

# Social Impact Assessment of the Satya Bharti School program

May 2014



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## Executive Summary

### Background

The Satya Bharti School program is the flagship program of the Bharti Foundation, the development arm of the Bharti Group of Companies. The program creates opportunities for rural marginalized children to access free of cost quality education with special focus on the girl child. A clear strategic intent and systematic planning and execution have helped the foundation in expanding its reach to roughly 39,000 students. A network of 254 schools and a team of 1,627 committed teachers is dedicatedly working towards enabling these children to realize a brighter future for themselves, their families and their communities.

The schools operate on a model of holistic development (developed and initiated in 2009 -2010) and their operation and intent is directed towards making the children responsible citizens capable of building the future of the country. Curriculum components such as life skills training and extra-curricular activities seek to empower children with skills that will hold them in good stead as responsible members of a larger community and as active participants in the workforce.

The schools staff is gender and caste balanced and the entire educational machinery attached to the program works with an ideology of equality and inclusivity. In line with this ideology, all manpower hiring or training and all program planning or process improvement activity takes place without considering any factors related to caste and creed. This ideology has led to the development of a classroom or school level environment which views all students, teachers and all its vendors/service providers as a homogeneous group.

All children are provided with the same set of uniform, sweaters, textbooks and stationary. They also consume the same mid-day meal and are expected to do so as a homogenous group where there is no differentiation on the lines of gender, class or caste. The teaching staff at the schools is selected solely on the basis of merit/caliber. The system encourages women teachers to take up leadership positions and participate in initiatives that seek to ensure the safety of their students (especially the girl child).

It is also well documented that children are an important medium of change that have the capacity to passively influence the views and habits of their families. Therefore, it is natural to expect that the program's impact on children is slowly but steadily getting transmitted to their families and in turn the community at large. The link becomes even more obvious once one examines the community setup as a network that holds its children at the center of its functioning. Children are an integral part of their families and their families in turn combine to form the community.

Therefore any efforts to evaluate for the Satya Bharti School program's impact on children can naturally extend into an examination of whether this impact has made its way to their families and the community at large.

This study is an impact assessment that seeks to answer the aforementioned question and evaluate for the impact that the program has had on the children and in turn on their families and the community at large. It seeks to examine whether the program's emphasis on holistic development, value education, life skills, co-curricular & extracurricular activities, better health & hygiene practices and its thrust towards grooming responsible citizens has achieved its intended impact. Further, the study also seeks to search for any unintended impact that the program may have had on any of the aforementioned stakeholders.

## Methodology

The approach to the study seeks to evaluate for the program's impact by creating a dynamic case and control methodology. Under this approach, the interactions with children and their families were conducted under a case and control setup where the same questionnaire was administered to children studying at Satya Bharti Schools (Case) and to children (from villages which do not fall in the catchment area of a Satya Bharti School) studying at other schools (Control). A similar method was used to administer questionnaires to the families of the children covered under the study.

Also, the study has been conducted under a strong social network theory hypothesis according to which the impact on children can easily transmit to their families and in turn to the community at large. This provides for an internal checking mechanism as any impact on the community must necessarily also surface in the case of the families and in turn in the case of the children.

Any and all quantitative data collected as a part of the study was gathered under a strong statistically significant framework and the resulting analysis/insights can be considered statistically significant at a 95 percent confidence level with p-values ranging between 0.055 and 0.125.

The study also used a set of semi-structured interview questionnaires to interact with teachers, mid-day meal vendors and community opinion leaders.

## Socio-cultural impact of Satya Bharti Schools

The program has been conceptualized in-line with the vision of creating 'temples of learning, radiating knowledge and excellence for underprivileged children'. The curriculum being followed at the schools is structured in a way that assimilates the concepts of value education and activity based learning. The curriculum is also appreciative of the need for sports, extra-curricular and co-curricular activities that can help in the all-round development of the child's personality. Every process in the school has kept over all development of the child at its centre. Processes such as community campaigns, volunteering program, parent-teacher meetings have been structured to empower parents and impact the community at large.

Given the clear connect between the school, the children, the parents and the community, it is useful to assess the impact that the Satya Bharti School program's philosophy of operation and model of education has had on these diverse set of stakeholders.

## Key Findings

- 1. Strengthening the value fabric of the children in the community:** It is evident that the model of holistic education (which comprises of value education) is helping the students in developing a strong value fabric and upright moral principles. Children studying at Satya Bharti Schools were observed to be more respectful towards their elders and were found to be mature in their response to conflict situations. The children were also observed to be more forthcoming in accepting their mistakes and were found to be more prepared to work towards rectifying the same.

This strengthened value fabric is made evident by the fact that while 93 percent of the families whose children study at Satya Bharti School reported that their children regularly wish the elders in their family and community; the corresponding figure for the families whose children study at other schools is 61.1 percent. Further, as per 68.3 percent of the families whose children study at Satya

Bharti School; children in their community would tend to own up to their mistake and immediately begin working towards rectifying the same. The corresponding figure for families of children studying at other schools is moderately lower and stands at 43.3 percent.

- 2. Instilling greater confidence in children:** The teaching-learning model being followed by Satya Bharti Schools lays special emphasis on the need for activities that help students in developing relevant soft skills. Herein, the idea is to shape the children into confident & socially capable individuals. As per the field enumerators, this philosophy is creating a major impact and the schools were observed to be quiet successful in delivering against this operational objective. As per the enumerators, **84.7 percent** of the children studying at Satya Bharti Schools were certain of their responses and clear in their communication of the same. The corresponding figure for children studying at other schools was **38.9 percent**.
- 3. Building cohesiveness into communities:** The schools were observed to be working under a model that doesn't allow for any segregation on the lines of caste, class or gender. Elements such as caste/class heterogeneity in the composition of the teaching staff, access to equal resources and opportunities for all students etc. have built an ecosystem where children can longer decipher any differences in the caste and class of their friends and class mates. As a result, it was observed that a student studying at a Satya Bharti School is likely to have a friends' circle where at least 40 to 60 percent of his/her friends belong to another caste or class. The corresponding figure for children studying at other schools was noted to be around 0 to 20 percent.

The schools have developed a deep connect with the community and it was observed that village residents view the schools as an integral part of their daily functioning. Given that the schools provide an equal voice to all the parents (irrespective of caste and class), various sections of the community are observed to be working with more open channels of communication and dialogue. As a result it can be concluded that the schools are systematically eroding notions of caste/class based discrimination/differentiation. This was made evident by the fact that while 71.3 percent of the families who live adjacent to a Satya Bharti School reported regular attendance at village meetings; the corresponding figure for other families was moderately lower and stood at 45.6 percent.

- 4. Inculcating better health & hygiene practices:** The Satya Bharti Schools covered under the study were observed to be very pleasant in terms of cleanliness and overall hygiene standards. As per the operating guidelines to be followed by the schools, children are expected to wear clean uniforms, regularly cut their nails and trim and comb their hair etc. This has had an obvious and direct impact on the children. The difference in the hygiene standards of students studying at Satya Bharti Schools and their peers studying at other schools is made clear by the fact that 94 percent of the families whose children are studying at Satya Bharti Schools reported that their children brush their teeth at least once every day. The corresponding figure for families whose children study at other schools was moderately lower and stood at 67.2 percent. A similar trend was observed in the case of other hygiene related factors as well (regular hand washing, personal grooming etc.)

The seriousness with which the children take care of their health and hygiene standards was observed to have reached a point where they have started expecting the household members to do the same. In fact at a number of households, family members have already started adopting these practices; 87.7 percent of the households from where children are studying at Satya Bharti Schools

reported that the family members regularly brush their teeth. The corresponding figure for households from where children are studying at other schools was moderately lower and stood at 56.7 percent. In this regard, the impact of the Satya Bharti Schools can be even better understood when one factors in the fact that while 58 percent of the households from where children are studying at Satya Bharti Schools reported having a functional toilet at home; the corresponding figure for households from where children study at other schools is slightly lower and stands at 47.2 percent.

5. **Developing a deeper appreciation for the environment and for public commons:** It was observed that the schools involve children in the daily upkeep and maintenance of teaching aids, care of plants and trees on the campus and in the monitoring of the use of natural resources at the school. The idea behind these processes is to help children in realizing their responsibility towards conserving these limited resources. It is evident that the children have developed an appreciation for these resources and are aware of their responsibilities. The children studying at Satya Bharti Schools are aware of the need to maintain common areas and not litter the same; 95.3 percent of the children are aware that they are supposed to use a dustbin to dispose of any litter. The corresponding figure for children studying at other schools was moderately lower and stood at 58.9 percent. A similar difference was observed between the case and the controls understanding of environmental issues related to water conservation, noise pollution and the importance of maintaining a respectable green cover.
  
6. **Delivering quality and developing a greater value for education:** Another indication of the positive cumulative impact of the Satya Bharti Program and its model of structuring teaching-learning transactions is that parents have also begun noticing this impact and believe that it is important that children indulge in extra-curricular, co-curricular and sports activities. They believe that value education and life skills training should be an integral part of the school curriculum. 98.7 percent of the families whose children are studying at Satya Bharti Schools support a holistic model of education. The corresponding figure for families whose children are studying at other schools is moderately lower and stands at 58.3 percent.

The Satya Bharti School program's impact on the children's lives is further made evident by the fact that their parents have begun saving for their future education. About 27 percent of the families whose children are studying at Satya Bharti Schools reported that they are systematically saving for their children's higher education.

7. **Socio-cultural impact on teachers and on the various service providers:** About 48.5 percent of the teaching staff attached to the schools belongs to marginalized groups. The teachers from these groups pointed out that the program's model of engagement with teachers had in a way empowered them for the future as it had provided them with the confidence that they can find work environments which are free of such parochial mindsets. Further, 57.4 percent of the teachers at Satya Bharti Schools are women. This is important as women staff are acting as instruments of change in the community. Their presence in the school premises is encouraging parents to send their daughters to school as it adds to their perception that the school environment is safe and secure for girls.

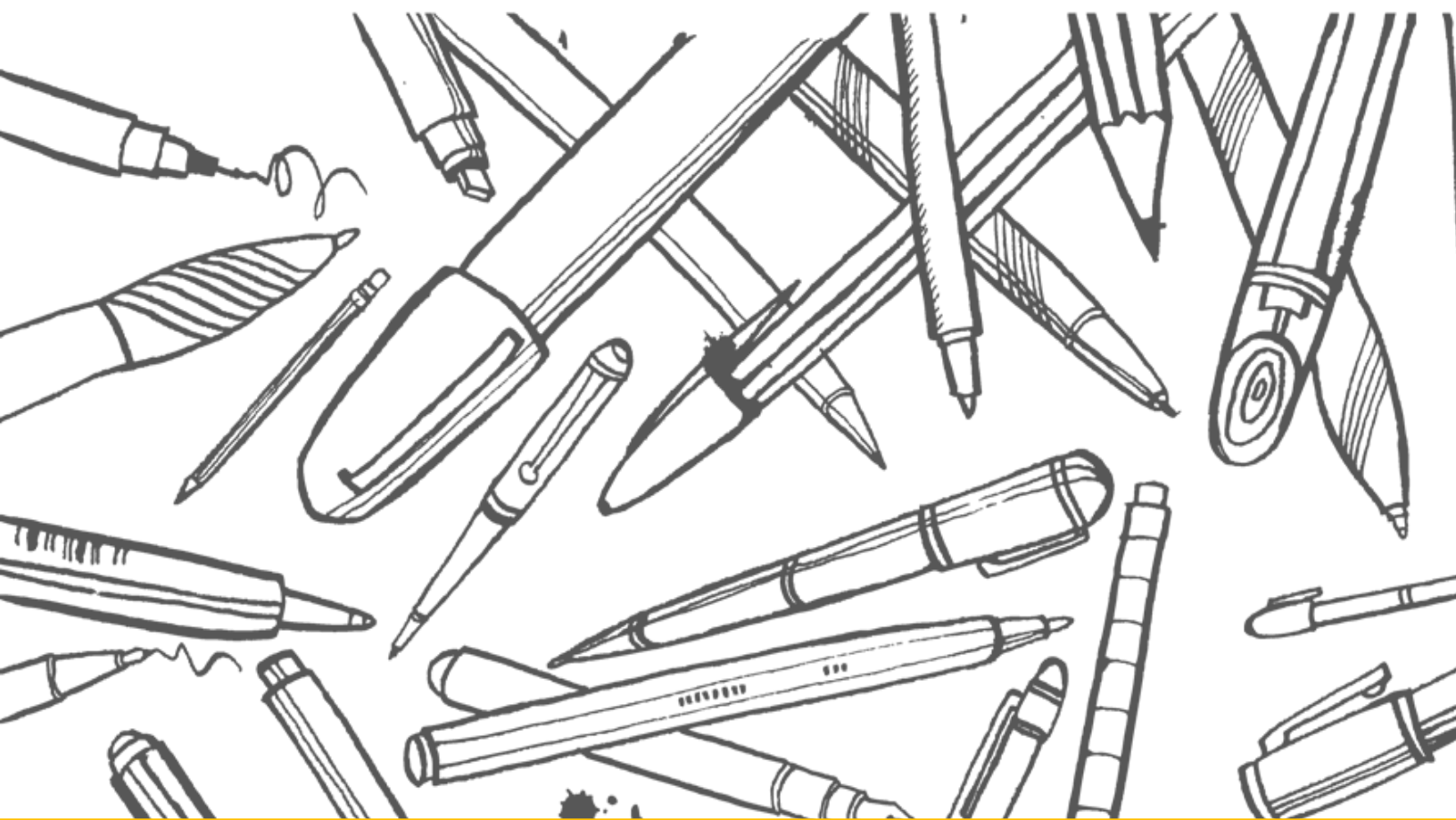


### **Economic impact of Satya Bharti Schools**

As per NSSO 2007 data, the average annual per pupil cost of education in India is INR 696. Compared against this figure, the Satya Bharti School program is making an annual investment of INR 940 to mitigate this private cost. These investments are being made towards providing children with access to books, notebooks, uniform, sweaters, etc. These investments are helping in creating an equitable environment at the school as they help in ensuring that every child has access to the same resources thereby excluding from the school environment any signs of income based differentiation.

Further, given that the school work on an 'access to free education' model, the expenditure made towards the children's mid-day meal and the per pupil tuition fee is also an effective subsidy being provided to the students and their families. The annual per pupil expenditure (in effect a subsidy) made in this direction totals out to be INR 4,585. Therefore access to free of cost education and subsidies towards negating the private cost of education are effectively savings for their families. The value of these intrinsic savings is important when one internalizes the fact that an increasing number of families are now choosing to systematically save for their children's higher education.

Finally, it is clear that enabling children to progress through grades while providing them with access to quality and apt education is somewhere increasing their future employability. A mincer regression clearly shows that an individual who has cleared secondary schooling is expected to earn twice as much an illiterate individual; and this is when one isn't factoring in a premium for the quality of education being imparted at Satya Bharti Schools.



## Background & Rationale for the Study



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### 3. Background & Rationale for the Study

#### 1.1 Background

Bharti Foundation was set up in 2000 and is the development arm of the Bharti Group of Companies. The Foundation works with the strategic objective of providing children in rural areas with access to quality education. It implements and supports programs in the fields of primary, elementary, senior secondary and higher education. The idea behind the Foundation's interventions is to transform the children (intended beneficiaries) into educated, employable and responsible citizens of tomorrow and provide them with a sense of commitment to the Nation and to the community in which they live.

The flagship rural education initiative of the Bharti Foundation; the Satya Bharti School program seeks to provide children in rural areas with access to free of cost quality education. As of financial year ending 2014, the program is effectively reaching out to and impacting the life of approximately 39,000 students. The enormity of the infrastructure that has been created in order to cater to the educational needs of these children is easily understood when one looks at the 254 schools that the program has setup across Haryana, Punjab and Rajasthan.

#### **Objectives of the Program:**

- Provide free and quality education to underprivileged children, with a special focus on the girl child, in rural parts of the country
- Transform students into educated, confident, responsible and self-reliant employable citizens of the country with a deep sense of commitment to their society
- Encourage active involvement of the community, parents and like-minded organizations
- Make a lasting and sustainable impact on the community where schools are present
- Find innovative solutions, through its primary, elementary and senior secondary schools to create replicable and scalable components in the program to facilitate delivery of quality education

The 1,627 teachers at these schools are the face of the program and bear the onus of delivering the quality education that the program seeks to provide to the children. The program has put in place a clear demarcated system that provides training and technical support to its teaching staff. Being the primary medium of contact with the children, their families and the community at large, it is important that the teaching staff is aware of its responsibilities and is empowered to and aware of how to deliver against the same. The program has also put in place a robust monitoring machinery and has defined a number of processes that help in ensuring that the teaching staff delivers against its responsibilities and that the schools continues to operate as per the broad ethos under which they were established.

The need for these monitoring and support mechanisms becomes more evident when one internalizes the nature of education/learning that the program seeks to impart to the children. The core curriculum

being followed at the Satya Bharti Schools is designed to be more practical, hands on and relevant to the larger context in which the child is expected to function through his life. The academic components of the curriculum are imparted through an activity based learning model. The classrooms are designed to assimilate and support the syllabi and are designed to act as an active learning aid.

On the other hand, the life skills and extra-curricular components of the syllabi seek to empower the child with skills that will hold him in good stead as a member of a larger community and as a participant in the workforce. In this direction the schools tend to use both active and passive teaching-learning transactions. The daily routine at the schools is inclusive of a number of small activities that tend to promote better values and ethics. The schools also have a rotation policy in place to appoint class monitors/leaders; appoint children to take care of the plants on the campus; appoint children to take care of learning aids etc. Further, the schools actively organize events such as sports day, annual day etc. and celebrate all national & community festivals.

At a more passive level, the schools staff is gender and caste balanced. All children are provided a sense of equality as they are provided with the same sets of uniform, sweaters, textbooks and stationary. They also consume the same mid-day meal and are expected to do so as a homogenous group where there is no differentiation on the lines of gender, class or caste.

World over, this approach to education is considered a more well-rounded and purposeful model of instruction as it is expected to deliver higher monetary and non-monetary returns. It is also well documented that this value is fluidic in the sense that it tends to flow from the child to his/her family and subsequently to the community. This is because the products of such education are not just expected to be valuable human capital for the country's economy but are also expected to be more responsible citizens who understand their duties and responsibilities towards the state and society.

This flow of value, knowledge and information from the child to the community is natural if one examines the community setup as a system/network that holds its children at the center of its functioning. Children are naturally an integral part of their families and their families in turn combine to form/constitute the community.

Therefore any efforts to evaluate for the Satya Bharti School program's impact on children can naturally extend into an examination of whether this impact has made its way to their families and the community at large.

## **1.2 Rationale for the Study**

This study is an impact assessment that seeks to answer the aforementioned question and evaluate for the impact that the program has had on the children and in turn on their families and the community at large. It seeks to examine whether the program's significant emphasis on a 'holistic development framework' has achieved its intended impacts. The program provides employment opportunities to a number of teachers and service providers; this study also seeks to understand the income and economic empowerment related impact the program has made on the lives of these stakeholders. Further, the study also seeks to search for any unintended impacts that the program may have had on any of the aforementioned stakeholders.

### 1.3 Methodology

The study seeks to gauge the Satya Bharti School program's impact on the children enrolled at the schools, their parents and the community as a whole. It also seeks to determine the Program's impact on the teachers and village based service providers. Further, a number of impact areas being assessed also fall under the purview of the intended impact of a number of government schemes and programs.

As a result, the impact assessment study needed to establish a methodology to discern the dedicated impact of the Satya Bharti School program. The methodology was required to be robust to support data collection and interpretation that can clearly distinguish the impact that can be attributed to the Bharti Foundation's efforts.

The approach to the study addresses the aforementioned concerns by creating a dynamic case and control methodology. The interactions with children and their families were conducted under a case and control setup where the same questionnaire was administered to children studying at Satya Bharti School (Case) and to children studying at other schools (Control). A similar method was used to administer questionnaires to the families of the children covered under the study. Mindful of the fact that the program's impact could have easily been transmitted to the children in the community who are not studying at the schools; the control cases were selected from an altogether different village/community. This village/community was selected in a manner that it felt right outside the catchment area of the Satya Bharti School. This helped in ensuring that it most closely emulates the case village/community and at the same time couldn't have received any transmitted impact that originates from the school.

Any and all impact attributed to the Satya Bharti School's program has been attributed on the basis of this case and control analysis. Also, the study has been conducted under a strong social network theory hypothesis according to which the impact on children can easily transmit to their families and in turn to the community at large. This provides for an internal checking mechanism as any impact on the community must necessarily also surface in the case of the families and in turn in the case of the children.

The schools covered under the study were selected at random from a list of schools that fulfilled certain basic criteria:

1. **Date of establishment** – The schools eligible for selection must be in operation for a time period of more than four to five years. This is essential as impact is usually a function of the time period for which intended and unintended beneficiaries are exposed to an intervention.
2. **Heterogeneity within the community** – The schools eligible for selection must be operating out of communities with a mix of multiple caste, communal and religious groups. Such heterogeneity is essential given that the study seeks to examine for impact on the level of cohesiveness in the community.
3. **High level of enrollment from the parent village** – The schools eligible for selection must be catering to at least 70 percent of the children from the parent village. Given that the study seeks to examine community level impact through a social network theory hypothesis; such high percentage of enrollment is necessary to ensure that the impact gets transmitted from the children to the community through their parents.
4. **Level of schooling at offer** – The final selection of schools must have a mix of primary and elementary schools.

Any and all quantitative data collected as a part of the study was gathered under a strong statistically significant framework and the resulting analysis/insights can be considered statistically significant as per the following parameters:

Category	Respondent	Sample Size	Confidence Level	P-Value
State (Case)	Children	100	95 percent	0.100
	Parents	100	95 percent	0.100
State (Control)	Children	60	95 percent	0.125
	Parents	60	95 percent	0.125
Cumulative (Case)	Children	300	95 percent	0.055
	Parents	300	95 percent	0.055
Cumulative (Control)	Children	180	95 percent	0.075
	Parents	180	95 percent	0.075

The study developed and utilized a set of two quantitative questionnaires under the aforementioned sampling framework. One of the questionnaires was administered to the children studying at Satya Bharti Schools (Case) and to the children studying at other schools (Control). Another questionnaire was administered to parents of the children studying at Satya Bharti School (Case) and to parents of children studying at other schools (Control). These questionnaires used binary response type questions (Yes/No), multiple choice questions and scale based response fields to collect information from the relevant stakeholders.

The study also used a set of semi-structured interview questionnaires to interact with teachers, mid-day meal vendors and community opinion leaders. These questionnaires were administered to 30 school teachers, 15 mid-day meal vendors and 16 community opinion leaders.

The aforementioned quantitative questionnaires and the semi-structured interview formats are available for the reader's perusal and have been attached as an annexure to this report.

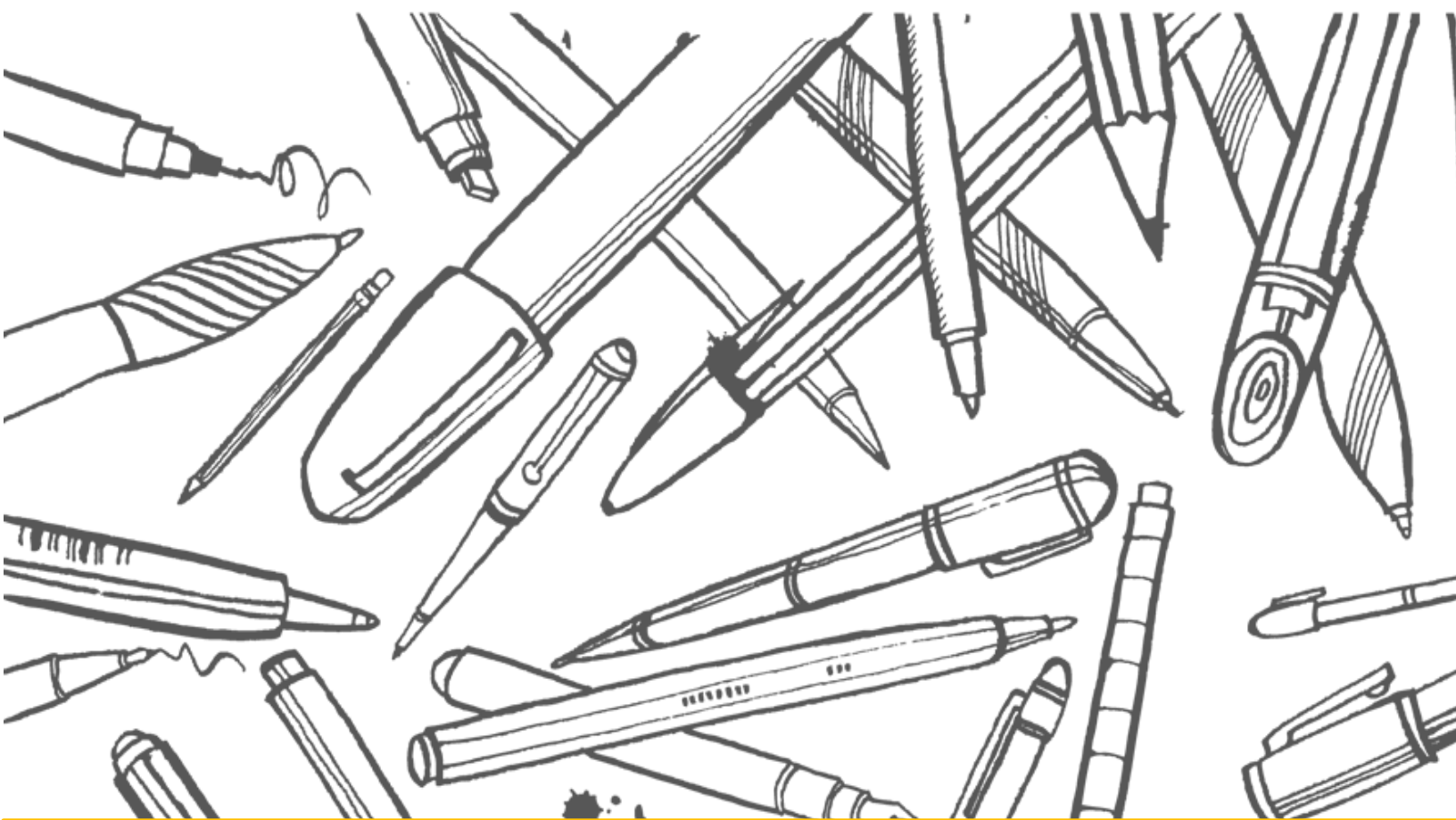
The data/information collected through these tools were analyzed using a relevant statistical package and the results of this analysis have been used for the impact assessment of the Satya Bharti School program.

**Limitations:**

The study only covers respondents from 15 Satya Bharti Schools; 5 each in Punjab, Haryana and Rajasthan. It is therefore only partially representative in terms of its ability to capture extreme variances in school level performance. For the detailed list of schools covered under the study and the village, block

and district where they are located; kindly refer to Annexure III.





## Socio-cultural impact of Satya Bharti Schools





## 4. Socio-cultural impact of Satya Bharti Schools

The Satya Bharti School program has been conceptualized in-line with the vision of creating 'temples of learning, radiating knowledge and excellence for underprivileged children'. The teaching – learning transactions structured under this vision seek to provide a more holistic system of education to the children studying at the Satya Bharti School. The curriculum is structured in a way that assimilates the concepts of value education and activity based learning. The curriculum is also appreciative of the need for sports, extra-curricular and co-curricular activities that can help in the all-round development of the child's personality.

The infrastructure, systems and practices at the schools have been developed to promote better health seeking behavior, better nutritional intake and better civic sense. The teachers at the schools have been trained in a way that helps them assimilate and work with the requirements & activities attached to such holistic education. Further, an elaborate support & monitoring mechanism has been put in place to help teachers deliver against their responsibilities and monitor their performance against their duties.

The schools are expected to focus on celebrating all National Days and festivals with equal fervor and the community is involved in all such festivities. Various cultural events are organized that allow the children to showcase their progress before their parents and community members.

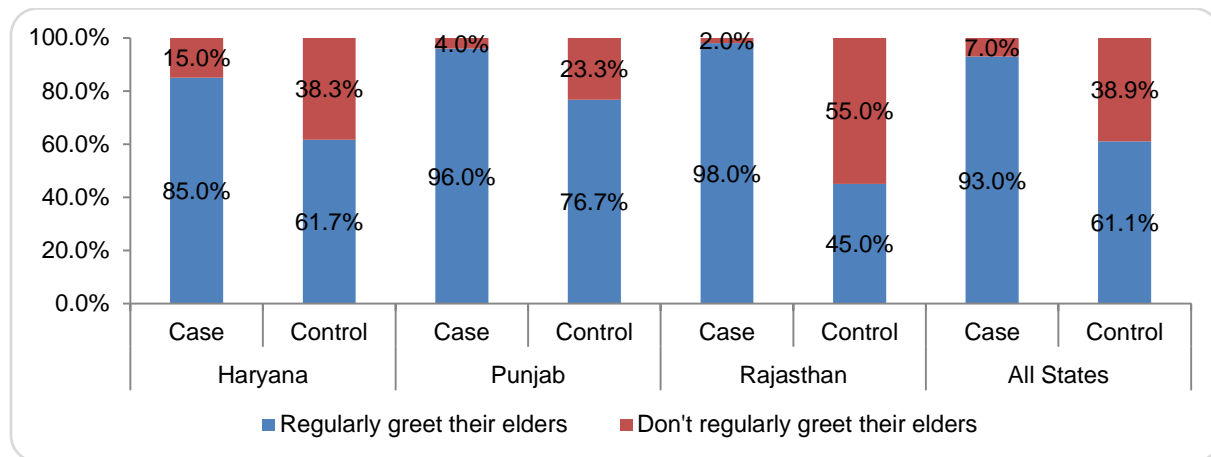
The schools also seek to operate under a model that ensures active involvement from the parents and the community. The schools run annual community development campaigns focusing on critical issues such as education, environment protection, women's empowerment, substance abuse, need for appropriate sanitation facilities etc.

Therefore, there exist a clear connect between the school, the children, the parents and the community. As a result it is useful to assess the impact that the Satya Bharti School program's philosophy of operation and model of education has had on these diverse set of stakeholders.

### 2.1 Building the future of India through concentrated, holistic and value driven education

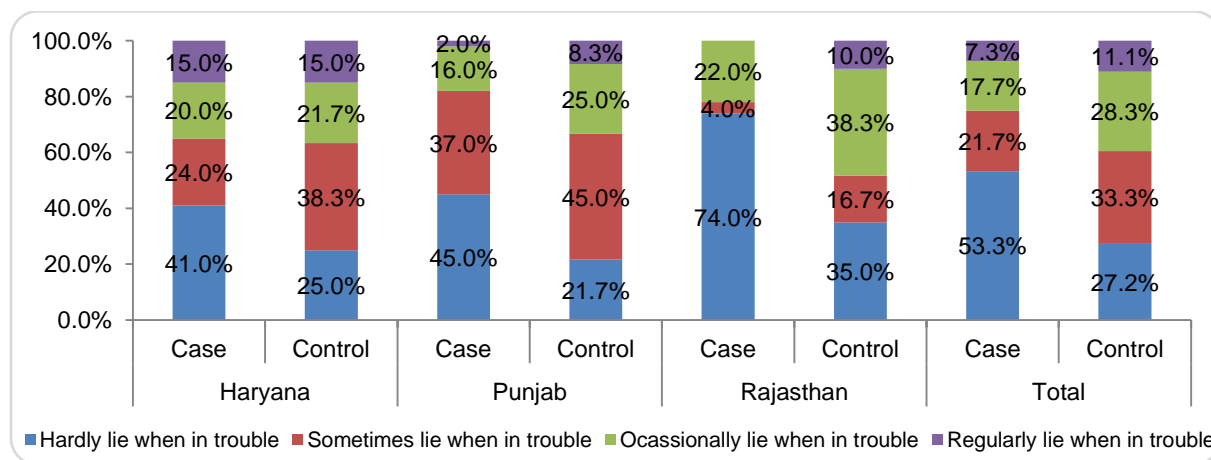
The thrust towards inculcating value education into the core curriculum being taught at the schools as well as into the children's daily routine seems to have left a notable imprint on their personality. The children studying at Satya Bharti School seem to have developed respect for elders into a natural habit. This is made evident by the fact that while 93 percent of the families whose children study at Satya Bharti School reported that their children regularly wish the elders in their family and community; the corresponding figure for the families whose children study at other schools is 61.1 percent. While the gap was observed to be moderate in the case of children in Haryana and Punjab; there was a major difference in the responses received from the state of Rajasthan.

**Figure 1: Percentage of families reporting that their children regularly greet their elders**



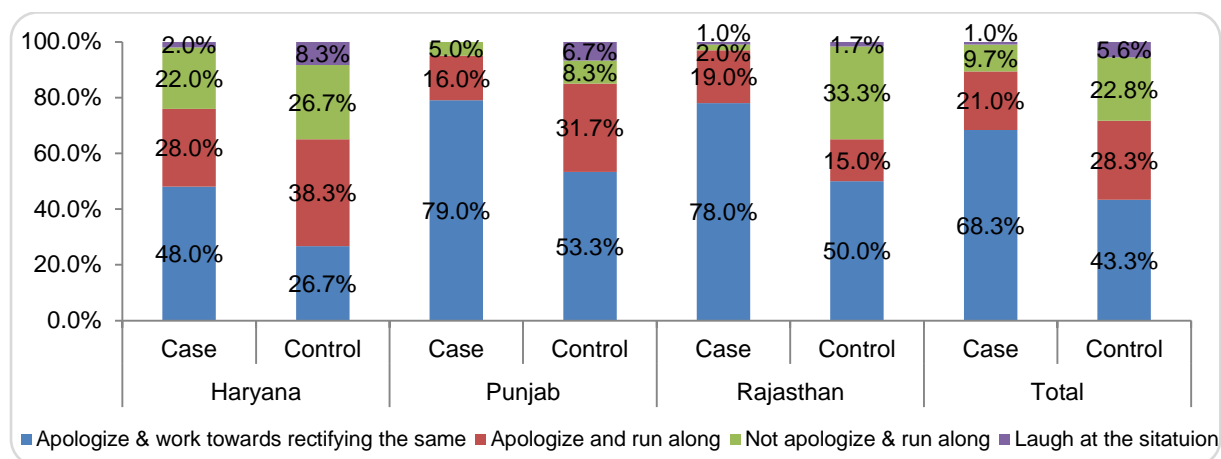
A similar impact is observed when one looks at the children's tendency to lie to their parents. This is made evident by the fact that 53.3 percent of the families whose children study at Satya Bharti School reported that when in trouble; their children hardly lie to them. The corresponding figure for families whose children study at other schools was much lower and stood at 27.2 percent. Here as well the gap was observed to be moderate in the case of children in Haryana and Punjab and a major difference was observed in the responses received from the state of Rajasthan.

**Figure 2: Percentage of families reporting that their children lie to them when in trouble**



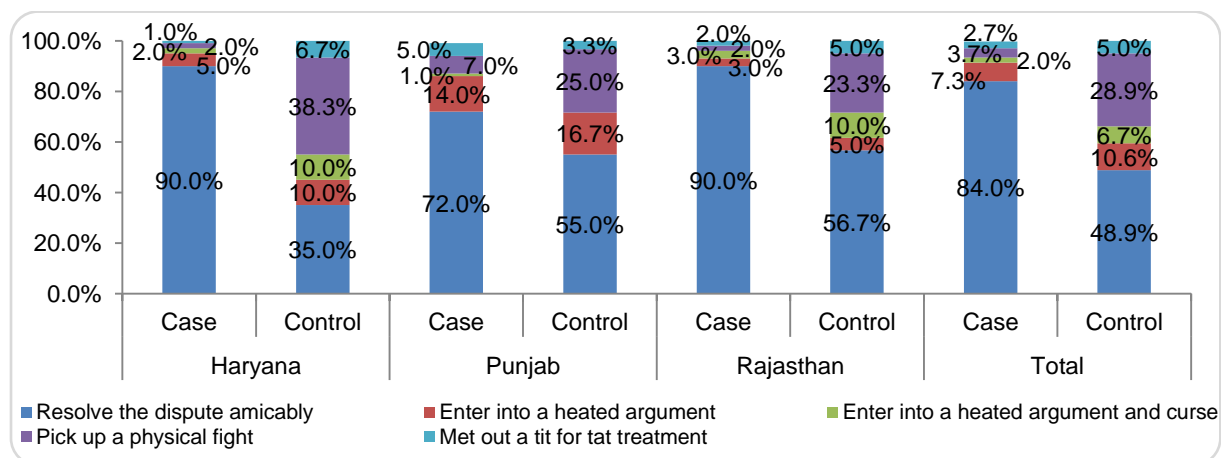
The difference between the values of children studying at a Satya Bharti School and the children studying at other schools becomes even more evident when one moves beyond habitual responses and examines their behavioral response to situations. When asked about how a child from the village would respond if he accidentally knocked over a basket of groceries being carried by a villager; majority of the respondents from the village with a Satya Bharti School said that the child would apologize for his mistake and help them in gathering the spilt items. As per 68.3 percent of the families whose children study at Satya Bharti School; children in their community would tend to own up to their mistake and immediately begin working towards rectifying the same. The corresponding figure for families of children studying at other schools is moderately lower and stands at 43.3 percent.

**Figure 3: Children's behavioral response to their mistakes**



The families' perception of their children's behavioral response to a mistake is further seconded by the children's behavioral response to a conflict situation. When asked about how they would respond if their friend broke/damaged one of their prized possessions; 84 percent of the children studying at a Satya Bharti School said that they would look at resolving the issue amicably and by counseling their friend about what he/she did was wrong. The corresponding figure for children studying at other schools stood at a moderately lower figure of 48.9 percent. In fact 28.9 percent of the children at other schools said that they would/might resort to a violent confrontation.

**Figure 4: Children's behavioral response to their friend breaking/damaging one of their prized possessions**



It is evident that the model of education being followed by the Satya Bharti Schools and the Foundation's emphasis on the need for value education has resulted in a positive impact on children. When examined across the various geographies of operation; it is observed that children studying at Satya Bharti Schools are consistently outperforming their peers studying at other schools. They seem to have imbibed the value education being imparted at the schools and made it an integral part of their habitual and behavioral responses to situations.

**Service before self**

Simranjeet is a class eight student at a Satya Bharti school in Budhakhera village in the Kaithal district

of Haryana. Her sister Jasmeet studies in class seven at the same school. Simranjeet is also the head girl at the school and as per the Head Teacher’s assessment is an all-rounder who is good at both academics and sports.

Last year, Simranjeet was made in charge of organizing a hundred meter race for the girls from class seven. While the race was in progress, the head teacher heard a lot of commotion and when he stepped out to inspect what was happening; he observed that Simranjeet had pulled her sister out of the race.

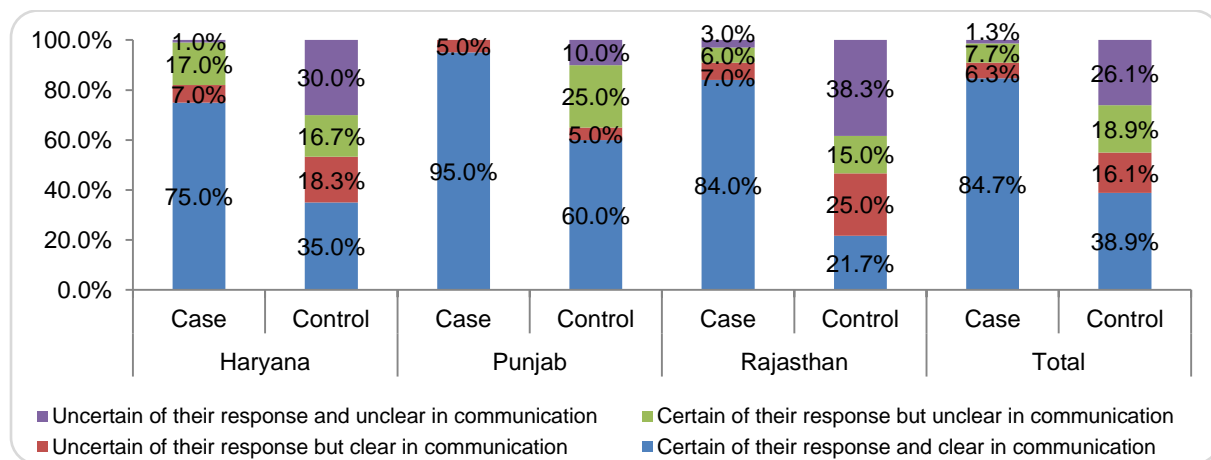
Upon enquiring into the situation, he realized that Simranjeet had observed that Jasmeet had pushed one of her classmates and had therefore cheated her way to the front; and immediately disqualified her from the race in order to preserve the sanctity of sportsmanship.

While recalling the incident the head teacher expressed a lot of pride in being in charge of children like Simranjeet. He said that when he looks at Simranjeet he sees a future IPS officer and said that he is certain that she would bring a lot of honor to her family and community.

## 2.2 Instilling greater confidence in children

The Satya Bharti School program’s model of holistic education also lays heavy stress on extra-curricular activities and programs. The program has a dedicated embedded component of community advocacy initiatives. These programs are usually designed to be road shows where children studying at the schools dawn the responsibility of change makers, ambassadors and principle communicators. Therefore, it is but obvious that the model of teaching has a heavy thrust towards instilling greater confidence in the students studying at the schools. This impact was very evident when the field enumerators were administering the questionnaires to the children studying at Satya Bharti Schools. The enumerators were asked to mark a confidence battery after completing their communication with each child. As per the enumerators, 84.7 percent of the children studying at Satya Bharti Schools were certain of their responses and clear in their communication of the same. The corresponding figure for children studying at other schools was 38.9 percent. While the difference observed in Punjab was moderate; a major difference was evident in Haryana and Rajasthan.

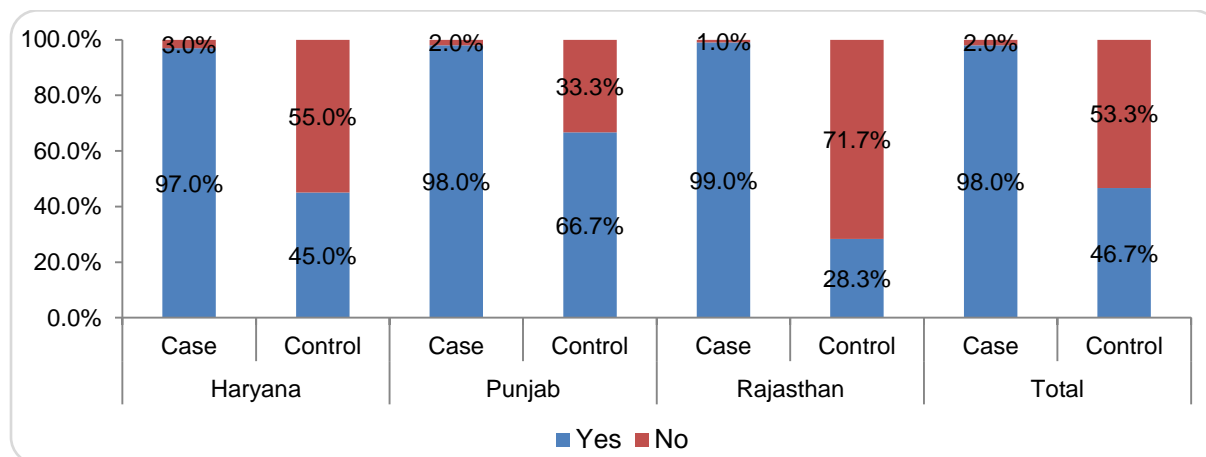
**Figure 5: Clarity and coherence with which children were able to communicate with the field enumerators**



The field enumerators’ opinion was further seconded by the parents. When asked whether they felt that

their child had developed into a more confident individual; the overall pattern of responses was found to be one that closely resembles the field enumerators' perception. The parents of children studying at Satya Bharti Schools were equivocal in their opinion and 98 percent of them said that they believe that their child has become more confident after joining school. The corresponding figure for parents of children studying at other schools was much lower and stood at 46.7 percent.

**Figure 6: Parents perception of changes in the child's confidence level post joining school**



#### Where the difference speaks for itself

When travelling to the field, the resource persons were trained to use the local dialect for opening their conversations with the children. While this was essential for communicating with children in the control villages; the same proved to be unnecessary when interactions were held with children studying at Satya Bharti Schools.

The field enumerators were left somewhat embarrassed when they tried asking the questions after translating the same. They found that the children at the school were able to read the questionnaire and its responses (in English) and were ready with their response even before the question was concluded. They were precise in the way they structured their responses and communicated the same in English.

The confidence with which they communicated with the enumerators was a clear indication of the fact that they were used to holding such open & frank interactions with their peers and their elders.

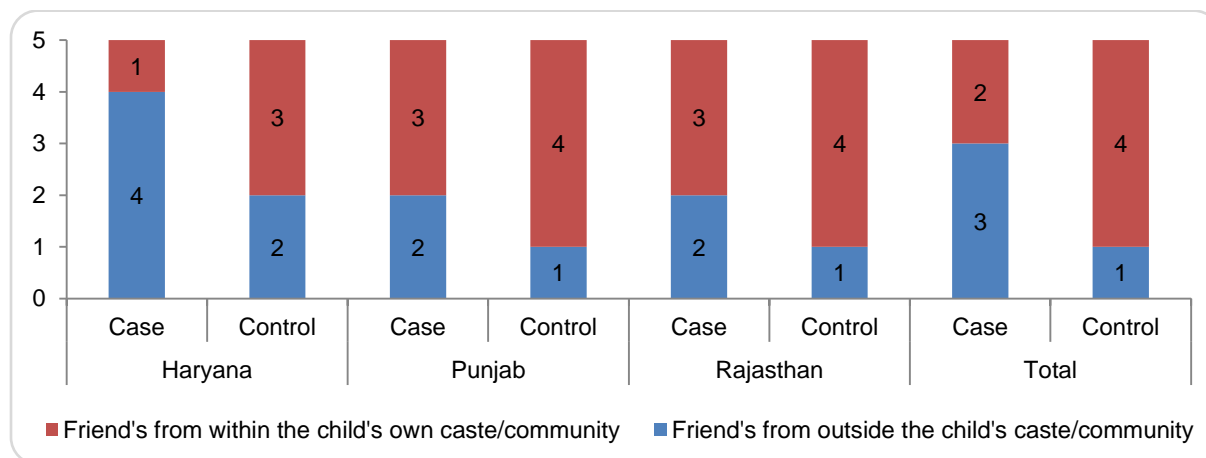
### 2.3 Building cohesiveness into heterogeneous communities

It is also important to note that the Satya Bharti School program works with a one for all approach wherein every child is provided with access to the same infrastructure, given the same amenities and resources (textbooks, uniform, sweaters, stationary etc.) and expected to be treated as an equal by the school staff. The schools work under a model of exclusive secularism where there is no space for caste or income based profiling. The teaching staff at the school is also balanced in the sense that 48.5 percent of teachers at the schools are from marginalized groups/communities.

This kind of approach helps in checking that no child is discriminated against on the basis of his caste/community profile. This model of exclusive secularism is observed to be making a positive impact on the children studying at the schools.

This landscape that treats everyone equally has made a visible impact on the minds of the children. It was observed that the children do not factor in any elements related to caste, class or creed while choosing their friends. While administering the questionnaires the field enumerators asked the children to pen down the full names of five of their best friends. When profiled, it was observed that while a child studying at a Satya Bharti School reported having two to four friends from other community groups; the corresponding figure for children studying at other schools was one to two.

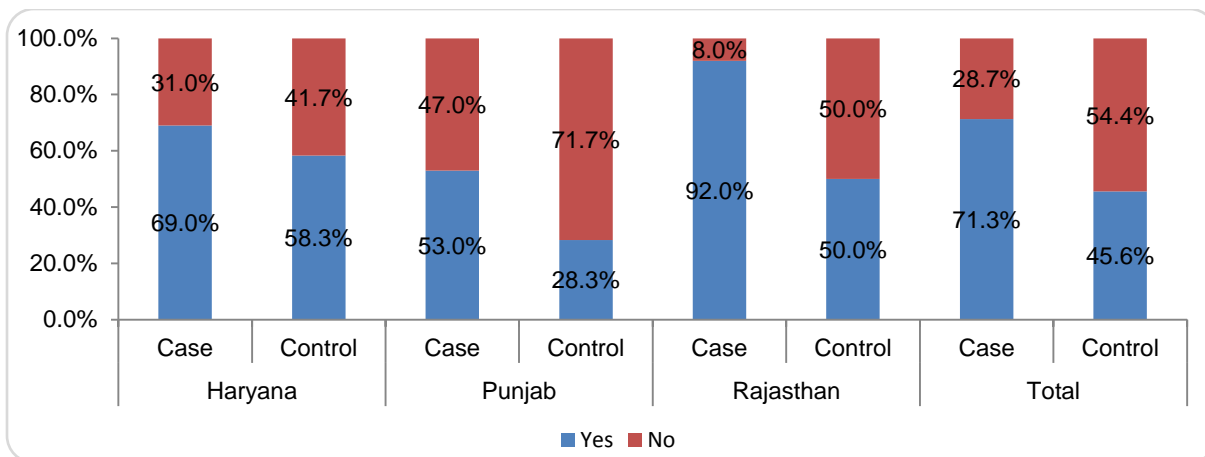
**Figure 7: The caste/communal profile of a child's friends circle**



The increased cohesiveness amongst children was observed to be slowly transmitting to the community. The schools are also directly contributing to this increased cohesiveness by acting as a platform that unites the community. The schools are a center of learning for children from various caste and communal groups. They operate under a model that welcomes all parents to contribute and participate in the school's functioning and this is ushering in an environment where all community members feel empowered to contribute to important decisions pertaining to the school's future. Also, given that each individual's suggestions and decisions impact all the children studying at the schools; it has opened up communication channels between the various groups in the community.

This coordination and increased cohesiveness is seemingly making its way into day to day community operations. Communities where certain sections were shy off attending or were not allowed to attend community meetings are now working with an approach that opens community dialogue to all households/residents. Members of communities adjacent to Satya Bharti Schools report a more regular attendance at community meetings. This is made evident by the fact that while 71.3 percent of the families who live adjacent to a Satya Bharti School reported regular attendance at village meetings; the corresponding figure for other families was moderately lower and stood at 45.6 percent.

**Figure 8: Percentage of families reporting regular attendance at village meetings**



### Developing a connect with the community

Mr Jasbir Singh is the Sarpanch of Bakali village in Kurukshetra district in Haryana. He is the patriarch of one of the most affluent families in the vicinity and takes keen interest in monitoring the progress of the community as a whole.

Mr Singh believes that the Satya Bharti School in the village is a precious element that the community must respect and judiciously utilize in order to build the future of its children. Aware of the fact that children from various caste, communal and income groups study at the facility; he considers it to be his duty to support the school to the best of his capacity.

Recently, Mr Singh drew funds from the village development fund to construct a cemented pathway from the road to the school. He said that during the previous monsoon season, he was out for a stroll and observed that the children had to wade through knee deep water in order to reach the school.

He says that upon noticing this he felt the need to lend a hand and improve upon the access road to the school; as at the end of the day it is an institution accessed by children from all groups in the community. He says that the community considers the Satya Bharti School to be an integral part of its existence and operation and would leave no stone unturned to provide any necessary support to the school and its faculty.

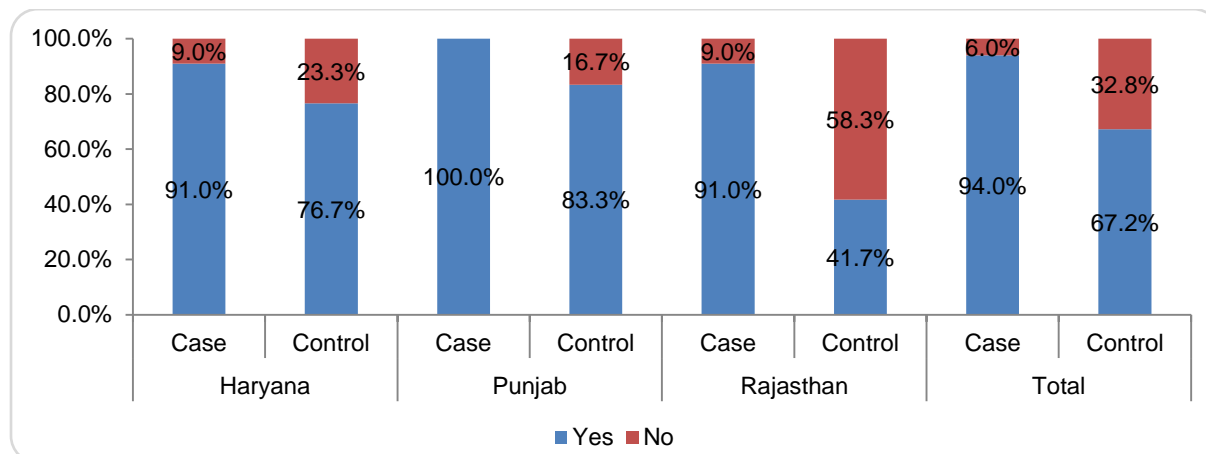
## 2.4 Inculcating better health and hygiene practices amongst students and their families

The Satya Bharti Schools covered under the study were observed to be very pleasant in terms of cleanliness and overall hygiene standards. The schools were found to be well equipped in terms of water and sanitation infrastructure and the teachers were found to be regularly monitoring children’s hygiene standards. As per the operating guidelines to be followed by the schools, children are expected to wear clean uniforms, regularly cut their nails and trim and comb their hair etc.

As per the parents of the children studying at the schools, the children take their grooming and hygiene standards very seriously and expect their parents to help them in maintaining the same. The difference in the hygiene standards of students studying at Satya Bharti Schools and their peers studying at other schools is made clear by the fact that 94 percent of the families whose children are studying at Satya

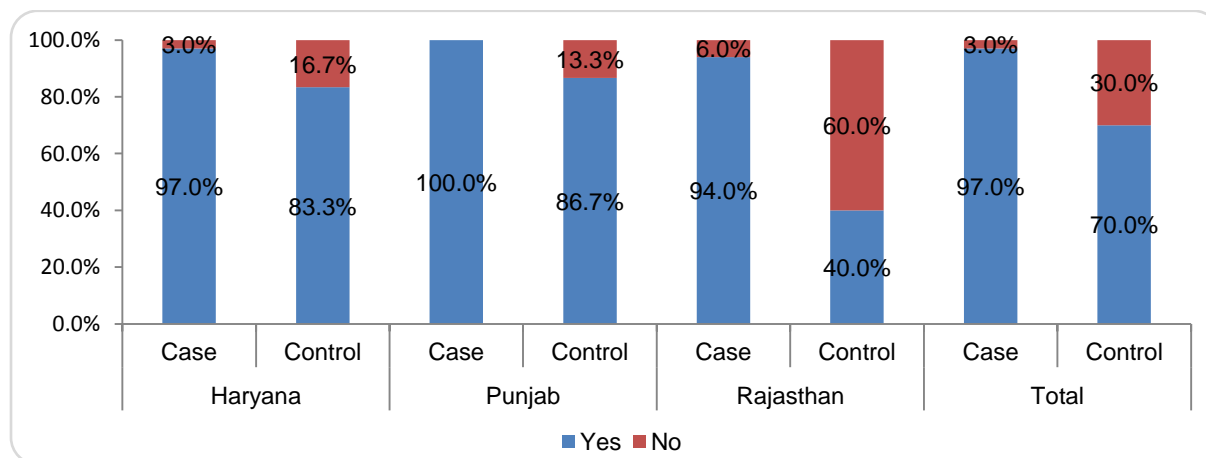
Bharti Schools reported that their children brush their teeth at least once every day. The corresponding figure for families whose children study at other schools was moderately lower and stood at 67.2 percent. While the difference was marginal in the case of Haryana and Punjab; it is comparatively quiet large in the case of Rajasthan.

**Figure 9: Percentage of families reporting that their children regularly brush their teeth**



A similar pattern of responses was observed when the parents were asked whether their children regularly wash their hand before and after meals. 97 percent of the families whose children study at Satya Bharti Schools reported that their children regularly wash their hand before and after meals. On the other hand, the corresponding figure for families whose children study at other schools was moderately lower and stood at 70 percent.

**Figure 10: Percentage of families reporting that their children wash their hand before and after meals**



### Health & hygiene on their mind

Yusuf Ali is a student of class three at the Satya Bharti School in Kanasar village in the Jodhpur district of Rajasthan. According to his father, Yusuf loves going to school and is very fond of his uniform. He says that Yusuf is so particular about his health and hygiene standards that every day

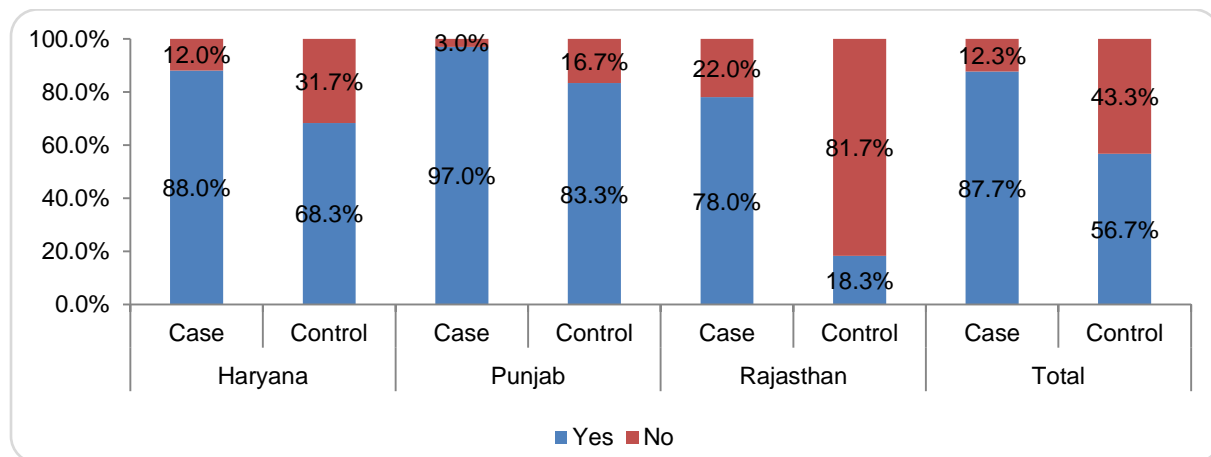


morning he wakes up on his own, brushes his teeth and asks his mother to help him get ready and comb his hair.

His father says that his School's impact on his son is very deep rooted and visible. He says that the concept of health and hygiene has become so deep seated in Yusuf's mind that he makes sure that his younger sibling (not of school going age) also washes his hands (before and after meals) and brushes his teeth (before sleeping at night and after waking up in the morning).

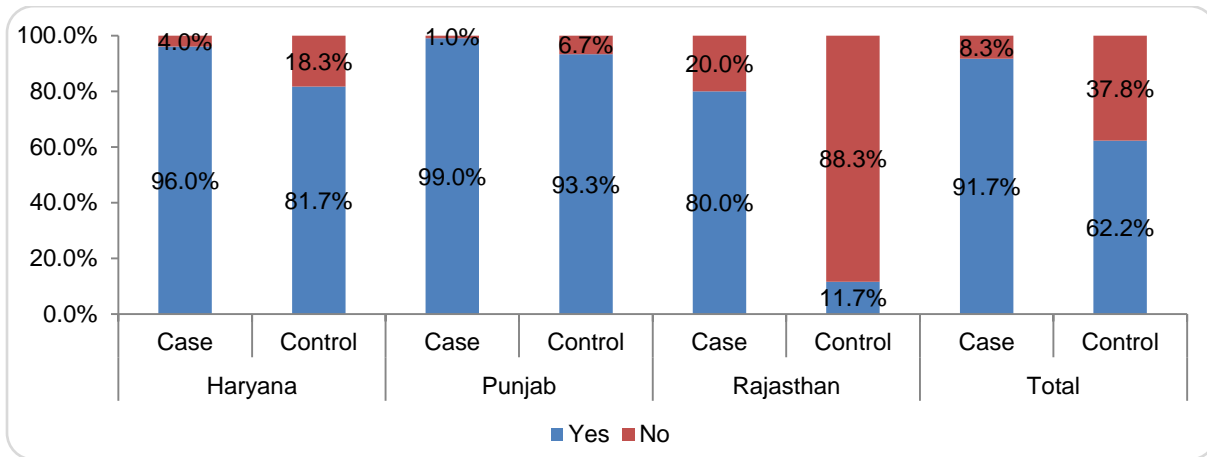
At a number of families visited under the study, the parents reported that the seriousness with which their children take care of health and hygiene standards has reached a point where they have started expecting the household members to do the same. In fact at a number of households, family members have already started adopting these practices; 87.7 percent of the households from where children are studying at Satya Bharti Schools reported that the family members regularly brush their teeth. The corresponding figure for households from where children are studying at other schools was moderately lower and stood at 56.7 percent.

**Figure 11: Percentage of households reporting that family members regularly brush their teeth**



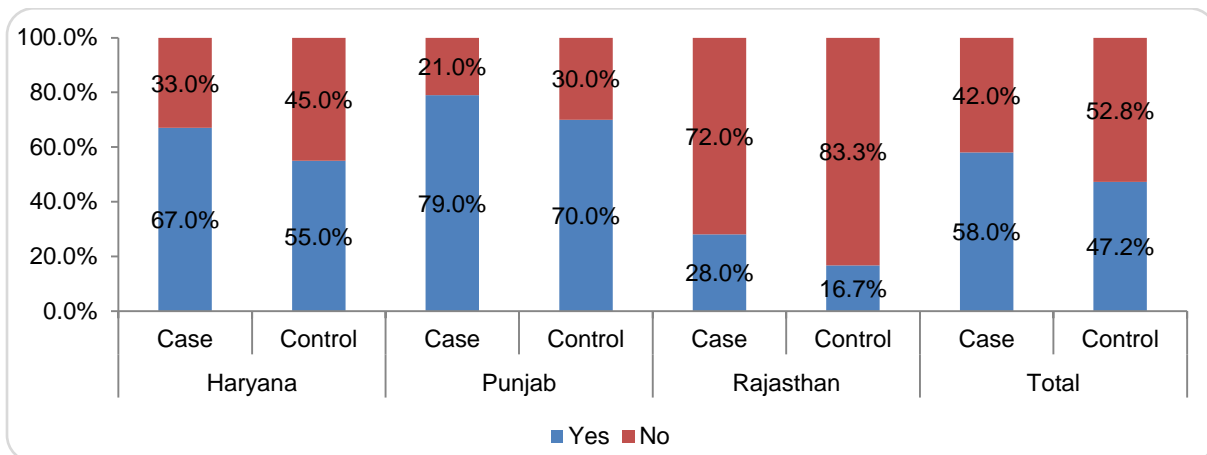
Similarly, 91.7 percent of the households from where children are studying at Satya Bharti Schools reported that family members regularly wash their hands before and after meals. The corresponding figure for households from where children are studying at other schools stood at 62.2 percent.

**Figure 12: Percentage of households reporting that family members regularly wash their hands before and after meals**



The program's impact can be even better understood when one factors in the fact that while 58 percent of the households from where children are studying at Satya Bharti Schools reported having a functional toilet at home; the corresponding figure for households from where children study at other schools is slightly lower and stands at 47.2 percent. This difference highlights the fact that the presence of proper sanitation infrastructure at schools has the capacity to translate into children's demand for such facilities at home. Further, repeated demands for the same can translate into actual infrastructure creation/investments at homes.

**Figure 13: Percentage of households reporting having a functional toilet at home**



### Where age is a state of mind

Bhupendra Kumar is a student of class 5 at a Satya Bharti School in Meghanwas village in the Mehendragarh district of Haryana. During interactions with his family, his grandmother provided an insight into how Satya Bharti Schools are grooming the future of the Country.

She said that she regularly helps in the preparation of cow dung cakes (cooking fuel) at home and that a few months ago, Bhupendra started nagging her on the fact that she doesn't necessarily wash

her hands with soap after she's done with the chore.

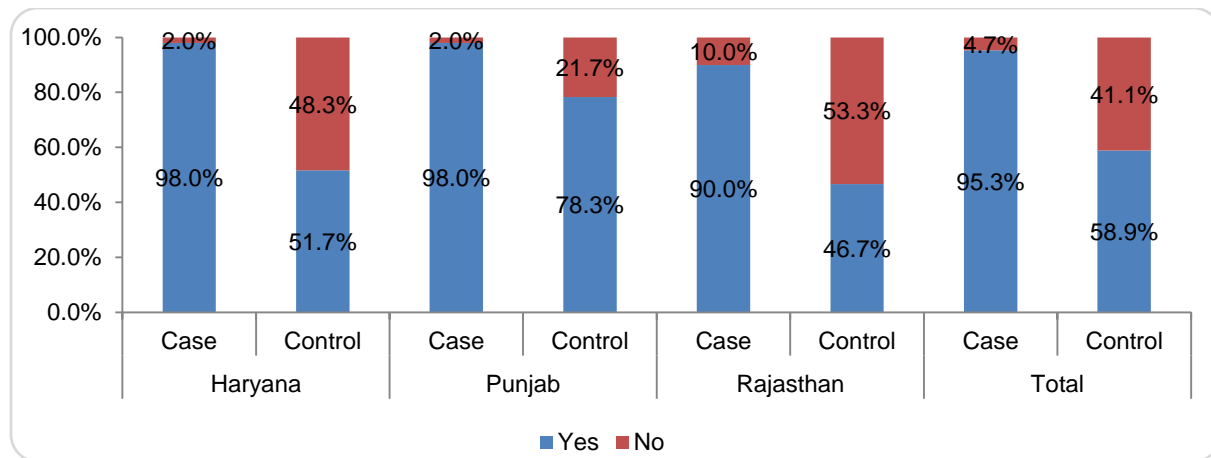
She says it came to a point where he started walking up to her with a soap cake once she had finished preparing the dung cakes. At first she felt slightly annoyed by his persistence; but says that it is now a regular habit for her to wash her hands with a bar of soap.

## 2.5 Developing a deeper appreciation for the environment and for public commons

The program supplements the high infrastructural availability at schools with teaching and activities which help children in developing an appreciation for the same. The schools involve children in the daily upkeep and maintenance of teaching aids, care of plants and trees on the campus and in the monitoring of the use of natural resources at the school. The idea behind these processes is to help children realize their responsibility towards conserving these limited resources. It is evident that the children have developed an appreciation for these resources and are aware of their responsibilities.

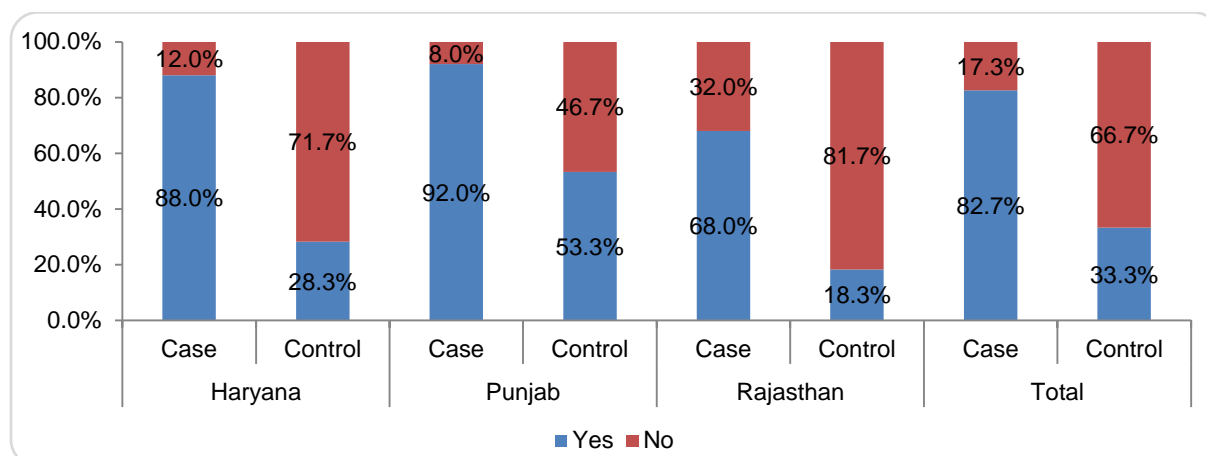
The children studying at Satya Bharti Schools are aware of the need to maintain common areas and not litter the same; 95.3 percent of the children are aware that they are supposed to use a dustbin to dispose off any litter. The corresponding figure for children studying at other schools was moderately lower and stood at 58.9 percent.

**Figure 14: Percentage of children aware that they should use a dustbin to dispose of any litter.**



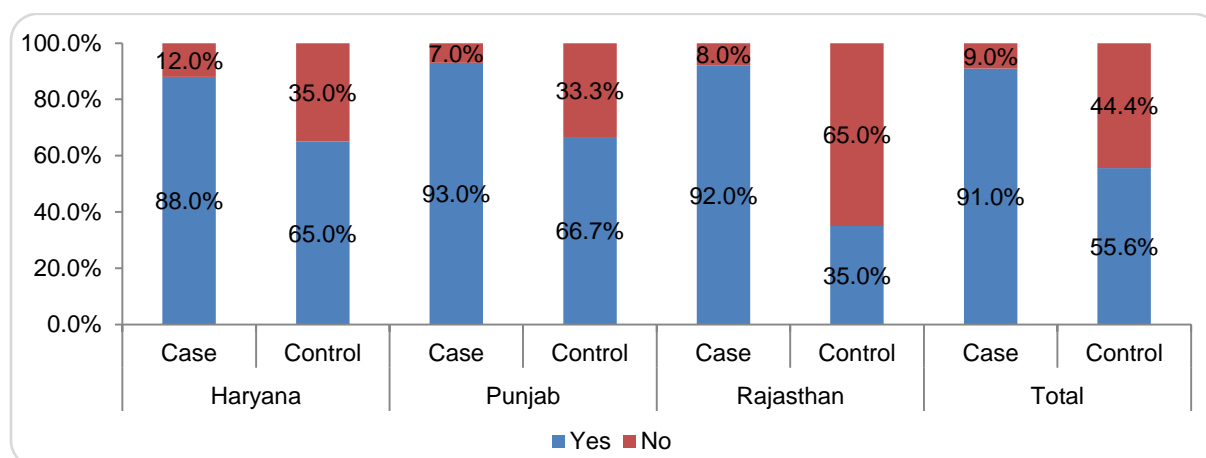
The children studying at Satya Bharti Schools also understand that creating a ruckus is not only a disciplinary issue but also has the potential to harm the environment. This is made clear by the fact that while 82.7 percent of the children at Satya Bharti Schools understand the concept of noise pollution; the corresponding for children studying at other schools is much lower and stands at 33.3 percent.

**Figure 15: Percentage of children aware of the concept of noise pollution**



The children’s understanding of the fragility of the environment and natural resources is further made clear by the fact that 91 percent of the children studying at Satya Bharti Schools are aware that water is a scarce resource and should be used sparingly (avoiding wastage). The corresponding figure for children studying at other schools is moderately lower and stands at 55.6 percent.

**Figure 16: Percentage of children aware that water is a scarce resource**



### Valuing every drop of life

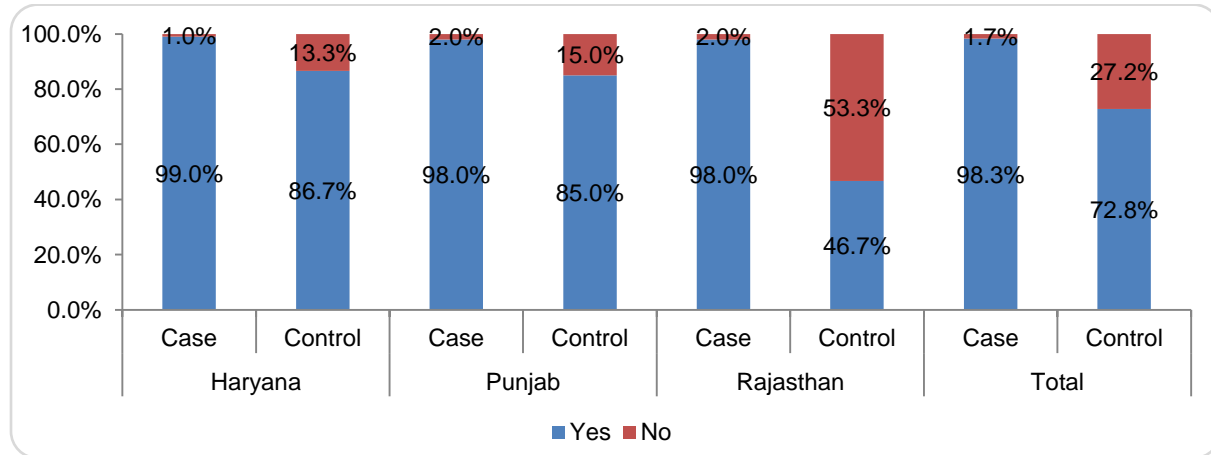
Baljit Singh is a student of Class 6 at a Satya Bharti School in Baliaal village in the Sangrur district of Punjab. Baljeet likes to lend a hand with household chores and often takes on the responsibility of tending to the families cattle. On weekends, he is usually seen bathing the buffalos that the family owns.

When talking to the field enumerators, Baljit’s father pointed out that sometime around middle of 2013, Baljit started using a bucket to bathe the animals and stopped using the hose pipe for doing the same. He says that when the family spotted this change, they asked him for the reason for doing the same. He says that to this, Baljit responded that his teacher had scolded him for leaving the tap open at school and had explained to him that doing so was wasting water which is a limited and precious

resource. He said that he was simply drawing on that lesson.

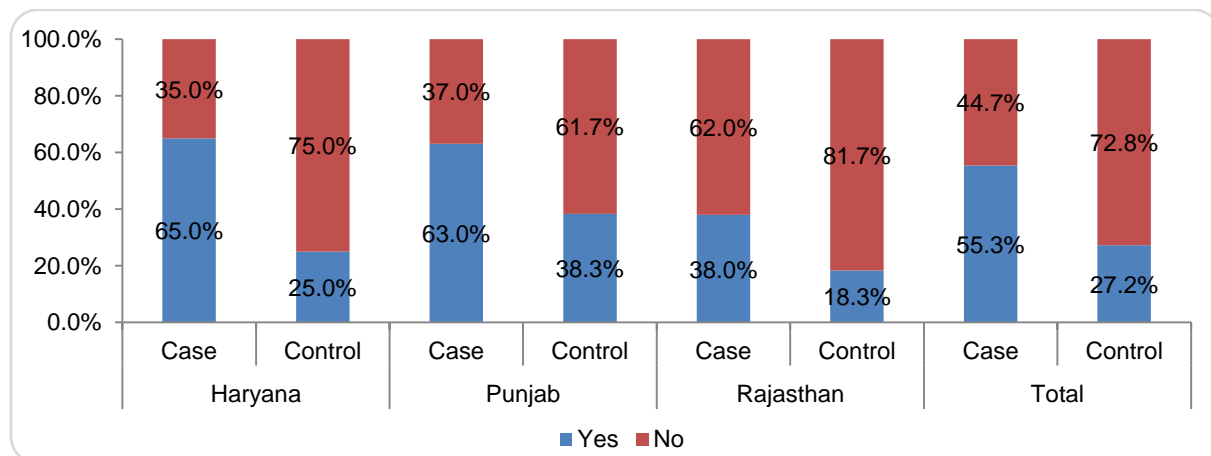
Further, while 98.3 percent of the children studying at Satya Bharti Schools understand that life cannot sustain without plants & greenery; the corresponding figure for children studying at other schools is marginally lesser and stands at 72.8 percent. The difference is observed to be only minor in the States of Haryana and Punjab but is a very large in the case of children in Rajasthan.

**Figure 17: Percentage of children aware that life can't sustain in the absence of plant life/greenery**



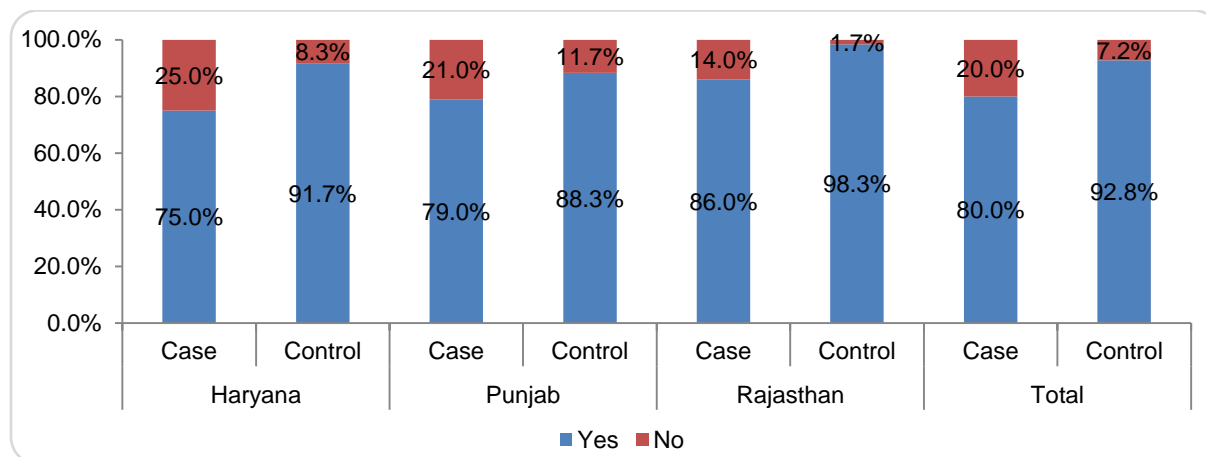
Just as in the case of health and hygiene practices; the children's awareness of their responsibility towards conserving natural resources and maintaining common goods/property has also made its way to their households and in turn to the community. The families of children studying at Satya Bharti Schools are more responsible in maintaining the property/resources that they share with the rest of the community. This is made clear by the fact that 55.3 percent of the families whose children study at Satya Bharti Schools reported that they dispose the household solid waste at a designated dump site. The corresponding figure for families whose children study at other schools was moderately lower and stood at 27.2 percent.

**Figure 18: Percentage of families reporting that they dump the household solid waste at a designated dump site**



The children’s families have also developed a deeper sense of appreciation for the environment and have begun changing age old practices in order to translate this appreciation into actions. This is made evident by the fact that while 20 percent of the households whose children study at Satya Bharti Schools reported that they use clean cooking fuel; the corresponding figure for families whose children don’t study at these schools was marginally lower and stood at 7.2 percent.

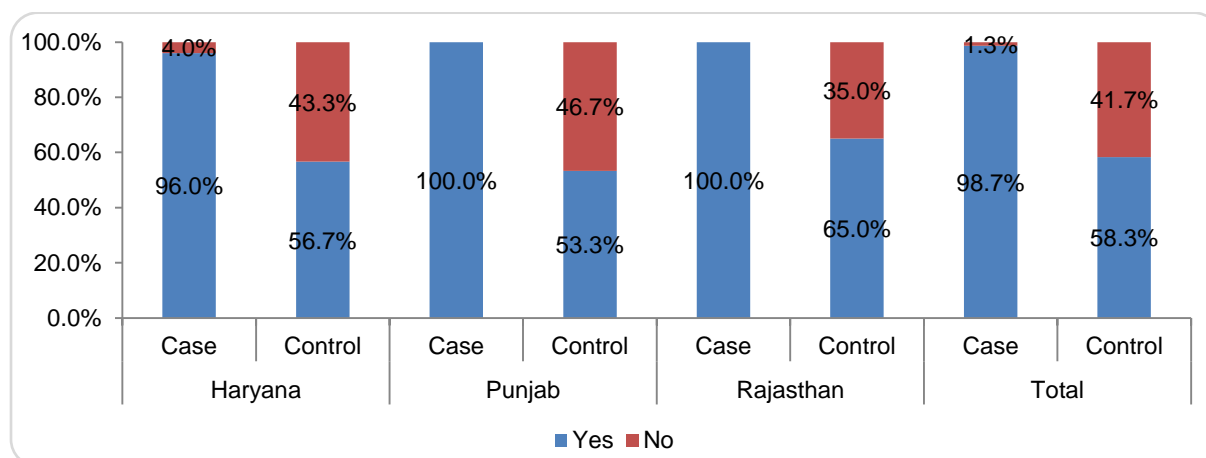
**Figure 19: Percentage of families reporting that they use firewood as cooking fuel**



## 2.6 Delivering quality and developing a greater value for education

Another indication of the positive cumulative impact of the Satya Bharti School Program and its model of structuring teaching-learning transactions is that parents have also begun noticing this impact and believe that it is important that children indulge in extra-curricular, co-curricular and sports activities. They believe that value education and life skills training should be an integral part of the school curriculum. 98.7 percent of the families whose children are studying at Satya Bharti Schools support a holistic model of education. The corresponding figure for families whose children are studying at other schools is moderately lower and stands at 58.3 percent.

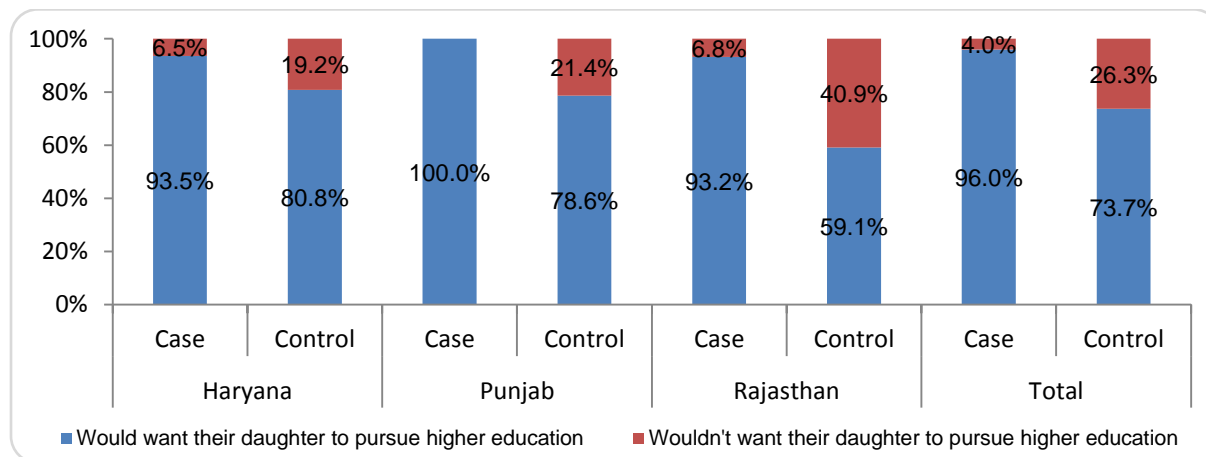
**Figure 20: Percentage of families supporting a holistic model of education at school**



Further, it is heartening to note that the program is being able to deliver a lasting impact by empowering

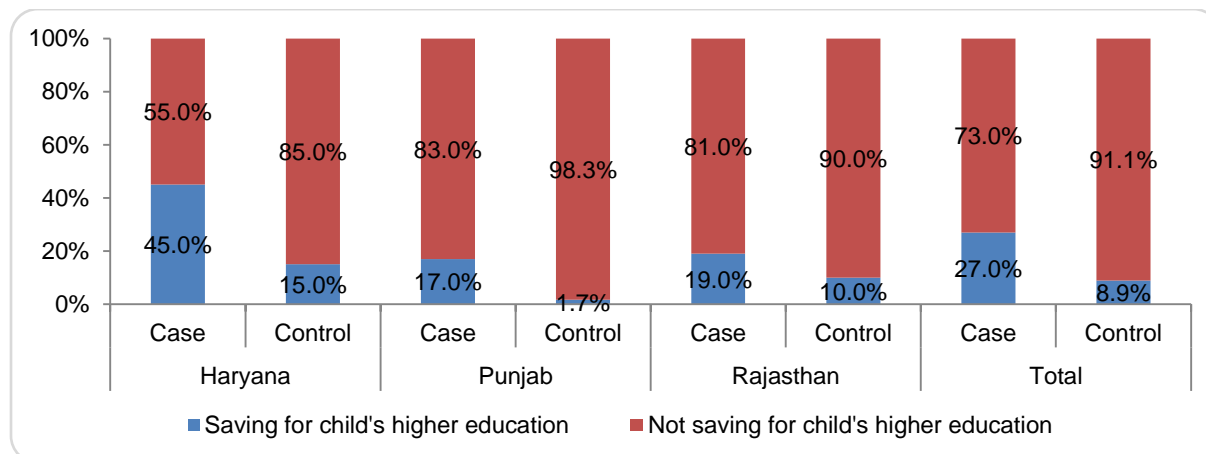
the girl child. At 96 percent of the households who send their daughters to a Satya Bharti School, the parents said that they would want them to pursue higher education. The corresponding figure for families whose daughters are studying at other schools was moderately lower and stood at 73.7 percent.

**Figure 21: Percentage of families supporting a holistic model of education at school**



Given that a number of children studying at the school are first generation learners or are currently enrolled in grades that are much higher than the learning levels attained by their parents; the Satya Bharti School program's impact on the children's lives is further made evident by the fact that their parents have begun saving for their future education. These are essentially families that want their children to pursue higher educational qualifications which would require some form of monetary investments (in terms of fee, coaching, boarding etc.). About 27 percent of the families whose children are studying at Satya Bharti Schools reported that they are systematically saving for their children's higher education. On the contrary, the corresponding figure for families whose children are studying at other schools was lower and stood at 8.9 percent.

**Figure 22: Percentage of families saving for their children's higher education**



### Developing human capital for the Country

Kiran Vaishno is a student of class 5 at a Satya Bharti School in Ram Nagar village in the District of Jodhpur in Rajasthan. Kiran's family reported being extremely happy with the way in which she was

progressing through classes at school and said that the positive transformation in her is clear and visible.

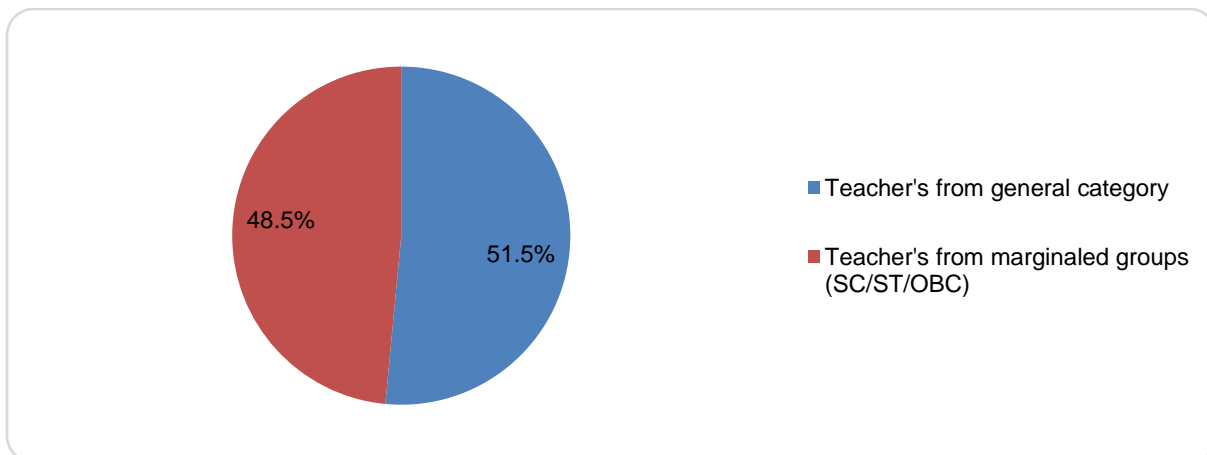
They say that they attribute this change to the competence of the faculty at the school and as a result the family holds the teachers in very high regard. They said that they want their daughter to become a teacher as well and help in the grooming and honing of the next generation. When asked whether they were doing anything to help her realize this dream, the family pointed out that they were systematically saving through fixed deposits and intended to use the same to help her pay the fee for relevant higher educational qualifications.

## 2.7 Socio-cultural impact on teaching staff

The program's model of exclusive secularism is found to be applicable in the case of staff recruitment, training and progression. The selection mechanism used to interview and appoint teachers does not at any point need information on any caste, culture, religious, income related parameters. The selection are made on meritocratic grounds and individuals with relevant educational qualifications are expected to face personal interviews and hold model classroom sessions in order to prove themselves meritorious for a faculty position at any of the schools. All the thirty teachers with whom interactions were held during the field visits validated this selection process and said that even the training programs, reward programs and monitoring & support mechanisms in place under the program work independent of such profiling.

The teachers from the SC/ST and OBC backgrounds pointed out that the program's model of engagement with teachers had in a way empowered them for their future as it had provided them with the confidence that they can find employment at places which work independent of such parochial mindsets. They said that access to the same resources & training modules and the fact that staff with a profile similar to theirs was equally likely to win accolades and laurels under the program's teacher recognition initiatives meant that they always felt at home at a Satya Bharti School. The level of involvement of staff from marginalized groups and the comfort with which they can exist and operate within the Satya Bahrti Schools program is further made clear by the fact that about 48.5 percent of the teaching staff attached to the schools belongs to marginalized groups.

**Figure 23: Percentage of teaching staff from marginalized groups**





### Developing respect for one's own self

Prakash was a teacher at a Satya Bharti School in Budhakhera village in the Kaithal district of Haryana. Having taught at the school for almost five years, he recently shifted to a Government school. On his first day at school, he found himself at the receiving end of caste based discrimination.

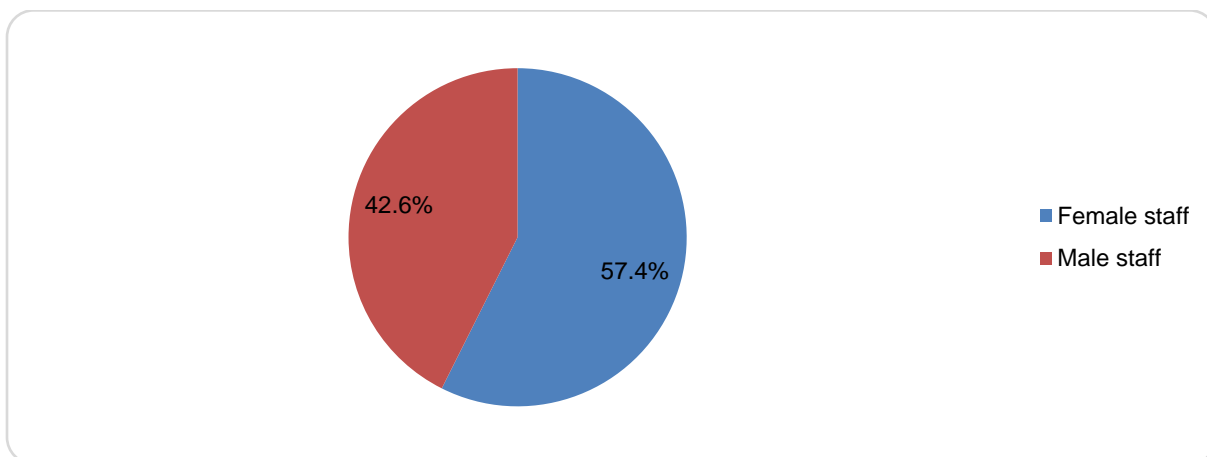
Belonging to a scheduled caste, Prakash was asked by the general category teaching staff to always eat out of a plate that they had designated for him (so as to not mix his utensils with theirs). During his years at the Satya Bharti School, Prakash had developed a good rapport with the community members and was quick to present this incident before their council. The community intervened immediately and warned the teaching staff at the Government school to mind their behavior or else face being reported to the police.

According to Prakash, his stay at the local Satya Bharti School taught him that caste, community, gender etc. have no standing in front of merit and that his selection at the Government school automatically makes him equal to the rest of the teaching staff at the institution. As a result he was not ready to accept any discrimination from the other teacher's at the school.

The staffing model at Satya Bharti Schools also tries to encourage a gender balance amongst the teaching staff. This is considered important as women staff have the potential to act as an agents of change in the community. Their presence in the school premises encourages parents to send their daughters to school as it adds to their perception that the school environment is safe and secure for girls. Women staff also tends to act as role models that the girls wish to emulate and this builds on their desire to pursue higher educational qualifications. It also gives them the confidence that they too can work after completing their formal education.

The gender balance in the teaching staff at Satya Bharti Schools is made clear by the fact that 57.4 percent of the teachers at Satya Bharti Schools are women.

**Figure 24: Percentage of female teaching staff at Satya Bharti Schools**



## 2.8 Socio-cultural impact on vendors and service providers

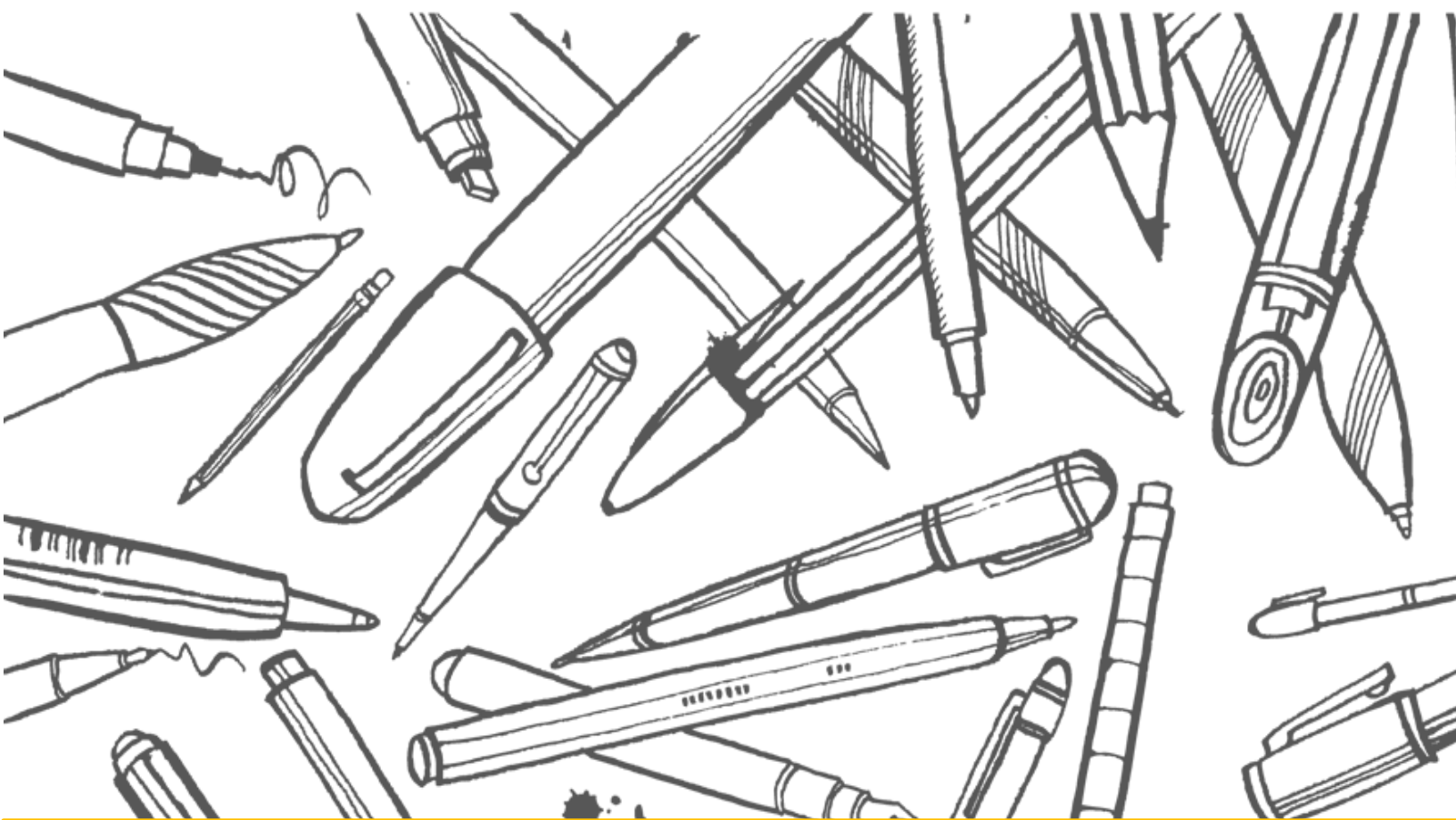
The model of vendor selection/procurement followed by the Satya Bharti Schools closely emulates its model of staffing. The mid-day meal vendor at each of the schools is an individual who is a resident of the local community. Interactions held with these vendors reveal that all of them were selected under a competitive process. Public notices were released and announcements made to invite potential service providers to apply for providing the required services. All those who applied were asked to supply the meals for at least five days and the families of the children studying at the school were invited to taste the food prepared. Finally, the families were asked to vote for the most suitable vendor and on the basis of their ballots, the school provided a standard contract to the individual; asking him to supply the mid-day meal at the school.

What is interesting to note is that all the mid-day meal vendors at the schools visited under the study were women and at twelve of the sixteen schools visited, the vendor belonged to the SC/ST/OBC community. During their interactions with the field teams, the vendors said that the process of selection was transparent and gave them an equal opportunity to compete. They said that this was the primary reason why they chose to compete for the opportunity to be a vendor to the school. At the time of application they genuinely believed that the selection will not take into account their caste, gender, religion etc. This belief is a function of the fact that their children also study at the school and are treated with fairness, equality and given equal opportunities.

### **Overturning age old practices**

The mid-day meal vendors at the Satya Bharti School in Jatibandhu village in the Jodhpur district of Rajasthan reported that she found it very difficult to become the mid-day meal supplier at the school. She says that being from a lower caste family meant that many of the upper caste households would not allow their children to consume the food prepared by her.

She said that had it not been for the faculty at the school, she would have perhaps pulled out of providing the service. The teachers provided her with continued support and systematically worked towards changing the community's perspective. She said that as of date most of the community members have accepted her as a vendor at the school and many have even begun acknowledging her contribution to their children's lives.



## Economic Impact of Satya Bharti Schools



## 5. Economic impact of Satya Bharti Schools

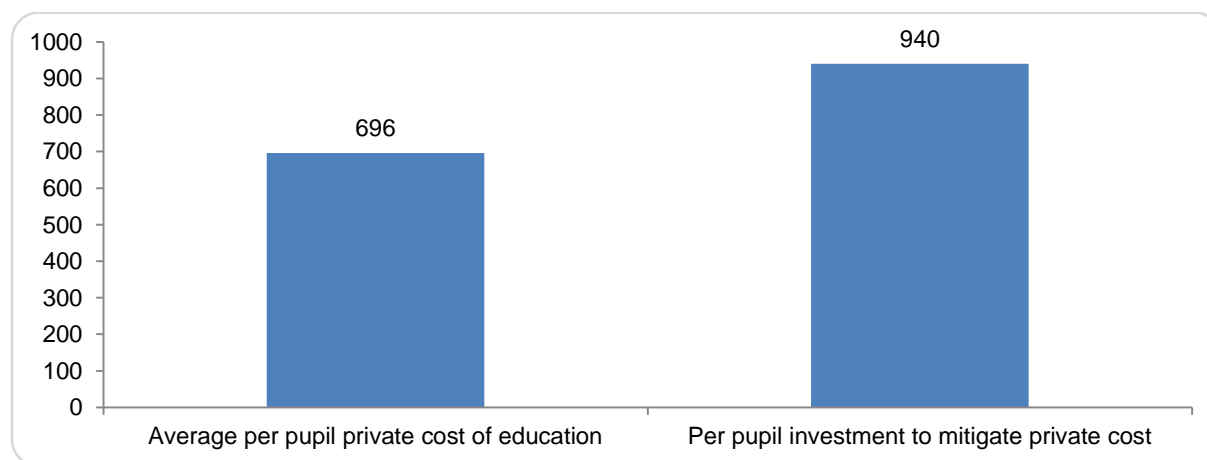
The Satya Bharti School program operates with the help and support of multiple vendors. Further, the program itself is designed to empower children towards realizing a better future by grooming them into the human capital that can form the backbone of the country's future economic prosperity. Therefore, it is imperative that an evaluation of the program's impact on various stakeholders also factors in economic benefits that various stakeholders derive from the program's functioning.

### 3.1 Economic impact on students and their families

Given that the students studying at the Satya Bharti Schools are the primary beneficiary, it is important to understand that the economic benefit that they are deriving from the program. As per NSSO 2007 data, the average annual per pupil cost of education in India is INR 696. Compared against this figure, the Satya Bharti School program is making an annual investment of INR 940 to mitigate this private cost. These investments are being made towards providing children with access to books, notebooks, uniform, sweaters, etc. The difference between the per pupil private cost of education and the per pupil effective subsidy being provided by the program also highlights the thrust towards quality. It highlights that the resources being provided to the children are of a particular quality and are not just being mechanically provided under a set mandate.

As mentioned earlier, these investments are helping in creating an equitable environment at the school as they help in ensuring that every child has access to the same resources thereby excluding from the school environment any signs of income based differentiation. However, it is also clear that these investments are effectively a consumption subsidy to the families of the children studying at the school as they no longer have to spend any money to provide their child with the peripheral goods/items required to attend school. This subsidy if looked at the other way around is also an effective saving for the families.

**Figure 25: Per pupil annual private cost of education in India and the effective subsidy being provided by the program**

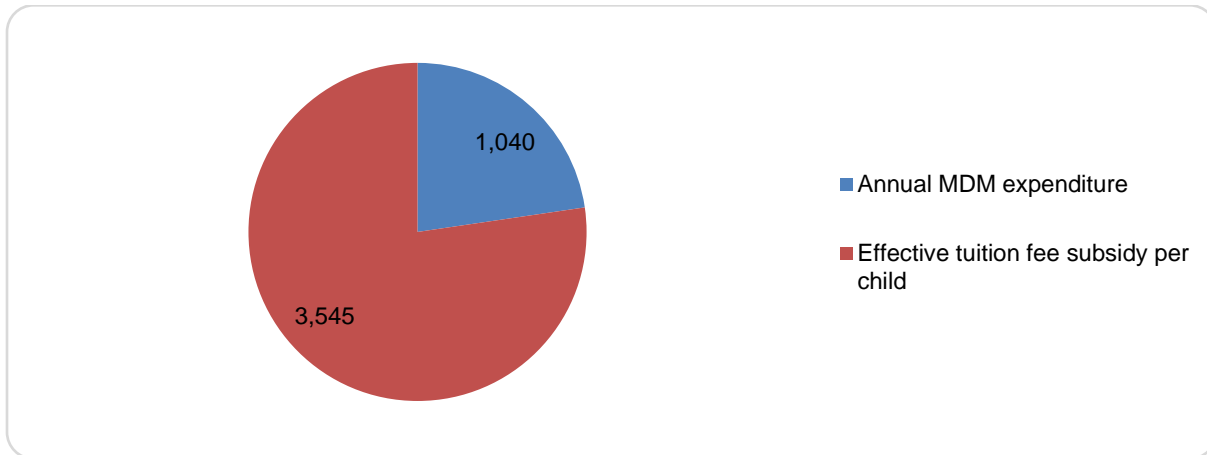


Further, given that the school work on an 'access to free education' model the expenditure made towards the child's mid-day meal and the per pupil tuition fee is also an effective subsidy being provided to the students and their families. The annual per pupil expenditure (in effect a subsidy) made in this direction totals out to be INR 4,585. It is also important to note that this subsidy doesn't yet include the fixed investments made towards infrastructure development & the variable cost of infrastructure upkeep, teacher training, procurement of learning aids etc. It is therefore an understatement compared to the true

per pupil investment/expenditure.

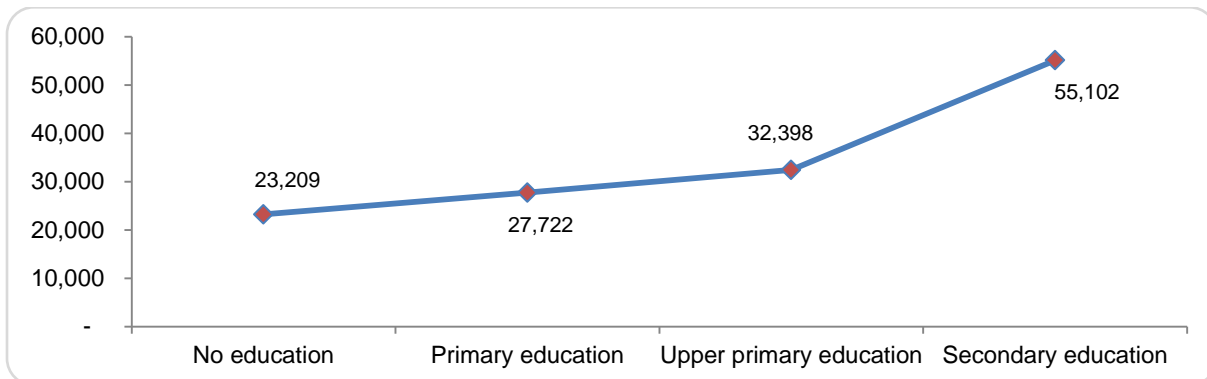
Here as well, the investment made per pupil is effectively savings for their families. The value of these intrinsic savings is important when one internalizes the fact that an increasing number of families are now choosing to systematically save for their children's higher education. Therefore the investments are not only providing children with access to school education but are also in a way helping them in progressing on to higher levels of education.

**Figure 26: Per pupil investment towards mid-day meal and tuition fee subsidy**



The aforementioned investments and subsidies are directly helping children in gaining access to free of cost quality education. However, the evaluation of the economic benefits derived by the children and their families stands incomplete till one factors in the benefits that these children are expected to derive as a result of this access to education. Progression to higher grades of learning has a potential positive impact on the children in terms of their future employability. The average annual wage of an individual without any educational qualifications is INR 23,209. This income increases to INR 27,722 if one completed primary schooling, INR 32,398 on the completion of upper primary education and INR 55,102 on the completion of secondary schooling<sup>1</sup>. Therefore, every child transiting through grades at the Satya Bharti Schools is also effectively progressing towards a brighter future in terms of future income and employability.

**Figure 27: Average annual income post completion of every level of school education in India**



<sup>1</sup> EY's internal calculation using a mincer regression based on NSSO 2007 data; subsequently adjusted for inflation

### **3.2 Economic impact on vendors and service providers**

As mentioned earlier the Satya Bharti School program makes an annual investment of approximately INR 1,040 per child towards the provision of mid-day meals. The mid-day meal services being provided at the school are necessarily outsourced to an external vendor who as mentioned above is selected through a well-defined competitive process. The network of approximately 254 mid-day meal vendors is one of the major groups that support the program's smooth functioning.

As per the enumerators interactions with the vendors providing mid-day meals at the school covered under the study, the service provider is able to make a profit of 10 percent to 15 percent. Given the aggregate per school expenditure on the mid-day meal component this roughly translates into an annual income of INR 16,000 to INR 24,000 per vendor.

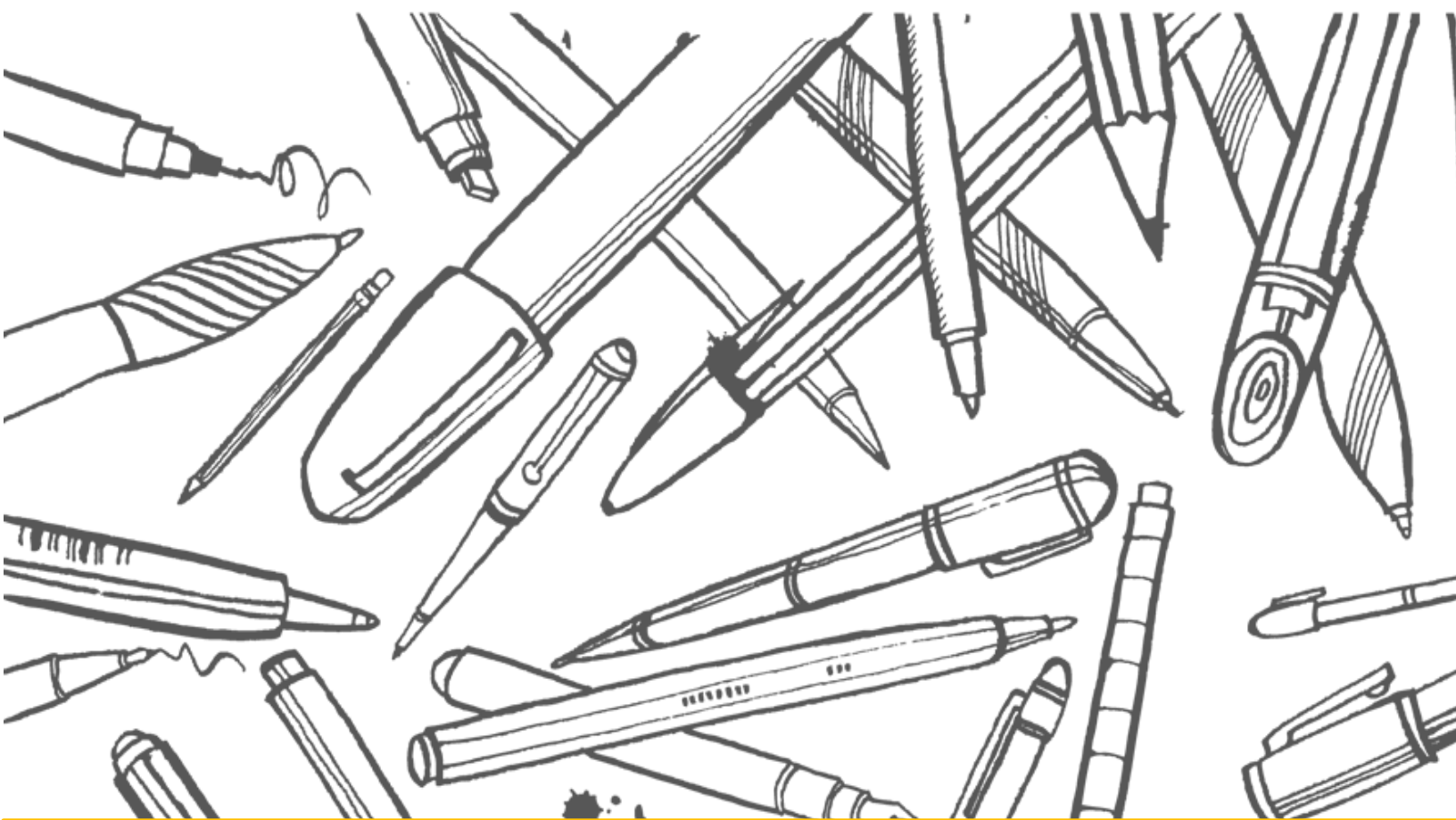
Herein, it is once again important to note that all the mid-day meal vendors at the schools covered under the study were women. In their opinion, the access to this source of income has helped them in creating their own identity within their family and within the community.

#### **Transforming vendors into entrepreneurs**

While interacting with mid-day meal vendors, the field enumerators noted that their continued service to the school had empowered them to become a more efficient entrepreneur and that they were now looking at cutting down on their costs or on up scaling their operations.

A number of vendors reported that they own small land tracts and that they are looking at growing some of the items that go into the mid-day meal rather than simply procuring the same from the market. Many others reported that they are now looking at additional venues where they can provide such services such as other schools in the area or government offices.





## Conclusions



## 6. Conclusions

The impact assessment of the Satya Bharti School program highlights a number of valuable changes that the schools have been able to deliver through a clear cut social network. The program has been fairly successful in transforming the lives of the children through meaningful and well planned activities. In turn many of these lessons have translated themselves into behavioral changes which reflect in the children's day to day conduct. Given that the children are an integral part of their families; these changes have gotten transmitted to the others in their household and are getting collated at the community level.

The children at Satya Barti Schools are observed to be working with a more defined value fabric and come across as confident and coherent individuals with their own unique and distinct identity/personality. Their parents have observed this positive change/development and provide a clear approval for the program's model/method of teaching. Many parents associate these changes with the positive and effective education being provided by the Satya Bharti Schools. Motivated by the outcomes of this education, they have started planning and saving for their children's higher education.

It was observed that the Satya Bharti Schools work with an approach which doesn't allow for or permit differentiation on the lines of gender, caste, class etc. The model of education being followed at the schools focuses on creating common resources and platforms for children to share and this has clearly led to a situation wherein the children are developing a friend circle that is independent of any caste, class or creed based profiling. The schools themselves have become institutions that unite various groups within the community. Given the importance children hold in their family's life; parents from different caste/class groups are found to be regularly participating in school events, meetings etc. The ideas of all the members of the community having equal access to this platform has slowly made its way to the functioning of other community institutions which have now begun operating on similar cohesive lines.

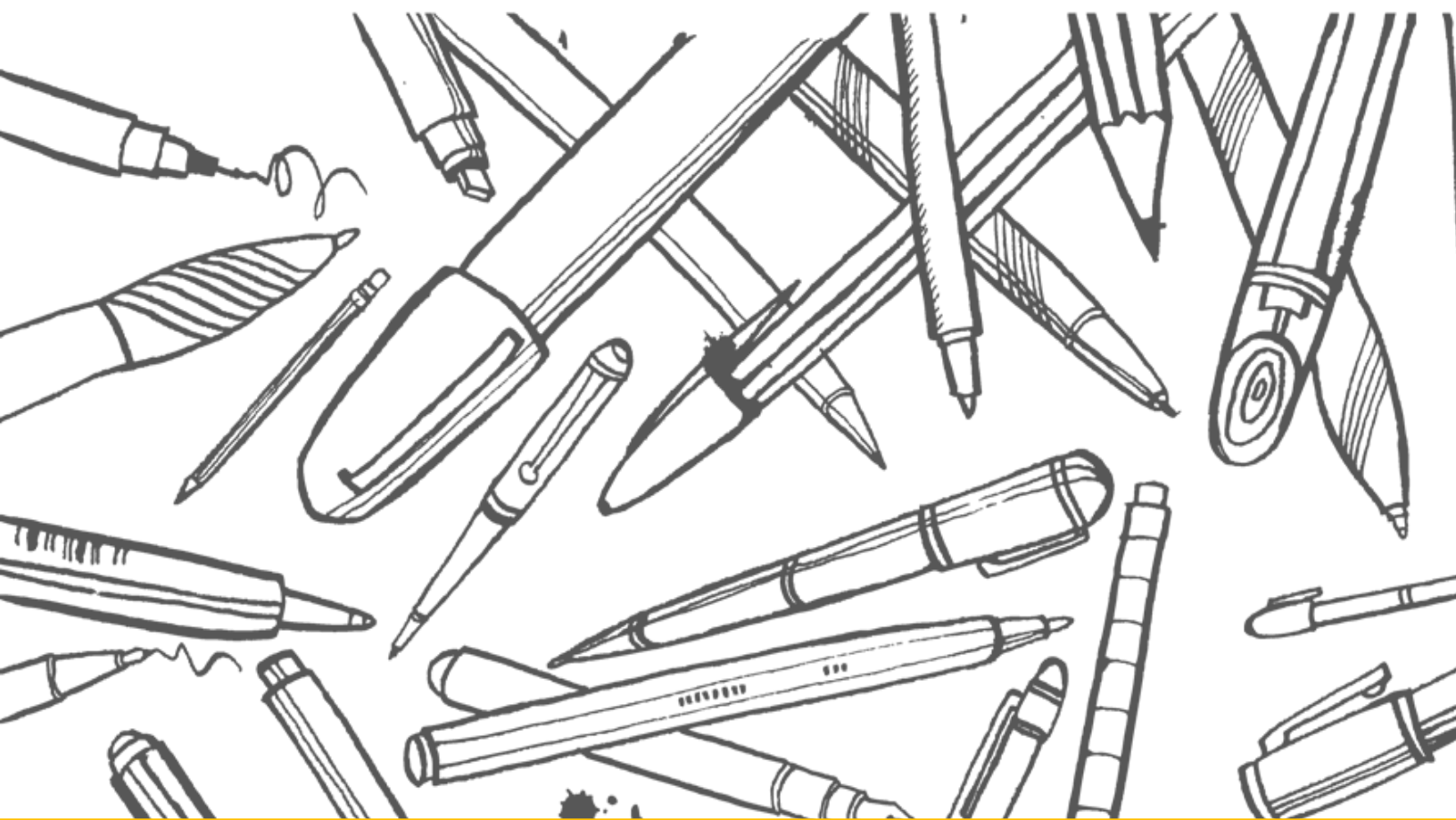
The children from Satya Bharti Schools were also observed to be following good health and hygiene standards. The children's good habits have begun translating into better health and hygiene standards for all the family members and the community at large. A similar trend is observed when evaluates the landscape for changes in the way in which the children, their families and the community at large manage precious natural resources.

Through its model of operation, the program has also created a number of job opportunities for local service providers. Currently most of these jobs exist in the form of requirements for mid-day meal vendors. It is important to note that most of these vendors belong to marginalized communities/groups for whom access to such organized revenue sources is a medium of economic empowerment. In a number of villages this directly translates into social empowerment of these vendors and is attacking the existence of any class/caste based discriminatory practices. The same is observed in the case of the teaching staff as well. Here as well, it was observed that the majority of the teaching staff at Satya Bharti Schools belongs to marginalized communities/groups.

Finally, it is important to note that the Satya Bharti Schools have allowed families to save the income that they would have otherwise spent on their children's education (private cost of education). This is a positive impact when viewed against the fact that an increasing number of families are planning to utilize these savings for their children's higher education. The program is also providing the mid-day meal vendors with access to a secure revenue stream and many of the vendors have now begun up scaling their operations to capitalize on other sales avenues.



The program has been able to establish a theory of change under which the students at the Satya Bharti Schools are fast becoming an agent of change in their families and community. The program must try to capitalize on these linkages by designing and initiating programs/projects that seek to deepen this impact. However, as Bharti Foundation looks towards furthering its socio-cultural impact on the children, their families and the community; it is clear that it has struck a chord with them and has been able to link them to its work by building mutual trust and respect.



## Recommendations



## 7. Recommendations

Through the course of their interactions with the children, their families and the community; the field researchers were able to capture a number of perspectives and identify opportunities that the Foundation can capitalize upon to deepen its social and economic impact.

**Transmitting impact to the neighborhood:** It is clear that certain models of change and mediums of communication that the program is using out to reach out to impact the lives of the children enrolled at the schools are delivering their intended impact. Given that the teachers are well versed with the community leadership in the neighboring villages, (not covered in the direct catchment area of Satya Bharti Schools) the program may want to explore the option of increasing the geographic coverage of its community directed/driven change campaigns.

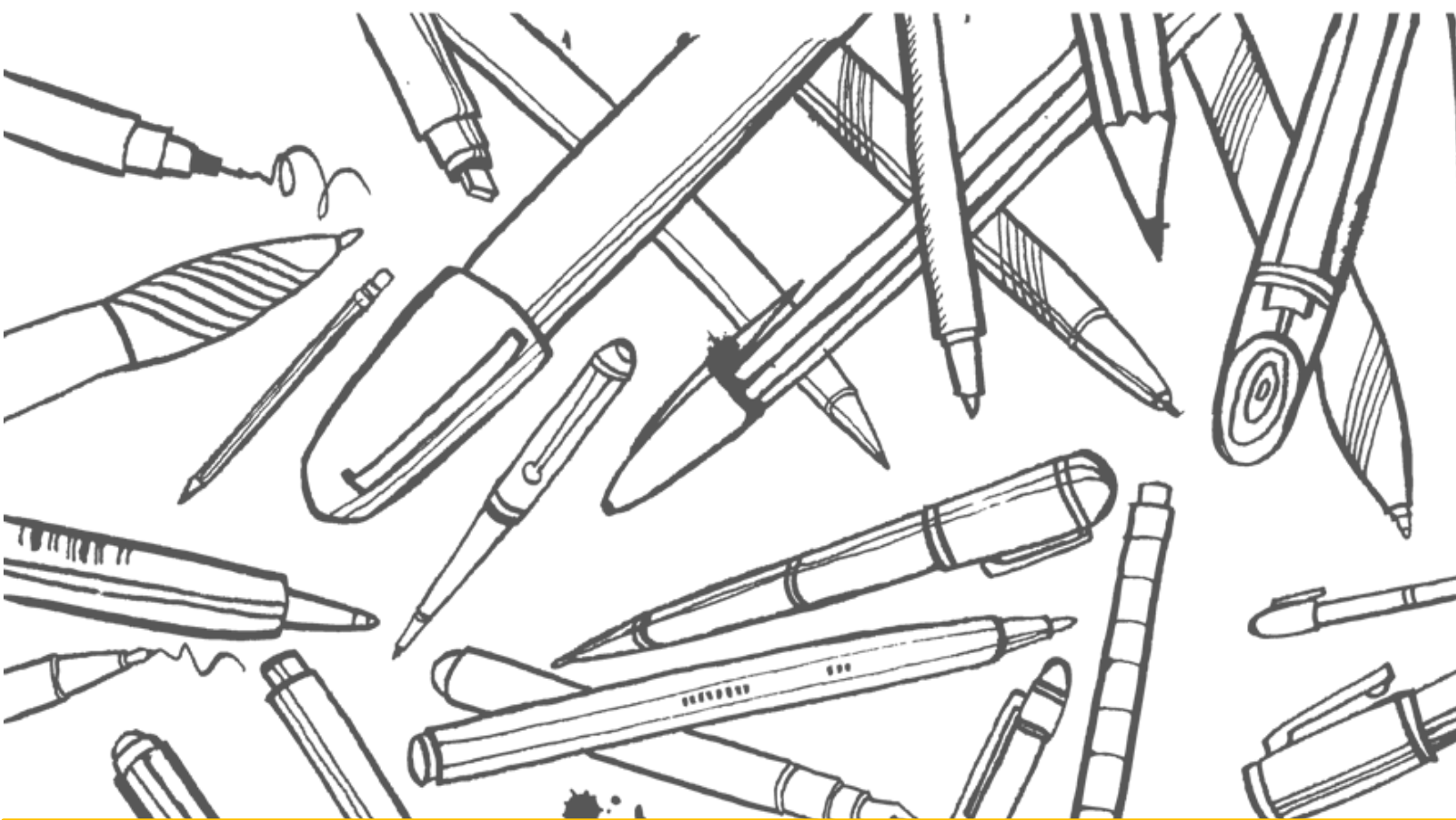
**Leveraging on existing Infrastructure to work on adult literacy:** The schools can leverage upon the connect that they have developed with the families and the community to hold weekend classes for the illiterate adults in the villages. Herein, the aim could be to help them in attaining the basic literacy and numeracy that can help them in their day to day life/livelihood transactions. Given that the school is already being able to change the lifestyle choices of the adults in the family; such an intervention is likely to receive a warm reception from the community.

**Developing concurrent and continuous student led social projects/interventions:** As of date the schools regularly organize community campaigns and usually these campaigns are spearheaded by the students. However, these are usually awareness campaigns which run the risk of low recall value. On the other hand the schools are actively involving students in school centered activities & responsibilities that would enable them to develop a deeper appreciation for the environment, adopt better health & hygiene practices etc. The program could merge the two components and develop student led initiatives/activities which have a continued/on-going presence in the community/village.

Given that children are the center of any families operations, reasoning and planning; initiatives where children actively take care of community commons could go a long way in deepening the Program's impact on the community.

**Career guidance session for parents:** Through the course of the field research it was clear that most of the families aren't aware of what the future holds for their children in terms of access to employment opportunities. Most of the families believe that education will help their child in gaining access to a better and brighter future but are not aware of what this future entails. Helping these families in understanding the employment related benefits of education could translate into them making early provisions for the child's higher education.

**Exploring direct models of community change:** It is clear that the schools are slowly making an impact on the children's families and the community at large. However, it might help if the program identifies certain key areas of intervention and creates a dedicated strategy to address the same. In this regard, the program may want to seek the assistance of other NGOs and international agencies. However, given the importance and value that the community members attach to the school and its staff, the program can become a platform that directly reaches out to the community (especially on issues which directly link to the children). These issues can range from menstrual hygiene management, emphasis of the need for safe drinking water etc.



## Annexures



## 8. Annexure I: Data/Information Collection Tools & Instruments

### Household Questionnaire

#### General Questions

Name of Respondent:

Name of Ward:

Gender of Respondent (M/F):

Gender of Ward (M/F):

Age of Ward (years only):

Grade in which ward is enrolled:

Village:

Corresponding School (Case Only):

#### Impact on Children (Grid 1)

Do you want your ward to pursue higher education?

1. Yes
2. No

Would you be comfortable with your child working after completing his/her education?

1. Yes
2. No

Does the child brush on a daily basis?

1. Yes
2. No

Does the child use a soap to wash his hands after using a sanitation facility?

1. Yes
2. No

Do you believe that schools should set aside some amount of a child's time at school for non-academic purposes such as life skills training?

1. Yes
2. No

Do you believe that schools should set aside some amount of a child's time at school for non-academic purposes such as soft skills training?

1. Yes
2. No

Do you believe that schools should set aside some amount of a child's time at school for non-academic purposes such as value education?

1. Yes
2. No

Do children in the village wish you when they meet you?

1. Yes
2. No

Have you found your child lying to you when in trouble:

1. Regularly
2. Some times
3. On a few occasions
4. Can hardly remember when he did the last time

If a child from the village was to run in to you when you were carrying a bag of groceries and the bag was to drop and spill the items, would the child:

1. Apologize & help you in picking up the spilt items
2. Apologize and run along
3. Not apologize & run along
4. Laugh at the situation

Do you believe that after joining school your child has gained confidence in communicating with and expressing himself in front of his peers and elders?

1. Yes
2. No

### **Impact on Family & Community (Grid 2)**

Can you and your spouse count from 1 to 10 and know how to read and write the Hindi alphabets

1. No both me and my spouse don't know
2. I know but my spouse doesn't
3. I don't know but my spouse does
4. Both me and my spouse know

Are you engaged in full time or part time work?

1. Full time work
2. Part time work
3. Unemployed (i.e. searching for work)
4. Don't want to or don't need to work

Is your spouse engaged in full time or part time work?

1. Full time work
2. Part time work
3. Unemployed (i.e. searching for work)
4. Don't want to or don't need to work

Do members from the household take part in village meetings?

1. Yes
2. No

Do women from the household take part in village meetings?

1. Yes
2. No

Who took the decision of sending the child to school (this school)?

1. Me
2. My spouse

3. Me & my spouse
4. None of the above

Does your house have a working toilet?

1. Yes
2. No

Do members of the household regularly brush their teeth?

1. Yes
2. No

Do members of the household use soap for hand washing after using a sanitation facility?

1. Yes
2. No

Do members of the household treat water before drinking?

1. Yes
2. No

Does the household use firewood or dung cakes to cook food?

1. Yes
2. No

Does the household collect and dispose garbage at a designated site?

1. Yes
2. No

Has access to free education for your children provided you with an opportunity to increase your monthly savings?

1. Yes
2. No

If yes, then to what purpose are you saving?

1. For children's higher education
2. For children's wedding
3. For consumption expenditure during crisis time
4. For investment in income generating assets
5. For Other reasons, please specify: \_\_\_\_\_



## Assessment Questionnaire for Children

### General Questions

Name of Child:

Gender (M/F):

Age (years only):

Grade in which child is enrolled:

Village:

School (Case Only):

List down the full name of five of the child's best friends at school:

- 1.
- 2.
- 3.
- 4.
- 5.

Please provide an order/ranking for the following list

1. Self
2. Family
3. Friends
4. Community
5. State
6. Country

When asked where he/she should throw a toffee wrapper; does the child respond with a reference to a dustbin?

1. Yes
2. No

When asked whether loud noise is a form of pollution, did the child respond in positive?

1. Yes
2. No

When asked whether portable water is a limited resource, did the child respond in positive?

1. Yes
2. No

When asked whether life will perish without the presence of trees, did the child respond in positive?

1. Yes
2. No

In case one of your friends broke another of your friends toy; how do you feel that aggrieved friend should act?

1. Pick up a physical fight
2. Break something that is important to the other friend
3. Pick up a heated argument and curse
4. Pick up a heated argument but not curse
5. Remain calm but clearly express that he/she is upset

**Enumerator Task - Mark a fluency & confidence battery for the confidence and coherence of the way the child has engaged with you when you administered the questions earmarked for him/her:**

1. Was uncertain of his response and wasn't able to communicate the same without fumbling for words
2. Was uncertain of his response but was able to communicate the same without fumbling for words
3. Was certain of his response but wasn't able to communicate the same without fumbling for words
4. Was certain in his response and was able to communicate the same without fumbling for words

## 9. Annexure II: List of Schools Covered Under the Study

State	District	Block	Level	School/Village
Punjab	Amritsar	Tarsika	Elementary	Dhulka
			Primary	Sialka
	Ludhiana	Ludhiana II	Elementary	Balliyewal
		Jagraon	Elementary	Hathur
	Sangrur	Bhawanigarh	Elementary	Balial
Haryana	Kaithal	Pundri	Elementary	Rasina
		Kaithal	Elementary	Budhakhera
	Kurukshetra	Ladwa	Elementary	Bakali
	Mahendragarh	Kanina	Elementary	Meghanwas
	Jhajjar	Matenhail	Elementary	Sunderhetti
Rajasthan	Jodhpur	Bhopalgarh	Primary	Sopara
		Balesar	Primary	Ram Nagar
			Elementary	Kanasar
		Shergarh	Elementary	Jatibandhu
			Elementary	Ghumansinghpura