GULAB PUR	KURAWLI MAIN PURI	9180300101	205265	KURAWALI	MAINPURI
286	AKANKSH A SING	9557726538		Female	H.T	PRIMARY SCHOOL ALHPURA	VILLAGE:- ATHPRRWA KURAWALI	9180303401	205265	KURAWALI	MAINPURI
287	FANJU KUMARI	9897192438		Female	PRIMAR Y TEACHE R	PRIMARY SCHOOL UDAIDT PUR PRMAKURI NYAY PANCHAYAT JYOTI	KURAWLI SCHOOL	9180305101	205265	KURAWALI	MAINPURI
288	NIRAJ KUMAR	9027102731		Male		PRIMARY SCHOOL PANVAH	PANVAH		205265	KURAWALI	MAINPURI
289	KAMLESH KUMARI	8533084484		Female	SIKSHA MITRA	PRIMARY SCHOOL DEVINAGAR KURAVALI MAINPURI		9180308701	205265	KURAWALI	MAINPURI
290	SHREE JSVANT SING	9761764595		Male	PRIMAR Y TEACHE R	PRIMARY SCHOOL HARIYANA	NO:- HARIYANA SCHOOL KURAVLI	9180302101	205265	KURAWALI	MAINPURI
291	BADN SINGH	9536372551		Male	S M	PRIMARY SCHOOL NAGLA URAR		9180302601	205265	KURAWALI	MAINPURI
292	SHASHI PRABHA	9410807213		Female	PRIMAR Y TEACHE R	PRIMARY SCHOOL JYOTI	PRIMARY SCHOOL JYOTI KRAVLI	9180305201	205265	KURAWALI	MAINPURI
293	ATUL KUMAR	7500147737	atul.ravi2010@gmail.com	Male	Assistant Teachers	PRIMARY SCHOOL DEVINAGAR KURAVALI MAINPURI	VILLAGE:- PAHADPUR POST. BELSHAR	9180307401	205265	KURAWALI	MAINPURI
294	SHYAM BABU	9058480560		Male	Assistant Teachers	P.S. SUJANPUR	SUJANPUR NARAMAU KUSOL	9180313301	205265	KURAWALI	MAINPURI
295	SUDIP KUMAR MISHRA	9917807185		Male	PRIMAR Y TEACHE R	PRIMARY SCHOOL CHHATAR PUR	PRIMARY SCHOOL CHHATAR PUR	9180302904	205265	KURAWALI	MAINPURI
296	LALIT KUMAR	9457442741		Male	Assistant Teachers	PRIMARY SCHOOL N VARI	PRIMARY SCHOOL N VARI	9180305604	205265	KURAWALI	MAINPURI
297	ANAKIT KUMAR	9045353494		Male	Assistant Teachers	PRIMARY SCHOOL GHATM PUR		9180300605	205265	KURAWALI	MAINPURI
298	PUNAM	9412446958		Female	S M	PRIMARY SCHOOL KLYAN PUR	PRIMARY SCHOOL KLYAN PUR	9180301602	205265	KURAWALI	MAINPURI

299	Krishana Kumari	8630250283		Female	P.A	P.S. Nagla chhiddu	Nagla Chhiddu	9181030190 1	20/52/6 5	Kuravli	MAINPURI
300	Om Singh	9412522181		Male	S.M	P.S. Hindpur		9120158889	20/52/6 5	Kuravli	MAINPURI
301	Manju	9411059962		Female	S.A	Purv Ya. S. Sahdtpur, Kyravali	Sahdtpur Kuravali Mainpuri	9180304702	20/52/6 5	Kuravli	MAINPURI
302	SAURABO L PANDEX	7017491921	Pandey.sqgurabol3@gmail.com	Male	A.T	U.P.S BARKHERA	Villaql BHARKHERA		20/53/6 3	Kuravli	MAINPURI
303	Farida Jameel	8265871291		Female	Assistant Teacher	Primary School Ramesar	Primary School Ramesar	0918030230 1	205265	Kurawali	MAINPURI
304	Sana	8006371265		Female	Primary Teacher	Primary School Isai Mahloi	Vill-Isai Mahloi	0918030670 1	205265	Kurawali	MAINPURI
305	Pushpendra Kumar	9358174882		Male	Assistant Teacher	Primary School Nagla Kanchan		0918030460 2	205265	Kurawali	MAINPURI
306	Manoj Kumar Yadav	7409691017		Male	Primary Teacher	P.S Roshingpur	Roshingpur Alpura Mainpuri	9180302901	205265	Kurawali	MAINPURI
307	Lalita Devi	800664292		Female	Assistant Teacher	P.S Makboolpur	Makboolpur	0918030240 1	205265	Kurawali	MAINPURI
308	Kalpana	9870729527		Female	Assistant Teacher	Poorv Secndry School Gulabpur	Gulabpur	0918030010 2	205265	Kurawali	MAINPURI
309	Lata Sakya	9759120540		Female	Primary Teacher	Primary School Mahadeva		0918030270 1	205265	Kurawali	MAINPURI
310	Sarita Yadav	9557875336		Female	Primary Teacher	Harnagpur	Primary School Harnagpur		205265	Kurawali	MAINPURI
311	Kishan Gopal	9536167212		Male	Assistant Teacher	Primary School Isai Saray		0918030730 1	205265	Kurawali	MAINPURI
312	Nemsingh Shalya	9368160598		Male	Assistant Teacher	GPS Birsinghpur	Birsingh Purkuroli		205265	Kurawali	MAINPURI
313	Komal	7351958931		Female	Assistant Teacher	Ps Kurawali	Sadar Bazar Kurawali	0918030850 1	205265	Kurawali	MAINPURI
314	Brajesh Kumar Verma	8491401436		Male	A.T	U.P.S. Bichiya Vikrampur	Bichiya Vikrampur	9180306602	20/52/6 5	Kuravli	MAINPURI
315	Ajit Singh	8853552806		Male	principal	Purv S. Naibhav 1	Post- Naibhav Kurivali	9180300601	20/52/6 5	Kuravli	MAINPURI
316	Manoj Kumar	9719901928		Male	P.A	P.S. Prahar			20/52/6 3	Kuravli	MAINPURI
317	Ragni (S.a)	9410096920		Female	S.A	P.S. N. Bag	N. Bag	9180305401	20/52/6 3	Kuravli	MAINPURI

318	Badshah Singh	8475974661		Male		Primary School Pursharampur		0911022152 2	205265	Kurawali	MAINPURI
319	Arbind Kumar	9956341838		Male	S.A	Purv Ma. Vi. Amami		9122101390	20/05/6 5	Kuravli	MAINPURI
320	Vinita Yadav	8273732360		Female	S.M	P.S. Vikarpur	p.S Vikarpur	9163366230	20/52/6 5	Kuravli	MAINPURI
321	Manoj Kumar	8930524808		Male	P.A	P.S. Chndai	Chndai		20/52/6 5	Kuravli	MAINPURI
322	Punam Yadav	8449892859		Female	S.M	P.S Manauna	Manauna	9180305601	20/52/6 3	Kuravli	MAINPURI
323	Ashok Kumar	9719199588		Male	S.M	Prathmik Vidhalay Manauna	Manauna	9180305601	20/52/6 3	Kuravli	MAINPURI
324	Nandita Shamay	9997663111		Female	P.A	P.S Badanpur	P.S Badanpur	9180110201	20/52/6 3	Mainpuri	MAINPURI



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