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Parikrma Humanity Foundation

"Education of children is at the core of our aim to transform poor communities into self-sustaining, contributing communities." --Shukla Bose

As the sun rises over the slums around Sahakar Nagar suburb of northern Bangalore, thousands of school-age children wake up with their families in make-shift tarp tents or aluminum huts. On this weekday some will go to government-run schools, some will go to work with one of their parents, and some will simply stay home. At the government-run schools, more than a fifth of classrooms will have a teacher absence.¹ The medium of instruction is the students' local language. Business-level English and quality education, which unlock earning potential in India, are out of reach for nearly every child here. Parents often take their kids out of government schools long before graduation, seeing diminishing educational returns. However, in this neighborhood there is also a cohort of optimistic, unformed kids that will have a near 100% graduation rate, a high rate of entering University, fluency in English, and the potential to earn salaries that are many times that of their parents (even adjusted for inflation). Those kids almost exclusively attend Parikrma or the few other rare schools of quality that cater to the poor.

A bright sound, "... ding, ding, ding!" rings out at Parikrma, indicating it's time for the day's recess period. The familiar sound of the school bell doesn't come from a wall-mounted bell; it resounds from a large steel square that is vigorously rapped upon with a long bolt. Hundreds of vibrant children in green and denim-blue uniforms cheerfully make their way through stairways decorated with paint hand-prints in the shape of trees on their way into the yard for a well-deserved break. Also familiar are the goals students mention with great confidence when asked, "What you like to be when you grow up?" They answer, "Engineer", "Doctor", "Teacher"... Shukla Bose, Founder and CEO of Parikrma Humanity Foundation, greets a dozen students by their names as they each greet her warmly as "Akka" (or big-sister). They have learned to call the teachers and administrators in Parikrma by that easy moniker. Shukla slowly makes her way to the only space available to talk quietly with visitors, a small multi-purpose room, in the school serving around 350 students.²

¹<http://bangalore.citizenmatters.in/articles/view/1063-government-school-in-bangalore>

²Note that this is one of four Parikrma schools.

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Over coffee Bose explains what makes this school special. Parikrma is a 10-year-old, non-profit school system for under-served children in urban Bangalore that is committed to providing high-quality education from kindergarten all the way through university. That includes a commitment to arrange scholarships to cover any university tuition expenses. Parikrma is fully funded by a diverse set of external donors, so it receives no funds from the government, and is not significantly funded by any single religious group, and charges no tuition from parents of the students. Parikrma's educational philosophy revolves around committing to individual lives in order to affect real, lasting impact. "Taking one child at a time is what we started with, and we still believe that it's the best way to ensure that the cycle of poverty is broken for each and every child in Parikrma". Credibility makes Parikrma uniquely effective as a school system serving the urban poor because it allows it to recruit, motivate, and retain incredible teachers at reasonable salaries. Also, Parikrma's mission goes deeper into each child's life than other day schools by offering meals, health services, and counseling to parents in addition to academic learning for students. This huge potential to impact young students, and the corresponding level of responsibility, keeps great educators engaged and weeds out uninterested ones.

Being without traditional forms of funding for the past decade had been tough for Parikrma. Even though the \$450 per student annual cost to Parikrma is much lower than many private schools costs, it is 4.5 times that of government schools in the state of Karnataka (around \$100).^{3,4} As the organization approached its tenth anniversary, Bose pondered several urgent questions. Would Parikrma be able to cover the growing cost of education? Would the impact of the schools be sustained indefinitely? There were still clear opportunities to improve educational outcomes, but was it time to take the mission to the next level and impact larger groups of students? Should the operating model be reconsidered to accommodate growth? What would happen if she had to step away from Parikrma for personal reasons or illness?

Later, the bell rang again, and school was let out. Bose knew that with each day the urgency grew. Every year new students entered the school system while other Parikrma students graduated from junior college (12th grade). Most of the Parikrma graduates would attend university and require tuition support. On another note, the majority of applicants to Parikrma had to be turned away because Parikrma could only accommodate and teach effectively with a limited number of students. Also, donors had mentioned the desire to see Parikrma take their laudable efforts to more communities. Would Parikrma prove to be a one-off lucky confluence of positive influences, or a practical model for long-lasting educational transformation?

Primary and Secondary Education in India

To summarize the state of primary education in India, the Editor of Education World magazine, Dilip Thakore, explained that,

³ INR (Rs.) to \$ exchange rate at opening of day 4/1/2013: 54.3950 as per Yahoo! Finance (<http://finance.yahoo.com/q?s=USDINR=X>)

⁴ <http://econ.duke.edu/uploads/assets/dje/2009/Iyer.pdf> - Appendix 1C

“Education is in a complete shambles in India, particularly primary education. Way back in the 1950’s when India became independent I think we took a historical wrong turn then. Unlike China and other communist countries... with all their faults they made one good decision which is to focus on primary education. In India, the promotion of primary education [has been] low down on the agenda. It’s a mistake we’re paying for now... The Litmus test of focus on primary education is literacy. These countries are at around 90% literacy, whereas India is around 70% literate. Even that I don’t think is correct; it’s really more like 40% if you think of literacy as reading, writing, and understanding.”

In India, English language literacy has great symbolic and practical importance, a legacy of British rule. The national constitution is written in English, as is the text of all laws enacted by Parliament. Supreme Court proceedings are conducted in English⁵. Although Hindi is the official national language, English is considered an additional language appropriate for official work. In Bangalore, English serves as the unofficial language of the Information Technology industry, the city’s largest and fastest-growing industry. As such, English language learning is an important critical aspect of primary and secondary education. However, depending on the types of school you attend growing up, the English language can range in familiarity from second-nature to completely foreign. As you might expect, access to this skill has followed socio-economic lines. Schools range from free state-run government schools to high-end international private boarding schools that can charge \$20,000 per year or more in fees⁶. The vast majority of high-end schools in India teach in English medium, and the vast majority of free government schools teach in regional Indian languages (of which there are dozens). See **Exhibit 2** for further breakdown and description of the types of schools available.

Parikrma serves children who come from economically disadvantaged backgrounds. Admission is restricted to students from families with incomes of less than Rs. 3000 (about \$60) per month, and Parikrma verifies incomes via home visits⁷. Although this may seem restrictive at first, it represents an important segment of families constituting 68% of all 1.21 billion Indians.⁸ If we just look at cities, urban poverty is estimated at 21% of total population.⁹ That makes for around 254 million people who represent the urban poor.¹⁰ The number of school-age children in that group is estimated at 30.2%, or 76.7 million children.¹¹

Kids in Parikrma’s target economic profile by and large have free government schools and low-end private schools to choose from. Recently, there has been a boom in private schools in response to higher demand from parents. However, those private schools accessible to low-income kids are variable in quality. Students may also face difficulty in gaining admission to the few schools of higher quality available.

In government schools, “The school facilities, teacher absenteeism, and English medium results suggest that parents send their children to private schools for good reason.”¹² The recent policy changes

⁵ See Constitution of India - PART XVII CHAPTER III.-LANGUAGE OF THE SUPREME COURT,HIGHCOURTS, ETC.

⁶ <http://stonehillinternationalschool.org/images/stories/pdf/admissions/6-schedule-of-fees-2012-2013-as-on-31.08.2012.pdf>

⁷ Parikrma conducts home visits and interviews of parents to verify income level. See Appendix for more info.

⁸ <http://povertydata.worldbank.org/poverty/country/IND>

⁹ <http://www.thehindubusinessline.com/opinion/columns/c-p-chandrasekhar/the-changing-face-of-urban-poverty/article4379020.ece>

¹⁰ http://en.wikipedia.org/wiki/Demographics_of_India#cite_note-censusindia2001-11

¹¹ <http://data.worldbank.org/indicator/SP.POP.0014.TO.ZS/countries/IN-8S-XN?display=graph>

¹² http://www.ihds.umd.edu/IHDS_papers/PrivateSchooling.pdf good reason

relating to education have brought this situation to national attention in the past few years, including the passage of the “Right to Education Act” (RTE) which is intended to give reserve seats in all schools for individuals from a predetermined set of castes.

The difference in earning potential between kids who attend quality, English-medium schools versus government schools can be 5 fold, and sometimes much more (class and caste explain part of this difference, but not all of it). In this environment, the investment in children at a young age can pay huge dividends to them as adults. Perhaps schools can take advantage of this huge upside to quality education in India.

Alternative Schools Serving the Under-Served in India

Many in India strive to make English-medium education more inclusive. This includes some of India’s prominent business leaders. For example, Azim Premji, chairman of Wipro Limited, heads a decade-old non-governmental organization (NGO) focused on improving education standards throughout the country (see **Exhibit 2** for examples of NGOs). These efforts provide some alternative options for children of low-income families who are fortunate enough to live near a good, impact-focused NGO school and are able to gain admission. Although the NGO option still reaches relatively small numbers of children, it is a growing area attracting more attention. Most of these schools teach in local languages. Very broadly, there are three distinct categories: religion-based organizations, organizations funded by the ultra-wealthy, and grassroots organizations often funded by Indians outside of the country. Parikrma is in the unique set of schools that fit none of these profiles. It’s a secular organization that is funded by local corporations and the middle-class. This model of education is worth inspection as it utilizes the abundance of local Corporate Social Responsibility funding and funding from the growing middle class of more than 200 million people.¹³ As this group of schools grows larger and more organized, opportunities to collaborate or combine will become more important.

...and those in Urban Bangalore

Bangalore is a dynamic city best known in the U.S. as the “Silicon Valley of India”, being home to Tata Consultancy Services, Infosys, Wipro, and the regional offices of Google, Microsoft, Amazon, and Cisco. The city has experienced explosive population growth (65.2%) in the past decade, growing from 5,101,000 in 2001 to 8,425,970 in 2011 (the latest year of census data currently available).^{14,15} If treated as a nation, the GDP of Bangalore is estimated at \$34.9B. That’s higher than 110 nations in the world.¹⁶ Bangalore’s per capita GDP is \$3,963, which is 2.6 times higher than India’s per capita GDP.^{17,18,19} However, that high income is distributed very unequally. 17.9% of the population in Bangalore

¹³ http://articles.economictimes.indiatimes.com/2011-02-06/news/28424975_1_middle-class-households-applied-economic-research

¹⁴ http://www.censusindia.gov.in/2011-prov-results/paper2/data_files/India2/Table_2_PR_Cities_1Lakh_and_Above.pdf

¹⁵ http://www.cicred.org/Eng/Seminars/Details/Seminars/PDE2007/Papers/IYER_Neelakantan_paperNairobi2007-project.pdf

¹⁶ <http://unstats.un.org/unsd/snaama/dnltransfer.asp?fID=2>

¹⁷ <http://www.imf.org/external/pubs/ft/weo/2012/02/weodata/index.aspx>

¹⁸ <http://www.imf.org/external/pubs/ft/weo/2012/02/weodata/index.aspx>

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falls within the income range below Rs. 3000 per month. That's over 1.5 million people. This suggests enormous need for Parikrma's services and many wealthy individuals and firms from which to solicit contributions. See the **Exhibit 5** for a description of Bangalore from a third party educational research organization, Akshara Foundation.

In this potent environment a number of prominent impact-focused schools have been established in Bangalore in the past couple of decades. Even amongst this set of schools, Parikrma is unique in its approach to admissions, degree of commitment to each child, and holistic approach.

Recent Changes to the Policy Landscape

The Government of India has recently enacted several laws that will directly or indirectly benefit low income families in India. Without revolutionary school improvement, the need for schools like Parikrma will continue to be great.

Corporate Social Responsibility

India is one of the world's first countries to make investment in corporate social responsibility (CSR) a legal requirement. "[One of the more controversial] ...provisions of this 372-page piece of legislation, the CSR clause would make it mandatory for companies with a profit of Rs. 500 crore (\$90 million) or more, a turnover of Rs. 1000 crore (\$180 million) or more, or a net profit of Rs. 5 crore (\$90,000) or more, in a fiscal year, to conduct CSR activities. To fund these activities, companies will have to spend 2 per cent of the preceding three years' average profits on CSR."²⁰ Companies that do not comply are subject to fines.

This policy is a great boon to the non-profit sector, unleashing a huge pool of potential funding.

The Right to Education Act

"Passed in August 2009, the Right of Children to Free and Compulsory Education Act came into force from April 1, 2010. Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighborhood. Any cost that prevents a child from accessing school will be borne by the State which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of 8 years of schooling. **A key controversial provision is that all private schools shall be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25% of their enrollment, by simple random selection.** No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools (unless the per learner costs in the private school are lower)".²¹

¹⁹ <http://www.brookings.edu/research/interactives/global-metro-monitor-3>

²⁰ http://www.albrightstonebridge.com/csr_12-06/

²¹ <http://www.icbse.com/right-to-education-act>

In spirit, this law appears to be a step in the right direction towards equal educational opportunity. However, it has not been received well by the private education sector and those with the resources to take on this position. Nooraine Fazal, CEO of Inventure Academy (a well-known high end private school in Bangalore), believes that it will place undue burden on private schools, saying “We prefer to work with organizations that are focused on social change, like Parikrma. Shukla and I work together and exchange ideas. There are a number of ways for our schools to work together directly that we are looking at.” Also, as a government-recognized school, Parikrma will be subject to scrutiny about its selection process, and may be required to add a layer of bureaucracy it was nearly free of before the law existed.

Mid-Day Meal Scheme and Akshaya Patra²²

The Mid-Day Meal scheme is the world’s largest school feeding program reaching out to about 120 million children in over 1.26 million schools across the country. The key objectives of this central government program are – protecting children from classroom hunger, increasing school enrollment and attendance, improved socialization among children belonging to all castes, addressing malnutrition and social empowerment [and others]. The program subsidizes meals provided in schools to enrolled children during lunchtime. The program has attracted successful private sector participation due to the huge scope of the program.

Akshaya Patra (“inexhaustable vessel”) is one of the most successful examples of a private NGO partnering with the government through this program. Akshaya Patra has become synonymous with the Mid-Day Meal Scheme in southern India. The organization started in 2000 with the vision that ‘No child in India shall be deprived of education because of hunger’. The first day, they managed to feed 1500 students from 5 schools in Bangalore. With the partnership of the national and state governments, as well as thousands of private supporters, Akshaya Patra has grown from a small endeavor to a mammoth force that stretches across the country. They now feed 1.3 million children every day. There has been a significant impact to the student attendance, enrollment and performance since the start of Akshaya Patra services in schools across India. Student enrollment in 1st-standard (1st grade) increased by 23.3% during the first year of implementation across a number of centers. Attendance in those schools increased by 11.67%. Along with improving student performance, there has also been a positive impact on the student’s nutritional status.²³

Akshaya Patra is an example of highly impactful support of education achieved through the use of health-related services at large scale. Although the service may not initially seem to be directly related to education, it ultimately benefits students greatly. Parikrma also provides services which may at first seem peripheral to the core mission, but which can make a large difference in a student’s performance (and life). Parikrma utilizes Akshaya Patra’s lunch provision service daily.

These government initiatives are important; however they have not yet been effective in providing broad-based educational opportunities to under-privileged children. It still remains for local community-based organizations to connect the dots and ultimately provide these opportunities.

²² <http://mdm.nic.in/>

²³ <http://www.akshayapatra.org/>

Parikrma: Compassionate Education

Parikrma provides a unique private, low-cost platform of quality education to 1375 needy students. It has several defining aspects as a school system. The senior management is highly motivated and qualified to lead the organization. The model is immediately transformative to students' lives, and is therefore highly engaging to the students, teachers, and staff. The entrepreneurial, constructive, and open culture of the organization is diligently cultivated with care. This leads to inspired classroom teaching full of meaningful one-on-one interaction. Clear strides in educational outcomes result, which inspire donor involvement.

Indeed, Parikrma's educational outcomes of the past 10 years have been impressive. Student attrition rates have been incredibly low, below 1% per year. Of the 2 classes of students who have graduated from Parikrma so far, most are pursuing university education. In fact, two graduates have entered one of the most prestigious law schools in India, the National Law School in Bangalore. Of those not attending university, most are pursuing vocational training. And of the remainder not in that group all are now working in jobs which provide incomes well above the poverty line.²⁴ 91% of Parikrma students who attempted the 10th-standard matriculation exam passed it (that is well above the state average). Parikrma's rate of students continuing through primary to secondary school in the past 5 years has been around 99%, compared to the national average of less than 66%²⁵. Parikrma students have won city-wide soccer competitions, represented the nation internationally in the sport of Tae Kwon Do, and won national artistic awards. In short, the school has dramatically changed the range of opportunities that are available to its students.

External voices have also lauded Parikrma's efforts. In 2009 Bose was invited to take the stage at one of the internationally renowned TED talks.²⁶ In 2010 Parikrma was also asked by the city government to help improve teaching in several local government schools. Parikrma was recently recognized in an article in the national newspaper, the Deccan Herald, for its contributions to under-served children.²⁷ Finally, Parikrma has long-held relationships with corporate donors like Adobe Systems, Yahoo!, The Tech Mahindra Foundation, and Bosch.

Origins and Leadership

Bose founded Parikrma in 2003 based on the idea that "slum kids" were no different than other kids, and that they would thrive and become contributing, successful global citizens given equal educational opportunities. For a time her kitchen table became a forum where she discussed this idea with friends and colleagues, and thought of little else. Here she decided what the core activities of Parikrma would be. It would not only look after the nutrition, health, and education of the student, but also make sure that the family was supportive of the student's education and well-being. Bose then quickly recruited some of those who had been at the kitchen table with her, colleagues from her career in the corporate

²⁴ Confirmed verbally with several Parikrma staff

²⁵ FHI 360's Education Policy and Data Center: http://www.epdc.org/sites/default/files/documents/India_NEP.pdf

²⁶ http://www.ted.com/talks/shukla_bose_teaching_one_child_at_a_time.html

²⁷ <http://www.deccanherald.com/content/176588/destinys-child.html>

world; Vivek Raju, Kalpana Singh, Bharathi Murugesan, and Ambika Parchure. Several members of her team acknowledged that Bose was a driving factor in their decision to join Parikrma.

Bose is a powerful leader. Besides charisma, emotional intelligence, and expert managerial skills, Bose has undeniable credentials. She has a long history of stellar organizational leadership, having climbed the corporate ladder to become one of the first female Indian Managing Directors of a major corporation in India - Resorts Corporation International India Pvt Ltd (RCI). For a time she graced the covers of national business journals.²⁸

Bose has direct experience in the non-profit and education arenas. During school and university in Calcutta, Bose volunteered in one of Mother Teresa's organizations called Nirmal Hridai, which focused on caring for destitute individuals who are near the end of life. It taught her how to be tough while in service of others. As she explains, "...this experience taught me empathy and not to be squeamish about anything that matters." Her first job out of university entailed running a school for the children of military families in a border area of India. This was a formative experience for her, and the joy of teaching children left an indelible mark. She left her corporate career at its peak in order to dedicate herself entirely to improving the education and lives of deprived children.

Teaching at Parikrma began in humble fashion but with two schools simultaneously. One on a balcony of a home in the north of Bangalore in a residential neighborhood called Sahakar Nagar which bordered a slum. The other on the rooftop terrace of a government school in the heart of the city in a neighborhood called Koramangala. Recruiting efforts started as walking through nearby slum colonies and speaking with families that lived there. The first lessons in class consisted of basic English and fundamental classroom behaviors and manners. These two sets of several dozen enthusiastic students were of varying age and prior education. It was a busy, optimistic time of hands-on work that resulted in immediate and direct positive feedback from students.

Singh explained that it was a joyful time:

"Those days were such great fun! We would work so closely with the kids, and we knew the name and story of each and every child. Every day we would get up early in the morning and arrange logistics and food and what to teach, we would spend all day with the kids, and [regroup in the evening. We did this for months on end without tiring]."

At first everyone on the team shared all responsibilities, but they soon found a natural separation of roles in the organization. Raju handled Marketing, Singh and Murugesan managed Academics, and Parchure developed Co-Curricular activities. Manab Bose, Bose's husband and a Director at Parikrma, used his unique training and experience in human capital management to drive the team's personal development. Bose soon focused most of her time on relationships, donors, and school-wide issues. She had built up a powerful reputation in business circles. This helped her to land the most important deals for the school such as sponsorship of the schools and the free use of infrastructure at the Jayanagar school.

²⁸ <http://www.educationworldonline.net/index.php/page-article-choice-more-id-517>

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From the start Parikrma grew at an incredible pace. Just a few months after their first class, the Koramangala school was moved to a nearby building²⁹. A few months after that, and the Sahakar Nagar school was moved into its current location which is sponsored by The Tech Mahindra Foundation. In August of 2004, a school in the central Jaynagar neighborhood was setup in a building owned by the Saraswathi Foundation, which is a family-run inheritance trust. The school is sponsored by Adobe Systems. 6 months later, the Nandini Layout school was established with the backing of executives from the fast-growing Yahoo! India. In summary, all four schools were set up in the first two years. Experimentation in teaching, growth of the sports program, and monitoring of the first classes followed. With no burden of oversight and restriction that comes with government-funding, no singular dominating source of funding to satisfy, and no entrenched way of doing things Parikrma was free to experiment. Virtually every current aspect of teaching, management, and fund-raising was an experimental trial-and-error process for Parikrma at an earlier time.

The Model: Parikrma's Educational Philosophy

Bose described her vision for Parikrma.

Parikrma is "... a clear way for under-served children to transform their lives through top-class education and in the process be a catalyst for effecting fundamental change in the way we educate our poor..." The approach used to achieve this is the continuous assurance of four key components of a child's life from kindergarten through junior college ("12th grade" in the United States) at no cost to parents. As mentioned, Parikrma also arranges for every graduate of the school to receive full scholarships for any course of higher-education study they are admitted into. Vivek Raju, Head of Marketing, explained, "That's just part and parcel of what we do." In order to maintain access, admissions criteria are mostly needs-based, with basic requirements for mental and physical capabilities, as well. Finally, Parikrma's philosophy is strongly rooted in holistic education which emphasizes character, broad-based learning, and self-confidence.

The Community Development Service

One of the unique parts of the impact model of Parikrma is the Community Development Service (CDS), which is essentially an in-house Social Services department that is built right into the school experience for students and their families. The CDS consists of just two coordinators and four case workers who serve the entire school system. The two coordinators, Chaitana and Jayka, are life-long locals who have come to know the slum communities' ins-and-outs just as well as Parikrma parents do.

The CDS has two important roles that are core to Parikrma's mission. They play the roles of both "good cop" and "bad cop" to parents at different times. On the one hand, the CDS is a helping hand to parents and the community. Like other groups in Parikrma, the CDS is creative and dynamic in their efforts. They coordinate a microcredit scheme for entrepreneurial mothers in which members pool funds as a group, and lend to one member at a time for capital expenditure to start a small business (like buying a sewing machine). The CDS works with the local employment office to help older siblings and family

²⁹ Later, in 2009 the Koramangala school was moved to a larger building, its current location.

members find jobs. They also arrange vocational training in tailoring and cosmetology, in most cases employing qualified parents as trainers. In conjunction with these other activities, the CDS will also request parents to come in for meetings with teachers, open-house days, and gatherings. These activities keep parents engaged in their children's' education and can also indirectly improve the living conditions of the entire family over time.

On the other hand, the CDS will also take action to help a child in case some outside assistance is needed during a troubled family situation. Alcoholic and abusive parents are strongly encouraged to enter a recommended rehabilitation center. Parents who seek to take their child out of school before graduation are urged not to. In one case, Raja, a father on the run from a crime conviction reversed his decision to remove his son from Parikrma after the CDS convinced him to visit Parikrma before deciding.³⁰ The CDS also conducts interviews in applicants' homes to confirm income levels.

Nutrition and Healthcare

In a deliberate effort to improve educational outcomes, Parikrma provides breakfast (catered by a group of parents who formed a company), lunch (provided by Akshaya Patra), and a protein-rich malted milk drink at the end of the school day. During a student's first months in Parikrma, the provision of meals serves as a strong incentive for students (and their parents) to ensure consistent attendance. More importantly, well-fed children have better focus in the classroom. It also improves their overall health.

As needed, healthcare is provided through associated hospitals which believe in Parikrma's mission, and trust in its management. Parikrma also has relationships with opticians who can provide glasses at no cost to students who need them.

Culture and Human Capital Management

One of Parikrma's most important advantages is its ability to recruit great teachers who remain loyal to the organization for long periods of time at a relatively low cost to the school. One reason for this is the mission-driven essence of the work, which can be highly rewarding for individuals motivated by social-impact. Among other reasons are Parikrma's culture and human capital development programs which serve to attract, improve, and retain talent. See **Exhibit 7** for four biography excerpts of exceptional former teachers turned Parikrma school principals.

Love, Explore, Excel. It wasn't just a school motto. This concept seems to permeate the organization. In one instance a married couple who are both long-term employees of Parikrma actually legally adopted a student of Parikrma who was orphaned, into their family and home. Although the senior management team all come from well-established backgrounds and have the option of cushy, high paying jobs in elite schools or the corporate world, they choose to work at Parikrma with continued passion going on a decade. This is due to their commitment to the cause, and also partly because they have fulfilling and challenging work to do. They take on the roles that they desire, and experiment with curriculum, activities, and sports to improve outcomes. Also, they work alongside great people like one

³⁰ Mme Bose described the story of this father and son. It is also described here: http://www.parikrmafoundation.org/html/community_services.html

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another, and the teachers. The teachers are given the freedom to try new instruction methods. They also enjoyed teaching in Parikrma despite routinely putting in more work than they would at other schools that would also pay higher salaries. Students seemed to enjoy the classroom learning, too, and generally had an insatiable appetite for learning. They were confident in interacting with seemingly anyone; peers, teachers, students from high-end private schools they were visiting, international guests, and so on. They also remembered to play outside, laugh, and chat just much as they studied. Each group of people seemed to be inspired by the change going on all around them.

Manab Bose has helped to create this culture and environment. He is an accomplished Chief Executive and Chief Human Resources officer in his own right. In Parikrma he leverages his expertise to run annual “Growth Lab” events for Teachers and Administrators, and for students in 11th standard. In these week-long events held in remote, natural settings individuals are allowed to explore their innermost concerns, aspirations, and feelings. They are meant to create a stronger sense of community, encourage individuals to explore their professional aspirations, and build confidence.

A group of three educators who were the first to join Parikrma make up the current “Quality Heads”. The Quality Heads, alongside the head of the junior college, make frequent classroom visits to observe teaching styles and effectiveness. They give both praise, and critical advice to improve upon. They also provide teaching standards across all subjects for all four schools. Teachers are encouraged to visit one another’s classrooms for observations, as well.

Another outstanding aspect of Parikrma is that despite being filled with highly qualified individuals, personal ego is intentionally prevented from interfering with work. Weekly school-wide gatherings of teachers and administrators have been instituted. During these events all participants sit on the ground in a circle, on even terms with each other to speak. Once a month, a similar event is held for the entire school system staff, including 124 teachers³¹, 5 principals (1 for the junior college at the Sahakar Nagar school), 1 Assistant Principal, 6 CDS staff, 9 office staff, 4 guards, 5 logistics staff, and 12 part-time maintenance staff (consisting of parents of students)³². Annually, a multi-day orientation and summary of the year is presented by management to all staff. Also, a blind 360-degree feedback process has been put in place, soon to be applied to virtually all staff including Bose.

Progressive Classroom Instruction

Parikrma’s classrooms are never boring. Teachers are trained to keep the attention of students by having them help one another in solving problems in pairs, and politely helping a student that is attempting an exercise at the front of the class. “Differentiation in Education” is a teaching technique which a volunteer taught to Parikrma teachers based on her own training as an education specialist in Belgium. This framework ensures that in a classroom of thirty students, different speeds of learning are accounted for, and makes sure that the material and format is engaging for students at each learning speed. Students are organized into study groups so that they work together when completing exercises. Study groups are also used outside of the school. Students are grouped by neighborhood, and a leader is chosen for a period of time during which she is responsible for rounding up the group for homework-time at her

³¹ Taken from official website: http://www.parikrmafoundation.org/html/work_with_us_marketing.html

³² These are rough estimates of numbers of staff determined from school visits.

home. Classroom leaders are also selected who act as not only “hall monitors”, but also as kind of Teaching Assistants to other students. In summary, the students are empowered to help themselves and each other.

A balance of practical and holistic educational goals is set for students. Teachers are evaluated on how well they can control the classroom, and will punish students with time-outs as needed. The focus of the 10th and 12th-standard classes is national standardized tests which are critical to getting into university. On the other hand, in all other classes, learning and personal character are given priority over examination. Recently, letter grades (or “marks”), have been eliminated from use. Further, teachers are required to treat students with respect, and must never, ever, hit them (minor physical punishment is still practiced in many schools in India). During breaks, Teachers often eat the same food and sit in the same area as students. As long as they have the skills to teach the material, and the school can reasonably support it, teachers are given the leeway to decide to “follow” a class of students for several years in a row, teaching more advanced topics each year.

International experiences ensure that a constant exchange of ideas occurs at Parikrma. The school offers an exchange program with a school in England in which British and Indian teachers swap roles for months at a time. A similar program is being worked out with a well-known U.S. charter school. In another initiative, graduate students working towards their teaching credentials in Belgium work as interns in Parikrma every year, satisfying part of their degree requirements in the process. Volunteers and special guest instructors are visible in each school at any given moment. For example, an actual retired Astronaut was the initiator of the “Space Club” in the Sahakar Nagar school.

Exceptional students also often have the opportunity to travel abroad either to participate in educational programs or in sports competitions. In July two Parikrma students represented India for the Global Youth Leadership Summit held in San Diego, California.³³

Financing and Financing Issues

Parikrma has run a tight show financially, running four schools on less than a million dollars per year. The low expense level hides the fact that the leader donates her time, there are many volunteers, and that the teaching and leadership staff all work at below market wages. Parikrma also receives in-kind contributions that are not monetized such as the use of buildings at either low rent or for free. Parikrma’s in-depth vocational training, health services and other services to parents of students are free of charge. It is not clear how much these items impact the dollar value of costs. Even accounting for those increased expenditures, adding perhaps a third or a half to the budget, Parikrma is still quite efficient. This is true particularly when considering the outcome.

From a revenue and cost standpoint, Parikrma is in good shape. Typically, more funds are raised each year than are expended, and resources are then placed in “corpuses” for future use and investment. The financial health of the organization is another product of Bose’s leadership and her previous experience as a CEO in the private sector. Its financial strength is reflected in its not carrying any interest-bearing debt. In FY2012 it had a surplus of \$219,014 from revenues of \$1,063,477. Revenue sources were

³³ http://www.parikrmafoundation.org/html/education_for_global_living.html

Parikrma Humanity Foundation

\$947,374 in donations, and the rest interest earnings. The year's operating costs were \$844,463. Parikrma is tax-exempt as a registered "public charitable trust" and can save its excess revenue from fundraising for later use without concern for tax liability.

Parikrma's balance sheet position is also fairly strong. At year-end FY2012, Parikrma had assets totaling \$1,989,960. Equity and liabilities include \$1,910,917 of Corpus and "Designated and endowment funds", \$5,515 of shareholders' funds, and \$73,527 of current liabilities. See **Exhibit 1** for a summary of Parikrma's financials.

Parikrma has a diversified source of contributions. Most of Parikrma's revenues came from corporate sponsorships of one of three tiers. These tiers, from biggest commitment to smallest, are Centre Sponsors, Program Sponsors, and Class Sponsors. See **Exhibit 6** for a list of major sponsors. The rest came from individuals. A significant chunk of donations from individuals came in the form of foreign currency; \$464,675 of it. Presumably, most of this came through their only long-term (albeit small) presence abroad, Parikrma USA. This branch is a registered foreign non-profit corporation run solely by Professor Nagaraj Arakere of the University of Florida, Gainesville. It seemed that most of the funding even through this channel came from donations by sponsors whose commitment Bose had cultivated previously and who were now living abroad.

The exceptional financial operation including fund-raising capacity is heavily dependent on Bose's unique talent. A key issue is how to ensure Parikrma's continuing financial and fund-raising strength once Bose retires.

Scalability of Parikrma

At maximum capacity, the four existing Parikrma schools are expected to support about 1500 students in a year or two. Some donors have asked what Parikrma's next steps would be.

The Parikrma model of effective, cost-efficient primary and secondary education is an appealing one for many. Each year several times more qualified applications for enrollment are submitted to Parikrma than they can realistically accept, so a selection must be made. Most qualifying applicants are therefore turned away. Parikrma limits enrollment to 30 students per "Sun" class (kindergarten) for each of the four school locations. This means that there is immediate potential to increase the reach of the organization several-fold even within urban Bangalore. Access to Parikrma education can benefit not only individual families, but also communities, states, and the entire country.

Recently, the Embassy Group, a large real-estate developer, had generously offered Parikrma the free, long-term use of a 3-acre plot of empty land on the northern outskirts of Bangalore. This property would have a larger footprint than that of four existing schools, combined. Parikrma was gearing up to have this land developed as a center of excellence for the organization. It would include a sports field, and three new buildings. One building would become the new home of the junior college, the second would be dedicated to Science and Technology education, and the third developed as a training facility for teachers, administrators, and social workers. Parikrma had already lined up potential sponsors who would

pay for construction and several years of operation of the junior college and the Science and Technology program. However, nothing has been set in stone yet.

More broadly, Bose often thought about the following question: Should Parikrma take steps to bring their impact to larger and larger groups of people? What are the pros and cons of opening another school? What other approaches could be taken to spreading the model?

Sustainability of Parikrma

Parikrma's sustainability depends on ensuring stable finances and continual leadership of the organization. Bose mentioned that in recent years, she spent most of her working (and possibly waking) hours developing donors, alliances, and volunteers. The school's Corpus funds provided a buffer for the organization if lean times were to arise; however, it was not large enough to provide a major portion of operating expenses for Parikrma through interest earnings. Shukla pondered whether an endowment or a corpus large enough to provide significant funding through earnings could be a possibility for Parikrma in the future.

Higher Education Commitment

Forty five Parikrma graduates are currently attending university, and Parikrma hopes to grow that number to 400 within 5 years. As mentioned, Parikrma has committed to ensuring that full university tuition is covered for all of its graduates who attend university. Costs will be expected to rise sharply while revenues are down relative to last year. Furthermore, the cost of education has been rising rapidly in India. For example, the tuition charged to new students by the well-regarded but expensive government-funded Indian Institute of Technology school system grew from \$460 in 2007 to \$920 in 2008 to \$1655 in 2013. At Parikrma, internal estimates of average expected cost per year of tuition per university student is roughly between about \$750 to \$1500 depending on the majors of study chosen by students. When the number of students in university reaches 400 that would mean between \$300,000 and \$600,000 per year in tuition. These scholarships would be pursued directly through universities or existing scholarship sources first, and then solicited from donors sponsoring individual students, or from Parikrma's larger fundraising efforts. This suggest that it would be advisable to form a separate team in Parikrma that focuses on admissions, counseling, and financial aid.

Bose spoke about her long-term vision for Parikrma:

My dream for the Parikrma is that one morning in my old age I am brought to a new Parikrma branch school to an assembly full of vibrant children. The proceedings begin with the sponsor of the school introducing herself. She explains that she established the school and committed funding in order to spread the educational philosophy of Parikrma. We then learn that she was once a Parikrma student herself.

Bose pondered on if her dream would be realized. She knew that historically, small NGO's often faced problems in sustaining finances and leadership. What specific pitfalls lay in front of the organization? What opportunities?

Parikrma Humanity Foundation

Success in Parikrma is not determined by its expenditures or even by the size of its classrooms, but rather by the depth of the relationship between the school and its teachers with each particular student and by the passion, skills, and dedication of these teachers. Any potential supporter or donor quickly senses what an exceptional school Parikrma is. Not by its looks but by what goes on in the school grounds and the confidence and vigor students carry with them even when not in school. That quality is a product of the culture of dedication and excellence inherent in Parikrma. This essence will hopefully continue. The bottom line is how we can make sure this is maintained and grows.

Appendix

Exhibit 1a. Summary of Income Statements for Parikrma (from audit reports)

	2012 (in Rs.)	2011	2010	2009	2008	2007	2006	2005	2004
INCOME									
Donation Received	-	-	22,472,436	25,504,781	-	-	8,986,359	8,480,564	4,880,033
Voluntary contribution	-	-	27,598,512	14,871,078	-	-	-	2,189,698	173,000
Sponsorship Fee Recd	-	-	-	-	-	-	8,177,878	-	-
Total Donations Received	51,532,425	50,863,948	50,070,948	40,375,859	15,144,893	10,221,120	17,164,237	10,670,262	5,053,033
Interest from Bank	-	-	1,700,888	390,738	152,537	86,796	-	19,725	-
Misc. Income	6,315,437	2,626,213	471,155	6,028	-	-	24,118	1,275	71,940
Total	57,847,862	53,490,161	52,242,991	40,772,625	15,297,430	10,307,916	17,188,355	10,691,262	5,124,973
EXPENDITURE									
Personnel Expenses	24,531,185	19,845,987	16,285,823	14,076,614	6,295,149	1,183,016	4,563,312	-	-
Educational Expenses	4,677,913	4,474,763	4,474,763	3,214,526	3,650,596	271,733	3,104,771	-	-
School Activities Promotional Expenses	-	11,445,055	9,472,320	8,930,267	5,176,875	1,301,223	1,669,650	-	-
School Operating Expenses	-	35,968,955	30,232,906	26,221,407	15,122,620	2,755,972	9,337,733	6,307,603	5,031,249
School Admin and Other Expenses	-	2,955,526	3,028,678	2,163,160	2,799,973	356,808	2,424,218	1,946,580	1,471,450
All Expenses excl. Depreciation	44,045,731	38,924,481	33,261,584	28,384,567	17,922,593	3,112,780	11,761,951	8,254,183	6,502,699
Depreciation	1,888,844	2,317,322	1,887,716	1,648,206	1,075,542	-	369,192	325,560	149,451
Total	45,934,575	41,241,803	35,149,300	30,032,773	18,998,135	3,112,780	12,131,143	8,579,743	6,652,150
Excess of Income over expenditure transferred to Corpus Fund	11,913,287	12,248,358	17,093,691	10,739,852	(3,700,705)	7,195,136	5,057,212	2,111,519	(1,527,177)
Less: Brought forward loss	-	-	-	-	-	-	-	1,527,177	-
Surplus carried to the Balance Sheet	11,913,287	12,248,358	17,093,691	10,739,852	(3,700,705)	7,195,136	5,057,212	584,342	(1,527,177)

Exhibit 1b. Balance Sheet summary for 2008 – 2011 (from parikrmaoundation.org)

Parikrma Humanity Foundation						
No. 1846, 'C' Block, 3rd Main, Sahakarnagar, Bangalore - 560092						
Balance Sheet as at 31st March, 2011						
Particulars	Sch. No.	As at 31.3.2011 Rs.	As at 31.3.2010 Rs.	As at 31.3.2009 Rs.	As at 31.3.2008 Rs.	
SOURCES OF FUNDS						
Share Capital	A	100,000	100,000	100,000	100,000	
Share Application Money pending allotment		3,600,000	3,600,000	3,600,000	3,600,000	
Corpus Fund	B	9,203,105	59,830,961	39,159,797	19,725,196	
Total		95,731,057	63,530,961	42,859,797	23,425,196	
APPLICATION OF FUNDS						
Fixed Assets						
Gross Block		16,021,394	14,972,029	10,924,891	9,952,671	
Less: Depreciation		8,531,323	6,214,001	4,326,284	2,678,078	
Net Block		7,490,071	8,758,028	6,598,607	7,274,593	
Investments	D	200,000	200,000	2,774,126	2,889,600	
Current Assets, Loans & Advances						
Cash & Bank Balance	E	82,025,381	49,280,787	32,136,564	1,047,977	
Loans and Advances	F	6,020,863	5,303,135	2,812,502	3,739,955	
		88,046,244	54,583,922	34,949,066	14,219,730	
Less: Current Liabilities & Provisions	G	5,258	10,989	1,462,002	958,728	
Net Current Assets		88,040,986	54,572,933	34,697,029	13,261,002	
Preliminary Expenses						
Total		95,731,057	63,530,961	44,069,763	23,425,196	
Notes to Accounts						
	N					
For MANI & RAVI		For and On Behalf of the Board				
Chartered Accountants						

Exhibit 1c. Excerpt from Parikrma's FY2012 Audit Report showing Balance Sheet

Parikrma Humanity Foundation			
Balance sheet			
	Note	As at 31 March 2012 (Rs)	As at 31 March 2011 (Rs)
EQUITY AND LIABILITIES			
Shareholders' funds			
Share capital	2.1	100,000	100,000
Share application money pending allotment	2.2	200,000	200,000
		<u>300,000</u>	<u>300,000</u>
Other funds			
Corpus fund	2.3	71,720,383	59,807,096
Designated and endowment funds	2.4	32,223,961	32,223,961
		<u>103,944,344</u>	<u>92,031,057</u>
Current liabilities			
Trade payables	2.5	75,667	5,258
Other current liabilities	2.6	3,923,870	3,400,000
		<u>3,999,537</u>	<u>3,405,258</u>
		<u>108,243,881</u>	<u>95,736,315</u>
APPLICATION OF FUNDS			
Non-current assets			
Fixed assets	2.7		
Tangible assets		8,141,432	7,489,062
Intangible assets		605	1,009
Non-current investments	2.8	200,000	200,000
Long-term loans and advances	2.9	3,709,445	3,443,834
		<u>12,051,482</u>	<u>11,133,905</u>
Current assets			
Cash and bank balances	2.10	93,266,529	82,025,381
Short-term loans and advances	2.11	2,848,390	866,197
Other current assets	2.12	77,480	1,710,832
		<u>96,192,399</u>	<u>84,602,410</u>
		<u>108,243,881</u>	<u>95,736,315</u>

Exhibit 1d. Excerpt from Parikrma's FY2012 Audit Report regarding Revenue Recognition

1.6 Revenue recognition

Donations received in cash, other than those received for depreciable fixed assets, are recognized as income when the donation is received, except where the terms and conditions require the donations to be utilized over a certain period. Such donations are accordingly recognized ratably over the period of usage. Donation received in kind, other than those received for depreciable fixed assets are measured at fair value on the date of receipt and recognize as income only upon their utilization.

Donation made with the specific directions that they shall form a part of corpus fund or endowment fund of the trust are classified as such, and are directly reflected as trust fund receipts in balance sheet. Donation received in cash towards depreciable fixed assets, the ownership of which lies with the Trust are treated as differed donation income and recognized donation income in the income and expenditure account on a systematic and rational basis over the useful life of the asset. The deferred donations towards depreciable fixed assets (received both in cash and kind), being identified as funds which provide long term benefits to the Trust are disclosed under Designated funds in balance shee

Exhibit 1e. Excerpt from Parikrma's FY2012 Audit Report showing fund details³⁴

2.3 Corpus fund			
Particulars	As at		
	31 March 2012	31 March 2011	
Balance at the beginning of the year	59,807,096	47,558,738	
Add: Surplus for the year	11,913,287	12,248,358	
Balance at the end of the year	<u>71,720,383</u>	<u>59,807,096</u>	
2.4 Designated and endowment funds			
Particulars	As at		
	31 March 2012	31 March 2011	
ANZ - Corpus to junior college			
Balance at the beginning of the year	10,996,723	12,272,223	
Less: utilised during the year	-	(1,275,500)	
Balance at the end of the year	(A) <u>10,996,723</u>	<u>10,996,723</u>	
Corpus collection for General Operation			
Balance at the beginning of the year	4,921,069	-	
Add: funds received during the year	-	4,921,069	
Balance at the end of the year	(B) <u>4,921,069</u>	<u>4,921,069</u>	
Corpus collection for science and technology building			
Balance at the beginning of the year	16,306,169	-	
Add: funds received during the year	-	16,306,169	
Balance at the end of the year	(C) <u>16,306,169</u>	<u>16,306,169</u>	
	(A+B+C) <u>32,223,961</u>	<u>32,223,961</u>	

³⁴ Exhibit 1e refers to a "junior college", and "science and rechnology building". These are for future planned use.

Exhibit 1f. Excerpt from Parikrma’s FY2012 Audit Report showing expense detail

2.14 Employee benefit expense		
	For the year ended 31 March 2012	For the year ended 31 March 2011
Salaries and wages	22,411,601	18,689,253
Contribution to provident and other funds	917,507	675,328
Staff welfare expenses	1,202,077	481,406
	24,531,185	19,845,987
2.15 Other expenses		
	For the year ended 31 March 2012	For the year ended 31 March 2011
School promotional activity expenses	3,416,204	4,742,390
Rent	3,160,534	3,010,280
Meal to students	2,324,818	2,083,799
Sports activity	1,713,742	1,354,155
Fees and scholarship	1,638,565	828,247
Travel and conveyance	1,123,909	1,017,554
Transport, travel and conveyance	1,023,219	1,223,353
Legal and professional charges	794,628	255,338
Educational expenses	661,657	561,514
Books and periodicals	642,255	776,450
Uniform expenses	599,819	555,854
Power and fuel	455,889	417,920
Repairs and maintenance - Others	1,359,344	987,153
Communication expenses	435,752	560,920
Rates and taxes	4,500	10,800
Security charges	18,389	111,500
Bank charges	23,216	12,687
Miscellaneous expenses	118,107	568,580
	19,514,546	19,078,494

Exhibit 2. Descriptions of School Categories

The various types of schools can be roughly characterized by several key criteria: Teaching Language, Curriculum Type, Class Size, Absentee Rate, Retention Rate, Graduation Rate, Admission Requirements, Tuition Paid, Cost per Child. Further generalizing, that can be summarized as Teaching Language, Quality, and Cost. Schools can also be meaningfully characterized based on management by government or private entity.

Schools can be broadly divided into 5 categories.

Category	Description	Management	Language	Quality	Cost to Parents
1	High-end Holistic	Private	English	High	High
2	High-end Academic	Private	English	High	High
3	Middle-class Academic	Private	English or Local	Medium to High	Medium to High
4	Low-end Private	Private or Aided	English or Local	Variable	Low
5	Government Schools	Government	Local	Low to Variable	Free

Category 1 – High cost and high quality boarding schools like the Rishi Valley School that focus on a holistic education approach in English

Category 2 – High cost, high quality schools like a few private unaided schools that focus on academic excellence in addition to extracurricular activities in English

Category 3 – Moderately expensive private unaided schools that focus on academic excellence in English

Category 4 – Low cost uneven quality schools like private aided schools that focus on academic excellence in English or Hindi

Category 5 – Low cost low quality schools like a majority of the Government run schools in Local Languages

Exhibit 3. Income Verification

Income verification is a tricky task which is impossible to do with full confidence due to the prevalence of unreported cash earnings, not having an easily locatable address, and not having a credible proof of identity. Still, it's a task that is given importance at Parikrma. Parikrma's CDS conducts income verification through a series of conversations with parents and the applicant and by visiting their home to see the conditions in which they live. Part of the CDS coordinators' job is to be in touch with the neighborhoods from which Parikrma students come from. They do so by visiting the neighborhoods from time to time. The typical home of an applicant is a tent or a single-room shanty in a densely populated slum area in which Parikrma has an established reputation. Furthermore, Parikrma often has an existing active connection to the neighborhood through current students who live there. This may help to give the CDS an idea of the daily life of applicants, even if income verification to 100% surety is not possible. This verification serves to deter any would-be scammers who try to take advantage of the school's free services while not being part of their target impact group.

Exhibit 4. Examples of Recognized No-Fee NGO Schools in India

JSS Mahavidyapeetha – Large, diversified network of educational organizations managed by an ancient Hindu sect. More than half of the 15,000 students under 14-years of age are not required to pay fees. The teaching medium is local languages.

Azim Premji – Well-heeled organization that is focused on a top-down approach to improving education in India. The organization runs a university focusing on Teacher education, a number of institutes which serve as expertise centers, and an Institute for Assessment and Accreditation. They also run demonstration schools, and have set a goal of building 1300 free schools; 2 in every district in India. The teaching medium is (presumably) English.

Asha for Education – US-based university students organize to establish schools in rural India and conduct fund-raising to cover their costs. Each school is unique and managed by a different supporting group in the US. The teaching medium is local languages, although this may differ per school.

Jain Vidyaniketan (part of the JGI very large group of educational organizations) – Rural school serving 1800 kids in the Bangalore Rural district. The teaching medium is the local language, Kannada.

Exhibit 5. Excerpt from Akshara Foundation’s “Bengaluru’s Educational Profile”, 2009-2010

Bengaluru is a metropolis of amazing diversity. The city boasts a population of over seven million people. 60% of this group represents migrants from other parts of India. The city is also home to immigrants from other countries. Drawn to a growing economy, people have been moving to Bengaluru in increasing numbers in search of brighter job prospects. The heterogeneous population includes people who speak different languages, such as Kannada, Urdu, Telugu, Tamil, Marathi, Konkani, Gujarathi, Nepali, Sindhi, Oriya, Bengali and English, with the majority speaking one of the first four languages. Religious diversity is reflected in Bengaluru's population, which comprises Hindus (79.4%), Muslims (13.4%), Christians (1.05%), Jains (5.8%), Buddhists and Sikhs, among others. Scheduled Castes and Scheduled Tribes account for 14.1% of the city's population.

The city's extraordinary diversity is reflected in the school system. In addition to government schools, there are private schools, aided schools and informal schools. The medium of instruction used to teach children in schools in the Bengaluru urban education district includes Kannada, Urdu, Tamil, Telugu and English.

According to World Bank estimates, 27% of children attend private schools in India. Private schools are an option for many families that see the government system as failing, but not for those that cannot afford the tuition costs. Also, private schools do not have the infrastructure required to reach as many children as government schools are able to do. Government pre-school centres, also known as Anganwadis and government primary schools are entrusted with reaching all children within the 3-14 year age group who do not attend private or private-aided schools. Anganwadis do not have a specific medium of instruction – children are often taught in more than one language depending upon the child's mother tongue.³⁵

³⁵ Akshara Foundation’s “Bengaluru’s Educational Profile”, 2009-2010

Exhibit 6: List of Supporters³⁶

Centre Sponsors

These are the sponsors who help us manage the operational costs of an entire Centre. Their investment helps us focus on creating a corpus for the future, through other fund raising programs. Each of these sponsors has provided support for two or more years.

- Adobe Systems Inc.
- Saraswathi Memorial Trust (has provided building for use in Jayanagar)
- Tech Mahindra Foundation
- Yahoo! Employee Foundation India

Program Sponsors

Program Sponsors have helped us to enhance the delivery of our program. It has helped us to add value to the education that we provide the children and established several initiatives beyond the classroom.

- Synopsys - Universe 2 U
- Agro Tech Foods Ltd – Nutrition (provides breakfast for one Centre)
- Motorola Foundation – Canopy Project
- Cognizant Foundation & Cognizant Outreach – Smart Classrooms (One at each Parikrma Centre for Learning), other technology enabled solutions
- The Timken Foundation, Canton, Ohio – Transport (2 buses for Parikrma children to use for travel)

Class Sponsors

- AT&T
- IIMB '95
- IIMB '96
- IIMB '97
- IIMB 2001
- Infinite Computer Solutions Pvt. Ltd.
- PricewaterhouseCoopers India Foundation
- Ravi and Neha Mankude
- Rohini Ghadiok Trust
- Saint Gobain India Foundation
- Uma and Sandeep
- Sury Singapur
- Sumi & Biju Chandrashekar
- Synopsys
- Sabre Travel Technologies Pvt. Ltd.
- Sungard
- TESCO Hindustan Service Centre
- The Hongkong and Shanghai Banking Corporation Limited

³⁶ <http://www.parikrmafoundation.org/html/support.html>

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- The Margaret Dance Class - Family and Friends of Stephen Dance
- Thomson Reuters
- Toyota Motor Sales U.S.A Inc.
- Women's Rehabilitation Group

Service Partners

These agencies provide expertise in their area of work on a pro bono basis.

Marketing Partners

- JWT, Bangalore (Advertising agency)
- The Scribble (Web Partner) - francisco@thescribble.com

Legal Partner

- UNIVERSAL LEGAL – Attorneys at Law Partha Mandal - partha@universal-legal.com

Community Services Partners

- R V Dental College
- M S Ramaiah Hospital
- Smile Train Foundation
- KMYF
- Sharada Rotary
- Udani Opticians
- Sankara Eye Hospital
- Dayashanti Charitable Hospital
- Bangalore Dental College

"In kind" supporters

- Indian Designs
- Ordina
- Rabobank

Exhibit 7: Descriptions of each school, including profile of principals (screenshot from official website)



Parikrma Centre for Learning
Supported by Tech Mahindra
Foundation, Sahakaranagar

Opened in: **June 2003**

2012-2013 Statistics

Total Children: 422
Boys: 206 | Girls: 216

Grades: K.G. - Class XII
Average per class: 30
Age Range: 5 - 17 years
No of Teachers Full Time: 29

Profile of Principal
Jagadamba Jagadamba has over 15 years of experience in the teaching and social sector. She has a B.Ed. from IGNOU and has specialized in Montessori training. She has been with Parikrma for six years. She is a keen dancer and is proficient in Bharatanatyam. Also she's been an active sportsperson, having won a silver medal in shot-put at the district level.

Centre Sponsor: **Tech Mahindra Foundation**

Parikrma Centre for Learning, Sahakaranagar



**Parikrma Centre for Learning -
Koramangala**

Opened in: **June 2003**

2012-2013 Statistics

Total Children: 341
Boys: 161 | Girls: 180
Grades: K.G. - Class X
Average per class: 30
Age Range: 5 - 15 years
No of Teachers Full Time: 23

Profile of Principal

Vijayalakshmi Mohan has over 16 years of experience as a teacher. She did her Undergraduate degree in Microbiology and her Masters in Biotechnology, before going on to do her B.Ed with a specialization in Chemistry and Biology. Viji, as she is fondly known, encourages activity based and kinesthetic learning. A proactive teacher, she is always open to new ideas. She is a people person, and loves to interact with people and understand the way they think. Viji also loves to sketch and paint.

Close



Adobe Saraswathi Parikrma Centre for Learning – Jayanagar

Opened in: June 2004

2012-2013 Statistics

Total Children: 325
 Boys: 157 | Girls: 168
 Grades: K.G. - Class X
 Average per class: 30
 Age Range: 5 - 14 years
 No of Teachers Full Time: 21

Profile of Principal

Chudarathna C, affectionately known as Chuda, has a Masters in Science and is passionate about her subject. Her love for children drew her to teaching and she has taught in various schools in different capacities for the past 13 years. She has been with Parikrma for 8 years now and in 2010 travelled to the UK for training as part of the Global School Exchange Program. Chudarathna is a good singer and has a vast repertoire of folk songs. She is an avid reader too.

Centre Sponsor: Adobe Foundation

Close
 by Jayanagar



Parikrma Centre for Learning – Powered by Yahoo! Nandhini Layout

Opened in: June 2005

2012-2013 Statistics

Total Children: 233
 Boys: 115 | Girls: 118
 Grades: K.G. - VII & X
 Average per class: 30
 Age Range: 5 - 15 years
 No of Teachers Full Time: 16

Profile of Principal

Shanthi V worked in the corporate world before becoming a teacher. She has over 14 years of teaching experience and has been with Parikrma for 7 years. Shanthi uses a lot of kinesthetic methods to teach, including dance and theatre in the classroom. In 2010, Shanthi underwent a weeklong training in the UK as part of the Global School Exchange Program. She is an adventurous traveler, passionate about wildlife, and is also a writer of play

Questions for Discussion

1. Low-Cost Model
 - a. Why do you think Parikrma's school grounds are kept modest relative to other private schools?
 - b. How important is the low cost-per-student to the durability/sustainability of Parikrma?
2. Future Strategy
 - a. Examine each of the following strategies for future activities and growth and evaluate which one makes the most sense for Parikrma today
 - i. Consolidate and improve current operations
 - ii. Slowly expand without expanding general administration of Parikrma
 - iii. Rapid expansion of schools
 - iv. Mentoring and advising schools that want to open similar locations in India
 - v. Training staff in government and other schools
 - b. Ideally, how would you further grow Parikrma to reach as many needy children that would satisfy the admissions criteria as possible?
3. What strategy do you recommend for increasing (or initiating) revenue from each of the following 5 options? Assume that revenue increases are desired, and that the options for donation include only:
 - i. Sponsorship of an individual student
 - ii. Sponsorship of a class of students at a single school
 - iii. Sponsorship of a building
 - iv. Contribution to an endowment
 - v. Non-targetted or general operations donations
 - vi. Other options (What other options are there for "earning revenue"?)
4. Suppose that Mrs. Bose announces that she will retire in 2 years. How should Parikrma prepare for it? More specifically, what are the key issues to be addressed? What would you change to make Parikrma schools more sustainable?
5. Get information off the web on one major Bangalore firm. What were its profits for 2012? What will be its compulsory CSR contribution? What could just one-third of that amount do for Parikrma? What unique characteristics or initiatives of this firm make it a good or bad partner for Parikrma to approach?

Here are some example firms to use:

IT

1. Infosys
2. Wipro
3. MindTree

Aerospace

4. Hindustan Aeronautics Limited
5. Kingfisher Airlines

Manufacturing

6. Bharat Electronics Limited

7. Hindustan Machine Tools

Financial Services

8. Canara Bank

Food

9. United Breweries Group

Subsidiaries of Foreign Multi-National Corporations

10. Dell India Pvt Ltd

11. Huawei Technologies India Pvt Ltd

12. Texas Instruments India Pvt Ltd

13. Siemens IT Solutions and Services Pvt Ltd